

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

Board of Education Agenda
Monday, June 28, 2010
Hendee Educational Service Center
164 S. 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, June 28, 2010

TIME

APPENDIX

7:00 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from the President of the Board 	
7:00 p.m.	• Board Adjourns to Closed Session	
7:30 p.m.	• Board Adjourns from Closed Session and Resumes Regular Board Meeting	
7:30-7:35 p.m.	• Public Comments	
7:35-7:45 p.m.	• Report on Strategic Plan June 16 – 17 Workshop -- Superintendent	A- 1
7:45-7:55 p.m.	• Update on Energy Education Program -- Superintendent/Energy Educator	A-2
7:55-8:00 p.m.	• Approval of the 2010-2011 Tentative Budget and Establishment of Public Hearing Date on September 27, 2010 -- Business Manager	A-3 Action Item 10-06-3
8:00-8:05 p.m.	• Resolution #1052 for Transfer of Interest Funds from Working Cash to Educational Fund -- Business Manager	A-4 Action Item 10-06-4
8:05-8:10 p.m.	• Resolution #1053 for Transfer of Interest Funds from Debt Service to Educational Fund -- Business Manager	A-5 Action Item 10-06-5
8:10-8:15 p.m.	• Resolution #1054 for Prevailing Wage -- Business Manager	A-6 Action Item 10-06-6
8:15-8:20 p.m.	• Consent Agenda -- Board President	A-7 Action Item 10-06-7

- Personnel Report
- Bills
- Approval of Policy 8:25
- Approval of Resolution with PMA Financial Services
- Approval of Maine Township School Treasurer Depositories
- Release of Closed Minutes
- Destruction of Audio Closed Minutes (none)

8:20-8:25 p.m. • **Approval of Minutes** **Action Item 10-06-8** **A-8**
 -- Board President
 • Open and Closed Minutes of June 14, 2010
 • Committee of the Whole Minutes of June 14, 2010

8:25-8:30 p.m. • **Other Items of Information** **A-9**
 -- Superintendent
 • Upcoming Agenda
 • Memoranda of Information
 - Update on RtI
 - Update on Summer Construction Projects
 - Audit Team Communication Meeting
 • Minutes of Board Committees (none)

8:30 p.m. • **Adjournment**

Next Regular Meeting: Monday, July 12, 2010 – 7:30 p.m.
 Raymond Hendee ESC
 164 S. Prospect Avenue
 Park Ridge, IL 60068

July 12, 2010

- Approval of Hearing Officer
- Approval of Custodial Supply Bid 2010-11
- MAP Report
- Approval of Student/Parent Handbook

August 9, 2010

- Discussion on Board Focus for 2010-11

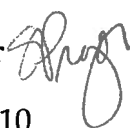
August 23, 2010

- Committee of the Whole: Finance (Budget Review)
- Update on Institute Day & Opening of Day of School
- Preliminary Enrollment Report

TBD

- Background Information on Employee Wellness (Memo of Information)
- Committee of the Whole: Wellness
- Board of Education Retreat
- Results from Youth Survey and Drug Abuse
- 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.

TO: Board of Education
FROM: Sally Pryor 
DATE: June 28, 2010
RE: Report on June 16-17 Strategic Planning Workshop

Working under the guidance of facilitator Dr. Howard Feddema of the Cambridge Group, District 64 administrators participated in an intensive, two-day workshop on June 16-17. The sessions were split between the Educational Service Center in the morning and Emerson Middle School (Learning Resource Center) in the afternoons. All of the 2010-11 administrators were able to attend except the new director of technology; Larry Sorensen attended in her place and has met with her to review what was discussed. In addition, Dr. Philip Bender, our new superintendent, was able to free his calendar to participate in the workshops.

Among the good outcomes to our time together:

- Dr. Bender had an opportunity to get to know and work with his administrative staff.
- Our new principals and administrators had the chance to work with their colleagues and new superintendent.
- All administrators developed goals for 2010-11 based on the Strategic Plan.

During the workshop, administrators thoroughly reviewed the overall plan and each of the 20 action plans scheduled for implementation in 2010-11. Work time in small job-alike groups also was provided for administrators to develop individual goals. These were completed on a new form, the Mutual Commitments & Expectations (MC&E) worksheet. The worksheet is accessible online via the Cambridge Strategic Services website for District 64, and was provided as an attachment to my June 14 Memo. Administrators used their laptops to enter their statements directly onto the form as each person designed their jobs for 2010-11 through the lens of the Strategic Plan. Dr. Feddema then led the entire group on a careful review of the drafts to add insights and help clarify the statements. In addition, administrator responsibilities were linked to action plan steps for 2010-11. We also had a lengthy discussion of the change protocol, which is Strategy V, and developed procedures to make sure that the protocol in its entirety will become a part of what the District does in the future as change in any area is planned and implemented.

Administrators will continue working on their MC&E forms in the next few weeks. Each will meet with his or her supervisor before the opening of school to reach agreement on specific job performance commitments for the coming year. This workshop ensured that each administrator was able to develop a clear understanding of his or her role in the implementation of each action plan as well as for other, ongoing initiatives.

Looking ahead, a draft of key dates for 2010-11 also was reviewed. In keeping with past practice, Dr. Bender will continue to provide frequent, informal updates periodically as work gets underway. The first formal progress report to the Board has been tentatively scheduled for the December 13 meeting.

The workshop concludes our formal work with Dr. Feddema, who officially began his strategic planning activities in District 64 in October 2008 with presentations to the Board and community. In wrapping up the workshop, Dr. Feddema reiterated praise for the professionalism and intensity our administrative team brought to the crucial process of "fusing the plan" into the normal work of District 64, which he said is often a stumbling point for strategic planning efforts.

As I conclude my 18 years in District 64, I am very proud that I have been able to help craft a plan that will direct District 64's "*Journey of Excellence*" for many more years to come. I want to again thank all the volunteers who participated in the many steps of the Strategic Plan process over the past two years, including past and current Board members, District 64 administrators and staff members, parents, community members and organizations, for so generously giving of your time and talents on behalf of current and future District 64 students.

Update on Energy Education Program

Transformational Energy Management™ Process

Park Ridge Com. Cons. SD 64

July 2003 – April 2010



Park Ridge CCSD 64



Energy Education®
Empowering Your Vision.

Energy Savings To Date:

\$1,183,722

17%

82 months into energy program

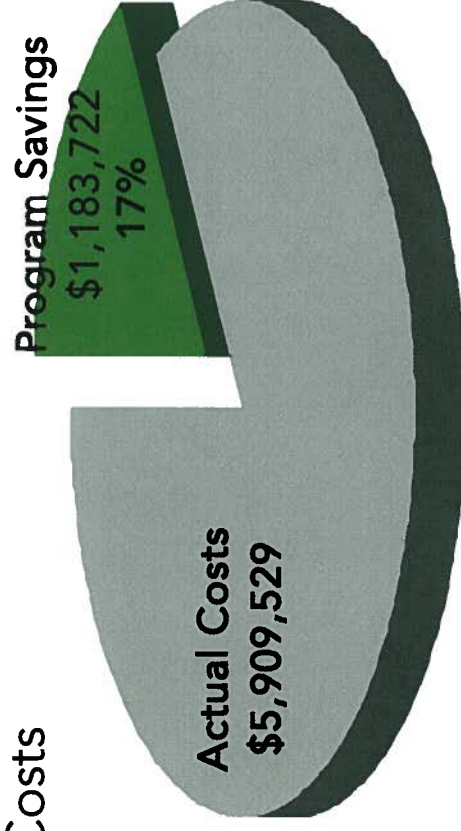
Energy Cost Analysis



July 2003 – April 2010

Expected Energy Costs

\$7,093,251



Expected Energy Costs

- Amount organization would have spent on energy without energy program
- Base year usage adjusted for changes in weather, energy loads and prices

Actual Energy Costs

- Actual energy costs for electricity, water, sewer, and gas as a result of energy program

Program Savings

- Program implementation resulting in behavior changes
- Energy Education training and support
- Reductions in equipment run times

