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Applicant: OREGON CUSD 220

County: Ogle

[Consolidated District Plan ▼](#)

Application: 2019-2020 Consolidated District Plan - 00

Cycle: Original Application

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Project Number: 20-CDP-00-47-071-2200-26

## Overview

**PROGRAM:** Consolidated District Plan

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

**BOARD GOALS:** *Every child in each public school system in the State of Illinois deserves to attend a system wherein:*

- \* 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

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**Contact Information**[Instructions](#)**1. Contact Information for Person Completing This Form**

Last Name\*

First Name\*

Middle  
Initial

Cook

Alexis

Phone\*

Email\*

815 732

acook@ocusd.net

5300

**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)The district will focus this year on making students feel important and creating goals to achieve. This is part of each buildings' school improvement plan. This plan will include class lessons focused on respectful behaviors, daily affirmations recited by students, posting positive student achievements, monthly parents meetings to address the school improvement plans with parents and where students are tracking as well as work with University of Illinois extension office to present programs on positive behavior skills. This goal is to create a positive, safe learning environment for all children. The district will continue work with Ogle County Educational Coop. for special education services ensuring all students receive proper services for success in education. Each building has a counselor on staff with the elementary school also having a social worker on staff to address personal issues that may arise for students. The district has an agreement with Sinnissippi Centers for the high school students to provide additional counseling services as well as intervention services when the need may arise. The elementary school has Reading Team staff to assist students who require additional services to achieve reading goals as well as a summer reading program. The junior high has an after school program to tutor students in the curriculum in which they are struggling. The high school has Hawk Time which provides students access to teacher for tutoring during lunch times, a freshman program to ensure they are on track to graduate by the time they complete their first year of high school, as well as access to teacher before school. The district wants to create a positive environment with access to services for personal issues so the focus can be on education while the student is at school. These services are open to all students regardless of sex, race, gender, creed or disability.

**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

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## Amendments

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

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

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

### Plan Changes

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

([count] of 5000 maximum characters used)

\*Required field, applicable for all funding sources

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## Coordinated and Aligned Funding

[Instructions](#)**1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 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]**

Title I funding will be used to pay the salaries and benefits of teachers with endorsements in reading services. These teachers will provide additional services to the elementary students who struggle to reach reading performance goals. We also have a set aside each year for homeless students to provide basic classroom supplies or cover expenses for extra curricular activities otherwise not available to these students. Title II funds will be used to continue our professional development program with Houghton Mifflin Harcourt. These train staff in rigor and curriculum development for reading, math and science as well as create department leaders for each subject to lead trainings and mentor new staff. The district also uses local funds to provide additional staff development for any outside program on curriculum development or special needs services for students. Title IV funds are used to cover costs of alternative learning programs for students such as Nachusa provided by the local ROE, Chana special education and behavioral programs provided by Ogle County Educational Coop., as well as IL Virtual Schools for online courses that are not offered on the high school level provided by Peoria ROE. Funds are also used to assist with the cost of AP and SAT exams with the district using local funds to cover any costs not covered by Title IV. We also used Title IV and local funds to cover costs of student services such as our agreement with Sinnissippi centers. IDEA Flow through and Preschool funds are used to pay the salaries of special education aides in the classrooms. These aides provide one on one assistance as well as small group programs to students who require such for success in the classroom. Local and state funding helps to assist with costs on all special education staff in the district. Title III LIEP is part of the district's ELL program. The LIEP provides additional services to English language learners outside of the classroom that assisting families with school registration, summer tutoring, and counseling sessions with families to assist with the language barrier that can exist.

**Legislative References:**

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

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

\*Required field, applicable for all funding sources

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transport
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## Needs Assessment Impact

Instru

## 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. The elementary school currently uses quarterly assessments with Aimsweb and MAPS along with local benchmark assessments as well as running student records. The junior high uses quarterly MAPS assessments. The high school uses bi-annual PSAT assessments prior to administering the SAT.

## 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

Assessments show that a strong focus needs to be on reading, writing and math. Goal is to have 50% of elementary students reach their attainment goal in reading and math. A writers workshop will be hosted for teachers to establish writing norms for each grade level that will be taught in the classroom. Teachers will track reading levels in the classroom and these will be reviewed during quarterly data team meetings. Rigor Rubric coaching observations will be held quarterly and will focus on one area of the rubric at a time. Common math benchmark assessments will be used to measure each priority standard and will be reviewed in quarterly data team meetings. Quarterly data team meetings will be used to pinpoint the area or group of students not reaching attainment goals so teachers can adjust curriculum or one on one time to assist these students. Ogle County Educational Coop performs needs assessments annually for special education students. Special education staff are provided professional development through OCEC based on best practices in special education.

