
eGrant Management System

Printed Copy of Application

Applicant: PANA CUSD 8

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: PANA CUSD 8

Date Generated: 6/11/2019 8:00:02 AM

Generated By: pgdonahue

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:	<i>Every child in each public school system in the State of Illinois deserves to attend a system wherein:</i> <ul style="list-style-type: none">* All kindergartners are assessed for readiness.* Ninety percent or more of third-grade students are reading at or above grade level.* Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.* Ninety percent or more of ninth-grade students are on track to graduate with their cohort.* Ninety percent or more of students graduate from high school ready for college and career.* All students are supported by highly prepared and effective teachers and school leaders.* Every school offers a safe and healthy learning environment for all students.
FY2020 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 FY2020 grant applications for included programs can be approved. Submission by April 1 is recommended.
DURATION:	The District Plan must be submitted initially for the school year 2019-2020 and updated annually thereafter.
AMENDMENTS:	Each Local Education Agency (LEA) shall periodically review and, as necessary, revise the plan throughout the year. Plan amendments may necessitate amendment of the associated grant application(s) as well.
INSTRUCTIONS:	Instructions in PDF format
COMMON ABBREVIATIONS:	ESSA - Every Student Succeeds Act (also referenced as the Elementary and Secondary Education Act [ESEA] of 1965 as Amended) IDEA - Individuals with Disabilities Education Act ISBE - Illinois State Board of Education LEA - Local Educational Agency LIEP - Language Instruction Educational Program SEA - State Education Agency

1. Contact Information for Person Completing This Form

Last Name* <input type="text" value="Donahue"/> Phone* <input type="text" value="217"/> <input type="text" value="562"/> <input type="text" value="1529"/>	First Name* <input type="text" value="Paul"/> Email* <input type="text" value="pdonahue@panaschools.com"/>	Middle Initial <input type="text"/>
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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 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 FY2020. 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

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

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2019-2020.* [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]

Pana Jr. High will use this grant money along with other district finances to ensure that all students will an opportunity to receive a fair, equity, and high quality education. This money will be used to improve the educations 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

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. Title I plan(s)
- 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 needs assessment process, as applicable. * Writing space appears if a program was selected on the Coordinated Funding page; to make changes in program funding, return to that page, revise, save the page and return to this page.

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

A. Title I, Part A - Improving Basic Programs

Pana Jr. High was rated as under performing in the initial designation using FY17 data due to students with an IEP. The FY18 designation was Commendable. One of the areas that the needs assessment identified was a lack of curriculum for or IEP students. Our NWEA MAP has mixed results. We provide Title I services for those that are in the lowest 25%. The data shows that while many of the Title I students are showing growth, we still have Title I students who are not making adequate progress. As our students get older the data shows the achievement gap is widening. In order to address this issue, we are looking at different progress monitoring programs for our Title students

B. Title I, Part A - School Improvement Part 1003(a)**C. Title I, Part D - Delinquent****D. Title I, Part A - 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. Students come 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 getting 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 still 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 4-11.

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 move this money to Title II to help with Professional Development.

J. Title V, Part B - Rural and Low Income Schools**K. IDEA, Part B - Flow-Through [1]**

We have are leaving Mid-State Special Education Co-op, and forming a 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.

L. IDEA, Part B - Preschool**Legislative Requirement:**

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

*Required field, applicable for all funding sources selected

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:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

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

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

Program Footnotes:

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

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

For your convenience, the FY19 Title I 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 22, 2019 to review and discuss the 2018-2019 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.

Response from the FY19 Title I District Plan.

The District held a consultation meeting with Stakeholders on April 18, 2018 to review and discuss the 2017-2018 Title I District plan and determine if any changes needed to be made to Pana CUSD # 8's 2018-2019 Title I District Plan. The 2017-2018 Title I District Plan was emailed to stakeholders on April 5, 2018 and again on April 18, 2018 for their review prior to the meeting. A team of 12 people reviewed the 2017-2018 Title I District Plan at the April 18, 2018 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 in ISBE 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 2018-2019 Title I District plan was submitted to the District Superintendent, all 5 Building Administrators and the rest of the Stakeholders that attended the April 18th meeting for final review before submitting the application to the Pana CUSD # 8 School Board for approval at the May 21, 2018 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 FY19 Title I 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 its 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 FY19 Title I 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 its 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. [3]**

NOTE: This is a new field for FY2020. There is nothing to re-display.

