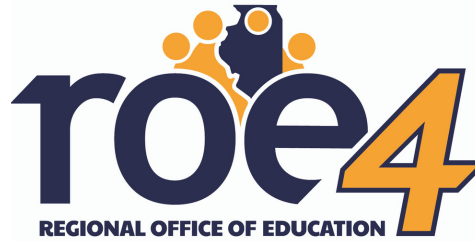




END OF YEAR REPORT



SCOTT BLOOMQUIST, REGIONAL SUPERINTENDENT
ALLISON PIERSON, ASSISTANT REGIONAL SUPERINTENDENT

What a year FY 20 was for the Regional Office of Education! To say it was a year of change would be an understatement! We began leading the Boone-Winnebago ROE as Regional Superintendent and Assistant Regional Superintendent on July 1, 2019. From day one, our focus has always been to create a culture and climate where every member of our organization felt that they were valued, appreciated, supported and truly part of a team that would accomplish great things. Little did we know, during our summer 2019 retreat, how much the climate of our organization and our nation would change.

This year, our team not only had to navigate through new leadership, and a new vision; but like everyone else, the impact Covid-19 would have on all of us. Looking back on the year, we both feel that in the face of adversity, the team grew stronger, closer, and more unified in mission and vision than ever before. The fall and early winter of 2019 enabled us to establish who we are and the impact we wanted to make. The last 10 months of implementation, during a pandemic, really solidified what this team can do. We did not sit back, but instead we did things we planned to do and creatively met the needs of our community in new and exciting ways. We started a new school, Summit Academy; converted professional learning to online and established new safety protocols which allow us to continue to serve our districts. The ROE rose to the occasion.

We're proud to say that FY 21 has begun the same way that FY 20 ended: with a team of leaders, working together, to do everything we can to support and serve the districts, schools, students and the communities of Boone and Winnebago Counties. Today we look in the rearview mirror in celebration of our first year, but our focus will always be on what is ahead of us and everything we plan to accomplish. We believe you will see this in the pages to follow, a snapshot of who we are and the impact we can make.

Take Care!

