

Meeting of the Board of Education Park Ridge-Niles School District 64

Board of Education Agenda
Monday, June 22, 2015
Jefferson School – Multipurpose Room
8200 Greendale Avenue
Niles, IL 60714

On some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

Monday, June 22, 2015

(Change in Regular Meeting Time)

TIME

APPENDIX

- | | | |
|-------------|---|----------------------------|
| 6:00 p.m. | Meeting of the Board Convenes <ul style="list-style-type: none">• Roll Call• Introductions• Opening Remarks from President of the Board | |
| 6:00 p.m. - | • Board Recesses and Adjourns to Closed Session <ul style="list-style-type: none">-- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity [5 ILCS 120/2 (c)(1)], collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)] and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2 (c)(11)]. | |
| 7:00 p.m. | • Board Adjourns from Closed Session and Resumes Regular Board Meeting | |
| 7:05 p.m. | • Judith L. Snow Awards <ul style="list-style-type: none">-- Superintendent and ELF Representatives | A-1 |
| 7:15 p.m. | • Public Comments | |
| 7:30 p.m. | • Approval of Addendum to the Intergovernmental Agreement Between the City of Park Ridge and Park Ridge-Niles District 64 Regarding the Uptown TIF (Resolution #1138)
-- Superintendent/Chief School Business Official | A-2
Action Item 15-06-8 |

7:35 p.m.	<ul style="list-style-type: none"> • Presentation and Discussion of Health Life Safety Survey and Master Facilities Plan -- Superintendent/FGM Architects 	A-3
8:20 p.m.	<ul style="list-style-type: none"> • Analysis of Student Achievement – MAP 2014-15 -- Assistant Superintendent for Student Learning 	A-4
9:00 p.m.	<ul style="list-style-type: none"> • Approval of the 2020 Vision Strategic Plan -- Superintendent 	A-5
	Action Item 15-06-9	
9:05 p.m.	<ul style="list-style-type: none"> • Resolution #1139 for Transfer of Interest Funds from Working Cash to Educational Fund -- Chief School Business Official 	A-6
	Action Item 15-06-10	
9:10 p.m.	<ul style="list-style-type: none"> • Resolution #1140 for Prevailing Wage -- Chief School Business Official 	A-7
	Action Item 15-06-11	
9:15 p.m.	<ul style="list-style-type: none"> • Resolution #1141 Appointing Luann Kolstad as the IMRF Authorized Agent -- Chief School Business Official 	A-8
	Action Item 15-06-12	
9:20 p.m.	<ul style="list-style-type: none"> • Approval of Compensation for Building and District Certified Administrators Effective July 1, 2015 -- Superintendent 	A-9
	Action Item 15-06-13	
9:25 p.m.	<ul style="list-style-type: none"> • Approval of 2015-16 Salaries for all Groups, Non-Certified, Outside of PREA and PRTAA Effective July 1, 2015 -- Superintendent 	A-10
	Action Item 15-06-14	
9:30 p.m.	<ul style="list-style-type: none"> • Resolution to Extend Superintendent's Contract -- Board President 	A-11
	Action Item 15-06-15	
9:35 p.m.	<ul style="list-style-type: none"> • Approval of Compensation for Superintendent Effective July 1, 2015 -- Board President 	A-12
	Action Item 15-06-16	
9:40 p.m.	<ul style="list-style-type: none"> • Consent Agenda -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills, Payroll, and Benefits • Approval of May Financials ending May 31, 2015 • Approval of Resolution #1142 with PMA Financial Services • Approval of Maine Township School Treasurer Depositories • Acceptance of Donation • Destruction of Audio Closed Minutes (none) 	A-13
9:50 p.m.	<ul style="list-style-type: none"> • Approval of Minutes -- Board President <ul style="list-style-type: none"> • Special Board MeetingJune 8, 2015 • Committee-of-the-WholeJune 8, 2015 • Closed Session Minutes.....June 8, 2015 • Special Board MeetingJune 1, 2015 	A-14
	Action Item 15-06-18	

- Closed Session Minutes.....June 1, 2015
- Regular Board Meeting Minutes.....May 18, 2015
- Closed Session Minutes.....May 18, 2015
- Committee-of-the-Whole: FinanceMay 11, 2015

9:55 p.m. • **Board Member Liaison Report** **A-15**

- Board of Education
 - Traffic Safety Meeting May 19, 2015
 - ELF Meeting May 20, 2015

10:00 p.m. • **Other Discussion and Items of Information** **A-16**

- Superintendent
 - Upcoming Agenda
 - Freedom of Information Act Request
 - Memoranda of Information
 - Follow-up on Collection of Student Fees
 - Update on Summer Construction Projects
 - 2014-15 p-Card Rebate
 - Minutes of District Committees
 - Traffic Safety Meeting Minutes of May 19, 2015
 - Wellness Committee Meeting Minutes of April 28, 2015
 - Other
 - Discipline Data Report

10:05 p.m. • **Adjournment**

Next Meeting: Monday, July 13, 2015 – 7:30 p.m.
 Regular Board Meeting
 Jefferson School – Multipurpose Room
 8200 Greendale Avenue
 Niles, IL 60714

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

Upcoming Meetings and Topics
As of June 17, 2015

July 13, 2015 – Jefferson School – Multipurpose Room

Regular Board Meeting – 7:30 p.m.

- Authorization to Submit Health Life Safety Survey to Illinois State Board of Education
- Resolution # ____ Regarding the School District to Pay Certain Invoices Prior to Board Approval at the August 24, 2015 Board of Education Meeting
- Review of Closed Session Minutes for Release (consent)
- Appointment of Hearing Officer (consent)
- Approval of Student/Parent Handbook (consent)
- Update on Summer Construction Projects

August 10, 2015 – Jefferson School Multipurpose Room

Regular Board Meeting – 7:30 p.m.

- Board Adopts 2015-16 Tentative Budget & Establishment of Public Hearing Date
- Year 1 Web Review
- Presentation Adoption of Board Goals
- Preliminary Enrollment and Staffing Report
- Department of Student Learning Focus Areas
- Review of Institute Day Plans
- Update on Summer Construction Projects

August 24, 2015 – Jefferson School Multipurpose Room

Regular Board Meeting – 7:30 p.m.

- Sixth Day of Enrollment
- District Institute Day
- Opening Days of School
- Update on Summer Construction Projects

September 14, 2015 – Jefferson School Multipurpose Room

Committee-of-the-Whole: Finance – 7:00 p.m.

September 28, 2015 – Roosevelt School – North Gym

Regular Board Meeting – 7:30 p.m.

- Board Conducts a Public Hearing on the 2015- 2016 Final Budget Prior to Adoption
- Update on Educational Ends
- Adoption of FY16 District 64 Budget
- Discussion on Committee and Meeting Structure
- Board Member School Visits
- Annual Recognition of Schools
- Follow-up on Collection of Student Fees (memo)
- ISBE Report: Administrator & Teacher Salary and Benefits – School Year 2014-15 (memo)

TBD

- Discussion: Fee Study
- Approval of Assistant Principal at Field School
- Discussion: Board Policy 4:130 - Should the District Offer Reduced Lunch
- Discussion: Board Policy 4:150 – Should the Board continue to grant authority up to \$25,000 for renovations or permanent alterations Buildings and Grounds

The above are subject to change.



Judith L. Snow Award Winners – 2015

All of the students chosen for this award are exemplary ethical leaders among their peers. Each student knows his or her core values and has the courage to live by them in all parts of his or her life in service to the common good. Each student also has the courage to live by these values, even when faced with peer pressure to do otherwise. Each is a principled ethical leader who leads with integrity, selflessness, dependability, a caring nature, and fairness.

These students are all outstanding examples of ethical leaders in our middle schools. It is our great pleasure to present them to the members of District 64's Board of Education as the 2015 Judith L. Snow Ethical Leadership Award Winners.

Respectfully submitted,
 Angela Burns and Julie Frances Cook
 Judith L. Snow Award Co-Chairs

EMERSON MIDDLE SCHOOL

Sophia Post leads by living life knowing first-hand how precious all people are and how precious life is. Sophia's father, who passed away when she was in the fourth grade, was a tremendous role model for her through his kindness, encouragement – even through a smile – and his generosity. Sophia is using these building blocks to become the person she is striving to be – a kind, positive, and generous leader. Sophia demonstrates these qualities as captain of the soccer team, a member of the Soaring Eagles leadership group at Emerson, and as a volunteer for PADS (Providing Advocacy, Dignity, and Shelter). One of her most valuable contributions to her community at Emerson is her involvement in the Grief Group; Sophia helps others in their greatest time of need and gives hope as well as strategies to cope with the adversities of life. She is a perfect example of how to face challenges head-on and then “turn it around and help others.” To use Sophia Post's words – “to touch a life and change it for the better” – clearly demonstrates the true meaning of the selflessness and caring nature of an ethical leader.

LINCOLN MIDDLE SCHOOL

Abby Flood leads by example every day in ways that many people take for granted. She holds door for her peers, smiles at people, and uses “please” and “thank you,” all before 8 a.m. That’s just a typical morning as Abby’s small acts of kindness begin to permeate Lincoln Middle School. Abby’s leadership continues outside of school, ranging from teaching third grade Sunday School to hosting birthday parties – not to receive presents – but to teach her guests about generosity as they pack boxes of toys and essentials for children who will otherwise receive no gifts. Abby started a knitting club at Lincoln that led to a business providing hats for babies with heart disease for Caris, an unplanned pregnancy center in Chicago. In addition, Abby uses her vacations for mission trips to Tennessee to build and repair homes for people who do not have the means to do it themselves. Abby strives to keep the positive attitude crucial for a leader, even with challenging situations like realizing the cabinets for the kitchen are too big, or when a third grader thinks a church activity is “stupid.” Abby Flood is a “doer” to say the least, and a leader in our midst.

Ainsley Owen leads by demonstrating patience as a leader and behaving as a thoughtful person. Ainsley consistently keeps her moral principles in view to be a role model for the most positive, caring behavior seen by others. She is a member of “Circle of Friends,” an after-school club where she works with students who have special needs. She is a member of the “Pep Club” and assists with the planning of spirit weeks that draw her peers closer for a higher cause, whether selling candy or decorating a sign. She is a Where Everybody Belongs (WEB) Leader who assists “lost” sixth graders during their first minute, day, and year of middle school. Outside of school, Ainsley is a dependable leader in her community, often entrusted with the care of children for babysitting, demonstrating safe, ethical behavior when parents are out. She knows who she is and stands up for what’s right, even in the face of peer pressure to do otherwise. Ainsley Owen is someone not only to know – but also to watch – as great things are in store for any community with her in it.

**APPROVAL OF ADDENDUM TO THE INTERGOVERNMENTAL
AGREEMENT BETWEEN THE CITY OF PARK RIDGE AND PARK RIDGE-
NILES DISTRICT 64 REGARDING THE UPTOWN TIF (RESOLUTION # 1138)**

ACTION ITEM 15-06-8

I move the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the Addendum to the Intergovernmental Agreement between the City of Park Ridge and the Park Ridge-Niles District 64 regarding the Uptown TIF.

Moved By: _____ Seconded By: _____

AYES:

NAY:

PRESENT:

ABSENT:

6/22/15

**FIRST AMENDMENT TO INTERGOVERNMENTAL AGREEMENT
BETWEEN THE CITY OF PARK RIDGE AND PARK RIDGE-NILES
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64**

THIS FIRST AMENDMENT TO INTERGOVERNMENTAL AGREEMENT (“**Amendment**”) is made this 22 day of June, 2015 (“**Execution Date**”), by and between the **CITY OF PARK RIDGE**, an Illinois home rule municipal corporation (“**City**”), and the **PARK RIDGE-NILES COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64**, a unit of local government existing under the laws of the State of Illinois (“**School District**”).

WITNESSETH:

WHEREAS, City and School District are parties to that certain Intergovernmental Agreement dated September 8, 2003 (the “**Intergovernmental Agreement**”) by which the City agreed to make certain payments to the School District in relation to the creation of the Uptown Tax Increment Financing District, as created by City Ordinance Nos. 2003-47, 2003-51 and 2003-52 (the “**Uptown TIF**”); and

WHEREAS, City and School District desire to amend the Intergovernmental Agreement to modify City’s and School District’s respective rights and obligations relating to payments from the City to the School District under Section 3 of the Intergovernmental Agreement, as more particularly described herein.

NOW, THEREFORE, for One Dollar (\$1.00) and other good and valuable considerations, the sufficiency of which is hereby acknowledged, City and School District agree as follows:

1. **Defined Terms.** All initially capitalized terms in this Amendment, not otherwise defined herein, shall have the same meanings as defined in the Intergovernmental Agreement.

2. **Amendment to Intergovernmental Agreement.**

2.1 **Amendment to Section 3.** Section 3 of the Intergovernmental Agreement is hereby deleted in its entirety and the following is substituted in lieu thereof:

SECTION 3: New Growth Payments. The City shall make an annual payment to the School District equal to 13.46% of the Incremental Revenues (as defined below) credited to the special tax allocation fund of the Uptown TIF and received by the City for the applicable tax year (the “**New Growth Payment**”). As used herein, “**Incremental Revenues**” shall mean the ad valorem taxes, if any, arising from the levies upon real property in the redevelopment project area of the Uptown TIF by taxing districts, which taxes are attributable to the increase in the current equalized assessed valuation of each taxable lot, block, tract, or parcel of property located within the redevelopment project area of the Uptown TIF over and above the initial equalized assessed value of property in the redevelopment project area of the Uptown TIF, as determined by the County Clerk of the County

of Cook, Illinois under the Act. The annual New Growth Payment shall be determined through reference to the annual distribution report for the Uptown TIF as issued by the Cook County Treasurer.

- A. The City and the School District agree to cooperate and take all reasonable actions necessary to accurately determine the New Growth Payment.
- B. Notwithstanding anything to the contrary contained herein, the City agrees that in the event the Incremental Revenues during the 2014 and 2015 tax years, or the taxes collected for those tax years in 2015 and 2016 calendar years respectively, are insufficient to generate a New Growth Payment in the amount of \$360,000.00, the City shall be obligated to make a New Growth Payment to the School District for the applicable year in the amount of \$360,000.00. The City shall pay any shortfall contemplated under this Section 3(B) from any City fund in the City's sole discretion. Notwithstanding anything to the contrary contained herein, the New Growth Payment for tax year 2013, or the 2014 calendar year, which was originally due on December 15, 2014 under the Intergovernmental Agreement, shall be paid to School District in the amount of \$360,000.00 on or before June 30, 2015 or the Execution Date, whichever occurs last.
- C. In the event the City (i) receives a demand from the Cook County Treasurer, or its successor, for reimbursement of Incremental Revenues paid into the special tax allocation fund of the Uptown TIF for a given tax year, whether due to perfection of refunds pursuant to tax objections by owners of property within the Uptown TIF or overpayment of Incremental Revenues by the Cook County Treasurer into the special tax allocation fund of the Uptown TIF, and (ii) thereby reimburses the Cook County Treasurer for the amount demanded, the City shall receive a credit against the New Growth Payment for the following tax year equal to 13.46% of the amount paid to the Cook County Treasurer for the Incremental Revenue portion of the refund amount. If the Uptown TIF will not generate any additional Incremental Revenues, e.g. the Uptown TIF has expired or terminated, after the City makes a reimbursement to the Cook County Treasurer as contemplated herein, the School District shall, within 30 days of written notice, pay to the City an amount equal to 13.46% of the amount paid to the Cook County Treasurer by the City for the Incremental Revenue portion of the refund amount.
- D. The date of payment and revenue source for the New Growth Payment shall be as set forth in Section 5 of the Intergovernmental Agreement.
- E. To the extent the City enters into an agreement with Maine Township High School District No. 207 ("District 207") for an amendment to the City's intergovernmental agreement with District 207 relating to the Uptown TIF and that agreement provides for a percentage payment to

District 207 greater than 9.62% of Incremental Revenues, then the City shall increase its New Growth Payment to the School District on a proportional basis above 13.46% so that the School District receives the benefit of the increased payment percentage afforded to District 207.

- i. For illustration purposes only, to determine the proportional basis contemplated in this Section 3(E), if District 207's percentage payment of New Growth were to be 11% under an amendment, School District's New Growth Payment would be multiplied by 1.14% ($11/9.62$) for a New Growth payment of 15.34% (13.46×1.14).

2.2 Amendment to Section 5. Section 5 of the Intergovernmental Agreement is hereby amended by striking any reference to "Section 3 New Property Payments" and replacing such clause with the following text: "Section 3 New Growth Payments."

3. **Intergovernmental Agreement in Full Force and Effect.** Except for the provisions of this Amendment, all the terms, covenants and conditions of the Intergovernmental Agreement and all the rights and obligations of City and School District thereunder, shall remain in full force and effect, are not otherwise altered, amended, revised or changed. In the event of any conflict between the terms of the Intergovernmental Agreement and the terms of this Amendment, the terms of this Amendment will control.

4. **Counterparts.** This Amendment may be executed in two or more counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument. The parties hereto expressly acknowledge that this Amendment may be transmitted by facsimile machine or scanned e-mail for execution and that a facsimile copy, or scanned e-mail, and/or any photocopy of a facsimile copy or scanned e-mail of the signature of any party shall be a valid, binding and enforceable signature of said party as if it were an original signature of said party; and it shall not be a defense to the enforcement of any party's covenants hereunder that the other party hereto does not possess an original signature of the party against whom enforcement of this Amendment is sought.

[EXECUTION PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties have executed this Amendment the day and year first hereinabove written.

CITY:

CITY OF PARK RIDGE, an Illinois home rule municipal corporation

By: _____

Its: _____

ATTEST:

By: _____

Its: _____

SCHOOL DISTRICT:

**PARK RIDGE-NILES COMMUNITY
CONSOLIDATED SCHOOL DISTRICT
NO. 64**, a unit of local government existing under the laws of the State of Illinois

By: _____

Its: President, Board of Education

ATTEST:

By: _____

Its: Secretary, Board of Education

**RESOLUTION #1138 APPROVING FIRST AMENDMENT TO
INTERGOVERNMENTAL AGREEMENT
FOR UPTOWN TAX INCREMENT FINANCING DISTRICT**

Whereas, in 2003 the City of Park Ridge (the “City”) established the Uptown Tax Increment Financing (“TIF”) District to facilitate redevelopment efforts in portions of what is commonly known as Uptown Park Ridge; and

Whereas, in connection with the establishment of the Uptown TIF District, the City and Park Ridge-Niles Community Consolidated School District No. 64 (the “School District”) entered into an intergovernmental agreement dated September 8, 2003 (the “Agreement”) designed to mitigate the negative impact from the establishment of the Uptown TIF District on the School District and help facilitate redevelopment efforts in Uptown Park Ridge ; and

Whereas, in recent years following the establishment of the Uptown TIF District, the City and the School District have disputed the interpretation and administration of Section 3 of the Agreement and, following extensive discussions, have reached an accord that will provide for a straight-forward and transparent method for determining the amounts due from the City to the School District pursuant to Section 3 of the Agreement; and

Whereas, the resolution of the dispute between the City and the School District has been memorialized in a First Amendment to the Agreement, a copy of which is attached to this Resolution as Exhibit A; and

Whereas, the Board of Education of the School District (the “Board”) has determined that it is desirable, advantageous, and in the best interest of the School District to approve the First Amendment to the Agreement and resolve the dispute with the City regarding the Agreement.

NOW THEREFORE, BE IT HEREBY RESOLVED, by the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois, as follows:

1. The Board finds that all of the recitals contained above are true and correct, and that the same are hereby incorporated herein by reference.
2. The First Amendment to the Agreement is hereby approved in the form reviewed by the Board and attached hereto.
3. The President and Secretary are hereby authorized to sign and enter into the First Amendment on behalf of the School District.
4. All motions and resolutions or parts thereof in conflict with the provisions of this Resolution are, to the extent of such conflict, hereby repealed.
5. This Resolution shall be in force and effect upon its adoption.

After a full and complete discussion thereof, Member _____ moved that the foregoing Resolution be adopted and Member _____ seconded the motion. The President directed the Secretary to call the roll for a vote upon the motion to adopt this Resolution. Upon a roll call vote taken, the Board of Education voted as follows:

AYES: _____

NAYS: _____

Abstaining: _____

PRESENT: _____

Absent from Meeting: _____

The President declared the motion carried and the Resolution duly adopted.

Dated: June 22, 2015

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Date: June 22, 2015
Re: Presentation and Discussion of Health Life Safety Survey and Master Facilities Plan

FGM Architects will make a presentation at the June 22 Board meeting to provide an overview and summary of the Health Life Safety Survey and Master Facilities Plan process and findings. Building on this presentation, at the end of the week Board members will then receive a copy of the report containing the full analysis and detail for further review.

Since receiving Board approval to conduct the study in February, FGM has had more than 50 meetings with the Board, administration, principals, staff, students and parents at all our schools. Their team of architects and engineers have also solicited input from the maintenance staff, been in the buildings on multiple occasions, and reviewed existing building drawings.

Of special note, FGM has made in-depth presentations to the Board and community to build understanding of the planning process. These reports were made on:

- March 23 - Topics: facilities, building assessment, analysis and strategies ([presentation PowerPoint](#))
- April 27 - Topics: enrollment, capacity and utilization, educational planning, program areas ([presentation PowerPoint](#))
- May 18 - Topic: preliminary findings, both District-wide and building level ([presentation Powerpoint](#))

The June 22 report, including the construction budgets, will provide the District administration and Board with data and information needed to make short and long-term facility decisions. The report will allow us to understand the District's facilities needs and possible projects to:

- correct deficiencies in the buildings due to age, wear and tear, and code requirements
- continue to be stewards of the community's investment in facilities maintaining the District's infrastructure
- provide facilities that support the educational needs and programs for the students and staff.

As we set our sights going forward, FGM makes three recommendations to the administration and Board on how the District could utilize the information and data contained in the report. These recommendations are:

1. The District should submit the 10-year Health Life Safety Report.

2. The Design Team* should investigate options for the Secured Entrances / Learning Resource Centers / Multipurpose Auditorium Spaces work.
3. The Design Team should prepare options for Board consideration that implement facility needs identified in this report that are required to maintain the buildings or significantly support the educational goals of the District over the next five years **and aligning** needs with available financial resources.

These recommendations will be fully discussed at the June 22 meeting.

As said at the outset of the study in February, every school district has limited resources and no school district can do all the work that needs or wants to be done. **It is more important, now than ever,** for school districts to understand their facility needs and prioritize expenditures to maintain safe buildings, to support learning in the buildings, and to protect the community's investment in its schools.

With this plan in hand, coupled with the 2020 Vision Strategic Plan, the District will now have the critical information needed to move forward.

* The Design Team is comprised of District administrators, architects and other consultants.



PARK RIDGE-NILES
SCHOOL DISTRICT 84

Health Life Safety Survey and Master Facilities Plan

Community Presentation

Board Meeting

June 22, 2015

FGM ARCHITECTS

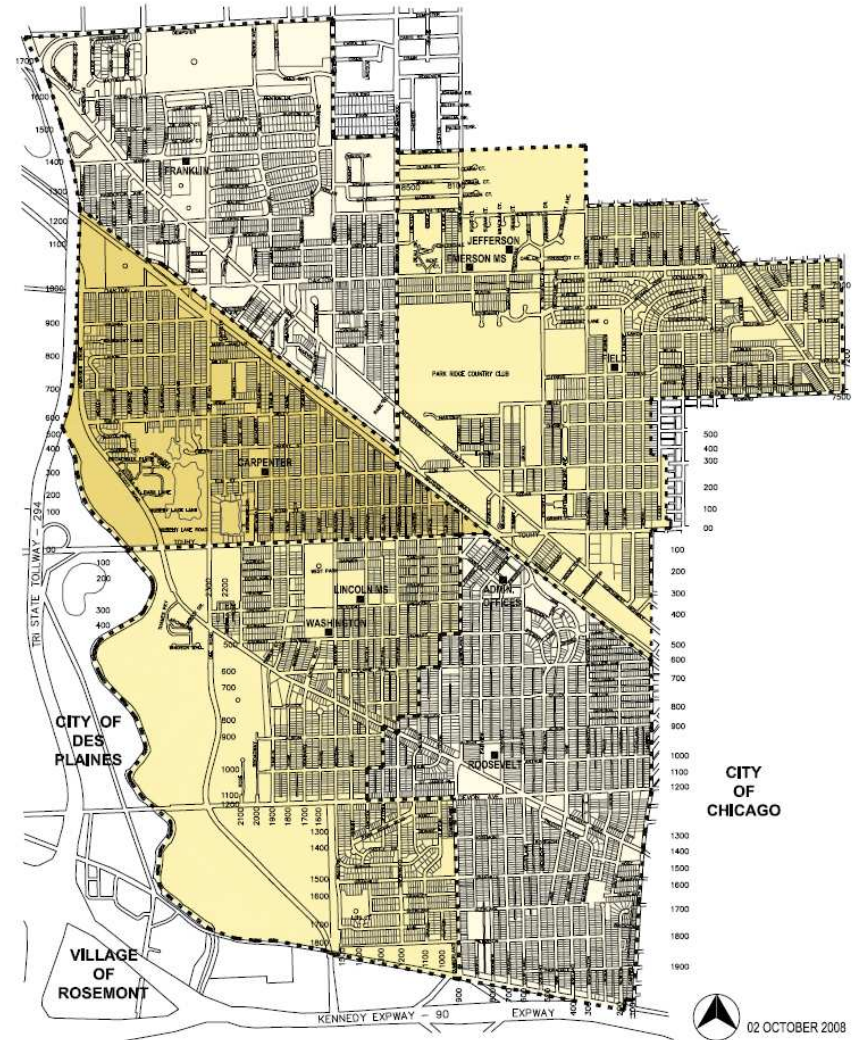
June 22, 2014 Board Presentation

- Overview and Summary of the Health Life Safety Survey and Master Facilities Plan
- Introduction to the Board of the budget categories and project cost information
- Discussion on using report data and information
- Recommendations and next steps



Agenda

- Introduction
- Findings and Budget
- Projects
- Recommendation /
Next Steps



For security reasons the floor plans of the school buildings have been removed from this report.



*“Now this is not the
end. It is not even the
beginning of the end.
But it is, perhaps, the
end of the beginning.”*

Winston Churchill

INTRODUCTION



Master Facilities Plan

- Plan Components
 - Health Life Safety Survey
 - Building Assessment
 - Educational Planning
- Cost Areas
 - Operation Costs
 - Maintenance and Repair Costs
 - Capital Improvements



The Master Facility Plan

- Presents a map that identifies many possible options to reach a desired end
- Provides data to better understand how your facilities are currently being used
- Contains analysis and information to assist the district in making facility decisions balancing educational and financial needs



Master Facilities Plan Focus

- Health Life Safety Survey
- Infrastructure Assessment
 - Systems approach based on useful life
 - Long-term view of major capital costs
 - Overall building condition
- Capacity and Educational Program
 - Core spaces and capacity
 - Flexibility for future improvements and options



Replacement Costs

- The buildings and sites are a valuable investment made by the community and prior boards
- To replace all of the buildings, site improvements and furniture in today's dollars would be \$277 million
- The HVAC replacement work was a significant step in protecting this investment by upgrading aging infrastructure





PARK RIDGE-NILES
SCHOOL DISTRICT 84

FINDINGS AND BUDGET



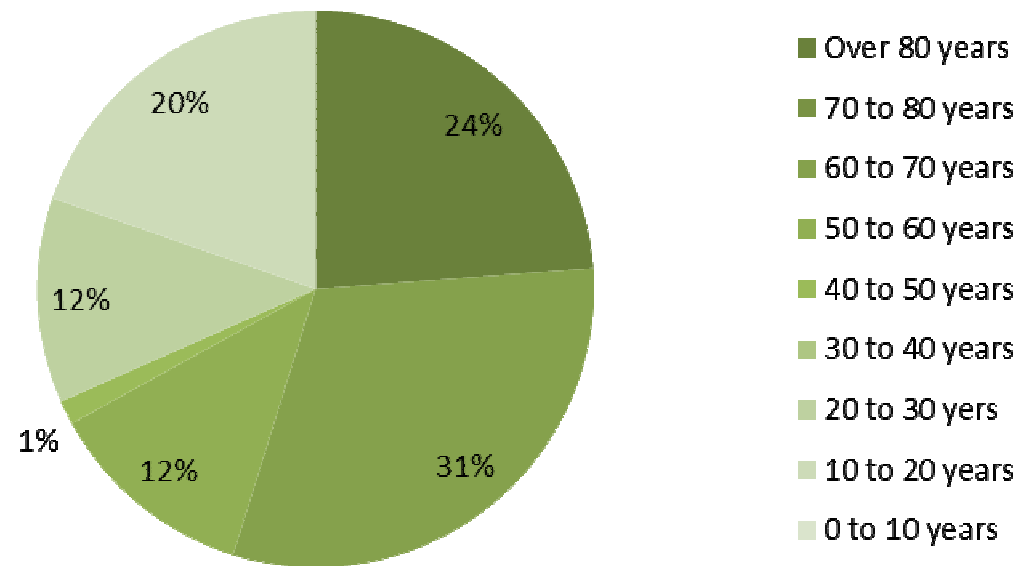
PARK RIDGE NILES
SCHOOL DISTRICT 64

Report - June 22, 2015

FGM ARCHITECTS

Infrastructure

- Buildings are structurally sound and safe
- The district will need to continue to replace systems that are past their useful life



Significant Infrastructure Projects

- Student spaces should be moved from the Lower Level of Washington
- Jefferson School is in need of a major renovation
- Based on age and condition Lincoln Middle School should be considered for renovation including:
 - Toilets
 - Locker Rooms
 - Interior Upgrades



Capacity Model / Planning Numbers

- Capacity model is a tool to assess how space is used in each building using identical criteria
- The Planning Number is a benchmark to compare facilities
- Exceeding the Planning Number may not require immediate changes
 - Short-term measures
 - Additional study of enrollment trends



Elementary School Criteria

- Dedicated Art Room of approximately 1,200 square feet including storage and kiln rooms
- Dedicated Music Room of approximately 1,000 square feet
- Primary Art / Music Room for buildings with over 22 sections
- 1 Self-contained Special Education Room per Building



Elementary Gymnasium / Art / Music

Square Foot Comparison								
School	Gymnasium 1	Gymnasium 2	Total Gymnasium Area	Art Room 1	Art Room 2	Music Room 1	Music Room 2	Instrumental Sectionals
Carpenter	3,567	2,380	5,947	1,339		833		306 Lower Level
Field	2,825	3,567	6,392	1,183		Stage	None	Kitchen
Franklin	5,223		5,223	828		838		
Roosevelt	2,703	3,572	6,275	1,086	671	671	Stage	Lobby
Washington	6,332		6,332	1,156		Lower Level	Stage	



Middle School Capacity Model

- Middle Schools run a hybrid program with core classes and exploratory classes
- Many rooms are used for both core classes and exploratory classes
- Capacity model efficiency is based on the scheduling complexity of the program
- Both Middle Schools have a similar number of teaching stations



