

ISBE USE ONLY

- ARRA
 Regular

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

ATTACHMENT 1

ORIGINAL

DUE DATE
 May 2, 2011

FY 2012 ARRA
School Improvement Grant - Section 1003(g) – Tier I and II
Application Cover Page

INSTRUCTIONS: Submit 1 original, 5 copies, and 12 CD's. No faxed copies will be accepted. No electronic submissions will be accepted.

APPLICANT INFORMATION

NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL Terry Moreland		REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	DISTRICT NCES I.D. # 1726970
TITLE OF AUTHORIZED OFFICIAL Superintendent		SIG 1003(g) PROGRAM CONTACT Brent Boren	
DISTRICT NAME AND NUMBER MERIDIAN COMMUNITY UNIT DISTRICT 101		TITLE OF PROGRAM CONTACT Principal	
ADDRESS (Street, City, State, 9 Digit Zip Code) 1401 Mounds Road, Mounds, IL, 62964-2325		ADDRESS (Street, City, State, 9 Digit Zip Code) 1401 Mounds Road, Mounds, IL, 62964-2325	
TELEPHONE (Include Area Code) 618-342-6776	FAX (Include Area Code) 618-342-6401	TELEPHONE (Include Area Code) 618-889-8659	FAX (Include Area Code) 618-342-6413
E-MAIL terrymoreland@hotmail.com		E-MAIL bboren@mhs101.pulski.k12.il.us	
2010 DISTRICT FEDERAL ACADEMIC STATUS Restructuring Implementation			

I certify that the program person identified above is authorized to act on behalf of the institution with regard to the School Improvement Grant - Section 1003(g).

4/29/2011
Date

Terry Moreland
Original Signature of Superintendent/Authorized Official

4-29-2011
Date

Carl Riley
Original Signature of School Board President

ISBE USE ONLY
Date Received
RECEIVED
MAY - 2 2011
Innovation & Improvement Division

Date

Original Signature of ISBE Division Administrator, Innovation and Improvement

DISTRICT NAME AND NUMBER MERIDIAN COMMUNITY UNIT DIST #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	DISTRICT NCES # 1726970	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Tier I and Tier II Intervention Model Selection for Schools**

SCHOOL NAME	NCES ID #	TIER		INTERVENTION (TIER I AND II ONLY)				WAIVERS			LEAD PARTNER	
		I	II	Turnaround	Restart	Closure	Transformation	STARTING OVER In the school improvement status timeline for Tier I and Tier II schools implementing a turnaround or restart model	SCHOOLWIDE Implement a schoolwide program in a Tier I and Tier II school that does not meet the 40 percent poverty eligibility threshold	NOT APPLYING FOR WAIVER	Lead Partner Name	ISBE Approval Status
Meridian High School	1726970	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	America's Choice	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Approved <input type="checkbox"/> Not Approved

DISTRICT NAME AND NUMBER MERIDIAN COMMUNITY UNIT DIST #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	DISTRICT NCES # 1726970	SOURCE OF FUNDS CODE -12
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**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Eligible but Not Served Tier I and Tier II Schools**

SCHOOL NAME	SCHOOL NCES ID #	TIER		REASON FOR NOT SERVING
		I	II	
N/A		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	
		<input type="checkbox"/>	<input type="checkbox"/>	

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

DISTRICT NAME AND NUMBER MERIDIAN COMMUNITY UNIT DIST #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	DISTRICT NCES # 1726970	SOURCE OF FUNDS CODE -12
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Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be specific, measurable, attainable, realistic, and time bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 1 _____: By 2014, 80% of Juniors will meet or exceed state standards on the PSAE in reading.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (**See Objective example below.**)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2011 05.2011	(Example) School Principal Lead Partner
Objective # 1 _____ 1.1: By 2012, 40% of high school students will increase performance in reading.	1.1: Pre & Post Test Scores: America's Choice 1.2: Classroom Assignments and Assessments 1.3: Pre & Post Test Scores: Local Assessment(s)	1.1: Students will improve scores on America's Choice Tests. 1.2: Students will exhibit mastery levels of 80% or better on daily activities/assignments. 1.3: Students will raise individual scores on local assessments throughout the year.	August 2011- May 2012	School Lead Partner
Objective # 2 _____ 1.2: By 2013, 60% of high school students will increase performance in reading.	2.1: Pre & Post Test Scores: America's Choice 2.2: Classroom Assignments and Assessments 2.3: Pre & Post Test Scores: Local Assessment(s)	2.1: Students will improve scores on America's Choice Tests. 2.2: Students will exhibit mastery levels of 80% or better on daily activities/assignments. 2.3: Students will raise individual scores on local assessments throughout the year.	August 2012- May 2013	School Lead Partner
Objective # 3 _____ 1.3: By 2014, 80% of high school students will increase performance in reading.	3.1: Pre & Post Test Scores: America's Choice 3.2: Classroom Assignments and Assessments 3.3: Pre & Post Test Scores: Local Assessment(s)	3.1: Students will improve scores on America's Choice Tests. 3.2: Students will exhibit mastery levels of 80% or better on daily activities/assignments. 3.3: Students will raise individual scores on local assessments throughout the year.	August 2013-May 2014	School Lead Partner

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

DISTRICT NAME AND NUMBER MERIDIAN COMMUNITY UNIT DIST #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	DISTRICT NCES # 1726970	SOURCE OF FUNDS CODE -12
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Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**ime bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 2 _____:
By 2014, 80% of Juniors will meet or exceed state standards on the PSAE in mathematics.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (**See Objective example below.**)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2011 05.2011	(Example) School Principal Lead Partner
Objective # <u>1</u> 2.1: By 2012, 40% of high school students will increase performance in mathematics.	1.1: Pre & Post Test Scores: America's Choice 1.2: Classroom Assignments and Assessments 1.3: Pre & Post Test Scores: Local Assessment(s)	1.1: Students will improve scores on America's Choice Tests. 1.2: Students will exhibit mastery levels of 80% or better on daily activities/assignments. 1.3: Students will raise individual scores on local assessments throughout the year.	August 2011- May 2012	School Lead Partner
Objective # <u>2</u> 2.2: By 2013, 60% of high school students will increase performance in Mathematics.	2.1: Pre & Post Test Scores: America's Choice 2.2: Classroom Assignments and Assessments 2.3: Pre & Post Test Scores: Local Assessment(s)	2.1: Students will improve scores on America's Choice Tests. 2.2: Students will exhibit mastery levels of 80% or better on daily activities/assignments. 2.3: Students will raise individual scores on local assessments throughout the year.	August 2012- May 2013	School Lead Partner
Objective # <u>3</u> 3.2: By 2013, 80% of high school students will increase performance in mathematics.	3.1: Pre & Post Test Scores: America's Choice 3.2: Classroom Assignments and Assessments 3.3: Pre & Post Test Scores: Local Assessment(s)	3.1: Students will improve scores on America's Choice Tests. 3.2: Students will exhibit mastery levels of 80% or better on daily activities/assignments. 3.3: Students will raise individual scores on local assessments throughout the year.	August 2013-May 2014	School Lead Partner

**FY 2012 ARRA School Improvement Grant - Section 1003(g)
Annual Improvement Goals and Objectives**

DISTRICT NAME AND NUMBER MERIDIAN COMMUNITY UNIT DIST #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	DISTRICT NCES # 1726970	SOURCE OF FUNDS CODE -12
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Directions - Annual Improvement Goals: The LEA must provide the annual improvement goals for improving student achievement in the identified Tier I and Tier II schools on the applicable state assessment in both reading/language arts and mathematics. The LEA SIG 1003(g) goals must be **s**pecific, **m**easurable, **a**ttainable, **r**ealistic, and **t**ime bound (S.M.A.R.T.).

Example:

Goal: The 2010 PSAE results show _____ percent of the district's ALL students in the Meets/Exceeds category in reading/language arts. The percentage of ALL students in the Meets/Exceeds Category will increase to _____ on the 2011 PSAE.

SIG 1003(g) Goal # 3 _____: By 2014, 100% of staff will exhibit excellent or proficient performance as measured by the evaluation instrument.

Directions - Objectives: These must align with the cited annual improvement goal. (Column 1) The SIG 1003(g) objectives should incorporate the intervention model improvement efforts, (Column 2) identify measurable outcomes that align with the selected interventions, (Column 3) provide the evidence of improvement or progress that will facilitate monitoring by the district and schools, (Column 4) identify a target date for completion, and (Column 5) identify the responsible individuals or entity charged with monitoring and ensuring the goal and identified objective are implemented and completed. (**See Objective example below.**)

Objective (1)	Measurable Outcome(s) (2)	Evidence of Improvement or Progress (3)	Target Date for Completion (4)	Responsible Entity (5)
(Example) Objective # 1.1: All reading/language arts teachers, grades 9-12, will establish and use a routine process of assessing student performance through data analysis, in order to increase student achievement.	(Example) 1.1: Formative assessments based upon data analysis of the PSAE and weekly level of mastery of targeted skills on curriculum based measurements.	(Example) 1.1: All students will achieve 80% mastery of targeted skills on weekly curriculum based measurements as developed by the teachers and instructional coaches. 1.1: 49.7% of 11th grade students will meet or exceed as measured by the PSAE by 2011.	(Example) 11.2011 05.2011	(Example) School Principal Lead Partner
Objective # <u>1</u> 3.1: School will establish a mentoring program for all staff and new teacher induction program.	1.1: School and department meeting attendance records. 1.2: Teacher evaluation rubrics. 1.3: School and department resource binders for all teachers.	1.1: Attendance to school and department meetings of at least 80% of staff. 1.2: All teachers will score Excellent or Proficient on evaluation by May 2012. 1.3: Resource binders utilized consistently.	August 2011- May 2012	School Lead Partner
Objective # <u>2</u> Teachers will participate in ongoing professional development (PD) activities to improve student learning.	2.1: Attendance records will show increased participation. 2.2: District will notify staff of PD activities via memos and/or emails. 2.3: Departments meeting notes will identify PD needs and classroom implementation.	2.1: Participation in PD activities will increase by at least 80%. 2.2: District will hold PD activities once a month based on school needs. 2.3: Departments will identify PD needs and classroom applications at least once a year.	August 2011- May 2012	District School Lead Partner Other (professional development resources)
Objective # <u>3</u> 3.3: Increase staff motivation through a program of recognition, rewards, and incentives.	3.1: Staff attendance records. 3.2: Student growth as measured by Cambridge, America's Choice, PSAE, and local assessments. 3.3: State teacher evaluation instrument.	3.1: Staff attendance of at least 90%. 3.2: Students show core subject objective mastery of at least 80% on assessments. 3.3: Teachers score Excellent or Proficient on state teacher evaluation.	August 2011- May 2012	School Lead Partner

LEA ABSTRACT

Meridian Community Unit School District 101 is located at Mounds, Illinois, in Pulaski County which is in rural Southern Illinois. This rural district is a consolidated district that serves students from four key communities: Mounds (population of 1117), Mound City (population of 692), Olmsted (population 299), and Pulaski (population 274). The school district has one elementary, one middle school, and one high school—namely Meridian High School.

Meridian High School has an enrollment of 177; almost two-thirds of the student population is Black; one-third is white; the low-income rate is seventy-one percent; the dropout rate is slightly above the state average; the chronic truancy rate is 25.9 percent compared to the state average of 35 percent; and the attendance rate is 91.4 percent compared to the state average of 93.7 percent. In addition, Meridian High School's academic picture is dismal. The state status is Academic Watch, year seven, and the federal status is Restructuring Implementation. Needless to say, Meridian High School has not been successful in making Adequate Yearly Progress

(AYP). Consequently, there is an overwhelming need for a dramatic change and growth in student academic performance:

A new superintendent was hired for the 2010-2011 school year. Shortly after his arrival, he reviewed the test data for the entire district. He met with administrators and teachers to discuss a course of action. He knew that the high school had applied for the SIG FY 2011. When he received notification that the high school had not been awarded the grant, he contacted ISBE to let them know that the LEA would be re-applying. The superintendent also requested the scoring rubric which he reviewed with the School Improvement Committee. The Committee knew that a more radical approach must be taken. This year's application addresses major changes that must be fulfilled in order to turnaround the high school. The analysis of all of the data resulted in the following directives:

1. The Transformation Model is the selected intervention.
2. Embrace the mandate of selecting a Lead Partner.
3. Lessen control and increase support in the areas of leadership and teachers, instructional and support strategies, operations, and

governance.

The Board of Education has been represented at various facets of this grant application process.

The LEA has set three goals:

Goal 1: By 2014, eighty percent of eleventh graders will meet or exceed state standards in Reading as measured by the PSAE.

Goal 2: By 2014, eighty percent of eleventh graders will meet or exceed state standards in Mathematics as measured by the PSAE.

Goal 3: By 2014, 100 percent of the staff will exhibit excellent or proficient performance as measured by the evaluation instrument.

The LEA is determined to implement plans that will substantially improve academic performance. Commencing with the 2011-2012 school year, the following will be implemented:

1. High School Staff who teach in core academic subjects would

- attend a mandatory two-three day professional development work session prior to the beginning of the school year. The agenda would include, but not be limited to, reviewing the most recent test data and the ramifications for instruction; reviewing of the curriculum, and developing plans for the year.
2. The regular school year would begin one week earlier than the elementary-middle school.
 3. The school day at the high school would be extended by one hour and thirty minutes making the school day eight hours and thirty minutes longer.

