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Applicant: PANA CUSD 8

County: Christian

Consolidated District Plan ▼

Application: 2020-2021 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 21-CDP-00-03-011-0080-26

Overview

PROGRAM: Consolidated District Plan

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

BOARD GOALS:

- * Student Learning – Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with 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 Act
Adult Education and Family Literacy Act

DUE DATE: District plans must be submitted to the Illinois State Board of Education and approved before any 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 ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended)

ABBREVIATIONS: 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="Donahue"/>	<input type="text" value="Paul"/>	<input type="text"/>
Phone*	Email*	
<input type="text" value="217"/> <input type="text" value="562"/> <input type="text" value="1529"/>	<input type="text" value="pdonahue@panaschools.com"/>	

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

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

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

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

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

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

3. 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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Amendments

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

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

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

Plan Changes

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

([count] of 5000 maximum characters used)

*Required field, applicable for all funding sources

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Coordinated and Aligned Funding

Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 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)

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

Response from the approved FY20 Consolidated District Plan.

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

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

Needs Assessment Impact

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

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

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

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

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

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

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

Our main goals this year is to continue our training on Trauma Informed Students. (ACES), and student discipline. We will be doing the Capturing Kids Hearts program to help with this area. Student to school with so many issues, that it impacts their learning. The focus of the professional development will be the next step and that is deescalation strategies for teachers to use when students are upset. We have hired an elementary counselor for next year. Our other area of focus will be math. We continue to struggle with Math on state testing in grades 4-11. The progress we are making is some of our lower students are moving up to approaching. We have too many in the lower categories. The other problem is that we are not moving students from approaching to meeting, so our percentage of students meeting is below state averages in grades

G. Title III - LIEP

H. Title III - Immigrant Education Program

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 will transfer some of the money for professional development. In addition we will use the money to continue to provide equity and educational opportunities in science, technology, music, and the

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

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

We will be in year 2 of our new special ed group. (NPT). This group will continue with the IDEA flow through money to the 3 districts. We will continue to work on ways to improve our services for our IEP students.

We are looking at trying to find curriculum that meets the needs of those students that are pulled out for instruction. A concern was raised about the high number of students with IEPs.

L.IDEA, Part B - Preschool

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

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

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

ISBE Goals:

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

The District held a consultation meeting with Stakeholders on May 1, 2020 to review and discuss the 2019-20 Consolidated Plan any changes needed to be made to Pana CUSD # 8's 2020-2021 Consolidated District Plan.

A team of 12 people reviewed the 2019-20 Title I District Plan at the May 1, 2020 consultation meeting. This team included 1 Building Administrator, 6 Title I teachers, 2 regular ed teachers, 1 paraprofessional, 1 parent, and the District's Grant Coordinator. Group members were encouraged to make additions or corrections. The plan was updated during the meeting to reflect the group members input and in some cases emails or calls were made to other staff members if questions arose. Meeting notes were also taken. The amended 2020-21 Consolidated District plan was submitted to the District Superintendent, all 5 Building Administrators and the

rest of the Stakeholders that attended the May 22nd meeting for final review before submitting the application to the Pana CUSD # 8 School Board for approval at the May 18,2020 school board meeting.

Response from the FY20 Consolidated District Plan.

The District held a consultation meeting with Stakeholders on May 22, 2019 to review and discuss the 2018-201 Title I District plan and determine if any changes needed to be made to Pana CUSD # 8's 2019-2020 Consolidated District Plan. The 2018-2019 Title I District Plan was emailed to stakeholders on May 1, 2019 for their review prior to the meeting.

A team of 12 people reviewed the 2017-2018 Title I District Plan at the May 22, 2019 consultation meeting. This team included 1 Building Administrator, 6 Title I teachers, 2 regular ed teachers, 1 paraprofessional, 1 parent, and the District's Clerical Grant Coordinator. Group members were encouraged to make additions or corrections. The plan was updated during the meeting to reflect the group members input and in some cases emails or calls were made to other staff members if questions arose. Meeting notes were also taken. The amended 2019-2020 Consolidated District plan was submitted to the District Superintendent, all 5 Building Administrators and the rest of the Stakeholders that attended the May 22nd meeting for final review before submitting the application to the Pana CUSD # 8 School Board for approval at the June 24, 2019 school board meeting.

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

For your convenience, the 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]

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

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

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

Response from the FY20 Consolidated District Plan.

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

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

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

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

For your convenience, the 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]

We did not have enough parent responses on the 5 Essential Survey to get data for the 2017-18 school year. An effort was made to get more parents to do the survey. We will get parent data for the 2018-19 survey. This will be a continued effort to improve in this area. With the loss of the Healthy Community grant we are looking for ways to fund some of the activities they did. We also have a new website, this helps with communication to parents. Amanda Skinner did training for parents so they can access students grades.

Each school will continue to work to improve parent and family engagement activities. We do a couple of events at the schools each year, but they have mixed results in terms of parent attendance.

Response from the FY20 Consolidated District Plan.

We did not have enough parent responses on the 5 Essential Survey to get data for the 2017-18 school year. An effort was made to get more parents to do the survey. We will get parent data for the 2018-19 survey. This will be a continued effort to improve in this area. With the loss of the Healthy Community grant we are looking for ways to fund some of the activities they did. We also have a new website, this helps with communication to parents. Amanda Skinner did training for parents so they can access students grades.

