

Meridian CUSD #223 School Board

Agenda and Board Packet

Regular Meeting

February 26, 2009

Meridian Junior High Board Room

7:00 p.m.



*“Our mission is to educate students to be self-directed learners,
collaborative workers, complex thinkers, quality producers and community
contributors”*



Mission

Our mission is to educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers and community contributors.

Long Range Vision

As an exemplary School District we continually strive to:

- Engage in highly effective communication to Community, School Board, Administration, Faculty, Support Staff and Students.
- Achieve organizational trust through integrity, collaboration, reliability, accountability, transparency, fairness and loyalty.
- Utilize an aligned, well- rounded and comprehensive curriculum that focuses on life- long learning skills.
- Promote high learning expectations for all students.
- Practice visionary district leadership to create and implement district goals.
- Value and maintain a safe environment for Students, Staff and Community.
- Provide educational facilities that support and enhance the students' educational experience.
- Make decisions using research and best practice that incorporates fiscal responsibility, collaboration and impact on the Community, School Board, Staff and Students.

MERIDIAN C.U.S.D. #223
BOARD AGENDA
Thursday, February 26, 2009
Meridian Junior High Board Room
7:00 P.M.

1. **Call to Order**
2. **Roll call**
3. **Pledge of Allegiance**
4. **Review/approve Consent Agenda** *(The items listed under the consent agenda are considered to be routine by the Board of education and will be enacted by one motion. There will be no separate discussion of these unless a Board member or citizen so requests in which event the item will be removed from the Consent Agenda and considered individually.)*
 - 4.1 **Approve minutes of February 12, 2009 board meeting and the February 7, 2009 special board meeting**
 - 4.2 **Approve payroll for March 6, 2009**
 - 4.3 **Approve 2008-2009 Certified Teacher Seniority List (Per Article 8, Section B of Contract)**
5. **Report of the Superintendent**
6. **Notices and communications**
 - 6.1 Available at meeting
7. **Community Input:** *(This is the time when visitors may request to address the Board of Education on any item relating to the role and function of the Board of Education. When the Board President so directs, persons should stand, give their name and address and begin their statements. Persons are asked to refrain from making any personal comments regarding any individual. The Board President reserves the right to limit presentations to five minutes.)*
8. **Old Business:**
 - 8.1 Review/plan for April 13, 2009 Community Focus Group Session
 - 8.2 Review board self-evaluation topics identified at February 7, 2009 special board meeting (Policy 2:120)
 - 8.3 Approve Board resolution opposing withdrawal of Byron Community Unit School District 226 from the Ogle County Educational Cooperative (OCEC) (Policy 2:20, #14)
 - 8.4 Review/possibly approve contract with VersaTran routing software for transportation department (Policy 2:20, #13)
9. **New Business: None**
 - 9.1 Review changes to Meridian Junior High social studies curriculum (Policy 2:20, #7)
 - 9.2 Review/ place 2009-2010 textbooks on display (Policy 2:20, #7)
 - 9.3 Review Drug/Alcohol/Steroid Testing Program (Policy 7:20)
10. **Board Comments**
11. **Adjourn to closed session to discuss: The employment, compensation, discipline, or performance of a specific employee of the District; student disciplinary cases; and the setting of a price for sale or lease of property owned by the District.**
12. **Reconvene in open session**
13. **Approve the minutes of the February 12, 2009 Executive Session and the February 7, 2009 special board meeting**
14. **Motions from executive session**
15. **Adjourn**

Meridian Community Board Minutes

Minutes of a Regular Board Meeting of February 12, 2009

Call to Order

A regular meeting of the Board of Education of Meridian Community Unit School District #223 was called to order by Vice President Reverts at 7:00 p.m. in the Meridian District Board of Education Room located in the Meridian Junior High. Members present: Bonne, Jagielski and King. Superintendent Prusator and Director of Transportation Sherman were also present. The Pledge of Allegiance followed.

Mr. Glendenning arrived at 7:04 p.m.

Mr. Larson arrived at 7:06 p.m.

Consent Agenda

A motion was made by Glendenning, seconded by King, to approve the consent agenda including the minutes of the January 22, 2009 regular board meeting; January 21 and January 28, 2009 District Dashboard (Monitoring) Committee meetings; February 4, 2009 Eligibility Committee meeting; payroll of February 20, 2009; and accounts payable for February 2009 in the amount of \$370,848.42 per review by Mr. Glendenning. Ayes: Bonne, Glendenning, Jagielski, King, Larson and Reverts. Motion carried unanimously.

Superintendent's Report

5.1 2009 School Board Election

Mr. Prusator reported that five candidates returned petitions to get on the ballot for the April 7, 2009 election. Four seats are available. The candidates are as follows: Kevin Glendenning, Tim Jagielski, Robert Mellon, Steven Pierce and Ronald Steenken.

5.2 Meridian CUSD #223 Transportation Report

Jeff Sherman, Director of Transportation presented a Meridian CUSD #223 Transportation Report. He covered topics which included the following: elementary and high school/junior high ride times; student counts, overcrowding and bus capacity; transportation communication; and recommendations for the 2009-2010 school year.

The Board thanked Mr. Sherman for his informative report.

Notices and Communications

There were no Notices and Communications.

Community Input

There was no Community Input.

Old Business

8.1 Adopt Board Policy Section 2 – School Board

The School Board has reviewed and made changes to Section 2 of the School Board Policy Manual for the past several meetings. The Board also reviewed Section 2 with a consultant of the Illinois Association of School Boards.

Motion:

A motion was made by Jagielski, seconded by Bonne, to adopt Section 2 of the Board policy as presented. Ayes: Glendenning, Jagielski, King, Larson, Bonne and Reeverts. Motion carried unanimously.

8.2 Review Draft of Meridian CUSD #223 Dashboard (Monitoring) Instrument

A committee composed of Superintendent Prusator, Ron Steenken, Kevin Glendenning and Bruce Larson met twice during January to establish a District Dashboard to monitor District performance. The Board reviewed and discussed the draft of the Dashboard. It is expected that the Dashboard will be recommended for approval at the March meeting.

8.3 2008-2009 District Improvement Plan Update

Mr. Prusator provided an update of the 2008-2009 District Improvement Plan. He reviewed the goals and activities targeted to assist the District in meeting its Long Range Vision components.

8.4 Review/plan for and consider scheduling Community Focus Group Session for April

The Board discussed and made plans for the District's third Community Focus Group Session. It was decided to hold the next meeting on Monday, April 13th. Mr. Prusator asked board members to consider what topics to cover at this session; and to consider what community members to invite.

New Business

9.1 Review proposed 2009-2010 School Calendar

Mr. Prusator reviewed the proposed 2009-2010 School Calendar. The calendar is developed in conjunction with the Byron and Oregon School Districts because of shared programs.

Board Comments

There were no Board Comments.

Adjourn to Closed Session

A motion was made by Bonne, seconded by King, to adjourn to closed session to discuss the appointment, employment, compensation, discipline, performance or dismissal of specific

employees of the district; the setting of a price for sale or lease of property owned by the district; and possible litigation. Motion carried unanimously. Time: 9:15 p.m.

Reconvene in Open Session

A motion was made by Bonne, seconded by Jagielski, to return to open session. Motion carried unanimously. Time: 10:20 p.m.

Board Action from Executive Session

Approve minutes of the January 22, 2009 executive session

A motion was made by Jagielski, seconded by Glendenning, to approve the minutes of the January 22, 2009 executive session. Motion carried unanimously.

The Board authorized the IBPSC committee members to negotiate the following three issues: kindergarten FTE, Lorado Taft, and hourly teacher salary for summer school.

Adjourn

A motion was made by Larson, seconded by Glendenning, to adjourn the meeting. Motion carried unanimously. Meeting adjourned at 10:20 p.m.

Respectfully submitted,
Donna Fruin, Secretary

Meridian Community Board Minutes

Minutes of a Special Board Meeting of February 7, 2009

Call to Order

A special meeting of the Board of Education of Meridian Community Unit School District #223 was called to order by President Ron Steenken at 8:00 a.m. in the Meridian District Board of Education Room located in the Meridian Junior High School for the purpose of continuing the review of the Meridian School Board Self-evaluation with a representative from the Illinois Association of School Boards.

Roll Call

Members present: Jagielski, King, Larson and Reeverts. Superintendent Prusator was also present.

Adjourn to Closed Session

A motion was made by Reeverts, seconded by Jagielski, to adjourn to closed session to discuss Self-Evaluation. Motion carried unanimously.

Self-Evaluation:

The School Board reviewed data and feedback from the self-evaluation, which was conducted in August of 2008 and originally reviewed in September at a regularly scheduled board meeting. Deb Larson from the Illinois Association of School Boards facilitated the discussion. Ms. Larson indicated that she would provide a summary of issues and action items to the Board.

Return to Open Session

A motion was made by Reeverts, seconded by Larson, to return to open session.

Adjourn

A motion was made by Jagielski, seconded by Steeken, to adjourn the meeting.
Time: 11:55 a.m.

Respectfully submitted,



Bob Prusator, Superintendent

Consent Agenda Items: 4.1; 4.2 and 4.3

Consent agenda items 4.1, 4.2 and 4.3, include approving the minutes of the regularly scheduled February 12, 2009 Regular Board meeting; approving the March 6, 2009 payroll; and approving the 2008-2009 seniority list.

Consent Agenda Item 4.3: Approve 2008-2009 Teacher Seniority List

Background

This item is on the agenda to approve the 2008-2009 Meridian CUSD #223 seniority list. The list was distributed to buildings in January for teachers to review and make appropriate corrections in years in continuous service and areas of certification.

Recommendation

The superintendent recommends that the Board approve the 2008-2009 seniority list as presented.

MERIDIAN C.U.S.D. #223

Seniority List for 2008-2009: YEARS IN DISTRICT

Name	Years	Certified Areas	FTE	Status	Building	Assignment
Griffith, Diane	34.50	Self Contained K-9	1.00	TENURE	HIGHL	2
Welker, Jean	33.50	Self Contained K-9	1.00	TENURE	HIGHL	1
Lorbinenko, Nina	31.00	GRADE 6-12	1.00	TENURE	SVHS	FRENCH
Fritz, Rich	29.00	Self Contained K-9, JH BUSINESS, SOCIAL SCIENCE	1.00	TENURE	HIGHL	PE
Miller, Carla	27.00	GUIDANCE, K-12	1.00	TENURE	SVHS	GUID
Lewis, Cindy	24.90	Self Contained K-9	1.00	TENURE	MC	CHAP I
Wills, Joyce	24.00	Self Contained K-9, LD, SPEECH THERAPY,LBSI, JH LANG. ARTS	1.00	TENURE	DIST.	SPEECH
Kahle-Langston, L.	22.19	HEALTH, PE	1.00	TENURE	MJH	PE
Davidson, Bill	22.00	ADMIN, 6-12 MATH	1.00	TENURE	MJH	ADMIN
Kimrey, Mary	21.00	Self Contained K-9, JH SOC. SCI., JH ENG	1.00	TENURE	MC	5
Forbes, Mary	18.00	6-12 LD, LBSI	1.00	TENURE	SVHS	SPEC. ED.
Foss, Julie	16.00	Self Contained K-9, JH LANGUAGE ARTS; K-4 READING	1.00	TENURE	HIGHL	TITLE I READING
Wilhite, Scott	16.00	Self Contained K-9, JH LANG ARTS, JH SOC SCI, ADMIN., HS SOC ST, ECON	1.00	TENURE	MJH	LANG ARTS/SOC ST
Bartlett, Laurie	15.00	LD, Self Contained K-9	1.00	TENURE	MC	3
Brooks, Dana	15.00	JHLANG, Self Contained K-9,MIDDLE SCHOOL MEDIA	1.00	TENURE	DISTRICT	LIBRARY
Lalor, Michael	15.00	JH SOC SCI; HS POL SCI, GEOG, HIST	1.00	TENURE	MJH	JHHIS
Liegl, Ed	15.00	HS ENGLISH	1.00	TENURE	SVHS	HSENG
Polasky, William	15.00	HS: US & World History, Economics, Civics/Pol Sci JH: Soc Sci	1.00	TENURE	SVHS	HIST/SOC
Viel, Gary	15.00	Self Contained K-9 JH MATH, JH HISTORY, JH LANG ARTS, SOC SCI	1.00	TENURE	MJH	JH MATH
Welden, Marsha	14.50	Self Contained K-9	1.00	TENURE	MC	4
Coulahan, Mike	14.00	ADMIN Self Contained K-9	1.00	TENURE	HIGHL	ADMIN
Owen, Brad	14.00	K-12 MUSIC	1.00	TENURE	SVHS	CHORAL
Green, Ann	13.00	Self Contained K-9, SOCIAL SCIENCE	1.00	TENURE	MC	3
Owen, Kathy	13.00	LD, MR, LBSI, MUSIC K-12	1.00	TENURE	Elem/JH	CHORAL
Eden, Teresa	12.00	Self Contained K-9, LD, BD, EMH	1.00	TENURE	MC	4
Showers, Leslie	11.43	HS ENG, FRENCH, ADMIN., JH LANG ARTS, SOC SCI	1.00	TENURE	MJH	ADMIN
Knight, Diane	11.25	MUSIC	0.75	TENURE	MC	VOCAL (K-5)
Beiersdorff, Dale	11.00	Self Contained K-9, JH LANGUAGE ARTS, SOCIAL SCIENCE	1.00	TENURE	MC	5
Burke, Patricia	11.00	Self Contained K-9; K-4 READING TEACHER	1.00	TENURE	HIGHL	RR
Cook, Ellen	11.00	Self Contained K-9, JH LANGUAGE ARTS, SOCIAL SCIENCE	1.00	TENURE	HIGHL	1
Hall, Janet	11.00	LD, BD, EMH, TMH, ADMIN	1.00	TENURE	MJH	7TH SPEC. ED.
Massari, Michelle	11.00	Self Contained K-9, JH LANG. ARTS, SOC. SCI.	1.00	TENURE	MC	4
Papke, Christa	11.00	Self Contained K-9	1.00	TENURE	MC	4
Rempfer, Scott	11.00	LD, MR, LBSI	1.00	TENURE	SVHS	SPEC. ED.
Simmering, Debra	11.00	Self Contained K-9	1.00	TENURE	HIGHL	2
Vos, John	11.00	Self Contained K-9, JH Soc Sci, CISCO	1.00	TENURE	SVHS	CISCO
Byers, Shawn	10.00	K-12; DRIVERS ED, PE	1.00	TENURE	SVHS	PE
Hofmeister, Kim	10.00	JHSS, Self Contained K-9, JH LANGUAGE ARTS	1.00	TENURE	MJH	8TH READING
Lundine, Daniel	10.00	PE, HS SOC ST, HEALTH, HISTORY	1.00	TENURE	SVHS	PE

