

Meridian CUSD #223 School Board

Agenda and Board Packet

Regular Meeting

August 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
Wednesday, August 26, 2009
Meridian Jr. High Board Room
7:00 P.M.

NOTE: 6:40 PM - 7:00 PM Board / New Teacher Reception; Meridian Jr. High Board Room

- 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 the minutes of the August 13, 2009 regular school board meeting**
 - 4.2 Approve Accounts payable for August 2009**
 - 4.3 Approve payroll of September 4, 2009**
- 5. Report of the Superintendent:**
 - 5.1 5th day enrollment report
- 6. Notices and communications**
 - 6.1 Available at the 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 2008-2009 District Improvement Plan
 - 8.2 Review Administrative Procedures for Drug/Steroid Testing
 - 8.3 Review status of beginning of year transportation
- 9. New Business:**
 - 9.1 Discuss/Schedule Upcoming Community Focus Group Session
- 10. Board Comments**
- 11. Adjourn to Closed Session to discuss: the appointment, employment, compensation of specific employees of the district**
- 12. Approve the August 13th, 2009 Closed Session Minutes**
- 13. Board motions from closed session**
- 14. Adjourn**

Meridian Community Board Minutes

Minutes of a Regular Board Meeting of August 13, 2009

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, Larson and Reeverts. Superintendent Prusator and Director of Business/HR Porter were also present. The Pledge of Allegiance followed.

Mr. Mellon and Mr. Jagielski arrived after the Pledge of Allegiance.

Consent Agenda

A motion was made by Reeverts, seconded by Jagielski, to approve the consent agenda including the minutes of the July 23, 2009 regular board meeting; payroll of August 21, 2009; and Property/Liability/Worker's Compensation Insurance bid. Ayes: Glendenning, Jagielski, Larson, Mellon, Reeverts and Steenken. Motion carried unanimously.

Superintendent's Report

Mr. Prusator reviewed the status of the hearing before the Lee/Ogle Regional Board regarding Byron's withdrawal from the Ogle County Educational Cooperative. Mr. Prusator said the Lee/Ogle Regional Board would need to schedule a hearing prior to early October. Mr. Prusator reviewed that Teacher's Institute would be held on Friday.

Notices and Communications

There were no Notices and Communications.

Community Input

There was no Community Input.

Old Business

8.1 Review 2008-2009 District Improvement Plan

The board reviewed and discussed the 2008-2009 District Improvement Plan. The consensus of the Board was to have each member review the summary of the objectives and provide an analysis on the level of completion for each. The Board would review the results at a subsequent meeting, possibly on the regularly scheduled August 26, 2009 meeting.

8.2 Review status of implementing substance testing for extra-curricular activities

Mr. Prusator reviewed the process, procedures and cost to implement a drug and steroid testing program during the 2009-2010 school year. The consensus of the Board was to establish administrative procedures that would reflect an outside third party

agency conduction all aspects of the testing, which would initially be conducted once per each activity season.

8.3 Review/approve 2009-2010 School Board meeting agenda/activity calendar

The Board reviewed a draft of the calendar at the July 23, 2009 meeting. The calendar can be modified as needed.

Motion:

A motion was made by Mellon, seconded by Glendenning, to approve the 2009-2010 School Board meeting agenda/activity calendar. Ayes: Jagielski, Larson, Mellon, Reeverts, Glendenning and Steenken. Motion carried unanimously.

New Business

9.1 Review/place on display Fiscal Year 2010 Budget

Mrs. Porter reviewed the Fiscal Year 2010 Tentative Budget. The budget will be placed on display. The budget will be recommended for adoption at the September 24th meeting.

9.2 Review bid process for property south of SVHS campus

Mrs. Porter reviewed the bid process for the 180 acres south of the SVHS campus. Mrs. Porter stated that it would be posted in the Tempo on August 20th and 27th and in the Ogle County Life. It is expected the Board will be presented with the bid recommendation at its regularly scheduled September 10, 2009 meeting.

