

North Boone Community Unit School District #200

C.I.A. Committee Meeting of the Board of Education

District Office

6248 N. Boone School Rd.

Poplar Grove, IL 61065

Wednesday, September 2, 2026

4:45 PM

The Mission of the North Boone educational community is to provide a safe and all-inclusive environment that prepares confident students to be resilient for a future that is ever-changing.

AGENDA

- I. Call to Order**
- II. Roll Call**
- III. Audience to Visitors**
- IV. Summer School Update**
 - A. Attendance Numbers
 - B. High School Credits Recovered
- V. Professional Development Regarding PLCs**
 - A. Administrative Conference in Des Moines 6/9 - 6/11
 - B. PLC Professional Development For Just Administration In House 8/13/26
 - C. PLC Professional Development For All Classroom Teachers 8/18/26
 - D. Upcoming Professional Development: October and February
- VI. 2026-2027 Curriculum Adoptions Overview**
- VII. High School Course Guide - New Courses**
- VIII. Adjournment**

Summer School Recap

2026



General Information

Locations:

- Poplar Grove Elementary:
 - General Education: K-2nd Grade and 5th-8th Grade
 - Special Education ESY
 - ESL/ML
- High School students will be able to complete courses online using Educere

Dates for Students:

- June 1st-18th (14 total days)

Time:

- 8:00am - 11:00am for all students



In Person Summer School Attendance

Grade Levels	# of students enrolled	12+ days attended	9-11 days attended	Less than 9 days attended
K-2nd Grade	24	19	4	1
5th-8th Grade	11	9	2	0
ESY (Special Education)	6	5	1	0
K-4th Grade EL	13	8	5	0



High School Credit Recovery Summer School

Grade Levels	# of students enrolled	# of semester credits recovered
9th Grade	8	4
10th Grade	19	28
11th Grade	12	11
		43 total



Thank You



COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Supervised Agriculture Experience 1 and 2

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Year

Open to which grade levels: 11-12

Prerequisites: Introduction to Agriculture and Approval of Instructors

Pass/Fail Option: Yes

Credit: 1 credit

If the course meets a graduation requirement, which one does meet? Elective

Where does this course fit into the department sequence? It is an upper level course in a sequence.

What is the potential impact of this course on the other department offerings? This course will provide more opportunities for students interested in agriculture and will bring students into the program who are interested in a more mechanical side of Career and Technical Education.

Course Description:

Supervised Agricultural Education is a structured, work-based learning program for agricultural education students that combines foundational career development with hands-on immersion projects.

Special Notes (i.e., extended periods, team teaching, etc.):

Ideally this class would be offered during the seventh hour to allow flexibility in scheduling student work-place visits. Students will be expected to physically attend class, however immersion SAEs could also include work place supervision and visits by the agriculture instructor.

Submit the Completed form to the Building Principal who will forward to the Superintendent

COURSE PROPOSAL - NORTH BOONE CUSD 200

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Students currently keep record books on their own time and will schedule recordbook checks either after school, during lunch or a current agriculture class. If the SAE class was implemented students would have a set time to focus on SAE and career development, allowing for more success with record book interviews and a deeper understanding of the record keeping process.

B) What departmental needs/goals would this course meet?

It will strengthen the Ag Business career pathway in all Agriculture career pathways by providing a Group 5 Work Place Experience opportunity for students.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a goal that focuses on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills. Students will have the opportunity to strengthen their established Supervised Agriculture Experience Programs (SAEPs) and will be encouraged to participate in Section level interviews and the State Degree process with their projects.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

Core Career Ready Practice Standards

- **CRP.01.** Act as a responsible and contributing citizen and employee.
- **CRP.02.** Apply appropriate academic and technical skills.
- **CRP.03.** Attend to personal health and financial well-being.
- **CRP.04.** Communicate clearly, effectively and with reason.
- **CRP.05.** Consider the environmental, social and economic impacts of decisions.
- **CRP.06.** Demonstrate creativity and innovation.
- **CRP.08.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP.09.** Model integrity, ethical leadership and effective management.
- **CRP.10.** Plan education and career path aligned to personal goals.
- **CRP.11.** Use technology to enhance productivity.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

3. List the main topics to be taught.

- Review AET Icons and Tabs (students are introduced to this topic in Intro to Ag)
- Review financial and accounting terminology (students are introduced to this topic in Intro to Ag)
- Set Recordbook and career related goals
- Establish safety measures related to their individual SAE
- Create organized journal entries
- Establish a complete inventory and create accurate budgets
- Develop a resume and cover letter related to a career interest
- Participate in the interview process

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Students will participate in extensive “real world” or authentic assessment opportunities that will provide them experiences that they will encounter in their careers. These assessment opportunities will key off of Proficiency Interviews, students unable to attend interviews at the section level will interview with local professionals during class time.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

- Access to AET (currently covered through Illinois Ag Ed funds)

Include any additional information pertinent to your course.