Energy Program Success



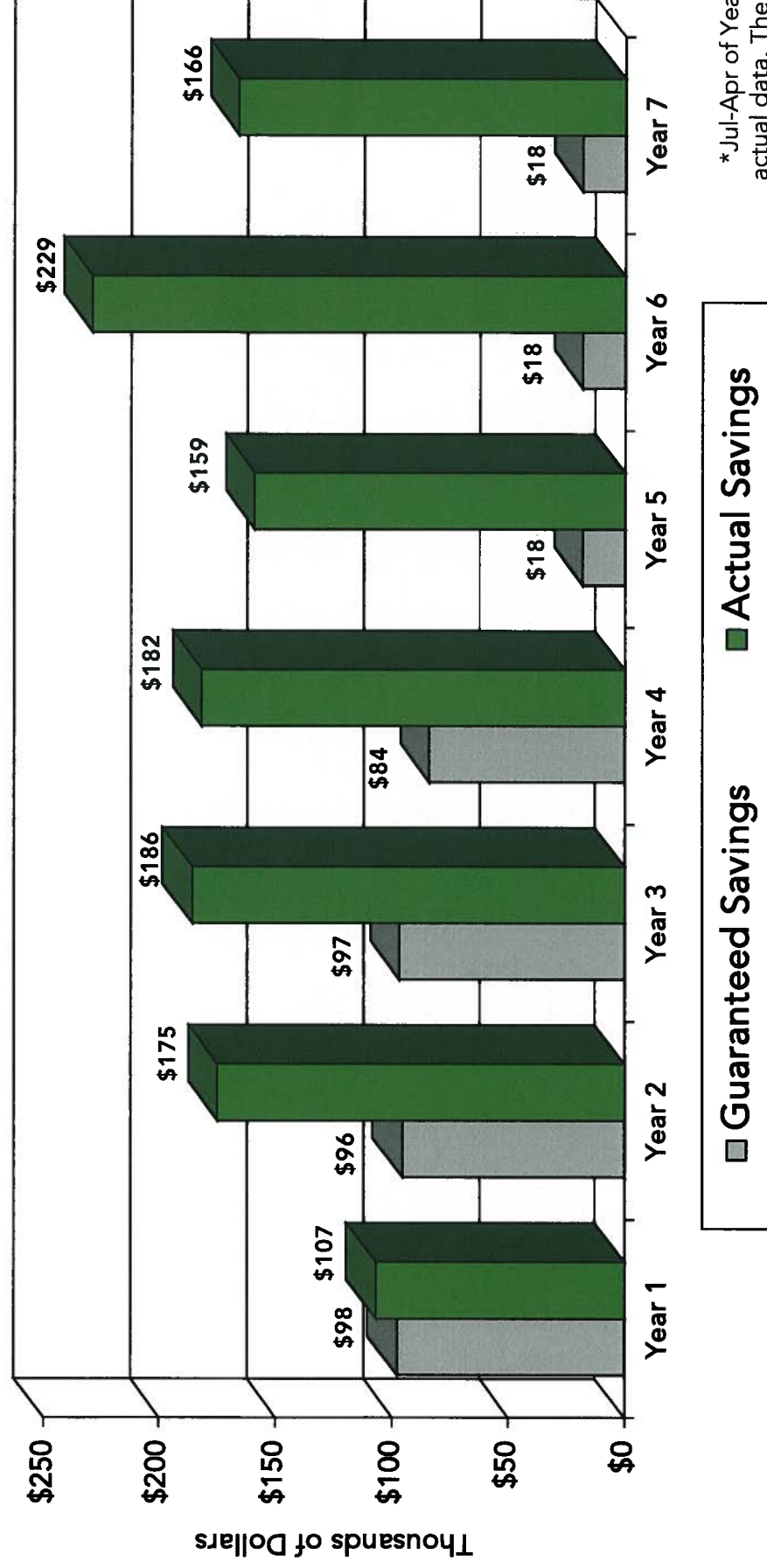
Success Factors

1. **Teamwork** — All organization personnel
2. **Data analysis** — Energy Educator/Manager
3. **On-site training and expertise** — Energy Education
4. **Comprehensive facility audits** — Expert identification of energy conservation opportunities throughout system facilities

Program Benefits and Features

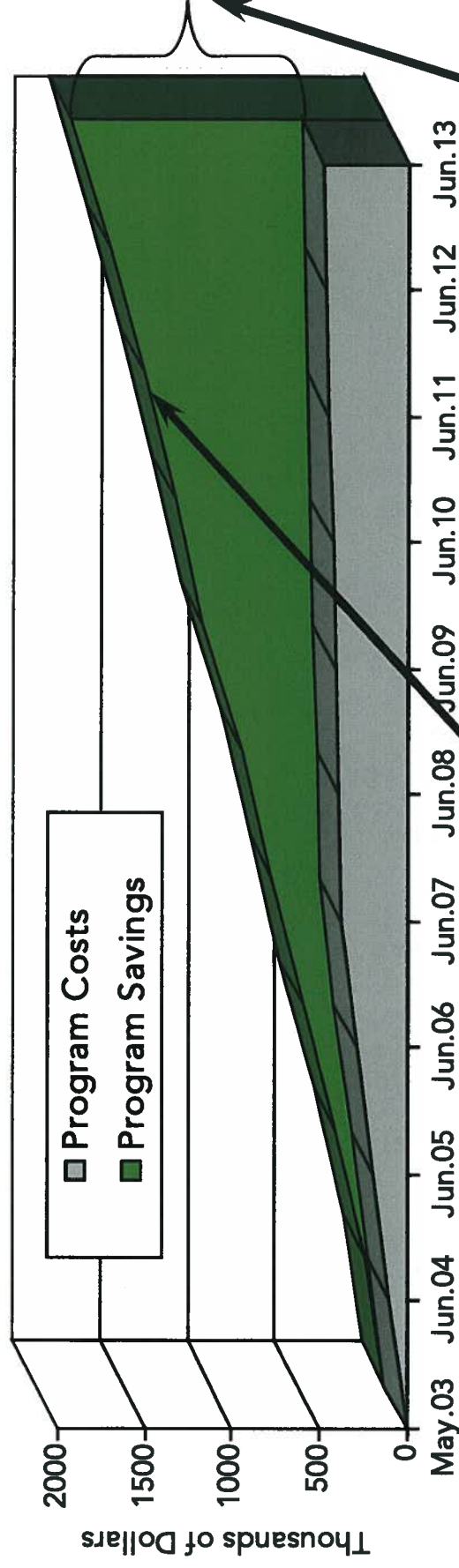
1. **Budget** — Dollars retained for educational purposes
2. **Environmental** — Conservation of natural resources
3. **Self-funding program** — Conservation activities generate savings which pay for the program
4. **Longevity** — Program designed to be ongoing, with free support from Energy Education after paid contract term

Program Costs vs Actual Savings



*Jul-Apr of Year 7 is actual data. The rest of Year 7 is projected based on historical comparisons.

10-Year Projected Savings



Gross savings to date:

- \$1,183,722
- 17%

Projected net savings:

- June 2013
- \$1,321,000

Continued Program Success With Energy Education Support

Appendix 3

APPROVAL OF THE 2010-2011 TENTATIVE BUDGET AND ESTABLISHMENT OF PUBLIC HEARING DATE ON SEPTEMBER 27, 2010

The Administration is presenting the 2010-2011 Tentative Budget for approval. The approved budget must be on display for at least 30 days prior to the public hearing. If the proposed date for the public hearing and adoption are accepted, the budget will be displayed beginning August 16, 2010. The document will be available at the District administrative office and the Park Ridge and Niles Public Libraries.

It is recommended to hold the Public Hearing on Monday, September 27, 2010 and have final adoption on that same date. The Tentative Budget may be modified anytime prior to final adoption.

ACTION ITEM 10-06-3

I move that the 2010-2011 Tentative Budget be approved and that the public hearing for the Final Budget for Community Consolidated School District 64 for the 2010-2011 school year be held on Monday, September 27, 2010 at 7:20 p.m. at the Jefferson School, 8200 Greendale, Niles, Illinois. The notice of the Public Hearing shall be placed in a Park Ridge and Niles newspaper.

Moved by _____ Seconded by _____

AYES:

NAYS:

ABSENT:

LEGAL NOTICE

NOTICE IS HEREBY GIVEN BY THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 IN THE COUNTY OF COOK, STATE OF ILLINOIS, THAT A TENTATIVE BUDGET FOR SAID SCHOOL DISTRICT FOR THE FISCAL YEAR BEGINNING JULY 1, 2010 AND ENDING JUNE 30, 2011 WILL BE ON FILE AND CONVENIENTLY AVAILABLE FOR PUBLIC INSPECTION AT THE RAYMOND E. HENDEE EDUCATIONAL SERVICE CENTER, 164 S. PROSPECT AVENUE, PARK RIDGE, ILLINOIS, 60068, FROM 8:00 A.M. TO 4:00 P.M., MONDAY THROUGH THURSDAY AND FROM 8:00 A.M. TO 12:00 P.M. ON FRIDAY, ON AND AFTER MONDAY, AUGUST 16, 2010. COPIES OF SAID BUDGET WILL ALSO BE AVAILABLE AT THE PARK RIDGE AND NILES PUBLIC LIBRARIES.

NOTICE IS FURTHER HEREBY GIVEN THAT A PUBLIC HEARING ON SAID BUDGET WILL BE HELD AT 7:20 P.M. ON MONDAY, SEPTEMBER 27, 2010 AT JEFFERSON SCHOOL, 8200 GREENDALE, NILES, ILLINOIS.

DATED THIS JUNE 28, 2010

BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

ERIC UHLIG
SECRETARY

TO BE PUBLISHED IN THE PARK RIDGE HERALD ADVOCATE AND THE NILES SPECTATOR ON THURSDAY, AUGUST 12, 2010.

The Tentative Budget is available for you to view on our District website (d64.org) under the Committee-of-the-Whole on Finance meeting dated May 24, 2010.

ADOPTION OF RESOLUTION #1052 TRANSFERRING INTEREST FROM THE
WORKING CASH FUND TO THE EDUCATIONAL FUND

The District's budget calls for a transfer of interest earned in the Working Cash Fund, to the Educational Fund, as is permissible under the School Code of Illinois. Resolution #1052 should be adopted to accomplish this.

