

Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application

Project Number: 25-CDP-00-03-011-0080-26

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

Professional Development - Highly Prepared and Effective Teachers and School Leaders

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

ISBE Goals:

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

District Goal(s):

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

For each program for which funding is anticipated for the 2024-2025 school year, provide a brief description of professional development activities to be funded by the district.* [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 Needs Assessment and Programs page; to make changes in program funding, return to that page, revise, and return to this page.

Program and Description

A. Title I, Part A - Improving Basic Programs

If funding is available we will use money for Math, Reading, and Stem Training

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

C. Title I, Part D - Delinquent

D. Title I, Part D - Neglected

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

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

If funding is available we will use money for Math, Reading, and Stem Training. We will also use it to pay for mentoring, and recruiting of new teachers.

G. Title III - LIEP

H. Title III - ISEP

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

If funding is available we will use money for Math, Reading, and Stem Training. In addition we would like to do training on social media dangers for students, parents

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

If funding is available we will use money for Math, Reading, technology, and Stem Training

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

If funding is available we will use money for Math, Reading, and Stem Training. We will use it for CPI training as well. In addition training on

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

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

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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

- ISBE Goals:
- ☒ Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a success paying special attention to addressing historic inequities.
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- ☐ Elevating Educators: Illinois' diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to education that meets their needs.

District Goal(s):

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

1. Describe the process through which the districts will:*
- i. reduce incidences of bullying and harassment;

ii. reduce the overuse of discipline practices that remove students from the classroom [1];

iii. reduce the use of aversive behavioral interventions that compromise student health and safety; disaggregated by each subgroup of student as defined bel

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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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.
(1667 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 as 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 disciplin ethnicity, economic status, disabilities, English proficiency, gender or migrant status. Washington and Lincoln Elementary Schools have Tier II check in/check out programs utilizes SAP team character education initiative which includes a specific lesson each week on "Teaching Tuesday's". All three buildings host "boot camps" twice a year to r

Response from the prior year Consolidated District Plan.

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2. Describe the services the district will provide homeless children and youth, including services provided with funds reserved to support the enrollment, att homeless children and youth, in coordination with the services the district is providing under the McKinney-Vento Homeless Assistance Act. [3]
(42 U.S.C. 11301 et seq.):*
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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.
(1460 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 as 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 inform parents of the local resources available to homeless students. All students identified as homeless are immediately enrolled regardless of their ability to provide req proof of residency, birth certificates, medical/immunization records, or previous academic records). Transportation is also provided in accordance with Section 45/1-15 of t Children Act.

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

Response from the prior year Consolidated District Plan.

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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 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)

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

EGMS HOME

ISBE HOME

LOGOUT

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SESSION TIMEOUT 59:58

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Click to Return to Application Select

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Title I Specific - Part One							Title I Specific - Part Two		

Attendance Center Designation

Instructions

Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0006 - PANA SR HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1005 - PANA JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	06/17/2024
2001 - LINCOLN ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
2003 - WASHINGTON ELEM SCHOOL	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	

Describe anticipated Reorganizations:	For the 24-25 School Year, we are closing Lincoln and Washington Elementary Schools. They will be combined into 1 brand new school called Pana Elementary. It w Schools have been.
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Title I Specific - Part One						Title I Specific - Part Two			

Title I Specific Requirements - Part Two

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

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

ISBE Goals:

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

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



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

Section 1111(d)

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

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

No schools identified under this part

(1281 of 7500 maximum characters used)

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

Response from the approved prior year Consolidated District Plan.

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

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

☐ Yes

☒ No

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

☐ Direct Certification.

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

Section 1114 and 1115

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(1042 of 7500 maximum characters used)

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

Pana Elementary School's goals for 2024-25 school year are:

1.) By the spring of 2024-2025 School Year, 80% of all K-5 students, tested at Pana Elementary using the MAP assessment(s) for math and will score above the 20th percent math as measured by the class grade level report of the MAP assessment.

2.) By the spring of 2024-2025 School year, 80% of all 6-8 students tested at Washington Elementary using the MAP assessment(s) for Reading and MATH will score above the breakdown area as measured by the class grade level report of the MAP assessment.

Response from the approved prior year Consolidated District Plan.