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

To help students focus on education itself, the elementary is working on an increased positive view of school and themselves along with more community involvement. There will be classroom lessons that will focus on respectful behaviors toward other students and staff. A Hawk Academy will be created and will meet on a monthly basis. The focus of the academy will be what behavior expectations are and how to reach those goals. Increased communication from staff to students within each grade level regarding academic issues as well as meetings with families to discuss academic planning. Best buddies program will be established for incoming kindergarten students who will be assigned a third grade student to mentor them through the year. This buddy system will continue through first grade as well. The elementary will host evening events with the help of the University of Illinois extension office to host family nights and offer workshops on such topics as bullying and poverty in the county. The elementary will host quarterly parent advisory committee meetings to review the school improvement plan and how far the school has come as well as what is left to be accomplished.

## 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.**

With the biggest issue being attainment in reading (ELA) and math, the district is working to create an aligned curriculum and rigor from one grade level to the next. The district will continue the contract with Houghton Mifflin Harcourt to provide not only updated textbooks, but also provide professional development for curriculum and rigor. The goal is to ensure each grade level is addressing the same rigor and subject matter across the board so as students move to the next grade level, all students have been introduced to the same curriculum. The goal is to minimize subject review at the start of each school year. The professional development will also train department heads who will be able to train staff moving forward as retirements occur and new teachers are brought into the district.

## G. Title III - LIEP

to ensure our English language learning population has equal opportunity at assessment success, the ELL program offers additional services to students and families. Services are provided to families during school registration to ensure students are enrolled in proper coursework and parents know what to expect during the school year. The ELL director



provides summer tutoring to students who require such for retaining level during the summer months. Counseling services are provided to students and families to help break down the language barrier and open communication on student expectations and standings during the school year.

**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.***

As students move through junior high and into high school, we see students who battle anxiety, personal issues as well as stress in adjusting to secondary education. To help limit these issues and allow students to focus on education, the district would provide alternate learning options and well as additional counseling services. The district would work with the local ROE and the NACHUSA education program to provide small classroom settings or one on one settings for students struggling with anxiety or outside distractions. Chana School, which is supported by the Ogle County Educational Coop., provides small classroom settings and extra supervision for students that battle behavioral disorders. IL Virtual Schools provides online coursework to students through the Peoria ROE for classes that may not otherwise be available due to budget cuts or lack of certified staff available with proper endorsements. Whiteside Area Education provides technical education to students interested in mechanics, aeronautics, technology and cosmetology to name a few. The district will also continue the contract with Mississippi Centers to provide counseling services as well as intervention services should the need arise.

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

With assessment data showing the need for growth in ELA and math attainment, the district will provide paraprofessionals to classrooms with students who have IEP's or other special education needs. The paraprofessionals will provide assistance in small group settings to students struggling in the same subject area, as well as one on one assistance. Reading teams have been established with teachers endorsed as reading specialist who set aside time during the school day for reading instruction only, the paraprofessionals assist with these groups as well. The elementary provides a summer reading program to students who show recession in readings levels on fall assessments. The purpose of the reading program is to help students retain their reading level upon return to the new school year.

**L. IDEA, Part B - Preschool**

As new students to public education, the goal is to prepare students for the next step. The district currently has three preschool classes and each class is provided a paraprofessional. The paraprofessionals assist with daily organization of the students, but will also assist with identifying colors, numbers and alphabet letters. The purpose is to begin the process of word association, so as the students move to kindergarten, learning to read isn't as daunting as it would be without these previous skills.

**Legislative Requirement:**

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

\*Required field, applicable for all funding sources selected

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Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transport
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**Stakeholder Involvement**
[Instru](#)

**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)



## Consolidated District Plan

SESSION  
TIMEOUT 59:55

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Private School  
Participation

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

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

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

Private School Name	Consultation Date			School Closing
	Titles I, II, IV	IDEA Flow-Through	IDEA Preschool	
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

## Title Programming Nonpublic Consultation

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

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

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

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

[Nonpublic School](#)

Choose File No file chosen

## 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,



Ogle County Educational Cooperative  
Matt Zilm, Director

417 N. Colfax  
P.O. Box 582  
Byron, IL 61010  
Fax (815)234-2938  
(815)234-2722

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TMC Review Team  
Special Education Services  
Illinois State Board Of Education  
100 North First Street  
Springfield, Illinois 62777

April 30, 2019

Dear TMC Review Team;

This letter is being sent to inform you our district held its required Timely and Meaningful Consultation meeting with parents/guardians of private/parochial and home schooled students on Tuesday, April 30, 2019 at 9:00 a.m. at the Ogle County Education Cooperative. Please find enclosed a copy of the required documentation.

Meeting Agenda  
Presentation including all five required topic areas  
Meeting notification in the county paper  
Letters to parents (*Example*)  
Attestation form

Unfortunately, no parents from our district attended the meeting. If there is anything else you need please contact me.

Sincerely,

A handwritten signature in black ink that reads "Matt Zilm". The signature is written in a cursive, flowing style.

Matt Zilm - Director

**Timely and Meaningful Meeting**

**April 30, 2019**

**OCEC Office**

**9:00 A.M.**

**Required Agenda**

1. Child Find Process
2. Proportionate Share
3. Meaningful Participation
4. Allocation of Services
5. Proposals of the Nonpublic School Representatives

9:00 A.M.