ACTION ITEM 10-06-4

I move the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt Resolution #1052, authorizing the transfer of interest earned from July 2009 – May 2010 from the Working Cash Fund to the Educational Fund on or before June 30, 2010.

Moved By:_____ Seconded By:_____

AYES:

NAYS:

ABSENT:

6/28/10

**RESOLUTION #1052 TO TRANSFER INTEREST EARNED FROM THE
WORKING CASH FUND TO THE EDUCATIONAL FUND**

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

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

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

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

Section 2. The Treasurer of this District is hereby directed to transfer interest earned in the Working Cash Fund in the amount of \$318,266.35 on or before June 30, 2010, to the Educational Fund for salaries and other school purposes.

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

Adopted this 28th day of June, 2010 by the following vote:

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

Secretary

#1052

ADOPTION OF RESOLUTION #1053 TRANSFERRING INTEREST FROM THE DEBT SERVICE FUND TO THE EDUCATIONAL FUND

The transfer of interest earned in the Debt Service Fund (formerly Bond and Interest Fund), to the Educational Fund is recommended and permissible under the School Code of Illinois. Resolution #1053 should be adopted to accomplish this.

ACTION ITEM 10-06-5

I move the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt Resolution #1053, authorizing the transfer of \$21,813.44 representing the interest earned from July 2009 - May 2010 from the Debt Service Fund to the Educational Fund on or before June 30, 2010.

Moved By:_____ Seconded By:_____

AYES:

NAYS:

ABSENT:

6/28/10

**RESOLUTION #1053 TO TRANSFER INTEREST EARNED FROM THE
DEBT SERVICE FUND TO THE EDUCATIONAL FUND**

WHEREAS, the Board of Education ("Board") of Community Consolidated School District No. 64, Cook County, Illinois ("District"), has determined that it is necessary and in the best interests of the District that certain interest moneys earned be transferred to the Educational Fund; and

WHEREAS, § 10-22.44 of The School Code authorizes the Board to transfer interest earned on monies in the District's Debt Service Fund to the fund most in need of such income; and

WHEREAS, the Board has further determined that the Educational Fund is the fund most in need of the interest earned which is proposed to be transferred to that fund; and

WHEREAS, interest has been earned in the Debt Service Fund from July 2009 – May 2010 in the amount of \$21,813.44;

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

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

Section 2. The Treasurer of this District is hereby directed to transfer interest earned in the Debt Service Fund in the amount of \$21,813.44 on or before June 30, 2010, to the Educational Fund of the District as the fund most in need of said interest moneys earned.

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

Adopted this 28th day of June, 2010 by the following vote:

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

Secretary

#1053

ADOPTION OF RESOLUTION #1054 REGARDING THE ILLINOIS PREVAILING WAGE ACT

The Illinois Department of Labor has provided our District with the current information needed to comply with the Illinois Prevailing Wage Act . This Act must be followed by all public bodies such as school districts.

ACTION ITEM 10-06-6

I move that the Board of Education of Community Consolidated School District #64, Park Ridge-Niles, Illinois, adopt Resolution #1054 regarding the Illinois Prevailing Wage Act as provided by the Illinois Department of Labor.

Moved by:_____Seconded by:_____

AYES:

NAYS:

ABSENT:

6/28/10

STATE OF ILLINOIS)

) ss.

COUNTY OF COOK)

CERTIFICATE

I DO HEREBY CERTIFY that I am the duly elected, qualified and acting Secretary of the Board of Education of Park Ridge-Niles School District No. 64, County of Cook, State of Illinois, and as such am the keeper of the records of said Board of Education.

I DO FURTHER CERTIFY that the attached hereto is a true correct and complete copy of a resolution entitled RESOLUTION OF THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64, COOK COUNTY, ILLINOIS, ASCERTAINING THE PREVAILING RATE OF WAGES FOR LABORERS, WORKMEN AND MECHANICS EMPLOYED IN PUBLIC WORKS OF SAID SCHOOL DISTRICT, and adopted by said Board of Education at a Board meeting held June 28, 2010.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 28th day of June, 2010.

Secretary, Board of Education

RESOLUTION #1054 OF THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64, COOK COUNTY, ILLINOIS, ASCERTAINING THE PREVAILING RATE OF WAGES FOR LABORERS, WORKMEN AND MECHANICS EMPLOYED IN PUBLIC WORKS OF SAID SCHOOL DISTRICT

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

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

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

SECTION 1: To the extent and as required by "An ACT regulating wages of laborers, mechanics and other workers employed in any public works by the State, county, city or any public body or any political subdivision or by any one under contract for public works," approved June 26, 1941, as amended, the general prevailing rate of wages in this locality for laborers, mechanics and other workers engaged in the construction of public works coming under the jurisdiction of this Board of Education is hereby ascertained to be the same as the prevailing rate of wages for construction work in Cook County area as determined by the Department of Labor of the State of Illinois as of June, 2010, a copy of that determination being attached hereto and incorporated herein by reference. As required by said Act, any and all revisions of the prevailing rate of wages by the Department of Labor of the State of Illinois shall supersede the Department's June determination and apply to any and all public works construction undertaken by the Board of Education. The definition of any terms appearing in this Ordinance which are also used in aforesaid Act shall be the same as in said Act.

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

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

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

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

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

PASSED THIS 28th DAY OF JUNE, 2010.

APPROVED:

President, Board of Education

ATTEST:

Secretary, Board of Education

#1054

Cook County Prevailing Wage for May 2010

Trade Name	RG	TYP	C	Base	FRMAN	*M-F>8	OSA	OSH	H/W	Pensn	Vac	Trng
=====	==	===	=	=====	=====	=====	=====	=====	=====	=====	=====	=====
ASBESTOS ABT-GEN		ALL		35.200	35.700	1.5	1.5	2.0	9.130	8.370	0.000	0.400
ASBESTOS ABT-MEC		BLD		31.540	0.000	1.5	1.5	2.0	9.670	9.610	0.000	0.520
BOILERMAKER		BLD		43.020	46.890	2.0	2.0	2.0	6.720	9.890	0.000	0.350
BRICK MASON		BLD		39.030	42.930	1.5	1.5	2.0	8.800	10.67	0.000	0.740
CARPENTER		ALL		40.770	42.770	1.5	1.5	2.0	9.840	9.790	0.000	0.490
CEMENT MASON		ALL		41.850	43.850	1.5	1.5	2.0	8.600	9.810	0.000	0.220
CERAMIC TILE FNSHER		BLD		33.600	0.000	2.0	1.5	2.0	6.950	8.020	0.000	0.540
COMM. ELECT.		BLD		36.440	38.940	1.5	1.5	2.0	7.650	7.750	0.000	0.700
ELECTRIC PWR EQMT OP		ALL		39.850	46.430	1.5	1.5	2.0	9.870	12.40	0.000	0.300
ELECTRIC PWR GRNDMAN		ALL		31.080	46.430	1.5	1.5	2.0	7.700	9.680	0.000	0.240
ELECTRIC PWR LINEMAN		ALL		39.850	46.430	1.5	1.5	2.0	9.870	12.40	0.000	0.300
ELECTRICIAN		ALL		40.400	43.000	1.5	1.5	2.0	11.33	9.420	0.000	0.750
ELEVATOR CONSTRUCTOR		BLD		46.160	51.930	2.0	2.0	2.0	10.03	9.460	2.770	0.000
FENCE ERECTOR		ALL		30.700	32.200	1.5	1.5	2.0	7.950	8.430	0.000	0.500
GLAZIER		BLD		37.000	38.500	1.5	1.5	2.0	7.340	12.05	0.000	0.740
HT/FROST INSULATOR		BLD		42.050	44.550	1.5	1.5	2.0	9.670	10.81	0.000	0.520
IRON WORKER		ALL		40.750	42.750	2.0	2.0	2.0	11.00	15.99	0.000	0.300
LABORER		ALL		35.200	35.950	1.5	1.5	2.0	9.130	8.370	0.000	0.400
LATHER		ALL		40.770	42.770	1.5	1.5	2.0	9.840	9.790	0.000	0.490
MACHINIST		BLD		42.770	44.770	1.5	1.5	2.0	7.750	8.690	0.650	0.000
MARBLE FINISHERS		ALL		29.100	0.000	1.5	1.5	2.0	8.800	10.67	0.000	0.740
MARBLE MASON		BLD		39.030	42.930	1.5	1.5	2.0	8.800	10.67	0.000	0.740
MATERIAL TESTER I		ALL		25.200	0.000	1.5	1.5	2.0	9.130	8.370	0.000	0.400
MATERIALS TESTER II		ALL		30.200	0.000	1.5	1.5	2.0	9.130	8.370	0.000	0.400
MILLWRIGHT		ALL		40.770	42.770	1.5	1.5	2.0	9.840	9.790	0.000	0.490
OPERATING ENGINEER		BLD	1	45.100	49.100	2.0	2.0	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		BLD	2	43.800	49.100	2.0	2.0	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		BLD	3	41.250	49.100	2.0	2.0	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		BLD	4	39.500	49.100	2.0	2.0	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		BLD	5	48.850	49.100	2.0	2.0	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		BLD	6	46.100	49.100	2.0	2.0	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		BLD	7	48.100	49.100	2.0	2.0	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		FLT	1	51.300	51.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		FLT	2	49.800	51.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		FLT	3	44.350	51.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		FLT	4	36.850	51.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		HWY	1	43.300	47.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		HWY	2	42.750	47.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		HWY	3	40.700	47.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		HWY	4	39.300	47.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		HWY	5	38.100	47.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		HWY	6	46.300	47.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
OPERATING ENGINEER		HWY	7	44.300	47.300	1.5	1.5	2.0	11.70	8.050	1.900	1.150
ORNAMNTL IRON WORKER		ALL		40.200	42.450	2.0	2.0	2.0	8.700	14.04	0.000	0.500
PAINTER		ALL		38.000	42.750	1.5	1.5	1.5	8.350	9.400	0.000	0.670
PAINTER SIGNS		BLD		31.740	35.640	1.5	1.5	1.5	2.600	2.540	0.000	0.000
PILEDRIIVER		ALL		40.770	42.770	1.5	1.5	2.0	9.840	9.790	0.000	0.490
PIPEFITTER		BLD		43.150	46.150	1.5	1.5	2.0	7.660	9.550	0.000	1.570
PLASTERER		BLD		38.550	40.860	1.5	1.5	2.0	9.000	9.690	0.000	0.450
PLUMBER		BLD		44.000	46.000	1.5	1.5	2.0	9.860	7.090	0.000	1.030

