

eGrant Management System

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Applicant: MERIDIAN CUSD 223

Application: Consolidated District Plan - 00

Cycle: Original Application

Sponsor/District: MERIDIAN CUSD 223

Date Generated: 3/14/2025 10:02:17 AM

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Contact Information Instructions 1. Contact Information for Person Completing This Form

Last Name* First Name* Middle

Initial

Mannix Stacey C Phone* Extension Email*
815 645 2230 7004 smannix@mail.meridian223.org

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 maximum characters used)
All federal funds that are procured by the Meridian CUSD 223 are leveraged to support all students, teachers, and other beneficiaries with special needs. Through annual needs assessments done within the district, in cooperation with the local special needs. Through annual needs assessments done within the district, in cooperation with the local special education cooperative, and other outside wrap-around service providers, we continue to ensure that we're identifying populations and areas that are most in need. Expenditures are reviewed annually to ensure equitable access to funding. Being a community unit school district provides us the advantage of leveraging the funding to support all students, teachers, and other beneficiaries with special needs. Regardless of gender, race, national origin, color, disability, or age, all stakeholders have equitable access to funds.

3. Bilingual Program Director Assurance

Please take note of the following, which is determined by your district's English Learner (EL) count, shown below:

71

If the district has 1 or more EL students, the bilingual program director must participate in the completion of the Bilingual Service Plan (BSP). The bilingual program director must also participate in the completion of Title III sections, as applicable. Districts with 0 ELs do not need to complete the Bilingual Service Plan (BSP).

4. District Migrant Education Program Liaison

Last Name First Name Middle Initial
Zamora Megan
Phone Extension Email
815 645 2230 5109 mzamora@mail.meridian223.org

The district individual above will be the contact person in the event that a migratory child is or migratory children are believed to have enrolled in the district. The District Migrant Program Liaison may notify ISBE at 312-814- 3850 or Multilingual@isbe.net if they are aware that a child could be a potential or active agricultural migrant. ISBE may also contact the above individual if it has information that a migratory child resides in the district and is eligible for supplemental instructional and/or support services under the Elementary and Secondary Education Act of 1965 (Reauthorized under the Every Student Succeeds Act of 2015) - Title I, Part C Education of Migratory Children.

5. 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 Needs Assessment and Programs 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.

*Required field, applicable for all funding sources
Amendments

Indicate whether this is the first submission for the fiscal year or an amendment to the APPROVED initial plan for the fiscal year.* *NOTE: This page must be completed each time a new plan version within the fiscal year is submitted to ISBE.* Initial submission for the fiscal year
Amendment to approved plan for the fiscal year

*Required field, applicable for all funding sources

Needs Assessment and Programs Instructions

1. Consolidated planning includes how anticipated programs will be funded. Indicate below for which programs the LEA anticipates receiving funding for school year 2025-2026.* [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
- 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 Student Education Program (ISEP)
- 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 in the CDP, with state and local resources to carry out activities supported in whole or in part with funding from the programs selected.* [2] For your convenience, the prior year Consolidated 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)

In addition to local funding sources, Meridian CUSD 223 utilizes State and Federal grant funding in order to supplement resources to carry out activities which will support the learning of all students, retention and recruitment of highly qualified staff, and continuous improvement. All funding sources in coordination allow us to continue to work toward our vision of providing world class education, while retaining small town values. Coordinated professional development and resources allow us to continually develop and grow our staff in order to provide world class level instruction. This continued focus on their growth and development allows us to recruit and retain highly qualified staff as well.

Response from the approved prior year Consolidated District Plan.

In addition to local funding sources, Meridian CUSD 223 utilizes State and Federal grant funding in order to supplement resources to carry out activities which will support the learning of all students, retention and recruitment of highly qualified staff, and continuous improvement. All funding sources in coordination allow us to continue to work toward our vision of providing world class education, while retaining small town values. Coordinated professional development and resources allow us to continually develop and grow our staff in order to provide world class level instruction. This continued focus on their growth and development allows us to recruit and retain highly qualified staff as well.

3. Will the LEA braid funding?*Indicate the funds that will be braided, and select the programs or initiatives that will be supported by braiding. If no programs/initiatives are supported by braiding, select no.

Braiding of Funds

Yes No

4. Will the LEA hybrid-blend Title II and/or Title IV funding?*Indicate all that apply, and select the programs or initiatives that will be supported by hybrid blending. If no programs/initiatives are supported by the full/partial transfer of funds, select no. Transfer of Funds

Yes No

5. Provide a Summary of the LEA's Needs Assessment.*

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)

When we examine our assessment data, demographics, survey data, and feedback from parent and teacher groups there is a clear feeling that our students are changing and we must continue to change our practices to better meet their evolving needs. An annual needs assessment is concluded in an annual data retreat where data from all departments and buildings is shared. This data then informs the direction and allocation of funding in order to best serve students and develop and grow staff.

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

Needs Assessment Impact Instructions

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. ESSA site based expenditure data
- 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.

Great Places to Work Survey, The Partnership for Excellence (Regional Baldrige), Framework and Feedback.

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

Needs Assessment and Programs 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

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

The district uses a board approved and IL State Learning Standards aligned curriculum to meet the instructional and academic needs of all students. Specifically the district uses Amplify CKLA, Haggerty Phonemic Awareness, Jolly Phonics Start for core curriculum. Amplify mCLASS, STAR 360 skill recommendations, Phonics for Reading, and Fundations are interventions used for those students in need of further intervention. Furthermore, all interventions and curriculum are put in place to ensure that all students have equal chance of academic success. Each building also has multiple Special Education teachers and at least one counselor to address the special needs of individual students to promote equity whether academic or social-emotional. The Title program helps to promote this equity for students within each of the buildings. Title teachers analyze data gathered via benchmarking and classroom assessments/observations to specifically instruct students using research based interventions to help promote growth in areas identified. Title 1 teachers reflect on growth to assess whether or not adequate progress is being made or if additional support is needed. The district will utilize a schoolwide program in the application of Title 1 funds in order to upgrade the entire educational program within the school. Through the utilization of an ongoing comprehensive needs assessment, based on the achievement data of both LI students and the general population, the district has determined that there exists a general need for a systematic reform in the areas of social/emotional development and core curriculum.MCUSD 223 has serviced Title I populations for many years. The program has evolved over time and now fit nicely within a typical RtI (Response to Intervention) or MTSS (Multi-Tiered System of Support Model). Title I funds have been used predominantly to help fund a reading specialists who serves at-risk students in a small, structured class setting provided targeted, research based interventions. The Title program helps to promote this equity for students within MCUSD 223. Title teachers analyze data gathered via benchmarking and classroom assessments/observations to specifically instruct students using research based interventions to help promote growth in areas identified. Title 1 teachers reflect on growth to assess whether or not adequate progress is being made or if additional support is needed. We definitively believe that this approach has produced results and allowed us to keep our local achievement gap between LI (Low Income) students and non-low income students narrower than the state average. A comprehensive needs

assessment for our building and district, however, indicates that we have other growing needs and that by shifting the way our Title I dollars work for us schoolwide we can have a bigger impact for more kids. Specifically, feedback from our Parent Advisory Councils,

the Five Essential Surveys, and staff discussions has led us to believe that a comprehensive approach to align all systems is necessary. Currently, we attempt with great effort to address the whole child within MCUSD 223- inclusive of teaching social

emotional skills, using a research-based intervention system, using a research-based discipline system, and working to continually improve upon our academic systems. Despite these efforts, we have found that it feels like we are attempting to accomplish many things without coherence and our possibly missing out on greater opportunities to create meaningful experiences for our students that would directly impact their student achievement. After receiving this feedback, independent of anything associated or targeted for use of Title I funds, we began exploring systems and options to help remedy our strategic challenge. Programs such as MyON, STAR Renaissance Learning, Amplify mCLASS, Amplify Reading and Leader in Me have been found to help remediate these outstanding issues. Research by Colman and Morgan found schools that have successfully implemented and sustained The Leader in Me have found it imperative to align academic systems to the transformation model. While alignment can occur through a variety of systems, strategies that closely align to the ideals and intent of Title I, Part A include school wide goal achievement, student-led achievement, and empowering instruction. Setting school wide goals gives the school a shared direction and allows it to pursue a common objective regardless of the level where the goal is set - school wide, staff or team. The goals of all programs are have been articulated in independent school improvement goals. Increases in both ELA and Math scores, as indicated by the STAR nationally normed assessments, are one of the primary academic focuses. The implementation and availability of programs such as Accelerated Reader, through the STAR suite, and MyON indicate a systematic reform of the educational structure and process for all students. Increases in the development of the whole child and a greater awareness and implementation of social/emotional standards are reflected through an implementation of Leader in Me. Furthermore, aligning student-led achievement systems through tools such as student goals, leadership notebooks and student-led conferences has also been shown

to positively impact sustainability of The Leader in Me. Aligning instruction, including teacher planning and reflection, collaborative protocols, and student-led learning, also creates the consistency and sustainability at the staff-level. The allocation of funds in FY24 demonstrated growth in both student achievement and the social emotional development of students. The achievement gap continues to be closed and programs for continued parent involvement are being designed.

B. Title I, Part A - School Improvement Part 1003

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

Also identify needs assessment results, including programs and activities planned as a result of the needs assessment, a description of strategies for closing any achievement gaps, and key professional development opportunities for teachers and principals.

Meridian CUSD 223 will continue to use Title II funds to help provide greater efforts at improving and systematizing our attempts at improving culture, developing leaders, improving teacher coaching, the use of STEM in the classroom teacher onboarding, re recruitment/retention of highly qualified teachers and administrators, development, and leadership cultivation. The district has used Title II funds successfully for this purpose for multiple years.

G. Title III - LIEP

H. Title III - ISEP

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.

Funds will be used to help financially support students in an effort to maximize exposure to AP coursework and assessments. It will also be utilized for the implementation of programs to support STEM integration and learning. Funds will also be utilized to incorporate a dedicated college and career center at the high school.

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

K. IDEA, Part B - Flow-Through [1]

Pursuant to local BOE policy, no: 5:10 no student, teacher, or any other program beneficiaries in Meridian CUSD 223 shall be denied access to the participation in any NCLB program activities based upon gender, race, national origin, color, disability, or age. Additionally, all teachers and instructional staff have and will receive training on an annual basis to ensure that the rights of all stakeholders are protected. Funds help support personnel salaries and Speech services. Allows employment of the personnel to be possible therefore creating small group instruction and individualized instruction which is the focus of our program. Data collected from standardized assessments and formal assessments targeting state standards are collaboratively analyzed by teachers and paraprofessionals to identify struggling students in the area of mathematics and language arts. A students academic needs are individually identified and plans are put in place to support his/her academic growth. Language arts focused on fluency, fiction/nonfiction comprehension, and academic vocabulary. Mathematics focuses on basic math skills, algebra and measurement data at the middle school level. The high school continues to focus on these skills with the addition of geometry. The grant allows the personnel to thoroughly analyze the available data and to place interventionists appropriately in order to provide students the best possible support moving forward. The OCEC conducts an annual needs assessment, as well as a timely and meaningful consultation on behalf of the Meridian school district.

L. IDEA, Part B - Preschool

The Needs Assessment supports additional services to students with disabilities so as to facilitate student growth and forward movement in their educational program. For students with identified academic or behavior needs, additional support services are necessary for the students' success using the identified support staff. The Subgrant funds will be used to pay a portion of the salary for the Early Childhood Program Paraprofessional. This aide provides ongoing services to preschool children with learning disabilities enrolled in the Early Childhood Program. No significant change from prior years. We continue to evaluate and assess our program to assure it's continual alignment with the state core standards and look for ways to expand the program to support more students. The OCEC conducts an annual needs assessment, as well as a timely and meaningful consultation on behalf of the Meridian school district.

