

Narrative Section: Use this tool to record your district’s narrative that can be transferred into WISEgrants when available.

REQUIREMENT	PLAN NARRATIVE
<p>1. LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy and safe environment.</p>	
<p>A. Title I, Part A - Improving Basic Programs i. Describe how you will monitor student progress in meeting the state academic standards. In answering this question, please make sure to address the following elements:</p> <ul style="list-style-type: none"> ● Development and implementation of a well-rounded program of instruction to meet the academic needs of all students. ● Identification of students who may be at risk for academic failure. ● Provision of additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards. ● Identification and implementation of instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning. 	<p>The Boyceville Community School District will monitor student progress in meeting the state academic standards through the following strategies and procedures:</p> <ul style="list-style-type: none"> ● Updating curriculum based on annual needs assessment ● Administrative review of district instructional programming and curriculum to ensure all students have access to a well rounded education aligned with the state academic standards ● Contracting curriculum services that work with administrators and staff to support professional development and assessment ● Identifying students at risk of failure with a student support team at elementary. The team meets four times a year to review plans and also on a needs basis. ● Staffing includes Title 1 teacher, classroom teachers, paraprofessionals used under supervision of teacher, art, PE, ● Providing intervention time for students based on data. Programs used include, H+, Lexia, RAZ kids, Daily 5, Sound Partners, small group work, guided reading, and Learning A to Z. ● Universal/Core Program Reading - Houghton Mifflin ● Universal/Core Program Math - Everyday Math ● Use of eduCLIMBER to monitor student progress. ● Fastbridge testing of students throughout the year. ● Staff SLOs based on student needs in ELA or Math. ● Annual AGR goals and monitoring of goals. ● Use of student data and “Children of Promise” team to analyze student data and behavior.

	<p>The Boyceville Community School District will provide an appropriate, healthy, and safe learning environment through the following strategies and procedures:</p> <ul style="list-style-type: none"> ● Health Resiliency Training at all levels ● School-wide PBIS continued implementation @ TCE
<p>ii. How will you identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers as defined in the state educator equity plan?</p>	<p>Elementary- Each spring class lists are determined based on several criteria to ensure that our struggling students are not with our newest or least effective teachers All district staff are currently licensed in the field they are teaching All district staff are currently deemed effective in the state sponsored educator effectiveness initiative</p>
<p>iii. Describe the poverty criteria that will be used to select school attendance areas for Title I schools. (Please note this information will be submitted as part of the Title I, Part A application in WISEgrants, not as a separate narrative.).</p>	
<p>iv. Describe the nature of the programs to be conducted by Title I schoolwide and targeted assistance programs schools and, where applicable, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.</p>	<p>Our program uses data to allocate resources of Title 1 teacher and paraprofessionals. We meet with our school improvement team four times a year to review and evaluate needs. Parent engagement through family fun nights, surveys and PTA.</p> <p>The Boyceville Community School District's Title I schoolwide program will use resources to assist staff in the monitoring of student progress in meeting the state academic standards, as well as students will receive just in time instruction and intervention to provide opportunities for continued/additional student growth; fidelity of programming and assessment for consistency purposes - students have the opportunity to show growth and achievement over time; and provide students with well rounded educational opportunities in a safe, healthy, and appropriate learning environment through the following:</p>

	<ul style="list-style-type: none"> ● Provide a highly qualified reading teacher to support supplemental instruction for students. ● Professional development and instructional supplies for staff and students ● Selected & Supplemental Programs Reading may include - RAZKids; Read Alouds; Buddy Reading; Paired Reading; SSR/Independent, Guided Reading, Words Their Way, Daily Five ● Intervention Programs Reading may include - Direct Instruction; Lexia, Sound Partners, Early Reading Intervention ● Targeted & Intervention Programs Math may include - Direct Instruction ● Use of eduCLIMBER to monitor student progress and track interventions. ● Fastbridge testing of students throughout the year. ● Supplies and resources for homeless students. ● Supplies and resources for parent meetings. <p>The Boyceville Community School District does not currently receive funds under Title I, Part D for Neglected and Delinquent Children.</p>
<p>v. Describe the services you will provide homeless children and youths to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento</p>	<p>Boyceville Community School District identifies Taylor Pitt, elementary school counselor, as the liaison for homeless children and youth. All staff are made aware of who is identified as the liaison at the annual fall inservice training.</p> <p>Each year the liaison shares information to all staff members on identifying homeless students at the fall inservice training. This communication includes the rights and definition of homeless students. Specific training is held with secretaries and counselors.</p> <p>An annual notice is included in the district newsletter. Training on at-risk youth may be provided to the bus drivers by the special education director</p>

and includes information to look for with homeless students. The district website includes the required annual notice.