[[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.

Title I Requirement:

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

[ESFA 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

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs
 NOTE: This page is not applicable to state schools or state-authorized charter schools.

Using the latest available verified data, private schools within the districts 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.

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
Sacred Heart	6/6/2019			<input type="checkbox"/>
Faith Bible Christian Aca	5/28/2019			<input type="checkbox"/>
Mid-America Preparatory	5/28/2019			<input type="checkbox"/>

Title Programming Nonpublic Consultation

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

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

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

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

Choose File no file selected

Mid American Consultation Form.pdf

IDEA Nonpublic Consultation

Only private schools WITHIN the district boundaries require consultation for IDEA Flow Through and Preschool programs. However, any home schools of which the district is aware should also be included. For home schools, click on the Create Additional Entries button to add a line for listing it and naming in an identifiable manner (for example, E. Jones Home School). Each school listed in the table requires at least one consultation date or a check in the School Closing column.

For detailed instructions on how to upload information and for naming conventions for uploaded files, **click on the link to IDEA Funding Upload NOTE: READ BEFORE IMPORTING link** below. At a minimum, upload the proof of advertisement. If a timely and meaningful consultation was held, also upload the attendee list, invitation letters, agenda, handouts and attestation form(s).

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

Choose File no file selected

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:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

District Goal(s):

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

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

For your convenience, the FY19 Title I 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 follow 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 from both programs the opportunity to visit Washington School Kindergarten classrooms as part of their Kindergarten transition field trip each year. The District hosts an annual Kindergarten screening in May of each year to assess Pre-K student knowledge. These results are shared with parents at Kindergarten screening. In addition, each year in August 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 PBIS expectations so they can ensure their students are familiar with the expectations prior to starting Kindergarten.

Response from the FY19 Title I District Plan.

Not Applicable - Taylorville CUSD #3 operates a Pre-K program in Pana CUSD#8 's Washington Elementary School for Pana Pre-K students. Pre-K students housed at Washington Elementary School follow 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 from both programs the opportunity to visit Washington School Kindergarten classrooms as part of their Kindergarten transition field trip each year. The District hosts an annual Kindergarten screening in May of each year to assess Pre-K student knowledge. These results are shared with parents at Kindergarten screening. In addition, each year in August 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 PBIS expectations 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

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:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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(s).* [1]

For your convenience, the FY19 Title I 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 band is offered to students in grades 5-12. Physical Education classes are provided to grades K-12. Pana CUSD #8 employs a full time District Technology Integration Specialist who works with District staff to integrate technology into classrooms. The District partners with Pana Education Foundation, a non-profit organization, to assist with funding the technology needs of our District. 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 to participate in the Solar Car Challenge instead of the "Moonbuggy" Challenge. 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. 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. Pana CUSD # 8 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 Scouts, and Girl Scouts 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 earn their hunter 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 courses. During the 2017-2018 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 Honor Society, 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, Good Deeds Group, Spirit Squad, and WYSE to high school students. Pana CUSD #8 continues to apply for external resources to meet the instructional and academic needs of our students.

Response from the FY19 Title I District Plan.

2. List and describe the measures the district takes to use and create the identification criteria for students at risk of failure.*Include criteria for low-income, EL, special education, neglected, and delinquent as applicable to the district. [2]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

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 will be to serve as a universal screener to provide early identification of students failing to make progress, measure general educational progress toward established benchmarks, and evaluate progress toward meeting the challenging State academic standards. Based upon their performance on the screenings, students will be placed in one of three tiers. Tier 1 is for students meeting the established benchmarks. Tier 2 students are those that are at-risk and in need of interventions to assist them in meeting their benchmarks. Tier 3 students will be those that are in need of intensive instructional interventions. The progress of Tier 2 and 3 students will be monitored frequently using a variety of assessments to evaluate the effectiveness of the instructional interventions. Decisions about student's tier placement will also include referrals by 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 District's 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 of meeting 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 or possibly 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.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

