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Applicant: MCLEAN COUNTY USD 5

County: McLean

[Consolidated District Plan ▼](#)

Application: 2020-2021 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 21-CDP-00-17-064-0050-26

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Overview

PROGRAM: Consolidated District Plan

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

BOARD GOALS:

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

FY2021

INCLUDED

PROGRAMS:

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

LEGISLATION:

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

McKinney-Vento Homeless Assistance ActAdult Education and Family Literacy Act

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any FY2021 grant applications for included programs can be approved. **Submission by April 1 is recommended.**

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

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

INSTRUCTIONS: **Instructions in PDF format**

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

IDEA - Individuals with Disabilities Education Act

ISBE - Illinois State Board of Education

LEA - Local Educational Agency

LIEP - Language Instruction Educational Program

SEA - State Education Agency

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Contact Information**Instructions****1. Contact Information for Person Completing This Form**

Last Name*	First Name*	Middle Initial
<input type="text" value="Lambole"/>	<input type="text" value="Michelle"/>	<input type="text" value="M"/>
Phone*	Email*	
<input type="text" value="309"/> <input type="text" value="557"/> <input type="text" value="4550"/>	<input type="text" value="lambolmm@unit5.org"/>	

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

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

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

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

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

([count] of 2500 maximum characters used) Collaboration with district administrators and advisory council groups provide opportunities for all stakeholders to have input ensuring that all barriers (such as gender, race, national origin, color, disability, special needs, or age) are monitored as programs are developed and implemented throughout the year. Efforts take place to include all stakeholders in planning appropriate activities and ensuring equitable access to services provided through the various federally funded programs.

Pursuant to Board Policy 6.120 all students, teachers, paraprofessionals, and parents of McLean County Unit District No. 5, regardless of gender, race, national origin, disability, or age, will have equal access to all programs. All teachers and instructional staff will receive training on an annual basis to ensure all students are included in every aspect of the curriculum including extra curricular activities. There are currently no barriers preventing participation.

3. General Completion Instructions

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

Required fields on each page are dependent upon funding sources selected on the Coordinated Funding tab.

Many pages have notes at the bottom indicating for which programs the page is required.

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

How to Complete Pages with Pre-populated Fields

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

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

Program Risk Assessment pages must be completed for FY2021. In future years, those responses are expected to pre-populate in the grant, with an opportunity for the entity to review and revise as necessary.

*Required field, applicable for all funding sources

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Coordinated and Aligned Funding

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2020-2021.* [1]**NOTE: All funding sources should be reviewed after October 1 and the plan should be amended and resubmitted to ISBE if funding sources have been added or removed due to actual grant awards.**

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

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

For your convenience, the FY20 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)

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources including our local funds, Title I, Title II, Title III, and IDEA funds. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. Title IV funds are transferred into Title II.

Response from the approved FY20 Consolidated District Plan.

McLean County District Office Administration and grant coordinators work collaboratively to align resources and support programs utilizing a variety of funding sources including our local funds, Title I, Title II, Title III, and IDEA funds. We meet monthly to examine funding sources and determine how to leverage all funding to meet student needs and support programs. Title IV funds are transferred into Title 2.

Legislative References:

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

*Required field, applicable for all funding sources

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	IDEA Specific Requirements
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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. NWEA is an additional assessment we utilize to establish needs at all of our buildings. School CORE teams which include principals, certified staff, non-certified staff and parents analyze the results of all the data instruments in our assessment process. These teams then create school improvement goals based on the data for each building level. These goals are monitored throughout the year. Progress towards school improvement goals are shared with our superintendent at the end of each school year. Our district administration team also analyzes these same data instruments to devise district wide initiatives and professional development for teachers and principals related to our areas of need.

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

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

A. Title I, Part A - Improving Basic Programs

Our data analysis from multiple assessment measures indicates reading, writing and math performance are all opportunities for additional professional development, instruction and support in our Title I buildings. Title I funds are used to provide supplemental instructional resources for teachers as well as pay the salaries for 17 Title I reading specialists. These Title I reading specialists provide Tier 1 reading and writing interventions to students who meet our district's criteria for intervention. In addition, funds are utilized to pay the salaries of 3 math interventionists who provide Tier 2 and intervention support. All eight of our Title I buildings receive school wide support. This grant also pays the salaries of family coordinators who support families by connecting outside resources to family need.

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

Data available as of March 2020 reflects priorities for the following student groups: students with disabilities, English Learners, black students and multiracial students. Schools within our district who received designations utilized the IBAM tool as a needs assessment. Each school identified students in need, developed programs to support students as well as identified materials to improve student performance. Title I School Improvement grant funds were utilized to support these student groups and programs.

C. Title I, Part D - Delinquent

Based on data, McLean County Unit 5 continues to have the need to support delinquent youth. The average length of stay for students detained is 13.1 days. Funds will be used for delinquent youth McLean County Juvenile Detention Center to provide their education and assist in transition from the facility to their home school or employment. A contract with the Regional Office of Education will be utilized to allow for services to be provided by an educator employed by the ROE and job programs to be supported by local businesses and transition coordinators.

D. Title I, Part D - Neglected

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

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

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

Our data analysis from multiple assessment measures indicates social emotional learning, reading, writing and math performance are all opportunities for additional professional development, instruction and support. Title 2 funds are utilized to pay the salaries of instructional coaches who support both administration and teachers with job embedded professional development in these areas. These professional development opportunities include support with data analysis, support with professional learning communities, support with direct classroom modeling for teachers as well as engaging, collaborative hands-on presentations. The goal of our Title 2 funds are to build principal and teacher capacity and efficacy in the areas of mindset and instructional strategies in order to close the achievement gap.

G. Title III - LIEP

In addition to progress monitoring that will be analyzed for all students ACCESS test scores will be evaluated for English Learners to assess Progress to Proficiency annually and, based on student need, inform program planning and grant activities such as professional development for staff as well as to identify needed resources or opportunity for program development. An identified need for our LEA

families is a parent liaison who provides support for families in the form of home visits, workshops as well as developing programs to support transitions in the educational process. We have also added a parent liaison to support French speaking families.

H. Title III - Immigrant Education Program

In addition to progress monitoring that will be analyzed for all students and including ACCESS scores if applicable, based on student need, the data will inform planning and grant activities such as professional development for staff as well as to identify needed resources or opportunity for program development. An identified need for our Latinx families is a parent liaison who provides support for families in the form of home visits, workshops as well as developing programs to support transitions in the educational process. We have also added a parent liaison to support French speaking families.

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 do not participate in Title IV. Title IV funds are transferred into Title II.

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

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

Data available as of March 2020 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on fundamental realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities within McLean County Unit District No. 5. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered System of Support coordinating early intervening services.

Funds will be used to support an ESY program in July 2020, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards.

Early Intervention- To fully implement MTSS, Paraprofessional Interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to allow growth to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom.

A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified to be provided after school tutoring program with oversight from this coordinator.