Each school will continue to work to improve parent and family engagement activities. We do a couple of events at the schools each year, but they have mixed results in terms of parent attendance.

Title I Requirement:

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

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

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private 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

Consolidated District Plan

SESSION TIMEOUT 59:57

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Private School Participation

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

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

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

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

Will Private Schools participate in the Program?

Yes No

Private School Name	Consultation Date	School Closing
	Titles I, II, IV	
Faith Bible Christian Academy	05/01/2020	<input type="checkbox"/>
Sacred Heart	05/01/2020	<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 Consultation Form](#)

[Nonpublic School](#)

Choose File No file chosen

Sacred Heart 2020-21.pdf

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

Preschool Coordination

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

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

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

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

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

Response from the approved FY20 Consolidated District Plan.

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

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

Title I Requirement

Coordination of services with preschool education programs

Legislative References:

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

*Required field for Title I and/or IDEA Preschool

Form grid for data entry

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Applicant: PANA CUSD 8
Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 21-CDP-00-03-011-0080-26

County: Christian

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

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

Student Achievement and Timely Graduation

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

ISBE Goals:

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

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

Pana CUSD #8 employs a full time District Technology Integration Specialist who works with District staff to integrate technology into classrooms. The District partners with Pana Education Foundation, a not-for-profit organization, to assist with funding the technology needs of our District. Pana CUSD #8 is employing a 2nd District Technology Integration Specialist in 2020-21.

In 2019-20 Pana CUSD#8 hired an elementary guidance counselor. From 2004 to 2017 Pana CUSD #8 high school students participated in the NASA Human Exploration Rover Challenge with a "Moonbuggy" that students built. Beginning in 2017 students chose the Solar Car Challenge instead of the "Moonbuggy" Challenge. The Solar Car Team won their division at the National Competition in 2019.

Since 2014, Pana CUSD #8 students grades 6-12 have participated in Seaperch. Seaperch is an innovative underwater robotics program that allows students to build an underwater remotely operated vehicle (ROV).

The University of IL Extension provides Ag in the Classroom teachings for Elementary School students. In addition, Christian Co. Solid Waste offers recycling education programs to grades K-5 partners with community groups to offer flag football, Junior Football League (JFL), youth baseball, youth basketball, youth softball, youth soccer, 5th grade intramural volleyball, 4H, Boy Scout to Elementary students.

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

Pana Junior High School has Project Based Learning courses such as a gardening class paid for by a Department of Natural Resources grant and an Outdoor Resources course in which students safety certification. They also provide STEP UP student leadership, crafts, book buddies, Lego league, 5k wellness initiative, and designing school of the future (ICE Box) as project based learning.

During the 2019-2020 school year Pana High School offered Spanish and Latin as foreign language options. The District also provides Art Club, Band, Choir, FFA, Foreign Language Club, National Scholastic Bowl, Fall/Spring Play, Student Council, Yearbook Staff, Intramural Basketball, Intramural Volleyball, Prom Committee, Model UN, Flag Squad, Drama Club, Fellowship of Christian Athletes, Spirit Squad, and WYSE to high school students.

Pana Jr. High and Pana High School have put in a STEM lab.

Pana CUSD #8 continues to apply for external resources to meet the instructional and academic needs of our students.

Response from the FY20 Consolidated District Plan.

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

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Pana CUSD #8 continues to apply for external resources to meet the instructional and academic needs of our students.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.* Include criteria for low-income, ELL, and students with disabilities. [2]

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

Grade level teams meet each Wednesday afternoon to discuss Student Learning Objectives (SLO) and student assessments. Teacher created assessments are given to all students. Student Intervention planning is completed by staff members periodically throughout the year and as needed.

Response from the FY20 Consolidated District Plan.

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

Grade level teams meet each Wednesday afternoon to discuss Student Learning Objectives (SLO) and student assessments. Teacher created assessments are given to all students. Student Intervention Strategizing is completed by staff members periodically throughout the year and as needed.

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

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

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

Jr. High students have access to the MAP Skills portion of MAP testing which provides immediate data to drive individualized instruction. The MAP Skills system aids all Jr. High teachers by providing data to create individualized student interventions that the teachers deliver. At risk students in grades 6-8 have access to AutoSkill Academy of Math. This individualized instructional program is a diagnostic assessment that will determine each student's areas of strength and weakness and determine the instructional plan based on the results. In addition, the information from this is another data point to measure student progress. The Jr High Title Reading teacher utilizes S.R.A. Reading Lab for grades 6, 7, & 8. Teachers in grade 7 and 8 have access to Reading Plus. Summ. Jr. High School in May-June 2017 was funded by the FY 17 Healthy Community Investment Grant. For FY 18 Jr. High Summer School has been ISBE final approved to be funded with FY 18 Healthy Community Investment Grant funds.

High school students have access to Autoskill Academy. This individualized instructional program will include the use of a diagnostic assessment that will determine each student's area of strength and determine the instructional plan based on the results. In addition, the information from this diagnostic serves as another data point to measure student progress. High School students have access to Autoskill Academy to assist with SAT preparation. For FY 18 students in grades 9 and 10 took the PSAT test. Pana High School offers credit recovery courses to assist with student graduation. FY 17 Sur Pana High School was district funded. For FY 18 High School Summer School has been ISBE final approved to be funded with FY 18 Healthy Community Investment Grant funds.

Response from the FY20 Consolidated District Plan.

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

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

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

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

During the 2020-2021 school year the District's Elementary Music teacher began an African based drumming program for 5th grade students called World Music.