At risk students in grades 3-8 receive 45 minutes of small group or individual instruction using research based materials to strengthen core reading and math skills. Washington Elementary School students 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. This online intervention is done in a small group setting and students are monitored by a paraprofessional. Students in grades K-2 utilize Great Leaps, a reading intervention program. For additional math assistance teachers in grades K-2 utilize the McGraw Hill Building Blocks program that utilizes animated digital activities for math practice, conceptual development, 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. At risk students in grades 3-8 utilize Freckle, an individualized Math, ELA, and Social Studies resource. Jr. High students have access to the MAP Skills portion of MAP testing which provides immediate data to drive individualized instruction. The MAP Skills system aids all Jr. High teachers by providing assessment data to create individualized student interventions that the teachers deliver. At risk students in grades 6-8 have access to AutoSkill Academy of Math. This individualized instructional program will include the use of 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 diagnostic serves as 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. Summer School at Pana 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 weakness 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 Khan 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 Summer School at 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 FY19 Title I District Plan.

4. Describe the instructional and additional strategies intended to strengthen academic and language programs and improve school conditions for student learning and how these are implemented.* [4]

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

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 identified as Tier 2 who are at risk of not meeting standards will receive additional research based interventions in small group and one-on-one settings that address their specific areas of need. These interventions will be 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 and the standards in the regular classroom. Frequent assessments will be used to monitor the progress of the students and to measure the success of the interventions. In addition to the research based interventions employed at school, the Title I teacher and/or classroom teacher may suggest additional help for the student at home. Teachers in grades 1-8 utilize Accelerated Reader, a reading comprehension practice program with their students. Jr. High students have access to the Skills Navigator portion of MAP testing which provides immediate data to drive individualized instruction. The Skills Navigator system aids all Jr. High teachers by providing assessment data to create individualized student interventions that the teachers deliver. During the 2018-2019 school year the District's Elementary Music teacher began an African based drumming program for 5th grade students called World Music. For FY 19 Pana Junior High School is implementing a new school-wide character education program to improve school conditions for student learning. This program will be taught in individual classrooms during resource time. 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 Pana Education Foundation grants.

Response from the FY19 Title I District Plan.

5. Explain the process through which the district will identify and address any disparities that result in low-income and/or minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.[5]**

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

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 that all 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 Educator License issued by the State Superintendent of Education with the required endorsements as provided in the School Code. 2.) Provide the District Office with a complete transcript of credits earned in institutions 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 Title I, Part A must 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 appropriately licensed. 2) Through incentives for voluntary transfers, professional development, recruiting programs, or other effective strategies, ensure that minority students and students from low-income families are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. 3) Ensure parents/guardians of students in schools receiving Title I funds are notified of their right to request their student's classroom teachers' professional qualifications. Each year during the registration process parents are given a copy of the "Parents Right to Know Qualifications of Educators" letter that informs them 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 88.5% of Pana CUSD #8 teachers return to the same school each year. For the 2017-2018 school year teachers have on average 15.5 years experience teaching in the Pana School District. In addition, all Administrators have received their ISBE endorsement for Teacher Evaluation and do daily/weekly walk throughs 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 2015-2016 IL School Report card reports that 65% of the District's students are low income and that 96% of District students report their 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 prepared to teach a rigorous curriculum.

Response from the FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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([count] of 7500 maximum characters used)

The 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 reading levels 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 has a "Facebook" page that is updated frequently. The District partners with Pana Education Foundation, a non-profit organization, to assist with funding the technology needs of our District. The District also continues to apply for external resources to assist with developing 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 Technology 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 FY19 Title I District Plan.

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

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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(count of 7500 maximum characters used)

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, 2016. It is in the process of being revised to fit the new law. Due to lack of funding the District is currently unable to provide a individualized education plan specifically for gifted and talented students. If sufficient State funding were available, the Superintendent and the Board would determine the feasibility and advisability of developing a plan for gifted education that would qualify for State funding. At the Elementary level Tier II and Tier III interventions provide supplemental differentiated instruction. Pana Junior High School implemented The Panther Den during the 2017-2018 school year as a way to identify students who are model students. The SAP team felt that these students needed extra enrichment for being model students. The 7th & 8th grade students were selected based on their academics for the 2016-2017 school year. Students who maintained A's all year long was put into a list for teachers to then vote on the top 10 that they felt were model students behavior wise. Five sixth grade students were selected after 2nd semester following the same process. The objective of the Panther Den was to provide 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 also taken on various activities to give back to the community. We are looking forward to continuing with the Panther Den during the 2018-2019 school year. 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 provides students with individualized reading practice tailored to their specific reading level. 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 highest ranking Tier 1 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 math students or 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 individual needs 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 their math skills.