ROOFER	BLD	37.000	40.000	1.5	1.5	2.0	7.500	6.020	0.000	0.330
SHEETMETAL WORKER	BLD	40.460	43.700	1.5	1.5	2.0	9.580	12.35	0.000	0.610
SIGN HANGER	BLD	28.210	29.060	1.5	1.5	2.0	4.450	2.880	0.000	0.000
SPRINKLER FITTER	BLD	40.500	42.500	1.5	1.5	2.0	8.500	6.850	0.000	0.500
STEEL ERECTOR	ALL	40.750	42.750	2.0	2.0	2.0	10.95	15.99	0.000	0.300
STONE MASON	BLD	39.030	42.930	1.5	1.5	2.0	8.800	10.67	0.000	0.740
TERRAZZO FINISHER	BLD	35.150	0.000	1.5	1.5	2.0	6.950	10.57	0.000	0.380
TERRAZZO MASON	BLD	39.010	42.010	1.5	1.5	2.0	6.950	11.91	0.000	0.510
TILE MASON	BLD	40.490	44.490	2.0	1.5	2.0	6.950	9.730	0.000	0.610
TRAFFIC SAFETY WRKR	HWY	24.300	25.900	1.5	1.5	2.0	3.780	1.875	0.000	0.000
TRUCK DRIVER	E ALL 1	30.700	31.350	1.5	1.5	2.0	6.750	5.450	0.000	0.150
TRUCK DRIVER	E ALL 2	30.950	31.350	1.5	1.5	2.0	6.750	5.450	0.000	0.150
TRUCK DRIVER	E ALL 3	31.150	31.350	1.5	1.5	2.0	6.750	5.450	0.000	0.150
TRUCK DRIVER	E ALL 4	31.350	31.350	1.5	1.5	2.0	6.750	5.450	0.000	0.150
TRUCK DRIVER	W ALL 1	32.550	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TRUCK DRIVER	W ALL 2	32.700	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TRUCK DRIVER	W ALL 3	32.900	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TRUCK DRIVER	W ALL 4	33.100	33.100	1.5	1.5	2.0	6.500	4.350	0.000	0.000
TUCKPOINTER	BLD	39.200	40.200	1.5	1.5	2.0	7.830	10.25	0.000	0.770

Legend: M-F>8 (Overtime is required for any hour greater than 8 worked each day, Monday through Friday.

OSA (Overtime is required for every hour worked on Saturday)

OSH (Overtime is required for every hour worked on Sunday and Holidays)

H/W (Health & Welfare Insurance)

Pensn (Pension)

Vac (Vacation)

Trng (Training)

Explanations

COOK COUNTY

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

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

EXPLANATION OF CLASSES

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

ASBESTOS - MECHANICAL - removal of asbestos material from mechanical

systems, such as pipes, ducts, and boilers, where the mechanical systems are to remain.

CERAMIC TILE FINISHER

The grouting, cleaning, and polishing of all classes of tile, whether for interior or exterior purposes, all burned, glazed or unglazed products; all composition materials, granite tiles, warning detectable tiles, cement tiles, epoxy composite materials, pavers, glass, mosaics, fiberglass, and all substitute materials, for tile made in tile-like units; all mixtures in tile like form of cement, metals, and other materials that are for and intended for use as a finished floor surface, stair treads, promenade roofs, walks, walls, ceilings, swimming pools, and all other places where tile is to form a finished interior or exterior. The mixing of all setting mortars including but not limited to thin-set mortars, epoxies, wall mud, and any other sand and cement mixtures or adhesives when used in the preparation, installation, repair, or maintenance of tile and/or similar materials. The handling and unloading of all sand, cement, lime, tile, fixtures, equipment, adhesives, or any other materials to be used in the preparation, installation, repair, or maintenance of tile and/or similar materials. Ceramic Tile Finishers shall fill all joints and voids regardless of method on all tile work, particularly and especially after installation of said tile work. Application of any and all protective coverings to all types of tile installations including, but not be limited to, all soap compounds, paper products, tapes, and all polyethylene coverings, plywood, masonite, cardboard, and any new type of products that may be used to protect tile installations, Blastrac equipment, and all floor scarifying equipment used in preparing floors to receive tile. The clean up and removal of all waste and materials. All demolition of existing tile floors and walls to be re-tiled.

COMMUNICATIONS ELECTRICIAN

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

MARBLE FINISHER

Loading and unloading trucks, distribution of all materials (all stone, sand, etc.), stocking of floors with material, performing all rigging for heavy work, the handling of all material that may be needed for the installation of such materials, building of

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

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

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

OPERATING ENGINEER - BUILDING

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

Class 2. Boilers; Broom, All Power Propelled; Bulldozers; Concrete Mixer (Two Bag and Over); Conveyor, Portable; Forklift Trucks; Highlift Shovels or Front Endloaders under 2-1/4 yd.; Hoists, Automatic; Hoists, Inside Elevators; Hoists, Sewer Dragging Machine;

Hoists, Tugger Single Drum; Rock Drill (Self-Propelled); Rock Drill (Truck Mounted); Rollers, All; Steam Generators; Tractors, All; Tractor Drawn Vibratory Roller; Winch Trucks with "A" Frame.

Class 3. Air Compressor; Combination Small Equipment Operator; Generators; Heaters, Mechanical; Hoists, Inside Elevators; Hydraulic Power Units (Pile Driving, Extracting, and Drilling); Pumps, over 3" (1 to 3 not to exceed a total of 300 ft.); Low Boys; Pumps, Well Points; Welding Machines (2 through 5); Winches, 4 Small Electric Drill Winches; Bobcats (up to and including $\frac{3}{4}$ cu yd.) .

Class 4. Bobcats and/or other Skid Steer Loaders (other than bobcats up to and including $\frac{3}{4}$ cu yd.); Oilers; and Brick Forklift.

Class 5. Assistant Craft Foreman.

Class 6. Gradall .

Class 7. Mechanics.

OPERATING ENGINEERS - HIGHWAY CONSTRUCTION

Class 1. Asphalt Plant; Asphalt Heater and Planer Combination; Asphalt Heater Scarfire; Asphalt Spreader; Autograder/GOMACO or other similar type machines: ABG Paver; Backhoes with Caisson Attachment; Ballast Regulator; Belt Loader; Caisson Rigs; Car Dumper; Central Redi-Mix Plant; Combination Backhoe Front Endloader Machine, (1 cu. yd. Backhoe Bucket or over or with attachments); Concrete Breaker (Truck Mounted); Concrete Conveyor; Concrete Paver over 27E cu. ft.; Concrete Placer; Concrete Tube Float; Cranes, all attachments; Cranes, Tower Cranes of all types: Creter Crane: Crusher, Stone, etc.; Derricks, All; Derrick Boats; Derricks, Traveling; Dowell Machine with Air Compressor; Dredges; Formless Curb and Gutter Machine; Grader, Elevating; Grader, Motor Grader, Motor Patrol, Auto Patrol, Form Grader, Pull Grader, Subgrader; Guard Rail Post Driver Truck Mounted; Hoists, One, Two and Three Drum; Hydraulic Backhoes; Backhoes with shear attachments; Lubrication Technician; Manipulators; Mucking Machine; Pile Drivers and Skid Rig; Pre-Stress Machine; Pump Cretes Dual Ram; Rock Drill - Crawler or Skid Rig; Rock Drill - Truck Mounted; Rock/Track Tamper; Roto Mill Grinder; Slip-Form Paver; Soil Test Drill Rig (Truck Mounted); Straddle Buggies; Hydraulic Telescoping Form (Tunnel); Tractor Drawn Belt Loader (with attached pusher - two engineers); Tractor with Boom; Tractaire with Attachments; Trenching Machine; Truck Mounted Concrete Pump with Boom; Raised or Blind Hole Drills (Tunnel Shaft); Underground Boring and/or Mining Machines 5 ft. in diameter and over tunnel, etc; Underground Boring and/or Mining Machines under 5 ft. in diameter; Wheel Excavator; Widener (APSCO).