[illegible]

## Attestation Form

1. Child Find Process
2. Proportionate Share
3. Meaningful Participation
4. Allocation of Services
5. Proposals of the Nonpublic School Representatives

[illegible]



Timely and Meaningful Consultation  
April 30, 2019 - 9:00 A.M.  
Ogle County Education Cooperative  
Byron, Illinois

Required Agenda Topics

1. Child Find Process
2. Proportionate Share
3. Meaningful Participation
4. Allocation Of Services
5. Proposals of Private School Representatives

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Brief History

- Since the passage of IDEA 1997, school districts have been required to allocate a "proportionate share" of their Federal IDEA Part B funds to provide private school students the opportunity to "equitably participate" in special education programs offered by the school district.

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Proportionate Share Services

- IDEA 1997: The responsibility for providing proportionate share rests upon the resident district of the private school student.
- IDEA 2004: The responsibility for providing proportionate share rests upon the district in which the student attends school, regardless of residency.

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#### Child Find Process

- The local school district is responsible for screenings and evaluations of students suspected of having a disability.
- The private school communicates with the public school relative to any concerns for students who attend the private school.

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#### Child Find Contacts

- Private School Personnel: Contact the local public school district office when there are concerns for a student's academic, or behavioral needs.
- Home School Parents: Contact the local school district where you reside if there are concerns.
- Countywide Preschool screenings are available to all.

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#### Child Find and Service Responsibility

- Local Public School: Responsible if necessary and appropriate for child find and services for private school in local public school community.
- Home School Parents: Contact the local school district where you reside. Local school responsible for Child Find and services if necessary and appropriate.

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#### Proportionate Share

- Proportionate Share: Is calculated by ISBE and takes into account the student enrollment in the district, plus all Private/Parochial students and home school students accounted for.
- The amount calculated is the amount the district needs to spend on all services to private/parochial/home school students with identified disabilities.

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#### Proportionate Share

- FY19 Calculations
  - Rochelle Elementary - \$15,623 (*Preschool \$493*)
  - AFC - \$2,084
  - Meridian - \$1,401
  - Forrester - \$3,954
  - Polo - \$1,827
- Proportionate Share must be spent on special education services for private/parochial/home school students who are eligible.
- Generally services include: Speech/LD/OT/PT in that order until all funds are expended.

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#### Proportionate Share Service By Hour

- Rochelle Elementary: \$15,623 = 183 hours (SLP/LD)
  - Preschool: \$493 = 6 hours SLP
- AFC: \$2,084 = 25 hours SLP/LD
- Meridian: \$1,401 = 17 hours SLP/LD
- Forrester: \$3,954 = 47 hours SLP/LD
- Polo: \$1,827 = 22 hours SLP/LD

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### Meaningful Participation

#### ➤ Accessing Services

- Referral process: The private/parochial/home school makes referral to the public school for an evaluation.
- Identified eligible students attending private/parochial/home school access services via an individual service plan (ISP). The plan is coordinated with public school special education staff.

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### Meaningful Participation

- Eligible students have service plans written by the LEA specific to the students individual needs. Location for delivery of those services is determined by the local school district.
- Parents and private school staff participate in the development of the ISP.

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### Meaningful Participation Location of Services

- In most cases services are provided at the local public school.
- Public school retain the right to determine the location where services will be provided.
- Related services such as OT/PT/Speech may sometimes be provided at the private/parochial school. *(Homeschool students receive these services at the local public school)*

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### Allocation of Services

- Private/Parochial Service:
  - The local district may provide services on site of the private/parochial school.
- Homeschool Students
  - Services are provided via walk in at the local public school.

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### Private/Parochial/Homeschool Proposals

- Response to Proposals
  - Private/Parochial/Home Schools can make proposals to the local school about providing service.
  - The local district will respond in writing to the author if the district disagrees with the proposal, citing an explanation.

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### Documentation of the Meeting

- Agenda: PowerPoint
- List of Private Schools
- List of Homeschool Families (*Including addresses and phone numbers*)
- Copy of Invitation Letters
- Copy of Newspaper Invitation
- Attendance List: By District
- Copy of Handouts

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417 N. Colfax  
P.O. Box 582  
Byron, IL 61010  
(815) 234-2722

To the Parents of: *Student Name*  
*Address*

April 1, 2019

Dear Parent(s)/Guardian(s):

You are invited to attend a meeting to be conducted by the Ogle County Educational Cooperative on behalf of the local public school district in which you live. The meeting is scheduled for Tuesday, April 30, 2019 at 9:00 a.m. and will be held at the Ogle County Educational Cooperative, 417 N. Colfax St., in Byron. The purpose of this meeting is to discuss how students with disabilities who attend private or parochial schools or are home-schooled and living within the local public school district will be served by that district during the 2019/20 school year.

