

[Close Printer Friendly Page](#)

Applicant: PANA CUSD 8

County: Christian

[Consolidated District Plan](#)

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 24-CDP-00-03-011-0080-26

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 2024

Included

Programs:

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

LEGISLATION:

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

[McKinney-Vento Homeless Assistance Act](#)

[American Rescue Plan Elementary and Secondary School Emergency Relief \(ARP ESSER\)](#)

[Adult Education and Family Literacy Act](#)

[105 ILCS 5/Illinois School Code Article 14C. Transitional Bilingual Education](#)

[23 Illinois Administrative Code 228 Transitional Bilingual Education](#)

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY 2024 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 2023-2024 and must be updated annually thereafter.

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

INSTRUCTIONS: [Instructions in PDF format](#)

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

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

BSP - Bilingual Service Plan

Close Printer Friendly Page

Applicant: PANA CUSD 8

County: Christian

Consolidated District Plan

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

Printer-Friendly

Click to Return to Application Select

Project Number: 24-CDP-00-03-011-0080-26

Contact Information

Instructions

1. Contact Information for Person Completing This Form

Last Name*	First Name*	Middle Initial
<input type="text" value="Donahue"/>	<input type="text" value="Paul"/>	<input type="text"/>
Phone*	Extension	Email*
<input type="text" value="217"/> <input type="text" value="562"/> <input type="text" value="1500"/>	<input type="text" value="1529"/>	<input type="text" value="pdonahue@panaschools.com"/>

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

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

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

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

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

[[count] of 2500 maximum characters used)In accordance with Section 427 of the Department of Ed's General Provision Act (GEPA), Pana CUSD#8 ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered pursuant to ESEA. No barriers exist to equitable program participation. The district has established grievance procedures to resolve any conflict that may arise.

3. Bilingual Program Director Assurance

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

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

4. 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

[Close Printer Friendly Page](#)

Applicant: PANA CUSD 8

County: Christian

[Consolidated District Plan](#) ▼

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

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

Project Number: 24-CDP-00-03-011-0080-26

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 2023-2024.* [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
- 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)

Pana School District will use this grant money along with other district finances to ensure that all students will have an opportunity to receive a fair, equitable, and high quality education. The money will be used to improve the education for all students. Pana CUSD #8 has a system in place to track all grant money revenue and expenses. The district will run monthly and quarterly reports to monitor school funding. Pana School District will develop a school improvement plan, and a committee will monitor the progress students are making.

Response from the approved prior year Consolidated District Plan.

Pana School District will use this grant money along with other district finances to ensure that all students will have an opportunity to receive a fair, equitable, and high quality education. The money will be used to improve the education for all students. Pana CUSD #8 has a system in place to track all grant money revenue and expenses. The district will run monthly and quarterly reports to monitor school funding. Pana School District will develop a school improvement plan, and a committee will monitor the progress students are making.

3. Will the LEA braid funding?*

Indicate the funds that will be braided, and list the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, enter N/A in the text field.

If No Braiding is selected, additional fund sources will not be checked.

- No Braiding

- 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 IV, Part B - Rural and Low-Income Schools
- IDEA, Part B - Flow-Through
- ARP ESSER III

NA

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

Indicate all that apply, and list the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by hybrid blending, enter N/A in the text field.

If No Hybrid Funding is selected, additional hybrid blending options will not be checked.

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

NA

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)

We are in the process of improving our RTI (MTSS) program. Right now we are using too many different interventions, and we lack a uniform progress monitoring tool across all schools. Next year our K-8 will be using Aims Web plus to progress monitor students. Hopefully with interventions that are more targeted to individual student needs we will be able to see better progress. Also with a consistent benchmarking system in place we will be able to tell much sooner if the intervention is working, and we will be able to monitor a student's progress better. In using the 80% in Tier 1 and 20% in Tier 2 and Tier 3, we are closer to 70% in Tier 1 and 30% in Tier 2 and Tier 3. Our goal is to provide more individualized instruction for all students. With a change in scheduling all students will be getting interventions or enrichment at the same time. Hopefully this will lead to growth for all students. In addition we are hoping to have few students fall into the 25 percentile range. Our benchmarking which we do 3 times a year, shows that we are making very good growth, but on the achievement side we are still below in many grade levels in both math and reading. We are dedicating at least 2 Wednesdays per month on student data and this process. Once that is complete we will be tweaking our RTI/MTSS program on the behavior, social and emotional side. We will continue to use Capturing Kids Hearts to help us with this. We hired an additional counselor so those things are helping as well.

Our Math scores on state testing continue to be a concern. Our 3rd grade scores are very good, but we see a gradual drop off. Our initial writing scores at the Jr. High are outstanding. We will be looking at ways to incorporate that writing into all subjects, and into the lower grades.

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

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

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

Needs Assessment Impact

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

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

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

2. For each program for which funding is anticipated, provide a summary of the needs assessment results. Include the program goal(s) identified through the need 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 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

We use this to pay for teacher and paraprofessional salary and benefits. We provide extra practice for students who are identified as struggling or below grade level. We use NWEA MAP, Star Testing, teacher recommendations to identify these students. We are looking for ways to provide equity for students in E-Learning and Remote Learning situations.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

With the shortage in teachers, we are looking at improving our mentoring program for new teachers. We want to keep our new teacher, and have them stay here. In addition some Professional Development will be ROE New Teachers workshop, Instructional Coaching. We are also looking to try and improve our recruitment strategies.

G. Title III - LIEP

H. Title III - ISEP

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

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

We transfer this money into Title I or Title II

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

We will use this to support our low income students with technology needs, and classroom needs.

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

We will be in year5 of our new special ed group. (NPT). This group will continue with the IDEA flow through money to the 3 districts.

We will continue to work on ways to improve our services for our IEP students. We are going to focus on attendance in this sub group.

L. IDEA, Part B - Preschool

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

We are looking at trying to find curriculum that meets the needs of those students that are pulled out for instruction.

A concern was raised about the high number of students with IEPs.

Our main goals this year is to continue our training on Trauma Informed Students. (ACES), and student discipline. We will be doing the Capturing Kids Hearts program to help with this area. Student so many issues, that it impacts their learning. The focus of the professional development will be the next step and that is de-escalation strategies for teachers to use when students are getting upset elementary counselor for next year.

Our other area of focus will be math. We continue to struggle with Math on state testing in grades 4-11. The progress we are making is some of our lower students are moving up to approaching. We the lower categories. The other problem is that we are not moving students from approaching to meeting, so our percentage of students meeting is below state averages in grades 4-11. We surveyed and indicated a need for after school programs and summer school.

We have to many goals. Safety and then overcoming learning loss. We use these funds to help keep students safe during the pandemic. We are using these funds to help the learning loss by having summer programs targeted for students who are struggling. We used these

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

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

Stakeholder Involvement

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 career path.
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 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 high-quality education that meets their needs.

District Goal(s):

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

1. 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)
B. Principals (1,7,8,9)
C. Other school leaders (1,8,9)
D. Paraprofessionals (1)
E. Specialized instructional support personnel (1,2,3,4,8,9)
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)
H. Parent liaisons
I. Title I director (1)
J. Title II director (1)
K. Bilingual director (1,6,9)
L. Title IV director (1)
M. Special Education director
N. Guidance staff
O. Community members and community based organizations (7)
P. Business representatives (2,3,4)
Q. Researchers (7)
R. Institutions of Higher Education (7)
S. Other - specify
T. 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 = ARP-LEA (ESSER III)
9 = EL - BSP

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

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

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 held a consultation meeting with Stakeholders on May 24 to review and discuss the 2023-24 Consolidated Plan any changes needed to be made to Pana CUSD # 8's 2021-2022 Consolidated District Plan.

