

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

**Board of Education Agenda  
Monday, April 26, 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 26, 2010**

## TIME

## APPENDIX

6:00 p.m.	<b>Meeting of the Board Convenes</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Introductions</li> <li>• Opening Remarks from President of the Board</li> </ul>	
6:00 p.m.	<ul style="list-style-type: none"> <li>• <b>Board Recesses and Adjourns to a Committee of the Whole: Strategic Plan</b></li> </ul>	
7:30 p.m.	<ul style="list-style-type: none"> <li>• <b>Board Adjourns from Committee of the Whole: Strategic Plan and Resumes Regular Meeting</b></li> </ul>	
7:30-7:35 p.m.	<ul style="list-style-type: none"> <li>• <b>Public Comments</b></li> </ul>	
7:35-7:40 p.m.	<ul style="list-style-type: none"> <li>• <b>Appointment of Coordinator of Extended Day and Pre-School Services</b></li> </ul>	A-1
	-- Superintendent	
7:40-7:45 p.m.	<ul style="list-style-type: none"> <li>• <b>"2010 School District Financial Profile" - Criteria</b></li> </ul>	A-2
	-- Superintendent	
7:45-7:55 p.m.	<ul style="list-style-type: none"> <li>• <b>Present Recommendation on Strategic Plan</b></li> </ul>	A-3
	-- Superintendent	
7:55-8:00 p.m.	<ul style="list-style-type: none"> <li>• <b>Appointment of Director of Technology</b></li> </ul>	A-4
	-- Superintendent	
	<b>Action Item 10-04-11</b>	
8:00-8:10 p.m.	<ul style="list-style-type: none"> <li>• <b>Recommendation of Instructional Materials for Writing 1<sup>st</sup>-5<sup>th</sup></b></li> </ul>	A-5
	-- Assistant Superintendent for Student Learning	
8:10-8:15 p.m.	<ul style="list-style-type: none"> <li>• <b>TIF Payment Proposal</b></li> </ul>	A-6
	-- Superintendent	
8:15-8:20 p.m.	<ul style="list-style-type: none"> <li>• <b>Consent Agenda</b></li> </ul>	
	-- Board President	
	<b>Action Item 10-04-12</b>	A-7

- Personnel Report
- Bills
- Approval of Recommendations Regarding C of C Identification and Meeting the Needs of High Achieving Students
- Approval of Student Fees
- Resolution #1050 of Signing Authority Sale of Sun Life – Canada Stock
- Resolution #1051 - Approval of Corporate Procurement Card
- Acceptance of Donation Check
- Acceptance of Earth Day Donation
- Destruction of Audio Closed Minutes

8:20-8:25 p.m.      • **Approval of Minutes**      **Action Item 10-04-13**      **A-8**  
 -- Board President

- Open Minutes of April 5, 2010
- Closed Minutes of April 5, 2010
- Committees of the Whole: Superintendent Search minutes of April 8, 2010
- Open Minutes of April 19, 2010

8:25-8:30 p.m.      • **Other Items of Information**      **A-9**  
 -- Superintendent

- Upcoming Agenda
- Memoranda of Information
  - Plan for Studies on Administrative Staffing Model & Special Education Costs
  - Bid for P.E. Uniforms
  - Summary of the March 31, 2010 Township Treasurer Meeting
  - INSPRA Distinguished Service Award to Dr. Sally Pryor
- Minutes of Board Committees
  - Traffic Safety Minutes of April 13, 2010
  - Community Finance Committee Minutes of April 15, 2010

8:30 p.m.      • **Adjournment**

**Next Regular Meeting:      Monday, May 10, 2010 – 7:30 p.m.**  
 Roosevelt Elementary School - LRC  
 1001 S. Fairview Avenue  
 Park Ridge, IL 60068

#### May 10

- Committee of the Whole: Finance (Quarterly Financial Report)
- Approval of Instructional Materials for Writing 1<sup>st</sup> – 5<sup>th</sup>
- Approval of District 64 Strategic Plan • 1<sup>st</sup> Reading of Policy Issue 71, February 2010 and Policy 1:30
- Update on Green Team Accomplishments
- Approval of Implementation Schedule and Budget for the Strategic Plan 2010-11

#### May 24

- Committee of the Whole: Finance (Board Reviews Draft of the 2010-11 Tentative Budget)
- Recognition of Student Awards      • Approval of Final Calendar for 2009-10
- Recognition of Tenure Teachers      • Approval of Policy Issue 71, February 2010 and Policy 1:30
- ELF Grant Awards      • Approval of Summer Paint Project Bid

#### June 14, 2010

- Committee of the Whole: Finance (Board Reviews Draft of the 2010-11 Tentative Budget)
- First Reading of Policy 8:25      • 2010-2011 P.E. Supply Purchase (Memo of Information)
- Judith L. Snow Awards      • Bid for Xeroxgraphic Paper

#### June 28, 2010

- Board Adopts 2010-11 Tentative Budget
- Board Places Tentative Budget on Public Display for 30 days Prior to Public Hearing and Final Budget Adoption      • Custodial Supply Bid 2010-2011 (Memo of Information)
- Approval of Policy 8:25      • Bid for Printer Ink Cartridges 2010-2011 (Memo of Information)
- Resolution for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution for Transfer of Interest Funds from Debt Service Fund to Educational Fund
- Resolution for Prevailing Wage

#### TBD

- Background Information on Employee Wellness (Memo of Information)
- Appointment of Carpenter Elementary Principal
- Committee of the Whole: Wellness
- Approval of Staff Development Wednesday Calendar

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

**Appointment of Coordinator of Extended Day and Pre-School Services**

**ACTION ITEM 10-04-10**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Leslye Lapping as the new Coordinator of Extended Day and Pre-School Services beginning July 1, 2010 through June 30, 2011.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:



# 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

March 29, 2010

RECEIVED

APR 09 2010

BOARD OF EDUCATION  
DISTRICT 64

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

Dear Dr Sally Pryor,

As you are aware, the 2010 School District Financial Profile, based on the 2009 school year financial data, places your school district within the Financial Recognition range. This is the highest category obtainable for the School District Financial Profile. Given the economic difficulties school districts are facing, the State Board realizes this is a significant accomplishment.

A certificate has been enclosed documenting your district's excellence in finance. Please share your designation and Certificate of Recognition with your school board and staff.

In the future, we may be asking for volunteers to serve as mentors to school districts in financial difficulty. It is my hope that you will share your knowledge, so that together, we may address the financial crisis education is facing in Illinois.

If you have questions or comments regarding the School District Financial Profile, please contact Christine Kolaz at (217) 785-8779.

Congratulations again on a job well done!

Sincerely,

A handwritten signature in black ink that reads "Christopher Koch".

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

Enclosure

As you are aware, the 2010 School District Financial Profile, based on the 2009 school year financial data was calculated two different ways this year due to delays in the receipt of the mandated categorical payments.

The first calculation is the standard calculation using the four key indicators: Fund Balance to Revenue Ratio, Expenditure to Revenue Ratio, Days Cash on Hand, and Percentage of Short-Term and Long-Term Borrowing Ability Remaining.

The second calculation was revised to add delayed payments to the districts' fund balances, revenue, and cash. Thus, for cash basis districts, the Fund Balance to Revenue Ratio, Expenditure to Revenue Ratio, and Days Cash on Hand indicators were adjusted. For accrual or modified accrual district's the Days Cash on Hand indicator was adjusted.

Your 2010 Financial Profile results are as follows:

Park Ridge CCSD 64

<u>Score before Inclusion of Payment</u>	<u>Designation</u>	<u>Score with Inclusion of Payment</u>	<u>Designation</u>
4	Recognition	4	Recognition

**Illinois State Board of Education**

**Certificate of Financial Recognition**

*is hereby granted to*

***PARK RIDGE COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64***

*According to the 2010 Illinois State Board of Education School District Financial Profile,  
based on the 2009 School Year financial data.*

*Christoph Koch*

State Superintendent of Education

- [Property Tax Levy Process](#)
- [Operating Fund Balance Policy](#)
- [Student Fees](#)
- [ISBE Profile](#)
- [Staff Payroll](#)
- [Employee Health Benefits](#)
- [Staff and Administration](#)
- [Class Size Guidelines](#)

[Frequently Asked Questions](#)

## ISBE Profile

### Illinois State Board of Education Financial Profile

District 64 recently announced that the Illinois State Board of Education (ISBE) had awarded the District with a Financial Recognition designation based on that organization's financial profile methodology. This is the third year that the District has achieved the top designation.

Since this version of the ISBE financial profile is relatively new, community members have basic questions:

- What is a financial profile system and what does it mean?
- How have we been doing over time?
- In which areas are we weakest? Strongest?

The State Board of Education has been monitoring the financial conditions of school districts since the 1980's. The overarching goal of the financial profile is to objectively assess the financial health of all school districts in order for the public to gain better understanding of where their districts rank in comparison to others.

There are four ISBE financial profile designations listed in increasing order of risk and concern:

- **Financial Recognition** -- highest category of financial strength, requiring little or no review by ISBE. Score 3.54 – 4.00.
- **Financial Review** -- ISBE will monitor for potential downward trends. Score 3.08 – 3.53.
- **Financial Early Warning** -- ISBE will monitor closely and offer proactive technical assistance. Score 2.62 – 3.07.
- **Financial Watch** -- greatest risk – district will be closely monitored by ISBE with the offer of technical assistance including, but not limited to, financial projections, cash flow analysis, budgeting, personnel inventories, and enrollment projections. Score 1.00 – 2.61.

A district in the latter two categories could be reviewed by the ISBE to determine whether it requires a Financial Oversight Panel.

District 64 earned the highest category under the current profile methodology for the first time in 2007 following the Park Ridge-Niles voters' decision to suspend the Property Tax Extension Limitation Law (PTELL or the "tax cap") for two years in order to restore our financial health.

Year	2002	2003	2004	2005	2006	2007	2008	2009
Profile Designation	Financial Early Warning	Financial Review	Financial Watch	Financial Early Warning	Financial Review	Financial Recognition	Financial Recognition	Financial Recognition
Profile Score (Out of 4.00)	3.00	3.10	2.30	2.75	3.45	3.55	3.90	4.00

Each district's profile is calculated through a process of benchmarking five financial indicators, briefly described below. For further detail, click [here](#).

1. **Fund Balance to Revenue Ratio:** indicates the overall financial strength of the district. 35% of the Profile Score.
2. **Expenditure to Revenue Ratio:** identifies how much a district spent for each



dollar it received. 35% of the Profile Score.

3. **Days Cash on Hand:** provides a projected estimate of the number of days a district could meet operating expenses if no additional revenues were received. 10% of the Profile Score.
4. **Percent of Short-Term Borrowing Maximum Remaining:** reflects the remaining short-term debt extension available to the district, and accounts for 10% of the Profile Score.
5. **Percent of Long-Term Debt Margin Remaining:** percentage of the district's debt limit not already used, and accounts for 10% of the Profile Score.