MERIDIAN C.U.S.D. #223

Name	Years	Certified Areas	FTE	Status	Building	Assignment
Schlitz, Doug	10.00	LD, SED, LBSI	1.00	TENURE	MC	SPEC. ED.
Stender, Steve	10.00	ART	1.00	TENURE	SVHS	ART
Tompkins, Jennifer	10.00	EC, Pre-K-3	1.00	TENURE	MC	3
Gale, Kelly	9.50	BUSINESS, PE, ADMIN. K-12	1.00	TENURE	MJH	COMPUTERS
Thibodeau, Deb	9.50	Self Contained K-9	1.00	TENURE	MC	3
Benesh, Kathy	9.00	Self Contained K-9; K-4 READING TEACHER	1.00	TENURE	MC	5
Pansegrau, Jennifer	9.00	HS BIOLOGY, HEALTH/PHYSIOLOGY/BOTANY/ZOOLOGY	1.00	TENURE	SVHS	HS BIO/ANAT
Stewart, Steve	9.00	JH/HS PE, HEALTH, DRIVERS ED; ADMIN - K-12	1.00	TENURE	SVHS	ADMIN
Williams, Jamie	9.00	Self Contained K-9	1.00	TENURE	HIGHL	1
Dundas, Joi	8.00	EC, Pre-K-3	1.00	TENURE	MC	3
Eaton, Matt	8.00	K-12 MUSIC	1.00	TENURE	MJH	JHMUSIC
Hoovler, Sara	8.00	6-12, COC, CONSUMER EC., IFRP, F&N	1.00	TENURE	SVHS	CONS. & FAM. SCIENCE
Johnson, Brendan	8.00	HS ENGLISH/CHEMISTRY/GENERAL SCI	1.00	TENURE	SVHS	ENGLISH
McDevitt, Ryan	8.00	HS US HIST, HS WORLD HIS, HS POLI SCI, JH SOC SCI	1.00	TENURE	MJH	JHHIS
Metzger, Amy	8.00	Self Contained K-9	1.00	TENURE	MC	5
Bukoski, Tim	7.00	HS/JH PE, HEALTH, JH SOCIAL ST.; K-9 PE	1.00	TENURE	SVHS	PE/HEALTH
Nielson, Michael	7.00	HS SOC SCI, CIVICS, MATH, SOCIOLOGY, HIST: JH MATH & SOC SCI	1.00	TENURE	SVHS	HS MATH
Rogers, Michelle	7.00	HS BIO/EARTH SCI/GEOLOGY/ZOOLOGY/BOT., JH GENERAL/BIO/PHY SCI	1.00	TENURE	SVHS	HSSCI/BIO
Schaub, Michele	7.00	SPEECH, LANGUAGE PATHOLOGY	1.00	TENURE	HIGHL	SPEECH
Williams, Jay	7.00	JH/HS AG/HORTICULTURE	1.00	TENURE	SVHS	HSAG/HORT
Zoet, Leslie	7.00	Self Contained K-9, MIDDLE SCH - BIOL SCI, GEN SCI, PHYSICAL SCI	1.00	TENURE	MJH	JHSCI
Isaacs, Tina	6.75	Self Contained K-9	1.00	TENURE	MJH	7 LANG. ARTS
Haas, Natalie	6.28	K-9 MUSIC: 6-12 MUSIC	0.57	TENURE	SVHS	MUSIC
Alderks, Heather	6.00	K-12 PE, MIDDLE SCHOOL BIOL SCI	1.00	TENURE	MJH	PE
Mandzen, Kathleen	6.00	E.C., AGE 0-GR 3	1.00	PROB.	MC	3
Vogel, Joel	6.00	Self Contained K-9, JH - LANG ARTS/SOC SCI	1.00	TENURE	MJH	JH ENG
Eisele, Darci	5.50	Self Contained K-9	1.00	TENURE	HIGHL	2
Frank, Karen	5.29	6-12 ENGLISH	1.00	TENURE	SVHS	ENGLISH
Hickerson, Allison	5.00	EC, Pre-K-3, READING	1.00	TENURE	HIGHL	PRE-KDG
Lundine, Kristina	5.00	Self Contained K-9, JH LANG. ARTS & MATH	1.00	TENURE	MJH	JH MATH
Morris, Bennett	5.00	HS HIST, ANTHRO, CIVICS, ECON, GEOG, SOCIOLOGY; JH LANG ARTS, SOC SCI	1.00	TENURE	SVHS	SOCIAL STUDIES
Swenson, Audra	5.00	LD, SOCIAL DISORDERS, K-12 READING	1.00	TENURE	SVHS	SPEC. ED.
Swenson, Eric	5.00	HS MATH; JH LANG ARTS, MATH, SOC SCI	1.00	TENURE	SVHS	HSMATH
Hiort, Kim	4.93	EMH, SOCIAL/EMOTIONAL DISORDERS	1.00	TENURE	MC/HIGHL	SPEC. ED.
Palmer, Angela	4.57	HS ENG; JH LANG ARTS, SOC SCI, SPEECH	1.00	TENURE	SVHS	HS ENG.
Hickerson, Ben	4.00	Self Contained K-9; MIDDLE SCHOOL GEN SCI, LANG ARTS, SOC SCI	1.00	TENURE	MC	5
O'Hare, Shannon	4.00	Self Contained K-9; MIDDLE SCHOOL LANG ARTS	1.00	TENURE	MC	4
Stewart, Aimee	4.00	Self Contained K-9; JH LANG ARTS, SOC SCI, BIOL	1.00	TENURE	MJH	LANG ARTS
Timm, Carolyn	4.00	Self Contained K-9; JH LANG ARTS, MATH	1.00	TENURE	MJH	MATH
Winter, Susan	4.00	GUIDANCE; K-9 MUSIC	1.00	PROB.	SVHS	GUID
Smith, Monesia	3.98	K-12 PE	1.00	PROB.	MC	PE

MERIDIAN C.U.S.D. #223

Name	Years	Certified Areas	FTE	Status	Building	Assignment
Martinez, Nicole	3.67	Self Contained K-9; MIDDLE SCHOOL GEN SCI, LANG ARTS, SOC SCI	1.00	PROB.	HIGHL	1
Bertsch, Cherie	3.57	6-12	1.00	PROB.	SVHS	FAM SCI
Eyster, Michelle	3.57	PRE K-AGE 21, SOCIAL/EMOTIONAL, LD, MENTAL RETARDATION	1.00	PROB.	MJH	7
Kruger, Dawn	3.35	SELF CONTAINED K-9	0.67	PROB.	MC	KDG.
Collins, Angela	3.34	Self Contained K-9	1.00	PROB.	HIGHL	1
Bonnell, Malinda	3.00	LD,Mental Retardation, Soc. Disorders Pre-K to Age 21: Admin. K-12	1.00	PROB.	MJH	LD
Dessing, Ryan	3.00	Soc Sci, Hist 6-12	1.00	PROB.	SVHS	SOC ST
Hall, Jennifer	3.00	Middle School: Biol, GenSci, Physical Sci HS: Biol	1.00	PROB.	MJH	SCIENCE
Herzel, Noelle	3.00	School Counselor: K-12	1.00	PROB.	HIGHL	COUNSELOR
Mays, Melanie	3.00	LD: K-12 Soc Emotional Disorders, LD: Pre-K to Age 21	1.00	PROB.	MJH	6TH LD
Rodriguez, Elizabeth	3.00	Self Contained K-9	1.00	PROB.	HIGHL	SPEC. ED.
Tucker, Jennifer	3.00	Self Contained K-9	1.00	PROB.	MC	4
Voltz, Jeffrey	3.00	Admin: K-12 Business: 6-12	1.00	PROB.	SVHS	ADMIN
Zurko, Adam	3.00	Admin: K-12 Self Contained: K-9	1.00	PROB.	MC	ADMIN
Griesbach, Christine	2.86	HS-BOTANY/CHEM/SCI/ GEOG/ZOOL; JH-BIOSCI/GENSCI/LA/PHYSICI/SS	0.57	PROB.	SVHS	SCIENCE
Jones, Courtney	2.68	Self Contained K-9	0.67	PROB.	HIGHL	KDG.
Kurt, Roxane	2.68	Self Contained K-9; JH LANG ARTS, LATIN	0.67	PROB.	MC	KDG.
Lindwall, Sara	2.01	Self Contained K-9	0.67	PROB.	HIGHL	KDG.
Shaver, Jacqui	2.01	Self Contained K-9	0.67	PROB.	HIGHL	KDG.
Alfano, Angela	2.00	Self-Contained Age 0 - Grade 9	1.00	PROB.	MC	4
Barton, Rebecca	2.00	K-12 PE; JH GEN. SCI., HEALTH ED., SOC. SCI; HS GEN. SCI., HEALTH ED.	1.00	PROB.	MJH	7
Brown, Ryan	2.00	K-12 Bilingual – Spanish	1.00	PROB.	MC	ESL
Hall, Brent	2.00	K-12 PE AND SOCIAL SCIENCE	1.00	PROB.	MJH	7TH PE
Hilliard, Lisa	2.00	Self Contained K-9	1.00	PROB.	HIGHL	2
Kleinschmidt, Beth	2.00	JH MATH, JH SOC. SCI., HS MATH	1.00	PROB.	SVHS	HS MATH
Cluever, Joanna	2.00	JH LANG. ARTS, JH SOC SCI, HS ENGLISH	1.00	PROB.	SVHS	LIBRARY
Lyons, Robin	2.00	K-12, LEARNING BEHAVIOR SPECIALIST I	1.00	PROB.	SVHS	SPEC. ED.
McCarty, Jamie	2.00	K-12, JH PE, SOC SCI, VISUAL ARTS	1.00	PROB.	MJH	ART
Mogge, Donna	2.00	K-12 SCHOOL COUNSELOR	1.00	PROB.	SVHS	COUNSELOR
Murphy, Catherine	2.00	6-12 SECONDARY EDUCATION	1.00	PROB.	SVHS	BUSINESS
Nerovich, Steven	2.00	Grade 6-12, TECHNICAL EDUCATION	1.00	PROB.	SVHS	INDUSTRIAL ARTS
Porter, Kristina	2.00	Self Contained K-9, JH LANGUAGE ARTS, SOCIAL SCIENCE	1.00	PROB.	MC	SPEC. ED.
Oleson, Roni	1.50	Grade 6-12, HS ENGLISH, FOREIGN LANGUAGE	1.00	PROB.	SVHS	SPANISH
Ballard, Angelina	1.34	Self Contained K-9; JH LANGUAGE ARTS, MATH, SOCIAL SCIENCE	0.67	PROB.	HIGHL	KDG.
Boelkins, Julie	1.34	Self-Contained K-9	0.67	PROB.	HIGHL	KDG.
Rippel, Renie	1.34	Self Contained K-9	0.67	PROB.	HIGHL	KDG.
Hager, Susan	1.05	Kdg-12 PE; 6-12 SAFETY & DRIVERS ED	0.35	PROB.	MC	PE
Allton, Laura	1.00	Self-Contained K-8	1.00	PROB.	HIGHL	1
Bergeson, Alana	1.00	Spanish	1.00	PROB.	SVHS	SPANISH
Blume, Joseph	1.00	Mathematics	1.00	PROB.	SVHS	MATH
Dominguez, Ana	1.00	English as a second Language	1.00	PROB.	MJH	ESL INSTRUCTOR

MERIDIAN C.U.S.D. #223

Name	Years	Certified Areas	FTE	Status	Building	Assignment
Hall, Karen	1.00	Self-contained K-8, Substitute	1.00	PROB.	DISTRICT	SUBSTITUTE
Halsmer, Sharon	1.00	English	1.00	PROB.	MJH	8TH ENGLISH
Kowalewski, Thomas	1.00	Business	1.00	PROB.	SVHS	BUSINESS
McCarey, Kathy	1.00	Science	1.00	PROB.	SVHS	SCIENCE
McDevitt, Michelle	1.00	Self Contained K-9	1.00	PROB.	MC	5
Metzler, Bran-Dea	1.00	English	1.00	PROB.	SVHS	ENGLISH
Sanderson, Tracy	1.00	Ag. Science	1.00	PROB.	SVHS	AGRICULTURE
Sinclair, Marygrace	1.00	Self-contained K-8	1.00	PROB.	MC	COUNSELOR
Wood, Tamara	1.00	Mathematics	1.00	PROB.	SVHS	MATH
Wolarek, Monika	1.00	ART	1.00	PROB.	HIGHL/MC	ART
Gratza, Holly	0.67	Self-contained K-8	0.67	PROB.	MC	KDG.
Prios-Raimer, Cynthia	0.67	Self-contained K-8	0.67	PROB.	HIGHL	KDG.
Simmering, Ted	0.14	ART	0.14	PROB.	SVHS	ART

Total/Avg	8.24		128.08
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		TOTAL # OF TEACHERS:	134
		# TENURED:	77
		# NON-TENURED:	57

Agenda Item 8.1: Review/Plan for Community Focus Group Session planned for April 13, 2009

Background

This item is on the agenda for the School Board to consider the questions/issues for the community focus group to respond to at the session scheduled for Monday, April 13, 2009. The purpose of the Community Focus Group session is to provide for meaningful dialogue between community and the School District. Each Board member and administrative team member is also expected to invite five community members.

Recommendation

This is a planning session for the community focus groups. No Board action is required.

What do you look at to determine how well the School District is doing?

RED

What the students know when they leave school and enter the
work force or college

Student grades

lack of flow in changing schools

Community Support (positive)

State testing (positive)

ISAT, Prairie State, ACT

Comparison to when "we" were in school. Higher standards

Communication from teachers and administrators

Relationship between teachers and administrators

BLACK

Realtor

What students know

Student Achievement

Children interested/excited about school

Inclusive Environment

Community Spirit

Homework/Grades/Community Involvement

Connection between teacher/parent when students are not achieving

\$\$ per student/fiscal responsibility

Webpage

Good Reputation

Feedback from Community

DARK BLUE

Student Safety

School Report Card - Academic Emphasis

Teacher Participation/Involvement

Registration Process

Individual progress - academic

Report cards

Open Communication (teachers/parents/staff)

Student Enjoyment

Resource classes

Other resources (tutoring/other teachers)

Educational experience outside the classroom (ex. Field trips)

Class size

GREEN

How students achieve goals after education

Comparative report cards (state)

Maintaining a high level on report cards with community growth

Attitudes of children after the school day

The school's image to the community (reputation in academics)

Grades

Positive attitudes from students about the district

What do you look at to determine how well the School District is doing?

YELLOW

Test scores - comparison with other schools
Website info
Quality of extra-curricular and number of involvement
Pride of students
Completion of post-secondary ed. (# grad. from college)
Willingness of teachers/staff to help-above and beyond class time
Parental involvement (sports, teams, music)
Social acceptance among students
Students well adjusted for work force
Strong A/P classes in high school
Year to year academic progress

LIGHT BLUE

Test scores
Individual grades
Student feelings
Listen to district staff members
Being able to get into classes specific to careers
End results - good citizens
Fewer issues comparative to other districts
Multi-generational
Financial - per pupil expenditure (Bright Star) fiscal responsibility
Honors/participation (grad)
Concerned, caring staff
Morals, values of staff
Personable environment
Reasonable activity fees - allows participation
Extra-curricular involvement

ORANGE

Test scores
Security in buildings
Keep up with technology
Teacher involvement
Transition from high school to college during H.S.
Increase in communication
Online grade reporting
Attention to class size
Tax rate
Fee for extracurricular activities
Interaction between school and community
Community engaged and involved

In five years, what issues or challenges do you think the District will need to address or be challenged by?