Response from the FY19 Title I District Plan.

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

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:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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 including, 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 skills.*

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([count] of 7500 maximum characters used)

Pana Junior High School's counselors, administration, and staff provide multiple opportunities to assist with the effective transition from 8th to 9th grade. Pana Jr. High hosts an annual "Career Day" which emphasizes career choices and future high school coursework planning. During Career Day teachers from Pana High School do a presentation on tips for high 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 building their future. 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 transition, the Jr. High 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 two parent nights 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 Freshman 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 updated class 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 showing the 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 posted 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 those students taking classes at Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Office Technology, Computer Technology/Networking, Commercial Art, Health Occupations, Machine Shop/Welding, Auto Mechanics, Food Service, Drafting/Electronics, and Building Trades. 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 provides interest inventories to assist with student career choice. Consumer Education students are provided with job shadowing opportunities. Juniors are required to complete an extensive career/college project as part of 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 FY19 Title I District Plan.

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

Academic and career and technical education content through coordinated instructional strategies, that may incorporate experimental learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

Work-based learning opportunities that provide students in-depth integration with industry professionals and, if appropriate, academic credit.

For your convenience, the FY19 Title I District Plan approved response is provided below. It may be copied and modified to address the Consolidated District Plan needs.

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

([count] of 7500 maximum characters used)

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 and Turf Management, Horticultural Production/Management, Agricultural Mechanization/Technology and Supervised Agricultural Experience Program. The Business department offered 20 courses in keyboarding, computer applications, accounting, marketing, management, record keeping, business technology, media, video production, introduction to business, and Photoshop. The Industrial Education/Technology 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 an opportunity 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 the Service Learning class. Students in 11th and 12th grade can choose to enroll in afternoon classes at Okaw Area Vocational Center for an opportunity to do hands on training. The district provides transportation for those students taking classes at Okaw Area Vocational Center. Classes include Power Mechanics, Auto Body, Computer Technology/Networking, Auto Mechanics, Food Service, Drafting/Computer Aided Drafting, and Building Trades.

Response from the FY19 Title I District Plan.

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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

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:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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 2019-2020 school year, provide a brief description of professional development activities to be funded by the program as applicable.* [1]

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

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

Program and Description

A. Title I, Part A - Improving Basic Programs

Not Providing

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

We will do training on Trauma Informed Classrooms. (ACE). Deescalation strategies. Math coaches and math training could also be an area we use Title II money on.

G. Title III - LIEP

H. Title III - Immigrant Education

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

Not Providing

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

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

Not Providing

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

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- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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. [2]**
- a. each major racial and ethnic group;
- b. economically disadvantaged students as compared to students who are not economically disadvantaged;
- c. children with disabilities as compared to children without disabilities;
- d. English proficiency status;
- e. gender; and
- f. migrant status.

For your convenience, the FY19 Title I 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)

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 known 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 discipline without regard to race, ethnicity, 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 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 reinforce PBIS trainings and procedures. All Mid-State 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 bi-annually in CPI 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 education of being "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.

Response from the FY19 Title I District Plan.

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]

[\(42 U.S.C. 11301 et seq.\):*](#)

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([count] of 7500 maximum characters used)

Pana CUSD #8 strives to provide an educational environment that treats all students with dignity and respect. Homeless students have equal access to the same free and appropriate public education as 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 students and inform 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. proof of residency, 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 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.). It also included 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 included larger amount of 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 families and as 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 supplement local resources. All schools have supplies on hand for homeless students that have been donated by staff, local residents or community organizations. The School Board policies that pertain to homeless students are 6:140 Educa

Response from the FY19 Title I 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 who are 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

Attendance Center Designation

[Instructions](#)

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

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"/>	6/24/2019
1005 - PANA JR HIGH SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2019
2001 - LINCOLN ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2019
2003 - WASHINGTON ELEM SCHOOL	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	6/24/2019

Describe anticipated Reorganizations: _____

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, return to the Coordinated Funding page and select Title I, save the page, and return to this page.

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

ISBE Goals:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.

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 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. 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 to locally develop and 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) of Public Law 114-95, including student performance against State-determined long-term goals. 2.) includes evidence based interventions 3.) is based on a school-level needs assessment 4.) identifies resource inequities, which 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 school, local educational agency, and State educational agency 6.) upon approval and implementation, is monitored and periodically reviewed by the State educational agency. Pana CUSD #8 will diligently work with the State Board to support and improve any schools identified as comprehensive or targeted.

