

Meridian CUSD #223 School Board

Agenda and Board Packet

Regular Meeting

May 13, 2010

Monroe Center Elementary School

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, May 13, 2010
Monroe Center School
7:00 P.M.

- 1. Call to Order**
- 2. Roll call**
- 3. Pledge of Allegiance**
- 4. Review/approve consent agenda** *(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 the items unless a board member or citizen requests, in which event the item will be removed from the consent agenda and considered individually.)*
 - 4.1 Approve minutes of April 22, 2010 Board Meeting**
 - 4.2 Approve minutes of April 15, 2010 IBPSC Meeting**
 - 4.3 Approve payroll of May 14, 2010**
- 5. Report of the Superintendent**
 - 5.1 Meridian CUSD #223 Retirement Dinner scheduled for Thursday, May 27, 2010
 - 5.2 Report on status of Big Northern Conference expansion
- 6. Notices and communications**
 - 6.1 Available at the meeting
- 7. Community Input:** (Old Business items, New Business items or any other topic of concern)
(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 draft/timeline of financial planning schedule in response to revenue decreases
 - 8.2 Review 2010-2011 student fee schedule
 - 8.3 Review status of Pre-Kindergarten Program for 2010-2011
- 9. New Business:**
 - 9.1 Review SVHS Parent-Student Handbook Recommendations for 2010-2011
 - 9.2 Review SVHS textbook recommendations
 - 9.3 Review/approve Race to Top agreement
- 10. Board Comments**
- 11. Adjourn to closed session to discuss: The employment, compensation, discipline, performance of a specific employee of the District**
- 12. Reconvene in open session**
- 13. Approve the minutes of the April 22, 2010 Closed Session**
- 14. Action items from Closed Session**
- 15. Adjourn**

Meridian Community Board Minutes

Regular School Board Meeting of April 22, 2010

Call to Order

A regular meeting of the Board of Education of Meridian Community Unit School District #223 was called to order by President Ron Steenken at 7:00 p.m. in the Meridian District Board of Education Room located in the Meridian Junior High School. Members present: Glendenning, Jagielski, Larson, Pierce and Reeverts. Superintendent Prusator and Director of Business/HR Porter were also present. The Pledge of Allegiance followed.

Consent Agenda

A motion was made by Jagielski, seconded by Glendenning, to approve the consent agenda including the minutes of the March 25, 2010 regular board meeting; payroll of April 30, 2010 and accounts payable for April 2010 in the amount of \$244,368.24 per review by Mr. Jagielski. Ayes: Glendenning, Jagielski, Larson, Pierce, Reeverts and Steenken. Motion carried unanimously.

Superintendent's Report

5.1 Recognition of SVHS 2009-2010 IMEA All-State Music recipients

Mr. Prusator opened by congratulating the students on their great accomplishment which requires a lot of talent and hard work. Earning All-State in band were Anna Ellis, Jake Henert and Patrick Jagielski. Dan Raymond earned All-State in Choir. Jake Henert and Patrick Jagielski were present to receive their Certificate of Recognition from President Ron Steenken. Anna Ellis and Dan Raymond were not in attendance.

The board recessed for a few minutes to congratulate the students.

5.2 Big Northern Conference

Mr. Prusator reviewed a handout regarding the possibility and process of Mendota High School and Princeton High School joining the Big Northern Conference. The Big Northern Conference meeting is scheduled for May 20, 2010 to vote on whether or not to admit Mendota or Princeton. Each of the member district's school boards is asked to review their candidacy prior to the Big Northern Conference vote.

Notices and Communications

There were no Notices and Communications.

Community Input

Karen Marsh commented that she was still waiting on a decision on combining of hours for employees who work several different jobs and benefits. John Smith commented that information had been presented to Mr. Prusator and a soccer group still wants a discussion with appropriate personnel.

Old Business

8.1 Review Community Meeting held on April 13, 2010

Mr. Prusator reviewed the Community Meeting that was held on April 13, 2010 regarding the District's finances and projections based on decreased funding for future years. He stated that the presentation had been posted to the District website. Discussion followed on direction for moving forward.

8.2 Review process/schedule for school board self-evaluation

The Board discussed the process/timeline for a School Board self-evaluation plus a District self-evaluation. The Board will work with the Illinois Association of School Boards (IASB) for the self-evaluation and conduct a separate District evaluation.

New Business

9.1 Review 2010-2011 Fee Schedule

Ms. Porter reviewed a draft of 2010-2011 Student Fee Schedule increases. Discussion followed. The final fee recommendation will be scheduled to be made at the May 13, 2010 meeting.

9.2 Review Verizon request to locate cell tower on District property

Mr. Prusator relayed that he had been contacted by Verizon about the possibility of locating a cell tower on District property. Discussion followed. The consensus of the Board was that it is worth exploring.

Board Comments

Mrs. Reeverts commented on the soccer agenda and asked what will be done. Mr. Larson handed out information on "Engaging Students in School Improvement".

Adjourn to Closed Session

A motion was made by Pierce, seconded by Reeverts, to adjourn to closed session to discuss the appointment, employment, compensation, discipline or dismissal of specific employees of the District; the placement of individual students in special education and litigation. Ayes: Jagielski, Larson, Pierce, Reeverts, Glendenning and Steenken. Motion carried unanimously. Time: 9:15 p.m.

Reconvene in Open Session

A motion was made by Jagielski, seconded by Reeverts, to return to open session. Motion carried unanimously. Time: 11:29 p.m.

Board Action from Closed Session

Approve the minutes of the March 25, 2010 closed session

A motion was made by Pierce, seconded by Jagielski, to approve the minutes of the March 25, 2010 closed session. Motion carried unanimously.

Personnel

A motion was made by Larson, seconded by Glendenning, to approve the personnel report including the **employment** of Mindy Tomash, grant clerical secretary at 3 hours per day (MJHS-new position-grant EETT) and transportation clerical at 2.5 hours per day (District-temporary until end of year to support transition); Crystal

Nesemeier, individual paraprofessional (MC-replacing J. Priewe); and Ann Boe, as assistant junior high school track coach for the 2010-2011 school year (MJHS-due to numbers). The personnel report includes the **resignations** of Brian Grover, effective May 3, 2010 (district-bus driver) and Mike Nielson, SVHS social studies teacher effective April 22, 2010. The personnel report also includes the **personnel resolutions** including the honorable dismissal of full-time educational support personnel employees Deborah Sweeney, Carla Duschen, Rachel DeVries, Kimberly Ray, Claire Winter, Raylene Rzasa, Trudy Hoey, Deborah Lawson, James Miller, Deborah Castle, Tara O'Hare, Renee Szymanski, Kathleen Iturbide, Sandy Tanaglia, Lori Tepinski, Laura McNames, Julia Mussell, Stacey Barker, Morgan Hagemann, Dana Rohr, Brenda Birkett, Crystal Nesemeier and Sheri Bossany; honorable dismissal of part-time educational support personnel employees Kim McKee, Donna Roeglin, Connie Davidson, Teresa Hill, Kathy Dippner, Midge Haas, Anne Messer, Mary Ellen Nelson, Kathy Niemczyk, Nicole Wiehle, and Tammy Pierson and dismissal of educational support personnel employee, Holly Hanner, for reasons other than reduction-in-force. Ayes: Reeverts, Glendenning, Larson, Pierce and Steenken. Abstain: Jagielski. Motion carried.

Adjourn

A motion was made by Jagielski, seconded by Reeverts to adjourn the meeting. Motion carried unanimously.

Respectfully submitted,
Donna Fruin, Secretary

STILLMAN VALLEY IBPS COMMITTEE MEETING
Highland School
April 15, 2010, 6:30 pm

Notes

Participants: Tim Jagielski, Steve Stender, Kathy Benesh, Kathy Owen, Joyce Wills, Julie Foss, Kelly Gale, Angel Ballard, Kim Hofmeister, Ron Steenken, Bill Davidson, Michael Mandzen, Mike Coulahan, Adam Zurko, Bob Prusator, Bruce Larson, and Ken Reinhardt, facilitator

Check in proceeded and there were no elephants

Progress reports on outstanding issues:

1. Teacher Evaluation Tool – Previously established sub-committee. This committee is scheduled to meet on April 21 and May 5. They are working on job descriptions.
2. Lunch Duty at the High School – Division Leaders. They are working on a new structure which will deal with duties. The next meeting is scheduled for April 21.
3. Bob Prusator presented information following up on financial issues facing the district in light of the current State of Illinois financial crisis.

Time Allotments – The following issues were presented as outstanding matters with time allotments to be assigned:

1. Assessment and grading.- until 8:00
2. Prep time in elementary buildings – overload – no time tonight
3. Special Ed speech teacher load – time allotted after 8:00
4. Junior High Overload

Assessment and grading

There was much discussion about the what is meant by “assessment” and “grading”, the special circumstances of art and music in assessment and grading.