Legislative Requirement:

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

*Required field, applicable for all funding sources selected

Stakeholder Involvement Instructions

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:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. 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 (Administrator overseeing EL Services) (1,6,8)
- L. Title IV director (1)
- M. Special Education director
- N. Guidance staff
- O. Community members and community based organizations (7)
- P. Business representatives (2,3,4)
- Q. Researchers (7)
- R. Institutions of Higher Education (7)
- S. Homeless Liaison
- 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
- 5 = Title II, Part A - Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- 6 = Title III, including LIEP and ISEP
- 7 = Title IV, Part A - Student Support and Academic Enrichment
- 8 = EL - BSP

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. Note that documentation of stakeholder engagement may be requested during monitoring; keep documentation on file. [1]

For your convenience, the prior year Consolidated 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]

Weekly leadership meetings include directors, administrators, principals, other school leaders, specialized instructional support personnel (ELA Instructional Coach), and other school personnel. These meetings discuss the scope, context and direction of the district utilizing data provided from teachers, principals, directors and other district stakeholders to be responsive to current needs, along with the development of future plans to bridge identified gaps. Meetings occurred from August - May every Thursday morning. Principal-parent advisory councils were utilized to gain parent input regarding the effectiveness and appropriateness of implemented programs, as well as input regarding the implementation and integration of new programs and services. PPAC meetings occurred on the 1st Thursday evening of each month. Once all information and data from the monthly leadership meetings and PPAC was gathered a committee of teachers, principals, paraprofessionals, and instructional coaches was utilized to finalize the Title 1 District Plan. Teachers included Title 1 teachers from Highland Elementary and Monroe Center Grade School, as well as the math interventionist and paraprofessional. The principals from both buildings, district ELA instructional coach, district Math instructional coach and union president work each year to finalize the language of the district plan.

Response from the prior year Consolidated District Plan.

Weekly leadership meetings include directors, administrators, principals, other school leaders, specialized instructional support personnel (ELA Instructional Coach), and other school personnel. These meetings discuss the scope, context and direction of the district utilizing data provided from teachers, principals, directors and other district stakeholders to be responsive to current needs, along with the development of future plans to bridge identified gaps. Meetings occurred from August - May every Thursday morning. Principal-parent advisory councils were utilized to gain parent input regarding the effectiveness and appropriateness of implemented programs, as well as input regarding the implementation and integration of new programs and services. PPAC meetings occurred on the 1st Thursday evening of each month. Once all information and data from the monthly leadership meetings and PPAC was gathered a committee of teachers, principals, paraprofessionals, and instructional coaches was utilized to finalize the Title 1 District Plan. Teachers included Title 1 teachers from Highland Elementary and Monroe Center Grade School, as well as the math interventionist and paraprofessional. The principals from both buildings, district ELA instructional coach, district Math instructional coach and union president work each year to finalize the language of the district plan.

3. Describe the approaches the district will use to include parents and family members in the development of LEA plans, so that the plans and related activities represent the needs of varied and diverse populations.** [2]

For your convenience, the prior year Consolidated 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 has established PPAC (Principal-Parent advisory committees) to ensure the involvement and input from parents and family members in the development of LEA plans. The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parental Involvement Compact The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parental Involvement Compact Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled.

Response from the prior year Consolidated District Plan.

The district has established PPAC (Principal-Parent advisory committees) to ensure the involvement and input from parents and family members in the development of LEA plans. The District maintains programs, activities, and procedures for the involvement of parents/guardians of students receiving services, or enrolled in programs, under Title I. These programs, activities, and procedures are described in District-level and School-level compacts. District-Level Parental Involvement Compact The Superintendent or designee shall develop a District-Level Parental Involvement Compact according to Title I requirements. The District-Level Parental Involvement Compact shall contain: (1) the District's expectations for parental involvement, (2) specific strategies for effective parent involvement activities to improve student academic achievement and school performance, and (3) other provisions as required by federal law. The Superintendent or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled in programs, under Title I. School-Level Parental Involvement Compact Each Building Principal or designee shall develop a School-Level Parental Involvement Compact according to Title I requirements. This School-Level Parental Involvement Compact shall contain: (1) a process for continually involving parents/guardians in its development and implementation, (2) how parents/guardians, the entire school staff, and students share the responsibility for improved student academic achievement, (3) the means by which the school and parents/guardians build and develop a partnership to help children achieve the State's high standards, and (4) other provisions as required by federal law. Each Building Principal or designee shall ensure that the Compact is distributed to parents/guardians of students receiving services, or enrolled.

4. Describe the activities/strategies the LEA will implement for effective parent and family engagement. This includes a description of any activities/strategies that will be implemented for effective English learner and immigrant parent family engagement, as applicable.** [3] For your convenience, the prior year Consolidated 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]

Principal-parent advisory councils were utilized to gain parent input regarding the effectiveness and appropriateness of implemented programs, as well as input regarding the implementation and integration of new programs and services. PPAC meetings occurred on the 1st Thursday evening of each month. The district also utilizes parent engagement events such as family literacy nights, family wellness nights, all pro dad, muffins with mom, kindergarten kickoff, and other various events to engage parents in a well rounded manner. We value community support and input as is demonstrated by the feedback loops that have been put in place to provide community members with an outlet to voice opinions and concerns and to participate in the strategic planning processes. The value we place on community partnerships are also reflected in the stated core competencies. Meridian 223 identifies its key communities as not just the geographic area that the district serves, but also the stakeholder groups. Specifically, parents have played a more active role in providing feedback for and having input into the creation of SIP for all 4 schools, along with the development of the school handbook.

Response from the prior year Consolidated District Plan.

Principal-parent advisory councils were utilized to gain parent input regarding the effectiveness and appropriateness of implemented programs, as well as input regarding the implementation and integration of new programs and services. PPAC meetings occurred on the 1st Thursday evening of each month. The district also utilizes parent engagement events such as family literacy nights, family wellness nights, all pro dad, muffins with mom, kindergarten kickoff, and other various events to engage parents in a well rounded manner. We value community support and input as is demonstrated by the feedback loops that have been put in place to provide community members with an outlet to voice opinions and concerns and to participate in the strategic planning processes. The value we place on community partnerships are also reflected in the stated core competencies. Meridian 223 identifies its key communities as not just the geographic area that the district serves, but also the stakeholder groups. Specifically, parents have played a more active role in providing feedback for and having input into the creation of SIP for all 4 schools, along with the development of the school handbook.

Title I Requirement:

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

[ESEA section 1112\(a\)\(1\)\(A\)](#)

Title III Requirement:

An LEA must develop and implement the plan in consultation with teachers, researchers, school administrators, parent and family members, community members, public or private entities, and institutions of higher education. (Section 3121(b)(4)(C))

Legislative References:

[1] Title I, Part A, Section 1112(a) (1) (A and B) and Section 3121 (b) (4)(C)

[2] Title I, Part A, Section 1116(a)(2)
[3] Title I, Part A, Section 1116(a)(2) and Section 1112(b)(7)

*Required field
**Required if funding selected for Title I, Part A; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

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

NOTE: This page may remain blank if no private schools are listed or participating in the programs
NOTE: This page is not applicable to state schools or state-authorized charter schools.
Using the latest available verified data, private schools within the districts boundaries that are registered with ISBE are pre-populated in the table below. Timely and meaningful consultation with these schools is required by legislation for ESEA
Titles I, II, and IV, as well as both IDEA grants. Any additional newer schools can be added by selecting Create Additional Entries. See separate sections below for more detailed information on completing the table.

Will Private Schools participate in the Program?
Yes No

[Nonpublic School Consultation Form](#)

Private School Name	School Closing	Title I	Title II	Title IV	Nonpublic Consultation Form
		Yes No Number of Low-Income Student(s):	Yes No Total Enrollment Number Student(s):	Yes NoTotal Enrollment Number Student(s):	Choose File No file chosen

Comments: Preschool Coordination Instructions

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:
Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. 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 prior year Consolidated 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, numberedor 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 does not apply Title I funds to early childhood educational programs within the district, but affirms and supports a strong curriculum for all. The services utilized schoolwide continue to help provide progress toward the goals of the Title 1 district plan. Implementation and utilization of STAR Early Literacy Assessments, as well as resources provided within the STAR360 suite, access and utilization of MyON, and implementation of Leader in Me within the EC programs allow for both consistency and appropriate monitoring of progress.For students with identified academic or behavior needs, additional support services are necessary for the students' success using the identified support staff. The Subgrant IDEA-Preschool funds will be used to pay a portion of the salary for the Early Childhood Program Paraprofessional. This aide provides ongoing services to preschool children with learning disabilities enrolled in the Early Childhood Program. No significant change. We continue to evaluate and assess our program to assure it's continual alignment with the state core standards and look for ways to expand the program to support more students. PreK teachers, along with Kindergarten teachers utilize the KIDS assessment to track whether progress is being made to ensure that all students entering Kindergarten are adequately prepared with special attention paid to subgroups and students protected under IDEA.
Response from the approved prior year Consolidated District Plan.
The district does not apply Title I funds to early childhood educational programs within the district, but affirms and supports a strong curriculum for all. The services utilized schoolwide continue to help provide progress toward the goals of the Title 1 district plan. Implementation and utilization of STAR Early Literacy Assessments, as well as resources provided within the STAR360 suite, access and utilization of MyON, and implementation of Leader in Me within the EC programs allow for both consistency and appropriate monitoring of progress.For students with identified academic or behavior needs, additional support services are necessary for the students' success using the identified support staff. The Subgrant IDEA-Preschool funds will be used to pay a portion of the salary for the Early Childhood Program Paraprofessional. This aide provides ongoing services to preschool children with learning disabilities enrolled in the Early Childhood Program. No significant change. We continue to evaluate and assess our program to assure it's continual alignment with the state core standards and look for ways to expand the program to support more students. PreK teachers, along with Kindergarten teachers utilize the KIDS assessment to track whether progress is being made to ensure that all students entering Kindergarten are adequately prepared with special attention paid to subgroups and students protected under IDEA.
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 Student Achievement and Timely Graduation Instructions

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:
Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. District Goal(s):
Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.
3rd Grade Reading, 5th Grade Math, 8th Grade Algebra I and 9th Grade on track to graduate.
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 prior year Consolidated 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, numberedor 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 uses a board approved and IL State Learning Standards aligned curriculum to meet the instructional and academic needs of all students. Specifically the district uses Amplify CKLA, Haggerty Phonemic Awareness, Jolly Phonics Start for core curriculum. In buildings above 5th grade, specific curriculum related to the core content area is utilized and BOE approved. Amplify Reading, Amplify mCLASS, STAR 360 skill recommendations, Foundations, and Phonics for Reading are interventions used for those students in need of further intervention. Furthermore, all interventions and curriculum are put in place to ensure that all students have equal chance of academic success. Each building also has multiple Special Education teachers to address the special needs of individual students to promote equity. The Title program helps to promote this equity for students within each of the buildings. Title teachers analyze data gathered via benchmarking and classroom assessments/observations to specifically instruct students using research based interventions to help promote growth in areas identified. Title 1 teachers reflect on growth to assess whether or not adequate progress is being made or if additional support is needed. At the JH & HS level, programs such as SOAR (Success of a Redbird) and HEAT (Helping Eliminate Academic Tardiness) are utilized to ensure that all students are meeting goals.
Response from the prior year Consolidated District Plan.
The district uses a board approved and IL State Learning Standards aligned curriculum to meet the instructional and academic needs of all students. Specifically the district uses Amplify CKLA, Haggerty Phonemic Awareness, Jolly Phonics Start for core curriculum. In buildings above 5th grade, specific curriculum related to the core content area is utilized and BOE approved. Amplify Reading, Amplify mCLASS, STAR 360 skill recommendations, Foundations, and Phonics for Reading are interventions used for those students in need of further intervention. Furthermore, all interventions and curriculum are put in place to ensure that all students have equal chance of academic success. Each building also has multiple Special Education teachers to address the special needs of individual students to promote equity. The Title program helps to promote this equity for students within each of the buildings. Title teachers analyze data gathered via benchmarking and classroom assessments/observations to specifically instruct students using research based interventions to help promote growth in areas identified. Title 1 teachers reflect on growth to assess whether or not adequate progress is being made or if additional support is needed. At the JH & HS level, programs such as SOAR (Success of a Redbird) and HEAT (Helping Eliminate