The earlier start time of the school year and the hour and thirty minutes added to the school day adds 306.50 hours to the school year. This extended time will provide for increased instructional time for core subjects and allow for the implementation of mandatory tutoring for students who demonstrate academic deficiencies.

The LEA has already begun a district-wide review of the curriculum through the Curriculum Council. Instructors have begun aligning their

curricula with the Common Core Standards; mapping of the curriculum has begun at each grade level and by departments to effect vertical and

horizontal articulation. Test data is being compiled by grade levels to ensure that the progress of students is measured as they move from grade level to the next.

Currently, core subject-area teachers are meeting monthly via departmental meetings to review curriculum, to review student test data, develop assessments, and to formulate plans for adapting lessons to meet the needs of the students. For the 2011-2012 school year, these departmental meetings will involve core teachers from the middle school. The Lead Partner, America's Choice, is expected to play a vital role in directing staff in implementing instructional programs with fidelity.

It is expected that everyone---Board of Education, Lead Partner, administration, teachers, support personnel, students, parents, and other stakeholders be accountable for their parts in bringing about academic success as the implementation of the Transformation Model progresses.

Illinois State Board of Education
 Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

FY 2012 School Improvement Grant – Section 1003(g)
NEEDS ASSESSMENT
Cover Page

DISTRICT NAME AND NUMBER MERIDIAN CUSD #101		NAME OF SCHOOL MERIDIAN HIGH SCHOOL	
REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01		CHECK (✓) ONE ONLY <input checked="" type="checkbox"/> Tier I School <input type="checkbox"/> Tier II School	
SCHOOL 2010: FEDERAL ACADEMIC STATUS RESTRUCTURING IMPLEMENTATION		SCHOOL 2010: STATE ACADEMIC STATUS ACADEMIC WATCH-YEAR 7	
DISTRICT ADDRESS (Street, City, State, 9 Digit Zip Code) 208 VALLEY ROAD		SCHOOL ADDRESS (Street, City, State, 9 Digit Zip Code) 1401 MOUNDS ROAD	
NAME OF SUPERINTENDENT/AUTHORIZED OFFICIAL TERRY MORELAND		PRIMARY CONTACT BRENT BOREN	
TELEPHONE (Include Area Code) 618-342-6776	FAX (Include Area Code) 618-342-6401	TELEPHONE (Include Area Code) 618-342-6778	FAX (Include Area Code) 618-342-6856
SUPERINTENDENT/AUTHORIZED OFFICIAL E-MAIL ADDRESS terrymoreland@hotmail.com		PRIMARY CONTACT'S E-MAIL ADDRESS bboren@mhs101.pulski.k12.il.us	

DISTRICT NAME AND NUMBER MERIDIAN CUSD #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	NAME OF SCHOOL MERIDIAN HIGH SCHOOL
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Part III – District Level Capacity Analysis

District Level: Policies, Procedures and Practice Analysis

Directions: This section is divided into four areas. The team will need to reach consensus on each item and determine the extent to which the team strongly agrees or strongly disagrees with the statement. The focus of this section is on district level capacity.

Teachers and Leaders

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our district has staff qualified to lead bold changes in schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district establishes and implements a process to assign professional and support staff based on system needs and staff qualifications.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Central Office staff has the authority to replace principals and teachers based on performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Our district has authority to grant principals operational flexibility over items like budgets, staffing, and calendar.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district implements a staff evaluation system that provides for the professional growth of all personnel. <i>Considerations:</i> Evaluation process takes into consideration student data and other elements such as working in collaboration to support school improvement efforts, walk-throughs, observations, and is designed to reflect performance over a specified period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There is a staffing plan in place that reflects best practice for recruiting, placing, and retaining effective teachers and school leaders. <i>Considerations:</i> Highly Qualified Staff, Proper Certification, Environment free of Nepotism, Trained Paraprofessionals, Support for Nationally Board Certified Teachers, Identified Opportunities for Career Growth, Flexible Work Environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Our district's relationship with the union will support negotiations of contract terms that ensure the placement of highly effective teachers and the dismissal of low performing teachers. <i>Considerations:</i> Communications, community support, indepth understanding of evaluation methods, legislation/statutes, collective bargaining agreements.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area? *(Limit comments to space provided.)*

The District needs to ensure longevity in its leadership positions; when changes do occur, the district needs to implement transition periods for in-coming and out-going administrators. The District does not currently have long range budget plans. Long-term planning should be established for continuity in funding and programs regardless of who comes in as a new superintendent and/or principals. The District also needs an improved evaluation system which identifies exemplary teachers as well as indicating teachers in need of remediation. The evaluation process should also contain procedures for expedited dismissal of unsatisfactory staff. Communication with parents and leadership can be improved by installing and utilizing the "parent portal" through the technology of the school information system. Plans that are created need to be implemented and followed in a timely and consistent manner. All personnel should allow adequate time to see effective results. Funding for school improvement efforts need to be allocated in a timely manner and shared with committee members. Budgetary concerns should be reviewed by all stakeholders.

DISTRICT NAME AND NUMBER MERIDIAN CUSD #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	NAME OF SCHOOL MERIDIAN HIGH SCHOOL
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Time and Support

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our district has the authority to modify calendar activities and extend learning time.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Our district has a process in place to assess the needs of staff to inform the planning of professional development offered by the district. <i>Considerations:</i> The district conducts a professional development needs assessment or uses other tools such as the National Staff Development Council standards to guide efforts.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district is willing to give capable leaders unprecedented freedom to change, even if this creates inconsistency and inconvenience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district has the authority to grant the flexibility to individual school leaders to ensure high quality job-embedded professional development is provided as needed to support improvement. <i>Considerations:</i> Payment for extended days or additional days, adequate pool of substitutes, clearly defined job-embedded professional development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district has a communications plan in place to provide families, staff, and community members with ongoing updates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area? (Limit comments to space provided.)

The district has existing data, but the time allotted for dissemination and professional development in the utilization of the data to support and drive instructional needs is an area which requires improvement. The district will need to use School Improvement Days to increase knowledge of data collection and analysis. Communication between staff members needs to improve to be more effective in the use of data for specially identified students as well as the general student population. The use of data to drive decision-making continues to strengthen. Use of the district web site, automated calling system, and print media need to be fully implemented for communication with families, staff, and the community. The district has made Restructuring Plans, Strategic Plans, Response to Intervention Plans, and School Improvement Plans, but they are not effectively communicated and implemented at the school level.

DISTRICT NAME AND NUMBER MERIDIAN CUSD #101	REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	NAME OF SCHOOL MERIDIAN HIGH SCHOOL
------------------------------------------------	------------------------------------------------------------	----------------------------------------

Governance

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
Our district is willing to take extreme action in failing schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
There are clear indications that the local Board will provide strong support for bold change.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Our district is willing to bring in outsiders if needed and grant them sufficient operational flexibility in order to improve student outcomes.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There are clear indications of systemic support by the Central Office to support improvement efforts. <u>Considerations:</u> Data Systems, Communication, Personnel, Accountability, Technical Assistance, Policies and Procedures.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What key functions, systems, policies, and processes must be examined, strengthened, and/or developed to support sustainable improvement efforts in this area? (Limit comments to space provided.)

The District has adopted effective policies in the area of governance; however in willingness to take extreme actions, the district has not followed through. Through the mandates of the Performance Evaluation Reform Act (PERA), this area will soon become a strength instead of a weakness.

LEA NARRATIVE

SECTION I: OVERVIEW and RATIONALE

A. 1 In December 2010, a team of teachers, administration, board members, parents, local agencies, leading and supporting partners, consultants and other stakeholders was assembled at Meridian CUSD 101 to complete the District Needs Assessment (see attached). These teams conducted three meetings. The committee reviewed trend data from 2006 to 2010 from several sources, including the Illinois Report Card, Explore, Plan and Cambridge benchmark assessments. The team also analyzed discipline referrals, graduation rates and truancy trends to determine the appropriate intervention model. Staff and parents who were not part of the District Team also completed separate surveys.

The team determined the following:

- The current administrator should not be replaced since he was recently hired in August 2009 and has performed his duties effectively;
- A new evaluation system needs to be designed with the collaboration of teachers and administrators, and that the

evaluation should be rigorous, transparent, and equitable; the evaluation should also be based on student growth and performance.

- The District should identify and reward school leaders, teachers, and staff who have implemented strategies to produced increased student performance.
- The District should provide staff with embedded professional development that is highly effective and on-going.
- The District should implement plans that will enable the school to recruit, retain, and assign staff with the qualifications to meet the needs of the students and to effectively increase student performance.

Following this analysis, the District Team decided that the best intervention model for Meridian High School would be the Transformation Model.

A.2 The LEA is supportive of the high school in its efforts to impact student performance. The LEA is willing to alter its thinking and/or adopt new policies that affect teachers and leaders, instructional and support strategies, time and support and governance as we seek the SIG FY 2012

Grant. Addressing the areas of TEACHERS and LEADERS, the team determined the following needs:

- increased longevity of leadership positions
- a transition plan for new administrators
- mentoring of administration to improve administration skills
- allowing staffing decisions to be made by the school principal
- allowing ample time for the new leader to train and direct staff into the transformation, evaluate instruction, and utilize data to support and drive instructional needs
- a new evaluation tool which will include remediation plans and the process for dismissing unsatisfactory staff. The teachers' association and administration will work together to ensure the placement of highly effective teachers and the dismissal of low-performing teachers
- a plan for recruitment and retention of highly qualified staff

In addressing the area of INSTRUCTIONAL and SUPPORT STRATEGIES, the team determined the that the following needs to happen:

- The District will allow the principal to schedule regular departmental/subject area meetings for staff. An agenda item for these meetings will be the analysis and interpretation of data. This

information will then be used to modify, adjust, and reinforce instruction; to determine flexible groups; and to identify professional development needs.

- Instructional programs will be strengthened to increase student performance. Built around best practices and experience transforming high schools, America's Choice, Meridian High's lead partner, will use the High School Intensive Design initiative to improve the curriculum and instructional practices.
- In addition, the Explore, Plan, local assessments utilizing Cambridge Educational assessments, and Discovery Education Assessments will be regularly implemented.
- Teachers will be provided with the tools to develop a variety of assessments to measure student progress, including pre- and post-tests for each instructional unit.
- Instructional staff will review and map the curriculum, ensuring alignment with the Common Core Standards for all core areas--- vertically and horizontally.
- The school will provide Embedded Professional Development which shall include, but not be limited to differentiated instructional

strategies; learning styles, engaged learning, and classroom management.

- The LEA will allow the leaders, the staff, and the lead partner flexibility and authority to implement strategies for effective school transformation.
- There will be ramped-up classes and increased instructional time in areas of concern in math, science, reading, and English, particularly for freshmen as well for students in the other grades.

In addressing the areas of TIME and SUPPORT, the team determined the following needs:

- Extending the school year by one week and the school day by one class period for the 2011-2012 school year.
- Maintaining District membership with the National Staff Development Council (NSDC).
- Assessing professional development needs through the Curriculum Council, School Improvement Committee, and departmental meetings to plan programs for the staff which will provide for high-quality, embedded professional development.

- Supporting payment for extended days or additional days for staff to engage in professional development activities.
- Redesigning and updating the District web site to include more information about the high school and district (announcements, calendars, school improvement plans, and so forth) and continuing to host a “parent portal” so that a parent can access information about his child’s school performance. Electronic newsletters are being planned for the 2011-2012 school year.

In the area of GOVERNANCE, the team determined the following:

- The LEA is supportive; however, the priorities of people in the district are not focused on academics. Efforts in addressing this issue must be more collaborative with all of the district stakeholders.
- Changes will include increased budgetary freedom to implement strategies for effective transformation of the school.
- The LEA will need to allow staffing decisions to be made by the school principal in order to bring about radical change.
- The LEA will work with school to allow the leaders, the staff, and the lead partner flexibility and authority to implement strategies for effective school transformation.

- Financial constraints of the LEA limit the extent of the support that the District is able to give, but the LEA provides as much as it can afford.

A.3 Without funding through the SIG FY 2012 Grant, the district lacks the ability to maximize improvement efforts due to limited resources and lack of personnel. The district will establish partnerships with America's Choice (Lead Partner) and Consortium for Educational Change (CEC) to implement the transformation intervention model. These partnerships will provide technical assistance, professional development and personnel to support systematic change and to support district improvement goals. The district will assign staff based on system needs and staff qualifications. Student database system will be upgraded and improvements to internal and external communications systems will be implemented. Policies and procedures will be reviewed and updated to incorporate the transformation model. The leadership team will focus on changes that impact the school as well as systemic issues that impact the entire district. It will identify areas where student performance can be shared across the school community. The leadership team will also help identify ways for the district to sustain changes beyond the term of the intervention.