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

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

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

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

5. In schools operating a targeted assistance program, please describe the objective criteria the district has established to identify the target populations, AND leaders will include parents, administrators, paraprofessionals, and instructional support personnel in their identification of the target population.* (Section 1115)

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

(2263 of 7500 maximum characters used)

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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 not meeting such standards.

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*Required field

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IDEA Specific Requirements

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

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

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

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

☐

1. How was the comprehensive needs assessment information used for planning grant activities?* This section should include the comprehensive needs identified by the district and the activities and programs funded by IDEA.
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
(0 of 7500 maximum characters used)

Response from the approved prior year Consolidated District Plan.
Assessment of the IEP needs of students as well as current services provide the basis for staff and administrative support. A need of more staff was identified, so we are hiring more staff. In addition summer school program was used last summer, and will be used again this summer to address learning needs.

2. Summarize the activities and programs to be funded within the grant application.*
DO NOT use special characters, numbered or bulleted lists copied from Word, 'see above,' or N/A as this may delay the submission or approval of your plan.
(0 of 7500 maximum characters used)

Response from the approved prior year Consolidated District Plan.

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

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

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

(0 of 7500 maximum characters used)

Response from the approved prior year Consolidated District Plan.

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

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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(0 of 7500 maximum characters used)

Save Page

*Required field

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here to Contact
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Youth In Care Stability Plan Requirements			Youth In Care Stability Plan Contacts			Best Interest Determination Plan			

Overview

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

PROGRAM: Youth In Care Stability

PURPOSE: To comply with ESSA requirements for educational stability for students who are Youth in Care.

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

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

First Division vehicles can be used to transport 10 or fewer persons, including the driver, on regular routes for any and all school-sponsored activities, including curriculum-related trips. First Division vehicles include cars, station wagons, mini-vans (10 passengers or less which includes the driver), taxi cabs, medical carrier or medi-car, and Suburbans. The manufacturer Certification Label) located on the inside of the driver's side door will stipulate MPV for Multi-Passenger Vehicle, MPPV (MultiPurpose Passenger Vehicle), or Passenger Car [49 CFR 57

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

NOTE: A school bus driver permit is REQUIRED for these options! IMPORTANT: All drivers transporting students (other than parents/guardians transporting their own students) in First Division vehicles MUST possess a valid school bus driver permit per Section 1 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 that is Youth in Care/in foster care:

1. Title IV-E of the Social Security Act if the student is eligible

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

Have questions or need help? Contact our Call Center (217)558-3600 between 8:00am - 5:00pm CST, Monday - Friday or Click here to **Contact**
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Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

Application: 2024-2025 Consolidated District Plan - 00

Cycle: Original Application

Project Number: 25-CDP-00-03-011-0080-26

Overview	Contact Information	Amendments	Needs Assessment and Programs			Plan Specifics	Assurance Pages	Submit	
Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Sp
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Contact Information

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

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

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

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

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

Last Name*

First Name*

Position/Title*

Email*

Donahue

Paul

Curriculum Director

pdonahue@

☐ Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

2. LEA Transportation Director - required*

Last Name*

First Name*

Position/Title*

Email*

Stauder

Jeff

Transportation Director

jstauder@p

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

Save Page

*Required field

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Applicant: PANA CUSD 8

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Best Interest Determination as it relates to School Stability

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

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

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

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

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

The child childwelfare agency notifies the child's current school that a child will be moving into a new resident, and the necessary time frame for determining the child's most appropriate placement. Pana CUSD #8 will work with SEA and local child welfare agencies to determine the placement that is in the best interest of the child. The building principals and Superintendent will provide information on several factors. Many factors that will be considered. Preference of the child, or the preference of the child's parent, attachment to 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 socioemotional needs. Any history 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 disability, services will also be factored in.

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, and decision 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, all parties involved the decision.

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

Response from the approved prior year Consolidated District Plan.

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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 Section 504.

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

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

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Response from the approved prior year Consolidated District Plan.

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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, and other decision 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, all parties involved in the decision.