The following interests were identified:

GRADING AND ASSESSMENT INTERESTS

GRADING	ASSESSMENT
Not complicated	Not over burdening to staff
Reflects level of learning against identified standards	Variety of assessment tools and methods
System supported by research and best practices	Linked to state assessments (ACT, ACT WorkKeys, ISAT, etc...)
Provide feedback to students and parents	Systems to be used with technology for analysis
Changes can be implemented “on the fly”	Allow for innovation and flexibility for staff
Provide guidance for instruction	Includes soft skills (communication, integrity)
Grades should not include other factors: behavior, attitude, participation	Timeliness of the assessments (feedback)
There have to be exceptions	Support for whatever is developed (training and program)
Individuality is NOT discouraged	Not complicated
Flexibility between buildings and subject areas	Reflects level of learning against identified standards
Grading technology easily works with grading system	
Not overburden staff	
Includes soft skills (communication, integrity)	
Support for whatever is developed (training and program)	
Timeliness of the assessments (feedback)	
The grade should keep the end users in mind. It is consistent beyond our doors (college, workplace, technical training). The grade is transferable to the next grade level or program.	
The person who is responsible for assigning the grade is the teacher.	

A subcommittee of teachers and administration was established to work further on this issue. They will study and bring forward grading and assessment practices that will improve student learning. Reports on progress will be requested at future IBPS meetings.

This discussion extended beyond the allotted time and concluded about 8:30.

It was decided that discussion on the Junior High Overload matter could be postponed to allow time to discuss the Special Ed and Speech Teachers load issue.

Joyce Wills presented the matter of the imbalance of the case loads of the speech teachers. It was decided that the principals and speech teachers would discuss this matter. A progress report will be given at the next IBPS meeting.

The meeting concluded about 9:10 pm.

Consent Agenda Items: 4.1; 4.2, 4.3

Consent agenda items 4.1, 4.2 and 4.3, include approving the minutes of the regularly scheduled April 22, 2010 meeting; the April 15, 2010 IBPSC meeting; and the May 14, 2010 payroll

Agenda Item 8.1: Review draft/timeline of financial planning schedule in response to revenue decreases

Information/Background

Due to the state's financial situation, there will be significant reductions in revenue for 2010-2011. It is anticipated that the District will experience more than a \$1 million dollar deficit for Fiscal Year 2011. In order to keep existing programs in place, the District will utilize a significant amount of fund balances to provide time to study, research and recommend solutions in to balance the 2011-2012 budget. Those solutions will need to include reductions in expenditures and options for increasing revenue. The purpose of this agenda item is to review the process and timeline to recommend solutions to meet the challenge of balancing the budget for the 2011-12 school year and beyond.

Recommendation

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

MERIDIAN CUSD NO. 223
FY 11 & FY12 Budget Development Timeline
DRAFT

DATE	GROUP	PURPOSE
09/10/09	Finance Committee	Finance Committee Meeting to discuss Budget
09/24/09	BOE	Budget Hearing & Adoption
11/12/09	BOE	Determine 2009 tax levy and schedule public hearing.
12/07/09	Committee	Finance Committee Meeting
12/17/09	BOE	Conduct public hearing and approve 2009 tax levy.
02/22/10	Committee	Finance Committee Meeting
03/22/10	Committee	Finance Committee Meeting-PMA presentation
03/25/10	BOE	5 Year Financial Projection-PMA presentation
04/13/10	BOE	Public Meeting regarding Financial Status of the District
May -June 2010	BOE	Approve Staffing Needs for 2010-2011
08/09/10	Committee	Review FY10 Budget Review FY11 tentative budget.
08/12/10	BOE	Approve tentative budget, place budget on public display and schedule public hearing.
08/19/10	Publication	Public notice for budget hearing at least 30 days prior to 9/23/10 Board meeting.
09/23/10	BOE	Discuss final budget, conduct public hearing, and approve final budget.
October - December 2010	BOE/Admin/Staff/Community/St udents	Evaluate program/department requirements, impact and cost. Surveys.
11/10/10	BOE	Determine 2010 tax levy and schedule public hearing.
12/06/10	Committee	Finance Committee Meeting- FY11 Budget Review & 2010 Tax Levy Review
12/16/10	BOE	Conduct public hearing and approve 2010 tax levy.
January 2011	BOE/Admin/Staff/Community/St udents	Public Meeting & Staff Meetings regarding Financial Status of the District
February 2011	BOE	Discuss Board budget priorities and staffing for 2011-2012
March 2011	BOE	Approve Staffing Changes for 2011-2012
April 2011	BOE/Admin	Hold budget workshop beginning at 8:30 on Saturday to discuss budget priorities
April 2011	Committee	Finance Committee Meeting- FY11 Budget Review & 2010 Tax Levy Review
May 2011	BOE/Admin/Staff/Community/St udents	Public Meeting & Staff Meetings informing of budget priorities for FY 2012
08/08/11	Committee	Review FY11Budget Review FY12 tentative budget.
08/11/11	BOE	Approve tentative budget, place budget on public display and schedule public hearing.
08/18/11	Publication	Public notice for budget hearing at least 30 days prior to 9/25/2011 Board meeting.
09/25/11	BOE	Discuss final budget, conduct public hearing, and approve final budget.

Agenda Item 8.2: Review 2010-2011 Student Fee Schedule

Information/Background

This item is on the agenda for the purpose of reviewing the fee schedule for 2010-2011. At the last meeting information was shared with the board regarding the average of fees charged in the Genoa Kingston, Burlington Central, North Boone, Byron, Oregon & Winnebago school Districts. A 2010-2011 fee schedule was provided reflecting fees based on the averages. The Meridian School District has not substantially raised fees during the past several years due to positive end of the year fund balances. The District is facing a potential 2010-2011 budget deficit of over \$1 million due to decreases in state funding and is now preparing to get fees up to levels to more adequately support programs. An option to phase in fees over two years will also be reviewed. If necessary, the Board may review the information and a recommendation will be finalized at the May 27, 2010 meeting.

Recommendation:

The superintendent recommends the Board continue discussion on fee schedule and consider approving at the May 27, 2010 meeting or June 10, 2010 meeting.

MERIDIAN COMMUNITY UNIT SCHOOL DISTRICT 223				
Student Fee Schedule for FY11 & FY12				
Draft- Two Year Implementation				
	Current	2011	2012	Average
KINDERGARTEN				
K Registration Fee	\$ 35.00	\$ 45.00	\$ 55.00	\$ 55.00
Summer School Fee K	\$ 30.00	\$ 45.00	\$ 55.00	
GRADES 1 - 2				
Registration Fee	\$ 40.00	\$ 50.00	\$ 65.00	\$ 62.50
Summer School Fee 1-2	\$ 30.00	\$ 50.00	\$ 65.00	
GRADES 3 - 5				
Registration Fee	\$ 40.00	\$ 55.00	\$ 70.00	\$ 62.50
Summer School Fee 3-5	\$ 30.00	\$ 50.00	\$ 65.00	
Student Planner	\$ 5.00	\$ -	\$ -	
GRADES 6 - 8				
Registration Fee	\$ 45.00	\$ 70.00	\$ 95.00	\$ 95.83
Summer School Fee 6-8	\$ 60.00	\$ 65.00	\$ 90.00	
Student Planner	\$ 8.00	\$ -	\$ -	
Participation Fee	\$ -	\$ 25.00	\$ 50.00	\$ 51.00
GRADES 9 - 12				
<u>Registration Fee</u>				
Freshman	\$ 50.00	\$ 95.00	\$ 135.00	\$ 131.67
Sophomore	\$ 55.00	\$ 95.00	\$ 135.00	\$ 131.67
Junior & Senior	\$ 60.00	\$ 95.00	\$ 135.00	\$ 131.67
Summer School Fee 9-12	\$ 60.00	\$ 90.00	\$ 130.00	
<u>Special Fees:</u>				
Art Kit	\$ 20.00	\$ 20.00	\$ 20.00	
Principles of Technology Kit	\$ 15.00	\$ 15.00	\$ 15.00	
Driver Education**	\$ 50.00	\$ 140.00	\$ 140.00	\$ 140.00
Participation Fee	\$ 25.00	\$ 50.00	\$ 70.00	\$ 68.75
Student Parking Sticker	\$ 5.00	\$ 80.00	\$ 80.00	\$ 81.25
Student Planner	\$ 8.00	\$ -	\$ -	

Districts included in the Average are Genoa Kingston, Burlington Central, North Boone, Byron, Oregon & Winnebago.

- * Two year implementation in raising registration fees.
- * Registration fee will include the cost of the planner.
- * Add a participation fee at the jr high level to offset program costs.
- * Level off registration fees to one price at high school level.
- * Increase drivers ed fee to district average.
- * Increase participation fee for high school but keep it at one fee for all sports.
- * Increase student parking sticker fee to average to offset parking lot repairs, purchase transferable parking permits.
- **Drivers Education-pending ISBE waiver process.