A team of 13 people reviewed the 2022-23 Title I District Plan at the May 24, 2023 consultation meeting. This team included 2 Building Administrator, 5 Title I

teachers, 2 regular ed teachers, 1 paraprofessional, special ed coordinator, 1 parent, and the District's Grant Coordinator. Group members were encouraged to make additions or corrections. The plan was updated during the meeting to reflect the group members input and in some cases emails or calls were made to other staff members if questions arose. Meeting notes were also taken. The amended 2022-23 Consolidated District plan was submitted to the District Superintendent, all 5 Building Administrators and the rest of the Stakeholders that attended the May 25th meeting for final review before submitting the application to the Pana CUSD # 8 School Board for approval at the June 19, 2023 school board meeting.

Response from the prior year Consolidated District Plan.

The District held a consultation meeting with Stakeholders on June 1, 2021 to review and discuss the 2019-20 Consolidated Plan any changes needed to be made to Pana CUSD # 8's 2021-2022 Consolidated District Plan.

A team of 13 people reviewed the 2021-22 Title I District Plan at the May 1, 2020 consultation meeting. This team included 2 Building Administrator, 5 Title I teachers, 2 regular ed teachers, 1 paraprofessional, special ed coordinator, 1 parent, and the District's Grant Coordinator. Group members were encouraged to make additions or corrections. The plan was updated during the meeting to reflect the group members input and in some cases emails or calls were made to other staff members if questions arose. Meeting notes were also taken. The amended 2022-23 Consolidated District plan was submitted to the District Superintendent, all 5 Building Administrators and the rest of the Stakeholders that attended the May 25th meeting for final review before submitting the application to the Pana CUSD # 8 School Board for approval at the June 20, 2022 school board meeting.

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.

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]

Washington Elementary, Lincoln Elementary, and Pana Junior High School each have a Parental Involvement policy that is reviewed and updated each fall by building team members. This allows each school to build it's own policy and supporting procedures individually tailored to ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student learning. Each policy is then submitted to the School Board for approval each November. Upon approval each building's Parental Involvement plan is posted on the District's website. In addition schools had parents on handbook committees, 5 essential survey, as well own building surveys.

Parents and family members are encouraged to attend the team meetings to review the policies annually. In addition, there is an opportunity at the annual schoolwide meeting for parents, family or community members to make suggestions/comments regarding parent/family involvement.

In addition, the District holds monthly Rising Star team meetings that include parents/family members.

Response from the prior year Consolidated District Plan.

Washington Elementary, Lincoln Elementary, and Pana Junior High School each have a Parental Involvement policy that is reviewed and updated each fall by building team members. This allows each school to build it's own policy and supporting procedures individually tailored to ensure effective involvement of parents and to support a partnership among the school, parents, and community to improve student learning. Each policy is then submitted to the School Board for approval each November. Upon approval each building's Parental Involvement plan is posted on the District's website. In addition schools had parents on handbook committees, 5 essential survey, as well own building surveys.

Parents and family members are encouraged to attend the team meetings to review the policies annually. In addition, there is an opportunity at the annual schoolwide meeting for parents, family or community members to make suggestions/comments regarding parent/family involvement.

In addition, the District holds monthly Rising Star team meetings that include parents/family members.

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]

We did have parent responses on the 5 Essential Survey to get data for the 2021-22 school year. This is the 2nd we were able to get data to help us. In add We also have a new website, this helps with communication to parents. Amanda Skinner did training for parents so they can access students grades. With Covid we were able to do some family engagement activities on-line. (Open House, ESSA Presentation). We are looking forward to the 2022-23 school year with the hope that we will be able to have these activities in person. Each school will continue to work to improve parent and family engagement activities. We do a couple of events at the schools each year, but they have mixed results in terms of parent attendance.

Response from the prior year Consolidated District Plan.

We did have parent responses on the 5 Essential Survey to get data for the 2021-22 school year. This is the 2nd we were able to get data to help us. In add We also have a new website, this helps with communication to parents. Amanda Skinner did training for parents so they can access students grades. With Covid we were able to do some family engagement activities on-line. (Open House, ESSA Presentation). We are looking forward to the 2022-23 school year with the hope that we will be able to have these activities in person. Each school will continue to work to improve parent and family engagement activities. We do a couple of events at the schools each year, but they have mixed results in terms of parent attendance.

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 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 59:56

[Close Printer Friendly Page](#)

Private School Participation

[File Upload instructions are linked below. Click here for general name instructions.](#)

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

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

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

Will Private Schools participate in the Program?

Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
Faith Bible Christian Academy	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No...sen
Sacred Heart	<input type="checkbox"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Number of Low-Income Student(s): <input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="radio"/> Yes <input checked="" type="radio"/> No Total Enrollment Number Student(s): <input type="text"/>	<input type="button" value="Choose File"/> No...sen

Comments:

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

County: Christian

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Project Number: 24-CDP-00-03-011-0080-26

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

Preschool Coordination

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or higher education.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic 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 high-quality 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.

Describe how the district will support, coordinate, and integrate services provided under this part with early childhood education programs at the district or individual schools 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 requirements. 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)

Not Applicable - Taylorville CUSD #3 operates a Pre-K program in Pana CUSD#8 's Washington Elementary School for Pana Pre-K students. Pre-K students housed at Washington Elementary School meet behavioral expectations in their classroom as students in grades K-2 do. Pre-K students are also included in Washington Elementary's Kindness Counts program.

Pana CUSD #8 works closely with Taylorville CUSD #3 and the local Head Start program to ensure a smooth transition from Pre-K education to Kindergarten. Pana CUSD # 8 offers Pre-K students the opportunity to visit Washington School Kindergarten classrooms as part of their Kindergarten transition field trip each year.

The District hosts an annual Kindergarten screening in May of each year to assess Pre-K student knowledge. These results are shared with parents at Kindergarten screening. In addition, each year Kindergarten parents attend an informational meeting with their child's Kindergarten teacher to assist with the transition to Kindergarten.

Each year Head Start staff provides the parents and District with individual student information regarding Kindergarten school readiness skills. The District provides Head Start staff with District information to ensure their students are familiar with the expectations prior to starting Kindergarten.

Response from the approved prior year Consolidated District Plan.

Not Applicable - Taylorville CUSD #3 operates a Pre-K program in Pana CUSD#8 's Washington Elementary School for Pana Pre-K students. Pre-K students housed at Washington Elementary School meet behavioral expectations in their classroom as students in grades K-2 do. Pre-K students are also included in Washington Elementary's Kindness Counts program.

Pana CUSD #8 works closely with Taylorville CUSD #3 and the local Head Start program to ensure a smooth transition from Pre-K education to Kindergarten. Pana CUSD # 8 offers Pre-K students the opportunity to visit Washington School Kindergarten classrooms as part of their Kindergarten transition field trip each year.

The District hosts an annual Kindergarten screening in May of each year to assess Pre-K student knowledge. These results are shared with parents at Kindergarten screening. In addition, each year Kindergarten parents attend an informational meeting with their child's Kindergarten teacher to assist with the transition to Kindergarten.

Each year Head Start staff provides the parents and District with individual student information regarding Kindergarten school readiness skills. The District provides Head Start staff with District information to ensure their students are familiar with the expectations prior to starting Kindergarten.

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Consolidated District Plan

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-COP-00-03-011-0080-26

County: Christian

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Require

Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 career or postsecondary education, while 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 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 high-quality education that meets their needs.

District Goal(s):

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

1. Describe the well-rounded instructional program to meet the academic and language needs of all students and how the district will develop and implement it

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

(2955 of 7500 maximum characters used)

Pana CUSD # 8 strives to provide students with a high quality, well rounded education. In addition, to the core curriculum, the District offers vocal music and art education to be offered to students in grades 5-12. Physical Education classes are provided to grades K-12.

Pana CUSD #8 employs a full time District Technology Integration Specialist who works with District staff to integrate technology into classrooms. The District partners with a non-profit organization, to assist with funding the technology needs of our District. Pana CUSD #8 is employing a 2nd District Technology Integration Specialist in 2020-21. In 2019-20 Pana CUSD#8 hired an elementary guidance counselor.