The district will use the following strategies to assist the High School in fulfilling the required activities for the transformation model:

- The district will implement an effective evaluation and remediation system developed under the direction of the Consortium for Educational Change (CEC) and in collaboration with the bargaining union to enable the school principal to make staff assignments or replacements.
- The district will work with the High School to allow America's Choice personnel to have flexibility and authority to implement strategies for an effective school transformation.
- The district will provide increased budgetary freedom to implement strategies for effective transformation of the school.
- Decision-making policies will be streamlined for implementation in a timely manner.
- The district will provide ample time for the America's Choice (Lead Partner) and CEC (Support Partners) to train and direct staff in the transformation, instructional evaluations, and data utilization to support and drive instructional needs.

B. Section I-B: LEA Goals and Objectives (Also See Attachment 4)

The committee determined the LEA goals and objectives based on a review of trend data from the PSAE, school report cards, discipline reports, and referrals. A review of the data stated in the following table (Table 1) showed that scores on the PSAE have remained steady with the exception of fluctuations in high and/ or low scores. Consequently, the LEA has set three goals:

- Goal 1: By 2014, eighty percent on eleventh graders will meet or exceed state standards in Reading as measured by the PSAE.
- Goal 2: 2014, eighty percent of eleventh graders will meet or exceed state standards in Mathematics as measured by the PSAE.
- Goal 3: By 2014, 100 percent of the staff will exhibit excellent or proficient performance as measured by the evaluation instrument.

MERIDIAN HIGH SCHOOL TREND DATA (Table 1)

	2006	2007	2008	2009	2010
AYP TARGET	47.5%	55.0%	62.5%	70.0%	77.5%
NUMBER of STUDENTS TESTED	40	44	47	48	33
AYP READING (MEETS/EXCEEDS)	19%	20.5%	8.5%	27.1%	24.2%
AYP MATH (MEETS/EXCEEDS)	16%	9.1%	10.6%	20.8%	12.1%
SCIENCE					

	2006	2007	2008	2009	2010
(MEETS/EXCEEDS)	16%	13%	4%	17%	18%
WRITING (MEETS/EXCEEDS)	NA*	25%	17%	19%	18%
DROP-OUT RATE	0	4.6%	1%	4.5%	7.9%
GRADUATION RATE	100%	100%	85.2%	85.2%	73.2%
LOW INCOME	84.4%	81.1%	71.1%	71.2%	75.1%
MOBILITY RATE	49.5%	29.7%	19.7%	11.4%	18.0%
TRUANCY RATE	10.8%	11.8%	27.5%	25.9%	7.6%
ATTENDANCE RATE	90.6%	90.2%	92.8%	91.4%	91.1%
IEP	NA	NA	NA	NA	22.0%
LEP	0	0	0	0	0
ENROLLMENT	205	217	197	198	177

*- Subject not tested this year

The following district administrators and staff will be responsible for the monitoring of the School Improvement Transformation identified goals:

- Mr. Terry Moreland, superintendent will spend 20% of time conducting walkthroughs, approving purchase requisitions and expenditures; coordinating technical assistance, meeting with Lead and Supporting Partners, and the principal; and reporting the progress of the transformation implementation to the Board of Education.

- The Federal and State Programs Director will spend 20% of time reviewing and approving purchase requisition, assisting with the distribution of grant information, submission of grant reports, participating in School Improvement Team meetings; and assisting the principal with the implementation and coordination of the SIG 1003g grant and maintaining records and files relative to this grant project.
- Brent Boren, Principal, will spend 60% of time monitoring instruction; supervising teachers and staff; scheduling, holding staff meetings, meeting with the School Improvement Team, Superintendent, Federal & State Programs Director, Lead and Supporting Partners, Coaches, Curriculum Council, Leadership Team and consultants; coordinating the implementation of the SIG 1003(g) grant, and approving purchase requisitions and grant expenditures.

SECTION II: PROPOSED ACTIVITIES

A.1-The current principal was assigned at the beginning of the 2009-2010 school year. He has demonstrated knowledge of curriculum and exhibited leadership and vision as he works to move the high school toward increased academic performance. It has been several years since the high school has had a principal who fulfills the role of an educational leader. He has availed

himself of opportunities to learn about school improvement through attendance at meetings, webinars, and even visiting other schools, and this commitment to learning is related to staff to avail themselves of similar opportunities. This willingness to gain knowledge for the betterment of Meridian High School is definitely a positive. The principal is not trying to find a quick fix, but a program of solutions that will provide steady and sustained academic growth.

Not only is the principal impacting the school in the area of academics, but he also impacting the learning climate of the school. Through Positive Behavior Intervention Systems (PBIS), the number of discipline referrals has decreased by 7 percent from 2008-2009 and by 37 percent from 2010-2011. Students know that the principal and the staff have high expectations for their conduct. Concerted efforts for positive school climate and academic success have been initiated by the principal.

A.2- The principal has made presentations at school board meetings regarding the specifications of the SIG FY 2012-1003g. The board of education has been represented through members participating on the needs assessment team, visitations to other schools, and attendance at various workshops regarding the components of the grant. The letter of

support from the president of the board of education affirms that the principal and the staff will have the support of the LEA as the activities of the Transformation Model are implemented.

A 3-4.- Legislation which governs the evaluation and dismissal of teachers, the Performance and Evaluation Reform Act (PERA), has recently passed the Senate and has moved to the House for passage. The LEA will work with the bargaining union to accomplish necessary reforms. The LEA proposes to work with CEC in designing an evaluation tool and incentive programs that will impact the High School staff. In a collaborative effort between the LEA, CEC and the bargaining union, a teacher evaluation will be created that includes encompasses all the components of the reform act. The district intends to begin the process of developing the instrument prior to the 2011-2012 school year. CEC will partner with the New Teacher Project with support from a Joyce Foundation grant. All of the teacher evaluation work will be coordinated with the work of the school's lead partner, America's Choice.

A.5-Meridian CUSD#101 is located in an impoverished rural area of the State. Teachers who were hired twenty or more years ago are nearing retirement or have retired. The LEA has attended various job fairs in order to recruit

teachers; however, efforts to recruit effective replacements have not been consistently fruitful. In addition, financial resources of the district are limited and contractual issues must be resolved. The LEA has met with the bargaining union to inform them of the guidelines for the grant, one of which is need to offer financial incentives not only to new recruits, but for the retention and rewarding of the staff when the high school shows substantial improvement in academic performance and/or meets the district goals. The leadership and membership of the union understand the importance of these components. The following ideas are being considered for implementation:

- A signing bonus is given to teachers hired to teach in core subject areas
- Performance-based incentives to teachers in core area when students meet or exceed learning goals.
- Bonus payments for all school staff when the percent of students meeting or exceeding steadily increases.

The LEA will meet with the bargaining union to develop a plan prior to the start of the 2011-2012 school year.

A. 6-The LEA is determined to implement plans that will substantially improve academic performance. Commencing with the 2011-2012 school year, the following will be implemented:

- High School Staff who teach in core academic subjects would attend a mandatory two-three day professional development work session prior to the beginning of the school year. The agenda would include, but not be limited to reviewing the most recent test data and the ramifications for instruction; reviewing of the curriculum, and developing plans for the year.
- The regular school year would begin one week earlier than the elementary-middle school.
- The school day at the high school would be extended by one hour and thirty minutes making the school day eight hours and thirty minutes longer.

The earlier start time of the school year and the hour and thirty minutes added to the school day adds 306.50 hours to the school year. This extended time will provide for increased instructional time for core subjects and allow for the implementation of mandatory tutoring for students who demonstrate academic deficiencies.

A.7- The LEA has already begun a district-wide review of the curriculum through the Curriculum Council. Instructors have begun aligning their curricula with the Common Core Standards; mapping of the curriculum has begun at each grade level and by departments to effect vertical and horizontal articulation. Test data is being compiled by grade levels to ensure that the progress of students is measured as they move from grade level to the next.

Currently, core subject-area teachers are meeting monthly via departmental meetings to review curriculum, to review student test data, develop assessments, and to formulate plans for adapting lessons to meet the needs of the students. For the 2011-2012 school year, these departmental meetings will involve core teachers from the middle school. The Lead Partner, America's Choice, is expected to play a vital role in directing staff in implementing instructional programs with fidelity.

A.8-This spring, the national EXPLORE Test will be administered to all eighth grade students. These students will be transported to the high school to take the exam. This begins the first of several transition activities that will be implemented for the eighth graders coming to the high school. Following the test, the students will spend the rest of the day at the high school---

eating lunch and attending workshops on various topics as determined by the Director of Guidance. These activities will be part of an orientation day where students will meet their teachers for the next year, learn about class policies and expectations, receive schedule counseling, and meet with a high school mentor, either a junior or senior student. Students will begin working on their individual portfolios in Career Cruising at this time as well. When students return in the fall, they will take the Cambridge EXPLORE test to continue building their assessment profiles.

A. 9- Mr. Terry Moreland, superintendent, will coordinate technical assistance; meet with administrative staff, and Lead and Supporting Partners to evaluate progress; and report grant progress of the implementation to the Board of Education. Erma Terry, Federal and State Programs Director, will provide technical assistance, facilitate committee meetings, and maintain records and files relative to this grant project. Other central office personnel will remain the same; however, additional personnel will be hired to ensure the successful implementation of the transformation model. These positions are:

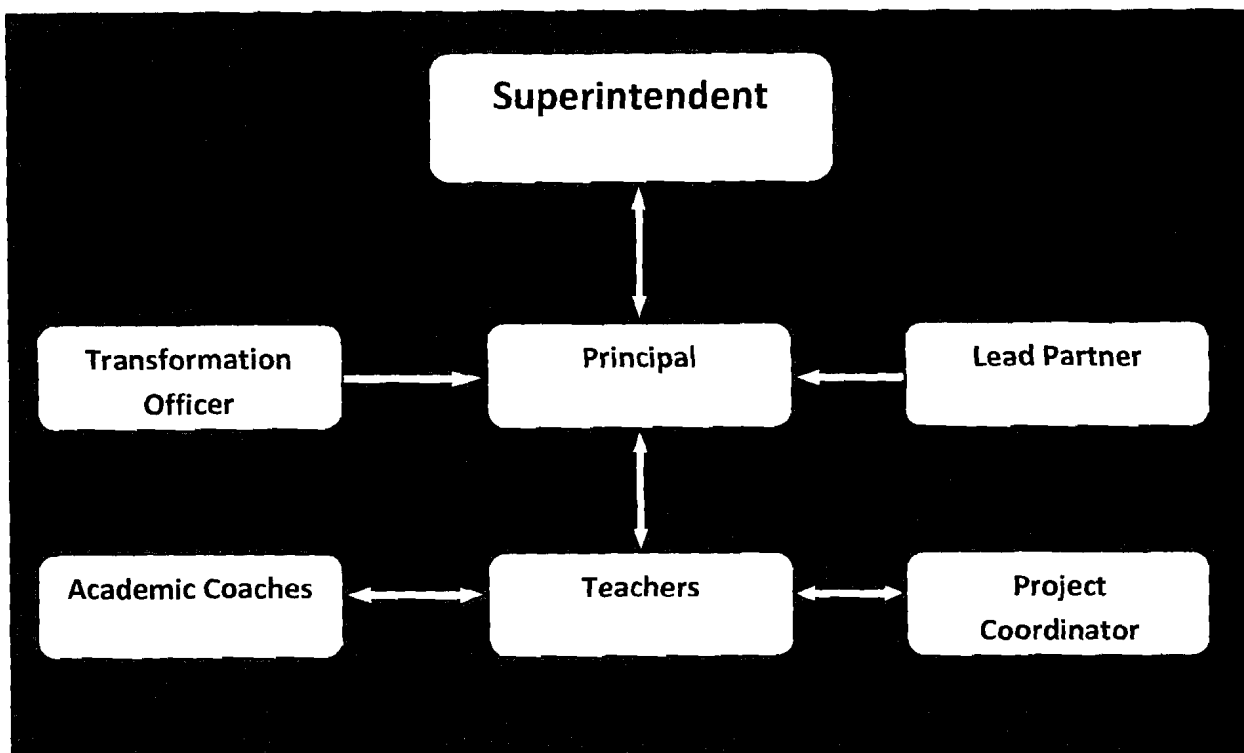
- Project Coordinator, Linda Roberson, will oversee the project and implementation of the grant; coordinate monthly meetings, and prepare quarterly reports;
- Transformation Administrative Assistant, will be a new position which will work with the project coordinator and principal in implementing grant activities
- Literacy Coach, Brenda Cobbs and Math Coach, Cynthia Thomas, will work with instructors and teachers to model effective instructional practices;
- A reading teacher will be hired to implement the READ 180 and System 44 Reading Programs
- Student Literacy and Math Tutors will be hired to assist students who are deficient in areas of reading/language arts and math.

Overseeing the successful implementation of the Transformation Model is vital to the success of academic performance. The following strategies will be enlisted:

- Monitoring checklist—a monitoring checklist will be developed by the principal and the leadership team to measure implementation level.

- Observations/Walkthroughs—the superintendent, principal, and leadership team will use forms from Ruby Payne.
- Reports—Quarterly reports will be prepared by the principal and/or leadership team for review and analysis to determine what procedural improvements should be made.

The following chart identifies responsibilities and communication patterns for the program facilitators:



A.11- The School Improvement Team conducted a meeting with the entire staff to disseminate information on the intervention models. A review of the Needs Assessment was conducted to determine which model would best fit

our needs. A majority of the respondents choose the Transformation Model which was consistent with the School Improvement Team selection.