RED

Finances (building)
Transporting students
Intimacy (small town)
World-wide changes affecting the direction of education
(more service-oriented jobs and education)
Re-evaluate foreign language - which ones and how soon
Expanded ESL pop.
Technology
Food service changes

BLACK

Space
Transportation
Assessed Value
Tax Contribution
Housing Market
Additional Revenue
Additional Creative Programs
Student/Teacher Ratio
Technical Training/Student Learn
Vocational Needs
On-line Instruction & Preparation while addressing Inter-Personal Skills
On-line available to every family w/transportation

DARK BLUE

Qualified teachers
Facility Size
Classroom numbers
Transportation
 routes sooner
 kindergarten registration
Sports (numbers on teams/activities)
Keeping up with technology
Food allergies (medical needs)
Germ Control
Increase in special need students
Number of aides
Parental involvement (decrease)
Time to accommodate different types of students
Property taxes
School budget (stretched by growth)

In five years, what issues or challenges do you think the District will need to address or be challenged by?

GREEN

Increased population/enrollment/outgrowing facilities
Financing: Suggestion - year round schooling increased use of facilities, employment opportunities for staff
Busing with the growth of the district (additional buses)
 (times of early pickup)
 (two tiered busing)
 (ride length)
 (discipline on buses)
Financing to maintain facilities
Exposure to technology
Discipline: fair on all students with expansion
Positive: group felt that the staff is very proud and responsible with the education of the students

YELLOW

Overpopulation-funding-building
More emphasis on college/career placement & planning
Subdivision growth - impact fee system
Social/moral issues - school/student safety planning
 Develop protocol with parents and students for confidential reporting
Assess organizational structure to meet growth needs
Increase IEP load/social issues - increase load on district
Funding in general

LIGHT BLUE

Growth
Technology - skills keeping up
Anticipation of future growth - neighborhoods still with room to grow
Taxes - Res. vs. Ind. vs. Farm
Security/building esteem/anti-bullying/proactive stance
Drugs
Slower pace to influx of issues
Different values more common
Economic issues/decreased state funding
Social pressures for kids
Keeping up with other districts in partner programs
 College-prep vs. vocational

ORANGE

Use of technology without abuse, but to be productive
Transportation costs
Space for growth
Increase tax base with industry & commercial
Proactive in pursuit of the changing job market
ESL Program-IEP Management
Increase in enrollment
How to keep personal touch
Ability to o compete salary wise

What are the most critical areas of needed improvement?

RED

Help in Transportation Department
Overcrowding in HS (hallways)
Higher quality aides (numbers, budget)
New buildings
H.S. counselors (more and communication)
Safety issues at Highland during morning drop off

BLACK

Cost of field trips
Communication with parents re: behavior and academic concerns
Stay on top of student achievement
Transportation:
 Reliability
 Driver training (behavior)
 Start times too early
 Stop times
 More buses and drivers

Fundraisers/too much
Decrease direct cost to families

DARK BLUE

Transportation:
 Bus routes sooner
 Parent Notification
 Bus discipline
 Overcrowding
Larger Facility
Reduction of class sizes
Field trips (increase)
Holiday Off
DARE Program (ED. of students)
Registration process improvement
Kindergarten registration confusion
Eating healthy
Pre-K communication

GREEN

High school math department
 (issues with moving towards college - college expectations)
Discipline - lack of (K-7) playground/busing, policy & staffing concerns
11th grade math/reading meets and exceeds (low%)
Increase test scores throughout all grade levels
Keeping technology up-to-date
 age of science labs
Air conditioning in grade schools - critical
Age of facilities
Recognition and availability of potential careers
Statistics of college students made available to the community

What are the most critical areas of needed improvement?

Green (cont.)

(expanded education)

Evaluation of teaching staff both tenured and non-tenured

YELLOW

Student scheduling

Career/apprenticeship training

Busing

Coursework needs to better prep students for college

Ag program - quality of program/content

Exit studies to eval effectiveness of programs

Better consistency from year to year between subjects -

grade levels- buildings

focus on aligned curriculum - horizontal and vertical

Post secondary prep: especially writing, math, study skills

(success after high school)

LIGHT BLUE

Time on bus

Transportation and routes

Look at job performance/assess directors

Fairness of rules - academic watch/services

Promotion of healthy social growth/interaction

Homework -

Middle school

Math

Amount/policies?

Security - prepared for all possibilities?

High school class selection

Officers and major high school events

Counseling/career guidance/ratio?

ORANGE

Explore test scores from 8th - 11th grade

Benchmarking and share information with other districts

Writing - Jr. High

Math - high school methodologies

Class sizes at high school

Students are ready for college

Top Five Key Issues/Main Concerns

RED

What the students know when they leave school and enter the
work force or college

Finances and Buildings

World-wide changes affecting the direction of education
(service-oriented jobs)

Communication and Relationships between teachers and
administrators

Help in Transportation Dept.

More high school counselors (communication)

BLACK

Early intervention to address student behavior
and academic concerns

On-line/technical instruction for students

Transportation
start/stop times
driver training

Additional revenue

Decrease direct costs to families (fundraisers, field trips)

Dark Blue

Transportation
Routes (sooner)
Parent notification
Bus discipline
Overcrowded

Facility/class size

Technology
Keeping up with needs & changes

Teachers
Participation
Caring
Communication
Qualified

Student well-being
Eating healthy
Mental/physical health
Student safety

GREEN

Growth of the district
Transportation current and future

Improvement of discipline district wide

Funding: maintaining and planning for future growth

Improving in academic areas

Technology in the buildings and use by students

Top Five Key Issues/Main Concerns

YELLOW

Transportation
Funding
Safety
Success after high school
Connected K-12 experience

LIGHT BLUE

Test scores
Class sizes
Attract/retain quality teachers
Manage diverse students and learner needs
Keep personal touch

ORANGE

Test scores
Class sizes at high school
ESL Program/IEP Management
Keep personal touch
Ability to obtain and retain high quality teachers

Agenda Item 8.2: Review topics/goals/tasks identified from the February 7, 2009 special board meeting

Background

This item is on the agenda to allow for the School Board to review and document the topics/goals and tasks that were established at the special board meeting held on February 7, 2009 with a representative from the Illinois Association of School Boards. The focus of the special meeting was for the Board to finish its analysis of the Board Self-Evaluation which was conducted in August and determine appropriate activities to improve governance of the Meridian School District.

Recommendation

This is a discussion topic only. No formal board action is required at this meeting.

MERIDIAN CUSD 223
Board Governance Review 3 (2nd session)
February 7, 2009

On February 7, 2009 the board met to continue their discussion of the survey data from the third Board Governance Review (BGR). The initial discussion of the survey data was held on September 24, 2008. The board reviewed the status of the targets for improvement identified at the September 24 meeting. All targets have been met or are in the process of being accomplished (See attached follow-up notes from the September 24 meeting).

The board continued their discussion of the BGR 3 survey results. As a result of their review and discussion, the board identified the following areas for improvement:

Set up process for New Board Member Orientation **Timeline:** April 2009 election

The board discussed the need to have the New Board Member Orientation in place for the incoming new board members elected in April 2009. In addition to the information identified in IASB's, booklet, "Orienting New School Board Members on the way to Becoming a High-performing Board Team", the board also plans to:

- Share the third Board Governance Review survey results.
- Include a historical review of the district as part of the orientation.
- Stress the time commitment needed on the part of board members.
- Schedule pre-information sessions for potential board members before the election. The Superintendent and Board President will coordinate this activity. The suggested plan is to meet with potential board members an hour before the regular board meetings scheduled for February 26 and March 19, 2009.
- Post-election—identify board member mentor(s) for the new member(s).

Adopt Annual Agenda for FY10 **Timeline:** **June/July 2009**

The Superintendent will draft and present to the board a suggested annual agenda (April/May 2009 board agenda item). It was also suggested that the annual agenda include two annual board retreats (June and January), and that the board discuss further the possibility of including a reference in the policy language to the Annual Agenda.

Other targets identified:

- Request monthly written reports from building principals. **Timeline:** As soon as possible
- Talk to Jackie Griffith, IASB policy consultant, concerning updating the Administrative Procedures Manual. **Timeline:** As soon as possible
- Discuss and consider changing the Superintendent re-evaluation process to take place at the end of the second year of a 3-year contract. **Timeline:** As soon as possible
- Review and discuss renewal times for principal contracts. **Timeline:** As soon as possible
- Discuss potential topics for June Board Retreat **Timeline:** April 23, 2009 Board Meeting

Agenda Item 8.3: Review/approve resolution opposing Byron School District's request to withdraw from the Ogle County Educational Cooperative (OCEC)

This item is placed on the agenda to adopt a resolution opposing the Byron School District's withdrawal from the OCEC. Byron's departure from the OCEC would produce significant programming problems for the District's high needs special education students. Additionally, it is expected that the Meridian School District will incur an additional \$90,000 in cost due to Byron leaving. The resolution supports the Meridian School District's strong support of OCEC and shared services.

Recommendation

The superintendent recommends the School Board waive the reading of and approve the resolution as presented.

Meridian CUSD District No. 223

BOARD RESOLUTION OPPOSING WITHDRAWAL OF BYRON COMMUNITY UNIT SCHOOL DISTRICT 226 FROM THE OGLE COUNTY EDUCATIONAL COOPERATIVE

WHEREAS, the Ogle County Educational Cooperative (“OCEC”) is a special education joint agreement organized and existing under Section 5/10-22.31 of the *Illinois School Code* providing services to children with disabilities residing in thirteen school districts located in Ogle and Lee Counties; and

WHEREAS, the Board of Education is a member of OCEC; and

WHEREAS, the Board of Education of Byron Community Unit School District 226 (“Byron 226”) is a member of OCEC; and

WHEREAS, OCEC’s Administrative Offices are located in the City of Byron, within the boundaries of Byron 226 and at or near the geographic center of OCEC, and many of OCEC programs are located in Bryon 226 buildings or within the City of Byron; and

WHEREAS, in reliance upon the representations and proposal of Byron 226 in 1989, OCEC located its Administrative Offices within the boundaries of Byron 226; and

WHEREAS, in reliance upon the representations and proposal of Byron 226 in 1989, OCEC located many of its programs for students with disabilities who reside in OCEC member districts within the school buildings of Byron 226 and within the City of Byron; and

WHEREAS, Byron 226 has filed a Petition with the Regional Board of School Trustees of Lee and Ogle Counties to withdraw as a member of OCEC, effective July 1, 2009; and

WHEREAS, the Board of Education finds that the withdrawal of Byron 226 as a member of OCEC is not in the best interests of the students residing in this School District; and

WHEREAS, the Board of Education finds that the withdrawal of Bryon 226 as a member of OCEC will disrupt established OCEC programs, increase the costs of educating

students with disabilities in established OCEC programs, and thereby negatively impact this School District's financial condition and the educational services provided by the Board of Education.

NOW, THEREFORE, BE IT RESOLVED by the BOARD as follows:

1. That the foregoing recitals are incorporated as if fully set forth in this paragraph.
2. That the Superintendent of Schools shall appear at a hearing held by the Regional Board of School Trustees of Lee and Ogle Counties on the Byron 226 Petition and submit a certified copy of this Resolution to the Regional Board.
3. That the Superintendent of Schools shall appear at a hearing held by the Regional Board of School Trustees of Lee and Ogle Counties on the Byron 226 Petition and submit such information as will support the Board of Education's opposition to such Petition.
4. That this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted this 26th day of February 2009, by the following roll call vote:

AYES: _____

NAYS: _____

ABSENT: _____

BOARD OF EDUCATION OF MERIDIAN
SCHOOL DISTRICT NO. 223, OGLE AND
WINNEBAGO COUNTIES, ILLINOIS

By: _____
President

Attest: _____
Secretary

STATE OF ILLINOIS)
)
COUNTY OF _____) SS

CERTIFICATION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Meridian School District 223, Ogle County, Illinois ("Board"), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of the Resolution adopted by the Board at its meeting held on the 26 th day of February 2009, said Resolution entitled:

**RESOLUTION OPPOSING WITHDRAWAL
OF BYRON COMMUNITY UNIT SCHOOL DISTRICT 226
FROM THE OGLE COUNTY EDUCATIONAL COOPERATIVE**

a true, correct and complete copy of which said Resolution as adopted at said meeting appears in the minutes of said meeting.

I do further certify that the roll call vote taken adopting said Resolution was conducted openly, that said meeting was called and held at a specified time and place convenient to the public, that said meeting was called and held in strict compliance with the provisions of the *Open Meetings Act* of the State of Illinois, as amended, and that the Board of Education has complied with all of the provisions of said *Act* and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature this 26th day of February, 2009.

Secretary, Board of Education

Agenda Item 8.4: Review contract with VersaTran (transportation routing)

This item is placed on the agenda to have the Board consider approving a contract with VersaTran to provide a bus routing program for the District's transportation program. After several years of utilizing a routing system that did not meet the District's needs or expectations, a recommendation is being provided for a different system that has greater capacity to work with the District's current student management program and provide much greater functionality.

Recommendation

This is an informational item. No Board action is required at this meeting.

Tyler's VersaTrans Solution



VersaTrans Solutions Division of Tyler Technologies

About VersaTrans

Formed in 1965

Has offered routing Software since 1984

80 Employees and growing!



VersaTrans Solutions Division of Tyler Technologies



An Introduction to VersaTrans

VersaTrans has been the industry leader in school district routing and planning software since 1984

VersaTrans offers the world's most flexible and easiest-to-use school bus routing and planning solution available

- VersaTrans currently has over 1300 clients throughout the United States and Canada



VersaTrans Solutions Division of Tyler Technologies



An Introduction to VersaTrans

VersaTrans recently released a version of it's routing software for school districts with limited enrollment:

VersaTrans RP Limited Edition

- Smaller school bus operations no longer have to sacrifice power for price.



VersaTrans Solutions Division of Tyler Technologies

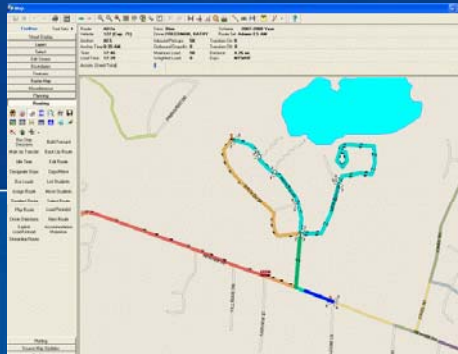
Why does our school district need routing software?

tyler
TECHNOLOGIES

VersaTrans Solutions Division of Tyler Technologies

Routing Efficiencies

Are our routes as efficient as they could be?



tyler
TECHNOLOGIES

Could our district save money by deleting a route?