Capacity Model / Planning Numbers

Elementary Schools

School	Calculated Planning Number		Current Enrollment (April 2015)		Planning Number to Enrollment above or (below)	
	K	Grades 1-5	K	Grades 1-5	K	Grades 1-5
Carpenter	79	438	71	374	8	64
Field	79	553	86	568	(7)	(15)
Franklin	79	438	75	394	4	44
Roosevelt	119	599	104	563	15	36
Washington	79	484	88	527	(9)	(43)

Middle Schools

School	Calculated Planning Number	Current Enrollment (April 2015)	Planning Number to Enrollment above or (below)
Emerson	823	837	(14)
Lincoln	823	718	105



Capacity and Educational Program

- Program needs exceed available space at Field and Washington
 - 10% less area per student than average
 - Field Elementary
 - Lowest square footage of student support space
 - Smallest average classroom size
- Gymnasium space is over-scheduled at Field, Roosevelt and Washington
 - Required space is 120% of available



Capacity and Educational Program

- All elementary schools lack flexibility for changing educational needs
- Special education and student support spaces throughout the district are inconsistent
- Middle Schools
 - District-wide there is sufficient Middle School capacity
 - Emerson Middle School is overcrowded



Budgets

– Construction Costs (Hard Costs)

- Buildings, Sites, GC, OH&P, Contingency, Environmental, FFE and Escalations

– Owner's Cost (Soft Costs)

- Consultants, Legal, Surveys, Soil Borings, Testing, Printing, Utility Costs, Moving and Security

– Other Project Costs (not included)

- Technology Equipment, Land Acquisition, Financing, Staff Salaries, Operational Costs, Owner's Contingencies



Project Budget Categories

- Health Life Safety
- Infrastructure Assessment
- Secured Entrances / Learning Resource Centers / Multipurpose Auditorium Spaces
- Sites
- Capacity Model and Program Spaces
- Other Projects
- Kindergarten / Early Childhood Investigation





PARK RIDGE-NILES
SCHOOL DISTRICT 84

PROJECTS



PARK RIDGE NILES
SCHOOL DISTRICT 64

Report - June 22, 2015

FGM ARCHITECTS

Health Life Safety Codes

YEAR	1928-29	1930's	1940's	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10	11	12	13	14
ELEMENTARY SCHOOLS				1950 - George B. Carpenter Elementary School 1954 - Addition 1955 - Addition										1967 - Addition										1994 - Addition																																												
	1928 - Eugene Field Elementary School 1930 - Addition			1951 - Addition										1963 - Addition 1967 - Addition																																																						
				1955 - Benjamin Franklin Elementary School 1956 - Addition																				1990 - Addition																																												
	1928 - Theodore Roosevelt Elementary School 1930 - Addition			1946 - Addition										1960 - Addition										1986 - Addition										1994 - Addition																																		
				1951 - George Washington Elementary School 1953 - Addition																				1989 - Addition 1993 - Addition																																												
MIDDLE SCHOOLS																																		1998 - Ralph Waldo Emerson Middle School																																		
	1928 - Abraham Lincoln Middle School 1931 - Addition			1946 - Addition										1956 - Addition																																																						
OTHER FACILITIES				1936 - Hendee Educational Service Center																																																																
				1954 - Thomas Jefferson School 1960 - Addition 1963 - Addition										1967 - Addition																																																						
BUILDING CODES AND STANDARDS	Health/Life Safety Survey													1965-67 Initial Inspection										1983-85 Resurvey										1993-95 (or every 10 years) Resurvey										2003-05 (or every 10 years) Resurvey																								
	Illinois School Building Codes			PART 185 Retroactive Code for Existing Buildings										PART 175 Model Code										PART 180 1993 BOCA 1996 BOCA										2003 IBC 2006 IBC 2009 IBC																																		
	NFPA 101 Life Safety Code			Chapter 7 - Means of Egress 1967 Edition																																																																
	ISBE Retroactive Codes			Pre-7/1/65 1993 BOCA FP and PM Codes + Part 185										7/1/65 to 7/6/98 1993 BOCA FP and PM Codes + Part 175										7/6/98 to 10/3/05 1996 BOCA FP/PM										10/3/05-Present Most Recent IFC and IPMC																																		
	Sprinkler Requirements																							Illinois School Sprinkler Law 1991, Repealed 2005										Part 180, Section 180.250 IBC Requirements																																		
	Illinois Plumbing Code			1969 Initial Adoption										1983 Amendment										1993 Revision										1998 Amendment										2004 Amendment																								
	Accessibility Standards													1973 Rehabilitation Act of 1973, Section 504										1990 ADA										1997 Illinois Accessibility Code										2010 - ADA UPDATE																								
	Energy Conservation Code																																	2004 - IECC																																		



Health Life Safety Projects

- No *Urgent* life safety items were identified
- *Required* and *Recommended* items are included in the life safety budget
- Five years to complete HLS projects
- Leverage dollars required to complete HLS work with other projects



Entrances / LRC/ Auditorium Projects

- Secured Entrances
 - Lockable entry – options for level of access
 - Hardened entry vestibule
 - Visual supervision and management from main office
- Additional security related items included in infrastructure list



Entrances / LRC/ Auditorium Projects

- Learning Resource Centers
 - Increased flexibility
 - Collaborative spaces
 - Fit space to learning experiences
 - Improvements would impact all students
- Multi-purpose Auditorium Spaces
 - Currently limited use by students during day
 - Greater flexibility for multi-purpose uses
 - Improvements would impact all students



Long-Term Site Design Considerations

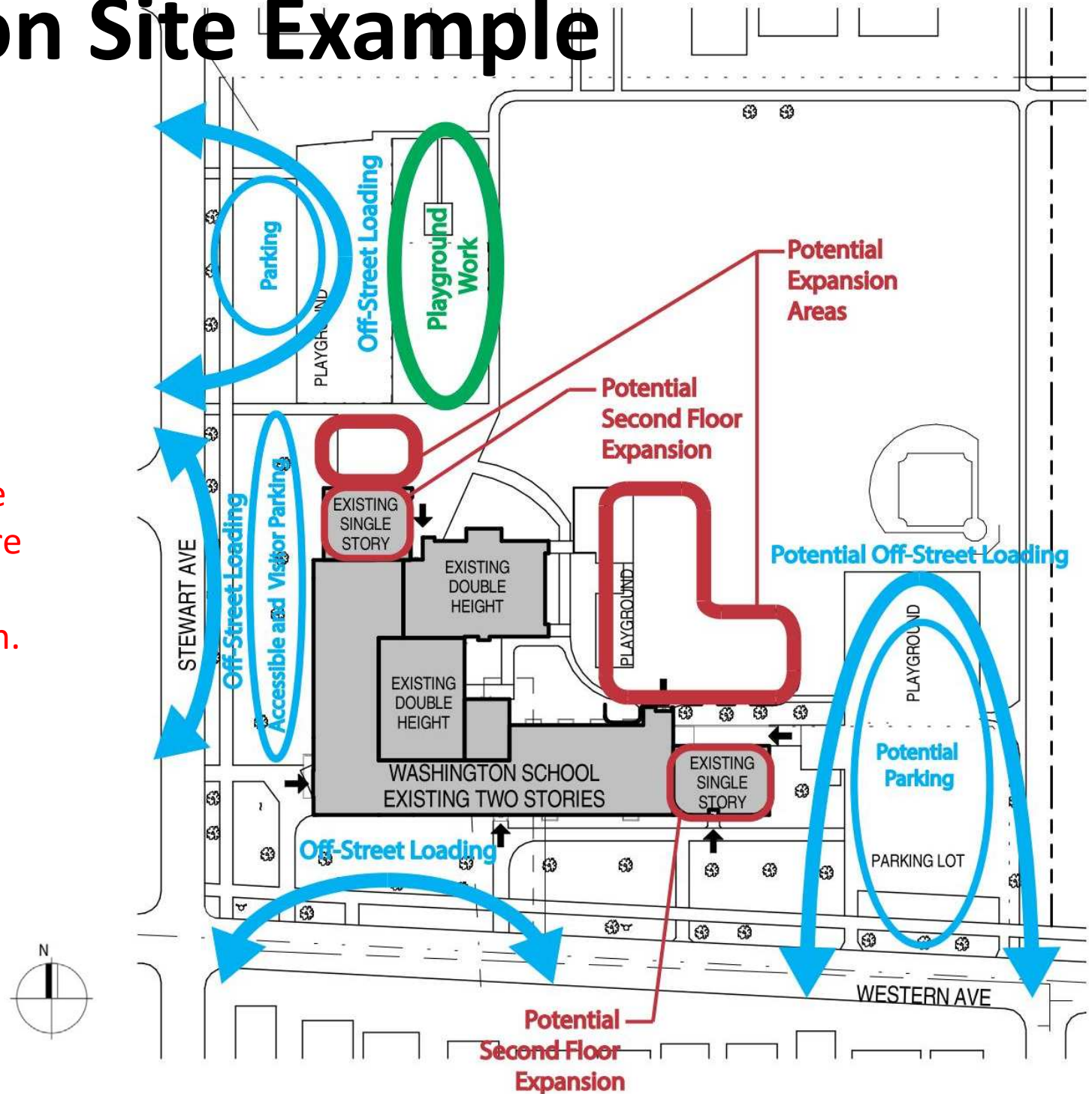
- Off-street bus loading
- Student Drop-off and pick-up
- Visitor and handicapped parking
- Staff Parking
- Playgrounds
- Hard play area
- Drainage and water retention



Washington Site Example

These studies represent possible future changes to address site needs.

Any work done now should not eliminate the possibility of these future scenarios without thoughtful consideration.



Capacity Model and Program Projects

- Four to Eight elementary classrooms
 - Flexibility across district
 - To accommodate dedicated Art and Music Rooms
- Reconfigure space at each school for more efficient use of small group space, offices and storage
- Future consideration of additional Physical Education space
 - Joint use with Park Districts



Capacity Model and Program Projects

- Lincoln Middle School
 - Modern science facilities
 - Relocate some exploratory program spaces from third floor
 - Most cost effective solutions may also increase capacity
- Emerson Middle School Addition budgeted to explore cost of space at that site
 - Two Sixth Grade Science Laboratories
 - Four Classrooms



Carpenter Elementary Projects

- Fire -rated ceiling patching to separate attic
- Corridor separation door replacement for fire rating
- Room / corridor door replacement and modification for fire rating and ADA
- Room-to-room door replacement at fire rated walls
- Attic access panel replacement
- Attic separation wall patching and portal replacement
- Roofing replacement (flat and pitched area)
- Corridor carpet replacement / asbestos removal
- Rekeying building
- PA system
- Electrical panel boards
- Galvanized water piping
- Energy efficiency, occupancy sensors and exterior lighting
- Toilet room exhaust, floor drains, thermostatic mixing valves
- ADA sinks



Field Elementary Projects

- Wood frame and deck construction third floor attic ceiling separation
- Window replacement
- Room / corridor door replacement for fire
- Corridor separation door replacement for fire
- Room to room door replacement for fire
- Rekeying building
- PA system
- Electrical panel board
- Galvanized water piping
- Energy efficiency, occupancy sensors and exterior lighting
- Plumbing fixtures
- Asbestos tile removal / carpet replacement
- Existing office to become classroom
- Room 108 becomes Primary Art/Music
- Reconfigure entry at LRC to capture corridor space
- Reconfigure rooms 134 and adjacent storage into classroom



Franklin Elementary Projects

- Fire-rated door replacement
- Additional fire alarm device installation
- Corridor separation door replacement for fire rating
- Fire alarm device installation
- Roofing replacement (except 1990 addition)
- Rekeying building
- Masonry cleaning
- PA system
- Emergency generator
- Electrical panel boards
- Fire alarm system
- Plumbing fixtures
- Galvanized water piping in walls
- Asbestos floor tile removal (carpet replacement)



Roosevelt Elementary Projects

- Compartmentalize attic space
- Room/Corridor door replacement and modification for fire rating and ADA
- Corridor separation door replacement for fire rating
- Fire alarm device installation
- Fire rated ceiling to separate attic
- Roof replacement
- Asbestos floor tile (first floor classroom completed)
- Rekeying building
- PA system
- Galvanized water piping
- Spalling brick replacement
- Renovate existing office into classroom
- Renovate existing classroom into a second Music Room



Washington Elementary Projects

- Room/ Corridor door replacement and modification for fire rating and ADA
- Corridor separation door replacement for fire rating
- Attic access panel replacement
- New flat roof area and repair at pitched area
- Rekeying building
- Flooring / Asbestos floor tile removal
- PA system
- Electrical panel boards
- Energy efficiency, occupancy sensors and exterior lighting
- Galvanized water piping (30%)



Emerson Middle Projects

- Fire alarm device installation
- Roof, flat areas and repairs at pitched areas
- Rekeying building
- Energy efficiency occupancy sensors and exterior lighting
- Carpet replacement



Lincoln Middle Projects

- Room/Corridor door replacement and modification for fire rating and ADA
- Corridor separation door replacement for fire rating
- Fire stopping
- Non-corridor fire rated door installation
- Attic separation and compartmentalization
- Roofing replacement
- Accessible toilets and toilet distribution
- Window replacement
- Rekeying building
- Plaster repair
- PA system
- Electrical panel board
- Galvanized water piping
- Energy efficiency, occupancy sensors and exterior lighting
- Asbestos floor tile removal



Jefferson School Projects

- Projects at Jefferson School need to be completed after consideration of district-wide issues
 - Use of a portion of the facility by a private day-care provider
 - Use of site for expanded program needs



Jefferson School Projects

- Institutional standards for day care use
- Room/Corridor door replacement and modification for fire rating and ADA
- Corridor separation door replacement for fire rating
- Attic access panel replacement
- Fire stopping at tops of demising walls
- Ceiling repair to close openings to attic
- Replacement of non-rated closet ceilings
- Roofing replacement
- Mechanical system
- Galvanized water piping
- Interior finishes and asbestos removal
- Rekeying building
- PA system
- Emergency generator



Other Projects

- Renovate Hendee Educational Service Center
 - Renovate main level for more efficient work space layout
 - Renovate lower level as a meeting space and training center
 - Accessible and quantity of restrooms
 - Rekeying building
 - Identify area for parking for training attendees
- Maintain Technology Office and MDF at Emerson / Jefferson site
- Utilize Lower Level of Washington for district uses



Kindergarten / EC Investigations

- Three alternatives have been explored to provide the district with the information regarding the facility needs



Kindergarten / EC Investigations

– Alternative 1 - \$11.8 Million

- Full day kindergarten at existing elementary schools
- New or remodeled Kindergarten Rooms at each elementary school

– Alternative 2 - \$35.8 Million

- Centralized full day kindergarten at Emerson / Jefferson site
- Significant site changes not included
- No Renovation for 11 classrooms gained at elementary schools

– Alternative 3 - \$29.0 Million

- Centralized half-day kindergarten at Emerson / Jefferson site
- Significant site changes not included
- No Renovation for 11 classrooms gained at elementary schools



Project Prioritization

Priority One - Violation of the code or a health / safety concern or significant additional costs if item is not addressed

Priority Two - Necessary to comply with a recommended standard or increase operating efficiency or extend the useful life of the building or a system

Priority Three - Improve the quality of materials or systems or reduce the risk of future failures or the enhance performance of a system

The budget summary includes Priority 1, 2 and 3 projects, the breakdown by priority category will be indicated in the final report



Budget Ranges

- Budget ranges have been developed based on the six project categories
 - The high range would represent costs if each project were constructed individually and allowing for some unforeseen conditions.
 - The low range would represent costs if multiple projects were constructed at the same time and with no significant unforeseen conditions
- Some of the listed projects address identified needs in different ways, proceeding with one project would eliminate the need to complete other identified projects



Budget Summary

HLS and Secured Entrance Projects

Category	Low	High
Health Life Safety	\$9.6 Million	\$12.6 Million
Secured Entrances	\$6.1 Million	\$6.8 Million



Budget Summary

Projects (continued)

Category	Low	High
Infrastructure	\$24.6 Million	\$27.6 Million
Sites	\$10.5 Million	\$17.0 Million
Learning Resource Centers	\$5.1 Million	\$5.7 Million
Auditoriums	\$3.7 Million	\$4.9 Million
Capacity Model and Program Spaces	\$24.9 Million	\$30.9 Million
Other Projects	\$2.6 Million	\$3.1 Million





PARK RIDGE-NILES
SCHOOL DISTRICT 84

RECOMMENDATION / NEXT STEPS



PARK RIDGE NILES
SCHOOL DISTRICT 64

Report - June 22, 2015

FGM ARCHITECTS

Recommendations

1. Submit 10-year Health Life Safety Report
2. Investigate options for the Secured Entrances / Learning Resource Centers / Multipurpose Auditorium Spaces
3. Prepare options for implementing the facility needs identified in this report

The work of the Design Team (District administrators, architects and other consultants) should continue to review the data, information and findings of the HLS / MFP report and to implement these recommendations



Recommendation One

- Submit 10-year Health Life Safety Report
 - The Report identifies projects to address needs based on the Health Life Safety Code
 - The Board will need to approve submission of this report to the State
 - Start planning to implement HLS items over the next five years in coordination with other work that may be done across the district



Recommendation Two

- Investigate options for the Secured Entrances / Learning Resource Centers / Multipurpose Auditorium Spaces
 - The Design Team should start the design process and prepare preliminary concepts for each facility
 - In the fall of 2015 present a recommendation to the Board
 - Bid some or all of the projects at the beginning of 2016 for summer 2016 construction



Recommendation Three

- Prepare options for implementing priority projects identified in this report
 - Solicit Board comments and questions on report
 - Continue to prioritize needs
 - The Design Team will evaluate educational impact of facility projects
 - The Design Team will prepare implementation recommendation for Board consideration of a five-year plan in fall of 2016

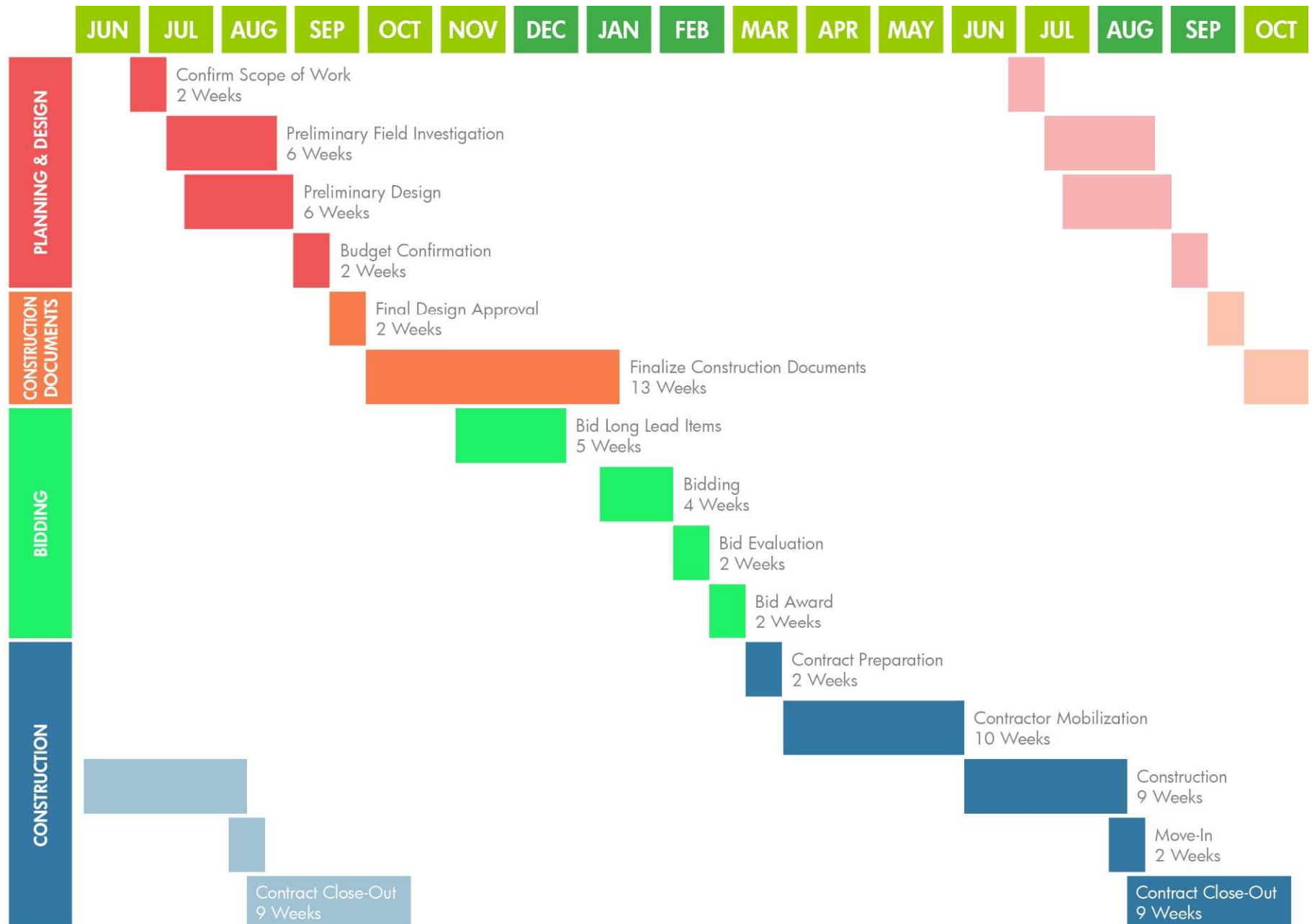


Design Process

- The identified projects are not final solutions, they are concepts to establish general scope and budgets
- When and if the Board authorizes a project to proceed into the design phase the following steps would be taken:
 - Design Committee including administration and building staff explore options
 - Preliminary design and budget verification for Board approval
 - Final design and bidding documents prepared and issued for public bid
 - Board approval of bids for construction



16 Month Design and Construction Schedule



Years 6 to 10 (2021 to 2026)

- Some building systems that are not in need of repair today will need repair or replacement in years 6 to 10.
- Anticipated costs for major systems will be included for years 6 to 10
 - Roofs / Windows / Doors
 - HVAC / Electrical / Plumbing
 - Low Voltage
 - Sites



Years 6 to 10 (2021 to 2026)

- Learning and teaching strategies impacting interior layout and design
 - Technology
 - Collaborative work
 - Inquiry and problem based learning
 - Personalized learning
- Interior system
 - Fit and finishes
 - Casework
 - Furnishings



Operations and Maintenance Costs

- Operation Costs

Reoccurring costs to provide the necessary services to keep the building open and habitable

- Maintenance and Repair Costs

Expected costs to off-set the normal deterioration of building elements based on age, wear and tear, weather and water

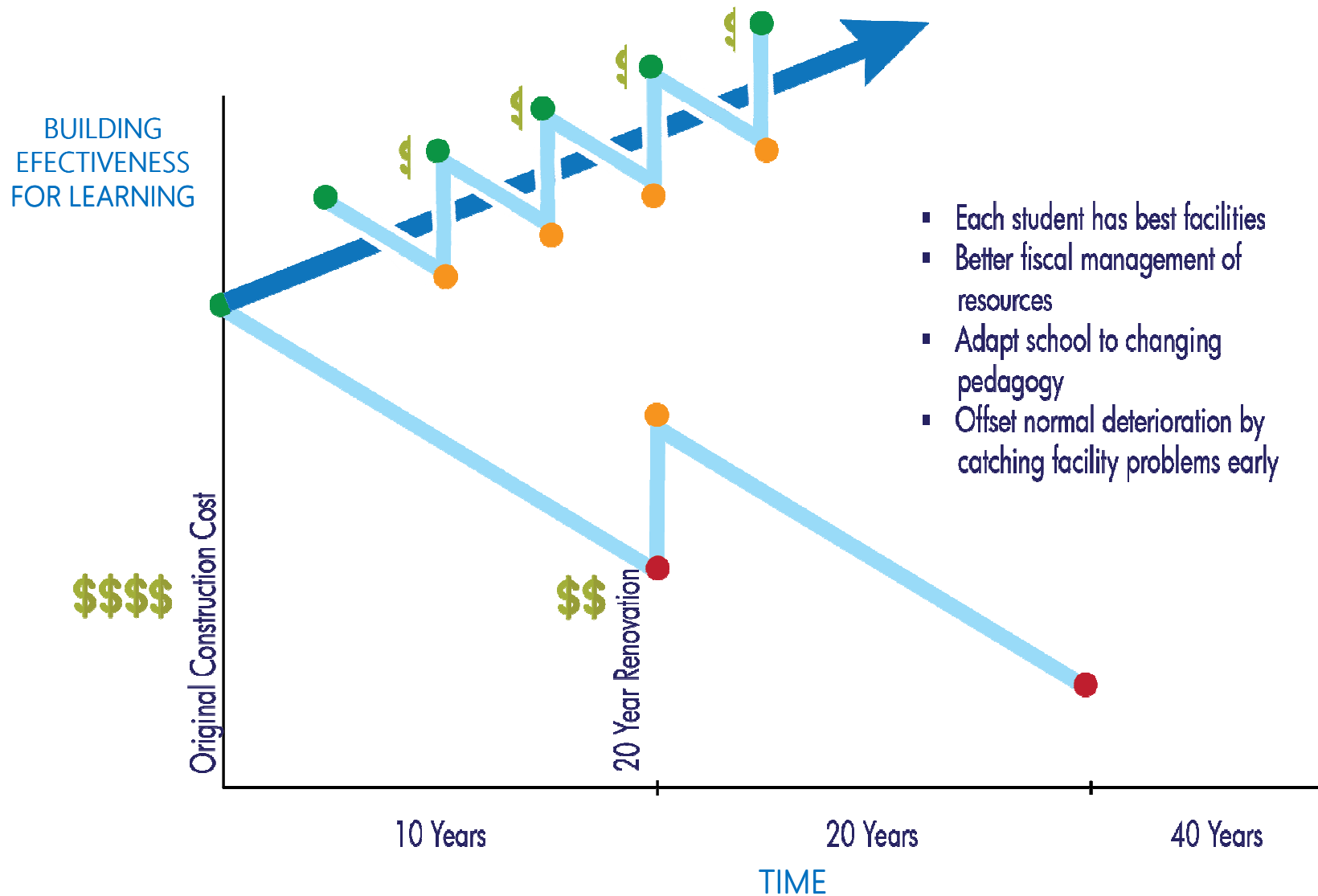


Continual Improvement

Master Facilities Plans are designed to build upon one another and have a long term, cumulative impact on your overall portfolio of buildings and infrastructure. This plan and its eventual outcomes will become a foundation for the next Master Facilities plan, which should be completed five years from now and be the next step in a continual improvement process



Continual Improvement



TO: District 64 Board of Education
Dr. Laurie Heinz, Superintendent

FROM: Dr. Lori Lopez, Assistant Superintendent for Student Learning

DATE: June 22, 2015

RE: Analysis of Student Achievement – MAP 2014-15

Background

This report provides the Board of Education and the community with information about student performance on the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) – Reading and Math. Competitive performance on standardized assessments like the MAP is an indicator of the quality educational program provided by District 64.

What is the MAP Assessment?

The MAP is a computerized adaptive test. This means that the test responds dynamically to each student. The difficulty of each question is determined by the student's response to the previous question. When a student answers a question incorrectly, the test becomes easier. When a student answers a question correctly, the test becomes more difficult. Adaptive testing accurately measures what a child currently knows and needs to learn next.

MAP assessments can measure academic growth over time, independent of grade level or age. MAP results are reported using a RIT scale. RIT stands for Rasch unIT, which is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches, so a student's educational growth can be calculated from year to year similar to how a child's height can be measured from year to year. This type of score also makes it possible to calculate accurate class or school averages. In addition to RIT scores, national norms are available for comparison to individual or group results.

Who takes the MAP Assessment?

Students in 3rd-7th grade take the Reading and Math MAP assessments in fall and spring. Second graders take the Reading and Math MAP assessments in winter only. Eighth graders take the Reading, Math, and Language MAP assessments in fall only. At-risk students in 3rd-8th grade also take the Reading and Math MAP assessments in winter.

What were our Spring 2015 goals? Did we achieve them?

MAP performance can be viewed through the lenses of both status and growth.

- *Status analysis* answers the question: How does our students' average RIT compare to the average RIT of students in other schools?

- *Growth* looks at how students' RIT scores change from fall to spring. *Growth analysis* answers the question: Are our students growing more or less than students in other schools? Growth is an important measure, especially for students who are performing significantly below the target and those who are performing significantly above it. Until recently, we have only had access to national norms for status and growth analysis.

District 64 measures our achievement in reading and math by setting and monitoring targets for *growth*. An increase in individual student growth will ultimately result in an increase in status. In Spring 2014, we established growth goals for each grade level. These goals, as well as data related to status and growth for Spring 2014 and Spring 2015, are shared in the tables below.

Reading Results

Although we did not maintain the same levels of growth in reading, we did maintain high status. A decrease in our reading growth may be the result of our recent transition to the Common Core version of the MAP assessment. Despite the decrease, we continue to achieve growth at a percentile rank that is close to the upper quartile.

Math Results

We *far surpassed* our growth goals in the area of Math. This, in turn, led to an increase in status.

Our *highly accelerated* math growth performance is likely due to the integration of several powerful factors, which have been discussed in depth at the Board table over the past two years:

- Math Resources - Investing in new K-8 Common Core aligned math resources. These were introduced in the 2013-14 school year to support the implementation of the curriculum. They include digital technology materials that support differentiation of instruction.
- Professional Development - Providing extensive professional development over two years to support teachers with implementation of the new standards and pacing of lessons.
- High-Impact Instruction - Providing training to a majority of staff members in the use of formative assessments, a high-impact instructional strategy.
- Data Review - Establishing a protocol for grade-level data review and providing teams with principal-led release time to review data and plan for instruction.
- Common Core MAP - Transitioning to the Common Core version of the MAP at a time when our curriculum became more aligned to the Common Core.
- New Tutoring - Implementing an after-school tutoring program for at-risk math students through newly obtained Title I funding.

READING

Grade Level	STATUS What is our average percentile rank for the mean RIT at this grade level?		GROWTH What is our average percentile rank for growth at this grade level?		Growth Goal for 2014-15 (National Percentile)
	2014	2015	2014	2015	
District	96	94	86	73	
3	97	93	93	71	Maintain
4	97	97	83	75	90
5	96	95	92	88	Maintain
6	96	95	87	77	90
7	92	92	76	54	80

MATH

Grade Level	STATUS What is our average percentile rank for the mean RIT at this grade level?		GROWTH What is our average percentile rank for growth at this grade level?		Growth Goal for 2014-15 (National Percentile)
	2014	2015	2014	2015	
District	87	93	51	84	
3	88	88	55	81	60
4	85	93	33	70	50
5	82	93	34	88	50
6	92	94	66	91	70
7	89	96	65	88	70

What are our next steps?

When we review our percentile rank for growth using national norms, we are comparing our growth to schools across the nation. National norms may not be an appropriate benchmark for high-achieving districts like District 64. Going forward, we will compare our growth to other

high-performing districts with similar resources and student profiles. NWEA has provided us with a Virtual Comparison Group so we can compare our students to a *high-performing norm*. More information about this high-performing norm will be shared at the June 22, 2015 Board of Education meeting.