The greatest contributing factors resulting in the Financial Recognition designation were the significant increases in the Fund Balance to Revenue Ratio and the Expenditure to Revenue Ratio, both due to the funds raised by the Working Cash Bond in 2005 and the successful referendum in 2007.

Since 2002, the District scored at or near the maximum for items 4 and 5, suggesting that the District's ability to borrow has always been considered a strong suit.

The Board of Education uses the ISBE Financial Profile as one measure of its financial performance. It provides a "snapshot" of the District's financial condition at one point in time as assessed on a set of indicators selected by the State. Therefore, it has limited use in helping the Board monitor ongoing progress toward achieving the specific financial goals it has set for the District, such as maintaining an Operating Fund balance of 33% or four months of operating expenses.

For further discussion and information, please visit:

- Detailed Summary of ISBE Financial Profile Evaluation and Weighting System
- Further information and comparative analysis can be found at the Illinois State Board of Education's site.

*Last update: April 2010*

- [Property Tax Levy Process](#)
- [Operating Fund Balance Policy](#)
- [Student Fees](#)
- [ISBE Profile](#)
- [Staff Payroll](#)
- [Employee Health Benefits](#)
- [Staff and Administration](#)
- [Class Size Guidelines](#)

[Frequently Asked Questions](#)

## Detailed Summary of ISBE Financial Profile Evaluation and Weighting System

### The Five Indicators

1. **Fund Balance to Revenue Ratio:** indicates the overall financial strength of the district for the prior year. It is the result of dividing the ending fund balances for four operating funds: Education, Operations and Maintenance, Transportation, and Working Cash, and if applicable, a negative Illinois Municipal Retirement/Social Security fund balance. (35% of the Profile Score)
2. **Expenditure to Revenue Ratio:** identifies how much a district spent for each dollar it received. It is calculated by dividing total expenditures by the revenues for the operating funds. Also considered in this calculation is the remaining fund balances, so if a district is deficit spending in a particular year, but has sufficient fund balances to cover the expenditures, the district will not be penalized. (35% of the Profile Score)
3. **Days Cash on Hand:** provides a projected estimate of the number of days a district could meet operating expenses if no additional revenues were received. It is calculated by dividing the expenditures of the four operating funds by 360 (days) to obtain an average expenditure per day. Then the total cash on hand and investments (end of fiscal year) for the same funds are divided by the average expenditures per day. (10% of the Profile Score)
4. **Percent of Short-Term Borrowing Maximum Remaining:** reflects the remaining short-term debt extension available to the district. The calculated percentage is 100% less the percentage of Tax Anticipation Warrants that remain outstanding. (10% of the Profile Score)
5. **Percent of Long-Term Debt Margin Remaining:** is a summary of numerous items relating to long-term debt distinguished from debt secured by short-term instruments. (10% of the Profile Score)

Scoring is predicated upon a three-step process:

- **Range** – is dependent upon cut scores; each indicator is calculated and the results are slotted into a category of a 4,3,2 or 1 with 4 being the highest and best category possible
- **Weighting** – once the range of the indicator is set, the representative score is weighted
- **Total** – the sum of weighted indicators determines the financial strength and designation of each school district

For further discussion and information, please visit:

- [Detailed Summary of ISBE Financial Profile Evaluation and Weighting System](#)
- Further information and comparative analysis can be found at the Illinois State Board of Education's site.

Park Ridge CCSD 64  
Elementary  
14-016-0640-04

## School District Financial Profile

Located in : Park Ridge  
Superintendent: Dr Sally Pryor

Basis of Accounting: Accrual  
Under Tax Cap: Yes

### Historical Data

#### Financial Indicators :

##### Fund Balance to Revenue Ratio :

(Includes Educational, Operations & Maintenance, Transportation, and negative IMRF/FICA Funds)

Total Fund Balance divided by  
Total Revenue

The Fund Balance to Revenue Ratio reflects the impact of additional revenues to the existing fund balances of the district. Fund Balances, to a district, can be viewed as savings or checking account balances to the average citizen. A ratio of .25 or greater scores 4, between .25 and .10 scores 3, between .10 and zero scores 2 and a negative fund balance to revenue ratio scores 1.

##### Expenditure to Revenue Ratio :

(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Total Expenditure divided by  
Total Revenues

The Expenditure to Revenue Ratio represents how much the school district is spending for every dollar they are bringing in as revenue. Equal to or less than \$1.00 has a score of 4, between \$1.00 and \$1.10 scores 3, between \$1.10 and \$1.20 scores 2 and spending of greater than \$1.20 scores 1. One-time expenditures made by the district, including construction costs, are included in this ratio. Upon review of the remaining fund balance when deficit spending occurs, the indicator score may be adjusted.

##### Days Cash on Hand :

(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Cash on Hand divided by  
Expenditures per Day

Days Cash on Hand reflects the number of days a school district would be able to pay their average bills without any additional revenues. 180 days or greater scores 4, between 90 and 180 scores 3, between 30 and 90 scores 2 and less than 30 days of cash on hand scores 1.

##### % of Short-Term Borrowing Max. Remaining :

Tax Anticipation Warrants  
Short-Term Debt Max. Available

Based on Tax Anticipation Warrants, this represents how much short-term debt the district may incur.

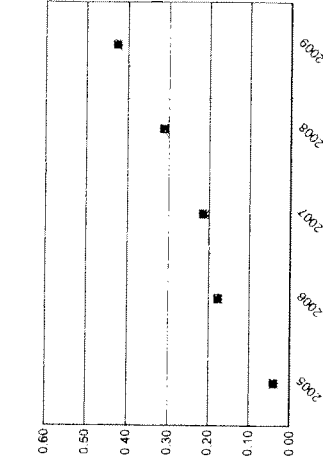
##### % of Long-Term Debt Margin Remaining :

Long-Term Debt Amount

Represents how much long-term debt the district may incur.

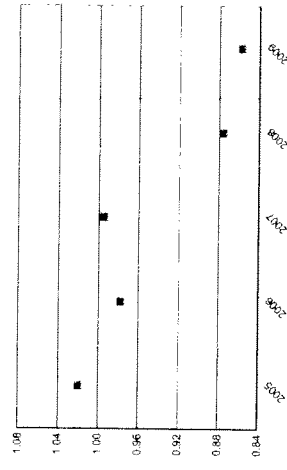
Score

#### Fund Balance to Revenue Ratio



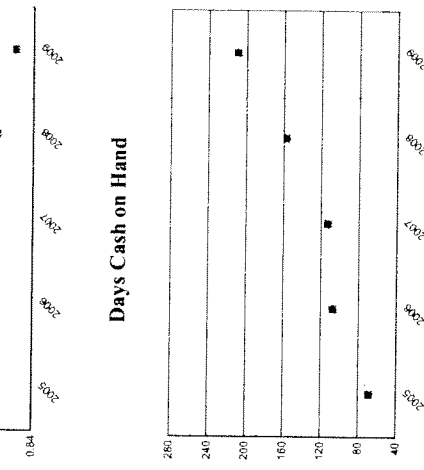
Score

#### Expenditure to Revenue Ratio



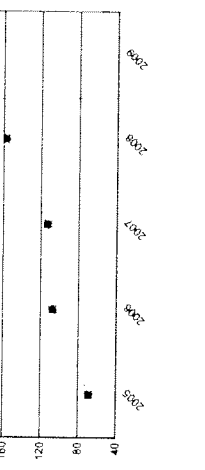
Score

#### Days Cash on Hand



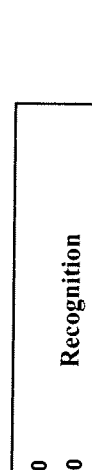
Score

#### % of Short-Term Borrowing Max. Remaining :



Score

#### % of Long-Term Debt Margin Remaining :



Score

#### Recognition

FY 08 Profile Score 3.90  
FY 09 Profile Score 4.00

Park Ridge CCSD 64  
Elementary  
14-016-0640-04

## School District Financial Profile

Located in : Park Ridge Cook  
Superintendent: Dr Sally Pryor

Basis of Accounting: Accrual  
Under Tax Cap: Yes

### \*Operating Funds Summary :

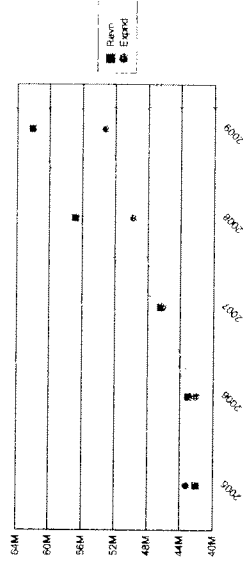
Beginning Fund Balance  
+ Revenues  
- Expenditures  
= Results of Operations  
+ Other Receipts and Adjustments  
Ending Fund Balance

Working Cash Ending Fund Balance

### Historical Data

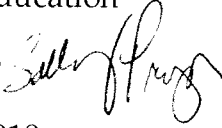
	2005	2006	2007	2008	2009
Beginning Fund Balance	2,660,950	2,089,109	8,041,699	10,398,969	17,776,852
+ Revenues	42,058,059	43,049,392	46,433,143	56,871,989	62,157,590
- Expenditures	43,283,900	42,115,167	46,188,068	49,839,100	53,303,160
= Results of Operations	11,225,841	934,225	245,075	7,032,889	8,854,430
+ Other Receipts and Adjustments	654,000	5,018,365	2,112,195	344,994	43,056
Ending Fund Balance	2,089,109	8,041,699	10,398,969	17,776,852	26,674,338
Working Cash Ending Fund Balance	7,069,593	11,737,418	10,117,039	10,376,929	11,683,735

### Revenues and Expenditures



\* The Operating Funds include the Educational, Operations and Maintenance, Transportation and Working Cash Funds. For further analysis of the district's ability to levy and transfer monies into the operations of a district, the Working Cash Fund has been pulled separate below. Districts may transfer money from the working cash fund to any of the operating funds as a loan.

## District's Comments Regarding the School District Financial Profile

TO: Board of Education  
FROM: Sally Pryor   
DATE: April 26, 2010

SUBJECT: Recommendation on District 64 Strategic Plan 2010-11 Implementation

### **Background**

At a Committee-of-the-Whole meeting on February 22, the members of the Strategic Planning Team presented the final recommended Strategic Plan to the Board. The plan included a set of 26 action plans designed to implement the five strategies in the Strategic Plan. The action plans were developed by five separate Action Teams of volunteers, who worked through the fall to research and develop steps needed to implement each strategy. The entire set of plans is intended to be five years' worth of work. The Strategic Planning Team also made a recommendation to the Superintendent on the specific action plans that should be considered for implementation during 2010-11, the plan's first year.

With the presentation of the full plan, the work of the Strategic Planning Team and five Action Teams was completed. The Board at the regular meeting on February 22 officially recognized 120 volunteers representing all stakeholders in our vital partnership who participated in the process, including staff, parents and community members.