From 2004 to 2017 Pana CUSD #8 high school students participated in the NASA Human Exploration Rover Challenge with a "Moonbuggy" that students built. Beginning in 2020 students will participate in the Solar Car Challenge instead of the "Moonbuggy" Challenge. The Solar Car Team won their division at the National Competition in 2019.

Since 2014, Pana CUSD #8 students grades 6-12 have participated in Seaperch. Seaperch is an innovative underwater robotics program that allows students to build an underwater robot.

Response from the prior year Consolidated District Plan.

Pana CUSD # 8 strives to provide students with a high quality, well rounded education. In addition, to the core curriculum, the District offers vocal music and art education to be offered to students in grades 5-12. Physical Education classes are provided to grades K-12.

Pana CUSD #8 employs a full time District Technology Integration Specialist who works with District staff to integrate technology into classrooms. The District partners with a non-profit organization, to assist with funding the technology needs of our District. Pana CUSD #8 is employing a 2nd District Technology Integration Specialist in 2020-21. In 2019-20 Pana CUSD#8 hired an elementary guidance counselor.

From 2004 to 2017 Pana CUSD #8 high school students participated in the NASA Human Exploration Rover Challenge with a "Moonbuggy" that students built. Beginning in 2020 students will participate in the Solar Car Challenge instead of the "Moonbuggy" Challenge. The Solar Car Team won their division at the National Competition in 2019.

Since 2014, Pana CUSD #8 students grades 6-12 have participated in Seaperch. Seaperch is an innovative underwater robotics program that allows students to build an underwater robot.

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

(2108 of 7500 maximum characters used)

All students in grades K-8 will be assessed for reading and math three times per year (Fall, Winter, & Spring) using the Measure of Academic Progress (MAP). The purpose of MAP is to serve as a universal screener to provide early identification of students failing to make progress, measure general educational progress toward established benchmarks, and determine if students are meeting the challenging State academic standards. Based upon their performance on the screenings, students will be placed in one of three tiers. Tier 1 is for students meeting benchmarks. Tier 2 students are those that are at-risk and in need of interventions to assist them in meeting their benchmarks. Tier 3 students will be those that are in need of interventions. The progress of Tier 2 and 3 students will be monitored frequently using a variety of assessments to evaluate the effectiveness of the instructional intervention monitoring tool for K-8, so we have some consistency there. Decisions about student's tier placement will also include referrals by classroom teachers, progress as indicated on weeks report cards, attendance, and results of locally administered tests such as the STAR Reading Assessment. In addition, the District's School Psychologist reviews student data each succeeding intervention, the progress monitoring assessment indicates that the student is still not making progress towards the goal of meeting State Standards, the case administrative team, classroom teachers, Title I teachers, social workers and guidance counselors. Where further interventions will be considered or possibly a referral to be made to educational services.

Response from the prior year Consolidated District Plan.

All students in grades K-8 will be assessed for reading and math three times per year (Fall, Winter, & Spring) using the Measure of Academic Progress (MAP). The purpose of MAP is to serve as a universal screener to provide early identification of students failing to make progress, measure general educational progress toward established benchmarks, and determine if students are meeting the challenging State academic standards. Based upon their performance on the screenings, students will be placed in one of three tiers. Tier 1 is for students meeting benchmarks. Tier 2 students are those that are at-risk and in need of interventions to assist them in meeting their benchmarks. Tier 3 students will be those that are in need of interventions. The progress of Tier 2 and 3 students will be monitored frequently using a variety of assessments to evaluate the effectiveness of the instructional intervention monitoring tool for K-8, so we have some consistency there. Decisions about student's tier placement will also include referrals by classroom teachers, progress as indicated on weeks report cards, attendance, and results of locally administered tests such as the STAR Reading Assessment. In addition, the District's School Psychologist reviews student data each succeeding intervention, the progress monitoring assessment indicates that the student is still not making progress towards the goal of meeting State Standards, the case administrative team, classroom teachers, Title I teachers, social workers and guidance counselors. Where further interventions will be considered or possibly a referral to be made to educational services.

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 standards 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 response. *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.*

(3160 of 7500 maximum characters used)

At risk students in grades K-2 receive 30-45 minutes of small group or individual instruction using research based materials to strengthen core reading and math skills. Washoe students receive one hour of dedicated reading instruction each day. Kindergarten students receive an additional 15 minutes of reading intervention each day utilizing the Washoe program. This online intervention is done in a small group setting and students are monitored by a paraprofessional. Students in grades K-2 utilize Great Leaps, a reading intervention. Additional math assistance teachers in grades K-2 utilize the McGraw Hill Building Blocks program that utilizes animated digital activities for math practice, conceptual development.

Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students. The Title Reading teachers in grades 3-8 utilize the Read Naturally students in grades 3-8 utilize Freckle, an individualized Math, ELA, and Social Studies resource.

Jr. High students have access to the MAP Skills portion of MAP testing which provides immediate data to drive individualized instruction. The MAP Skills system aids all Jr. High assessment data to create individualized student interventions that the teachers deliver. At risk students in grades 6-8 have access to AutoSkill Academy of Math. This individualized

Response from the prior year Consolidated District Plan.

At risk students in grades K-2 receive 30-45 minutes of small group or individual instruction using research based materials to strengthen core reading and math skills. Washoe students receive one hour of dedicated reading instruction each day. Kindergarten students receive an additional 15 minutes of reading intervention each day utilizing the Washoe program. This online intervention is done in a small group setting and students are monitored by a paraprofessional. Students in grades K-2 utilize Great Leaps, a reading intervention. Additional math assistance teachers in grades K-2 utilize the McGraw Hill Building Blocks program that utilizes animated digital activities for math practice, conceptual development.

Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students. The Title Reading teachers in grades 3-8 utilize the Read Naturally students in grades 3-8 utilize Freckle, an individualized Math, ELA, and Social Studies resource.

Jr. High students have access to the MAP Skills portion of MAP testing which provides immediate data to drive individualized instruction. The MAP Skills system aids all Jr. High assessment data to create individualized student interventions that the teachers deliver. At risk students in grades 6-8 have access to AutoSkill Academy of Math. This individualized

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

(2235 of 7500 maximum characters used)

All students that need assistance in meeting State Standards will participate in specific interventions for reading and math based on the results of the MAP and local assessment. Tier 2 who are at risk of not meeting standards will receive additional research based interventions in small group and one-on-one settings that address their specific areas of need. In addition to the instruction received in their regular classroom. Title I professionals (both teachers and paraprofessionals) will provide the supplemental instruction that meets the standards in the regular classroom. Frequent assessments will be used to monitor the progress of the students and to measure the success of the interventions. In a school based interventions employed at school, the Title I teacher and/or classroom teacher may suggest additional help for the student at home.

Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students.

Jr. High students have access to the Skills Navigator portion of MAP testing which provides immediate data to drive individualized instruction. The Skills Navigator system aids in providing assessment data to create individualized student interventions that the teachers deliver.

Response from the prior year Consolidated District Plan.

All students that need assistance in meeting State Standards will participate in specific interventions for reading and math based on the results of the MAP and local assessment. Tier 2 who are at risk of not meeting standards will receive additional research based interventions in small group and one-on-one settings that address their specific areas of need. In addition to the instruction received in their regular classroom. Title I professionals (both teachers and paraprofessionals) will provide the supplemental instruction that meets the standards in the regular classroom. Frequent assessments will be used to monitor the progress of the students and to measure the success of the interventions. In a school based interventions employed at school, the Title I teacher and/or classroom teacher may suggest additional help for the student at home.

Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students.