VersaTrans Solutions Division of Tyler Technologies

Routing Efficiencies

VersaTrans RP Limited Edition enables districts to:



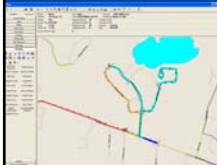
- Identity inefficiencies in current routes
- Quickly make changes to students route assignments
- Easily make changes to routes
- Manage students with day variant route schedules



VersaTrans Solutions Division of Tyler Technologies

Routing Efficiencies

VersaTrans empowers school districts by giving them the ability to run “What If?” scenarios and see how changes to transportation could potentially save money.



What if we ran our routes at the maximum state mandated route time?

What if we used larger buses or our current buses at a higher capacity?

What if I optimize my bus stops?



VersaTrans Solutions Division of Tyler Technologies

Streamline your Transportation Department

Access student information

Dr.	Days	Status	From	Time	Route	Bus	To	Time	Xfer
In	All	Ride	S GALWAY DR @ DONEGAL DR	N 8:21 AM	AD5a	115	ADAMS ES	8:35 AM	
Out	MWTF	Ride	ADAMS ES	3:35 PM	AD5b	115	DONEGAL DR @ S GALWAY DR [SW]	3:42 PM	
Out	TH	Ride	ADAMS ES	3:35 PM	AD3p	110	SUNNYVIEW DAY CARE [NW]	3:36 PM	



VersaTrans Solutions Division of Tyler Technologies

Streamline your Transportation Department

And employee information



With a click of the mouse

VersaTrans Solutions Division of Tyler Technologies

System Output


as well as Bus Passes, Photo IDs and beginning of the year post cards with important routing information

ADAMS ES



GRIFFIN, JOLIE
ID: 111 **Grade** 04
Birth Date 11/4/1989
 122 SHANNON LN
 Adams, NY 11233

TO THE PARENT(S)/GUARDIAN OF:
 JOLIE GRIFFIN
 122 SHANNON LN
 Adams, NY 11233



Dear Parent/Guardian:
 This is your child's Bus Pass which must be shown to board the bus. Your child is to use only the assigned bus stop and be at the stop 10 minutes before the scheduled time.

Bus Information:
 AM Route: AD5a
 Time/Stop: 8:21 AM S GALWAY DR @ DONEGAL DR
 PM Route: AD5p
 Time/Stop: 3:42 PM S GALWAY DR @ DONEGAL DR



All from one centralized location

VersaTrans Solutions Division of Tyler Technologies

VersaTrans RP Limited Edition Also Provides:

Robust reporting tools that give transportation departments the ability to generate standard and user defined reports and export them to other common software applications, such as Word, WordPerfect®, Excel®, and Lotus Notes®.

VersaTrans RP Limited Edition includes templates for several state reports, as well as the ability to create your own template.

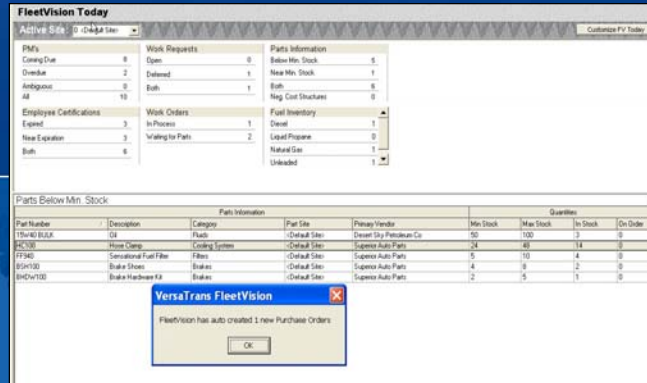
Efficient system auditing capabilities - view and report on additions, changes, or deletions to key data such as administrative, predator tracking, student, route, vehicle, user, and more.



VersaTrans Solutions Division of Tyler Technologies

Other VersaTrans Offerings

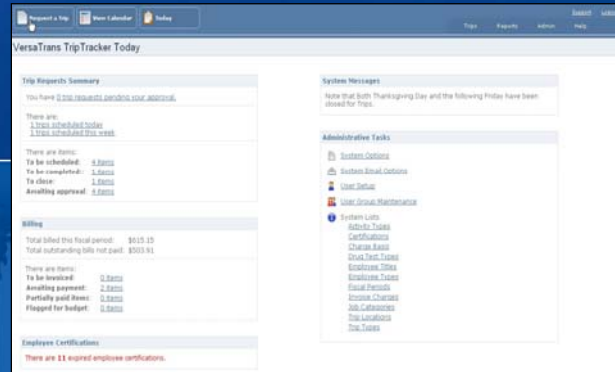
VersaTrans FleetVision – powerful vehicle maintenance software that tracks preventative maintenance, fuel usage, and parts inventory.



VersaTrans Solutions Division of Tyler Technologies

Other VersaTrans Offerings

VersaTrans TripTracker – Web based field trip management software focused on removing the paper trail associated with the field trip requesting and approval process.



VersaTrans Solutions Division of Tyler Technologies

What separates VersaTrans from other Vendors?

- Extremely powerful, yet easy to use
- Top notch Technical Support Services
- Full implementation services included:
 - Customize and import district map
 - Import and locate students
 - Import walk to stop and walk to school boundaries
- **Most Preferred by Those Who Know -**
VersaTrans will gladly provide a list of districts in your area that are already utilizing VersaTrans

tyler
TECHNOLOGIES

VersaTrans Solutions Division of Tyler Technologies



Licensing, Installation, Training, and Support Agreement

1. Parties:

This Agreement dated as of the ____ day of _____, 20__ (the “Effective Date”) provides for the licensing, installation, training, and support of VersaTrans software as itemized in Appendix B (the “Software”), to:

Meridian CUSD 223
207 West Main Street
Stillman Valley, IL 61084

an Illinois school district (hereafter, the “Licensee”) by

VersaTrans Solutions Division
Tyler Technologies Inc. “VersaTrans”
4 British American Boulevard
Latham, New York 12110

a Delaware corporation.

2. Limited License

Subject to the terms and conditions herein, VersaTrans gives the Licensee a non-exclusive, non-sublicenseable, limited license to use the Licensed Property (hereinafter defined) for the limited purposes of routing and scheduling school buses for the Licensee’s own transportation operations and/or for the purposes of spatial analysis of Licensee’s own student data (the “License”). Licensee shall have the right to make backup copies of the Licensed Property solely for Licensee’s own use. Software may be used in either standalone or networked mode at any number of sites in the Licensee’s own school district (the “District”). For purposes of this Agreement, “Licensed Property” shall include the Software, including any updates and copies, and any related written or electronic documentation and District Data (hereinafter defined).

3. Pre-Installation Work

The District data necessary to utilize the Software (the “District Data”) shall be developed between the Effective Date and the First Day of Training. The parties shall have the additional responsibilities for the development and formatting of the District Data as set forth in the “Pre-Installation Work Responsibilities Agreement” annexed hereto as Appendix A and made a part of this Agreement.

4. Delivery and Installation

Instructions for downloading the Licensed Property, exclusive of the District Data, shall be sent to Licensee by first-class mail within ten (10) calendar days after the Effective Date. District Data shall be provided to the Licensee on or before the First Day of Training. Licensee shall be responsible for the installation of the Software.

5. Schedule of Payments; Late Payments

Payments to VersaTrans shall be made in the amounts set forth in Appendix B in accordance with the following schedule:

- 50% of the System Total within 30 days of the Effective Date.
- 40% of the System Total within 60 days of the Effective Date.
- All remaining amounts within 30 days of the last day of training.

All Federal, State, or Local Sales or Use Taxes, if any, will be included at the time of billing. Late payments shall be subject to a surcharge at the rate of 1.5% per month.

6. Additional Expenses

Unless specifically included in Appendix B, all expenditures for travel (such as airfare, travel time, lodging, meals, rental cars, etc.) incurred by VersaTrans for On-Site Training, if any, or otherwise related to this Agreement, will be billed to Licensee as they are incurred. In the event that any scheduled Training is cancelled after the dates are confirmed, Licensee shall be responsible for any actual costs and/or penalties VersaTrans incurs as a result.

Licensee agrees to pay all such expenditures within 30 calendar days of invoicing. Late payments shall be subject to a surcharge at the rate of 1.5% per month.

7. Term and Termination

The term of this Agreement shall commence on the Effective Date and shall continue for so long as Licensee exercises any of its rights under the License or until this Agreement is otherwise terminated pursuant to the terms of this Agreement or Appendix A. This Agreement may be terminated, suspended or cancelled by VersaTrans upon ten (10) days written notice if Licensee (a) breaches this Agreement; or (b) tampers with or alters any of the Software or uses the Licensed Property in a manner other than as contemplated in this Agreement.

Termination, suspension or cancellation of this Agreement shall not affect any right or relief to which VersaTrans may be entitled, at law or in equity, and Licensee's obligations shall survive termination. In the event the License granted herein is terminated for exceeding the scope of the License granted or for breach of the confidentiality or proprietary information provisions of this Agreement, then Licensee

will immediately return all Licensed Property to VersaTrans, and verify in writing that all Licensed Property has been deleted from the Licensee's computer system(s).

8. Disclaimer of Warranty

VERSATRANS MAKES NO WARRANTY, WHETHER ORAL OR WRITTEN, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. VERSATRANS SHALL NOT BE LIABLE FOR ANY SPECIAL, INDIRECT, INCIDENTAL OR CONSEQUENTIAL DAMAGES RESULTING FROM OR ARISING OUT OF THE USE OR PERFORMANCE OF THE LICENSED PROPERTY.

9. Licensee's Warranties and Representations

Licensee represents and warrants to VersaTrans that (a) it has the power to enter into this Agreement and to carry out its obligations hereunder; (b) the execution and delivery of this Agreement by the undersigned was duly authorized by the Board of Directors or other governing body of the Licensee, and (c) Licensee will use its best efforts to provide VersaTrans with timely and accurate information necessary to perform its obligations under this Agreement. Licensee represents and warrants to VersaTrans that as of the Effective Date of this Agreement the total enrollment of their district is less than 2000 students.

10. Limitation on Damages

VersaTrans will revise errors and omissions in District Data at no additional cost to Licensee if such errors or omissions are not caused by faulty or incomplete data provided by Licensee and VersaTrans is provided with written notice within ninety (90) days from the First Day of Training.

If the Software is defective and the Licensee provides VersaTrans with written notice within ninety (90) days after the First Day of Training, then, as the Licensee's sole remedy, VersaTrans will replace the Software at no additional cost to the Licensee with another copy of the Software. **IN NO EVENT SHALL VERSATRANS' LIABILITY TO THE LICENSEE EXCEED THE AMOUNT PAID BY THE LICENSEE PURSUANT TO THIS AGREEMENT.**

11. Indemnification

Licensee will indemnify and hold VersaTrans harmless from any demands, claims, actions or causes of action and other liabilities arising from a claim by a third party resulting from (a) improper or unauthorized use of the Licensed Property, (b) errors or omissions in any information provided by Licensee, (c) negligent or willful misconduct of the Licensee in entering data or any other use of the Licensed Property. In the event any such claim is filed or served, VersaTrans shall promptly notify the Licensee in writing, specifying the nature of the action and the total monetary amount sought.

VersaTrans shall have the right to employ separate counsel and participate in the defense of any such claim at its own expense.

12. Extended Support

VersaTrans shall provide extended support services (“Extended Support”) for a period of one (1) year from the Effective Date. Any renewals of Extended Support shall be in writing and will be billed at the beginning of the renewal period at the then-prevailing rate and shall be governed by the terms and conditions set forth in this Agreement.

Extended Support shall include the following:

a. Telephone support, using VersaTrans’ toll-free telephone number, which consists of timely response to Licensee’s questions. VersaTrans reserves the right to request data be sent for analysis or a written error or problem report. In such cases the procedures specified in 12c shall apply. Telephone support will be available Monday through Friday, excluding holidays, between 8:30 a.m. and 7:00 p.m., Eastern Time.

b. On-line support, using the internet and communications software specified by VersaTrans and provided by the Licensee. On-line support may not use a toll-free number, and any connection charges shall be borne by the Licensee.

c. Any error or problem reports submitted in writing or faxed to VersaTrans shall state the exact circumstances in which the error or problem occurred. VersaTrans will make an effort to report its findings and recommend possible solutions within three (3) business days of receipt of the report. VersaTrans will make an effort to report findings and solutions for critical errors or problems within one (1) business day.

d. New releases of the Software.

VersaTrans will not provide support for programs from other vendors or Licensee’s hardware or network operating systems. VersaTrans will provide Extended Support for outdated versions of the Software for only one (1) year following the release of a new version.

13. Extra Work

If VersaTrans performs work that is outside the scope of this Agreement or work that is the Licensee’s responsibility (the “Extra Work”), such work will be performed on a time-charge basis. Charges will be for actual hours worked at the then current billing rates and shall include the actual cost of travel and other direct costs as incurred.

14. Training

a. VersaTrans will provide training in the use of the Software for the number of days specified in Appendix B using its standard training course (the “Training”). Up to five (5) Licensee employees may attend the Training. Additional training days or training of

additional employees will be billed as Extra Work. Unless otherwise agreed to in writing, training will be held on-line. Weekend training is available at premium rates and based on trainer availability. It is understood that the effectiveness of Training depends upon continuous attendance by all trainees, minimum interruptions, and the availability of one or more Licensee computers fully equipped to run the Software. Provided that all of VersaTrans' tasks are complete, failure to schedule final training within four months of the last day of initial training will require that additional training be purchased as a refresher course.

b. Training does not include installation services such as disk formatting, installing Operating Systems, installing hardware, installing non-VersaTrans software, equipment repairs or adjustment, or training in the use of DOS®, Windows®, local area networks, peer-to-peer networks, or communications software. Such services must be obtained from third parties.

c. All training dates must be approved by the Licensee in writing. Once the Licensee has approved training dates in writing, should the Licensee cancel or change the dates, Licensee shall be responsible for any non-refundable travel expenses incurred by VersaTrans. Should the Licensee cancel or change the dates within fifteen (15) business days of the first scheduled day, Licensee will be responsible for paying all previously agreed upon billable training fees including the training fees provided for in Appendix B and any premium or additional training fees provided for in Section 14(a) above and any non-refundable travel expenses incurred by VersaTrans. Training may be rescheduled upon written request of the Licensee and prepayment of training costs at the rates and upon the terms and conditions provided for in this Agreement.

d. Additional hours of on-line training may be purchased at any time at the then-current rates. Pre-paid blocks of on-line training may also be purchased at the time of Extended Support renewal.

e. Since training will be conducted online, a high speed Internet connection is required to the computer where VersaTrans RP Limited Edition has been installed. The Licensee will also need to provide a separate phone line which can be used for the duration of the training.

15. Equipment

The Licensee will be solely responsible for the purchase and installation of hardware meeting VersaTrans' specifications (the "Hardware Specifications") attached as Appendix C and made part of this Agreement. Licensee is responsible for maintaining its equipment including, but not limited to, providing a clean, safe environment and voltage protection.