Public notice of the educational rights of homeless youth will be disseminated in such public places as schools, shelters, and other locations frequented by low-income families.

We maintain communication with food pantry staff to be aware of new/existing homeless families through our Backpack Program.

Posters of the educational rights of children and youth experiencing homelessness will be provided to community organizations to post in a predominant location for staff awareness and to communicate with families and youth that may be accessing services and support

Communication with local agencies and providers is mainly via email but also via phone for more immediate needs. We coordinate to provide services such as the weekly food bag program.

In an effort to build positive relationships with local agencies and to support the many different needs of homeless youth, we collaborate with and provide information to families and unaccompanied youth about the following service agency: Dunn County Human Services

The district protocol for referral is as follows:

Procedures for Staff, Counselors and the District Liaison

1. Once you become aware a student might be in a homeless situation, meet with the youth or contact the parent /guardian to gain additional information. At this point, contact the district homeless liaison or your building principal by phone or email.

2. Parents / students should be informed of their right to fully participate in school and have been invited to participate in extracurricular activities or after school programs/ mentoring programs if available.
3. The District Homeless Liaison will ensure free lunch is provided and transportation issues are worked out.
4. The District Homeless Liaison will contact the district business office to waive all school fees.
5. The District Homeless Liaison/Counselor/Administrator will approve or deny requests for assistance.
6. If a student needs bussing, the district Homeless Liaison/administrator will work with the bus company to set up the child's bussing. The Liaison/administrator will communicate with the parents/guardians the specific bussing information.
7. There is also a McKinney-Vento checklist available for use when staff meet with the parents/ student.
8. The central office or building secretary will enter homeless information into the district SIS (JMC).

All staff are trained yearly and provided the Homeless Facts Sheet. A flowchart is utilized to help make decisions. The Homeless identification forms include checklists to assure all services are provided.

Secretaries and counselors during student registration ask questions about residence and pass on any information to the liaison which might suggest homelessness. Students are immediately allowed free participation in school nutrition programs as indicated on the checklist and provided free school supplies if needed.

We update our policies regularly via NEOLA. NEOLA typically provides the cross-referencing necessary to ensure policies are in coordination with one another.

Procedures are reviewed annually (or when a change in practice is needed) by administration and counselors. This review takes place each fall, prior to the

fall inservice training provided to staff. Our procedures are written to remove any barriers that may occur for families, children and youth who are experiencing homelessness.

Our policies and procedures are written with a lens of equity for every family and student and do not stigmatize or segregate children and youth based upon their economic and housing status.

The Boyceville Community School District will provide transportation for homeless students at the request of the parent, unaccompanied youth, or the local Homeless liaison or designee to the school of origin. The district has the right to determine the mode of transportation to the school of origin (bussing, gas cards, parental transportation, or a private driver).

In the case where the school of origin and current residence are in different school districts, the local district homeless liaisons/administrators of the two districts will agree on the method of transportation and share the cost.

** If a family chooses to stay in the school of origin after permanent housing has been found, transportation will be provided until the end of the school year, if the family requests it.

If the student receives gas cards, parental transportation, or a private driver, the parent and student must sign the Boyceville Community School District Transportation Agreement. The school designee must record the transportation information each time a gas card is given out. The form will be kept at the school for the school year and then sent to the District Homeless Liaison at the end of the school year.

The Terms “enroll” or “Enrollment” is defined to mean attending school and participating fully in school activities.

1. The district shall immediately enroll the child/youth, even if they lack records normally required for enrollment. Records will be requested immediately from the previous school.