- Academic Tardiness) are utilized to ensure that all students are meeting goals.
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 prior year Consolidated 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, numberedor 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)
 Each building has a SAT Team, which consists of the building administrator, school psychologist, social worker, counselor, special education teacher, Title 1 reading teacher, and ESL teacher who meet with each grade level on a regular basis to go through the identification process of students in the most need: analyzing STAR 360 Benchmarks, Progress Monitoring Scores, Running Records, SORT, Teacher recommendation, and the ELA teacher-created assessment results. Students who fall below the 25th percentile receive supplemental instructional services and are monitored for progress toward grade level goals.
 Response from the prior year Consolidated District Plan.
 Each building has a SAT Team, which consists of the building administrator, school psychologist, social worker, counselor, special education teacher, Title 1 reading teacher, and ESL teacher who meet with each grade level on a regular basis to go through the identification process of students in the most need: analyzing STAR 360 Benchmarks, Progress Monitoring Scores, Running Records, SORT, Teacher recommendation, and the ELA teacher-created assessment results. Students who fall below the 25th percentile receive supplemental instructional services and are monitored for progress toward grade level goals.
 3. Describe the additional and supplemental education assistance (resources and/or programming) to be provided to individual students needing additional help meeting the challenging State academic and language standards.This includes a description of any additional and supplemental instructional assistance designed to assist English learners and immigrant students to access academic content and develop language proficiency, as applicable.* [3] For your convenience, the prior year Consolidated 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, numberedor 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)
 Continuum of intervention - from non Title to Tier 2 Intervention to Title with Tier 3 Interventions to Special Education. The SAT team meets with each grade level team specifically after benchmarking and continually throughout the school year to determine which non Title students are in need of additional instruction and amount of time which will be allotted to the student(s) in need. We evaluate each RTI student's progress monthly, as well as the specific interventions and options to serve other potential needs. Resources are applied based upon adequate progress or lack of. This has proven to be an effective continuum of services since attention to each student's needs is given equal priority and documented to direction of services and days provided: classroom teacher, para in class support, para pull, specialist pull, to resource. To adequately provide services Highland Elementary School and Monroe Center Grade School have Title 1 teachers who support reading. Each building also has paraprofessionals who help support the teachers outside of the block time that they are able to see students. Furthermore, programs such as MyON have been put in place by the district to help open up access to reading for all students. This program allows students access to countless books at their reading levels and allows us to track their progress throughout the summer.
 Response from the prior year Consolidated District Plan.
 Continuum of intervention - from non Title to Tier 2 Intervention to Title with Tier 3 Interventions to Special Education. The SAT team meets with each grade level team specifically after benchmarking and continually throughout the school year to determine which non Title students are in need of additional instruction and amount of time which will be allotted to the student(s) in need. We evaluate each RTI student's progress monthly, as well as the specific interventions and options to serve other potential needs. Resources are applied based upon adequate progress or lack of. This has proven to be an effective continuum of services since attention to each student's needs is given equal priority and documented to direction of services and days provided: classroom teacher, para in class support, para pull, specialist pull, to resource. To adequately provide services Highland Elementary School and Monroe Center Grade School have Title 1 teachers who support reading. Each building also has paraprofessionals who help support the teachers outside of the block time that they are able to see students. Furthermore, programs such as MyON have been put in place by the district to help open up access to reading for all students. This program allows students access to countless books at their reading levels and allows us to track their progress throughout the summer.
 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. This includes a description of any additional supplemental instructional activities and strategies designed to strengthen academic and language programs for English learners and immigrant students, as applicable.* [4]
 For your convenience, the prior year Consolidated 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, numberedor 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)
 Title teachers implement interventions addressing specific skill deficits. These interventions are provided in a small group alternative setting on a regular basis based on need. Title teachers also assist classroom teachers with supplemental materials to address target skills. Each building allots a 20-40 minute block for each classroom with the Title interventionist, each day. This time may be utilized as pull-out or push-in depending on what may be most appropriate in the given situation and at the time of need. Support staff and paraprofessionals allow the interventionist to spend more one-on-one time with students than they may have been able to without support, allowing for the greatest potential growth in students receiving services. The Leader in Me curriculum will also be implemented to improve school conditions and student efficacy to strengthen academic programs and increase student autonomy and achievement.
 Response from the prior year Consolidated District Plan.
 Title teachers implement interventions addressing specific skill deficits. These interventions are provided in a small group alternative setting on a regular basis based on need. Title teachers also assist classroom teachers with supplemental materials to address target skills. Each building allots a 20-40 minute block for each classroom with the Title interventionist, each day. This time may be utilized as pull-out or push-in depending on what may be most appropriate in the given situation and at the time of need. Support staff and paraprofessionals allow the interventionist to spend more one-on-one time with students than they may have been able to without support, allowing for the greatest potential growth in students receiving services. The Leader in Me curriculum will also be implemented to improve school conditions and student efficacy to strengthen academic programs and increase student autonomy and achievement.
 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 prior year Consolidated 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, numberedor 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)
 Meridian CUSD #223 hires teachers that are appropriately certified to teach subject levels and grade levels. ROE certifies this when examining certification of teachers. Additionally, students are distributed strategically to ensure in-need students receive additional support from highly qualified teachers.
 Response from the prior year Consolidated District Plan.
 Meridian CUSD #223 hires teachers that are appropriately certified to teach subject levels and grade levels. ROE certifies this when examining certification of teachers. Additionally, students are distributed strategically to ensure in-need students receive additional support from highly qualified teachers.
 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 prior year Consolidated 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, numberedor 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 employs librarians at all buildings where Title funds are applied. The effectiveness of school library programs hinges on the effectiveness of the equitable scheduling and access to the library and services which the librarian can provide. It is with this in mind that schedules are created, programs are implemented, and students are provided with opportunities to develop both digital literacy skills and improve academic achievement. The librarian provides both resources within the library setting itself, but also does push-in services to classrooms. Additionally, the district continues to ensure that students have access to a diverse range of books that represent all backgrounds of students. To promote continued success and development of library services, the MCUSD 223 Board of Education Policy 6:230 has been established. The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards: 1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. 2. Financial resources for the program's resources and supplies are allocated to meet students' needs. 3. Students in all grades served have equitable access to library media resources. 4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals. 5. Staff members are invited to recommend additions to the collection. 6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.
 Response from the prior year Consolidated District Plan.
 The district employs librarians at all buildings where Title funds are applied. The effectiveness of school library programs hinges on the effectiveness of the equitable scheduling and access to the library and services which the librarian can provide. It is with this in mind that schedules are created, programs are implemented, and students are provided with opportunities to develop both digital literacy skills and improve academic achievement. The librarian provides both resources within the library setting itself, but also does push-in services to classrooms. Additionally, the district continues to ensure that students have access to a diverse range of books that represent all backgrounds of students. To promote continued success and development of library services, the MCUSD 223 Board of Education Policy 6:230 has been established. The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards: 1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served. 2. Financial resources for the program's resources and supplies are allocated to meet students' needs. 3. Students in all grades served have equitable access to library media resources. 4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals. 5. Staff members are invited to recommend additions to the collection. 6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.
 7. Describe how the district will identify and serve gifted and talented students by using objective criteria.** [7]
 For your convenience, the prior year Consolidated 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, numberedor 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)
 Cluster grouping for math is utilized to help serve gifted and talented students. Students are identified with the utilization of SAT criteria and scores on STAR assessments. Recent research suggests that a LI student who scores closer to the average have a greater propensity to actually be gifted but are lacking access and exposure to gifted instruction. This has been taken into account as cluster groups are created for math.
 Response from the prior year Consolidated District Plan.
 Cluster grouping for math is utilized to help serve gifted and talented students. Students are identified with the utilization of SAT criteria and scores on STAR assessments. Recent research suggests that a LI student who scores closer to the average have a greater propensity to actually be gifted but are lacking access and exposure to gifted instruction. This has been taken into account as cluster groups are created for math.

Title I Requirements:

Ensure that all children receive a high-quality education.

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

Legislative References:

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

[2] Title I, Part A, Section 1112(b)(1)(B); 34 CFR 300.226 and 300.646

[3] Title I, Part A, Section 1112(b)(1)(C); 34 CFR 300.226 and 300.646
[4] Title I, Part A, Section 1112(b)(1)(D); 34 CFR 300.226 and 300.646
[5] Title I, Part A, Section 1112(b)(2)
[6] Title I, Part A, Section 1112(b)(13)(B)
[7] Title I, Part A, Section 1112(b)(13)(A)

*Required if funding selected for Title I, Part A; Title I, Part 1003a; Title I, Part D; Title II, Part A; Title III; and/or Title IV, Part A

**Required field for only Title I, Part A

College and Career Readiness Instructions

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:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. 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 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 prior year Consolidated 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)

Title 1 funds are not applied to building with grade levels above grade 5. The district ensures appropriate transitions for all students through the use of systematic transition processes. A standard form is utilized for all students with IEP services in order to ensure an appropriate transition of services from one building to the next, while taking into account services that are available at each level. Students are provided opportunities to go and visit, along with general orientations at each transition (2-3, 5-6, 8-9) to curb potential anxieties. Meridian 223 provides access to multiple AP courses, dual credit courses, internship opportunities, and other services which help ensure college and career readiness upon graduation. Meridian 223 also has a College & Career Coordinator at the HS to ensure students have the support necessary to gain prerequisite skills to prepare them for either college, careers, or the armed forces. The College & Career Coordinator also coordinates with higher education, employers, and other local partners to provide college visits, information, and identify potential internship opportunities for students. They also provide activities and counseling in order to help students identify interests and skills which will help provide them with the most efficient pathway toward success at the next level. The HS also provides basic training and internship opportunities for students with protection under IDEA that will provide them with the life skills and experiences necessary to allow them to work toward further independence and success at the next level. Students who are profoundly disabled are served through the OCEC and are provided with experiences that work toward the same goals, as articulated by their case managers.

Response from the approved prior year Consolidated District Plan.

Title 1 funds are not applied to building with grade levels above grade 5. The district ensures appropriate transitions for all students through the use of systematic transition processes. A standard form is utilized for all students with IEP services in order to ensure an appropriate transition of services from one building to the next, while taking into account services that are available at each level. Students are provided opportunities to go and visit, along with general orientations at each transition (2-3, 5-6, 8-9) to curb potential anxieties. Meridian 223 provides access to multiple AP courses, dual credit courses, internship opportunities, and other services which help ensure college and career readiness upon graduation. Meridian 223 also has a College & Career Coordinator at the HS to ensure students have the support necessary to gain prerequisite skills to prepare them for either college, careers, or the armed forces. The College & Career Coordinator also coordinates with higher education, employers, and other local partners to provide college visits, information, and identify potential internship opportunities for students. They also provide activities and counseling in order to help students identify interests and skills which will help provide them with the most efficient pathway toward success at the next level. The HS also provides basic training and internship opportunities for students with protection under IDEA that will provide them with the life skills and experiences necessary to allow them to work toward further independence and success at the next level. Students who are profoundly disabled are served through the OCEC and are provided with experiences that work toward the same goals, as articulated by their case managers.

- 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 prior year Consolidated 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)

Not applicable. Title 1 funds are not applied to buildings with grade levels above 5. Meridian 223 also has a College & Career Coordinator at the HS to ensure students have the support necessary to gain prerequisite skills to prepare them for either college, careers, or the armed forces. The College & Career Coordinator also coordinates with higher education, employers, and other local partners to provide college visits, information, and identify potential internship opportunities for students. They also provide activities and counseling in order to help students identify interests and skills which will help provide them with the most efficient pathway toward success at the next level. The HS also provides basic training and internship opportunities for students with protection under IDEA that will provide them with the life skills and experiences necessary to allow them to work toward further independence and success at the next level. Students who are profoundly disabled are served through the OCEC and are provided with experiences that work toward the same goals, as articulated by their case managers. Courses in Ag, CTE, Computers, and Industrial Arts provide students with access to experiential learning based upon the foundation of real world learning and skill attainment.

Response from the approved prior year Consolidated District Plan.