In accordance with the requirements of the Federal Individual With Disabilities Education Act of 2004 ("IDEA 2004"), public school districts are required to spend a portion of their Federal Part B special education funds in order to provide identified students with disabilities who are home schooled with the opportunity to equitably participate in special education services offered by the local district. As part of that process, we must conduct a public meeting in order to discuss the plans to fulfill that responsibility for the coming school year. In addition, we wish to hear your feedback and views in order to ensure that your voices are heard during this process. Finally, we wish to also share information about how students with suspected disabilities can access the process offered by the local public school district to screen and evaluate those suspected disabling conditions.

Your participation in this process is extremely valuable to us. We therefore hope you will attend. If you have questions or concerns in advance of the meeting, please do not hesitate to contact me at the number above.

Sincerely,



Matt Zilm  
Director of OCEC

Cc: District Superintendent

*The Ogle County Educational Cooperative is dedicated to providing innovative and effective supports and services for students, parents and teachers in order to help students achieve their full potential in school and in life.*

**PUBLIC NOTICE**

On Tuesday, April 30, 2019 at 9:00 a.m. a joint meeting of the following school districts (Rochelle Township High School, Rochelle Elementary, Oregon, Eswood, Kings, Amboy, Ashton/Franklin Center, Creston, Steward, Meridian, Polo and Forrestville Valley) will take place at the Ogle County Educational Co-operative office, 417 N. Golfax, Byron, Illinois. The purpose of the meeting will be to discuss each district's plans for providing special education services to students with disabilities who attend private, or parochial schools or are home-schooled within one of the local public school districts for 2019-2020 school year. If you are a parent of a private, parochial or home-schooled student who has been or may be identified with a disability and you reside within the

boundaries of one of the named local public school districts you are urged to attend. To register please call Tammy Moser at the OCEC office 815-234-2722 ext. 1017. If you have further questions pertaining to this meeting, please contact Matt Zilm, Director of the OCEC at 815-234-2722 No. 0416 (April 14, 15, 17)

**Certificate of the Publisher**

News Media Corporation certifies that it is the publisher of the Ogle County Life.

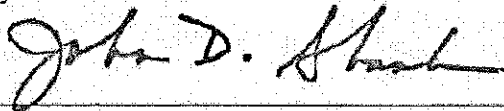
Ogle County is a secular newspaper, has been continuously published weekly for more than fifty (50) weeks prior to the first publication of the attached notice, is published in the city of Rochelle, township of Flagg, State of Illinois, is of general circulation throughout Ogle County and surrounding area, and is a newspaper as defined by 7 15 ILCS 5/5.

A notice, a true copy of which is attached, was published 3 times in Ogle County Life, namely one time per week for 3 successive weeks. The first publication of the notice was made in the newspaper, dated and published on April 14th, 2019, and the last publication of the notice was made in the newspaper dated and published on April 17th, 2019. This notice was also placed on a statewide public notice website as required by 7 15 ILCS 5/2.1.

In witness, Ogle County Life has signed this certificate by John Shank, its publisher, at Rochelle, Illinois, on April 18th, 2019.

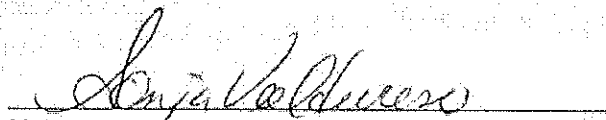
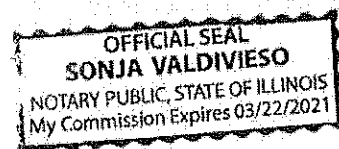
News Media Corporation  
Company

By:



Publisher

Subscribed and sworn to before me this 18<sup>th</sup> day of April, 2019.

  
**NOTARY PUBLIC**

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Applicant: OREGON CUSD 220

County: Ogle

Application: 2019-2020 Consolidated District Plan - 00  
Cycle: Original Application

Consolidated District Plan ▾

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Project Number: 20-CDP-00-47-071-2200-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transport
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## Preschool Coordination

[Instr](#)

**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)

The district currently has three preschool programs. Two are in the elementary building and one is in the junior high building. In the upcoming school year these programs will be located in the same building. These programs are geared to align with the kindergarten classrooms so when the students move to the next level they feel more prepared. The preschool programs offer parental involvement in the classroom so parents are highly involved in the child's education process. The district hold preschool screenings annually for students at age to enter the program during the months of March and April. District qualified for the preschool for all grant.

Response from the FY19 Title I District Plan.

The district currently has three preschool programs. Two are in the elementary building and one is in the junior high building. These programs are geared to align with the kindergarten classrooms so when the students move to the next level they feel more prepared. The preschool programs offer parental involvement in the classroom so parents are highly involved in the child's education process. The district hold preschool screenings annually for students at age to enter the program. District qualified for the preschool for all grant.