Signatures: Form must be signed before it can be presented to the Curriculum, Instruction, and Assessment Committee.

Building Principal: Marc Eckmann Date: 8/31/26

Curriculum Director: Ran I. N. Date: 8/31/26

Superintendent: Mark C. Date: 8/31/26

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COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Agriculture Mechanics

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Semester

Open to which grade levels: 10-12

Prerequisites: Introduction to Agriculture

Pass/Fail Option: No

Credit: Semester (0.5)

If the course meets a graduation requirement, which one does meet? Elective

Where does this course fit into the department sequence? It is a second course in a sequence.

What is the potential impact of this course on the other department offerings? This course will provide more opportunities for students interested in agriculture and will bring students into the program who are interested in a more mechanical side of Career and Technical Education.

Course Description:

This course will concentrate on expanding students' knowledge and experiences with agricultural mechanics utilized in the agricultural industry. Units of instruction will include: personal safety, project planning and design, electrical systems, small gas engines, land surveying, and employability skills. Students will gain basic knowledge of each of these areas that can be applied to various industries. Participation in FFA is an integral course component.

Special Notes (i.e., extended periods, team teaching, etc.):

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COURSE PROPOSAL - NORTH BOONE CUSD 200

RATIONALE, OBJECTIVES, STRATEGIES

1. Course Rationale

A) What is the evidence of student need for this course? What student data shows that students are interested in this course?

Our XELLO student survey data shows that 23% of students want courses with hands-on learning activities, and 25% of students selected hands-on or mechanical work for an environment they would enjoy in the future. Current course requests are more than seats available.

B) What departmental needs/goals would this course meet?

It will add a career pathway in Agriculture so that we have two pathways: an agriculture business pathway and an agriculture mechanics/construction pathway.

C) What institutional needs/goals would this course meet?

Our new strategic plan has a goal that focuses on Career and Technical Education programming. This course also allows students to demonstrate higher level thinking skills.

2. Course Priority Standards: List 5-6 standards that will be the focus of the curriculum. These standards are priorities because they meet the following criteria:

Core Power, Structural, and Technical (PST) Standards

- **PST.01:** Apply physical science principles and engineering applications to maintain, service, and repair AFNR mechanical equipment and power systems.
- **PST.02:** Operate and maintain agricultural mechanical equipment and power systems.
- **PST.03:** Service and repair mechanical equipment and power systems.
- **PST.04:** Plan, build, and maintain agricultural structures (including carpentry, concrete, and masonry).
- **PST.05:** Use instruments, tools, and safe operational procedures in agricultural mechanics environments.
- **PST.06:** Design, operate, and maintain public and service-oriented mechanical systems (such as electrical and water systems).

3. List the main topics to be taught.

- Personal safety,
- project planning and design,
- electrical systems,
- small gas engines,

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COURSE PROPOSAL - NORTH BOONE CUSD 200

- land surveying,
- and employability skills

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Students will participate in extensive “real world” or authentic assessment opportunities that will provide them experiences that they will encounter in their careers.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

- See attached

Include any additional information pertinent to your course.

Once we have a shop, we can offer Ag Mechanics as a full year course with engine teardown and repair, plumbing, metal cutting, and welding added to the course. Adding these components will also increase the cost of the course.

We are also exploring the possibility of a blocked course. A blocked course would provide more time for the lab work within the course. If run as a blocked course, a semester would be 1 credit.

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Curriculum Director: Kan I. [Signature] Date: 8/31/26

Superintendent: [Signature] Date: 8/31/26

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COURSE PROPOSAL - NORTH BOONE CUSD 200

North Boone High School New Course Proposal Form (27-28 school year)

Proposed Course Name: Agriculture Construction

Old Course Name (if applicable): N/A

Submitted By: Cindy Kastning, Heather Obert, Marc Eckmann, Kari Neri

Implementation Date: Fall 2027

Length of Course: 1 Year

Open to which grade levels: 10-12

Prerequisites: Introduction to Agriculture

Pass/Fail Option: No

Credit: Year-long (1.0)

If the course meets a graduation requirement, which one does meet? Elective

Where does this course fit into the department sequence? It is a second course in a sequence.