	<ol style="list-style-type: none"> 2. For the purposes of school placement, any parent/guardian or person who has legal physical custody of the homeless youth shall enroll the child directly in the Boyceville Community School District. 3. Homeless youth, who do not live with their parents, may enroll themselves in school. 4. The address listed on the enrollment form becomes the proof of residency. <p>A written dispute procedures document is on file in the office of the Homeless Liaison and in the administration office. It is shared annually with building-level administrators. NEOLA POLICY 5111.0 and 5111.01</p> <p>If a dispute arises over school selection or enrollment, the youth shall be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute.</p> <p>The local Homeless Liaison/administrator shall carry out the dispute process after receiving the notice of the dispute.</p> <p>The parent/guardian of the youth, or unaccompanied youth shall be provided with a written explanation of the appealed decision regarding school selection, enrollment, including the rights of the parent, guardian or youth to appeal the decision to the office of coordination for Education of Homeless Children and Youth in the Wisconsin Department of Public Instruction.</p>
<p>vi. Describe the strategy you will use to implement effective parent and family engagement under section 1116 of ESSA. This includes the following elements:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consultation with parents and family members around Title I programs, activities, and procedures. <input type="checkbox"/> A written parent and family engagement policy, developed with parents and family members, to establish expectations and objectives for meaningful parent and family involvement. 	<p>The Boyceville Community School District will implement effective parent and family engagement through the following strategies and activities:</p> <ul style="list-style-type: none"> ● Open House Day ~ Welcome back to school ● Orientation meetings ● P/T/S Conferences (formal twice per year) ● Compacts or goals written at P/T/S Conferences ● PTA meetings ● Fall parent information

	<ul style="list-style-type: none"> ● Holiday and Spring Concert ● DARE Graduation ● Family Fun Nights ● Muffins for Moms ● Donuts for Dad ● 1st Grade Plays ● 4th grade lumberjack breakfast ● Reading week activities ● District newsletters ● Maintain website and social media to provide information and communication for parents and community. ● JMC training conducted in person, over the phone, and electronically to provide parents immediate access to student information and set up grade and attendance notifications ● Annual parent meeting ● End of year Picnic ● Volunteer program ● District Title 1 policies
<p>vii. Describe how you will implement strategies to facilitate effective transitions for students from 1) early childhood education programs to elementary school programs, and 2) middle grades to high school. Please note that this includes: For elementary schools - Support, coordination, and integration of services provided under Title I, Part A with early childhood education programs at the LEA or individual school level.</p>	<p>Strategies the Boyceville Community School District will implement to facilitate effective transitions for students will include the following:</p> <ul style="list-style-type: none"> ● Building tours for new families ● 4K Orientation Days ● Open House Day ● Pre-school playgroups ● Transition meetings between grade levels - these meetings include both regular education and special education staff. ● Transition day for 5th graders ● Additional transitional activities for special education students moving from elementary school to middle school - coordinated by special education staff.

	<ul style="list-style-type: none"> ● Middle school staff participation in IEP meetings of students moving from elementary school to middle school and from middle school to high school - as needed. ● Elementary and Middle School counselors attend COPs meetings and share information about students throughout the year. Middle School and High School Counselors meet regularly to share information about student needs. ● Middle School and High School Counselors schedule joint end of the year / transition meetings with students moving into the high school with follow up with parents to provide individualized information on how to support their transitioning student. ● Transition meeting for parents and students of 8th graders transitioning to the High School. ● Middle School Small Groups covering the topics of school success and stress management. ● Class and 4-Year registration process is conducted jointly by high school and middle school staff.
REQUIREMENT	PLAN NARRATIVE
<p>2. LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high quality education for all students.</p>	
<p>A. Title I, Part A - Improving Basic Programs i. Describe how you will support efforts to reduce the overuse of discipline practices that remove students from the classroom.</p>	<p>The Boyceville Community School District will support efforts to reduce the overuse of discipline practices that remove students from the classroom through the following strategies and activities:</p> <ul style="list-style-type: none"> ● School-wide PBIS continued implementation @ TCE. ● Monitoring of major and minor ODR data through eduCLIMBER ● Periodic reviews of PBIS data to analyze frequency, duration, and