SCOTT BLOOMQUIST, REGIONAL SUPERINTENDENT AND
ALLISON PIERSON, ASSISTANT REGIONAL SUPERINTENDENT



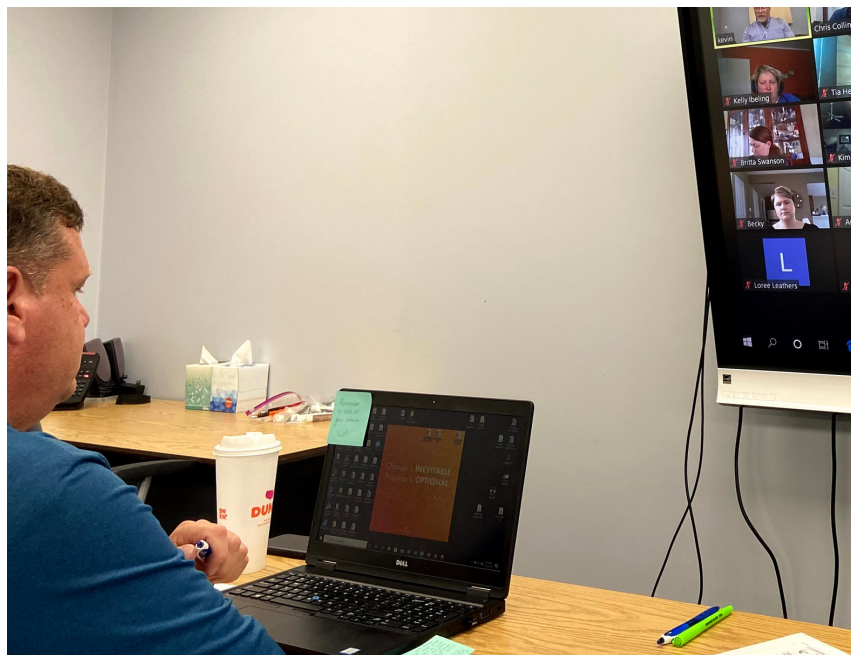
Professional Learning



KIM MAVILLE AT NORTH BOONE - SCHOOL IMPROVEMENT

This year was the Professional Development Departments first year under new administration and 2020 certainly brought new challenges. Still, we were able to make a greater impact and expand our outreach to the educators in our region by changing our focus and approach. Through facilitated conversations with district instructional leaders who served in an advisory capacity, our consultants were able to determine preferred content and delivery methods which formed the basis for our FY20 objectives. Using this information, we were able to provide an extensive amount of support to our region through staff development activities which were tailored directly to individual needs.

Our data analysis also demonstrated a need for specific academies in our community such as: the teacher/principal evaluation process, student threat assessments, climate and culture, and school law data analysis. We were able to offer this wider variety of training by partnering with the Illinois Principals Association and collaborating with our administrative evaluation presenters to quickly transition these academies from face to face to an online format. Now several districts and individual administrators have partnered with us to obtain this much needed training.



PICTURED: CHRIS COLLINS

Professional Learning Continued



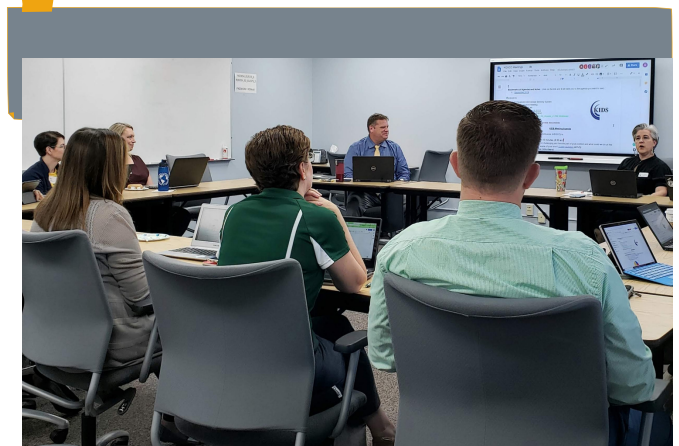
POVERTY SIMULATION

In order to be able to offer customized activities and services, we conducted an Informal Needs Assessment, and engaged in conversations with administrators and curricular leaders. We then used these evaluations to create additional offerings and to strengthen our existing workshops. We continued to provide workshops addressing trauma-informed practices and technology utilization while introducing new topics such as: restorative practices, data analysis, trauma informed care, crisis prevention, threat assessments, student centered coaching, classroom management, domestic violence, poverty simulations, Danielson framework, drug use and abuse, as well as others. We were also able to provide support to districts on navigating the new Illinois Empower as the statewide system of support.

In the face of COVID, we were forced to cancel 9 events affecting 664 participants. In spite of office closures and cancellations we still witnessed increased attendance in workshops and academies.

BY THE NUMBERS

- **60 Professional Learning Events**
 - 1,447 participants*
 - *Up from 1,369 last year
- **25 Administrative Academies**
 - 516 participants*
 - *Up from 321 last year



CURRICULUM COORDINATORS MEETING

Summit Academy



2020 has brought about significant changes to the Regional Safe Schools Program and the Regional Learning Center (formerly STAR). Beginning in August of 2020, both programs transitioned from their former sites into a single site that now operates as a traditional day program, and has been renamed Summit Academy. Located at 1102 Evans Avenue (the former Harlem High School Ninth Grade Campus) in Machesney Park, Summit Academy serves students from across Boone and Winnebago Counties. The Regional Safe Schools Program supports students grades 6-12 who are referred to us by their home school, due to chronic discipline or behavioral challenges. The Regional Alternative School program supports high school students (up through age 21) who are significantly behind in credits needed to graduate from their home high school, who require an alternative to traditional high school, or who have left school prior to graduation.