Jr. High students have access to the Skills Navigator portion of MAP testing which provides immediate data to drive individualized instruction. The Skills Navigator system aids in providing assessment data to create individualized student interventions that the teachers deliver.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at high rates 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 response. *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.*

(3379 of 7500 maximum characters used)

All Pana CUSD #8 students are taught by Highly Qualified teachers that are licensed in their teaching area. The district implemented Board Policy 5:190 to develop and implement criteria for highly qualified teachers who teach core academic subjects are "highly qualified". Board policy 5:190 was reviewed, updated and revised on March 20, 2017. Each teacher must: 1.) Have a Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. 2.) Provide the District Office with a complete transcript of any credits earned since the date the last transcript was filed. 3.) On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the transcript of any credits earned since the date the last transcript was filed. 4.) Notify the Superintendent of any change in the teacher's transcript. In addition, all teachers who are supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements. The District Superintendent or designee shall: 1) Monitor and federal law requirements that teachers be appropriately licensed. 2.) Through incentives for voluntary transfers, professional development, recruiting programs, or other that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. 3.) Ensure that students in schools receiving Title I funds are notified of their right to request their student's classroom teachers' professional qualifications. Each year during the registration process, a copy of the "Parents Right to Know Qualifications of Educators" letter that informs them of their rights listed above.

Response from the prior year Consolidated District Plan.

All Pana CUSD #8 students are taught by Highly Qualified teachers that are licensed in their teaching area. The district implemented Board Policy 5:190 to develop and implement criteria for highly qualified teachers who teach core academic subjects are "highly qualified". Board policy 5:190 was reviewed, updated and revised on March 20, 2017. Each teacher must: 1.) Have a Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. 2.) Provide the District Office with a complete transcript of any credits earned since the date the last transcript was filed. 3.) On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the transcript of any credits earned since the date the last transcript was filed. 4.) Notify the Superintendent of any change in the teacher's transcript. In addition, all teachers who are supported with federal funds under Title I, Part A must meet applicable State certification and licensure requirements. The District Superintendent or designee shall: 1) Monitor and federal law requirements that teachers be appropriately licensed. 2.) Through incentives for voluntary transfers, professional development, recruiting programs, or other that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. 3.) Ensure that students in schools receiving Title I funds are notified of their right to request their student's classroom teachers' professional qualifications. Each year during the registration process, a copy of the "Parents Right to Know Qualifications of Educators" letter that informs them of their rights listed above.

6. Describe the measures the district takes in assisting schools in developing effective school library programs that provide students an opportunity to develop 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 response. *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.*

(1593 of 7500 maximum characters used)

The District funds a .22 FTE Librarian to oversee the District library program. The District also funds four part time paraprofessionals who assist students and present lessons Librarian.

All Libraries within the School District are equipped with up-to-date desktop computers and Chromebooks/iPads are also available. In addition, all libraries have new, up-to-date reading levels and diverse interests. The District maintains a working relationship with Heartland Library System (formerly Lincoln Trail Library System) to acquire materials a library has a "Facebook" page that is updated frequently.

The District partners with Pana Education Foundation, a non-profit organization, to assist with funding the technology needs of our District. The District also continues to apply assist with developing an effective school library program.

Response from the prior year Consolidated District Plan.

The District funds a .22 FTE Librarian to oversee the District library program. The District also funds four part time paraprofessionals who assist students and present lessons Librarian.

All Libraries within the School District are equipped with up-to-date desktop computers and Chromebooks/iPads are also available. In addition, all libraries have new, up-to-date reading levels and diverse interests. The District maintains a working relationship with Heartland Library System (formerly Lincoln Trail Library System) to acquire materials a library has a "Facebook" page that is updated frequently.

The District partners with Pana Education Foundation, a non-profit organization, to assist with funding the technology needs of our District. The District also continues to apply assist with developing an effective school library program.

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 r *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.*

(1593 of 7500 maximum characters used)

The District funds a .22 FTE Librarian to oversee the District library program. The District also funds four part time paraprofessionals who assist students and present lessons Librarian.

All Libraries within the School District are equipped with up-to-date desktop computers and Chromebooks/iPads are also available. In addition, all libraries have new, up-to-date reading levels and diverse interests. The District maintains a working relationship with Heartland Library System (formerly Lincoln Trail Library System) to acquire materials a library has a "Facebook" page that is updated frequently.

The District partners with Pana Education Foundation, a non-profit organization, to assist with funding the technology needs of our District. The District also continues to apply assist with developing an effective school library program.

Response from the prior year Consolidated District Plan.

Pana CUSD # 8 adopted Board Policy 6:130 Program for the Gifted in January 1993. It was revised on November 21, 1994; April 22, 2003; January 17, 2006; October 18, 20 in the process of being revised to fit the new law.

Due to lack of funding the District is currently unable to provide a individualized education plan specifically for gifted and talented students. If sufficient State funding were av and the Board would determine the feasibility and advisability of developing a plan for gifted education that would qualify for State funding. At the Elementary level Tier II an provide supplemental differentiated instruction.

Pana Junior High School implemented The Panther Den during the 2017-2018 school year as a way to identify students who are model students. The SAP team felt that these enrichment for being model students. The 7th & 8th grade students were selected based on their academics for the 2016-2017 school year. Students who maintained A's all for teachers to then vote on the top 10 that they felt were model students behavior wise. Five sixth grade students were selected after 2nd semester following the same proc

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)

Save Page

* 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

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

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

College and Career Readiness

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

ISBE Goals:

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

District Goal(s):

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

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

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

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

([count] of 7500 maximum characters used)

Pana Junior High School's counselors, administration, and staff provide multiple opportunities to assist with the effective transition from 8th to 9th grade.

Pana Jr. High hosts an annual "Career Day" which emphasizes career choices and future high school coursework planning. During Career Day teachers from Pana High School do a presentation success. Jr. High students have access to the "Career Cruising" online program to assist with individualized self-exploration and planning software to engage students in the process of build School counselor provides 2 to 3 in class trainings on high school course work, high school transition, and high school scheduling during their 8th grade year. To further facilitate transition, responsible for grades 6-9 and the High School counselor works with grades 10-12.

Each year in August the District sponsors a Freshman orientation day. Before school begins, the incoming 9th graders attend a 4-5 hour afternoon of transition activities. The district also provides incoming 9th graders. The first one is in the spring to discuss registration and the second is on the evening of the Freshman orientation day. In addition, the District has created a Freshman to parents and students.

Pana Senior High's counselors, administration, and staff are dedicated to assisting student transition to post-secondary education. A course description guide is released each year detailing dual credit, graduation requirements, sample 4 year educational plans, credit information and other pertinent course and scheduling information. It also includes a chart showing the minor admission to several area College and Universities. Class descriptions are organized alphabetically by subject matter. This guide is handed out to students, parents, and posted on the District website.

Online dual-enrollment classes are offered through a partnership with our local community college, Lake Land College.

Students in 11th and 12th grade can choose to enroll in afternoon classes at Okaw Area Vocational Center for an opportunity to do hands on training. The district provides transportation for Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Office Technology, Computer Technology/Networking, Commercial Art, Health Occupations, Machine Shop/Welding Drafting/Electronics, and Building Trades.

Pana High School as Part of the CTE survey is bring in more people in these fields to talk to students about jobs in these fields. Pana High School is also recruiting more students to these fields visit these classes.

Area colleges come to Pana High School throughout the year to meet with students. The district offers Financial Aid Nights to ensure students and parents are aware of the options in post secondary with securing financial aid. The High School Counselors offers 1 to 1 college/career counseling meetings with students and completes a "Senior Interview" with all students. The district provides with student career choice. Consumer Education students are provided with job shadowing opportunities. Juniors are required to complete an extensive career/college project as part of the district also provides ACT and SAT preparation and utilizes the Khan Academy for additional college transition assistance.

Response from the approved prior year Consolidated District Plan.

Pana Junior High School's counselors, administration, and staff provide multiple opportunities to assist with the effective transition from 8th to 9th grade.

Pana Jr. High hosts an annual "Career Day" which emphasizes career choices and future high school coursework planning. During Career Day teachers from Pana High School do a presentation success. Jr. High students have access to the "Career Cruising" online program to assist with individualized self-exploration and planning software to engage students in the process of build School counselor provides 2 to 3 in class trainings on high school course work, high school transition, and high school scheduling during their 8th grade year. To further facilitate transition, responsible for grades 6-9 and the High School counselor works with grades 10-12.