### **Current Activities**

District 64 now has bridged from the planning phase to the beginning of actual implementation of the plan. This marks the transition from the work of willing volunteers to the responsibility of the Board to approve the plan and the District's administration to budget and implement the action plans.

Following the February meeting, the District's administrative team began meeting to: analyze the Strategic Planning Team's recommendations for 2010-11; consider the feasibility in light of other ongoing initiatives; and, develop a detailed budget. Both full-day and half-day sessions were held to focus attention solely on the strategic plan. Through this analysis, the administrative team gained a detailed understanding of the full implications of all the steps identified to implement each action plan.

As part of this work, the administrative team also met with consultant Joe Kaplan, one of the members of Action Team 5 ("Providing Support and Tools for Change") who is a professional in this field. Mr. Kaplan worked with the administrative group on how to help expand connections, create higher trust relationships through collaboration, become engaged in change, and stay focused on success as the plan is implemented in coming years. The administrative team also carefully reviewed the change protocol brought forward as the sole action plan for Strategy 5.

Through this work, the administrative team has come to understand that the plan will be a journey and that all members of the vital partnership must be engaged in some aspect of the plan's implementation. Therefore, we propose calling the Strategic Plan overall a *Journey of Excellence*.

### **Proposal for 2010-11 Action Plans**

The administration now recommends implementation of a set of action plans for 2010-11. All of the plans that were recommended by the Strategic Planning Team are included. In addition, administration has identified several other action plans that either are closely linked to items already slated for implementation or are needed to lay the groundwork for future years. In all, 20 of the total 26 action plans are being scheduled for at least some initial activity in 2010-11.

The chart in Attachment 1 identifies the sequencing of each action plan over the five-year period 2010-11 through 2014-15. The color-coding indicates how each plan moves from readiness activities, implementation with support, and full implementation. For 2010-11, we have identified timing for the start of activities according to trimesters. Timing in future years is less precise, as described below.

Attachment 1 also shows the ongoing initiatives already in place or foreseen that will impact both teaching staff as well as building and District administrators in 2010-11 and future years.

Attachment 2 presents more details about each of the 20 action plans that are scheduled to get underway in the upcoming school year. Budget needs are also identified by strategy. In all, administration is requesting a one-time expenditure of \$283,000 for Strategic Plan related activities in the coming school year.

### **Plans for Staff Involvement**

To accomplish the work required in 2010-11 in each of the strategies and related action plans, the administration discussed various options for engaging staff and other members of our vital partnership. Ideas were discussed with the full Administrative Council, curriculum specialists and the Park Ridge Education Association (PREA) Executive Board.

To involve everyone in this *Journey of Excellence*, we plan to have all District 64 certified staff and administrators work on implementation of some aspect of the Strategic Plan. Staff members' interests, talents and passions will be taken into consideration as we plan their involvement in activities going forward. In addition to using release time during the day for certified staff to work on the strategic plan, we are proposing that some Staff Development Wednesdays and Institute Days also will be used for this work. In this way, we hope to reduce the amount of time teachers are out of the classroom, while still moving forward with the plans.

### **Budget Implications**

The budget of \$283,000 is a one-time expense; no personnel will be added. The financial projections presented by the District's outside consultant on February 8 developed a "strategic staffing case" estimating new, annual expenditures of up to \$500,000 for action plan implementation with no adverse impact on the long-range financial forecast and fund balance policy objectives.

Administration, therefore, believes the \$283,000 requested for first year strategic planning implementation can be added to the 2010-11 budget now being prepared with no significant impact. As a further fail-safe, because the costs are not linked to hiring of personnel, strategic planning activities could be delayed during the year, should an urgent need to curtail spending arise unexpectedly. Further, a budget will be developed each

year to cover the action plans to be scheduled giving maximum control over planned expenditures.

### **Implementation in Future Years**

As noted on Attachment 1, the administrative team has developed a tentative implementation schedule for all the action plans over the five years of the plan through 2014-15. Each spring, administration will prepare a detailed recommendation on the work to be completed on the action plans for the next school year along with a budget for these tasks. This recommendation and budget will be presented to the Board for review and approval.

Action plans that have staffing components, such as technology coaches in Strategy 1 and differentiation coaches in Strategy 3, would be carefully reviewed and discussed using the regular procedures typically followed by administration when requesting any staffing change.

For example, a Committee-of-the-Whole ideally would be scheduled in January or February 2011 to share options developed by the administration for the 2011-12 school year strategic planning activities. This would allow the activities and budget to be considered within the District's overall financial needs and in light of other existing initiatives. The same procedure will be repeated for each year of the plan.

In addition, it is likely that the strategic plan would be officially reviewed after about two years as recommended in the Cambridge Strategic Services model. This formal review allows the plan to be adjusted based on the experiences to date in implementing the action plans and to reflect societal changes that may have impacted the District since the plan was adopted.

### **Monitoring Progress**

A regular cycle of reporting on progress toward activities in each action plan and budgeted expenditures also will be established. As part of our facilitation services with Cambridge, the District receives access to software for performance reporting. We expect to utilize these formats to track progress and share regular reports with the Board and community, most likely at periodic Committee-of-the-Whole meetings.

In addition, we envision that the change protocol identified in Strategy 5 will be embedded into the execution of most of the other action plans. In this way, a standard protocol to design, implement and assess proposed changes can become an expected component of the readiness activities period prior to implementation of each action plan.

### **Next Steps**

Following the in-depth discussion at the April 26 meeting, administration intends to bring forward two separate motions for adoption at the May 10 meeting:

- **Approval of District 64 Strategic Plan** – This includes the full plan consisting of Beliefs, Mission, Objectives, Parameters, Strategies and Action Plans as shown on Attachment 3. This is the same plan presented to the Board on February 22, with no changes. As recommended by Cambridge, the specific steps that appear under each Action Plan are not included for the Board's approval. This gives some administrative flexibility in the execution of the plans while focusing the Board's oversight on achievement of results. The approval on May 10 will be the only time the Board will

approve the full Strategic Plan until a formal update is completed in about two years, as previously noted.

- **Approval of 2010-11 Implementation Schedule and Budget** – This approval will include the strategies and action plans identified for initial activity in the coming year as identified on Attachment 2, along with the total budget request of \$283,000.

### **Transforming the Plan into Reality**

On June 16-17, planning facilitator Dr. Howard Feddema will return to work with all District 64 administrators, our internal facilitator, and incoming Superintendent Philip Bender to begin the important process of fusing accountability for the action plans into the mutual accountabilities of all administrators. Specific responsibilities for implementation of the 2010-11 components also will be assigned to each administrator. These will become part of each administrator's goals and subsequent evaluation for the coming year. This process integrates the strategic plan into each administrator's ongoing operational responsibilities to concentrate the District's efforts on our mission and beliefs.

Communications outreach also is being developed to share the approved Strategic Plan and the 2010-11 activities with staff, parents and community members. As we know, a *Journey of Excellence* will require the collaboration of all our partners to be successful.

### **Summary**

I would like to thank the members of the current and previous Boards for your enthusiasm and support of the strategic planning effort, and to the many volunteers who contributed time and expertise this past year. District 64 is fortunate to have the willingness and support of all members of the partnership as well as the financial resources to begin what will be a transformative journey. The approval of the Strategic Plan and the specific projects for 2010-11 will set a course for continued excellence in our schools well into the future. What an exhilarating time to be in District 64!



**Park Ridge-Niles School District 64**  
**"A Journey of Excellence" – Strategic Plan Implementation Schedule**

YELLOW = Readiness Activities

ORANGE = Implement with Support

GREEN = Fully Implement

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Accelerating the Advanced Use of Technology</b>	1 Curriculum scope & sequence					
	2 Staff proficiency standards					
	3 Assistance/peer coaches					
	4 Management of schools					
	5 Communications w/community					
	6 Network infrastructure					
	7 TIC (Tech Implem Comm)					
	8 BATC (Bd Adv Tech Comm)					
<b>2. Building a Model for Personal Student Goals</b>	1 Grades K-2					
	2 Grades 3-5					
	3 Grades 6-8					
<b>3. Collaboration within Our Partnership</b>	1 Involve partners					
	2 Service learning					
	3 Non English-spkg families					
<b>4. Expectations for Student Learning and Instructional Practices</b>	1 Develop Power Standards					
	2 Hiring differentiation experience					
	3 Staff dev on differentiation					
	4 & 5 Differentiation peer coaches					
	6 Pre/post common assessments					
	7 Develop differentiated lessons					
	8 Implement differentiated lessons					
	9 Critical/creative/pbm-solving skills					
	10 Student progress reporting					
	11 Data-driven instruction					
<b>5. Providing Support and Tools for Change</b>	1 Utilize change protocol					
<b>Existing Initiatives</b>	Rtl					
	Rtl: Special Ed Eligibility					
	Implement K-5 reading framework					
	Implement new gds 1-5 writing pgm					
	Implement MS reading framework/curriculum					
	Teach learning strategies (all content areas)					
	Gifted identification review					
	*Special Ed study (CFC)					
	Update teacher evaluation tool					
	Plan/hire for admin retirements					
	*Admin staffing study (CFC)					
	Wellness Benefit Fair					
	RFPs: Bus, Insurance					
	Conversion to Skyward					
	New Superintendent orientation					

\* Board of Education discussion 4-26-10

Strategy 1: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.				
Action Plan	Activities	Timeline	Budget	
1	Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.	<ul style="list-style-type: none"> <li>Finalize scope and sequence of technology skills</li> <li>Identify and/or develop learning activities and projects that technology skills can be integrated with</li> <li>Develop assessments to measure tech skills</li> <li>Determine equipment and on-line resource needs for delivering curriculum</li> </ul>	Fall 2010 – Expand Tech Action Team comprised of teachers, technologists and community members and begin work  June 2011 – Complete curriculum and assessments	Funds will be used to pay substitutes to release teachers to work on curriculum development and to purchase necessary equipment and on-line resources to have consistently deliver curriculum.
2	Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.	<ul style="list-style-type: none"> <li>Establish minimum levels of staff proficiency needed to implement new curriculum</li> <li>Survey staff on current levels of proficiency</li> <li>Develop staff development plan to support teachers in acquiring technology proficiency</li> </ul>	Spring 2011 – Tech Action Team determines specific proficiencies, develops and administers survey  Summer 2011 – Plan staff development opportunities for 2011-12	Funds will be used to pay substitutes to release teachers to work on staff proficiencies and staff development plan.
3	Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.	<ul style="list-style-type: none"> <li>Determine staffing needs to support implementation of new curriculum</li> <li>Develop job responsibilities for technology coaches</li> </ul>	Spring 2011 – Plan for technology coaches	(Funds to employ technology coaches will not be needed until 2011-12.)
6	Build appropriate network infrastructure to support the advanced use of technology throughout the District.	Complete the purchase and installation of network infrastructure upgrades	Spring & Summer 2010 – Purchase and begin installation of equipment	(Funding will be drawn from District 2009-10 budget and private donation; the remainder is included in this strategic plan budget 2010-11.)
7	Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.	<ul style="list-style-type: none"> <li>Investigate, design and staff the committee</li> <li>Develop a review and monitoring procedure for implementation of new technology curriculum</li> </ul>	Winter 2011 – Form committee and define committee's responsibilities  Spring 2011 – Develop procedures for review and monitoring	Funds will be used to release teachers serving on TIC.
8	Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.	<ul style="list-style-type: none"> <li>Investigate, design and staff the committee</li> <li>Develop a procedure for investigating new technologies</li> <li>Determine how and when to communicate ideas to Board and TIC</li> </ul>	Spring 2011 – Begin development of committee	No funds required.
TOTAL STRATEGY 1: \$193,000				

Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents and interests.				
Action Plan		Activities	Timeline	Budget
1	Grades K-2 students will set goals with adult guidance.	K-2, 3-5 and 6-8 committees will begin to create developmentally appropriate formats and procedures for student goal setting	Fall 2010 - Form committees and define committees' responsibilities  Winter & Spring 2011 - Committees develop format for goal setting	Funds will be used to pay substitutes to release teachers to work on goal setting format.
2	Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.			
3	Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.			
TOTAL STRATEGY II: \$20,000				

Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.			
Action Plan		Activities	Budget
1	Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.	<ul style="list-style-type: none"> <li>Inform community about strategic plan</li> <li>Establish a District/Community team</li> <li>Identify current partnerships</li> <li>Conduct focus groups</li> </ul>	<p>Winter 2011 – Begin to develop District/Community team</p> <p>Spring 2011 – Conduct focus groups</p> <p>Funds will be used for meeting expenses and publications.</p>
3	Improve the collaborative relationship between District 64 and families who do not speak English.	<ul style="list-style-type: none"> <li>Conduct needs assessment</li> <li>Utilize available technologies to begin offering communications on website in Polish and Spanish</li> </ul>	<p>Spring 2011 – Begin work to determine needs and possibilities</p> <p>Funds will be used to conduct needs assessment and purchase resources for translation.</p>
TOTAL STRATEGY III: \$5,000			

Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.				
Action Plan		Activities	Timeline	Budget
1	Establish Power Standards for each grade level in all core, encore and specials areas; critical thinking, creative expression and problem solving.	<ul style="list-style-type: none"> <li>Establish working groups for identifying Power Standards in each curriculum area and provide training</li> <li>Begin working on identifying Power Standards</li> <li>Revise curriculum brochures and website</li> </ul>	<p>Fall 2010 – Determine who will work in each curricular area and provide training</p> <p>Winter &amp; Spring 2011 – Committee works on identifying Power Standards</p> <p>Summer 2011 – Prepare to share Power Standards with parents &amp; community</p>	Funds will be used to pay substitutes to release teachers to work on identifying Power Standards.
2	Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.	<ul style="list-style-type: none"> <li>Establish hiring standards for differentiation</li> <li>Adapt hiring practices to recruit candidates with strong backgrounds in differentiation</li> </ul>	<p>Winter 2011 – Establish hiring standards for differentiation and make changes to application, interview questions, etc.</p> <p>Spring &amp; Summer 2011 – Utilize new hiring practices for differentiation</p>	Funds will be used to revise District on-line application process.
3	Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.	<ul style="list-style-type: none"> <li>Plan staff development to provide an overview of differentiated instruction</li> <li>Develop staff survey to assess specific staff development needs for differentiation</li> </ul>	Spring & Summer 2011 – Plan staff development that will be provided in 2011-12	None.
4, 5	Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.	<ul style="list-style-type: none"> <li>Determine staffing needs for peer coaches to support implementation of differentiation</li> <li>Develop job responsibilities for differentiation coaches</li> </ul>	Spring 2011 – Plan for differentiation coaches	(Funds to employ differentiation coaches will not be needed until 2011-12.)
6	Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.	Develop common pre and post assessments for Power Standards as they are identified	<p>Fall 2010 – Train curriculum committees how to develop common assessments as part of the Power Standards work</p> <p>Winter &amp; Spring 2011 – Committees works on developing common assessments</p>	No additional funds will be needed to develop common assessments as part of the Power Standards project.
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day.	Incorporate critical thinking, creative expression and problem solving into the development of Power Standards and common assessments in each curricular area.	<p>Winter &amp; Spring 2011 – Committee works on incorporating these as part of Power Standards work</p>	No additional funds will be needed to develop as part of the Power Standards project.

11	Use data over time as an indicator for instructional change.	<ul style="list-style-type: none"> <li>Provide additional training on data analysis</li> <li>Establish District and school improvement goals for the year based on multi-year data</li> <li>Help grade level teams and departments set improvement goals based on beginning of the year student data</li> </ul>	Summer 2010 – Provide training on data analysis for building QITs Fall 2010 – Support QITs and grade level teams and departments in development of improvement goals	Funds will be used to provide release time for training and support.
TOTAL STRATEGY IV: \$55,000				

<b>Strategy V: We will develop and implement plans to ensure staff and community members, understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.</b>				
<b>Action Plan</b>		<b>Activities</b>	<b>Timeline</b>	<b>Budget</b>
1	Put into practice a protocol of designing, implementing and assessing proposed changes.	<ul style="list-style-type: none"> <li>Develop specifics of change protocol</li> <li>Utilize change protocol to plan implementation of each strategy</li> <li>Introduce Strategic Plan and work that needs to be accomplished using change protocol</li> </ul>	Summer 2010 – Finish development of change protocol Fall 2010 – Communicate strategic plan to all stakeholders and engage involvement in 2010-11 Strategic Plan work	Funds will be used for publications and resources related to communications efforts.
TOTAL STRATEGY V: \$10,000				

**TOTAL BUDGET REQUIRED FOR ALL 2010-11 WORK: \$283,000**

**Park Ridge-Niles School District 64****Strategic Plan****BELIEFS**

... An expression of  
fundamental values; ethical  
code, overriding convictions,  
inviolable principles.

**We believe that...**

All people have inherent worth.

Quality education benefits everyone.

Everyone within our community is responsible for the education and development of our children.

The family environment has a major influence on the development of a child.

All people can be successful learners and continue to learn throughout their lives.

A safe, nurturing environment is essential to learning.

People grow through a variety of experiences, opportunities and adversities.

High expectations and a positive attitude result in higher performance.

Both cooperation and healthy competition are necessary to achieve excellence.

Effort, perseverance and self-discipline are necessary for people to achieve their personal best.

People are responsible for their actions and honoring their commitments.

Honesty and integrity are essential to build and sustain trusting relationships.

Everyone benefits from contributing to the well-being of others.

Understanding diversity is essential to thrive in an interdependent, global community.

Change is inevitable and challenges us to grow.

## **MISSION**

**...A declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.**

## **OBJECTIVES**

**... An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.**

## **PARAMETERS**

**...Boundaries within which the organization will accomplish its mission; self-imposed limitations.**

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

All students will meet or exceed the District's targeted benchmarks for critical thinking, creative expression and problem solving.

Each student will identify, set and achieve personally challenging goals related to academics, civil behavior, talents, and interests.

We will always maintain safe, supportive learning environments.

We will not tolerate behavior that is demeaning or disrespectful to any individual or group.

School improvement plans will always be consistent with the strategic plan of the District.

No new program or service will be accepted unless it is consistent with the strategic plan, benefits clearly justify the costs, and provisions are made for professional development and program evaluation.

No program or service will be retained unless it provides an optimal contribution to the mission and benefits continue to justify the cost.

Student performance on the Illinois Standards Achievement Tests (ISATs) will always compare favorably with other high-achieving districts.

Absent dire unforeseen financial circumstances, the District will honor its commitment to not seek a referendum before 2017.

We will always maintain programming that addresses the academic, social-emotional and physical development of the whole child.

# **Park Ridge-Niles School District 64**

## **Strategic Plan**

### **Action Plans List**

**Strategy I: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.**

- Action Plan 1: Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.
- Action Plan 2: Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.
- Action Plan 3: Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.
- Action Plan 4: Utilize available technology to manage our schools more efficiently and effectively.
- Action Plan 5: Utilize technology to inform and communicate with the community.
- Action Plan 6: Build appropriate network infrastructure to support the advanced use of technology throughout the District.
- Action Plan 7: Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.
- Action Plan 8: Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.

**Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents, and interests.**

- Action Plan 1: Grades K-2 students will set goals with adult guidance.
- Action Plan 2: Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.
- Action Plan 3: Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.

**Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.**

- Action Plan 1: Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.



## Action Plans List

- Action Plan 2: Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.
- Action Plan 3: Improve the collaborative relationship between District 64 and families who do not speak English.

**Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.**

- Action Plan 1: Establish Power Standards for each grade level in all core, core and specials areas, critical thinking, creative expression and problem solving.
- Action Plan 2: Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.
- Action Plan 3: Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.
- Action Plan 4: Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 5: Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 6: Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 7: Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 8: Implement differentiated lessons in all areas of core curriculum.
- Action Plan 9: Encourage students to use creative expression, critical thinking and problem solving throughout their day.
- Action Plan 10: Develop a District philosophy and corresponding communication tools (e.g., report cards, conferences, other mechanisms) that provide clear information regarding each student's individual performance in relation to the District standards.
- Action Plan 11: Use data over time as an indicator for instructional change.

**Strategy V: We will develop and implement a protocol to ensure staff and community members understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.**

- Action Plan 1: Put into practice a protocol for designing, implementing and assessing proposed changes.

**Appointment of Director of Technology**

**ACTION ITEM 10-04-11**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Terri Bresnahan as the new Director of Technology beginning July 1, 2010 through June 30, 2011.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

To: District 64 Board of Education  
Dr. Sally Pryor

From: Diane Betts, Assistant Superintendent for Student Learning  
Lisa Bulzoni, Curriculum Specialist for Language Arts

Date: April 26, 2010

Re: Recommendation on Instructional Materials for Writing 1<sup>st</sup>-5<sup>th</sup>

### **RELATION OF REPORT TO:**

State/Federal Mandates: Illinois Learning Standard – Goal 3

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

Board Policy: 6:40 Instruction: Curriculum Development

Board Procedures: None

Budget Implications: \$40,000 Budgeted for in 2010-11 Curriculum Budget

### **OVERVIEW**

This report will review the work that has previously been accomplished in the Language Arts review of writing instruction. A recommendation for adoption of an instructional program to be used in 1<sup>st</sup>-5<sup>th</sup> grades to support the District 64 writing curriculum will be presented.

### **BACKGROUND**

The Language Arts curriculum for writing is an area that exemplifies our continuous improvement model of curriculum development. The Language Arts Review Committee has been working since 2005 to examine and revise curricular objectives, discuss instructional methodologies and materials, and discuss various assessment measures and the student achievement results derived from these assessments.