In November and December, members of the team met with Mr. Jim O'Connor, ISBE Technical Support Officer, to review the previous grant application and to provide professional input as the team prepared for writing the new grant. Members participated in webinars and training sponsored by ISBE and Turnaround Learning, respectively. In January 2011, members of the team attended an SIG 1003(g) grant overview meeting conducted by ISBE. At this meeting presentations were made by Illinois approved partners. Meridian's team was able to meet with officials from America's Choice---Mrs. Doris McEwen, Central Region manager and Mr. Kevin James, President. The discussion during this meeting solidified the Meridian Team's decision to retain America's Choice as the Lead Partner. Initial plans were developed for representatives of Meridian to visit a nearby school district where America's Choice programs were being implemented.

A visit to Forrest City, Arkansas took place in late January. Two members from Meridian were able to attend meetings with America's Choice, district and school officials who shared the "good, bad, and ugly" of the implementation of the programs. Meridian team members were able to

view programs in action at a charter school, a middle school, and the high school. At the first School Improvement Committee (Rising Star) Meeting, the team members shared their report with other members of the committee. It was a unanimous decision that America's Choice could best meet our needs and help our school make the most effective change.

The LEA will participate in district leadership seminars where they will learn about on-grade literacy training, tiered academic intervention in literacy, on-grade mathematics training, tiered academic intervention in mathematics, and other activities of the grant that will effect change. An Executive Coach from America's Choice will be assigned to the LEA who will meet regularly with the superintendent and the school leadership team. The high school will be assigned a full-time Cluster Leader who will provide on-site technical assistance. Training for coaches will also be provided from America's Choice. These coaches will attend Literary and Math Institutes which are designed to improve the skills of the coaches and instructional support persons who will spearhead successful implementation of the America's Choice High School Intensive Design. Teachers will receive professional development for implementation of the Literacy Navigator, Ramp-Up to Advanced Literacy Program, Mathematics Navigator Program,

and the Ramp-Up to Algebra Program. The Literacy Navigator and Mathematics Navigator Programs will address gaps in learning that occur in the eighth grade students as they are preparing for entry into high school. America's Choice and Meridian High School will enter into a three-year commitment.

A. 12- Meridian CUSD 101 receives State and Federal funds to support the initiatives and strategies in the School Improvement Plan. Federal funding provides 16.3% of the district's revenue sources. These funding sources are critical to the operation of our school district. The Title I NCLB Grant provides funds to support two reading intervention teachers for students grades K-2, 7-8, and 9, a technology teacher to support classroom instruction, funds to hire teachers to reduce class size in Kindergarten and grade 6, and workshops and stipends for teachers to participate in professional development outside of the normal school day. These funds provide additional support for parent workshops and training in learning how to help their children at home in reading and math. 21st Century Community Learning grant provides funds for after school tutoring and enrichment activities to support learning experiences. RESPRP funding assists with professional development activities with securing outside

presenters. Funds from all of the above grants also provide supplemental materials to support instruction.

B. N/A

SECTION III: LEVEL of COMMITMENT

A. The LEA gathered information from organizations and individuals who have a stake in the improvement of the Meridian High School. The stakeholders consisted of Meridian High School staff, Meridian Board of Education, Parent-Teacher-Student Association (PTSO), Meridian Education Association (MEA), High School Student Council, School Improvement Committee members, and representatives from Shawnee Community College. Meetings were conducted regularly to gain input and suggestions for school improvement efforts. The district received feedback from the staff during School Improvement Day meetings. Additionally, public notices were posted at the central office and in the High School and Elementary/Middle School buildings. Letters of support from various organizations and individuals relate the support for Meridian District applying for the School Improvement Grant. The LEA received letters of support from key stakeholders representing the Board of Education, district administration,

PTSO organization, Meridian Education Association, and Shawnee Community College.

The LEA will disseminate information through the district website, quarterly newsletters, and local news media. Information will be communicated at monthly Board of Education meetings which is open to the public. The LEA will seek ongoing collaboration and support through community partnerships, universities, Regional Office of Education and local organizations.

SECTION IV: TIMELINE and BUDGET

A. (See attachments 5 and 6A-E)

B. (Appendix A)

C. The successful implementation of the Transformation Model depends on the stability of leadership and continued administering of the program. The LEA's strategy for sustaining the program beyond the period of the SIG FY 2012 through school year 2016-2017 addresses the following areas: building leadership capacity, monitoring operational effectiveness, continuing alignment of resources, using data to drive decisions in instruction, and evaluating, retaining, and recruiting high-quality teachers and administrators.

In building the leadership capacity, the principal will continue to be the vision keeper and the communicator of the reform. This person will be maintained as the principal for three or more years after the end of the initial grant. The principal will maintain his authority to replace inadequate staff members utilizing the new evaluation system. Teachers will continue to utilize instructional practices obtained from the America's Choice training. Veteran teachers will train new teachers and continue the initiatives of America's Choice via on-site professional development and attendance at regional and/or annual conferences sponsored by America's Choice.

In monitoring operational effectiveness, accountability will be an ongoing process as measured by student achievement and growth relevant to their results on the EXPLORE, PLAN, PSAE and local assessments. The instructional leader will ensure teachers are competent in and use a variety of differentiated teaching strategies. Interventions, strategies, supports, and extended learning opportunities provided by the student literacy support tutor and the student math support tutor will be maintained as well as the math and literacy coach will continue to provide support for new and continuing teachers. These salaries will be absorbed by the district due to the retirement and attrition of staff expected to occur over the next six years.

In aligning resources and support systems, teachers will continue to utilize instructional practices developed during the America's Choice training. Curriculum materials such as Ramp-Up and Navigator for math and reading will continue to be available for instruction. Little or no additional funds will be needed. Partnerships will also continue with the Consortium for Educational Change (CEC) and the Regional Office of Education. These offices will continue to offer opportunities for professional development that instructional personnel will be required to attend.

In using data to drive decision-making, pre-tests and post-tests and other assessments provided by America's Choice will continue to be utilized. Cambridge Educational Services will continue to provide assessments for students who would be taking the PSAE in their junior year. The LEA will continue to give state and local assessments. Data from these assessments will be shared with staff, students, and all district stakeholders. This data will be used to drive decisions concerning the needs of the students. It is anticipated that costs would be minimal, and assessment costs would become a district budgetary expenditure. All of the assessments mentioned above will be continually monitored for their success and will be revised based on students' needs.

In evaluating, retaining, and recruiting high-quality teachers and administrators, the LEA will continue the process and use of instruments as outlined in PERA. Recruiting and retaining quality teachers will be maintained through various teacher incentives through a plan that the LEA had developed in collaboration with the bargaining union. The principal will continue to be given the authority and support to maintain exemplary performance as the educational leader and to maintain sufficient operational flexibility. It is expected that the principal will remain in this position for the next six years and hopefully beyond.

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MERIDIAN HIGH SCHOOL
 TRANSFORMATION MODEL
 TIMELINE TABLE
PLANNING

YEAR	ACTIVITIES	TARGET DATE
2010	Meetings with ISBE Technical Support, Jim O'Connor	November 30, 2010
2010	Pre-Application Needs Assessment Consult Meetings	December 6-7, 2010
2011	Attendance: 2010 School Improvement Grant Overview Meeting at Bloomington, Illinois	January 5, 2011
	Meeting with America's Choice	January 5, 2011
2011	Grant-writing Team Meetings	November-April 2011
2011	Team Members visit Forrest City Arkansas School District- America's Choice Programs	January 26-27, 2011
2011	Team Members participate in Advance America Tour of Schools in Chicago	February 16-18, 2011

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MERIDIAN HIGH SCHOOL
 TRANSFORMATION MODEL
 TIMELINE TABLE
 PLANNING

YEAR	ACTIVITIES	TARGET DATE
2011	Grant Writing	March 24-April 29, 2011
2011	Presentation of Budget	April 28, 2011
2011	Notification of Grant	June 1, 2011
2011	Interview and selection of project personnel pending grant	June 4, 2011
2011	Present names to Meridian Board of Education	June 11, 2011
2011	The Consortium for Educational Change (CEC) will convene initial advisor committee for advisory meeting on evaluation model	July 2011
2011	Development of Evaluation Instrument	July 2011
2011	Union/district negotiation regarding evaluation system	May-June 2011

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MERIDIAN HIGH SCHOOL
TRANSFORMATION MODEL
TIMELINE TABLE
IMPLEMENTATION

YEAR	ACTIVITIES	TARGET DATE
2011-2012	Leadership Academies for principal and assistant principal- America's Choice	July 19,20,21,22
2012-2013	Leadership Academies for principal and assistant principal- America's Choice	July 18,19,20,21
2013-2014	Leadership Academies for principal and assistant principal- America's Choice	July 16,17,18,19
2011-2012	Literacy Institutes for 9 th and 10 th grade English teachers- America's Choice	July 26,27,28,29,30
2012-2013	Literacy Institutes for 9 th and 10 th grade English teachers- America's Choice	July 25,26,27,28,29
2012-2013	Literacy Institutes for 9 th and 10 th grade English teachers- America's Choice	July 23,24,25,26,27

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**MERIDIAN HIGH SCHOOL
TRANSFORMATION MODEL
TIMELINE TABLE
IMPLEMENTATION**

YEAR	ACTIVITIES	TARGET DATE
2011	Literacy Institutes: Ramp-Up TIER THREE-America's Choice	August 2011
2012	Literacy Institutes: Ramp-Up TIER THREE-America's Choice	August 2012
2013	Literacy Institutes: Ramp-up TIER THREE-America's Choice	August 2013
2011	Literacy Navigator-TIER TWO-America's Choice	August 2011
2012	Literacy Navigator-TIER TWO-America's Choice	August 2012
2013	Literacy Navigator-TIER TWO-America's Choice	August 6, 2013
2011	Math Institutes: Ramp-Up TIER THREE	August 2011
2012	Math Institutes: Ramp-Up TIER THREE	August 2012
2013	Math Institutes: Ramp-up TIER THREE	August 2013

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MERIDIAN HIGH SCHOOL
TRANSFORMATION MODEL
TIMELINE TABLE
IMPLEMENTATION

YEAR	ACTIVITIES	TARGET DATE
2011	Mathematics Navigator-TIER TWO-America's Choice	August 2011
2012	Mathematics Navigator-TIER TWO-America's Choice	August 2012
2013	Mathematics Navigator-TIER TWO-America's Choice	August 2013
2011	Science Institute-9 th and 10 th grade science teachers-America's Choice	July 2011
2012	Science Institute-9 th and 10 th grade science teachers-America's Choice	July 2012
2013	Science Institute-9 th and 10 th grade science teachers-America's Choice	July 2013
2011-2012	New teacher evaluation systems implemented	September 2011-June 2012

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**MERIDIAN HIGH SCHOOL
TRANSFORMATION MODEL
TIMELINE TABLE
IMPLEMENTATION**

YEAR	ACTIVITIES	TARGET DATE
2011-2012	New teacher evaluation systems implemented	September 2011-June 2012
2012	Analyze summative rating data and survey teachers on formative value of new evaluation system	June-July 2012
2011	Development of monitoring checklist	August 2011
2011-2013	Observations and walkthroughs by superintendent, principal ,and leadership team	September 2011-May 2013
2011-2013	Preparation of quarterly reports	October 2011-May 2013

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MERIDIAN HIGH SCHOOL
TRANSFORMATION MODEL
TIMELINE TABLE
MONITORING

YEAR	ACTIVITIES	TARGET DATE
2011-2013	Technical Assistance Days-Quality Reviews-America's Choice	August 2011-May 2013
2011-2012	Monitoring on new evaluation system-CEC professional staff person	April 2011-June 2012
2011-2013	Evaluation project advisory committee will begin monitoring progress—CEC and TNTP	October 2011-May 2013

POSITION: Director of Federal and State Programs/Technology Coordinator
QUALIFICATIONS: Type 75 Certificate
Masters Degree
Experience/skills to develop, design, implement, and evaluate programs and projects; computer proficient
SUPERVISED BY: Superintendent of Schools

RESPONSIBILITIES:

1. Aware of state and federal regulations, educational programs, policies, requirements, and opportunities to obtain grants and other financial assistance
2. Consults and serves as resource to Superintendent, principals, staff, parents, and community in regards to policies, guidelines, and scope of federal and state and private educational programs and services
3. Obtains information and forms for filing applications, proposals, and requests for outside funding
4. Screens and assists in writing and submitting proposals, applications, and requests for outside funding initiated by other district personnel
5. Establishes standard procedures for processing applications
6. Writes, submits, screens, and files applications for outside funding
7. Regularly monitors and evaluates all state, federal, and outside funded projects
8. Administers, implements, budgets and supervises all programs and projects that use state, federal, and outside funds
9. Prepares and submits annual reports summarizing evaluations and impact of program, as well as the scope of past, current, and anticipated funded programs and projects
10. Prepares and maintains written documentation for each program and project
11. Disseminates program and project documentation to appropriate district staff, ISBE, USOE, etc.
12. Assists with the recruitment, selection, supervision and evaluation of all personnel assigned to programs and projects funded by outside resources
13. Provides input and other pertinent legislative and regulatory information to Superintendent and other administrators on state, federal, and other outside funded programs/projects
14. Meets with parents and patrons when such advisory input is needed
15. Serves as coordinator of district gifted program, performing tasks contained in job description for that position
16. Performs other such duties as assigned by the Superintendent
17. Proficient in use of Microsoft Office programs/software
18. Proficient in use of Internet and email
19. Supervises and evaluates program secretary
20. Oversees federal and state grant programs, preparing reports, handling finance portion of budgets and coding expenditures
21. Regularly attends work
22. Demonstrates a professional demeanor
23. Maintains absolute confidentiality
24. Presents professional appearance
25. Works cooperatively and collaboratively with co-workers and Superintendent
26. Assists staff with coordinating and assimilating technology into the curriculum and school operations
27. Obtains bids for consideration by the Superintendent and Board of Education on all technology equipment and services

TERMS OF EMPLOYMENT: 11-month employee

COMPENSATION: Salary & benefits determined annually by the Board of Education

EVALUATION: Performance evaluation is done by Superintendent

Approved by Meridian CUSD 101 Board of Education

Date: May 17, 2005

Employee Signature Acknowledges Receipt of Job Description: _____

Date _____

TITLE: HIGH SCHOOL PRINCIPAL

QUALIFICATIONS: 1. Proper certificate
2. Master's Degree and sufficient hours according to State Document #1
3. Such alternatives to the above qualifications as the Board may find appropriate and acceptable.