Class 2. Batch Plant; Bituminous Mixer; Boiler and Throttle Valve; Bulldozers; Car Loader Trailing Conveyors; Combination Backhoe Front Endloader Machine (Less than 1 cu. yd. Backhoe Bucket or over or with attachments); Compressor and Throttle Valve; Compressor, Common Receiver (3); Concrete Breaker or Hydro Hammer; Concrete Grinding Machine; Concrete Mixer or Paver 7S Series to and including 27 cu. ft.; Concrete Spreader; Concrete Curing Machine, Burlap Machine,

Belting Machine and Sealing Machine; Concrete Wheel Saw; Conveyor Muck Cars (Haglund or Similar Type); Drills, All; Finishing Machine - Concrete; Highlift Shovels or Front Endloader; Hoist - Sewer Dragging Machine; Hydraulic Boom Trucks (All Attachments); Hydro-Blaster; All Locomotives, Dinky; Off-Road Hauling Units (including articulating)/2 ton capacity or more; Non Self-Loading Ejection Dump; Pump Cretes: Squeeze Cretes - Screw Type Pumps, Gypsum Bulker and Pump; Roller, Asphalt; Rotary Snow Plows; Rototiller, Seaman, etc., self-propelled; Scoops - Tractor Drawn; Self-Propelled Compactor; Spreader - Chip - Stone, etc.; Scraper; Scraper - Prime Mover in Tandem (Regardless of Size): Tank Car Heater; Tractors, Push, Pulling Sheeps Foot, Disc, Compactor, etc.; Tug Boats.

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

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

Class 5. Bobcats (all); Brick Forklifts; Oilers.

Class 6. Field Mechanics and Field Welders

Class 7. Gradall and machines of like nature.

OPERATING ENGINEER - FLOATING

Class 1. Craft Foreman; Diver/Wet Tender; and Engineer (hydraulic dredge).

Class 2. Crane/Backhoe Operator; 70 Ton or over Tug Operator; Mechanic/Welder; Assistant Engineer (Hydraulic Dredge); Leverman (Hydraulic Dredge); Diver Tender; Friction and Lattice Boom Cranes.

Class 3. Deck Equipment Operator, Machineryman; Maintenance of Crane (over 50 ton capacity); Tug/Launch Operator; Loader/Dozer and like equipment on Barge; and Deck Machinery, etc.

Class 4. Deck Equipment Operator, Machineryman/Fireman (4 Equipment Units or More); Off Road Trucks (2 ton capacity or more); Deck Hand, Tug Engineer, Crane Maintenance 50 Ton Capacity and Under or Backhoe Weighing 115,000 pounds or less; and Assistant Tug Operator.

TERRAZZO FINISHER

The handling of sand, cement, marble chips, and all other materials

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

TRAFFIC SAFETY

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

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

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

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

Class 3. Five axle trucks; Dump Crets and Adgetors 7 yards and over; Dumpsters, Track Trucks, Euclids, Hug Bottom Dump Turnatrailers or turnapulls when pulling other than self-loading equipment or similar equipment over 16 cubic yards; Explosives and/or Fission Material Trucks; Mixer Trucks 7 yards or over; Mobile Cranes while in transit; Oil Distributors, 1-man operation; Pole Trailer, over 40 feet; Pole and Expandable Trailers hauling material over 50 feet long; Slurry trucks, 1-man operation; Winch trucks, 3 axles or more; Mechanic--Truck Welder and Truck Painter.

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

Other Classifications of Work:

For definitions of classifications not otherwise set out, the Department generally has on file such definitions which are available. If a task to be performed is not subject to one of the classifications of pay set out, the Department will upon being contacted state which neighboring county has such a classification and provide such rate, such rate being deemed to exist by reference in this document. If no neighboring county rate applies to the task, the Department shall undertake a special determination, such special determination being then deemed to have existed under this

determination. If a project requires these, or any classification not listed, please contact IDOL at 217-782-1710 for wage rates or clarifications.

LANDSCAPING

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

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

Board of Education Agenda
Monday, July 12, 2010
Hendee Educational Service Center
164 S. 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, July 12, 2010

TIME

APPENDIX

7:30 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from the President of the Board 		
7:30-7:35 p.m.	<ul style="list-style-type: none"> • Public Comments 		
7:35-7:40 p.m.	<ul style="list-style-type: none"> • Appointment of Hearing Officer -- Superintendent	Action Item 10-07-1	A-1
7:40-7:50 p.m.	<ul style="list-style-type: none"> • Report on MAP Results -- Assistant Superintendent for Student Learning		A-2
7:50-7:55 p.m.	<ul style="list-style-type: none"> • Consent Agenda -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills and Payrolls • Approval of Custodial Supply Bid 2010-11 • Approval of Student/Parent Handbook • Destruction of Audio Closed Minutes (none) 	Action Item 10-07-2	A-3
7:55-8:00 p.m.	<ul style="list-style-type: none"> • Approval of Minutes -- Board President <ul style="list-style-type: none"> • Open and Closed Minutes of June 28, 2010 	Action Item 10-07-3	A-4
8:00-8:05 p.m.	<ul style="list-style-type: none"> • Other Items of Information -- Superintendent <ul style="list-style-type: none"> • Upcoming Agenda • Memorandum of Information <ul style="list-style-type: none"> - Update on Summer Construction Projects • Minutes of Board Committees (none) 		A-5
8:05 p.m.	<ul style="list-style-type: none"> • Adjournment 		

Next Regular Meeting: Monday, August 9, 2010 – 7:30 p.m
Raymond Hendee ESC
164 S. Prospect Avenue
Park Ridge, IL 60068

August 9, 2010

- Discussion on Board Focus for 2010-11
- Update on Summer Construction Projects (memo of information)

August 23, 2010

- Committee of the Whole: Finance (Budget Review)
- Update on Summer Construction Projects (memo of information)
- Update on Institute Day & Opening of Day of School
- Preliminary Enrollment Report

TBD

- Public Hearing on the Budget (September 27, 2010)
- Background Information on Employee Wellness (Memo of Information)
- Committee of the Whole: Wellness
- Board of Education Retreat
- Results from Youth Survey and Drug Abuse
- 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.

To: District 64 Board of Education

From: Diane Betts, Assistant Superintendent for Student Learning
Lynne Farmer, Director of Early Intervening Services/
Response to Intervention

Date: June 20, 2010

Re: Early Intervening Services/ Response to Intervention

BACKGROUND

The Illinois State Response to Intervention Plan of January 1, 2008 presented the expectations for all districts to develop a tiered system of instruction and response to intervention. The State Plan lays the foundation for implementation of RtI in the broader context of school improvement while also supporting the use of an RtI-based process for special education eligibility and entitlement decisions. In January 2010, the Illinois State Board of Education introduced the Illinois Special Education Eligibility and Entitlement Procedures and Criteria within a Response to Intervention (RtI) Framework: A Guidance Document that addresses the ways in which districts can assess whether their core curricula and instruction, as well as interventions, are effective, and in turn, use such data in the eligibility determination process. These procedures are to be in place for the 2010-11 school year.

OVERVIEW

The purpose of this update is to provide the Board of Education with an overview of the second half of the 2009-10 school year as we continue to move forward with the implementation of the Early Intervening Services/ Response to Intervention (EIS/ RtI) model in District 64.

UPDATE ON DISTRICT 64 EIS/RtI IMPLEMENTATION

During the second and third trimesters, much of the focus has continued to be on staff development and implementation at the middle schools as well as the implementation of our new reading curriculum in our elementary buildings.

Some of the activities related to the RtI implementation process during this second half of the school year include the following:

- Quality Improvement Teams from both middle schools visited an ASPIRE “model school” for a day to listen, observe and dialogue about how the different aspects of the Response to Intervention have been implemented at this site. The teams met the next day-for a follow-up meeting to determine next steps based on the knowledge gained from the visit. As part of this meeting, the teams planned a curricular development project for all middle school teachers that used February Staff Development Day as well as several Staff Development Wednesday times.