Board Comments

Comments were made regarding decisions on compensation; putting letters in the same envelope to families with multiple students to save money , and the district using the ACT Work Keys assessment.

Adjourn to closed session

A motion was made by Mellon, seconded by Reeverts, to adjourn to closed session to discuss the appointment and employment of specific employees of the district and deliberations concerning salary schedules for one or more classes of employees. Motion carried unanimously. Time: 10:20 p.m.

Reconvene in Open Session

A motion was made by Mellon, seconded by Reeverts, to return to open session. Motion carried unanimously. Time: 11:12 p.m.

Board Action from Executive Session

Approve the minutes of the July 23, 2009 executive session

A motion was made by Jagielski, seconded by Mellon, to approve the minutes of the July 23, 2009 executive session. Motion carried unanimously.

Personnel Report

A motion was made by Jagielski, seconded by Reeverts, to approve the personnel report including the **employment** of Ellen Cook, as the 1st grade teacher leader for the 2009-2010 school year (Highland-replaces A. Collins); Susan Hagar, as an assistant high school volleyball coach for the 2009-2010 school year (SVHS-replaces C. Meier); Jamie McCarty, as the 8th grade head volleyball coach for the 2009-2010 school year (MJH-replaces J. Hall); Ashley Seipts, as an early childhood teacher for the 2009-2010 school year (Highland-replaces K. Kendzie); Jen Wedig, as an assistant high school volleyball coach for the 2009-2010 school year (SVHS-replaces T. Kowalewski); Andy Telander, as the physical/health education teacher for the 2009-2010 school year (SVHS-replaces T. Bukoski). The personnel report also includes the **leaves** of Stephany Fritz, on family medical leave, effective September 14, 2009 until approximately October 16, 2009 (district office-HR assistant) and Jean Welker, on family medical leave, effective August 14, 2009 until approximately October 9, 2009 (Highland-1st grade teacher) and the **resignation** of Angela Collins as Highland 1st grade teacher leader, effective 2009-2010 school year. Ayes: Glendenning, Jagielski, Larson, Mellon, Reeverts and Steenken. Motion carried unanimously.

Adjourn

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

Respectfully submitted,
Donna Fruin, Secretary

Review/Approve Consent Agenda Items 4.1, 4.2 and 4.3

Consent agenda items 4.1 and 4.2 and 4.3 include approving the minutes of the regularly scheduled August 13, 2009, Regular Board meeting and approving the September 4, 2009 payroll and accounts payable for August 2009.

Agenda Item 5: Report of the Superintendent

5.1 5th Day Enrollment Report

This item is on the agenda to review the 2009-2010 5th day district enrollment compared to past years.