L. IDEA, Part B - Preschool

Based upon data from the 2019 - 20 school year, referral and identification of students continues to maintain a steady rate of increase and therefore; funding continues to be needed to support Early Childhood Classrooms. Support in the form of paraprofessionals to meet student needs is the primary area to address, along with need for supplies and materials. Students ages 3-5 who have significant developmental delays, as determined by individual case studies, will be served in an Early Childhood Special Education Classroom. 12 Paraprofessionals and 7 Teachers will be employed to serve the need of these classrooms. The grant is able to cover the cost (salary and benefits) of 2 of the paraprofessionals which are integral in services provided to students in the ECSE classroom. Funding will also allow for purchase of supplies and materials for the ECSE classrooms.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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Project Number: 21-CDP-00-17-064-0050-25

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

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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.
- ☒ Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the needs of each and every child.
- ☒ Educator Quality – Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts.

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

Program Footnotes:

- 1 = Title I, Part A - Improving Basic Programs
- 2 = Title I, Part D - Neglected
- 3 = Title I, Part D - Delinquent
- 4 = Title I, Part D - State Neglected/Delinquent
- 7 = Title III, including LIEP and Immigrant Education
- 8 = Title IV, Part A - Student Support and Academic Enrichment

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 FY20 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)

During a PTO presidents' luncheon held on May 2, 2019 components of our Consolidated District Plan were shared with parents and they were provided with the opportunity to identify strengths within Unit 5 that should be included in the plan, questions that they have about the plan, and suggestions for communicating the information with the entire parent population. The parents had the option of sharing their e-mail address so that the draft plan could be sent to them for additional feedback. 5 parents asked for the plan to be shared with them. None of them provided any suggestions for additions. On May 8, 2019, a draft of the CDP plan was shared with Board of Education members and they were asked to share any suggestions for additions or changes. On April 25, 2019, a draft of the plan was shared with principals and they will have an opportunity to provide feedback. On May 1, 2019 a draft of the plan was shared with union leadership. All of these groups had the option of providing feedback through a Google form, through e-mail or face to face conversations. No feedback or revisions were suggested.

On May 24, 2019, the plan was shared with Title 1 teachers at a year end meeting. Feedback from consulting groups will be used to make changes in language and to add details that helped with clarity. In 2018-19, principals and teachers were consulted in regards to how Title 1 money was spent. Our school board approved the CPD on May 9, 2019.

During the month of May 2020, our CPD plan will be shared with district and building administration, teachers and our parent advisory group for feedback. Changes will be made based on this feedback.

Response from the FY20 Consolidated District Plan.

During a PTO presidents' luncheon held on May 2, 2019 components of our Consolidated District Plan were shared with parents and they were provided with the opportunity to identify strengths within Unit 5 that should be included in the plan, questions that they have about the plan, and suggestions for communicating the information with the entire parent population. The parents had the option of sharing their e-mail address so that the draft plan could be sent to them for additional feedback. 5 parents asked for the plan to be shared with them. None of them provided any suggestions for additions. On May 8, 2019, a draft of the CDP plan was shared with Board of Education members and they were asked to share any suggestions for additions or changes. On April 25, 2019, a draft of the plan was shared with principals and they will have an opportunity to provide feedback. On May 1, 2019 a draft of the plan was shared with union leadership. All of these groups had the option of providing feedback through a Google form, through e-mail or face to face conversations. No feedback or revisions were suggested. On May 24, 2019, the plan was shared with Title 1 teachers at a year end meeting. Feedback from consulting groups will be used to make changes in language and to add details that helped with clarity. In 2018-19, principals and teachers were consulted in regards to how Title 1 money was spent. Our school board approved the CPD on May 9, 2019.

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 FY20 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)

As part of the development of the Consolidated District Plan, the requirements of the plan were shared with the following groups, PTO presidents, Principals, Union Leadership, teachers, support staff, and the Board of Education. These groups are able to provide input, ask questions, and share ideas. The completed plan will be shared with all stakeholders upon approval.

Prior to the development of the Schoolwide plans, the Title 1 schools will complete a needs assessment to gather information from parents about ways to meet the varied needs of the families and students and to determine possible supports that can be put into place. A school compact that is aligned with the schoolwide plan is shared with parents each fall which outlines the responsibilities of the school, the parent, and the child in the educational process.

Response from the FY20 Consolidated District Plan.

As part of the development of the Consolidated District Plan, the requirements of the plan were shared with the following groups, PTO presidents, Principals, Union Leadership, teachers, support staff, and the Board of Education. These groups are able to provide input, ask questions, and share ideas. The completed plan will be shared with all stakeholders upon approval.

Prior to the development of the Schoolwide plans, the Title 1 schools will complete a needs assessment to gather information from parents about ways to meet the varied needs of the families and students and to determine possible supports that can be put into place. A school compact that is aligned with the schoolwide plan is shared with parents each fall which outlines the responsibilities of the school, the parent, and the child in the educational process.

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 FY20 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)

Parent involvement school level- Children's books (leveled trade books, varied genres, non-fiction and activity books) to give to our Title I families at all 8 Title I Schools to develop their home libraries. Consumable supplies and materials to support family activities during Title I family workshops and programs. Brochures, pamphlets and handouts for families highlighting ways they can help their children at home to become a better reader, activities they can do at home, available community resources for families, and relevant book titles they may pursue through the library or bookstore. These funds will be distributed to buildings in the following proportion.

Parent involvement school level-Contractual services to support family activities such as puppeteer, storyteller, and postage service to mail books to homes for parent involvement activities. These funds will be distributed equally to all buildings.

Family coordinators- to support students and families at school and home-based at Fox Creek, Oakdale, Pepper, Parkside, Cedar Ridge, and Fairview Elementary.

Bilingual family coordinators- to support and facilitate participation of French and Spanish speaking students and families at Title I school events as well as other school programs and to support the activities proposed by the BPAC

Response from the FY20 Consolidated District Plan.

Parent involvement school level- Children's books (leveled trade books, varied genres, non-fiction and activity books) to give to our Title I families at all 8 Title I Schools to develop their home libraries. Consumable supplies and materials to support family activities during Title I family workshops and programs. Brochures, pamphlets and handouts for families highlighting ways they can help their children at home to become a better reader, activities they can do at home, available community resources for families, and relevant book titles they may pursue through the library or bookstore. These funds will be distributed to buildings in the following proportion.

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Bilingual family coordinators- to support and facilitate participation of French and Spanish speaking students and families at Title I school events as well as other school programs and to support the activities proposed by the BPAC

Title I Requirement:

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

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

Title III Requirement:

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

Legislative References:

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

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

[3] Title I, Part A, Section 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

EGMS HOME

ISBE HOME

LOGOUT

Consolidated District Plan

SESSION
TIMEOUT 59:58

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Private School Participation

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

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

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

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

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

Will Private Schools participate in the Program?