REPORTS TO: Superintendent

SUPERVISES: High School Dean of Students, certified and non-certified staff members.

JOB GOAL: To use leadership, supervisory and administrative skills so as to promote the educational development of each student.

PERFORMANCE RESPONSIBILITIES

1. Supervises the High School's educational program.
2. Responsible for the implementation and observance of all Board policies and regulations by the elementary school's staff and students.
3. Supervises the development, revisions and evaluation of the curriculum.
4. Supervises all professional, paraprofessional, administrative and non-professional personnel attached to the high school.
5. Supervises the recruiting, screening, hiring, training, assigning, and evaluation of the High School's professional staff.
6. Assumes responsibility for the day-to-day operation, safety and administration of the school plant.
7. Delegates authority to responsible personnel to assume responsibility for the school in the absence of the principal.
8. Budgets school time to provide for the efficient conduct of school instruction and business.
9. Plans and supervises fire drills and an emergency preparedness program.
10. Maintains high standards of student conduct and enforces discipline as necessary, according to due process to the rights of students.
11. Asserts leadership in times of civil disobedience in school in accordance with established Board policy.
12. Supervises and assists in the evaluations of the school's extracurricular programs.
13. Assists in the inservice orientation and training of teachers, with special responsibility for staff administrative procedures and instructions.
14. Supervises the preparation of all school reports for the high school.
15. Makes recommendations concerning the school's administration and instruction.
16. Assumes responsibility for the attendance, conduct and health of all high school students.

17. Assists in the management and preparation of the school budget and monitors the expenditure of funds in the high school.
18. Supervises the maintenance of accurate records on the progress and attendance of students assigned to the high school.
19. Acts as liaison between the school and the community, interpreting activities and policies of the school and encouraging community participation in school life.
20. Makes arrangements for special conferences between parents and teachers.
21. Recommends the removal and/or remediation of a teacher whose work is unsatisfactory, according to established procedures.
22. Conducts meetings of the staff as necessary for the proper functioning of the school.
23. Authorizes all recommendations for student suspensions and expulsions.
24. Authorizes all recommendations for student promotions and retentions.
25. Keeps the Superintendent informed of the schools activities and problems.
26. Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other publications, and discussing problems of mutual interest with others in the field.
27. Serves as an ex officio member of all committees and councils within the high school.
28. Assumes responsibility for all official school correspondence and news releases.
29. Performs other tasks and functions as may be assigned by the Superintendent and/or Board of Education.

EVALUATION: Performance of this job will be evaluated by the Superintendent.

Approved by Meridian CUSD 101 Board of Education

Date: _____

Agreed to and Reviewed by: _____ Date: _____

Job Description**Meridian High School Transformation Administrative Assistant**

Purpose: To work closely with the High School Principal, aiding in the administration of the SIP grant.

Requirements: Valid Illinois Teaching Certificate

Qualifications:-Knowledge of grants and state reports

- Knowledge of handling and maintaining budgets
- Ability to multi-task and work with several organizations at the same time
- Knowledge of current educational research, Differentiated Learning, use of data driven teaching techniques, and best instructional practices.
- Knowledge and experience using a variety of assessment tools and experience in analyzing that data to modify instruction.

- Duties:**
- To maintain the SIG 1003(g) grant
 - To maintain the budget for the SIP 1003(g) grant
 - Responsible for all written and verbal correspondence with the State concerning the SIP 1003(g) grant
 - Coordinate efforts among Meridian High School, Lead Partner (America's Choice), CEC, and the H group to maximize performance
 - Provide support and assistance to the classroom teacher
 - Work closely with the principal and school transformation team.
 - Provide continuous communication with the staff, families, and the community regarding status and progress of school improvement efforts.
 - Sit on the school improvement team
 - Sit on the PBIS team
 - Collect data and give weekly updates on grant status
 - Perform other duties as deemed necessary by the administration.

Job Description

Meridian High School Transformation Literacy Support Tutor

Purpose: Working with the classroom teacher the Literacy coach will aid in identifying students that are performing below expectations and provide support throughout the day to these students through pull out tutoring sessions and end of the day tutoring.

Requirements:

- Valid Illinois Teaching Certificate with High School English Endorsement, Preference will be given to those with a Reading Endorsement.
- Evidence of continued professional development

Qualifications:

- Knowledge of current educational research, Differentiated Learning, use of data driven teaching techniques, and best instructional practices.
- Completion of mentor training or coaching training or willingness to participate in such training
- Knowledge and experience using a variety of assessment tools and experience in analyzing that data to modify instruction.
- Effective communication skills

Duties:

- Provide support and assistance to the classroom teacher
- Assist in identifying students performing below grade level
- Work with staff in developing a pull out schedule
- Provide tutoring throughout the day
- Work closely with the principal and school transformation team.
- Sit on the school improvement team
- Sit on the PBIS team
- Collect data and give weekly updates on student performance
- Perform other duties as deemed necessary by the administration.

Job Description

Meridian High School Transformation Math Support Tutor

Purpose: Working with the classroom teacher the math coach will aid in identifying students that are performing below expectations and provide support throughout the day to these students through pull out tutoring sessions and end of the day tutoring.

Requirements:

- Valid Illinois Teaching Certificate with High School Math Endorsement
- Evidence of continued professional development

Qualifications:

- Knowledge of current educational research, Differentiated Learning, use of data driven teaching techniques, and best instructional practices.
- Completion of mentor training or coaching training or willingness to participate in such training
- Knowledge and experience using a variety of assessment tools and experience in analyzing that data to modify instruction.
- Effective communication skills

Duties:

- Provide support and assistance to the classroom teacher
- Assist in identifying students performing below grade level
- Work with staff in developing a pull out schedule
- Provide tutoring throughout the day
- Work closely with the principal and school transformation team.
- Sit on the school improvement team
- Sit on the PBIS team
- Collect data and give weekly updates on student performance
- Perform other duties as deemed necessary by the administration.

Meridian CUSD#101-----Mounds, IL 62964

POSITION TITLE: Project Coordinator

Position classification: Certified Teacher. Grades K-12

Required Qualifications:

- Possess a certified teaching certificate
- Have a minimum of ten (10) years of classroom teaching experience
- Have the ability to structure own time and management implementation
- Have evidence of planning and organizational skills
- Have demonstrated leadership and effective problem-solving skills

Duties:

- (1) Work with teachers, classroom assistants, Guidance Counselor and School Social Worker to help staff identify students with academic difficulties in reading and math
- (2) Work with the transformation officer and ensure that the 1003g grant is being implemented properly.
- (3) Help staff with new strategies to assist teachers develop individualized curriculum for students struggling in Math and Reading.
- (4) Meet and work with students/parents/ teachers individually to help them meet their academic obligations and state/federal testing requirements
- (5) Other duties that may be assigned by the building principal to assist staff in curriculum development in reading and mathematics.
provide a yearly report to building principal of students that were provided services.
- (6) Meet monthly with coaches and teachers during grade level team planning to provide support and feedback regarding instructional delivery of best practices and student achievement in reading and math.
- (7) Assist with the planning of professional development to implement SIP Grant Initiatives
- (8) Assist Teachers with the NSDE Staff Development Pre/ Post Assessment

Job Description
Meridian High School Reading Teacher

Purpose: Working with the classroom teacher the Literacy coach will aid in identifying students that are performing below expectations and provide support throughout the day to these students through pull out tutoring sessions and end of the day tutoring.

Requirements: -Valid Illinois Teaching Certificate with High School Reading Endorsement.
-Evidence of continued professional development

Qualifications: -Knowledge of current educational research, Differentiated Learning, use of data driven teaching techniques, and best instructional practices.
-Knowledge and experience using a variety of assessment tools and experience in analyzing that data to modify instruction.
-Effective communication skills

Duties: -Provide an effective reading program to students identified as below grade level
-Assist in identifying students performing below grade level
-Work with staff in developing a pull out schedule
-Provide tutoring throughout the day
-Work closely with the principal and school transformation team.
-Sit on the school improvement team
-Sit on the PBIS team
-Collect data and give weekly updates on student performance
-And other duties as deemed necessary by the administration.



MERIDIAN HIGH SCHOOL

1401 Mounds Road
Mounds, IL 62964
618-342-6778
618-342-6856 (FAX)

Terry Moreland, Superintendent
Brent Boren, Principal
J. Mitch Haskins, Admin. Asst./ Ath. Dir.
Corby Hight, Director of Guidance



04-28-11

To Whom It May Concern,

This letter is to indicate my support of Meridian High School in their pursuit of the 1003g School Improvement Grant. This grant is extremely important to our school since we have struggled for several years with academic achievement. The past few years we have made great strides to improve academic achievement but need more time and man power to achieve this goal. The 1003g grant would give us the opportunities to not only extend our school day but to also hire individuals and lead partner to aid the school in this endeavor. With the economic shortfalls of our state and the onus of having to reduce staff, we have not improved our educational practice and this grant is vital to the district enabling the school to hiring in additional resources to aid in the instruction of our students. I know that this grant money will be used to the best of the schools ability to help our students and improve our academic success, I pray the grant writing team is successful.

Sincerely,

A handwritten signature in black ink, appearing to read "Brent Boren".

Brent E. Boren
Principal

Meridian (USD#101

02-077-1010-26

DC

April 20, 2011

To Whom It May Concern:

As Parent Liaison for Meridian School District 101, I strongly support Meridian High School's application for the School Improvement Grant FY 2012 funded through the American Recovery and Reinvestment Act. The purpose of this grant is to transform the school to better prepare all students for success in their post-secondary pursuits. Provisions of the grant will be used to strengthen current curriculum, to implement activities which have proven successful in increasing student achievement, and to purge those practices not yielding results in increasing student performance.

Sincerely,



Iwanda DeBerry, Meridian Parent Liaison

April 21, 2011

Mr. Brent Boren, Principal
Meridian Community Schools
208 Valley Road
Mounds, IL 62964

Re: School Improvement Grant

Dear Mr. Boren:

This letter is to show that the Meridian Education Association supports Meridian High School in applying for a School Improvement Grant.

The Association has been and will continue to be a part of the needs assessment process and is aware of changes that will have to be instituted in regards to the stipulations of the grant. The Association is optimistic that a favorable agreement on the issues can be reached through up-coming negotiations.

The Association is very receptive to any assistance that Meridian High School may receive to improve and promote student performance and student growth in the academic arena.

Sincerely yours,



Naomi Johnson, President
Meridian Education Association

Meridian CUSD#101

02-077-1010-26

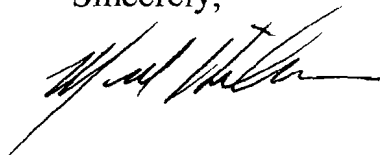
C/D

April 28, 2011

Dear Mr. Boren:

I am writing to extend my support for Meridian High School in its efforts to apply for the SIG school improvement grant. We need to transform our school in order to better prepare all students for success in their post-secondary endeavors. The resources that this grant would provides us can lead to strengthen the curriculum and allow us to implement activities which have proven successful in increasing student achievement. I support and I am in full agreement with the new direction that our school would be heading.

Sincerely,

A handwritten signature in black ink, appearing to be "M. J. Miller", written in a cursive style.

Meridian USD #101

02-077-1010-26

CD

April 28, 2011

Dear Mr. Boren:

I am writing to extend my support for Meridian High School in its efforts to apply for the SIG school improvement grant. We need to transform our school in order to better prepare all students for success in their post-secondary endeavors. The resources that this grant would provides us can lead to strengthen the curriculum and allow us to implement activities which have proven successful in increasing student achievement. I support and I am in full agreement with the new direction that our school would be heading.