Beginning in the 2005-06 school year, the committee reviewed the existing portion of the District 64 Language Arts program to identify gaps and redundancies in the curriculum and determine needs. The following year (2006-07) the committee explored best practices in writing instruction and spent time thoroughly examining the Illinois Writing Standards and Writing Frameworks as well as the revised ISAT writing assessment that was scheduled to be administered again in 2007. We used this information to develop draft District Writing Outcomes at each grade level that are aligned with the state standards. The Outcomes were written using a common format in all grades K-8 to provide consistency and highlight the core areas of writing performance (Conventions, Focus, Support, Elaboration and Organization) that are assessed on the ISAT. Examples of the draft District Writing Outcomes for third and fifth grades are attached.

The Language Arts Committee deliberated whether a published writing program should be examined for use throughout the District and at that time recommended that it was not necessary to look for a published writing program to use district-wide to deliver the curriculum. Several elementary buildings had been working on school improvement goals related to writing and had been working on identifying instructional methodologies to use school-wide to teach Writing Outcomes at each grade level. At the middle school level, Language Arts teachers regularly discuss instructional ideas and approaches for teaching writing and felt prepared to address the curricular outcomes. Also, at that time, there were few if any research-based writing programs that provided a comprehensive set of materials and clear scope and sequence of writing instruction.

In the 2007-08 school year, the committee decided to revisit the issue of instructional materials. Elementary teachers stated the need for more help and direction in the area of writing instruction. Teachers were looking for more consistency of instructional approach across the grade level, between grade levels and throughout the District. They were also looking for a specific scope and sequence with clear objectives and specific assessments to better help them with instruction. The Writing Outcomes developed by the Language Arts Committee were felt to be a good framework of what skills need to be accomplished at each grade level, but did not provide clear direction for how to teach these skills and competencies. In addition, writing had been reinstated to the ISAT state assessment program with "voice" added as a characteristic of good writing. Many teachers indicated that their current instructional approaches did not adequately address this characteristic. Also, after reviewing ISAT writing results, scores for the fifth grade students indicated inconsistencies across the District demonstrating a need for further examination of the instructional practices being used in the elementary schools.

The Language Arts Committee met to discuss the needs of the District in light of these concerns. A decision was made to look for a writing program that could meet the needs of all elementary buildings. After looking at the few writing programs available, it was decided to pilot a newly developed writing program entitled *Being a Writer* published by Developmental Studies Center (DSC). This program is developed for students K-5, is research-based, and provides teachers with a scope and sequence as well as explicit lessons to use with students.

### **THE PILOT PROCESS**

In the 2008-09 school year we conducted a District-wide K-5 pilot with approximately 26 teachers. Four to five teachers piloted the *Being A Writer* program at each grade level representing all elementary buildings. Staff development was provided to all pilot teachers and we met with them regularly throughout the year to gather feedback and data on the pilot.

Pilot teachers liked the overall design of the program and felt that it was helping to develop a renewed interest in writing for their students. The teachers liked the explicit instruction embedded in the program, the use of quality literature to model writing genres and literary elements, and the user friendly nature of the program. Pilot teachers were ready to recommend adoption of the program across the District for implementation in the 2009-10 school year. However, the implementation of a new reading curriculum and corresponding new instructional materials in 2009-10 was a

concern. It was felt that implementation of two new instructional programs at the same time was too great a demand to place on our K-5 teachers. The Language Arts Committee felt that it would be best to pilot the *Being a Writer* program for a second year before making a final decision to adopt and implement this program.

### **RECOMMENDATION OF BEING A WRITER PROGRAM**

Now that we have piloted the program for two years the Language Arts Committee believes it has gathered thorough information on the program's strengths and weaknesses and is ready to make a recommendation to adopt the program. Pilot teachers report that the *Being a Writer* program has many strengths as well as some areas of noted weakness.

Strengths include:

- The program has a philosophy that is in alignment with the state standards as well as the District 64 Writing Outcomes and matches our teachers' instructional philosophy in District 64.
- The program aligns well with the philosophy and instructional materials used at the middle school level thus creating continuity in our 1st-8th grade-writing program.
- The program uses quality literature and trade books to model specific genre, literary elements and writing skills.
- The program develops collaborative learning amongst students and helps to build "a caring community of learners" which is in close alignment with our District's Civil Behavior program.
- The program provides explicit instruction and a structured scope and sequence that will help all teachers to deliver a consistent program of instruction.
- The program helps develop confidence and a love of writing in elementary students through use of a Writers Workshop method of instruction.

Areas of concern involve:

- The program emphasizes creative writing over on demand writing on a specific prompt (as is typical in the ISAT writing assessment).
- While grammar and conventions are taught in the *Being a Writer* program, more instruction and practice may be necessary to fully develop these skills.

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 *Being a Writer* program offers a solid foundation for developing beginning writing skills and therefore recommend we adopt these materials for instruction at 1<sup>st</sup>-5<sup>th</sup> grades. In addition, we will develop some additional instructional units for 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> grade students on how to write to an on demand prompt. Instructional lessons available in our Harcourt *StoryTown* reading series and other instructional resources will also be identified for supporting the instruction of grammar concepts and writing conventions.

### **BUDGET**

We anticipate that the cost of the *Being A Writer* program to be approximately \$40,000. This represents a one time only cost for instructional classroom packages for those teachers who have not piloted the program in previous years.

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.

### **NEXT STEPS**

1. The Board of Education will be asked to approve the adoption of the *Being a Writer* instructional program at the May 10, 2010 Board meeting.
2. Staff development will be provided to all 1<sup>st</sup>-5<sup>th</sup> grade teachers that they can participate in either during the summer months or early in the 2010-11 school year.
3. Members of the Language Arts Committee will work this summer to develop specific instructional units on writing to a timed, on demand prompt such as the ISAT.
4. The committee will also create a District 64 Writing Rubric and specific locally developed writing prompts that will be used several times a year to assess and monitor writing progress.

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

DB:LB:km

**INTERGOVERNMENTAL AGREEMENT BETWEEN  
THE CITY OF PARK RIDGE AND  
SCHOOL DISTRICT NO. 64**

This Agreement entered into this 26th day of April, 2010, between the CITY OF PARK RIDGE, an Illinois home rule municipal corporation ("Park Ridge") and ILLINOIS SCHOOL DISTRICT NO. 64 ("District 64") (collectively "Parties").

RECITALS

**WHEREAS**, the Constitution of the State of Illinois, 1970, Article VII, Section 10, authorizes units of local government to contract or otherwise associate among themselves in any manner not prohibited by law or ordinance; and

**WHEREAS**, the "Intergovernmental Cooperation Act," 5 ILCS 220/1 et. seq. (1993) provides that any power or powers, privileges or authority exercised or which may be exercised by a unit of local government may be exercised and enjoyed jointly with any other units of local government; and

**WHEREAS**, the Tax Increment Allocation Redevelopment Act (hereinafter referred to as the "TIF Act"), 65 ILCS 5/11-74.4-1 et. seq., authorizes municipalities to enter into contracts necessary to implement or maintain a TIF redevelopment plan or project; and

**WHEREAS**, Park Ridge is an Illinois municipal corporation organized under the Constitution and Statutes of the State of Illinois and a home rule municipality pursuant to Article VII, Section 6 of the Illinois Constitution of 1970; and

**WHEREAS**, District 64 is a school district organized under the Statutes of the State of Illinois; and

**WHEREAS**, Park Ridge established a TIF District known as the Uptown TIF District ("TIF District"); and

**WHEREAS**, the TIF District includes property located within District 64; and

**WHEREAS**, the parties entered into an Agreement, attached as Exhibit "A", that represented a compromise of the Parties' various positions relative to the TIF District ("Original Agreement"); and

**WHEREAS**, the Parties agreed that Park Ridge would make annual payments to District 64 during the life of the TIF District; and

**WHEREAS**, it now appears that the TIF District will not generate sufficient revenue to meet Park Ridge's TIF District-related debt service obligations for fiscal year 2010/2011; and

**WHEREAS**, Park Ridge will need to supplement its TIF revenue with non-TIF funds to service its TIF District-related debt service; and

**WHEREAS**, Park Ridge has asked District 64 to accept an amount that is \$90,000 less than the amount that will be owed to District 64 on December 15, 2010, under the Original Agreement; and

**WHEREAS**, District 64 has agreed to that reduction in the payment that will be due on December 15, 2010, in order to accommodate the financial needs of Park Ridge, with the understanding that the deferred amount of \$90,000 will be paid to District 64 no later than December 15, 2011.

**NOW, THEREFORE**, in consideration of the foregoing recitals and the mutual covenants and agreements of this Intergovernmental Agreement, the Parties agree to the following:

1. Park Ridge may reduce the amount that will be paid to District 64 on December 15, 2010, by \$90,000.



2. This deferred amount of \$90,000 (the "Deferred Amount") shall be paid to District 64 no later than December 15, 2011, in addition to all amounts otherwise owed by Park Ridge to District 64 on December 15, 2011, pursuant to the Original Agreement.

3. Interest shall accrue monthly on the Deferred Amount at the applicable Federal short-term rate, as determined by the Secretary of the Treasury in accordance with Internal Revenue Code Section 1274(d), plus 1% from December 31, 2010, until December 31, 2011. Interest after December 31, 2011, shall accrue on any unpaid Deferred Amount at the same applicable Federal short-term rate plus 2%.

4. All other portions of the Original Agreement shall remain in full force and effect.

5. This Agreement does not affect any other obligations that the Parties may have, each to the other, except that District 64 shall have full right to offset from any amounts owing to Park Ridge, or any of its Agencies, any amounts owed by the City to District 64 under this Agreement or the original Agreement .

6. This Agreement shall be effective when approved by the Park Ridge City Council and the District 64 School Board, and signed on behalf of Park Ridge and District 64.

7. This Agreement shall be executed in sufficient number of counterparts so that each party shall receive an original signed document.

**IN WITNESS WHEREOF**, the undersigned governmental units have caused this Agreement to be duly executed by their authorized officials.