District 64 provides a quality education of which our community, Board, staff, parents and students can be proud. We continue to maintain highly competitive levels of performance in reading. The achievement of our math growth goals is indicative of our commitment to continuous improvement.

Approval of the 2020 Vision Strategic Plan

ACTION ITEM 15-06-9

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the 2020 Vision Strategic Plan, including the: mission and vision; guiding philosophy; six objectives with their related strategies, outcomes and measures; and the balanced scorecard.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Date: June 22, 2015
Subject: Updates to 2020 Vision Strategic Plan

We thank the Board for the thoughtful discussion about the plan and proposed scorecard metrics at the June 8, 2015 Committee-of-the-Whole meeting. Below are the changes that have been made to the plan and scorecard being presented for Board approval this evening:

Plan Document

- Appendix: added a new appendix on the Strategic Planning Process. This section incorporates much of the material in the cover memo of June 8, so that it is available to all readers as part of the plan document.
- Letter from Board President (*to be inserted*)

Strategies 1, 2, and 3

Scorecard: 1A, 2B, 3A - MAP/PARCC Targets

When we review our percentile rank for growth using national norms, we are comparing our growth to schools across the nation. As discussed at the June 22 Board meeting, national norms may not be an appropriate benchmark for high-achieving districts like District 64. Going forward, we will compare our MAP growth to other high-performing districts with similar resources and student profiles. NWEA has provided us with a Virtual Comparison Group so we can compare our students to a *high-performing norm*. In both reading and math, we are achieving the high-performing norm. We have adjusted our MAP and PARCC targets based on this performance data.

- MAP target: Exceed the high-performing norm. This is written as “+1>HP Norm” on the scorecard.
- PARCC target: Performance within three percentage points of benchmark districts. This is written as “+/- 3 % pts” on the scorecard.

Plan and Scorecard: 1A, 2B - Educational Ends Clarification

Measure changed to: “Student mastery of increasingly rigorous targets set for Educational Ends assessments.” Scorecard changed similarly.

Plan and Scorecard: 2C - Communication

New measure added: “Clear targets and current performance posted to Website dashboard annually (MAP, PARCC, subgroup performance, Educational Ends).” Added measure to Scorecard; Target: 5

Plan and Scorecard: 3B - PARCC/DLM

Measure: wording clarified to add the state test for students in self-contained special education classrooms (DLM).

Strategy 5

Scorecard 5B: Master Facilities Plan Clarification

Scorecard adjusted to clarify that Master Facilities Plan includes Maintenance Plan. Scorecard now written as “Annual Master Facilities Plan (includes Maintenance Plan) recommendations and funding Information.”

Strategy 6

Plan 6A - Revenue Sources

Desired outcome changed to “Utilize all revenue sources.”

Plan and Scorecard 6A - Financial Projections Model

Measure and Scorecard changed to “On demand long-term financial projections model (Under Development).” Scorecard target changed to “on demand.”

Plan and Scorecard 6C - Progress tracking

Measure and Scorecard changed to “Track progress continuously on Board extended referendum goal of 2020-21 (Under Development).” Scorecard target changed to “on demand.”

Plan 6D - Future curriculum challenges

Added to Plan as a Desired Outcome for clarification: “Long-term curriculum needs and state/federal initiatives considered when forecasting budget requirements.”

Plan and Scorecard 6F - Parent and Community Education

Added to Plan and Scorecard as a new Measure: “Website dashboard to communicate progress on all Strategic Plan metrics. (Under Development)” Scorecard target is “100%.”



Presented to the Board of Education

June 22, 2015



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Message from the Superintendent of Schools

From the Superintendent of Schools - Dr. Laurie Heinz

To the District 64 Community:

Park Ridge-Niles School District 64 has a long-standing reputation of excellence. We educate approximately 4,400 students within eight schools from early childhood through grade eight. We are located in northern Cook County where schools are innovative, high achieving and some of the best that Illinois has to offer. Our students move onto Maine Township District 207 where academic excellence focuses on acceleration of learning and preparedness for an educational experience beyond high school. District 64 and District 207 work collaboratively to align programs and services to ensure we meet the changing needs of our student body, and the internal and external demands of increased academic rigor, while ensuring fiscal accountability to the Board of Education and larger community.

In order to do so, we need to be extraordinarily focused on our goals with a clearly outlined roadmap to reach them. Our new *2020 Vision* Strategic Plan provides this direction. Our goals have been prioritized to provide a clear and unambiguous roadmap leading us to 2020. It is this focus on continuous improvement -- a “growth” mindset -- coupled with a future focus that helps frame why our *2020 Vision* is of critical importance to District 64.

The development of the plan was led by consultant Bob Ewy and a steering committee comprised of almost 40 staff and community members. The committee has already received input from almost 1,000 community members who participated in surveys earlier this spring regarding their desires for District 64; who engaged with the Steering Committee directly through community outreach with stakeholder groups, such as Rotary and Kiwanis; who participated at preview sessions; or who emailed or talked with me in my visits with parents, staff and community members. Such outreach mattered in order to ensure many voices were represented and to help shape our five-year plan. The plan took four months to develop with the committee and Mr. Ewy. The District’s senior leadership team also worked in between committee sessions with guidance from Mr. Ewy to further craft objectives and outcomes.

The document defines both *what* is important to achieve (the strategic objectives) as well as *how* they will be achieved (strategies and outcomes). The educational landscape continues to change rapidly. Therefore, our most important focus over the next five years is to accomplish the six objectives defined in the strategic plan. These goals and their related strategies, desired outcomes, and indicators, will drive our continuous improvement efforts across all schools and administrative departments for the benefit of all students.

The District 64 strategic plan provides the Board of Education, administration and both professional and support staff direction over an extended period of time to organize expertise, develop systems, and allocate resources to achieve the District’s mission. It also includes the basic measures (key performance indicators) in a *Balanced Scorecard* that will be used to assess that progress from where we are now -- our baseline -- through the next five years. The success



of District 64 is defined when looking across multiple measures in this new tool -- a *Balanced Scorecard*. This scorecard will help us monitor and report progress toward goals to the Board of Education and larger District 64 community. Goals that are well written and monitored will help clarify our work and allow us to know when we have met our targets. The scorecard will also provide a wide array of measurable data that can be displayed on our Website, adding a further level of transparency. We believe these measures will serve as strong predictors of our success in fulfilling our mission and vision.

The strategic plan will be used by the Board of Education and District staff to improve organizational alignment and performance. It will help make the best use of the valuable financial and human resources the community provides the District by improving efficiency and effectiveness.

We are proud to present this plan and look forward to moving together toward our shared *2020 Vision* for District 64.

For Your Children,
Dr. Laurie Heinz, Superintendent

Message From the District 64 Board of Education

From Board President Dr. Anthony Borrelli

To the District 64 Community:

[The Board will have an opportunity to add a brief message to the community.]

On behalf of the Board,
Anthony Borrelli, President



DISTRICT MISSION AND VISION

The mission statement is a concise statement that focuses the community and District staff on the most essential outcome District 64 hopes to achieve. Our mission statement is a description of what needs to be accomplished for the benefit of our students. It is a statement of the basic purpose of District 64, of the reason why the school district exists.

Mission: Inspire every child to discover, learn, achieve, and care.

A vision statement is a broad and general description of what District 64 wants to achieve or accomplish for its students in the future. It helps all District stakeholders visualize where we want to go and what we are trying to build. It serves as a guide for choosing current and future courses of action.

Vision: Inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. Each student learns and grows in a safe, nurturing environment. In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.

GUIDING PHILOSOPHY: CONTINUOUS IMPROVEMENT

At its essence, continuous improvement means the desire to get better minute by minute, hour by hour, and day by day. It is an acknowledgement that nothing in any organization is perfect and that there are multiple opportunities for improvement that continuously present themselves. Continuous improvement is the recognition that the pursuit of excellence is a moving target. What is excellent today may be the definition of mediocrity tomorrow. Never accepting the status quo is the only way to keep a great school district great. In short, we practice continuous improvement so tomorrow is better than today. Stated another way, if you stand still, you'll get left behind.

Continuous improvement is what we desire for our students as they learn throughout the year and move from grade level to grade level and subject area to subject area. It is the Park Ridge-Niles District 64 staff commitment to this growth mindset that creates outstanding student performance levels in academics, the arts, and in physical performance. The results staff members achieve is a reflection of how well continuous improvement is practiced across all schools and departments.

The successful practice of continuous improvement focuses on:

- improvements that are based on many, small changes rather than large radical changes;
- ideas for improvement that come from the talents of the existing staff, a recognition of the broad range of expertise and information among staff members;



- a habitual practice staff members use to continually seek ways to improve their own performance; and
- a District-wide standardized approach to the practice of continuous improvement.

In order for continuous improvement to work effectively, a related district practice must also work equally effectively, that of data-informed decisions. Data-informed decisions require the continual collection of accurate information in order to improve productivity, eliminate waste, and manage the District's resources effectively and efficiently. The focus for data collection are the six strategic objectives.

The District Balanced Scorecard is used from several perspectives. School Board members, District staff, and community members use it to analyze the general performance of the District. The Balanced Scorecard also is used by department personnel to analyze how well strategies defined in the District strategic plan are working, are targets being met, and are outcomes being achieved. If not, are improvement activities being initiated? Additionally, the Balanced Scorecard is used by staff members to monitor performance and determine improvement priorities, an essential part of school improvement planning.

CURRENT AND FUTURE CHALLENGES

District 64 has worked hard over the years to develop a reputation described as a *standard of excellence* in education. This standard of excellence is constantly challenged by local, state, and national economic conditions, by state and national unfunded mandates, by technological innovations, and by societal demands and pressures for increased accountability. The world in which we live continually demands better systems and tools to achieve high levels of performance. District 64 is constantly faced with the challenge of achieving higher and higher levels of excellence, while operating in the new national norm of doing more with less. Constant attention to these challenges and how they interact with the District is necessary in order to continue to live up to our *standard of excellence* reputation.

Understanding and addressing these challenges is one of the main reason the District has created this strategic plan. Carefully defining these challenges enables the development of relevant strategic objectives that create the opportunity to not only sustain District 64 over time, but focuses improvement activities where they will have the greatest potential to positively influence students' learning experiences. The six following **challenges** (in no rank order) were identified using an external and internal scanning process, the collection of community survey information as well as community outreach by the Strategic Planning Steering Committee.

Key challenges District 64 faces:

1. Meet the increasing academic, behavioral, physical, social, and emotional health needs of our students. (1A-C, 2A-C, 3A-B)
2. Provide a rigorous educational program that will prepare students for a successful high school experience and future careers. (1A-C, 2A-C, 3A-B)
3. Maintain the current variety of programs and services with the constraint of limited and diminishing financial resources while complying with state and federal mandates. (5B, 6A-F)
4. Provide students with real-world, complex problem-based learning within the regular



school curriculum. (1A-1C, 2B)

5. Provide learning spaces in aging facilities and also accommodate other student needs in schools that are safe and secure. (5A-C, 6B)
6. Provide the necessary professional development and staff support for the ever changing demands to implement new and updated educational and technological innovations. (4A-C)

These challenges drive the most important strategic objectives for District 64 to address over the next five years. By focusing on these challenges, the District is assuring each student the best possible education that prepares them to be successful in high school and beyond. That said, as the educational and financial landscape continues to shift, our plan will adapt as needed. The Strategic Planning Committee will meet annually to revisit Strategic Objectives and Challenges.

STRATEGIC OBJECTIVE ONE:

Develop Students Who Master the 4C's - Communication, Collaboration, Creativity, and Critical Thinking

District 64 students face a world in which access to knowledge and integration of technology will continue to grow, evolve, and change at a rapid pace. To be ready for these unknown challenges, students must be creative, innovative, agile, and resourceful problem-solvers.

To meet this challenge, District 64 will need to provide students with complex, real-world inquiry-based learning opportunities. They collaborate with students in their classroom, from across the District, and across the world to focus on solving community, state, national, or world issues/problems of interest. They think critically and demonstrate artistic expression. Technology supports their approach to inquiry-based learning. Students will become adept at the four C's (communication, collaboration, creativity, and critical thinking) as outlined in the "Framework for 21st Century Learning" researched by the Partnership for 21st Century Learning.

Strategy	Desired Outcomes	Measures
<p>A. Engaging, Motivating, and Challenging Educational Program</p> <p>The educational program includes opportunities that prepare students to achieve success in high school and beyond. These opportunities enable students to: (1) explore, discover, and optimize their individual strengths; and (2) recognize and help them overcome their weaknesses. Student outcomes are evaluated and benchmarked locally and nationally against the best educational systems.</p>	<p>Early Childhood - grade 8 Core, Encore, and Elective offerings broaden student experiences, prepare all subgroups to achieve success in high school and beyond, and support critical thinking and creative expression.</p> <p>Program reviews are conducted and recommendations are implemented (e.g., kindergarten program, middle school program, Channels of Challenge program)</p> <p>A curriculum review cycle that provides timely audit of current practices and research.</p>	<p>Learning Walks (non-evaluative) levels of student engagement (UNDER DEVELOPMENT)</p> <p>Spring-to-spring comparative analysis of PARCC and MAP achievement (status and growth) to benchmark districts in reading and math (Data available in Fall 2015)</p> <p>Student mastery of increasingly rigorous targets set for Educational Ends assessments</p> <p>District 207 high school performance portfolio (UNDER DEVELOPMENT)</p>
<p>B. Inquiry-Based Learning</p> <p>Integrate inquiry-based learning into curricular experiences. We learn best when we are at the center of our own learning. Within the context of our Board-approved curriculum, inquiry-based learning is a learning process through questions generated from the interests, curiosities, and perspectives of the learner. Students explore interconnected concepts and collaborate to address real-world problems for an</p>	<p>Students regularly experience authentic learning activities designed to answer a question, solve a problem, or develop something that reflects the kinds of issues and situations found outside of class.</p> <p>Students conduct learning projects in areas of study linked to Common Core State Standards (CCSS)/District Priority Standards.</p> <p>Students have opportunities to explore their curiosities, talents and interests.</p>	<p>A minimum of two inquiry-based learning units at each grade level (to be developed).</p> <p>Student performance rubric for the 4 C's (UNDER DEVELOPMENT):</p> <ul style="list-style-type: none"> • communication • collaboration • creativity • critical thinking

authentic audience.	Students are skilled in communicating, collaborating, thinking critically, and designing creatively (learning targets incorporated with CCSS).	
C. Technology Integration We use technology and digital resources to provide differentiated learning experiences for students. Technology provides a consistent structure for students to learn, work, and practice collaboratively and independently in an interactive digital environment.	Students work in collaborative, engaging, relevant, and personalized learning environments with the use of modern technology for all learners. Teachers have a high level of comfort in integrating technology into their instructional practice and classroom learning environment.	Learning Walks (non-evaluative) levels of implementation (UNDER DEVELOPMENT) Grades 3-8 Students self-reporting on BrightBytes questionnaire data for the Classroom domain Grades K-8 Teachers self-reporting on BrightBytes questionnaire data for the Classroom domain Survey to Parents regarding 1:1 Chromebook initiative (UNDER DEVELOPMENT)

STRATEGIC OBJECTIVE TWO:

Provide a Rigorous Education for All Students

Appropriately rigorous learning experiences motivate students to learn more and learn it more deeply, while also giving them a sense of personal accomplishment when they overcome a learning challenge. A rigorous education is grounded in the concept of educational equity, the belief that all students—regardless of their race, ethnicity, gender, socioeconomic status, English proficiency, or disability—should pursue a challenging course of study that will prepare them for success in high school. In a rigorous educational system, instruction and assessment are driven by formally adopted standards and measurable outcomes.

In an rigorous educational system, teachers employ high-impact instructional strategies to support students with mastery. Practices that have a significant impact on student learning are: standards-based planning, formative assessment (including feedback and individual student goal-setting), creating a classroom culture for learning, and differentiation. Rigorous educational systems recognize that the social-emotional health of students contributes not only to students' academic success, but also to their overall well-being.

Strategy	Desired Outcomes	Measures
<p>A. Aligned, Articulated Curriculum District 64 will have a written curriculum in all subject areas to ensure that students across grade levels are learning the same content. The curriculum will be based on national standards.</p> <p>Standards-based education creates high expectations for all students and provides a consistent guide for the evaluation of student work. A core set of standards-based concepts and competencies form the basis of what all students should learn.</p>	<p>Curriculum Maps are aligned to state and national standards.</p> <p>Curriculum Maps identify the essential learning outcomes that must be taught by grading period at each grade level or course in all subject areas.</p> <p>Learning outcomes have been repacked into unit plans for all subject areas.</p> <p>Unit plans are documented and easily accessible to staff. The written curriculum identifies intervention and enrichment options and includes aligned instructional materials.</p> <p>Staff, students and families know the learning expectations for each unit of instruction in all subject areas to answer the question “What must all students know and be able to do by the end of this unit?” (e.g., via Web page, newsletter, email)</p> <p>Teacher teams have common pre-assessments, formative, and</p>	<p>% of completed curriculum maps for each Core, Encore, and Elective course</p> <p>Learning Walks (non-evaluative) to determine student understanding of learning outcomes and goals (UNDER DEVELOPMENT)</p> <p>% of documented and online unit plans that include common formative and summative assessments</p>

	summative assessments that are accurate, valid, and aligned to learning outcomes for each unit.	
<p>B. High-Impact Instruction Use the teaching strategies that will cause the greatest student achievement. These strategies are:</p> <ul style="list-style-type: none"> standards-based planning formative assessment (including feedback and individual student goal-setting) positive classroom culture differentiation <p>Learning is differentiated to particular academic needs, interests, and learning preferences. The learner has a voice and choice about the what, when, and how of his/her own learning.</p>	<p>Classroom instruction is characterized by high expectations; clear and consistent learning targets; a variety of opportunities to demonstrate levels of understanding. It also includes high levels of engagement and student initiative.</p> <p>Teachers integrate high-impact instructional strategies to support student learning. These strategies are:</p> <ul style="list-style-type: none"> standards-based planning formative assessment (including feedback and individual student goal-setting) positive classroom culture differentiation <p>Teachers use common formative and summative assessments results to improve instruction, determine student intervention and enrichment needs, and monitor individual student learning.</p> <p>Implementation of District-wide SEL program which fosters a District 64 learning culture.</p>	<p>Learning Walks (non-evaluative) - levels of student engagement (UNDER DEVELOPMENT)</p> <p>Spring-to-spring comparative analysis of PARCC and MAP achievement (status and growth) to benchmark districts (Data available in Fall 2015)</p> <p>Student mastery of increasingly rigorous targets set for Educational Ends assessments</p> <p>Social-Emotional Learning indicators (UNDER DEVELOPMENT)</p> <p>5 Essentials (5E) Survey for students (grades 6-8) in the areas of Ambitious Instruction & Academic Personalism</p>
<p>C. Standards-Based Reporting Standards-based reporting makes it clear what students are learning. It shares information about student performance and growth related to priority learning outcomes. In District 64, the Mastery Learning Committee has convened to address this topic.</p>	<p>Parents and schools communicate regularly and clearly about information important to student success. Schools inform families about standards and how they relate to the curriculum, learning objectives, methods of assessment, school programs, discipline codes, and student progress to promote two-way communication.</p> <p>Comprehensive standards-based reporting system that provides all stakeholders with accurate information about student performance and growth related to learning outcomes.</p>	<p>Stakeholder satisfaction survey to determine effectiveness of standards-based reporting (UNDER DEVELOPMENT)</p> <p>Parent University exit slips (UNDER DEVELOPMENT)</p> <p>Clear targets and current performance posted to Website dashboard annually (MAP, PARCC, subgroup performance, Educational Ends)</p>

STRATEGIC OBJECTIVE THREE:

Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students

Differentiated educational experiences enable students to become engaged, self-directed learners who are socially competent, emotionally self-aware and demonstrate resilience.

The notion of a public education available to all students "on equal terms" has broadened to include considerations for an increasingly diverse population of school children. This increased diversity among students in District 64 includes languages, families, cultural backgrounds, economic levels, and life experiences. Instructional accommodations, modifications, and differentiation all center on addressing the individual learning needs of students, supporting their mastery of content standards and related indicators.

District 64 applies appropriate methods to identify the extent to which each need impacts a student's education. Customizing academic, creative, behavioral, physical, social, and emotional learning opportunities maximizes student growth. Customization requires articulating clear learning targets, coaching students to set rigorous personal goals, and partnering with students to monitor and reflect at timely intervals.

Strategy	Desired Outcomes	Measures
A. High-Quality Tier 2 and Tier 3 Intervention Tier 2 and 3 interventions are offered in addition to participation in high-quality Tier 1 classroom instruction. Tier 2 and 3 instruction must be qualitatively different from initial instruction, offer students a new approach, and offer additional learning time. In District 64, the Core Plus Committee has convened to address this topic.	Three tiers of instruction are provided in Math, Reading, Writing, and Social Emotional Learning (SEL). Students are provided appropriate program/service options to support their learning. Students master grade-level curriculum and are prepared for success at the next grade or subject level. Student mastery is analyzed by grade level, subject area, and identified groups, including: English Learners (EL), special education (Individualized Education Plan - IEP), and low socioeconomic status (SES).	Spring-to-spring comparative analysis of subgroup achievement on PARCC and MAP (status and growth) to benchmark districts (Data available in Fall 2015) Tier 2 and Tier 3 intervention participation rates for students with at-risk academic performance Special Education students serviced in the Least Restrictive Environment (LRE) data
B. Data-Driven Decision-Making Schools must establish a strong culture of data, which is used to ensure that data-driven decisions are made frequently, consistently, and appropriately. This data culture should emphasize collaboration across and	District 64 has Data Decision-Making Guidelines and uses this process for continual improvement. Teachers set target and learning goals for all students in Tier 2	Implementation rates of data-based decision-making guidelines by school (fidelity checklists) PARCC/DLM performance gaps for specific subgroups [special

within grade levels and subject areas to diagnose problems and refine educational practices.	<p>and Tier 3.</p> <p>Students examine their own data, know their learning goals, and actively work to reach them.</p> <p>Student mastery is analyzed by grade level, subject area, and identified groups, including: English Learners (EL), Individualized Education Plan (IEP), and low Socioeconomic Status (SES).</p>	<p>education (IEP), low socioeconomic status (SES), and English Learners (EL)] (Data available in Fall 2015)</p> <p>MAP performance gaps for specific subgroups [Special Education (IEP), low socioeconomic status (SES), and English Learners (EL)] (Data available in Fall 2015)</p>
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STRATEGIC OBJECTIVE FOUR:

Foster Effective Communities of Practice Through Professional Development and Staff Support

Achieving a rigorous education based on high academic and behavioral expectations for all students can only be achieved by actively supporting educators in their continual development of professional skills and knowledge. Educators need to continue to build a shared knowledge and a solid foundation to support students in fulfilling their academic, social, physical, creative, behavioral, and emotional potential. New discoveries in instructional practice and applications of technology to the learning environment require staff members to stay current in their chosen profession, which requires face-to-face and virtual opportunities for development and training. These interactions occur in an environment of collaboration and shared decision-making with staff and administrators to assure that the best opportunities for development experiences are available to all staff.

Strategy	Desired Outcomes	Measures
<p>A. Collaboration & Teaming for Continuous Improvement Expand a culture founded on collaboration and teaming. Build a culture of continuous improvement through a growth mindset.</p>	<p>Opportunities to grow professionally in a collaborative and teaming culture are frequent.</p> <p>The District maximizes time, talent, trust, respect, teacher empowerment, and collaboration to improve results in student growth and achievement.</p> <p>Individual, department, and building goals are aligned to achieve District goals.</p>	<p>5 Essentials survey data in the areas of Collaborative Teachers & Effective Leaders</p> <p>District teacher satisfaction survey (UNDER DEVELOPMENT)</p> <p>District parents satisfaction survey (UNDER DEVELOPMENT)</p> <p>Percentage of school SMART goals achieved</p>
<p>B. Professional Communities of Practice Professional staff are given opportunities to work as colleagues and participate in learning communities. They critically reflect on the teaching process, the thinking and actions of students, and content. They grow professionally through dialogue, inquiry, and action research.</p> <p>Staff development and professional learning are not restrained by location through the use of virtual and online activities.</p>	<p>All teachers participate in face-to-face and virtual collaborative learning opportunities focused on strategic plan initiatives.</p> <p>Teachers have continuous access to information and can become part of a learning community at anytime.</p> <p>Teacher leaders moderate learning community discussions and actions as part of discussion groups related to their area of expertise. Staff members participate and share best practice examples.</p> <p>Face-to-face staff development is followed by an ongoing series of virtual learning community</p>	<p>Participation rates in Communities of Practice</p> <p>Communities of Practice feedback</p>

	<p>discussions about how to apply what participants learn after the initial training takes place.</p> <p>Professional learning is meaningful, job-embedded and delivered in real-time.</p>	
<p><i>C. Differentiated Professional Development</i></p> <p>Provide differentiated professional development in five areas:</p> <ul style="list-style-type: none"> ● standards-based planning ● formative assessment (including feedback and individual student goal-setting) ● positive classroom culture ● differentiation ● inquiry-based learning 	<p>Professional development sequence related to the five areas of high-impact instruction will be identified.</p> <p>Focused, differentiated staff development will support the achievement of Strategic Objectives 1-3.</p> <p>The District provides job-embedded coaching to support professional development and the implementation of initiatives.</p>	<p>Participation rates in professional development sequence</p> <p>Learning Walks (non-evaluative) to determine level of implementation (UNDER DEVELOPMENT)</p> <p>Coaching program satisfaction feedback</p> <p>Number of instructional practice requests by category</p> <p>Grades K-8 Teachers self-reporting on BrightBytes questionnaire data for the Skills domain</p>

STRATEGIC OBJECTIVE FIVE:

Provide Safe and Secure Learning Spaces to Support 21st Century Learners

Student learning is enhanced by the school environment in which they learn. The capacity and flexibility of facilities to support learning creates opportunities for teachers to deliver differentiated, innovative curriculum for students.

As the Master Facilities Plan will outline, the most important actions of District 64 to create optimal learning environments are to:

- Manage resources efficiently and effectively to enhance teaching and learning;
- Provide attractive, safe, secure, and healthy spaces in which students can engage in active and meaningful ways;
- Create flexible spaces that foster communication, collaboration, critical thinking, and creativity among students and staff;
- Create engaging, technology-rich learning environments;
- Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources;
- Be a good steward of the environment and the community by designing or redesigning facilities that are energy efficient and sustainable; and
- Monitor population trends and examine building additions, boundary changes or grade center learning spaces options.

This will require being creative about the way space is used, and rethinking how to make space more functional, more collaborative and flexible.

Strategy	Desired Outcomes	Measures
A. Life Safety & Universal Access Incorporate life-safety requirements and Universal Access into facility projects.	The District's facilities are in compliance with the Illinois School Code including the School Construction Code, Health Life Safety requirements, the Illinois Barriers Act and all other referenced codes.	Completion of all required Category A items identified in the Health Life Safety Survey in the required timeframe ADA accessibility requirements will be addressed for each facility. Based on code requirements and available funding, the District will make improvements in the ADA accessibility of our facilities.
B. Master Facilities Plan The District will be thoughtful in the way it designs facility and site improvements to create functional, collaborative, and flexible spaces consistent with enrollment projections.	Mindful of financial resources, District facilities are functional, collaborative, and flexible spaces that meet changing student enrollment and support 21st century learning.	Projects are aligned with Strategic Plan and available funding. Administration prioritizes projects, bringing recommendation and funding source information to Board for approval on a yearly basis.

	<p>Implementation of Master Facilities Plan as prioritized over the life of the five-year plan and beyond.</p> <p>Adopt a cohort survival enrollment projection model (under development)</p>	
<p>C. Environmental Health Enhance teaching and learning through the environmental health of facilities.</p>	<p>Provide students and staff with an inviting, safe, and healthy environment.</p> <p>Energy efficient and sustainable facilities.</p> <p>Reduction in facility maintenance expenditures and increased life cycle of building components.</p> <p>Implementation of professional development for Facility Management Department staff to support a high level of satisfaction with facilities (program under development)</p>	<p>Satisfaction survey data of students, staff, and community with District facilities (UNDER DEVELOPMENT)</p>

STRATEGIC OBJECTIVE SIX:

Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services

The Board has created a goal to extend the original, 10-year referendum commitment made in 2007 by four years to 2020-21. The District must be cognizant of the factors that affect the financial health of District 64, while continuing to provide a variety of programs and services for all students.

Strategy	Desired Outcomes	Measures
A. Financial Stewardship Use data to proactively manage District finances in a climate of changing funding patterns and increased mandates from local, state, and federal governments.	Maintain responsible approach to fiscal operations, ensuring cost efficiencies while maintaining high quality programs, services, and staff. Utilize all revenue sources. Understand local, state and federal legislative threats to funding through involvement in professional associations, ED-RED and FED-RED. Assess the impact of salaries and benefits for all employee groups. Utilize financial models to project impact of future increases in expenditures and changes in revenues. Provide transparent, easy to access financial data to community. Periodic updates to the Board of Education on legislative threats Data displayed on financial dashboard.	Monthly financial reports and investment summaries Annual long-term staffing projections based on future enrollment projections (UNDER DEVELOPMENT) On demand long-term financial projections model (UNDER DEVELOPMENT) Annual financial audit (Unqualified Auditor Opinion)
B. Finance Priority Projects Finance priority projects identified in the Health Life Safety Survey and the Master Facilities Plan.	The Board of Education, staff, and community are aware of facility needs and financing options to make informed decisions about a project priority list. District classrooms support	The Board adopts an annual project priority list and determines financing Rubric to assess how classrooms support 21st Century learning (UNDER DEVELOPMENT)

	21st Century learning.	
C. Fund Balance Policy Adhere to the Board's fund balance policy	Meet all of the District's financial obligations and cash flow needs in a timely manner Monitor days of cash on hand in the District's operating funds on June 30 of each fiscal year against fund balance policy (120 days).	Report days cash on hand at close of each fiscal year Track progress continuously in meeting the Board's extended referendum goal of 2020-21 (UNDER DEVELOPMENT)
D. Finance Priority Programs Collaborate with all District departments to ensure adequate funding is available for student programs and services	District departments will work together to understand the financial needs of the District to develop realistic and timely long-range budget priorities. Long-term curriculum needs and state/federal initiatives considered when forecasting budget needs.	Fund priorities recommended by Program Review Committees
E. Plan for Future Challenges Be prepared for the impact of future enrollment changes	Accurate enrollment trend data. Review enrollment trends and conduct a boundary study to understand financial options to meet changing enrollment.	Provide adequate spaces to accommodate expected enrollments at all schools
F. Parent and Community Education Engaging with parents and community members can inform, complement, reinforce, and accelerate educators' efforts.	District 64 provides information to parents, staff and community members about the alignment of resources to strategic initiatives.	Advisory committees include volunteers Provide annual updates on investments in student learning and financial challenges District Satisfaction Survey (UNDER DEVELOPMENT) Website dashboard to communicate progress on all Strategic Plan metrics (UNDER DEVELOPMENT)

IMPLEMENTING THE STRATEGIC PLAN

It is the responsibility of the District 64 Board of Education, senior leadership, District administrators and all other staff members to implement the District's mission, vision, and core values and align all activities to achieve the strategic plan objectives. District 64 must be focused, because well-deployed strategic objectives are the means to achieving exemplary student performance. The strategic plan provides District leaders the information they need to move from an abstract set of strategic objectives to an actionable set of priorities. The strategic plan strategies, desired outcomes, and key performance indicators form the "game plan" to achieve the mission, vision, and strategic objectives.