For FY 21 Pana School District will be implementing Capturing Kids Hearts Program.

For the last several years the District Social Worker provides a character education program with all students grade K-5 that was implemented through a PBIS Tier I schoolwide initiative.

For FY 20 the district has hired an elementary counselor.

Pana CUSD # 8 has had a "Smart Buddy" mentoring program for at-risk students grade K-5 for the last ten years. The Smart Buddy end of year field trips are funded with District funds or Pan Foundation grants.

Response from the FY20 Consolidated District Plan.

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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 other students 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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All Pana CUSD #8 students are taught by Highly Qualified teachers that are licensed in their teaching area. The district implemented Board Policy 5:190 to develop and implement a plan to ensure teachers who teach core academic subjects are "highly qualified". Board policy 5:190 was reviewed, updated and revised on March 20, 2017. Each teacher must: 1.) Have a valid Illinois Professional License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. 2.) Provide the District Office with a complete transcript of credits earned of higher education. 3.) On or before September 1 of each year, unless otherwise provided in an applicable collective bargaining agreement, provide the District Office with a transcript of any credits earned since the date the last transcript was filed. 4.) Notify the Superintendent of any change in the teacher's transcript. In addition, all teachers working in a program supported with federal funds under meet applicable State certification and licensure requirements. The District Superintendent or designee shall: 1) Monitor compliance with State and federal law requirements that teachers be a licensed. 2.) Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income backgrounds are taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. 3.) Ensure parents/guardians of students in schools receiving Title I funds are notified of their student's classroom teachers' professional qualifications. Each year during the registration process parents are given a copy of the "Parents Right to Know Qualifications of Educators" letter of their rights listed above.

In October 2015 all certified staff members attended Ruby Payne "A Framework for Understanding Poverty" training. Each year District staff are required to complete mandated trainings as determined by local ROE #3 and our Human Resource provider, Bushue Human Resources.

All District teachers and Administrators are evaluated using the Danielson model.

The 2018-19 IL School Report card indicates that District-wide in the last three years an average of 87.2% of Pana CUSD #8 teachers return to the same school each year. For the 2018-2019 teachers have on average 15.9 years experience teaching in the Pana School District. In addition, all Administrators have received their ISBE endorsement for Teacher Evaluation and do daily walkthroughs of all classrooms to ensure the highest quality education is being delivered to all students.

Pana CUSD #8 is located in a rural, low income, high poverty area. The 2019 IL School Report card reports that 64.2% of the District's students are low income and that 96.6% of District students are of race/ethnicity as white.

In the unlikely scenario that our students would be taught by ineffective, inexperienced, or out-of-field teachers the District would offer mentoring to that teacher to ensure that they felt fully supported and rigorous curriculum.

Pana CUSD #8 is looking to go 1:1 next year at K-12 levels to help with the disparity we saw in Remote Learning.

Response from the FY20 Consolidated District Plan.

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In the unlikely scenario that our students would be taught by ineffective, inexperienced, or out-of-field teachers the District would offer mentoring to that teacher to ensure that they felt fully supported and rigorous curriculum.

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]**

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

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

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

The District employs a full-time District Technology Integration Specialist who provides training and support to the faculty/staff in the use of technology to support the Pre-K to 12 curriculum. The Integration Specialist also assists in the development of engaged learning projects, informational technology skills, digital literacy skills, digital citizenship, and the integration of instructional technology to improve student learning. The District Technology Integration Specialist works closely with Teachers, the District Librarian, Library Assistant and Library Aides to assist students in developing digital literacy skills.

Response from the FY20 Consolidated District Plan.

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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.*

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Pana CUSD #8 adopted Board Policy 6:130 Program for the Gifted in January 1993. It was revised on November 21, 1994; April 22, 2003; January 17, 2006; October 18, 2010 and April 18, 2019 in the process of being revised to fit the new law.

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

Pana Junior High School implemented The Panther Den during the 2017-2018 school year as a way to identify students who are model students. The SAP team felt that these students needed for being model students. The 7th & 8th grade students were selected based on their academics for the 2016-2017 school year. Students who maintained A's all year long was put into a list to vote on the top 10 that they felt were model students behavior wise. Five sixth grade students were selected after 2nd semester following the same process. The objective of the Panther Den these students with the opportunity to be a leader in their school and volunteer for the community. Throughout the year, speakers have talked about leadership with this group. This group has various activities to give back to the community. We are looking forward to continuing with the Panther Den during the 2018-2019 school year.

Pana School District has updated our gifted and talented policy. We have had a parent request for advanced placement.

Each year Pana CUSD # 8 receives and distributes promotional flyers from several local colleges that provide summer programs for "gifted and talented" students. Flyers are distributed to high students as measured by MAP or PARCC assessment scores. We are updating the policy to allow students to take advance courses to meet the new law.

If funding were available for our gifted and talented population, the District would look at providing more challenging opportunities in the areas of math and reading. The District would pull-out possibly advance them to a higher level to best serve their needs. The District would monitor the performance of the gifted and talented students in these pull-out sessions to ensure that their are being met. The District would also encourage those students who excel in math to participate in math contests and other enrichment opportunities that became available for them to hone

Response from the FY20 Consolidated District Plan.

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For the last several years, the District has utilized Title VI funds to purchase Renaissance Accelerated Reader program for students at Washington, Lincoln and Pana Jr. High. This online program with individualized reading practice tailored to their specific reading level.