Sincerely,

Julie Bosecker

Meridian USD #101

02-077-1010-26

CD

April 28, 2011

Dear Mr. Boren:

I am writing to extend my support for Meridian High School in its efforts to apply for the SIG school improvement grant. We need to transform our school in order to better prepare all students for success in their post-secondary endeavors. The resources that this grant would provide us can lead to strengthen the curriculum and allow us to implement activities which have proven successful in increasing student achievement. I support and I am in full agreement with the new direction that our school would be heading.

Sincerely,

Nancy Killins

Meridian @USD #101
02-077-1010-26

CD

April 28, 2011

Dear Mr. Boren:

I am writing to extend my support for Meridian High School in its efforts to apply for the SIG school improvement grant. We need to transform our school in order to better prepare all students for success in their post-secondary endeavors. Components of the grant will be used to strengthen current curriculum, to implement activities which have proven successful in increasing student achievement, and to purge practices not yielding results in increasing student performance. I am in full agreement with the new direction that our school would be heading.

Sincerely,

Mayor Wayman H. Bollen

Meridian CUSD #101

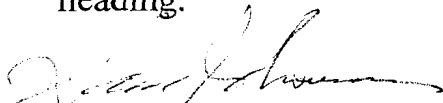
02-077-1010-26

CJD

April 28, 2011

Dear Mr. Boren:

I am writing to extend my support for Meridian High School in its efforts to apply for the SIG school improvement grant. We need to transform our school in order to better prepare all students for success in their post-secondary endeavors. The resources that this grant would provides us can lead to strengthen the curriculum and allow us to implement activities which have proven successful in increasing student achievement. I support and I am in full agreement with the new direction that our school would be heading.



Sincerely,

Meridian USD #101
02-077-1010-26

DC

April 28, 2011

Dear Mr. Boren:

I am writing to extend my support for Meridian High School in its efforts to apply for the SIG school improvement grant. We need to transform our school in order to better prepare all students for success in their post-secondary endeavors. Components of the grant will be used to strengthen current curriculum, to implement activities which have proven successful in increasing student achievement, and to purge practices not yielding results in increasing student performance. I am in full agreement with the new direction that our school would be heading.

Sincerely,

Melissa Gardner
The Meridian Booster Club

**FY 2012 School Improvement Grant – Section 1003(g)
 Pre-Application Needs Assessment Process
 LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING <u>Dec 7, 2010</u>	LOCATION OF MEETING <u>Mendota HS Room 5</u>	

PURPOSE OF MEETING
Discussion of Union Implications

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<u>M. Heather Babbs</u>	<u>English Teacher</u>	<u>Teachers</u>	<u>M. Heather Babbs</u>	<u>12/7/10</u>
<u>Brian Brown</u>	<u>Principal</u>	<u>School</u>	<u>Brian Brown</u>	<u>12-7-10</u>
<u>Naomi Johnson</u> Naomi Johnson	<u>Reading Teach</u>	<u>Elem. + MEA</u>	<u>Naomi Johnson</u>	<u>12-7-10</u>
<u>Marcia Abell</u>	<u>Uniserv Director</u>	<u>IEA</u>	<u>Marcia Abell</u>	<u>12/7/10</u>
<u>Corby Hight</u>	<u>Guidance</u>	<u>school</u>	<u>Corby Hight</u>	<u>12/7/2010</u>

**FY 2012 School Improvement Grant – Section 1003(g)
 Pre-Application Needs Assessment Process
 LEA/School Stakeholders Consultation Confirmation**

Instructions: To verify active stakeholders engagement in the FY 2012 SIG 1003(g) pre-application Needs Assessment, **complete an LEA/School Stakeholders Consultation Confirmation form at each planning/preparation meeting with participants.** Attach the original signed copies with each submitted FY 2012 SIG 1003(g) Individual School Application.

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE	SCHOOL NAME
DATE OF MEETING <i>December 09, 2010</i>	LOCATION OF MEETING	

PURPOSE OF MEETING
Needs Assessment Input

PARTICIPANTS

NAME	TITLE/POSITION	REPRESENTING	SIGNATURE	DATE
<i>M. Heather Babb</i>	<i>English Teacher</i>	<i>Teachers</i>	<i>M. Heather Babb</i>	<i>12/9/10</i>
<i>Brent E. Boren</i>	<i>Principal</i>	<i>H.S.</i>	<i>Brent E. Boren</i>	<i>12/09/10</i>
<i>Melanie Ballard</i>	<i>Parent/Gear-Up</i>	<i>Parents</i>	<i>Melanie Ballard</i>	<i>12/9/10</i>
<i>George Evers</i>	<i>Retired Teacher</i>	<i>community</i>	<i>George Evers</i>	<i>12/9/10</i>
<i>Corby Hight</i>	<i>Guidance</i>	<i>MHS</i>	<i>Corby Hight</i>	<i>12/9/2010</i>
<i>Tara KERN</i>	<i>SRO/Elem</i>	<i>Pulaski County parent</i>	<i>Tara M Kern</i>	<i>12/9/2010</i>
<i>Linda Kobasa</i>	<i>ACTA-</i>	<i>H S</i>	<i>Linda Kobasa</i>	<i>12/9/2010</i>

ORIGINAL

FY 2012 ARRA
School Improvement Grant – Section 1003(g)
Program-Specific Terms and Agreements for Tier I and Tier II Schools

The applicant agrees to the following terms of the grant:

FEDERAL ASSURANCES

1. Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements published by the United States Department of Education (ED).
2. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements published by the United States Department of Education at <http://www2.ed.gov/programs/sif/faq.html> in order to monitor each Tier I and Tier II school that it serves with school improvement funds and establish goals (approved by the SEA) to hold accountable its Tier I and Tier II schools that receive school improvement funds.
3. Include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the ED 1003(g) final requirements at <http://www2.ed.gov/programs/sif/faq.html> if it implements a restart model in a Tier I or Tier II school.
4. Report to ISBE the school-level data required under section III of the ED 1003(g) final requirements at <http://www2.ed.gov/programs/sif/faq.html>.
5. Ensure that full implementation of the selected model occurs in the 2011-2012 school year and that no SIG 1003(g) funds are used for planning activities.

STATE ASSURANCES

1. Implement a new evaluation system for teachers and principals incorporating student growth as a significant factor along with other factors as described in Public Act 096-0861 Section 24A-7 no later than the start of the 2012-13 school year. The evaluation system should fairly and accurately differentiate teachers, identify and reward effective performance, and identify and address ineffective performance.
2. Establish a three year budget for each school identified in the application that does not exceed \$2 million per year.
3. Participate in any program related evaluations or studies required for participation in this grant.
4. Report other program information required by the ISBE or ED.
5. Submit quarterly financial expenditure reports as of September 30, December 31, March 31 and June 30 to ISBE within 20 calendar days after the last day of each quarter.
6. Not subcontract with any entity without prior written approval of the State Superintendent of Education. See item 7 of the Certifications and Assurances and Standard Terms of the Grant for the type of information that must be submitted with the proposal about any proposed subcontracts to be funded with the grant.
7. Contact ISBE for prior approval to discontinue a contract with a Lead Partner or other approved subcontractor.
8. Contact ISBE for approval to add a new or different Lead Partner.
9. Limit administrative costs to 5 percent of the total budget. Administrative costs include: General Administration - function code 2300, Fiscal Services - function code 2520, and Payments to Other Districts or Governmental Units - function code 4000.

Meridian Comm. Unit School Dist #101
Name of Applicant or Entity

By: 4/29/2011 Date [Signature] Original Signature of Authorized Official Superintendent Title

CERTIFICATIONS AND ASSURANCES AND STANDARD TERMS OF THE GRANT**ORIGINAL**

(Insert Applicant's Name Here)

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. Applicant is a(n): *(Check one)*

- Individual Corporation Partnership Unincorporated association Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District/School Code, as applicable:

2. 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.

"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.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

"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," and "project" may be used interchangeably.

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

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

PROJECT

3. 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.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. 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.

SUBCONTRACTING

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs (i.e., amounts to be paid under subcontracts); and
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

FINANCIAL TERMS

8. 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 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.
9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.
All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.
10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.
13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.
 - (a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - (b) Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. 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.

14. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
15. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date. Those entities with established IWAS accounts with the Illinois State Board of Education, must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS, must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within

forty-five (45) calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

16. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.
17. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

18. 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 State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

19. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

20. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

21. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANCES

22. 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.), 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.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.),

2000e et seq.), 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)).

23. 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.
24. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
25. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
26. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the 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.
27. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
28. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 30/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
29. 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.
30. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto 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 State Board of Education.
31. 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 of its (a) employees, (b) volunteers, and (c) all employees of persons or firms holding contracts with the applicant, 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.).
32. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: (a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; (b) identifies the allocation methods used for distributing the costs among programs; (c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; (d) requires the propriety of the charges to be substantiated; and (e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
33. The applicants 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 that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
34. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant 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:
 - (a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - (b) Maintain separate accounts and ledgers for the project;
 - (c) Provide a proper accounting of all revenue from ISBE for the project;
 - (d) Properly post all expenditures made on behalf of the project;
 - (e) 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 based on information (payment schedules) from joint applicants 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.);
 - (g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;

- (h) 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;
 - (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
 - (j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
 - (k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.
35. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant 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 Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%>.


DRUG-FREE WORKPLACE CERTIFICATION

36. 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, "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:

- (a) Publishing a statement:
 - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) Abide by the terms of the statement; and
 - (B) 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.
- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) 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.
- (d) Notifying the contracting or granting agency with 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.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act

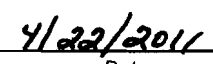
The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge 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.



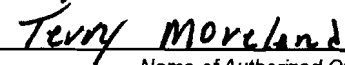
 Signature of Authorized Official



 Title



 Date



 Name of Authorized Official (Type or Print)

Illinois State Board of Education
CERTIFICATIONS AND ASSURANCES FOR THE
AMERICAN RECOVERY AND REINVESTMENT ACT OF 2009 (ARRA)

ORIGINAL

Meridian Community Unit Dist 101
(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which funds are made available to such LEA by and through the American Recovery and Reinvestment Act of 2009 (collectively, "ARRA Programs", and each, an "ARRA Program").

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. Applicant is a(n): (Check one)

- Individual
- Corporation
- Partnership
- Unincorporated association
- Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District /Type Code, as applicable:

RCOT-02-077-2620-01

2. 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 education agency.

"ARRA" means the American Recovery and Reinvestment Act of 2009.

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

I hereby certify, on behalf of the LEA identified below, all of the following with respect to the ARRA Programs:

1. The LEA will not use ARRA Program funds for any aquarium, zoo, golf course, or swimming pool;
2. For any project supported with ARRA Program funds, the LEA will comply with Section 1605 of the American Recovery and Reinvestment Act of 2009 (requiring the use of American iron, steel, and manufactured goods) and Section 1606 of the American Recovery and Reinvestment Act of 2009 (requiring compliance with federal prevailing wage requirements); and
3. The LEA will promptly refer to an appropriate inspector general any credible evidence that a principal, employee, agent, contractor, sub-grantee, subcontractor, or other person has submitted a false claim under the False Claims Act (31 U.S.C. § 3729 - 3733) or has committed a criminal or civil violation of laws pertaining to fraud, conflict of interest, bribery, gratuity, or similar misconduct involving ARRA Program funds.
4. Notwithstanding anything to the contrary in "Attachment 12", the applicant/award recipient must report on a form prescribed by ISBE all expenditure and other data as required by ARRA Title XV – Accountability and Transparency, Section 1512 within seven days of each quarter reporting period.

Meridian Comm. Unit School Dist. 101
Name of Applicant

By: 4/22/2011
Date

[Signature]
Signature of Authorized Official

Superintendent
Title

Illinois State Board of Education
GEPA 442 Assurances – Federal Funded Grants

ATTACHMENT 14

ORIGINAL

(Insert Applicant's Name Here)

The following assurances cover participation by the local educational agency (LEA) identified below in all programs under which Federal funds are made available to such LEA through ISBE, and which require an application under Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C.A. § 1232e) (collectively, "Programs", and each, a "Program").

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. Applicant is a(n): (Check one)

Individual Corporation Partnership Unincorporated association Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District / Type Code, as applicable:

RCDT-02-077-2620-01

2. 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 education agency.

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

I hereby certify, on behalf of the LEA identified below, all of the following with respect to the Programs:

1. The LEA will administer each Program in accordance with all applicable statutes, regulations, program plans, and applications;
2. 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;
3. 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. 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), the cost principles contained in 2 CFR 225 (OMB Circular A-87), OMB Circular A-102, and OMB Circular A-133;
4. 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 Section 1232f of Title 20-Education, and provide access to those records, as ISBE or the Secretary deem necessary to perform their duties;
5. 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;
6. Any 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;
7. 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 section 794 of Title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities;
8. 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
9. 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 any affiliate of such an organization.

Meridian Comm. Unit School Dist 101
Name of Applicant

By:

4/22/2011
Date

Luis Morales
Signature of Authorized Official

Superintendent
Title

ORIGINAL

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, IL 62777-0001

**CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION
LOWER TIER COVERED TRANSACTIONS**

This certification is required by the regulations implementing Executive Orders 12549 and 12689, Debarment and Suspension, 7 CFR 3017 Subpart C Responsibilities of Participants Regarding Transactions. The regulations were published as Part IV of the January 30, 1989 Federal Register (pages 4722-4733) and Part II of the November 26, 2003 Federal Register (pages 66533-66646). Copies of the regulations may be obtained by contacting the Illinois State Board of Education.