Each year in August the District sponsors a Freshman orientation day. Before school begins, the incoming 9th graders attend a 4-5 hour afternoon of transition activities. The district also provides incoming 9th graders. The first one is in the spring to discuss registration and the second is on the evening of the Freshman orientation day. In addition, the District has created a Freshman to parents and students.

Pana Senior High's counselors, administration, and staff are dedicated to assisting student transition to post-secondary education. A course description guide is released each year detailing dual credit, graduation requirements, sample 4 year educational plans, credit information and other pertinent course and scheduling information. It also includes a chart showing the minor admission to several area College and Universities. Class descriptions are organized alphabetically by subject matter. This guide is handed out to students, parents, and posted on the District website.

Online dual-enrollment classes are offered through a partnership with our local community college, Lake Land College.

Students in 11th and 12th grade can choose to enroll in afternoon classes at Okaw Area Vocational Center for an opportunity to do hands on training. The district provides transportation for Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Office Technology, Computer Technology/Networking, Commercial Art, Health Occupations, Machine Shop/Welding Drafting/Electronics, and Building Trades.

Pana High School as Part of the CTE survey is bring in more people in these fields to talk to students about jobs in these fields. Pana High School is also recruiting more students to these fields visit these classes.

Area colleges come to Pana High School throughout the year to meet with students. The district offers Financial Aid Nights to ensure students and parents are aware of the options in post secondary with securing financial aid. The High School Counselors offers 1 to 1 college/career counseling meetings with students and completes a "Senior Interview" with all students. The district provides with student career choice. Consumer Education students are provided with job shadowing opportunities. Juniors are required to complete an extensive career/college project as part of the district also provides ACT and SAT preparation and utilizes the Khan Academy for additional college transition assistance.

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities that provide students in-depth integration of 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. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan.

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

([count] of 7500 maximum characters used)

Pana Senior High's counselors, administration, and staff are dedicated to assisting students with career and technical education.

During the 2021-22 school year Pana High School offered 11 Agriculture Occupations classes including Introduction to Agriculture Industry, Basic Agricultural Science, Welding, Landscaping Horticultural Production/Management, Agricultural Mechanization/Technology and Supervised Agricultural Experience Program. The Business department offered 20 courses in keyboarding, accounting, marketing, management, record keeping, business technology, media, video production, introduction to business, and Photoshop. The Industrial Education/Technology department offered Introduction to Technology, Drafting, and Construction Technology. The District also offered a dual credit course in Health Occupations to allow students an opportunity to explore health care students for nurse assistant roles. Students in grade 11 & 12 have the opportunity to do service work for the schools and community through the Service Learning class.

Students in 11th and 12th grade can choose to enroll in afternoon classes at Okaw Area Vocational Center for an opportunity to do hands on training. The district provides transportation to Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Computer Technology/Networking, Auto Mechanics, Food Service, Drafting/Computer Aided Drafting, and Building

Response from the approved prior year Consolidated District Plan.

Pana Senior High's counselors, administration, and staff are dedicated to assisting students with career and technical education.

During the 2021-22 school year Pana High School offered 11 Agriculture Occupations classes including Introduction to Agriculture Industry, Basic Agricultural Science, Welding, Landscaping Horticultural Production/Management, Agricultural Mechanization/Technology and Supervised Agricultural Experience Program. The Business department offered 20 courses in keyboarding, accounting, marketing, management, record keeping, business technology, media, video production, introduction to business, and Photoshop. The Industrial Education/Technology department offered Introduction to Technology, Drafting, and Construction Technology. The District also offered a dual credit course in Health Occupations to allow students an opportunity to explore health care students for nurse assistant roles. Students in grade 11 & 12 have the opportunity to do service work for the schools and community through the Service Learning class.

Students in 11th and 12th grade can choose to enroll in afternoon classes at Okaw Area Vocational Center for an opportunity to do hands on training. The district provides transportation to Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Computer Technology/Networking, Auto Mechanics, Food Service, Drafting/Computer Aided Drafting, and Building

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

Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 24-CDP-00-03-011-0080-26

<u>Overview</u>	<u>Contact Information</u>	<u>Amendments</u>	<u>Needs Assessment and Programs</u>			<u>Plan Specifics</u>	<u>Assurance Pages</u>	<u>Submit</u>	<u>Application History</u>
<u>Needs Assessment Impact</u>	<u>Stakeholders</u>	<u>Private Schools Participation</u>	<u>Preschool Coordination</u>	<u>Student Achievement</u>	<u>College and Career</u>	<u>Professional Development</u>	<u>Safe Learning Environment</u>	<u>Title I Specific Pages</u>	<u>IDEA Specific Requir</u>

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

ISBE Goals:

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

For each program for which funding is anticipated for the 2023-2024 school year, provide a brief description of professional development activities to be funded by 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.

Program and Description

A. Title I, Part A - Improving Basic Programs

We will be providing training in math, as that is a weakness.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

We will be using money to provide Math professional development. We will also be providing some mentoring for inexperienced teachers, to improve instruction, as well as providing Capturing Kids Hearts training as well.

G. Title III - LIEP

H. Title III - ISEP

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

Not providing

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

Not providing

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

We will be using this for CPI training,

L. IDEA, Part B - Preschool

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

Not providing.

Legislative Requirement:

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

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

Save Page

* 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; and/or ESSER III

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here to Contact Us
Copyright © 2023, Illinois State Board of Education

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

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

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

Safe and Healthy Learning Environment

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education.
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 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 high-quality education that meets their needs.

District Goal(s):

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

1. Describe the process through which the districts will:

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

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

School Board Policies 6:60, 7:20, 7:70, 7:180, 7:190, and 7:310 pertain to Bullying and School Violence. Board Policy 7:20 prohibits bullying, intimidation, and harassment of students and provides the procedures for making a complaint. Board policy 7:190 pertains to Student Behavior (formal discipline). Information on bullying is available on the District's website, School handbooks, and given out at registration.

The District's PBIS program continually works to reduce the incidence of bullying and harassment and reduce the need for behavioral interventions and/or student discipline without regard to race, ethnicity, gender, or migrant status. Washington and Lincoln Elementary Schools have Tier II check in/check out programs in place. The Jr. High utilizes SAP training which includes a specific lesson each week on "Teaching Tuesday's". All three buildings host "boot camps" twice a year to reinforce PBIS trainings and procedures. All Mid-State Special Ed Schools are trained annually in CPI (Crisis Prevention Institute) trainings to avoid physical contact with students. District Administrators are trained bi-annually in CPI and each building has a Crisis Prevention team. In addition, during the 16-17 school year students in grades 7 & 8 received Suicide Prevention training from the Jason Foundation.

In FY 21 we implemented the Capturing Kids Hearts Program, and will continue to use it. Lincoln School, Pana High School, and Washington School were recognized as a National Showcase School. Response from the prior year Consolidated District Plan.

School Board Policies 6:60, 7:20, 7:70, 7:180, 7:190, and 7:310 pertain to Bullying and School Violence.

Board Policy 7:20 prohibits bullying, intimidation, and harassment of students and provides the procedures for making a complaint. Board policy 7:190 pertains to Student Behavior (formal discipline). Information on bullying is available on the District's website, School handbooks, and given out at registration.

The District's PBIS program continually works to reduce the incidence of bullying and harassment and reduce the need for behavioral interventions and/or student discipline without regard to race, ethnicity, gender, or migrant status. Washington and Lincoln Elementary Schools have Tier II check in/check out programs in place. The Jr. High utilizes SAP training which includes a specific lesson each week on "Teaching Tuesday's". All three buildings host "boot camps" twice a year to reinforce PBIS trainings and procedures. All Mid-State Special Ed Schools are trained annually in CPI (Crisis Prevention Institute) trainings to avoid physical contact with students. District Administrators are trained bi-annually in CPI and each building has a Crisis Prevention team. In addition, during the 16-17 school year students in grades 7 & 8 received Suicide Prevention training from the Jason Foundation.