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Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

- [1] Title I, Part A, Section 1112(b)(1)(A)
- [2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
- [4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
- [5] Title I, Part A, Section 1112(b)(2)
- [6] Title I, Part A, Section 1112(b)(13)(B)
- [7] Title I, Part A, Section 1112(b)(13)(A)

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

**Required field for only Title I, Part A

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Close Printer Friendly Page

Applicant: PANACUSO 8
Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 21-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

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Click to Return to Application Select

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

College and Career Readiness

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

ISBE Goals:

- Student Learning - Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful career path.
Learning Conditions - All 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 need. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

[[count] of 7500 maximum characters used)

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

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

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

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

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

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

Pana High School as part of the CTE survey is bring in more people in these fields to talk to students about jobs in these fields. Pana High School is also recruiting more students to these fields. 8th graders visit these classes.

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

Response from the approved FY20 Consolidated District Plan.

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

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and skills attainment important to in-demand occupations or industries in the State; and work-based learning opportunities that provide students in-depth industry experience 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 need. DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above', or n/a as this may delay the submission or approval of your plan.

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

[[count] of 7500 maximum characters used)

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

During the 2019-20 school year Pana High School offered 11 Agriculture Occupations classes including Introduction to Agriculture Industry, Basic Agricultural Science, Welding, Landscaping Management, Horticultural Production/Management, Agricultural Mechanization/Technology and Supervised Agricultural Experience Program. The Business department offered 20 courses in computer applications, accounting, marketing, management, record keeping, business technology, media, video production, introduction to business, and Photoshop. The Industrial Education department offered three courses: Introduction to Technology, Drafting, and Construction Technology. The District also offered a dual credit course in Health Occupations to allow students to explore health careers in addition to preparing students for nurse assistant roles. Students in grade 11 & 12 have the opportunity to do service work for the schools and community through Learning class.

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

As a result of the Needs Assessment the need to improve our numbers in the CTE field, PHS is bring in 8th graders to visit these classes, PHS is also has students signed up for the CEO class.

Response from the approved FY20 Consolidated District Plan.

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

During the 2018-2019 school year Pana High School offered 11 Agriculture Occupations classes including Introduction to Agriculture Industry, Basic Agricultural Science, Welding, Landscaping Management, Horticultural Production/Management, Agricultural Mechanization/Technology and Supervised Agricultural Experience Program. The Business department offered 20 courses in computer applications, accounting, marketing, management, record keeping, business technology, media, video production, introduction to business, and Photoshop. The Industrial Education department offered three courses: Introduction to Technology, Drafting, and Construction Technology. The District also offered a dual credit course in Health Occupations to allow students to explore health careers in addition to preparing students for nurse assistant roles. Students in grade 11 & 12 have the opportunity to do service work for the schools and community through Learning class.

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Legislative References:

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

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

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

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Applicant: PANA CUSD 8
Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application
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Consolidated District Plan

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

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 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

The Title Teachers will be going to the ESSA Conference. In addition all district staff will be trained on Capturing Kids Hearts program. The Title Math teachers are looking at ways to improve interventions. The staff survey would like content related Professional Development, Technology Training, Student Engagement, and Student Discipline.

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

In addition all district staff will be trained on Capturing Kids Hearts program. The Title Math teachers are looking at ways to improve the interventions. The staff survey would like content related Professional Development, Technology Training, Student Engagement, and Student Discipline. The district is continuing to look at ways to recruit and maintain staff.

G. Title III - LIEP

H. Title III - Immigrant Education

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

In addition all district staff will be trained on Capturing Kids Hearts program. The Title Math teachers are looking at ways to improve the interventions. The staff survey would like content related Professional Development, Technology Training, Student Engagement, and Student Discipline.

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

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

All Special Education Staff will be doing Crisis Prevention Training. NPT will be conducting all mandated training for Special Education Staff. All Special Education Staff will be included in District Professional Development Training.

L. IDEA, Part B - Preschool

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

Table with 2 columns and 10 rows, likely for data entry or tracking.

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

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 to provide a quality education that meets the needs of every child.

District Goal(s):

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

1. Describe the process through which the districts will:

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

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([count] of 7500 maximum characters used)

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

Board Policy 7:20 prohibits bullying, intimidation, and harassment of students and provides the procedures for making a complaint. Board policy 7:190 pertains to Student Behavior (formerly Student Discipline).

Information on bullying is available on the District's website, School handbooks, and given out at registration.

The District's PBIS program continually works to reduce the incidence of bullying and harassment and reduce the need for behavioral interventions and/or student discipline without regard to economic status, disabilities, English proficiency, gender or migrant status. Washington and Lincoln Elementary Schools have Tier II check in/check out programs in place. The Jr. High utilizes character education initiative which includes a specific lesson each week on "Teaching Tuesday's". All three buildings host "boot camps" twice a year to reinforce PBIS trainings and procedures. Special Education staff that work in Pana Schools are trained annually in CPI (Crisis Prevention Institute) trainings to avoid physical contact with students. District Administrators are trained and each building has a specific team who are also periodically trained in CPI.

Student discipline is tracked using Lumen, the District's student software program. Discipline data is frequently reviewed by administrators and PBIS teams. Daily re-teaching of character traits "respectful, safe, and ready to learn" are given as needed.

In October 2015 all certified staff members attended Ruby Payne "A Framework for Understanding Poverty" training.