16. Proprietary Information

Licensee recognizes VersaTrans' proprietary rights and ownership of the Software and Licensed Property, and except as specifically authorized herein, agrees not to copy

program disks or manuals, in whole or part, for any purpose without written permission from VersaTrans. Licensee acknowledges that the Software and Licensed Property are proprietary trade secret information of VersaTrans and will not disclose such information to any third party. It is agreed that in the event of a breach of this provision, damages may not be an adequate remedy and VersaTrans shall be entitled to injunctive relief to restrain any such breach. Licensee's obligations under this Section shall survive termination of this Agreement.

17. Advertising

VersaTrans may use the name of, and identify Licensee in advertising, publicity or similar materials distributed or displayed to prospective clients at no charge to VersaTrans unless agreed to in writing by both parties.

18. Trademark Usage

When utilizing VersaTrans e-Link®, in a prominent position on each view or page of Licensee's website displaying data derived from VersaTrans' products, Licensee shall (a) provide a "link" or "click through" icon which will send the user to VersaTrans' web site; and (b) display the name and logo of VersaTrans together with the following language: "provided by VersaTrans e-Link®". Licensee shall use such trademarks and notices ("Marks") in strict conformance with VersaTrans' trademark guidelines as they may be revised from time to time. Licensee has no right to sublicense, transfer or assign the use of the Marks or use the Marks for any purpose other than the purposes described herein.

19. Notices

Any notice to be given ("Notice") shall be in writing, mailed postage prepaid certified mail, return receipt requested or by overnight delivery through a nationally-recognized courier service requiring a signature upon delivery, to the addresses given in Paragraph 1 or such other address as may be provided in writing by the party. Any notice period shall begin to run two (2) business days following the date of mailing or upon receipt, whichever is earlier.

20. Waiver

The failure of VersaTrans to enforce any of the provisions hereof shall not be construed to be a waiver of the right to enforce any such provisions.

21. Modification

No modification of any of the provisions herein contained shall be binding upon VersaTrans unless made in writing and signed by both parties.

22. Law to Govern

This Agreement is governed by the laws, but not the law of conflicts, of the State of New York. If any provision of this Agreement shall be held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not in any way be affected or impaired thereby. Any claim or action arising under this Agreement shall have a venue in Albany County, New York.

23. Construction

This Agreement together with its Appendices including the "Pre-Installation Work Responsibilities Agreement", contains the entire agreement between the parties. This Agreement supersedes all prior and collateral representations, promises, and conditions in connection with the subject matter hereof.

IN WITNESS WHEREOF, the parties have signed this Agreement as of the Effective Date.

VERSATRANS SOLUTIONS

LICENSEE



Douglas M. Hamlin
President

Authorized Signature

Print Name

Title

February 10, 2009

Date

Date

Appendix A: Pre-Installation Work Responsibilities

1. Parties

This Pre-Installation Work Responsibilities Agreement (the “Agreement”) dated as of the Effective Date is entered into by and between Meridian CUSD 223, with its principal offices located at 207 West Main Street, Stillman Valley, IL 61084, an Illinois school district (hereafter the “Licensee”) and VersaTrans Solutions Division Tyler Technologies Inc.”VersaTrans, 4 British American Boulevard, Latham, New York 12110, a Delaware corporation (hereafter “VersaTrans”). In consideration of the mutual promises and other good and valuable consideration, the parties agree as follows:

2. Mapping

VersaTrans will (a) provide Licensee with an approved digitized map covering the area of the district (Base Map Source), and essential roadways outside of the district commonly traveled for in-district students, and (b) assist the Licensee in setting up links for time and distance to out-of-district schools.

3. Routing Network Data

VersaTrans will enter routing network data supplied by Licensee, including bus stops, right-hand side stops, roads to be traveled, one-way streets, and road travel speeds, into a computer file.

4. House Numbering Data

VersaTrans will enter house numbering data (including numbers at intersections)) within the district provided by the Licensee in written or electronic format. VersaTrans will not perform a district canvass for house numbers, unless expressly contracted by the Licensee as Extra Work (hereinafter defined).

5. Licensee Boundary Data

VersaTrans will enter such boundaries, including school boundaries, walk and hazard area boundaries, to represent the current operation and policy of Licensee’s district as provided by the Licensee.

6. Walk-to-Stop Information

VersaTrans will (a) enter walk-to-stop data for program/grade combinations, (b) encode bus stops for the grades/ programs which may be picked up at that stop, and (c) enter hazard codes into the electronic Base Map to indicate streets along which students of various grade levels may not walk to reflect current Licensee policy and information as provided by Licensee.

7. Student File Preparation

VersaTrans will provide the Licensee with an ASCII file layout describing the District Data file and will convert Licensee's ASCII files into the proper format (the "Student Data").

If included in Appendix B of the License Agreement between the parties, VersaTrans will import and geocode the Student Data. To the extent feasible as determined in VersaTrans' sole discretion, VersaTrans will correct Student Data not matching street/number ranges in the digital map. To the extent such corrections are not feasible, VersaTrans will furnish the Licensee with a list of students with non-locatable addresses for the Licensee to correct.

8. Extra Work

For purposes of this Agreement, any tasks performed by VersaTrans not described herein including, by way of example, processing ASCII files if Licensee's downloads do not meet specifications or if fields of data are missing or need to be interpreted or processed, shall be Extra Work as that term is defined in the License Agreement between the parties.

9. Information Required

The Licensee will timely supply accurate information, in a format specified by VersaTrans, required to provide a system which reflects district policies and practices. This will include, but is not limited to, the following:

- a. school names and locations,
- b. the grades at each school, walk-to-stop maximum distances by grade, and arrival and departure times,
- c. the location of one-way streets in the district,
- d. current (or desired) bus stop locations; the Licensee will locate desired stops on a copy of the plotted district map, and will color-code each stop to indicate which types of students (which program/grade combinations) will be picked up at each stop,
- e. streets that students may not cross or walk along to reach their bus stop,
- f. mileage limits or described locations of the enrollment and walk boundaries for each school having such boundaries,
- g. any and all other data and information related to district boundaries, school boundaries, students, bus routing, maps and Licensee's policies and procedures related to this Agreement that may be necessary to compile accurate district data or may be requested by VersaTrans,
- h. the best house numbering data available, and
- i. an ASCII file or hand-entry of student data (sufficient for VersaTrans requirements).

10. Editorial Responsibilities

VersaTrans will make available Student Data and District Data to the Licensee for review on line. The timely and accurate review of this data is critical. The Licensee will cause its employees or agents to perform the editing functions timely, accurately and to the best of their ability, and will indicate in writing when corrections are final. The information and data approved by the Licensee following the pre-installation work are the sole responsibility of the Licensee. Alterations later requested or necessary which could have been made as part of this editing process will be Extra Work and billed at the then-current rate. VersaTrans shall not be responsible for any failure to meet a written production schedule to the extent such failure is due, in whole or in part, to Licensee's failure to perform its work responsibilities timely and accurately.

11. Termination

In the event that Licensee fails to accurately or timely perform the work responsibilities it has agreed to perform pursuant to this Agreement, VersaTrans shall have the right to terminate this Agreement and the License Agreement between the parties upon thirty (30) days written notice specifying the work responsibilities that have not been performed and the date of termination. Licensee shall have ten (10) days after notice to cure the default.

IN WITNESS WHEREOF, the parties have signed this Agreement as of the Effective Date.

VERSATRANS SOLUTIONS

LICENSEE



Douglas M. Hamlin
President

Authorized Signature

Print Name

Title

February 10, 2009

Date

Date

VersaTrans Pricing for Meridian CUSD 223

The pricing set forth below is valid for 90 days from 2/10/2009

VersaTrans RP Limited Edition

<i>VersaTrans RP Limited Edition Base Price</i>	\$9,495
<i>Implementation</i>	<i>included</i>
<i>Routing Software</i>	<i>included</i>
<i>Training/Data Preparation</i>	<i>included</i>
<i>Year 1 Support</i>	<i>included</i>
<i>Additional Training</i>	\$1,000

VersaTrans RP Limited Edition Total **\$10,495**

VersaTrans RP Limited Edition pricing includes an unlimited user license and the following functionality and services:

Initial Student Data Import & Geocoding	Bus Stop Location	Detailed Map Development
Right Side Only Pickup Identification	Hazard Area Location	Student Address Correction
District/School Boundary Identification	House Numbering	Training, 3 days online ¹
School Address, Grade, & Bell-time Entry		Bus Travel Restrictions
Additional training:	1 day(s) online	

Optional Products and Services

(Software + Year 1 Support)

VersaTrans e-Link	\$4,832	
VersaTrans TripTracker	\$2,850	\$2,850
VersaTrans FleetVision	\$4,445	\$3,446
VersaTrans DataSpark	\$595	
VersaTrans SIF Agent with Installation	\$2,745	
VersaTrans OnScreen with Installation & Training		
VersaTrans ASCII Import/Export for Limited Edition	\$2,145	\$2,145
Upgrade to VersaTrans RP Standard Edition	\$5,545	

Software and Services Total **\$18,936**

Extended Support and Maintenance *(If purchased, included in first year and optional thereafter)*

(Annual Fee)

VersaTrans RP Limited Edition	\$2,100
VersaTrans e-Link	\$675
VersaTrans TripTracker	\$600
VersaTrans FleetVision	\$895
VersaTrans DataSpark	\$100
VersaTrans SIF Agent	\$350
VersaTrans OnScreen	
VersaTrans ASCII Import/Export for Limited Edition	\$300
Upgrade to VersaTrans RP Standard Edition	\$600

Notes:

¹ Travel expenses for trainer to visit the user's site are not included and will be billed at actual costs.

² VersaTrans SIF Agent requires ASCII Import/Export when used with VersaTrans RP Limited Edition

Signature

Appendix C: Hardware Specifications

Workstation

Minimum

Pentium III, 1 GHz
512 MB RAM
1 GB available hard drive space
17" Monitor with a resolution of at least 1024x768
Windows 2000/XP Pro Operating System

Network Servers

Pentium IV, 1.8 GHz
512 MB RAM
SCSI Hard Drive with 2 GB available space
Windows 2000/2003 Operating System

Recommended

Pentium IV, 2.8 GHz
1 GB RAM
1 GB available hard drive space
17" Monitor (or Larger) with a resolution of at least 1024x768
Windows 2000/XP Pro Operating System

Recommended

Dual Pentium Xeon, 2.8 GHz
1 GB RAM
SCSI Hard Drive with 2 GB available space
Windows 2000/2003 Server Operating System

Database Server:

VersaTrans RP will require a database server to store its data. There are two choices available:

Microsoft SQL Server Express 2005 – comes bundled with VersaTrans FleetVision but has limits on the maximum database size, amount of RAM it can use, and will work only on single processor machines.

Microsoft SQL Server 2005 Workgroup Edition: requires separate licensing, for larger multi-user installations (5 or more concurrent users) on Microsoft Windows servers

Printers

Any Windows-compatible laser or inkjet printer.

Other Network Hardware

100 MBit/Sec, Full Duplex, Switched data path between server and client
CAT5 (or better) cabling

Recommendation

The ideal hardware configuration will vary from district to district based on a number of factors including but not limited to: number of users, types of functions performed, and map density. In general, user experience is improved with additional RAM and faster processors.

Appendix D: Third Party Agreements

NAVTEQ End-User Terms

The data (“Data”) is provided for your personal, internal use only and not for resale. It is protected by copyright, and is subject to the following terms and conditions which are agreed to by you, on the one hand, and VersaTrans Solutions, Inc. (LICENSEE) and its licensors (including their licensors and suppliers) on the other hand.

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Terms and Conditions

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Restrictions. Except where you have been specifically licensed to do so by LICENSEE, and without limiting the preceding paragraph, you may not (a) use this Data with any products, systems, or applications installed or otherwise connected to or in communication with vehicles, capable of vehicle navigation positioning, dispatch, real time route guidance, fleet management or similar applications; or (b) with or in communication with any positioning devices or any mobile or wireless-connected electronic or computer devices, including without limitation cellular phones, palmtop and handheld computers, pagers, and personal digital assistants or PDAs.

No Warranty. This Data is provided to you “as is,” and you agree to use it at your own risk. LICENSEE and its licensors (and their licensors and suppliers) make no guarantees, representations or warranties of any kind, express or implied, arising by law or otherwise, including but not limited to, content, quality, accuracy, completeness, effectiveness, reliability, fitness for a particular purpose, usefulness, use or results to be obtained from this Data, or that the Data or server will be uninterrupted or error-free.

Disclaimer of Warranty: LICENSEE AND ITS LICENSORS (INCLUDING THEIR LICENSORS AND SUPPLIERS) DISCLAIM ANY WARRANTIES, EXPRESS OR IMPLIED OF QUALITY, PERFORMANCE, MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON INFRINGEMENT. Some States, Territories and Countries do not allow certain warranty exclusions, so to that extent the above exclusion may not apply to you.

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Export Control: You agree not to export from anywhere any part of the Data provided to you or any direct product thereof except in compliance with, and with all licenses and approvals required under, applicable export laws, rules and regulations.

Indemnity: You agree to indemnify, defend and hold LICENSEE and its licensors (including their respective licensors, suppliers, assignees, subsidiaries, affiliated companies, and the respective officers, directors, employees, shareholders, agent sand representatives of each of them) free and harmless from and against any liability, loss, injury (including injuries resulting in death), demand, action, cost expense, or claim of any kind or character, including but not limited to attorney's fees, arising out of or in connection with any use or possession by you of this Data.

Entire Agreement: These terms and conditions constitute the entire agreement between LICENSEE (and its licensors, including their licensors and suppliers)

DataMap Intelligence Agreement

Portions of the Data may be powered by DataMap Intelligence, LLC. All rights reserved.

Billing Rates for Extra Work and Other Services

2008 - 2009 School Year


On-Site Discovery Training (Sept. 1 - February 28)	\$1,100 per day, plus expenses (Licensee Place of Business) \$1,000 per day (Licensor Place of Business)
On-site Discovery Training Peak time (March 1 - August 31)	\$1,425 per day, plus expenses (Licensee Place of Business) \$1,325 per day (Licensor Place of Business)
On-line Discovery Training (Sept. 1 - February 28)	\$1,050 per 6 hours \$ 525 per 3 hours \$ 225 per hour \$ 125 per ½ hour
On-line Discovery Training Peak Time (March 1 - August 31)	\$1,400 per 6 hours \$ 700 per 3 hours \$ 275 per 1 hour \$ 150 per ½ hour
Skill Building Seminars	\$425 per 6 hours \$225 per 3 hours <i>Please see our Skill Building Seminar brochure, visit www.versatrans.com, or call for details.</i>
VersaTrans Assist (Assist Season, September 1 - February 28)	\$975 per day, plus expenses (Licensee Place of Business)
Other Software related services or Special Programming	\$95 per hour
Redistricting or School Bus Routing Studies	Please contact VersaTrans Solutions for a quote.
Computer Plotted Maps	Please contact VersaTrans Solutions for a quote.

Agenda Item 9.1: Review changes to Meridian Junior High Social Studies Curriculum

This item is placed on the agenda to have the Board review proposed changes to the Meridian Junior High School social studies curriculum. During the current year, the junior high and high school social studies teachers have been reviewing/analyzing the Illinois Learning Standards to determine the most appropriate course of study in the junior high. The presentation will highlight the process and the recommended course of study.