- We held a large group dialogue regarding curriculum and criteria for all middle school ASC (Academic Support Class), Read to Succeed, Math Connections, and Strategic Reading teachers and the principals to come to some common understandings of purpose, hear concerns, and develop a more aligned and responsive system of supports for our middle school. We continue to look for some flexibility in the middle school schedule to provide supports as needed for our students.
- We held two similar meetings with middle school special education teachers in which we discussed alternative opportunities for service provision and methods and materials used for instruction. As a result of these conversations, we have ordered some new research-based instructional materials that will be common to both buildings.
- We have emphasized with staff how many of the changes we have been making in instruction and process are tied together. Attachment 1 entitled "How it all fits together..." has helped to make some connections for staff members.
- Teacher teams from every building have been trained to use the INFORM data management system. We will continue to provide training so that all teachers will use this tool on a regular basis. We will be asking Individual Problem Solving Teams to use this tool for their discussions on individual student progress during the 2010-2011 school year.
- A representative from Pearson spent a day with Larry Sorensen, Carey Meredith, Terri Bresnahan and myself training the group to upload our own data into INFORM so that we can keep the data in the system as current as possible for our teachers.
- As part of the new District Reading Framework, all K-5 teachers were asked to incorporate Guided reading, a small group differentiated instruction approach, into their reading instruction as a way to meet the different reading levels of students while still providing common instruction on core skills for all students. Reading consultants from outside the District were used to provide training on this approach.
- All elementary classroom, special education and literacy teachers were trained to administer the Harcourt Leveled Assessment, a tool provided by our reading series that provides a running record and reading level for each student. Teachers administered this during the month of May so teachers in the fall will know an approximate level to begin instruction for each student in August. We will be assessing the tool over the summer and plan to administer it three times over the course of the year. The administration of these assessments create an opportunity for teachers to sit down individually with students to listen to them read, note mistakes and patterns, and determine the levels of books needed for guided reading instruction and independent reading.
- The District EIS/RTI Leadership Team met several times to develop the expectations for all staff for the 2010-11 school year. Principals presented the expectations to their staffs in May.
- All principals, including our two new principals, attended a half-day workshop in May focused on the use of data in setting district, building and student goals. This will be followed up with a second session with principals and Quality Improvement Team members in August.
- Several grade levels piloted the MCAP (Math Concepts and Applications) screening tool this spring. It is an 8-minute paper and pencil assessment given

three times a year that will provide a quick look at our students' math skills. It is a helpful tool for teachers to use to group students for instruction. We will administer this for all students in grades 2-5 beginning in the fall.

- We held two meetings with principals, psychologists, and special education facilitators to discuss the Individual Problem Solving Process and the new Special Education Eligibility Framework. We videotaped a session that can be used as a model for staff members. Our ASPIRE consultant, Dr. Madi Phillips, attended these sessions and provided clarification and guidance so all can move forward together.
- Social workers and psychologists administered a social/behavioral screening assessment, the SSIS (Social Skills Improvement System), to all students in grades 1-6 for the first time this year. The results are reviewed with teachers, and the teams develop individual and classroom social/behavioral supports. At Roosevelt, for example, teachers grouped students according to needs and provided some direct instruction to address some of areas of need. The administration of the SSIS will be extended to grades 7 and 8 in the fall.
- As part of the social/behavioral component, we piloted a "check in, check out" system for some students in one of our elementary buildings. We plan to extend this for some students in all buildings this fall as well.
- The "Great 8 Learning Strategies" (Attachment 2) were developed and are being taught in all middle school core and encore classes to further develop students' thinking skills and ability to incorporate reading and writing into the content areas. Dr. Mogil shared with you the project that each department undertook this spring to plan how to infuse the teaching of these strategies into a common unit that all department teachers at each grade level taught in the spring trimester.
- Our intermediate and middle school literacy teachers and special education teachers are being trained in University of Kansas reading strategy instruction. These are research-based strategies that have been proven to be successful with those that struggle with comprehension at these grade levels and can be used with a variety of instructional materials. This will be used to reinforce "the Great 8" learning strategy instruction for those students that need more direct instruction.
- A middle school and an elementary literacy teacher will be attending a conference in Washington, D. C. this summer focused on a "continuum of literacy" that provides a way to look for specific evidence of learning across a number of curricular areas. It is a guide for the specific understandings needed that can help to direct intervention.
- A meeting was held with sixth grade teachers to discuss the use of the additional block time at that level to address the literacy needs of students in their core areas. Follow up meetings will take place in the buildings and departments.

CELEBRATIONS

- We have used the "Individual Problem Solving Team Approach to Meeting the Needs of High Achieving Students" on several occasions to review the needs of students who are identified by Grade Level Teams as "outliers" whose learning needs require instruction beyond the scope of a differentiated grade level curriculum. As a result of this process, some students have been placed in the

Channels of Challenge program after this review while the teams have determined alternative methods of extension for others. Kathy Ross, the Curriculum Specialist for Gifted and Math, has been actively involved in the process.

- The District received an ELF grant to share in the cost of Study Island. Study Island is computer-based, standards driven learning program that allows students to learn and practice at their own pace. It will be a tool that teachers can use to differentiate instruction and monitor progress. Because the program is web-based, parents and students can access Study Island for practice from home. Results from these sessions are documented for teacher review. Training will begin in August.
- Looking at our MAP data over time, the mean and median RIT scores in reading are the highest they have been in most grade levels since we began this testing in the fall of 2006. This is also true in the breakout categories of word analysis/vocabulary and reading strategies/comprehension.
- Since the 2006-07 school year, our spring mean fluency scores in DIBELS have increased an average of 10 words read correct (WRC) in grades K-5. In first grade, for example, we have grown from 70 to 72 to 78 to 82 during the four-year time we have been screening students. The other grades and our special education population showed similar gains.
- As previously mentioned, a product of one of our joint middle school QIT meetings was the unit plan project that began on our February Staff Development Day and continued on several Staff Development Wednesdays. Teachers were directed to select a unit they taught before the end of the year and develop a plan for this unit (Attachments 3 and 4) that incorporated at least one of the "8 Great Learning Strategies" and a common assessment for the unit. This was a lead-up activity to the Power Standards and common assessment work that will be worked on next year for the Strategic Plan.
- Three of our literacy teachers are working on a summer project to collect texts that correlate with the main topics of the Science and Social Studies curriculum for grades 3-5. The passages that are selected will be suitable for use within guided reading lessons, individual lessons, or as a part of whole class instruction. They will explicitly support the Reading TO, WITH, and BY components of District 64's Balanced Literacy Framework.
- Approximately 10% of our students received some kind of Tier 2 extra reading support during the last trimester of this year. This does not include the number of students that receive the most targeted instruction usually provided by a special education teacher.
- Teachers reported using Problem Solving and other team time for more frequent and involved professional discussion and sharing of instructional practices. These discussions are helping us to deliver a more coherent and consistent curriculum across grade level/ department teachers within a building and across the District.
- Those that have served as consultants from other districts or hold positions outside of District 64 continue to say positive things about the willingness of the staff to implement the changes and strengthen their instruction to support student success. Staff members must be commended for their open-mindedness required to abandon some old instructional activities and practices and attempt some new approaches.

- Our initial case study evaluations for special education eligibility have run about 25-30 fewer in the last three years over the previous three-year period. This has been the period of time since literacy supports and screening assessments in reading have been in place for all of our students.

LOOKING FORWARD

Here are some thoughts/concerns as we move forward with the implementation process:

1. Staff development continues to be a strong need as we move forward in the implementation process. We will continue to need release days in order to release groups of teachers with common development needs or to hold some cross district meetings. We look to provide as many of these supports as possible during the Wednesday Early Release/Staff Development time, but there are times, when we need a longer period of time to have some structured discussion.
2. We will continue to have elementary teachers meet on 9-10 of the Staff Development Wednesdays to problem solve on groups of students and to review and analyze data. Middle school teachers will do this during regularly scheduled team time and during department meetings.
3. We will be reviewing the process by which we determine students for the Primary Challenge and Channels of Challenge programs during this year.
4. All Individual Problem Solving Teams will be reviewing the growth of those in both the bottom and top 10% of our students locally three times a year. Our Grade Level/Middle School Core Teams will review the performance of the remaining 80% at a minimum of three times a year formally during their Wednesday Problem Solving or Team times.
5. We will continue to analyze and assess the way we use, prioritize, and organize our instructional time to provide the best core academic program possible.
6. We have asked principals to schedule additional time for reading at the K-2 levels in 2010-2011 in order to improve the fidelity of instruction of our Harcourt Storytown program and the District 64 Reading Framework.
7. The "Being a Writer" program will be implemented in grades 1-5 district-wide in 2010-11. Having an aligned district-wide program should provide more consistent expectations, instruction and performance for our students.
8. We are in the beginning phases of developing a math support system. Through this support system, we will be able to improve differentiated instruction and the interventions we provide to students. All students in grades 2-5 will be screened in the fall using the MCAP (Math Concepts and Applications). This is an 8-minute test given three times a year to identify students in a systematic way that might need support or extensions in math skill application work. Several teachers piloted this assessment during this last month. We will also be adding a Math Connections class for sixth grade at both middle schools.
9. Social workers and psychologists continue to meet and develop a social/behavioral support system aligned with our District 64 Civil Behavior effort. We are having conversations about developing a common behavior matrix, especially at our middle schools, so we can effectively track our office referrals across the district.
10. We will continue to look at our assessments and modify our practice as appropriate. We will ask that students only take the language arts MAP test in

the spring of grades 4 and 7 rather than all grades 3-8 three times a year. Our entire eighth grade student population will only take MAP reading and math in the fall. A small number of eighth grade students will continue to take it in winter and spring to assess progress or to meet the needs for high school placement. We will also be looking at the Educational Ends matrix to determine if other assessments should be added to replace some of the existing ones that are being used.

TRAINING/SUPPORT

Dr. Madi Phillips, an assistant professor at National-Louis University and former consultant with IASPIRE with extensive experience in EIS/RtI will work with the district RtI leaders and principals two days next year to provide the most up-to-date guidance in what is being done with RtI at the State and national levels. Dr. Phillips works closely with Dr. Mark Shinn, one of the national leaders in the research of response to intervention. We will continue to use the services of Carol Pytlarz, a retired teacher leader who helped implement the EIS/RtI model in District 59, on a limited basis to support our literacy and special education teachers with progress monitoring and instruction.