Agenda Item 8.3: Review status of 2010-2011 Pre-Kindergarten Program

Information/Background

Due to state funding problems, the state is considering not funding the pre-kindergarten program. In March, the District took action to reduce the position for the program in case funds were not made available. Although the state has made a pre-k application available to Illinois school districts, it is still unclear whether funds will actually be dispersed to support the program. If not, the District is exploring other options to possibly make the pre-k program available.

Recommendation

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

Early Childhood 2011-2012 Financial Scenarios

Scenario 1- Flat State Funding with Transportation		
	BUDGET	% of Total
REVENUES:		
Local:		
Property Taxes	0	0.00%
Fees	0	0.00%
Total Local	0	0.00%
State:		
Grants	78,415	100.00%
Total State	78,415	100.00%
Federal:		
Grants	0	0.00%
Total Federal	0	0.00%
TOTAL REVENUES	78,415	100.00%
EXPENDITURES:		
Salaries	64,097	45.35%
Employee Benefits	16,617	11.76%
Purchased Services	3,030	2.14%
Supplies & Materials	600	0.42%
Capital Outlay	0	0.00%
Transportation	57,000	40.33%
TOTAL EXPENDITURES	141,344	100.00%
REVENUES OVER/(UNDER) EXPENDITURES		
	(\$62,929)	
	Per Year	Per Day
Tuition for 40 kids=	\$1,573	\$8.99
* Transportation		
* State would have flat funding		

Scenario 2- No State Funding with Transportation		
	BUDGET	% of Total
REVENUES:		
Local:		
Property Taxes	0	0.00%
Fees	0	0.00%
Total Local	0	#DIV/0!
State:		
Grants	0	0.00%
Total State	0	#DIV/0!
Federal:		
Grants	0	0.00%
Total Federal	0	#DIV/0!
TOTAL REVENUES	0	#DIV/0!
EXPENDITURES:		
Salaries	64,097	45.35%
Employee Benefits	16,617	11.76%
Purchased Services	3,030	2.14%
Supplies & Materials	600	0.42%
Capital Outlay	0	0.00%
Transportation	57,000	40.33%
TOTAL EXPENDITURES	141,344	100.00%
REVENUES OVER/(UNDER) EXPENDITURES		
	(\$141,344)	
	Per Year	Per Day
Tuition for 40 kids=	\$3,534	\$20.19
* Transportation		
* No State Funding		

Scenario 3- Flat State Funding without Transportation		
	BUDGET	% of Total
REVENUES:		
Local:		
Property Taxes	0	0.00%
Fees	0	0.00%
Total Local	0	0.00%
State:		
Grants	78,415	100.00%
Total State	78,415	100.00%
Federal:		
Grants	0	0.00%
Total Federal	0	0.00%
TOTAL REVENUES	78,415	100.00%
EXPENDITURES:		
Salaries	64,097	75.99%
Employee Benefits	16,617	19.70%
Purchased Services	3,030	3.59%
Supplies & Materials	600	0.71%
Capital Outlay	0	0.00%
Transportation	0	0.00%
TOTAL EXPENDITURES	84,344	100.00%
REVENUES OVER/(UNDER) EXPENDITURES		
	(\$5,929)	
	Per Year	Per Day
Tuition for 40 kids=	\$148	\$0.85
* No transportation		
* State would have flat funding		

Scenario 4- No State Funding without Transportation		
	BUDGET	% of Total
REVENUES:		
Local:		
Property Taxes	0	0.00%
Fees	0	0.00%
Total Local	0	#DIV/0!
State:		
Grants	0	0.00%
Total State	0	#DIV/0!
Federal:		
Grants	0	0.00%
Total Federal	0	#DIV/0!
TOTAL REVENUES	0	#DIV/0!
EXPENDITURES:		
Salaries	64,097	75.99%
Employee Benefits	16,617	19.70%
Purchased Services	3,030	3.59%
Supplies & Materials	600	0.71%
Capital Outlay	0	0.00%
Transportation	0	0.00%
TOTAL EXPENDITURES	84,344	100.00%
REVENUES OVER/(UNDER) EXPENDITURES		
	(\$84,344)	
	Per Year	Per Day
Tuition for 40 kids=	\$2,109	\$12.05
* No transportation		
* No State Funding		

Agenda Item 9.1: Review SVHS Parent-Student Handbook Recommendations for 2010-2011

Information/Background

This item is placed on the agenda for the Board to review recommended changes to the SVHS Student-Parent Handbook. A committee of teachers, students, parents and administrators met to review suggested changes. The outcome of that group provides the recommendations for changes.

Recommendation

This is an informational item. It is expected that the recommendations will be considered for approval at the May 27, 2010 board meeting.

2010 – 2011
 Stillman Valley High School
 Student / Parent Handbook
 Proposed Changes

2009 – 2010 Handbook	2010 – 2011 Handbook (Proposed)
<p><i>Saturday School Detention</i></p> <p>Saturday School will take place at the high school on Saturday mornings from 8:00 A.M. to 10:00 A.M. and from 10:00 A.M. to 12:00 noon. Saturday school will be assigned for various reasons including: truancy, tardiness, inappropriate behavior, failure to serve a detention, etc. This policy enables students to serve time for disciplinary problems without missing classroom instruction. Students refusing to serve any Saturday school sessions will be assigned an additional Saturday School and could be suspended up to 10 days out of school for insubordination. An out of school suspension does not erase/substitute an assigned Saturday school detention.</p>	<p><i>Saturday School Detention</i></p> <p>Saturday School will take place at the high school on Saturday mornings from 8:00 A.M. to 10:00 A.M. and from 8:00 A.M. to 12:00 noon. Saturday school will be assigned for various reasons including: truancy, tardiness, inappropriate behavior, failure to serve a detention, etc. This policy enables students to serve time for disciplinary problems without missing classroom instruction. Students refusing to serve any Saturday school sessions will be assigned an additional Saturday School and could be suspended up to 10 days out of school for insubordination. An out of school suspension does not erase/substitute an assigned Saturday school detention.</p>
<p style="text-align: center;"><u>SENIOR EXAM EXEMPTION POLICY</u></p> <p>Seniors must meet the following requirements to be exempt from 1st semester exams. The student must achieve a Meet or Exceeds designation on the Prairie State Achievement Examination during his/her Junior Year and have a "C" or better in the course at the time of the exam.</p> <p>Seniors must meet the following in order to be exempt from 2nd semester exams: No referrals for the 4th quarter; 2 days or less absence during 4th quarter; achieving an 83% or better in the class for the entire semester.</p>	<p style="text-align: center;"><u>SENIOR EXAM EXEMPTION POLICY</u></p> <p>Seniors must meet the following requirements to be exempt from 1st semester exams. The student must achieve a Meet or Exceeds designation on the Prairie State Achievement Examination during his/her Junior Year and have an 83% or better in the course at the time of the exam. Exemptions may not be used in the following classes: Government, Advanced Placement, Dual Credit, and Off Campus classes.</p> <p>Seniors must meet the following requirements in order to be exempt from 2nd semester exams: No referrals for the 4th quarter; 2 days or less absence during 4th quarter; achieving an 83% or better in the class for the entire semester. Exemptions may not be used in the following classes: Government, Advanced Placement, Dual Credit, and Off Campus classes.</p>

Comment [M1]: Corrected: change from 10:00 a.m. to 8:00 a.m.

Comment [M2]: Criteria increased to 83% (B-)

Comment [M3]: Specified courses where exemptions may not be used

Comment [M4]: Specified courses where exemptions may not be used

SCHEDULE CHANGE POLICY

All schedule changes must be requested through the guidance office. Every attempt will be made to keep schedule changes to a minimum. We recognize that some schedule changes are necessary to meet the educational needs of students. The following will serve as guidelines as to whether a request for a schedule change will be honored.

IMPERATIVE: Students who fail to meet the prerequisites for a scheduled class will be changed whether requested or not. Every attempt is made to identify students taking classes who either failed or failed to take prerequisites for a given class prior to the start of the semester. It is in the student's own interest to use the Course Description Guide to assure that they have met all prerequisites for the classes they are taking. This is particularly true of those students who may have failed one or more classes during spring semester of the previous year.

Any schedule change requested after the class has begun must have the guidance form signed by the teachers affected. A schedule change may be considered, taking into account the following:

1. Will the change best serve the educational needs of the student?
2. Is the requested change consistent with student ability, as determined by the teacher recommendation or test scores?
3. Will the change adversely affect other students and what will the impact be on the learning environment of the classes in question?
4. Are there unusual circumstances, such as illness or family hardship, which might warrant a schedule change? This must be made at parent request.

PERMITTED:

- 1) A change will be permitted at the specific recommendation of the classroom teacher and the approval of the principal. This would normally occur when the teacher is convinced that the student is not placed in a course of the appropriate level of difficulty.
- 2) The principal may drop a student from a course at any time for non-attendance, behavior problems or lack of achievement. The student may receive a "W", "F", or "WF" on his/her transcript for this class.