Highland: 411
MC: 490
MJH: 453
SVHS: 606

5 Day ENROLLMENT BY GRADE LEVEL

August 24, 2009

<u>Grade</u>	<u>1992</u>	<u>1993</u>	<u>1994</u>	<u>1995</u>	<u>1996</u>	<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Pre-K (Sp.Ed)	8	8	10+3	13	8	9	7	8	16	13	17	12	27	13	14	12	23	30
Pre-K (At-Risk)	14	15	14	12	12	10	13	16	17	20	20	25	18	37	40	36	25	27
K	93	126	112	104	123	111	92	115	106	110	94	122	108	129	127	129	173	120
1	105	92	122	114	116	127	122	104	119	110	129	97	131	123	140	137	135	173 (0)
2	106	107	97	123	115	115	132	129	108	122	119	130	109	143	129	141	143	129 (-6)
3	99	113	108	104	122	117	129	135	121	114	133	125	129	119	151	141	143	141 (-2)
4	90	101	105	109	112	116	125	130	137	120	125	137	128	134	124	159	142	141 (-2)
5	106	89	106	109	110	111	114	135	129	128	130	137	149	139	145	130	160	140 (-2)
6	107	108	94	112	113	115	120	126	146	139	141	138	148	161	150	142	137	164 (+4)
7	109	107	109	81	115	114	121	125	123	141	144	149	141	156	171	155	151	138 +1)
8	86	116	106	108	84	108	111	123	127	124	146	146	154	147	149	168	155	151 (0)
9	98	93	121	101	108	88	119	112	125	124	138	152	150	155	156	149	177	159 (+4)
10	106	95	89	130	105	109	82	115	107	126	124	144	151	151	162	157	139	168 (-9)
11	85	101	90	88	122	96	107	77	108	107	121	125	139	155	158	150	150	142 (+3)
12	97	84	103	88	82	112	97	108	80	103	105	123	117	133	139	151	136	137 (-13)
Pre-K-12:	1309	1357	1386	1396	1447	1459	1491	1558	1569	1601	1686	1762	1799	1895	1955	1957	1989	1960
DIF.	+34	+48	+29	+10	+51	+12	+32	+67	+11	+32	+85	+76	+37	+96	+60	+2	+32	-29
% CHANGE	+3.4%	+2.7%	+3.7%	+2.1%	+1%	+3.7%	+1%	+2.2%	+4.5%	+ .7%	+2.0%	+5.31%	+4.5%	+2.1%	+5.34%	+3.17%	+1.1%	-1.48%

1992 to DATE CHANGE:

Agenda Item 8.1: Review 2008-2009 District Improvement Plan

Information/Background

In an agenda item continued from the previous meeting, the Meridian School Board is reviewing the status of the goals and objectives identified in the 2008-2009 District Improvement Plan. This plan is designed to identify activities that support the Long Range Vision established by the School Board.

Recommendation:

This is a discussion topic. No Board action is required.

**Meridian CUSD #223 District Improvement Plan
Goals and Objectives
2008-2009 Year End Summary**

Vision Component #1: Engage in Highly Effective Communication to Community, School Board, Administration, Faculty, Support Staff and Students.

Project/Goal	Year End Summary
Conduct a minimum of two community focus group sessions	First focus group session was conducted in October and the second in April. As was the case in the first session held in April of 2009, community participation was highly extensive and valuable to the School Board. The Community Focus Group sessions are designed to provide the Meridian CUSD #223 School Board the opportunity to engage the community and identify areas for improvement. Additionally, the focus groups provide feedback on the community's perspectives of the Meridian School District.
Communicate to every household in the District through a newsletter	First district newsletter was distributed in October. The second newsletter was sent in April. The District newsletter initiative came out of feedback from the community focus group session, where community members whose children no longer attended the school district expressed a lack of familiarity with District information. It is anticipated that another District newsletter will be distributed in August. Preliminary feedback on the newsletter has been positive through comments of residents who do not have children attending any of the District's schools. The intent is for the newsletter to be distributed quarterly.
Institute approaches to communicate to new families in order foster welcoming atmosphere	District has been collecting the names new families to the District in 2008-2009. Survey is in process of being developed through the utilization of Survey Monkey and will be distributed to families who were new to the District in 2008-2009 and 2009-2010. The 2009-2010 registration information has been posted to the District web page with a specific link for new families. This link provides new families an immediate source of information and contacts to register students and become familiar with the District. Additionally, each building's summer voice mail recordings provide information to new families regarding and who they can contact to register students. The Transportation Department has also established a link on the District web page that provides information and contact information for new families to access to have transportation questions asked and resolved. This topic came out of feedback from the Community Focus Group sessions where parents new to the District expressed that information regarding student registration and other activities were not readily available.
Develop more comprehensive school communication methods	Highland and Monroe Center implemented Skyward Family Access in 2008-2009. All buildings have communicated to parents the importance of accessing Family Access. All buildings have also continued their commitment to utilize the mass phone call system to inform parents of school events and information relating to their children. The district's web page system is also being utilized to a greater extent, particularly at SVHS and MJH with the assistance of teachers. In a parent customer satisfaction survey, the average of the District four