Recommendation

This is an informational item. No Board action is required at this meeting.



MJH Social Studies Curriculum/Textbooks for 2009-2010

- ◆ Adoption Process
- ◆ State Goals
- ◆ State Standards
- ◆ District Comparisons
- ◆ Meridian Social Studies Outcomes



Social Studies State Goals


- ◆ **Goal 14:** *Understand political systems, with an emphasis on the United States*
- ◆ **Goal 15:** *Understand economic systems, with an emphasis on the United States.*
- ◆ **Goal 16:** *Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations*
- ◆ **Goal 17:** *Understand world geography and the effects of geography on society, with an emphasis on the United States*
- ◆ **Goal 18:** *Understand social systems, with an emphasis on the United States*



Goal 14: Political Systems

Students who meet the standard can:

- ◆ ***A: Understand and explain basic principles of the United States government***
- ◆ ***B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations***
- ◆ ***C: Understand election processes and responsibilities of citizens***
- ◆ ***D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States, and other nations***
- ◆ ***E: Understand U.S. foreign policy***



Goal 15: Economic Systems

Students who meet the standard can:


- A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services***
- B: Understand that scarcity necessitates choices by consumers***
- C: Understand that scarcity necessitates choices by producers***
- D: Understand trade as an exchange of goods or services***
- E: Understand the impact of government policies and decisions on production in the economy***



Goal 16: History

Students who meet the standard can:

- ◆ ***A: Apply the skills of historical analysis and interpretation***
- ◆ ***B: Understand the development of significant political events***
- ◆ ***C: Understand the development of economic systems***
- ◆ ***D: Understand Illinois, United States and world social history***
- ◆ ***E: Understand the Illinois, United States and world environmental history***



Goal 17: Geography

Students who meet the standard can:


- ◆ ***A: Locate, describe and explain places, regions and features on Earth***
- ◆ ***B: Analyze and explain characteristics and interactions of the Earth's physical systems***
- ◆ ***C: Understand relationships between geographic factors and society***
- ◆ ***D: Understand the historical significance of geography***



Goal 18: Sociology


Students who meet the standard can:

- ◆ ***A: Compare characteristics of culture as reflected in language, literature, the arts, traditions, and institutions***
- ◆ ***B: Understand the roles and interactions of individuals and groups in society***
- ◆ ***C: Understand how social systems form and develop***




**Recommendation of a New
Social Studies Curriculum**

- ◆ Our goal is to increase the effectiveness of teaching and learning so that all students will benefit from a challenging, rigorous, aligned curriculum, based on learning standards
- ◆ Current curriculum:
 - 6th Grade: World History
 - 7th Grade: Geography
 - 8th Grade: US History



Determining the Sequence


- ◆ Standards
- ◆ Alignment with SVHS
- ◆ High Performing Districts



Standards

Illinois Assessment Framework
Social Studies: 8th Grade


Goal	% on Test
Goal 14: Political Systems	17%
Goal 15: Economic Systems	17%
Goal 16: History	48%
<i>US History</i>	29%
<i>World History</i>	19%
Goal 17: Geography	18%



Alignment with SVHS

Program of Study

Course	Grade
World History 1 World History 2 World History 3	9-10
US History 1 US History 2 US History 3 AP US History	10-11 11
Government	11-12
Sociology	11-12



High Performing Districts

District	6 th	7 th	8 th
Springfield	World History	US 1	US 2
Ball-Chatham	World History	US 1	US 2
Mahomet-Seymour	World History/US 1	US 2 (Civil War to WW I)	US 3 (WW 1-present/Geo)
Kildeer	World History	US 1	US 2
Burlington-Central	World History	US 1	US 2/World History



Recommendation

- ◆ **6th Grade: World History**
- ◆ **7th Grade: US History:
Pre Colonial – 1877**
- ◆ **8th Grade: US History
Civil War- Present**



MJH Social Studies Outcomes

- ◆ **Developed through early release days**
- ◆ **Developed in conjunction with 6-12
Social Studies staff**
- ◆ **Aligned directly with standards**
- ◆ **Provide greater depth of study in history,**

Sixth Grade

Describe the historical development of monarchies and city-states in ancient civilizations.

Describe the origins of Western political ideas and institutions (e.g. Greek democracy, Roman republic, Magna Carta, the Enlightenment).

Compare the political characteristics of Greece and Rome.

Identify causes and effects of the decline of the Roman empire.

Identify causes and effects of European feudalism and the emergence of nation states.

Describe political effects of European exploration and expansion on the Americas.

Describe the economic consequences of the first agricultural revolution.

Describe the basic economic systems of the world's great civilizations.

Describe the rise of the capitalism and the information/communication revolution.

Describe major economic trends including long distance trade, banking, specialization of labor, commercialization, urbanization and technological and scientific progress.

Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world.

Describe the various roles of men, women and children in the family, at work, and in the community in various time periods and places.

Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.

Describe how people in hunting and gathering and early pastoral societies adapted to their respective environments.

Identify individuals and their inventions (e.g., Watt/steam engine, Nobel/TNT, Edison/electric light) which influenced world environmental history.

Describe how the people of the Tigris-Euphrates, Nile and Indus river valleys shaped their environments during the agricultural revolution.

Explain how expanded European and Asian contacts affected the environment of both continents.

Seventh Grade

Describe how different groups competed for power within the colonies and how that competition led to the development of political institutions during the early national period.

Explain how and why the colonies fought for their independence and how the colonists' ideas are reflected in the Declaration of Independence and the United States Constitution.

Describe the way the Constitution has changed over time as a result of amendments and Supreme Court decisions.

Describe economic motivations that attracted Europeans and others to the Americas.

Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.

Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.

Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.

Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.

Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).

Explain how physical processes including climate, plate tectonics, erosion, soil formation, water cycle, and circulation patterns in the ocean shape patterns in the environment and influence availability and quality of natural resources.

Eighth Grade

Describe ways in which the United States developed as a world political power.

Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

Describe how economic developments and government policies after 1865 affected the country's economic institutions including corporations, banks and organized labor.


Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century.

Describe characteristics of different kinds of families in America during the colonial/frontier periods and the 19th century.

Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.


Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.

Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.




Criteria for Textbook (What are we looking for?)

- ◆ Aligns with Illinois Learning Standards/MJH outcomes
- ◆ Develops reading comprehension
- ◆ Develops critical thinking
- ◆ Supports differentiated instruction
- ◆ Supports the use of technology
- ◆ Offers support for remediation and enrichment
- ◆ Assessments linked to standards




Current Textbooks

- ◆ 6th Grade: Silver Burdett and Ginn, copyright- 1995
- ◆ 7th Grade: Silver Burdett and Ginn, Copyright 1998
- ◆ 8th Grade: Prentice Hall, copyright- 1998



Textbooks Reviewed

- ◆ TCI
- ◆ Prentice Hall
- ◆ Glencoe



Textbooks Recommended to be placed on display

- ◆ Prentice Hall Series
 - Readability/Clarity
 - Key Terms
 - Discovery School Video
 - Geography Resource
 - DK Classroom Books

Agenda Item 9.2: Review/place on display textbooks for 2009-2010

This item is placed on the agenda to have the Board review and place on display textbooks for the 2009-2010 school year. The books will be on display until the next regularly scheduled meeting on March 19, 2009

Recommendation

This is an informational item. No Board action is required at this meeting.

Agenda Item 9.3: Review Drug/Alcohol/Steroid Testing Program

This item is placed on the agenda to have the Board review options for the implementation of a drug/alcohol/steroid testing program. The School Board currently has policy providing for a program. This presentation will provide an opportunity to discuss an effective implementation plan.

Recommendation

This is an informational item. No Board action is required at this meeting.

Students

Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with Board policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves at all times, including after school and on days when school is not in session, and whether on and off school property, as good citizens and exemplars of their school, and (2) notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the School Board.

All coaches and sponsors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy. In addition, coaches and sponsors of interscholastic athletic programs shall provide instruction on steroid abuse prevention to students in grades 7 through 12 participating in these programs.

Extracurricular Drug and Alcohol Testing Program

The District maintains an extracurricular drug and alcohol testing program in order to foster the health, safety, and welfare of its students. Participation in extracurricular activities is a privilege and participants need to be exemplars. The program promotes healthy and drug-free participation.

Each student and his or her parent(s)/guardian(s) must consent to random drug and alcohol testing in order to participate in any extracurricular activity. Failure to sign a "Random Drug and Alcohol Testing Consent" form will result in non-participation.

If a test is "positive," the student will not participate in extracurricular activities until after a "follow-up" test is requested by the Building Principal or designee and the results are reported. The Building Principal or designee will request a "follow-up" test after such an interval of time that the substance previously found would normally be eliminated from the body. If this "follow-up" test is negative, the student will be allowed to resume extracurricular activities. If a "positive" result is obtained from the "follow-up" test, or any later test, the same previous procedure shall be followed.

The Superintendent or designee shall develop procedures to implement this policy. No student shall be expelled or suspended from school as a result of any verified positive test conducted under this program other than when independent reasonable suspicion of drug and/or alcohol usage exists. This program does not affect the District policies, practices, or rights to search or test any student who at the time exhibits cause for reasonable suspicion of drug and/or alcohol use.

LEGAL REF.: Board of Education of Independent School Dist. No. 92 v. Earls, 122 S.Ct. 2559 (2002).

Clements v. Board of Education of Decatur, 478 N.E.2d 1209 (Ill.App.4, 1985).

Kevin Jordan v. O'Fallon THSD 203, 706 N.E.2d 137 (Ill.App.5, 1999).

Todd v. Rush County Schools, 133 F.3d 984 (7th Cir., 1998).

Veronica School Dist. 475 v. Acton, 515 U.S. 646 (1995).

105 ILCS 5/24-24, 5/27-23.3.

CROSS REF.: 5:280 (Duties and Qualifications), 6:190 (Extracurricular and Co-Curricular Activities), 7:190 (Student Discipline), 7:300 (Extracurricular Athletics)

Stillman Valley Athletic Department

Steve Stewart Activities Director

Tammy Modrzejewski Secretary

SVHS

425 S. Pine St.
Stillman Valley, IL 61084
Phone 815.645.2291
Fax 815.645.8145

Drug Testing Information

There are two different hospitals that would aid Meridian 223 in implementing a drug testing policy:

Freeport Health Network

Health Care Center Occupational & Chiropractic Care

Katherine Shaw Bethea Hospital in Dixon

Corporate Health Services

Each one of these agencies would come to our school and perform all drug tests. The billing for each is a little different.

KSB charges \$40.00 per test.

FHN charges a fee per student in the random pool. Their fees are between \$20.00 and \$41.00 per student in the random draw pool depending on the frequency and type of drug test.

If we would like to test for steroids and other performance enhancing agents the cost of the tests would go up approximately \$100 to \$300 dollars.

Area School District Drug Testing Programs

Oregon High School and Junior High

Oregon has a random pool of students that includes their High School activity members and anyone that parks a vehicle on their campus. They also have a pool that includes all of their Junior High activity members.

They randomly test nine high school students and three junior high students per week. They test for tobacco, alcohol and illicit drugs.

Each student that participates in an activity or purchases a parking permit signs a waiver and is entered into the pool for drug testing for their entire High School career.

Oregon does require a negative drug test before they can participate in any contest. The cost of this test is the responsibility of the parents.

Oregon utilizes the services of KSB Corporate Health Services.

Winnebago High School

Has a random pool of students that includes all activity members. They randomly test twelve to fifteen students once a month. They utilize the 11-panel test from Freeport Health Network.

Pecatonica High School and Junior High

Has a random pool of both high school and junior high students. They randomly test on twelve dates per school year. During each test date they test seventeen at the high school and eight at the junior high.

Questions for Meridian School District

1. Do we want to test both the junior high and high school?
2. How many do we want to test?
3. Do we want to test a percentage of each program and activity?
4. Do we want to add anyone that purchases a parking permit to the testing pool?
5. Do we want to randomly test from a large pool of all activities and athletic members?

STATEMENT OF WORK

Description of Services to be provided by FHN HEALTH CARE CENTER OCCUPATIONAL & CHIROPRACTIC CARE herein referred to as FHN:

FHN will deliver occupational health services to _____ SCHOOL DISTRICT for a fee based upon a schedule approved by, and utilized throughout FHN.

This statement of work is based on volume testing with FHN serving as a provider of Substance Abuse Testing Program to be provided as needed for the length of the agreement.

Deliverables:

FHN shall submit to the SCHOOL the following deliverables:

- Establish a mutually agreeable random testing program with SCHOOL for the students to be tested using a different day each month, at _____ SCHOOL, during school hours, for the students who participate in extracurricular activities.
- FHN will provide to the designated school representative, determined by SCHOOL, a list of students that have been chosen randomly for the substance abuse testing program.
- FHN will perform a rapid drug and cotinine screen by collecting a urine sample from the STUDENT, this collection is done by FHN certified personnel. If sample indicates a non-negative result, the sample will be sent to laboratory for testing.
- FHN will perform a saliva alcohol test and indicate results on chain of custody form.
- If saliva alcohol test is positive, the STUDENT will be escorted by a SCHOOL official to FHN for confirmation testing on an EBT (breath alcohol test). The STUDENT will return to the SCHOOL, with the SCHOOL official after the EBT is completed.
- FHN will receive all test results and contact the designated SCHOOL representative with results of tests. A hard copy of all test results will be mailed directly to the SCHOOL
- FHN will maintain records of test results, the number of tests completed and bill the SCHOOL for each student tested, at the rates mutually agreed upon.

Fee Schedule:

FHN agrees that the following designated discounted fees will be charged the SCHOOL for services rendered effective _____

Consortium Membership Fees:

Annual Administrative Fee **\$100.00**

Please initial all that apply

5 Panel Drug Screen/Cotinine : (5 panel) Amphetamines, Cocaine, Opiates, Phencyclidine and Cannoboids

School Representative Initials

_____ 5% @ 9 times per year	20.00
_____ 8% @ 12 times per year	30.00
_____ 10% @ 9 times per year	40.00

11 Panel Drug Screen/Cotinine: (11 panel) Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Methamphetamine, Methylenedioxymethamphetamine, Opiates, Oxycodone, , Propoxyphene and Cannoboids

School Representative Initials

_____ 5% @ 9 times per year	21.00
_____ 8% @ 12 times per year	31.00
_____ 10% @ 9 times per year	41.00

Responsibilities of the SCHOOL:

Provide FHN with a signed consent form from parent/legal guardian for their child to be tested, including an authorization statement allowing release of the test results directly to the school. The school will be responsible for any further release of the results that are given to school representative.

This agreement will allow FHN to promote the substance abuse program to other schools using your school name.

This agreement shall commence on the date set forth above and expire_____. This Agreement will automatically renew for successive one-year terms unless terminated by either party by thirty- (30) days advance written notice. This Agreement may be terminated by either party, with or without cause, upon 30 days written notice to the other party.