Summit Academy's inaugural year has been full of twists and turns as we faced the challenge of planning for and opening our new building during a global pandemic. Opening day was a few days later than expected and held a smaller population of students, but a slow and steady start has proven to be a great fit as we build our program which is designed to meet the social, emotional, and academic needs of students, in a safe, consistent, and relationship-centered environment.

While keeping our goals of safety, consistency, and relationships at the forefront, we are successfully navigating a school experience with students that is like no other. We are focused on connecting with each student, in real time, every day, as we anxiously await the time when all of our students can be here in person with us. The evidence of our success is in our enrollment and attendance rates which continue to grow and we are actively accepting referrals and enrolling new students weekly.

All of this would not be possible without our staff, who have been critical to our mission. They have risen to the occasion by learning the in's and outs of our new school, and delivering such a program in an online format. Professional development continues to be ongoing and training focuses on Restorative Practices, learning about the Neurosequential Model for Education (trauma-informed practices), lesson planning and gradual release methods, and creating culturally relevant schools and classrooms. We are grateful for our partnerships with some fantastic Illinois trainers and we are also fortunate to be able to utilize the expertise of our own staff and administrators!

Don't forget to follow Summit Academy on Social Media!

Facebook: facebook.com/SummitAcademy815/

Twitter: [@SummitAcademy_](https://twitter.com/SummitAcademy_)

Instagram: [@summitacademy_](https://www.instagram.com/summitacademy_)

**Check out our
Models of Learning
here:**

[Full Remote Model](#)

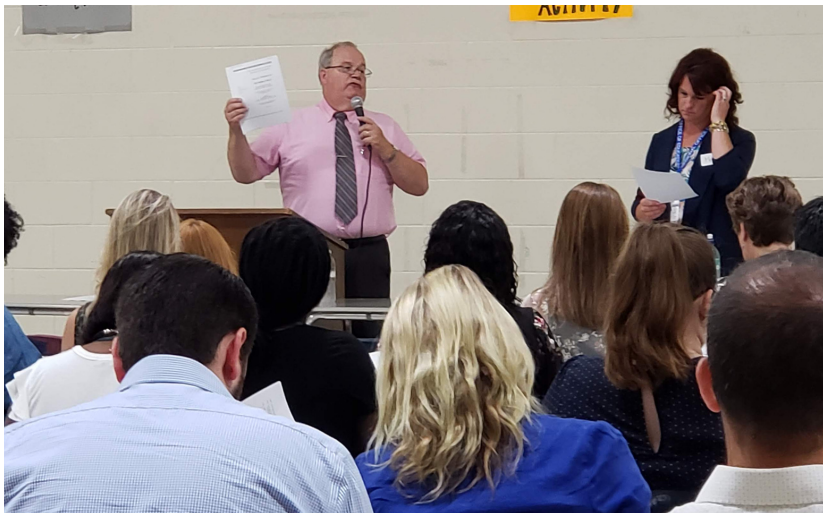
[Hybrid Model](#)

At Risk Student Services

Many changes have occurred this year in the At-Risk Student Services department: ranging from new staff and location to operating procedures and adapting to COVID restrictions. Throughout all of the “newness” our commitment to helping schools and families to overcome barriers to student's education has only increased.

Harold Sweeney, long-time director of the program, retired at the end of June, as did two of our long standing truancy interventionists. Meghan Hawkinson transitioned to the director position in the beginning of July and hit the ground running. The first task was moving the office from the location inside of the STAR Winnebago location to the ROE. The staff all came together to make the move a success and has taken pride in the new location. Two new truancy interventionists were also hired, and after interviewing some great candidates we were able to add two new team members.

While the pandemic has brought about new hurdles; schools and families are working hard to meet the needs of the students and we are coming alongside them the best way we can to help boost them over those hurdles. Our staff is doing amazing and important work in our community. Please take some time to read one of our success stories on the following page.