CITY OF PARK RIDGE

SCHOOL DISTRICT NO. 64

By: \_\_\_\_\_  
Mayor

By: \_\_\_\_\_  
President

Date: \_\_\_\_\_

Date: \_\_\_\_\_

ATTEST:

ATTEST:

\_\_\_\_\_  
Clerk

\_\_\_\_\_  
Secretary

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

Board of Education Agenda  
Monday, May 10, 2010  
Roosevelt Elementary School - LRC  
1001 South Fairview 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, May 10, 2010**

TIME		APPENDIX
6:30 p.m.	<b>Meeting of the Board Convenes</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Introductions</li> <li>• Opening Remarks from President of the Board</li> </ul>	
6:30 p.m.	• <b>Board Recesses and Adjourns to a Closed Meeting</b>	
7:00 p.m.	• <b>Board Adjourns from Closed Meeting</b>	
7:00 p.m.	• <b>Board Convenes to a Committee of the Whole: Finance</b>	
7:30 p.m.	• <b>Board Adjourns from Committee of the Whole: Finance and Resumes Regular Meeting</b>	
7:30-7:35 p.m.	• <b>Public Comments</b>	
7:35-7:40 p.m.	• <b>Approval of District 64 Strategic Plan</b> <b>Action Item 10-05-1</b> -- Superintendent	A-1
7:40-7:45 p.m.	• <b>Approval of Implementation Schedule and Budget for the Strategic Plan 2010-11</b> <b>Action Item 10-05-2</b> -- Superintendent	A-2
7:45-7:50 p.m.	• <b>Approval of Instructional Materials for Writing 1<sup>st</sup>-5<sup>th</sup></b> <b>Action Item 10-05-3</b> -- Superintendent	A-3
7:50-8:00 p.m.	• <b>1<sup>st</sup> Reading of Policy Issue 71, February 2010 and Policy 1:30</b> -- Superintendent	A-4
8:00-8:10 p.m.	• <b>Update on Green Team Accomplishments</b> -- Superintendent	A-5

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|-----------------|--|-----------------------------|------------|
| 8:10 -8:15 p.m. | <ul style="list-style-type: none"> <li>• <b>Consent Agenda</b></li> <li>-- Board President               <ul style="list-style-type: none"> <li>• Personnel Report</li> <li>• Bills and Payroll</li> <li>• Destruction of Audio Closed Minutes</li> </ul> </li> </ul>  | <b>Action Item 10-05-4</b>  | <b>A-6</b> |
| 8:15-8:20 p.m.  | <ul style="list-style-type: none"> <li>• <b>Approval of Minutes</b></li> <li>-- Board President               <ul style="list-style-type: none"> <li>• Open Minutes of April 26, 2010</li> <li>• Closed Minutes of April 26, 2010</li> <li>• Committee of the Whole: Strategic Plan minutes of April 26, 2010</li> </ul> </li> </ul>   | <b>Action Item 10-05-05</b> | <b>A-7</b> |
| 8:20-8:25 p.m.  | <ul style="list-style-type: none"> <li>• <b>Other Items of Information</b></li> <li>-- Superintendent               <ul style="list-style-type: none"> <li>• Upcoming Agenda</li> <li>• Memorandum of Information                   <ul style="list-style-type: none"> <li>- none</li> </ul> </li> <li>• Minutes of Board Committees                   <ul style="list-style-type: none"> <li>- Wellness Committee minutes of April 27, 2010</li> <li>- Green Team minutes of May 3, 2010</li> </ul> </li> </ul> </li> </ul> |                             | <b>A-8</b> |
| 8:25 p.m.       | <ul style="list-style-type: none"> <li>• <b>Adjournment</b></li> </ul>   |                             |            |

**Next Regular Meeting: Monday, May 24, 2010 – 7:30 p.m.**  
 Emerson Middle School – Multipurpose Room  
 1001 S. Fairview Avenue  
 Park Ridge, IL 60068

May 24

- Committee of the Whole: Finance (Board Reviews Draft of the 2010-11 Tentative Budget)
- Recognition of Student Awards
- Recognition of Tenure Teachers
- ELF Grant Awards
- Approval of Final Calendar for 2009-10
- Approval of Policy Issue 71, February 2010 and Policy 1:30
- Approval of Summer Paint Project Bid

June 14, 2010

- Committee of the Whole: Finance (Board Reviews Draft of the 2010-11 Tentative Budget)
- First Reading of Policy 8:25
- Judith L. Snow Awards
- 2010-2011 P.E. Supply Purchase (Memo of Information)
- Bid for Xeroxgraphic Paper

June 28, 2010

- Board Adopts 2010-11 Tentative Budget
- Board Places Tentative Budget on Public Display for 30 days Prior to Public Hearing and Final Budget Adoption
- Approval of Policy 8:25
- Resolution for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution for Transfer of Interest Funds from Debt Service Fund to Educational Fund
- Resolution for Prevailing Wage
- Custodial Supply Bid 2010-2011 (Memo of Information)
- Bid for Printer Ink Cartridges 2010-2011 (Memo of Information)

TBD

- Background Information on Employee Wellness (Memo of Information)
- Appointment of Carpenter Elementary Principal
- Committee of the Whole: Wellness
- Approval of Staff Development Wednesday Calendar

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TO: Board of Education

FROM: Sally Pryor

RE: Plan for Studies on Administrative Staffing Model & Special Education Costs

DATE: April 26, 2010

**BACKGROUND**

At the November 9, 2009 meeting, the Board of Education received a review from the Community Finance Committee (CFC) on the 10-year fund balance outlook under various Consumer Price Index (CPI) scenarios. As a follow up, at the January 25 meeting, the CFC presented a further report that expanded on the initial discussion of the implications for District 64. This included six recommendations for projects that could be undertaken by administration and/or the CFC this spring and into the 2010-11 school year.

In response, administration on February 8 presented a detailed review of the projects, and recommended that the Board authorize moving forward on four of the six proposed topics of inquiry. These included: health benefit costs; other expense growth; alternative income streams; and the property tax environment. The Board took formal action on this recommendation to approve the four areas for study at the February 22 meeting; CFC study groups already have begun moving forward on these topics this spring.

Also on February 22, the Board requested administration to bring forward on April 26 a further report of how the remaining two areas – staffing model/staffing approach and special education costs – could be reviewed and evaluated, including a preliminary estimate of costs and timeline.

In conjunction with this effort, the Board on March 8 received a presentation on the Maine Township Special Education Program (MTSEP) Director Lynette Williams. The Board also received additional background information from Director of Pupil Services Kathleen Nelson about special education and District 64. In addition, Board members have had an opportunity to meet individually in recent weeks with Dr. Nelson, Business Manager Becky Allard and me to gain a more in-depth understanding of special education services as well as the related expenses and reimbursements.

This memo presents the requested response from administration about the two proposed study areas.

**STAFFING MODEL/STAFFING APPROACH STUDY**

The CFC proposal of January 25 identified salary growth as an issue area that will have a significant impact on the District's long-range fund balance projections. Salary increases for certified staff and teacher assistants are negotiated by the Board in formal agreements with their professional organizations; similar informal relationships are maintained with the custodians/maintenance and secretarial groups. Therefore, CFC recommended that a study be undertaken of the only remaining category of personnel expenditures, which are administrative salaries. CFC advocated developing a holistic

view about prioritizing, adding, and reducing professional activities to guide job design, net staff changes, and new-hire policies.

*As noted in the CFC's recommendation: "Typically this kind of analysis focuses on particular functional areas in the context of the entire organization's mission and objectives, strategy, reporting relationships, processes, skill sets, and culture. The idea is to narrow study to a particular area and concentrate on functions rather than existing job slots. The intent is to identify and document activities required to attain objectives, prioritize those functions, eliminate low-value activities, and redesign job descriptions. The result is not only a refined structure which focuses on high priority activities but a yardstick that can be used to evaluate future requirements and allow trade-offs between higher- and lower-value activities within positions... some of this will be accomplished as part of the strategic planning process, which includes the step of aligning all jobs with the District's strategic plan."*

In keeping with the spirit of this recommendation, we recommend that the staffing model/ staffing approach study be undertaken in conjunction with the planned orientation for new Superintendent Philip Bender and the realignment of expectations for administrators through the lens of the strategic plan for 2010-11.

We propose that Dr. Bender be principally assisted by Dr. Sam Mikaelian of Hazard, Young, Attea & Associates, Ltd. Dr. Mikaelian could be retained to work with Dr. Bender to develop an entry plan for his first six to eight months with District 64. This plan will form the basis for Dr. Bender's goals for 2010-11, which the Board will develop with him this summer. Incorporating a careful review of administrative functions could easily be a natural component of this entry plan and form one of Dr. Bender's Board-authorized priorities for the year.

In addition, Dr. Mikaelian could be asked to provide further consulting services to Dr. Bender and the District on administrative reorganization around functional areas. This additional study would be extremely well-timed, given the need to plan for the upcoming expected retirements of administrators in consecutive years just ahead. With the connections that both Dr. Bender and Dr. Mikaelian have, it is probable that they would be able to recommend consultants from either a university or business setting who could assist with the study, if additional outside expertise is needed.

Further, administration believes the strategic planning process should be allowed to proceed according to the Cambridge model. Strategic plan facilitator Dr. Howard Feddema will work with Dr. Bender and the entire administrative group on June 16-17. The purpose of this intensive workshop is to fuse accountability for implementation of the action plans into the ongoing operational responsibilities of the District's administrators. We have begun to prepare for these sessions with Dr. Feddema, and believe that this effort will result in well-designed jobs that meet specified performance standards and will concentrate the entire system on the mission and objectives of the strategic plan.

Dr. Bender will have a frequent opportunity to review the performance of each administrator on his or her progress on these mutual expectations at the outset and during the coming year. The Board also will receive planned updates on the implementation of the plan. The District has been very pleased with the direction and guidance provided by the Cambridge model thus far, and believe this next step should be allowed to unfold as planned.

Here is a summary of administration's recommendation:

**Responsibility:** The Superintendent should lead this project, with significant input from the Assistant Superintendent for Human Resources and the Assistant Superintendent for Student Learning. The Board should participate in a steering role. Dr. Mikaelian would be retained in a dual capacity as orientation facilitator for Dr. Bender and study consultant.

**Potential CFC Roles:** Provide a "bridge" between a private sector outlook and District 64, and provide project support as requested. Should Dr. Bender decide to seek additional outside expertise beyond the services of Dr. Mikaelian, CFC could offer advice from the business perspective about consultants specializing in organizational design.

**Study Questions.** As a first step, we recommend that the administrative team, under the direct supervision of the superintendent, identify specific questions this study could address for consideration by Dr. Bender to direct the work of Dr. Mikaelian. For example, questions might include:

- What is the purpose and desired outcome of the study?
- How does the study relate to the Strategic Plan, other Board initiatives and state/federal mandates?
- Does our current administrative structure support the implementation of the Strategic Plan, implementation of Board initiatives and state/federal mandates?
- As we anticipate significant administrative changes, can the current administrative structure support the Board's goals?
- What training and experience is required for each administrative position?
- How do we provide the support and leadership needed to accomplish the goals?

**Timeline:** Plans are in place to have Dr. Bender participate in the June 16-17 session facilitated by Dr. Howard Feddema to review the Action Plans approved by the Board of Education for the 2010-11 school year. As part of this process, goals for each administrator will be developed related to the Strategic Plan.

During the summer and first trimester of the 2010-11 school year, the superintendent can meet with each of the administrators he directly supervises (most of the ESC administrators and the building principals) to review their current job descriptions and responsibilities. With this understanding, he can then discuss any recommendations for changes in responsibilities with the consultant and ultimately the Board of Education during the second trimester, in time to recommend any changes for the 2011-12 year.

**Budget Implications:** Consultant costs typically would be in the range of \$20,000-30,000 and would be negotiated along with a specific scope of services. This likely would include initial study and interviews, development of data gathering instruments, and analysis of the data and preparation of final reports as well as a Board orientation with the new superintendent.

## **SPECIAL EDUCATION TUITION STUDY**

As mentioned in the Background section above, Board members have had several opportunities this spring to deepen their understanding of the current services provided to students, reimbursement for out-of-District tuition, legal responsibilities, and the implications of changing our service model to provide more services within the District.