BEFORE COMPLETING CERTIFICATION, READ INSTRUCTIONS BELOW.

CERTIFICATION

The prospective lower tier participant certifies, by submission of this Certification, that:

- (1) 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;
- (2) 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;
- (4) 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;
- (5) The certifications herein are a material representation of fact upon which reliance was placed when this transaction was entered into; and
- (6) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this Certification.

Meridian Comm Unit School Dist 101
Organization Name

4339 SIG 10039
PR/Award Number or Project Name

Terry Moreland
Name of Authorized Representative

Superintendent
Title

[Signature]
Signature

4/22/2011
Date

Instructions for Certification

1. By signing and submitting this Certification, the prospective lower tier participant is providing the certifications set out herein.
2. 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.
3. 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.
4. The terms *covered transaction*, *debarred*, *suspended*, *ineligible*, *lower tier covered transaction*, *participant*, *person*, *primary covered transaction*, *principal*, *proposal*, 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.
5. 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 Excluded Parties List System" at <http://epls.amet.gov/>.
6. 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.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, IL 62777-0001

ORIGINAL

CERTIFICATE REGARDING LOBBYING

The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, 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 grant, the making of any Federal loan, the entering into any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) 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 undersigned shall complete and submit ISBE 85-37, "Disclosure of Lobbying Activities," in accordance with its instructions.
- (3) The undersigned 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.

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 section 1352, title 31, U.S. Code. 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.

<u>Meridian Comm Unit Sch. Dist 101</u>	<u>4339 S.I.G 10039</u>
Organization Name	PR/Award Number or Project Name
<u>Terry Maclean</u>	<u>Superintendent</u>
Name of Authorized Representative	Title
<u>Terry Maclean</u>	<u>4/30/2011</u>
Signature	Date

ILLINOIS STATE BOARD OF EDUCATION
 100 North First Street
 Springfield, IL 62777-0001

ORIGINAL

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352. (See reverse for public burden disclosure.)

1. TYPE OF FEDERAL ACTION <input type="checkbox"/> a. Contract <input type="checkbox"/> b. Grant <input type="checkbox"/> c. Cooperative agreement <input type="checkbox"/> d. Loan <input type="checkbox"/> e. Loan guarantee <input type="checkbox"/> f. Loan insurance	2. STATUS OF FEDERAL ACTION <input type="checkbox"/> a. Bid/offer/application <input type="checkbox"/> b. Initial award <input type="checkbox"/> c. Post-award	3. REPORT TYPE <input type="checkbox"/> a. Initial filing <input type="checkbox"/> b. Material change For material change only: _____ Year _____ Quarter _____ Date of last report
4. NAME AND ADDRESS OF REPORTING ENTITY <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee, Tier _____, if known _____ Congressional District, if known		5. IF REPORTING ENTITY IN NO. 4 IS SUBAWARDEE, ENTER NAME AND ADDRESS OF PRIME _____ Congressional District, if known
6. FEDERAL DEPARTMENT/AGENCY	7. FEDERAL PROGRAM NAME/DESCRIPTION _____ CFDA Number, if applicable	
8. FEDERAL ACTION NUMBER, if known	9. AWARD AMOUNT, if known \$ _____	
10a. NAME AND ADDRESS OF LOBBYING ENTITY (If individual, last name, first name, MI)	b. INDIVIDUALS PERFORMING SERVICES (Including address if different from No. 10a) (last name, first name, MI)	

(Attach Continuation Sheet(s) ISBE 85-37A, if necessary)

11. AMOUNT OF PAYMENT (check all that apply) \$ _____ <input type="checkbox"/> Actual <input type="checkbox"/> Planned	13. TYPE OF PAYMENT (check all that apply) <input type="checkbox"/> a. Retainer <input type="checkbox"/> b. One-time fee <input type="checkbox"/> c. Commission <input type="checkbox"/> d. Contingent fee <input type="checkbox"/> e. Deferred <input type="checkbox"/> f. Other, specify _____
12. FORM OF PAYMENT (check all that apply) <input type="checkbox"/> a. Cash <input type="checkbox"/> b. In-kind; specify: nature _____ value _____	

14. BRIEF DESCRIPTION OF SERVICES PERFORMED OR TO BE PERFORMED AND DATE(S) OF SERVICE, INCLUDING OFFICER(S), EMPLOYEE(S), OR MEMBER(S) CONTACTED, FOR PAYMENT INDICATED IN ITEM 11.

15. YES NO CONTINUATION SHEET(S), ISBE 85-37A ATTACHED

16. Information requested through this form is authorized by title 31 U.S.C. Section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	SIGNATURE	
	PRINT NAME OR TYPE	
	TITLE	
	TELEPHONE NUMBER	DATE

ORIGINAL

**INSTRUCTIONS FOR COMPLETION OF
ISBE 85-37, DISCLOSURE OF LOBBYING ACTIVITIES**

This disclosure form shall be completed by the reporting entity, whether subawardee or prime Federal recipient, at the initiation or receipt of a covered Federal action, or a material change to a previous filing, pursuant to title 31 U.S.C. Section 1352. The filing of a form is required for each payment or agreement to make payment to any lobbying entity 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 a covered Federal action. Use the ISBE 85-37A Continuation Sheet for additional information if the space on the form is inadequate. Complete all items that apply for both the initial filing and material change report. Refer to the implementing guidance published by the Office of Management and Budget for additional information.

1. Identify the type of covered Federal action for which lobbying activity is and/or has been secured to influence the outcome of a covered Federal action.
2. Identify the status of the covered Federal action.
3. Identify the appropriate classification of this report. If this is a followup report caused by a material change to the information previously reported, enter the year and quarter in which the change occurred. Enter the date of the last previously submitted report by this reporting entity for this covered Federal action.
4. Enter the full name, address, city, state and zip code of the reporting entity. Include Congressional District, if known. Check the appropriate classification of the reporting entity that designates if it is, or expects to be, a prime or subaward recipient. Identify the tier of the subawardee, e.g., the first subawardee of the prime is the 1st tier. Subawards include but are not limited to subcontracts, subgrants and contract awards under grants.
5. If the organization filing the report in item 4 checks "Subawardee", then enter the full name, address, city, state and zip code of the prime Federal recipient. Include Congressional District, if known.
6. Enter the name of the Federal agency making the award or loan commitment. Include at least one organizational level below agency name, if known. For example, Department of Transportation, United States Coast Guard.
7. Enter the Federal program name or description for the covered Federal action (item 1). If known, enter the full Catalog of Federal Domestic Assistance (CFDA) number for grants, cooperative agreements, loans, and loan commitments.
8. Enter the most appropriate Federal identifying number available for the Federal action identified in item 1 (e.g., Request for Proposal (RFP) number; Invitation for Bid (IFB) number; grant announcement number; the contract, grant, or loan award number; the application/proposal control number assigned by the Federal agency). Include prefixes, e.g., "RFP-DE-90-001".
9. For a covered Federal action where there has been an award or loan commitment by the Federal agency, enter the Federal amount of the award/loan commitment for the prime entity identified in item 4 or 5.
10. (a) Enter the full name, address, city, state and zip code of the lobbying entity engaged by the reporting entity identified in item 4 to influence the covered Federal action.
(b) Enter the full names of the individual(s) performing services, and include full address if different from 10(a). Enter Last Name, First Name, and Middle Initial(MI).
11. Enter the amount of compensation paid or reasonably expected to be paid by the reporting entity (item 4) to the lobbying entity (item 10). Indicate whether the payment has been made (actual) or will be made (planned). Check all boxes that apply. If this is a material change report, enter the cumulative amount of payment made or planned to be made.
12. Check the appropriate box(es). Check all boxes that apply. If payment is made through an in-kind contribution, specify the nature and value of the in-kind payment.
13. Check the appropriate box(es). Check all boxes that apply. If other, specify nature.
14. Provide a specific and detailed description of the services that the lobbyist has performed, or will be expected to perform, and the date(s) of any services rendered. Include all preparatory and related activity, not just time spent in actual contact with Federal officials. Identify the Federal official(s) or employee(s) contacted or the officer(s), employee(s), or Member(s) of Congress that were contacted.
15. Check whether or not an ISBE 85-37A Continuation Sheet(s) is attached.
16. The certifying official shall sign and date the form, print his/her name, title, and telephone number.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0046), Washington, D.C. 20503.

ILLINOIS STATE BOARD OF EDUCATION
100 North First Street
Springfield, Illinois 62777-0001

ORIGINAL

CONTINUATION SHEET
DISCLOSURE OF LOBBYING ACTIVITIES

REPORTING ENTITY

CERTIFICATIONS AND ASSURANCES AND STANDARD TERMS OF THE GRANT

ORIGINAL

(Insert Applicant's Name Here)

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. Applicant is a(n): *(Check one)*

Individual Corporation Partnership Unincorporated association Government entity

Social Security Account Number, Federal Employer Identification Number or Region/County/District/School Code, as applicable:

RCOT-02-077-2620-01

2. 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.

"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.

"Expenditure through dates" are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

"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," and "project" may be used interchangeably.

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

The capitalized word "Term" means the period of time from the project beginning date through the project ending date.

PROJECT

3. 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.
4. Applicants may be asked to clarify certain aspects of their proposals/applications prior to final agreement on the terms of the project.
5. All funds provided shall be used solely for the purposes stated in the approved proposal/application.
6. 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.

SUBCONTRACTING

7. No subcontracting is allowed under this project, except as set forth in the Grant Agreement.

If subcontracting is allowed, then all project responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. All subcontracting must be documented and must have the prior written approval of the State Superintendent of Education. Approval of subcontracts shall be subject to the same criteria as are applied to the original proposal/application. The following information is required if any subcontracting is to be utilized:

- Name(s) and address(es) of subcontractor(s);
- Need and purpose for subcontracting;
- Measurable and time-specific services to be provided;
- Association costs (i.e., amounts to be paid under subcontracts); and
- Projected number of participants to be served.

The applicant may not assign, convey or transfer its rights to the grant award without the prior written consent of the State Board of Education.

FINANCIAL TERMS

8. 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 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.
9. An applicant must not obligate funds prior to the start date of the project set forth in the final Grant Agreement. The project's start date cannot precede the start of the fiscal year for which the funds are appropriated.

All project activities must be completed between the project beginning date and the ending date (the "Term"). Liquidation of all obligations, including the current year's audit fee, should be completed no later than ninety (90) calendar days after the project ending date.

10. The applicant understands that payment for approved services and expenses will be made on a cash needs basis, and that payment will be made in accordance with applicable statutes, regulations, and standards after an application for payment is submitted to the State Board of Education. Vouchers for payment will be submitted to the Office of the Comptroller according to the payment schedule attached to the final Grant Agreement. The payment schedule shall be based on the projected date of expenditures. Payments will be withheld from scheduled amounts if expenditure reports show excess cash on hand.
11. An approved budget may be amended by completing the Budget Summary form to show the new amounts required and attaching an explanation for the changes. An amendment to the Grant Agreement must be entered into whenever any individual cell changes by more than \$1,000 or 20 percent, whichever is larger. An amendment to the Grant Agreement must also be entered into whenever an award recipient proposes to use funds for allowable expenditures not identified in the currently approved budget, if the scope of the project is expected to change, or if the overall grant award must be increased.
12. Obligation of funds for items or services based on amendments cannot be encumbered prior to the date of receipt at ISBE of a substantially approvable budget amendment provided the scope/intent of the approved project has not changed. If the scope/intent of a project changes based on an amendment, programmatic approval must be obtained prior to the obligation of funds based on the amendment. ISBE shall be the final determiner of whether an amendment changes the scope/intent of a project. The begin date of the project cannot precede the beginning of the fiscal year for which the funds are appropriated. Requests for budget amendments must be received by the State Board of Education no later than thirty (30) calendar days prior to the project ending date for which the amendment is being sought.
13. Funds granted for the operation of this project must be used exclusively for the purposes stated in the approved proposal/application and must be expended in accordance with the approved budget and the award recipient's policies and procedures related to such expenditures. Funds may only be expended or obligated for activities occurring during the Term.
 - (a) State funded grants: All grant funds and earned interest shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). Interest earned on State funded grant programs and grant funds not expended or obligated by the end of the Term, as well as interest earned after the Term has expired, must be returned to the Illinois State Board of Education within forty-five (45) calendar days following the end of the Term.
 - (b) Federally funded grants: Interest earned in excess of \$100 per year must be returned to the Illinois State Board of Education, with checks payable to the Illinois State Board of Education.

For-Profit award recipients shall not utilize grant funds in any manner for normal operating expenses or to generate a profit. 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.

14. The applicant, in compliance with the provisions of 30 ILCS 105/9.07, will not expend any funds received from the Illinois General Revenue Fund for promotional items including calendars, pens, buttons, pins, magnets, and any other similar promotional items.
15. Financial Reports: Quarterly expenditure reports are required of all award recipients receiving funds, unless otherwise specified in the program specific terms or the request for proposals. Quarterly reports must describe the progress of the project or use and the expenditure of the grant funds. The expenditure through dates to be used in reporting expenditures and obligations are from the project beginning date through September 30, December 31, March 31, and June 30 of each fiscal year and the project ending date.