The Board and senior leadership play key roles in communicating the District's mission, vision, and strategic objectives to community members, parents, and staff in order to gain consensus, support, and commitment. It is the Board's responsibility to monitor the implementation of the strategic plan as well as the resulting outcomes, using the key performance indicators derived from the data sources specified in the strategic plan scorecard.

District 64 will utilize two tools that are essential to the successful implementation of a school district strategic plan: 1) an implementation tree, which is a plan that describes what will happen and when it will happen to achieve the strategic plan strategic objectives; and, 2) a Balanced Scorecard, which identifies the key performance indicators under each goal and performance targets. The Balanced Scorecard will be monitored to determine progress, allowing any necessary corrections to be made throughout the duration of this strategic plan.

DISTRICT 64 STRATEGY MAP

See Appendix 1 for the Strategy Map.

The strategy map provides a graphic organizer of the District's strategies under each strategic objective. It provides the "blueprint" that District leaders will use to accomplish the mission, vision, and strategic objectives. District senior leaders use the strategies identified in the strategic plan to determine what specific programs, processes, and practices will be implemented over time. A strategy map is a useful graphic that shows all the strategies that need to be in place for the strategic plan to be accomplished and illustrates how the different strategies support each other. Equally important, Board members, the superintendent, District staff members, parents, and others can use the strategy map to monitor implementation activities and review the performance of strategies as their influence is felt within the organization.

DISTRICT 64 BALANCED SCORECARD

See Appendix 2 for the Balanced Scorecard.

The scorecard identifies the key performance indicators that the District and its stakeholders will monitor to determine progress toward specific targets and ultimately the successful achievement of the strategic objectives. The key performance indicators are the metrics that define the standards the District will hold itself accountable for and the most salient measures within each



strategic objective. Key performance indicators may be modified accordingly after each annual plan review. Baseline data will be provided where available to reflect our current status on these indicators. Five-year targets will be set for each key performance indicator, considering the importance of high standards for all students, our already relatively high levels of performance in many areas, and national benchmarks from Baldrige award-winning districts. The Board of Education will track performance annually against these baseline data and the five-year targets.

STRATEGIC PLANNING PROCESS

A summary of the development of the plan is included as Appendix 3.

GLOSSARY

Aligned, articulated curriculum - An aligned, articulated curriculum clearly outlines what students are expected to learn. It ensures that students across grade levels at different schools are learning the same content. The curriculum is aligned to state and national standards.

Balanced scorecard - A balanced scorecard is a way for districts to show the progress made toward strategic plan goals. A balanced scorecard, sometimes called a *dashboard*, shows data from past and current years, as well as the target for the final year of the strategic plan. District 64's Balanced Scorecard (Appendix 2) is available on the District 64 website.

BrightBytes - The BrightBytes Survey measures how well a district is implementing technology to support student learning. The survey is administered to students, parents, and teachers. Districts receive a score (Beginning, Emerging, Proficient, Advanced, Exemplary) in four different areas: classroom, access, skills, and environment. On the scorecard, the following notations will be used:

Communities of practice - Communities of practice are groups of educators who come together to talk about teaching and student learning. Communities of practice are sometimes called Professional Learning Communities. Through these conversations, educators can brainstorm and access the best ideas for supporting student achievement. Communities of practice focus on four important questions: 1) What do we want students to learn? 2) How will we know when they have learned it? 3) How will we support students who are struggling? 4) How will we challenge students who have already mastered the goals?

Curriculum map - A curriculum map identifies what students will learn within a unit of study. In addition, a map identifies how long teachers should focus on certain topics and what assessments they can use to measure student learning. Maps also include ideas for supporting struggling students and challenging more advanced students.

Differentiation - When teachers differentiate instruction, they design lessons so that all students can learn, regardless of differences in learning needs. In differentiated classrooms, teachers consider students' background knowledge, readiness, ability, and interests when planning for instruction.

Educational Ends - The Educational Ends are general goals that District 64 has for all students in each area valued by the District, including: Critical Thinking/Problem Solving, Foreign Language, General Music, Health, Instrumental Music, Language Arts, Math, Physical Education, Science, Social Emotional, Social Studies, and Visual Arts. Assessments have been developed to measure the Educational Ends goals. They include standardized tests as well as assessments created by District 64 teachers. Each year, our students' performance on these assessments is reported to the Board. More [information about the Educational Ends can be found](#)



[on the District 64 website.](#)

Environmental health - To support student learning, it is important that our schools are attractive, safe, and secure. Factors that influence environmental health are the school building, school grounds, temperature, noise, lighting, space, furniture, and equipment.

Fast feedback form - A fast feedback form is a short survey that can be administered quickly following an event or learning experience. Fast feedback forms give us valuable information about stakeholder perceptions and take only a short time to complete.

Formative assessment - Formative assessments are formal or informal ways of gathering information from students about their learning. This information is then used by teachers to change instruction and improve learning. Research shows that students learn more in classrooms where teachers use formative assessments to change instruction.

High impact instruction - Research shows that certain teaching strategies lead to greater student learning than other strategies. These strategies are often called “high impact instruction.” The teaching strategies that are known to cause the greatest student learning are: standards-based planning, formative assessment, creating a positive classroom culture, and differentiation.

Learning Walks - Learning Walks are non-evaluative classroom walk-throughs. During a Learning Walk, a teacher, administrator or other staff member observes students in order to answer a question or learn more about student learning. For example, a Learning Walk might answer the question, “Are students engaged?” or “Are students participating in differentiated activities?” or “Do students understand the goal of their learning?”

MAP (Measures of Academic Progress) - The MAP test is administered in Math and Reading to students in grades 3-8. MAP is a computerized adaptive test. This means that the test responds dynamically to each student. The difficulty of each question is determined by the student’s response to the previous question. Adaptive testing captures a child’s current level of knowledge, and thus more accurately measures what a child currently knows and needs to learn next. MAP assessments can measure academic growth over time. National norms are available for comparison to individual or group results.

Measures - The District 64 Strategic Plan includes measures. Measures are the tools we will use to share our progress with all stakeholders. For example, measures might be student performance on a standardized test or parent survey data. A summary of our performance on each measure can be found on the District 64 Balanced Scorecard on the District website.

PARCC (Partnership for Assessment of Readiness for College and Careers) - In Spring 2015, the PARCC Assessment replaced the ISAT as the Illinois State assessment. The PARCC is administered to students in 3rd-8th grade and is designed to measure student mastery of the



Common Core Standards in English language arts and mathematics.

RtI (Response to Intervention) - Response to Intervention is a process teachers use to identify and support students with learning and behavior needs. In an RtI Model, all students have access to quality instruction in the general education classroom. Students who struggle are then provided with additional help or more time to improve their learning. This help is called an intervention. Decisions about interventions are based on how students respond to them.

- **Tier 1** - The general education classroom where all student have access to quality, differentiated instruction.
- **Tier 2** - Support for students that is provided in addition to Tier 1, and goes beyond what is provided for all the students. For example, Tier 2 may include small group instruction provided by the classroom teacher or by a literacy teacher / interventionist.
- **Tier 3** - More intensive support that goes beyond what is provided to students in Tiers 1 and 2.

Note: The State of Illinois now refers to the Response to Intervention Model (RtI) as Multi-Tiered System of Instruction (MTSI). For clarity, we are still using the term RtI in District 64's Strategic Plan.

SMART goals - SMART goals are written so that they are Specific, Measurable, Achievable, Realistic, and Timely. Goals written in this way provide a clear picture of what is to be accomplished.

Social Emotional Learning (SEL) - Research shows that students' social-emotional learning is critical to their success. Social-emotional learning includes understanding and managing your emotions, setting and achieving positive goals, feeling and showing empathy for others, establishing and maintaining positive relationships, and making responsible decisions (CASEL, <http://www.casel.org>, 2015).

Standards-based reporting - Standards-based reporting makes it clear *what* students are learning and *how well* they are learning. It shares information about student performance and growth related to specific outcomes.

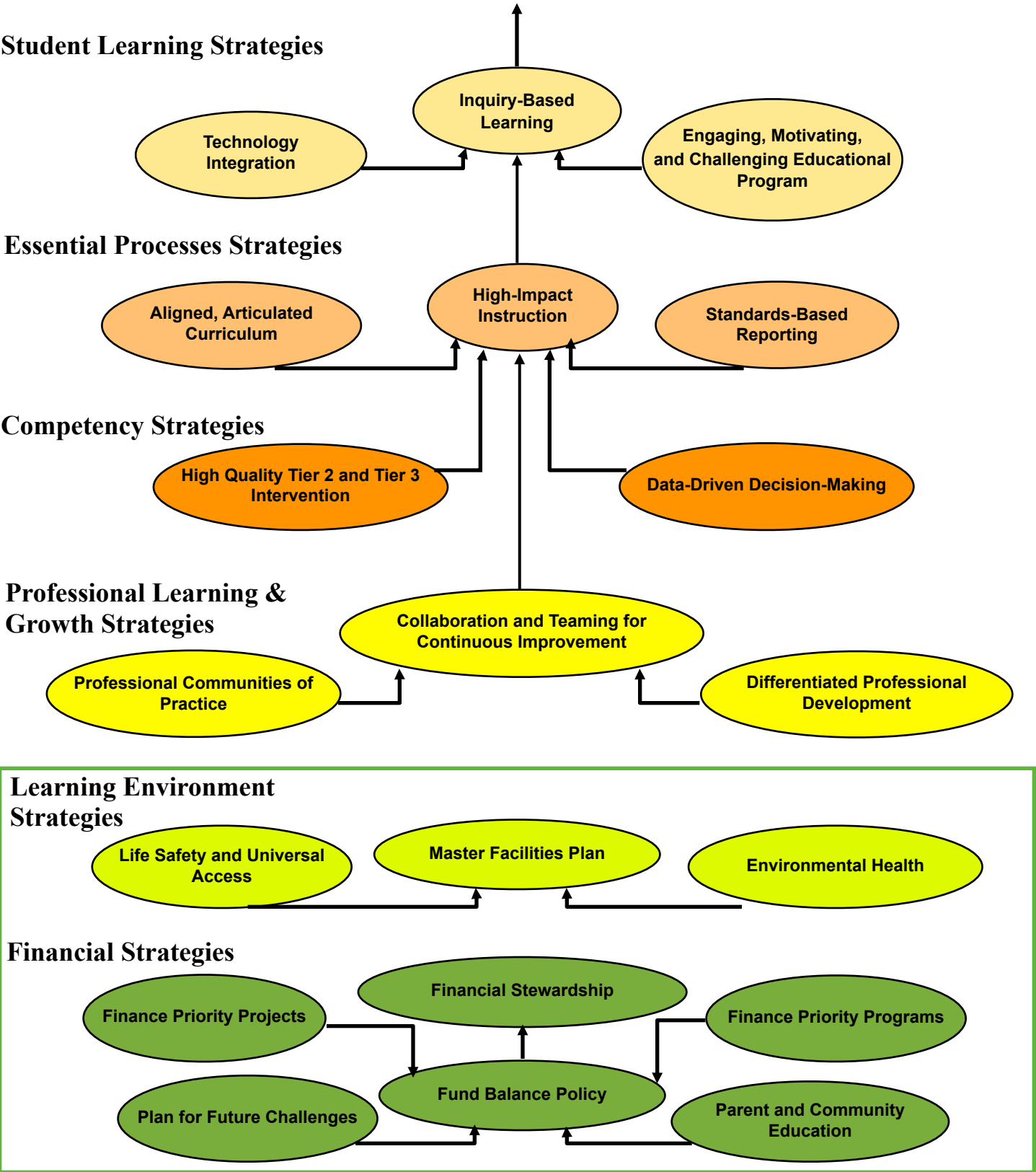
Strategic objective - A strategic objective is a goal. The District 64 Strategic Plan is organized around six strategic objectives. Underneath these broad goals, you can find the strategies, or actions, that we will take to achieve the goals. You will also find a description of desired outcomes and the measures we will use to show our progress.



District 64 Strategy Map

Mission: *Inspire every child to discover, learn, achieve, and care.*

Vision: *Inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. Each student learns and grows in a safe, nurturing environment. In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.*



District 64 SCORECARD

June 22, 2015 - Appendix 2

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective One: Develop Students Who Master the 4C's - Communication, Collaboration, Creativity, and Critical Thinking											
A. Engaging, Motivating, and Challenging Educational Program	Learning Walks (non evaluative) - levels of student engagement (UNDER DEVELOPMENT)										100%
	Spring/Spring analysis of PARCC achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-3 % pts
	Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Reading				HP Norm						+1 > HP Norm
	Spring/Spring analysis of PARCC achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-3 % pts
	Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Math				HP Norm						+1 > HP Norm
	Student mastery of increasingly rigorous targets set for Educational Ends assessments										100%
	District 207 high school performance portfolio (UNDER DEVELOPMENT)										
B. Inquiry-Based Learning	Minimum of two inquiry-based learning units at each grade-level (K-8) (UNDER DEVELOPMENT)										18
	Student performance rubric for the 4 C's: communication, collaboration, creativity, and critical thinking (UNDER DEVELOPMENT)										

District 64 SCORECARD

June 22, 2015 - Appendix 2

C.Technology Integration	Learning Walks (non evaluative) - level of implementation (UNDER DEVELOPMENT)										100%
	Teacher self-reporting on BrightBytes questionnaire - Classroom Domain										Ex
	Grades 3-8 students self-reporting on BrightBytes questionnaire - Classroom Domain										Ex
	Survey to Parents regarding 1:1 Chromebook initiative (UNDER DEVELOPMENT)										

District 64 SCORECARD

June 22, 2015 - Appendix 2

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Two: Provide a Rigorous Education for All Students											
A. Aligned, Articulated Curriculum	% of Curriculum maps for each Core, Encore, and Elective course										100%
	% of documented and online unit plans that include common formative and summative assessments										100%
	Learning Walks (non evaluative) to determine student understanding of learning outcomes/goals										100%
B. High-Impact Instruction	Learning walks (non evaluative) - levels of student engagement										100%
	Spring/Spring analysis of PARCC achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-3 % pts
	Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Reading				HP Norm						+1 > HP Norm
	Spring/Spring analysis of PARCC achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-3 % pts
	Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Math				HP Norm						+1 > HP Norm
	Student mastery of increasingly rigorous targets set for Educational Ends assessments										100%
	Social-Emotional Learning indicators (UNDER DEVELOPMENT)										

District 64 SCORECARD

June 22, 2015 - Appendix 2

C. Standards-Based Reporting	5 Essentials (5E) survey for students (grades 6-8) - Ambitious Instruction										5
	5 Essentials (5E) survey for students (grades 6-8) - Academic Personalism										5
	Stakeholder satisfaction survey to determine effectiveness of standards-based reporting (UNDER DEVELOPMENT)										
	Parent University exit slips (UNDER DEVELOPMENT)										
	Clear targets and current performance posted to Website dashboard annually (MAP, PARCC, subgroup performance, Educational Ends)										5

District 64 SCORECARD

June 22, 2015 - Appendix 2

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Three: Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students											
A. High-Quality Tier 2 and Tier 3 Intervention	Spring/Spring analysis of PARCC achievement to benchmark districts in Reading (AVAILABLE FALL 2015)										+/-3 % pts
	Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Reading				HP Norm						+1 > HP Norm
	Spring/Spring analysis of PARCC achievement to benchmark districts in Math (AVAILABLE FALL 2015)										+/-3 % pts
	Spring/Spring analysis of MAP achievement to high-performing benchmark districts in Math				HP Norm						+1 > HP Norm
	Tier 2 and Tier 3 intervention participation rates for students with at-risk academic performance										100%
	Special education students serviced in the Least Restrictive Environment (LRE)										65%
B. Data-Driven Decision-Making	Implementation rates of data-based decision-making guidelines by school (fidelity checklists) (UNDER DEVELOPMENT)										8
	PARCC student subgroup analysis for low socioeconomic status (SES) (AVAILABLE FALL 2015)										
	MAP student subgroup analysis for low socioeconomic status (SES) (AVAILABLE FALL 2015)										
	PARCC/DLM student subgroup analysis for Students with Disabilities (AVAILABLE FALL 2015)										

District 64 SCORECARD

June 22, 2015 - Appendix 2

	MAP student subgroup analysis for Students with Disabilities (AVAILABLE FALL 2015)										
	PARCC student subgroup analysis for English Learners (EL) (AVAILABLE FALL 2015)										
	MAP student subgroup analysis for English Learners (EL) (AVAILABLE FALL 2015)										

District 64 SCORECARD

June 22, 2015 - Appendix 2

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Four: Foster Effective Communities of Practice Through Professional Development and Staff Support											
A. Collaboration and Teaming for Continuous Improvement	5 Essentials survey data - Collaborative Teachers										5
	5 Essentials survey data - Effective Leaders										5
	District teacher satisfaction survey (UNDER DEVELOPMENT)										
	District parent satisfaction survey (UNDER DEVELOPMENT)										
	Percentage of School SMART goals achieved (UNDER DEVELOPMENT)										
B. Professional Communities of Practice	Participation rates in Communities of Practice										100%
	Communities of Practice fast feedback ratings (UNDER DEVELOPMENT)										
C. Differentiated Professional Development	Participation rates in professional development sequence										100%
	Learning Walks (non-evaluative) data - level of implementation (UNDER DEVELOPMENT)										100%
	Coaching program satisfaction feedback (UNDER DEVELOPMENT)										
	Number of instructional practice requests (UNDER DEVELOPMENT)										
	Teachers self-reporting on BrightBytes questionnaire - Skills Domain										Ex

District 64 SCORECARD

June 22, 2015 - Appendix 2

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Five: Provide Safe and Secure Learning Spaces to Support 21 st Century Learners											
A. Life Safety and Universal Access	Category A Health Life Safety Survey completion rate										100%
	% of facilities that are compliant with identified ADA accessibility priorities										100%
B. Master Facilities Plan	Annual Master Facilities Plan (includes Maintenance Plan) recommendations and funding information										5
C. Environmental Health	Student satisfaction with District facilities (UNDER DEVELOPMENT)										90%
	Staff satisfaction with District facilities (UNDER DEVELOPMENT)										90%
	Community satisfaction with District facilities (UNDER DEVELOPMENT)										90%

District 64 SCORECARD

June 22, 2015 - Appendix 2

STRATEGY	MEASURE	BASELINE STATUS			ANNUAL PERFORMANCE						TARGET 2020
		2012	2013	2014	2015	2016	2017	2018	2019	2020	
Strategic Objective Six: Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services											
A. Financial Stewardship	Monthly financial reports and investment summaries										60
	Annual long-term staffing projections (UNDER DEVELOPMENT)										5
	On-demand long-term financial projections model (UNDER DEVELOPMENT)										On demand
	Annual financial audit (Unqualified Auditor Opinion)										5
B. Finance Priority Projects	Annual priority project list and financing options										5
	Rubric to assess how classrooms support 21st Century learning (UNDER DEVELOPMENT)										
C. Fund Balance Policy	Days of cash on hand at end of fiscal year										120 days
	Track progress continuously on Board extended referendum goal of 2020-21										On demand
D. Finance Priority Programs	Fund priorities recommended by Program Review Committees										100%
E. Plan for Future Challenges	Adequate space for student enrollment										100%
F. Parent and Community Education	Advisory committees include community volunteers										100%
	Annual updates on investments in student learning and financial challenges										5

District 64 SCORECARD

June 22, 2015 - Appendix 2

	District satisfaction survey (UNDER DEVELOPMENT)										100%
	Website dashboard to communicate progress on all Strategic Plan metrics (UNDER DEVELOPMENT)										100%

Community-Informed Development of the 2020 Vision Strategic Plan

As reported to the Board on January 26, 2015, District 64 initiated a strategic planning process by convening a Steering Committee formed through a call for volunteers among all stakeholders. A diverse committee of 40 members was assembled from our schools and community to offer a wide representation of all stakeholders.

Officially convened on Saturday, February 7, the committee met for an intensive, half-day session under the leadership of Mr. Robert Ewy, our plan consultant. Mr. Ewy is currently a consultant in strategic planning, continuous improvement, and process management, assisting school districts that are serious about creating exceptional learning environments for students and satisfying professional working environments for staff. He was most recently the Director of Planning and Quality Programs for Community Consolidated School District 15. In this role, he was responsible for all aspects of organizational improvement, from the classroom to the boardroom. Mr. Ewy has been a teacher, a supervisor of statewide programs for the Colorado Department of Education, and a senior associate for a regional education laboratory. He is currently on the Board of Directors and has trained examiners for the Louisiana Quality Foundation. He is also authored or co-authored books published by the American Society for Quality, titled: *Charting Your Course, Lessons Learned During the Journey Toward Performance Excellence*; *Stakeholder-Driven Strategic Planning*; and *Process Management in Education*.

At the kick-off, the committee examined reports from Mr. Ewy outlining national and international trends in education, and a more detailed report from Superintendent Laurie Heinz on local and state challenges. From this work, the committee identified the most important trends and events that will create challenges to the quality of education and sustainability of District 64 over time.

Based on this analysis, the committee moved out into the community in March to offer local residents opportunities to directly contribute their ideas and vision. Their open invitation to participate yielded more than 820 responses to a community survey about priorities for education in District 64. A space for extended comments also yielded many additional perspectives. In addition, committee members visited with many community and civic organizations to share information about the strategic planning process and invite stakeholders to contribute their ideas. Committee members also received input through their work and activities in the community, and through email and conversation.

Meeting on Thursday, March 26, the committee then reviewed the abundant survey responses and feedback from their outreach meetings. Committee members also shared their own research

on educational trends and events, and heard an informative presentation from District 207 Superintendent Ken Wallace on the challenges facing the high school district. The committee reviewed the results of a District 64 system overview assessment conducted by the Consortium for Educational Change (CEC) to help benchmark District 64 against effective practices of other "high performing" districts. The committee then developed priorities for the strategic plan goals with Mr. Ewy.

In April, to provide an additional avenue for community input, the committee sponsored two preview sessions of the "working draft" of the plan goals led by Mr. Ewy. That input was used to inform the work of the Steering Committee at its Thursday, April 16 meeting. At that meeting, the committee reviewed a draft of the six strategic objectives and their rationales; discussed the guiding philosophy, vision and mission; and then conducted a SWOT analysis by identifying the District's Strengths, Weaknesses, Opportunities and Threats.

The District's senior leadership team also worked in between committee meetings with guidance from Mr. Ewy to further craft objectives and outcomes.

The final meeting of the steering committee was conducted on Thursday, May 21, when we considered all of the information used to develop the draft strategic plan against the proposed plan and worked together to review the content. The committee also reviewed the strategy map showing how all the strategies fit together to support the achievement of the District's mission and vision. Mr. Ewy also explained the Balanced Scorecard and how it will help to track progress.

Although the committee's initial work is now completed, we anticipate reconvening our committee annually to conduct another environmental scan of our national and local educational landscape; review the strategies being used to reach our objectives; determine whether new or different measures might be utilized; and recommend any needed adjustments. In this way, we anticipate the plan will remain fresh and focused each year as we move toward 2020.

ADOPTION OF RESOLUTION #1139 TRANSFERRING INTEREST FROM THE
WORKING CASH FUND TO THE EDUCATIONAL FUND

The 2014-15 Working Cash Fund expenditure budget contains a transfer of interest income earned from June 2014 – May 2015 to the Education Fund.

The Illinois School Code (**105 ILCS 5/20-5**) states that interest income may be transferred from the fund in which the interest was earned to another fund. Interest earned on funds deposited in the working cash fund that resulted from the working cash fund levy may be transferred to any fund without repaying the working cash fund.

The interest income must first be recorded in the working cash fund and then transferred to the fund most in need of the additional resources. It has been determined that the fund most in need is the education fund.

The above-described transaction is completed annually in the month of June. The attached resolution is the legal document required to make such a transfer.

ACTION ITEM 15-06-10

I move the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt Resolution #1139, authorizing the transfer of \$161,515.32 interest earned from June 2014 – May 2015 from the Working Cash Fund to the Educational Fund on or before June 30, 2015.

Moved By: _____ Seconded By: _____

AYES:

NAYS:

PRESENT:

ABSENT:

6/22/15

**RESOLUTION #1139 TO TRANSFER INTEREST EARNED FROM THE
WORKING CASH FUND TO THE EDUCATIONAL FUND**

WHEREAS, § 20-5 of The School Code (105 ILCS 5/20-5) provides that moneys earned as interest from investment of the Working Cash Fund may be transferred from that fund to another fund of the School District without any requirement of repayment, for the purposes of providing funds with which to meet the ordinary and necessary disbursements of the District for salaries and other school purposes; and

WHEREAS, said § 20-5 authorizes the Board of Education to order that interest earned on monies in the Working Cash Fund be so transferred, by separate Resolution directing the School Treasurer to make such transfer, and the Board of Education desires to permanently transfer such interest earnings to the Educational Fund in order to meet the needs of the District for salaries and other school purposes;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Consolidated School District No. 64, County of Cook, State of Illinois, that:

Section 1. All of the recitals contained in the above preambles to this Resolution are incorporated herein by reference.

Section 2. The Treasurer of this District is hereby directed to transfer interest earned in the Working Cash Fund in the amount of \$161,515.32 on or before June 30, 2015, to the Educational Fund for salaries and other school purposes.

Section 3. This Resolution shall be in full force and effect forthwith upon its passage.

Adopted this 22nd day of June, 2015 by the following vote:

PRESIDENT
BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL
DISTRICT NO. 64
COUNTY OF COOK
STATE OF ILLINOIS

Secretary

Month	Total Working Cash Interest Income to be Transferred
Jun-14	\$17,822.03
Jul-14	\$15,408.60
Aug-14	\$15,403.91
Sep-14	\$11,836.89
Oct-14	\$14,127.65
Nov-14	\$12,894.06
Dec-14	\$14,292.26
Jan-15	\$10,248.19
Feb-15	\$11,718.71
Mar-15	\$10,926.06
Apr-15	\$13,434.89
May-15	\$13,402.07
	<u>\$161,515.32</u>

ADOPTION OF RESOLUTION #1140 REGARDING THE ILLINOIS PREVAILING WAGE ACT

Annually school districts are required by the Illinois School Code ([820 ILCS 130/1 et seq](#)) to adopt a resolution that ascertains the Prevailing Wage Rate of Wages for Laborers Workmen and Mechanics employed by or on behalf of a school district, its contractors, or subcontractors to perform construction work including any maintenance, repair, assembly, or disassembly work performed on equipment whether owned, leased, or rented must be paid not less than the hourly wage generally prevailing for similar work in the area. A school district need not pay prevailing wages to its own employees.

The school district must ascertain the prevailing rate of wages on a per-hour basis or ask the Department of Labor to ascertain the rate for Cook County (see attached). The school district must specify in its resolution and call for bids that the prevailing hourly rate will be paid for each worker, and must stipulate in the contract that all workers must be paid no less than such prevailing rate. The school district must require contractors to include in their bonds provisions to guarantee the payment of prevailing wage rates.

The Project Labor Agreement approved by the Board in July 2010, and in affect through July 2015, does not negate the need to annually adopt the resolution that requires schools to payment of the Prevailing Wage.

The attached resolution is required for District 64 to be in compliance with the Prevailing Wage Act.

ACTION ITEM 15-06-11

I move that the Board of Education of Community Consolidated School District #64, Park Ridge-Niles, Illinois, adopt Resolution #1140 regarding the Illinois Prevailing Wage Act as provided by the Illinois Department of Labor.

Moved by: _____ Seconded by: _____

AYES:

NAYS:

PRESENT:

ABSENT:

6/22/15

**RESOLUTION #1140 OF THE BOARD OF EDUCATION OF COMMUNITY
CONSOLIDATED SCHOOL DISTRICT #64, COOK COUNTY, ILLINOIS,
ASCERTAINING THE PREVAILING RATE OF WAGES FOR LABORERS, WORKMEN
AND MECHANICS EMPLOYED IN PUBLIC WORKS OF SAID SCHOOL DISTRICT**

WHEREAS, the State of Illinois has enacted "An ACT regulating wages of laborers, mechanics and other workmen employed in any public works by the State, county, city or any public body or any political subdivision or by any one under contract for public works," approved June 26, 1941, codified as amended, 820 ILCS 130/1 et seq. (1993), formerly Ill. Rev. Stat., Ch. 48, par. 39s-1 et seq. and

WHEREAS, the aforesaid Act requires that Community Consolidated School District #64 of Cook County investigate and ascertain the prevailing rate of wages as defined in said Act for laborers, mechanics and other workers in the locality of Cook County employed in performing construction of public works, for said school district.

NOW, THEREFORE, BE IT ORDAINED BY THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64:

SECTION 1: To the extent and as required by "An ACT regulating wages of laborers, mechanics and other workers employed in any public works by the State, county, city or any public body or any political subdivision or by any one under contract for public works," approved June 26, 1941, as amended, the general prevailing rate of wages in this locality for laborers, mechanics and other workers engaged in the construction of public works coming under the jurisdiction of this Board of Education is hereby ascertained to be the same as the prevailing rate of wages for construction work in Cook County area as determined by the Department of Labor of the State of Illinois as of June, 2015, a copy of that determination being attached hereto and incorporated herein by reference. As required by said Act, any and all revisions of the prevailing rate of wages by the Department of Labor of the State of Illinois shall supersede the Department's June determination and apply to any and all public works construction undertaken by the Board of Education. The definition of any terms appearing in this Ordinance which are also used in aforesaid Act shall be the same as in said Act.

SECTION 2: Nothing herein contained shall be construed to apply said general prevailing rate of wages as herein ascertained to any work or employment except public works construction of this Board of Education to the extent required by the aforesaid Act.

SECTION 3: The Board of Education shall publicly post or keep available for inspection by any interested party in the main office of the Board of Education this determination or any revisions of such prevailing rate of wage. A copy of this determination or of the current revised determination of prevailing rate of wages then in effect shall be attached to all contract specifications.

SECTION 4: The Board of Education shall mail a copy of this determination to any employer, and to any association of employers and to any person or association of employees who have filed their names and addresses, requesting copies of any determination stating the particular rates and the particular class of workers whose wages will be affected by such rates.

SECTION 5: The Board of Education shall promptly file a certified copy of this Resolution with both the Secretary of State Index Division and the Department of Labor of the State of Illinois.

SECTION 6: The Board of Education shall cause to be published in a newspaper of general circulation within the area a copy of this Resolution, and such publication shall constitute notice that the determination is effective and that this is the determination of this public body.

PASSED THIS 22nd DAY OF JUNE, 2015.

