

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

Board of Education Agenda

Monday, March 8, 2010
Hendee Educational Service Center
164 South Prospect Avenue

Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, 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, March 8, 2010

TIME

APPENDIX

7:00 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none">• Roll Call• Introductions• Opening Remarks from President of the Board	
7:00 p.m.	• Board Adjourns to Closed Session	
7:30 p.m.	• Board Adjourns from Closed Session and Resumes Regular Meeting	
7:30-7:35 p.m.	• Public Comments	
7:35-7:40 p.m.	• Recognition of Illinois 2009 Honor Roll Schools -- Superintendent	A-1
7:40-7:55 p.m.	• Presentation on MTSEP -- Director of MTSEP / District 207	A-2
7:55-8:00 p.m.	• Approval of Lincoln Middle School Life Safety Bids Action Item 10-03-1 -- Director of Buildings & Grounds	A-3
8:00-8:15 p.m.	• Approval of the Proposed Scope & Plans for the Review of the Channels of Challenge (C of C) Program Action Item 10-03-2 -- Assistant Superintendent for Student Learning	A-4
8:15-8:30 p.m.	• Recommendations on FLES & Foreign Language Materials Instructional Materials -- Assistant Superintendent for Student Learning	A-5
8:30-8:50 p.m.	• Approval of New Financial & Human Resources Software Action Item 10-03-3 -- Business Manager	A-6

- | | | | |
|----------------|---|----------------------------|------------|
| 8:50-8:55 p.m. | <ul style="list-style-type: none"> • Consent Agenda -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills and Payroll • Destruction of Audio Closed Minutes (None) | Action Item 10-03-4 | A-7 |
| 8:55-9:00 p.m. | <ul style="list-style-type: none"> • Approval of Minutes -- Board President <ul style="list-style-type: none"> • Open Minutes of February 22, 2010 • Open Minutes of Committee of the Whole: Presentation of Strategic Plan Team Report of February 22, 2010 • Closed Minutes of February 25, 26 and 27, 2010. | Action Item 10-03-5 | A-8 |
| 9:00-9:05 p.m. | <ul style="list-style-type: none"> • Other Items of Information -- Superintendent <ul style="list-style-type: none"> • Upcoming Agenda • FOIA Requests • Memoranda of Information <ul style="list-style-type: none"> • Audit – Township Treasurer • Direct Purchase of Natural Gas Update • District 64 Food Service Program Update • SchoolSearch™ 2010 Bright Red Apple™ Award • Minutes of Board Committees <ul style="list-style-type: none"> • Green Team Committee Meeting Minutes of February 16, 2010 • Community Finance Committee Meeting Minutes of February 18, 2010 • Traffic Safety Minutes of March 2, 2010 | | A-9 |
| 9:05 p.m. | <ul style="list-style-type: none"> • Adjournment | | |

Next Regular Meeting: Monday, April 5, 2010 – 7:30 p.m.
Raymond Hendee Educational Service Center
164 S. Prospect Avenue

April 5

- Appointment of New Superintendent
- Appointment of Lincoln Middle School Principal
- Approval of FLES Recommendation
- Recommendation on Language Arts Instruction Materials
- Approval of Food Service Contract
- Recommendation of Student Fees
- Recommendation on TIF
- Approval of Roosevelt Sound Abatement
- Approval of Roosevelt Asbestos Abatement
- Presentation of Board Meetings for 2010-11

April 26

- Appointment of Director of Technology
- Appointment of Coordinator of Extended Day and Pre-School Services
- Present Recommendation on Strategic Plan
- Approval of Language Arts Instructional Materials
- Approval on Student Fees
- Approval of TIF

- Discussion on Study Regarding Administrative Staffing Model
- Discussion on Review of Special Education Tuition Costs
- Bid for P.E. Uniforms (Memo of Information)

May 10

- Committee of the Whole: Quarterly Financial Report
- Approve Strategic Plan and Implementation for 2010-11
- Update on Green Initiatives

May 24

- Committee of the Whole: Board Reviews Draft of the 2010-11 Tentative Budget
- Recognition of Student Awards
- Recognition of Tenure Teachers
- ELF Grant Awards

June 14, 2010

- Committee of the Whole: Board Reviews Draft of the 2010-11 Tentative Budget
- First Reading of Policy 8:25

June 28, 2010

- Board Adopts 2010-11 Tentative Budget
- Board Sets Date of Public Hearing for Final Budget Adoption
- Board Places Tentative Budget on Public Display for 30 days Prior to Public Hearing and Final Budget Adoption
- Approval of Policy 8:25
- Judith L. Snow Awards

TBD

- Update on Wellness
- Review of Early Entrance Criteria
- Custodial Supply Bid & Copier Paper Bid (May or June)
- Bid for Printer Ink Cartridges (May)
- Appointment of Carpenter Elementary Principal
- Approval of Jefferson ARRA Funded Projects

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 Buildings and Grounds 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

Academic Excellence Award -- Recognition of Illinois Honor Roll Schools

Attached are copies of the letter and certificate sent to four of our schools that received this Academic Excellence Award – 2009 Illinois Honor Roll. Congratulations to the following schools that received this award:

Lincoln Middle School
Carpenter Elementary
Roosevelt Elementary
Washington Elementary



Illinois State Board of Education

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

Jesse H. Ruiz
Chairman

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

February 2010

Jim Blouch, Principal
Lincoln Middle School
Park Ridge CCSD 64
200 S Lincoln Ave
Park Ridge, IL 60068

Re: Academic Excellence Award – 2009 Illinois Honor Roll

Dear Principal:

Congratulations! Your school has earned an Academic Excellence Award! The Illinois State Board of Education commends you and your faculty on all the good work required to sustain academic excellence in your school.

Across the state, 438 schools earned the Academic Excellence Award for 2009. Many of these schools receive national recognition for their long-time exemplary performance.

To earn an Academic Excellence Award, a school must meet the following criteria:

- In PK-8 schools, 90 percent of students must have met or exceeded state standards in both reading and mathematics for at least three consecutive years;
- In high schools, 80 percent of students must have met or exceeded state standards in both reading and mathematics for at least three consecutive years; and
- Schools must have made Adequate Yearly Progress in 2008 and 2009, which includes:
 - at least 70 percent meeting and exceeding standards in both reading and mathematics;
 - 95 percent participation rate in state assessments for all students in each subgroup;
 - attendance rate of at least 90 percent for elementary and middle schools and a graduation rate of at least 78 percent for high schools.

Enclosed you will find a certificate commemorating this award. At <http://www.ilhonorroll.niu.edu> you can learn more about the Illinois Honor Roll, which includes three categories of awards – Spotlight Schools, Academic Improvement and Academic Excellence. At this website, you will find a page devoted to your school and a customized logo for your use. Also, you will find the criteria for the awards and a full list of award winners.

We encourage you to celebrate your success and share your good news with students, parents and all community partners. Again, I extend my congratulations and very best wishes for continuing success.

Sincerely,

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

Enclosure

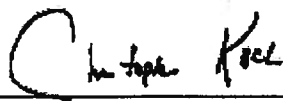
cc: Dr Sally Pryor, Superintendent
Park Ridge CCSD 64

excellence quality

Demonstrating long-term commitment
to the highest quality of education,
students, educators and families at

Lincoln Middle School Park Ridge CCSD 64

Have earned a 2009 Excellence Award
for Exemplary Academic Performance
on the Illinois Learning Standards



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





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Jesse H. Ruiz
Chairman

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

February 2010

Lynne Farmer, Principal
George B Carpenter Elem School
Park Ridge CCSD 64
300 N Hamlin Ave
Park Ridge, IL 60068

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cc: Dr Sally Pryor, Superintendent
Park Ridge CCSD 64

excellence quality

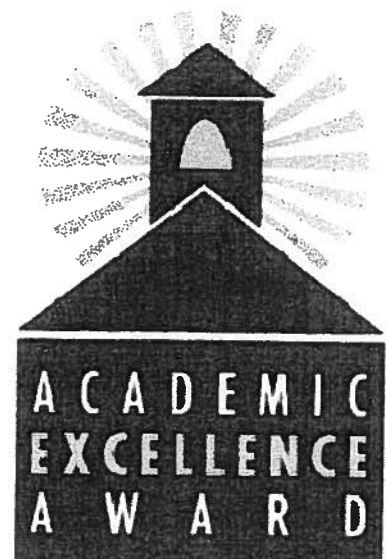
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Jesse H. Ruiz
Chairman

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

February 2010

Mary Jane Cole, Principal
Theodore Roosevelt Elem School
Park Ridge CCSD 64
1001 S Fairview Ave
Park Ridge, IL 60068

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cc: Dr Sally Pryor, Superintendent
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excellence

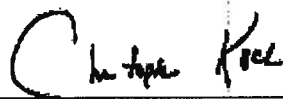
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Jesse H. Ruiz
Chairman

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

February 2010

Kimberly Nasshan, Principal
George Washington Elem School
Park Ridge CCSD 64
1500 Stewart Ave
Park Ridge, IL 60068

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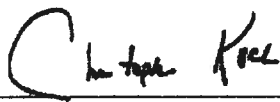
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Christopher A. Koch, Ed.D.
State Superintendent of Education
Illinois State Board of Education



TO: Board of Education

FROM: Kathy Nelson, Director of Pupil Services
Becky Allard, Business Manager

DATE: March 8, 2010

RE: Board Background Information on Special Education

INTRODUCTION

The Maine Township Special Education Program (MTSEP) presentation on March 8 is in response to the Board's invitation. Lynette William's presentation will provide a brief overview of MTSEP, including the history of the administrative structure, staff members, services, budget, and joint agreements as requested.

The purpose of this memo is to provide the Board of Education with some additional background information on special education, MTSEP and District 64 based on recent discussions. The information may be helpful in future discussions, but is not part of the MTSEP presentation.

OVERVIEW

Special education services for all students are legally required to be determined through the Individualized Education Plan (IEP) process. District 64 makes decisions and is responsible for all District 64 students regardless of where they attend school. Approximately 16.7% percent of the District 64 population receives special education services ranging from 30 minutes a week for speech to multiple services in outside placements.

District 64 serves the large majority of its students with an IEP in District 64 schools.

In addition, District 64 has several other resources to provide student special education services, including:

- MTSEP – MTSEP is a small, decentralized special education cooperative consisting of Districts 62, 63, 64 and 207. MTSEP does not have programs or classrooms like large, centralized special education cooperatives do. MTSEP does not hire teachers, psychologists, social workers, or therapists, except for the occupational (OT) and physical therapists (PT). MTSEP bills the four individual districts (62, 63, 64 and 207) for some shared services including vision, OT and PT, and Early Childhood diagnostic services.
- District 62 and District 63 – Districts 62, 63 and 64 each have some students attending programs in one or both of the other districts. Each elementary district bills the participating district for tuition according to the ISBE tuition formula. Students are only considered for any placements outside of District 64 when other options have been exhausted.
- Outside Placements – The percentage of students educated in schools outside of District 64 is .05% of the students who receive special education services. A few District 64 students attend public day schools located in larger special education cooperatives; several District 64 students attend private day schools as well. There are reimbursements in special education that play a role in these outside placements. An overview of outside placements will be discussed at a later date.

ADDITIONAL INFORMATION

Special education is highly complex, unpredictable and a legal educational system serving children from their third birthday until the day before the child's twenty-second birthday or until they meet high school graduation requirements. District 64 is responsible for students from three years old through eighth grade.

Federal and state regulations govern special education. Student services must be determined based on individual need and recorded on the Individual Education Plan (IEP). Special education decisions must also be based on least restrictive environment (LRE). Least restrictive environment is different for each child. Age, grade span, and disability types in any given classroom are regulated as well. Districts are also required to review and implement the IEP of students who move to their community. Legally, cost cannot be a factor in determining a student's identified needs, services or program.

Most public school districts share services for hearing, vision or other Low Incidence services. (Low Incidence means that there is a lower incidence of the disability in a typical population.) For example, there is a lower incidence of children born with multiple needs as opposed to a higher incidence of children who may have learning disabilities.

Special education has a high burnout rate of teachers, teacher assistants, therapists and administrators. Special education has a large impact on general education teachers and principals as well. The demands from many sources are great. It can take months or years of meetings to work through some situations. Demands on parents and siblings are also very high. Family systems are stressed. Divorce rates are high. Extended family members may not understand. Family financial ramifications can be a burden.

Adult services (after high school) and living quarters are few and far between for people with special needs. It is common that there are waiting lists of ten or more years for residential facilities such as Misericordia. Two of the most important skills to teach children with special needs, particularly students who have moderate to severe impairments, are independence and socially acceptable behavior. These skills need to be taught at a very young age in order for the students to have any possibility of group home or employment options as adults.

SUMMARY

Special education is about students. It is about students who have a wide variety of diverse needs. Special education is about dealing with highly complex issues and emotions in a delicate and respectful manner. Special education is not necessarily the sum of its parts. It is not easily understood or observable. Confidentiality is regulated and plays a significant role in special education. Some special education information cannot be discussed in open meetings because the discussion would breach legal requirements. Special education is regulated, restricted and partially reimbursed by the federal and/or state government. Special education has a high potential for legal problems and complications on a daily basis.

NEXT STEPS

- Some small group discussions will occur.
- Special education will be discussed again at the Board meeting on April 26.
- It is possible to arrange to answer any additional questions on an individual basis before April 26.



COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 Park Ridge-Niles

164 S. Prospect Avenue

Park Ridge, IL 60068-4079

(847) 318-4300

FAX: (847) 318-4351

**MTSEP AND DISTRICT COMPARISON OF RESPONSIBILITIES
March 8, 2010**

	MTSEP	District 64	D62 and D 63	District 207
MTSEP Administrative Agent				X
Small, decentralized special ed. cooperative	X			
Prepares, oversees, does expenditure reports for IDEA grant and budget	X			
Collects data and completes ISBE reports	X			
Contracts with transportation entities and bills districts	X			
Bills districts for occupational therapy (OT) and physical therapy (PT) services and Early Childhood (EC) diagnostic services	X			
Park Ridge Youth Campus	X	Grade 6-8 education only		
Assistive Technology services.	X			

	MTSEP	District 64	D62 and D63	District 207
Early Childhood Diagnostic Team	X	X	X	
Early Childhood Coordinator and Facilitator	X	X	X	
Early Childhood Classrooms		X	X	
Employs Occupational and Physical Therapists	X			
Provides highly specialized staff development for four districts.	X			
Provides access to psychiatric evaluations.	X			
Employs its own teachers, assistants, psychologists & social workers.		X	X	X
Develops and is responsible for its own classrooms and programs.		X	X	X
May tuition students to each other's programs.		X	X	
Shares vision services		X	X	X
Utilizes LICA hearing services		X	X	X
Has a district therapeutic day school.				
Places /monitors D64 students in outside placements.		X		

The Maine Township Special Education Program

Serving Cook County Districts 62, 63, 64, 207

1131 South Dee Road
Park Ridge, Illinois 60068-4398
(847) 692-8040 (847) 696-3600

Maine Township Special Education Program (MTSEP) Joint Agreement Overview

District 64 Board Information

March 8, 2010

MAINE TOWNSHIP SPECIAL EDUCATION PROGRAM (MTSEP)

Content

Historical Information

Articles of the Joint Agreement

December 1, 2009 Child Count

Programs and Services

Funding MTSEP and Special Education

What does MTSEP do?

Standing Board Agenda Items

MAINE TOWNSHIP SPECIAL EDUCATION PROGRAM (MTSEP)

MTSEP Joint Agreement

MTSEP has concentrated on the provision of services in areas of low incidence where there were not enough children in a given district within a specific classification (disability) to set up a district program. Local districts over the years have concentrated on providing services in the high incidence areas. Until its decentralization in 1980, MTSEP employed, through the Administrative District, personnel to staff the low incidence programs. Since decentralization, staff has been employed by the district housing the program. MTSEP continues as the state authorized agent providing technical assistance to all special education services provided within the township. Legislative changes have played the leading role in the growth of special education programs and MTSEP.

- **The Joint Agreement between Districts 62, 63, 64, and 207 was completed in 1965 and initiated in 1966 when the first director was employed.**
- **The Purpose: To create a unified program of comprehensive special education services and facilities for Maine Township students.**
- **As the need for programs increased, in 1980, MTSEP member districts proposed, voted and became a decentralized cooperative. Programs and staff were then hired and operated by member districts.**
- **MTSEP is a service agency providing support and leadership to our member districts.**
- **District 207 has served as the Administrative District for MTSEP since 1966. The MTSEP Board has approved this recommendation annually.**

MTSEP ARTICLES OF AGREEMENT

- **Revised September 2009 to include new ISBE regulations.**
- **Requires ratification by the member districts every three years.**
- **Identifies the MTSEP Board as responsible for the establishment of policy relating to the budget, personnel and programs.**
- **Determines the Administrative Committee has responsibility for implementation and day to day management of programs.**
- **Requires the Administrative District to act as the fiscal and legal agent for the Joint Agreement, representing the member districts.**

MAINE TOWNSHIP SPECIAL EDUCATION PROGRAM (MTSEP)

Special Education Enrollment

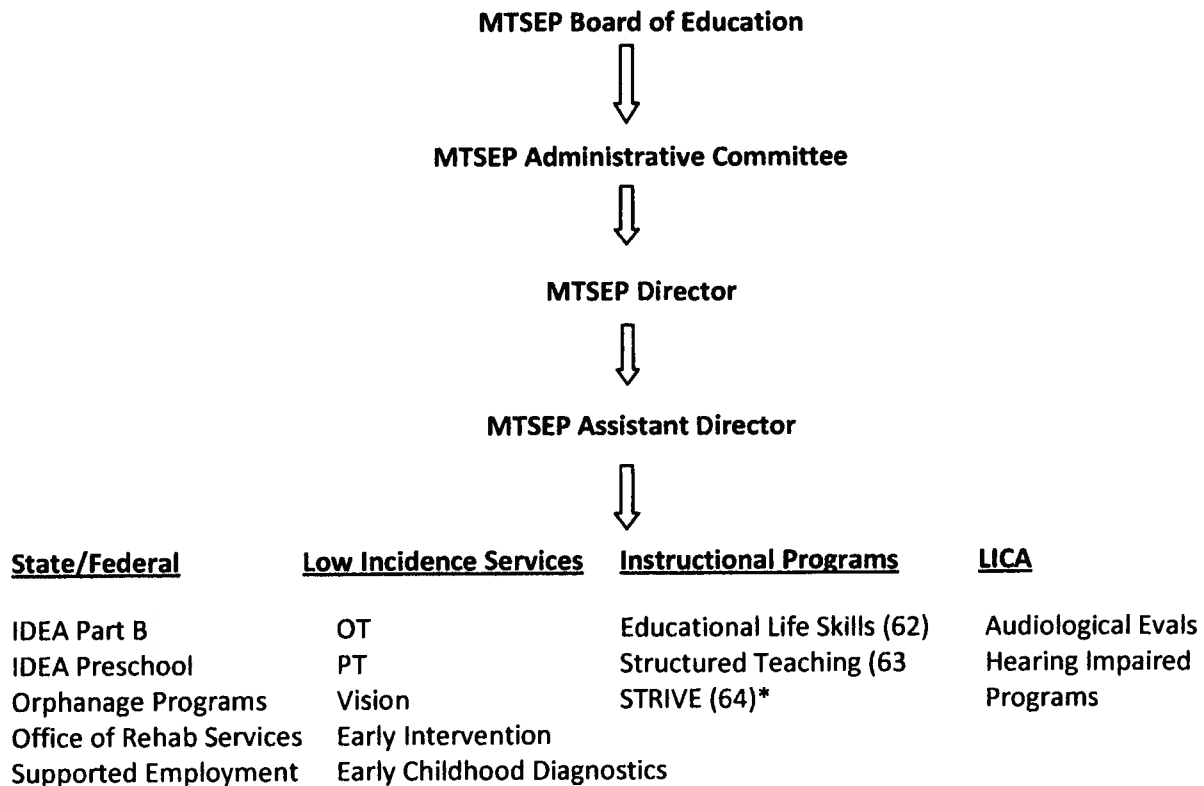
Reported	12/1/2009
District 62	715
District 63	498
District 64	713
District 207	1089
Township Total	3015

MTSEP Programs and Services

- **Preparation of Federal /State Grant Applications**
- **Process and monitor private placements**
- **Refer, coordinate, and pay for the cost of independent evaluations (psychiatric evaluations, native language psychological evaluations, and medical evaluations)**
- **Coordinate due process requests with the Illinois State Board of Education (ISBE)**
- **Monitor the Orphanage Programs for The Youth Campus and Scott Nolan Residential Treatment Center**
- **Coordinate Occupational and Physical Therapy services**
- **Coordinate MTSEP Vision Program**
- **Coordinate MTSEP Assistive Technology Program**
- **Coordinate Special Education Transportation**

- Staff Development focused towards Special Education needs
- Submit data for Special Education reimbursements to ISBE
- Maintain communication with state agencies (IL State Board of Education, Dept. Rehabilitation Services, Dept. Children and Family Services, Dept. Of Human Services)

MTSEP ORGANIZATIONAL FLOW



***STRIVE – Students & Teachers Reaching Individualized & Valued Education - District 64**

2009-2010 MTSEP Staff

.5	Director
1.0	Assistant Director
1.0	Transportation/Claims Secretary
1.0	Staff Development Coordinator
<u>14.8</u>	<u>Occupational/Physical Therapist</u>
18.3	Total F.T.E.

MAINE TOWNSHIP SPECIAL EDUCATION PROGRAM (MTSEP)

Financial Overview

MTSEP operates on an "A" and "B" Budget system. The "A" Budget covers all costs associated with the services operated by MTSEP office and Administration. This budget costs are divided among the four districts, .5 is based on enrollment and .5 based on Equalized Assessed Value (EAV), as identified in the Articles of Agreement. The "B" Budget covers all related and support services operated by MTSEP (staff development, consultants, program equipment, etc.). This budget is based on each district's special education child count. The additional Flow-Through budgets pertain strictly to the Youth Campus School, MTSEP Vision, OT/PT and one LICA Interpreter. All costs are shared by member districts and billed as tuition to the students' district of residence.

The major source of state funding for special education is Personnel Reimbursement. When special education was mandated, Illinois reimbursed districts \$5,000 for every certified special education employee, intended at the time to provide 50% of the cost for each staff member. At this time, while the amount is frequently prorated, reimbursement is at \$9,000 for certified staff and \$3,500 for each non-certified staff member.

Other sources of State and Federal reimbursement and funding for special education include:

- Transportation
- Private Placements
- Excess Cost (after 4 times the districts' cost per in-house student)

Each Member District;

- Bills the resident district for Out of District Students attending their program
- Bills MTSEP for reimbursement of grant expenditures
- Is responsible for completing the district MOE – Maintenance Of Effort, required as part of the IDEA Grant Application

The Administrative Agent for MTSEP pays all MTSEP bills, monitors the MTSEP's spending, develops the budget, and manages the annual audit.

What does MTSEP do for your District?

MTSEP is a service agency, providing support and leadership to our member districts. Responsible for directing unified programs of comprehensive special education services and facilities, the execution of all adopted policies, rules and regulations and assurance of

compliance relative to state and federal laws pertaining to special education, as well as ongoing review of programs and assessment of township needs.

In carrying out these responsibilities, MTSEP works with;

- Administrative Committee (District Superintendents)
- MTSEP Board
- MTSEP Leadership Team
- Township Business Officials
- ISBE Department of Special Education

All federal grant applications are processed by MTSEP, along with amendments to original budgets, as necessary.

All special education reimbursement data is completed and submitted through MTSEP.

Many out of township placements are processed and monitored by MTSEP.

MTSEP refers, coordinates and covers the cost of independent evaluations.

MTSEP operates the Youth Campus School.

MTSEP operates and supervises special education transportation from the bidding process through the daily operations.

MTSEP employs, coordinates and supervises the OT/PT program.

MTSEP coordinates township staff development and consultations.

MTSEP assists with the transition of students from middle school to high school.