An analysis of special education costs previously reviewed with individual Board members indicates that for the five-year period 2004-05 through 2008-09, District 64's unfunded costs have increased by about 47%, from about \$4.2 million to almost \$6.1 million reflecting changes in the student population and student needs. However, the percentage of costs that remain unfunded by outside sources has remained fairly constant in the same period and averages about 58%.

In addition, we also have learned that both the MTSEP Director and Assistant Director have announced their retirements for the end of the 2011-12 school year. The other MTSEP members (Districts 62, 63 and 207) have indicated an interest in reconsidering the future of the cooperative in light of this transition. Preliminary discussions about how special education services could be delivered throughout the township will get underway this coming year. District 64 will certainly be a part of this exploratory effort.

As we believe the Board has come to appreciate, special education is a highly regulated field, which has many restrictions and mandates that must be heeded. It also has a high potential for legal problems and complications on a daily basis. Any study would necessarily involve a significant amount of administrative time and attention, and would be costly if specialized outside consultants were retained to assist in the process. CFC's role would by necessity be extremely limited.

Furthermore, unlike the administrative staffing study described earlier, such a review is not a natural fit with the superintendent's entry plan nor is it directly related to the implementation of the strategic plan during its first year. Administration, therefore, believes that a formal study at this time may interfere with achieving the goals already identified for the strategic plan in 2010-11 and place an undue burden on a new superintendent during his orientation period. The District administration as a whole also will be engaged in assisting the transition of two new building principals along with the new director of technology and a new coordinator of extended day and preschool services.

However, we believe that District 64 should actively participate in discussions regarding any township-wide reorganization of special education services. We would like to return to the Board in 2011 to report on these preliminary discussions and evaluate the special education funding environment at that time. If the Board concludes that a full study of special education tuition costs should be completed, it could be scheduled and budgeted as part of the strategic plan action plans to be initiated for the 2011-12 school year.

## **CONCLUSION**

Administration would like to again thank the members of the CFC for their willingness to research and assist with studies that provide insight into District 64's finances. CFC's efforts help build awareness in the community and ensure the transparency of our financial operations. We are pleased that the group continues to play a vibrant and vital role in the District 64 community.



Elementary School District 64  
Park Ridge-Niles, Illinois

**MEMO**

DATE: April 26, 2010

TO: Board of Education

FROM: Betty Lattanzio, Purchasing Manager  
Becky Allard, Business Manager

SUBJECT: **2010-2011 PHYSICAL EDUCATION UNIFORM PURCHASE**

On April 13, 2010 quotations were received for physical education uniforms. Quotation specifications were sent to four vendors with four quotations received. Quotations were awarded on an "all or none" basis. Below is a list of the quotes received.

<u>VENDOR</u>	<u>ITEM</u>	<u>QUANTITY</u>	<u>UNIT COST</u>	<u>TOTAL COST</u>
Ambassador Athletic	Shirts	1,200	2.95	3,540.00
	Shorts	1,200	4.35	5,220.00
				<b>\$8,760.00</b>
Fitness Wear	Shirts	1,200	2.67	3,204.00
	Shorts	1,200	4.63	5,556.00
				<b>\$8,760.00</b>
Sunburst Sportwear	Shirts	1,200	2.72	3,264.00
	Shorts	1,200	4.62	5,544.00
				<b>\$8,808.00</b>
A Winning Edge	Shirts	1,200	3.75	4,500.00
	Shorts	1,200	5.77	6,924.00
				<b>\$11,424.00</b>

*(\*\* Previous year's total cost was 8,335.00)*

Please note that each year's total cost may vary depending on the number of students enrolled in P.E.


Ambassador Athletic and Fitness Wear submitted the same total cost. Over the past nine consecutive years, Ambassador had consistently submitted the lowest bid and had been awarded the bid each time. We have a long-standing customer/vendor relationship, and they have proven to be a very responsible vendor. Therefore, Ambassador Athletic will supply the 2010-2011 p.e. uniforms.

## MEMORANDUM OF INFORMATION

#026

2009-10

To: Board of Education

From: Rebecca Allard, Business Manager 

Subject: Summary of the March 31, 2010 Township Treasurer Meeting

Date: April 26, 2010

At the February 18, 2010, Community Finance Committee Meeting, there was a discussion on the role of the Township Treasurer. Although many questions were answered in regards to the role of the Township Treasurer questions remained regarding investments of District 64's funds. It was decided that a meeting would be scheduled with the Township Treasurer to clarify outstanding issues.

On March 31, 2010, a meeting was held with Township Treasurer, Tom Ahlbeck, Assistant Township Treasurer, Debbie Ittner, CFC members: Craig Elderkin and Renate Stolzer, District 64 Board member Eric Uhlig, Superintendent Sally Pryor, and Business Manager Becky Allard.

The items that were discussed are summarized below:

1. Laddering (fixed investments at various terms) of investments was compared between a money market fund and a mutual fund.
2. Investment philosophy is aligning investments for cash-flow needs, watching closely Cook County tax receipts.
3. Co-mingling district funds for investment purposes. A concern was raised about one district suffering a financial loss if an investment had to be called early. This occurrence has not happened but if it did an investment is reassigned to another district not retired early, therefore no District suffers a financial loss.
4. Collateralization of Investments –
  - a. Collateral is typically a pledge of assets
  - b. Collateral is typically held by a third party (Federal Reserve)
  - c. Collateral is typically 25 basis points (1/4%)
  - d. Collateral is not purchased for government agencies because they are backed by the US Government
  - e. Collateral for Certificates of Deposit (CD's) is purchased
  - f. The Money Market account at Chase is insured by FDIC (\$250,000 limit)

5. The Treasurers Bond is currently \$14,000,000. The Township Treasurer will survey other Township Treasures to determine limits carried.
6. Township Treasurer Audit Report has been received by District 64.
7. How can District 64 avoid the budget problems other districts are currently experiencing? The Township Treasurers role is to manage the District's cash-flow and investment practices and it is the District's responsibility to manage the budget.

All in attendance agreed the meeting was beneficial and agreed to meet in the future if necessary.

TO: Board of Education Members  
FROM: Bernadette Tramm  
DATE: April 26, 2010  
RE: INSPRA Distinguished Service Award to Superintendent Sally Pryor

It is my pleasure to announce that Superintendent Sally Pryor has been named the winner of an Award of Excellence, the highest honor, in the annual Distinguished Service Awards recognition program sponsored by the Illinois Chapter of the National School Public Relations Association (INSPRA). Dr. Pryor will be honored at the awards breakfast on Friday, May 7 in Rolling Meadows.

Dr. Pryor was recognized as an outstanding example of how to effectively engage staff, families, community members and organizations as vital partners to ensure that District 64 can achieve its mission of educating the whole child. Her personal commitment of time to build trusting relationships, leadership in providing financial resources for enhanced communication, and dedication as an educator have strengthened trust among all stakeholders and solidified support for quality education among local residents.

As Superintendent for the past seven years, Dr. Pryor has worked tirelessly in multiple ways to nurture communication links between and among these groups and to create new opportunities to strengthen understanding and demonstrate transparency. The award reflects the priority she has placed on personal contact with all stakeholders in order to build trust and support through expanded, hands-on involvement. Her leadership with PTO Presidents council, Community Finance Committee, Traffic Safety Committee and Green Team Committee are all evidence of this dedication.

In addition to personally investing her time, Dr. Pryor has provided financial resources from the District's budget to improve communication. Under her leadership, the District broadened its public information outreach; upgraded and integrated its District and school Web sites; and, greatly expanded its capability to contact parents and staff via e-mail, phone messaging, and e-newsletters.

An educator for 38 years, Dr. Pryor has continually worked to provide quality education and demonstrate accountability. She continues to work closely with teachers to reinforce the District's commitment to educating the whole child. This means focusing not just on core academic subjects, but also on other areas of learning equally valued in District 64, such as social-emotional skills, critical thinking and problem solving, the arts and physical education. Under her leadership, District 64 developed its own way to measure student progress by creating "Educational Ends," which define in broad terms the goals for each area of a child's development, and a companion "score card" to look at performance toward grade level and District goals. Through Dr. Pryor's efforts, all stakeholders now have clear and transparent tools to measure student learning, which forms the basis for ongoing dialogue.

Finally, Dr. Pryor has positioned District 64 for a smooth transition to a new Superintendent in 2010-11 by creating a comprehensive Strategic Plan. In a process spanning almost two years, she invited the community to come together to create its vision for the future education of its children. The result is a Strategic Plan supported by all stakeholders that offers a clear roadmap for moving District 64 through much of the coming decade. Having invested 18 years of her career in District 64, Dr. Pryor has created a worthwhile legacy by helping the community look to the future confidently and with clear purpose.

District 64 is proud to congratulate Dr. Pryor for receiving the 2010 INSPRA Distinguished Service Award.

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

Minutes of the meeting  
held at 4:00 p.m. Tuesday, April 13, 2010  
Franklin School, 2401 Manor Lane, Park Ridge, IL 60068

**Attendees:**

Superintendent Sally Pryor  
Chief Frank Kaminski, Park Ridge Police  
Cmdr. Lou Jogmen, Park Ridge Police  
Cmdr. Bill Polka, Park Ridge Police  
Ofc. Kristen Abbinante, Park Ridge Police  
Sarah Mitchell, City of Park Ridge Engineer  
Div. Cmdr. Joseph Penze, Niles Police  
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  
Tim Benka, Emerson Middle School Assistant Principal  
Mindy Jogmen, Emerson Middle School PTO  
Katie Kelly, Field School Assistant Principal  
Jane Everett, Field School staff  
Dan Walsh, Franklin School Principal  
Andy Petrolina, Roosevelt School Assistant Principal  
Kim Nasshan, Washington School Principal  
Lisa Arrigoni, Washington School PTO

Dr. Pryor called the meeting to order at 4:02 p.m. and thanked everyone for their continued vigilance as the nicer weather allows children to play outdoors more and ride their bikes to school.

**City of Park Ridge Police Report**

■ **Student Patrol Safety Award**

As a follow-up to the last meeting, Chief Kaminski reported that Carpenter grade 5 student Jacob Vowell had been recognized by police as planned at a recent City Council session for his actions as a student safety patrol member.

■ **Proposed Safety Budget Reductions**

Chief Kaminski reported on the impact of proposed cuts to the City's police budget including crossing guards effective May 1. He reported that as of that date, the City would pay guards only the time actually worked; all except 1 guard has agreed to work for the remainder of this school year under those terms. Police will work to replace that guard at the corner of Glenview Ave. and Northwest Hwy. However, 10 had stated they would not return for the 2010-11 school year. He also stated the traffic division assigned to the schools would be reassigned to general patrol. Dr. Pryor stated that some of this restructuring is catching us all by surprise today, and that the District thought that budget discussions were continuing. The Board will address the crossing guard issue at its April 26 meeting.