APPROVED:

President, Board of Education

ATTEST:

Secretary, Board of Education

Cook County Prevailing Wage for May 2015

(See explanation of column headings at bottom of wages)

Trade Name	RG	TYP	C	Base	FRMAN	M-F>8	QSA	OSH	H/W	Pensn	Vac	Trng
=====	==	===	=	=====	=====	=====	===	===	=====	=====	=====	=====
ASBESTOS ABT-GEN	ALL			38.200	38.700	1.5	1.5	2.0	13.78	10.12	0.000	0.500
ASBESTOS ABT-MEC	BLD			35.100	37.600	1.5	1.5	2.0	11.17	10.76	0.000	0.720
BOILERMAKER	BLD			45.650	49.760	2.0	2.0	2.0	6.970	17.81	0.000	0.400
BRICK MASON	BLD			42.580	46.840	1.5	1.5	2.0	9.850	13.60	0.000	1.030
CARPENTER	ALL			43.350	45.350	1.5	1.5	2.0	13.29	13.75	0.000	0.630
CEMENT MASON	ALL			43.100	45.100	2.0	1.5	2.0	12.70	13.24	0.000	0.450
CERAMIC TILE FNSHER	BLD			35.810	0.000	1.5	1.5	2.0	10.55	8.440	0.000	0.710
COMM. ELECT.	BLD			39.000	41.800	1.5	1.5	2.0	8.420	11.98	1.100	0.700
ELECTRIC PWR EQMT OP	ALL			46.100	51.100	1.5	1.5	2.0	10.76	14.87	0.000	0.460
ELECTRIC PWR GRNDMAN	ALL			35.960	51.100	1.5	1.5	2.0	8.390	11.60	0.000	0.360
ELECTRIC PWR LINEMAN	ALL			46.100	51.100	1.5	1.5	2.0	10.76	14.87	0.000	0.460
ELECTRICIAN	ALL			44.000	47.000	1.5	1.5	2.0	13.33	14.77	0.000	0.750
ELEVATOR CONSTRUCTOR	BLD			50.800	57.150	2.0	2.0	2.0	13.57	14.21	4.060	0.600
FENCE ERECTOR	ALL			35.840	37.840	1.5	1.5	2.0	13.01	11.51	0.000	0.300
GLAZIER	BLD			40.000	41.500	1.5	2.0	2.0	12.49	15.99	0.000	0.940
HT/FROST INSULATOR	BLD			48.450	50.950	1.5	1.5	2.0	11.47	12.16	0.000	0.720
IRON WORKER	ALL			43.000	45.000	2.0	2.0	2.0	13.45	20.65	0.000	0.350
LABORER	ALL			38.000	38.750	1.5	1.5	2.0	13.78	10.12	0.000	0.500
LATHER	ALL			43.350	45.350	1.5	1.5	2.0	13.29	13.75	0.000	0.630
MACHINIST	BLD			44.350	46.850	1.5	1.5	2.0	6.760	8.950	1.850	0.000
MARBLE FINISHERS	ALL			31.400	32.970	1.5	1.5	2.0	9.850	13.10	0.000	0.600
MARBLE MASON	BLD			41.780	45.960	1.5	1.5	2.0	9.850	13.42	0.000	0.760
MATERIAL TESTER I	ALL			28.000	0.000	1.5	1.5	2.0	13.78	10.12	0.000	0.500
MATERIALS TESTER II	ALL			33.000	0.000	1.5	1.5	2.0	13.78	10.12	0.000	0.500
MILLWRIGHT	ALL			43.350	45.350	1.5	1.5	2.0	13.29	13.75	0.000	0.630
OPERATING ENGINEER	BLD 1			47.100	51.100	2.0	2.0	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	BLD 2			45.800	51.100	2.0	2.0	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	BLD 3			43.250	51.100	2.0	2.0	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	BLD 4			41.500	51.100	2.0	2.0	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	BLD 5			50.850	51.100	2.0	2.0	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	BLD 6			48.100	51.100	2.0	2.0	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	BLD 7			50.100	51.100	2.0	2.0	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	FLT 1			52.450	52.450	1.5	1.5	2.0	16.60	11.05	1.900	1.250
OPERATING ENGINEER	FLT 2			50.950	52.450	1.5	1.5	2.0	16.60	11.05	1.900	1.250
OPERATING ENGINEER	FLT 3			45.350	52.450	1.5	1.5	2.0	16.60	11.05	1.900	1.250
OPERATING ENGINEER	FLT 4			37.700	52.450	1.5	1.5	2.0	16.60	11.05	1.900	1.250
OPERATING ENGINEER	FLT 5			53.950	52.450	1.5	1.5	2.0	16.60	11.05	1.900	1.250
OPERATING ENGINEER	FLT 6			35.000	35.000	1.5	1.5	2.0	16.60	11.05	1.900	1.250
OPERATING ENGINEER	HWY 1			45.300	49.300	1.5	1.5	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	HWY 2			44.750	49.300	1.5	1.5	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	HWY 3			42.700	49.300	1.5	1.5	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	HWY 4			41.300	49.300	1.5	1.5	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	HWY 5			40.100	49.300	1.5	1.5	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	HWY 6			48.300	49.300	1.5	1.5	2.0	17.10	11.80	1.900	1.250
OPERATING ENGINEER	HWY 7			46.300	49.300	1.5	1.5	2.0	17.10	11.80	1.900	1.250
ORNAMNTL IRON WORKER	ALL			43.900	46.400	2.0	2.0	2.0	13.36	17.24	0.000	0.650
PAINTER	ALL			40.750	45.500	1.5	1.5	1.5	10.75	11.10	0.000	0.770
PAINTER SIGNS	BLD			33.920	38.090	1.5	1.5	1.5	2.600	2.710	0.000	0.000
PILEDRIIVER	ALL			43.350	45.350	1.5	1.5	2.0	13.29	13.75	0.000	0.630
PIPEFITTER	BLD			46.000	49.000	1.5	1.5	2.0	9.000	15.85	0.000	1.780
PLASTERER	BLD			42.250	44.790	1.5	1.5	2.0	11.40	12.19	0.000	0.650
PLUMBER	BLD			46.650	48.650	1.5	1.5	2.0	13.18	11.46	0.000	0.880
ROOFER	BLD			40.100	43.100	1.5	1.5	2.0	8.280	10.54	0.000	0.530
SHEETMETAL WORKER	BLD			41.530	44.850	1.5	1.5	2.0	10.48	20.06	0.000	0.690
SIGN HANGER	BLD			31.310	33.810	1.5	1.5	2.0	4.850	3.280	0.000	0.000
SPRINKLER FITTER	BLD			49.200	51.200	1.5	1.5	2.0	11.75	9.650	0.000	0.550
STEEL ERECTOR	ALL			42.070	44.070	2.0	2.0	2.0	13.45	19.59	0.000	0.350

STONE MASON		BLD	42.580	46.840	1.5	1.5	2.0	9.850	13.60	0.000	1.030
SURVEY WORKER → NOT		IN EFFECT	ALL	37.000	37.750	1.5	1.5	2.0	12.97	9.930	0.000 0.500
TERRAZZO FINISHER		BLD	37.040	0.000	1.5	1.5	2.0	10.55	10.32	0.000	0.620
TERRAZZO MASON		BLD	40.880	43.880	1.5	1.5	2.0	10.55	11.63	0.000	0.820
TILE MASON		BLD	42.840	46.840	1.5	1.5	2.0	10.55	10.42	0.000	0.920
TRAFFIC SAFETY WRKR		HWY	32.750	34.350	1.5	1.5	2.0	6.550	6.450	0.000	0.500
TRUCK DRIVER	E	ALL 1	33.850	34.500	1.5	1.5	2.0	8.150	8.500	0.000	0.150
TRUCK DRIVER	E	ALL 2	34.100	34.500	1.5	1.5	2.0	8.150	8.500	0.000	0.150
TRUCK DRIVER	E	ALL 3	34.300	34.500	1.5	1.5	2.0	8.150	8.500	0.000	0.150
TRUCK DRIVER	E	ALL 4	34.500	34.500	1.5	1.5	2.0	8.150	8.500	0.000	0.150
TRUCK DRIVER	W	ALL 1	32.550	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TRUCK DRIVER	W	ALL 2	32.700	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TRUCK DRIVER	W	ALL 3	32.900	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TRUCK DRIVER	W	ALL 4	33.100	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TUCKPOINTER		BLD	42.800	43.800	1.5	1.5	2.0	8.180	12.66	0.000	0.650

Legend: RG (Region)
 TYP (Trade Type - All, Highway, Building, Floating, Oil & Chip, Rivers)
 C (Class)
 Base (Base Wage Rate)
 FRMAN (Foreman Rate)
 M-F>8 (OT required for any hour greater than 8 worked each day, Mon through Fri.
 OSA (Overtime (OT) is required for every hour worked on Saturday)
 OSH (Overtime is required for every hour worked on Sunday and Holidays)
 H/W (Health & Welfare Insurance)
 Pensi (Pension)
 Vac (Vacation)
 Trng (Training)

Explanations

COOK COUNTY

The following list is considered as those days for which holiday rates of wages for work performed apply: New Years Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day and Veterans Day in some classifications/counties. Generally, any of these holidays which fall on a Sunday is celebrated on the following Monday. This then makes work performed on that Monday payable at the appropriate overtime rate for holiday pay. Common practice in a given local may alter certain days of celebration. If in doubt, please check with IDOL.

TRUCK DRIVERS (WEST) - That part of the county West of Barrington Road.

EXPLANATION OF CLASSES

ASBESTOS - GENERAL - removal of asbestos material/mold and hazardous materials from any place in a building, including mechanical systems where those mechanical systems are to be removed. This includes the removal of asbestos materials/mold and hazardous materials from ductwork or pipes in a building when the building is to be demolished at the time or at some close future date.

ASBESTOS - MECHANICAL - removal of asbestos material from mechanical systems, such as pipes, ducts, and boilers, where the mechanical systems are to remain.

CERAMIC TILE FINISHER

The grouting, cleaning, and polishing of all classes of tile, whether for interior or exterior purposes, all burned, glazed or unglazed products; all composition materials, granite tiles, warning detectable tiles, cement tiles, epoxy composite materials, pavers, glass, mosaics, fiberglass, and all substitute materials, for tile made in tile-like units; all mixtures in tile like form of cement, metals, and other materials that are for and intended for use as a finished floor surface, stair treads, promenade roofs, walks, walls, ceilings,

swimming pools, and all other places where tile is to form a finished interior or exterior. The mixing of all setting mortars including but not limited to thin-set mortars, epoxies, wall mud, and any other sand and cement mixtures or adhesives when used in the preparation, installation, repair, or maintenance of tile and/or similar materials. The handling and unloading of all sand, cement, lime, tile, fixtures, equipment, adhesives, or any other materials to be used in the preparation, installation, repair, or maintenance of tile and/or similar materials. Ceramic Tile Finishers shall fill all joints and voids regardless of method on all tile work, particularly and especially after installation of said tile work. Application of any and all protective coverings to all types of tile installations including, but not be limited to, all soap compounds, paper products, tapes, and all polyethylene coverings, plywood, masonite, cardboard, and any new type of products that may be used to protect tile installations, Blastrac equipment, and all floor scarifying equipment used in preparing floors to receive tile. The clean up and removal of all waste and materials. All demolition of existing tile floors and walls to be re-tiled.

COMMUNICATIONS ELECTRICIAN

Installation, operation, inspection, maintenance, repair and service of radio, television, recording, voice sound vision production and reproduction, telephone and telephone interconnect, facsimile, data apparatus, coaxial, fibre optic and wireless equipment, appliances and systems used for the transmission and reception of signals of any nature, business, domestic, commercial, education, entertainment, and residential purposes, including but not limited to, communication and telephone, electronic and sound equipment, fibre optic and data communication systems, and the performance of any task directly related to such installation or service whether at new or existing sites, such tasks to include the placing of wire and cable and electrical power conduit or other raceway work within the equipment room and pulling wire and/or cable through conduit and the installation of any incidental conduit, such that the employees covered hereby can complete any job in full.

MARBLE FINISHER

Loading and unloading trucks, distribution of all materials (all stone, sand, etc.), stocking of floors with material, performing all rigging for heavy work, the handling of all material that may be needed for the installation of such materials, building of scaffolding, polishing if needed, patching, waxing of material if damaged, pointing up, caulking, grouting and cleaning of marble, holding water on diamond or Carborundum blade or saw for setters cutting, use of tub saw or any other saw needed for preparation of material, drilling of holes for wires that anchor material set by setters, mixing up of molding plaster for installation of material, mixing up thin set for the installation of material, mixing up of sand to cement for the installation of material and such other work as may be required in helping a Marble Setter in the handling of all material in the erection or installation of interior marble, slate, travertine, art marble, serpentine, alberene stone, blue stone, granite and other stones (meaning as to stone any foreign or domestic materials as are specified and used in building interiors and exteriors and customarily known as stone in the trade), carrara, sanionyx, vitrolite and similar opaque glass and the laying of all marble tile, terrazzo tile, slate tile and precast tile, steps, risers treads, base, or any other materials that may be used as substitutes for any of the aforementioned materials and which are used on interior and exterior which are installed in a similar manner.

MATERIAL TESTER I: Hand coring and drilling for testing of materials; field inspection of uncured concrete and asphalt.

MATERIAL TESTER II: Field inspection of welds, structural steel, fireproofing, masonry, soil, facade, reinforcing steel, formwork, cured concrete, and concrete and asphalt batch plants; adjusting proportions of bituminous mixtures.

OPERATING ENGINEER - BUILDING

Class 1. Asphalt Plant; Asphalt Spreader; Autograde; Backhoes with Caisson Attachment; Batch Plant; Benoto (requires Two Engineers); Boiler and Throttle Valve; Caisson Rigs; Central Redi-Mix Plant; Combination Back Hoe Front End-loader Machine; Compressor and Throttle Valve; Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Conveyor (Truck Mounted); Concrete Paver Over 27E cu. ft; Concrete Paver 27E cu. ft. and Under; Concrete Placer; Concrete Placing Boom; Concrete Pump (Truck Mounted); Concrete Tower; Cranes, All; Cranes, Hammerhead; Cranes, (GCI and similar Type); Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derricks, Traveling; Formless Curb and Gutter Machine; Grader, Elevating; Grouting Machines; Heavy Duty Self-Propelled Transporter or Prime Mover; Highlift Shovels or Front Endloader 2-1/4 yd. and over; Hoists, Elevators, outside type rack and pinion and similar machines; Hoists, One, Two and Three Drum; Hoists, Two Tugger One Floor; Hydraulic Backhoes; Hydraulic Boom Trucks; Hydro Vac (and similar equipment); Locomotives, All; Motor Patrol; Lubrication Technician; Manipulators; Pile Drivers and Skid Rig; Post Hole Digger; Pre-Stress Machine; Pump Cretes Dual Ram; Pump Cretes: Squeeze Cretes-Screw Type Pumps; Gypsum Bulker and Pump; Raised and Blind Hole Drill; Roto Mill Grinder; Scoops - Tractor Drawn; Slip-Form Paver; Straddle Buggies; Operation of Tie Back Machine; Tournapull; Tractor with Boom and Side Boom; Trenching Machines.

Class 2. Boilers; Broom, All Power Propelled; Bulldozers; Concrete Mixer (Two Bag and Over); Conveyor, Portable; Forklift Trucks; Highlift Shovels or Front Endloaders under 2-1/4 yd.; Hoists, Automatic; Hoists, Inside Elevators; Hoists, Sewer Dragging Machine; Hoists, Tugger Single Drum; Laser Screed; Rock Drill (Self-Propelled); Rock Drill (Truck Mounted); Rollers, All; Steam Generators; Tractors, All; Tractor Drawn Vibratory Roller; Winch Trucks with "A" Frame.

Class 3. Air Compressor; Combination Small Equipment Operator; Generators; Heaters, Mechanical; Hoists, Inside Elevators (remodeling or renovation work); Hydraulic Power Units (Pile Driving, Extracting, and Drilling); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Low Boys; Pumps, Well Points; Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 4. Bobcats and/or other Skid Steer Loaders; Oilers; and Brick Forklift.

Class 5. Assistant Craft Foreman.

Class 6. Gradall.

Class 7. Mechanics; Welders.

OPERATING ENGINEERS - HIGHWAY CONSTRUCTION

Class 1. Asphalt Plant; Asphalt Heater and Planer Combination; Asphalt Heater Scarfire; Asphalt Spreader; Autograder/GOMACO or other similar type machines: ABG Paver; Backhoes with Caisson Attachment; Ballast Regulator; Belt Loader; Caisson Rigs; Car Dumper; Central Redi-Mix Plant; Combination Backhoe Front Endloader Machine, (1 cu. yd. Backhoe Bucket or over or with attachments); Concrete Breaker (Truck

Mounted); Concrete Conveyor; Concrete Paver over 27E cu. ft.; Concrete Placer; Concrete Tube Float; Cranes, all attachments; Cranes, Tower Cranes of all types: Creter Crane; Spider Crane; Crusher, Stone, etc.; Derricks, All; Derrick Boats; Derricks, Traveling; Dredges; Elevators, Outside type Rack & Pinion and Similar Machines; Formless Curb and Gutter Machine; Grader, Elevating; Grader, Motor Grader, Motor Patrol, Auto Patrol, Form Grader, Pull Grader, Subgrader; Guard Rail Post Driver Truck Mounted; Hoists, One, Two and Three Drum; Heavy Duty Self-Propelled Transporter or Prime Mover; Hydraulic Backhoes; Backhoes with shear attachments up to 40' of boom reach; Lubrication Technician; Manipulators; Mucking Machine; Pile Drivers and Skid Rig; Pre-Stress Machine; Pump Cretes Dual Ram; Rock Drill - Crawler or Skid Rig; Rock Drill - Truck Mounted; Rock/Track Tamper; Roto Mill Grinder; Slip-Form Paver; Snow Melters; Soil Test Drill Rig (Truck Mounted); Straddle Buggies; Hydraulic Telescoping Form (Tunnel); Operation of Tieback Machine; Tractor Drawn Belt Loader; Tractor Drawn Belt Loader (with attached pusher - two engineers); Tractor with Boom; Tractaire with Attachments; Traffic Barrier Transfer Machine; Trenching; Truck Mounted Concrete Pump with Boom; Raised or Blind Hole Drills (Tunnel Shaft); Underground Boring and/or Mining Machines 5 ft. in diameter and over tunnel, etc; Underground Boring and/or Mining Machines under 5 ft. in diameter; Wheel Excavator; Widener (APSCO).

Class 2. Batch Plant; Bituminous Mixer; Boiler and Throttle Valve; Bulldozers; Car Loader Trailing Conveyors; Combination Backhoe Front Endloader Machine (Less than 1 cu. yd. Backhoe Bucket or over or with attachments); Compressor and Throttle Valve; Compressor, Common Receiver (3); Concrete Breaker or Hydro Hammer; Concrete Grinding Machine; Concrete Mixer or Paver 7S Series to and including 27 cu. ft.; Concrete Spreader; Concrete Curing Machine, Burlap Machine, Belting Machine and Sealing Machine; Concrete Wheel Saw; Conveyor Muck Cars (Haglund or Similar Type); Drills, All; Finishing Machine - Concrete; Highlift Shovels or Front Endloader; Hoist - Sewer Dragging Machine; Hydraulic Boom Trucks (All Attachments); Hydro-Blaster; Hydro Excavating (excluding hose work); Laser Screed; All Locomotives, Dinky; Off-Road Hauling Units (including articulating) Non Self-Loading Ejection Dump; Pump Cretes: Squeeze Cretes - Screw Type Pumps, Gypsum Bulker and Pump; Roller, Asphalt; Rotary Snow Plows; Rototiller, Seaman, etc., self-propelled; Self-Propelled Compactor; Spreader - Chip - Stone, etc.; Scraper - Single/Twin Engine/Push and Pull; Scraper - Prime Mover in Tandem (Regardless of Size); Tractors pulling attachments, Sheeps Foot, Disc, Compactor, etc.; Tug Boats.

Class 3. Boilers; Brooms, All Power Propelled; Cement Supply Tender; Compressor, Common Receiver (2); Concrete Mixer (Two Bag and Over); Conveyor, Portable; Farm-Type Tractors Used for Mowing, Seeding, etc.; Forklift Trucks; Grouting Machine; Hoists, Automatic; Hoists, All Elevators; Hoists, Tugger Single Drum; Jeep Diggers; Low Boys; Pipe Jacking Machines; Post-Hole Digger; Power Saw, Concrete Power Driven; Pug Mills; Rollers, other than Asphalt; Seed and Straw Blower; Steam Generators; Stump Machine; Winch Trucks with "A" Frame; Work Boats; Tamper-Form-Motor Driven.

Class 4. Air Compressor; Combination - Small Equipment Operator; Directional Boring Machine; Generators; Heaters, Mechanical; Hydraulic Power Unit (Pile Driving, Extracting, or Drilling); Light Plants, All (1 through 5); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Pumps, Well Points; Vacuum Trucks (excluding hose work); Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches.

Class 5. SkidSteer Loader (all); Brick Forklifts; Oilers.

Class 6. Field Mechanics and Field Welders

Class 7. Dowell Machine with Air Compressor; Gradall and machines of like nature.

OPERATING ENGINEER - FLOATING

Class 1. Craft Foreman; Master Mechanic; Diver/Wet Tender; Engineer; Engineer (Hydraulic Dredge).

Class 2. Crane/Backhoe Operator; Boat Operator with towing endorsement; Mechanic/Welder; Assistant Engineer (Hydraulic Dredge); Leverman (Hydraulic Dredge); Diver Tender.

Class 3. Deck Equipment Operator, Machineryman, Maintenance of Crane (over 50 ton capacity) or Backhoe (115,000 lbs. or more); Tug/Launch Operator; Loader/Dozer and like equipment on Barge, Breakwater Wall, Slip/Dock, or Scow, Deck Machinery, etc.

Class 4. Deck Equipment Operator, Machineryman/Fireman (4 Equipment Units or More); Off Road Trucks; Deck Hand, Tug Engineer, Crane Maintenance (50 Ton Capacity and Under) or Backhoe Weighing (115,000 pounds or less); Assistant Tug Operator.

Class 5. Friction or Lattice Boom Cranes.

Class 6. ROV Pilot, ROV Tender

SURVEY WORKER - Operated survey equipment including data collectors, G.P.S. and robotic instruments, as well as conventional levels and transits.

TERRAZZO FINISHER

The handling of sand, cement, marble chips, and all other materials that may be used by the Mosaic Terrazzo Mechanic, and the mixing, grinding, grouting, cleaning and sealing of all Marble, Mosaic, and Terrazzo work, floors, base, stairs, and wainscoting by hand or machine, and in addition, assisting and aiding Marble, Masonic, and Terrazzo Mechanics.

TRAFFIC SAFETY

Work associated with barricades, horses and drums used to reduce lane usage on highway work, the installation and removal of temporary lane markings, and the installation and removal of temporary road signs.

TRUCK DRIVER - BUILDING, HEAVY AND HIGHWAY CONSTRUCTION - EAST & WEST

Class 1. Two or three Axle Trucks. A-frame Truck when used for transportation purposes; Air Compressors and Welding Machines, including those pulled by cars, pick-up trucks and tractors; Ambulances; Batch Gate Lockers; Batch Hopperman; Car and Truck Washers; Carry-alls; Fork Lifts and Hoisters; Helpers; Mechanics Helpers and Greasers; Oil Distributors 2-man operation; Pavement Breakers; Pole Trailer, up to 40 feet; Power Mower Tractors; Self-propelled Chip Spreader; Skipman; Slurry Trucks, 2-man operation; Slurry Truck Conveyor Operation, 2 or 3 man; Teamsters; Unskilled Dumpman; and Truck Drivers hauling warning lights, barricades, and portable toilets on the job site.

Class 2. Four axle trucks; Dump Crets and Adgetors under 7 yards; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnapulls or Turnatrailers when pulling other than self-loading equipment or similar equipment under 16 cubic yards; Mixer Trucks under 7 yards; Ready-mix Plant Hopper Operator, and Winch Trucks, 2 Axles.

Class 3. Five axle trucks; Dump Crets and Adgetors 7 yards and over; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnatrailers or turnapulls when pulling other than self-loading equipment or similar

equipment over 16 cubic yards; Explosives and/or Fission Material Trucks; Mixer Trucks 7 yards or over; Mobile Cranes while in transit; Oil Distributors, 1-man operation; Pole Trailer, over 40 feet; Pole and Expandable Trailers hauling material over 50 feet long; Slurry trucks, 1-man operation; Winch trucks, 3 axles or more; Mechanic--Truck Welder and Truck Painter.

Class 4. Six axle trucks; Dual-purpose vehicles, such as mounted crane trucks with hoist and accessories; Foreman; Master Mechanic; Self-loading equipment like P.B. and trucks with scoops on the front.

Other Classifications of Work:

For definitions of classifications not otherwise set out, the Department generally has on file such definitions which are available. If a task to be performed is not subject to one of the classifications of pay set out, the Department will upon being contacted state which neighboring county has such a classification and provide such rate, such rate being deemed to exist by reference in this document. If no neighboring county rate applies to the task, the Department shall undertake a special determination, such special determination being then deemed to have existed under this determination. If a project requires these, or any classification not listed, please contact IDOL at 217-782-1710 for wage rates or clarifications.

LANDSCAPING

Landscaping work falls under the existing classifications for laborer, operating engineer and truck driver. The work performed by landscape plantsman and landscape laborer is covered by the existing classification of laborer. The work performed by landscape operators (regardless of equipment used or its size) is covered by the classifications of operating engineer. The work performed by landscape truck drivers (regardless of size of truck driven) is covered by the classifications of truck driver.

MATERIAL TESTER & MATERIAL TESTER/INSPECTOR I AND II

Notwithstanding the difference in the classification title, the classification entitled "Material Tester I" involves the same job duties as the classification entitled "Material Tester/Inspector I". Likewise, the classification entitled "Material Tester II" involves the same job duties as the classification entitled "Material Tester/Inspector II".

ADOPTION OF RESOLUTION #1141 APPOINTING LUANN KOLSTAD AS
THE IMRF AUTHORIZED AGENT

ACTION ITEM 15-06-12

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the adoption of changing the authorized agent for Illinois Municipal Retirement Fund as provided on the attached Notice of Appointment of Authorized Agent effective July 1, 2015

Moved by _____ Seconded by _____

AYES:

NAYES:

PRESENT:

ABSENT:

6/22/15

RESOLUTION #1141
AUTHORIZING THE APPOINTMENT OF AGENT

We Hereby certify that the governing body of the aforementioned municipality has appointed Luann Kolstad, Chief School Business Official, to be Authorized Agent and act for such governing body in the performance of all duties related to the administration of the Illinois Municipal Retirement Fund, as provided in The Illinois Pension Code (401LCS 5/7-135). Such appointment is to be effective July 1, 2015.

We further certify that, in accordance with Said Pension Code, the aforementioned Board of Education has delegated the following marked powers and duties to the appointed Authorized Agent.

 X To certify to the Fund whether or not a given person is authorized to participate in the fund.

 To file petition for nomination, and to cast the ballot for election of an Executive Trustee of the Fund.

 X To certify to the Fund that a participating employee is on an authorized leave of absence.

PASSED this 22nd day of June, 2015.

President, Board of Education
Community Consolidated School
District #64, Cook County, Illinois

Secretary, Board of Education
Community Consolidated School
District #64, Cook County, Illinois



NOTICE OF APPOINTMENT OF AUTHORIZED AGENT

IMRF Form 2.20 (Rev. 10/2014)

INSTRUCTIONS

- The governing body of an IMRF employer (including townships) can appoint any qualified party as the employer's IMRF Authorized Agent.
- The governing body makes the appointment by adopting a resolution.
- The clerk or secretary of the governing body must certify the appointment (see Certification below).
- Mail the completed form to the Illinois Municipal Retirement Fund.
- A copy of the completed form should be retained by the employer.
- The new Authorized Agent will need to register for a new User ID on IMRF Employer Access.

EMPLOYER NAME Community Consolidated School District 64		EMPLOYER IMRF I.D. NUMBER 2031	
AUTHORIZED AGENT'S SALUTATION <input type="checkbox"/> Dr. <input type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms.	LAST NAME Kolstad	FIRST NAME Luann	MIDDLE INITIAL JR., SR., II, ETC.
TYPE OF GOVERNING BODY Elementary School District			
DATE APPOINTMENT MADE (MM/DD/YYYY) 07/01/2015	EFFECTIVE DATE OF APPOINTMENT (MM/DD/YYYY) 07/01/2015	POSITION TITLE Chief School Business Official	
Powers and duties delegated to Authorized Agent pursuant to Sec. 7-135 of Illinois Pension Code by governing body (P.A. 97-0328 removed the requirement that the Authorized Agent be a participant in IMRF to file a petition or cast a ballot): To file Petition for Nominations of an Executive Trustee of IMRF <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No To cast a Ballot for Election of an Executive Trustee of IMRF <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No X SIGNATURE OF AUTHORIZED AGENT NAMED ABOVE DATE (MM/DD/YYYY)			
CERTIFICATION I, Vicki Lee , do hereby certify that I am Secretary NAME CLERK OR SECRETARY of the Board of Education of Community Consolidated School District 64 NAME OF EMPLOYER and the keeper of its books and records and the foregoing appointment and delegation were made by resolution duly adopted on the date indicated. SEAL SIGNATURE OF CLERK OR SECRETARY			
BUSINESS ADDRESS All correspondence and communications with the Authorized Agent are to be addressed as follows: NAME (IF DIFFERENT FROM ABOVE) Ms. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms. Luann Kolstad BUSINESS ADDRESS 164 S. Prospect Ave. CITY STATE AND ZIP + 4 Park Ridge, IL 60068 DAYTIME TELEPHONE NO. (with Area Code) 847-318-4324 FAX NO. (with Area Code) 847-318-4351 ALTERNATE TELEPHONE NUMBER (with Area Code) EMAIL ADDRESS lkolstad@d64.org			

Illinois Municipal Retirement Fund

2211 York Road Suite 500 Oak Brook, IL 60523-2337

Member Services Representatives 1-800-ASK-IMRF (1-800-275-4673) Fax (630) 706-4289

www.imrf.org

Approval of Compensation for Building and District Certified Administrators Effective July 1, 2015

ACTION ITEM 15-06-13

I move that the Board of Education of Community Consolidated School District 64, Park Ridge - Niles, Illinois, approve the salary increases for the building and District certified administrators effective July 1, 2015.

The votes were cast as follows:

Moved by _____ Seconded by: _____

AYES:

NAYS:

PRESENT:

ABSENT:

Approval of 2015-16 Salaries for all Groups, Non-Certified, Outside of PREA and
PRTAA Effective July 1, 2014

ACTION ITEM 15-06-14

I move that the Board of Education of Community Consolidated School District 64, Park Ridge - Niles, Illinois, approve the salary increases for all groups, non-certified, outside of PREA and PRTAA effective July 1, 2015.