☒ Yes ☐ No

Private School Name	Consultation Date		School Closing
	Titles I, II, IV		
Mulberry School	05/07/2020		<input type="checkbox"/>
Calvary Baptist Academy	05/07/2020		<input type="checkbox"/>
Youthbuild Academy	05/07/2020		<input type="checkbox"/>
Trinity Lutheran	05/07/2020		<input type="checkbox"/>
Central Catholic High School	05/07/2020		<input type="checkbox"/>
Epiphany School	05/07/2020		<input type="checkbox"/>

Title Programming Nonpublic Consultation

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

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

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

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

[Nonpublic School](#)

[Consultation Form](#)

Choose File No file chosen

[Close Printer Friendly Page](#)

Applicant: MCLEAN COUNTY USD 5

County: McLean

Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application

Consolidated District Plan ▼

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Project Number: 21-CDP-00-17-064-0050-26

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

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

ISBE Goals:

- ☒ Student Learning – Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education.
- ☒ Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the needs of each and every child.
- ☒ Educator Quality – Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts.

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 school level. Including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

No Preschool Programs

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

([count] of 7500 maximum characters used)

The district employs a Coach who is working to support vertical alignment from Pre-K to K and into the primary grades. Instructional practices and assessment have been examined to develop developmentally appropriate play-based approach for K. The data collection and analysis procedures, including the electronic data wall, used in K-5 have been modified and shared with Pre-K. The transition of students from one level to the next. There are transition meetings each spring for students who are in early learning and will be transitioning to kindergarten. The transition meeting is attended by staff from the sending school and the receiving school as well as administrators and parents.

Response from the approved FY20 Consolidated District Plan.

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Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

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Applicant: MCLEAN COUNTY USD 5

County: McLean

Application: 2020-2021 Consolidated District Plan - 00

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Project Number: 21-CDP-00-17-064-0050-26

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

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

ISBE Goals:

- ☒ Student Learning – Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education, with special attention paid to historic inequities.
- ☒ Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the needs of each and every child.
- ☒ Educator Quality – Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts.

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, including plans for the transition of participants in such programs to local elementary school programs.* [1]

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

If the district does not offer early childhood education programs, enter
No Preschool Programs

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

The district employs a Coach who is working to support vertical alignment from Pre-K to K and into the primary grades. Instructional practices and assessment have been examined to develop developmentally appropriate play-based approach for K. The data collection and analysis procedures, including the electronic data wall, used in K-5 have been modified and shared with Pre-K to support the transition of students from one level to the next. There are transition meetings each spring for students who are in early learning and will be transitioning to kindergarten. The transition meetings are attended by staff from the sending school and the receiving school as well as administrators and parents.

Response from the approved FY20 Consolidated District Plan.

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Title I Requirement

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Legislative References:

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Application: 2020-2021 Consolidated District Plan - 00
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Project Number: 21-CDP-00-17-064-0050-26

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 Regulations
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Student Achievement and Timely Graduation

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 future.
- ☒ Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the needs of each and every child.
- ☒ Educator Quality – Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts.

District Goal(s):

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

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

([count] of 7500 maximum characters used)

Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Everyday Math research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons (Everyday Math lessons) that support the big idea, math games that focus on the math alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves to a workshop model of instruction where differentiation is central to instructional delivery.

Core Literacy Curriculum

Unit 5 utilizes a balanced literacy approach to instruction including interactive read aloud, shared reading, guided reading, independent reading, guided writing and independent writing. Balance a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, select leveled readers, reader response, writing process, and constructivist learning. This instruction is delivered whole group, small group, and one-on-one. In a balanced literacy environment, teach level of knowledge on students' needs and instructional levels. Both Reading Workshop and Writing Workshop are key components of a Balanced Literacy Approach. Students are engaged in a for 60 minutes per day, Word Study for 30 to 45 minutes per day, and a Writing Workshop for 30 to 45 minutes per day.

Response from the FY20 Consolidated District Plan.**Core Math Curriculum**

Elementary school math instruction includes a 60 minute block of time that consists of Units of Instruction aligned to Common Core State Standards. The primary resource is Everyday Math research-based curriculum. Units of Study provide an overview of the "Big Ideas" of the unit, mini-lessons (Everyday Math lessons) that support the big idea, math games that focus on the math alignment with the Math Practice Standards that include guided questions for the teacher to ask during the lesson, and key vocabulary words. In addition, these Units of Study lend themselves to a workshop model of instruction where differentiation is central to instructional delivery.

Core Literacy Curriculum

Unit 5 utilizes a balanced literacy approach to instruction including interactive read aloud, shared reading, guided reading, independent reading, guided writing and independent writing. Balance a comprehensive, integrated approach to teaching that includes assessment-based instruction, phonological and phonemic awareness, the alphabetic principle, phonics and word study, select leveled readers, reader response, writing process, and constructivist learning. This instruction is delivered whole group, small group, and one-on-one. In a balanced literacy environment, teach level of knowledge on students' needs and instructional levels. Both Reading Workshop and Writing Workshop are key components of a Balanced Literacy Approach. Students are engaged in a for 60 minutes per day, Words Their Way for 15-20 minutes per day, and a Writing Workshop for 45 minutes per day.

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, education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the FY20 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)

Unit 5 uses a Multi-Tiered System of Support (MTSS)/Response to Intervention (RTI), which is the practice of matching student needs to high-quality instruction, intervention, and enrichment to make sound decisions. Students receive the support that they need to be successful in school and may receive special education services based on their response to academic and/or behavioral intervention.

Unit 5 uses the NWEA MAP (Measures of Academic Progress) in fall, winter & spring to screen students in K-10th grades to better identify students in need for direct classroom intervention. MAP administered three times a year. The fall administration is in August/early September, the winter administration is in December and the spring administration is in late April. At the end of a test student receives an overall score, called a RIT scale score that indicates the instructional level appropriate for him or her. With student's performance RIT scale scores, Unit 5 developed proficiency scores for use in determining next steps towards determining intervention eligibility for students. These scores are based on RIT performance ranges that link to percentiles as well. Unit 5 uses: in four categories with an associated color coding. The levels are defined as Academic Warning (Red), Below Standards (Yellow), Meets Standards (Green), and Exceeds Standards (Blue). All scores at the Academic Warning (Red) or Below Standards (Yellow) level are given an additional diagnostic assessment(s) before being considered for intervention. After the universal screening and a diagnostic testing is complete, the results are analyzed to determine which students need intervention (those in yellow and red).

Using Teacher Data/Electronic Data Wall, data meetings occur a minimum of three times a year after the universal screener, MAP, and all diagnostic and benchmark assessments are given. Grade administration, and appropriate support staff meet to discuss all of the data to decide which students require intervention and how it will be implemented for each grade level team. Once it is determined intervention is needed, parents are notified that their child will be receiving academic intervention.

Response from the FY20 Consolidated District Plan.

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

For your convenience, the FY20 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)

Unit 5 has a master schedule for elementary schools (K-5) that includes a daily RTI intervention block. The RTI block is not exclusively used to provide intervention for struggling readers and

also a time for ALL students to receive an additional dose of instruction targeted to their learning needs.