Cmdr. Jogmen stated that due to these reassignments, this would be his last meeting and introduced Cmdr. Polka as the new liaison. Cmdr. Polka will be responsible for maintaining the connection to the schools and for responding to the blog. He reiterated that police would continue to provide core services to the school, but that beat officers may not be assigned to the schools for enforcement action with the same regularity as in the past several years. The

police will do their best to respond to requests for services. Cmdr. Polka stated that this would be a challenge for all the officers, but that he will do his best for the schools. He has a personal commitment to the schools; both his daughters graduated from District 64.  
**ACTION:** Principals should continue to utilize the blog and call Cmdr. Polka directly if additional support is needed.

Dr. Pryor stated that the Committee would like to acknowledge Cmdr. Jogmen for all his efforts to improve safety, and will identify a more formal recognition later this spring.

### **City of Park Ridge City Engineer**

Ms. Mitchell reported that several routine roadway resurfacing projects will be getting underway shortly and that the school principals had been contacted. Work will be scheduled between 9 a.m. and 2 p.m. to avoid disrupting pick up/drop off routines and buses.

**ACTION:** Principals are to call or e-mail Ms. Mitchell if problems occur.

Ms. Mitchell also reported that the sidewalk project near Franklin School on Dee Road being funded through a Safe Routes to School grant was underway; expected completion is before Memorial Day.

**ACTION:** District 64 and Franklin School will coordinate with Ms. Mitchell on publicity for an official "opening" event.

### **Village of Niles Police Report**

Sgt. Davis reported that the budget situation is not quite as bad as Park Ridge, but that cutbacks will have to be made. He stated that crossing guard services would be continued without interruption through the end of the school year. He has been discussing possible changes with Mr. Benka at Emerson for summer school and the new school year.

**ACTION:** Dr. Pryor will talk further after the meeting with the Niles police officers and Mr. Benka on what has been discussed thus far to understand possible budget requests to District 64 for crossing guard financial support.

### **School Reports**

#### **▪ Carpenter**

Dr. Fletcher stated that spring meant the return of the ice cream trucks near the schools at afternoon dismissal. She inquired what the procedure is to have trucks move if they are parked in such a way that creates a safety problem for children. Cmdr. Jogmen stated that there's no ordinance that prohibits them from parking legally at school. Police can talk to the company and encourage them to be careful about where they park. The only other enforcement is to check whether they have a valid city permit. Principals can talk directly with the drivers to ask them to move to a safer location, although there's no guarantee that the driver will respond.

**ACTION:** Principals are to contact police if ice cream trucks are parked illegally or creating a dangerous situation, and are free to talk with the drivers to encourage repositioning in safe situations for children.

#### **▪ Field**

Assistant Principal Kelly reported that things are going very smoothly. The school appreciated the advanced notice from Ms. Mitchell about the upcoming street resurfacing and is pleased to learn about the limited work hours.

Ms Everett noted that some parents are leaving dogs unattended and tied to trees across from the school when they go to pick up their children, since dogs are not permitted on

school grounds. The dog leashes often are long enough to permit the dogs to roam across the sidewalk and become a tripping hazard. Cmdr. Jogmen said that owners are supposed to be in control of their dogs at all times.

**ACTION:** Cmdr. Jogmen will pass the concern along to the Community Service Officers for enforcement if they observe it.

- **Franklin**

Principal Walsh thanked Cmdr. Jogmen and Ms. Mitchell for re-installing the no U-turn sign in front of the school. He also appreciated the timely communication about the sidewalk work.

- **Roosevelt**

Assistant Principal Petrolina reported that the issue of drivers utilizing the staff parking area had been greatly reduced due to "re-training" of errant drivers by administrators standing at the entrance.

- **Washington**

Principal Nasshan noted that police had been seen enforcing the no cell phone law for cars traveling near the school. She also reported that ice cream trucks have returned, but have usually been parking legally. Ms. Arrigoni added her thanks to police for all the enforcement support that's been given.

- **Emerson**

Mr. Benka thanked the Niles police for quick response whenever situations needed their attention have arisen this year.

- **Lincoln**

Mr. Jensen reported on behalf of the interim principals that everything has been going well.

### **Successes-Concerns**

- **Kindergarten students on playground during lunch**

Ms. Jozwiak asked how Washington School had dealt with the safety issue of morning kindergarten students staying through the lunch recess and mingling with older students on the playground. Ms. Arrigoni said that the school has been very clear in its instructions to parents and that lunch supervisors do approach parents and inform them they must leave due to safety. Ms. Nasshan confirmed that a lot of targeted communication to morning kindergarten parents has been done and that additional reminders are sent if the problem returns.

### **Next Meeting**

Dr. Pryor said the next meeting would be crucial to develop plans to address how the schools will compensate for the City's budget problems if crossing guards are not maintained for all intersections for the 2010-11 school year. She noted the Board of Education would address the issue at its April 26 meeting.

The next meeting will be held on Tuesday, May 18 at 4:00 p.m. at the Learning Resource Center of Roosevelt School, 1001 S. Fairview Ave., Park Ridge.

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

The meeting was adjourned at 4:35 p.m.

Minutes submitted by Bernadette Tramm

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

Minutes of the Community Finance Committee  
held at 7:00 p.m. April 15, 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 member Sharon Lawson; CFC members Craig Elderkin and Craig Harter; and Business Manager Becky Allard.

Upon motion of Mr. Elderkin and second of Mr. Harter, the minutes of the previous meeting of February 18, 2010 were approved unanimously.

**Review of CFC projects approved by Board of Education**

▪ **Alumni Giving**

Messrs. Harter and Elderkin reported that a study group of Leanne Berry, Linda Williger, Jerry Kenney and Paul Sheahan had met recently to identify avenues for further research. The group plans to meet again on April 28. Ms. Williger has a professional colleague that works with foundations that has offered to help; Mr. Elderkin said CFC also would reach out to other community members identified through the strategic plan action team work.

▪ **Spend Management**

Mr. Bergren was unable to attend, but has identified topics for follow up with Ms. Allard based on the analysis of spending for 2008-09 that the study group recently completed. Ms. Allard is prepared to move forward when contacted.

▪ **Comparison of CFC financial projections with new StratPlan model**

Mr. Elderkin stated that he, Jun Lim and Mike Calahan had met to discuss some preliminary comparisons he had prepared between the two models. Mr. Elderkin reported that he had then met with Dr. Pryor, Ms. Allard and Mr. Lawrence Heidemann of StratPlan, the financial consulting firm that conducted the long-range projections presented to the District 64 Board of Education on February 8. He said that the CFC's spreadsheet also had been reviewed by Mr. Heidemann to see how consistent the two were. Mr. Elderkin noted that on the mechanical side, the two follow similar protocols to add up the individual funds into a total. Both models also recognize the restrictions of the tax cap and are both CPI-plus models. He believes that mechanically they are consistent. He noted that generally, the two models also use similar sources of data.

Mr. Elderkin noted that the CFC spreadsheet is just an extrapolation, but that the StratPlan model benefitted from some additional data that became available after the CFC model was formulated and also some further direction provided by Ms. Allard. Mr. Elderkin noted that both projections observe the effects of the "chronic structural imbalance," but that the timing differs of when the District will fall out of compliance



with the fund balance policy of having 33% (120 days) of annual operating expenditures on hand on June 30 each year. The CFC model is earlier and more severe than the StratPlan model and attributed this to a more aggressive forecast for District spending, which compounds. Mr. Elderkin concluded that CFC observations about critical spending variables are the same variables that administration will monitor anyway. CFC agrees that the District has several years of healthy fund balances and therefore has many years to consider any adjustments that might be made. The fact that the District is planning ahead and taking a very long view is what's important. Ms. Allard said it is also significant that the District has its own model and can compare it with a separate CFC model. She stated that it is essential that both be updated periodically at critical times during the year, when new information becomes available, such as when annual CPI is released and when the new fiscal year budget is adopted.

Mr. Elderkin said he would prepare a report on this comparison for Ms. Allard, Dr. Pryor and eventual presentation to the Board.

- **Property Tax Environment**

Mr. Elderkin reported that he and Messrs. Lim and Calahan had discussed key points; he will prepare a report.

- **Transportation Cost Statistics**

Ms. Allard has forwarded a study prepared by her intern to Mr. Bergren, who has reviewed it. Mr. Elderkin stated that Mr. Jeff Bork and Ms. Renate Stolzer also were interested in participating in this study. Ms. Allard stated she would forward the study to them as well.

- **Alternative Revenue Sources**

Mr. Elderkin stated that there were no further reports beyond those submitted by Messrs. Lim and Harter at the last meeting. There was a brief discussion about school districts involved in wind turbine projects, although it was agreed this would not be an option for District 64. Mr. Elderkin will document that the projects have been explored and are not worth pursuing.

### **April 5 Report to Board of Education – Financial Implications of Recent Legislation**

Dr. Pryor distributed copies of the report on District 64's financial condition that had been presented to the Board on April 5. She noted the contrast between our position and those of neighboring districts and the local municipal government. The report identifies the key steps the District, Board and community together have taken to strengthen the District's finances. Dr. Pryor noted that the District had received a perfect 4.0 financial profile from the Illinois State Board of Education and a "financial recognition" designation, which contrasts from the "financial watch" ranking received when she first was named superintendent seven years ago. The District will be spotlighting its secure and stable finances again in a news release and a further report at the April 26 Board meeting.

### **Projects Pending Board Approval**

Dr. Pryor said administration would present a report to the Board on April 26 with recommendations on the studies of special education tuition and an administrative

staffing model proposed by the CFC. The administrative staffing model will be linked to the orientation for the new superintendent and suggested Dr. Sam Mikaelian from Hazard, Young, Attea & Associates that facilitated the superintendent search could provide assistance with this study. Dr. Mikaelian also has many contacts with Northwestern University and others in the academic world that could be utilized as well. Dr. Pryor stated the special education topic is more difficult to address, because much of the information relates to specific students and cannot be discussed by the Board in open session. She reported that meetings have been held individually with Board members to further acquaint them with District 64' special education spending. Mr. Elderkin said he would look forward to the proposal on April 26.

#### **Next Meeting**

Mr. Elderkin requested that an informal meeting be scheduled with new superintendent Dr. Philip Bender to familiarize him with the CFC's activities. Dr. Pryor said she would request a summer meeting be scheduled after July 1 when he officially takes over.

Dr. Pryor thanked the CFC for the value that it has added to this District and to her work. She stated that it has made her job easier, knowing that there is a community oversight committee available to review District budgets and financial operation and test some of the assumptions. She thanked everyone for their efforts and expressed the hope the committee would continue to remain vigorous.

The next full CFC meeting will be held on Thursday, June 24 at 7:00 p.m. at ESC. The agenda will include reports on current CFC projects, possible follow up on the two pending projects, and possible new projects emanating from strategic plan implementation for 2010-11.

Dr. Pryor adjourned the meeting at 7: 38 p.m.

Minutes submitted by Bernadette Tramm