Project/Goal	Year End Summary
	building's response to the question: "I was regularly made aware of my child's academic progress" was 86.9% "strongly agree/agree". Likewise, 81% responded "strongly agree/agree" to the statement of each building engaging in highly effective communication.
Conduct regular District Communication opportunities	Superintendent provided district administrative bulletin to staff approximately every other week. One of the goals of the administrative bulletin was to keep the staff informed of issues at the School Board level as well as those in individual buildings. The superintendent also conducts regular interviews with the Tempo to provide community with updates on district news/issues. Additionally, the Meridian CUSD #223 web page is used as a primary means to communicate District level information to the community. Last year 30 articles regarding District/School Board information was posted to the District web page. In the 2008-2009 Customer Satisfaction survey, 80% of parent who responded "strongly agreed/agreed" that they went to the web page regularly to get information about the School District. The Meridian School Board also hosted a community presentation featuring Dr. Larry Baskin, who is a retired superintendent and an advocate of utilizing elements of the business model for school districts. Although there was not a large turnout for the community presentation, the School Board provided the opportunity for the community to learn about the approach the Board is utilizing in directing and monitoring the Meridian School District.

Vision Component #2: Promote high learning expectations for all students

Project/Goal	Year End Summary
Develop and implement differentiated instruction using best practice research	The implementation of the AIMSweb assessment tool and RTI in each of the District's buildings improved the delivery of individualized instruction to students. The expansion of collaboration also provided opportunities for staff to design strategies geared for individual students. 2008-2009 assessment scores produced inconsistent improvements. AIMSweb data will provide some baseline data moving forward. Another area that was not addressed in 2008-2009, but needs to be integrated in 2009-2010 is for the needs of students who have already learned material to be provided with differentiated instruction.
Implement new K-5 mathematics textbook	Professional development occurred for all K-5 teachers. Web based training is postponed until 2009-2010 due to bandwidth problems. Through the technology grant, time was allocated for grade levels to collaborate regarding the new mathematics program. Preliminary ISAT scores for Monroe Center indicate slight improvement over previous year at 89% meeting/exceeding and 24.9% exceeding the Illinois Learning Standards. At both Highland and Monroe Center, the AIMSweb assessments will be given to all students to measure proficiency in mathematics (reading was instituted in 2008-2009). The foundation of the District's mathematics program rests with the instruction provided at the elementary grades. While there is currently a lot of focus on the level of mathematics proficiency at the high school level, the District needs to make sure students are at a high level of proficiency coming out of the K-5 program. The effective utilization of the new mathematics textbook series and

Project/Goal	Year End Summary
	the effective execution of the collaborative structure with Teacher Leaders will be a primary focus in 2009-2010 for improving student learning in mathematics.
Implement effective collaborative practices	Five early release days were utilized in the 2008-2009 school year giving grade level teams and departments the opportunity to identify what should be learned at each grade level and in each department. The goal of this project was to answer the first critical question of “what do we want students to learn and be able to do.” Additionally, grade level teams and departments have engaged in collaborative half-day meetings through the use of substitutes. Each building has also established regular collaborative schedules to provide meaningful time for teachers to meet. The establishment of Teacher-Leaders has also provided a strong and critical organizational structural component to enhance collaboration. Finally, the continued training and implementation of Professional Learning Communities has contributed significantly to improved collaboration. A Teacher Leader survey conducted at the end of the year indicated that the organizational structure to promote collaboration and communication is viewed favorably by teacher leaders, teachers and administrators. A major focus for 2009-2010 will be for this structure to produce effective teams that work interdependently to improve instruction and ultimately student achievement. It will be important that roles and responsibilities are clearly defined and the staff is adequately trained in engaging in collaborative, team based activity.
Research and recommend internships and work experience learning opportunities	The superintendent and high school principal attended the Annual Careers Conference in Madison, Wisconsin in February where a session relating to best practices for instating and sustaining a meaningful internship program was provided. This component should tie closely to a systematic career guidance program where appropriate internship/work experiences can be determined to best meet students’ interest/needs. In conjunction with CEANCI, work place employers will be identified and a program for providing work place learning experiences will be developed in 2009-2010. CEANCI will be providing a regional framework to secure employers willing to provide a workplace experiences and programs. The superintendent will be working closely with Cindy Yeager, the CEANCI Director, to make progress on the initiative. The inclusion on the ACT WorkKeys National Employment Certification program will also be a component of this program. There was not as much progress on this goal as anticipated. In working through CEANCI it is expected that we can more effectively engage dual credit, specific job certification programs and national work readiness certificates, and internship/workplace experiences into a systematic program organized and partially funded through CEANCI. Initially the plan identified that work experiences would be available for student schedules in 2009-2010. This timeline was not met.
Implement Educational Technology grant	This was extensive implementation due to the scope of the grant and the one year time line. Significant professional staff development occurred for all language arts and math teachers in grades 1-8. 40 elementary and junior high school teachers participated in engaged student learning training through the use of technology. Additionally, the implementation of the research based AIMSweb assessment has been a critical component of being able to