Students who are in the warning based on district criteria receive a district approved Tier 2 Intervention, which includes Assisted Writing, Guided Reading Plus, and Comprehension Focus Group. Students who are in the yellow, green, and blue (highest) categories based on district criteria also receive supplemental daily instruction for a full 30 minutes during the RTI block. The RTI half hour time is used daily, differentiated double dose for ALL students. During CORE (Tier 1) instruction, Reading/Math Workshop, students receive the first round of differentiated instruction through one on one or group work. During the RTI block, specific lessons and activities are planned based on students' needs. Students are grouped within a homogeneous range to provide more targeted and specific instruction. The purpose of the RTI block is to ensure that all levels of learners make progress and growth and receive a daily double dose of instruction that matches their need. For the students receiving Tier 2 interventions, teachers use progress monitoring to determine whether additional levels of support, Tier 3, are needed to meet the students' needs. The Tier 3 interventions include Reading Recovery, ILI, and computerized interventions. Students who are English Learners participate in interventions as well as ESL/bilingual services that are part of their core instruction.

Response from the FY20 Consolidated District Plan.

Unit 5 has a master schedule for elementary schools (K-5) that includes a daily RTI intervention block. The RTI block is not exclusively used to provide intervention for struggling readers and is also a time for ALL students to receive an additional dose of instruction targeted to their learning needs.

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Students who qualify as English Learners will have access to all of the interventions provided to all students. These students will also have bilingual or ESL support provided based on their needs and are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of linguistically diverse students. ESL and bilingual teachers participate and offer data and insight on second language acquisition to ensure that English Learners are placed appropriately in interventions.

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

For your convenience, the FY20 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)

Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that are new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended and are offered for free to our first year teachers. The district calendar includes twelve Wednesday mornings where students come one hour later to school. This time is used for Professional Learning Communities in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership.

The curriculum department including the Director of Multilingual Services monitors and analyzes district performance on standardized assessments and local common assessments to determine the need for professional development or additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the curriculum, the teacher capacities, and students performance. In the future, audits will be conducted in additional subject areas.

The district employs a literacy specialist and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development common assessments in their academic area. ESL and bilingual curriculum is aligned to appropriate WIDA language development standards as well as the content standards for each grade level in the general education scope and sequence.

Students who qualify as English Learners will have access to all of the interventions provided to all students. These students will also have bilingual or ESL support provided based on their needs and are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of linguistically diverse students.

Response from the FY20 Consolidated District Plan.

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The curriculum department including the Director of English Learner Programs monitors and analyzes district performance on standardized assessments and local common assessments to determine the need for professional development or additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the curriculum, the teacher capacities, and students performance. In the future, audits will be conducted in additional subject areas.

The district employs a literacy specialist and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development common assessments in their academic area. ESL and bilingual curriculum is aligned to appropriate WIDA language development standards as well as the content standards for each grade level in the general education scope and sequence.

Students who qualify as English Learners will have access to all of the interventions provided to all students. These students will also have bilingual or ESL support provided based on their needs and are considered part of English Learners' core curriculum and are provided in push in/pull out or self contained settings and are provided by properly certified staff to meet the unique needs of linguistically diverse students.

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 levels by ineffective, inexperienced, or out-of-field teachers.[5]**

For your convenience, the FY20 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.*

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The district does not employ teachers who are not properly licensed for the position for which they are hired. The ROE does a compliance audit annually to ensure that all teachers are properly licensed. On an annual basis, the district will run a report to determine the percentage inexperienced teachers at all buildings and will analyze for any disparities in January. We will then consider one or more of the following options: 1.) We will use the involuntary transfer process pursuant to our teacher collective bargaining agreement to address any disparities. 2.) During the hiring process, preference will be given to 1 buildings to teachers with experience.

For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development plans and remediation plans.

Response from the FY20 Consolidated District Plan.

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For teachers who are identified as unsatisfactory, we will follow the process identified in the Illinois School Code for professional development plans and remediation plans.

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

For your convenience, the FY20 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)

A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Technology has become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they are in an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology standards in their classrooms.

Response from the FY20 Consolidated District Plan.

A district curriculum that includes library skills and technology skills has been developed and has been aligned with the International Society for Technology in Education (ISTE) standards. Technology has become increasingly important for younger students, are included in the curriculum beginning in late 2nd grade. All elementary students have a 50 minute block of time each week when they are in an Instructional Media Center (IMC) Specialist who delivers this district curriculum. The IMC specialists also have time built into their schedule to coach teachers in ways to use technology standards in their classrooms.

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

For your convenience, the FY20 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 gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to academic readiness and strengths.

Step 1:

- Core curriculum is implemented with integrity to provide students with appropriate instruction.

Step 2:

- Use MAP in fall, winter & spring to screen students.

Step 3:

- After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment.

Step 4:

- Fill out an Enrichment Intervention Plan- Include ways that you are differentiating for the student in ELA and/or math.

Step 5:

- Through the enrichment activities, begin to collect evidence of the student working at least 1.5 - 2 years above grade level in ELA and/or math.

Step 6:

- Meet with your principal to share the enrichment plan and evidence. The principal will complete the Identification Recommendation Rubric and then assign a CARES case manager or ask for information/evidence.

Step 7:

- Meet with CARES case manager to complete the CARES Gifted Identification form in FileMaker for gifted identification.

Step 8:

- CARES case manager shares the referral forms and evidence with CARES team (this can be done after a regular CARES meeting). Use the CARES Gifted Identification Team Checklist to aid in determining whether or not the student qualifies. If yes, parents should be notified of upcoming CARES meeting. If not identified, parent letter for declined identification explaining this should be added to the student's cum file.

Step 9:

- Meet with the CARES case manager to develop an individualized instruction plan for the differentiation (Enrichment Plan) that will take place and how the student performance will be monitored.

Step 10:

-CARES meeting

The CARES case manager and referring teacher will briefly share the case.

The CARES team will discuss the plan (Differentiation/enrichment activities) with parents

Design a progress monitoring plan

Step 11:

- At the end of each grading period, the teacher will send home a Gifted Progress Report.

Step 12:

- At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

Response from the FY20 Consolidated District Plan.

The gifted identification process for the district is described below. If a student is identified, a plan is developed to ensure that the student is receiving opportunities for instruction that aligns to academic readiness and strengths.

Step 1:

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Step 2:

- Use MAP in fall, winter & spring to screen students.

Step 3:

- After universal screening, identify students who score in the 98th and 99th percentile, work well above grade level, or have a parent request. Monitor them to determine a need for enrichment.

Step 4:

- Fill out an Enrichment Intervention Plan- Include ways that you are differentiating for the student in ELA and/or math.

Step 5:

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Design a progress monitoring plan

Step 11:

- At the end of each grading period, the teacher will send home a Gifted Progress Report.