In FY 21 we implemented the Capturing Kids Hearts Program, and will continue to use it. Lincoln School was recognized as a National Showcase School.

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

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

Pana CUSD #8 strives to provide an educational environment that treats all students with dignity and respect. Homeless students have equal access to the same free and appropriate public education as all other students. Paul Donahue is the homeless coordinator.

Each year student registration forms include a question asking if the student is homeless. All District principals and building secretaries have been trained on the rights of homeless students and resources available to homeless students. All students identified as homeless are immediately enrolled regardless of their ability to provide required documentation (eg. proof of residency, medical/immunization records, or previous academic records). Transportation is also provided in accordance with Section 45/1-15 of the Education for Homeless Children Act.

All parents registering students in Pana Schools receive a copy of "The Educational Rights of Illinois' Children & Youth in Homeless Situations" flyer with their registration paperwork each year.

The FY 22 Title I grant application included a required district set aside for homeless education: \$100 for instructional supplies (notebooks, pens, pencils, calculators, highlighters, folders, etc.) for homeless students. District set aside for homeless education: \$100 for non-instructional items for homeless students (backpacks, hygiene supplies, coats, shoes, etc.). Response from the prior year Consolidated District Plan.

Pana CUSD #8 strives to provide an educational environment that treats all students with dignity and respect. Homeless students have equal access to the same free and appropriate public education as all other students. Paul Donahue is the homeless coordinator.

Each year student registration forms include a question asking if the student is homeless. All District principals and building secretaries have been trained on the rights of homeless students and resources available to homeless students. All students identified as homeless are immediately enrolled regardless of their ability to provide required documentation (eg. proof of residency, medical/immunization records, or previous academic records). Transportation is also provided in accordance with Section 45/1-15 of the Education for Homeless Children Act.

All parents registering students in Pana Schools receive a copy of "The Educational Rights of Illinois' Children & Youth in Homeless Situations" flyer with their registration paperwork each year.

The FY 22 Title I grant application included a required district set aside for homeless education: \$100 for instructional supplies (notebooks, pens, pencils, calculators, highlighters, folders, etc.) and a district set aside for non-instructional items for homeless students (backpacks, hygiene supplies, coats, shoes, etc.).

It is anticipated that the FY 21 Title I grant application will include the same \$100 for instructional supplies and \$100 for non-instructional supplies. Historically, the Title I applications include set asides. Pana CUSD # 8 is a rural area with low income and high poverty rates. Several religious and community organizations have increased their efforts to assist struggling families and low income students with the needed instructional and non-instructional supplies. The Title I funds will continue to be set-aside in case they are needed to supplement local resources.

All schools have supplies on hand for homeless students that have been donated by staff, local residents or community organizations.

The School Board policies that pertain to homeless students are 6:140 Education

Title I Requirement:

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

[Close Printer Friendly Page](#)

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0006 - PANA SR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1005 - PANA JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/19/2023
2001 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/19/2023
2003 - WASHINGTON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/19/2023

Describe anticipated Reorganizations:	
--	--

Consolidated District Plan

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
Title I Specific - Part One							Title I Specific - Part Two		

Title I Specific Requirements - Part Two

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

ISBE Goals:

- Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career path, while 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 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 high-quality education that meets their needs.

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

1. Describe how the district will carry out its responsibilities to support and improve schools identified as comprehensive or targeted under paragraphs (1) and (2) (Section 1112(b)(3))

Section 1111(d)

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

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

No schools identified under this part

(1281 of 7500 maximum characters used)

At this time Pana CUSD #8 does not have any schools that are in "under performing", "lowest-performing", "comprehensive", "targeted" or "focused" status with the State Board notification from the State Board, the District shall, for each school identified by the State and in partnership with principals, teachers, parents, other school leaders and stakeholders implement a comprehensive support and improvement plan for the school to improve student outcomes, that 1.) is informed by all indicators described in subsection (c)(4)(B) including student performance against State-determined long-term goals. 2.) includes evidence based interventions 3.) is based on a school-level needs assessment 4.) identifies and may include a review of District and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan 5.) is approved by the State educational agency, and State educational agency 6.) upon approval and implementation, is monitored and periodically reviewed by the State educational agency. Pana CUSD #8 will diligently Board to support and improve any schools identified as comprehensive or targeted.

Response from the approved prior year Consolidated District Plan.

At this time Pana CUSD #8 does not have any schools that are in "under performing", "lowest-performing", "comprehensive", "targeted" or "focused" status with the State Board notification from the State Board, the District shall, for each school identified by the State and in partnership with principals, teachers, parents, other school leaders and stakeholders implement a comprehensive support and improvement plan for the school to improve student outcomes, that 1.) is informed by all indicators described in subsection (c)(4)(B) including student performance against State-determined long-term goals. 2.) includes evidence based interventions 3.) is based on a school-level needs assessment 4.) identifies and may include a review of District and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan 5.) is approved by the State educational agency, and State educational agency 6.) upon approval and implementation, is monitored and periodically reviewed by the State educational agency. Pana CUSD #8 will diligently Board to support and improve any schools identified as comprehensive or targeted.

2. Does the district serve eligible children in an institution or community day program for neglected or delinquent children or in an adult correctional institution?

- Yes
- No

3. Select the poverty criteria below that will be used to rank school attendance centers. A district shall use the same measure(s) of poverty, which measure 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

Save Page

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 appropriate, please explain educational services outside such schools for children living in local institutions or community day programs for neglected or del 1112(b)(5))

Section 1114 and 1115

For your convenience, the prior year Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan. (4248 of 7500 maximum characters used)

Pana CUSD #8 operates Schoolwide Title programs at Washington Elementary School, Lincoln Elementary School, and Pana Junior High School. Due to lack of funding Pana S served. Each school operating a Title I program, annually updates their comprehensive Title I Schoolwide Plan in the fall. Title I Schoolwide Plans are approved by the Schoo then added to the District website.

Washington Elementary School's goals for 2023- 24 school year are:

- 1.) By the spring of 2023-2024 School Year, 80% of all K-2 students, tested at Washington Elementary using the MAP assessment(s) for math will score above the 20th perce of math as measured by the class grade level report of the MAP assessment.
2.) By the spring of 2023-2024 School year, 80% of all K-2 students tested at Washington Elementary using the MAP assessment(s) for Reading will score above the 20th per area as measured by the class grade level report of the MAP assessment.

Response from the approved prior year Consolidated District Plan.

Pana CUSD #8 operates Schoolwide Title programs at Washington Elementary School, Lincoln Elementary School, and Pana Junior High School. Due to lack of funding Pana S served. Each school operating a Title I program, annually updates their comprehensive Title I Schoolwide Plan in the fall. Title I Schoolwide Plans are approved by the Schoo then added to the District website.

Washington Elementary School's goals for 2021- 21school year are:

- 1.) By the spring of 2021-2022 School Year, 80% of all K-2 students, tested at Washington Elementary using the MAP assessment(s) for math will score above the 20th perce of math as measured by the class grade level report of the MAP assessment.
2.) By the spring of 2021-2022 School year, 80% of all K-2 students tested at Washington Elementary using the MAP assessment(s) for Reading will score above the 20th per area as measured by the class grade level report of the MAP assessment.

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

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

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

(2263 of 7500 maximum characters used)

Our district is Schoolwide Program, but Sacred Heart Faith Bible are Targeted.

For several years Pana CUSD # 8 has been working toward transitioning all district school buildings to MAP assessments instead of AIMSWeb assessments. Beginning in 2017 District fully transitioned to MAP assessments. Prior to that Pana CUSD # 8 used the same assessment criteria for Public and Non-Public students to determine which student math services. For FY 22 Sacred Heart School wanted to purchase the MAP assessment program for their students utilizing their Title I Non-Public allocation. After multiple d determined that this was not an allowable expenditure. Sacred Heart School was unable to fund the purchase of the MAP assessment program and an alternative solution wa at ISBE. Sacred Heart teachers would administer research based reading series assessments and grade level formative assessments as the two objective criteria to determin or most at risk of failing to met state standards. The Sacred Heart and Faith Bible teachers will provide District Title I teachers with the assessment data that the teachers de were eligible for Title I reading and/or math services. The District Title I teachers will provide parental consent forms and compacts to send home with those students eligible Sacred Heart student's score does not support interventions and their classroom teacher deems it necessary, the District and Sacred Heart will meet to discuss the situation. closely with Sacred Heart teachers, administration, and parents. Services are provided at Sacred Heart School and Faith Bible by district Title staff members during the regu

Response from the approved prior year Consolidated District Plan.