Each year District staff are required to complete mandated trainings as determined by local ROE #3 and our Human Resource provider, Bushue Human Resources. For 2016-2017 the mandated trainings included ADHD, Bullying, Cyber Bullying, Ethics and Boundaries for School Employees, Peer Counseling/Anti-Violence, Sexual Harassment and Suicide Prevention.

In addition, during the 16-17 school year students in grades 7 & 8 received Suicide Prevention training from the Jason Foundation.

In FY20 we are planning on training to deescalate situations where students are upset, and other training for classroom management and student discipline. In FY 21 we are implementing the Capturing Kids Hearts Program.

Response from the FY20 Consolidated District Plan.

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

Board Policy 7:20 prohibits bullying, intimidation, and harassment of students and provides the procedures for making a complaint. Board policy 7:190 pertains to Student Behavior (formerly Student Discipline).

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In addition, during the 16-17 school year students in grades 7 & 8 received Suicide Prevention training from the Jason Foundation.

In FY20 we are planning on training to deescalate situations where students are upset, and other training for classroom management and student discipline.

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

For your convenience, the 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]

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

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

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

The FY 20 Title I grant application included a required district set aside for homeless education: \$100 for instructional supplies (notebooks, pens, pencils, calculators, highlighters, folders, etc.) and \$100 for non-instructional items for homeless students (backpacks, hygiene supplies, coats, shoes, etc.).

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

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

The School Board policies that pertain to homeless students are 6:140 Education Response from the FY20 Consolidated District Plan.

Pana CUSD #8 strives to provide an educational environment that treats all students with dignity and respect. Homeless students have equal access to the same free and appropriate public education provided to other children. Lincoln Elementary School Principal, Debra Zueck, is the District's liaison for homeless children.

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

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

The FY 19 Title I grant application included a required district set aside for homeless education: \$50 for instructional supplies (notebooks, pens, pencils, calculators, highlighters, folders, etc.) and a required district set aside for homeless education: \$50 for non-instructional items for homeless students (backpacks, hygiene supplies, coats, shoes, etc.).

It is anticipated that the FY 20 Title I grant application will include the same \$50 for instructional supplies and \$50 for non-instructional supplies. Historically, the Title I applications include homeless set asides. Pana CUSD # 8 is a rural area with low income and high poverty rates. Several religious and community organizations have increased their efforts to assist struggling students. Such, they provide homeless and low income students with the needed instructional and non-instructional supplies. The Title I funds will continue to be set-aside in case they are needed to provide resources.

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

The School Board policies that pertain to homeless students are 6:140 Education Response from the FY20 Consolidated District Plan.

Title I Requirement:

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

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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5/14/2020 59:57

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Spell Check

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0006 - PANA SR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1005 - PANA JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2020
2001 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2020
2003 - WASHINGTON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2020

Describe anticipated Reorganizations:	
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Consolidated District Plan

59:58

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Spell Check

Attendance Center Designation

[Instructions](#)

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0006 - PANA SR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1005 - PANA JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2020
2001 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2020
2003 - WASHINGTON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	5/18/2020

Describe anticipated Reorganizations:	
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Consolidated District Plan

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Click to Return to Application Select

Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Pages, IDEA Specific Requirements. Below the table are two rows for Title I Specific and Title I Specific Part Two.

Title I Specific Requirements - Part Two

Empty rectangular box for input.

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 GO

ISBE Goals:

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

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

Radio button selection.

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)

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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]

At this time Pana CUSD #8 does not have any schools that are in "under performing", "lowest-performing", "comprehensive", "targeted" or "focused" status with the State Board of Education. From the State Board, the District shall, for each school identified by the State and in partnership with principals, teachers, parents, other school leaders and stakeholders to locally develop an comprehensive support and improvement plan for the school to improve student outcomes, that 1.) is informed by all indicators described in subsection (c)(4)(B) of Public Law 114-95, include performance against State-determined long-term goals. 2.) includes evidence based interventions 3.) is based on a school-level needs assessment 4.) identifies resource inequities, which may District and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan 5.) is approved by the school, local educational agency, and agency 6.) upon approval and implementation, is monitored and periodically reviewed by the State educational agency. Pana CUSD #8 will diligently work with the State Board to support and schools identified as comprehensive or targeted.

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

At this time Pana CUSD #8 does not have any schools that are in "under performing", "lowest-performing", "comprehensive", "targeted" or "focused" status with the State Board of Education. From the State Board, the District shall, for each school identified by the State and in partnership with principals, teachers, parents, other school leaders and stakeholders to locally develop an comprehensive support and improvement plan for the school to improve student outcomes, that 1.) is informed by all indicators described in subsection (c)(4)(B) of Public Law 114-95, include performance against State-determined long-term goals. 2.) includes evidence based interventions 3.) is based on a school-level needs assessment 4.) identifies resource inequities, which may District and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan 5.) is approved by the school, local educational agency, and agency 6.) upon approval and implementation, is monitored and periodically reviewed by the State educational agency. Pana CUSD #8 will diligently work with the State Board to support and schools identified as comprehensive or targeted.

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

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

Washington Elementary School's goals for 2020-21 school year are:

- 1.) By the spring of 2019-2020 School Year, 80% of all K-2 students, tested at Washington Elementary using the MAP assessment(s) for math will score above the 20th percentile in each area as measured by the class grade level report of the MAP assessment.
2.) By the spring of 2020-2021 School year, 80% of all K-2 students tested at Washington Elementary using the MAP assessment(s) for Reading will score above the 20th percentile in each area measured by the class grade level report of the MAP assessment.
3.) By the spring of 2020-21 school year, 70% of the students in Tier 2 using the check in check out will meet their daily goal of 80%. This data will be collected and measured by the PBIS team.

teachers using an in house data collection system.