Step 12:

- At the beginning of each year, CARES case managers touch base with teachers of identified students to determine if a change in plan is needed.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

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

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

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

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

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

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

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

**Required field for only Title I, Part A

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Applicant: MCLEAN COUNTY USD 5

County: McLean

Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application

Consolidated District Plan ▼

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Project Number: 21-CDP-00-17-064-0050-26

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

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

ISBE Goals:

- ☒ Student Learning – Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career or postsecondary education.
- ☒ Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the needs of each and every child.
- ☐ Educator Quality – Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts.

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 if applicable, through:* [1]

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

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

For your convenience, the FY20 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)

When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from guidance counselors that takes place on a school day at their elementary school. The 5th grade students visit the middle school on a school day and have the opportunity to attend a class and eat lunch in the middle school cafeteria. The 5th grade teachers meet with the middle school guidance counselors to discuss student needs, special requests, or concerns. All students with IEPs have meetings with representation from the elementary school staff, the middle school staff and the parents. Electronic data walls.

In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program through junior high and high schools in order to guide their course selections as they make decisions about their future. In high school, the students have options for an internship class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community.

An orientation night is offered by the high school for all incoming freshman. The students and parents receive general information about the school, the curriculum, and the extracurricular activities. Teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance.

For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in the high school. The dual credit courses are associated with Heartland Community College. A new program during the 2017-18 school year, also associated with Heartland Community College, allows students to complete an Associates Degree in Corequisite completion of their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents regarding college entrance and college loan processes.

Response from the approved FY20 Consolidated District Plan.

When students are transitioning from the elementary school in 5th grade to 6th grade at the middle school, the students are provided with an orientation from guidance counselors that takes place on a school day at their elementary school. The 5th grade students visit the middle school on a school day and have the opportunity to attend a class and eat lunch in the middle school cafeteria. The 5th grade teachers meet with the middle school guidance counselors to discuss student needs, special requests, or concerns. All students with IEPs have meetings with representation from the elementary school staff, the middle school staff and the parents. Electronic data walls.

In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program through junior high and high schools in order to guide their course selections as they make decisions about their future. In high school, the students have options for an internship class during their senior year for additional exposure to possible careers and career paths. Both the internship and the entrepreneurial classes partner with local businesses so that the students are connected to employers. Capstone courses within CTE departments are also incorporating work based/internship experiences within the community.

An orientation night is offered by the high school for all incoming freshman. The students and parents receive general information about the school, the curriculum, and the extracurricular activities. Teacher/coach representatives available from each curricular department and extracurricular group to answer questions and provide guidance.

For students who are planning to attend post-secondary schools, the students have the option to take AP courses and dual credit courses in the high school. The dual credit courses are associated with Heartland Community College. A new program during the 2017-18 school year, also associated with Heartland Community College, allows students to complete an Associates Degree in Corequisite completion of their high school requirements. The high school counselors provide students with ongoing information about potential scholarships, and they offer education for students and parents regarding college entrance and college loan processes.

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, skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth industry professionals and, if appropriate, academic credit.

For your convenience, the FY20 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.*

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

([count] of 7500 maximum characters used)

At the middle school level, students are exposed to business, technology, FACs curriculum, which are the three Career and Technical Education (CTE) departments. All students are required to take these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by the local area Career Center. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each department are available to all students in our high schools.

Response from the approved FY20 Consolidated District Plan.

At the middle school level, students are exposed to business, technology, FACs curriculum, which are the three Career and Technical Education (CTE) departments. All students are required to take these classes during an exploratory period in grades 6-8. All 8th grade students attend a career fair that is sponsored by the local area Career Center. In 6th grade, students begin working with the career education program Career Cruising. The students complete surveys to guide their career selection, then continue to utilize the program as they select courses for high school. Programs for each department are available to all students in our high schools.

Legislative References:

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

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

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

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Applicant: MCLEAN COUNTY USD 5

County: McLean

Consolidated District Plan ▼

Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 21-CDP-00-17-064-0050-26

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2020-2021 school year, provide a brief description of professional development activities to be funded by program as applicable.* [1]

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

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

Program and Description**A. Title I, Part A - Improving Basic Programs**

Teachers and administrators are supported in the areas of math and literacy instruction by our district coaches. These district coaches provide job embedded coaching based on specific needs. Our coaches also provide on-going learning and growth opportunities for all administrators and teachers related to their content areas. Additional training provided on social-emotional learning standards and trauma informed and sensitive practices.

Private schools are allocated funds which can be used towards approved professional development.

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

Not providing

C. Title I, Part D - Delinquent

Not providing. As part of the contract, Regional Office will provide professional development to the teacher(s) they employ.

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

Unit 5 provides professional development that is timely and ongoing. Classes, webinars, and presentations are offered when there are new resources, instructional strategies, or mandates that impact instruction. For teachers new to the district, a series of new teacher seminars are offered in conjunction with a mentoring program. Our local ROE also provides classes and seminars that are well attended by our teachers, and are offered for free to our first year teachers. The district calendar includes twelve Wednesday mornings where students come one hour later to school. This time is used for Professional Learning Communities in all of our schools. The building principals are provided with training each month on topics and strategies that support their learning and develop their capacity for instructional leadership in their buildings.

The curriculum department monitors and analyzes district performance on standardized assessments and local common assessments to determine areas of need for professional development, additional resources to support instruction. The curriculum department is engaged in a math audit with Illinois State University to examine the scope and sequence of the district curriculum, teacher capacities, and students performance. In the future, audits will be conducted in additional subject areas.

The district employs a literacy specialist and a math specialist who assist with the development and refinement of the district curriculum and provide support for teachers in their instructional assessment practices. These specialists have extensive training in curriculum and assessment and engage in coaching cycles with teachers, provide support with questions, deliver professional development and oversee the common assessments in their academic area.

G. Title III - LIEP

Professional development will be provided for teachers on the following topics:

Issues related to native culture and US culture
Spanish Language Arts Standards
Basic instructional techniques for English Learners
Methods for teaching in native language and teaching ESL

H. Title III - Immigrant Education

Professional development will be provided for teachers on the following topics:

Issues related to native culture and US culture
Spanish Language Arts Standards
Basic instructional techniques for English Learners
Methods for teaching in native language and teaching ESL

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

All Title IV funds are rolled into Title II. We do not participate in Title IV.

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [2]**

In district training and attendance at workshops on instructional practices, assessment, co-teaching, and intervention for students. To include LBSIs, psychologists, social workers, speech pathologists, OT, PT, and Paraprofessionals.

L. IDEA, Part B - Preschool

In district training and attendance at workshops on instructional practices, assessment, and intervention for students. To include LBSIs, Pre-K blended teachers, psychologists, social workers, speech pathologists, OT, PT, and Paraprofessionals.

Legislative Requirement:

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

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

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

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Applicant: MCLEAN COUNTY USD 5

County: McLean

Consolidated District Plan ▼

Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 21-CDP-00-17-064-0050-26

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

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal 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 districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the needs of each and every child.
- ☐ Educator Quality – Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts.

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**

- each major racial and ethnic group;
- economically disadvantaged students as compared to students who are not economically disadvantaged;
- children with disabilities as compared to children without disabilities;
- English proficiency status;
- gender; and
- migrant status.