Our district is Schoolwide Program, but Sacred Heart Faith Bible are Targeted.

For several years Pana CUSD # 8 has been working toward transitioning all district school buildings to MAP assessments instead of AIMSWeb assessments. Beginning in 2017 District fully transitioned to MAP assessments. Prior to that Pana CUSD # 8 used the same assessment criteria for Public and Non-Public students to determine which student math services. For FY 22 Sacred Heart School wanted to purchase the MAP assessment program for their students utilizing their Title I Non-Public allocation. After multiple d determined that this was not an allowable expenditure. Sacred Heart School was unable to fund the purchase of the MAP assessment program and an alternative solution wa at ISBE. Sacred Heart teachers would administer research based reading series assessments and grade level formative assessments as the two objective criteria to determin or most at risk of failing to met state standards. The Sacred Heart and Faith Bible teachers will provide District Title I teachers with the assessment data that the teachers de were eligible for Title I reading and/or math services. The District Title I teachers will provide parental consent forms and compacts to send home with those students eligible Sacred Heart student's score does not support interventions and their classroom teacher deems it necessary, the District and Sacred Heart will meet to discuss the situation. closely with Sacred Heart teachers, administration, and parents. Services are provided at Sacred Heart School and Faith Bible by district Title staff members during the regu

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 c such standards.

Save Page

*Required Field

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

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

IDEA Specific Requirements

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

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

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 succes 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 aca 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 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.

Input checkbox

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identi 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)

Assessment of the IEP needs of students as well as current services provide the basis for staff and administrative support. A need of more staff was identified, so we are hiring additional spec summer school program was used last summer, and will be used again this summer to address learning needs.

Response from the approved prior year Consolidated District Plan.

Assessment of the IEP needs of students as well as current services provide the basis for staff and administrative support. A need of more staff was identified, so we are hiring additional spec summer school program was used last summer, and will be used again this summer to address learning needs.

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)

District will allocate non-public proportionate share funds for purchased services for students enrolled at First Baptist Christian Academy, Sacred Heart Catholic School, and Pana Faith Bilble S Response from the approved prior year Consolidated District Plan.

District will allocate non-public proportionate share funds for purchased services for students enrolled at First Baptist Christian Academy, Sacred Heart Catholic School, and Pana Faith Bilble S

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)

District will allocate non-public proportionate share funds for purchased services for students enrolled at Sacred Heart Catholic School, and Pana Faith Bible School.

Response from the approved prior year Consolidated District Plan.

District will allocate non-public proportionate share funds for purchased services for students enrolled at Sacred Heart Catholic School, and Pana Faith Bible School.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicat

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)

Funds are being used to help students meet their individual IEP goals. They are also used to help students succeed on state assessments. In addition the funds will be used to support studen classroom, as well as life skills to be able to go into the workforce and have success. This will include opportunities for students to visit workforce places. In addition paraprofessionals will hel in the regular education setting.

*Required Field

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

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

IDEA Specific Requirements

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

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

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 succes 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 aca 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 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.

Input checkbox

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identi 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)
Assessment of the IEP needs of students as well as current services provide the basis for staff and administrative support. A need of more staff was identified, so we are hiring additional spec summer school program was used last summer, and will be used again this summer to address learning needs.
Response from the approved prior year Consolidated District Plan.
Assessment of the IEP needs of students as well as current services provide the basis for staff and administrative support. A need of more staff was identified, so we are hiring additional spec summer school program was used last summer, and will be used again this summer to address learning needs.

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)
District will allocate non-public proportionate share funds for purchased services for students enrolled at First Baptist Christian Academy, Sacred Heart Catholic School, and Pana Faith Bible S
Response from the approved prior year Consolidated District Plan.
District will allocate non-public proportionate share funds for purchased services for students enrolled at First Baptist Christian Academy, Sacred Heart Catholic School, and Pana Faith Bible S

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)
District will allocate non-public proportionate share funds for purchased services for students enrolled at Sacred Heart Catholic School, and Pana Faith Bible School.
Response from the approved prior year Consolidated District Plan.
District will allocate non-public proportionate share funds for purchased services for students enrolled at Sacred Heart Catholic School, and Pana Faith Bible School.

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicat

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)
Funds are being used to help students meet their individual IEP goals. They are also used to help students succeed on state assessments. In addition the funds will be used to support studen classroom, as well as life skills to be able to go into the workforce and have success. This will include opportunities for students to visit workforce places. In addition paraprofessionals will hel in the regular education setting.

*Required Field

Close Printer Friendly Page

Applicant: PANA CUSD 8
 Application: 2023-2024 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

[Printer-Friendly](#)
[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
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Overview

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

First Division vehicles are defined in the Illinois Vehicle Code as motor vehicles designed to carry no more than 10 persons total.
 First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related tri 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 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 57 Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>
 Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

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

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than par guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 1 Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

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

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

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

5. Local funds

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

[Printer-Friendly](#)
[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	S
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Contact Information

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

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

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

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

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

Last Name*	First Name*	Position/Title*	Email*
Donahue	Paul	Curriculum Director	pdonahue@

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Stauder	Jeff	Transportation Director	jstauder@

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

*Required field

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

County: Christian

Consolidated District Plan

Printer-Friendly
Click to Return to Application Select

Project Number: 24-CDP-00-03-011-0080-26

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Sub-headers include Youth in Care Stability Plan Requirements, Youth in Care Stability Plan Contacts, and Best Interest Determination Plan.

Best Interest Determination as it relates to School Stability

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

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

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan. The child childwelfare agency will be moving into a new resident, and the necessary time frame for determining the child's most appropriate school placement. Pana CUSD #8 will work with SEA and local child welfare agencies to determine the placement that is in the best interest of the child.

Meetings will be held to determine the best placement for the child. Those involved in the meetings will be Superintendent, Building Administrators, Special Education Director, homeless liaison, private welfare agencies, and teachers. The school district, parents, and the child welfare agencies will work together to come to a decision.

Transportation costs will not be considered when making the determination of a child's best interest. Response from the approved prior year Consolidated District Plan. The child childwelfare agency notifies the child's current school that a child will be moving into a new resident, and the necessary time frame for determining the child's most appropriate school placement.

Meetings will be held to determine the best placement for the child. Those involved in the meetings will be Superintendent, Building Administrators, Special Education Director, homeless liaison, private welfare agencies, and teachers. The school district, parents, and the child welfare agencies will work together to come to a decision.

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

See IDEA legislation here See Section 504 here

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

The child childwelfare agency notifies the child's current school that a child will be moving into a new resident, and the necessary time frame for determining the child's most appropriate school placement. Pana CUSD #8 will work with SEA and local child welfare agencies to determine the placement that is in the best interest of the child.

Meetings will be held to determine the best placement for the child. Those involved in the meetings will be Superintendent, Building Administrators, Special Education Director, homeless liaison, private welfare agencies, and teachers. The school district, parents, and the child welfare agencies will work together to come to a decision.

Transportation costs will not be considered when making the determination of a child's best interest. Response from the approved prior year Consolidated District Plan. For placement purposes Pana CUSD #8 will ensure that all required special education and related services and supports are provided in the least restrictive placement where the child's unique needs under Section 504 plan can be met.