4.) During the 2020-21 school year Washington Elementary will increase attendance at parental involvement activities by having 80% of the parents / guardians (and/or significant adults) of 1 Kindergarten First and Second Grade students attend at least 2 parental involvement activities as measured by Sign In Sheets.

The following Lincoln Elementary School program goals were established by the team:

1. By the spring of 2020-21 School Year, 80% of all 3-5 students, tested at Lincoln Elementary using the MAP assessment(s) for math will score above the 20th%ile in each breakdown area of by the class grade level report of the MAP assessment.
2. By the spring of 2020-21 School year, 80% of all 3-5 students tested at Lincoln Elementary using the MAP assessment(s) for Reading will score above the 20th%ile in each breakdown area of by the class grade level report of the MAP assessment.
3. By the spring of 2020-21 school year, 70% of Lincoln Elementary students in Tier 2 using the check in/ check out intervention will meet their daily goal of 80%. This data will be collected an PBIS team and classroom teachers.
4. During the 2020-21 school year Lincoln Elementary will have at least 4 parent involvement/family engagement events throughout the school year.

The Pana Junior High School SMART goals established by the team are:

- 1) By the spring of 2020-21 School Year, 80% of all students grades 6-8, tested at Pana Junior High using the MAP assessment(s) for math will increase their overall RIT score from fall to spring
- 2) By the spring of 2020-2021 School Year, 80% of all students grades 6-8, tested at Pana Junior High using the MAP assessment(s) for reading will increase their overall RIT score from fall to spring
- 3) During the 2020-2021 school year Pana Junior High will increase attendance at parent teacher conferences by having 75% of the parents/guardians of students in grades 6, 7, & 8 attend, as measured by Sign In Sheets.
- 4) During the 2020-21 school year Pana Junior High will have at least 4 parent involvement/family engagement events throughout the school year.

Pana CUSD #8 operates a targeted assistance program at the community's Non-Public school, Sacred Heart School, for grades K-8. The District's 2020-21 Non-Public Goal for Sacred Heart School research based reading series assessments and grade level formative assessments as the two objective criteria to determine which students are failing or most at risk of failing to meet state standards students receiving services will score at or above the 25th percentile in reading and math by the Spring of FY 18.

Professional development funds are provided to the Non-public (Sacred Heart School) teachers using FY 19 Title II funds. These funds allow Sacred Heart teachers to attend high quality professional development to keep up to date with current reading and math trends, methodology, and ideas.

There are no local institutions or community day programs for neglected or delinquent children within the boundary limits of the Pana CUSD# 8 School District. Therefore, no additional educational services are provided outside Pana CUSD #8 Schools other than the services provided to Sacred Heart School.

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

Pana CUSD #8 operates Schoolwide Title programs at Washington Elementary School, Lincoln Elementary School, and Pana Junior High School. Due to lack of funding Pana Senior High School is not operating a Title I program, annually updates their comprehensive Title I Schoolwide Plan in the fall. Title I Schoolwide Plans are approved by the School Board each November and then posted on the District website.

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- 3.) By the spring of 2019-20 school year, 70% of the students in Tier 2 using the check in check out will meet their daily goal of 80%. This data will be collected and measured by the PBIS team and classroom teachers using an in house data collection system.
- 4.) During the 2019-20 school year Washington Elementary will increase attendance at parental involvement activities by having 80% of the parents / guardians (and/or significant adults) of 1 Kindergarten First and Second Grade students attend at least 2 parental involvement activities as measured by Sign In Sheets.

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There are no local institutions or community day programs for neglected or delinquent children within the boundary limits of the Pana CUSD# 8 School District. Therefore, no additional educational services are provided outside Pana CUSD #8 Schools other than the services provided to Sacred Heart School.

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)

Our district is Schoolwide Program, but Sacred Heart is Targeted.

For several years Pana CUSD # 8 has been working toward transitioning all district school buildings to MAP assessments instead of AIMSweb assessments. Beginning in 2017 the Pana CUSD # 8 fully transitioned to MAP assessments. Prior to that Pana CUSD # 8 used the same assessment criteria for Public and Non-Public students to determine which students will receive Title reading services. For FY 18 Sacred Heart School wanted to purchase the MAP assessment program for their students utilizing their Title I Non-Public allocation. After multiple discussions with ISBE, it was determined that an allowable expenditure. Sacred Heart School was unable to fund the purchase of the MAP assessment program and an alternative solution was proposed by Jane Blanton at ISBE. Sacred Heart would administer research based reading series assessments and grade level formative assessments as the two objective criteria to determine which students are failing or most at risk of failing to meet state standards. The Sacred Heart teachers will provide District Title I teachers with the assessment data that the teachers determined which students were eligible for Title I reading and/or math services. Title I teachers will provide parental consent forms and compacts to send home with those students eligible for Title I services. If the Sacred Heart student's score does not support an intervention, the classroom teacher deems it necessary, the District and Sacred Heart will meet to discuss the situation. District Title I staff work closely with Sacred Heart teachers, administration, and parents provided at Sacred Heart School by district Title staff members during the regular school day. The District provides Sacred Heart teachers with initial testing reports and progress monitoring updates.