AP/UPPER LEVEL COURSES: Students taking an AP course or upper level course (physics, anatomy, 3rd or 4th year of language approved CEANCI courses or off campus courses) need to understand the commitments made to Meridian CUSD 223 (staff, transportation, etc.). Therefore, dropping a class for anything other than the most profound reasons will not be allowed. If the student does not complete the course, they will receive a withdraw from the course or a possible withdraw/failing.

SCHEDULE CHANGE POLICY

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IMPERATIVE: Students who fail to meet the prerequisites for a scheduled class will be changed whether requested or not. Every attempt is made to identify students taking classes who either failed or failed to take prerequisites for a given class prior to the start of the semester. It is in the student's own interest to use the Course Description Guide to assure that they have met all prerequisites for the classes they are taking. This is particularly true of those students who may have failed one or more classes during spring semester of the previous year.

Schedule changes may be requested during the first four school days of a semester. Any schedule change requested after the first four days of school must have the guidance form signed by the teachers affected. A schedule change may be considered, taking into account the following:

1. Will the change best serve the educational needs of the student?
2. Is the requested change consistent with student ability, as determined by the teacher recommendation or test scores?
3. Will the change adversely affect other students and what will the impact be on the learning environment of the classes in question?
4. Are there unusual circumstances, such as illness or family hardship, which might warrant a schedule change? This must be made at parent request.

PERMITTED:

- 3) A change will be permitted at the specific recommendation of the classroom teacher and the approval of the principal. This would normally occur when the teacher is convinced that the student is not placed in a course of the appropriate level of difficulty.
- 4) The principal may drop a student from a course at any time for non-attendance, behavior problems or lack of achievement. The student may receive a "W", "F", or "WF" on his/her transcript for this class.

AP/UPPER LEVEL COURSES: Students taking an AP course or upper level course (physics, anatomy, 3rd or 4th year of language approved CEANCI courses or off campus courses) need to understand the commitments made to Meridian CUSD 223 (staff, transportation, etc.). Therefore, dropping a class for anything other than the most profound reasons will not be allowed. If the student does not complete the course, they will receive a withdraw from the course or a possible withdraw/failing.

Comment [M5]: Inform students and parents in greater detail about the schedule change process

<p style="text-align: center;"><u>ACADEMIC DISHONESTY</u></p> <p>Stillman Valley High School considers academic dishonesty as the most serious of academic offenses. The fact that a number of people cheat does not make it acceptable. Because cheating cuts away at the very fiber of academic character, every effort will be made to eliminate it from Stillman Valley High School. The major thrust will be to develop an atmosphere on the part of both the faculty and the students that will not tolerate cheating. Students are cautioned to take care to avoid even the appearance of dishonesty. The judgment of a faculty member who detects cheating will be assumed to be correct and will be supported by the administration. Incidents will be recorded in the office. Academic dishonesty includes but is not limited to: cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores. The first offense will call for an automatic zero for the work on which the cheating occurred. Subsequent occurrences will result in a zero and result in course failure, removal from class, or suspension from school.</p>	<p style="text-align: center;"><u>ACADEMIC DISHONESTY</u></p> <p>Stillman Valley High School considers academic dishonesty as the most serious of academic offenses. The fact that a number of people cheat does not make it acceptable. Because cheating cuts away at the very fiber of academic character, every effort will be made to eliminate it from Stillman Valley High School. The major thrust will be to develop an atmosphere on the part of both the faculty and the students that will not tolerate cheating. Students are cautioned to take care to avoid even the appearance of dishonesty. The judgment of a faculty member who detects cheating will be assumed to be correct and will be supported by the administration. Incidents will be recorded in the office. Academic dishonesty includes but is not limited to: cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores. The first offense will call for an automatic zero for the work on which the cheating occurred. Subsequent occurrences will result in a zero and could result in course failure, removal from class, or suspension from school.</p>
<p style="text-align: center;"><u>LOCKERS</u></p> <p>On the opening day of school, a locker will be assigned to each student. Lockers are the property of the school district and can be searched at any time. All students are to use the lockers assigned to them. Students are not allowed to share lockers. <u>All student belongings not essential for the specific class period shall be kept in the student's locker. This includes, but is not limited to, backpacks, book bags, briefcases, and coats.</u> If for any good reason a locker cannot be used, report the trouble to the office. Keep your locker locked at all times. The school cannot assume responsibility for lost articles. Valuable property, such as money, should not be brought to school. In case a sum of money must be brought to school, it should be deposited with the office staff for safekeeping and never in a student's locker. Lockers should be clean and tidy. An occasional locker inspection can be held without previous notice. Each student will be held responsible for any damages done to his/her locker.</p>	<p style="text-align: center;"><u>LOCKERS</u></p> <p>On the opening day of school, a locker will be assigned to each student. Lockers are the property of the school district and can be searched at any time. All students are to use the lockers assigned to them. Students are not allowed to share lockers. <u>All student belongings not essential for the specific class period shall be kept in the student's locker. This includes, but is not limited to, purses, backpacks, book bags, briefcases, and coats.</u> If for any good reason a locker cannot be used, report the trouble to the office. Keep your locker locked at all times. The school cannot assume responsibility for lost articles. Valuable property, such as money, should not be brought to school. In case a sum of money must be brought to school, it should be deposited with the office staff for safekeeping and never in a student's locker. Lockers should be clean and tidy. An occasional locker inspection can be held without previous notice. Each student will be held responsible for any damages done to his/her locker.</p>

Comment [M6]: Addition of the word "could"

Comment [M7]: Include purses as items that are not essential for the classroom and are to be kept in the student's locker

2010 – 2011
Stillman Valley High School
Student Handbook Committee

Students

Breanna Eastman
Carlie Hoffman
Kierra Martinez
Jake McKnight
Kate Slack

Parents

Peggy Kruger
Carol Robert
Sandy Tanaglia

Staff

Karen Marsh
Donna Mogge
Bill Polasky
Susan Winter

Administration

Jeff Voltz

Agenda Item 9.2: Review SVHS Textbook recommendations

Information/Background

Stillman Valley High School will be presenting and placing on review textbooks to be considered for adoption for the 2010-2011 school year. English literature, Health and Consumer Education books will be reviewed.

Recommendation

This is a review topic only, no Board action is required. It is anticipated that the book will be recommended for adoption at the May 27, 2010 board meeting.

Agenda Item 9.3: Review/approve Race to the Top agreement

Information/Background

The United States federal government is sponsoring a Race to the Top Phase II grant to provide funds to states for the purpose of improving education. In order to receive funds from this grant, Illinois school districts are required to sign an agreement to the state indicating a commitment to the components of the program. If successful, Illinois would receive approximately \$400 million to support the initiatives and the Meridian School District would receive a portion of the funds. According to State Superintendent, Dr. Chris Koch, many of the programs/initiatives will be required in Illinois anyway. A letter from Dr. Koch and details of the grant are included.

Recommendation

The superintendent recommends the Board approve the Race to the Top agreement.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Jesse H. Ruiz
Chairman

Christopher A. Koch, Ed.D.
State Superintendent of Education

Dear Superintendent:

Illinois will be submitting a new application to the U.S. Department of Education for Phase II of the “Race to the Top” by the June 1 deadline. Our fifth place finish in Phase I beat the expectations of many, however, it was not good enough.

Reviewers noted that one of the shortcomings of our application was a lack of participation from our districts; only 42% returned a memorandum of understanding to partner with us. I am writing to you today to seek your partnership in our Phase II application.

If we are successful our schools stand to receive \$400 million. Many Illinois districts need this funding to improve student outcomes and close the achievement gap but participation by as many districts as possible is needed to bring these funds to Illinois. We surveyed districts, conducted a focus group and have been listening to why districts chose to sign and why they did not. We have made changes to the application based on this feedback. These changes include:

- 1) Additional funding for districts to assist with the implementation of STEM programs of study in high schools and additional professional development for math and science instruction, including Advanced Placement courses.
- 2) In an effort to reduce paperwork, we are allowing the already developed district improvement plan to be the basis of the scope of work plan to be submitted for “Race to the Top”.
- 3) Only Tier I and Tier II schools, as identified in ISBE's School Improvement Grant application, will have to use the four reform models introduced by the U.S. Department of Education which may require the replacement of a principal.

We understand the current fiscal crisis in the state has eroded your confidence in the state’s ability to pay bills but the work that is underway needs this influx of funds to continue. There are several reasons why you should partner with us and sign the memorandum of understanding:

- Illinois has already set a course for strategic reforms that align with the four areas of “Race to the Top.” If Illinois earns a “Race to the Top” grant, it could bring \$400 million for the state and its schools to help implement reforms more quickly.
- Teachers and administrators will be pursuing many of these reforms regardless of what happens with the “Race to the Top”.
- It will allow Illinois to more rapidly develop a statewide shared technology infrastructure providing teachers and administrators with real-time access to data and reducing duplicative reporting. This infrastructure will also allow districts to reduce Information Technology costs through a shared “cloud computing” platform.
- Teachers and principals will receive high quality induction and mentoring, including intensive training in the use of data to improve student growth.