Re-display of the approved response from the FY19 Title I 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 to locally develop and 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) of Public Law 114-95, including student performance against State-determined long-term goals. 2.) includes evidence based interventions 3.) is based on a school-level needs assessment 4.) identifies resource inequities, which 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 school, local educational agency, and State educational agency 6.) upon approval and implementation, is monitored and periodically reviewed by the State educational agency. Pana CUSD #8 will diligently work with the State Board to support and improve any schools identified as comprehensive or targeted.

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

- Yes
- No

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

[Measures of Poverty from 1113\(5\)\(A\) and \(B\)](#)

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

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

[Section 1114 and 1115](#)

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([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 is not 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 each November and then added to the District website. Washington Elementary School's goals for 2017-2018 school year were: 1.) By the spring of 2017-2018 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 breakdown area of math as measured by the class grade level report of the MAP assessment. 2.) By the spring of 2017-2018 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 breakdown area as measured by the class grade level report of the MAP assessment. 3.) By the spring of 2017-2018 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 2017-2018 school year Washington Elementary will increase attendance at parental involvement activities by having 80% of the parents / guardians (and/or significant adults) of Washington School's 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 2017-2018 School Year, 80% of all 3-5 students, tested at Lincoln Elementary using the MAP assessment(s) for math will score above the 20th percentile in each breakdown area of math as measured by the class grade level report of the MAP assessment. 2. By the spring of 2017-2018 School year, 80% of all 3-5 students tested at Lincoln Elementary using the MAP assessment(s) for Reading will score above the 20th percentile in each breakdown area as measured by the class grade level report of the MAP assessment. 3. By the spring of 2017-2018 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 and measured by the PBIS team and classroom teachers. 4. During the 2017-2018 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 2017-2018 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 2017-2018 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 2017-2018 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 2017-2018 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 2017-2018 Non-Public Goal for Sacred Heart School: Using the 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, 80% of 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 18 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 FY19 Title I 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 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 each November and then added to the District website. Washington Elementary School's goals for 2017-2018 school year were: 1.) By the spring of 2017-2018 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 breakdown area of math as measured by the class grade level report of the MAP assessment. 2.) By the spring of 2017-2018 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 breakdown area as measured by the class grade level report of the MAP assessment. 3.) By the spring of 2017-2018 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 2017-2018 school year Washington Elementary will increase attendance at parental involvement activities by having 80% of the parents / guardians (and/or significant adults) of Washington School's 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 2017-2018 School Year, 80% of all 3-5 students, tested at Lincoln Elementary using the MAP assessment(s) for math will score above the 20th percentile in each breakdown area of math as measured by the class grade level report of the MAP assessment. 2. By the spring of 2017-2018 School year, 80% of all 3-5 students tested at Lincoln Elementary using the MAP assessment(s) for Reading will score above the 20th percentile in each breakdown area as measured by the class grade level report of the MAP assessment. 3. By the spring of 2017-2018 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 and measured by the PBIS team and classroom teachers. 4. During the 2017-2018 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 2017-2018 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 2017-2018 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 2017-2018 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 2017-2018 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 2017-2018 Non-Public Goal for Sacred Heart School: Using the 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, 80% of 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 18 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.

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

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

{count} of 7500 maximum characters used

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 School 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 students will receive Title reading or math 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 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 proposed by Jane Blanton at ISBE. Sacred Heart teachers 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. The District 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 interventions and their 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. Services are 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 FY19 Title I District Plan.