STANDING BOARD AGENDA ITEMS

September	MTSEP Salary Schedule Approval (Occupational and Physical Therapist, Staff Development Coordinator) Adopt Special Education Policies/Procedures (when revisions are required)
November	Review/Revise MTSEP Articles of Agreement for acceptance as January action item (required every three years)
January	Present the MTSEP Articles of Agreement for approval (required every 3 years) Present IDEA Grant Amendments for Board approval

March	<p>Early Childhood Summer Diagnostic Evaluations</p> <p>Annual review of Transportation Contract</p>
May	<p>MTSEP Salary Schedule (if all member districts have their salary schedule for the next school year)</p> <p>Present MTSEP Budget for Display (includes budgets for Central Office, IDEA Grant, IDEA Preschool Grant, Youth Campus School, Occupational and Physical Therapist, and the MTSEP Vision Program)</p> <p>Annual Election of Board President</p> <p>Present Resolution to determine Administrative District</p>
July	<p>Meeting scheduled If needed for pending Board Action</p>

APPROVAL OF LINCOLN MIDDLE SCHOOL LIFE SAFETY BIDS**ACTION ITEM 10-03-1**

I move that the Board of Education of Community Consolidated School District # 64, Park Ridge-Niles, Illinois, award the 2010 Summer Project for Lincoln School Life Safety as presented:

TRADE PACKAGE	CONTRACTOR	BASE BID
4.0 Masonry	Piazza Masonry, Inc.	\$337,700.00
6.0 General Trades & Demolition	Frontier Construction	\$178,000.00
7.0 Roofing	Riddiford Roofing	\$399,800.00
16.0 Electrical & Fire Alarm	Genesis Electric	\$129,383.00
	<i>Total Bid Award</i>	\$1,044,883.00

Moved By:_____ Seconded By:_____

AYES:

NAYS:

ABSENT:

3/8/10



March 1, 2010

Ms. Rebecca Allard
Park Ridge – Niles CCSD 64
164 South Prospect Avenue
Park Ridge, Illinois 60068

**RE: 52087398 Lincoln School 2010 Life Safety Implementation
Bid Results and Contract Award Recommendation**

Dear Ms. Allard:

At 1:00 P.M. on February 19, 2010, sealed bids for the above referenced project were received and publicly opened at the District office. The Bid Tabulation sheets for all four bid packages are enclosed. Bovis Lend Lease met with the lowest bidder for each bid package to review and confirm the work scope, construction schedule and project requirements. In addition, references were checked to confirm performance on similar size projects.

A bid alternate was solicited for a renovation of the girls and boys locker rooms. However, due to a bid irregularity regarding the low bidder for bid package 4.0 Masonry, the most economical approach and our recommendation is that the bid alternate is not accepted for all bid packages and rebid.

Based on the review of bid results, scope, and contractor qualifications, Bovis Lend Lease recommends awarding the following Trade Contracts:

4.0 Masonry	Piazza Masonry, Inc.	Base Bid:	\$337,700.00
6.0 General Trades & Demolition	Frontier Construction	Base Bid:	\$178,000.00
7.0 Roofing	Riddiford Roofing	Base Bid:	\$399,800.00
16.0 Electrical & Fire Alarm	Genesis Electric	Base Bid:	\$129,383.00
		Total:	\$1,044,883.00

We understand that this recommendation will be forwarded to the School Board for approval on March 8, 2010. Should you have any questions, please do not hesitate to call.

Sincerely,
Bovis Lend Lease, Inc
As Agent for Park Ridge – Niles CCSD 64

David Fleming
Project Manager

cc: Roy Jensen – Park Ridge - Niles CCSD 64
Carol Pugh, Andrew Jose – GreenAssociates. Inc.
John Doherty – Bovis Lend Lease

Bovis Lend Lease, Inc.
One North Wacker Drive, Suite 850
Chicago, IL 60606

Telephone 312 245 1000
Facsimile 312 245 1379
www.bovislendlease.com

BID TABULATION SUMMARY SHEET
UPDATED 03/01/10



Trade Package		Trade Contractor	Budget	Award Rec	Variance (\$)	Variance (%)	Total # of Bids: 21	Average Bid
4.0	Masonry	Piazza Masonry	\$ 790,600	\$ 337,700	\$ 452,900	-57.3%		\$ 572,420
6.0	General Trades and Demolition	Frontier Construction	\$ 125,675	\$ 178,000	\$ (52,325)	41.6%		\$ 221,614
7.0	Roofing	Riddiford Roofing	\$ 550,000	\$ 399,800	\$ 150,200	-27.3%		\$ 454,775
16.0	Electrical and Fire Alarm	Genesis Electric	\$ 190,400	\$ 129,383	\$ 61,017	-32.0%		\$ 229,592
TOTAL AWARDED CONTRACTS			\$ 1,656,675	\$ 1,044,883	\$ 611,792	-36.9%		
Construction Contingency (10%)			\$ 165,668	\$ 104,488				
TOTAL HARD COST			\$ 1,822,343	\$ 1,149,371	\$ 672,971	-36.9%		



5 Bids Received

Description	Budget
Bid Forms	
Addenda 1 & 2	
Experience and References	
Contractor Qualification Statement (AIA A305)	
Bid Bond	
Additional Information	
Apparent Low Base Bid	\$ 726,500
Alternate 1 - Locker Rooms	\$ 5,000.00
Apparent Low Base Bid with Alternate 1	\$ 790,500
Award Recommendations	
Base Bid Contract Amount (without Alternate 1)	

Plaza Masonry
YES
NO
YES
YES
YES
0
\$ 337,700
\$ 337,700.00
Plaza Masonry
\$ 337,700

1 Plaza Masonry	2 Restore Masonry	3 Grove Masonry	4 Jimmy Z Masonry	5 Pyzik Masonry	6 Hi-Lo Building Restoration	7 MBB Enterprises	8 Mid-Continental
YES	YES	YES	NO	YES			
NO	YES	YES	YES	YES			
YES	YES	YES	YES	YES			
YES	YES	YES	YES	YES			
YES	YES	YES	YES	YES			
\$ 337,700	\$ 494,000	\$ 649,500	\$ 654,800	\$ 726,000			
\$	\$ 24,000.00	\$ 15,250.00	\$ 34,700.00	\$ 16,000.00			
\$ 337,700	\$ 518,000	\$ 664,750	\$ 678,500	\$ 742,000	No Bid	No Bid	No Bid



8 Bids Received

Description	Budget
Bid Forms	
Addenda 1 & 2	
Experience and References	
Contractor Qualification Statement (AIA A305)	
Bid Bond	
Additional Information	
Apparent Low Base Bid	\$ 30,675
Alternate 1 - Locker Rooms	\$ 95,000.00
Apparent Low Base Bid with Alternate 1	\$ 125,675
Award Recommendations	
Base Bid Contract Amount (without Alternate 1)	

APPARENT LOW BIDDER
Frontier Construction
YES
YES
YES
YES
YES
0
\$ 178,000
\$ 280,600.00
Frontier Construction
\$ 178,000

1 Frontier Construction	2 LJ Morse Construction	3 HAPP Builders	4 Baker Construction	5 Edwin Anderson Construction	6 Expedia Construction	7 KM Holly	8 Rudnick and Company
YES	YES	YES	YES	YES	YES	NO	YES
YES	YES	YES	YES	YES	YES	YES	YES
YES	YES	YES	YES	YES	YES	YES	YES
YES	YES	YES	YES	YES	YES	YES	YES
YES	YES	YES	YES	YES	YES	YES	YES
\$ 178,000	\$ 179,500	\$ 191,500	\$ 204,000	\$ 215,000	\$ 232,000	\$ 279,829	\$ 282,665
\$ 114,000.00	\$ 100,700.00	\$ 106,000.00	\$ 89,000.00	\$ 132,000.00	\$ 145,000.00	\$ 153,571.00	\$ 125,294.00
\$ 282,000	\$ 280,600	\$ 297,500	\$ 293,000	\$ 347,000	\$ 377,000	\$ 433,400	\$ 417,979



2 Bids Received

Description		Budget
Bid Forms		
Addenda 1 & 2		
Experience and References		
Contractor Qualification Statement (AIA A305)		
Bid Bond		
Additional Information		
Apparent Low Base Bid	\$ 450,000	
(No alternate for roofing)		
Apparent Low Base Bid	\$ 550,000	
Award Recommendations		
Base Bid Contract Amount		

APPARENT LOW BIDDER
Riddiford Roofing
YES
YES
YES
YES
YES
0
\$ 399,800
\$ 399,800.00
Riddiford Roofing
\$ 399,800

1	2	3	4	5	6	7	8
Riddiford Roofing	F & G Roofing	Adler Roofing	All American Ext. Solutions	James Mansfield & Sons	Knickerbocker Roofing and Paving	L. Marshall, Inc.	
YES	YES						
YES	YES						
YES	YES						
YES	YES						
YES	YES						
\$ 450,000	\$ 509,750						
\$ 399,800	\$ 509,750	No Bid	No Bid	No Bid	No Bid	No Bid	

6 Bids Received		1	2	3	4	5	6	7	8
Description		Genesis Electric	Connolly Electric	Lyons & Pinner Electric	Divane Brothers Electric	Randel Electric	Public Electric		
Bid Forms	Budget	YES	YES	YES	YES	YES	YES		
Addenda 1 & 2		YES	YES	NO	YES	YES	YES		
Experience and References		YES	YES	YES	YES	YES	YES		
Contractor Qualification Statement (AIA A305)		YES	YES	YES	YES	YES	YES		
Bid Bond		YES	YES	YES	YES	YES	YES		
Additional Information		0							
Apparent Low Base Bid	\$ 190,400	\$ 129,383	\$ 209,000	\$ 221,498	\$ 217,500	\$ 275,372	\$ 304,800		
Alternate 1 - Locker Rooms	\$	\$ 982.00	\$ 9,460.00	\$ 3,750.00	\$ 2,500.00	\$ 2,495.00	\$ 2,005.00		
Apparent Low Base Bid with Alternate 1	\$ 190,400	\$ 130,365	\$ 218,460	\$ 225,249	\$ 240,300	\$ 277,868	\$ 306,805		
Award Recommendations		Genesis Electric							
Base Bid Contract Amount (without Alternate 1)		\$ 129,383							

APPROVAL OF THE PROPOSED SCOPE & PLANS FOR THE REVIEW OF THE CHANNELS OF CHALLENGE (C OF C) PROGRAM

ACTION ITEM – 10-03-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, approve the Proposed Scope and Plans for the Review of the Channels of Challenge (C of C) Program as described in the report from the Assistant Superintendent for Student Learning dated March 8, 2010.

Moved by _____ Seconded by _____


AYES:

NAYS:

PRESENT:

ABSENT:

To: Board of Education
Dr. Sally Pryor

From: Diane Betts, Assistant Superintendent for Student Learning 
Kathy Ross, Curriculum Specialist for Channels of Challenge

Date: March 8, 2010

Re: Review of Current Channels of Challenge Program

RELATION OF REPORT TO:

State/Federal Mandates:	None
Board Goal:	Improving Achievement of the Whole Child
Board Policy:	6:130 Program for the Gifted
Board Procedure:	None
Budget Implications:	Cost to conduct review

OVERVIEW

The purpose of this report is to provide an outline of the revised plans for reviewing the current Channels of Challenge program for gifted students in District 64. The broad questions we wish to address in this review as well as an outline of proposed steps are provided.

BACKGROUND

Originally, the extent of the "review of programs and services for high achieving/high ability students" outlined in a previous Board of Education report dated February 8, 2010 was to examine our current C of C program **as well as** the need for services/support for students who achieve above local averages and benchmarks but do not qualify for C of C services. Currently, no formal program or service exists for these students. Instead, general classroom teachers are asked to differentiate to meet the needs of these students.

As a result of decisions made at the February 5th- 6th Strategic Plan session and the February 8th Board Meeting, we have revised our proposal to limit the scope of this review to a more narrow examination of the current gifted Channels of Challenge program

In order to meet the needs of high achieving students who are not identified for the Channels of Challenge program but who achieve above local averages and benchmarks, we plan to implement the recommended ideas within the Strategic Plan as they relate to providing staff development to strengthen teachers' ability to differentiate instruction, create common assessments that will allow teachers to assess student's level of understanding, and develop specific differentiated lessons to be used within the classroom. If this does not prove to meet the needs of these students, then a more formal review may be necessary.

PROPOSED OUTLINE FOR REVIEW OF CURRENT CHANNELS OF CHALLENGE PROGRAM

The review of the current Channels of Challenge program will focus on the following focal points:

- Who should be served in the Channels of Challenge program?
- Is the nature and scope of the current Channels of Challenge program sufficiently meeting the needs of our students?
- What changes (if any) need to be made to the Channels of Challenge identification and decision making process to achieve the best match between student needs and District 64 program options?

Questions to answer in the Review of the Current Channels of Challenge Program:

1. What is District 64's philosophy for meeting the needs of gifted students?
2. What type of student needs should District 64's Channels of Challenge program serve?
3. What program design and curriculum/instruction practices support our ability to meet the identified needs of District 64 students?
4. What should the criteria be for identifying students for the Channels of Challenge program?
5. How should we determine that the Channels of Challenge programming effectively meets the needs of individual students?
6. How do we determine the effectiveness of the Channels of Challenge program?

Proposed Action Steps for Channels of Challenge Review:

- Form Committee of administrators, teachers (classroom and C of C), and parents (of students in C of C and regular programs).
- Utilize services of a consultant to help facilitate the review process.
- Educate committee members on the current programming options for gifted students in District 64.
- Develop or adapt a Needs Assessment to review current District 64 services for gifted students:
 - Examine achievement data of current students.
 - Gather information on experience in Channels of Challenge program from former students and parents as well as current students and parents.
 - Gather additional information as determined necessary by committee to determine strengths of current program and areas in need of improvement.
- Analyze Needs Assessment data for areas of strength and areas for possible improvement.
- Provide committee with background information on current conceptions of gifted education from the field nationally and in Illinois.
- Review current program philosophy and mission statement, revise as appropriate to reflect identified needs to be addressed in the Channels of Challenge program in District 64.
- Examine models of gifted programming options that reflect District 64's program philosophy and mission statement and meet the needs identified through the Needs Assessment analysis.

- Identify any changes to the current Channels of Challenge program that are needed to address the needs of gifted students in District 64.
- Evaluate the identification and decision making process for matching student needs with District 64 programming options; revise process and methods as determined appropriate to produce best match between student needs and programming.
- Share ongoing work of committee with key stakeholder groups using various means determined by committee.
- Prepare final report on recommendations for presentation to the Board of Education in February - March 2011.
- Implement changes to the program in the 2011-2012 school year.

TIMELINE OF WORK

This review could begin this year with the formation of a committee and the development and administration of a Needs Assessment instrument. The remaining proposed action steps could be completed at an accelerated pace in order to have recommendations presented next spring and changes implemented for the 2011-12 school year.

BUDGET

The cost of conducting this review will include the following estimated expenses:

- | | |
|---|----------|
| • Consultant fees to help facilitate the review | \$10,000 |
| • Administration of Needs Assessment | \$ 1,000 |
| • Release Day substitutes for committee members | \$ 8,000 |


Money has been budgeted in the 2010-11 Department for Student Learning budget for these expenses and should not be considered a new expense as similar amounts are budgeted annually for curricular or program reviews.

NEXT STEPS

We ask the Board to approve the proposed scope and plans for the review of the current Channels of Challenge program.

DB:KR:km

To: District 64 Board of Education

From: Diane Betts, Assistant Superintendent for Student Learning
Shannon Rodriguez, Foreign Language Curriculum Specialist 

Date: March 8, 2010

Re: Recommendations on FLES and Foreign Language Instructional Materials

RELATION OF REPORT TO:

State/Federal Mandates: Illinois Learning Standard – Goals 28-30

Board Goal: Improving Achievement Levels of the “Whole Child”

Board Policy: 6:40 Instruction: Curriculum Development

Board Procedures: None

Budget Implications: \$23,100

OVERVIEW

This report will briefly review previously approved recommendations stemming from the FLES Program Review and outline several recommendations relating to adoption of new instructional materials.

BACKGROUND

The FLES Review Committee, made up of representative Foreign Language teachers at the elementary, middle school and high school levels; elementary classroom teachers, parents, an elementary principal and the Assistant Superintendent for Student Learning met regularly during the 2007-08 and 2008-09 school years.

By the time we started our work, the question regarding which language(s) should be studied in District 64’s FLES program had been answered by the Board’s decision to have all five elementary schools teach Spanish beginning with the 2008-09 school year. The Committee therefore spent its time researching and discussing the goals of foreign language study, specific grade level objectives, how much time should be devoted to this instructional program, instructional methodology, and instructional materials. In the spring of 2009, the Board of Education approved the following recommendations stemming from this FLES review:

1. Adopted the primary goal for the FLES Program to be the development of communication skills in the target foreign language with a secondary goal of developing cultural awareness and understanding.
2. Adopted specific grade level objectives.
3. Maintained the FLES Elementary Program as a 2nd-5th grade program.
4. Maintained the amount of instruction for students at these grade levels at 50 minutes per week.

5. Adopted the Natural Approach and Total Physical Response as the preferred instructional approaches to use for teaching foreign language to elementary students.
6. Maintained the 6th grade foreign language program as a bridge program into more formal academic study of a foreign language at 7th and 8th grade.
7. Continued to offer a choice of language to be studied at 6th grade (French or Spanish).

It was recommended that we continue a second year of piloting instructional materials used to teach Spanish to 2nd – 5th grade students and that we incorporate any recommendation on how to schedule 6th grade foreign language instruction into the final Middle School Program Review recommendations.

A copy of the report giving further explanation of these recommendations is attached.

2009-10 WORK AND RECOMMENDATIONS

Sixth Grade Scheduling of Foreign Language Instruction:

As part of the final Middle School Program Review, it was recommended and approved by the Board of Education that, starting in the 2010-11 school year, the sixth grade schedule be adapted to provide 18 weeks of daily instruction in foreign language as compared to the current alternating day schedule of instruction.

Instructional Materials for 2nd -5th Grade FLES Instruction:

We have continued to examine developmentally appropriate and effective instructional materials to use to develop our elementary students' beginning Spanish language proficiency. The number of school districts that have a foreign language program at the elementary level remains relatively low. School districts that do incorporate such a program either develop their own instructional materials, as we have done, or use one of the few commercially developed programs.

For the past two years we have piloted one of these programs, entitled *Viva el español!*, at several of our elementary buildings. The *Viva el español!* program is published by the Wright Group, a subsidiary of McGraw Hill Publishing, and is intended for foreign language study with elementary students. The program emphasizes the development of listening and speaking skills in the target language. Vocabulary is developed through a variety of oral activities with a workbook also used to reinforce important vocabulary and begin to introduce reading and writing skills in the target language.

Pilot teachers report that the *Viva el español!* program has many strengths as well as some areas of noted weakness. Strengths include close alignment with the primary communication goal of developing speaking and listening as well as beginning reading and writing skills; instruction in key vocabulary that is relevant and will have usability for students in a real world context; repeated exposure to vocabulary in a spiraling curricular context; a variety of visual, aural and hands-on materials for both teacher and student use; appropriate opportunities for practice and review; materials for ongoing communication with parents; and visually appealing materials. Areas of concern involve lack of lessons involving relevant and authentic cultural content; use of English in some written materials; some practice of language skills in inauthentic situations and

activities; lack of videos or web-based support/ activities; limited support for student differentiation.

The Committee recognizes that it is typical for any published program to have noted areas of relative weaknesses that need to be supplemented with additional materials or activities. Overall, we find the *Viva el español!* program offers a solid foundation for developing beginning communicative skills and therefore recommend we adopt these materials as the core component for FLES instruction at grades 2nd-5th. Locally developed instructional materials, ideas and activities previously used in the FLES program will be adapted to supplement and blend with the *Viva el español!* materials. In particular, current District 64 developed lessons designed to teach relevant and authentic cultural content will be incorporated into the curriculum.

If current recommendations are approved, staff development for FLES teachers will be provided to review goals and objectives, instructional methodology and the new materials. We will also complete development of minimum usage guidelines that serve to provide direction for all FLES teachers in how to incorporate supplemental materials with the *Viva el español!* program.

6th Grade Instructional Materials:

The Foreign Language Review Committee recommends we continue to use the current instructional materials for the 6th grade 18-week instructional program but make some minor changes to the scope and sequence of instruction. Most published materials are written to be used as a first year level Spanish or French text for students taking foreign language as 7th-8th graders or freshmen in high school. Few textbook type products are available for the type of bridge program we offer in 6th grade.

7th and 8th Grade Foreign Language Materials:

For years, District 64 has aligned its 7th-8th grade foreign language curriculum with District 207's curriculum. Students at Emerson and Lincoln who elect to take foreign language in 7th and 8th grade complete the equivalent of a freshmen level I course and then feed into Maine South ready for level II. The same textbook is used at the middle and high school level in order to enhance this alignment. For the past 7 years a textbook published by Mc-Dougall-Littel entitled, *Realidades*, has been used to teach Spanish. This fall a curriculum review was initiated to review best practice and examine other textbooks that would best suit the students of Maine Township. The Maine Township Foreign Language Committee, made up of the three foreign language department chairs from Maine East, Maine South and Maine West along with high school teachers from each of the three schools, the foreign language Curriculum Specialist of District 64 and two teachers from districts 62 and 63, began meeting in September 2009.

The Committee gathered information from the high school and middle school teachers regarding best practice and foreign language goals and objectives. The committee pinpointed several best practice criteria that they believe needs to be included in foreign language instruction and in the textbook selected: authentic language, repeated and spiraling language/ grammar skills, wide exposure to context (i.e. using grammar in a variety of different situations), natural and real language usage, relevancy to the students' life, engaged and balanced instruction, and objective-based curriculum rather

than chapter-driven. With these criteria in mind, several different textbooks were examined to determine the text that would best suit students' needs. The department chairs as well as the curriculum specialist had teachers look at the various textbooks to review the scope and sequences of each textbook and alignment with the criteria that was established. Three different textbooks (*Avancemos*, *Descubre* and *Realidades*) were chosen to be piloted. The committee decided to pilot a different textbook at each of the three high schools and their corresponding feeder elementary districts. *Avancemos*, published by McDougal-Littell was selected to be piloted at Maine South and District 64.

In District 64, we believe it is in our students' best interests to pilot the new *Avancemos* textbook with our 2010-11 7th grade students and allow our 2010-11 8th grade students to complete their second year in the current *Realidades* textbook.

RECOMMENDATIONS

- 1. Adopt the *Viva el español!* textbook series as the core instructional materials used in the 2nd – 5th grade FLES program and blend in additional supplementary materials developed locally by District 64 staff.**
- 2. Approve the piloting of the *Avancemos* textbook with both Emerson and Lincoln 7th grade students during the 2010-2011 school year. A formal recommendation regarding adoption of new textbooks for Maine Township high schools and their feeder schools will be forthcoming sometime next school year.**

BUDGET

We anticipate that the cost of the *Viva el español!* program to be \$23,100. This would include a one time cost of approximately \$8,100 for instructional teacher kits for those teachers who have not piloted the program in previous years and \$15,000 for workbooks that will need to be purchased on an annual basis.

This adoption will not increase the 2010-11 total curriculum expenses over and above the total curriculum budget from previous years. The Department for Student Learning attempts to cyclically plan textbook adoptions so that the expense of new textbooks does not cause wide swings in the department's total annual budget.

There are no budget implications connected with the piloting of a new textbook at 7th grade, as the Rep from McDougal-Littell is granting the district free pilot textbooks for student use in the 2010-2011 school year.

NEXT STEPS

We ask the Board to approve the recommendations as listed above at the next scheduled Board of Education meeting on April 5th.

Questions concerning this report may be addressed to Diane Betts, Assistant Superintendent for Student Learning.