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

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

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

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

Pana CUSD #8 will identify and assess all potential EL students in a timely, valid, and reliable manner. Pana CUSD #8 will provide students with a language assistance program that is successful. Pana CUSD #8 will ensure all EL students have equal opportunities to meaningfully participate in all curricular and extra curricular activities. Pana CUSD #8 ensures that all EL students are evaluated in a timely 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 language assistance programs.

Pana CUSD#8 will also have meaningful communication with limited English proficient parents .

Response from the approved prior year Consolidated District Plan.

Pana CUSD #8 will identify and assess all potential EL students in a timely, valid, and reliable manner. Pana CUSD #8 will provide students with a language assistance program that is successful. Pana CUSD #8 will ensure all EL students have equal opportunities to meaningfully participate in all curricular and extra curricular activities. Pana CUSD #8 ensures that all EL students are evaluated in a timely 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 language assistance programs.

Pana CUSD#8 will also have meaningful communication with limited English proficient parents .

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

Be sure to include the step-by-step process if one would want to initiate a dispute about the Best Interest Determination decision. NOTE: include that DCFS has the final say in the determination.

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

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

Every effort will be made to reach an agreement on a child's placement. If there is a disagreement a child's welfare agency (DCFS) will have the final say in a child's placement. All parties involved 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 decision must be filed with the 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 time if circumstances change.

Response from the approved prior year Consolidated District Plan.

Every effort will be made to reach an agreement on a child's placement. If there is a disagreement a child's welfare agency (DCFS) will have the final say in a child's placement. All parties involved 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 decision must be filed with the 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 time if circumstances change.

5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are in foster care.

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.

All Staff will do mandated trainings. In particular we have done Homeless Training for all staff. WE will continue to look for training for all Youth In Care situations.

Save Page

*Required field

Consolidated District Plan

Applicant: PANA CUSD 8

County: Christian

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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
Youth in Care Stability Plan Requirements			Youth in Care Stability Plan Contacts			Best Interest Determination Plan			

Youth in Care Stability Plan Development

Note: This plan section is not required for the Department of Juvenile Justice.*NOTE: FIELDS BELOW MAY BE PREPOPULATED WITH DATA. REVIEW ANY PREPOPULATED DATA, COPY AND REVISE AS NEEDED IN THE BOX ABOVE IT, AND SAVE THE PAGE.****1. Describe the process for determining how transportation will be provided to students who qualify, including the position of all individuals involved in the process.***Be sure to include the factors that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

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

Once the best placement for the child has been determined the next step will be to determine how transportation will be provided. the transportation director will be contracted. Title I be uses. 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 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 have disruptions in their education due to lack of transportation. Board Policy.,
The District shall provide free transportation for any student in the District who resides: (1) at a

Response from the approved prior year Consolidated District Plan.

Once the best placement for the child has been determined the next step will be to determine how transportation will be provided. the transportation director will be contracted. Title I be uses. 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 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 have disruptions in their education due to lack of transportation. Board Policy.,
The District shall provide free transportation for any student in the District who resides: (1) at a

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

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

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

- ☐ h. Other - describe

- ☐ i. Other - describe

- ☐ j. Other - describe

3. Describe how all funding options selected above will be considered and coordinated when developing the transportation plan.**Be sure to include the funding options that should be considered when developing the transportation procedures for a student who is Youth in Care.*

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

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

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

Response from the approved prior year Consolidated District Plan.

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

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

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

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

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

- 1. Safety
- 2. Duration of the need for services
- 3. The time/length of travel time for the student each day
- 4. Time of placement change

Response from the approved prior year Consolidated District Plan.

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

- 1. Safety
- 2. Duration of the need for services
- 3. The time/length of travel time for the student each day
- 4. Time of placement change

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

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

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

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

The School of 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. f work with ROE 3 to help with the dispute of any homeless students.

Response from the approved prior year Consolidated District Plan.

The School of 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. f work with ROE 3 to help with the dispute of any homeless students.

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

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

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

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

Response from the approved prior year Consolidated District Plan.

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

Save Page

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Consolidated District Plan

Applicant: PANA CUSD 8
Application: 2024-2025 Consolidated District Plan - 00
Cycle: Original Application
Project Number: 25-CDP-00-03-011-0080-26

County: Christian

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BSP Overview					BSP Plan Specifics				

BSP Overview

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