**Title I Requirement**

Coordination of services with preschool education programs

**Legislative References:**

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

\*Required field for Title I and/or IDEA Preschool




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Applicant: OREGON CUSD 220

County: Ogle

Consolidated District Plan ▼

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Project Number: 20-CDP-00-47-071-2200-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transport
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## Student Achievement and Timely Graduation

Instru

**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)

For 2018-2019 school year the school improvement plan is focused on ELA and Math performance growth for students. The goal is to see 80% of all students reach attainment target. Student growth will be monitored fall to spring. Teachers will track reading levels in K-4 and assess reading comprehension levels in grades 5-6. Common math summative assessments will be used to measure each priority standard. Data team meetings will review both ELA and Math assessments no less than quarterly during the school year. Paraprofessionals will be provided in the elementary school to provide small group and one on one assistance in the classroom to students who require the extra assistance for academic success.

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. *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 currently uses IAR, MAPS and Aimsweb assessments to review student performance, track success and identify students who require additional assistance. These assessments are used for both ELA and Math. The school has data team meetings no less than quarterly to review assessment data to review student achievement and identify high need students. This also allow administration and teachers to look at curriculum to determine what changes need to be made to increase student success. Administration also meets with psychologists to review student referrals and create plans to address these student needs in the classroom.

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. *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)

Paraprofessionals are on staff to provide small group and one on one assistance to students who have been identified as requiring extra assistance. The district also provides a summer reading program to student who may not meet standards. This program is designed to help students maintain their reading levels during the summer, if not increase reading levels, so moving to the next grade is a success. The district has after school programs as well as lunch time assistance programs in place for students who require assistance with coursework.

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. *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)

Paraprofessionals will be on staff to provide small group and one on one assistance for students. Another school improvement goal will be focus on social and emotional behavior, teachers will initial a program called student of character which will recognize students for positive classroom behavior and experiences. There will also be classroom lessons focused on respectful behavior, speaking tone, language and appropriate behavior along with lesson to teach students how to respectfully disagree. The goal is to create a positive view of school and themselves to create a better learning environment for all students.

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. *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 goal is to provide an equal education to all students in our district. Our district is diligent each year to make sure newly hired teachers are highly qualified for their assigned position and is reported as such to the ROE and ISBE. The district has created a New Teacher Academy instituted by senior staff. NTA meets monthly to ensure new teachers are receiving all tools needed for success, training new staff on any curricular changes, and providing senior mentors to help guide them through their first years on staff. IAR, MAPS and Aimsweb assessments are reviewed no less than quarterly by the data team to review ALL student growth and identify any high needs students, regardless of income status, sex, race, creed or disability. The purpose is to identify each student requiring assistance to ensure growth and success in the classroom. Teachers in their first year receive three classroom observations from administration to review teaching skills and address areas that may be lacking to obtain student success.

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. *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)

Response from the FY19 Title I District Plan.

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.*

gifted students would be identified from assessments completed throughout the year which would include IAR, Maps, Aimsweb, and SAT. The district offers honors coursework beginning in junior high. Once in high school, several honors courses, dual credit and advanced placement courses are offered. The dual credit program is run with Kishwaukee Community College. Our high school also offer two separate programs for students to develop talents. One is the Open Program in which students must apply for the program prior to their sophomore year. This program is aligned more with a college class curriculum in which student create a project that is the focus of their course for the semester. Formal presentations are made at the end of the semester and students are in charge of their education. OHS also has an entrepreneur program where students work during the year to get their own business launched by the end of the year. Students create their business plan, make formal pitches to formal investors and local community business for support, and the hope is the student has an up and running business by the end of the school year.

### Title I Requirements:

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

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

[illegible]

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Applicant: OREGON CUSD 220

County: Ogle

[Consolidated District Plan](#) ▼Application: 2019-2020 Consolidated District Plan - 00  
Cycle: Original Application[Printer-Friendly](#)[Click to Return to Application Select](#)

Project Number: 20-CDP-00-47-071-2200-26

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

[Instr](#)

**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.\***

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 high school offers a detailed freshman orientation for incoming students. Presentations are also made at the junior high regarding activities and athletics students would have the opportunity to participate in during their high school career. The high school has a lunch time program in which students can receive assistance with coursework and the program has teachers on staff for the assistance. The high school works with Highland Community College to offer students opportunities at technical trades such as aviation, auto mechanics, welding, machining and cosmetology. The high school works with Kishwaukee Community College to offer dual credit coursework. The high school continues with their welding lab and has students from other district participate in the program. The high school opened the program to businesses to train current welding staff and offered adult welding courses in the evenings. The high school has colleges regularly visit the high school for students to come in and review their programs in preparation for secondary education. OCUSD provides transition programs for students with disabilities including, but not limited to, secondary transitional experience program (STEP) via the Illinois Dept. of human services, and the supportive opportunities for adult readiness program (SOAR).

Response from the FY19 Title I District Plan.