DB:SR:km
Attachment

To: District 64 Board of Education
From: Diane Betts, Assistant Superintendent for Student Learning
Date: February 23, 2009
Re: FLES Program Review

RELATION OF REPORT TO:

State/Federal Mandates: Illinois Learning Standard – Goals 28-30
Board Goal: Improving Achievement Levels of the “Whole Child”
Board Policy: 6:40 Instruction: Curriculum Development
Board Procedures: None
Budget Implications: Increase in Staffing
Pilot Costs - \$8,000

OVERVIEW:

This report will provide an overview of the work the FLES Program Review has completed to date and outline several recommendations that are recommended for implementation in 2009-10. Recommendations for additional work to be completed are also indicated in this report.

BACKGROUND:

The FLES Review Committee, made up of representative Foreign Language teachers at the elementary, middle school and high school levels; elementary classroom teachers, parents, an elementary principal and the Assistant Superintendent for Student Learning began meeting in December 2007. The Committee met regularly during the 2007-08 and 2008-09 school years.

The question regarding which language(s) should be studied in District 64's FLES program had been answered by the Board's decision to have all five elementary schools teach Spanish beginning with the 2008-09 school year. The Committee spent its time researching and discussing the goals of foreign language study, specific grade level objectives, how much time should be devoted to this instructional program, instructional methodology, and instructional materials. Specific identified objectives of the review have been to:

1. Identify what the goals of foreign language study should be.
2. Determine when foreign language should be introduced in the elementary grades.
3. Determine the amount of instructional time that should be devoted to foreign language instruction to reach the identified goals.
4. Determine the type/model of instructional program that should be used to best reach the identified goals.

5. Determine the instructional materials that should be used to reach the identified goals and objectives.
6. Based on the information gained in the review, develop any recommendations for changes that should be made to the current FLES Program and how/when these changes should be implemented.

An overview of the Committee's research, thinking and recommendation for each objective follows.

GOALS OF THE FLES PROGRAM:

The FLES Review Committee examined research as well as our own beliefs regarding what the goals of an elementary foreign language program should be. Our review of research and best practice on FLES programming revealed that the goals of foreign language study in the elementary grades have not changed since we initially designed the FLES program and continue to be:

- a. Development of communication skills in the target language.
- b. Awareness and understanding of cultures different than our own.
- c. Connections to and enhancement of content knowledge.

These broad goals are reflected in both the American Council of Teachers of Foreign Languages (ACTFL) and Illinois State Standards related to foreign language study and are represented in District 64's original FLES Program goals. The Committee acknowledged all three areas as important goals of foreign language study but determined that development of communication skills in the target language should be the primary goal of District 64's FLES Program. A secondary goal of cultural awareness and understanding of what it means to be a member of a global society is recommended to help broaden our students' awareness and knowledge of people from other countries and cultures. The third goal of curricular connections commonly found in elementary foreign language programs was eliminated in order to focus more directly on the primary goal within the limited amount of time scheduled for FLES.

The focus on development of communication skills as **the primary goal of the program reflects the fundamental purpose of all language instruction – to develop the ability to receive and share information with others in spoken and written form.** We believe that the focus should be on exposure to and practice with high frequency vocabulary and beginning conversational language structures. Responding to concerns that have been voiced about the current program and the usefulness of some vocabulary and concepts that are introduced, we have decided to **concentrate on vocabulary that has a high level of usefulness in every day life.**

As we discussed, this primary goal of developing students' ability to communicate in the target language, we spent a great deal of time discussing the concept of what it means to become fluent in a second language. We discussed that one of the concerns we have heard about the FLES program is the lack of "fluency" students reach by the end by 5th Grade. When we examined the actual definition of "fluency" we found that, "there does not seem to be a universally agreed-upon definition of fluency in the general public" according to the American Council of Teachers of Foreign Languages (ACTFL). A more commonly used term in the field of foreign language instruction is "proficiency". Language proficiency is the ability of an individual to speak or perform

in an acquired language. ACTFL does state, "that fluency and language proficiency are generally recognized as being related, but separate controversial subjects." ACTFL has created proficiency guidelines that represent a hierarchy of integrated performance in speaking, listening, reading, and writing. These guidelines identify stages of proficiency, as opposed to an end product of achievement or "fluency". After studying these guidelines and discussing this concept with a retired consultant/linguist, Virginia Gramer, the Committee recommends that we use the term proficiency to describe the progression students make as they learn foreign language in District 64. The main goal of our program is to give students an introduction to a language other than their own and begin to develop students' receptive and expressive abilities to listen, speak, read and write in this language.

The following program goals have been developed for the District 64 FLES program:

PROPOSED GOALS OF DISTRICT 64's ELEMENTARY FLES PROGRAM

Primary Goal: COMMUNICATION IN FOREIGN LANGUAGE

- Students will use the target language to listen and speak within the classroom setting and beyond.
- Students will begin to read and write in the target language within the classroom setting according to their level of experience.

Secondary Goal: CULTURAL AWARENESS AND UNDERSTANDING

- Students will be introduced to the customs, fine arts, history, and geography associated with the target language and make connections to their own cultural experience.
- Students will understand that many languages and cultures make up our global society.

Based on these goals, specific grade level objectives have been developed and are included in this report as Attachment A. Specific vocabulary to teach at each grade level will be determined once decisions regarding instructional materials are made.

TIMING OF FLES PROGRAM:

The Committee discussed two broad questions related to the timing of District 64's FLES program:

1. When should foreign language be introduced in the elementary grades?
2. How much time should be devoted weekly to FLES study?

Research and best practice continue to stress the benefits of beginning foreign language study at an early age. "Linguistic studies show that children who begin learning a second language before adolescence exhibit more native-like pronunciation and are more likely to become fluent speakers" (*District Administration*, 2006). Scientific studies on cognitive development have found that the brain is more receptive to and wired for language learning at an early age.

The Committee discussed the idea of starting our FLES Program at an earlier age than our current start in 2nd Grade. We acknowledged that an earlier initiation into the program would reflect the thinking behind research and best practice in the field and could possibly result in more advanced levels of proficiency by the end of the elementary school experience. However, we also discussed the limited amount of time our Kindergarten students have for instruction and the focus our District is currently placing on developing strong foundational literacy skills for all of our primary students. Additional time for reading instruction was recently implemented in the elementary schedule. **Providing time for FLES instruction in Kindergarten and/or 1st Grade would decrease the amount of time students have for reading or other core areas of the curriculum at these critical grade levels. The Committee therefore recommends that we continue to teach FLES in 2nd-5th Grades.**

The second aspect of timing for FLES instruction led to a long and involved discussion of how we prioritize and structure the fixed amount of time we have for instruction. As we examined research on the amount of time that should be devoted to foreign language instruction, the results were clear: the more time devoted to foreign language instruction – the higher the levels of achievement and proficiency. Programs in which young students were immersed in the language for at least half of their day produced the highest levels of proficiency. Experts in the field consistently recommend at least 75 minutes of language instruction weekly as a minimum at the elementary level. Smaller amounts of time will provide exposure to a language and its culture, but will not result in students' ability to speak the language.

The original District 64 FLES Program implemented foreign language three times a week for 25 minutes each, following the recommendation from Helena Curtain author of Languages and Children: Making The Match and renowned scholar in elementary language learning. In 2004, due to budget cuts, the FLES Program was reduced to twice a week for 25 minutes; resulting in some reduction to the culture and content of the curriculum.

The Committee strongly believes that an increase from the current 50 minutes of weekly instruction would benefit our students and result in higher levels of language proficiency. We recognize, however, that foreign language learning is just one of many goal areas we have for our students. As noted earlier, we understand and fully support the District's emphasis on literacy instruction and therefore acknowledge that given the fixed amount of time within the weekly schedule, substantial increases in time for FLES instruction cannot be recommended. We do, however, **recommend a modest increase from the current 50 minutes of instruction weekly (2 x 25 minute periods) to 60 minutes of instruction weekly (2 x 30 minute periods).** We believe that 30 minute periods are more in line with the 30-minute periods we currently schedule for PE and Music and would provide a modest increase in the amount of time for FLES instruction. This recommendation would result in an increase in the FTE amount of FLES teachers we employ. The exact dollar amount this would cost would depend on the total number of 2nd-5th Grade sections.

METHODOLOGY:

Once the Committee decided to focus the FLES program on the primary goal of developing communication skills in the target language, the Committee then began to

study what instructional approach would best support this goal. The Committee read and researched information on various instructional approaches used to teach foreign language at the elementary level. Two instructional approaches stood out as the leading best practices: The Natural Approach and TPR (Total Physical Response). Both approaches are based on the belief that students learn best when they have plentiful opportunities to be immersed in the language and to use it in as natural a setting as possible.

The Natural Approach and Total Physical Response (TPR) are two methods of instruction that will be used in the elementary Foreign Language classes. These two methods of instruction focus primarily on authentic language input and production to facilitate language acquisition and expression that meet our primary goal of communication in foreign language. With the Natural Approach Method teachers only speak in the target language to students and design lessons that focus on topics of interest. Language production by students is allowed to emerge in stages: response by non-verbal communication, response with single word, and response with two or three word combinations, phrases, sentences, and finally discourse. In addition, this approach reduces student anxiety and creates a cooperative learning atmosphere by allowing students to express their ideas, opinions, desires and emotions. The TPR method is based on the coordination of speech and action. It employs the use of vocabulary being taught in conjunction with a visual representation or a physical movement and subsequent intensive repetition of those words by both the teacher and students. The physical association and intensive repetition helps students to internalize the words or phrases, thereby improving their comprehension, retention, and language production.

INSTRUCTIONAL MATERIALS:

The number of school districts that have a foreign language program at the elementary level remains relatively low. School districts that do incorporate such a program either develop their own instructional materials as we have done or use one of the few commercially developed programs. Last year, our elementary Foreign Language teachers used a portion of their staff development time on Wednesdays to examine the available programs that have been specifically developed for elementary students. They concentrated their investigation on materials that would allow us to focus on the primary goal of communication.

One particular program, entitled *Viva El Espanol!* stood out as a viable program for our use. The *Viva El Espanol!* Program is published by the Wright Group, a subsidiary of McGraw Hill Publishing, and is intended for foreign language study with elementary students. The program emphasizes listening and speaking development in the target language but also uses a workbook to reinforce important vocabulary. The company also produces an instructional program for students moving into more formal foreign language study in the middle grades.

We decided to pilot the *Viva El Espanol!* Program in 2nd -5th Grades at Carpenter and Washington Schools this year. These are the two schools that previously taught French so students at all grade levels were therefore starting Spanish language instruction for the first time this fall. We felt that piloting with students who had not previously been instructed in the language using other materials would provide us with the truest test of

the materials' effectiveness. All students at these two schools have been instructed this year using the first level of the program, *System A*. There is also a *System B*, which we envision would ultimately be used by students in 4th and 5th Grades. A FLES teacher from Roosevelt who uses the District developed instructional materials to teach Spanish has also used some activities from the program with her students to provide some additional input.

Pilot teachers report that the *Viva El Espanol!* materials have many strengths as well as some areas of noted weakness. Strengths include close alignment with the primary communication goal of developing speaking and listening as well as beginning reading and writing skills; repeated exposure to vocabulary in a spiraling curricular context; a variety of visual, aural and hands-on materials for both teacher and student use; appropriate opportunities for practice and review; materials for ongoing communication with parents; and visually appealing materials. Areas of concern involve lack of lessons involving relevant and authentic cultural content; use of English in some written materials; some practice of language skills in inauthentic situations and activities; lack of videos or web-based support/activities; limited support for student differentiation.

The Committee recognizes that any curricular materials will have noted areas of relative weaknesses and may need to be supplemented with additional materials or activities. Overall, we find the materials to offer a solid foundation for developing beginning communicative skills. A major question regarding the materials that we do not feel we can yet answer includes the developmental and curricular appropriateness of *System B* with older students. As noted, we have only used *System A* with all 2nd-5th Grade students at Carpenter and Washington Schools. We question if *System B* will be too hard or too easy for students who have completed *System A* and if the activities and visual materials in *System B* are age appropriate for students in 4th and 5th Grades. In order to answer these questions, we believe that we should **delay a recommendation for District-wide adoption of these materials until we have had a chance to pilot *System B* materials with older students. We therefore recommend that we pilot the *Viva El Espanol!* materials for an additional year.** Specifically, we would:

- Continue to use the second half of *System A* with Carpenter and Washington students in Grades 3-5 and use the first half of *System A* with 2nd Grade students at these schools.
- Use *System A* with 2nd and 3rd Grade students at Field, Franklin or Roosevelt (our long-standing Spanish instruction schools) AND use *System B* with 4th and 5th Grade students from this same school. Supplementary lessons would be needed with these older students to provide instruction on specific vocabulary not previously taught in our current FLES units at 2nd and 3rd Grades but presumed introduced in *System A*.
- Continue to use the current District 64 developed FLES units with students at the other two long-standing Spanish instruction schools.

ADDITIONAL RECOMMENDATIONS FOR 2ND-5TH GRADE FLES PROGRAM:

The Committee discussed instructional decisions regarding participation in FLES for students with special needs. For some students, the recommendation may be to totally exclude the student from participation because the expectation for learning a second language may be too great or more time is needed to provide academic support in other academic areas. For other students, decisions must be made how to differentiate

instruction in order for a child to be successful. The Committee has developed the following recommendation regarding the FLES program with Special Ed Students:

- Decisions regarding modifications and differentiation to meet individual student needs will be made on a case-by-case basis. Parents and classroom teachers shall be part of the collaborative decision making process.

Additional recommendations regarding the FLES Program that were discussed include:

- Articulation needs to be scheduled between general classroom teachers and FLES teachers to review curriculum at each grade level and discuss student needs in relation to FLES.
- Staff development for FLES teachers will be provided to review goals and objectives, instructional methodology and new materials.

SIXTH GRADE PROGRAM:

While the majority of the review concentrated on the elementary FLES program at the 2nd-5th Grade level, we also discussed several key elements of the 6th Grade foreign language program. The questions we have attempted to answer include:

1. What should be the goals and objectives of the 6th Grade foreign language program?
2. How should the program be scheduled?
3. Should students be given a choice of what language to study in 6th Grade?
4. What instructional materials should be used in 6th Grade?

The Committee believes that the overarching goal of the 6th Grade foreign language program should be to serve as a bridge to the more formal level of foreign language study found in our 7th-8th Grade program. While a great deal of oral language development continues to go on at the 6th Grade level, students are also introduced to more grammatical concepts inherent in study of a foreign language and are taught to read and write in the target language.

Currently all 6th Grade students participate in foreign language instruction throughout the year. Students receive instruction every other day using an A/B schedule with foreign language instruction occurring on A days and Technology occurring on B days for one-half of the year and Health occurring on B days the other half of the year. Sixth Grade teachers have voiced concerns over this schedule and believe that it can be confusing and disjointed for students at a time when they are undergoing a great deal of transition and increased responsibility. Committee members understand this concern but believe that consistency of instruction over time has been found to help students acquire and maintain higher levels of language proficiency. Alternative scheduling patterns that have been considered involve scheduling students in a foreign language class every day for either a full semester or trimester. While this would be similar to how other elective classes are scheduled, some students could have no foreign language instruction for close to $\frac{3}{4}$ of the year. The Foreign Language teachers believe this would have an adverse effect on the students' retention of key vocabulary and concepts. Recognizing that a final schedule for middle school has not yet been developed, **the Foreign Language Program Review Committee believes it cannot make a final recommendation at this time regarding how 6th Grade foreign language should be studied. We believe that this issue should be considered as the 6th Grade schedule is being developed.**

Beginning this year, students were given a choice of which language to study in 6th Grade. Most remained with the language they had studied in their elementary school, while some decided to switch to a new language. The Committee recommends we should **continue to offer 6th Grade students a choice as to which language they want to study** (Spanish or French). If numbers do not warrant a section of a particular language to be scheduled, all 6th Grade students at that school would need to take Spanish.

The middle school Foreign Language teachers have been looking for new instructional materials to use for their program. The materials they had been using for many years are out of print forcing the teachers to create many supplementary materials. Most published materials are written to be used as a first year level Spanish or French text for students taking foreign language as 7th-8th Graders or Freshmen in high school. Few textbook type products are available for the type of bridge program we offer in 6th Grade. The publisher of the *Viva El Espanol!* Program does offer a book that could possibly be used with this grade level. We will continue exploring new 6th Grade instructional materials next year for possible adoption in 2010-11. Specific grade level objectives for the 6th Grade program will also be reviewed and revised next year.

RECOMMENDATIONS:

The FLES Program Review Committee requests the Board to approve the following recommendations at this time:

1. The primary goal for the FLES Program shall be to develop communication skills in Foreign Language with a secondary goal to develop cultural awareness and understanding.
2. Adopt the specific grade level objectives as outlined in Attachment A.
3. Maintain the FLES Elementary Program as a 2nd-5th Grade program
4. Increase the amount of instruction for students at these grade levels to 60 minutes per week.
5. Use the Natural Approach and Total Physical Response as the preferred instructional approach.
6. Continue to pilot the *Viva El Espanol!* Program for 2009-10 with final recommendations for instructional materials to be determined by spring 2010.
7. Maintain the 6th Grade foreign language program as a bridge program into more formal academic study of a foreign language.
8. Continue to offer choice of language to be studied at 6th Grade.
9. Continue to use the current schedule for 6th Grade foreign language while alternative options are studied as part of the final middle school schedule.

BUDGET:

We anticipate that the **cost of piloting the *Viva el Espanol!* Program** at one additional school next year **will be \$8,000**. Until we know the number of 2nd-5th Grade sections, we cannot determine an anticipated cost for increasing the amount of time of FLES instruction to 60 minutes per week.

NEXT STEPS:

- We ask the Board to approve the recommendations as listed above at the next scheduled Board of Education meeting on March 9th.
- Final recommendations regarding instructional materials at 2nd-5th and 6th Grades will be made in Spring 2010.
- Final recommendations regarding scheduling of 6th Grade foreign language will be made at the same time as recommendations for a final middle school master schedule.

Questions concerning this report may be addressed to Diane Betts, Assistant Superintendent for Student Learning.

APPROVAL OF NEW FINANCIAL & HUMAN RESOURCES SOFTWARE

ACTION ITEM 10-03-3

I move the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the purchase of Skyward Financial and Human Resource Management System per the attached proposal.

Moved By: _____ Seconded By: _____


AYES:

NAYS:

ABSENT:

3/8/10

TO: Board of Education

FROM: Rebecca J. Allard, Business Manager 

RE: Recommendation –
Purchase Financial and Human Resources Management Software

DATE: March 8, 2010

RELATION OF REPORT TO:

State / Federal Mandates: ISBE Compliance

Board Goal: Integrity and transparency in financial reporting

Board Policy: 4:10 Fiscal and Business Management; 4:50 Payment Procedures; 4:60 Purchases; 4:80 Accounting and Audits; 4:90 Student Activity Fund Management; 4:100 Insurance Management

Board Procedures: None

Budget Implications: \$159,348.00

Overview

The purpose of the recommendation to replace the current financial and human resources software is to improve the efficiency of the business and the human resources department operations.

Included with this recommendation is the proposal from Skyward dated January 22, 2010. Although the proposal makes reference to all Skyward services the proposal and the recommendation are for the School Business Suite. The Skyward proposal provides an overview of the training and the conversion process, therefore this report does not include those details.

Background

District 64 has used Specialized Data Systems, Inc. (SDS) financial and human resource management software for over 15 years. Although individual systems have been upgraded over the years, the software is limited in its ability to provide and retrieve data in a meaningful way. The lack of functional software is hindering the District's

ability to integrate its operations across multiple departments. In addition, the system's deficiencies have also hindered the District's efforts to streamline operations, access and link information maintained in multiple databases as well as limiting greater financial oversight by administrative staff.

The critical factors that drove the Business Office to review alternate school financial and human resource systems are:

1. Deficiencies identified, regarding SDS, in the two most recent independent financial audits:
 - a. Lack of security built into the system – The system does not allow the District to limit user access to information that pertains only to an individual's job.
 - b. Integrity of the financial data – At times information disappears and requires back-tracking through multiple transactions; this is labor intensive.
2. SDS back-up procedures are cumbersome and system changes are not well communicated, adding to the difficulty of maintaining an out-of-date system.
3. In addition, SDS does not allow for tracking of staff development activities for approximately 400 certified staff members.

According to the Illinois School Code, technology is exempt from the school code bidding requirements.

Analysis of Alternatives

Since July 2009, the District 64 Business Office and Human Resources staff have jointly completed a review of the current software and compared SDS with an alternate system, Skyward Financial & Human Resource Management System. Skyward was selected for analysis based on District 64's previous investigation of Skyward and my previous use of the system during the past 10 years in three different school districts. In each district, Skyward was independently chosen through a comprehensive RFP process.

Since July, Skyward has provided the District 64 business office and human resources staff with multiple demonstrations of the School Business Suite. In addition, District 64 staff members have visited local districts to see real-time demonstrations from users.

Based on an analysis I completed a year ago, there are other software products that provide both financial and human resources management systems; but those systems are more costly and are used on a limited basis by Illinois school districts.

Findings and Recommended Implementation Schedule

Without hesitation, school districts that use Skyward endorse Skyward. Many factors contributed to the recommendation being presented but forming a partnership with a company that is committed to the development of a product exclusively in the K-12 school market was critical. Skywards success in serving public schools in Illinois is partly based on their:

- Commitment to customer service;
- Belief that software improvements should be customer driven;
- Strong client base in Illinois school (191);
- 30 years experience exclusively in the K-12 school market;
- Experience in converting over 135 3rd party systems;
- Client retention rate (98%);
- System is a centralized database that eliminates redundant data entry;
- System is fully compatible with Generally Accepted Accounting Principles;
- System has mandatory State reporting; and
- Is compatible with other District systems such as AESOP and AppllTrack.

Based on this in-depth analysis, the Business Office and Human Resources staff now fully recommend the purchase of Skyward and support the following implementation schedule:

- Budget and finance – July 1, 2010
- Payroll & Human Resource Management – January 1, 2011
- All other applications – July 1, 2011

Financial Considerations

Skyward has included the following integrated systems in the proposal:

- Finance – budget preparation; accounts payable; vendor master; cash receipts, journal entry input; purchasing (online); account management; chart of accounts and state reporting; fixed asset inventory; real-time inventory tracking and student activity fund accounting.
- Human Resources – personnel profile; retirement processing; payroll processing; contract balancing; time-off accrual; direct deposit; employee management; employee access; insurance tracking; substitute tracking

The following table provides a summary of the costs associated with the purchase of new financial and human resources software:

Software Description	Software Cost	Training & Conversion	Total Cost	<i>Annual License Fee</i>
Financials	\$34,515	\$15,048	\$49,563	\$10,022
Payroll & Human Resources	\$47,417	\$23,450	\$70,867	\$14,225
Conversion Cost		\$22,864	\$22,864	
Discount	(\$8,193)		(\$8,193)	
Total	\$73,739	\$61,362	\$135,101	\$24,247

Additional Recommendation

Traditionally, District 64 has housed software and data on District servers. New technologies, however, now allow us to evaluate the merits of outsourcing the hosting of software and data with a third party provider. This option is supported by Director of Technology Planning and Assessment Larry Sorensen and Manager of Technology Gerry Berkowitz.

Two-thirds of the districts that operate Skyward software house both software and data on district servers; the remainder house software and data on a third party service provider's server(s). The trend is shifting to the model of hosting software and district data with a third party service provider, called an Application Service Provider (ASP).

Integrated Systems Corporation (ISCorp) is the preferred ASP provider for Skyward. ISCorp operates servers within its own facilities (located in Milwaukee, Wisconsin), allowing District 64 secure access to all applications through a browser via the Internet. ISCorp is fully responsible for all aspects involved in database disaster recovery, loading releases and updates, and operating and maintaining host servers, software and databases. The cost to implement the ISCorp-hosted model is \$1,074 per month (36-month fixed rate).

The cost to operate Skyward software in-house also has been evaluated. District 64's technology department estimates that the initial hardware investment to install Skyward software is approximately \$24,000, and will require upgrading or replacement every three years because of software upgrades. The in-house hosting of the software would require District staff to perform all functions that the ASP performs.

Administration, therefore, recommends contracting with ISCorp as the ASP for Skyward.