Pictured: Harold Sweeney and Meghan Hawkinson

BY THE NUMBERS:

- 211 Open Truancy Cases*
- 755 Court Appearances
- 75 Truancy Cases Closed
- 3,084 children identified as homeless under the McKinney Vento Act
- 347 chronically truant students referred to the Regional Attendance Cooperative

*see comparisons below

COMPARISON BY AGE:

- 9 - Ages 5-7
- 41 - Ages 8-10
- 60 - Ages 11-13
- 55 - Ages 14-15
- 46 - Ages 16-19

COMPARISON BY RACE:

- 76 - African American
- 76 - Caucasian
- 43 - Hispanic
- 16 - Multiracial

GRADE PLACEMENT

- 31 - Kindergarten - 3
- 96 - Grades 4-8
- 84 - Grades 9-12

BY GENDER

- 109 Male
- 102 Female



Celebrating Success

BRINGING HOPE TO STUDENTS

"C" was a 5th grader last year with an attendance rate under 50%. He was referred to our attendance program as a 4th grader when a neighbor called the school principal to report a young boy running around the neighborhood on a school day. I went to the subdivision, found him, and met with his mother. While his attendance had minimal improvement in 4th grade, it took a major dive in 5th. Sadly, the summer before 5th grade his family life was full of traumatic events. His father was in jail for domestic violence, drug/alcohol abuse, DUI etc... His mother was also arrested for DUI/substance abuse issues and facing incarceration. C did not start school at the beginning of the school year. No one was able to locate him and Mom was not responding to any means of communication. Persistent home visits, child welfare visits by police, frequent attempted phone calls and attempts by our program and school principal resulted in C's appearance at school, dropped off by a family member. The school year was a difficult year for this child that suffered/suffers from multiple trauma. He was despondent, apathetic, and very angry. And then a miracle happened.

Every person from the school: the principal, the school counselor, school secretary, bus driver, lunch/recess lady, teachers, past teachers, school psychologist, as well as outside counselors (Rosecrance), Prairie State Legal Services, Boone County Court, CASA, and our attendance program gave him our very best, and then some. He did everything he could to reject all the people that cared about him and I am pleased to say he was unsuccessful. C is the only student I know when asked, "What do you want to be when you grow and what dreams do you have for your life?" replied, "I don't have any. I don't have a future. I will be in jail/prison just like my parents. I'll probably use drugs, wrap my car around a tree and that will be it." As I'm writing this I'm marveling at how this is "truancy". The many hats of a truancy interventionist and how complex all these things present themselves as "truancy". We ALL have a responsibility to step up, whether it's in our job description or not. Amazingly enough, C was cared for, nurtured, provided counseling, received stability with court orders giving Grandma custody, was taught by a school environment that "taught him", not subjects and subsequently thrived. He closed out his 5th grade school year with nearly perfect attendance, excellent grades, a positive attitude towards school and learning, but most importantly, with HOPE.

Health Life Safety

Did you know that each of the 4000 public school buildings and school related buildings in the state are inspected annually to assure compliance with the minimum standards necessary to ensure the health and safety of public school students? ROE #4 serves both Winnebago and Boone County schools. The annual inspection results of each building are available at the Regional Office of Education (ROE) and a summary report is filed with the Illinois State Board of Education as required by law.