The votes were cast as follows:

Moved by _____ Seconded by: _____

AYES:

NAYS:

PRESENT:

ABSENT:

Resolution to Extend Superintendent's Contract

ACTION ITEM 15-06-15

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the resolution to extend the Superintendent's contract.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

6-22-15

Approval of Compensation for Superintendent Effective July 1, 2015

ACTION ITEM 15-06-16

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the compensation for the Superintendent effective July 1, 2015.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

6-22-15

Consent Agenda

ACTION ITEM 15-06-17

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of June 22, 2015, which includes the Personnel Report; Bills, Payroll and Benefits; Approval of May Financials ending May 31, 2015; Approval of Resolution #1142 with PMA Financial Services; Approval of Maine Township School Treasurer Depositories; Acceptance of Donation and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report
June 22, 2015

Ashley Chaborg	Employ as Speech Language Pathologist for Jefferson School beginning August 17, 2015 - \$66,778.00.
Jacelyn Ortiz	Employ as School Psychologist for Field School beginning August 17, 2015, 2015 - \$70,405.00.
Catherine Peuvion	Employ as Social Worker for Washington School beginning August 17, 2015, 2015 - \$71,106.00.
Lynn Franz	Change of Assignment from Accounting Clerk - Level III to Assistant Payroll Specialist - Level IV effective July 1, 2015.
Elizabeth Gonzalez	Change of Assignment from Special Education/Pupil Services Secretary - Level III, 12-Months to Technology Secretary at Jefferson School - Level IV effective June 22, 2015.
Karen Harris	Resign as Lunch Program Assistant Head Supervisor at Washington School effective June 9, 2015.
Judy Krueger	Termination as Lunch Program Supervisor at Field School effective June 5, 2015.
Shari Lazor	Revision from June 8, 2015 Personnel Report - Employ as Assistant Principal for Washington School beginning July 27, 2015.
Jason Friesl Grace Householder	Employ as Summer School Assistants effective 6/16/15 - Emerson School.
Katherine Wipf	Change of Assignment as Summer School Teacher at Emerson Plus Book Bag Coordinator Stipend to Summer School Technologist, no Stipend effective 6/16/15 - Emerson School.

APPROVAL OF BILLS AND PAYROLL

The following bills, payrolls and Board's share of pension fund are presented for approval:

Bills

10 - Education Fund -----	\$ 906,852.38
20 - Operations and Maintenance Fund -----	\$ 64,263.84
30 - Debt Services -----	\$ -
40 - Transporation Fund -----	\$ 214,137.10
50- Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ 318,224.43
80 - Tort Immunity Fund -----	\$ 12,129.00
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 121771 - 121909

Total: \$ 1,515,606.75

Payroll and Benefits for Month of May, 2015

10 - Education Fund -----	\$ 3,955,908.25
20 - Operations and Maintenance Fund -----	\$ 225,917.19
40 - Transportation Fund -----	\$ -
50 - IMRF/FICA Fund -----	\$ 82,187.54
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 11470 - 11543

Direct Deposit: 900074981 - 900076599

Total: \$ 4,264,012.98

This report can be viewed on the District 64 website on the Financial Data-Current link.

<http://www.d64.org/business/financial-data-current.cfm>

To: Board of Education
Laurie Heinz, Superintendent

From: Rebecca Allard, Chief School Business Official

Date: June 22, 2015

Subject: Executive Summary
Financial Update for the Period Ending May 31, 2015

The following highlights the financial activity for the month of May 2015.

Fund Balance:

The cash & investment, all funds, balance increased, by \$8,238,863 (*page 1*) from the 2013-14 fiscal year end. At this time of year, this is common because of the first installment of Cook County tax receipts. As reported by the School Township Treasurer, Tom Ahlbeck, the District ended the month with \$39.3 million in fixed investments (*pages 4 - 6*) and \$28.6 million in the Chase money market fund.

Key Revenue Factors:

The chart on page 2 shows that revenues, during the month of May, were 1.0% greater than the same period last year. For comparative purposes, the entries for the \$8.6 million bond sale (includes internal fund transfers) are not included.

Certain revenues are beyond the control of D64, these revenue types include:

- Property Tax collections are trending down by 0.3%;
- Corporate personal property replacement taxes are up by 4.6%;
- Interest income is down by 5.6%
- Student fees are up by 20.2% because of the June 1 due date for the 2015-16 student fees. Prior year fees were due by August 1.
- State and federal revenues are down by 5.2% because of the timing of state & federal payments.

Other revenues that are trending upwards are:

- Tuition is up by 7.4% because of summer school registrations
- Other local income up by 40.8% because of the receipt of the TIF student payment and an increase in Jefferson extended day receipts (*last summer day-camp fees are included in this line item*)

Key Expenditure Factors:

The chart on page 3 shows that expenditures, during the month of May, were 3.3% less than the same period last year.

Salaries are trending 7.6% less because the Park District now operates the before school and the Jefferson after school programs.

Employee benefits are trending 6.7% less than the same period last year.

There are changes in the area of purchased services (decreased by 3.6%) and supplies (decreased 20.2%).

The decrease in the capital outlay area is the result of timing of contractor payments.

The decrease in the other expense area is the timing of tuition payments.

Report Index

Report Description For the Period Ending May 2015	Page Number (s) Color
Statement of Position	1
Summary of Revenue	2
Summary of Expense	3
Investment Summary	4 - 6
Investment Detail	7 - 16
Detail Revenue Report	
Detail Expenditure Report	

Park Ridge - Niles Community Consolidated School District 64
Statement of Position for the Period Ending May 2015

Fund	Audited Cash & Investment Balance June 30, 2014	2014-15 FYTD Revenues	2014-15 FYTD Expenditures	Excess / Deficiency of Revenues Over Expenditures	Inter-Fund Loan Balance	Cash & Investment Balance May 2015	Restricted Funds
Education	\$26,761,507	\$56,379,572	(\$46,395,099)	\$9,984,473	-	\$36,745,980	No
Tort Immunity	1,429,594	614,225	(966,777)	(352,552)	-	\$1,077,042	Yes
Operations & Maintenance	1,509,380	7,590,614	(4,855,057)	2,735,557	-	\$4,244,937	No
Transportation	3,157,275	1,442,144	(1,916,290)	(474,146)	-	\$2,683,129	No
Retirement (IMRF & SS)	745,133	2,244,996	(1,965,867)	279,129	-	\$1,024,262	Yes
Working Cash	14,064,048	549,198	-	549,198	-	\$14,613,246	<i>Reserved for Cash Flow Purposes</i>
Sub-Total Operating Funds	\$47,666,937	\$68,820,750	(\$56,099,091)	\$12,721,659	\$0	\$60,388,596	
Capital Projects	9,107,370	148,079	(4,675,199)	(4,527,120)	-	\$4,580,250	Yes
Total Operating Funds	\$56,774,307	\$68,968,829	(\$60,774,290)	\$8,194,539	\$0	\$64,968,846	
Debt Service	3,671,811	3,225,646	(3,181,323)	44,323	-	\$3,716,134	Yes
Total All-Funds	\$60,446,118	\$72,194,475	(\$63,955,612)	\$8,238,863	\$0	\$68,684,981	

Fund Balance Objective at Fiscal Year End = 33% (4-months (120 days) of operating expenses); for ISBE purposes this number is measured as of June 30.

Park Ridge Niles Community Consolidated School District 64													
May 2015 - Summary of Revenue													
Description of Revenue Source	Fund									Budget	% of Budget Received	Prior Year Pacing	Better (Worse) than Prior Year
	Education	Operations & Maintenance	Debt Service	Transportation	Retirement	Capital Projects	Working Cash	Tort Immunity	Total				
Current Year	\$25,186,307	\$3,828,531	\$1,651,085	\$526,263	\$1,099,126	\$0	\$210,787	\$315,475	\$32,817,574	\$33,276,000	98.6%	100.0%	-1.4%
Prior Year	\$23,351,912	\$3,644,022	\$1,582,655	\$490,785	\$1,025,009	\$0	\$196,579	\$294,206	\$30,585,168	\$30,223,000	101.2%	100.0%	1.2%
Other Prior Year	(\$223,216)	(\$38,312)	(\$13,998)	(\$4,641)	(\$7,429)	\$0	(\$1,861)	(\$2,780)	(\$292,237)	(\$216,000)	135.3%	100.0%	35.3%
Total Property Taxes	\$48,315,003	\$7,434,242	\$3,219,742	\$1,012,407	\$2,116,706	\$0	\$405,505	\$606,902	\$63,110,506	\$63,283,000	99.7%	100.0%	-0.3%
Corp Replace Tax	\$1,094,349	\$0	\$0	\$0	\$125,931	\$0	\$0	\$0	\$1,220,280	\$1,166,256	104.6%	100.0%	4.6%
Interest Income	\$270,697	\$11,797	\$5,904	\$24,742	\$2,359	\$25,372	\$143,693	\$6,242	\$490,805	\$581,465	84.4%	90.0%	-5.6%
Tuition	\$311,308	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$311,308	\$306,935	101.4%	94.0%	7.4%
Lunch	\$581,550	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$581,550	\$589,200	98.7%	92.9%	5.8%
Registration	\$1,116,408	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,116,408	\$1,021,915	109.2%	78.1%	31.1%
Pay Riders/Field Trips	\$0	\$0	\$0	\$38,424	\$0	\$0	\$0	\$0	\$38,424	\$66,905	57.4%	81.9%	-24.5%
Other Student	\$68,478	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$68,478	\$68,770	99.6%	85.5%	14.1%
Total Student Fees	\$1,766,436	\$0	\$0	\$38,424	\$0	\$0	\$0	\$0	\$1,804,860	\$1,746,790	103.3%	83.2%	20.2%
Extended Day Care	\$487,338	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$487,338	\$145,000	336.1%	92.6%	243.5%
TIF Payment	\$215,971	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$215,971	\$490,000	44.1%	0.0%	44.1%
Before School Care	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	NA	99.9%	NA
MTSEP/LICA Refund	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	NA	NA	NA
FAA - Local	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	NA	NA	NA
Rental	\$0	\$62,133	\$0	\$0	\$0	\$0	\$0	\$0	\$62,133	\$53,004	117.2%	88.8%	28.5%
Other	\$19,037	\$82,442	\$0	\$660	\$0	\$10,886	\$0	\$1,082	\$114,107	\$104,511	109.2%	100.0%	9.2%
Total Other Local	\$722,347	\$144,575	\$0	\$660	\$0	\$10,886	\$0	\$1,082	\$879,550	\$792,515	111.0%	70.1%	40.8%
General State Aid	\$1,344,570	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,344,570	\$1,382,828	97.2%	90.9%	6.3%
Other State	\$1,450,638	\$0	\$0	\$365,912	\$0	\$111,822	\$0	\$0	\$1,928,371	\$2,640,625	73.0%	81.5%	-8.5%
Federal	\$1,104,225	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,104,225	\$1,611,206	68.5%	79.0%	-10.5%
Total of State & Federal	\$3,899,433	\$0	\$0	\$365,912	\$0	\$111,822	\$0	\$0	\$4,377,166	\$5,634,659	77.7%	82.9%	-5.2%
Transfer of Funds/Bond F	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$208,944	0.0%	0.0%	0.0%
Total Revenue	\$56,379,572	\$7,590,614	\$3,225,646	\$1,442,144	\$2,244,996	\$148,079	\$549,198	\$614,225	\$72,194,475	\$73,720,564	97.9%	97.0%	1.0%
Total Actual Revenue	Education	Operations & Maintenance	Debt Service	Transportation	Retirement	Capital Projects	Working Cash	Tort Immunity	Total				
Total Budget Revenue	\$57,615,286	\$7,012,634	\$3,485,070	\$1,741,369	\$2,521,794	\$46,786	\$577,010	\$720,615	\$73,720,564				
% of Budget Received	97.9%	108.2%	92.6%	82.8%	89.0%	316.5%	95.2%	85.2%	97.9%				
Prior Year Pacing	96.4%	99.9%	100.0%	91.4%	100.0%	96.9%	96.9%	99.8%	97.0%				
Better (Worse) than Prior Year	1.4%	8.3%	-7.4%	-8.6%	-11.0%	219.6%	-1.7%	-14.6%	1.0%				

*For comparison purposes the 2014-15 fiscal year does not include internal transfers or bond sale proceeds required for the \$8.6 million bond sale

Park Ridge Niles Community Consolidated School District 64													
May 2015 Summary of Expense													
	Fund												
Description of Expenditure Type	Education	Operations & Maintenance	Debt Service	Transportation	Retirement	Capital Projects	Working Cash	Tort Immunity	Total	Expenditure Budget	% of Budget Expended	Prior Year Pacing	Better (Worse) than Prior Year
Salary-Teacher	\$26,156,058	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$26,156,058	\$34,035,818	76.8%	80.9%	4.1%
Salary-All Other	\$9,221,538	\$2,450,118	\$0	\$13,438	\$0	\$30,751	\$0	\$0	\$11,715,845	\$14,114,698	83.0%	86.5%	3.5%
Benefits	\$4,939,098	\$365,665	\$0	\$1,748	\$1,965,867	\$0	\$0	\$12,682	\$7,285,060	\$9,203,698	79.2%	85.9%	6.7%
Purchased Services	\$2,018,532	\$972,148	\$0	\$1,901,104	\$0	\$453,143	\$0	\$694,648	\$6,039,576	\$6,570,469	91.9%	95.5%	3.6%
Supplies	\$2,217,696	\$885,189	\$0	\$0	\$0	\$0	\$0	\$11,407	\$3,114,291	\$3,629,271	85.8%	106.0%	20.2%
Capital Outlay	\$107,828	\$181,937	\$0	\$0	\$0	\$4,191,227	\$0	\$248,040	\$4,729,032	\$5,800,235	81.5%	198.2%	116.6%
Other Expense	\$121,372	\$0	\$3,181,323	\$0	\$0	\$78	\$0	\$0	\$3,302,773	\$3,330,600	99.2%	134.2%	35.1%
Other Expense: Tuition	\$1,612,977	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,612,977	\$1,760,000	91.6%	97.0%	5.3%
Other Expense: Transfer of Funds	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$193,080	0.0%	0.0%	0.0%
Total Expenses	\$46,395,099	\$4,855,057	\$3,181,323	\$1,916,290	\$1,965,867	\$4,675,199	\$0	\$966,777	\$63,955,612	\$78,637,869	81.3%	84.6%	3.3%
	Education	Operations & Maintenance	Debt Service	Transportation	Retirement	Capital Projects	Working Cash	Tort Immunity	Total				
Total Actual Expense	\$46,395,099	\$4,855,057	\$3,181,323	\$1,916,290	\$1,965,867	\$4,675,199	\$0	\$966,777	\$63,955,612				
Total Expense Budget	\$58,684,143	\$5,252,127	\$3,220,870	\$1,881,450	\$2,542,730	\$5,869,000	\$160,010	\$1,027,539	\$78,637,869				
% of Budget Expended	79.1%	92.4%	98.8%	101.9%	77.3%	79.7%	0.0%	94.1%	81.3%				
Prior Year Pacing	81.9%	55.0%	134.4%	81.5%	91.5%	191.1%	0.0%	106.5%	84.6%				
Better (Worse) than Prior Year	2.8%	-37.4%	35.7%	-20.3%	14.2%	111.4%	0.0%	12.4%	3.3%				

*For comparison purposes the 2014-15 fiscal year does not include the internal transfers required for the \$8.6 million bond sale

This report can be viewed on the District 64 website on the Financial Data-Current link.

<http://www.d64.org/business/financial-data-current.cfm>

Date: June 22, 2015
To: Board of Education
From: Rebecca Allard
Chief School Business Official
Subject: PMA Financial Network Signer Changes

Adding Luann Kolstad as an authorized signer for Liquid Asset Fund Account and remove Rebecca Allard as provided on the attached resolution and signature form effective July 1, 2015.

UPDATE OF AUTHORIZED PERSONNEL

Note: The authorizations on this form cover ALL CURRENT AND FUTURE ACCOUNTS UNDER YOUR ENTITY unless indicated otherwise. If you are updating check signers only, complete sections 2 & 3 and attach signature card(s).

Entity Name: Park Ridge CCSD 64

Address: 164 S. Prospect Ave

Park Ridge
City

IL

60068
Zip Code

Any one of your Fund account numbers (to verify ownership):

☐ *This account only*

1. GENERAL AUTHORIZED PERSONNEL (do not list check signatories here unless they have dual authorization)

☐ Replace ALL previous authorizations on file ☐ Add name(s) to all Accounts ☐ Update these Accounts only

Rebecca Allard
Print Name

Chief School Business Official
Title

"DELETE"
Signature

Luann Kolstad
Print Name

Chief School Business Official
Title

Signature

Print Name

Title

Signature

Print Name

Title

Signature

1A. Sub Account Name(s) (or Number(s))

Sub Account Name(s) (or Number(s))

2. CHECK SIGNATORIES ONLY (a signature card must also be completed and attached to this form)

Check One:

- ☐ This section not applicable (no Fund checking accounts or no changes at this time)
☐ Signature cards are attached for the following Fund account(s):

It is hereby certified that the persons listed on the attached signature card(s) have been duly elected or appointed to the respective titles; and that said persons are duly authorized present incumbents of said offices; and that specimens of their respective signatures or facsimile signatures are listed on the attached signature card; and that any _____ (insert number) of the persons on the attached signature card may sign checks against the Fund account(s) for the entity.

3. CERTIFICATION

This section must be signed by either 1) an authorized person as designated in the Master Account Application; or 2) the new incumbent in an authorized position – must attach a copy of the board minutes covering the appointment/election of the new incumbent. THIS PERSON MUST ALSO BE LISTED IN SECTION 1. The authorizations set forth on this form shall remain in full force and effect until the Fund receives written notification of a change.

Authorized Signature

Luann Kolstad

Print Name of Authorized Signatory

7/1/15

Date

Chief School Business Official

Title/Position

IN ORDER FOR THIS FORM TO BECOME EFFECTIVE, THE ORIGINAL SIGNED FORM MUST BE MAILED TO US AT:

PMA Financial Network, Inc. • 2135 CityGate Lane, 7th Floor • Naperville, IL 60563 • 630-657-6400

**RESOLUTION AUTHORIZING OR REAUTHORIZING
PARTICIPATION IN "THE FUND"**

**A RESOLUTION FOR FORMAL APPROVAL OF THE TREASURER'S PARTICIPATION IN THE FUND BY THE BOARD
OF THE SCHOOL DISTRICT OR COMMUNITY COLLEGE ON BEHALF OF WHICH THE TREASURER ACTS**

WHEREAS this Board deems it to be in the best interest of CCSD #64 Park Ridge-Niles, IL,
(insert name of School District or Community College) to participate in the **Illinois School District Liquid Asset Fund Plus** (the
"Fund"); and

WHEREAS, this Board deems it to be in the best interest of this school entity for its Treasurer to make use of, from time to time, the Fund
and its programs, including the Multi-Class Series (Liquid Class and MAX Class), Term Series, Fixed Income Investments, and other Fund
services that may be offered by the Trustees of the Fund; and

WHEREAS, this Board deems it to be in the best interest of this school entity for its Treasurer to make use of, from time to time, PMA
Financial Network, Inc., PMA Securities, Inc., Prudent Man Advisors, Inc. and Harris N.A., and/or their successors; and

WHEREAS, various materials regarding the Fund have been presented to this Board, including copies of its Information Statement and
Declaration of Trust,

NOW, THEREFORE, BE IT RESOLVED BY THIS BOARD:

- That the Board authorizes (or reauthorizes) its participation in the Fund by the Treasurer of this school entity; and
- That the Treasurer or those acting on behalf of the Treasurer shall invest the school entity's available funds from time to time and
withdraw such funds from time to time in accordance with the provisions of the Declaration of Trust; and
- That the Treasurer or those acting on behalf of the Treasurer shall make use of, from time to time, Fixed Income Investments
offered by the Fund and which are legal under Illinois investment statutes, including but not limited to 30 ILCS235 and that
which are also permitted by this school entity's investment policy; and
- That monies of this entity may be invested at the discretion of the Treasurer or those acting on behalf of the Treasurer through the
intermediaries PMA Securities, Inc., PMA Financial Network, Inc., and Prudent Man Advisors, Inc. and/or their successors; and
- That the entity may open depository accounts, make permitted investments, enter into wire transfer agreements, safekeeping
agreements, third party surety agreements securing deposits, collateral agreements, letters of credit, and lockbox agreements with
institutions participating in Fund programs including BMO Harris Bank N.A., its successor, or programs of PMA Financial
Network, Inc. and PMA Securities, Inc., and that any depository institutions shall be deemed eligible depositories for District
funds per Illinois School Code Section 8-7. Monies of this entity may be deposited in financial institutions, from time to time in
the discretion of the Authorized Officials, pursuant to the Fixed Income Investment Program available to participants of the Fund
through the intermediaries PMA Financial Network, Inc. and PMA Securities, Inc. PMA Financial Network Inc. and/or PMA
Securities, Inc. are authorized to act on behalf of this school entity as its agent with respect to such accounts and agreements; and
- That the Treasurer or those acting on behalf of the Treasurer may execute documents, financial planning contracts, financial
advisory contracts and other applicable agreements, as necessary, with PMA Financial Network, Inc., PMA Securities, Inc.,
Prudent Man Advisors, Inc., and BMO Harris Bank N.A., and/or their successors. The following individuals, or their successors,
currently holding the office or position are designated as "Authorized Officials" with full power and authority to effectuate the
investment and withdrawal of monies, contracts and agreements on behalf of this school entity.

Name: Laurie Heinz Position: Superintendent Signature: _____

Chief School

Name: Luann Kolstad Position: Business Official Signature: _____

Name: Brian Imhoff Position: Asst. Business Mg. Signature: _____

Name: _____ Position: _____ Signature: _____

It is hereby certified that CCSD #64 Park Ridge-Niles, IL, the ^{Secretary}~~Treasurer~~ of which is
Vicki Lee adopted this Resolution at a duly convened meeting of the Board of the entity held
on the 22 day of June, 2015 and that such Resolution is in full force and effect on this date, and that such
Resolution has not been modified, amended, or rescinded since its adoption.

Secretary of the Board

Date: June 22, 2015
To: Board of Education
From: Rebecca Allard
Chief School Business Official
Subject: Maine Township School Treasurer Depositories

The Board of Education Operational Services 4:30, requires an annual review and approval of the attached list of Banks, Investment Pools/Funds and Brokerage Firms used by the Maine Township School Treasurer.

Maine Township School Treasurer Depositories

Banks:

Associated Bank
Bank of America
Citibank
Fifth Third Bank
FirstMerit Bank
First Midwest Bank
Glenview State Bank
Harris Bank
JP Morgan Chase Bank
MB Financial Bank NA
Northern Trust Bank
PNC Bank
Private Bank
US Bank
Wells Fargo Bank

Investment Pools/Funds:

Illinois School District Liquid Asset Fund (ISDLAF)
Illinois School District Liquid Asset Fund Max (ISDMAX)
Illinois Funds – Office of the Illinois State Treasurer

Brokerage Firms:

RBC Dain Rauscher Incorporated
Bank of America
JP Morgan Chase
Fifth Third Securities, Inc.
First Tennessee
First Trust
Mizuho USA
Pierpont Securities
Vining Sparks
Wells Fargo

Updated June 30, 2014
Approved _July 24, 2014__

Acceptance of Monetary Donation

District 64 received a donation of \$100 in honor of Janet Groll, occupational therapist in the District and her upcoming retirement. We want to thank the donors for their contribution to School District 64.

Approval of Minutes

ACTION ITEM 15-06-18

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Special Board Meetings on June 8 and June 1, 2015; Committee-of-the-Whole Meetings on June 8 and May 11, 2015; Regular Board Meeting on May 18, 2015; and Closed Meetings on June 8, June 1, and May 18, 2015.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Special Board of Education Meeting held at 7:30 p.m.
June 8, 2015
Jefferson School – Multipurpose Room
8200 N. Greendale Avenue
Niles, IL 60714**

Board President Anthony Borrelli called the meeting to order at 6:00 p.m. Other Board members in attendance were Tom Sotos, Dathan Paterno, Scott Zimmerman, Vicki Lee, Bob Johnson and Mark Eggemann. Also present were Superintendent Laurie Heinz, Chief School Business Official Becky Allard, Public Information Coordinator Bernadette Tramm, and one member of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org>.

BOARD ADJOURNS TO CLOSED SESSION

Board Adjourns
to Closed
Session

At 6:01 p.m., it was moved by Board President Borrelli and seconded by Board member Zimmerman to adjourn to closed session to discuss: the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity [5 ILCS 120/2(c)(1)] and collective negotiating matters between the District and its employees or their representative, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)].

The votes were cast as follows:

AYES: Johnson, Lee, Borrelli, Zimmerman, Paterno

NAYS: Eggemann, Sotos

PRESENT: None.

ABSENT: None.

The motion carried.

The Board adjourned from closed session at 7:50 p.m., and after a short recess, resumed the special Board meeting at 7:55 p.m.

PUBLIC COMMENTS

Public
Comments

Board President Borrelli invited public comments; none were received.

APPOINTMENT OF FIELD ELEMENTARY SCHOOL PRINCIPAL

Appointment of
Field Elementary
School Principal

Dr. Heinz announced the appointment of Katie Kelly as the new Field School Principal. She reviewed her previous experience prior to coming to District 64 nine years, serving first as an intermediate grade teacher at Roosevelt School for three years and then as assistant principal at Field since 2009. Dr. Heinz described the selection process, and said Mrs. Kelly was a clear front-runner and had emerged as absolutely qualified in every way. She described the leadership roles Mrs. Kelly had undertaken as a teacher leader and as assistant principal, and expressed her confidence that she was an outstanding choice as principal.

ACTION ITEM 15-06-1

Action Item
15-06-1

It was moved by Board Member Borrelli and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Katherine Kelly as the Principal at Field Elementary School beginning July 1, 2015 through June 30, 2016.

The votes were cast as follows:

AYES: Sotos, Paterno, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

**APPOINTMENT OF WASHINGTON ELEMENTARY SCHOOL
ASSISTANT PRINCIPAL** (moved from Consent Agenda)

Appointment of
Washington
Elementary School
Assistant Principal

Dr. Heinz described the selection process and reported that Ms. Lazor comes to District 64 most recently having been a 4th grade teacher in Lake Villa for 13 years. Dr. Heinz noted that the selection group had been impressed by Ms. Lazor's warmth, child-centeredness and involvement as a teacher-leader. She noted Ms. Lazor had received the "Above and Beyond" award given by the Superintendent and reviewed the many leadership activities she had undertaken that show her capacity, commitment and willingness to assume additional responsibilities. Dr. Heinz recommended the Board approve the appointment of Ms. Lazor as assistant principal.

ACTION ITEM 15-06-7

Action Item
15-06-7

It was moved by Board Member Borrelli and seconded by Board member Zimmerman that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Shari Lazor as the Assistant Principal at Washington Elementary School beginning July 1, 2015 through June 30, 2016.

The votes were cast as follows:

AYES: Sotos, Paterno, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

UPDATE ON TIF

Update on TIF

CSBO Allard introduced Ares Dalianis from the Franczek Radelet law firm for an update on the ongoing discussions regarding payments due to District 64 from the City of Park Ridge's Uptown TIF related to new property. Mr. Dalianis reported that the City of Park Ridge has indicated its willingness to approve a proposed first amendment to the TIF intergovernmental agreement incorporating changes that have been hammered out over the past two years. The change proposes a new formula based for calculating the payment based on easily obtainable distribution data from the County. He noted that certain floor payment amounts also are guaranteed. During Board discussion, Mr. Dalianis confirmed that the proposal does not impact the new student component of the TIF payment. He further noted the agreement could become effective without the agreement of the Park District or District 207, the other bodies with an interest in the TIF. Mr. Dalianis noted the Board is scheduled to approve this amendment at the June 22 regular meeting, and the City is prepared to approve it at its meeting the next day. Board President Borrelli thanked Mr. Dalianis for his work in helping develop this solution.

APPROVAL OF COMPENSATION FOR BUILDING AND DISTRICT ADMINISTRATORS EFFECTIVE JULY 1, 2015

Approval of
Compensation for
Building and District
Administrators
Effective July 1, 2015

Board President Borrelli reported that the Board had been discussing this topic in closed session, and would return to closed session at the conclusion of the special meeting to continue its deliberations.

He further reported that action on salaries for all groups outside of PREA and PRTAA, the Superintendent's contract extension, and the Superintendent's compensation would also be deferred due to continuing discussion in closed session.

APPROVAL OF 2015-16 SALARIES FOR ALL GROUPS OUTSIDE OF PREA AND PRTAA EFFECTIVE JULY 1, 2015

Approval of 2015-16 Salaries
for all Groups Outside of
PREA and PRTAA Effective
July 1, 2015

As previously announced, the Board deferred consideration of this topic.

RESOLUTION TO EXTEND SUPERINTENDENT'S CONTRACT

Resolution to Extend
Superintendent's Contract

As previously announced, the Board deferred consideration of this topic.

**APPROVAL OF COMPENSATION FOR SUPERINTENDENT
EFFECTIVE JULY 1, 2015**

Approval of Compensation
for Superintendent Effective
July 1, 2015

As previously announced, the Board deferred consideration of this topic

CONSENT AGENDA

Consent
Agenda

A. PERSONNEL REPORT

Shari Lazor	Employ as Assistant Principal for Washington School beginning July 1, 2015 - \$80,000.
Katherine Kelly	Employ as Principal for Field School beginning July 1, 2015 - \$105,000.00.
Melissa Moore	Employ as Health Assistant for Carpenter School beginning August 17, 2015 - \$19,993.26.
Shannon Maloney-Ryan	Leave of Absence Request, Maternity/FMLA – Physical Education Teacher at Roosevelt School effective September 14, 2015 – December 4, 2015 (tentative).
Carrie Bellen	Resign as Technology Coach Teacher at Franklin School Effective June 12, 2015.
Laura Bolech	Resign as District Program Facilitator Effective June 12, 2015.
Susan Walsh	Resign as Principal for Field School Effective June 30, 2015.
Tammy Gaskill	Revision from 5/18/15 Personnel Report - Resign as 10-month Office Associate at Field School effective June 12, 2015.
Jean Granger	Revision from 5/18/15 Personnel Report - Retire as 10-month Secretary at Emerson School effective June 19, 2015.
Lisa Halverson	Employ as Summer School Early Childhood Principal effective 7/1/15 – Jefferson School.
Brenda Aiello	Employ as Summer School Secretary effective 6/16/15 – Emerson School.
Paula Yurkovich	Employ as Summer School Early Childhood Nurse effective 6/16/15 – Jefferson, Franklin, and Emerson School.
Julie Tziolas	Employ as Summer School Early Childhood Assistant effective 6/16/15 - Jefferson School.
Ashley Apa Abby Amelse Erin Roche	Employ as Summer School Teacher and Assistant effective 6/16/15 - Franklin School.
Brittany Pater Debbie San Gabino Antoinette Viola	Employ as Summer School Assistant effective 6/16/15 - Emerson School.
Lindsay Jozwiak	Employ as Summer School Special Education Assistant effective 6/16/15 - Emerson School.
Ioannis Avgerinos Kelly Fleck	Employ as Summer School Assistants effective 6/16/15 - Franklin School.