Pana CUSD# 8 operates a targeted assistance program at Sacred Heart School. Historically, Sacred Heart is the only local non-public school that chooses to participate in the District's Title I program. All eligible non-public schools are invited to attend a meeting each spring. In June 2017 the Non-Public School Consultation Participation forms were sent out to all schools listed in ISBE's database. Mid-America Preparatory School (MAPS) responded that they were interested in learning more about available Title services. After corresponding for several months and one meeting at the school Principal Allen completed the form requesting Title I A services. Title I District staff worked closely for several months with Principal Allen and one of his teachers to assess the best way to provide services. On 11/9/17 after consultation and discussion Mid-America Preparatory School notified Pana CUSD # 8 that they did not want to participate in Pana CUSD #8's Title I program. Sacred Heart procedures are as follows: In May or June each year the Title I Director, Cheri Wyson, and Clerical Grant Coordinator, Dara Thompson, meet with Sacred Heart's Principal to discuss the prior years program and to plan for the new school year. Beginning in 2017-2018 Sacred Heart school transitioned from teacher referrals and AIMS web assessment results to utilizing 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. In 2017 the new ESSA regulations in regards to identifying students for Title services, teacher referral was no longer allowed for student identification. Historically that was the first step in determining which students would be assessed by Pana CUSD #8 Title teachers. 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 School 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 students will receive Title reading or math 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 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 proposed by Jane Blanton at ISBE. Sacred Heart teachers 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. The District 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 interventions and their 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. Services are 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.

Title I Requirement:

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

*Required Field

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

BACKGROUND

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

DEFINITION AND REFERENCES

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

REQUIREMENTS

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

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

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

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

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

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

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

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

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; others are optional and should be included as applicable.

1. LEA-POC - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Donahue"/>	<input type="text" value="Paul"/>	<input type="text" value="Curriculum Director"/>	<input type="text" value="pdonahue@panaschools.com"/>

2. LEA Transportation Director - required*

Last Name*	First Name*	Position/Title*	Email*
<input type="text" value="Stauder"/>	<input type="text" value="Jeff"/>	<input type="text" value="Transportation Director"/>	<input type="text" value="jstauder@panaschools.com"/>

[Click here to add information for other personnel involved in the plan development.](#)

3. Other personnel

Last Name	First Name	Position/Title	Email
<input type="text" value="Wysong"/>	<input type="text" value="Cheri"/>	<input type="text" value="Title I Director"/>	<input type="text" value="cwysong@panaschools.com"/>

[Click here to add information for additional other personnel.](#)

*Required field

Best Interest Determination

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

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

1. Describe the process for determining the best interest of the affected child for placement if the child is placed into foster care or changes residences while in foster care. Include the 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 ensuring school stability.

For your convenience, the FY19 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 agency notifies the child's current school that a child will be moving into a new resident, and the necessary time frame for determining the child's most appropriate school placement. Pana CUSD #8 will work with SEA and local child welfare agencies to determine the placement that is in the best interest of the child. The building principals and Superintendent will be responsible for working with the child 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 child's 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 educational and 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 504 plan, and the availability of those 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, homeless liaison, parents or education 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 the child welfare will communicate with 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 FY19 Foster Care Transportation Plan.

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 FY19 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 needs as described in the 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 FY19 Foster Care Transportation Plan.

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

For your convenience, the FY19 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.

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 sound and proven successful. 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 disabilities are evaluated in a time 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 language assistance programs. Pana CUSD#8 will also have meaningful communication with limited English proficient parents . (LEP

Response from the approved FY19 Foster Care Transportation Plan.

4. Describe the dispute resolution process should there be disagreement among parents, 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 through the resolution. NOTE: include that DCFS has the final say if a resolution cannot be determined.

For your convenience, the FY19 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 welfare (DCFS) will notify all parties in writing of the placement decision within 3 days of the decision. All parties will have 3 days to challenge the decision. The school placement maybe revisited at any time if circumstances change.

Response from the approved FY19 Foster Care Transportation Plan.

*Required field

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 FY19 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 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 as follows: The first is if the child's new placement is located within 1.5 mile radius of the school the foster parent or 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 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 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.

Response from the approved FY19 Foster Care Transportation Plan.

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

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

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

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

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

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

For your convenience, the FY19 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 use regular transportation funds, and seek appropriate reimbursement from the state for regular costs. For extra costs the child welfare agency is required to pay for additional or extra costs. If need the district will amend the Title IV grant and use money there to cover the cost of Foster Care Transportation. In addition Pana CUSD #8 will follow all state and federal guidelines for transportation costs.

Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 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.

Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 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 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. Pana Unit 8 will also work with ROE 3 to help with the dispute of any homeless students.

Response from the approved FY19 Foster Care Transportation Plan.

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 FY19 approved response is provided below. It may be copied and modified to address the Foster Care Transportation Plan needs.

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

In 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.

Response from the approved FY19 Foster Care Transportation Plan.

*Required field

- 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.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires) hereby certifies and assures the Illinois State Board of Education that:

- The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.

Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.