For your convenience, the FY20 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 following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district.

Student Discipline Philosophy

In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in related settings. It is the shared responsibility of schools, families and communities to achieve this by teaching, recognizing and reinforcing appropriate behavior. To the greatest extent possible, the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. It is accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, the District will investigate thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance.

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being a victim of actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other characteristic is prohibited in each of the following situations:

- During any school sponsored education program or activity.
- While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned event.
- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies to any administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Administrators and teachers have been trained in Restorative Justice practices and these practices are being implemented in buildings and classrooms as a way to be proactive in addressing district discipline policy was re-written in and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma Informed Schools. A Social Emotional Learning curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days.

Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) disaggregated by subgroups in order to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, etc., to determine the need for additional student or staff support or training.

Response from the FY20 Consolidated District Plan.

The following policies (Student Discipline Philosophy and Prevention of and Response to Bullying, Intimidation, and Harassment) are Board Policies that are enforced in all schools in the district.

Student Discipline Philosophy

In support of our mission to educate each student to achieve personal excellence, the District will endeavor to create a safe and secure climate, free from the threat of harm to person or property in related settings. It is the shared responsibility of schools, families and communities to achieve this by teaching, recognizing and reinforcing appropriate behavior. To the greatest extent possible, the District will use positive behavior management strategies to encourage all students to maintain personal conduct consistent with District expectations, avoiding any cause for disciplinary action. It is accountable for conducting themselves within the parameters of District expectations and for complying with reasonable corrective actions imposed for violations. When violations occur, the District will investigate thoroughly to determine appropriate disciplinary action, intervention and/or supports. Discipline will be administered in a fair and equitable, but not necessarily equal, manner in individual circumstances. Parent(s)/guardian(s) are encouraged to review District expectations with their student(s) at the beginning of each school year. A student handbook, which includes discipline philosophy, and school rules, shall be distributed to students within 15 days of the beginning of the school year or the first day of a student's attendance.

Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge from military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being a victim of actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other characteristic is prohibited in each of the following situations:

- During any school sponsored education program or activity.
- While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned event.
- Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device owned, leased, or used by the District or school if the bullying causes a substantial disruption to the education process or orderly operation of a school. This paragraph (item #4) applies to any administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

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district discipline policy was re-written in and approved in 2016 to align with SB 100. Our district has also trained all administrators in ACES/Trauma Informed Schools. A Social Emotional Learning curriculum has been written for our elementary students. Schools are working on integrating this curriculum into their instructional days.

Student data related to discipline, bullying, or harassment is collected in the district student information system and is analyzed by school Positive Behavior Intervention & Supports (PBIS) disaggregated by subgroups in order to identify any areas of concern that need to be addressed through additional supports or training. The data is also disaggregated by offense type, location, etc... to determine the need for additional student or staff support or training.

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 success of homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3] (42 U.S.C. 11301 et seq.);*

For your convenience, the FY20 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 will provide transportation for students to be able to continue their education at their school of origin. Parent coordinators and Social Workers in the district work with the families to make connections with community resources. Academic supports are provided as needed through the Response to Intervention process. Promise Councils, local agencies and school personnel provide school supplies, coats, shoes, eyeglasses, and other necessities to families in need.

Response from the FY20 Consolidated District Plan.

The district will provide transportation for students to be able to continue their education at their school of origin. Parent coordinators and Social Workers in the district work with the families to make connections with community resources. Academic supports are provided as needed through the Response to Intervention process. Promise Councils, local agencies and school personnel provide school supplies, coats, shoes, eyeglasses, and other necessities to families in need.

Title I Requirement:

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children meeting such standards

Legislative Requirements:

[1] Title I, Part A, Section 1112(b)(11)

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

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

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

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Applicant: MCLEAN COUNTY USD 5

County: McLean

Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 21-CDP-00-17-064-0050-26

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

Title I Specific Requirements - Part Two

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

INSTRUCTIONS: Select the goal(s) below that align with the District responses provided in the required information below. A minimum of one ISBE or District Goal(s) 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.
- ☐ Learning Conditions – All districts and schools will receive the resources necessary to create safe, healthy and supportive learning environments, and will be equipped to meet the social and emotional needs of each and every child.
- ☐ Educator Quality – Illinois' diverse student population will have effective educators who are prepared through multiple pathways and are supported in and recognized for their efforts every child an education that meets their needs.

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



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

Section 1111(d)

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

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

No schools identified under this part

([count] of 7500 maximum characters used)

Re-display of the approved response from the FY20 Consolidated District Plan.

If a school is identified as comprehensive or targeted, a school improvement plan will be collaboratively developed by administrators, teachers and parents. The plan will address any academic student performance was not aligned to state goals and/or any subgroups whose performance was significantly discrepant, and will include specific evidence based interventions to support student learning. The plan will address any deficits that are identified. The plan may utilize community resources, additional funds, additional staffing, and supplemental materials to fulfill all student and teacher needs in order to promote an effective instructional environment. A process for monitoring the plan will be developed and implemented and will include benchmarks for the school year so that the plan can be adjusted as needed.

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

- ☐ Yes
☐ No

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

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

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

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

Section 1114 and 1115

For your convenience, the FY20 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)

Re-display of the approved response from the FY20 Consolidated District Plan.

The eight Title 1 schools that will administer schoolwide programs will provide differentiated and rigorous curriculum for all students. Through data discussions six times a year, students who are in need of support will be identified and will be placed in intervention groups. Title 1 funded teachers will instruct students in the interventions and will provide support to classroom teachers in meeting the core curriculum. Title 1 funds will be used to purchase additional resources such as leveled books and technology supports that can be used in interventions or in the classrooms during the school year. Title 1 funds will also be used to support parent programs intended to increase parental involvement in the academic process.

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

For your convenience, the FY20 Consolidated District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs. *DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.*

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

([count] of 7500 maximum characters used)

Re-display of the approved response from the FY20 Consolidated District Plan.

Schoolwide Program Only

Consolidated District Plan

SESSION
TIMEOUT 59:55[Close Printer Friendly Page](#)[Spell Check](#)

Attendance Center Designation

[Instructions](#)

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

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - NORMAL COMMUNITY HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
0002 - NORMAL COMMUNITY WEST HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
001C - YBMC CHARTER SCH	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1002 - CHIDDIX JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1003 - PARKSIDE JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1004 - KINGSLEY JR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1005 - EVANS JUNIOR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2002 - SUGAR CREEK ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2003 - CEDAR RIDGE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2004 - CARLOCK ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2005 - FAIRVIEW ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2006 - EUGENE FIELD ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2007 - GLENN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2008 - COLENE HOOSE ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2009 - HUDSON ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2010 - OAKDALE ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2012 - NORTHPOINT ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2013 - PARKSIDE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2014 - TOWANDA ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2015 - PEPPER RIDGE ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2016 - PRAIRIELAND ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2017 - FOX CREEK ELEMENTARY SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	10/23/2019
2018 - GROVE ELEMENTARY SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2019 - BENJAMIN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
3001 - BRIGHAM ELEMENTARY	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	

Describe anticipated Reorganizations:	
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Applicant: MCLEAN COUNTY USD 5

County: McLean

Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application

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Project Number: 21-CDP-00-17-064-0050-26

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

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

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

ISBE Goals:

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

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



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

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

([count] of 7500 maximum characters used)

Data available as of March 2020 reflects priorities for children with disabilities throughout McLean County Unit District No. 5, making it possible for us to develop a grant proposal based on realistic educational needs. The programs and needs set forth in this abstract are considered an essential ingredient to the enhancement of educational programs and services for children with disabilities. Needs assessment information was used to identify staff needs to meet goals and objectives of IEPs and to continue to fully implement the Multi-Tiered System of Supports.