	<p>reasons students are removed from the classroom.</p> <ul style="list-style-type: none"> ● Monthly PBIS meetings to review schoolwide data and programming. ● Staff participation in annual PBIS survey. ● Staff participate in training through CESA 11. ● Continual review of discipline referrals and conduct points and behavior plan of that relies primarily on before and after school consequences at the MS/HS
<p><i>B. Title II - Preparing, Training, and Recruiting High-Quality Teachers, Principals, or Other School Leaders</i></p> <p>i. Describe the activities to be carried out under this section and how these activities will be aligned with challenging State academic standards.</p>	<p>Title II application</p>
<p>ii. Describe your systems of professional growth and improvement and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.</p>	<p>Title II application</p>
<p>iii. Describe how you will prioritize funds to schools served that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted for Title I, Part A purposes.</p>	<p>N/A</p>
<p>iv. Describe how you will use data and ongoing consultation to continually update and improve activities supported under this part. Please note that consultation must include teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (if you have a charter school in your LEA), parents, and community partners.</p>	<p>The Boyceville Community School District will use data analysis to establish district level, building level and teacher level goals. Goals are reviewed by stakeholders periodically throughout the school year.</p> <p>A needs assessment is done by administration, in-service/data committee and school improvement team members to help guide the district professional development plan. Members of these committees will meet 3 or 4 times a year to track progress and make any updates or changes to the professional development plan.</p> <p>Members of these committees include principals, counselors, teachers, paraprofessionals, community members and parents.</p>

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<p>3. LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.</p>	
<p>A. Title I, Part A - Improving Basic Programs i. Describe how you will implement strategies to facilitate effective transitions for students from high school to postsecondary education. Please note that this includes:</p> <ul style="list-style-type: none"> • Coordination with institutions of higher education, employers, and other local partners; and • Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills. 	<p>The Boyceville Community School District will use individual student Academic and Career Plans to help facilitate transitions for students.</p> <p>School staff will implement a coordinated use of the ECCP (Early College Credit Program), the Start School Early Program, and virtual coursework to promote access to post-secondary opportunities for all students.</p> <p>At risk students and students who are unable or find it difficult to attend school regularly, have access to the HSED program. This program provides students access to a High School Education and Academic and Career Planning programming after school. By providing access after school, students are able to meet family obligations, work at outside jobs, and overcome barriers that prevent them from achieving a high school education and the college and career preparation comes from a traditional High School Education.</p>
<p>B. Title I, Part D - Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (If eligible to apply for funds under this Title) Please note the requirements below in questions i- xiii are a part of the Title I, Part D application in WISEgrants. i. Describe the program to be assisted under this title.</p>	
<p>ii. Describe formal agreements related to the program to be assisted between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including, where applicable, such facilities operated by the Secretary of the Interior and Indian tribes.</p>	
<p>iii. Describe how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the</p>	

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<p>local school such youth would attend.</p>	
<p>iv. Describe the program operated by participating schools in your LEA to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.</p>	
<p>v. Describe the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.</p>	
<p>vi. Describe how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or health of the parent and the child or youth, parenting and child youth, including prenatal health care and nutrition services related to the development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.</p>	
<p>vii. Describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under Title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.</p>	
<p>vii. Describe the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.</p>	

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<p>vii. If applicable, describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs.</p>	
<p>x. If applicable, describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.</p>	
<p>xi. If applicable, a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.</p>	
<p>xii. If applicable, describe how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.</p>	
<p>xiii. If applicable, describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.</p>	
<p>REQUIREMENT</p>	<p>PLAN NARRATIVE</p>
<p>4. LEAs will make progress on closing the achievement gap for all subgroups in English language arts, and mathematics so all students meet challenging academic standards.</p>	
<p>A. Title I, Part A - Improving Basic Programs i. If you have a school identified as a comprehensive or targeted support school under paragraphs (1) and (2) of section 1111 (d) you will be asked to detail in your annual application for funds how you intend to address your responsibilities. As no schools are currently identified, for the purpose of this</p>	