Project/Goal	Year End Summary
	<p>assess/monitor student learning throughout the year and be in a position to identify students who need additional time and/or support to learn at a proficient level. A national trainer provided two full days of training to our 1-8 language arts and mathematics teachers and administrators to assist in utilizing the AIMSweb assessment tool. There was also extensive training provided for Smart Boards. The technology department also had the challenging task of purchasing and installing over \$200,000 worth of hardware including student and teacher computers, projection units and digital cameras to 40 classrooms. Three mobile student computer labs were also purchased in addition to several instructional software programs. In some cases, infrastructure needed to be upgraded to accommodate the electrical requirements to utilize additional technology in classrooms. Although the grant requirements were significant, the foundation has been established for our teachers to have access to the components what the research indicates what is necessary to improve student learning. The challenge in 2009-2010 is to monitor the utilization of technology and verify its benefit to student learning. The post results from the grant have not been completed.</p>
<p>Implement full ACT WorkKeys assessment tool</p>	<p>Class of 2009 class took the “locating information” part of the WorkKeys in April. This class took the “Reading for Information” and the “Applied Mathematics” as part of the state’s PSAE during their junior year. This assessment is a nationally accepted employability assessment that determines a student’s preparedness for the work place. Of the 108 seniors who took all three assessments, 105 earned either a bronze, silver or gold employment certificate. We’ll begin to communicate and institute this assessment as a critical component in assessing the effectiveness of our district programs. The goal for next year is to provide our graduates not only with a diploma at graduation, but also a nationally recognized employment certificate through the ACT WorkKeys program. Next year ACT WorkKeys is making a Platinum certificate available to students who score a minimum of 6 on all three assessments. An emphasis on employability for our graduates is a topic that came out of the community focus group program.</p>
<p>Research/implement tutoring program</p>	<p>Although after school “help labs” were made available at SVHS in math, English and science, in addition to the math lab being made available to high school students, no systematic tutoring program was established. It will be important to keep this as a goal and implement systematic program in 2009-2010 for students who do not learn during assigned instructional time.</p>
<p>Research/Implement Academic “Honors Program”; weighted grades and 4.0 GPA system</p>	<p>Initial research was conducted on “honors” standards; eligibility and programming at MJH and SVHS. This topic and the weighted grade and 4.0 GPA system was intended to be addressed by Teacher-Leaders for review, input and ultimately recommendation. Little progress was made on the issue and the IBPSC has agreed to address grading practices, which will provide direction for an honors program and weighted grades. It was intended to have implementation of a more formalized honors program available in 2009-2010 but it became clear the core curriculum needed to be identified and clarified before an honors program could be developed. The 4.0 system should be considered for implementation in 2009-2010.</p>

Vision Component #3: Achieve organizational trust through integrity, collaboration, reliability, accountability, transparency, fairness and loyalty.