The high school offers a detailed freshman orientation for incoming students. Presentations are also made at the junior high regarding activities and athletics students would have the opportunity to participate in during their high school career. The high school has a lunch time program in which students can receive assistance with coursework and the program has teachers on staff for the assistance. The high school works with Highland Community College to offer students opportunities at technical trades such as aviation, auto mechanics, welding, machining and cosmetology. The high school works with Kishwaukee Community College to offer dual credit coursework. The high school continues with their welding lab and has students from other district participate in the program. The high school opened the program to businesses to train current welding staff and offered adult welding courses in the evenings. The high school has colleges regularly visit the high school for students to come in and review their programs in preparation for secondary education.

**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.

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

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

[[count] of 7500 maximum characters used)

Oregon High School has a program with Highland Community College which allows student to participate in technical education programs. These programs include but are not limited to; aviation, mechanics, computer programming, welding, machining and cosmetology. Oregon High School has also completed construction on a high end welding lab which was possible with a grant award. This program brings students in from surrounding district to take the welding courses. We have opened the lab to local manufacturers to train new welders and we have also offered adult welding courses in the evenings. The high school also offers a number of agriculture courses that tie into the use of the greenhouse and black light house for hydroponics.

Response from the FY19 Title I District Plan.

Oregon High School has a program with Highland Community College which allows student to participate in technical education programs. These programs include but are not limited to; aviation, mechanics, computer programming, welding, machining and cosmetology. Oregon High School has also completed construction on a high end welding lab which was possible with a grant award. This program brings students in from surrounding district to take the welding courses. We have opened the lab to local manufacturers to train new welders and we have also offered adult welding courses in the evenings. The high school also offers a number of agriculture courses that tie into the use of the greenhouse and black light house for hydroponics.

**Legislative References:**

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

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

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



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Applicant: OREGON CUSD 220

County: Ogle

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 Application: 2019-2020 Consolidated District Plan - 00  
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Project Number: 20-CDP-00-47-071-2200-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transport
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**Professional Development - Highly Prepared and Effective Teachers and School Leaders**
[Instru](#)

**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)**

Not providing

**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**

The district will continue the professional development contract with Houghton, Mifflin, Harcourt. this will be the final year of the contract. Services provided will be rigor and curriculum development in reading, science and math as well as assigning team leaders or department heads to train the teaching teams for each subject within the district.

**G. Title III - LIEP**

not providing

**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]**

The district will work with the Ogle County Educational Coop. for professional development in special education. The teachers will be trained in the current best practices of special education. The district will use local funding to pay the cost of training sessions provided throughout the year by OCEC. Teachers and administrators of Oregon CUSD will also work with OCEC in regards to assessment of special education students to help align student IEP plans to best suit those students for success in the classroom.

**L. IDEA, Part B - Preschool**

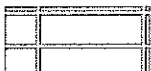
As above, the district will work with Ogle County Educational Coop. for professional development in special education. OCEC will also assist with the entry assessments for preschool to establish an IEP for the students that require such in the first year of the program

**Legislative Requirement:**

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

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

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




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Applicant: OREGON CUSD 220

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Consolidated District Plan ▼

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Project Number: 20-CDP-00-47-071-2200-26

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

Instr

**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 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)

The district tries to bring in a guest speaker each year to address an aspect of bullying from cyber bullying to abusive relationships. These speakers are brought in to identify the signs of bullying or abuse to students and inform them on what is not normal behaviors as well as let students know it is okay to go to authorities to hopefully put an end to the abuse. The high school has a safe school helpline for students to call in anonymously to report infractions of other students or to seek personal assistance. The elementary school will be introducing classroom lessons on respectful behavior which will include speaking tone, language, and appropriate responses to others. Lessons will also teach students how to respectfully disagree. K-3 will have an additional recess and it will be structured around social skills and appropriate play. The elementary school and junior high have already instituted seven habits of highly effective students. DLR Junior High health classes cover healthy relationships. The junior high and high school will focus on student leadership and involvement at school. Both buildings currently have community service programs for students to become more involved outside of the school. The overall goal is to teach and lead students in appropriate behavior and respect towards each other while reducing incidents of bullying and inappropriate behaviors.

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)

the district has funds set aside for homeless students to provide daily classroom supplies such as workbooks, notebooks, calculators and practice reading books. Homeless funds could also be used for PE uniforms, art class supplies, and expenses for field trips so all students have the opportunity to participate in all aspects of the education process. The elementary school has a counselor and social worker on staff who meet on a regular basis with administration to discuss and create intervention plans for students who require social and emotional assistance. The junior high and high school work closely with Mississippi Centers to provide social and emotional services to students who require such.

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


OSMUNTSVILLE

59:58

[Close Printer Friendly Page](#)[Spell Check](#)**Attendance Center Designation**[Instructions](#)**Attendance Center Designation**

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0001 - OREGON HIGH SCHOOL	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
1001 - David L Rahn Jr High School	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	
2006 - Oregon Elem Sch	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	

<b>Describe anticipated Reorganizations:</b>	
--	--



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Applicant: OREGON CUSD 220

County: Ogle

Consolidated District Plan ▼

Application: 2019-2020 Consolidated District Plan - 00  
Cycle: Original Application

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Project Number: 20-CDP-00-47-071-2200-26

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

## Title I Specific Requirements - Part Two

Instru

☐

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.
- ☒ All students are supported by highly prepared and effective teachers and school leaders.