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<p>LEA Plan, please indicate that you will carry out your responsibilities required under the law. Please note these responsibilities include:</p> <ul style="list-style-type: none"> • Partner with stakeholders to develop and implement a support and improvement plan to improve student outcomes. • The plan must - <ul style="list-style-type: none"> *Be informed by student performance indicators, including performance when measured against state long-term goals; Include evidence-based interventions; *Be based on a school-level needs assessment; and *Identify resource inequities (for comprehensive support schools and those targeted support schools with a subgroup that on its own would place the school in the bottom 5 percent of Title I schools) • For targeted support schools, the plan must be approved and monitored by the LEA. 	
<p><i>ii. For targeted assistance schools only, describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program, will identify the eligible children most in need of services.</i></p>	<p>N/A</p>
<p>B. Title III - Language Instruction for English Learners and Immigrant Students</p> <p>i. Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.</p>	<p>Instruction provided for ELs is taught by teachers who are highly effective and trained in instructional practices that are proven to increase English proficiency and improve student instructional outcomes. All teachers are fluent in English and written and oral communication skills.</p> <p>All educators are provided with ongoing, student-centered professional development that targets proven instructional practices that support language acquisition.</p> <p>Each EL has an individual student plan that provides the necessary information to all instructional staff, about the student’s English language and academic needs, instruction and curriculum needs, student language and academic goals, and recommended instructional strategies, modifications and</p>

	<p>accommodations.</p> <p>Placement of ELs in instructional programs is first determined by the student’s chronological age. Cultural factors are taken into consideration when determining the ‘best’ instructional plan for each student.</p> <p>Every EL is provided with equitable access and is engaged in the core curriculum. Appropriate language assistance with scaffolded instruction serve to provide students full participation in classroom learning as they acquire English.</p> <p>All teachers providing supports to ELs are engaged in ongoing professional development at both the district and regional level through the opportunities that the CESA 11 consortium offers. Teachers are provided with information related to proven effective instructional practices and strategies, effective assessment measures that will inform instructional decisions, meeting both the ELP standards and content standards, and sheltered instruction protocols. Participating in these opportunities gives teachers the information needed to address student needs at each level of their language development.</p>
<p>ii. Describe how you will ensure that elementary schools and secondary schools receiving funds under this subpart assist English learners in:</p> <ul style="list-style-type: none"> ● Achieving English proficiency based on the State’s English language proficiency assessment and consistent with the State’s long-term goals; and ● Meeting the challenging State academic standards. 	<p>The Boyceville Community Schools do the following things to ensure that English students and Immigrant Students receive a standards based education:</p> <ul style="list-style-type: none"> ● Have staff trained in current English Learner procedures and policies by attending CESA 11 meetings ● Create reports that communicate the skill levels and needs of the English Learners in our district ● Meet with parents and staff working with students to communicate report details ● Provide interpreter during meetings with parents and to help with communication documents ● Students without an identified proficiency level will be evaluated using

the WAPT for a baseline proficiency level.

- ACCESS test given in December. Students are tested in a one-to-one setting on a computer.

The Boyceville Community School District identifies students using the standard State Home Language Survey (HLS) through the enrollment system for all students.

When the HLS indicates that a student is exposed to languages other than English at home, the district administers the WIDA English language screener. The screener results are used to determine the student's ELP level and proper placement for instruction.

Each EL has an individual student plan that provides the necessary information to all instructional staff, about the student's English language and academic needs, instruction and curriculum needs, student language and academic goals, and recommended instructional strategies, modifications and accommodations.

All teachers providing support to ELs are engaged in ongoing professional development at both the district and regional level through the opportunities that the CESA 11 consortium offers. Our district EL Coordinator attends the quarterly networking meetings to stay current of Federal, State and local updates, share information about effective resources, and engage in ongoing professional learning about proven practices. Teachers participate in opportunities that provide training in proven effective instructional practices and strategies, effective assessment measures that will inform instructional decisions and measure language acquisition growth, engage in learning about supporting language development through content instruction, and are trained in sheltered instruction protocols. Participating in these opportunities gives teachers the information needed to address student needs at each level