Not applicable. Title 1 funds are not applied to buildings with grade levels above 5. Meridian 223 also has a College & Career Coordinator at the HS to ensure students have the support necessary to gain prerequisite skills to prepare them for either college, careers, or the armed forces. The College & Career Coordinator also coordinates with higher education, employers, and other local partners to provide college visits, information, and identify potential internship opportunities for students. They also provide activities and counseling in order to help students identify interests and skills which will help provide them with the most efficient pathway toward success at the next level. The HS also provides basic training and internship opportunities for students with protection under IDEA that will provide them with the life skills and experiences necessary to allow them to work toward further independence and success at the next level. Students who are profoundly disabled are served through the OCEC and are provided with experiences that work toward the same goals, as articulated by their case managers. Courses in Ag, CTE, Computers, and Industrial Arts provide students with access to experiential learning based upon the foundation of real world learning and skill attainment. 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

Professional Development - Highly Prepared and Effective Teachers and School Leaders Instructions

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:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.
Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. 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 2025-2026 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 Needs Assessment and Programs 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

Professional development in alignment with ELA standards and continuous growth will be provided to teachers through the use of Title I funding. Staff will receive PD specifically from Amplify learning in order to develop stronger understanding and skills, as related to the science of reading. Additional professional development in areas of SEL will also be provided through Franklin Covey and Leader in Me.

B. Title I, Part A - School Improvement Part 1003

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

PD is provided in order to retain and recruit highly qualified staff, teachers, and principals. As we move through the end of the pandemic and a new wave of issues within our schools it is imperative that we're able to be agile and responsive to the needs within the buildings. Book studies and reviews of school data help to provide a foundation for providing professional development for our staff.

G. Title III - LIEP

H. Title III - ISEP

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

NONE USED HERE

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

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

Set aside funding is used by the Ogle County Educational Cooperative to provide professional development for special education staff and those who work with students with special needs.

L. IDEA, Part B - Preschool

Set aside funding is used by the Ogle County Educational Cooperative to provide professional development for special education staff and those who work with students with special needs.

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

Safe and Healthy Learning Environment Instructions

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:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. 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 prior year Consolidated 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]

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program. Bullying includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2. Causing a substantially detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements: 1. Using the definition of bullying as provided in this policy, the Superintendent or designee shall emphasize to the school community that: (1) the District prohibits bullying, and (2) all students should conduct themselves with a proper regard for the rights and welfare of other students. This may include a process for commending or acknowledging students for demonstrating appropriate behavior. 2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution. 3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted. 4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. 5. The Superintendent or designee shall promptly investigate and address reports of bullying. 6. The Superintendent or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social/emotional skill building, counseling, school psychological services, and community-based services. 7. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. 8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for purposes of determining any consequences or other appropriate remedial actions. 9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians. 10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired. 11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. A bullying protocol has been established for each building and communicated to students, staff, and parents.

Response from the prior year Consolidated District Plan.

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important District goals. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations: 1. During any school-sponsored education program or activity. 2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school-sponsored or school-sanctioned events or activities. 3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment. 4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any nonschool-related activity, function, or program. Bullying includes cyberbullying and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1. Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2. Causing a substantially detrimental effect on the student's or students' physical or mental health; 3. Substantially interfering with the student's or students' academic performance; or 4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school. The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. 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A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted. 4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform parent(s)/guardian(s) of all students involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. 5. The Superintendent or designee shall promptly investigate and address reports of bullying. 6. 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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.):*

For your convenience, the prior year Consolidated 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 has a homeless child liaison, Mrs. Deana Simpson. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child

may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of homeless children.

Response from the prior year Consolidated District Plan.

The district has a homeless child liaison, Mrs. Deana Simpson. Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths, including a public pre-school education. A homeless child is defined as provided in the McKinney Homeless Assistance Act and the Ill. Education for Homeless Children Act. The Superintendent or designee shall act as or appoint a Liaison for Homeless Children to coordinate this policy's implementation. A homeless child may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school's attendance area may attend that school. The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law. Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. Board policy 6:140, Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of homeless children.

Title I Requirement:

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

Legislative Requirements:

- [1] Title I, Part A, Section 1112(b)(11)
- [2] Title I, Part A, Section 1111(c)(2); 34 CFR 300.226 and 300.646
- [3] Title I, Part A, Section 1112(b)(6)

*Required if funding selected for Title I, Part A and/or Title IV, Part A

Attendance Center Designation [Instructions](#) Attendance Center Designation

Attendance Center	Schoolwide	Targeted Assistance	Not Served	Closed	Board Approved Date
0003 - STILLMAN VALLEY HIGH SCHOOL					
1001 - MERIDIAN JR HIGH SCHOOL					
2002 - HIGHLAND ELEM SCHOOL					04/03/2025
2004 - MONROE CENTER GRADE SCHOOL					04/03/2025

Describe anticipated Reorganizations:

Title I Specific Requirements - Part Two Instructions

If Title I funding was selected on the Needs Assessment and Programs 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 Needs Assessment and Programs 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:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities.

Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. School Improvement 1003: 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 prior year Consolidated 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)

~~No schools identified under this part~~

Response from the approved prior year Consolidated District Plan.

~~No schools identified under this part~~

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\(s\)\(A\) 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, and/or

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 prior year Consolidated 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 will utilize a schoolwide program in the application of Title 1 funds in order to upgrade the entire educational program within the school. Through the utilization of an ongoing comprehensive needs assessment, based on the achievement data of both LI students and

the general population, the district has determined that there exists a general need for a systematic reform in the areas of social/emotional development and core curriculum.MCUSD 223 has serviced Title I populations for many years. The program has evolved over time and

now fit nicely within a typical RtI (Response to Intervention) or MTSS (Multi-Tiered System of Support Model). Title I funds have been used predominantly to help fund a reading specialists who serves at-risk students in a small, structured class setting provided targeted,

research based interventions. The Title program helps to promote this equity for students within MCUSD 223. Title teachers analyze data gathered via benchmarking and classroom assessments/observations to specifically instruct students using research based interventions to help promote growth in areas identified. Title 1 teachers reflect on growth to assess whether or not adequate progress is being made or if additional support is needed. We definitively believe that this approach has produced results and allowed us to keep our local achievement gap between LI (Low Income) students and non-low income students narrower than the state average. A comprehensive needs assessment for our building and district, however, indicates that we have other growing needs and that by shifting the way our Title I dollars work for us schoolwide we can have a bigger impact for more kids. Specifically, feedback from our Parent Advisory Councils, the Five Essential Surveys, HumanEx Surveys and staff discussions has led us to believe that a comprehensive approach to align all systems is necessary. Currently, we attempt with great effort to address the whole child within MCUSD 223- inclusive of teaching social emotional skills, using a research-based intervention system, using a research-based discipline system, and working to continually improve upon our academic systems. Despite these efforts, we have found that it feels like we are attempting to accomplish many things without coherence and our possibly missing out on greater opportunities to create meaningful experiences for our students that would directly impact their student achievement. After receiving this feedback, independent of anything associated or targeted for use of Title I funds, we began exploring systems and options to help remedy our strategic challenge. Programs such as MyON, STAR Renaissance Learning, and Leader in Me have been found to help remediate these outstanding issues. Research by Colman and Morgan found schools that have successfully implemented and sustained The Leader in Me have found it imperative to align academic systems to the transformation model. While alignment can occur through a variety of systems, strategies that closely align to the ideals and intent of Title I, Part A include school wide goal achievement, student-led achievement, and empowering instruction. Setting school wide goals gives the school a shared direction and allows it to pursue a common objective regardless of the level where the goal is set - school wide, staff or team. The goals of all programs are have been articulated in independent school improvement goals. Increases in both ELA and Math scores, as indicated by the STAR nationally normed assessments, are one of the primary academic focuses. The implementation and availability of programs such as Accelerated Reader, through the STAR suite, and MyON indicate a systematic reform of the educational structure and process for all students. Increases in the development of the whole child and a greater awareness and implementation of social/emotional standards are reflected through an implementation of Leader in Me. Furthermore, aligning student-led achievement systems through tools such as student goals, leadership notebooks and student-led conferences has also been shown to positively impact sustainability of The Leader in Me. Aligning instruction, including teacher planning and reflection, collaborative protocols, and student-led learning, also creates the consistency and sustainability at the staff-level. Our school district has set a goal of improving student achievement for all students. We will utilize technology with the implementation of MyON starting with the 2017/2018 school year. We will also foster a plan to improve student achievement in the district's two elementary schools by focusing on developing excellence in teaching and leadership to have a culture of high expectations at all levels from all in the school community. This is starting with the Leader in Me visits, readings, and implementation in the two elementary buildings that utilize Title I funds. The goal is to provide all children the chance to obtain an excellent education. The district will focus on data-driven instruction utilizing data from the STAR testing. The schools will focus on implementing comprehensive, evidence-based interventions. School level budgets will be utilized where and how needed strategically to impact students. Funds will be allocated based on student needs. Teaching positions will be filled that best fit student needs. Practices will be implemented and tailored to individual schools based on particular needs. The district will seek, hire, and train innovative teachers and leaders. School leaders will seek high-performing school practices such as, Leader in Me, into our schools. School leaders will identify and hire teachers who are resilient, hardworking, and dedicated, and also have a thorough understanding of high-quality instruction, and maintain high expectations for students. Parent advisory committees will be utilized to support the changes being implemented each year. Specifically, practices associated with high-performing schools. The success experienced by the schools implementing the best practices and the resulting student achievement gains will be studied and implemented. Funds will be utilized at both elementary schools as identified. It is key that school leaders are provided the autonomy to craft school budgets and spend funds based on the school's needs. School leaders will be given full authority to hire and screen applicants and utilize data to drive hiring decisions of teaching staff. These practices include screening applicants for their resilience, work ethic, high expectations for students, effect on student learning, past achievement, and leadership. The district will implement intensive leadership and teacher training programs that resemble professional development provided to high-performing school leaders and teachers. The district will focus on training principals to be sophisticated consumers of data and to use data analysis to improve instruction. School leaders will be taught how to perform observations and provide teaching staff with actionable feedback. Focus will be given to conduct meetings with parents and other stakeholders to secure community investment in the changes as outlined above. This will help all stakeholders understand the importance of implementing different strategies to help improve the learning for all students.

Response from the approved prior year Consolidated District Plan.
The district will utilize a schoolwide program in the application of Title 1 funds in order to upgrade the entire educational program within the school. Through the utilization of an ongoing comprehensive needs assessment, based on the achievement data of both LI students and the general population, the district has determined that there exists a general need for a systematic reform in the areas of social/emotional development and core curriculum. MCUSD 223 has serviced Title I populations for many years. The program has evolved over time and now fit nicely within a typical RtI (Response to Intervention) or MTSS (Multi-Tiered System of Support Model). Title I funds have been used predominantly to help fund a reading specialists who serves at-risk students in a small, structured class setting provided targeted, research based interventions. The Title program helps to promote this equity for students within MCUSD 223. Title teachers analyze data gathered via benchmarking and classroom assessments/observations to specifically instruct students using research based interventions to help promote growth in areas identified. Title 1 teachers reflect on growth to assess whether or not adequate progress is being made or if additional support is needed. We definitively believe that this approach has produced results and allowed us to keep our local achievement gap between LI (Low Income) students and non-low income students narrower than the state average. A comprehensive needs assessment for our building and district, however, indicates that we have other growing needs and that by shifting the way our Title I dollars work for us schoolwide we can have a bigger impact for more kids. Specifically, feedback from our Parent Advisory Councils, the Five Essential Surveys, HumanEx Surveys and staff discussions has led us to believe that a comprehensive approach to align all systems is necessary. Currently, we attempt with great effort to address the whole child within MCUSD 223- inclusive of teaching social emotional skills, using a research-based intervention system, using a research-based discipline system, and working to continually improve upon our academic systems. Despite these efforts, we have found that it feels like we are attempting to accomplish many things without coherence and our possibly missing out on greater opportunities to create meaningful experiences for our students that would directly impact their student achievement. After receiving this feedback, independent of anything associated or targeted for use of Title I funds, we began exploring systems and options to help remedy our strategic challenge. Programs such as MyON, STAR Renaissance Learning, and Leader in Me have been found to help remediate these outstanding issues. Research by Colman and Morgan found schools that have successfully implemented and sustained The Leader in Me have found it imperative to align academic systems to the transformation model. While alignment can occur through a variety of systems, strategies that closely align to the ideals and intent of Title I, Part A include school wide goal achievement, student-led achievement, and empowering instruction. Setting school wide goals gives the school a shared direction and allows it to pursue a common objective regardless of the level where the goal is set - school wide, staff or team. The goals of all programs are have been articulated in independent school improvement goals. Increases in both ELA and Math scores, as indicated by the STAR nationally normed assessments, are one of the primary academic focuses. 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We will also foster a plan to improve student achievement in the district's two elementary schools by focusing on developing excellence in teaching and leadership to have a culture of high expectations at all levels from all in the school community. This is starting with the Leader in Me visits, readings, and implementation in the two elementary buildings that utilize Title I funds. The goal is to provide all children the chance to obtain an excellent education. The district will focus on data-driven instruction utilizing data from the STAR testing. The schools will focus on implementing comprehensive, evidence-based interventions. School level budgets will be utilized where and how needed strategically to impact students. Funds will be allocated based on student needs. Teaching positions will be filled that best fit student needs. Practices will be implemented and tailored to individual schools based on particular needs. The district will seek, hire, and train innovative teachers and leaders. School leaders will seek high-performing school practices such as, Leader in Me, into our schools. School leaders will identify and hire teachers who are resilient, hardworking, and dedicated, and also have a thorough understanding of high-quality instruction, and maintain high expectations for students. Parent advisory committees will be utilized to support the changes being implemented each year. Specifically, practices associated with high-performing schools. The success experienced by the schools implementing the best practices and the resulting student achievement gains will be studied and implemented. Funds will be utilized at both elementary schools as identified. It is key that school leaders are provided the autonomy to craft school budgets and spend funds based on the school's needs. 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This will help all stakeholders understand the importance of implementing different strategies to help improve the learning for all students.