Next Steps

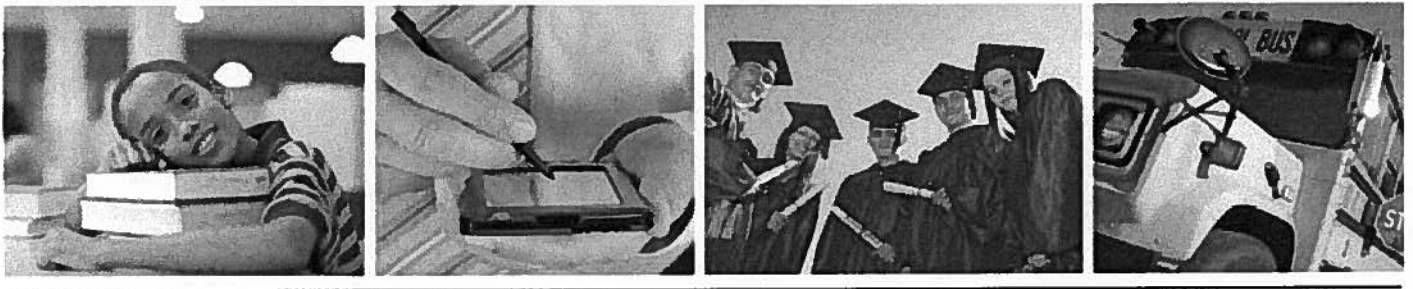
Administration will request the Board's approval on March 8, 2010 for:

1. The purchase of Skyward Financial and Human Resource Management System at a cost of:
 - a. \$73,739 for the software applications;
 - b. \$61,362 for the training and conversion costs; and
 - c. \$24,247 annual license fee.
2. Approve ISCorp as the 3rd party ASP for a 3-year contract at a cost of \$1,074 per month.

One-third of the cost will be paid from the 2009-10 budget and the balance will be budgeted and paid in the 2010-11 budget.



Powerful student, finance, and human resources administrative
software exclusively for K-12 schools - public and private.



Community Consolidated School District 64

School Management System Proposal

Tom King, Account Executive

January 22, 2010



THANK YOU FOR CONSIDERING SKYWARD'S SCHOOL MANAGEMENT SYSTEM

Our solution provides your district the most integrated solution available that -

- Improves efficiencies by eliminating redundant data entry.
- Creates faster, more accurate reports with our easy-to-use reporting.
- Dramatically enhances communication through our real-time information portals.
- Provides stronger support with a proven track record.
- Reduces wasted time and money by converting "paper" processes to online.

Since 1980, Skyward has been helping K-12 districts reach their goals. Your decision to purchase a new solution requires confidence in your choice to ensure long-term success. Skyward's extensive experience and exclusive commitment to the K-12 industry includes our unwavering mission to provide you with the most powerful and proven solution available to meet all your needs.

Our School Management System offers a vast array of modules to meet your needs now and in the future. Depending on your specific needs, a customized solution is available with future options easily integrated as the demand for improved efficiency is needed.

District Wide Solution

Our centralized database provides a completely integrated district wide solution.

Inclusive State Reporting

Includes state reports with a dedicated staff that communicates directly with your state education agencies to ensure up-to-date compliance.

Over 98% Retention Rate

Since 1980, Skyward's commitment to ongoing customer satisfaction is second to none.

User Directed Development

Established process of end-user input on product development keeps our product tailored to your needs.

Unlimited Support

Included in your annual license, you receive timely and helpful support when needed; including Phone, Web, on-line Tutorials, and e-mail.

A positive choice for your district now and in the future.

SCHOOL MANAGEMENT SYSTEM

Our single solution provides your district everything you need to improve efficiency and cost savings relating to managing your entire Student, Finance, and Human Resources information.

Our **School Management System** is a completely integrated solution that saves times by eliminating redundant data entry, gets answers faster with our easy data mining and on-line queries, and offers an easier learning curve for employees that dramatically reduces stress during and after an implementation.

Within our **School Management System**, our Student Management Suite and School Business Suite offer specific tools to meet your specific needs.



Student Management Suite

Skyward's web-based student information system provides the most complete solution for your district. Our tools help administrators, teachers, and parents' see their student's progress anytime during the school year with immediate access to historical data for analysis.

- Flexible reporting integrated with Microsoft® and OpenOffice products.
- Integrated modules including Gradebook, Special Education, Food Service, and Textbook Management.
- The most versatile family portal on the market.
- Specific tools for administrators to see the current status of their building and district in real-time.

School Business Suite

Skyward's Finance and Human Resources system offers your district the ability to achieve goals that previously were out of reach. From Budgeting to payroll to reporting, all the elements of your district's business operation are covered. Our offering of extensive on-line tools provides easy access for all your staff, eliminating the need for paper and providing more detailed real-time information at your fingertips.

- State Specific Chart of Accounts
- Centralized and integrated solution
- Fully compliant with Generally Accepted Accounting Principles (GAAP)
- Extensive security controls for complete protection



SCHOOL MANAGEMENT SYSTEM OPTIONS

Our **School Management System** offers a vast array of options to meet your specific needs. Please review your specific proposal for what options are proposed for your district. If you are interested in a module listed below that is not included in your proposal, please contact your Account Executive for more information including pricing options.

Student Management Suite

Our Base Package (Student Management)

- Census
- Demographics
- Scheduling
- Master Schedule Builder
- Attendance
- Grading
- Discipline
- Report Cards
- Transportation Reporting
- Athletic Eligibility
- State and Federal Reports
- Data Mining
- Educator Access+
- Transcripts
- SMS - mobile
- Open Enrollment Tracking

Optional Integrated Modules

- **EduTrack** - curriculum mapping
- **Graduation Requirements** - tracks student graduation progress
- **Gradebook** - comprehensive grading and tracking
- **Health Records** - state health compliance and information
- **Family Access** - access student information via the web
- **Food Service** - food service debit and tracking system
- **Lesson Plan** - integrated curriculum viewing for teachers
- **Textbook Tracking** - tracking location and condition of textbooks
- **Special Education** - integrated with Student Management
- **Fee Tracking** - track, bill, and report on student fees
- **Skylert** - alert notification system with email, text, and voice
- **Response to Intervention** - student plan and intervention management tool
- **Data Warehouse** - longitudinal data analysis toolkit
- **eSign** - electronic signature
- **Sky2Go** - synchronized data access for Windows Mobile and Palm devices

School Business Suite

Our Base Package (Finance and Payroll)

- Budget Preparation
- State Specific Chart of Accounts
- State Processing
- Accounts Payable
- Vendor Master
- General Input
- Purchasing
- Account Management
- Personnel Profile
- Time-Off
- Data Mining
- Retirement Processing
- Payroll Processing
- Payroll Reporting
- Contracts
- e-Commerce
- ACH - Direct Deposit

Optional Integrated Modules

- **Inventory** - real-time inventory tracking
- **Fixed Assets** - district asset tracking and management
- **Automatic Check Reconciliation** - import of bank file
- **eSign** - electronic signature
- **Bid Management** - budgeting and ordering assistance
- **Accounts Receivable** - integrated invoicing and reporting
- **Employee Access** - web-based access for employees
- **Salary Negotiations** - robust negotiation plan generator
- **Insurance Tracking** - insurance management system
- **FastTrack** - online application system
- **Substitute Tracking** - substitute time and location tracking
- **Employee Management** - district job positions tracking
- **TrueTime** - fully integrated employee time tracking
- **School Based Activity Accounting** - fiscal management tool for activity accounts
- **Flex Benefits** - self-administered flex plan management
- **Work Request** - manages in-house work requests (i.e. technology, custodial or busing)

Our complete product line, with a detailed overview of each module, can be found at
<http://www.skyward.com/products>



OUR IMPLEMENTATION

When implementing new software, the district and vendor must work closely together. Skyward's SmartStart service provides the best implementation plan available with dedicated project managers and experienced professionals to handle all your needs.

Our Project Managers

The Project Manager will be the liaison between the school district and all of Skyward's departments during the implementation process.

- Oversees the entire implementation process and communicates with district personnel on the process.
- Primary contact for district personnel.
- Works with outside hardware and communication vendors on the district's behalf.
- Communicates with Skyward's programming staff, support staff and customer service managers to ensure deadlines are being met for training and installation requirements and to quickly address any issues that may arise.
- Makes sure data is properly transferred from your district to Skyward's Conversion department and meets conversion requirements (see following section for more information on conversions).
- Coordinates training schedules.
- Provides reviews of training tabulated from District and Skyward evaluations.

Scheduling

- Coordinates training and conversion timelines.
- Monitors any 3rd party needs, such as forms and equipment.
- Communicates confirmation of training and conversion timelines, including dates and outlines for each training area.

Software

- Coordinates which products will be installed at which times (including supplemental software).
- Provides an action plan for the installation process, along with routine reports on the status of each action plan, remaining training days and summary evaluations of the training.

Hardware

- Coordinates with Skyward IT Services to setup servers and any labs for on-site training.

Consultative Services

- In-depth consultation prior to implementation.
- Pro-active evaluation of data migration strategies and set-up issues; corrective action plans are documented for Project Managers to resolve prior to going "live".
- Your own custom "best practice" recommendations to increase district performance and efficiency.
- One-on-one meetings with decision makers to help them better understand how the implementation will impact their employees.
- Before your final conversion, data will be verified and you will receive specific clean-up recommendations to make the process as smooth as possible.
- One last review of the data with you prior to posting it for final migration.



OUR TRAINING

Training is the most critical part of any implementation. Shortcuts and canned training creates anxiety and long-term challenges for a successful implementation. Our customized training program for your district, that is expertly managed by our Project Management group, eliminates that anxiety and provides the greatest Return on Investment. Our trainers are certified Skyward experts that provide a positive hands-on, learning environment.

Initial Implementation Training

- Our training is customized to meet your individual district's needs.
- On-site training is based on the district having training facilities available.
- Training is based on your implementation schedule ensuring training for each area is prior to utilization giving you the strongest recollection of knowledge.
- Classroom training is also available at our branch offices for districts that do not maintain training facilities or prefer an external location.

"As we began our Implementation of Skyward this school year, I was, and continue to be completely impressed with the professional training, helpfulness and service that Skyward has provided to me and my staff."

Jayne Beale, Technology Coordinator
Graham Independent School District, TX

Sample Training Schedule	Classroom and On-Site Software Training	
	# of People Attending	On-Site Days
Finance		
Setup	10	1
Overview Training	10	1
Process Training	10	2
Payroll		
Overview Training	10	1
Process Training	10	2

Ongoing Training

Support Center

Our Support Center offers numerous tools for refresher and ongoing training after your implementation. Skyward also publishes numerous tutorials for easy review of specialty functions and new features.

User Group Conferences

Headed by our steering committees for each state, user group conferences are conducted each year. These conferences offer great opportunities for learning:

- Great networking with other Skyward users on how they are utilizing our solution.
- Sessions on new features and latest new products to help your district.
- Easy access to Skyward personnel from senior leadership to programming managers.
- Small class sizes for quality learning and question and answer time for unique needs.

OUR CONVERSION PROCESS

Skyward's Conversion Services provide you the best possible starting point when implementing our School Management System. Our extensive experience converting hundreds of different systems expertly manages the migration of all your critical data and provides you with guidance on getting the most out of your existing history.

- Skyward will perform the conversion once the data extraction is performed. Key staff from the district will work closely with our Project Management and Conversion staff to make sure that we understand the district's business processes, as well as understand the data.
- Skyward will work diligently with key staff at the district to form and execute an effective plan.
- Our conversion programs have been developed by Skyward with no assistance from third-party developers. This ensures that all conversions are aligned with Skyward procedures, quality demands, and allows for ongoing development to improve our conversion services.
- Several factors can affect the duration of conversion, such as a clear understanding of the data to be converted and the quality of data.

Our 6-Step Process

1. Skyward will work with your staff to identify data elements to be converting and establish timelines for extracting data to meet implementation goals.
2. After receiving an initial cut of your data, Skyward's programming and customer support staff analyze the data structure and review the data cleanliness and integrity with your district.
3. We then work with you on data profiling, mapping, and any necessary translation offering suggestions for data cleanup and normalization.
4. Perform an initial conversion of the data into a Skyward database for your review.
5. Revise the conversion programs to reflect review feedback.
6. Convert final version of data and install completed database.



SCHOOL BUSINESS SUITE CONVERSION DESCRIPTIONS

Please see your specific proposal for what conversion options are proposed for your district. If a description below is not identified on your proposal and you are interested in converting this information, please contact your Account Executive.

Standard Budgetary

The account master, or chart of accounts, will be converted showing account number as supported in a format compatible with Skyward's system. Each account will include summarized totals for balance sheet accounts, current year beginning balance and activity. For revenue and expenses, budget activity from two (2) years ago, last year budget and activity, current year budget and activity, and next year budget will be summarized. Any information converted will be displayed as a single summarized amount deposited in the last month of processing on the previous system. The conversion does not include detail transaction history.

Account Description

Skyward holds account descriptions separate from account numbers. The conversion will attempt to build an account description file from the previous system. When the process is not practical, Skyward will provide a description file which parallels the state dimension definitions. Either approach will most likely require some post conversion cleanup.

Vendor Description

The conversion includes the basic demographic data which Skyward's system supports. It will include total calendar (1099) and fiscal year payment amounts (if identifiable and available).

Open Purchase Orders

The conversion will include detailed information for each purchase order and will total all amounts for purchase orders by vendor and account/fund.

Check Reconciliation

The conversion will include detailed information found in the reconciliation file. The conversion will include total amounts for all checks on conversion data.

Standard Payroll

Our standard payroll conversion begins with the employee information that is supported on our payroll system. Generally this includes basic demographic information and payroll information needed to establish pay rates. The pay records that will be converted include salary, benefits and deductions information. Because each system manages benefits and deductions differently, some benefits and deductions may be "missed" during the conversion which will require final verification and some minor clean up by the school district. This conversion will also include a conversion of the description file for any pay parameters, deductions, and benefits for the system. With this portion of the payroll conversion, a school district will be able to begin a payroll once the data is loaded (following verification), but no history of pay information will be available.

Summary Payroll History

Summary payroll history totals (which include pay, deductions, and benefits) are needed to ensure proper payroll tax calculations and W2 processing. If this data can be identified on your prior system we can conduct a programmatic conversion. The conversion will place a summary transaction in an individual pay record to ensure that year-end processing capabilities will be available. The conversion will not show detail information by pay check or period. A prior payroll program is available if you decide to enter the summary amounts manually.



SCHOOL BUSINESS SUITE CONVERSION DESCRIPTIONS

Please see your specific proposal for what conversion options are proposed for your district. If a description below is not identified on your proposal and you are interested in converting this information, please contact your Account Executive.

Time Off Summary Balances

The time off summary balances conversion will include the current balances of employee time-off if recognizable in the prior system data structure. This information will be placed in the time-off fields located in Skyward's Payroll module unless the Time-Off Accrual module is purchased. This conversion only includes summary balances and will not include any detail information from history.

Retirement History

The retirement history conversion will convert retirement hour information to our payroll system for the purpose of completing year end retirement reports. This conversion is subject to analysis of the prior data system to ensure retirement hours can be converted programmatically into our retirement fields. If a programmatic conversion is not possible, Skyward will not be responsible for any manual conversions.

Employee Management Custom Setup

There is no additional charge for conversion of demographic information for employees since this is handled through the payroll conversion. The Human Resources custom setup deals strictly with an extension of additional personnel information listed below and will be completed on-site by a customer service representative.

Certifications

Includes the following description codes where they apply: Certification type, Position Code (user defined term), Subject (user defined term) and Scope.

Professional Growth

This includes both the credits and degrees received. The description codes applicable here are: Institution, Major, Minor and Degree Received.

STAR (Minnesota Only)

Skyward can also convert the Minnesota STARS state reporting data into Minnesota specific categories within the Human Resource system. The converted data includes the contents of those state files that hold General License and License Assignment data for certified staff and Non-license data for classified staff. The conversion also includes generation of Skyward description master data for the state-standard description codes. The basic conversion price requires that Skyward receive the conversion data in standard Minnesota state required format.

Service Records (Texas Only)

The Texas service record conversion includes importing all relevant data for printing service records. This data includes: Year served, SSN, Name, State, County, District, Position, Pay step, Years experience, Number of days employed, Dates of service, State sick leave balance information when applicable, and State personal leave balance information.

Standard Fixed Assets

This financial subsystem provides for conversion of the following data. The asset master data includes: the asset key, vendor key (from whom purchased) if available, two 30 character descriptions, model, manufacturer, item or class number, PO number, purchase or invoice date, Purchase amount, asset-type, quantity, replacement-cost, insured-amount invoice-number; it will also set an ASSET-ACTIVE-INACTIVE-flag and designate both asset and equity account numbers (required for the interface to budgetary. The detail location data includes: site/property, building, floor, room, tag-number, quantity, department and serial number. Other data converted includes: asset-life and current-value.



SCHOOL BUSINESS SUITE CONVERSION DESCRIPTIONS

Please see your specific proposal for what conversion options are proposed for your district. If a description below is not identified on your proposal and you are interested in converting this information, please contact your Account Executive.

Standard Inventory

The conversion for this subsystem is broken out into two separate options:

The **standard conversion** includes the data in the building block files of the subsystem. The Item Master contains the data that defines the attributes of the individual inventory item including: description, unit-of-measure, last vendor, manufacturer information, item-class and account number information. The description master includes codes for item-class, warehouse and unit-of-measure. The Vendor Part file contains data that associates the client items with the various vendor's data about that item such as: the part number, unit cost, last order info, vendor's units and manufacturer. The Warehouse Control file contains the physical location info for the item: warehouse, floor, row, bin, sub-bin, and quantity.

The Inventory **history conversion** would establish summary detail needed to setup quantities and costs.

User Defined Data Conversion

Additional elements can also be converted but these are on a time and materials basis. These conversions include setting up the required User Defined fields or tables, along with setup of the screens and reporting capabilities. Please identify as much detail as possible for additional items needing conversion and your Account Executive will provide a proposal to complete the conversion.

Additional Conversion Information

- All data must be provided in an ASCII or Excel format. Any other format will result in additional charges based on programming estimates at \$160 per hour. In some instances it is not possible to identify the fields required for the conversion. If this occurs, Skyward will not be responsible for manual data entry of these fields under the conversion agreement.
- Field and record layouts will be provided by district, if needed.
- The district will provide one copy of user documentation from prior system if needed for field verification.
- The user is responsible for final verification of data, which may require minor manual cleanup.



OUR SUPPORT

Skyward continuously stands out as an industry leader in customer service. We realize the value of your time and are committed to exceeding your expectations. We provide your district with numerous ways to contact us regarding a software question. Regardless of the method you use to reach us, your issues are entered into our state-of-the-art Customer Service System for better management of service calls and a customer portal for you to review past calls for your district.

Customer Access

A first in the software industry! We've integrated great customer support features directly within our software to allow for the easiest support ever. You can...

- Submit a service request directly from any screen in our software.
- Submit enhancement requests for review by state steering committees.
- View current module-specific release notes.
- View future release notes on upcoming enhancements.

Support Center

- Our web-based Customer Support Center is easy to use.
- Allows you to submit new Service Requests, view/modify past or current Service Requests, and search our Knowledge Base for answers to common questions.

Phone Support

We also offer toll free (800) phone support.

Just give us a call and we'll get the issue to the right person.

Support Center

- Downloads and technical information
- Frequently Asked Questions (FAQ)
- On-line documentation
- Register for Class Training
- Review district service calls

On-line Help and Tutorials

- Integrated and searchable On-line Documentation.
- Provides complete instructions for data entry functions and reporting features.
- Easy-to-use search methods combined with web video clips and fully printable written directions.

HOME	ABOUT US	EVENTS	NEWS	SOFTWARE PRODUCTS	SOFTWARE SERVICES	IT SERVICES	CUSTOMERS ONLY	CONTACT US
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"Welcome to the Skyward Customer Only portal. Once you enter your login and password you will have access to valuable information for Skyward Customers Only. As a valued Skyward customer you have exclusive rights to this portal and it will provide you with timely and effective information about all Skyward services as well as any "new" happenings that may affect you." - Cliff King, CEO

User Login
 User Name: [View office hours](#)
 Password:

Forgot / Register
 Forgot your user name or password?
 We'll send your login information to your email address.
 Want to register as a new user with Skyward?
 Enter your email address to begin.
 Email Address:

Please contact Skyward at 800.236.0001 if you have any questions.

Skyward Customer Support Contacts have access to:

- Skyward Bulletin Board**
Very important timely Skyward information.
- Download the Latest Software Updates**
Skyward software is continually evolving. Download the latest updates for your Skyward software.
- View Product Tutorials**
View the latest product tutorials. It's a great way to learn more about your software at your own pace.
- View Software (SC) and Hardware (IT) Service Calls**
See current and historical service calls, submit your own calls, and get a list of answers to our Frequently Asked Questions (FAQ).
- View Software Requests for Enhancements (RFE)**
See RFEs that have been submitted by your district and your state's user group as well as state and federal report RFEs.
- Technical Information for Your Software**
Have questions about installing your Skyward system? Get all the technical information you'll need to get your system running at its peak.
- See Training Opportunities Offered by Skyward**
See a schedule for our training facilities as well as local training sessions in your area.



STATE REPORTING

Student reports are included in the Student Management Suite and finance reports are included in the School Business Suite. Purchase of the appropriate suite is required for access to the listed state reports.

Skyward is committed to helping school districts meet the state reporting requirements. To help meet those needs, we offer an extensive array of reports and reporting options.

Our Student Reports - Illinois

- Annual Student Report Student Performance Report
- ACCESS-ELL Pre-ID Test Labels
- Office of Civil Rights (OCR) Report
- Student Information System
- IMAGE (Illinois Measure of Annual Growth in English) Pre-ID Labels
- ISAT (Illinois Standards Achievement Test) Pre-ID Labels
- PSAE (Prairie State Achievement Exam) Pre-ID Labels
- In/Out Minutes Log
- Total Dropouts Report
- Total Out of School Suspension Report
- Total Expulsions Report
- Total Graduates Report
- Children with Disabilities – IAES & Out of School Suspension Report
- Proof of School Dental Examinations
- Quarterly Report of Withdrawn Students
- Immigrant Education Program Report
- Assessment Pre-ID Labels to 3rd Party
- Food Service Certification
- Annual Claim for Attendance/ADA
- Student Enrollment in 2nd & 5th Period Classes
- Vision Conservation Annual Report
- Annual Claim for Pupil Transportation Reimbursements
- Drivers Ed Eligibility Report
- Fall Enrollment and Housing Report
- Illinois Immunization School Survey
- Annual Claim for Attendance/ADA

Our Finance Reports - Illinois

- GASB Reports
- IMRF - Illinois Municipal Retirement Fund
- New Hire Report
- Quarterly Federal Tax Return 941 Report
- Annual Publication Report (ISBE 50-37)
- Unemployment Tax Quarterly Report
- Vendor Unformatted Paragraph Report
- IWAS Annual Report
- Child Support Processing
- Form 50-36 - School District Budget
- Teacher Service Record (TSR)
- Form 50-35 – Annual Financial Report

Our Reporting Features

- Built-in state and federal reporting options
- Dedicated team of state and federal reporting specialists

Our Reporting Benefits

- Decreases or eliminates the need for other systems, outside of Skyward, to track reporting data.
- Ensures customers that the most up-to-date reporting options will always be available within Skyward software.
- No additional costs involved with report updates or revisions.
- Continuous monitoring of reporting requirements and identification of necessary changes.
- Team maintains constant contact with Illinois Department of Instruction to ensure compliance with all state reports.



YOUR SCHOOL BUSINESS SUITE PROPOSAL

Park Ridge, Illinois

The following pricing for software and services is provided specifically for your district. If you would like information on a product or service not included below, please contact your Account Executive.