[illegible]

Betty Berg Melisa Bergen Andrew Bielenda Jamie Brown Leana Colletta Cara Filipiak Jennifer Fragalel Andrea Hetzke Elizabeth Kim Colleen King Jean Kulnig Stephanie Mathe Patricia Mayer Pamela Morgan Shirlee Pater Julia Risk Erin Roche Alex Rubenstein Amy Sara Molly Staron Linda Thomas Leslie Wesolowski Cheryl Williams	*Plus Bus Stipend
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B. BILLS

Bills

10 - Education Fund-----	\$ 269,615.00
20 - Operations and Maintenance Fund -----	126,067.27
30 - Debt Services-----	-
40 - Transportation Fund -----	54,021.53
50 - Retirement (IMRF/SS/MEDICARE-----	-
60 - Capital Projects -----	92,351.07
80 - Tort Immunity Fund -----	90.00
90 - Fire Prevention and Safety Fund -----	-

Checks Numbered: 121461-121588, 121611-121671 Total: \$ 542,144.87

Accounts Payable detailed list can be viewed on the District 64 website www.d64.org >
Departments > Business Services.

Assistant Superintendent Lopez provided more information to a Board member question about a subscription for an online student learning resource; CSBO Allard responded to additional questions about various accounts payable items.

ACTION ITEM 15-06-6

It was moved by Board member Zimmerman and seconded by Board member Johnson that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of June 8, 2015, which includes the Personnel Report and Bills.

The votes were cast as follows:

AYES: Sotos, Paterno, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

OTHER DISCUSSION AND ITEMS OF INFORMATION

Other Discussion and
Items of Information

Dr. Heinz reported that she was working with Board President Borrelli to balance the agendas for the upcoming June 22 and summer meetings to provide sufficient time for extended Board discussion of the Master Facilities Plan and other important topics. She noted that several FOIA requests had been received, and reported that the District had entered the final week of the school year. She thanked staff members for their hard work this year and for the support given to several new administrators in the District, including her own transition as Superintendent. Dr. Heinz then reported that re-verification of residency for returning students had reached about 94%, and that the District is now focusing on the second step of Infosnap information updating and fee payment. She outlined actions being taken to reach out to the unverified families to encourage their prompt response. Turning to the summer, Dr. Heinz announced that the Worlds of Wonder summer school program would begin on Tuesday, June 16 under the direction of Dr. Lopez's department and that Facility Maintenance Director Mackall was ready to initiate work at two schools this summer.

Board President Borrelli thanked Dr. Heinz for her tireless work over the past year. He praised the amount of time, energy and effort, the groundwork she has started, and programs and processes that she has put in place that will be increasing the academic achievement of students. He noted that Dr. Heinz has the unanimous and full consensus support of the Board.

BOARD CONVENES TO A COMMITTEE-OF-THE-WHOLE

At 8:20 p.m., Board President Borrelli called for a brief recess before convening a Committee-of-the-Whole meeting to receive an overview of the 2020 Vision Strategic Plan and an overview of the Core Plus Committee and Initiative.

Board Convenes to
a Committee-of-
the-Whole

ADJOURNMENT TO CLOSED SESSION

Following the Committee-of-the-Whole at 10:21 p.m., the Board resumed the special meeting.

It was immediately moved by Board President Borrelli and seconded by Board member Zimmerman to adjourn to closed session for the previously mentioned exemptions, which was approved by voice vote.

The Board adjourned from closed session at 11:52 p.m.

President

Secretary

DRAFT

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64**

Minutes of the Committee-of-the-Whole
held at 7:30 p.m. June 8, 2015
Jefferson School – Multipurpose Room
8200 N. Greendale Avenue, Niles, IL 60714

Board President Anthony Borrelli called the meeting to order at 8:27 p.m. Other Board members in attendance were Tom Sotos, Dathan Paterno, Scott Zimmerman, Vicki Lee, Bob Johnson and Mark Eggemann. Also present were Superintendent Laurie Heinz, Assistant Superintendents Joel T. Martin and Lori Lopez, Director of Innovation and Instructional Technology Mary Jane Warden, Director of Special Education/Pupil Services Jane Boyd, Director of Facility Management Scott Mackall, Chief School Business Official Becky Allard, Public Information Coordinator Bernadette Tramm, and about 30 members of the public.

Board President Borrelli stated the purpose of the meeting was to receive an overview of the new 2020 Vision Strategic Plan and an overview of the Core Plus Committee and Initiative.

2020 Vision Strategic Plan

Dr. Heinz provided a brief overview of the District's current strategic planning effort over the past five months, from the formation of an almost 40-member Steering Committee earlier this year through the development of the plan. She was joined by consultant Robert Ewy, who has guided the work of the committee through this process. He noted that it is vital for a school district to periodically take a look at where it's been and where it wants to go in the future through a planning process.

Mr. Ewy briefly reviewed the process the committee followed to create the plan. He reported that one of the first things the committee did was conduct an environmental scan, looking at what is happening in the world and specifically in education, and the how this might impact District 64, beginning with the international level and moving inwards through national, state and local issues. He noted the recent Consortium for Educational Change (CEC) audit was an additional source of valuable insights for the committee. Mr. Ewy reported that the committee had made sure it was headed in a direction that was totally compatible with community expectations by conducting a community survey, by meeting with various community organizations and groups, and through contacts and feedback through the members' own activities and involvement with community members. Mr. Ewy stated that all this information came together for the committee to analyze and determine what are the highest priority and most important challenges that the District needs to confront over the next five years. Out of all the things it reviewed that are going to confront the District in the future, the committee worked to identify only those challenges that are the most important. These challenges were then used to set the goals in the plan. Mr. Ewy stated that this community-informed process ensures there is a direct relationship between the challenges noted at the start of the plan and the strategic objectives that form the plan itself.

Turning to the plan, Mr. Ewy noted that the plan is focused on results. The plan includes strategies, outcomes and measures. This structure means that the Board and all community members over the next five years will have a very specific yardstick to measure the success of

the strategic plan over time. He affirmed that the strategic plan has clear goals, supporting strategies, and outcomes that give a specific definition of what that strategy is to accomplish, and related measures to know whether the outcome is being accomplished as represented on a balanced scorecard. He summarized by noting that the plan and the scorecard provide a total perspective of giving direction of what to do and how to do it. Mr. Ewy reported that implementation of the plan would be the next step, and that the District's administrative team would be focused this summer on formulating how it would roll out through the departments and schools for the start of the 2015-16 school year.

Dr. Heinz then began the presentation of the plan itself. She noted that organizations are perfectly aligned to achieve the results they are currently producing, but to change those results, the organization must be realigned. She stated that the new strategic plan will allow the District to accomplish this. She noted that the plan also will help address the opportunity for District 64 to become more of a unified school system rather than a system of schools as identified through the CEC system overview assessment earlier in the year.

Dr. Heinz presented the mission statement: "To inspire every child to discover, learn, achieve, and care." She noted that it carries forward the essentials in the current mission statement, while creating a clearer understanding of our purpose as a District. She then shared the vision statement that is a broad and general description of what District 64 wants to achieve or accomplish for students in the future. She also noted that the plan provides a guiding philosophy of continuous improvement, and that this growth mindset will help us focus on continually seeking ways to improve performance. Dr. Heinz then reviewed the current and future challenges that the committee had identified and that drive the most important strategic objectives for District 64 to address over the next five years.

Turning to the strategic objectives, Dr. Heinz reported that the committee had formulated six. She shared a strategy map that identified three challenge areas: student learning with three strategies; one strategy related to professional learning and growth; and a sturdy foundation provided by strategies in facilities and finance. She also pointed out that the balanced scorecard that accompanies the plan is a unique and dynamic feature that will help the District look across multiple measures over the years.

The presentation continued with each strategic objective reviewed by a different administrator. Presenters responded to Board member questions throughout each presentation.

Beginning with the three student learning objectives, Director Warden presented Strategic Objective One, which is to develop students who master the 4 c's of communication, collaboration, creativity and critical thinking. She reviewed the three strategies that will be used to achieve this objective, and identified the desired outcomes for each and the measures that will be used. She also reviewed the balanced scorecard metrics for this objective, pointing out several of the key indicators. She clarified what the scorecard means by a "baseline" year and how it will be filled in as the performance is tracked each year. Dr. Heinz also noted that each metric is a little different, in that some may have current baseline data and some will be new measures. Dr. Lopez offered further details about the goals related to measuring performance against benchmark districts. Dr. Lopez then presented Strategic Objective Two, which is to provide a

rigorous education for all students. She reviewed the three strategies that will be used to achieve this objective, and identified the desired outcomes for each and the measures that will be used. She also reviewed the balanced scorecard metrics for the objective, and noted that the District's Educational Ends are included as a measure in the high-impact instruction Strategy B. Director Boyd then reviewed Strategic Objective Three, which is to differentiate to meet the academic and social/emotional health needs of all students. She reviewed the two strategies proposed to meet this objective, and identified the desired outcomes for each and the measures that will be used. She provided additional information about how performance of various subgroups are monitored and will be reported for the scorecard.

Assistant Superintendent Martin then moved to the second "layer" of strategic objectives. He presented Strategic Objective Four, which is to foster effective communities of practice through professional development and staff support. He reviewed the three strategies that have been designed to meet this objective, and identified the desired outcomes for each and the measures that will be used. He also reported that the District would have 18 teachers creating a cohort to prepare for National Board Certification in the coming year, which is an extremely time-consuming and rigorous credential to obtain.

Turning to the foundational "layer" of facilities and finances, Facility Management Director Mackall presented Strategic Objective Five, which is to provide safe and secure learning spaces to support 21st century learners. He noted that facilities were not explicitly addressed in detail in the previous strategic plan. He then reviewed the three strategies created to meet this objective, and identified the desired outcomes for each and the measures that will be used. He confirmed that a District-wide preventative maintenance plan is included as an outcome within Strategy C. CSBO Allard then presented the final goal, Strategic Objective Six, which is to maintain fiscal responsibility that reflects a commitment to student learning and a rich variety of programs and services. She reviewed the six strategies intended to meet this objective, and identified the desired outcomes for each and the measures that will be used. Focusing on Strategy A, Financial Stewardship, CSBO Allard provided more background on what is included as a desired outcome "to maximize all revenue sources," which was intended to encompass revenue from all available sources, including local property taxes, student fees, grants, and all other local, state and federal funding, such as Title I. Board members discussed whether the word, maximize, was appropriate to include as the desired outcome in reference to local property tax revenues. CSBO Allard, Dr. Heinz and Technology Director Warden also provided further information about the dashboard and financial models. Board members clarified their preference for a financial modeling tool that would provide on demand financial projections. Dr. Heinz reported that the District was adding additional capability to generate financial projections and that the new CSBO was expected to move this project forward after her transition to District 64 on July 1. Dr. Heinz and Dr. Lopez discussed the additional communications outreach planned as part of Strategy F, which is in addition to the District's ongoing extensive communications activities.

Dr. Heinz then addressed implementation of the plan, which will begin after the Board officially adopts the plan on June 22. She noted that the entire administrative group would work together on the deployment plan through departments and schools so that implementation can begin at the start of the 2015-16 school year. Mr. Ewy concluded by observing that most of the Board's discussion had focused on the Balanced Scorecard and metrics, which he noted would be a

constant conversation for the Board and administration to have as the plan unfolds. He noted that the dashboard referenced in the report is an extremely valuable way to display the information from the scorecard, and increases the transparency from the Board to the community as it visually conveys what is happening in the District over time. Dr. Heinz concluded by noting that the District team and staff are ready to begin work on implementing the plan.

Core Plus Committee and Initiative

Assistant Superintendent for Student Learning Lopez and Director of SPED/Pupil Services Boyd updated the Board on the creation of the Core Plus Committee, which was convened on June 1. The committee's goal is to fully implement the Response to Intervention (RtI) model, which is mandated by the Illinois State Board of Education (ISBE). They noted that RtI is a process that teachers use to identify and support students with learning and behavior needs. The first "tier" is providing all students with access to quality instruction in the general education classroom. They noted that students who struggle are then provided with additional help or more time to improve their learning, which is called an intervention. Interventions are added in tiers two and three. They reported that implementation of RtI began in District 64 several years ago, and that some of the components are implemented across the District but that others are implemented only at some of the schools. Dr. Lopez and Ms. Boyd noted that the committee thus far was in the research and study phase on how to plan and build the three tiers of instruction in reading, math, writing and social emotional learning for District-wide implementation. In response to Board member questions, Dr. Lopez and Ms. Boyd noted the committee is expected to meet for three years and that one the primary goals for 2015-16 is to develop a three-year implementation plan. They noted the committee's work is directly aligned to the objectives in the new 2020 Vision Strategic Plan presented earlier.

At 10:20 p.m., Board President Borrelli adjourned the Committee-of-the-Whole meeting and immediately returned to the special meeting.

President

Secretary

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Special Board of Education Meeting held at 6:00 p.m.
June 1, 2015
Hendee Educational Service Center
164 S. Prospect Avenue
Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 6:08 p.m. Other Board members in attendance were Tom Sotos, Dathan Paterno, Vicki Lee, Bob Johnson, and Mark Eggemann. Board member Scott Zimmerman arrived during the closed session. Also present were Superintendent Laurie Heinz, Assistant Superintendent for Human Resources Joel T. Martin, Chief School Business Official Becky Allard, and Public Information Coordinator Bernadette Tramm.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org>.

PUBLIC COMMENTS

Public
Comments

Board President Borrelli invited public comments; none were received.

BOARD ADJOURNS TO CLOSED SESSION

At 6:10 p.m., it was moved by Board President Borrelli and seconded by Board member Paterno to adjourn to closed session to discuss: the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity [5 ILCS 120/2 (c)(1)], student disciplinary cases [5 ILCS 120/2 (c) (9) and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2 (c) (11)].

Board Adjourns to
Closed Session

The votes were cast as follows:

AYES: Sotos, Paterno, Borrelli, Lee, Johnson

NAYS: Eggemann

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

The Board adjourned from closed session at 10:30 p.m.

President

Secretary

DRAFT

BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Regular Board of Education Meeting held at 7:30 p.m.
May 18, 2015
Emerson School – Multipurpose Room
8101 N. Cumberland Avenue
Niles, IL 60714

Board President Anthony Borrelli called the meeting to order at 6:38 p.m. Other Board members in attendance were Tom Sotos, Vicki Lee, Bob Johnson, and Mark Eggemann. Board member Scott Zimmerman arrived during the closed session. Board member Dathan Paterno arrived while the meeting was in progress at 9:08 p.m. Also present were Superintendent Laurie Heinz, Assistant Superintendent Joel T. Martin, Chief School Business Official Becky Allard, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm, and three members of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org>.

BOARD ADJOURNS TO CLOSED SESSION

At 6:39 p.m., it was moved by Board President Borrelli and seconded by Board member Johnson to adjourn to closed session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity [5 ILCS 120/2(c)(1)].

Board Adjourns
to Closed
Session

The votes were cast as follows:

AYES: Johnson, Lee, Borrelli

NAYS: Eggemann, Sotos

PRESENT: None.

ABSENT: Zimmerman, Paterno

The motion carried.

The Board adjourned from closed session at approximately 7:29 p.m. and after a short recess resumed the regular Board meeting at 7:35 p.m. In addition to those mentioned above, also present were Assistant Superintendent for Student Learning Lori Lopez, Director of Special Education/Pupil Services Jane Boyd, Director of Innovation & Instructional Technology Mary Jane Warden, and approximately 100 members of the public.

Board President Borrelli noted that the Board would return to closed session at the conclusion of the opening meeting to discuss student disciplinary cases [5 ILCS 120/2 (c)(9)] and collective

negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)].

PLEDGE OF ALLEGIANCE AND WELCOME

Emerson Principal Jim Morrison welcomed the Board to Emerson. Students from grade 7 joined in via video to lead the Pledge. Dr. Morrison then shared a video about the school's recent designation, awarded by AIMS (Association for Illinois Middle-Grade Schools), as a Horizon School to Watch, which is being officially presented later in the meeting. Board President Borrelli thanked Dr. Morrison and congratulated the school for receiving this award.

Pledge of
Allegiance and
Welcome

PUBLIC COMMENTS

Board President Borrelli invited public comments on topics not on the agenda; none were received.

Public
Comments

APPOINTMENT OF JEFFERSON SCHOOL PRINCIPAL

Dr. Heinz announced that Lisa Halverson had been selected as principal after a rigorous process. She noted that 38 candidates had applied for the early childhood center post, and reviewed the interview steps that resulted in her selection. She noted that Ms. Halverson comes to District 64 from Hinsdale School District 181, where she served for four years as pupil service administrator and also directed its early childhood program, and highlighted her other previous experience. Dr. Heinz noted the committee had been impressed by the many activities and programs Ms. Halverson had brought to fruition throughout her career, such as overseeing curriculum development and professional development of staff, and expanding early childhood programs to be more inclusionary and incorporate blended classrooms. She noted that the committee was very pleased by the range of experience and wealth of knowledge of early childhood and special education Ms. Halverson is bringing to District 64. Dr. Heinz recommended the Board confirm her appointment.

Appointment of
Jefferson School
Principal

ACTION ITEM 15-05-8

It was moved by Board member Zimmerman and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Lisa Halverson as the Principal at Jefferson School beginning July 1, 2015 through June 30, 2016.

Action Item
15-05-8

The votes were cast as follows:

AYES: Sotos, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: Paterno

The motion carried.

HORIZON SCHOOL TO WATCH

Horizon
School to
Watch

Dr. Heinz congratulated Emerson for its re-designation as an Illinois School to Watch for a second three-year period. Schools winning this award demonstrate academic excellence, developmental responsiveness, social equity, and organizational structures and processes designed to support a trajectory toward excellence. She noted that the self-study the school undertook to apply for this designation is very rigorous and similar to the intensive self-study the District had undertaken during the system-wide assessment conducted by the Consortium for Educational Change (CEC). She praised Emerson staff for continuing to stretch themselves through this process.

RECOGNITION OF STUDENT AWARDS

Recognition of
Student Awards

Assistant Superintendent for Student Learning Lopez reported that every May, the District brings forward students deserving of special recognition for their outstanding accomplishments. This year, District 64 proudly acknowledged the achievements of students in the following categories: Young Authors and District Spelling Bee, introduced by Curriculum Specialist for Language Arts Meghan Keefer; Scholastic Art & Writing Awards national competition introduced by Art Curriculum Specialist Sonja Dziedzic; Illinois Music Educators Association (IMEA) instrumental music groups, introduced by Instrumental Music Curriculum Specialist Brian Jacobi; and the annual Outstanding Technology Achievement Award. Board members and Dr. Heinz individually congratulated each student in attendance.

RECOGNITION OF TENURED TEACHERS

Recognition of
Tenured Teachers

Assistant Superintendent Martin noted that according to Illinois School Code, a teacher is considered a probationary teacher for the first four years of their work in a district. Through observations and evaluations during this probationary time, he noted that these teachers have shown that they meet the high expectations for instructional quality that are expected of a District 64 teacher. He announced that 16 teachers would be receiving the recognition of tenure, and congratulated them for reaching this career milestone. Park Ridge Education Association President Andy Duerkop also welcomed and congratulated the teachers. Board members and Dr. Heinz then greeted each teacher individually.

ELF GRANT AWARDS

ELF Grant
Awards

ELF chairman Carolyn Sitkiewicz announced the winners of six grants for 2015-16, with a total investment of about \$25,000. Representatives of Carpenter, Jefferson, Roosevelt, and Washington schools were personally congratulated for their awards. She then presented a short video recapping the innovative projects undertaken with the five grants presented in 2014-15. Dr. Heinz thanked ELF for its continuing support of educational innovation.

TEACHER EVALUATION AND PRE-PERA COMMITTEES UPDATE

Teacher Evaluation
and Pre-PERA
Committees Update

Dr. Heinz reported that the 2010 Performance Evaluation Reform Act (PERA) requires all schools in Illinois to change the way in which teachers and principals are evaluated. Specifically, PERA requires districts to design and implement evaluation systems that assess professional practice and include measures of student growth. Dr. Heinz noted that in District 64, two committees comprised of teachers and administrators are carrying out this work. The Evaluation Committee is focused on developing a new evaluation tool for assessing professional practice, while a PrePERA Committee is focused on integrating student growth measures into teacher evaluations. Dr. Heinz confirmed that their work is scheduled so that implementation can begin with the 2016-17 school year as required. Assistant Superintendent Lopez and committee member/teacher Sonja Dziedzic, joined by Assistant Superintendent Martin, updated the Board on the progress accomplished by the two groups thus far and the voluntary trial of the growth component that will be underway this year. They noted that the formal PERA Committee would be assembled in September 2015 and will be the decision-making body for decisions. During Board discussion, Dr. Heinz and the presenters provided more details about the various types of assessments being considered for inclusion in the growth component. They also confirmed that the District would be utilizing a 30% student growth component in 2016-17, which is two years earlier than required, and noted that the professional practice evaluation tool is ratified in the District's contract with the Park Ridge Education Association. Dr. Heinz especially thanked Mrs. Dziedzic for her extra work and dedication in serving as a member of both committees.

FGM ARCHITECT UPDATE

FGM Architect
Update

Mr. Mackall introduced Kerry Leonard of FGM Architects to present a first look at the preliminary findings of the Master Facilities study being conducted this spring. Mr. Leonard reaffirmed this report builds on the prior presentations he has made to the Board and community through the spring, and is a progress update on current efforts. He briefly reviewed the components of the Master Facilities Plan, including a Health Life Safety survey, other building assessments, and educational planning. FGM also is developing cost areas, including operations; maintenance and repair; and capital improvements. He defined capital improvement costs as building improvements that extend the useful life of a building or building system; accommodate changes in building or program capacity; or make modifications to enhance or expand programs.

Mr. Leonard identified two major preliminary findings on a District-wide level. The first is that the nine buildings are structurally sound and safe for occupancy, however there are older portions and systems that are past their useful life and need to be replaced. He also noted that there are building conditions that need to be modified and improved to meet current codes and standards. As a second finding, Mr. Leonard reported that there are parts of the buildings that do not support educational needs. He noted that program and capacity needs exceed available space in some areas, and that the buildings lack flexibility for changing educational needs. He then presented a brief review of each school. He identified building needs, such as site-related items, security, code compliance, and ADA access. He also identified program/space needs, such as capacity to accommodate student enrollment, full-day kindergarten investigation, 21st century

learning resource centers, auditoriums, art and music programs, middle school science, and administrative office/staff training. Mr. Leonard responded to Board member questions on a school-by-school basis as he moved through the findings for each building.

Mr. Leonard then moved to how projects would be prioritized. Based on the results of the Health Life Safety survey and the Master Facilities Plan, he noted the top priority in the first five years would be to remediate any violation of the code or a health/safety concern or items that would have significant additional costs if not addressed. The second priority would be to address any projects necessary to comply with a recommended standard or to increase operating efficiency or extend the useful life of the building or a system. The third priority would be to improve the quality of materials or systems, or to reduce the risk of future failures or to enhance performance of a system. In the 6-10 year range, Mr. Leonard reported that expected major expenditure areas would be identified for planning purposes. His associate from FGM, architect Terri Wright, then reviewed the preliminary collaboration underway with the District's construction managers, Nicholas & Associates, to begin assembling cost information about the identified projects. Mr. Leonard discussed next steps with the Board for presentation of the report at the June 22 meeting; the process thereafter to submit the safety survey and ultimately have it accepted by the Illinois State Board of Education; and the process to bring forward specific projects with timelines and budgets for Board consideration.

ACCEPTANCE OF THE IASB CODE OF CONDUCT FOR MEMBERS OF SCHOOL BOARDS AND PRESENTATION AND ADOPTION OF BOARD OF EDUCATION OPERATING PRINCIPLES

Acceptance of the IASB Code of Conduct for Members of School Boards and Presentation and Adoption of Board of Education Operating Principles

Board President Borrelli noted that under Policy 2:80, the Board is directed to adopt the Illinois Association of School Boards' (IASB) code of conduct. In addition, he noted that the Board has adopted its own guidelines for its practices in the form of Operating Principles. With the recent seating of new members, he recommended that it is appropriate for the Board to review and re-adopt them at this time.

ACTION ITEM 15-05-9

Action Item
15-05-9

It was moved by Board member Zimmerman and seconded by Board member Johnson that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, accept the IASB Code of Conduct for Members of School Boards and adopt the Board of Education Operating Principles.

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Borrelli, Zimmerman, Paterno, Sotos

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

**RESOLUTION TO EXTEND SUPERINTENDENT CONTRACT
AND COMPENSATION PACKAGE**

Resolution to Extend
Superintendent Contract
and Compensation
Package

Board President Borrelli announced that the Board was continuing to discuss compensation for a number of different employee groups for the coming year, and would defer action until those discussions were completed.

**APPROVE SETTLEMENT AGREEMENTS FOR THREE NON-
CERTIFICATED EMPLOYEES**

Approve Settlement
Agreements for Three
Non-Certificated
Employees

Board President Borrelli reported that the Board had been considering settlement agreements over many months related to the Illinois Municipal Retirement Fund (IMRF), and that the current proposal conforms to IMRF regulations, is cost neutral to the District, benefits the employees, and meets the timeframe mandated by the state. He noted that the two new Board members had been encouraged to review the background of the Board's lengthy deliberation of this matter with the administration. He reported that District representatives had a further meeting scheduled tomorrow with IMRF to review the final details.

ACTION ITEM 15-05-11

Action Item
15-05-11

It was moved by Board member Zimmerman and seconded by Board member Lee to recommend that the Board approve the Settlement Agreements for Bernadette S. Tramm, Carey Meredith, and Janice M. Santos, as presented. Each Agreement includes: Effective July 1, 2015, a salary increase in the amount of the difference between the annualized PPO Family health insurance stipend originally reported to the IMRF as reportable earnings for the employee for the 2014/2015 school year and the amount equal to \$1.00 less than the HMO Single premium for such year. Such increase in salary is exclusive of any other increases in salary that may be afforded by the Board of Education outside of the Agreement. Each Agreement also includes the Board's promise that such salary increase will remain in place for at least two years provided the employee remains employed by the Board. Finally, the Board shall also continue to provide a cash choice option to the employee in the amount of \$1.00 less than the current HMO Single premium under specific conditions as set forth in the Agreement. Each Agreement includes a general release of claims by the involved employee as well as the stipulation that the Agreement will not be effective unless there is proof that the IMRF appeal made by the employee has been withdrawn with prejudice. Motion to approve Settlement Agreements for Bernadette S. Tramm, Carey Meredith, and Janice M. Santos, as presented.

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Zimmerman, Paterno

NAYS: Borrelli

PRESENT: Sotos

ABSENT: None.

The motion carried.

CONSENT AGENDA

A. PERSONNEL REPORT

Consent
Agenda

Gorman Christian	Employ as Network Manager at Jefferson School beginning July 1, 2015 - \$93,000.00.
Lisa Halverson	Employ as Principal for Jefferson School beginning July 1, 2015 - \$97,000.00.
Colleen Gilligan	Leave of Absence Request, FMLA – Literacy Teacher at Washington School effective April 20, 2015 – June 1, 2015 (tentative) and the 2015-16 School Year.
Courtney Pytlarz-Smee	Leave of Absence Request, Personal – Speech Language Pathologist at Carpenter School for the 2015-16 School Year.
Tricia Stroud	Resign as Technology Secretary at Jefferson School effective May 8, 2015.
Lauren Runyon	Resign as Special Needs Assistant at Jefferson School effective May 26, 2015.
Tammy Gaskill	Retire as 10-month Office Associate at Field School effective June 12, 2015.
Jean Granger	Retire as 10-month Secretary at Emerson School effective June 18, 2015.
Patti Wlodek	Retire as 10-month Secretary at Lincoln School effective May 14, 2015.
Leslye Lapping	Employ as Summer School Early Childhood Principal effective 6/16 – 6/30/2015 – Jefferson School.
Pam Jachino	Employ as Summer School Early Childhood Secretary effective 6/16/15 – Jefferson School.
Paula Yurkovic	Employ as Summer School Early Childhood Nurse effective 6/16/15 – Jefferson School.
Barbara Murphy Maura Tulig	Employ as Summer School Early Childhood Speech-Language Pathologist effective 6/16/15 - Jefferson School.
Dawn Appelkans	Employ as Summer School OT effective 6/16/15 – Emerson, Franklin and Jefferson School.
Lynn Condon	Employ as Summer School PT effective 6/16/15 – Emerson, Franklin and Jefferson School.
Ally Brewster Caitlin Cuthbertson Georgette Demarinis Marisha Lewis	Employ as Summer School Early Childhood Teachers effective 6/16/15 - Jefferson School.
Lynne Bonahoom Angela Daratzis-	Employ as Summer School Early Childhood Assistants effective 6/16/15 - Jefferson School.

Hajiharis Rachel Hubbard Mary Lou Jaros John Montejo Mary Ann Murray Patti Radaios Bill Trudell Jacqueline Tsevis	
Anna Marie Petricca	Employ as Summer School Special Education Academic Instructor effective 6/16/15 – Franklin School.
Katerina Baranovska Shannon Walder	Employ as Summer School Special Education Teachers effective 6/16/15 - Franklin School.
Marie Anderson Christina Bridich Jessica Condon Sara Due Casey Gibbons Donna Hapeman Gregory Knapp Alegra Miller Alyssa O’Neil Michelle Schneider Nicole Thomas	Employ as Summer School Special Education Assistants effective 6/16/15 - Franklin School.
Lenore Franckowiak	Employ as Summer School Special Education Academic Instructor effective 6/16/15 – Emerson School.
Rebecca Hebding Michele Perchess	Employ as Summer School Special Education Teachers effective 6/16/15 - Emerson School.
Linda Adamowski Sean Aiello Jillian Cohen Rita Downing Callie McLean	Employ as Summer School Special Education Assistants effective 6/16/15 - Emerson School.
Steven Seyller	Revision on start date to April 20, 2015 for change of assignment to Fulltime Substitute Custodian from April 27, 2015 Personnel Report.

If additional information is needed, please contact Assistant Superintendent for Human Resources Joel T. Martin.

B. BILLS, PAYROLL AND BENEFITS

Bills

10 - Education Fund----- \$ 984,115.59
20 - Operations and Maintenance Fund ----- 156,914.88

30 - Debt Services-----	-
40 - Transportation Fund -----	58,629.15
50 - Retirement (IMRF/SS/MEDICARE)-----	-
60 - Capital Projects -----	93,538.20
80 - Tort Immunity Fund -----	4,434.00
90 - Fire Prevention and Safety Fund -----	-

Checks Numbered: 121222 - 121433

Total: \$1,297,631.82

Payroll and Benefits for Month of April 2015

10 - Education Fund -----	\$ 3,865,129.95
20 - Operations and Maintenance Fund -----	231,182.82
40 - Transportation Fund -----	-
50 - IMRF/FICA Fund -----	82,340.69
80 - Tort Immunity Fund-----	-

Checks Numbered: 11390 – 11469

Direct Deposit: 900073354 - 900074980

Total \$ 4,178,653.46

Accounts Payable detailed list can be viewed on the District 64 website www.d64.org > Departments > Business Services.