Sacred Heart students receiving Title I services receive invitations to all District Parental involvement activities and parents of those students are encouraged to contact District Title I staff with any questions they have regarding services provided to their children.

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

For several years Pana CUSD # 8 has been working toward transitioning all district school buildings to MAP assessments instead of AIMSweb assessments. Beginning in 2017 the Pana CUSD # 8 fully transitioned to MAP assessments. Prior to that Pana CUSD # 8 used the same assessment criteria for Public and Non-Public students to determine which students will receive Title reading services. For FY 18 Sacred Heart School wanted to purchase the MAP assessment program for their students utilizing their Title I Non-Public allocation. After multiple discussions with ISBE, it was determined that an allowable expenditure.

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Sacred Heart students receiving Title I services receive invitations to all District Parental Involvement activities and parents of those students are encouraged to contact District Title I staff with any questions they have regarding services provided to their children.

Title I Requirement:

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

*Required Field

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Applicant: PANA CUSD 8
Application: 2020-2021 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 21-CDP-00-03-011-0080-26

County: Christian

Consolidated District Plan

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Click to Return to Application Select

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

IDEA Specific Requirements

Empty text input field

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

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

ISBE Goals:

- Student Learning - Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a succes 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 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 eff 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.

Radio button

- 1. How was the comprehensive needs assessment information used for planning grant activities?
2. Summarize the activities and programs to be funded within the grant application.
3. Describe any changes in the scope or nature of services from the prior fiscal year.

*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		

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 tri
 Examples of First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. 1
 manufacturer sticker (Federal Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle)
 Passenger Car [49 CFR 571.3]
 Vehicle Usage:
https://www.isbe.net/Documents/school_vehicle_guidance.pdf
https://www.isbe.net/Documents/vehicle_use_summary.pdf
<https://www.isbe.net/Documents/ISBE-Visual-Vehicle-Use-Guide.pdf>
 Transportation Programs:
<https://www.isbe.net/Pages/Funding-and-Disbursements-Transportation-Programs.aspx>

REQUIREMENTS

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

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

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

1. Pre-existing transportation route
2. New transportation route
3. Route-to-Route hand-offs
4. District-to-district boundary hand-offs
5. Eligibility of the student for transportation through other services such as, but not limited to, Individuals with Disabilities Education Act (IDEA)
6. Alternatives not directly provided by the district/school such as:
 - a. Contracted services - taxis, student transport companies, etc. - see note below
 - b. Public transportation such as city buses, rails, etc.
 - c. Carpools- see note below
 - d. School/District staff- see note below
 - e. Options presented by DCFS outside of those provided by the district/school, such as reimbursing the foster parents for transportation costs, or including transport in cont 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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Consolidated District Plan
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Table with 9 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title I Specific Page. Sub-sections include Foster Care Transportation Requirements, Foster Care Transportation Plan Contacts, and BID - School Stability.

Contact Information

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

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

Form with fields: Last Name* (Donahue), First Name* (Paul), Position/Title* (Curriculum Director), Email* (pdonahue@pania.edu)

2. LEA Transportation Director - required*

Form with fields: Last Name* (Stauder), First Name* (Jeff), Position/Title* (Transportation Director), Email* (jstauder@pania.edu)

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

3. Other personnel

Form with fields: Last Name (Wysong), First Name (Cheri), Position/Title (Title I Director), Email (cwysong@pania.edu)

Click here to add information for additional other personnel.

*Required field

Table with 2 columns and 10 rows of empty cells.

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Applicant: PANA CUSD #8
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Table with 10 columns: Needs Assessment Impact, Stakeholders, Private Schools Participation, Preschool Coordination, Student Achievement, College and Career, Professional Development, Safe Learning Environment, Title Specific Pages, IDEA Specific Requirements. Row 1: 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 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 ens 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 child childwelfare ag current school that a child will be moving into a new resident, and the necessary time frame for determining the child's most appropriate school placement.

Pana CUSD #8 will work with SEA and and local child welfare agencies to determine the placement that is in the bet interest of the child. The building principals and Superintendent will be respons welfare agency. The district will provide information on several factors. Many factors that will be considered. Preference of the child, or the preference of the child's parents or decision makers. The school, including meaningful relationships with staff and students. The placement of a child's siblings will also be a factor. The availability of quality services to meet the child's educational and soc of past transfers and how those transfers have impacted the student. Where the child is a student with a disability under IDEA or if they have a 504 plan, and the availability of those services will

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

Transportation costs will not be considered when making the determination of a child's best interest.

Response from the approved FY20 Consolidated District Plan.

The child childwelfare agency notifies the child's current school that a child will be moving into a new resident, and the necessary time frame for determining the child's most appropriate school pl Pana CUSD #8 will work with SEA and and local child welfare agencies to determine the placement that is in the bet interest of the child. The building principals and Superintendent will be respons welfare agency. The district will provide information on several factors. Many factors that will be considered. Preference of the child, or the preference of the child's parents or decision makers. The school, including meaningful relationships with staff and students. The placement of a child's siblings will also be a factor. The availability of quality services to meet the child's educational and soc of past transfers and how those transfers have impacted the student. Where the child is a student with a disability under IDEA or if they have a 504 plan, and the availability of those services will

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Transportation costs will not be considered when making the determination of a child's best interest.

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

See IDEA legislation here See Section 504 here

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

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For placement purposes Pana CUSD #8 will ensure that all required special education and related services and supports are provided in the least restrictive placement where the child's unique nee student's IEP or Section 504 plan can be met.