Pana CUSD#8 has handicap buses that take students with disabilities to regular schools, and other placements. Bus aides are on these buses to assist with the children's needs. Transportation costs will not be considered when making the determination of a child's best interest

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

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

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan. Pana CUSD #8 will identify and assess all potential EL students in a timely, valid, and reliable manner. Pana CUSD #8 will provide students with a language assistance program that is educationally appropriate and ensure all EL students have equal opportunities to meaningfully participate in all curricular and extra curricular activities.

Response from the approved prior year Consolidated District Plan. Pana CUSD #8 will identify and assess all potential EL students in a timely, valid, and reliable manner. Pana CUSD #8 will provide students with a language assistance program that is educationally appropriate and ensure all EL students have equal opportunities to meaningfully participate in all curricular and extra curricular activities.

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

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say in a child's placement. For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or N/A as this may delay the submission or approval of your plan. Every effort will be made to reach an agreement on a child's placement. The If there is a disagreement a child's welfare agency (DCFS) will have the final say in a child's placement. The child welfare agency will have the final say in a child's placement. The child welfare agency will have the final say in a child's placement.

Response from the approved prior year Consolidated District Plan. Every effort will be made to reach an agreement on a child's placement. The If there is a disagreement a child's welfare agency (DCFS) will have the final say in a child's placement. The child welfare agency will have the final say in a child's placement. The child welfare agency will have the final say in a child's placement.

*Required field

Consolidated District Plan

Applicant: PANA CUSD 8
 Application: 2023-2024 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
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
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Youth in Care Stability Plan Development

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

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

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

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

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

Once the best placement for the child has been determined the next step will be to determine how transportation will be provided. the transportation director will be contracted. T be uses. The first is if the child's new placement is located with in 1.5 mile radius of the school the foster parent of designated group home staff person is responsible foe taking t school of origin. If the child is placed outside 1.5 miles radius of the school. the district expedited the transportation needs of children in foster care so that these children do not disruptions in their education due to lack of transportation. Board Policy,,
 The District shall provide free transportation for any student in the District who resides: (1) at a

Response from the approved prior year Consolidated District Plan.

Once the best placement for the child has been determined the next step will be to determine how transportation will be provided. the transportation director will be contracted. T be uses. The first is if the child's new placement is located with in 1.5 mile radius of the school the foster parent of designated group home staff person is responsible foe taking t school of origin. If the child is placed outside 1.5 miles radius of the school. the district expedited the transportation needs of children in foster care so that these children do not disruptions in their education due to lack of transportation. Board Policy,,
 The District shall provide free transportation for any student in the District who resides: (1) at a

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 poss bus driver permit per Section 6-104(d) of the Vehicle Code. THIS INCLUDES TAXI CAB DRIVERS.

h. Other - describe

i. Other - describe

j. Other - describe

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

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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 in need.*

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

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

Pana CUSD #8 will work with local welfare agencies (DCFS) to make sure that the education of the child is not interrupted. All of these factors will be considered.

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

Response from the approved prior year Consolidated District Plan.

Pana CUSD #8 will work with local welfare agencies (DCFS) to make sure that the education of the child is not interrupted. All of these factors will be considered.

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

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

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

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

The School or Origin is responsible for transportation while any disputes are being resolved. Pana CUSD #8 will follow all state and federal guidelines for when a dispute occurs. I work with ROE 3 to help with the dispute of any homeless students.

Response from the approved prior year Consolidated District Plan.

The School or Origin is responsible for transportation while any disputes are being resolved. Pana CUSD #8 will follow all state and federal guidelines for when a dispute occurs. I work with ROE 3 to help with the dispute of any homeless students.

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

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

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

In cases of Foster Care Placement the building principal shall contact the transportation director and the homeless liaison to set up immediate transportation for a child in foster care. All staff shall be trained on the procedures during the Opening Day Institute. For those like bus drivers that don't attend this meeting, it will be part of their beginning of the year training.

Response from the approved prior year Consolidated District Plan.

In cases of Foster Care Placement the building principal shall contact the transportation director and the homeless liaison to set up immediate transportation for a child in foster care. All staff shall be trained on the procedures during the Opening Day Institute. For those like bus drivers that don't attend this meeting, it will be part of their beginning of the year training.

Save Page

*Required field

Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 24-CDP-00-03-011-0080-26

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit	Application History
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	
BSP Overview							BSP Plan Specifics			

BSP Overview

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

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

County: Christian

Consolidated District Plan

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

Project Number: 24-CDP-00-03-011-0080-26

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 Requiremen
BSP Overview					BSP Plan Specifics				
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			

BSP Contact Information

English Learners (ELs) are in the district

Provide information below for the Program Director/individual who completed this application:

Last Name*	First Name*	Middle Initial
<input type="text" value="Donahue"/>	<input type="text" value="Paul"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="217"/> <input type="text" value="562"/> <input type="text" value="1500"/>	<input type="text" value="pdonahue@panaschools.com"/>	

EL Program Director Requirements:

Does the Program Director meet the administrator requirements?*

Yes

[Administrator Requirements](#)

If not, provide an action plan describing how the district will meet the requirements in the space below:

Comments:

Use this text area for any needed explanations to ISBE in regard to this program.

([count] of 3000 maximum characters used)

*Required field

Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 24-CDP-00-03-011-0080-26

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit	Application History
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	
BSP Overview					BSP Plan Specifics					
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee				

BSP District Program Information

English Learners (ELs) are in the district

District with 1 to 19 ELs - Complete and submit the BSP Short Version page.

Close Printer Friendly Page

Applicant: PANA CUSD 8
Application: 2023-2024 Consolidated District Plan - 00
Cycle: Original Application

County: Christian

Consolidated District Plan

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

Project Number: 24-CDP-00-03-011-0080-26

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 Require
BSP Overview					BSP Plan Specifics				
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			

BSP Short Form

English Learners (ELs) are in the district

Grades with English Learners (ELs):

- PRE-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Type of Program:

- TBE
- TPI

Type of Instructional Design Offered In The District (Select All That Apply):

- Dual Language - Two Way
- Dual Language - One Way
- Transitional Bilingual Program (Self-Contained)
- Transitional Bilingual Program (Collaboration)
- Transitional Program in English (Self-Contained)
- Transitional Program in English (Collaboration)

Number of ESL/Bilingual Endorsed Teachers Working With ELs:

Teacher Requirement:

If no bilingual and/or ESL endorsed teacher(s) is(are) indicated, please provide an explanation how the district will ensure that EL students are receiving the minimal ESL instruction address this.
([count] of 3000 maximum characters used)

Professional Development:

District Bilingual/ESL teacher(s) will receive two (2) sessions of professional development related to EL services.

- Yes
- No
- Not Applicable (No Endorsed Bilingual/ESL Teachers)

Number of Paraprofessionals Working With ELs:

Consolidated District Plan

Applicant: PANA CUSD 8
 Application: 2023-2024 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 24-CDP-00-03-011-0080-26

County: Christian

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit	Application History
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 Requiremen	
BSP Overview					BSP Plan Specifics					
BSP Program Contact		BSP Program Info		BSP Short Form		BSP Program Enrollment		BSP Parent Advisory Committee		

BSP Program Enrollment

English Learners (ELs) are in the district

Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 24-CDP-00-03-011-0080-26

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	Application History
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
BSP Overview					BSP Plan Specifics				
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee			

TBE Parent Advisory Committee

English Learners (ELs) are in the district

Parent Advisory Committee Page - Complete this page **ONLY** if the district has a TBE program. A district is required to have a Bilingual Parent Advisory Committee if an attendant students with the same language group (Preschool counted separately).

Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

Application: 2023-2024 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 24-CDP-00-03-011-0080-26

Overview	Contact Information	Amendments	Needs Assessment and Programs				Plan Specifics	Assurance Pages	Submit	Application History
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 Requir	
BSP Overview					BSP Plan Specifics					
BSP Program Contact	BSP Program Info	BSP Short Form	BSP Program Enrollment			BSP Parent Advisory Committee				

BSP Professional Development

English Learners (ELs) are in the district

BSP Professional Development Page - Use only for Districts with 20 or more ELs.