FHN
By (print name)_____

Signature _____

Title _____

SCHOOL NAME
By (print name)_____

Signature _____

Title _____

FHN Family Healthcare Center – Burchard Hills

Occupational and Chiropractic Care
1010 Fairway Drive, Freeport, Illinois 61032
Phone: 815-599-7880 • Toll Free: 877-484-9052 • Fax: 815-599-7888
Web site: www.fhn.org

THE SCHOOL Administrator

January 2008

Features

Why We Test Students for Drugs

The superintendent in a New Jersey suburb sees a compelling message being sent to her community, along with positive results

By Lisa A. Brady

It was a cold, damp night as I swung into the parking lot after an hour-long drive north on the New Jersey Parkway to Middletown. The lot of the large 2,000-plus student high school was jammed, and several local and regional news trucks were stationed in front of the building where people were entering quickly from the mid-February chill.

The scenario was familiar, and I knew exactly what to expect when I was invited to be the keynote speaker for the community forum on random student drug testing. Having worked with more than 50 individual school districts across the country over the past 10 years, I knew what questions I'd face and what concerns would be aired.

In this case, I had been contacted recently by the assistant superintendent of the suburban school district, who explained that the school board had started conversations about a growing concern about student drug and alcohol use in its two high schools. In an effort to quantify the problem, the schools had administered the Rocky Mountain Behavioral Science Institute's American Drug and Alcohol Survey to students in grades 9-12 and were awaiting the results.

Anxious Feelings

Upon entering the multipurpose room, I was greeted by more than 200 parents and a small group of former students waving "No Drug Testing" placards. There were many expectant faces and an air of anxiousness and uncertainty. This could have been any school, in any town that I have visited over the years in my role as a speaker and advocate of random student drug testing programs for students in our middle and high schools.



Lisa Brady, superintendent in Flemington, N.J., has pushed drug testing since her days as a high school principal.

As the superintendent of Hunterdon Central Regional High School District in Flemington, N.J., since last July, I have been involved in these efforts since joining the district as a vice principal in 1996. When our high school began randomly drug testing athletes in September 1997, this approach to drug and alcohol prevention was unpopular and, in many places, unheard of. We have learned many lessons in 10 years and have witnessed changes in the climate surrounding this issue that would have been hard to imagine at the time.

We have watched as a small number of schools pioneered these efforts and paved the way for more than 1,000 school districts nationwide that now use student random drug testing as part of their comprehensive efforts to tackle drug and alcohol use by teenagers.

Among the most important lessons learned along the way is that strong, steady leadership from the district superintendent and board of education is a key component to success. Quickly fading are the days when district leadership could turn a blind eye to the myriad of school challenges related to drug and alcohol use by students. This is encouraging and in the best interest of our schools. I've seen a remarkable shift in the willingness of school districts to survey their students on their drug and alcohol use and make this data public to their parents and communities. In years past, this practice was considered taboo and many superintendents and school boards feared the information would cast an unfavorable light on their schools.

Today, there is a collective national awareness that an unacceptable number of our teens are involved in the use of dangerous drugs such as methamphetamine, ecstasy and heroin, and they have access to high-grade marijuana. Alcohol use, even more pervasive, results in risky sexual behaviors, automobile accidents and even death. The news media is packed with these stories and messages yet the frightening adolescent activities persist.

And to the dismay of many school administrators and school boards, responsibility has bubbled over from our homes and into our schools.

This is not to negate the views of many superintendents and school boards that resist the idea of shared responsibility in keeping our students drug and alcohol free. Many strongly oppose the notion of schools testing students for illegal substances. Even though the Supreme Court has upheld random drug testing (in 1995) for students involved in athletics and again (in 2002) for students involved in extracurricular activities, they fear legal challenges and pushback from parents, students and liberal advocacy groups.

For those of us who have accepted the calculated risk and provided leadership on this front, I can tell you it has been well worth the effort.

Documented Decline

At Hunterdon Central, we have seen a significant and well-documented decrease in the use of drugs as well as alcohol since implementing our random drug testing program. Our district enrollment has increased from 2,300 students in 1999 to more than 3,100 in 2007, which makes our efforts to discourage teens from using alcohol and other drugs even more difficult. Located in an affluent community, our students have money and access to drugs should they desire to obtain them.

In addition to our regular random drug testing program, we have expanded the policy to include random alcohol testing on site at school dances and proms. As is the case in almost

any high school, we recognize that the use of alcohol by teenagers far outweighs the use of drugs. We believe it's our responsibility to use every means available to discourage students from coming to these school activities under the influence of alcohol.

Students who test positive for alcohol at a school activity are detained and the parents are asked to pick up their child. As with any random testing program, the student is referred for counseling. The student is not suspended from school and there is no interruption of the academic program.

Our Lessons

School districts considering this approach should survey their students prior to program implementation to create a strong statement of need, which can be shared with students, parents and the community. As a pioneering initiative, Hunterdon Central was sued by a small group of disgruntled parents in August 2000 following three years of a successful program. We finally prevailed in 2003 in the New Jersey Supreme Court, which praised our school district for its scrupulous collection of data and ability to justify the need.

Surveying students also is a critical component in being able to track program effectiveness, which can help to justify the expenditure of taxpayer dollars on drug-fighting efforts. Anecdotal information from students and school counselors is another important piece of the total picture and it should be considered as a district builds its case for a random drug testing program.

Another thing we have learned is that random student drug testing always must be part of a larger, comprehensive approach to drug and alcohol prevention. It cannot be effective as a stand-alone cure-all in the absence of good curriculum, educational prevention programs, parent outreach and substance abuse counseling. Students involved in the use of drugs need strong support and a network of strategies designed to encourage healthy behaviors and a healthy lifestyle. Testing for drugs is only one component.

We also have learned the critical piece that helps to sway parents and students when proposing random student drug testing is that the program takes a nonpunitive approach to the use of drugs and alcohol by our teens. At Hunterdon Central, students who test positive for drugs and/or alcohol under our program are removed temporarily from the sports team or extracurricular activity for no longer than one month. The student and parent meet immediately with our school-based student assistance counselor so an appropriate intervention strategy can be determined. The student must meet with the counselor a minimum of five times during the school year and attend four STOP program modules (an after-school education component) conducted by our school counselors. Students can be assigned to the STOP program for smoking, repetitive discipline infractions, poor decision-making skills and other reasons besides violations of our drug and alcohol policies.

We have learned that communication about our program is our strongest resource and that once parents and community members understand the goals and processes used to conduct the random drug testing program, they are supportive and encouraging. Positive test results must be confirmed by a certified laboratory and a medical review officer who is independent of the school district before any action is taken to remove the student from the sport or activity.

Concerns over false positive drug tests are natural among parents and students so district

administrators must be able to allay these fears with solid information about the role of a certified laboratory approved by the federal Department of Health and Human Services' Substance Abuse and Mental Health Services Administration and the involvement of the medical review officer (a physician trained in reading drug testing results). After positive test readings are confirmed, parents are contacted directly by the review officer to discuss the results and determine whether any medical reason might explain the positive drug screen. Only after this discussion has taken place are the test results sent confidentially to the school student assistance counselor who arranges a meeting with parents. School administrators are informed on a need-to-know basis only. No written or electronic records of random positive drug tests are kept by the school.

Financial Support

Hunterdon Central currently tests 20 percent of its students in the random drug testing pool each year. This percentage is important because it is large enough to provide the necessary deterrence critical to a successful program. In other words, students must have a reasonable expectation they could be selected for testing.

With more than 3,100 high school students, we have about 2,500 in our random drug testing pool composed of athletes, students involved in extracurricular activities and students who park and drive on campus. We randomly test approximately 500 students annually or 13-15 students in a typical week. Testing is conducted in our school health offices and has been handled by our school nurses as well as an outside collector financed by grant money provided to the district. Until 2004, the random drug testing program was funded entirely by the board of education.

As part of a federal grant program titled School-Based Student Drug Testing Programs and administered by the U.S. Department of Education, the school district has been able to increase the percentage of students being tested from 10 percent to 20 percent since 2004 with the added testing costs covered by the federal funds. The outside collection personnel also are supported by the grant award.

Random student drug testing costs vary in a number of ways depending on the number of students being tested and the type of screening being used (urine, saliva, hair, sweat). Generally, schools need to budget approximately \$30 per test to cover the cost of the screening device and confirmation services when needed. Some states, such as New Jersey, have state contracts for urine test cups because these are used by law enforcement, transportation and criminal justice systems as well as schools.

The money we have spent on random student drug testing over the past decade is a small investment when compared to the cost of treatment for even one teenager in a typical 28-day in-patient program. The costs and impact of adolescent drug and alcohol use on our schools are hard to imagine or calculate. Schools can easily spend considerable sums, both directly and indirectly, to address problems that stem from substance abuse — disruptive behavior, poor academic performance, vandalism and other property and personal crimes that affect our schools. Principals are keenly aware that students who are referred for evaluations are often involved with drugs and/or alcohol, especially at the secondary school level.

Palpable Impact

As superintendent, I am convinced that it is critical for the board of education, the central administration and all principals to broadcast a clear, unequivocal message that drug and

alcohol use by our students is unacceptable and will not be tolerated. This message has a direct impact on school climate and culture that may be hard to measure but is palpable to all of us who live on the school campus.

The data we have collected over the years clearly show that drug use at Hunterdon Central has declined steadily over the years of our random testing program. For superintendents and school board members interested in looking at the available data, the national student drug testing website (www.studentdrugtesting.org) provides excellent information. In our first three years of testing, drug use went down in 20 of the 28 categories measured by the American Drug and Alcohol survey, most significantly in the multidrug-user category. We have great confidence in this data and the message it sends to our students and community.

Lastly, we have learned that adolescent drug and alcohol use has become part of a national conversation for our schools. The White House Office of National Drug Control Policy has identified random student drug testing as one of the most effective prevention tools available to our schools, and the office provides significant funding for these programs.

At Hunterdon Central, we welcome and embrace this validation of our efforts and encourage other schools to explore the use of random student drug testing as part of a comprehensive effort to diminish the use of alcohol and other drugs in their schools.

Lisa Brady is superintendent of the Hunterdon Central Regional High School District in Flemington, N.J. E-mail: lbrady@hcrhs.k12.nj.us

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Drug Testing

This hot topic was featured in the November 2007 edition of *The Leader's Edge*, the AASA e-newsletter that provides superintendents with advocacy information and policy analysis not found elsewhere. It includes cutting-edge information about No Child Left Behind, AASA's public opinion research, effective messaging techniques, how public education is appearing in headlines around the country and the latest news from around the states.

If you are an AASA member and you are not receiving *The Leader's Edge*, call AASA Member Services at 703-875-0748 or e-mail info@aasa.org. Not a member? [Join now!](#)

Drug use is an important issue in today's schools. Regardless of recent public and judicial attention given to the issue of drug testing in schools—including U.S. Supreme Court decisions supporting mandatory random drug testing of students—many schools and administrators find themselves without a drug testing policy and questioning the merits of implementing one in their district. In an effort to combat drug use and enforce zero-tolerance policies, schools have utilized a variety of tools: drug testing, metal detectors, closed circuit cameras and sniff dogs. Drug testing has been an attractive strategy to some administrators, who see it as a reliable and objective way of detecting student drug use.

This article takes a close look at the debate over drug testing in schools. Broken into five separate sections, it provides a thorough summary of the discussion surrounding school drug testing. Part I highlights the legal history of drug testing in schools and includes a brief review of the four court cases that influence current thinking on drug testing. Part II is a brief snapshot of state-level legislative trends from the 2007 session. Part III outlines the major arguments for both sides of the drug testing debate. Part IV features three studies that survey school administrators for their thoughts on drug testing. Part V lists factors and questions for a school district to consider when looking to implement a drug testing policy.

[Part I](#) | [Part II](#) | [Part III](#) | [Part IV](#) | [Part V](#)

Part I: Legal History

The legal precedent for drug testing in school was established through a series of U.S. District and Supreme Court decisions in the 1990s and early 2000s. The legality of mandatory drug testing policies implemented in certain schools came under question, and the courts debated the delicate balance between the individual student's right to privacy and the school's responsibility to provide a safe, drug-free school environment. The major issue of debate is the student's right to privacy under the Fourth Amendment. In these cases, it was usually asserted that school settings fell under an exception to the amendment called "administrative searches." This exception grants school administrators

greater flexibility in the area of search and seizure. Four key cases and decisions are outlined below.

Schall v. Tippecanoe School Corporation, 1988

The Tippecanoe School District required drug testing of its student athletes. When two students contested the policy, the U.S. District Court ruled the policy constitutional for two reasons: the district had a prior issue with illicit drug use among student athletes and the policy clearly stated that a positive drug test would not lead to suspension or expulsion from school. Rather, students were referred to counseling. This case argued that participation in school athletics was a privilege—not a right—in schools.

Vernonia School District in Oregon v. Acton, 1995

In this decision, the Supreme Court upheld the random suspicionless drug testing of all student athletes. As was the case in the Tippecanoe District, Vernonia had a documented, pre-existing drug use problem. Administrators had already unsuccessfully attempted several preventative programs before implementing drug testing. In this case, drug testing of student athletes became established as constitutional because the U.S. Supreme Court stated that the student athletes already had lower expectations of privacy and their safety could be affected by drug use.

Earls v. Tecumseh Public School District, 2000

This U.S. District Court decision upheld mandatory random drug testing for students participating in any extracurricular activity. Unlike the decisions in Tippecanoe and Vernonia, this decision upheld the school's drug testing policy not because of a previously existing drug problem in the district but because drug use was a problem to society in general. The court based its decision on three conclusions: drug use thwarts the mission of schools and disrupts the learning process for all students; drug use among adolescents poses even more severe health consequences than for adults; and a school should be able to take precautionary measures to combat drug use instead of having to wait for a problem to arise.

Earls v. Tecumseh Public School District, 2002

Revisited at the Supreme Court level, the 2002 decision upheld the school district's right to test students who participate in extracurricular activities. The decision made four points in favor of schools: a finding of individual suspicion is not necessary because of the school's custodial and tutelary responsibility for all students; participation in extracurricular activities diminishes the expectation of privacy; drug testing through urinalysis is not an invasion of student privacy if staff wait outside of a closed restroom, test results remain confidential and positive results are not turned over to law enforcement; and the drug testing policy serves the school district's interest in preserving the health and safety of its students. Justice Thomas concluded, "Given the nationwide epidemic of drug use, and the evidence of increased drug use in Tecumseh schools, it was entirely reasonable for the school district to enact this particular drug testing policy."

Part II: State Policy Trends

The following list summarizes state policies from the 2007 legislative session. Some were

signed into law while others warranted further legislative consideration.