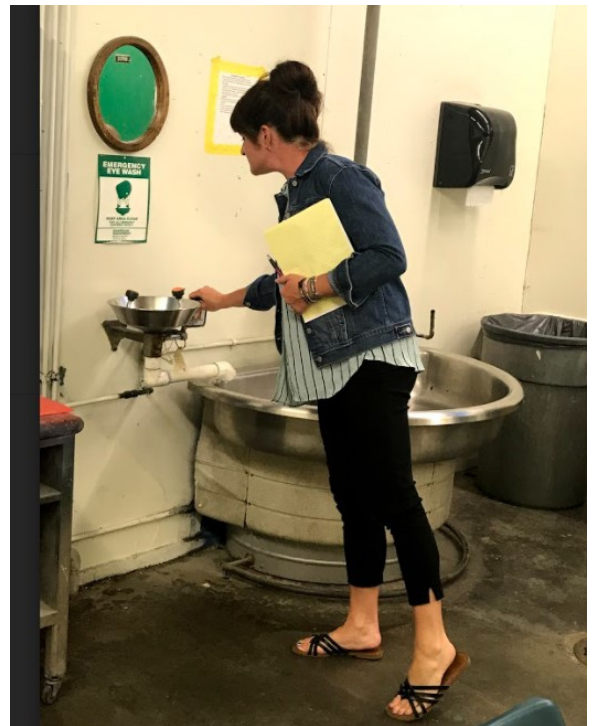
Pictured: Kim Maville

The Regional Office of Education is also responsible, through the Regional Superintendent of Schools, for statutory compliance with established standards in the construction and remodeling of public school buildings. The Regional Superintendent assures school board approval by resolution of construction plans, review of construction plans for code compliance, issuance of the building permit, and upon review, issuance of school occupancy permits. Further, the Regional Superintendent assures code compliance for temporary/mobile classroom units throughout the region.

Every 10 years all public school buildings must be resurveyed by an architect licensed by the State of Illinois. All work necessary to bring the building into compliance with minimum standards is noted. Upon completion of outlined work, compliance is verified by the district and architect in a report filed with the Regional Office of Education.

BY THE NUMBERS:

- 112 Buildings inspected: Annual Health Life Safety
- 93 Building Permits issued



Pictured: Meghan Hawkinson

Central Office

BY THE NUMBERS

TESTING CENTER

- 1039 Pearson Vue tests
- 421 GED tests
- 88 Parapro tests
- 225 IL Constitution tests

GED

- 115 Diplomas Issued

SCHOOL BUS DRIVER CLASSES

- 8 online refresher classes
- 29 in-person refresher classes
- 16 initial classes
- 178 drivers certified; 830 drivers recertified

SUBSTITUTE TEACHERS

- 108 New Regional Substitutes

FINGERPRINTING SERVICES

- 1703 individuals printed

HOME SCHOOLING

- 38 families (40 students) registered

IL WORK PERMITS

- 114 permits issued



Pictured: Front office Staff - Mary, Jean, Stephanie, Denise, Susan, Jamie



Technology Director: Jon Legge



PD Staff - Kim Diane, Chris, and Lori



Pictured: Business office - Maria and Rachelle



Pictured: Harold S and his team celebrating his Service Award at the ICEARY Conference

WHO WE SERVE

BY THE NUMBERS

Public School Districts:

- 8 - Unit Districts (K-12)
- 4 - Elementary Districts
- 1 - High School Districts

Public School Buildings

- 61 - Elementary Schools
- 19 - Junior High/Middle Schools
- 14 - High Schools
- 8 - Other Buildings

Student Enrollment

- 13 Public Schools – 55,342
 - 8119 Belvidere CUSD #100
 - 1568 North Boone CUSD #200
 - 6480 Harlem UD #122
 - 1807 Kinnikinnick CCSD #131
 - 737 Prairie Hill CCSD #133
 - 100 Shirland CCSD #134
 - 1554 Rockton SD #140
 - 29142 Rockford SD #205
 - 1962 Hononegah CHD #207
 - 966 County of Winnebago SD #320
 - 937 Pecatonica CUSD #321
 - 600 Durand CUSD #322
 - 1370 Winnebago CUSD #323
- 22 Non-Public Schools – 5,572
- Total Enrollment – 60,914

District Report Cards

[Click Here](#)



Regional Board of School Trustees

	Term Expires
Robert Phelps, President	2023
Annetta "Nettie" Parker, Vice President	2023
Todd France	2021
Nancy Holstrum	2021
Chuck Johnson	2025
Char Remer	2023
Bob Walberg	2021

TALK TO US

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www.roe4.org

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