- Districts will benefit from new statewide supports to bring relevance and practical application to more rigorous standards – steps that will help our students successfully compete on a global stage.
- The development of a Longitudinal Data System will reduce and simplify district reporting to the State and allow districts to follow students through their entire educational career, from preschool through college graduation.

We appreciate your further consideration and ask that you return a completed memorandum of understanding to show your interest.

We will be holding a series of webinars to answer questions and I encourage you to participate in these with your union leadership so that questions may be answered. The first of these is scheduled for Tuesday, April 27 at 11 a.m.

We ask that you return the memorandum of understanding as soon as possible, but no later than May 24, by emailing it to rt3mou@isbe.net.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Christopher Koch". The signature is written in a cursive style with a large initial "C".

Christopher A. Koch, Ed.D.
State Superintendent of Education

THE STATE OF ILLINOIS RACE TO THE TOP APPLICATION
PARTICIPATING LEA MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding ("MOU") is entered into by and between the State of Illinois ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

The signatures of the LEA Superintendent and the President of the Local School Board set forth below indicate agreement to terms of this MOU, including Exhibits; provided, however, the signature of the LEA Superintendent must be set forth on Exhibit II to indicate agreement to the Super LEA Reform Commitments and for Exhibit II to be incorporated into this MOU.

LEA Superintendent
(or equivalent authorized signatory) -
required:

President of Local School Board
(or equivalent, if applicable):

Signature/Date

Signature/Date

Print Name/Title

Print Name/Title

The signature of the Local Teachers' Union Leader set forth below indicates support for the LEA's decision to be a Participating LEA; provided that such signature and the Local Teachers' Union Leader's indication of support does not constitute an agreement by the Local Union to reopen or otherwise modify any existing collective bargaining agreement or waive its rights and protections under the Illinois Educational Labor Relations Act; and provided further that the signature of the Local Teachers' Union Leader must also be set forth on Exhibit II for it to be incorporated into this MOU.

Local Teachers' Union Leader (if applicable):

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State indicates agreement to the terms of this MOU and hereby accepts the LEA as a Participating LEA.

Christopher A. Koch, Ed.D, State Superintendent

Date

I. Scope of Work and Nature of LEA Requirements and Commitments

A. Mandatory Requirements. Exhibit I, Preliminary Scope of Work, indicates which portions of the programs and initiatives outlined in the State's Race to the Top Application for Phase 2 Funding, due to the U.S. Department of Education on or before June 1, 2010 (the "Final State Application"), the Participating LEA is agreeing to implement.

B. Super LEA Reform Commitments. Exhibit II (Super LEA Reform Commitments), identifies commitments the LEA Superintendent and Local Teacher Union's Leader must make in order to receive the benefits identified on Exhibit II. **The Super LEA Reform Commitments are relevant only to Participating LEAs with one or more "Tier I" or "Tier II" schools, as identified by ISBE as part of its final 1003(g) School Improvement Grant application.**

C. LEA Plan. If the State's application is funded, the Participating LEA will prepare a Final Scope of Work in a timely fashion but no later than 90 days after a grant is awarded ("LEA Plan"). The LEA Plan must describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the Final State Application. To the extent feasible and permitted by the U.S. Department of Education, the State agrees to incorporate the LEA Plan into the district improvement planning template and process. The Participating LEA agrees to develop the LEA Plan in cooperation with its Local Teachers' Union.

D. Subject to All Applicable Laws. The State and LEA commitments set forth in this MOU (including exhibits), the Final State Application, and the LEA Plan are subject to all applicable requirements and regulations of federal and State law, including without limitation the Illinois Educational Labor Relations Act, 115 ILCS 5/1 *et seq.*, laws and regulations applicable to the Race to the Top Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

II. Project Administration

A. Participating LEA Responsibilities. In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

1. Implement the LEA Plan;
2. Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
3. Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
4. Participate, as requested, in any evaluations of this grant conducted by the State or ED;
5. Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;

6. Participate in meetings, webinars, and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. State Responsibilities. In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

1. Provide the State supports identified in the Final State Application;
2. Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan;
3. Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan;
4. Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
5. Identify sources of technical assistance for the LEA Plan.

C. Joint Responsibilities.

1. The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
2. These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
3. State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
4. State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the Final State Application requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. State Recourse for LEA Non-Performance. If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs. The State will terminate this MOU and the LEA's status as a Participating LEA, with no further remedy, if the LEA does not submit to the State an LEA Plan meeting the requirements of Section I.C by the date that is 90 days after a grant is awarded to the State.

III. Assurances

The Participating LEA hereby certifies and represents that:

1. It has all requisite power and authority to execute this MOU;

2. It is familiar with the initiatives and reforms described in this MOU and its exhibits, and is supportive of and committed to working on the initiatives set forth in this MOU;
3. It agrees to be a Participating LEA and will implement those portions of the Final State Application indicated in Exhibit I attached to this MOU, if the State application is funded;
4. It will comply with all of the terms of the Race to the Top Program and the State's subgrant; and
5. The baseline information set forth on Exhibit III is accurate and complete.

IV. Modifications

This MOU may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. Duration/Termination

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon: (a) the State's termination of this MOU pursuant to Section II.D; (b) the expiration of the grant project period; or (c) upon mutual agreement of the parties (if occurs earlier than grant termination or expiration). If the State's application is not funded, this MOU shall be null and void.

EXHIBIT I PRELIMINARY SCOPE OF WORK

The LEA agrees to all of the requirements described in this Preliminary Scope of Work. Commitments applicable exclusively to grades K-8 or high schools are not deemed applicable to LEAs that do not include such grade levels. However, commitments that require integrated and aligned activities between middle and high schools are deemed applicable to all LEAs.

I. STANDARDS AND ASSESSMENTS [RTTT Application Section (B)(3)]

A. Supporting the Transition to Enhanced Standards and High-Quality Assessments

1. Standards-Aligned Instructional Systems.

Illinois will adopt revised Learning Standards in English Language Arts and Math as part of its participation in the Common Core State Standards Initiative. Illinois will also be joining one or more consortia of states participating in the Common Core State Standards Initiative to jointly develop and implement common, high-quality assessments aligned with the Common Core K-12 standards.

To develop Standards-aligned instructional systems, the LEA will undertake a process during the 2010-11 and 11-12 school years that includes all of the following:

- (a) Aligning curriculum to the revised Illinois Learning Standards.
- (b) Implementing Assessments for Learning in at least grades K – 10 aligned to the learning benchmarks in English/language arts and math. As revised Learning Standards are adopted by the State in science, Assessments for Learning should be implemented in science as well. "Assessments for Learning" may include:
 - Universal screening/benchmark assessment data collected periodically (e.g., fall, winter, and spring intervals) indicating whether most students are meeting benchmarks in a particular academic area, measuring student learning during the previous period of instruction that can help determine student progress toward year-end objectives and identifying areas requiring greater focus;
 - Formative assessments that are more diagnostic in nature and provide teachers with information on how to teach specific curricular areas to address student learning needs;
 - Native Language Assessment measuring student learning for English language learners; and

- Other assessments that yield descriptive data that can be used to improve instruction throughout the school year.

The State will collaborate with Participating LEAs to integrate Assessments for Learning into a statewide, comprehensive assessment system measuring student progress in a manner aligned to the revised Learning Standards.

- (c) Ensuring the district's Response to Intervention (RtI) plan provides for targeted interventions and differentiated supports, aligned to the revised Learning Standards, for students that are not on pace to meet college- and career-ready expectations.

2. Developing and Scaling Science, Technology, Engineering and Math (STEM)-Related Programs of Study.

The Illinois Programs of Study model provides students with rigorous course sequences that integrate and apply academic and technical content, as well as valuable information and experiences to help them make better choices regarding their education and future career goals.¹ Generally, Programs of Study begin in the 9th grade and continue through post-secondary education including community colleges and universities.

Through the STEM Learning Exchanges and other related supports, the State will assist LEAs with the development of curricular resources, assessment tools, professional development systems, and IT infrastructure necessary to implement Programs of Study in the following critical STEM application areas:

- Agriculture and Natural Resources: development, production, processing, distribution, of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources;
- Energy: developing, planning and managing the production of energy including renewable energy and clean coal technology and its distribution through smart grid technologies;
- Manufacturing: product and process development and managing and performing the processing of materials into intermediate or final products and related support activities;
- Information Technology: designing, developing managing, supporting and integrating hardware and software system;
- Architecture and Construction: designing, planning, managing, building, and maintaining the built environment including the use of green technologies;
- Transportation, Distribution and Logistics: planning, management and movement of people, materials and goods across all transportation modes as well as maintaining and improving transportation technologies;

¹ A description of Programs of Study and the STEM Learning Exchanges is included in the State of Illinois Race to the Top Application for Initial Funding, pp. 51 – 61, available at: <http://www.isbe.net/racetothetop/default.htm>. The State's Race to the Top Application for Phase 2 Funding will include a consistent description of Programs of Study and the STEM Learning Exchanges.