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 prior year Consolidated 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)

Schoolwide Program Only

Response from the approved prior year Consolidated District Plan.

Schoolwide Program Only

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

IDEA Specific Requirements Instructions

If IDEA funding was selected on the Needs Assessment and Programs page, this page is required. If the page is blank and the entity does plan to receive and use IDEA funds, return to the Needs Assessment and Programs page and select IDEA, 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:

Student Learning: Every child will make significant academic gains each year, increasing their knowledge, skills, and opportunities so they graduate equipped to pursue a successful future, with the state paying special attention to addressing historic inequities. Learning Conditions: All schools will receive the resources necessary to create safe, healthy, and welcoming learning environments, and will be equipped to meet the unique academic and social and emotional needs of each and every child. Elevating Educators: Illinois diverse student population will have educators who are prepared through multiple pathways and are supported in and celebrated for their efforts to provide each and every child an education that meets their needs. District Goal(s): Select the checkbox, then enter the District Goal(s) that align to the responses below in the text area.

1. How was the comprehensive needs assessment information used for planning grant activities? *This section should include the comprehensive needs identified that will be targeted by the activities and programs funded by IDEA. *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)

A needs assessment is completed annually in partnership with our local special education cooperative. The results of the needs assessment may be used to improve the delivery of service to students who receive special education services and their families, and to provide direction for support and professional development. This survey is an annual needs assessment of general and special education staff, administrators, and parents. Results of this survey indicate the way that targeted funds shall be allocated and used. Response from the approved prior year Consolidated District Plan.

A needs assessment is completed annually in partnership with our local special education cooperative. The results of the needs assessment may be used to improve the delivery of service to students who receive special education services and their families, and to provide direction for support and professional development. This survey is an annual needs assessment of general and special education staff, administrators, and parents. Results of this survey indicate the way that targeted funds shall be allocated and used.^[2]

Summarize the activities and programs to be funded within the grant application.*
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)

Funds are used in cooperation with our local educational cooperative (Ogle County Educational Cooperative). We partner with them to provide all wraparound and extension services, along with partnering with them to provide us with a special education coordinator for our district.

Response from the approved prior year Consolidated District Plan.

Funds are used in cooperation with our local educational cooperative (Ogle County Educational Cooperative). We partner with them to provide all wraparound and extension services, along with partnering with them to provide us with a special education coordinator for our district.

3. Describe any changes in the scope or nature of services from the prior fiscal year.*

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)

None

Response from the approved prior year Consolidated District Plan.

None

4. How are funds being used to support district performance on the State Performance Plan Indicators? Please provide a brief narrative below for each indicator that's applicable. For a listing of State Performance Plan (SPP) Indicators, please click on the hyperlink below.

<https://www.isbe.net/Pages/SPPAPR-Indicators.aspx>

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)

Funds are used in cooperation with our local educational cooperative (Ogle County Educational Cooperative). We partner with them to provide all wraparound and extension services, along with partnering with them to provide us with a special education coordinator for our district.

Indicators 1 & 2: Graduation and Drop-Out: As work with at-risk students in the lower grades as they grow they will be successful in the upper grades adding an increase in the likelihood of lessening the drop-out rates. Social/Emotional helps will be a positive influence to this area. Partnerships with the OCEC also allow us to have greater access to additional counseling services which in turn help us to provide the best support for students in their progress towards graduation. Indicator 3: Statewide Assessments: As work with at-risk students, their statewide assessment results should show more success. Social/Emotional helps will be a positive influence as well. Indicator 4: Suspension/Expulsion: As we lower the suspension/expulsion rate and work with students re: social/emotional tools, we will see a greater impact in all areas; social, emotional, and academic. Access to services allows for students to have greater support who are at-risk or in lieu of expulsion. Additionally, work done at the lower levels and services provided give students a greater chance of improved achievement and success.

*Required field
Overview

*Note: This plan section is not required for the Department of Juvenile Justice.

P: Youth in Care Stability

P: To comply with ESSA requirements for educational stability for students who are Youth in Care.

R F: All Illinois school districts and state-authorized charter schools

R: [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\(c\)](#)

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 students who are Youth in Care in the school of origin when in their best interests will be provided, arranged, and funded for the duration of the time as Youth in Care.

D. R

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

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

Vehicle Usage:

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

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

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

Transportation Programs:

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

R

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

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

Contact Information

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

As part of the Youth in Care Stability Plan development process, several stakeholders should be involved. These may include, but are not limited to:

a. Local educational agency (LEA) point of contact for Youth in Care/Foster Care students (LEA-POC)

b. LEA transportation director

c. Child welfare agency point of contact

- d. LEA Department of Children and Family Services (DCFS) liaison as permitted by 105 ILCS 5/10-20.58, if applicable
- e. Title I director
- f. School social worker
- g. Guidance counselor
- h. Special education personnel

Provide contact information for all personnel included in the development of the plan. The LEA-POC and transportation director are required; others are optional and should be included as applicable. 1. Youth in Care/Foster Care

LEA-POC - required*

Last Name* First Name* Position/Title* Email* Buchanan Jacque Principal jbuchanan@mail.meridian223.org Click here to add information for an additional Youth in Care/Foster Care LEA-POC.

1a. Additional Youth in Care/Foster Care LEA-POC

Last Name First Name Position/Title Email Appino Riley Counselor rappino@mail.meridian223.org 2. LEA Transportation Director - required*

Last Name* First Name* Position/Title* Email* Haggeman Jen Transportation Director jhaggeman@mail.meridian223.org Click here to add information for other personnel involved in the plan development.

*Required field

Best Interest Determination as it relates to School Stability

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

NOTE: F

1. Describe the process for determining the best interest of the affected student's placement if the student becomes a Youth in Care or changes residences while they are a Youth in Care. Include the positions of all district personnel and other stakeholders involved.*

Be sure to include the factors that should be considered in determining whether remaining in a child's school of origin is in their best interest, as it relates to ensuring school stability.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. Factors to be considered are, but not limited to, as follows:

appropriateness of the current educational setting, proximity to the school in which the child is enrolled at the time of placement, safety, the child's age and placement of siblings, special needs, time in the school year, distance and the effect of the commute on the child's well-being and education. The principal of the school in which that child is attending, the teacher, case manager (if applicable), transportation director(s), homeless liaison (if applicable), Title I Director/Coordinator, LEA POC, LEA DCFS Liaison, CWA POC, and superintendent are involved in the discussion in ensuring that the child maintains a stable educational environment. It should be noted that whenever appropriate, the student's preference should receive strong consideration.

Response from the approved prior year Consolidated District Plan.

The child welfare agency notifies the child's current school that the child will be moving to a new residence and the necessary timeframe for determining the child's most appropriate school placement. The school provides the child welfare agency information on the appropriateness of the current educational setting and the child welfare agency takes into account this information and the distance from potential placements to the child's current school in the decision making process. The child welfare agency and the child's current school jointly determine the child's best interest for school placement, in consultation with the child and other key partners. The best interest determination for school placement is completed as quickly as possible (e.g., within three business days) after the child welfare agency notifies the school of the decision of the child's new residence; the child remains in the same school during that time, unless contrary to the child's best interest. The child welfare agency arranges for transportation and payment of transportation expenses for the child to remain in the school of origin. Factors to be considered are, but not limited to, as follows:

appropriateness of the current educational setting, proximity to the school in which the child is enrolled at the time of placement, safety, the child's age and placement of siblings, special needs, time in the school year, distance and the effect of the commute on the child's well-being and education. The principal of the school in which that child is attending, the teacher, case manager (if applicable), transportation director(s), homeless liaison (if applicable), Title I Director/Coordinator, LEA POC, LEA DCFS Liaison, CWA POC, and superintendent are involved in the discussion in ensuring that the child maintains a stable educational environment. It should be noted that whenever appropriate, the student's preference should receive strong consideration.

2. Describe any special considerations and legal requirements taken into account for children with disabilities under IDEA and students with disabilities under Section 504.*

See IDEA legislation here See Section 504 here

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 in Foster care with disabilities who are identified as IDEA or 504 eligible will have transportation provided as determined and documented within the IEP or 504 plan to ensure no interruption to the students' access to FAPE. Specific consideration should be given to the individual needs of these students and the educational programming that each district can provide. Additionally, the need for consistency in programming should be considered when making the Best Interest Determination.

Response from the approved prior year Consolidated District Plan.

Students in Foster care with disabilities who are identified as IDEA or 504 eligible will have transportation provided as determined and documented within the IEP or 504 plan to ensure no interruption to the students' access to FAPE. Specific consideration should be given to the individual needs of these students and the educational programming that each district can provide. Additionally, the need for consistency in programming should be considered when making the Best Interest Determination.

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

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 in Foster Care who are identified English Language Learners have a right under Title VI27 and the Equal Educational Opportunities Act of 1974 (EEOA)28 to participate meaningfully and equally in educational programs. Meridian 223 will provide the necessary transportation services to ensure that students who are EL have access to educational programs with language assistance as needed. Specific consideration should be given to the mobility rate of these students and need for consistency in programming when making the Best Interest Determination. Response from the approved prior year Consolidated District Plan.

Students in Foster Care who are identified English Language Learners have a right under Title VI27 and the Equal Educational Opportunities Act of 1974 (EEOA)28 to participate meaningfully and equally in educational programs. Meridian 223 will provide the necessary transportation services to ensure that students who are EL have access to educational programs with language assistance as needed. Specific consideration should be given to the mobility rate of these students and need for consistency in programming when making the Best Interest Determination.4.