	<p>of their language development.</p> <p>ELs are given the supports necessary to enable them to fully participate in academic content and assessments. Assignments are modified and assessment accommodations are provided as described in the individual student plan written for each student. Specific supports are shared with teachers, parents and students so that all learning partners are informed.</p> <p>When an EL student earns a 6.0 on the WIDA Access testing, they are considered a Former English Learner, and they are no longer eligible for EL services. Then they will be monitored for two years using district assessments to ensure that they have not been prematurely exited from the EL program.</p>
<p>iii. Describe how you will promote parent, family, and community engagement in the education of English learners.</p>	<p>The Boyceville School District promotes parent, family, and community engagement by connecting with EL families in the following ways.</p> <ul style="list-style-type: none"> ● Open House Day ~ Welcome back to school ● Orientation meetings ● P/T/S Conferences (formal twice per year) ● Compacts or goals written at P/T/S Conferences ● Monthly PTA meetings ● Fall parent info ● Holiday and Spring Concert ● DARE Graduation ● Family Fun Nights ● Muffins for Moms ● Donuts for Dad ● 1st Grade Plays ● 4th grade lumberjack breakfast ● Reading week activities ● Annual parent meeting ● End of year Picnic ● Volunteer program


	<ul style="list-style-type: none"> ● Parent survey ● District EL policies <p>Parents of ELs are invited to participate in school activities such as volunteering. Families are encouraged to help children integrate their cultural and linguistic traditions into school assignments and activities. Outreach is offered with parent input about the content of regular meetings and family-based activities.</p> <p>Our school district will provide parents with translations and interpreters whenever needed to ensure that parents are fully supported in their efforts to be engaged with the school. Communications to families and parents are translated into the language they can understand, whenever requested and to the extent that is manageable.</p>
<p><i>C. Title IV, Part A, Subpart 1 - Student Support and Academic Enrichment Grants</i></p> <p>i. Describe the activities and programming that the local educational agency, or consortium of such agencies, will carry out under this subpart, including a description of:</p> <ul style="list-style-type: none"> ● Any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart; ● The program objectives and intended outcomes for activities under this subpart, and how the local educational agency, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes. 	<p>The Boyceville Community School District will promote partnerships to aid in the development of well rounded students and establish appropriate, healthy, and safe learning environments through the following strategies and procedures:</p> <ul style="list-style-type: none"> ● Vocational programming at the middle and high school levels ● Connections with local businesses for MS career fair ● Partnerships with local health care facility <p>Data we will utilize to guide us in prioritizing our needs may include, but is not limited to:</p> <ul style="list-style-type: none"> ● YRBS ● Climate and Culture Survey ● Suspension/Expulsion Data ● Attendance Data ● Open Enrollment Data

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<p><i>If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate academic, career, and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State. This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field</i></p>	<p>N/A</p>
<p><i>If determined appropriate by the LEA, describe how you will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit. This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field</i></p>	<p>N/A</p>
<p><i>If determined appropriate by the LEA, describe how you will use ESSA funds to assist schools in identifying and serving gifted and talented students. This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field</i></p>	<p>N/A</p>
<p><i>If determined appropriate by the LEA, describe how you will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. This question is optional. If this question does not apply to your LEA simply state, "Not applicable" in the text field.</i></p>	<p>N/A</p>
<p><i>To ensure timely and meaningful consultation on issues affecting American Indian and Alaska Native students, an affected local educational agency shall consult with appropriate officials from Indian tribes or tribal organizations approved by the tribes located in the area served by the local educational agency prior to the affected local educational agencies submission of a required plan or application for a covered program under this chapter or for a program under subchapter VI of this chapter. Each affected LEA shall maintain in the agency's records and provide to DPI a written affirmation signed by the appropriate officials of the participating tribes or tribal organizations</i></p>	<p>N/A</p>

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Boyceville Community School District

Adapted by CESA #4 from



approved by the tribes that the consultation required by this section has occurred. If such officials do not provide such affirmation within a reasonable period of time, the affected local educational agency shall forward documentation that such consultation has taken place to the DPI. Affected LEAs are defined in 20 U.S.C. 7918 (c). Only affected LEAs are required to upload documentation in WISEgrants.