Grantee means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.

Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.

The capitalized word Term means the period of time from the project beginning date through the project ending date.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:

2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl

Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.

<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>

Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000

<ftp://www.ilga.gov/JCAR/AdminCode/044/04407000sections.html>

NO BINDING OBLIGATION

- The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.
- Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.

PROJECT

- The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries.
- Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
- All funds provided shall be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement.
- The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

GENERAL CERTIFICATIONS AND ASSURANCES

- The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (29 U.S.C. 6101 et seq.), and 34 CFR part 110, Title VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
- The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/ grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
- The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
- The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid-rotating.
- If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
- The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
- The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government.
- Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c) all employees of persons or firms holding contracts with the applicant/ grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).
- The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.
- The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

- Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/ grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.
- The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:
 - Obtain fully executed Grant Application Certifications and Assurances forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - Maintain separate accounts and ledgers for the project;
 - Provide a proper accounting of all revenue from the Illinois State Board of Education for the project
 - Properly post all expenditures made on behalf of the project;
 - Be responsible for the accountability, documentation and cash management of the project, the approval and payment of all expenses, obligations, and contracts and hiring of personnel on behalf of the project in accordance with the Grant Agreement;
 - Disburse all funds to joint applicants/grantees based on information (payment schedules) from joint applicants/grantees showing anticipated cash needs in each month of operation (The composite payment schedule submitted to ISBE should reflect monthly cash needs for the fiscal agent and the joint applicants/grantees.);
 - Require joint applicants/grantees to report expenditures to the fiscal agent based on actual expenditures/ obligation data and documentation. Reports submitted to the Illinois State Board of Education should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants/ grantees on actual expenditures/obligations that occur within project beginning and ending dates;
 - Be accountable for interest income earned on excess cash on hand by all parties to the grant and return applicable interest earned on advances to the Illinois State Board of Education;
 - Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - Have a recovery process in place with all joint applicants/grantees for collection of any funds to be returned to the Illinois State Board of Education.

DRUG-FREE WORKPLACE CERTIFICATION

- This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years.

For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state

The applicant certifies and agrees that it will provide a drug-free workplace by:

- Publishing a statement:
 - Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - Specifying the actions that will be taken against employees for violations of such prohibition.
- Notifying the employee that, as a condition of employment on such contract or grant, the
 - Abide by the terms of the statement; and
 - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- Establishing a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace;
 - The grantees or contractors policy of maintaining a drug-free workplace;

- 3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - 4) The penalties that may be imposed upon an employee for drug violations.
 - c) Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
 - d) Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction.
 - e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act.
 - f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
 - g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.
21. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 2 CFR part 3485, including Subpart C Responsibilities of Participants Regarding Transactions (also see federal guidance at 2 CFR part 180). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

Before completing this certification, read instructions below.

CERTIFICATION

By checking this box, the prospective lower tier participant certifies that:

1. Neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency;
2. It will provide immediate written notice to whom this Certification is submitted if at any time the prospective lower tier participant learns its certification was erroneous when submitted or has become erroneous by reason of changed circumstances;
3. It shall not knowingly enter any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated;
4. It will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions; and
5. The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into.

Instructions for Certification

1. By checking the box and saving this page, the prospective lower tier participant is providing the certifications set out herein.
2. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
3. Except for transactions authorized under paragraph 3 above, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue all available remedies, including suspension and/or debarment.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used herein, have the meanings set out in the Definitions and Coverage sections of the rules implementing Executive Order 12549 and Executive Order 12689. You may contact the person to which this Certification is submitted for assistance in obtaining a copy of those regulations.
5. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the "GSA Government-Wide System for Award Management Exclusions" (SAM Exclusions) at: www.sam.gov
6. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required herein. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

By checking this box, the applicant hereby certifies, to the best of his or her knowledge and belief, that:

- (1) No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal grant, the making of any federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The applicant shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

By checking this box, the applicant/award recipient (hereinafter the term applicant includes award recipient as the context requires), hereby certifies and assures the Illinois State Board of Education that:

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and in behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.

DEFINITIONS

"APPLICANT" means an individual, entity or entities for which grant funds may be available and has made application to the Illinois State Board of Education for an award of such grant funds.

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably.

"GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms "grant", "award" and "project" may be used interchangeably.

"PROGRAM" means any applicable program under which federal funds are made available to the applicant.