- Research and Development: scientific research and professional and technical services including laboratory and testing services, and research and development services; and
- Health Sciences: planning, managing and providing therapeutic, diagnostic, health informatics, and support services as well as biomedical research and development.
- Financial Services: securities and investments, business finance, accounting, insurance, and banking services.

For LEAs serving grades 9 through 12

The LEA will establish a broad range of Programs of Study as a structural approach to high school reform based on the Illinois design principles. Subject to and following the establishment of statewide STEM Learning Exchanges, the LEA must establish two or more Programs of Study promoting critical STEM application areas supported by the STEM Learning Exchanges.

When establishing Programs of Study, the LEA will:

1. Develop Program of Study course sequences in a broad range of academic and career areas;
2. Strengthen academic integration within all Programs of Study to promote stronger linkages between academic disciplines as well as technical content;
3. Support professional development for academic and CTE instructors to implement these Programs of Study and provide opportunities for instructors to gain additional professional certifications;
4. Support real-world connections with adult mentors outside of the school building through strategies such as work-based learning opportunities, problem-based learning projects, and mentoring programs;
5. Implement education and career guidance systems, in coordination with feeder middle schools, to provide students with the opportunity to develop career and education plans; and
6. Form collaborative partnerships with postsecondary education to increase dual credit opportunities and develop structured programs to improve the transition to postsecondary education.

For LEAs serving grades 6 through 8

The LEA will:

1. Establish systems for educators to align curriculum with high schools into which the middle schools feed to support Programs of Study implementation; and
2. Implement education and career guidance systems to provide students with the opportunity to develop career and education plans starting in

middle school that align to a Programs of Study model at the high school level.

II. DATA SYSTEMS TO SUPPORT INSTRUCTION

A. Fully Implementing a Statewide Longitudinal Data System [RTTT Application Section (C)(1)]

The LEA will fully cooperate with ISBE on data collections necessary for the State's longitudinal education data system, including efforts by ISBE to ensure data quality.

B. Accessing and Using State Data [RTTT Application Section (C)(2)]

Illinois Collaborative for Education Policy Research.

To further guide the use of longitudinal data to support State policymaking and continuous improvement, the State will support the establishment of the Illinois Collaborative for Education Policy Research (ICEPR) as an independent organization with a governance structure linking it closely to State agencies, participating universities, and other educational stakeholders in Illinois.

The ICEPR will:

- Help identify and define the key policy issues in the State;
- Communicate research priorities and recruit researchers to develop specific projects addressing these priorities;
- Facilitate the data-sharing agreements and administrative aspects of these research projects;
- Communicate research findings and develop recommendations for policy and practice;
- Assist practitioners in developing their own research capacity for more detailed data collection and analysis; and
- Seek and secure external funding for additional projects aligned with State priorities.

The LEA will cooperate with the Illinois Collaborative for Education Policy Research (ICEPR) to build local capacity to support policy research and development activities and share data in a manner consistent with all State and federal privacy protection laws.

C. Using Data to Improve Instruction [RTTT Application Section (C)(3)]

A State-District Partnership for a Learning and Performance Management System.

With funding support through the Race to the Top program, Illinois will expand upon the State system vision set forth in the P-20 Longitudinal Education Data System Act to develop a centrally hosted education information exchange that provides powerful web-based interface tools to support a broad array of instructional and education support functions (referred to as the "Learning and Performance Management System", or

"System").² The System will enable the State to host an integrated set of data elements necessary for use by the State and any district wishing to participate, integrate that data with other information held outside of the System, deliver web-based software applications that can be accessed at no-cost or reduced cost to the end user, and allow customization at the user level. The System will provide longitudinal data to a broad range of stakeholders to inform instruction and improve student learning, and ensure these stakeholders have timely access to needed information while protecting student and educator privacy. With the development and implementation of the System, Illinois can move from the current landscape of fragmented data across a multitude of "siloes" district and State systems, to a common platform providing actionable data for every Illinois educator.

The State and participating districts will develop a governance structure for the System that clearly defines a partnership approach to data use and management. Professional development, training, and support will be provided to Participating LEAs as needed. Pilot implementation of the Learning and Performance Management System would occur during the 2012 – 2013 school year, with piloting focused on Participating LEAs. Full implementation of the System would commence during the 2013 – 2014 school year.

1. Subject to the State's timely development of a Learning and Performance Management System as described in this MOU and in the Final State Application, by no later than the start of the 2012-13 school year the LEA must either (a) directly rely on the Learning and Performance Management System as its primary platform for offering an instructional improvement system serving all teachers and principals, or (b) implement a locally developed instructional improvement system or systems serving all teachers and principals.

2. If the LEA is not directly relying on the Learning and Performance Management System as its primary platform for offering an instructional improvement system serving all teachers and principals, the LEA must integrate local systems with the Learning and Performance Management System to ensure teacher and principal access to key System features.

III. GREAT TEACHERS AND LEADERS

A. Improving Teacher and Principal Effectiveness Based on Performance [RTTT Application Section (D)(2)]

The State will work with Participating LEAs on the development of redesigned local performance evaluation systems for principals and teachers. These new evaluation systems must be implemented by the beginning of the 2012 – 2013 school year and will be based on the following core principles and assumptions:

² A description of the Learning and Performance Management System is included in the State of Illinois Race to the Top Application for Initial Funding, pp. 76-83, available at: <http://www.isbe.net/racetothetop/default.htm>. The State's Race to the Top Application for Phase 2 Funding will include a consistent description of the Learning and Performance Management System.

- Summative and formative evaluations for teachers and principals should be based on measures of both professional practice and student growth.
 - Effective evaluation includes clear expectations for both professional practice and student growth, clear feedback on performance, and a clear plan for building on strengths and addressing short-comings.
 - Teacher practice can be measured by well-trained observers using observation-based frameworks that define and describe the elements of effective teaching practice; principal practice can also be measured by well-trained observers using observation-based frameworks that describe the elements of effective school leadership practice, school climate surveys and other tools.
 - Individual student growth can be measured over time with multiple measures that include standardized formative and summative tests, curriculum- and course-based assessments and individual student work.

Key components of principal and teacher evaluation systems include the following:

1. **At least 50% of teacher and principal performance evaluations will be based on student growth.**
 - Measures of student growth for both teachers and principals will be developed locally, within parameters set by the State to ensure validity and reliability. The process to establish these parameters will include extensive collaboration with school district management, teachers unions, other stakeholders, other states, and technical experts.
 - Teacher practice will be measured based on Danielson's "Framework for Teaching" or another comparable framework approved in advance by the State. Principal practice will be measured using a framework(s) to be identified by the State.
 - At least until a new State student assessment system aligned with the revised Learning Standards has been implemented, State assessments cannot be used as the **only** measure of student growth in teacher performance evaluations.
 - All teacher and principal evaluations must include a minimum of at least two student growth measures.
2. **All district evaluation systems for both tenured teachers and principals will include the rating categories of Excellent, Proficient, Needs Improvement, and Unsatisfactory.**
 - Participating LEAs do not have to use these specific rating categories for the final summative rating for non-tenured teachers, but must undertake an evaluation of non-tenured teachers using the State framework with four performance levels and must report data to the State based on the four performance levels.

3. **All principals and non-tenured teachers must be evaluated annually. Each tenured teacher must receive a summative evaluation at least once in the course of every 2 school years.** However:
 - For any tenured teacher rated as either "needs improvement" or "unsatisfactory," the teacher must be evaluated at least once in the school year following the receipt of such rating.
 - For all other tenured teachers in Participating LEAs, at minimum a non-summative assessment of student growth must be completed in any year during which a summative evaluation is not performed.
4. **The Participating LEA will use the results of local performance evaluation systems to inform decision-making in the areas of professional development, tenure, and possible dismissal of less effective teachers and principals.**

If the State receives a Race to the Top grant, the State will commit to developing all of these system components prior to September 30, 2011. The components of the State support system will include the following:

- Both a teacher and principal model evaluation template. The model template will incorporate the requirements established by the State, but allow customization by districts in a manner that does not conflict with such requirements.
- An evaluator pre-qualification program based on the model teacher evaluation template.
- An evaluator training program based on the model teacher evaluation template. The training program will provide multiple training options that account for the prior training and experience of the evaluator.
- A superintendent training program based on the model principal evaluation template.
- One or more instruments to provide feedback to principals on the instructional environment within a school, such as school climate surveys, "360 evaluations" providing a comprehensive assessment of the effectiveness of school leader behaviors, and parent surveys.
- A State Board-provided or approved technical assistance system that supports districts with the development and implementation of teacher and principal evaluation systems. This system will include assistance to ensure that measures of student growth are rigorous and comparable across classrooms and schools.
- Web-based systems and tools and video-based observation processes supporting implementation of the model templates and the evaluator pre-qualification and training programs. Many of these systems and tools can be hosted on the Learning and Performance Management System upon its development.
- A process for measuring and reporting correlations between local principal and teacher evaluations and (i) student growth in tested grades and subjects, and (ii) retention rates of teachers.