Project/Goal	Year End Summary
Conduct School Climate surveys	Superintendent, building principal, teacher leader surveys were conducted at the end of the 2008-2009 school year. Support staff survey was not completed and will be provided at beginning of 2009-2010 school year. The District is currently using Survey Monkey as the tool to create and collect survey data. The purpose of the climate surveys is to identify and analyze the perceptions of the organization and the implications they have for promoting or inhibiting continuous improvement. Prior to 2008-2009, the superintendent climate survey was the only one conducted in the District. These surveys will be conducted annually. The survey results will be used a baseline data as surveys are continued in the future.
Establish District Dashboard	Dashboard (Monitoring) committee met twice and developed reports/information/data appropriate for monitoring district progress. Dashboard was formally recommended at the March board meeting. Following the final collection of data for 2008-2009, the dashboard will be posted on the District's web page in August. Original timeline was for dashboard to be established in fall of 2008, but will end up beginning in fall of 2009.
School Board Self-Evaluation	School Board Self-Evaluation was completed in August of 2008. IASB consultant met with Board in September to analyze results. The September session resulted in a greater focus on board policy; monitoring; and meeting time management. The School Board has is currently working and will continue to work in all three of the areas. A second session to review/analyze the self-evaluation results was conducted on Saturday, February 7, 2009. In reviewing/modifying policy, the School Board committed in policy to conduct self-evaluations during each term of board officers, which are conducted during odd numbered years.
Continue Interest Based Problem Solving Meetings	The Board, Administration and Association continued to meet regularly, typically on the third Thursday of each month. The task of establishing an improved organizational structure through new positions of Teacher-Leaders was the focus of much of the first part of the school year. This process, requiring a lot of effort and time, was resolved effectively and the organizational structure seems to have greater capacity to meet student needs and improve communication. The IBPSC also worked through issues of establishing appropriate FTE for part-time elementary teachers and formalizing compensation for the 5 th grade Lorado Taft trip. After two years of meeting, the consensus of IBPSC members is that the process has been productive and meaningful. The goal of improving communication and trust between the school board, administration and teachers appears to have been strengthened through the monthly meetings. IBPSC members are comfortable working through difficult projects and are willing to communicate honestly. Re-fresher training for next year's IBPSC members is scheduled in August to strengthen the process and relationships among IBPSC members.

Project/Goal	Year End Summary
Admin./Teacher/Staff Evaluations	New research based principal evaluations are in the process of being completed. The instrument focuses on best practice characteristics of building principals and contains specific performance requirements for each of the District's four building principals. The teacher evaluation instrument process was stalled, but with the commitment of over 12 teachers to participate in the process at mid-year, meetings held throughout the spring. The committee is currently customizing a research based instrument with the expectation to finalize in 2009-2010 Greater staff involvement will provide a much higher degree of trust and collaboration in recommending an evaluation tool.
Implement recommended organizational structure	Organizational structure was resolved in December and now the district and buildings are now implementing meeting times and identifying tasks. Although in the early stage, the structure is currently supported by teachers, teacher leaders and administrators. A survey was conducted in May with the results being shared with the School Board that same month. Survey results were also shared with the Interest Based Problem Solving Committee.
Institute Customer Satisfaction Survey	Customer satisfaction surveys for each building were conducted through Survey Monkey in June. Results for each building are being compiled. The purpose of the customer satisfaction surveys is to provide feedback to the District and provided the opportunity for continuous improvement.
Customize School Board Policy Manual	The School Board Policy Committee and administrative staff engaged the Policy Customization process through the Illinois Association of School Boards (IASB). The School Board met with a representative from the IASB for an initial meeting to conduct a general review of the policy manual. From there, The committee and administrative staff met the IASB consultant three times to go through each section of the manual to determine policy language most appropriate for the effective governance and oversight of the School District. When completed, the manual will be in a digital format for much easier access and reference for board members, staff and the community. It is anticipated that the policy customization process will need two additional sessions with the expectation it will be completed in August.