"PROJECT" means the activities to be performed for which grant funds are being sought by the applicant.

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;
7. An application, evaluation, periodic program plan or report relating to each Program will be made readily available to parents and other members of the general public;
8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of Title 29 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities;
9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and
10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

GRANT AGREEMENT: The submissions made to the Illinois State Board of Education by the applicant and the terms and conditions described in each tab of this application shall constitute the grant agreement between the applicant and the Illinois State Board of Education for the use of the funds described in the Budget Detail tab. This grant agreement shall be deemed to be entered into when the application has been approved by the Illinois State Board of Education. This grant agreement constitutes the entirety of the agreement between the parties and supersedes any other agreement or communication, whether written or oral, relating to the award of the grant funds. The person submitting this application on behalf of the applicant certifies and assures the Illinois State Board of Education that he or she has been duly authorized to file this application for and on behalf of the applicant, is the authorized representative of the applicant in connection with this grant agreement, and that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the person submitting this application on behalf of the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification. This grant agreement may not be amended or modified except as by receiving approval for an amendment through the IWAS application process or otherwise by the approval of the Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood and will comply with all of the provisions of the following certifications and assurances.

The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so. (v2.1.2018)

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001). The list of certification and assurances is included below and/or incorporated into the Uniform Grant Agreement pages contained herein.

NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

- Assurances for all covered programs
- Grant Application Certifications and Assurances (State Assurances)
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion See the Overview page for instructions
- Certification Regarding Lobbying
- GEPA 442 Assurances

[Not calling IWAS Web Se](#)

Signature of School District Superintendent / Agency Administrator

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

Assurances must be reviewed and approved by your Local IWAS Administrator before you can submit your application.

[Lock Application](#) [Unlock Application](#)

Application was created on:	5/31/2019
Assurances	
Consistency Check was run on:	6/5/2019
District Data Entry	
Business Manager forwarded for Administrator review on:	6/5/2019
District Administrator	
ISBE Program Admin 1	
ISBE Program Admin 2	
ISBE Program Admin 3	
ISBE Program Admin 4	

Status Change	UserId	Action Date
Forwarded to District Admin	pgdonahue	06-05-2019 8:25 AM
Consistency Check	pgdonahue	06-05-2019 8:25 AM

Expand All

Consolidated District Plan	Page Status	Open Page for editing
Consolidated District Plan	OPEN	<input type="checkbox"/>
Contact Information	OPEN	<input type="checkbox"/>
Coordinated Funding	OPEN	<input type="checkbox"/>
Plan Specifics	OPEN	<input type="checkbox"/>
Needs Assessment Impact	OPEN	<input type="checkbox"/>
Stakeholders	OPEN	<input type="checkbox"/>
Private Schools Participation	OPEN	<input type="checkbox"/>
Preschool Coordination	OPEN	<input type="checkbox"/>
Student Achievement	OPEN	<input type="checkbox"/>
College and Career	OPEN	<input type="checkbox"/>
Professional Development	OPEN	<input type="checkbox"/>
Safe Learning Environment	OPEN	<input type="checkbox"/>
Title I Specific Pages	OPEN	<input type="checkbox"/>
Title I Specific	OPEN	<input type="checkbox"/>
Title I Specific Part Two	OPEN	<input type="checkbox"/>
Foster Care Transportation	OPEN	<input type="checkbox"/>
Foster Care Transportation Plan Contacts	OPEN	<input type="checkbox"/>
Best Interest Determination	OPEN	<input type="checkbox"/>
Foster Care Transportation Plan Development	OPEN	<input type="checkbox"/>
Assurance Pages	OPEN	<input type="checkbox"/>
Plan Assurances	OPEN	<input type="checkbox"/>
State Assurances	OPEN	<input type="checkbox"/>
Debarment	OPEN	<input type="checkbox"/>
Lobbying	OPEN	<input type="checkbox"/>
GEPA 442	OPEN	<input type="checkbox"/>
AssurancesText	OPEN	<input type="checkbox"/>
Assurances	OPEN	<input type="checkbox"/>

Save

Selectable Application Print

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

Request Print Job

[Consolidated District Plan](#)

Requested Print Jobs

[Requested by pcdonahue on 6/11/2019](#)

Completed Print Jobs

[Completed - pcdonahue on 6/5/2019 9:00:50 AM](#)