Dr. Ann Bates, an assistant professor directing National-Louis University's Reading Improvement Programs, worked with our Reading Review Committees and our literacy and special education teachers to further develop their skills in addressing the needs of struggling readers. We would like to ask her to continue to support our teachers in the development of skills to address reading deficits. Several other retired and current teachers from outside districts who have been identified as having strong instructional skills in areas of the reading framework have been working with our staff members as well. We will evaluate this during the summer to determine further needs. We are also looking for opportunities to increase the use of "experts" from our own staff as peer coaches.

Pattii Waldo, the MTSEP Staff Development Facilitator, has done a wonderful job of aligning the MTSEP staff development offerings with the District 64 staff development needs for RtI. We will continue to take advantage of these classes to supplement what we are doing within district.

Other consultants will be used as needed to provide the support and develop the skills needed by staff to effectively address the needs of our students.

COMMUNICATION

We continue to make a strong effort in keeping staff, parents, the Board of Education and the community informed about the EIS/RtI initiative. In previous reports we have shared the various means by which we share information. Some specific things we have recently done or plan to do in the fall include:

- Using the District 64 web site. A section of the web site is used to post information and resources related to EIS/RtI which is updated on an ongoing basis for both staff and parents.
- Providing a script to teachers to explain the role of parents in the Individual Problem Solving Process at our Back to School Curriculum Night Presentations.

- Providing the Board updates in mid and end of year.
- Making presentations or holding Q & A sessions for PTO's. Meetings of this sort will continue to be available as needed
- Sharing information through articles in the School Newsletters.

STRATEGIC PLAN

The vision of the District 64 EIS/RtI initiative as determined by the RtI Leadership Team is "to provide a responsive system of instruction through collaboration, communities of practice, and aligned curriculum that employs all available resources to support all students in achieving personal excellence." We feel that this vision is strongly tied to the mission, beliefs and parameters addressed in the Strategic Plan. Strategies II and IV directly relate to the ideas behind response to intervention. Strategy III, merging technology with learning, provides differentiation of method or product that many students need to demonstrate success. Implementing the action plans in these areas will only strengthen our system of instruction and partnership with parents and students to provide the best chance for all students to "achieve personal excellence."

How it all fits together...

Response to Intervention in Illinois mandates a 3-tiered model of instruction.

Tier 1 is the core curriculum. This is what the majority of our students should be able to access. As a result of this instruction, 80-90% of our students should meet district and state expectations. This core curriculum should include...

- Research-based aligned curriculum
- Collaborative communities of practice with ongoing professional dialogue on student learning and instruction always asking the following four questions..
 - What do we want our students to know and be able to do?
 - How will we know if they know it and can do it?
 - What do we do when they don't and/or can't?
 - What do we do for those that already can?
- Screening of all students
- Differentiated instruction
- Student goal setting
- Learning strategies across the curriculum
- Common benchmark and formative assessments
- Fidelity of presentation

All changes in instruction are made based on data with teams using the problem-solving model. Teams look to support students with similar needs in groups first and move to more targeted, more intensive supports if there is not a response to larger group instruction.

Tier 2 addresses those students in the lower 10-25% locally that need additional support along with the core curriculum. It includes...

- Core Curriculum instruction
- Progress monitoring with ambitious goals
- Research-based interventions targeted to student needs that may be provided by the classroom teacher, support teacher, teacher assistant, parent, counselor, social worker, speech pathologist, etc. as determined by the team.
- Common benchmark and formative assessments
- Differentiated instruction
- Student goal setting
- Small group instruction
- Fidelity of intervention

Tier 3 is designed to meet the needs of the lowest 5-10% locally – these students may have an IEP but not necessarily. Instruction at this level is remedial and includes...

- Either Core Curriculum instruction or replacement curriculum with core skills and strategies based on need

- Progress monitoring with ambitious goals
- Research-based interventions targeted to student needs that are most often provided by support teachers, speech pathologists, social workers, counselors, etc.
- Most intensive instruction – 1-3 students
- Student goal setting
- More individualized instruction
- Fidelity of intervention

Individual Problem Solving is used to ensure that all students make progress. The performance data of those students who are in the lowest 10% and highest 10% should be checked on a regular basis to make sure they are making growth. Individual problem solving is also used for those having multiple needs, Special Ed students not making progress, and the Special Ed Entitlement process. The needs of students who are not in these categories can generally be addressed at the elementary grade or middle school core team level.

Special Education - If students are not closing the gap in Tier 3, we may discuss special ed entitlement using the Individual Problem Solving Process.

Decisions are based on the answers to the following 3 questions:

- What is the student's educational progress?
- What is the discrepancy of the student's performance with the peer group and/or standard?
- What are the instructional needs of the student?

All decisions are based on student learning and behavioral data. This includes screening data, progress monitoring data (CBM) of all interventions, ISAT, MAP, common classroom/district assessments, SSIS, FBA, etc. Fidelity checklists are also forms of data used in the process. Other forms of data may be required for additional information about the student(s).

In addition to the state mandated supports for struggling students, District 64 has chosen to look at similar percentages of students that might need "supports" (i.e., extensions or more targeted instruction) at the higher levels of achievement as well.

All students should have learning opportunities that promote optimum growth.

The Great Eight Learning Strategies

Set a Purpose for Learning – Begin with an end in mind

- What am I trying to learn?
- What skills and strategies am I trying to develop?
- What does my teacher want me to learn?

Make Connections - Connect prior knowledge, personal experiences, other texts, people, world events, or issues to new information being presented.

- Does this remind me of anything I have read or learned before?
- Have I solved a problem like this before?
- How is this like.....?
- How is this used in “real life”?

Infer, Predict, Hypothesize – “Read between the lines” to imagine possibilities, find answers to questions, or draw conclusions.

- What clues in the text help me draw a conclusion?
- What is being presented?
- What is presented directly and what is implied?
- Is there a context that informs my thinking?
- What is a big idea or theme present in this information?
- Are there clues in tone, voice, or body language that I should pay attention to in this presentation?
- Do I have an opinion or hypothesis about this information?

Ask Questions - What questions come to mind? What am I wondering about?

- What am I asking myself as I read or explore this information?
- What am I wondering about?
- What is needed to answer the question?
- What is needed to complete the project/assignment?
- What do I already know about this topic?
- What don't I know about this topic?
- Is there something I would like to learn about this topic?
- What resources are available to me and how do I use them?

Determine Importance - Identify the big ideas and themes and differentiate essential information from less important ideas.

- What is important information here?
- Is there anything that is less important in this information?
- How does the information relate to my purpose?
- Is there a “big idea” in this information?
- How do you know what the “big idea” is?
- What is something I didn't know before and does it change my thinking?
- Does the structure of the text or information help me to determine what is important?

Visualize – Create mental pictures and use other senses to expand your thinking and understanding .

- Can I draw a picture or chart of the information?
- Is there a graphic I can use to represent the information?
- Can I picture the situation in my head?
- Can I picture my end product in my head?
- How would you describe the situation through your senses or your past experiences?
- Can I see myself doing an action, how would I need to move?
- Do I have emotions connected to the images?

Synthesize – Combine strategies and information from multiple sources to develop a big idea/key understanding, produce a new idea or understanding, or way of describing something.

- What is a new understanding I have from this learning?
- How have I combined known and newly learned information to change my understanding?
- Did I have an “aha” moment?
- Did I have any new ideas?
- What pieces did I put together to create this new idea?
- How did I address the problem/question and why did I approach it the way I did?
- Can I explain why my approach worked?

Monitor Comprehension and Apply Appropriate Fix-up Strategies - Think about your thinking, realize when you don't understand, and use resources and/or strategies to solve the problem.

- Do I realize when I don't understand something?
- Am I having a problem understanding the ideas being presented?
- Do I stop myself and ask questions, summarize what I am reading or working on, determine what is important information, etc.?
- If I have a problem understanding, how do I fix it?
- Did I check my work for errors?
- How do I know my solution is correct?
- During work, do I set mini-goals to reach my big goal?
- What do I need to do to keep my work on track?
- What do I do to improve my understanding before I finish?

The Lincoln and Emerson QITs and Middle School Department Chairs have been working to examine how to continue moving RtI and the integration of Learning Strategies into the content areas forward at the middle school level. At a joint Lincoln and Emerson QIT meeting held on January 28th, it was decided that all departments will be asked to complete the following professional task:

Professional Work to be Completed:

Each middle school department (Core and Encore) will select one instructional unit/chapter per grade level that is normally taught in the third trimester and engage in professional collaborative work to:

- 1. Determine the key learning objectives of the unit.**
- 2. Determine which Learning Strategies can be integrated into this unit.**
- 3. Develop/revise a common assessment for measuring whether the students obtained the learning objectives.**

The unit that is worked on will be taught by all department members third trimester and the common assessment will be given with results discussed at the department level this year.

Timeline to Complete this Work:

Feb. 3rd - Building Meeting will be used to provide common language/background information on what the task is and what the Great 8 Learning Strategies are. The Carol Searce books and the definitions of the Great 8 Learning Strategies will be passed out at this meeting.