Vision Component #4: Value and maintain a safe environment for students, staff and community.

Project/Goal	Year End Summary
Establish a district wide discipline policy that effectively rewards positive behavior and provides appropriate consequences for negative behavior	Meridian Junior High School administration and staff participated in Positive Behavior Intervention Solutions (PBIS) over the summer and have implemented pilot model this year. MJH is the furthest along and has experienced some positive results. The program provides greater clarity for the teachers and administrators. Additionally, students are provided very clear expectations for appropriate behavior, with many of the expectations being modeled specifically for them at the beginning of the school year. The program is also heavily teacher involved with very specific responsibilities placed on the professional staff. Consequences are clearly defined. Parental contact and involvement is also an important component. On the MJH customer satisfaction survey, 94.4% of parents responded "strongly

Project/Goal	Year End Summary
	agree/agree” with the statement: “MJH had clear rules for student behavior that were enforced fairly.” No other building had responses weighted that high. Monroe Center researched and implemented a model similar to PBIS last year and is in the process of implementing PBIS. SVHS attended a PBIS conference and is planning to be ready for implementation in fall of 2009. Highland is also in process of developing PBIS model for implementation next year. The PBIS is research based and will provide for a more consistent program throughout the District. This initiative was expressed through a community focus group session with the expectation to establish a consistent student behavior program. In the Customer Satisfaction Survey, 92.7% of parents responded “strongly agree/agree” to the statement that each building provides a safe and secure environment.
Implement/drill emergency response/crisis management plan	This goal was not as fully implemented as intended. All building conducted a special emergency drill beyond traditional fire and tornado drills. Each building will establish an “emergency response/crisis yearly calendar in collaboration with Jon Mickle to make sure drills are planned and conducted. Following the ER/CM grant we had intended to continue and expand the grant activities that were developed.
Establish a strong character education/anti-bullying program at all levels	Elementary Counselor grant continued to provide numerous activities for grades K-5. MJH and SVHS collaborate to institute “Rachel’s Challenge” program, which included a strong community component. This objective was not fully evaluated with survey data.
Research/Implement drug/steroid testing policy	Policy already exists. Preliminary report and options on implementing was provided at a February board meetings. The question of drug/steroid testing is part of the customer satisfaction survey. The implementation plan and administrative procedures will continue once the survey results and any other appropriate feedback is evaluated.

Vision Component #5: Make decisions using research and best practice that incorporates fiscal responsibility, collaboration and impact on the community, school board, staff and students.

Project/Goal	Year End Summary
When appropriate, identify the following criteria on recommendations and decisions: 1) Research used 2) Fiscal impact 3) Group/people used in recommendation 4) Impact one a) community, b) School Board, c) staff and d) students	This activity has been done informally, but not documented formally.

Vision Component #6: Utilize an aligned well-rounded and comprehensive curriculum that focuses on lifelong learning.

Project/Goal	Mid Year Summary
<p>Begin the process to answer the question: What do we want students to know and be able to do? Horizontal and vertical curriculum alignment</p>	<p>Five early release School Improvement Days, in addition to other time created for teachers/administrators to meet have been utilized for this purpose. Significant time was committed to what was the most critical component of the District’s instructional program in 2008-2009. Essential outcomes are nearly complete for all grade levels and content areas and will be finalized/documentated prior to the first early release day in 2009-2010. The major task is to have all outcomes placed in a Microsoft Publisher program in a consistent format. The document will communicate to parents, staff and community what students will learn at each grade level and content area. The year long collaborative process brought together teachers from all District buildings to coordinate the k-12 curriculum utilizing the ISBE Illinois Learning Standards, ISBE Performance Descriptors, and the ISBE Assessment Frameworks. Once the documentation is finalized, the staff will begin the next component of the project which is to answer the question, “how will we know when each student has learned the essential outcome?”</p>

Vision Component #7: Utilize facilities that enhance the students educational experience