ASP Installation

	One-Time Investment	Services	Annual License Fee	Total
<u>Financials</u>				
Finance	\$ 21,019.00	\$ 9,575.00	\$ 6,458.00	\$ 37,052.00
Automatic Check Reconciliation	1,394.00	-	-	1,394.00
eSign - Electronic Signature - 1 block	220.00	-	-	220.00
Inventory	8,297.00	1,450.00	2,489.00	12,236.00
School Based Activity Accounting	3,585.00	1,450.00	1,075.00	6,110.00
<u>Human Resources</u>				
Payroll	9,359.00	7,025.00	2,808.00	19,192.00
Employee Management	4,979.00	4,600.00	1,494.00	11,073.00
Employee Access	7,468.00	375.00	2,240.00	10,083.00
Third Party Applicant Tracking Application	1,494.00	500.00	448.00	2,442.00
Insurance Tracking	3,983.00	2,900.00	1,195.00	8,078.00
Salary Negotiations	2,987.00	2,900.00	896.00	6,783.00
Substitute Tracking	6,084.00	1,450.00	1,825.00	9,359.00
TrueTime	11,063.00	3,700.00	3,319.00	18,082.00
ASP Setup Assistance	-	500.00	-	500.00
New Installation Question and Answer Time	-	2,000.00	-	2,000.00
Additional Training Days (2)	-	2,900.00	-	2,900.00
<u>SmartStart Implementation Service</u>				
Project Management	-	6,500.00	-	6,500.00
<u>Subtotal Skyward Software :</u>	\$ 81,932.00	\$ 47,825.00	\$ 24,247.00	\$ 154,004.00
Skyward Discount: ¹	(8,193.00)	-	-	(8,193.00)
<u>Subtotal Skyward Software with Discount :</u>	\$ 73,739.00	\$ 47,825.00	\$ 24,247.00	\$ 145,811.00
<u>Skyward Software Conversions</u>				
Standard Budgetary	\$ -	\$ 2,573.00	\$ -	\$ 2,573.00
Standard Payroll	-	2,016.00	-	2,016.00
Summary Payroll History	-	4,032.00	-	4,032.00
Time-Off Summary Balances	-	1,229.00	-	1,229.00
Retirement History	-	250.00	-	250.00
Employee Management Custom Setup	-	2,400.00	-	2,400.00
Professional Growth	-	1,037.00	-	1,037.00
<u>Subtotal Skyward Conversions :</u>	\$ -	\$ 13,537.00	\$ -	\$ 13,537.00
<u>Subtotal Skyward Software and Conversions :</u>	\$ 73,739.00	\$ 61,362.00	\$ 24,247.00	\$ 159,348.00
<u>Total School Business Suite Investment: ²</u>				\$ 159,348.00



Five Year Investment Estimate

First Year	\$ 159,348.00
Second Year	25,168.00
Third Year	26,124.00
Fourth Year	27,117.00
Fifth Year	28,147.00
Estimated Five Year Investment	\$ 265,904.00

This 5-year cost projection is based on an estimated annual increase of 3.8%. This is only an estimate.

ASP Hosting Service

ASP Service provides an option to remotely host your Skyward solution through an Application Service Provider (ASP). Our ASP Provider operates servers within its own facilities allowing you secure access to all applications through a browser via the Internet. The ASP Service is fully responsible for all aspects involved in database disaster recovery, loading releases and updates, operating and maintaining host servers, software, and databases.

The ASP monthly cost for your district to run the School Business Suite would be: \$ 1,074.00 *

* This is a 36 month contract.

Pricing Footnotes

¹ This proposal includes a discount off of the Skyward one-time investment fees.

093032dp

This discount is valid for a limited time and may be discontinued without prior notice.

² A/P checks, payroll checks, W-2 forms and 1099 forms can only be printed using supported laser printers.

Dot-matrix printers are not supported.

Skyward software requires client access to run Microsoft products Excel and Word.

Skyward requires an SSL (Secure Socket Layer) certificate to run any web-based applications.

Skyward's IT Services can provide you more information including cost and installation of an SSL certificate for your district.



Software Installation and Training

ASP Setup Assistance

- ASP Compliancy Testing.
- Installation/Setup Service.

Software Training Includes:

	Classroom and On-Site Software Training			
	Max. Number of People Attending	Total Class Days at Skyward	Class Breakdown	On-Site Days
Finance				
Application Setup			Web Installation/Setup	
On-Site Setup	10	-	-	1
Overview Training	10	-	-	2
Process Training	10	-	-	3
Employee Access Requisitions			Web Training	
Automatic Check Reconciliation			Phone/Mail Training	
eSign - Electronic Signature			Phone/Mail Training	
Inventory	10	-	-	1
School Based Activity Accounting	10	-	-	1
Payroll				
Application Setup			Web Installation/Setup	
Data Verification	10	-	-	1
Overview Training	10	-	-	1
Process Training	10	-	-	2
Time-Off Training	10	-	-	0.5
Payroll Deduction/Benefit Export			Web Training	
Employee Management				
Application Setup			Web Installation/Setup	
Overview Training	10	-	-	1
Process Training	10	-	-	2
Employee Access			Web Training	
Third Party Applicant Tracking Application			Web Training	
Insurance Tracking	10	-	-	2
Salary Negotiations				
Overview Training	10	-	-	1
Process Training	10	-	-	1
Substitute Tracking	10	-	-	1
TrueTime				
Application Setup			Web Installation/Setup	
On-Site Training	10	-	-	2
Additional Training Days	10	-	-	2
Total Training Days:		0		24.5



Training Footnotes

Skyward On-Site Training Policy. A maximum of 10 people may attend each on-site day unless otherwise noted in the training grid. Should more people attend the training over the numbers stated, the school district will be charged an additional \$200 for each person.

Web training allows Skyward to remotely present, discuss, and review our product directly with you. This application utilizes the Internet and is conducted live between your staff (at their own workstation) and a Skyward service representative without the need for them to travel to your location. This provides you with a lower cost of training and/or implementation along with greater flexibility of your installation timeline.

Finance onsite setup day included for verification of previously installed conversion data in preparation for live processing. This includes but is not limited to security setup, default parameter settings in the software, verification of printing capabilities, verification of conversion totals on financial reports (balance sheet, revenue and expense, payroll history totals, etc.), verification of code table setup, and random verification of data records in each module converted. Skyward will assist the district in working through these items so that the district can verify the accuracy of information before processing begins.

Custom Forms (Checks, W-2's, etc.) and Peripherals

Nelco is the exclusively recommended supplier of preprinted, blank laser, pressure seal (blank and preprinted) checks and MICR toner cartridges. To request free samples or to place your order, visit www.skywardforms.com or contact your customer service representative, Andy Thompson, at 1-800-266-4669.

American has worked with Skyward for over 14 years and offers a complete line of hardware, software, service, and support for peripheral equipment needed to run Skyward's Food Service, Fixed Assets, and TrueTime software. All items have been completely tested by Skyward and are in use by other Skyward customers nationwide.

American contact: Dan Hoerl
12782 Florida Lane
Apple Valley, MN 55124
(952) 953-0359 - Direct Line
(612) 860-8960 - Cell Phone

"American, your one-stop source for your Skyward needs"

(877) 436-4657 - Toll Free Order Line
(877) 466-7257 - Toll Free Fax Line

www.americanbus.com/aces/ user name: AM1 password: Sky

ASP Readiness Review

As you consider Skyward's ASP hosting services, we can provide your district with an initial readiness review to ensure your district's internet connection provides adequate bandwidth. Please contact your ISP (Internet Service Provider) on obtaining a usage report of your internet connection and provide the following information to your Skyward Account Executive for further analysis.

- ISP (Internet Service Provider) Name
- Type and Total bandwidth contracted with your ISP
- Available/free bandwidth during school hours (typically available through a bandwidth utilization report; preferably during the past 30 days with students present)



Third Party Financing Options

Skyward is committed to providing you with cost effective options to budget for your School Management System. Many of our clients have a favorable history working with Providence Capital Network (www.ProvidenceCN.com). Their roots extend back over 30 years providing lease financing to the education market. They are members of many state ASBO organizations including WASBO and IASBO and frequently present at industry conferences as recognized experts.

Lease financing is a popular method to pay for software projects by spreading the initial cost over a multi-year period and it generally does not require voter approval. It can also be very cost effective given the strong credit ratings of most school districts.

Benefits of Lease Financing

- Simple process: apply with a one page application
- Easy to budget: evenly spread the cost over 3 years or more
- Experienced: more than 100 schools have benefited
- Affordable rates: competitive pricing for monthly and annual payments

Next Step

- Call 800-680-0560 to evaluate if lease financing is best suited for your district.

8.14.09

Annual License Fee Information

Your Annual License Fees Include:

- | | |
|---|----------------------------------|
| • Two (2) product updates yearly | • Localized training sessions |
| • User Group directed state reports ¹ | • Quarterly corporate newsletter |
| • Unlimited 800 customer service software support | |

¹ For a complete list of our all supported state reports, please visit <http://www.skyward.com/StateReports> and choose your state.

Terms and Conditions

- See attached Terms and Conditions page for further information.
The Terms and Conditions page must be executed by an authorized District representative.
- The Sales Agreement will be sent to you for execution.
The Sales Agreement page must be executed by both Skyward and an authorized District representative to be valid.

Community Consolidated School District 64
Skyward Software Proposal
Proposal # 10-0183tk
January 22, 2010



TERMS AND CONDITIONS

All proposals are valid for 30 days from date of proposal.

This information is distributed exclusively by Skyward, Inc. It is to be used by the Community Consolidated School District 64 administrative staff only. Any copying or distributing of the proposal, or any part of the proposal, to sources outside the Community Consolidated School District 64 is prohibited without written consent which shall not unreasonably be withheld, of Skyward, Inc.

Software

Classroom Training: Skyward classroom training shown in this proposal is calculated on the basis that up to 3 people may attend each class (with initial software purchase). Classroom training is to be provided at the Skyward Branch Office. Skyward reserves the right to cancel due to low enrollment. Additional training may be purchased at the then current price (currently \$275) per person, per class day.

On-site Training: On-site training is based on the school district having training facilities available. Additional on-site training may be purchased at the then current rate (currently \$1450 per day). Up to 10 people, per instructor, may attend the on-site training. One day of training consists of 6 hours on-site.

Skyward on-site training policy:

A maximum of 10 people may attend each on-site day unless otherwise noted in the training grid. Should more people attend the training over the numbers stated, the school district will be charged an additional \$200 for each person.

Cancellation of Training Days: The customer must cancel 24 hours in advance of scheduled training. If the training is not cancelled according to this policy, the district will be billed for the scheduled classroom or on-site training.

Expiration of Training Days: The customer may utilize Classroom and On-Site training days, included with the purchase of Skyward software, for a period of up to twelve (12) months. The twelve-month period will commence upon implementation of each respective software module. Training days not utilized within the twelve-month period will expire and are non-refundable.

Skyward software systems will be installed by Customer Service Representatives. Schools running on an existing network installed by any other than Skyward must have their technical support person at the site to provide any assistance during the software loading. If no one is available, Skyward will bill the district at the then current rate.

Skyward PaC software only supports printers with drivers written by Microsoft™. Third party drivers, other than Microsoft™, may not be supported. Skyward software uses Microsoft Word and Excel for exports and form letters within the software. It is the school Districts responsibility to have a licensed copy for each user that will use these features.

Third Party Software and Hardware

Third party software and hardware proposals are for informational purposes only. Third party software and hardware prices should be verified by Customer prior to ordering software and hardware.

This proposal is being presented without a Technology Analysis from our Networking Engineers. Data gathered for this proposal was provided by your school district to Skyward. Any additional required services or hardware will be billed at our normal rates. To ensure accuracy we recommend a Skyward Technology Analysis be initiated prior to ordering.

In the event Skyward provides any third party software and/or hardware as part of this Agreement (i.e. Skyward procures, assembles, delivers and/or installs such software and hardware, or provides training), Customer agrees that it shall benefit by and be bound by any and all warranties, warranty limitations, license agreements, and any other rights and obligations provided by the third party software and/or hardware supplier to the purchasers and users of its products, whether provided in written or electronic format. Skyward will provide additional information on the manufacturers coverage and options upon request.

Skyward does not provide any warranties for third party software and hardware.

Payment Terms:

1. **Skyward One-Time Investment Fee:**
30% Non-refundable payment due upon execution of Software Agreement, Terms and Conditions or Acceptance of Proposal.
70% Payment due upon installation of software onto Customer's system or access to Skyward data through ASP.
2. **Scheduling of installation**
Installation of purchased software must occur within 12 months of the date Skyward receives PO. Payments made to Skyward (30% of One-Time) for uninstalled software will be converted to Technical Support Hours after this time. Purchases subsequent to this conversion will be quoted at the then-current price.
3. **Professional Services**
 - a. **Installation and Training Services** – Payment for all training and installation services upon installation of any Skyward programs onto Customer's system.
 - b. **Project Management** – Payment due upon execution of Software Agreement and/or Terms and Conditions.
 - c. **Technical Support Hours** – Technical Support Hours must be used within 24 months of purchase. Unused hours will be cancelled and are not refundable. Payment due upon execution of Software Agreement and/or Terms and Conditions.
 - d. **Conversion Fees** – Payment due upon loading of converted data onto Customer's system.
 - e. **Hardware Implementation** – Payment due upon completion of hardware installation.
4. **Annual License Fees**

All Skyward Software Annual License Fees will be prorated from the installation date with subsequent years billed on a June 30 fiscal year basis at the current rate and are due July 1.

Third Party Annual License Fees along with Skylert will be billed at a full year rate upon installation with subsequent years billed on an annual basis from the installation date.

In the event that your district would prefer the following Skyward Software Annual License Fee payment selection, please initial the area below:

____ All Skyward Software Annual License Fees will be billed in full for the current fiscal year. The portion of the ALF paid before the installation date will be automatically converted into Technical Support Hours. Subsequent years Annual License Fees will be billed on June 30 fiscal year basis at the current rate and are due July 1. Customers choosing to use a leasing or finance company must choose this option.

5. **Third Party Software and Hardware** – Payment due upon delivery.

Customer agrees to the terms and conditions listed above and set forth in the Proposal(s).

7.27.09

Customer Signature

Printed Name

Date



OUR MISSION

Our mission is to provide the most comprehensive, innovative, easy-to-implement and cost effective administrative software available anywhere.

WHY CHOOSE SKYWARD'S SCHOOL MANAGEMENT SYSTEM?

District Wide Solution

A single, centralized database that eliminates redundant data entry and upload/download processes.

Inclusive State Reporting

Includes state reports with a dedicated staff that communicates directly with your state education agencies to ensure up-to-date compliance.

Over 98% Retention Rate

Since 1980, Skyward's commitment to ongoing customer satisfaction is second to none.

User Directed Development

Established process of end-user input on product development keeps our product tailored to your needs.

Unlimited Support

Included in your annual license, you receive timely and helpful support when needed; including Phone, Web, on-line Tutorials, and e-mail.

8.25.09

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

Board of Education Agenda

Monday, April 5, 2010
Hendee Educational Service Center
164 South Prospect Avenue

Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, 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, April 5, 2010

TIME		APPENDIX
6:30 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from President of the Board 	
6:30 p.m.	• Board Recesses and Adjourns to a Closed Session Meeting	
7:30 p.m.	• Board Adjourns from Closed Session Meeting and Resumes Regular Meeting	
7:30-7:35 p.m.	• Public Comments	
7:35-7:45 p.m.	• Appointment of New Superintendent Action Item 10-04-1 -- Board President	A-1
7:45-7:55 p.m.	• Appointment of Lincoln Middle School Principal Action Item 10-04-2 -- Superintendent	A-2
7:55-8:05 p.m.	• Recommendation on TIF -- Superintendent	A-3
8:05-8:10 p.m.	• Approval on FLES Recommendation Action Item 10-04-3 -- Assistant Superintendent for Student Learning	A-4
8:10-8:25 p.m.	• Recommendation on Language Arts Instruction Material -- Assistant Superintendent for Student Learning	A-5
8:25-8:35 p.m.	• Approval of Food Service Contract Action Item 10-04-4 -- Business Manager	A-6

8:35-8:40 p.m.	<ul style="list-style-type: none"> • Approval of Roosevelt Sound Abatement Action Item 10-04-5 - Director of Buildings & Grounds 	A-7
8:40-8:45 p.m.	<ul style="list-style-type: none"> • Approval of Roosevelt Asbestos Abatement Action Item 10-04-6 -- Director of Buildings & Grounds 	A-8
8:45-8:55 p.m.	<ul style="list-style-type: none"> • Recommendation of Student Fees -- Business Manager 	A-9
8:55-9:00 p.m.	<ul style="list-style-type: none"> • Consent Agenda Action Item 10-04-7 -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills and Payroll • Destruction of Audio Closed Minutes 	A-10
9:00-9:05 p.m.	<ul style="list-style-type: none"> • Approval of Minutes Action Item 10-04-8 -- Board President <ul style="list-style-type: none"> • Open Minutes of March 8, 2010 • Closed Session Minutes March 8, 2010 	A-11
9:05-9:10 p.m.	<ul style="list-style-type: none"> • Other Items of Information -- Superintendent <ul style="list-style-type: none"> • Upcoming Agenda • Memorandum of Information <ul style="list-style-type: none"> - Presentation of Board Meetings for 2010-11 • Minutes of Board Committees <ul style="list-style-type: none"> - Green Team Minutes of March 15, 2010 - Wellness Committee Minutes of March 30, 2010 	A-12
9:10 p.m.	<ul style="list-style-type: none"> • Adjournment 	

Next Regular Meeting: **Monday, April 26, 2010 – 7:30 p.m.**
Raymond Hendee Educational Service Center
164 S. Prospect Avenue

April 26

- Appointment of Director of Technology
- Appointment of Coordinator of Extended Day and Pre-School Services
- Present Recommendation on Strategic Plan
- Approval of Language Arts Instructional Materials
- Approval on Student Fees
- Approval of TIF
- Discussion on Study Regarding Administrative Staffing Model
- Discussion on Review of Special Education Tuition Costs
- Bid for P.E. Uniforms (Memo of Information)

May 10

- Committee of the Whole: Quarterly Financial Report
- Approve Strategic Plan and Implementation for 2010-11
- Update on Green Initiatives

May 24

- Committee of the Whole: Board Reviews Draft of the 2010-11 Tentative Budget
- Recognition of Student Awards
- Recognition of Tenure Teachers
- ELF Grant Awards

June 14, 2010

- Committee of the Whole: Board Reviews Draft of the 2010-11 Tentative Budget
- First Reading of Policy 8:25

June 28, 2010

- Board Adopts 2010-11 Tentative Budget
- Board Sets Date of Public Hearing for Final Budget Adoption
- Board Places Tentative Budget on Public Display for 30 days Prior to Public Hearing and Final Budget Adoption
- Approval of Policy 8:25
- Judith L. Snow Awards

TBD

- Update on Wellness
- Review of Early Entrance Criteria
- Custodial Supply Bid & Copier Paper Bid (May or June)
- Bid for Printer Ink Cartridges (May)
- Appointment of Carpenter Elementary Principal
- Approval of Jefferson ARRA Funded Projects

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 Buildings and Grounds 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



February 19, 2010

Océ -North America
Joan Shust, Account Manager
5450 N. Cumberland Avenue
Chicago, IL 60656
Telephone: 773-714-4325
Fax: 773-714-4447
Joan.shust@oce.com

RECEIVED

FEB 23 2010

PURCHASING

Ms. Betty Lattanzio
Purchasing Manager
Park Ridge Niles CMCSO 64
164 S Prospect Ave.
Park Ridge, IL, 60068

Dear Betty,

Since lease documents, sales agreements, and maintenance agreements for public schools are usually open to the public, I wondered if you could help me with this matter.

During these tough economic times many school districts are forced to do more with less, i.e. enhance offerings during budget cuts. I can look at your copier leases and agreements and quickly determine whether or not I can help your district financially.

As a Public Records Request, could you please send me a copy of any leases or sales agreements, in addition to any existing maintenance agreements. - Attn: Joan Shust. For your convenience you can e-mail the documentation to joan.shust@oce.com or fax to (773) 714-4447.

In addition, we are formally requesting that we be placed on your bid list for future opportunities.

If you have any further questions please call me at (773) 714-4325; I would be happy to answer any inquiries you have about this matter.

Thank you for your help, and I look forward to getting an opportunity to earn your business in the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Joan Shust". The signature is stylized with a large, looping initial "J" and a clear "Shust" at the end.

Joan Shust
Account Manager
Océ North America, Inc.



RECEIVED

MAR 05 2010

**BOARD OF EDUCATION
DISTRICT 64**

**Nicor Enerchange, LLC
3333 Warrenville Road
Suite 300
Lisle, IL 60532**

Phone (630) 245-7800
Fax (630) 245-7838
Internet www.nicor.com

March 5, 2010

Park Ridge-Niles School District 64
Hendee Educational Service Center
164 S. Prospect Avenue
Park Ridge, IL 60068

To: Berndette Tramm and/or Madelyn Wsol

Based on the Freedom of Information Act, Nicor Enerchange LLC is respectfully requesting the following information regarding natural gas supply for Community Consolidated School District 64:

- A complete copy of the natural gas supply agreement between the District and Vanguard Energy Services covering the period April 2010 through March 2012.
- A complete copy of the Vanguard Energy Services response to the District's latest Request For Proposal, dated March 1, 2010, including Exhibits A, Exhibit B and Company history.

I would greatly appreciate feedback regarding when you feel the requested information will be available and would be happy to pick it up in person. Please feel free to contact me with any questions and your cooperation is appreciated.

Sincerely,

Bill Wilkey
Senior Retail Sales Representative
Nicor Enerchange LLC
630-245-7832
bwilkey@nicor.com

MEMORANDUM OF INFORMATION

#018

2009-2010

To: Board of Education

From: Rebecca Allard, Business Manager

Date: March 8, 2010

Subject: Maine Township School Treasurer Audit Reports

Attached are the audit reports for the Maine Township School Treasurer, Township 41 North, Range 12 East, Cook County for the period ending June 20, 2009. In addition, these documents will be shared with the CFC members Craig Elderkin and Renate Stolzer.

**MAINE TOWNSHIP SCHOOL TREASURER
TOWNSHIP 41 NORTH, RANGE 12 EAST
COOK COUNTY**

FINANCIAL STATEMENTS

**FOR THE YEAR ENDED JUNE 30, 2009
AND
INDEPENDENT AUDITOR'S REPORT**

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MAINE TOWNSHIP SCHOOL TREASURER

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Baker Tilly Virchow Krause, LLP
1301 W 22nd St, Ste 400
Oak Brook, IL 60523-3389
tel 630 990 3131
fax 630 990 0039
bakertilly.com

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Maine Township School Treasurer
Township 41 North, Range 12 East
1665 Elk Boulevard
Des Plaines, Illinois 60016

We have audited the accompanying financial statements of the governmental activities, major fund, and the aggregate remaining fund information of Maine Township School Treasurer, as of and for the year ended June 30, 2009, which collectively comprise Maine Township School Treasurer's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Maine Township School Treasurer's management. Our responsibility is to express opinions on these financial statements based on our audit. The prior year summarized comparative information included in the Governmental Funds Balance Sheet and the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances has been derived from Maine Township School Treasurer's 2008 financial statements and, in our report dated February 22, 2009, we expressed unqualified opinions on the respective financial statements of the governmental activities, major fund, and the aggregate remaining fund information.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, major fund, and the aggregate remaining fund information of Maine Township School Treasurer, as of June 30, 2009, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

The management's discussion and analysis, the historical pension information, and the budgetary comparison schedule as listed in the table of contents, are not a required part of the basic financial statements, but are supplementary information required by accounting principles generally accepted in the United States of America. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Board of Trustees
Maine Township School Treasurer

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Maine Township School Treasurer's basic financial statements. The financial information listed as supplementary information in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. The 2009 supplementary information has been subjected to the auditing procedures applied to the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements for the year ended June 30, 2009, taken as a whole. We also have previously audited, in accordance with auditing standards generally accepted in the United States, Maine Township School Treasurer's basic financial statements for the year ended June 30, 2008, which are not presented with the accompanying financial statements. In our report dated February 22, 2009, we expressed unqualified opinions on the respective financial statements of the governmental activities, each major fund, and the aggregate remaining fund information. In our opinion, the 2008 supplementary information is fairly stated in all material respects in relation to the basic financial statements for the year ended June 30, 2008, taken as a whole.