What is the potential impact of this course on the other department offerings? This course will provide more opportunities for students interested in agriculture and will bring students into the program who are interested in the construction side of Career and Technical Education.

Course Description:

This course will focus on the knowledge, hands-on skills, and work place skills applicable to construction in the agricultural industry. Units of instruction will include: personal safety, hand tools, power tools, blueprint reading, surveying, construction skills in carpentry, plumbing, electricity, concrete, block laying, drywall, and painting. Careers such as agricultural engineers, carpenter, plumber, electrician, concrete and block layers, finishers, safety specialists, and other related occupations will be examined. Participation in FFA is an integral course component.

Special Notes (i.e., extended periods, team teaching, etc.):

We will need a shop space in order to run this course.

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COURSE PROPOSAL - NORTH BOONE CUSD 200

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- **PST.06:** Design, operate, and maintain public and service-oriented mechanical systems (such as electrical and water systems).

3. List the main topics to be taught.

- Personal safety,
- hand tools and power tools,
- blueprint reading and surveying,

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COURSE PROPOSAL - NORTH BOONE CUSD 200

- construction skills in carpentry, plumbing, electricity, concrete, block laying, drywall, and painting,
- and employability skills

4. What types of student assessment procedures will be used? How will the assessment be used to guide instruction?

Students will participate in extensive "real world" or authentic assessment opportunities that will provide them experiences that they will encounter in their careers.

5. List resources needed and approximate costs to implement this course. Include staff development, materials, textbooks, additional staff, equipment, technology resources, facilities, and fees.

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COURSE OFFERINGS

SUPERVISED AGRICULTURE EXPERIENCE PROGRAM (SAE)

Grades: 9, 10, 11 and 12

Prerequisite: Enrolled in an agriculture class, FFA and has an active record book.

Credits: .5

Students must meet with one of the Ag Department teachers and be approved to be eligible for this credit.

A Supervised Agricultural Experience (SAE) is a student involved, hands-on learning opportunity outside of the classroom that applies agricultural education concepts to real-world situations. These experiences are required for students in an agricultural education program and can involve activities like starting a business, working at a farm or business, conducting research, or completing foundational exploration. The primary goal is to help students develop technical skills, career readiness, and a deeper understanding of agriculture, food, and natural resources industries through a formal, documented project and accurate recordkeeping.

ANIMAL HUSBANDRY SCIENCE

Grades: 11, 12

Prerequisite: None

Credits: 1

Students learn about the anatomy of domestic livestock, animal genetics, reproduction, nutrition, and ration development, along with a study of companion animals and the science of veterinary medicine.

BIOLOGICAL SCIENCE APPLICATIONS IN AGRICULTURE (BSAA) ANIMAL AND PLANT SCIENCE

Grades: 10, 11 and 12

Prerequisite: None

Credits: 1

Animal and Plant Science is a course designed to reinforce and extend students' understanding of science by associating scientific principles and concepts with application in agriculture. Students will examine major biological concepts through laboratory exercises and experiments. Sample topics include: growth and development of animals, nutrition, immunity systems, and plant growth. This lab course is designed to increase relevance through application for students. **This course meets the biology graduation requirement for students following the agriculture sequence. Students need to be aware that some colleges and universities may not accept this credit toward science requirements.**

HORTICULTURE PRODUCTION AND GREENHOUSE MANAGEMENT

Grades: 10, 11 and 12)

Prerequisite: None

Credits: .5 (Spring Semester)

This course provides students with an introduction to the following areas of study: greenhouse crops, nursery crops, floral arranging, landscape designing, and vegetable production. The course includes selected laboratory experiments and “hands-on” projects to reinforce classroom instruction.

LANDSCAPING AND TURFGRASS MANAGEMENT

Grades: 10, 11 and 12

Prerequisite: None

Credits: .5 (Fall Semester)

This advanced course focuses on the landscape, nursery, and turf segments of the horticulture industry. Units of study include: identifying landscape plants, designing landscape plans, hardscape construction techniques, and installing landscape plants. Also included are nursery production, turfgrass production and maintenance of existing landscapes. Agribusiness units will cover calculating prices for work, managing a horticulture business, advertising, and sales. Improving computer and workplace skills will be a focus.