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)

Funds will be used to support an ESY program in July 2020, employ and train staff, purchase educational and administrative materials and conduct necessary administrative tasks. Dollars will be used to allow staff to work outside of school to make revisions to special education curriculum and develop a connection for writing IEP goals & objectives to meet standards.

Early Intervention- To fully implement MTSS, Paraprofessional interventionists will be employed. This staff will assist with identification practices, work with students on specific areas of deficit to meet grade level expectations and assist teachers with intervention ideas and techniques for use in the classroom.

A contract with The Baby Fold will be in place to provide a coordinator at Fairview Elementary and Cedar Ridge Elementary school. Students in need of additional intervention will be identified after school tutoring program with oversight from this coordinator.

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)

No major changes in scope or nature of services.

*Required Field

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Project Number: 21-CDP-00-17-064-0050-26

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

Overview

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

PROGRAM: Foster Care Transportation Plan

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

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

https://www.isbe.net/Documents/school_vehicle_guidance.pdf

https://www.isbe.net/Documents/vehicle_use_summary.pdf

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

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<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 Pa</u>
<u>Foster Care Transportation Requirements</u>			<u>Foster Care Transportation Plan Contacts</u>			<u>BID</u> <u>- School Stability</u>		

Contact Information

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

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

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

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

1. Foster Care LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
Richardson	Curt	Attorney for the District	richardmc@unl

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
Adelman	Joe	Director of Operations	jadelmani@unit.edu

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

- ### 3. Other personnel

Last Name	First Name	Position/Title	Email
Lambole	Michelle	Executive Director of Special Services	lambolmm@ur

- ☒ Click here to add information for additional other personnel.

- #### 4. Other personnel

Last Name	First Name	Position/Title	Email
Backe	Maureen	Director of Elementary Education	backem@unit5

- Click here to add information for additional other personnel.

- ### 5. Other personnel

Last Name	First Name	Position/Title	Email
Uhe-Edmonds	Molly	Dep. Dir. Education and Transition Services	molly.uhe@illr

- ☒ Click here to add information for additional other personnel.

- ## 6. Other personnel

Last Name	First Name	Position/Title	Email
Sorey	Matthew	First Student Location Manager	matthew.sorey

- Click here to add information for additional other personnel.

*Required field

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

Best Interest Determination as it relates to School Stability

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

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

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

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in his or her best interest, as it relates to enrollment. For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. Foster care students shall be transported pursuant to the IDEA and its implementing regulations. When a student is placed into foster care or changes residences while in foster care and a request is made for transportation to the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will contact the DCFS POC for the student.

If the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided.

If the student's foster care residence is outside District boundaries, the LEA POC will arrange for transportation to be provided, unless:

1. the student is a "child with a disability" as defined under the Individuals with Disabilities Education Act ("IDEA"); or
2. the LEA POC and DCFS POC, in consultation with one or more of the following individuals, makes a determination that it is not in student's best interest to attend the school of origin:

- (a) the foster parents;
- (b) the principal of the school of origin;
- (c) the child (depending on age);
- (d) the Executive Director of Special Services;
- (e) the Director of Elementary Education;
- (f) the First Student Location Manager;
- (g) the biological parents or relatives of the student when appropriate;
- (h) the student's teacher, or a counselor, coach, or other meaningful person; and
- (i) other relevant parties.

If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

If the student is not a "child with a disability" the LEA POC and DCFS POC should make every effort to reach agreement regarding the appropriate school placement of the student in foster care. If disagreement regarding school placement for the student in foster care, the DCFS Deputy Director Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach agreement, DCFS Deputy Director Education and Transition Services will make the final decision.

In determining whether a student with or without a disability in foster care should remain in his or her school of origin, a holistic and well-informed approach should be used including a variety of factors including the following:

1. whether the student is a "child with a disability" under the IDEA who is receiving special education and related services or is receiving accommodations under Section 504, and, if so, the availability of required services in the resident district;
2. the appropriateness of the student's current placement at the school of origin;
3. the proximity of the school of origin to the student's foster care residence;
4. how the length of the commute would impact the child, including, but not limited to:
 - (a) the time the child would be picked up and dropped off at school or home in order for the child to arrive to school and depart according to regular school hours;
 - (b) the length of time the child would be riding the bus to and from school;
 - (c) the ability of the child to receive educational services; and
 - (d) the child's developmental stage;
5. the preferences of the child;
6. the preferences of the child's foster parent(s), or biological parent(s) when appropriate;
7. the child's attachment to the school of origin, including meaningful relationships with staff and peers;
8. the placement of the child's sibling(s);
9. the influence of the school climate on the child, including safety;
10. the availability and quality of the services in the school to meet the child's educational and socio-emotional needs;
11. the history of school transfers and how they have impacted the child;
12. whether the child is an English Learner and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title I.

Transportation costs should not be considered when determining a child's best interest.

Response from the approved FY20 Consolidated District Plan.

Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act. When a student is placed into foster care or changes residence request is made for transportation to and/or from the student's foster care residence and the student's school of origin, the school will notify the LEA POC. The LEA POC will contact the DCFS POC

If the student's foster care residence is within District boundaries, the LEA POC will arrange for transportation to be provided.

If the student's foster care residence is outside District boundaries, the LEA POC will arrange for transportation to be provided, unless:

1. the student is a "child with a disability" as defined under the Individuals with Disabilities Education Act ("IDEA"); or
2. the LEA POC and DCFS POC, in consultation with one or more of the following individuals, makes a determination that it is not in student's best interest to attend the school of origin:

- (a) the foster parents;
- (b) the principal of the school of origin;
- (c) the child (depending on age);
- (d) the Executive Director of Special Services;
- (e) the Director of Elementary Education;
- (f) the First Student Location Manager;
- (g) the biological parents or relatives of the student when appropriate;
- (h) the student's teacher, or a counselor, coach, or other meaningful person; and
- (i) other relevant parties.

If the student is a "child with a disability", the LEA POC will contact the student's resident district and the DCFS POC. The IEP team for the resident district, in collaboration with the DCFS POC, will placement pursuant to the IDEA and its implementing regulations. If the IEP team determines the placement of the student should remain in the student's school of origin, the resident district will transportation and pay to the District maintaining the special educational facilities the per capita cost of educating the student pursuant to 105 ILCS 5/14-7.01.