The schedules listed as other information in the table of contents have not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on them.

Oak Brook, Illinois
January 25, 2010

Baker Tilly Vachon Krause, LLP

Maine Township School Treasurer Management's Discussion and Analysis For the Year Ended June 30, 2009

The discussion and analysis of Maine Township School Treasurer's (the Treasurer) financial performance provides an overall review of the Treasurer's financial activities for the year ended June 30, 2009. The management of the Treasurer encourages readers to consider the information presented herein in conjunction with the basic financial statements to enhance their understanding of the Treasurer's financial performance.

Financial Highlights

- > In total, net assets decreased by \$3,507.

Overview of the Financial Statements

This discussion and analysis are intended to serve as an introduction to the Treasurer's basic financial statements. The basic financial statements are comprised of three components:

- > Government-wide financial statements,
- > Fund financial statements, and
- > Notes to the financial statements.

This report also contains other supplementary information in addition to the basic financial statements.

Government-wide financial statements

The government-wide financial statements are designed to provide readers with a broad overview of the Treasurer's finances, in a manner similar to a private-sector business.

The statement of net assets presents information on all of the Treasurer's assets and liabilities, with the difference between the two reported as net assets.

The statement of activities presents information showing how the Treasurer's net assets changed during the fiscal year being reported. All changes in net assets are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods.

The government-wide financial statements present the functions of the Treasurer that are principally supported by intergovernmental revenues (governmental activities). The Treasurer has no business-type activities; that is, functions that are intended to recover all or a significant portion of their costs through user fees and charges.

Maine Township School Treasurer Management's Discussion and Analysis For the Year Ended June 30, 2009

Fund financial statements

A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The Treasurer uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the Treasurer can be divided into two categories: governmental funds and fiduciary funds (the Treasurer maintains no proprietary funds).

Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the Treasurer's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the government's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and changes in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The Treasurer maintains one governmental fund – the General (Distributive) Fund, which the Treasurer considers to be a major fund. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures and changes in fund balances for the General (Distributive) Fund.

The Treasurer adopts an annual budget for the General (Distributive) Fund listed above. A budgetary comparison statement has been provided for that fund to demonstrate compliance with this budget.

Fiduciary Funds are used to account for resources held for the benefit of parties outside the School Treasurer. Fiduciary Funds are not reflected in the government-wide financial statement because the resources of those funds are not available to support the Treasurer's own programs. The accounting used for Fiduciary Funds is much like that for the government-wide financial statements.

Maine Township School Treasurer Management's Discussion and Analysis For the Year Ended June 30, 2009

Notes to the financial statements

The notes to the financial statements provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Other information

In addition to the basic financial statement and accompanying notes, this report also presents certain required supplementary information concerning the Treasurer's progress in funding its obligation to provide pension benefits to its non-certified employees.

Government-Wide Financial Analysis

The Treasurer's combined net assets decreased by \$3,507 to \$30,057 as a result of operations in fiscal year 2009.

**Table 1
Condensed Statement of Net Assets**

	<u>2009</u>	<u>2008</u>
Current assets	\$ 33,572	\$ 42,245
Capital assets, net	-	3,507
Total assets	<u>33,572</u>	<u>45,752</u>
Other liabilities	<u>3,515</u>	<u>12,188</u>
Total liabilities	<u>3,515</u>	<u>12,188</u>
Net assets:		
Invested in capital assets	-	3,507
Unrestricted	<u>30,057</u>	<u>30,057</u>
Total net assets	\$ <u>30,057</u>	\$ <u>33,564</u>

**Maine Township School Treasurer
Management's Discussion and Analysis
For the Year Ended June 30, 2009**

Table 2 Changes in Net Assets		
	<u>2009</u>	<u>2008</u>
Revenues:		
Program revenues:		
Charges for services	\$ <u>216,519</u>	\$ <u>172,014</u>
Total revenues	<u>216,519</u>	<u>172,014</u>
Expenses:		
Treasurer's office services	<u>220,026</u>	<u>172,957</u>
Total expenses	<u>220,026</u>	<u>172,957</u>
Increase (decrease) in net assets	\$ <u>(3,507)</u>	\$ <u>(943)</u>

Financial Analysis of the Treasurer's Funds

The financial position of the Treasurer as a whole is reflected in its governmental funds as well. As the Treasurer completed the year, the governmental fund balances remained stable at \$30,057, showing no increase or decrease from the prior year balance.

The Treasurer's Office is reimbursed dollar for dollar by the member districts for its expenses.

General (Distributive) Fund Budgetary Highlights

The Treasurer's final budget for the General (Distributive) Fund anticipated an equal amount of revenues and expenditures. The actual results were consistent with the budget; the General (Distributive) Fund had an equal amount of revenues and expenditures.

Actual revenues and expenditures were above the budgeted amount by \$12,088 due primarily to the Treasurer contracting to use a pricing service to help track the Treasurer's investments, which was not included in the budget.

Factors Bearing on the Treasurer's Future

At the time these financial statements were prepared and audited, the Treasurer was not aware of any circumstances that may significantly affect its financial position in the future.

**Maine Township School Treasurer
Management's Discussion and Analysis
For the Year Ended June 30, 2009**

Requests for Information

This financial report is designed to provide the Treasurer's member district's with a general overview of the Treasurer's finances and to demonstrate the Treasurer's accountability for the money it receives. If you have questions about this report, or need additional financial information, contact Mr. Thomas Ahlbeck at:

Maine Township School Treasurer
1665 Elk Boulevard
Des Plaines, Illinois 60016

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MAINE TOWNSHIP SCHOOL TREASURER
STATEMENT OF NET ASSETS
JUNE 30, 2009

	GOVERNMENTAL ACTIVITIES (DISTRIBUTIVE) FUND
<hr/>	
Assets	
Cash	\$ 12,183
Accounts receivable	<u>21,389</u>
Total assets	<u>\$ 33,572</u>
Liabilities	
Accrued salaries	\$ <u>3,515</u>
Total liabilities	<u>3,515</u>
Net assets	
Unrestricted	<u>30,057</u>
Total net assets	<u>\$ 30,057</u>

See Notes to Basic Financial Statements

MAINE TOWNSHIP SCHOOL TREASURER

STATEMENT OF ACTIVITIES

FOR THE YEAR ENDED JUNE 30, 2009

		NET (EXPENSES) REVENUE AND CHANGES IN NET ASSETS	
		PROGRAM REVENUES	
FUNCTIONS / PROGRAMS	EXPENSES	CHARGES FOR SERVICES	GOVERNMENTAL ACTIVITIES
Governmental activities			
Treasurer's Office Services	\$ 220,026	\$ 216,519	\$ (3,507)
	Change in net assets		(3,507)
	Net Assets July 1, 2008		33,564
	Net Assets June 30, 2009		\$ 30,057

See Notes to Basic Financial Statements

MAINE TOWNSHIP SCHOOL TREASURER
GOVERNMENTAL FUND
BALANCE SHEET
JUNE 30, 2009
WITH COMPARATIVE TOTALS FOR JUNE 30, 2008

	GENERAL (DISTRIBUTIVE) FUND	
	2009	2008
Assets		
Cash	\$ 12,183	\$ 24,331
Accounts receivable	<u>21,389</u>	<u>17,914</u>
Total assets	<u>\$ 33,572</u>	<u>\$ 42,245</u>
Liabilities and fund balance		
Accrued salaries	\$ 3,515	\$ 12,188
Total liabilities	<u>3,515</u>	<u>12,188</u>
Fund balance		
Unrestricted	<u>30,057</u>	<u>30,057</u>
Total fund balance	<u>30,057</u>	<u>30,057</u>
Total liabilities and fund balance	<u>\$ 33,572</u>	<u>\$ 42,245</u>

See Notes to Basic Financial Statements

MAINE TOWNSHIP SCHOOL TREASURER
GOVERNMENTAL FUND
 STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 FOR THE YEAR ENDED JUNE 30, 2009
 WITH COMPARATIVE ACTUAL AMOUNTS FOR JUNE 30, 2008

	GENERAL (DISTRIBUTIVE) FUND	
	2009 ACTUAL	2008 ACTUAL
Revenues		
Reimbursement of Treasurer's Office expenses from:		
School district payments	\$ 216,519	\$ 172,014
Total revenues	<u>216,519</u>	<u>172,014</u>
Expenditures		
Treasurer's salary	38,552	36,420
Staff salaries	89,874	80,327
Group insurance	2,391	2,360
Illinois Municipal Retirement Fund	6,507	5,521
Payroll service	902	944
Payroll taxes	9,835	8,153
Workmen's comp and liability insurance	6,000	5,626
Audit fees	12,650	8,090
Bank financial reports	-	711
Bond pricing service	16,252	-
Computer services	7,560	7,200
Dues and subscriptions	4,035	969
Office expenses	167	-
Meetings and seminars	150	2,390
Postage	350	350
Portfolio analysis	3,890	3,410
Rent and utilities	8,710	8,340
Telephone	1,000	1,000
Treasurer's bond	7,436	-
Travel and parking	79	41
Miscellaneous	<u>179</u>	<u>162</u>
Total expenditures	<u>216,519</u>	<u>172,014</u>
Change in fund balance	-	-
Fund balance, beginning of year	<u>30,057</u>	<u>30,057</u>
Fund balance, end of year	<u>30,057</u>	<u>\$ 30,057</u>
The net effect of various miscellaneous transactions involving capital assets is to decrease net assets		
Depreciation on capital assets	<u>(3,507)</u>	
Change in net assets	<u>\$ (3,507)</u>	

See Notes to Basic Financial Statements

MAINE TOWNSHIP SCHOOL TREASURER
AGENCY FUND
STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES
JUNE 30, 2009

AGENCY
FUND

Assets

Cash and investments \$ 274,717,612

Liabilities

Liabilities,

Due to the participating school districts \$ 274,717,612

See Notes to Basic Financial Statements

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MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Maine Township School Treasurer (the "Treasurer") oversees the treasury functions of School Districts No. 34, 62, 63, 64, 207 and the North Cook Intermediate Service Center (the "Participating Districts") through the activities of the assistant school treasurer at each participating district. In this capacity, funds are received by the Treasurer from various sources and distributed to the Participating Districts on a current basis to meet operating needs. Excess funds are invested by the Treasurer with District approval.

Reporting Entity

Accounting principles generally accepted in the United States of America require that the financial statements of the reporting entity include: (1) the primary government, (2) organizations for which the primary government is financially accountable, and (3) other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete. The criteria have been considered and there are no agencies or entities which should be presented with the Treasurer. Using the same criteria, the Treasurer is not included as a component unit of any other governmental entity.

A legally separate, tax exempt organization should be reported as a component unit of a reporting entity if all of the following criteria are met: (1) the economic resources received or held by the separate organization are entirely or almost entirely for the direct benefit of the primary government, its component units, or its constituents; (2) the primary government is entitled to, or has the ability to otherwise access, a majority of the economic resources received or held by the separate organization; (3) the economic resources received or held by an individual organization that the specific primary government, or its component units, is entitled to, or has the ability to otherwise access, are significant to that primary government. Blended component units, although legally separate entities, are, in substance, part of the government's operations and are reported with similar funds of the primary government. Each discretely presented component unit is reported in a separate column in the government-wide financial statements to emphasize that it is legally separate from the primary government. This report does not contain any component units.

Basis of Presentation

Government-wide Financial Statements

The government-wide financial statements (i.e., the statement of net assets and the statement of activities) report information on all of the non-fiduciary activities of the Treasurer. All of the Treasurer's operating activities are considered "governmental activities". The Treasurer has no operating activities that would be considered "business activities".

The statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable with a specific function. Program revenues include charges to customers or applicants who purchase, use or directly benefit from goods, services or privileges provided by a given function.

MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2009

Governmental Funds Financial Statements

Governmental funds financial statements are organized and operated on the basis of funds and are used to account for the Treasurer's general governmental activities. Fund accounting segregates funds according to their intended purpose, and is used to aid management in demonstrating compliance with finance-related legal and contractual provisions. A fund is an independent fiscal and accounting entity with a self-balancing set of accounts that comprise its assets, liabilities, reserves, fund balance, revenues and expenditures. The minimum number of funds is maintained consistent with legal and managerial requirements.

Separate financial statements are provided for all governmental funds and fiduciary funds; the fiduciary funds are excluded from the government-wide financial statements.

Measurement Focus and Basis of Accounting

The government-wide financial statements are reported using the economic resources measurement focus, while the fiduciary fund statements do not have a measurement focus. The government-wide financial statements and the fiduciary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue when all eligibility requirements have been met.

Governmental fund financial statements are reported using the flow of current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized when they are both "measurable and available". "Measurable" means that the amount of the transaction can be determined, and "available" means collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Treasurer considers all revenues available if they are collected within 60 days after year-end. Expenditures are recorded when the related fund liability is incurred. However, expenditures for unmatured principal and interest on general long-term debt are recognized when due; and certain compensated absences, claims and judgments are recognized when the obligations are expected to be liquidated with expendable available financial resources.

Major Governmental Fund

The General (Distributive) Fund is the general operating fund of the Treasurer. It is used to account for all revenues and expenditures relating to operations of the Treasurer's office.

Fiduciary Fund Types

Fiduciary Funds - account for assets held by the Treasurer in a trustee capacity or as an agent for individuals, private organizations, other governments or other funds.

The Agency Fund is a fiduciary fund, custodial in nature. It is used to account for investments maintained by the Treasurer, in a trustee capacity, for the benefit of the Participating Districts.

MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2009

All Financial Statements

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenditures/expenses during the reporting period. Actual results could differ from those estimates.

Assets, Liabilities and Net Assets or Equity

Accounts Receivable

Receivables consist of billings sent to member districts that have not yet been collected. They are expected to be collected within one year.

Capital Assets

Capital assets have been acquired for general governmental purposes. At the time of purchase, assets are recorded at cost. Depreciation of capital assets is provided using the straight-line method over 7 years.

Investments

Investments are stated at fair value based on published reports of such value. Changes in fair value of investments are recorded as investment income.

Equity Classifications

Equity is classified as net assets and displayed in three components:

Invested in capital assets, net of related debt - Consists of capital assets including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets less than any unspent debt proceeds.

Restricted net assets - Consists of net assets with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments or, 2) law through constitutional provisions or enabling legislation.

Unrestricted net assets - All other net assets that do not meet the definition of "restricted" or "invested in capital assets, net of related debt."

When both restricted and unrestricted resources are available for use, it is the Treasurer's policy to use restricted resources first, and then unrestricted resources as they are needed.

MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2009

Comparative Data

Comparative totals for the prior year have been presented in selected sections of the accompanying financial statements to provide an understanding of the changes in the Treasurer's financial position and operations.

NOTE 2 – DEPOSITS AND INVESTMENTS

The Maine Township School Treasurer is the legal custodian of all Participating Districts' cash and investments. State statutes authorize the Treasurer to invest in obligations of the U.S. Treasury, certain highly-rated commercial paper, corporate bonds, repurchase agreements, and money market mutual funds registered under the Investment Company Act of 1940, with certain restrictions.

The Treasurer combines the Participating Districts' funds. Accounting records are maintained to separate the common cash and investment accounts by individual school district and by fund within the districts. Cash deposits, investments and underlying collateral are held in the name of the Treasurer.

At June 30, 2009, the Treasurer's cash and investments consisted of the following:

	<i>Entity-wide</i>	<i>Fiduciary</i>	<i>Total</i>
Cash and investments	\$ 12,183	\$ 274,717,612	\$ 274,729,795
Total	\$ 12,183	\$ 274,717,612	\$ 274,729,795

For disclosure purposes, this amount is segregated into two components: 1) deposits with financial institutions, which include amounts held in demand accounts, savings accounts and non-negotiable certificates of deposit; and 2) other investments, which consist of all investments other than certificates of deposit, as follows:

	<i>Cash and Investments</i>
Deposits with financial institutions	\$ 95,921,782
Other investments	178,808,013
Total	\$ 274,729,795

At June 30, 2009, other investments consisted of the following:

<i>Investment Type</i>	<i>Fair Value</i>	<i>% of Portfolio</i>	<i>Weighted Average Maturity (Years)</i>
Federal Home Loan Mortgage Corporation (FHLMC)	\$ 19,538,620	10.93%	0.18
Federal Home Loan Bank (FHLB)	131,980,202	73.81%	1.62
Federal Farm Credit Bureau (FFCB)	26,373,540	14.75%	0.52
Money Markets	914,464	0.51%	0.00
Illinois School District Liquid Asset Fund (ISDLAF)	6	0.00%	0.00
Illinois School District Liquid Asset Fund MAX (ISDMAX)	1,181	0.00%	0.00
Total	\$ 178,808,013	100%	2.32
Portfolio weighted average maturity			

MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2009

Interest Rate Risk. The Treasurer's investment policy seeks to ensure preservation of capital in the Treasurer's overall portfolio. Return on investment is of secondary importance to safety of principal and liquidity. The policy does not limit investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. However, the policy requires the Treasurer's investment portfolio to be sufficiently liquid to enable both the Treasurer and the participating districts to meet all operating requirements as they come due.

Credit Risk. State law limits investments in commercial paper, corporate bonds and mutual funds to the top two ratings issued by nationally recognized rating organizations (NRSRO's). The Treasurer's investment policy further allows investments in the following:

- > Bonds, notes, certificates of indebtedness, treasury bills, or other securities guaranteed by the full faith and credit of the United States of America.
- > Bonds, notes, debentures, or other similar obligations of the United States of America or its agencies.
- > Interest bearing savings accounts, certificates of deposit, or time deposits constituting direct obligations of any bank insured by the Federal Deposit Insurance Corp.
- > Collateralized repurchase agreements which conform to the requirements of section 2(g) or 2(h) of the Illinois Public Funds Investment Act.
- > Short-term discount obligations of the Federal National Mortgage Association.
- > Short-term obligations of corporations (commercial paper) organized in the United States of America with assets exceeding \$500,000,000 and the highest rating classification of at least one standard service.
- > Illinois Public Treasurer's Investment Pool.

As of June 30, 2009, all the Treasurer's investments exposed to credit risk had either "AAA" or "A-1+" ratings by Standard & Poor's.

The Illinois School District Liquid Asset Fund Plus (ISDLAF+) and Illinois School District Liquid Asset Fund MAX (ISDMAX) are not-for-profit investment trusts formed pursuant to the Illinois Municipal Code and managed by a Board of Trustees elected from participating members. Neither is registered with the SEC as an investment company. Investments are each rated AAAM and are valued at share price, which is the price for which the investment could be sold.

Concentration of Credit Risk. The Treasurer's policy states that it shall diversify its investments to the best of its ability based upon the type of funds invested, available institutions to invest in, and the cash flow needs of those funds. Diversification can be by type of investment, number of institutions invested in, and length of maturity. The Treasurer's Investment Policy limits investment in commercial paper to 33% of the Treasurer's total portfolio.

Custodial Credit Risk - Deposits

With respect to deposits, custodial credit risk refers to the risk that, in the event of a bank failure, the Treasurer's deposits may not be returned to it. The Treasurer's investment policy states that funds will only be maintained in financial institutions that are members of the Federal Deposit Insurance Corporation. Collateralizing all funds in excess of FDIC or insurable limits is desirable, but collateral is not required. At June 30, 2009, the bank balance of the Treasurer's deposits with financial institutions totaled \$104,800,545; of this amount, \$1,054,297 was uncollateralized and uninsured.

MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2009

Custodial Credit Risk – Investments

With respect to investments, custodial credit risk is the risk that, in the event of the failure of the counterparty, the government will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The District's investment policy does not require investments to be collateralized.

NOTE 3 – CAPITAL ASSETS

Activity in the capital assets for the Treasurer for the year ended June 30, 2009, was as follows:

	<i>Balance</i> <i>July 1, 2008</i>		<i>Additions</i>		<i>Retirements</i>		<i>Balance</i> <i>June 30, 2009</i>
Furniture and fixtures	\$ 8,452	\$	-	\$	8,452	\$	-
Accumulated depreciation	(4,945)		-		(4,945)		-
Net capital assets	\$ 3,507	\$	-	\$	3,507	\$	-

Depreciation expense was recognized entirely within the Treasurer's Office Services functional expenses.

NOTE 4 – RISK MANAGEMENT

The Treasurer is exposed to various risks of loss related to employee health benefits; workers' compensation claims; theft of, damage to, and destruction of assets; and natural disasters. The Treasurer has purchased insurance from private insurance companies for general liability, workers' compensation and other coverages not included below. Premiums have been recorded as expenditures in the appropriate funds. There have been no significant reductions in insurance coverage from coverage in the prior years. Settled claims resulting from these risks have not exceeded insurance coverage in any of the past three years.

NOTE 5 – RETIREMENT FUND COMMITMENTS

The Treasurer's defined benefit pension plan, Illinois Municipal Retirement Fund (IMRF), provides retirement, disability, annual cost of living adjustments and death benefits to plan members and beneficiaries. IMRF acts as a common investment and administrative agent for local governments and school Treasurers in Illinois. The Illinois Pension Code establishes the benefit provisions of the plan that can only be amended by the Illinois General Assembly.

IMRF issues a financial report that includes financial statements and required supplementary information. The report may be obtained at www.imrf.org/pubs/pubs_homepage.htm or by writing to the Illinois Municipal Retirement Fund, 2211 York Road, Suite 500, Oak Brook, Illinois 60523.

MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO BASIC FINANCIAL STATEMENTS
JUNE 30, 2009

Employees participating in IMRF are required to contribute 4.50 percent of their annual covered salary. The member rate is established by state statute. The Treasurer is required to contribute at an actuarially determined rate. The employer rate for calendar year 2008 was 9.18 percent of payroll. The employer contribution requirements are established and may be amended by the IMRF Board of Trustees. IMRF's unfunded actuarial accrued liability is being amortized as a level percentage of projected payroll on a closed basis (overfunded liability amortized on an open basis). The remaining amortization period at December 31, 2008 was 24 years.

For December 31, 2008, December 31, 2007 and December 31, 2006, the Treasurer's annual pension cost of \$11,017, \$814 and \$9,843, respectively, was equal to the Treasurer's required and actual contributions. The required contribution was determined as part of the December 31, 2006 actuarial valuation using the entry age actuarial cost method. The actuarial assumptions included (a) 7.50% investment rate of return (net of administrative expenses), (b) projected salary increases of 4.00% a year, attributable to inflation, (c) additional projected salary increases ranging from 0.4% to 11.6% per year depending on age and service, attributable to seniority/merit, and (d) post retirement benefit increases of 3% annually. The actuarial value of IMRF assets was determined using techniques that smooth the effects of short-term volatility in the market value of investments over a five-year period with a 20% corridor. The assumptions used for the 2008 actuarial valuation were based on the 2005-2007 experience study.

As of December 31, 2008, the most recent actuarial valuation date, the Regular plan was 78.67 percent funded. The actuarial accrued liability for benefits was \$380,766 and the actuarial value of assets was \$299,546 resulting in an underfunded actuarial accrued liability (UAAL) of \$81,220. The covered payroll (annual payroll of active employees covered by the plan) was \$120,017 and since the plan is overfunded, there is no ratio of the UAAL to the covered payroll.

The schedule of funding progress, presented as RSI following the notes to the financial statements, presents multiyear trend information about whether the actuarial value of plan assets is increasing or decreasing over time relative to the actuarial accrued liability for benefits.