Describe the dispute resolution process should there be disagreement among 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 about the Best Interest Determination decision. NOTE: include that DCFS has the final say if a resolution cannot be determined. For your

convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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, Director of Student Services, will work with the Child Welfare Agency to determine the best interest of the child. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination. The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. During a dispute resolution, students are to remain in attendance at their school of origin. Meridian 223 will provide the transportation to and from school for any foster students who's school of origin lies within our district. The district utilizes the NAEHCY's dispute resolution template as articulated by ISBE, in accordance with ESSA. THE DISPUTE RESOLUTION PROCESS If an LEA seeks to place a child in foster care in a school other than the school of origin or the school requested by the educational decision-maker, the educational decision maker shall be provided written notice of his/her right to appeal the decision, including: 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision. 3. A step-by-step description of how to dispute the LEA's decision (Level I procedure), including a dispute form (see Appendix B for a sample dispute form). 4. An explanation that if the educational decision-maker chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution. 5. Timeliness for resolution of the dispute at each level. 6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory. Level I: LEA Superintendent or Designee1. Initiating the Level I Dispute - To dispute an LEA's decision related to school selection (best interest) or enrollment for a child in foster care, an educational decision-maker must request dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment in that school. The appeal letter must include the name and contact information (phone, email and mailing address) for the educational decision-maker. The educational decision-maker must submit the appeal letter within ten (10) school days of receiving from the LEA written notice of the right to dispute the decision. The letter may be submitted via an email with the subject "Foster Child Appeal," or delivered to any school to the attention of the superintendent. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately. The submission of the appeal letter by email or delivery to any school initiates the dispute. From that point, the student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the pendency of the dispute. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation. The LEA will provide or arrange transportation during the dispute; however, the child welfare agency is responsible for paying additional costs (Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. U.S. Departments of Education and Health and Human Services (2016). Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care, Question 27.) of transportation during the pendency of disputes. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies. 2. LEA Decision - The superintendent, or superintendent's designee, will arrange for a personal conference to be held with the educational decision-maker, the student (if appropriate), and at least one representative from the local child welfare agency. The personal conference will be arranged within ten (10) business days of the LEA's receipt of the Level II appeal letter and will take place as expeditiously as possible. Within five (5) business days of the personal conference, the superintendent, or superintendent's designee, will inform the educational decision-maker of the decision in writing, using the contact information provided in the appeal letter. The superintendent or designee may consult with the LEA foster care point of contact in making the decision. The written decision provided to the educational decision-maker must include: 1. A copy of the complete Level I appeal packet. 2. The decision rendered at Level I by the superintendent or designee and an explanation for that decision. 3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact. If the educational decision-maker disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) school days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) school days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA. If that school is not the school the child had been attending during pendency of the dispute, the LEA will prioritize minimizing the disruption to the child's education in effecting the transition to the new school. Response from the approved prior year Consolidated District Plan.

The school district point of contact, Director of Student Services, will work with the Child Welfare Agency to determine the best interest of the child. However, if there is disagreement regarding school placement for a child in foster care, the child welfare agency will be considered the final decision maker in making the best interest determination. The child welfare agency is uniquely positioned to assess vital non-educational factors such as safety, sibling placements, the child's permanency goal, and the other components of the case plan. The child welfare agency also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties, including parents, children, schools, and the court in making these decisions. During a dispute resolution, students are to remain in attendance at their school of origin. Meridian 223 will provide the transportation to and from school for any foster students who's school of origin lies within our district. The district utilizes the NAEHCY's dispute resolution template as articulated by ISBE, in accordance with ESSA. THE DISPUTE RESOLUTION PROCESS If an LEA seeks to place a child in foster care in a school other than the school of origin or the school requested by the educational decision-maker, the educational decision maker shall be provided written notice of his/her right to appeal the decision, including: 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision. 3. A step-by-step description of how to dispute the LEA's decision (Level I procedure), including a dispute form (see Appendix B for a sample dispute form). 4. An explanation that if the educational decision-maker chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution. 5. Timeliness for resolution of the dispute at each level. 6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory. Level I: LEA Superintendent or Designee1. Initiating the Level I Dispute - To dispute an LEA's decision related to school selection (best interest) or enrollment for a child in foster care, an educational decision-maker must request dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment in that school. The appeal letter must

include the name and contact information (phone, email and mailing address) for the educational decision-maker. The educational decision-maker must submit the appeal letter within ten (10) school days of receiving from the LEA written notice of the right to dispute the decision. The letter may be submitted via an email with the subject "Foster Child Appeal," or delivered to any school to the attention of the superintendent. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately. The submission of the appeal letter by email or delivery to any school initiates the dispute. From that point, the student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the pendency of the dispute. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation. The LEA will provide or arrange transportation during the dispute; however, the child welfare agency is responsible for paying additional costs (Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. U.S. Departments of Education and Health and Human Services (2016). Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care, Question 27.) of transportation during the pendency of disputes. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies. 2. LEA Decision - The superintendent, or superintendent's designee, will arrange for a personal conference to be held with the educational decision-maker, the student (if appropriate), and at least one representative from the local child welfare agency. The personal conference will be arranged within ten (10) business days of the LEA's receipt of the Level II appeal letter and will take place as expeditiously as possible. Within five (5) business days of the personal conference, the superintendent, or superintendent's designee, will inform the educational decision-maker of the decision in writing, using the contact information provided in the appeal letter. The superintendent or designee may consult with the LEA foster care point of contact in making the decision. The written decision provided to the educational decision-maker must include: 1. A copy of the complete Level I appeal packet. 2. The decision rendered at Level I by the superintendent or designee and an explanation for that decision. 3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact. If the educational decision-maker disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) school days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) school days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA. If that school is not the school the child had been attending during pendency of the dispute, the LEA will prioritize minimizing the disruption to the child's education in effecting the transition to the new school. 5. Describe how the district/school will ensure that all appropriate school personnel are aware of the ESSA requirements for educational stability for students who are identified as Youth in Care. *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.* Meridian CUSD will ensure school personnel are aware of the ESSA requirement for students identified by providing professional development, distribution of information, having a point of contact for questions/concerns, collaborate with child welfare agencies, communicate with guardians and families regarding their rights, and conduct annual reviews.

*Required field
Youth in Care Stability Plan Development

*Note: This plan section is not required for the Department of Juvenile Justice.

NOTE: *F . R*

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 who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 following factors should be considered when developing the Transportation Procedures for a foster care student: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options, and Maturity and behavioral capacity of the student. The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care: A pre-existing transportation route; A new transportation route; Route-to-route hand-offs; District-to-district boundary hand-offs; Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act). Alternatives not directly provided by Meridian 223 such as: Contracted services: taxis, student transport companies; School/District staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. Personnel involved: Student's principal, teacher, case manager (if applicable), homeless liaison (if applicable), Title I Director/Coordinator, LEA POC, LEA DCFS Liaison, CWA POC, transportation director(s), superintendent - it should be noted that whenever applicable or possible, the student's preference receive strong consideration. Response from the approved prior year Consolidated District Plan.

The following factors should be considered when developing the Transportation Procedures for a foster care student: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options, and Maturity and behavioral capacity of the student. The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care: A pre-existing transportation route; A new transportation route; Route-to-route hand-offs; District-to-district boundary hand-offs; Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act). Alternatives not directly provided by Meridian 223 such as: Contracted services: taxis, student transport companies; School/District staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. Personnel involved: Student's principal, teacher, case manager (if applicable), homeless liaison (if applicable), Title I Director/Coordinator, LEA POC, LEA DCFS Liaison, CWA POC, transportation director(s), superintendent - it should be noted that whenever applicable or possible, the student's preference receive strong consideration. 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 who is Youth in Care.

For your convenience, the prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability Plan needs.

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

In addition to state and local funds, the district will also consider funding through Title IV-E, Title I (not monies set aside for homeless youth instructional and non instructional supplies), and IDEA funding as eligible to provide FAP.

Response from the approved prior year Consolidated District Plan.

In addition to state and local funds, the district will also consider funding through Title IV-E, Title I (not monies set aside for homeless youth instructional and non instructional supplies), and IDEA funding as eligible to provide FAP.

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 prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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.

As a district, we work closely with DCFS to support all of our at risk students who need to be transported to school. Our goal is to eliminate barriers for these students and to ensure that they have little disruption to their education. We work closely with the school of origin or neighborhood school to provide transportation within a reasonable period of time of DCFS involvement. We use a variety of forms of transportation such as a school bus or contracted transportation agency depending on the unique needs of each student. The student must remain in his/her school of origin while any dispute regarding transportation costs are being resolved. The district maintains that DCFS has the final say if a resolution cannot be determined. THE DISPUTE RESOLUTION PROCESS If an LEA seeks to place a child in foster care in a school other than the school of origin or the school requested by the educational decision-maker, the educational decision-maker shall be provided written notice of his/her right to appeal the decision, including: 1. The contact information for the LEA foster care point of contact (if the LEA has designated a point of contact after receiving written notice from the child welfare agency that it has designated a point of contact for the LEA) and the SEA foster care point of contact. 2. An explanation of the reasons for the LEA's decision. 3. A step-by-step description of how to dispute the LEA's decision (Level I procedure), including a dispute form (see Appendix B for a sample dispute form). 4. An explanation that if the educational decision-maker chooses to initiate a dispute, the student shall remain in the school of origin, receiving all appropriate educational services, until the dispute reaches its final resolution. 5. Timelines for resolution of the dispute at each level. 6. Notice of the right to appeal to the SEA if the local-level resolution is not satisfactory. Level I: LEA Superintendent or Designee 1. Initiating the Level I Dispute - To dispute an LEA's decision related to school selection (best interest) or enrollment for a child in foster care, an educational decision-maker must request dispute resolution in writing by submitting a dated appeal letter specifying the school in which enrollment is sought and the basis for seeking enrollment in that school. The appeal letter must include the name and contact information (phone, email and mailing address) for the educational decision-maker. The educational decision-maker must submit the appeal letter within ten (10) school days of receiving from the LEA written notice of the right to dispute the decision. The letter may be submitted via an email with the subject "Foster Child Appeal," or delivered to any school to the attention of the superintendent. Regardless of how the appeal letter is submitted, the school or LEA shall ensure the LEA's superintendent or designee receives it immediately. The submission of the appeal letter by email or delivery to any school initiates the dispute. From that point, the student shall remain in the school of origin until the dispute reaches its final resolution. The student shall be provided with all appropriate educational services for which the student is eligible during the pendency of the dispute. Students attending their school of origin during the pendency of the dispute will be entitled to receive transportation. The LEA will provide or arrange transportation during the dispute; however, the child welfare agency is responsible for paying additional costs (Additional costs incurred in providing transportation to the school of origin should reflect the difference between what an LEA otherwise would spend to transport a student to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin. U.S. Departments of Education and Health and Human Services (2016). Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care, Question 27.) of transportation during the pendency of disputes. Once the dispute is resolved, transportation will be provided pursuant to the local transportation procedures developed collaboratively between the LEA(s) and local child welfare agencies. 2. LEA Decision - The superintendent, or superintendent's designee, will arrange for a personal conference to be held with the educational decision-maker, the student (if appropriate), and at least one representative from the local child welfare agency. The personal conference will be arranged within ten (10) business days of the LEA's receipt of the Level II appeal letter and will take place as expeditiously as possible. Within five (5) business days of the personal conference, the superintendent, or superintendent's designee, will inform the educational decision-maker of the decision in writing, using the contact information provided in the appeal letter. The superintendent or designee may consult with the LEA foster care point of contact in making the decision. The written decision provided to the educational decision-maker must include: 1. A copy of the complete Level I appeal packet. 2. The decision rendered at Level I by the superintendent or designee and an explanation for that decision. 3. Instructions regarding how to file a Level II dispute, including the name, phone number and email address of the SEA foster care point of contact. If the educational decision-maker disagrees with the Level I decision and wishes to appeal to Level II, the educational decision-maker shall inform the LEA superintendent or designee of the intent to appeal to Level II within five (5) school days of receipt of the LEA's Level I decision. If the educational decision-maker does not appeal within five (5) school days, the child shall be enrolled and provided all appropriate educational services in the school determined by the LEA. If that school is not the school the child had been attending during pendency of the dispute, the LEA will prioritize minimizing the disruption to the child's education in effecting the transition to the new school. Response from the approved prior year Consolidated District Plan.

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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 prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 following factors should be considered when developing the Transportation Procedures for a foster care student: Safety, Duration, Time of placement change, Type of transportation available, Traffic patterns, Flexibility in school schedule, Impact of extracurricular activities on transportation options, and Maturity and behavioral capacity of the student. The following low cost/no cost options should be considered when developing the Transportation Procedure for a student in foster care: A pre-existing transportation route; A new transportation route; Route-to-route hand-offs; District-to-district boundary hand-offs; Eligibility of the child for transportation through other services such as: Special education students (Individuals with Disabilities Education Act); or Homeless students (McKinney-Vento Act). Alternatives not directly provided by Meridian 223 such as: Contracted services: taxis, student transport companies; School/District staff. Options explored by the CWA worker outside of those provided by the school district, such as reimbursing the foster parents for transportation costs, or including transport in contracts with licensed child placing agencies or group homes. The School of Origin (SOO) is responsible for transportation while all disputes are being resolved. Response from the approved prior year Consolidated District Plan.