Pana CUSD#8 has handicap buses that take students with disabilities to regular schools, and other placements. Bus aides are on these buses to assist with the children's needs.

Transportation costs will not be considered when making the determination of a child's best interest.

Response from the approved FY20 Consolidated District Plan.

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Transportation costs will not be considered when making the determination of a child's best interest.

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

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Pans CUSD #8 will identify and assess all potential EL students in a timely, valid, and reliable manner. Pana CUSD #8 will provide students with a language assistance program that is educationally Pana CUSD #8 will ensure all EL students have equal opportunities to meaningfully participate in all curricular and extra curricular activities. Pans CUSD #8 ensures that all EL students with disabili manner for special education services, and their language needs are considered in the evaluations and delivery of services. Pana CUSD #8 will evaluate the effectiveness of the school district's lan Pana CUSD#8 will also have meaningful communication with limited English proficient parents . (LEP

Response from the approved FY20 Consolidated District Plan.

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

Be sure to include the step-by-step process if one would want to initiate a dispute through the resolution. NOTE: include that DCFS has the final say if a resolution c

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.

Every effort will be made to reach an agreement on a child's placement. The If there is a disagreement a child's welfare agency (DCFS) will have the final say in a child's placement. The child welf parties in writing of the placement decision within 3 days of the decision. All parties will have 3 days to challenge the decision. Any notice of dispute or disagreement with the best interests deterr Superintendent of Schools. He/She will be responsible for setting up meeting with all stakeholders to review all the factors to determine the best interest determination. The school placement may circumstances change.

Response from the approved FY20 Consolidated District Plan.

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*Required field

Form input fields for required information.

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Applicant: PANA CUSD 8
 Application: 2020-2021 Consolidated District Plan - 00
 Cycle: Original Application
 Project Number: 21-CDP-00-03-011-0080-26

County: Christian

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

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. Once the best placement child has been determined the next step will be to determine how transportation will be provided, the transportation director will be contracted. The guidelines will be used. The first is if the child's placement is located within 1.5 mile radius of the school the foster parent of designated group home staff person is responsible for taking the child to the school of origin. If the child is placed outside 1.5 miles radius of the school, the district expedited the transportation needs of children in foster care so that these children do not experience disruptions in their education due to lack of transportation. Board Policy.

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

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

Response from the approved FY20 Consolidated District Plan.

Once the best placement for the child has been determined the next step will be to determine how transportation will be provided, the transportation director will be contracted. The guidelines will be used. The first is if the child's new placement is located within 1.5 mile radius of the school the foster parent of designated group home staff person is responsible for taking the child to the school of origin. If the child is placed outside 1.5 miles radius of the school, the district expedited the transportation needs of children in foster care so that these children do not experience disruptions in their education due to lack of transportation. Board Policy.

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5. Type of transportation available (yellow school bus, taxi cab, First Division vehicle, etc.)
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8. Impact of extracurricular activities on transportation options.
9. Maturity and behavioral capacity of student

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

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

IMPORTANT: All drivers transporting students (other than parents or legal guardians transporting their own students) in First Division vehicles MUST possess 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.

1. Title IV-E of the Social Security Act if the student is eligible
2. Title I of the ESEA of 1965 as Amended by ESSA (except that funds reserved for comparable services for homeless children and youth may NOT be used for transportation)

- 3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
- 4. State special education transportation funds, if the student has an IEP
- 5. Local funds

Response from the approved FY20 Consolidated District Plan.

- 1. Title IV-E of the Social Security Act if the student is eligible
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- 3. IDEA funds, if the student has an Individual Educational Program (IEP) that includes provisions for specialized transportation
- 4. State special education transportation funds, if the student has an IEP
- 5. Local funds

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

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

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

If a dispute occurs or if someone wants transportation the team will meet again (Superintendent, Transportation Director, , foster care parents, student if old enough, and DCFS will meet again to the issue.

- 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

Response from the approved FY20 Consolidated District Plan.

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- 9. Maturity and behavioral capacity of student

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

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

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

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

Response from the approved FY20 Consolidated District Plan.

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

6. Describe how the district/school will ensure that all school personnel are aware of the transportation plan process and can initiate the process if they become 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.

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

Response from the approved FY20 Consolidated District Plan.

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*Required field

Consolidated District Plan

SESSION TIMEOUT 59:53

Applicant: PANA CUSD 8

County: Christian

Consolidated District Plan ▾

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

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Project Number: 21-CDP-00-03-011-0080-26

Overview	Contact Information	Amendments	Coordinated Funding	Plan Specifics	Assurance Pages	Submit	Application Print	Application History	Page Lock Control
Plan Assurances	State Assurances	Debarment	Lobbying	GEPA 442	Assurances				

Board Approval, Certification, and Assurances

[Instructions](#)

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

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

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

1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;
2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services;
3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b)(3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
5. collaborate with the State or local child welfare agency to—
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and
 - B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall—
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
 - a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
 - b. the local educational agency agrees to pay for the cost of such transportation; or
 - c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification

- obtained through alternative routes to certification; and
7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
 8. each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
 9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and
 11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers.
 12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
 13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
 14. in the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.

v01.10.2019

Have questions or need help? Contact our Call Center (217)558-3600 between 7:00am - 5:00pm CST, Monday - Friday or Click [here to Contact Us](#)

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