Subject to the development of State support systems, Participating LEAs will implement local evaluation systems meeting the requirements set forth herein by no later than the start of the 2012-13 school year. If the State does not develop all of these components by that date, the obligation of Participating LEAs to implement redesigned performance evaluation systems will be postponed for as long as it takes the State to implement these systems.

**B. Ensuring Equitable Distribution of Effective Teachers and Principals
[RTTT Application Section (D)(3)]**

Addressing District Barriers and Providing Transparent Data on Within-District Disparities.

If the LEA has one or more high-poverty schools and/or high minority schools, as designated by ISBE consistent with federal requirements, the LEA must perform a comprehensive review of institutional policies and constraints that may prevent such schools from attracting top talent, and develop strategies to address these constraints over the course of the grant period. Commencing with the 2011-2012 school year, the review must consider human capital performance metrics reported by ISBE, which will include disparities in school-level average teacher salaries, teacher academic capital, and other useful performance metrics developed in consultation with stakeholders.

**C. Improving the Effectiveness of Teacher and Principal Preparation Programs
[RTTT Application Section (D)(4)]**

The Final State Application will include a high quality plan to:

- (i) Link student achievement and student growth data to students' teachers and principals, and link this information to the in-State programs where those teachers and principals were prepared for credentialing, and to publicly report the data for each credentialing program in the State.
- (ii) Expand preparation credentialing options and programs that are successful at producing effective teachers and principals.

The LEA will cooperate with ISBE and IBHE to establish placement sites for pre-service teachers and principals from programs that are successful at producing effective teachers and leaders.

D. Providing Effective Support to Teachers and Principals [RTTT Application Section (D)(5)]

1. Scaling Up Support for All Beginning Teachers and Principals.

Subject to the availability of funding for programs, the LEA will:

- Establish induction and mentoring programs for all new teachers for at least two years in duration, with the programs meeting standards set forth in the School Code and administrative rule; and
- Participate in the State's technical assistance and accountability infrastructure to improve the quality of all new teacher induction and mentoring programs.

2. Intensive Educator Support for Critical P-20 Transition Points.

(a) Early Learning to K-3 *(not applicable to high school districts)*

The State will provide targeted funding and assistance for implementation of a developmentally-appropriate kindergarten readiness assessment to identify students' skills and achievements at the beginning of kindergarten. Following the State's development and piloting of a statewide kindergarten readiness assessment program and subject to the availability of funding for the assessment and the professional development, the LEA will:

- Implement a kindergarten readiness assessment; and
- Integrate and align professional development across early learning and grades K-3.

(b) Middle to High School

Since the 2007 - 08 school year, the State has funded the cost for school districts to implement the EXPLORE test in 8th or 9th grade and the PLAN test in 10th grade. Collectively, EXPLORE, PLAN and ACT constitute the Educational Planning and Assessment System ("EPAS"). Commencing in the 2010-11 school year, the State will require that Participating LEAs administer EXPLORE during 8th grade to better address the transition from middle to high school. The State will also establish a consistent testing window for administration of the EXPLORE and PLAN by Participating LEAs so that the data can be used in a consistent way to measure student and subgroup growth during the middle to high school transition.

Subject to the continuation of State funding for EXPLORE and PLAN, the LEA will:

- Clearly communicate and create a common understanding among educators, parents, and students that a student's scores on 8th grade and high school assessments (including EPAS system assessments) are a predictor of the student's readiness for non-remedial coursework.
- Establish systems for educators to discuss patterns and instructional needs identified through the data, and establish a process for early identification of students who may need remedial assistance before transitioning to college. These systems must include communication and coordination between high schools and feeder elementary/middle schools regarding aligned school improvements activities and targeted interventions to address areas of deficiencies.

- Create intensive instructional programs, primarily in math and reading, and student support services during high school years that increase the numbers of students prepared for non-remedial coursework.

(c) **High School to Postsecondary** (*not applicable to elementary districts*)

In response to the high cost of remediation and its impact on students and families, the State of Illinois adopted the College and Career Readiness Act, Public Act 95-0694, which created a 3-year pilot project with the goal of increasing college readiness and decreasing the need for remedial classes through:

- 1) The alignment of high school and college curriculums;
- 2) Measuring college readiness through aligning ACT scores to specific community college courses;
- 3) Increasing the number of student enrolled in a college-prep curriculum;
- 4) Providing resources and academic support to students in their senior year of high school through remedial and advanced coursework and other interventions; and
- 5) Development of an evaluation process that measures the effectiveness of readiness intervention strategies.

Consistent with the objectives of the College and Career Readiness Act, the LEA will work with the primary community college(s) into which its high school or high schools feed to:

- Facilitate communication and collaboration between them, align curriculum goals and academic expectations;
- Establish a process for early identification of students who may need remedial assistance before transitioning to college using assessments administered to students in high schools, particularly in math; and
- Create programs that seek to address the needs of these students before high school graduation.

IV. TURNING AROUND THE LOWEST-ACHIEVING SCHOOLS

Note: This Section of the MOU is only applicable to Participating LEAs with one or more Tier I or Tier II Schools. Tier I and Tier II Schools have been identified by ISBE as part of its final 1003(g) School Improvement Grant application. A list of Tier I Schools and Tier II Schools is available at www.isbe.net/sfsf.

A. Turning Around the Lowest-Achieving Schools [RTTT Application Section (E)(2)]

Subject to the availability of funding through Race to the Top, the Section 1003(g) School Improvement Grant program, or targeted State funding, the LEA must participate in the Illinois Partnership Zone initiative **or** must separately undertake one of the four school intervention models identified by the U.S. Department of Education—turnaround model, restart model, school closure, or transformation model—in all Tier I and Tier II Schools within the LEA.³ The interventions must be implemented during the first three years of the Race to the Top grant period (i.e., the 10 – 11, 11 – 12, or 12 – 13 school years), with no less than a proportionate cohort of schools initiating interventions in each year. If the LEA can demonstrate that a prior intervention substantially aligned to one of the four school intervention models is demonstrating significant student achievement gains, as determined by ISBE, the LEA may receive funding to continue with that intervention.

B. School District Reorganization to Improve Student Outcomes [RTTT Application Section (E)(1)]

If an LEA is identified by ISBE as a candidate for reorganization using metrics that include, but are not limited to, low student achievement outcomes, the LEA will agree to undertake a reorganization study funded by the State.

³ A description of the Illinois Partnership Zone is included in the State of Illinois Race to the Top Application for Initial Funding, pp. 144 – 148, available at: <http://www.isbe.net/racetothetop/default.htm>. The State's Race to the Top Application for Phase 2 Funding will include a consistent description of the Illinois Partnership Zone. A description of the four school intervention models is included in the State of Illinois Race to the Top Application for Initial Funding, Appendix Volume I, pp. 27 – 30, available at the same link.

Principal's Report

Building: Stillman Valley High School

Date: Thursday, May 13, 2010

Students (recognition, achievement)

On Monday, May 10, 2010 we hosted the annual Academic Awards Banquet. There were one hundred thirty-three students invited to attend the banquet.

Seniors are taking finals on Wednesday and Thursday of this week. Graduation practice is this Friday at 8:00. There will be a farewell breakfast for the seniors following practice.

Staff (professional development, activities, recognition)

We began administering the Advance Placements exams last Thursday. We will conclude with the AP chemistry exam on Tuesday.

I have attached some information about our school day schedule for 2010-2011. The staff at SVHS has been working for on a new school day schedule for the past 4 months. By adding 10-minutes to the start of the day, we've been able to create a 30-minute intervention period into our school day. This 30-minutes takes the place of the 20-minute homeroom we've had in our daily schedule for the past several years. The intervention period will allow us to provide additional time and support to students who are struggling in math, English and science. Our plan is to start with these 3 subject areas first and eventually create a plan to incorporate extra time for all subject areas. Please call if you would like further clarification or have any questions.

Programs

- The Girls Softball Team has a record of 24-3 and received the # 1 Seed in the Byron Regional. They will start post season on May 18th.
- The Boys Baseball Team has a record of 16-10 and received the #1 Seed in the Oregon Regional. They will start post season play on May 19th.
- The Girl's Soccer team will start their quest for a regional title tomorrow here vs. Byron.
- Girls and Boys Track will begin their post seasons later this week. The girl's team will compete in the Byron Sectional meet on Friday, May 14th and the Boys team will compete in the BNC Meet on Thursday, May 13th at Hampshire
- Drug Testing update - We concluded the drug testing sessions for this school year. There were a total of thirty-one students tested for drugs, alcohol and tobacco and fourteen students were tested for steroids. All of our tests have come back with negative results.
- The Math Team will compete in the BNC Math Contest on Friday, May 14th at McHenry Community College
- Elizabeth Winter Competed in the WYSE state competition in Champaign. She qualified in the subject of Biology and placed in the top third in the state.