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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 prior year approved response is provided below. It may be copied and modified to address the Youth in Care Stability 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 Foster Care Transportation Plan will be filed by the LEA Point of Contact (Director of Student Services) and shared with our Transportation Director, building office staff and administrators, and the McKinney-Vento Liaison. Building office staff will receive training on the plan and how to initiate the process. This information will be communicated with all staff through shared documentation in order to ensure that all staff are aware of the process and procedures associated with ensuring the transportation and education of foster care students. Information will also be posted publicly on the district website. Though it is shared on the district website, it will also be shared out with all staff at faculty and staff meetings to ensure that they are not only made aware when the situation presents itself, but are proactively aware to address the situation if it arises.

Response from the approved prior year Consolidated District Plan.

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*Required field

BSP Overview

Program Name: EL - Bilingual Service Plan

Purpose: The purpose of the EL - Bilingual Service Plan is to ensure that English learner programs are implemented in accordance with Illinois School Code Article 14C and 23 IL Administrative Code Part 228 Transitional Bilingual Education. In addition, this data collection will help the Multilingual Department better support school districts in providing services for English learners to attain English proficiency and meet the same challenging academic standards as all children are expected to meet in Illinois. Rules: [23 Ill. Admin. Code, Part 228.50](#)

Contact: Multilingual Department at 312-814-3850

multilingual@isbe.net

BSP Contact Information

71 English Learners (ELs) are in the district

Provide information below for the Director/Bilingual Director/Administrator overseeing EL Services Last

Name*

First Name* Middle Initial

Caposey PJ Phone* Email* 815 645 2230 pcaposey@mail.meridian223.org EL Program Director Requirements:

Administrative Endorsement

ESL/Bilingual Endorsement

[Administrator Requirements](#)

If the above requirements are not checked, provide an action plan describing how the district will meet the administrative requirements.

*Required field

Attendance Center Enrollment Information Instructions 71 English Learners (ELs) are in the district

Complete the requested information below by listing your district attendance centers that have ELs, special education co-ops, and nonpublic special education program attendance centers that have outplaced students. This information should reflect current EL programming that aligns to your state SIS records for your current EL attendance center enrollment.

Key: Types of Instructional Design

1. Dual Language - Two Way (Self-contained)

- [illegible]

[illegible]

18.																			
19.																			
20.																			
21.																			
22.																			
23.																			
24.																			
25.																			

If one or more attendance centers do not align with Illinois and federal requirements (programming and staffing), then describe how the district will ensure that the EL students receive appropriate language support (direct services)/monitoring (refusals/reclassification) from properly endorsed ESL/Bilingual teachers and a plan to obtain/secure/hire an appropriately certified teacher for ESL/Bilingual education.
 ([count] of 2500 maximum characters used)
 *If district has more than 25 attendance centers, please email the completed spreadsheet of additional attendance centers to Multilingual/Language Development Department at multilingual@isbe.net or (312) 814-3850.
 BSP Professional Development Instructions 71 English Learners (ELs) are in the district

PROPOSED PROFESSIONAL DEVELOPMENT ACTIVITIES
 Describe the professional development activities proposed to be developed and implemented for staff involved in the education of English Learners and immigrant students. Such training activities should be directly related to helping staff attain the qualifications, knowledge, and skills needed to increase EL and immigrant students' academic performance. These activities must also meet requirements set forth in the laws and regulations governing the TBE/TPI program.
 TBE/TPI Staff Inservice Plan - Indicate at least two Professional Development Activities
 Inservice activities must be provided to ALL staff working with EL students at least twice yearly. If your district has a full-time TBE Spanish program, Spanish language arts PD must be offered annually to the TBE Spanish instructional staff. Select the professional development that will be offered in your district for the upcoming fiscal year from the list below.

Activity*	Date (Projected)	Certified Staff	Non-Certified Staff	Expected No. of Participants
Current Research in the Teaching of EL Students Methods for Teaching in the Native Language and Method of Teaching ESL Language Assessment 09/12/2025 25 Issues Related to the Native Culture and the Culture of the United States Issues Related to EL Students with Disabilities Program Standards District Identification Assessment 09/12/2025 10 Program Design Basic Instructional Techniques for Teachers of EL Students 08/08/2025 10 Spanish Language Arts Others (Specify): Comments:				

*Required field

BSP TBE Requirements Instructions

71 English Learners (ELs) are in the district
PROGRAM ENROLLMENT
 Does your district offer a TBE program? Yes No
 Comments:

*Required field
 TBE Parent Advisory Committee Instructions 71 English Learners (ELs) are in the district
 Does your district offer a TBE program?
 Yes
 No

Board Approval, Certification, and Assurances Instructions

By checking this box, the applicant hereby certifies that he or she has read, understood, and will comply with the assurances listed below, as applicable to the planning requirements of all included programs as applicable.
 Provide the date on which the District Board approved the Consolidated District Plan.

Each district plan shall provide assurances that the district will, as applicable based on grant award(s):
 1. ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part; 2. provide services to eligible children attending private elementary schools and secondary schools in accordance with section 11117, and timely and meaningful consultation with private school officials regarding such services; 3. participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C. 9622(b))

- (3));
4. coordinate and integrate services provided under this part with other educational services at the district or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;
 5. collaborate with the State or local child welfare agency to
 - A. designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency and B. by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall
 - i. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4) (A))
 - ii. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if a. The local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation; b. the local educational agency agrees to pay for the cost of such transportation; or c. the local educational agency and the local child welfare agency agree to share the cost of such transportation; and
 6. ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification; and
 7. in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a)).
 8. Each LEA that is included in the eligible entity is complying with Section 1112(e) prior to, and throughout, each school year as of the date of application;
 9. the eligible entity is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with sections 3125 and 3126;
 10. the eligible entity consulted with teachers, researchers, school administrators, community members, public or private entities, and institutions of higher education, in developing and implementing such plan; and 11. the eligible entity will, if applicable, coordinate activities and share relevant data under the plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. 12. Teacher English Fluency - each eligible entity receiving a subgrant under section 3114 shall include in its plan a certification that all teachers in any language instruction educational program for English learners that is, or will be, funded under this part are fluent in English and any other language used for instruction, including having written and oral communications skills.
 13. in the case of a school district serving at least one English learner, and in accordance with Article 14C of the Illinois School Code, assurance is provided that at least 60% of the district's state funds attributable to ELs will be used for the instructional costs of programs and services authorized under this article.
 14. In the case of a school district offering Transitional Bilingual Education programs, assurance is provided that the parent advisory committee was afforded the opportunity effectively to express its views in order to ensure that the EL programs are planned, operated, and evaluated with the involvement of, and in consultation with, parents of children served by the programs.
 15. The district further assures that no policy of the LEA prevents, or otherwise denies participation in constitutionally protected prayer in public elementary schools and secondary schools as set forth in the Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools on the U.S. Department of Education's website.

v.01.31.2024

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

1. The applicant has the necessary legal authority to apply for and to receive the proposed award. The filing of this application has been authorized by the governing body of the applicant, and the undersigned representative has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application and any award in relation thereto.
The undersigned representative affirms, under penalties of perjury, that he or she is authorized to execute these Certifications and Assurances, and Standard Terms of the Grant on behalf of the applicant. Further, the applicant certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge, information, and belief, that grant funds shall be used only for the purposes described in this agreement, and that the award of this grant is conditioned upon this certification.

DEFINITIONS

Applicant means an individual, entity, or entities for which grant funds may be available and who has made application to the Illinois State Board of Education for an award of such grant funds.
 Grant means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project. The terms grant, award, program, and project may be used interchangeably.
 Grantee means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms grantee and award recipient may be used interchangeably.
 Project means the activities to be performed for which grant funds are being sought by the applicant. The terms project and program may be used interchangeably.
 The capitalized word Term means the period of time from the project beginning date through the project ending date.

Termination means the ending of a grant, whether in whole or in part, at any time prior to the end of the grant Term, as stated in the Grant Agreement.

LAWS AND REGULATIONS REGARDING FEDERAL AND STATE AWARDS

The applicant acknowledges and agrees that this grant is subject to the provisions of:
 2 CFR Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards
http://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl
 Illinois Grant Accountability and Transparency Act (GATA), 30 ILCS 708/1 et seq.
<http://www.ilga.gov/legislation/ilcs/ilcs3.asp?ActID=3559&ChapterID=7>
 Administrative Rules for GATA, 44 Ill. Admin. Code Part 7000
<https://ilga.gov/commission/lcar/admincode/044/04407000sections.html>

NO BINDING OBLIGATION

2. The applicant acknowledges and agrees that the selection of its proposal for funding, or approval to fund an application, shall not be deemed to be a binding obligation of the Illinois State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the Illinois State Board of Education. Prior to the execution of a final Grant Agreement, the Illinois State Board of Education may withdraw its award of funding to the applicant at any time, for any reason. 3. Payment under this grant is subject to passage of a sufficient appropriation by the Illinois General Assembly or sufficient appropriation by the U.S. Congress for federal programs. Obligations of the Illinois State Board of Education will cease immediately without further obligation should the agency fail to receive sufficient state, federal, or other funds for this program.
4. Funding in the subsequent years beyond the Term of the grant will be contingent upon compliance with federal and state law, regulations, administrative rules, terms and conditions of the award, passage of sufficient appropriations for the program, and satisfactory performance in the preceding grant period. Renewal decisions are at the sole discretion of the Illinois State Board of Education, and the receipt of an award in a current or previous Term does not create any right to or expectation of renewal in a subsequent Term. PROJECT
5. The project proposed in the application, and as negotiated and finalized by the parties in the Grant Agreement, is hereinafter referred to as the project. In planning the project there has been, and in establishing and carrying out the project there will be (to the extent applicable to the project), participation of persons broadly representative of the cultural and educational resources of the area to be served, including persons representative of the interests of potential beneficiaries. 6. Applicants may be asked to clarify certain aspects of their proposals/applications or proposed amendments prior to final agreement on the terms of the project or amendment.
7. The project will be administered by or under the supervision of the applicant and in accordance with the laws and regulations applicable to the grant. The applicant will be responsible for and obtain all necessary permits, licenses, or consent forms as may be required to implement the project.

FUNDING

8. All funds provided will be used solely for the purposes stated in the approved proposal/application, as finalized in the Grant Agreement, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the grant. 9. The applicant may not count tuition and fees collected from students towards meeting matching, cost sharing, or maintenance of effort requirements of a program, pursuant to 34 CFR 76.534.
10. The applicant will maintain records for three years following completion of the activities for which the applicant uses the federal or state funding, pursuant to 2 CFR 200.334.
11. If real property or structures are provided or improved with the aid of federal financial assistance, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such property is so provided, the applicant will comply with applicable statutes, regulations, and the project application in the use, encumbrance, transfer, disposal, and sale of such property.
12. The applicant will have effective financial management systems which conform to the standards present in 2 CFR 200.302, which includes, but is not limited to, the ability to report financial data verifying compliance with program regulations and maintaining effective internal control over the operations of the approved grant.
13. The applicant will conform all activities conducted under the approved grant to the provisions contained within 2 CFR part 200
14. All expenditures claimed in relation to a grant are subject to applicable federal and state laws, regulations, and administrative rules. Expenditures claimed in relation to an award are subject to cost allowability standards, as defined by the grant program and 2 CFR Part 200, and other applicable federal and state laws, regulations, and administrative rules. Failure to adhere to these requirements will lead to disallowed expenditures for which funds must be returned.
15. Adequacy tier designation under Evidence-Based Funding will be utilized by ISBE at its discretion pursuant to applicable law and agency policy (105 ILCS 5/18-8.15).