If the student is not a "child with a disability" the LEA POC and DCFS POC should make every effort to reach agreement regarding the appropriate school placement of the student in foster care. If disagreement regarding school placement for the student in foster care, the DCFS Deputy Director Education and Transition Services will be consulted. If the LEA POC and DCFS POC still cannot reach agreement, DCFS Deputy Director Education and Transition Services will make the final decision.

In determining whether a student with or without a disability in foster care should remain in his or her school of origin, a holistic and well-informed approach should be used including a variety of factors including the following:

- Transportation costs should not be considered when determining a child's best interest.

See IDEA legislation here	See Section 504 here
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Response from the approved FY20 Consolidated District Plan.

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Response from the approved FY20 Consolidated District Plan.

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

Response from the approved FY20 Consolidated District Plan.

- (a) the foster parents;
- (b) the principal of the school of origin;
- (c) the child (depending on age);
- (d) the Executive Director of Special Services;
- (e) the Director of Elementary Education;
- (f) the First Student Location Manager;
- (g) the biological parents or relatives of the student when appropriate;
- (h) the student's teacher, or a counselor, coach, or other meaningful person; and
- (i) other relevant parties.

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

Transportation Plan Development

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

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

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

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. When it has been determined it is in the best interest of a student in foster care to remain at his or her school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options the child could be transported to his or her school of origin.

The following options should be considered when developing a transportation plan for a student in foster care:

1. a pre-existing transportation route;
2. a new transportation route;
3. route-to-route hand-offs;
4. district-to-district boundary hand-offs;
5. eligibility of the child for transportation through other services such as:
 - (a) special education students (Individuals with Disabilities Education Act); or
 - (b) homeless students (McKinney-Vento Act); and
6. alternatives not directly provided by the District such as:
 - (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*;
 - (b) public transportation such as city buses, rails, etc.;
 - (c) Carpools*; or
 - (d) School/District staff*; and
 - (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.

*NOTE: A valid school bus driver permit is REQUIRED for these options!

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

The following factors will be considered when developing transportation procedures for a foster care student:

1. Safety;
2. Duration;
3. Time of placement change;
4. Type of transportation available;
5. Traffic patterns;
6. Flexibility in school schedule;
7. Impact of extracurricular activities on transportation options; and
8. Maturity and behavioral capacity.

Response from the approved FY20 Consolidated District Plan.

When it has been determined it is in the best interest of a student in foster care to remain at his or her school of origin, the LEA POC will contact the Director of Operations for the District. The Director of Operations will work with the First Student Location Manager to identify potential cost-effective options the child could be transported to his or her school of origin.

The following options should be considered when developing a transportation plan for a student in foster care:

1. a pre-existing transportation route;
2. a new transportation route;
3. route-to-route hand-offs;
4. district-to-district boundary hand-offs;
5. eligibility of the child for transportation through other services such as:
 - (a) special education students (Individuals with Disabilities Education Act); or
 - (b) homeless students (McKinney-Vento Act); and
6. alternatives not directly provided by the District such as:
 - (a) contracted services: taxis, student transport companies, Uber, Lyft, etc.*;
 - (b) public transportation such as city buses, rails, etc.;
 - (c) Carpools*; or
 - (d) School/District staff*; and
 - (e) options explored by the DCFS POC outside of those provided by the District, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes.

*NOTE: A valid school bus driver permit is REQUIRED for these options!

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

The following factors will be considered when developing transportation procedures for a foster care student:

1. Safety;
2. Duration;
3. Time of placement change;
4. Type of transportation available;
5. Traffic patterns;
6. Flexibility in school schedule;
7. Impact of extracurricular activities on transportation options; and
8. Maturity and behavioral capacity.

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

- ☒ g. Alternatives not directly provided by the district/school such as taxis, carpools, public transportation, etc.

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

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

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

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan. The following funding options will be considered when developing a transportation plan:

The following funding options will be considered when developing a transportation plan for a student in foster care:

1. Title IV-E of the Social Security Act if the student is eligible;
2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation);
3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service in the IEP Student Tracking and Reporting System (I-Star), transportation must be provided for the student by the school district responsible for the student's Free Appropriate Public Education (FAPE). DCFS special education youth-in-care transportation costs are reimbursed 100% and claimed separately via the Special Education Individual Orphanage claim.
4. State special education transportation funds, if the student has an IEP; and
5. Local funds

IF there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin: --Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transportation to the school of origin:

Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transporting a DCFS foster care student to their school of origin will be reimbursed 50% of their actual DCFS. The other 50% is claimable as Regular Transportation expenditures.

Response from the approved FY20 Consolidated District Plan.

The following funding options will be considered when developing a transportation plan for a student in foster care:

1. Title IV-E of the Social Security Act if the student is eligible;
2. Title I (but funds reserved for comparable services for homeless children & youth may not be used for transportation);
3. IDEA funds - If the student has an Individualized Education Program (IEP) that includes provisions for transportation as a related service as defined in their IEP and approved as a related service in the IEP, transportation costs are reimbursed through the IEP Student Tracking and Reporting System (I-Star);
4. State special education transportation funds, if the student has an IEP; and
5. Local funds

IF there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the District will provide transportation to the school of origin: --Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transportation to the school of origin will be reimbursed for those costs.

Beginning with the 2017-18 school year, LEAs that incur additional transportation costs for transporting a DCFS foster care student to their school of origin will be reimbursed 50% of their actual DCFS. The other 50% is claimable as Regular Transportation expenditures.

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

For your convenience, the FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process if there is a disagreement between the LEA POC and DCFS POC as to how to provide transportation. Instead, the LEA POC and DCFS POC will consult the DCFS Deputy Director of Education and Transition Services. If after consulting with the DCFS Deputy Director of Education and Transition Services an agreement still cannot be reached, the District will make the final determination.

Response from the approved FY20 Consolidated District Plan.

In order to meet the intent of the Fostering Connections to Success and Increasing Adoptions Act of 2008 to make the best interest determination as quickly as possible in order to prevent educational discontinuity for the child, the District has opted to not have a formal dispute resolution process. If there is a disagreement between the LEA POC and DCFS POC as to how to provide transportation services, instead, the LEA POC and DCFS POC will consult the DCFS Deputy Director of Education and Transition Services. If after consulting with the DCFS Deputy Director of Education and Transition Services an agreement still cannot be reached, the District will make the final determination.

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 FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

Response from the approved FY20 Consolidated District Plan.

The LEA POC will ensure that transportation is provided to and from the student's foster care residence and the school of origin during any dispute with DCFS over how the transportation will be provided or funded.

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 FY20 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

District administrators, building administrators, and building educational officer personnel will all be given a copy of and trained on this Foster Care Transportation Plan by the LEA POC.

Response from the approved FY20 Consolidated District Plan.

District administrators, building administrators, and building educational officer personnel will all be given a copy of and trained on this Foster Care Transportation Plan by the LEA POC.

*Required field

[illegible]