Upcoming Events/Programs

- Senior Final Exam dates – May 12 & 13
- Graduation Practice/Locker clean – Friday, May 14
- Senior Class Trip to Chicago – Friday, May 14
- Baccalaureate – Saturday, May 15 @ 4:00p.m.
- Graduation- Sunday, May 16@ 2:00p.m.
- Finals for all other students June 18-25
- In/Out Day

Safety (ambulance calls, serious injuries)

On Tuesday, May 4, we conducted a reverse evacuation drill. The fire alarm was engaged at 1:02p.m. Once the students were out of the building and attendance was taken, an abrupt request was communicated to get everyone back into the building and immediately go into lockdown. Below are some of the findings from the drill.

1. Had difficulty re-entering the building due to locked doors. It was suggested that we need to FOB the northwest and northeast hallway doors.
2. **Train like our lives depend on it!**
3. Need for improvement in staff's response to the drill
4. Teachers need to lead students in every aspect!
5. Students observed not taking the drill seriously
6. Students not standing in lines once out of the building. Need to establish control and order once out of the building.
7. Classes need to establish a distance of at least 500 ft. from the building (tennis courts or football field distance)
8. The "all clear" signal was never given. An announcement was made signaling that the drill was over. The all clear signal must be used to signal the end of the lock down.
9. During lockdown there was noise heard coming from classrooms
10. Review procedures throughout the year

Issues/Challenges

Stillman Valley High School Plan for Intervention

Students at any grade level can sometimes experience significant problems that threaten to derail their progress and even lead to their eventual dropping out of school. **Response to intervention** (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

A school's RTI Problem-Solving Team (or 'RTI Team') is the vehicle for assembling customized intervention plans for those students who display the most intensive and serious problems. The RTI Team is composed of a multidisciplinary group of educators work together to;

- (1) Identify the student problem in specific, measurable, observable terms
- (2) Analyze the student problem to uncover underlying reasons to explain why the problem is occurring
- (3) Implement an evidence-based intervention plan to assist the student
- (4) Evaluate on an ongoing basis to determine if the plan does in fact help the student to reach academic or behavioral goals

When should the RTI Team decide to accept student referrals from classroom teachers? One source of referrals to the RTI Team is the general-education teacher. A basic expectation of RTI is that classroom/content-area teachers will serve as RTI 'first responders' who can proactively identify students with emerging academic or behavioral concerns, provide reasonable individualized (Tier 1) intervention support, and document those classroom intervention efforts. The RTI Team should develop guidelines for classroom teachers about when a struggling student who has not responded to Tier 1 instruction/interventions should be considered for referral to the RTI Team. Such guidelines would include a standard form that teachers would use to document their Tier 1 intervention efforts, as well as a minimum timespan that Tier 1 interventions would be tried (e.g., 4 to 6 instructional weeks) before an RTI Team referral is considered. RTI Teams should also ensure that teachers receive the support necessary to implement Tier 1 interventions, including having access to a range of evidence-based intervention ideas, as well as coaches and consultants on staff that can help teachers to select appropriate interventions and use them correctly.

RtI

1. 2010-2011 focus on academic concerns particularly, develop clear guidelines for SLD eligibility. Subsequently, develop guidelines (entry, exit, transition criteria) for behavioral issues.
2. SVHS Problem Solving Team will look at data to determine the students that will be placed in the intervention classes.
3. Testing Data will be reviewed before making scheduling decisions – Explore, Plan, CMB/Fluency, Maze /Silent Fluency, Carrs and Stars/Comprehension and Vocabulary, 6-Minute Solutions/Fluency, ISAT, course grades, etc...
4. Identify students that failed a class(es) the previous year along with all available assessment data.
5. How do students move in and out of intervention classes? Requirements met? Quarterly?

6. Departments will provide a list of student concerns.
7. Consider evidence based programs for implementation ex. 6-Minute Solutions, Timed Reading Plus (Both Fluency), Journeys, ALEKS
8. MCUSD#223 Schools will be using 4-6 data points for decision making with regards to interventions (entry, transition, exit, fading).

How to use the 30-minute intervention period

School will start @ 7:40 next year, 10-minutes earlier

MONDAY, WEDNESDAY, THURSDAY, FRIDAY

80	30-minutes Seminar	80	80	80
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TUESDAY

30-minutes Seminar	80	80	80	80
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Seminar Period

Freshmen Plus - 8 Teachers - 155 Students

- First two weeks of the year all freshmen will participate in an intense, data based skill building program designed to prepare students for success
- After the two week program, students indetified for tier two interventions will be assigned to an English, math or science seminar. Students will receive direct instruction in the areas they are deficit
- All other freshmen will continue to receive instruction on Monday's in Freshmen Plus. The other three days students will be assigned to a Seminar (Level 2) where they will receive several options on how use their time. Students will choose from options such as silent sustained reading, complete assigned work, receive permission to seek help from a teacher in Help Center, seek assistance from a student tutor or make-up a test or quiz,

English Seminar

- 4 teachers providing instruction on various grammar and reading skills to assigned students (Level 1)
- 1 teacher available for additional time and support for all students (English Help Center – Level 2)

Math Seminar

- 3 teachers providing instruction to assigned students (Level 1)
- 1 teacher available for additional time and support for all students (Math Help Center – Level 2)

Science Seminar

- 2 teachers providing instruction to assigned students (Level 1)
 - 2 teachers available for additional time and support for all students (Science Help Center – Level 2)
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Seminar

1. Sustained silent reading
2. Completing assigned work
3. Help Center
4. Test or quiz make-up center
5. Student Tutors /Peer Mentors

Sophomores

- Assigned to a seminar teacher (Level 2)

Juniors and Seniors

- Assigned to a seminar teacher (Level 2)
- Trained as student mentors/tutors

2 Types of Teacher Duties

- Level 1 - Duty Light (occasional sub for a classroom or other assigned responsibilities)
- Level 2 - Full Duty (lunch room or study hall supervisor)

Principal's Report

Building: Meridian JH

Date: May 13, 2010

<p>Students (recognition, achievement)</p> <p>Student of the Month PBIS weekly recognition over announcements (students)</p>
<p>Staff (professional development, activities, recognition)</p> <p>English and Reading training for new text books Differentiated Instruction Work Shop</p>
<p>Programs</p> <p>Math Interventionist worked with identified students on ALEKS program AIMsWeb Spring assessment completed 1st Assessment for Tech Grant Completed</p>
<p>Upcoming Events/Programs</p> <p>Conference track meet Wed. May 12 Parent Technology Training at the JH on May 18</p>
<p>Safety (ambulance calls, serious injuries)</p> <p>None</p>
<p>Initiatives/challenges/Issues</p> <ul style="list-style-type: none">*Complete Summer School Lists*Continue to promote a positive school climate through the PBIS model and SWIS data program*Continue to create common assessments and targets for all curriculum areas*Begin planning for summer schedule for implementation of EETT Grant*Master schedule developed for 2010-2011*Identify changes in schedule for 2010-2011*Create Master schedule for students utilizing ALEKS program with interventionist

Principal's Report

Building: Monroe Center School

Date: May 13, 2010

<p>Students (recognition, achievement)</p> <p>PBIS weekly recognition over announcements (students) Weekly recognition of attained classroom goals</p>
<p>Staff (professional development, activities, recognition)</p> <p>District Teacher Leader Meetings PBIS weekly recognition over announcements (staff) Grade Levels – Professional Learning Communities and Assessment workshop (1 day) Technology Coach Workshop – Technology Grant Technology Data Coach Workshop – Technology Grant</p>
<p>Programs</p> <p>Kindergarten Registration – Round 2, Week of May 3rd Early Release, April 23, 2010 – Worked to continue to develop common assessments in grade level teams, along with analyzing AIMSweb data/interventions 6th Grade Band Instrument Night, May 19th, 3:45pm – 7:00pm Technology Parent Night – May 17th</p>
<p>Upcoming Events/Programs</p> <p>Spring AIMSweb Benchmarking, May 6, 7, 10, 11 PTO Meeting @ MC May 10th Taft Chaperone Orientation, May 11th, 5:30pm 5th Grade visit to Junior High Kindergarten visit to Highland 2nd Grade visit to Monroe Center 3rd Grade Teas, Week of May 10th 4th Grade Character Plays, Week of May 17th 5th Grade Dance, May 20th Field Day, May 21st Final PBIS Assembly, May 25th</p>
<p>Safety (ambulance calls, serious injuries)</p> <p>N/A</p>
<p>Initiatives/challenges/Issues</p> <ul style="list-style-type: none">*Finalized the master schedule for 2010-2011* Finalize class lists for 2010-2011*Finalize the implementation for the third year of our three year literacy inclusion pilot and differentiated instruction*Continue to promote a positive school climate through the PBIS model and SWIS data program*Continue to focus on individual interventions (literacy/math) to improve student achievement*Continue to support and use our new technology equipment, programs and software in classrooms