**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)

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.

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)

Highly qualified teachers will be hired on an annual basis as senior teachers leave the district. New Teacher Academy is provided to new teachers by senior teachers to ensure success in the first year and provide mentors to guide new teachers through the first year. Curricular professional development provided to teachers through a contract with Houghton Mifflin Harcourt to help teachers implement new text for ELA, Math, Science, Social studies. IAR, Map and Aimsweb assessment are reviewed quarterly to identify high needs students and adjust curriculum to help reach student growth. Social and emotional lessons provided to students to teach them how to appropriately interact with each other to help create a positive learning environment. Paraprofessionals provided to small group and one on one students who require additional assistance.

Re-display of the approved response from the FY19 Title I District Plan.

Highly qualified teachers will be hired on an annual basis as senior teachers leave the district. New Teacher Academy is provided to new teachers by senior teachers to ensure success in the first year and provide mentors to guide new teachers through the first year. Curricular professional development provided to teachers through a contract with Houghton Mifflin Harcourt to help teachers implement new text for ELA, Math, Science, Social studies. PARCC, Map and Aimsweb assessment are reviewed quarterly to identify high needs students and adjust curriculum to help reach student growth. Social and emotional lessons provided to students to teach them how to appropriately interact with each other to help create a positive learning environment. Paraprofessionals provided to small group and one on one students who require additional assistance.

**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

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 main goal is to increase student attainment in ELA and Math. The building will track reading levels in grades K-4 and assess comprehension levels in grade 5-6. Common math summative assessments will be used to measure each priority standard for student performance, IAR, MAPS and AimsWeb assessment data will be reviewed no less than quarterly by data teams to review overall student achievement and identify any high need students. Paraprofessionals will be in classrooms to provide small group and one on one assistance to students requiring such, social and emotional lessons will also be in the classroom to teach students respectful behavior, how to speak appropriately with one another and how to respectfully disagree with one another to help create a better learning environment. OCUSD provides a complete continuum of service delivery options in which student with disabilities are provided direct instruction targeted to assure academic growth and progress towards each student IEP goals. Data relative to student progress is regularly collected including students with disabilities.

Re-display of the approved response from the FY19 Title I District Plan.

The main goal is to increase student attainment in ELA and Math. The building will track reading levels in grades K-4 and assess comprehension levels in grade 5-6. Common math

summative assessments will be used to measure each priority standard for student performance. PARCC, MAPS and AimsWeb assessment data will be reviewed no less than quarterly by data teams to review overall student achievement and identify any high need students. Paraprofessionals will be in classrooms to provide small group and one on one assistance to students requiring such. social and emotional lessons will also be in the classroom to teach students respectful behavior, how to speak appropriately with one another and how to respectfully disagree with one another to help create a better learning environment.

**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))**

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.*

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

([count] of 7500 maximum characters used)

We currently use our free and reduced lunch program as well as assessments completed throughout the year to identify our targeted students. These assessments include MAPS, Aimsweb, IAR, SAT and student assessments completed by outside entities such as the ogle county special education cooperative. Each building has parent committees that meet at least quarterly to review educational process and ask for parents opinion of the current plan. Administrators and teachers meet during teacher institute days to review assessments to date and look at the curriculum plan to see where the greatest deficit is and make adjustments in the curricular outline to help assist the high need students more. Paraprofessional are within the classroom to provide either one on one assistance or small group assistance to the students identified in the assessment process. Monthly meetings occur with LEA teachers, support staff and school phsychologist for student in a tier 3 intervention and go over progress of interventions.

Re-display of the approved response from the FY19 Title I District Plan.

We currently use our free and reduced lunch program as well as assessments completed throughout the year to identify our targeted students. These assessments include MAPS, Aimsweb, PARCC, SAT and student assessments completed by outside entities such as the ogle county special education cooperative. Each building has parent committees that meet at least quarterly to review educational process and ask for parents opinion of the current plan. Administrators and teachers meet during teacher institute days to review assessments to date and look at the curriculum plan to see where the greatest deficit is and make adjustments in the curricular outline to help assist the high need students more. Paraprofessional are within the classroom to provide either one on one assistance or small group assistance to the students identified in the assessment process. Monthly meetings occur with LEA teachers, support staff and school phsychologist for student in a tier 3 intervention and go over progress of interventions.