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MAINE TOWNSHIP SCHOOL TREASURER
ILLINOIS MUNICIPAL RETIREMENT FUND
SCHEDULE OF EMPLOYER'S CONTRIBUTIONS AND ANALYSIS OF FUNDING PROGRESS
JUNE 30, 2009

Actuarial Valuation Date	Annual Pension Cost (APC)	Percentage of APC Contributed	Net Pension Obligation
12/31/08	\$ 11,017	100%	\$ -
12/31/07	814	100%	-
12/31/06	9,843	100%	-
12/31/05	6,850	100%	-
12/31/04	7,734	100%	-
12/31/03	6,603	100%	-

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) Entry Age (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ((b-a)/c)
12/31/08	\$ 299,546	\$ 380,766	\$ 81,220	78.67%	\$ 120,017	67.67%
12/31/07	307,896	271,719	(36,177)	113.31%	90,455	0.00%
12/31/06	276,788	284,922	8,134	97.15%	104,045	7.82%
12/31/05	241,128	187,853	(53,275)	128.36%	74,859	0.00%
12/31/04	214,703	231,712	17,009	92.66%	100,967	16.85%
12/31/03	196,977	206,824	9,847	95.24%	84,871	11.60%

***Digest of Changes**

The actuarial assumptions used to determine the actuarial accrued liability for 2008 are based on the 2005-2007 Experience Study.

MAINE TOWNSHIP SCHOOL TREASURER

GENERAL (DISTRIBUTIVE) FUND

SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL

FOR THE YEAR ENDED JUNE 30, 2009

WITH COMPARATIVE TOTALS FOR JUNE 30, 2008

	BUDGET	2009 ACTUAL	2008 ACTUAL
Revenues			
Reimbursement of Treasurer's Office expenses from:			
School district payments	\$ 204,431	\$ 216,519	\$ 172,014
Total revenues	<u>204,431</u>	<u>216,519</u>	<u>172,014</u>
Expenditures			
Treasurer's salary	38,105	38,552	36,420
Staff salaries	92,000	89,874	80,327
Group insurance	2,366	2,391	2,360
Illinois Municipal Retirement Fund	10,830	6,507	5,521
Payroll service	1,200	902	944
Payroll taxes	9,035	9,835	8,153
Workmen's comp and liability insurance	6,000	6,000	5,626
Audit fees	12,650	12,650	8,090
Bank financial reports	-	-	711
Bond pricing service	-	16,252	-
Computer services	7,560	7,560	7,200
Dues and subscriptions	3,100	4,035	969
Office expenses	-	167	-
Legal fees	250	-	-
Meetings and seminars	300	150	2,390
Postage	350	350	350
Portfolio analysis	3,720	3,890	3,410
Rent and utilities	8,710	8,710	8,340
Repairs and maintenance	500	-	-
Telephone	1,000	1,000	1,000
Treasurer's bond	6,355	7,436	-
Travel and parking	100	79	41
Miscellaneous	<u>300</u>	<u>179</u>	<u>162</u>
Total expenditures	<u>204,431</u>	<u>216,519</u>	<u>172,014</u>
Change in fund balance	<u>\$ -</u>	-	-
Fund balance, beginning of year		<u>30,057</u>	<u>30,057</u>
Fund balance, end of year		<u>\$ 30,057</u>	<u>\$ 30,057</u>

MAINE TOWNSHIP SCHOOL TREASURER
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION
JUNE 30, 2009

Budgetary Data

Budgeted amounts for the Governmental Funds are adopted on the modified accrual basis, which is consistent with accounting principles generally accepted in the United States of America.

The Board of Trustees follows these procedures in establishing the budgetary data reflected in the general purpose financial statements:

1. The Treasurer submits to the Board of Trustees a proposed operating budget for the fiscal year commencing July 1. The operating budget includes proposed expenditures and the means of financing them.
2. Formal budgetary integration is employed as a management control device during the year for all governmental funds.
3. All budget appropriations lapse at the end of the fiscal year.
4. The budget amounts shown in the financial statements are as originally adopted because there were no amendments during the past fiscal year.

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MAINE TOWNSHIP SCHOOL TREASURER
SCHEDULE OF AMOUNTS PLACED ON
DEPOSIT FOR PARTICIPATING SCHOOL DISTRICTS
JUNE 30, 2009

2009

**SCHOOL
DISTRICT
NUMBER**

North Cook Intermediate Service Center	\$ 2,230,246
34	36,545,394
62	60,984,383
63	27,249,524
64	29,982,740
207	<u>117,725,325</u>
 Total	 <u>\$ 274,717,612</u>

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MAINE TOWNSHIP SCHOOL TREASURER
SCHEDULE OF INVESTMENT INCOME OF MEMBER DISTRICTS
JUNE 30, 2009

	AVERAGE CASH & INVESTMENT BALANCE	2009 INTEREST EARNED	RATE OF RETURN
SCHOOL DISTRICT NUMBER			
North Cook Intermediate Service Center	\$ 2,264,326	\$ 49,064	2.17%
34	38,989,979	1,197,910	3.07%
62	55,080,057	1,703,411	3.09%
63	30,644,674	1,015,019	3.31%
64	27,566,321	719,114	2.61%
207	<u>117,920,646</u>	<u>4,359,648</u>	<u>3.70%</u>
Total	<u>\$ 272,466,003</u>	<u>\$ 9,044,166</u>	<u>3.32%</u>

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MAINE TOWNSHIP SCHOOL TREASURER
SCHEDULE OF REVENUES, EXPENDITURES, AND
CHANGES IN FUND BALANCES OF MEMBER DISTRICTS (UNAUDITED)
FOR THE YEAR ENDED JUNE 30, 2009

	Total	#34	#62	#63
Revenues				
Local sources	\$ 327,510,169	\$ 52,587,164	\$ 62,321,521	\$ 35,069,068
State sources	59,378,570	9,440,472	11,893,753	8,492,463
Federal sources	15,291,642	2,825,213	3,542,255	3,468,984
Total revenues	402,180,381	64,852,849	77,757,529	47,030,515
Expenditures				
Payroll expenditures	266,543,369	41,101,586	46,709,002	27,009,363
General expenditures	117,503,984	22,219,455	18,846,520	19,518,050
Interest expense	3,642,769	1,001,854	45,108	942,391
Principal retired	13,819,457	2,512,966	235,000	2,926,493
Total expenditures	401,509,579	66,835,861	65,835,630	50,396,297
Excess (deficiency) of revenues over expenditures	670,802	(1,983,012)	11,921,899	(3,365,782)
Other financing sources (uses)				
Other financing sources (uses)	-	-	-	81,463
Change in fund balance	670,802	(1,983,012)	11,921,899	(3,284,319)
Fund balance, beginning of year	257,581,752	37,409,577	50,303,752	31,489,903
Fund balance, end of year	\$ 258,252,554	\$ 35,426,565	\$ 62,225,651	\$ 28,205,584

#64	#207	North Cook ISC
\$ 64,288,266	\$ 113,242,921	\$ 1,229
9,097,556	19,856,890	597,436
<u>1,447,037</u>	<u>3,347,505</u>	<u>660,648</u>
<u>74,832,859</u>	<u>136,447,316</u>	<u>1,259,313</u>
43,873,232	107,687,285	162,901
17,754,156	38,055,144	1,110,659
1,091,214	562,202	-
<u>3,299,998</u>	<u>4,845,000</u>	<u>-</u>
<u>66,018,600</u>	<u>151,149,631</u>	<u>1,273,560</u>
8,814,259	(14,702,315)	(14,247)
<u>49,727</u>	<u>4,357,251</u>	<u>-</u>
8,863,986	(10,345,064)	(14,247)
<u>21,058,799</u>	<u>117,273,277</u>	<u>46,445</u>
<u>\$ 29,922,785</u>	<u>\$ 106,928,213</u>	<u>\$ 32,198</u>

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MAINE TOWNSHIP SCHOOL TREASURER

**COMMUNICATIONS FROM AUDITOR TO
MANAGEMENT AND THE BOARD OF
TRUSTEES**

(Including Memorandum on Accounting
Procedures,
Internal Controls and Other Matters)
June 30, 2009

MAINE TOWNSHIP SCHOOL TREASURER

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Baker Tilly Virchow Krause, LLP
1301 W 22nd St, Ste 400
Oak Brook, IL 60523-3389
tel 630 990 3131
fax 630 990 0039
bakertilly.com

January 25, 2010

To the Governing Body
Maine Township School Treasurer
1665 Elk Boulevard
Des Plaines, IL 60016

Thank you for using Baker Tilly Virchow Krause, LLP as your auditor. There are current auditing standards that are intended to provide enhanced communication to you as the people charged with governing. Specifically, we are required to communicate certain things during the planning and completion phases of the audit. The following items are presented to you for your consideration. You do not need to take any action on this letter unless you wish to contact us with relevant information as noted later in this document.

Since this letter and the items in it are a new communication to you as the governing body, you may have questions on what it means, or wish to provide other feedback. We welcome the opportunity to hear from you. Please contact John Rossi (your Baker Tilly engagement partner) at 630 645 6209 or email at john.rossi@bakertilly.com. We look forward to hearing from you.

Sincerely,

BAKER TILLY VIRCHOW KRAUSE, LLP

John Rossi, CPA, Partner

REQUIRED COMMUNICATION TO THOSE CHARGED WITH GOVERNANCE

The objective of a financial statement audit is the expression of an opinion on the financial statements. We conducted the audit in accordance with auditing standards generally accepted in the United States of America. These standards require that we plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements prepared by management with your oversight are free of material misstatement, whether caused by error or fraud. Our audit included examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements, assessing accounting principles used and significant estimates made by management, and evaluating the overall financial statement presentation. Our audit does not relieve management or (those charged with governance) of their responsibilities.

As part of the audit we obtained an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing and extent of further audit procedures. The audit was not designed to provide assurance on internal control or to identify deficiencies in internal control.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we performed tests of the Treasurer's compliance with certain provisions of laws, regulations, contracts, and grants. However, the objective of our tests was not to provide an opinion on compliance with such provisions.

OTHER INFORMATION IN DOCUMENTS CONTAINING AUDITED FINANCIAL STATEMENTS

Our responsibility does not extend beyond the audited financial statements identified in this report. We do not have any obligation to and have not performed any procedures to corroborate other information contained in client prepared documents, such as official statements related to debt issues.

PLANNED SCOPE AND TIMING OF THE AUDIT

We performed the audit according to the planned scope and timing previously communicated to you in our letter about planning matters.

QUALITATIVE ASPECTS OF THE ENTITY'S SIGNIFICANT ACCOUNTING PRACTICES***Accounting Policies***

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the District are described in Note 1 to the financial statements. We noted no transactions entered into by the District during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you of, or transactions for which there is a lack of authoritative guidance or consensus.

REQUIRED COMMUNICATION TO THOSE CHARGED WITH GOVERNANCE (cont.)

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We are not aware of any particularly sensitive accounting estimates utilized by management in its financial statement process.

Financial Statement Disclosures

The disclosures in the financial statements are neutral, consistent, and clear.

DIFFICULTIES ENCOUNTERED IN PERFORMING THE AUDIT

We encountered no significant difficulties in dealing with management in performing our audit.

AUDIT ADJUSTMENTS

Professional standards require us to accumulate all known and likely misstatement identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the District's financial reporting process. Matters underlying adjustments proposed by the auditor could potentially cause future financial statements to be materially misstated.

We made all necessary conversion entries to prepare the entity-wide Statement of Net Assets. These entries are summarized on the Reconciliation of the Governmental Funds Balance Sheet to the Statement of Net Assets and the Reconciliation of the Governmental Funds Statement of Revenues, Expenditures and Changes in Fund Balances to the Statement of Activities, both of which are included within the District's Basic Financial Statements.

There were proposed adjustments, which collectively, were immaterial to the Treasurer's financial statements and as such, were not adjusted. These entries have been furnished to management and are included at the end of Appendix A.

DISAGREEMENTS WITH MANAGEMENT

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

CONSULTATIONS WITH OTHER INDEPENDENT ACCOUNTANTS

In some cases, management may decide to consult with other accountants about auditing and accounting matters. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditors' opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

REQUIRED COMMUNICATION TO THOSE CHARGED WITH GOVERNANCE (cont.)

MANAGEMENT REPRESENTATIONS

We have requested certain representations from management that are included in the management representation letter.

INDEPENDENCE

We are not aware of any relationships between Baker Tilly Virchow Krause, LLP and the District that, in our professional judgment, may reasonably be thought to bear on our independence.

Relating to our audit of the financial statements of for the year ended June 30, 2008, Baker Tilly Virchow Krause, LLP hereby confirms in accordance with the Code of Professional Conduct issued by the American Institute of Certified Public Accountants, that we are, in our professional judgment, independent with respect to the District and provided no services to the District other than the audit of the current year's financial statements and the following:

- > Financial statement preparation
- > Adjusting journal entries
- > Compiled regulatory reports

OTHER AUDIT FINDINGS OR ISSUES

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

INFORMATIONAL POINTS

GASB No. 45: Post Employment Benefits

Of the total benefits offered by employers to attract and retain qualified employees, some benefits, including salaries and active-employee healthcare, are taken while the employees are in active service (i.e. still working); whereas other benefits are taken after the employees' services have ended. Nevertheless, both types of benefits constitute compensation for employee services.

In addition to pensions, many entities provide other postemployment benefits (OPEB) as part of the total compensation offered to attract and retain the services of these qualified employees. OPEB includes postemployment healthcare, as well as other forms of postemployment benefits (for example, life insurance) when provided separately from a pension plan.

In current practice, most OPEB plans are financed on a pay-as-you-go basis. Financial statements generally do not report the financial effects of OPEB until the promised benefits are paid. As a result, current financial reporting requirements generally fail to:

- > Recognize the cost of benefits in periods when the related services are received by the employer.
- > Provide information about the actuarial accrued liabilities for promised benefits associated with past services and whether and to what extent those benefits have been funded.
- > Provide information useful in assessing potential demands on the employer's future cash flows.

GASB No. 45 improves the relevance and usefulness of financial reporting by (a) requiring systematic, accrual-basis measurement and recognition of OPEB cost (expense) over a period that approximates employees' years of service and (b) providing information about actuarial accrued liabilities associated with OPEB and whether and to what extent progress is being made in funding the plan.

You may need to begin measuring the true annual cost and year end liability for OPEB beginning with the June 30, 2010 reporting year. The actual details of these standards and the financial reporting requirements are quite complex. Please feel free to discuss the impact of GASB No. 45 with your audit Partner.

GASB No. 51: ACCOUNTING AND FINANCIAL REPORTING FOR INTANGIBLE ASSETS

Governments possess many different types of assets that may be considered intangible assets, including easements, water rights, timber rights, patents, trademarks, and computer software.

Statement No. 51 requires that all intangible assets be classified as capital assets (except for some that are specifically excluded). Accordingly, existing authoritative guidance related to the accounting and financial reporting for capital assets should be applied to these intangible assets, as applicable.

That means that you should treat costs incurred for intangible assets the same as you would treat costs incurred for other capital assets like a truck or building. Intangible assets will be written off over their useful life (using amortization).

Fortunately, the new rules do not apply retroactively for your government. Instead, you will need to start reporting newly acquired intangible assets starting with your year ending June 30, 2010. We can assist you with the details of the accounting aspects of this requirement at the appropriate time.

MAINE TOWNSHIP SCHOOL TREASURER

Township 41 North, Range 12
1665 Elk Boulevard • Des Plaines, Illinois 60016-4776
Tel: 847/824-4000 • Fax: 847/824-4012

TRUSTEES:
Robert Goerne
Russ Ho
Dennis P. Van Mieghem

TREASURER:
Thomas H. Ahlbeck

**SCHOOL
DISTRICTS:**
34 - Glenview
62 - Des Plaines

63 - East Maine
64 - Park Ridge
207 - Maine Township
High Schools

January 25, 2010

Baker Tilly Virchow Krause, LLP
1301 W. 22nd Street, Suite 400
Oak Brook, Illinois 60523

We are providing this letter in connection with your audit of the financial statements of Maine Township School Treasurer as of June 30, 2009 and for the year then ended for the purpose of expressing opinions as to whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Maine Township School Treasurer and the respective changes in financial position, in conformity with U.S. generally accepted accounting principles. We confirm that we are responsible for the fair presentation of the previously mentioned financial statements in conformity with U.S. generally accepted accounting principles. We are also responsible for adopting sound accounting policies, establishing and maintaining effective internal control, and preventing and detecting fraud. We confirm, to the best of our knowledge and belief, as of January 25, 2010, the following representations made to you during your audit.

- 1) The financial statements referred to above are fairly presented in conformity with U.S. generally accepted accounting principles and include all properly classified funds and other financial information of the primary government required by generally accepted accounting principles to be included in the financial reporting entity.
- 2) We have made available to you all—
 - a) Financial records and related data.
 - b) Minutes of the meetings of the Maine Township School Treasurer Board of Trustees or summaries of actions of recent meetings for which minutes have not yet been prepared.
- 3) There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
- 4) There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.

5) We believe the effects of the uncorrected financial statement misstatements summarized in the attached schedule are immaterial, both individually and in the aggregate, to the basic financial statements taken as a whole. In addition, you have recommended adjusting journal entries, and we are in agreement with those adjustments.

6) We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.

7) We have no knowledge of any fraud or suspected fraud affecting the entity involving:

- a) Management,
- b) Employees who have significant roles in internal control, or
- c) Others where the fraud could have a material effect on the financial statements.

8) We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, analysts, regulators, or others.

9) Maine Township School Treasurer has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or equity.

10) The following, if any, have been properly recorded or disclosed in the financial statements:

- a) Related party transactions, including revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
- b) Guarantees, whether written or oral, under which Maine Township School Treasurer is contingently liable.
- c) All accounting estimates, (including fair value measurements), that could be material to the financial statements, including the key factors and significant assumptions underlying those estimates and measurements. We believe the estimates and measurements are reasonable in the circumstances, consistently applied, and adequately disclosed.

11) We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts, including legal and contractual provisions for reporting specific activities in separate funds.

12) There are no—

- a) Violations or possible violations of budget ordinances, laws and regulations (including those pertaining to adopting, approving, and amending budgets), provisions of contracts and grant agreements, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.

b) We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with Financial Accounting Standards Board (FASB) Statement No. 5, and we have not consulted a lawyer concerning litigation, claims, or assessments.

c) Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by FASB Statement No. 5.

d) Reservations or designation of fund equity that were not properly authorized and approved.

13) Maine Township School Treasurer has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

14) Maine Township School Treasurer has complied with all aspects of contractual agreements that would have a material effect on the financial statements in the event of noncompliance.

15) The financial statements properly classify all funds and activities.

16) All funds that meet the quantitative criteria in GASB Statement Nos. 34 and 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.

17) Net asset components (invested in capital assets, net of related debt; restricted; and unrestricted) and fund balance reserves and designations are properly classified and, if applicable, approved.

18) Provisions for uncollectible receivables have been properly identified and recorded.

19) Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.

20) Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.

21) Deposits and investment securities are properly classified as to risk.

22) Capital assets are properly capitalized, reported, and, if applicable, depreciated.

23) Required supplementary information (RSI) is measured and presented within prescribed guidelines.

24) In regards to the nonattest services performed by you listed below, we have 1) made all management decisions and performed all management functions; 2) designated an individual with suitable skill, knowledge, or experience to oversee the services; 3) evaluated the adequacy and results of the services performed, and 4) accepted responsibility for the results of the services.

- a. Financial statement preparation
- b. Adjusting journal entries
- c. Trial balance formatting from general ledger data

25) We have a process to track the status of audit findings and recommendations.

26) We have identified to you any previous financial audits, attestation engagements, performance audits, or other studies related to the objectives of this audit being undertaken and the corrective actions taken to address significant findings and recommendations.

To the best of our knowledge and belief, no events, including instances of noncompliance, have occurred subsequent to the balance sheet date and through the date of this letter that would require adjustment to or disclosure in the aforementioned financial statements.

Signed: Thomas H. Alliech

Title: Treasurer

Date: JANUARY 26, 2010

MAINE TOWNSHIP SCHOOL TREASURER
SUMMARY OF PROPOSED ADJUSTING JOURNAL ENTRIES

JUNE 30, 2009


	Financial Statements Effect - Increase (Decrease) to Financial Statement Total		
	<u>Total Assets</u>	<u>Total Liabilities</u>	<u>Excess of Rev. over Expend.</u>
Governmental Activities	<u>2,562</u>	<u>-</u>	<u>2,562</u>

Elementary School District 64
Park Ridge-Niles, Illinois

MEMO

DATE: March 8, 2010

TO: Board of Education

FROM: Betty Lattanzio, Purchasing Manager 

SUBJECT: **DIRECT PURCHASE OF NATURAL GAS**

Our current one-year contract with Constellation New Energy (CNE) for the procurement and management of natural gas expires on March 31 2010.

Last year we recommended a **managed program** rather than a fixed rate because the gas market had become too volatile, causing gas spikes and unstable prices, which has the potential for a significant financial loss. Because we remained diversified on a managed program, we were able to purchase a portion of our usage at a "fixed" low rate (for winter storage), with our remaining usage purchased at market rates. This strategy allowed us to maintain our flexibility should prices drop further, while mitigating exposure if the market moved higher over the next year. As a result, we realized a savings of \$18,000 for the 2009-2010 peak heating season.

Due to the on-going volatility of the market, suppliers recommend, and we agree, that we stay on a diversified **managed program** and continue utilizing our storage bank.

The District has conducted a Request for Proposal (RFP) for natural gas for the 2010-2011 heating season. An RFP was sent to nine suppliers with six proposals received. Attached is a recap of the proposals received.

As you can see, Vanguard Energy came in with the lowest proposed rate. By accepting Vanguard's contract, the District will save more than \$7,000.00 annually on index pricing as compared to our current supplier.

We are recommending that the Board of Education award this contract to Vanguard Energy for a period of two years, beginning April 1, 2010 through March 31, 2012.

COMMUNITY CONS. SCHOOL DIST. 64
Request for Proposals
PURCHASE OF NATURAL GAS

March 1, 2010

Supplier	INDEXED PRICING*				FIXED PRICING*					Projected Annual Fixed Cost
	+/- NGI	+/- NYMEX	Additional Fees	Total Price NGI	Total Price NYMEX	Fixed Price	Swing Volume	Deficiency Volume	Additional Fees	Total Price
Constellation	0.012	0.024	0	0.012	0.024	0.605	0.008	0	0	0.605
Vanguard Energy	0.0035	0.0035	0	0.0035	0.0035	0.583	0	0	0	0.583
Nicor Enerchange	0.0018	0.0146	0.0028	0.0046	0.02	0.595	0	0	0.0028	0.6
MidAmerican Energy	0.02	0.005	0	0.02	0.005	0.623	0.01	0.01	0	0.623
IEC	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Santana Energy	0.03	n/a	0	0.03	n/a	0.688	0.01	0.01	0	0.688
										259,236
										249,809
										257,093
										266,949
										n/a
										294,800

* Pricing is based on the financial markets daily settlement price at close of markets on Monday, February 22, 2010 and are stated on a per therm basis to deliver gas to the Chicago City Gate.

Exelon Energy non-responsive bidder
Chevron Energy non-responsive bidder
Northern Ill. Gas non-responsive bidder

Elementary School District 64
Park Ridge-Niles, Illinois

MEMO

DATE : March 8, 2010

TO : Board of Education

FROM : Betty Lattanzio – Purchasing Manager *BL*
Rebecca Allard – Business Manager

SUBJECT : **DISTRICT 64 FOOD SERVICE PROGRAM UPDATE**

On December 14, 2009 we reported to the Board on the transition of Arbor Management, the District's new food service provider.

At that time Arbor provided us with a comprehensive report identifying their goals and initiatives to improve the middle school food service program.

We are pleased to report that Arbor has met 100% of their goals, in addition to implementing many exciting, new changes. Some of those changes include:

1. Improved food quality.
2. More nutritional information posted where students can see it.
3. More variety.
4. Improved layout of serving lines
5. Added signage, including nutritional information, next to foods being served.
6. Expanded and improved the fresh fruit, veggie, and salad bars.

Food sales for the month of February have increased by 17% when compared to December and January. Arbor Management has made a commitment to District 64 to constantly review the middle school lunch program to ensure that the program is of the highest quality.

SCHOOLSEARCH™

DEDICATED TO HELPING FAMILIES FIND THE BEST SCHOOLS FOR THEIR CHILDREN – SINCE 1991.