Those entities with established IWAS accounts with the Illinois State Board of Education, must electronically submit expenditure reports by the required due dates specified within the Grant Agreement. Those entities not enrolled in IWAS, must request paper expenditure report forms not later than twenty (20) calendar days before the due dates specified within the Grant Agreement to the Illinois State Board of Education. Expenditure reports are due twenty (20) calendar days after the expenditure through date. Failure to file the required reports within the timelines will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold the current year's payments and payments for future years' projects under the same program until the reports are properly filed.

All grant funds must be spent or obligated, and all activities must be completed prior to the project ending date. Each award recipient must submit a completion report showing the obligations and the expenditures for the project no later than twenty (20) calendar days after the project ending date.

If a completion report was filed through the project ending date and had no outstanding obligations, the completion report will be the award recipient's final expenditure report. Failure to submit this completion/final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within forty-five (45) calendar days of the project ending date for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

If a completion report was filed with outstanding obligations, then a final expenditure report showing total project expenditures (with all prior obligations paid) must be submitted no later than ninety (90) calendar days after the project ending date. Failure to submit the final expenditure report will result in current and subsequent years' project funding being withheld until the report is received. In cases where final expenditures are less than total disbursements, the overpayment must be returned to the State Board of Education within

forty-five (45) calendar days from the date of first notice of the amount due for all state grants or federal grants that do not expressly allow carryover funds. Failure to return the funds will result in a breach of the Grant Agreement. Upon any such breach, the State Board of Education may, without limitation, withhold current and subsequent years' project funding until the overpayment is returned.

16. The award recipient will maintain records on project and fiscal activities related to each award for a period of three (3) years following the project ending date either for a state-funded or federally funded project. Such records shall include a fiscal accounting for all monies in accordance with generally accepted governmental accounting principles. If there are outstanding audit exceptions, records will be retained on file until such exceptions are closed out to the satisfaction of the State Board of Education.
17. The State Board of Education and other governmental entities with program monitoring authority shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later), have the right at any time to conduct on-site or off-site inspections of the award recipient's records and project operations for auditing and monitoring purposes. The award recipient shall, during the Term and for a period of three (3) years thereafter (or until no outstanding audit exceptions remain, whichever is later) and upon the request of the State Board of Education, provide the State Board of Education with information and documentation (including books, records, or papers related to the project) regarding the award recipient's progress or performance with respect to the administration and operation of the project.

NO BINDING OBLIGATION

18. 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 State Board of Education until such time as a final Grant Agreement is entered into between the applicant and the State Board of Education. Prior to the execution of a final Grant Agreement, the State Board of Education may withdraw its award of funding to the applicant at any time, for any reason.

COPYRIGHT

19. All rights, including copyright to data, information and/or other materials developed pursuant to an award, are retained by the State Board of Education, unless otherwise agreed in writing by the State Board of Education. All such work products produced by the award recipient through work pursuant to the award shall be made available to the State Board of Education upon request.

DEFAULT AND TERMINATION

20. The award recipient will be in default of the grant award and the corresponding Grant Agreement if it breaches any representation or warranty made in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant, or fails to observe or perform any covenant, agreement, obligation, duty or provision set forth in the Grant Agreement, the Program Specific Terms or in these Certifications and Assurances, and Standard Terms of the Grant. Upon default by the award recipient and written notification by the State Board of Education, the award recipient will have ten (10) calendar days in which to cure the default to the satisfaction of the State Board of Education. If the default is not cured to the satisfaction of the State Board of Education, the State Board of Education shall thereafter have full right and authority to terminate the Grant Agreement, and/or seek such other remedy that may be available at law or in equity. Upon termination of the Grant Agreement, the award recipient will cease all use of grant funds, shall cancel all cancelable obligations relating to the project, and shall return all unexpended grant funds to the State Board of Education within forty-five (45) calendar days of termination.

INDEMNIFICATION

21. To the fullest extent permitted by law, the award recipient shall indemnify, defend and hold harmless the State of Illinois, the State Board of Education, and their respective members, officers, agents and employees against all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs, reasonable legal fees, and the reasonable value of time spent by the Attorney General's Office, arising or resulting from, or occasioned by or in connection with (a) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful, or otherwise) by the award recipient, its subcontractors, subgrantees, volunteers, anyone directly or indirectly employed by them, or anyone for whose acts they may be liable; (b) failure by the award recipient or its subcontractors, subgrantees, or volunteers to comply with any laws applicable to the performance of the grant; (c) any breach of the Grant Agreement, including, without limitation, any representation or warranty provided by the award recipient herein; (d) any infringement of any copyright, trademark, patent, or other intellectual property right; or (e) the alleged unconstitutionality or invalidity of the Grant Agreement. Neither the award recipient nor its employees or subcontractors shall be considered agents or employees of the State Board of Education or of the State of Illinois.

If the applicant is a government unit only, it is understood and agreed that neither the applicant nor the State Board of Education shall be liable to each other for any negligent or wrongful acts, either of commission or omission, unless such liability is imposed by law.

GENERAL CERTIFICATION AND ASSURANCES

22. 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.), 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.), the Age Discrimination in Employment Act of 1967 (29 U.S.C. 621 et seq.), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. 2000d et seq.,

2000e et seq.), 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)).

23. 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.
24. If the applicant is an individual, the applicant is not in default on an educational loan as provided in 5 ILCS 385/3.
25. The applicant is not prohibited from receiving a grant award from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of their dues or fees to any club which unlawfully discriminates (775 ILCS 25/1).
26. The applicant certifies it has informed the State Superintendent of Education in writing if any employee of the applicant was formerly employed by the 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.
27. The applicant shall notify the State Superintendent of Education if the applicant solicits or intends to solicit for employment any of the State Board of Education's employees during any part of the application process or during the Term of the Grant Agreement.
28. If applicable, the applicant shall be required to observe and comply with provisions of the Prevailing Wage Act, 820 ILCS 30/1 et seq., which applies to the wages of laborers, mechanics, and other workers employed in any public works.
29. 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.
30. The applicant represents and warrants that all of the certifications and assurances set forth herein and attached hereto 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 State Board of Education.
31. 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 of its (a) employees, (b) volunteers, and (c) all employees of persons or firms holding contracts with the applicant, 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.).
32. Any applicant that does not have a calculated indirect cost rate from the Illinois State Board of Education or does not utilize their restricted indirect cost rate as calculated by the Illinois State Board of Education certifies that it has developed a written Cost Allocation Plan (CAP) that: (a) will be utilized in identifying the accumulation and distribution of any allowable administrative costs in the grant program; (b) identifies the allocation methods used for distributing the costs among programs; (c) requires support through records and documentation showing personnel time and effort information, and formal accounting records according to generally accepted governmental accounting principles; (d) requires the propriety of the charges to be substantiated; and (e) shall be made available, along with any records or supporting documentation for allowable administrative costs, for review upon ISBE's request.
33. The applicants 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 that is a party to the joint application, a legal entity, or a Regional Office of Education may serve as the administrative and/or fiscal agent under the grant.
34. The entity acting as the fiscal agent certifies that it is responsible to the applicant or, in the case of a joint application, to each applicant 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:
 - (a) Obtain fully executed Certifications and Assurances, and Terms of the Grant forms from each entity or individual participating in the grant and return the forms to ISBE prior to award of the grant;
 - (b) Maintain separate accounts and ledgers for the project;
 - (c) Provide a proper accounting of all revenue from ISBE for the project;
 - (d) Properly post all expenditures made on behalf of the project;
 - (e) 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 based on information (payment schedules) from joint applicants 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.);
 - (g) Require joint applicants to report expenditures to the fiscal agent based on actual expenditures/obligation data and documentation. Reports submitted to ISBE should reflect actual expenditure/obligations for the fiscal agent and the data obtained from the joint applicants on actual expenditures/obligations that occur within project beginning and ending dates;

- (h) 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;
- (i) Make financial records available to outside auditors and Illinois State Board of Education personnel, as requested by the Illinois State Board of Education;
- (j) Have a recovery process in place with all joint applicants for collection of any funds to be returned to ISBE; and
- (k) Be responsible for the payment of any funds that are to be returned to the Illinois State Board of Education.

35. The applicant hereby assures that when purchasing core instructional print materials published after July 19, 2006, the applicant 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 Center (NIMAC) electronic files containing the contents of the print instructional materials using the NIMAS standard, on or before delivery of the print instructional materials. This does not preclude the district from purchasing or obtaining accessible materials directly from the publisher. For further information, see 105 ILCS 5/28-21 at <http://www.ilga.gov/legislation/ilcs/ilcs4.asp?DocName=010500050HArt%2E+28&ActID=1005&ChapAct=105%26nbsp%3BILCS%26nbsp%3B5%>.

DRUG-FREE WORKPLACE CERTIFICATION

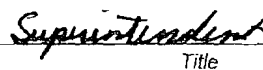
36. This certification is required by the Drug Free Workplace Act (30 ILCS 580/1). The Drug Free Workplace Act, effective January 1, 1992, requires that no grantee or contractor shall receive a grant or be considered for the purposes of being awarded a contract for the procurement of any property or 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, "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:

- (a) Publishing a statement:
 - (1) Notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance, including cannabis, is prohibited in the grantee's or contractor's workplace.
 - (2) Specifying the actions that will be taken against employees for violations of such prohibition.
 - (3) Notifying the employee that, as a condition of employment on such contract or grant, the employee will
 - (A) Abide by the terms of the statement; and
 - (B) 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.
- (b) Establishing a drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's or contractor's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon an employee for drug violations.
- (c) 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.
- (d) Notifying the contracting or granting agency with 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.
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of the Drug Free Workplace Act

The undersigned affirms, under penalties of perjury, that he or she is authorized to execute this Certifications and Assurances and Standard Terms of the Grant on behalf of the applicant. Further, the undersigned certifies under oath that all information in the grant agreement is true and correct to the best of his or her knowledge 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.


Signature of Authorized Official


Title


Date


Name of Authorized Official (Type or Print)

ISBE USE ONLY

- ARRA
 Regular

ILLINOIS STATE BOARD OF EDUCATION

Innovation and Improvement Division
 100 North First Street, N-242
 Springfield, IL 62777-0001

ATTACHMENT 7

DUE DATE _____

FY 2012 ARRA

ORIGINAL

**School Improvement Grant - Section 1003(g) – Tier I and Tier II
 Applicant Cover Page for Individual School**

APPLICANT INFORMATION

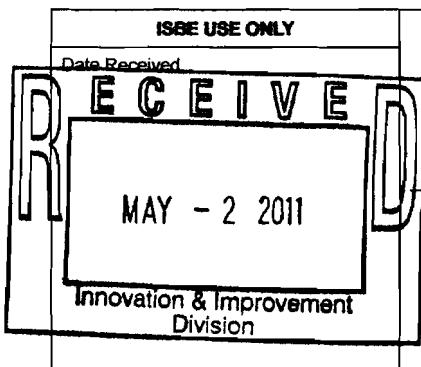
DISTRICT NAME AND NUMBER MERIDIAN COMMUNITY UNIT DIST #101		REGION, COUNTY, DISTRICT, TYPE CODE 02-077-1010-2620-01	
NAME OF SCHOOL PRINCIPAL Brent Boren		SCHOOL NAME MERIDIAN HIGH SCHOOL	
ADDRESS (Street, City, State, 9 Digit Zip Code) 1401 Mounds Road, Mounds, IL, 62964-2325		TELEPHONE (Include Area Code) 618-342-6778	FAX (Include Area Code) 618-342-6413
		E-MAIL SCHOOL PRINCIPAL bboren@mhs101.pulski.k12.il.us	
SIG 1003(g) PRIMARY CONTACT Brent Boren		TITLE OF SIG 1003(g) PRIMARY CONTACT Principal	
ADDRESS (Street, City, State, 9 Digit Zip Code) 1401 Mounds Road, Mounds, IL, 62964-2325		TELEPHONE (Include Area Code) 618-889-8659	FAX (Include Area Code) 618-342-6413
		E-MAIL SIG 1003(g) PRIMARY CONTACT bboren@mhs101.pulski.k12.il.us	

INDIVIDUAL SCHOOL INFORMATION

SCHOOL: FEDERAL ACADEMIC STATUS Restructuring Implementation	SCHOOL: STATE ACADEMIC STATUS Academic Watch Status Year 7
Selected Intervention Model <input type="checkbox"/> Turnaround <input type="checkbox"/> Restart <input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Closure	

INDIVIDUAL SCHOOL LEAD PARTNER

NAME OF LEAD PARTNER America's Choice	<input checked="" type="checkbox"/> ISBE APPROVED LEAD PARTNER <input type="checkbox"/> NOT APPROVED BY ISBE	
PRIMARY CONTACT Doris McEwen	TITLE General Manager, Central Region	
ADDRESS (Street, City, State, 9 Digit Zip Code)	TELEPHONE (Include Area Code) 312-506-5091	FAX (Include Area Code) 312-243-8842
		E-MAIL dmcewen@americaschoice.org



Date _____

Original Signature of ISBE Division Administrator, Innovation and Improvement _____