C. APPROVAL OF FINANCIAL UPDATE FOR THE PERIOD ENDING APRIL 30, 2015
Monthly financial reports can be viewed on the District 64 website www.d64.org > Departments > Business Services.

D. APPROVAL OF BID FOR COPIER PAPER

E. APPROVAL OF BID FOR CUSTODIAL SUPPLIES

F. APPROVAL OF FINAL CALENDAR FOR 2014-15

G. APPROVAL OF THE 2015-16 SEPTRAN SPECIAL NEEDS TRANSPORTATION CONTRACT EXTENSION

H. APPROVAL OF INTERGOVERNMENTAL AGREEMENT FOR SHARED ASSISTIVE TECHNOLOGY SERVICES

I. ACCEPTANCE OF DONATION

J. DESTRUCTION OF AUDIO CLOSED MINUTES (NONE)

Dr. Heinz reported that the employment of a new network manager was included in the personnel report section. CSBO Allard responded to Board member questions about several accounts payable items and the bond repayment schedule.

CSBO Allard, Director of Special Education Jane Boyd and Dr. Heinz responded to Board member questions concerning special education transportation and the bid for 2015-16 services. Following lengthy discussion, the Board consensus was to remove the approval of the 2015-16 Septran special needs transportation contract extension from the Consent Agenda and to re-bid the contract.

Board members also discussed the copier paper bid and the expected consumption of photocopy paper. Dr. Lopez provided additional information about the focus of the sustainability committee on lunchroom recycling. Facility Management Director Mackall responded to questions about the custodial supply bid.

ACTION ITEM 15-05-12

Action Item
15-05-12

It was moved by Board member Johnson and seconded by Board member Paterno that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of May 18, 2015, which includes the Personnel Report; Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending April 30, 2015; Approval of Bid for Copier Paper; Approval of Bid for Custodial Supplies; Approval of Final Calendar for 2014-15; Approval of Intergovernmental Agreement for Shared Assistive Technology Services; Acceptance of Donation; and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

AYES: Sotos, Paterno, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

APPROVAL OF MINUTES

Approval of
Minutes

ACTION ITEM 15-05-13

It was moved by Board member Zimmerman and seconded by Board member Sotos that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Special Board Meeting on May 4, 2015, Organizational Meeting on May 4, 2015, and Closed Session Meetings on May 11 and May 4, 2015.

Action Item
15-05-13

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Borrelli, Zimmerman, Paterno, Sotos

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

BOARD MEMBER LIAISON REPORT

Board Member
Liaison Report

Dr. Heinz reported on the final PTO/A Presidents meeting of the year conducted that morning, and reviewed the agenda items covered including a revision to the District's custodial charge to the organizations related to building use on the weekends or at other times when custodians would not otherwise be present. CSBO Allard and Facility Director Mackall provided additional background about the need to make revisions to provide a more secure environment and a higher level of service by having a District employee on site for these activities and events.

OTHER DISCUSSION AND ITEMS OF INFORMATION

Other Discussion and
Items of Information

Dr. Heinz reported on the agenda for upcoming meetings, and noted that information had been provided about a FOIA request and collection of recent fees that indicated the balance had been cut in half from a year ago from almost \$41,000 to about \$18,000 through the use of the Infosnap registration system and fee collection procedures established in 2013. Dr. Heinz further noted the District and schools had been designated as being "fully recognized" by the ISBE. She also announced that District 64 had achieved a perfect 4.0 score and was given "Financial Recognition" by the ISBE on its financial profile rating system, utilizing fiscal year 2013-14 data. She also briefed the Board on work underway to create a new Annual Report for publication this summer. Dr. Heinz then reported on residency re-verification of current students prior to registration for the 2015-16 school year, noting that more than 80% were re-verified to date. About one-third had also completed the Infosnap information updating and fee payment process as well. She responded to further Board member discussion about how re-verification would continue in upcoming weeks. Dr. Heinz also announced that the District had participated in the Park Ridge art and music walk on Saturday as a way to showcase student art on display at the District 64 Educational Service Center lower level.

Dr. Heinz distributed congratulatory certificates from Cook County Clerk David Orr to the newly elected Board members. She noted various correspondence that had been received, including information from the District 207 Superintendent about the high schools' designation as among America's most challenging.

Board members suggested topics for future meetings and discussed dates for closed sessions.

ADJOURNMENT TO CLOSED SESSION

Adjournment

At 10:46 p.m., it was moved by Board President Borrelli and seconded by Board member Zimmerman to return to closed session with the specific exemptions as announced earlier at the start of the meeting, not to return to open session with no action to be taken.

The votes were cast as follows:

AYES: Sotos, Paterno, Zimmerman, Borrelli, Lee, Johnson

NAYS: Eggemann

PRESENT: None.

ABSENT: None.

The motion carried.

The Board adjourned from closed session at 12:28 a.m.

President

Secretary

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64**

Minutes of the Committee-of-the-Whole: Finance
held at 7:00 p.m. on May 11, 2015
Jefferson School (multipurpose room)
8200 Greendale, Niles, IL 60714

Board President Anthony Borrelli called the meeting to order at 7:02 p.m. Other Board members present were Tom Sotos, Dathan Paterno, Scott Zimmerman, Vicki Lee, Bob Johnson and Mark Eggemann. Also present were Superintendent Laurie Heinz, Assistant Superintendents Lori Lopez and Joel T. Martin, Director of Special Education/Pupil Services Jane Boyd, Director of Innovation and Instructional Technology Mary Jane Warden, Chief School Business Official Becky Allard, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm, and three members of the public.

Board President Borrelli announced that the Board would consider conducting a closed session following the regular agenda. He stated the purpose of the Committee-of-the-Whole meeting was to discuss the first draft of the tentative budget for 2015-16.

PUBLIC COMMENTS

Board President Borrelli invited public comments; none were received.

Public
Comments

REVIEW DRAFT #1 TENTATIVE BUDGET FOR 2015-16

CSBO Allard reported that the budget is designed to meet the requirements of the Illinois School Code and is required to be adopted in its final form by the end of the first quarter of the fiscal year, which is September 30. The budget is the plan to accomplish the educational and financial goals of the school district, and is required to be reported by fund.

Review
Draft #1
Tentative
Budget for
2015-16

In presenting draft #1 of the tentative budget, CSBO Allard noted the key information that is not yet known for the coming year, including: 2014 and 2015 tax extensions; state revenues; federal revenues; actual salaries of staff; grant expenditures; and renewals for workers compensation and property/liability insurances. She also pointed out that decisions made by the Board at the April 27 meeting regarding a reduction in technology equipment purchases that had been proposed for 2015-16 and shifting to the purchase rather than leasing of new District vehicles would appear in future drafts. She summarized the tax extension process and levy process, and provided a brief overview of the Property Tax Extension Limitation Law (PTELL), commonly referred to as the "tax cap," and its impact on the annual growth of the District's revenues from property taxes. She also pointed out the 2007 referendum commitment to not return to the community for at least 10 years for a tax rate increase, and noted that the Board had adopted a goal in August 2013 to extend this to 2020-21.

CSBO Allard responded to Board member questions throughout her presentation to help clarify understanding of the information or provide further details.

Beginning her budget recap, CSBO Allard noted that comparisons are to the 2014-15 budget and that future drafts would provide comparisons to the 2014-15 unaudited actual financial performance figures. She stated that operating fund revenues are expected to increase by about \$2.4 million or

3.5% over the 2014-15 budget. She explained how property taxes received in spring and fall are split between different budget fiscal years, and that the spring and fall amounts are also different because they are calculated by different levy years and limiting rates. She pointed out that annual percentage increases shown in the budget are the result of this blending. She noted that operating fund expenditures in 2015-16 are expected to decrease by almost \$1.9 million or 2.4% from the 2014-15 budget, driven primarily by the decrease in capital projects spending.

Moving to the statement of position, CSBO Allard noted the District is expected to end the 2015-16 fiscal year with an annual operating funds surplus of \$1.4 million, bringing the operating fund balance to almost 70% or \$49.7 million. When capital projects are considered, the District would have an annual operating funds deficit of about \$1 million, bringing the fund balance slightly lower to 69% or \$50.6 million. CSBO Allard stated this is a very positive financial forecast. She then responded to Board member questions and comments about the separate levy for debt service, the current debt repayment schedule for existing bonds, the balance of about \$920,000 currently available from the 2014 bond sale for use in summer 2016 projects, and the District's bonding capacity following retirement of all debt in 2021. CSBO Allard confirmed that the 2014 bond issuance extended the debt service levy, but lowered the annual amount.

CSBO Allard then offered a detailed review of both revenues and expenditures. On the revenue side, she noted that almost 86% of the District's Operating Fund revenue is from local property taxes. Building on the explanation she had provided earlier, she pointed out that PTELL limits the annual increase in property tax revenues to the lesser of 5% or the consumer price index (CPI). She noted that the 2014 CPI of 0.8% impacts the 2015 tax levy year, but the District's revenue collections are affected in two fiscal years: the 2014-15 fiscal year for the 2015 spring collection, and the 2015-16 fiscal year for the second installment collections in fall 2015. Reviewing other revenue components, CSBO Allard discussed projected amounts for the Personal Property Replacement Tax, other local income, general state aid, and other state and federal revenue. Regarding general state aid, CSBO Allard pointed out that the \$6,119 per student "foundation level" for 2014-15 was prorated to 88.7%, and that when other weighting factors were applied, the District received only \$342 per student in 2014-15. She stated this amount is being used for this draft of the 2015-16 budget, and that it will be adjusted in August when the final claim is known. She further cautioned that various state legislative actions now being considered could cause a loss of all state funds.

Turning to expenditures, CSBO Allard pointed out that 81% of the Operating Fund budget is salaries and benefits. Ms. Allard reviewed budgeted expenditures for the Educational Fund, including breakdowns of the salary component, which is the largest area within that fund. She responded to Board member questions about the expenditures covered by student fees, particularly for extracurricular activities. CSBO Allard then moved through a fund-by-fund explanation of expenditures. She noted that base salaries for teachers account for almost 59% of the educational fund budget, and reviewed how teacher salaries are calculated for the budget. She also reported on expenditures in Operations & Maintenance, Transportation, Retirement and Tort.

CSBO Allard noted that the Board would see an updated draft in August, when the tentative budget would be submitted for adoption and be placed on display. The budget calendar calls for adoption of a final budget on September 28. She then responded to further Board member questions about changes in the fund balance and assumptions used to build the budget, and provided information on the make-up of various line items and proposed changes. She confirmed that the District still anticipated adding to its fund balance at the close of 2015-16; she noted this is better than what had

been forecasted during the 2007 referendum when the District was expected to be deficit spending and diminishing its fund balance. Dr. Heinz and Dr. Lopez also responded to questions about investments in student learning related to implementation of the Next Generation Science Standards and common core standards in math. CSBO Allard also responded to Board member questions about the long-range financial projections; she noted that the next draft in August would include comparisons to actual 2014-15 instead of budgeted, and that the projections could be updated at that time. Several Board members stated their interest in having the tool used for forecasting be more flexible, so that projections can be updated each time significant capital expenditures are being evaluated. CSBO Allard noted that the Board should have a further discussion of the assumptions to be included in the projections. She concluded by reiterating that each draft would indicate any significant changes made from the earlier version, and that the Board would see the next draft on August 10.

DISCUSSION OF BOARD COMMITTEE STRUCTURE

Board President Borrelli noted that typically Board members serve as liaisons to various District committees each year, and that the recent seating of the new Board is the time for new assignments to be made. He proposed that the Board consider eliminating those liaison roles, and further, that the Board introduce its own committee structure focused on areas of interest to the Board. Board members conducted a brief preliminary discussion of both proposals; the consensus was to consider them in more depth at a Board “advance” session this summer with Dr. Heinz and Barb Toney, the field service director from the Illinois Association of School Boards (IASB).

Discussion of
Board Committee
Structure

BOARD ADJOURNS TO CLOSED SESSION

At 9:18 p.m., it was moved by Board President Borrelli and seconded by Board member Paterno to adjourn to closed session to discuss the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity [5 ILCS 120/2 (c)(1)], not to return to open session with no action to be taken.

Board Adjourns
to Closed
Session

The votes were cast as follows:

AYES: Paterno, Zimmerman, Borrelli, Lee, Johnson

NAYS: None.

PRESENT: Sotos, Eggemann

ABSENT: None.

The motion carried.

Following the closed session, the Committee-of-the-Whole meeting was adjourned at 10:15 p.m.

President

Secretary

Board Member Liaison Report

- Traffic Safety Committee
- Elementary Learning Foundation

Meeting of the Board of Education Park Ridge-Niles School District 64

Board of Education Agenda
Monday, July 13, 2015
Jefferson School – Multipurpose Room
8200 Greendale Avenue
Niles, IL 60714

On some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

Monday, July 13, 2015

TIME

APPENDIX

7:30 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from President of the Board 	
7:30 p.m.	• Public Comments	
7:40 p.m.	• Authorization to Submit Health Life Safety Survey to Illinois State Board of Education -- Superintendent	A-1 Action Item 15-07-1
7:50 p.m.	• Resolution # ___ Regarding the School District to Pay Certain Invoices Prior to Board Approval of the August 10, 2015 Regular Board of Education Meeting -- Chief School Business Official	A-2 Action Item 15-07-2
7:55 p.m.	• Consent Agenda -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills, Payroll, and Benefits • Approval of June Financials Ending June 30, 2015 • Approval of Student-Parent Handbook 2015-16 • Appointment of Hearing Officer • Release of Closed Minutes • Destruction of Audio Closed Minutes (none) 	A-3 Action Item 15-07-3
8:05 p.m.	• Approval of Minutes -- Board President <ul style="list-style-type: none"> • Regular Board Meeting Minutes.....June 22, 2015 • Closed Session Minutes.....June 22, 2015 	A-4 Action Item 15-07-4
8:10 p.m.	• Board Member Liaison Report	A-5

-- Board of Education

8:15 p.m.

• **Other Discussion and Items of Information**

A-6

-- Superintendent

- Upcoming Agendas
- Memorandum of Information (none)
- Minutes of Board Committees (none)
- Other
- Update on Summer Construction Projects

8:25 p.m.

• **Adjournment**

Next Meeting:

Monday, August 10, 2015

Regular Board Meeting – 7:30 p.m.

Jefferson School – Multipurpose Room

8200 Greendale

Niles, IL 60714

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

(312) 454-1340
FAX (312) 454-1528

MEETS 1st THURSDAY NIGHT OF EACH MONTH

International Brotherhood of Electrical Workers

LOCAL NUMBER 134
600 WEST WASHINGTON BOULEVARD
CHICAGO, ILLINOIS 60661-2490



DATE: JUNE 5, 2015

TO: MS. / MR. FOIA OFFICER

FROM: MIKE NUGENT
BUSINESS REPRESENTATIVE
IBEW LOCAL 134

RE: FOIA REQUEST

I AM REQUESTING THE IDENTIFICATION, BY NAME AND ADDRESS, OF ALL DISTRICT LOCATIONS IN WHICH ELECTRICAL CONSTRUCTION AND/OR MAINTENANCE WORK WILL BE PERFORMED DURING THE JUNE 1, 2015 THRU AND INCLUDING SEPTEMBER 30, 2015 TIME FRAME.

I AM SEEKING THE BUSINESS NAME, ADDRESS, PHONE AND FAX NUMBERS OF THE ELECTRICAL CONTRACTORS PERFORMING WORK AT THESE LOCATIONS. I AM ALSO REQUESTING THE SCOPE OF THE WORK AS WELL AS THE ESTIMATED COST OF THE PROJECT.

PLEASE RESPOND VIA E-MAIL ON: mnugent@local134.org . BE ADVISED THAT THIS IS NOT A COMMERCIAL REQUEST. SHOULD THERE BE AN ISSUE WITH MY REQUEST I CAN BE REACHED AT 312-474-4149.

THANK YOU

MIKE NUGENT
LU 134

MEMORANDUM OF INFORMATION**#027****2014-2015**

To: Board of Education

From: Brian Imhoff, Assistant Business Manager

Date: June 22, 2015

Subject: Follow-up on Collection of Student Fees

The District launched the Infosnap 2014-15 online registration system on June 11, 2014. With Infosnap, parents paid their school fees at the same time that they were updating student demographic, medical, and family and emergency contact information. This streamlined process made paying fees more convenient for parents.

District 64 also utilized Infosnap to send targeted, periodic communication reminders up through the first day of school to individuals that had not completed the online registration process. As a result, the District experienced a noticeable increase in the amount of fees collected before school started.

That trend continued throughout the school year. A yearly comparison shows the District's uncollected fee balance is less than half of the prior year amount (\$16,066 in this report versus \$38,004 in June 2014). The table in Attachment 1 presents a history of the District's unpaid student fees by month for 2014-15. Any students who qualify for fee waivers are excluded from the report. In accordance with the fee collection procedures established by the Board in November 2013, District 64's most recent collection letter mailed to parents on December 3 indicated it was the final reminder, and any balances not paid by January 15 would be submitted to a collection agency. These balances were reported to the collection agency on January 22. As noted in the table, the District has collected approximately \$14,000 of unpaid fees related to the 2014-15 school year since the collection agency began its efforts.

Review of Unpaid Student Fees 2014-15

	June 16, 2015		May 11, 2015		April 20, 2015		March 16, 2015		February 16, 2015	
Building	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue
Carpenter	1	\$ 227	2	\$ 311	2	\$ 311	3	\$ 538	4	\$ 664
Field	12	\$ 2,182	12	\$ 2,295	12	\$ 2,295	12	\$ 2,295	16	\$ 2,844
Franklin	8	\$ 1,713	8	\$ 1,713	10	\$ 2,054	16	\$ 3,321	17	\$ 3,645
Roosevelt	11	\$ 2,232	14	\$ 2,649	12	\$ 2,581	12	\$ 2,581	12	\$ 2,581
Washington	3	\$ 681	4	\$ 908	4	\$ 908	4	\$ 908	7	\$ 1,446
Jefferson	1	\$ 37	1	\$ 37	1	\$ 37	0	\$ -	0	\$ -
Emerson	14	\$ 4,280	16	\$ 4,910	19	\$ 5,795	25	\$ 6,707	28	\$ 7,628
Lincoln	17	\$ 4,714	18	\$ 4,944	18	\$ 4,944	24	\$ 5,695	28	\$ 6,765
Total	67	\$ 16,066	75	\$ 17,767	78	\$ 18,925	96	\$ 22,045	112	\$ 25,573

	January 20, 2015		December 8, 2014		November 10, 2014		October 21, 2014		September 16, 2014		
Building	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	Change Since Sept 16th
Carpenter	6	\$ 785	4	\$ 578	9	\$ 1,541	10	\$ 1,598	14	\$ 2,749	\$ (2,522)
Field	17	\$ 2,982	24	\$ 4,581	25	\$ 4,710	32	\$ 5,804	37	\$ 6,938	\$ (4,756)
Franklin	17	\$ 3,626	24	\$ 5,212	29	\$ 6,108	28	\$ 6,283	36	\$ 7,600	\$ (5,887)
Roosevelt	15	\$ 2,976	18	\$ 3,657	19	\$ 3,884	23	\$ 4,615	28	\$ 5,369	\$ (3,137)
Washington	7	\$ 1,446	12	\$ 2,235	16	\$ 3,046	17	\$ 3,351	18	\$ 3,451	\$ (2,770)
Jefferson	0	\$ -	2	\$ 117	3	\$ 209	4	\$ 302	11	\$ 829	\$ (792)
Emerson	36	\$ 9,875	42	\$ 12,137	48	\$ 13,703	47	\$ 13,782	58	\$ 17,428	\$ (13,148)
Lincoln	34	\$ 8,786	43	\$ 11,768	48	\$ 13,641	50	\$ 14,073	56	\$ 16,303	\$ (11,589)
Total	132	\$ 30,476	169	\$ 40,285	197	\$ 46,842	211	\$ 49,808	258	\$ 60,667	\$ (44,601)

Note: There are no outstanding payment plans remaining.

TO: Board of Education

FROM: Scott Mackall, Director of Facility Management

DATE: June 22, 2015

RE: Update on Summer Projects

This summer the District will complete Phase Two of the final project (roofing and tuck-pointing) identified by Fanning/Howey in 2011. The District has hired Nicholas and Associates as our construction management firm. Work began on Saturday June 13, 2015 with all companies mobilizing material to the site.

As you are aware the Master Facility Plan will be presented to the Board of Education on June 22, 2015 due to my non-attendance at this meeting, I would like to share my thoughts with you in regard to the presentation from my perspective. They are as follows:

The June 22, 2015 presentation will be a snapshot (catalog of facility condition information) if you will, the end of the beginning. The gathering of information for this report was no small task, please take in what the report is telling us and keep an open mind as to next steps. Over the next few months, District administration along with multiple stakeholders will drill down this information and bring back recommendations. The time frame is to bring project recommendations to the Board of Education later in the summer/early fall and request approval to move into the design phase on those recommendations. I know you will have several questions. As stated earlier in this letter the end of the beginning will happen on June 22nd with next steps being defined. As we move forward the administration will be aligning /connecting the Health Life Safety finding needs to the Education direction of the District. If you will we are at a thousand foot view today, and will drop down to street level as we move through the process.

Other work in the District over the summer include:

ESC - VOIP

Carpenter - VOIP and Back-up power to MDF room

Emerson - VOIP, bleacher inspection, new refrigerator for teachers lounge, countertop for Home Economics, wrestling mat hanger, pit ladder elevator, summer school

Field - VOIP, Phase Two roofing and tuck-pointing

Franklin - VOIP, remove track in room 100, look into lowering sink in room 100

Jefferson - VOIP, summer school, loose tile in room 101

Lincoln - VOIP, painting, washroom access

Roosevelt - VOIP, Elevator repair, LRC set-up

Washington - VOIP, gym wall replacement, spalling brick repair, gutter and roof repair, new path on north side of lot, LRC set-up

ILLINOIS

Association of School Business Officials

June 4, 2015

Park Ridge Niles CMCSO 64
164 S. Prospect Ave.
Park Ridge, IL 60068


Your 2014 - 2015 p-Card Rebate check is enclosed.

Illinois ASBO, the managing partner of the p-Card Program in Illinois and its sponsors IASA, IPA and IASB are pleased to distribute the enclosed rebate check for your participation from April 1, 2014 – March 31, 2015. Your check for \$2767.64 was calculated based on your district's use of its cards as reported to us by Harris Bank/BMO at an annual volume of \$288,296. The yearly purchasing volume, for the entire program, this year was **\$295,118,114**. This year the total rebate for the whole program was **\$3,588,083.80!** Amazing evidence of how working together can produce big results.

The future of higher and higher rebates for all seems apparent. We know you can use every dollar available to your district. **We are also very pleased with reports of increased efficiency and effectiveness** that replaces old fashioned manual processes with new systems that use modern technology to enhance procurement and create stream-lined payment procedures.


We will continue to bring improvements to the program. Your professional association partners are pleased to provide their service and appreciate your support. The p-Card Program again demonstrates how Illinois ASBO, IASA, IPA and IASB are working to serve schools.

We are organized and exist to serve children.


Michael A. Jacoby
Executive Director
Illinois ASBO


S. Brent Clark
Executive Director
IASA


Roger Eddy
Executive Director
IASB


Jason Leahy
Executive Director
IPA

Traffic Safety Agenda & Minutes on May 19, 2015 - 4:00 P.M.

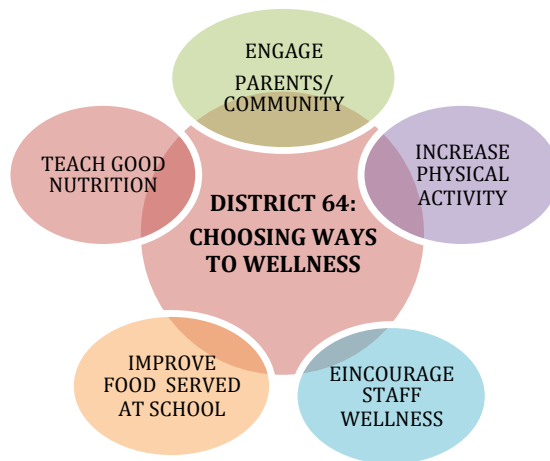
LOCATION: Roosevelt Elementary School LRC, 1001 S. Fairview Avenue, Park Ridge

Called to order 4:07 p.m. by Scott Mackall, Director of Facility Management

Attendance (see below)

Standing Agenda Items:	Participant(s)	Notes:	Decision(s)/Action(s):
Welcome and Introductions	Dr. Laurie Heinz, Superintendent		
Board of Education Liaison	Board member Vicki Lee		
		<p>Chief Kaminski brought forward a proposal for positive summer behavior tips to be shared with middle school students, particularly related to conduct at Taste of PR. He also stated that SRO's could be available to come in to talk with grade 8 students about transitioning to high school. Dr. Heinz will pursue with middle school principals.</p> <p>Deputy Chief Jogmen said IT is in transition, and still working on access security cameras at schools.</p> <p>Chief Kaminski announced had received a mental health grant from Dept of Justice, and would like to explore whether the schools would like any support. Dr. Heinz will coordinate a meeting with the Chief, Paula Besler of Advocate Lutheran General, and D64 personnel.</p> <p>Chief Kaminski inquired about Beyond the Bell; Dr. Heinz reported that it seemed to be doing well.</p> <p>Chief Kaminski announced City would be doing a large official dedication on Friday, September 11 before school. This will be a larger celebration surrounding dedication of part of the WTC beam. Event will be outside City Hall. Looking for students to speak as well -- Dr. Heinz will coordinate.</p> <p>Chief Kaminski noted that he had donated a ride to school and lunch with the Chief to several PTO/ELF fund. Dr. Heinz and Mr. Mackall said the architects for the Master Facilities Plan would like to talk with police about security protocols for intruders.</p>	
Reports from Police and City Representatives	<p>Park Ridge Police - Chief Frank Kaminski, Deputy Chief Lou Jogmen, Off. Tom Rechlicz</p> <p>Park Ridge Crossing Guards - Kathy Jozwiak</p>		
Reports from Schools	<p>Carpenter School - Emily Lech, Assistant Principal</p> <p>Emerson School - no rep</p> <p>Jefferson School - Leslye Lapping, Principal</p> <p>Field School - rep Jane Everett</p> <p>Franklin School - Emily Lech, Assistant Principal</p> <p>Lincoln School - no rep</p> <p>Roosevelt School - Sia Albans, Assistant Principal</p> <p>Washington School - no rep</p> <p>no rep</p>	<p>No changes to report. Mr Mackall reported on comments from Ericson engineers regarding requests for signage north of the school on Cherry between Broadway and Hamlin.</p> <p>No changes since the last meeting; need to have a follow up meeting to consider staggering start/stop times for Emerson and Jefferson to ease traffic concerns.</p> <p>Appreciate police assistance with street blockage during unexpected tree removal on Wisner in front of the school on April 22;</p> <p>No changes to report.</p> <p>No changes to report.</p>	
Report from Beyond the Bell Representative			

Update from Facility Management (as needed)	Scott Mackall, Director of Facility Management	Meet with Ericson civil engineers to do site reviews including traffic patterns at all the schools, as part of the Master Facilities Plan		
Update from Communications (as needed)	Bernadette Tramm, Public Information Coordinator			
Successes/Concerns	Report on Bike Helmet Sale (April 22) co-sponsored with Advocate Lutheran General Hospital	Mrs. Tramm reported that it was extremely successful this year with 265 helmets sold and custom-fitted by trauma department nurses. Carpenter School south gym location was perfect for this event. Sale was last held in 2012. For future events, Police Department would like to be a third co-sponsor.		
Additional Items for Discussion				
Final day of school 2014-15 school year	Friday, June 12 - full day of school with regular dismissal times			
Plans for Summer School Location and Dates	NEW LOCATIONS: Franklin School (grades K-3) and Emerson School (grades 4-7) Session 1 - Tuesday, June 16 - Thursday, July 2 Session 2: Monday, July 6 - Wednesday, July 22	Franklin site could use some police help during first few days due to configuration on Manor. Emerson is within the normal parking lot. Dr. Heinz will follow up with summer school principals regarding supervision outdoors at break between 2 morning classes. Mr. Mackall will follow up with the Dept for Student Learning to re-verify that crossing guards are established for the summer program.		
First day of school for students 2015-16 school year	Tuesday, August 18, 2015	One week earlier to align better with Maine 207		
Schedule of Next Meeting Dates & Adjournment				
Establish Tentative First Meeting Date	Tuesday, August 11 at 10 a.m. Roosevelt LRC			



DISTRICT 64 WELLNESS COUNCIL

April 27, 2015

In attendance: A. Bielenda, P. Yurkovic, T. Gleason, P. Sammons, M. Temari

Caught Being Healthy

This program encourages students to pack healthy lunches. This year the “campaign” was held during April, to coincide with the District’s participation in “Healthy Living Month.” Participation is optional. Students are encouraged to bring healthy lunches, given a few basic guidelines. Lunch supervisors hand out raffle tickets to students who appear to have healthy lunches. Tickets are entered into a prize raffle. In general, the program has been popular, and it was decided to continue it next year. Council organizers were P. Yurkovic and A. Bielenda.

Toilet Talk

These staff newsletters, “Toilet Talk: Just for the Health of It,” have been posted in staff washrooms. They contain healthy-living tips, including exercise, healthy food, and stress-reduction. Plan is to produce a newsletter 3-4 times per year. M. Temari will oversee TT during the 2015-16 school year

Fitness Challenge

T. Gleason oversaw Staff Fitness Challenge, which took place from April (following spring break) until the end of May. During this optional challenge, all staff members were encouraged to develop fitness goals. A Google doc was available for members to post goals and to track progress on a weekly basis. Activity was non-competitive and no oversight provided.

Year in Review

Wellness Council organized a district-wide (staff only) American Heart Association "Red Out" campaign, in which donations were encouraged. Those who donated received a red tshirt, which staff members were asked to wear on "Red Out Day." The district raised over \$2000.00 for the AHA, and the donation was made in memory of Lisa Garcia, Roosevelt teacher who passed away suddenly in January.

School Teams

Wellness Council is comprised of members from each school and from ESC. These members report back to "teams" at their home building, and enlist assistance from them for building Wellness events. Council members feel that school teams should be expanded.

Next Year

Several suggestions were made for next year:

- A First Day of School optional Wellness Activity (ie volleyball, softball)
- Focus on expanding health eating, including providing recipes and tips on portion control (information available for students, families, staff)
- Wellness E-magazine (to begin, for staff only): Google format to include Toilet Talk, Recipes, Food Movie reviews, exercise and physical activity information, current local wellness events, links to events, classroom tips for teachers, etc. Would use a multidisciplinary approach to PE staff, OT, PT, classroom teachers, nurses, etc. A different area of the emagazine would be featured each month, and a blast from Wellness Council would share the link to all staff. A. Bielenda will develop the template.

Next Meeting

Tuesday, Sept. 15, 2015, at ESC, 4-5pm

Submitted by M. Temari