INVOLUNTARY TERMINATION

16. The applicant will accept funds in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award, and administer the programs in compliance with all provisions of such statutes, regulations, administrative rules, terms and conditions of the award, and amendments thereto.
17. Failure of applicant to comply with state and federal statutes, regulations, administrative rules, or the terms and conditions of the award may result in conditions placed on grantee, including, but not limited to, involuntary termination of a grant at the discretion of the Illinois State Board of Education, in whole or in part, in accordance with federal and state law and regulations.

GENERAL CERTIFICATIONS AND ASSURANCES

18. The applicant will obey all applicable state and federal laws, regulations, and executive orders, including without limitation: those regarding the confidentiality of student records, such as the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.); those prohibiting discrimination on the basis of race, color, national origin, sex, age, or handicap, such as Title IX of the Amendments of 1972 (20 U.S.C. 1681 et seq.) and 34 CFR part 106, the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.), the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 794) and 34 CFR part 104, the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), the Age Discrimination Act (42 U.S.C. 6101 et seq.) and 34 CFR part 110, Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq., 2000e et seq.) and 34 CFR part 100, the Public Works Employment Discrimination Act (775 ILCS 10/0.01 et seq.), and the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.); and the Illinois School Code (105 ILCS 5/1-1 et seq.). Further, no award recipient shall deny access to the program funded under the grant to students who lack documentation of their immigration status or legal presence in the United States (Plyler v. Doe, 457 U.S. 202, 102 S.Ct. 2382 (1982)).
19. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant/grantee was formerly employed by the Illinois State Board of Education and has received an early retirement incentive under 40 ILCS 5/14-108.3 or 40 ILCS 5/16-133.3 (Illinois Pension Code). The applicant acknowledges and agrees that if such early retirement incentive was received, the Grant Agreement is not valid unless the official executing the agreement has made the appropriate filing with the Auditor General prior to execution.
20. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the Illinois State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement. 21. The applicant is not barred from entering into this contract by Sections 33E-3 and 33E-4 of the Criminal Code of 1961 (720 ILCS 5/33E-3, 33E-4). Sections 33E-3 and 33E-4 prohibit the receipt of a state contract by a contractor who has been convicted of bid-rigging or bid rotating.

22. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.

23. The applicant certifies it does not pay dues or fees on behalf of its employees or agents or subsidize or otherwise reimburse them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1). 24. The applicant certifies that it is (a) current as to the filing and payment of any applicable federal, state, and/or local taxes; and (b) not delinquent in its payment of moneys owed to any federal, state, or local unit of government. 25. Any applicant not subject to Section 10-21.9 of the School Code certifies that a fingerprint-based criminal history records check through the Illinois State Police and a check of the Statewide Sex Offender Database will be performed for all its employees, b) volunteers, and c)

all employees of persons or firms holding contracts with the applicant/grantee, who have direct contact with children receiving services under the grant; and such applicant shall not a) employ individuals, b) allow individuals to volunteer, or c) enter into a contract with a person or firm who employs individuals, who will have direct contact with children receiving services under the grant who have been convicted of any offense identified in subsection (c) of Section 10-21.9 of the School Code (105 ILCS 5/10-21.9(c)) or have been found to be the perpetrator of sexual or physical abuse of any minor under 18 years of age pursuant to proceedings under Article II of the Juvenile Court Act of 1987 (705 ILCS 405/2-1 et seq.).

26. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant/grantee will ensure that all such purchases are made from publishers who comply with the requirements of 105 ILCS 5/28-21, which instructs the publisher to send (at no additional cost) to the National Instructional Materials Access Center (NIMAC) electronic files containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard (NIMAS), on or before delivery of the print instructional materials. This does not preclude a grantee school district from purchasing or obtaining accessible materials directly from the publisher.

27. The applicant certifies that notwithstanding any other provision of the application, proposal, or Grant Agreement, grant funds shall not be used and will not be used to provide religious instruction, conduct worship services, or engage in any form of proselytization.

JOINT APPLICATIONS - ADMINISTRATIVE AND/OR FISCAL AGENT

28. Applicants/grantees participating in a joint application hereby certify that they are individually and jointly responsible to the Illinois State Board of Education and to the administrative and fiscal agent under the grant. An applicant/grantee that is a party to the joint application and is a legal entity, or a Regional Office of Education, may serve as the administrative and/or fiscal agent under the grant.

29. The entity acting as the fiscal agent certifies that it is responsible to the applicant/grantee or, in the case of a joint application, to each applicant/grantee that is a party to the application; it is the agent designated and responsible for reports and for receiving and administering funds; and it will:

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

DRUG-FREE WORKPLACE CERTIFICATION

30. This certification is required by the Drug-Free Workplace Act (30 ILCS 580/1). The Drug-Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or services from the state unless that grantee or contractor has certified to the state that the grantee or contractor will provide a drug-free workplace. False certification or violation of the certification may result in sanctions including, but not limited to, suspension of contract or grant payments, termination of the contract or grant, and debarment of contracting or grant opportunities with the state of Illinois for at least one (1) year but not more than five (5) years. For the purpose of this certification, applicant, grantee, or contractor means a corporation, partnership, or other entity with twenty-five (25) or more employees at the time of issuing the grant, or a department, division, or other unit thereof, directly responsible for the specific performance under a contract or grant of \$5,000 or more from the state. The applicant certifies and agrees that it will provide a drug-free workplace by:

- Publishing a statement:
 - Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantees or contractors workplace.
 - Specifying the actions that will be taken against employees for violations of such prohibition.
 - Notifying the employee that, as a condition of employment on such contract or grant, the employee will:
 - Abide by the terms of the statement; and
 - Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five (5) calendar days after such conviction.
- Establishing a drug-free awareness program to inform employees about:
 - The dangers of drug abuse in the workplace;
 - The grantees or contractors policy of maintaining a drug-free workplace;
 - Any available drug counseling, rehabilitation, and employee assistance programs; and
 - The penalties that may be imposed upon an employee for drug violations.
- Providing a copy of the statement required by subsection (a) to each employee engaged in the performance of the contract or grant and posting the statement in a prominent place in the workplace.
- Notifying the contracting or granting agency within ten (10) calendar days after receiving notice under part (B) of paragraph (3) of subsection (a) above from an employee or otherwise receiving actual notice of such conviction. e) Imposing a sanction on, or requiring the satisfactory participation in a drug abuse assistance or rehabilitation program by, any employee who is so convicted, as required by section 5 of the Drug-Free Workplace Act. f) Assisting employees in selecting a course of action in the event drug counseling, treatment, and rehabilitation are required and indicating that a trained referral team is in place.
- Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug-Free Workplace Act.

31. The applicant represents and warrants that all of the certifications and assurances set forth herein, in the application, all attachments, and the Grant Agreement are and shall remain true and correct through the Term of the grant. During the Term of the grant, the award recipient shall provide the Illinois State Board of Education with notice of any change in circumstances affecting the certifications and assurances within ten (10) calendar days of the change. Failure to maintain all certifications and assurances or provide the required notice will result in the Illinois State Board of Education withholding future project funding until the award recipient provides documentation evidencing that the award recipient has returned to compliance with this provision, as determined by the Illinois State Board of Education.

v.01.10.2025

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion Instructions Lower Tier Covered Transactions

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

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

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

Instructions for Certification

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

v.01.10.2025

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

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

- No federal appropriated funds have been paid or will be paid, by or on behalf of the contractor/grantee, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any federal contract, the making of any federal loan, the entering into cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal contract, grant, loan, or cooperative agreement.
- If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal contract, grant, loan, or cooperative agreement, the contractor/grantee shall complete and submit [ISBE 85-37](#) "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The applicant shall require that the language of this certification be included in the award documents for all subawards ~~at all tiers~~ (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

v.04.23.2021

GEPA 442 Assurances Instructions

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

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

DEFINITIONS

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

"LEA" means the local educational agency.

"AWARD RECIPIENT" means the person, entity, or entities that are to receive or have received grant funds through an award from the Illinois State Board of Education. The terms "grantee" and "award recipient" may be used interchangeably. "GRANT" means the award of funds, which are to be expended in accordance with the Grant Agreement for a particular project, in accordance with applicable federal and state statutes, regulations, administrative rules, and terms and conditions of the award. The terms "grant," "award," and "project" may be used interchangeably.

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

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

"SECRETARY" means the Secretary of Education.

PROJECT

2. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;

3. The control of funds provided to the LEA under each Program and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;

4. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each Program, in accordance with 2 CFR 200.302 and 2 CFR 200.303 and the Illinois State Board of Education's State and Federal Grant Administration Policy, Fiscal Requirements, and Procedures manual, maintained on the Illinois State Board of Education's Internet website. The LEA's administration and expenditure of Program funds shall be in accordance with all applicable requirements of the Education Department General Administrative Regulations (EDGAR), 2 CFR 200, and other applicable federal state statutes, regulations, and administrative rules.

5. The LEA will make reports to ISBE and to the Secretary as may reasonably be necessary to enable ISBE and the Secretary to perform their duties and meet federal reporting requirements, and the LEA will maintain such records, including the records required under 20 U.S.C. 1232f, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;

6. The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each Program;

7. An application, evaluation, periodic program plan, or report relating to each Program will be made readily available to parents and other members of the general public;

8. In the case of any Program project involving construction: (A) the project will comply with state requirements for the construction of school facilities; and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under 29 U.S.C. 794 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities; 9. The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each Program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and

10. None of the funds expended under any applicable Program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or an affiliate of such an organization.

v.01.31.2024

Assurances Instructions

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

Illinois State Board of Education. By hitting Submit on the Submit page, this grant agreement shall be deemed to be executed on behalf of the applicant.

The authorized representative of the applicant who will affix his or her signature below certifies that he or she has read, understood, and will comply with all of the provisions of the following certifications, and assurances. The person approving these Grant Application Certifications and Assurances hereby certifies and assures the Illinois State Board of Education that the person submitting the final application on behalf of the applicant (and thereby executing the grant agreement with the Illinois State Board of Education) has the necessary legal authority to do so.

The person approving this application certifies (1) to the statements contained in the list of certifications, and (2) that the statements herein are true, complete, and accurate to the best of his/her knowledge. He/she also provided the required assurances and agrees to comply with any resulting terms if an award is accepted. He/she is aware that any false, fictitious, or fraudulent statements or claims may subject him/her to criminal, civil, or administrative penalties, in accordance with applicable federal and state law, including, but not limited to, 18 U.S.C. 101, the federal False Claims Act (31 U.S.C. 3729 et seq.), and the Illinois False Claims Act (740 ILCS 175/). The list of certifications and assurances is included below and/or incorporated into the Uniform Grant Agreement contained herein. NOTE: These boxes will be automatically filled in as each of the separate certifications/assurances are read and completed.

Assurances for all covered programs

Grant Application Certifications and Assurances (State Assurances)

Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion; see the Overview page for instructions

Certification Regarding Lobbying

GEPA 442 Assurances

v.09.08.2021

Not calling IWAS Web Service

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

Submit Instructions

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

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

Application was created on: 3/13/2025 Assurances

District Data Entry

Business Manager

District Administrator

ISBE Program Administrator #1

ISBE Program Administrator #2

ISBE Program Administrator #3

ISBE Program Administrator #4

ISBE Program Administrator #5

Application History(Read Only) Instructions This Application has not been submitted

Page Review Status Instructions

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[Consolidated District Plan](#)

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Needs Assessment Impact OPEN Stakeholders OPEN Private Schools Participation OPEN Preschool Coordination OPEN Student Achievement OPEN

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~~Title I Specific - Part One~~ OPEN

Title I Specific - Part Two OPEN

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Best Interest Determination Plan OPEN

Youth In Care Transportation Plan OPEN

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~~BSP Program-Contact~~ OPEN

Attendance Center Enrollment Information OPEN

BSP Professional Development OPEN

BSP TBE Requirements OPEN

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Consolidated District Plan Page Status Open Page

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Selectable Application Print

Request Print Job
Consolidated District Plan
Requested Print Jobs
Requested by smannix on 3/14/2025
Completed Print Jobs
Completed - smannix on 3/13/2025 3:03:13 PM
Completed - smannix on 3/13/2025 3:01:04 PM
Completed - smannix on 3/13/2025 4:00:10 PM
Completed - smannix on 3/14/2025 10:02:16 AM