Project/Goal	Year End Summary
<p>Provide appropriate technology hardware to meet instructional needs</p>	<p>The Technology Grant has provided extensive and necessary hardware in grades 1-8. Significant infrastructure improvements, primarily electricity, have been required to support hardware installation. Fiber optic recommendation was also approved to support greater bandwidth. The fiber line has been run and will be installed prior to the beginning of 2009-2010 school year. Parent customer satisfaction survey indicated relatively high satisfaction with use of technology in the District. More formalized process to assess effectiveness of technology is needed for 2009-2010.</p>
<p>Classrooms and learning areas have appropriate space, temperature, lighting, equipment and noise reduction</p>	<p>Air conditioning units installed in MJH band room and in several elementary classrooms at Highland and Monroe Center. SVHS guidance center was remodeled and provided benefit in serving students.</p>

Vision Component #8: Practice visionary district leadership to create and implement district goals

Project/Goal	End Year Summary
Utilize projection data and reasonable assumptions whenever possible to assess goals and recommendations/decisions 5+ years in future	District updated 2006 Demographic/Student Enrollment Projection study to begin process to evaluate and make recommendation to provide solutions to District's current and future facility needs. District purchased 148 acres adjacent to SVHS based on analysis of current conditions and future needs.
Reasonable risk is assumed and tolerated in establishing goals, making recommendations and decisions	Purchase of the 148 acres as mentioned above.
Research and possibly recommend renewable energy component to District operations.	Jennifer Porter and Jon met with various companies to explore renewable options. In conjunction with grant consultant, Linda Spangrud, a renewable energy grant was submitted and awarded to the District. The project includes installing solar panels at MJH to assess the viability of solar panels for greater utilization in the District. Additionally, the grant has a curricular component involving the SVHS agriculture department and MJH science department.
Collaborate with municipalities to establish effective fees to support growth	Initial meeting was conducted in May with representatives from Stillman Valley, Davis Junction, Monroe Center, Marion Township, Scott Township and Monroe Township, School Board members and legal counsel. The meeting was primarily in response to the annexation issue regarding the City of Byron and property in Marion Township. The group agreed to continue meeting and review the status of fees and regulations on development in the School District. The next step is to schedule a meeting with municipal officials to review impact and transitional fees. It is anticipated the meeting will be scheduled in August.

Agenda Item 8.2: Review Administrative Procedures for Drug/Steroid Testing

Information/Background

At its regularly scheduled meeting on August 13, 2009, the Meridian School Board reviewed/discussed the implementation of the drug testing policy and the possible components of administrative procedures to execute the policy. The consensus of the Board was to have administrative procedures prepared for the August 26, 2009 meeting for review. This agenda item provides the opportunity for the Board to review proposed administrative procedures for drug testing students participating in extra-curricular activities.

Recommendation

This is an informational topic only. It is anticipated that the Administrative Procedures for drug testing will be recommended at the Board's regularly scheduled September 10, 2009 meeting.

Agenda Item 8.3: Review beginning of year transportation

Information/Background

The purpose of this agenda item is for the School Board to be provided with a review of the status of the beginning of year transportation/busing for the 2009-2010 school year. Last year, the execution of the busing program did not meet the District's expectations and a major emphasis was placed on improving the situation for the beginning of the 2009-2010 school year. This report will provide information on the first week of transportation.

Agenda Item 9.1: Discuss/Schedule Community Focus Group Session

Information/Background

The purpose of this agenda item is for the School Board to prepare for the next Board sponsored Community Focus Group Session. The School Board conducted its first Community Focus Group session in April of 2008 and conducted two focus group sessions during the past school year. The purpose of the session is for the School Board to gain the community's perspective as it relates to the school district. The School Board uses the session's feedback to assist in identifying improvement areas. In addition to scheduling a date the Board will begin to identify which questions to ask at the session.

Recommendation

This is a discussion topic. The Board may reach consensus on a date to host the session.