FLORIDA

HB 461 – Signed into law June 2007

Relates to high school athletics testing; requires the state high school athletic association to facilitate a drug testing program to randomly test certain students for anabolic steroid use

S 2200 – Introduced May 2007

Requires Florida High School Athletic Association to facilitate a one-year drug testing program to randomly test certain students for anabolic steroid use

IDAHO

SB 1237 – Signed into law April 2007

Relates to legislative intent of the Idaho Safe and Drug Free Schools Program

NEW YORK

S 4401 – Introduced June 2007

Requires the education department to establish guidelines for drug testing of student athletes by public and non-public school authorities wishing to conduct such testing

TEXAS

SB 8 – Signed into law May 2007

Requires random steroid testing of high school students participating in University Interscholastic League sponsored athletic competitions

WEST VIRGINIA

S 154 – Introduced January 2007

Authorizes the West Virginia Secondary School Activities Commission to create a mandatory drug-testing program

SCR 47 – Introduced May 2007

Requests the Joint Committee on Government and Finance to study the feasibility and effectiveness of requiring mandatory drug testing for students who participate in athletic or other extracurricular activities in public schools

Part III: To Test or Not to Test? Debating the Merits of School Drug Testing

The debate over whether or not schools should implement drug testing policies is hardly new and far from over. In schools large and small and rural and urban, common issues and arguments emerge. Key arguments from both sides of the debate are outlined below. While the list is by no means exhaustive, it provides an overview of the biggest claims both for and against drug testing in schools.

Supporters of drug testing argue...

Reduce and Defer: The Office of National Drug Control Policy cites drug testing as extremely effective at reducing and deterring drug use among adolescents.

Drug testing is a deterrent: The threat of positive detection and resulting consequences

may deter and/or prevent students from using or experimenting with drugs.

Identification and referral: Drug testing may help to identify and refer to appropriate help those students struggling with drug problems.

Opponents of drug testing claim...

Violation of Rights: Suspicionless testing violates the student's right to privacy as guaranteed by the fourth amendment.

Cost: With even the most basic drug test running between \$14 and \$30 per student, a drug testing policy can quickly become a financial burden for some districts. Funds may have to be diverted from other, more positive prevention approaches.

Trust: Suspicionless drug testing policies undermine the trust between students and school officials, and often without offering to help those most in need. It sets the state for an antagonistic relationship between the school and its students.

Improper Motivation: Schools are not crafting these policies in response to well-defined local issues. Rather, schools are setting these policies because they perceive drug use as a serious national concern, or to set an example of a zero-tolerance policy. Local policy should address local issues!

Mixed Messages: Since schools rarely test for all drugs, including the drugs most commonly used by adolescents, alcohol and tobacco, schools may inadvertently be delivering the message that illicit drugs are the only ones that concern the school. In the case of student athletes, testing for drugs on the belief that it may enhance performance may send the message that an athlete should consider using performance-altering drugs to perform better.

Negative Reaction: Drug testing can be divisive, interfering with the underlying climate of a school and creating a barrier among students, parents and the school. It can pit one group against another and undermine collaborative preventative efforts between the community, school, parents and students.

Part IV: Survey Says: Administrators and Drug Testing

The body of research surrounding and supporting the issue of drug testing in schools is small but growing. When the Supreme Court started hearing cases in the mid 1990s, little empirical evidence existed to illustrate what—if any—relationship existed between drug testing policies and student behavior. That is changing as researchers look deeper into the issue. Three studies, relating to school administrator perception of drug testing, are outlined below.

In 2006, DeMitchell surveyed 400 superintendents with a high school in their district to examine the prevalence of mandatory drug testing policies.

- There has not been an abundance of drug testing policies following the Supreme Court decisions of the 1990s. Superintendents are seemingly reluctant to adopt these policies. Just because the Supreme Court has given the green light to such testing does not mean superintendents are rushing to put these policies in place.

- Only 11.6 percent of the surveyed superintendents reported testing their students.
- An additional 10 percent were considering the implementation of a testing policy.
- Some 78 percent of respondents said their districts did not test and did not have an interest in implementing a testing policy.
- Four major factors were listed by superintendents as influencing their decisions on adopting drug policies: their personal viewpoint, the viewpoint of the school board, research and court decisions.

In 2003, the National Federation of State High School Associations, the National Interscholastic Athletic Administrators Association and the National Center for Drug Free Sport Inc. conducted an online survey of high school athletic directors. A total of 861 administrators completed the survey. The results were as follows:

- 13 percent of the nation's high schools have a drug testing policy.
- 17 percent of respondents from schools without a drug testing policy in place expressed interest in pursuing one.
- The most common reasons for not starting a drug testing program were budget constraints, lack of school board approval and legal concerns.
- Of the schools with a drug testing program in place, 63 percent test student athletes and 20 percent test all students in the school.
- The testing is mandatory in 82 percent of the schools and the testing is administered randomly in 76 percent of the schools.
- The survey indicated that the high school principal, not the athletic director, was most often in charge of the schools drug testing or prevention program. 54 percent of the respondents indicated that the principal oversees the program, followed by the athletic director (33 percent), superintendent (25 percent) and athletic trainer (nine percent).

In 1997, DeMitchell and Carroll surveyed 100 superintendents to see if they were familiar with recent court cases on school drug testing and what opinion they held on the effectiveness of drug testing policies.

- 82 percent of superintendents were familiar with the recent court cases and their decisions in favor of school drug testing.
- 79 percent were not considering a mandatory drug testing policy in their district.
- 51 percent felt drug testing was not effective in preventing student drug use.
- 24 percent felt drug testing was effective in preventing student drug use.
- Of those who felt drug testing was effective in preventing student drug use, only four percent had mandatory testing in their schools.

Part V: Designing a Drug Testing Policy That Works for YOUR District

"[Why We Test Students for Drugs](#)" appeared in the January 2008 edition of *The School Administrator* and highlights the debate, discussions and dilemmas schools districts can face in implementing a drug testing program.

There are many topics and issues a school district needs to research and review while exploring a potential drug testing policy. If a drug testing program is implemented, careful consideration is imperative to the program's success and its ability to withstand legal challenge. The list below is a starting point for district discussions on drug testing:

- What is the purpose and what are the reasons for doing drug testing?
- How will drug testing fit with other school and community prevention and intervention programs?
- Who will be tested and why? (Athletes or activity participants?)
- What is the rate of drug use in this group?
- How has it been documented?
- How does it compare to other groups?
- How does the purpose and reasons for testing fit with the group that is tested?
- What will be the impact on students? Their parents? The community?
- How will testing procedures be communicated?
- How will participants be informed that they are to be tested?
- How will informed consent be obtained?
- What testing protocol will be used? One or a combination of the following? Mandatory, random, voluntary, suspicion-based?
- Follow-up (after-care or probation based)
- What type of testing procedure will be used?
- What laboratory will be used?
- What is the experience of the laboratory and the technicians?
- Is there a government certified laboratory (certified by the Substance Abuse and Mental Health Services Administration) in your area available to perform reliable analyses?
- How convenient is its location?
- What is the accuracy rate of the selected tests at a particular laboratory?
- What is the rate of false positives?
- How likely are false negatives to occur?
- What are the procedures that should followed for good test accuracy and reliability?
- How will specimens be handled?
- Who will collect specimens for testing?
- How will the specimens be collected?
- How will participants be observed during testing?
- Where will specimens be collected? At school? At a testing laboratory?
- How will specimens be handled and delivered to the testing laboratory? Sealed and transported (if not collected at testing laboratory)?
- Who will analyze the specimens?
- How will drug testing be financed?
- Will school activity programs pay the cost?
- Will money be used from tobacco, alcohol and other drug prevention funds?
- To what degree may community animosity jeopardize financial and other support systems currently in place?
- Will the community support the cost of the drug testing program and, if so, to what degree?
- What should happen with the results?
- Who should be notified initially?
- Will a medical review officer be employed and how will he/she be involved?
- What will the initial contact do with the information?
- Who else in the school (or outside the school) should be notified and when?
- Will law enforcement officers be informed of positive tests?
- How will the individual tested be notified?
- When will parents be notified?
- How will procedures differ if the results are negative or positive?
- How will results be verified?

- How will you protect the rights of the individual to confidentiality?
- What is the appeal process for the student who tests positive?
- How will a student with a confirmed positive test be disciplined? Be helped?
- How will the drug testing program and procedures fit with other school policies (due process, student assistance, and discipline)?
- How will the drug testing program and procedures fit with the educational role of the school?
- What will the level of support be from students, Parents, school staff and the community?

Source: [National Federation of State High School Associations](#)

Resources

DeMitchell, T.A. (2006). Student Drug Testing Policies. *Education Law Reporter*.

DeMitchell, T.A. (1995). Student drug testing policies: The Supreme Court decides. Part Two. *International Journal of Educational Reform*, 4, 488-495.

DeMitchell, T.A. & Carroll, T. (1997). Mandatory drug testing of student athletes: A policy response to Vernonia School District v. Acton. *Journal of School Leadership*, 7, 50-68.

[National Federation of State High School Associations](#). (Accessed Nov. 5, 2007)

Yamaguchi, R. (2003). Drug testing in schools: Policies, practices, and association with student drug use. Ann Arbor: University of Michigan.

Principal's Report

Building: Monroe Center School

Date: February 20, 2009

Students (recognition, achievement)

School-wide Spelling Bee Winner: Cole Lentz

School-wide Geography Bee Winner: Luke Primrose

Staff (professional development, activities, recognition)

Special Education Teachers - Working with Students with Autism Workshop (1 day)

MC Staff (Certified and Support) – CPI Restraint Training (1 day)

MC Certified Staff – AIMSweb Data Analysis Training (1 day)

4th Grade Team – Differentiated Strategies for Classroom Instruction Workshop (1 day)

Grade Levels – Collaboration through Technology and Literacy Inclusion Methodologies (1 day)

Programs

PTO Bingo Evening – Raised approximately \$5,000 for Monroe Center School

Cub Scouts Pinewood Derby Event

Early Release, February 13, 2009 – Worked to close the gaps in curriculum and also began developing essential outcomes by grade level

Upcoming Events/Programs

ISAT Testing week of March 2, 2009

PTO Meeting @ MC March 9, 2009

Kindergarten Conference (2 days), March 5-6, 2009

Safety (ambulance calls, serious injuries)

Ambulance Call – February 17, 2009 (Student transported to Swedish American in Rockford for low blood pressure and fatigue. Student returned to school on February 18, 2009)

Iniatives/challenges/Issues

*Continue to plan for the third year of our three year literacy inclusion pilot and differentiated instruction

*Goal to be comfortable with AIMSweb data, analysis and intervention through RtI by the end of the year

*Continue to work with new technology grant equipment, programs and software support in classrooms

Principal's Report

Building: Meridian Junior High School

Date: Wednesday, February 18, 2009

Students (recognition, achievement)

1st Semester "A" Honor Roll: 6th Grade-43 Students 7th Grade-45 Students 8th Grade-28 Students

1st Semester "A/B" Honor Roll: 6th Grade-49 Students 7th Grade-59 Students 8th Grade-42 Students

Staff (professional development, activities, recognition)

Science Department: Attended a "Common Assessments" Workshop at the ROE w/ Deb Endress in February

All Staff Continuing Curriculum Alignment through Early Release Days

Social Studies Committee in the Process of Textbook Selection

RtI Team: Attended an RtI Workshop at the OCEC in January

AIMSweb Training: Incredible training provided to RtI Team, Team Leaders and Administration via the Tech. Grant

Programs

SWIS: Data System for Discipline (Provides reports that detail chronic students, times, locations & behaviors)

PBIS: System for Behavior/Discipline is going well. A very systematic and comprehensive program.

Upcoming Events/Programs

ISAT Exam Scheduled for March 3-9

CPR/AED Training on Feb. 23—Organized by Kim Glendenning & Dayle Burgess (MJHS Nurse)

Aimee Stewart organized the MJHS Spelling Bee again this year in February.

Carla Miller, in conjunction w/ the high school counselors, organized a careers/scheduling day for 8th Grade Students

Safety (ambulance calls, serious injuries)

1st Semester: 8th Grade Student wounded by an arrow in PE Class

Issues/Challenges

Implement the appropriate, research-based interventions based upon our AIMSweb Student Achievement Data

Inclusion Classes for 2009-2010

Summer School Structure

Implementing AIMSweb Benchmark for Math in April 2009

Principal's Report

Building: Stillman Valley High School

Date: Thursday, February 26, 2009

Students (recognition, achievement)

As part of our math "help center" hours, we have been hosting weekly tutoring sessions with ALEKS, our on-line math program. Lately, the turn out by our students has been quite positive. Last Thursday we had 26 students show up to work on ALEKS from 2:30 – 3:30. We will continue encouraging our students to take advantage of this terrific opportunity. A special thank you to our math teachers for their continued efforts and support they give to their students.

Related to the ALEKS program, last week we sent out a letter to all of our freshmen, sophomores and seniors, inviting them to participate. A letter was sent to all of our juniors last semester. We hope the number of students participating will continue to increase.

I received a letter from a member of the Rockford Lutheran Booster Club regarding our sportsmanship and student spirit during a recent girls basketball game at Byron High School. Much focus and effort is given every year trying to educate our students on how to conduct themselves during our events both home and away. We continually try to encourage our students to keep all cheering positive. We ask them to have a great time cheering for our team, cheer as loudly and proudly as they would like. In turn, we also ask our students to let the officials do their job and leave our opponents out of our cheers. There has been a tendency to want to show disrespect towards players and fans from the other team. Our approach towards sportsmanship is directly in line with the guidelines set forth by IHSA. I was very thrilled and proud of the letter and decided to share the compliment with the entire school last week. The letter reads...

Dear Mr. Mandzen

As a Rockford Lutheran supporter and vice president of our Booster Club, I would like to share some thoughts on your students from last night's regional final girl's basketball game. Kudos to your students. They brought such excitement and energy to the game while conducting themselves in a very sportsmanlike manner. While one of our injured players was being attended to, they all sat down and shared our concern. You should be very proud of your students. They have amazing school spirit and are a true reflection of what the Big Northern Conference is all about. It makes us proud to be part of such a great conference with great fans.

Have a great weekend

Brian Wieting

6-week progress reports were given to every student in Homeroom last Thursday.

Staff (professional development, activities, recognition)

On Friday, February 20, the science department and I attended a workshop on creating Common Assessment at the Regional Office of Education. This session focused on evaluating an assignment/assessment -- what makes an assessment a GOOD assignment/assessment (especially teacher-made), based on the work of Rick Stiggins. There is another session scheduled for May 5th that we plan on attending as well. This session will focus on common assessments -- examples, process of creating them, using them in data teams (or problem solving teams).

Our teacher leader team has had 4 meetings. The meetings have been very positive and productive. Minutes are taken at each meeting and shared with the entire staff. Currently, one of our main focuses is to research and study our semester grading policy. We are in the process of researching best practices among top performing schools and reading the latest literature in the field. I anticipate changes being made to our current semester grading practices.

Upcoming Events/Programs

Our wrestling team will be competing on Tuesday, February 24, in the Dual Team Sectional at Port Byron. If we beat our opponent, we will advance to the Elite Eight and a chance to compete for a state title. The state finals will be held in Bloomington on Saturday, February 28.

The musical is only a few short weeks away. Opening night is Thursday, March 12, @ 7:00p.m. Tickets are on sale in the main office during the school day to students and to the public from 2:30 – 3:30.

Safety (ambulance calls, serious injuries)

The high school administration is meeting with Jon Mickle on Monday, February 23, at 9:30 to begin planning our next emergency drill.

Issues/Challenges

Meetings with SVHS and Byron High School representatives and the RVC administration have been set to discuss dual credit opportunities for next year and the near future.