**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

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Applicant: OREGON CUSD 220

County: Ogle

 Application: 2019-2020 Consolidated District Plan - 00  
 Cycle: Original Application

Consolidated District Plan ▼

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Project Number: 20-CDP-00-47-071-2200-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transport
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts			Best Interest Determination		Foster Care Transportation Plan Development		

## Overview

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

**PROGRAM:** Foster Care Transportation Plan

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

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

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

## BACKGROUND

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

[https://www.isbe.net/Documents/vehicle\\_use\\_summary.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
-



**Applicant:** OREGON CUSD 220  
**Application:** 2019-2020 Consolidated District Plan - 00  
**Cycle:** Original Application  
**Project Number:** 20-CDP-00-47-071-2200-26

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<u>Needs Assessment Impact</u>	<u>Stakeholders</u>	<u>Private Schools Participation</u>	<u>Preschool Coordination</u>	<u>Student Achievement</u>	<u>College and Career</u>	<u>Professional Development</u>	<u>Safe Learning Environment</u>	<u>Title I Specific Pages</u>	<u>Foster Care Transport</u>
<u>Foster Care Transportation Requirements</u>		<u>Foster Care Transportation Plan Contacts</u>			<u>Best Interest Determination</u>		<u>Foster Care Transportation Plan Development</u>		

**\*\*\*\*\*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 welfare agency notifies the student's current school of the child moving to a new residence and the time frame necessary to determine the student's most appropriate school placement. The school would provide agency information on the appropriateness of the current education provided. The agency would then take into consideration the information provided as well as the distance from potential placements to the child's current school when deciding placement. The agency and the child's current school would determine the student's best interest for school placement after consultation with the child and other key partners. The determination for placement is finalized as quickly as possible after the agency has notified the current district of the new residency. The student would remain in the same school during this decision process. The agency would then arrange for transportation and payment of transportation expenses for the child to remain in the same school.

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 Sect 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.

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.

Students who are in Foster care or are identified as IDEA or 504 eligible will have transportation provided as determined by the IEP or 504 plan to ensure there is not interruption to the student's education or services. The need for consistency must be considered when making a determination in the best interest of the student. Consideration also needs to be given to the individual needs of the student and what educational program each district can provide.

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.

Student is Foster care who are identified as ELL have rights under Title IV and the equal education opportunity act of 1974 to receive meaningful and equal educational program, District will provide necessary transportation to ensure student who are identified as ELL have access to language assistance and educational programs as needed.

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.

The school district point of contact, which would be either a building administrator or a special education case manager, will work with the agency to determine the best interest of the student. However, if there is a dispute in regards to the placement of the child, the agency would be the final decision maker in the "best interest" determination. The agency looks at all aspects for the student, which includes personal safety, sibling placement, the student's permanency goal, and other components that may be involved in the student's case plan. The agency also has the authority to access information from multiple parties including parents, schools, and courts in making these decisions. During these disputes the student is to continue attending the school of origin. The district will provide transportation to and from school for foster student who's school of origin resides in our district.

Response from the approved FY19 Foster Care Transportation Plan.

\*Required field

[illegible]

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Applicant: OREGON CUSD 220

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Project Number: 20-CDP-00-47-071-2200-26

Needs Assessment Impact	Stakeholders	Private Schools Participation	Preschool Coordination	Student Achievement	College and Career	Professional Development	Safe Learning Environment	Title I Specific Pages	Foster Care Transport
Foster Care Transportation Requirements		Foster Care Transportation Plan Contacts			Best Interest Determination		Foster Care Transportation Plan Development		

## 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. The agency, school administrator or special education case worker, transportation director and Superintendent would be included on the decision for foster student transportation. The district would look at current routes within the district, routes of surrounding school districts and potential third party transportation services, such as Village of Progress which is the adult employment program for special needs adults in Ogle County, or the Rock River Center which provides transportation for local retirees and disabled adults in Oregon. The district would collaborate with these outside parties to determine the best transportation route available to ensure the safety of foster student.

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.

Based on the student placement as determined by the agency, the district would look at routes within to see if transportation is possible internally. The district currently has a student attending the IL School of the Deaf so a route is run to Rockford each day. If the route is not possible internally, the district would communicate with surrounding school districts to see if a boundary hand off would be possible to schedule for the foster student transportation. The final option would be to work with local third party sources to see if a) a current route is available to include the foster student on or b) if for a fee a special route could be created to ensure transportation of the foster student to the selected school district.

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.

Final transportation decisions of foster student would be made by school district responsible for transportation. While the agency makes the final determination of school placement, the district would have liability in the transportation of the foster student. The final decision would be determined by the transportation director and superintendent. The decision would be based on the safest and timeliest route to get foster student to serving school.

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 district would be responsible for the daily transportation of foster student. Either the district would provide daily transportation internally based on current driving routes, or the district would negotiate a temporary contact with an outside party (other district or third party provider) to create a route that has a boundary drop off and pick up each day for the foster student.

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.

The district would work with the administrator of the serving school, transportation director of serving school, placement agency, guardian of foster student, bus driver(s), any support staff, such as a bus aide, involved in the daily transportation of foster student, transportation director and superintendent of district providing transportation. If transportation can be provided internally, all daily route information would be provided to said parties listed previously. If a surrounding school district or third party provider would need to be used, a contract of service would be created providing a list of all staff involved in transportation, specific listing of route time, boundary drop off and pick up times, drop off and pick up times from serving school and transportation school, and cost for services per month.

Response from the approved FY19 Foster Care Transportation Plan.

\*Required field