RECEIVED

February 19, 2010

FEB 22 2010

Dr Sally Pryor, Superintendent
Park Ridge CCSD 64
164 S Prospect Ave
Park Ridge, IL 60068

BOARD OF EDUCATION
DISTRICT 64

Dear Dr Sally Pryor,

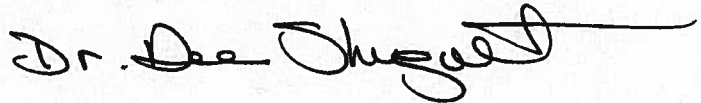
Congratulations to you & your fine school district for earning the SchoolSearch™ 2010 Bright Red Apple™ Award for educational excellence! SchoolSearch™ chose your school district as one of only 83 Illinois School Districts (out of 869 school districts) to honor with the 2010 Bright Red Apple™ Award. **The award is based on five key factors: Academic Performance, Pupil/Teacher Ratio, Expenditure Per Pupil, Educational Level of Teachers, and Average Teacher Salary. Your school district is strong in all five family-favored areas!**

SchoolSearch™ is an educational research & consulting firm that publishes rankings of school systems. SchoolSearch™ works with major companies by providing their relocating families school information. ***The award criteria are based on the primary areas of concern for most relocating families.*** SchoolSearch™ is dedicated to helping families make informed school choices. While statistical factors are informative, SchoolSearch™ encourages families to visit schools of interest to them.

All school districts in Illinois are considered for the award & the award criteria are based on ***objective factors*** – on which all districts are judged fairly (2009 IL report card data source).

Enclosed is certification of your SchoolSearch™ 2010 Bright Red Apple™ Award of excellence. Let us know if you are in need of additional certificates for building principals. You may view & print the award recipient list & press release from our web site at www.schoolsearchrankings.com. ***Congratulations & best wishes to you & your fine school district for striving to provide your students with an outstanding educational environmental!***

Sincerely,



Dee Shugart, Ph.D.
President

Enclosures

Minutes of Green Team Meeting
February 16, 2010

The District 64 Green Team met on February 16, 2010 at 3:15 p.m. at the Hendee ESC. Those in attendance included: Julie Voigt, Roy Jensen, Jean Costigan, Kendra Griffin, Cheryl Niziolek, Cathy Murges, Debbie Graziano, Maureen Borowski, Katie Kelly, Maura Mitchell, Kristen Graack, David Herman, Ray Ochromowicz, Karen Heick and Sally Pryor.

1. Park Board. Commissioner Dave Herman, Executive Director Ray Ochromowicz and Mike Wagner from the Park Ridge Park District joined District 64's Green Team to present information on Green initiatives, accomplishments, and ways that District 64 and the Park District can work together to involve the community in supporting Green efforts. Members from the Green Team agreed that it would be important for both bodies to share information. There was also a suggestion that representatives from District 64 and the Park District attend one another's meetings. Parents on the District 64 committee made specific suggestions to the Park District including identifying projects that families could participate in, asking for suggestions on classes to offer and providing opportunities for community members to suggest scheduling time options and topics, beginning programs for preschoolers and partnering with the library. Ray Ochromowicz suggested that school representatives contact Jenny Clauson (847-692-3570) at the Park District with ideas for how individual schools could work more closely with the Park District on Green Initiatives. Members of the District Green Team were invited to attend the Park District's Task Force focused on Green Initiatives. These meetings are held on the third Thursday of each month from 6:15 to 7:15 p.m. at Maine Park, 2701 Sibley.
2. Updates from Roy Jensen, Director of Buildings and Grounds.
 - a. Concerns about Abitibi recycling at Lincoln – Roy contacted Abitibi; there are no concerns about the bin being removed from Lincoln.
 - b. Recycling bins for classrooms – Roy has ordered a significant number of bins for classrooms. These bins have been delivered to the warehouse and will be delivered to the schools. The superintendent thanked Cathy Murges and Roy Jensen for moving this important effort forward.
3. Report on Plans for Earth Day T- Shirts.

After some discussion the Green Team agreed with the recommendations of Debbie Graziano to have t-shirts purchased through Summit Specialtees. The t-shirts will include the logo presented at the meeting with the phrase "Buy a Tee, Plant a Tree" on the top and "District 64 is Growing Green" at the bottom front of the t-shirt.

Roy Jensen reported that he has worked with Lurvey Landscape Supply and Garden Center. They will charge \$200 to plant each of the trees purchased by the District for a total of \$1,600. The goal will be to plant the

trees close to Arbor Day (April 30). Roy will contact the principals with information on possible selections as well as locations for the trees.

The Green Team agreed on a timeline for the ordering and delivering of t-shirts.

- Information in the Take Homes in March.
- Kendra Griffin will make posters to be distributed to each school regarding the sales.
- All t-shirts must be ordered online through Rev-Trak.
- The final due date to order t-shirts will be March 18.
- We anticipate t-shirts will be delivered to the warehouse on April 6.
- Kendra Griffin will coordinate work to sort the t-shirts by size and school and have the t-shirts delivered to the school by April 9.
- Students will receive t-shirts ordered no later than April 16 in order to have the t-shirts to wear to the April 17 Park Ridge Earth Day celebration, the April 22 District 64 Earth Day celebration, and the April 30 Arbor Day celebration.

The committee agreed to order an extra 10% (by size category) to have extra t-shirts available.

Cheryl Niziolek said she would talk to Bernadette Tramm about ways to publicize the t-shirt sale to the Jefferson Preschool population.

4. Plans for District 64 Participation in Earth Day Celebration.

Debbie Graziano discussed her suggestions for some type of craft activity involving reusing materials at the District 64 table at the Park Ridge Earth Day celebration. Other suggestions were brought forward. The Green Team agreed to discuss this project in greater detail at it's March meeting.

5. Other Items.

Karen Heick distributed packets for each school on the Nike Recycling project.

6. Establish Next Meeting Date.

The next meeting of the District 64 Green Team is scheduled for **Monday, March 8, 2010 at 4:00 p.m. at the Hendee ESC.**

A copy of the agenda for that meeting is attached.

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

Minutes of the Community Finance Committee
held at 7:00 p.m. February 18, 2010
Raymond E. Hendee Educational Service Center
164 S. Prospect Ave., Park Ridge, IL 60068

Superintendent Sally Pryor called the meeting to order at 7:02 p.m. Also present were Board of Education members Sharon Lawson and Eric Uhlig; CFC members: Kent Bergren, Jeff Bork, Craig Elderkin, Craig Harter, Jun Lim, Paul Sheehan, Renate Stolzer and Linda Williger; Business Manager Becky Allard; and, Public Information Coordinator Bernadette Tramm.

It was noted that CFC members Leanne Barry, Jerry Kenney and Mike Calahan were unable to attend, but were expected to continue their involvement; Eileen Kelliher also was interested in doing project-specific work and Dr. Vicki Mogil would be available to brief the alumni fund-raising study group.

Dr. Pryor thanked everyone for their continuing work on the CFC and stressed the importance of the committee's contributions in helping District 64 maintain a high level of community involvement and transparency in its financial operations.

Upon motion of Mr. Elderkin and second of Mr. Bergren the minutes of the previous meeting of May 6, 2009 were approved unanimously approved.

District 64 Financial Projections

Ms. Allard reviewed financial projections prepared by StratPlan, a financial consulting firm. Although new to District 64, the firm has done forecasting and budgeting projects for other local school districts. Ms. Allard reviewed the financial projections in detail and provided copies for interested CFC members to take home and review in depth. The report had been presented to the Board of Education at a Committee of the Whole meeting on February 8. The purpose is to provide another independent review of the District's finances.

In reviewing the report, Ms. Allard noted the biggest difference in this report is the 2.7% Consumer Price Index (CPI) for 2009, which differs from the estimates used in either her own projections from September 2009 and the CFC's November 2009 projections updated by the Financial Structure study group. She pointed out the CPI charts in the study, and noted that this difference provides an additional \$2.6 million in revenue. Ms. Allard also pointed out the four "cases" presented in the StratPlan projections: base case, which takes current operations and moves them forward; a strategic staffing model that includes \$500,000 per year for five years to support educational improvements; a stagnation case that shows much lower growth in revenues for the base case; and, a rapid recovery model that shows a higher rate of growth in revenues for the base case. The report analyzes the fund balance at the close of each fiscal year in relation to the District's policy of having four months (120 days) or 33% of annual operating expenditures on hand. In all but the stagnation case, the District would meet the fund balance goal through 2016-17, which would fulfill a referendum goal of not

returning to taxpayers for 10 years for additional resources. Ms. Allard noted that the report concludes, and she concurs, that the District's actual performance would be a blend of these four cases. She stated that the financial projections would be updated regularly to reflect new information, typically when annual budgets are adopted and when the levy rate CPI is known.

Ten-Year Fund Balance Outlook and Recommendations

Mr. Elderkin reported on the follow up from the CFC projections prepared by the Financial Structure study group, which had been presented to the Board of Education in November. He reviewed the genesis of the CFC's fund balance model developed in 2006 for the Board prior to its decision to seek a referendum. This year, the CFC analysis focused on alternate CPI forecasts and the impacts of either very low or very high CPI. The study group analysis also looked at salary formulas, different rates of expenses in non-salary categories such as transportation, and the impact of a decline in the value of new property. He distributed an extract from the study showing the fund balance over time for the different scenarios. Mr. Elderkin stated the study group had concluded it was a good time to make recommendations for further review to the Board that may not yield financial results for 3-5 years. He noted that the StratPlan forecast confirms the "chronic structural imbalance" that eventually impacts all tax-capped school districts. He suggested that one CFC project this year would be to do a side-by-side analysis of the CFC model and StratPlan. In both cases, District 64 is in great shape financially now and for several years going forward.

He then described six recommendations presented to the Board as possible areas for CFC and administration to study. He noted the Board and administration are reviewing the proposal and the Board would give direction to CFC at an upcoming meeting on which items to proceed on for the coming year.

Maine Township School Treasurer Analysis and Recommendations

Ms. Stolzer reported on her research into the Maine Township School Treasurer (MTST), which she completed as part of her work on a new Education Finance Fact Book chapter on investment policy. She also reviewed District 64's investment policy, the MTST's investment policy and financial reporting control document, relevant sections of the Illinois School Code and the Public Funds Investment Act. She distributed a written report that outlined several observations and offered recommendations. She noted that although the township school treasurer structure was created by the Illinois General Assembly to provide independent checks and balances on the management of public school funds, District 64 nonetheless needs to have a thorough understanding of the nature and effectiveness of controls that the MTST implements to safeguard the funds entrusted to it.

During the discussion, it was agreed that the timing is good to make this investment process more transparent for the community. It was noted that the Township Treasurer's work is important because of the high sums entrusted for investment and the potential to benefit from interest income on that investment. Ms. Allard noted that she is one of three new school district business managers within the township, and that the group have been working with the Township Treasurer to reassess the information coming from his office and to make sure his reporting is satisfactory based on the District's investment policy. She noted that the managers are working to clarify where

the responsibility lies for each of the procedural tasks outlined in the policy. Ms. Stolzer reported that although District 64 is limited to the type of investments that can be made, there are very few investment guidelines regarding risk tolerances and exposure limits. Further discussion included questions about the impact of pooling of District 64 investment funds with funds from other districts, size of certificates of deposit, procedures for laddering of investments for cash flow needs, paper trail of transactions, and FDIC insurance of investments.

Ms. Allard stated that she and the other township business managers would continue to work with the Township Treasurer on these questions in coming months. She stated that she would request a copy of his bond to make sure he is bonded, and reported that she is able to review transactions daily in bank accounts managed by the Treasurer. Ms. Allard also has a copy of the audit of the MTST from the last fiscal year.

Dr. Pryor thanked Ms. Stolzer for her report and noted that great progress had been made in understanding investment policy and the working of the Township Treasurer. Ms. Stolzer will send the Fact Book copy to the District so it can be readied for the on line Fact Book.

Expense Trend Update

Mr. Bergren distributed a written report from the Spend Management study group. He stated that \$36.4 million of spend data including more than 12,500 line items and 989 unique suppliers from fiscal year 2008-09 had been added to the group's expense model, which now has five years of data. About 25% of the total expenses are reviewed by the CFC or about \$7.8 million. He stated the study group now needed to decide what aspects to analyze more carefully and review with Ms. Allard. Discussion included questions about various line items, including energy and transportation.

Alternative Revenue Sources

Messrs. Harter and Lim are exploring alternative revenue sources identified for further review in the CFC's December recommendations to the Board. Mr. Lim distributed a report on his analysis of leasing space at District 64 schools for cell phone towers and reviewed the potential revenue as well as current legal and health concerns. Following discussion, it was agreed that other local taxing bodies might find this a worthwhile option, but that District 64 schools would not provide an appropriate venue. Dr Pryor stated that this is consistent with a previous Board decision several years ago when the District was approached previously with such a proposal.

Mr. Harter then reported on his research into advertising revenue and sponsorships. He noted that high schools and colleges customarily have sought sponsorship for sports teams, scoreboards or uniforms, but that this would not be available for elementary and middle schools. He has talked with Dr. Ken Wallace, superintendent of Maine Township High School District 207, who stated that the district in the past had been approached about roof advertising due to the proximity to O'Hare Airport. Mr. Harter stated this might be something to look into; other avenues would be the traditional ones, such as playground equipment or sports equipment. Mr. Harter also suggested that offering naming rights on classrooms within buildings might yield some revenue. He also had talked with four districts outside Illinois who had hired an outside consultant to help them with sponsorship; the results had been good because of this

person's expertise. Mr. Elderkin noted that if you were a sponsor looking to place something at schools, you wouldn't find many opportunities so the market must not be there. Ms. Allard noted that some have looked at selling advertising space on school buses.

Based on these reports, Mr. Elderkin concluded that it was worthwhile to have studied these areas so they can be checked off the list. He noted that a fourth area – alumni giving – seems like the most likely source of new revenue; a study group will begin looking into that idea shortly.

Projects for Remainder of 2009-10

The status of projects and volunteers were summarized:

- Alumni giving – Ms. Williger, Mr. Kenney and Ms. Berry have volunteered. Mr. Harter also will join the group.
- Spend management, including feedback from discussion of Mr. Bergren's report – Messrs. Bergren and Sheehan, and perhaps one more person will carry forward.
- Property tax environment (from CFC project ideas to the Board) – Mr. Elderkin will monitor.
- Comparison of CFC model to StratPlan model (also from CFC list) – Messrs. Lim, Calahan and Elderkin will review.
- Transportation cost statistics – Ms. Allard requested assistance in preparing information, since regular bus service will be bid next fall for the 2011-12 school year. Ms. Stolzer offered to assist.
- Maine Township Treasurer – Mr. Bork offered to assist with this continuing study, since he has an investment background. Ms. Allard noted that she has asked the Treasurer to extend an invitation via the district superintendents to attend the Maine Township trustees meeting.

Other projects suggested by CFC will await final direction from the Board later this spring.

Discussing the availability of other current CFC members, Dr. Pryor said Dave Govertsen is on leave, but Andy Duerkop is back and may be able to assist. Ms. Allard said she has an intern through the spring who could work on projects. Dr. Pryor said it would be possible to announce to District 64 staff again that there are opportunities to get involved. She also noted that Strategic Plan Action Team members might be interested in staying involved by moving to CFC, now that their work is completed.

Mr. Elderkin said he will report back to the CFC on the Board's final direction regarding projects and will be responsible for touching base with everyone regarding current opportunities.

Next Meeting

The next full CFC meeting will be held on Thursday, April 15 at 7:00 p.m. at ESC.

Dr. Pryor adjourned the meeting at 8:37 p.m.

Minutes submitted by Bernadette Tramm

**PARK RIDGE-NILES SCHOOL DISTRICT 64
TRAFFIC SAFETY COMMITTEE**

Minutes of the meeting
held at 4:00 p.m. Tuesday, March 2, 2010
Carpenter School, 300 N. Hamlin Ave., Park Ridge, IL 60068

Attendees:

Superintendent Sally Pryor
Cmdr. Lou Jogmen, Park Ridge Police (Traffic)
Sgt. Tom Davis, Niles Police
Roy Jensen, Director of Buildings & Grounds
Bernadette Tramm, Public Information Coordinator
JoAnn Fletcher, Carpenter School Principal
Kathy Jozwiak, Carpenter School PTO
Courtney Pytlarz, Carpenter School staff
Katie Kelly, Field School Assistant Principal
Marvin Bornschlegl, Field School PTO
Jane Everett, Field School staff
Dan Walsh, Franklin School Principal
Dan Ophus, Washington School Assistant Principal
Andy Petrolina, Roosevelt School Assistant Principal
Jodie Fabian, Roosevelt School PTO
Vicki Mogil, Emerson Middle School Principal
Michelle Betthausen, Emerson Middle School PTO

Dr. Pryor called the meeting to order at 4:06 p.m. She thanked everyone for their continuing efforts to keep safety at the forefront around schools and in the community.

City of Park Ridge Police Report

■ **Student Patrol Safety Award**

Cmdr. Jogmen confirmed that the Police Chief Frank Kaminski will recognize Carpenter grade 5 student Jacob Vowell at the March 15 City Council meeting at 7:30 p.m. A member of the school's safety patrol, Vowell pulled a kindergartner heading into a crosswalk back to safety on the morning of February 2 when a car failed to stop at the corner. He praised the student safety patrol at Carpenter and other District 64 schools for their training and dedication. Principal Fletcher also commended teacher Harley Tom for his leadership of the school safety patrol.

■ **Proposed Safety Budget Reductions**

Cmdr. Jogmen announced that a reduction of four traffic police officers plus several other police employees will be included in a proposed budget reduction sought by the City of Park Ridge for 2010-11. This obviously would directly impact the department's ability to continue the current level of traffic safety services now provided around schools. The Council will be reviewing the budget proposals this spring.

In addition, Cmdr. Jogmen said that reductions would have to be proposed for the crossing guard program. The guard locations are currently being reviewed and prioritized. Guards closest to the schools or where costs are being shared most likely would be cut first; guards along dangerous, high traffic routes or further from the schools most likely would be kept. A final recommendation on which guards to cut has not been made.

ACTION: Cmdr. Jogmen will contact Dr. Pryor when a final list for reductions is being proposed, so that District 64 can determine whether it is possible to seek alternate funding for any of the dropped locations.

Village of Niles Police Report

Sgt. Davis reported that there are no plans to cut any crossing guards. He noted that police had done extra monitoring along Greendale Ave. and had written several citations. He has not been contacted further about the Jefferson pick-up parking.

Clarification of Crisis Communication

Dr. Pryor asked police to clarify the police procedures for notifying schools if a lockdown is requested or to notify of potential problems in the area.

- Sgt. Davis said that any time an incident occurs near a school that might affect safety the police would call the principal or would send a car to the school. He reported that police did not feel a lockdown was needed during an incident in the area last month. Police arrived in response to a 9-1-1 call that a "man was down" in the street. On arrival, the officer assessed the scene and determined that it was a domestic situation and that there was no further threat. Therefore, police felt there was no need to direct a lockdown at Emerson or Jefferson.
- Cmdr. Jogmen said an incident had occurred last fall near Franklin School when police had requested a lockdown there. He noted that it is a judgment call based on the information known at the time and whether the incident has an impact outside the immediate area.

ACTION: During a lockdown, both officers encouraged schools to call for an update to know if the lockdown can be removed or at least an assessment of when the situation might be remediated. Please use their direct cell phone numbers or call the station and ask to speak directly to a supervisor; the desk person is not authorized to give out more detailed instructions.

Dr. Pryor thanked both Park Ridge and Niles police for their outstanding cooperation and care they take in looking out for the safety of students and staff at our schools.

School Reports

■ **Carpenter**

Dr. Fletcher thanked police for support with enforcing parking restrictions, crosswalks and various driving rules. She stated the PTO is fully in support of these efforts, and she now even has parents bringing license plate numbers to her to be sent to police on the blog for follow up. Dr. Pryor also commended Carpenter for the excellent training of its student patrols as evidenced by the recent event.

■ **Field**

Assistant Principal Kelly said the school always appreciates the extra police presence whenever it's available. She noted police had happened to be on the scene for a recent fender-bender and handled the situation smoothly.

■ **Franklin**

Principal Walsh thanked police for ongoing efforts and specifically for police response to several recent requests via the blog. He said parents parked across the street continue to call to their students to cross unsafely in the middle of the road; this is an

ongoing problem that needs to be continually addressed. He reported the No U-Turn sign was missing from the front of the school along Manor Lane.

ACTION: Cmdr. Jogmen will forward the request for a replacement No U-Turn sign to City Engineer Sarah Mitchell.

▪ **Roosevelt**

Assistant Principal Petrolina said the situation was generally good. Ms. Fabian inquired about how police determine whether a driver makes a complete stop at a stop sign. Cmdr. Jogmen stated it is up to the officer to determine if the vehicle has fully stopped, which is defined as complete cessation of the wheels so that the car is not moving. He said the circuit court frequently dismisses a ticket for a stop sign violation unless the vehicle is traveling over 15-20 mph.

ACTION: Cmdr. Jogmen noted the stop sign at the intersection of Albion Ave. and Prospect Ave. for the afternoon pick-up for additional enforcement monitoring.

Several schools reported difficulties with keeping parents from parking in the staff parking lot at dismissal time. Others reported parents parking in front of driveways.

ACTION: Cmdr. Jogmen said officers on foot or bike are the best way to speak to drivers who are blocking drives; the arrival of better weather will allow them to monitor the situation more closely in this way. School administrators should also continue to monitor the situation, and to remind parents via the newsletters. All schools will continue to use orange cones to blockade staff parking areas, and to get them in place as quickly as possible before dismissal.

▪ **Washington**

Assistant Principal Ophus thanked police for ongoing efforts and for responding to blog messages. He recounted an incident that had occurred today where a student had not arrived home on time. The child was found after the school had begun calling other families, but it prompted a discussion of when police should be asked for help.

ACTION: Schools are to contact police immediately if a student is reported as not arriving home from school. Police would rather schools be extra cautious, rather than risking a delay while the school initiates its usual search procedure before calling the police. The police will send out an officer to begin an investigation promptly; the request can always be cancelled if the student is found. Police do not consider this a nuisance.

▪ **Emerson**

Principal Mogil reported that snow removal has been much better this year; Mr. Jensen stated that an extra person had been added to the District's crew.

▪ **Lincoln**

No report.

Successes-Concerns

▪ **Carpenter School requests**

Ms. Jozwiak reported that a parent had contacted the City requesting a stop sign at Hamlin Ave. and Cedar St.; a sign also was requested at Cherry St. and Rose Ave. In addition, she noted that the corner of Broadway Ave. and Cherry St. has what looks like a crosswalk drawn on the cement, but there's no signage and no patrol person there; it is unsafe for students to cross in this condition.

ACTION: Cmdr. Jogmen said he would forward this information to City Engineer Mitchell. He related that the City frequently receives requests for new stop signs; studies are done to follow up and accident data are collected. However, few meet the thresholds set by the National Highway Traffic Safety Administration and therefore are not usually added. Usually, the City may try to remediate by other means, such as increased enforcement or loan of radar speed devices to local residents.

▪ **Lincoln School crossing**

Ms. Fabian noted that in the absence of crossing guards, students are not crossing at intersections but rather entering streets wherever they want along Lincoln Ave. and Crescent Ave. at dismissal time. Cmdr. Jogmen said this appears to be more of a school administration issue in terms of announcing and enforcing procedures. Emerson Principal Mogil said they had had success with preventing students from crossing Oakton St. because students usually do perceive it as a dangerous, four-lane road. Emerson also has consequences for students seen to be violating these safety rules.

ACTION: Dr. Pryor will contact Lincoln School to forward concerns about students not using designated crosswalks at dismissal time and enforcing the policy with school consequences.

Next Meeting

The next meeting will be held on Tuesday, April 13 at 4:00 p.m. at the Learning Resource Center of Franklin School, 2401 Manor Lane, Park Ridge.

ACTION: Please inform Dr. Pryor of topics to be added to the agenda.

The meeting was adjourned at 4:42 p.m.

Minutes submitted by Bernadette Tramm