Feb. 10th - All staff will work in District Department Meetings to select the unit/chapter each grade level will work on and teach in the third trimester of the year. Teachers will be divided into grade level groups for this work.

Feb. 16th AM Staff Development Day - Grade Level Groups will determine the unit's learning objectives and what Learning Strategies will be taught in this unit/chapter.

Feb. 24th – The Building Problem Solving Day will instead be used as a District Dept. Meeting to continue the work. A common assessment for the unit/chapter will be discussed and begin to be developed.

March 3rd - Used as District Dept. Meeting to continue the work. Common assessment will continue to be developed.

March 10th – Start with building meetings for first 30 minutes in the same building and then move to District Dept. Meeting to complete the common assessment and determine the timing of when it will be given. Common assessment can be used as a pre-test as well as a post-test.

May 19th – the Building Problem Solving Day will instead be used as a District Dept Meeting. Department members will come back together to discuss the results and determine what was learned from the assessment. Department will develop a written summary of what was learned, next steps.

How Teachers Will be Grouped for this Work:

People who teach in multiple departments will only work with one department throughout this process. The list of who is working in which department will be generated by the department chair and the principals. Special ed and support staff would be assigned to one department to work with on this process.

Unit Plan

Content Area: _____

Grade: _____

Unit: _____

I. **Agreed Upon Key Skills and Concepts** that will be taught in unit:

Consider skills and strategies that have:

- a) Readiness: Foundational to future learning
- b) Leverage: Can be used and applied in multiple disciplines. Assessed on ISAT or MAP
- c). Endurance: Will be important for students to know 10 -20 years from now

II. **Agreed upon Great 8 Learning Strategies** that will be developed in this unit:

III. Instructional activities that could be used to develop these strategies:

IV. **Common Assessment** that will be used by all teachers to measure the unit's key concepts and skills:

**Elementary School District 64
Park Ridge – Niles, Illinois****MEMO**

DATE June 26, 2010

TO: Board of Education

FROM: Roy Jensen, Director of Buildings and Grounds

SUBJECT: Summer Construction Projects Update

Along with the attached weekly construction updates from Dave Fleming of Bovis Lend Lease for Roosevelt and Lincoln Schools, the following is a report on the status of the projects at Washington and Jefferson Schools.

Washington School

- The boilers and boiler room piping has been demolished and this area is now being prepared to accommodate the new boilers and chiller.
- All classrooms affected by construction have been prepared by protecting the contents either within the room or by moving the contents to secure storage in the gym.
- Floors throughout the school are protected for construction.
- Unit ventilators are on-site.
- Piping for the new HVAC system is on site and ready for installation.
- The asbestos contractor is on site the week of June 21 working in the north wing of the building removing asbestos containing materials before new piping can be installed.
- The office area is open for the first two weeks of summer but will be in the path of construction for approximately a week later in June. During this time the Principal will move into the LRC.
- The warehouse remains open and unaffected by work at this location.
- Weekly construction meetings are being held and include the general contractor, the architect, the Principal, the Head Custodian, and the Director of Buildings and grounds.

Jefferson School

- The courtyard has been in a demolition phase since June 14. This work includes removing a significant amount of concrete including an old fountain structure, an old sidewalk, and a slab located below a large sandbox.
- A large elm tree that was in poor health was removed from the center of the courtyard on June 11.
- Other plant materials not part of the final landscape plan have also been removed from this area.

- The next phase of courtyard project will include improving site drainage by supplementing the existing drains with additional drainage.
- The wall in the kitchen adjacent to the multi-purpose room (MPR), which divided this room from a storage room, has been demolished. Eventually a new wall will be erected and will provide more needed kitchen space.
- The ceiling tile in the MPR has been removed.
- The new light fixtures for the MPR have arrived and are ready for installation once the ceiling work is complete.
- Work on the renovation of the staff lounge continues. The asbestos containing floor tile will be abated this week. New kitchen cabinets have been ordered.
- New playground equipment for the pre-school age children's playground has been ordered and will be installed over proper fall protection surfacing late this summer.



Washington School Boiler Demolition



Jefferson School Courtyard – Tree Removal

RJ



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June 16, 2010

Dr. Sally Pryor
Park Ridge-Niles School District 64
164 South Prospect Ave.
Park Ridge, IL 60068

As noted in the attached letters, for your June 30, 2010 audit, current auditing standards address the audit firm's responsibility to communicate with "those charged with governance." The standard requires your audit team to communicate certain items to your board members. Part of this will be through letter communication; however, at least one of your board members may be contacted for a conversation.

Attached are two letters. The first explains the requirements of the communication, and the second is the communication letter itself. Both of these should be distributed to each of your Board members to make them aware of the new requirements. Please place a copy of each in your board members' "board packet" for your next board meeting.

Thank you for your help,

BAKER TILLY VIRCHOW KRAUSE, LLP

Jason Coyle, CPA, Partner



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June 16, 2010

Board Member of
Park Ridge-Niles School District 64

Dear Board Member:

Current auditing standards address the audit firm's responsibility to communicate with "those charged with governance." For our School District clients, the required communication will occur between a member of our Baker Tilly audit team and you and your fellow board members.

The required communication includes the following:

- Auditor responsibilities under generally accepted auditing standards
- Overview of the planned audit scope and timing
- Any significant audit findings, including

Continued application of this standard will develop a stronger two-way communication between the audit team and your board and enhance the effectiveness of the audit process.

The attached letter represents a portion of the required communication. Additionally, you may also receive a phone call or e-mail from a member of your Baker Tilly audit team to further discuss the topics in the attached letter. In fact, you may have already been contacted. Should you receive a call or if you have already received one, please understand that it is meant to provide information regarding the audit and not be meant to be intrusive or indicative of any "problem" or "issue" with respect to the audit.

Thank you in advance your cooperation.

Sincerely,

Jason Coyle, Partner, CPA



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June 16, 2010

To the Governing Body
Park Ridge-Niles School District 64
164 South Prospect Avenue
Park Ridge, IL 60068

Thank you for using Baker Tilly Virchow Krause, LLP as your auditor. Current audit standards require enhanced communication between the people charged with governing your School District and us, as your audit firm. Specifically, we are required to communicate certain things during the planning and completion phases of the audit. *You do not need to take any action on this letter unless you wish to contact us with relevant information, as noted later in this document.*

Auditor Responsibility Under Generally Accepted Auditing Standards and Government Auditing Standards

The audit firm is now required to communicate auditor responsibilities to the Board of Education. In this regard, the following items are presented to you for your consideration.

- a. District management is responsible for adopting sound accounting policies, as well as maintaining an effective system of controls to insure the safeguarding of assets and proper recording of transactions. District management (as well as those charged with governance) are also responsible for the annual financial statements. The auditor is responsible for forming and expressing an opinion about whether the District financial statements (whether prepared by management or by the auditor) are presented fairly, in all material respects, in conformity with generally accepted accounting principles.
- b. The transactions that should be reflected in your District accounts and financial statements are matters within the direct knowledge of management. The auditors' knowledge of such transactions is limited to that acquired during our audit process.
- c. The audit does not relieve management or those charged with governance of their responsibilities.
- d. An audit performed in accordance with generally accepted auditing standards is designed to obtain reasonable but not absolute assurance that the statements are free of material misstatement.
- e. Our consideration of Internal Control is to determine a basis for designing audit procedures and not for the purpose of expressing an opinion on internal control.
- f. The auditor is responsible for communicating significant financial statement related matters to those charged with governance; however, the auditor is not required to design procedures to find such matters.

- g. The financial statement document may also contain other information for which we have the following responsibility:

- 1) Supplemental Information – "In relation to" audit coverage
- 2) Required Supplemental Information – Limited procedures
- 3) Additional Information – No audit coverage

Auditor Responsibility for Testing and Reporting on Internal Control

With regard to the audit of your June 30, 2010 financial statements, the following are presented for your consideration:

- a. We address the significant risks of material misstatement, whether due to fraud or error, through our detailed audit procedures.
- b. We will obtain an understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures. We will obtain a sufficient understanding by performing risk assessment procedures to evaluate the design of controls relevant to an audit of financial statements and to determine whether they have been implemented. We will use such knowledge to:
 - Identify types of potential misstatements.
 - Consider factors that affect the risks of material misstatement.
 - Design tests of controls, when applicable, and substantive procedures.

We will not express an opinion on the effectiveness of internal control over financial reporting or compliance with laws, regulations, and provisions of contracts or grant programs. For audits done in accordance with Government Auditing Standards, our report will contain the following restriction: "This report is intended solely for the information and use of the client's management, others within the entity, federal (and state) awarding agencies and pass-through entities and is not intended to be, and should not be, used by anyone other than these specified parties."

- c. The concept of materiality recognizes that some matters, either individually or in the aggregate, are important for fair presentation of financial statements in conformity with generally accepted accounting principles while other matters are not important. In performing the audit, we are concerned with matters that, either individually or in the aggregate, could be material to the financial statements. Our responsibility is to plan and perform the audit to obtain reasonable assurance that material misstatements, whether caused by errors or fraud, are detected.

Timing of the Audit

With regard to the timing of our audit, here are some general observations.

- a. Our audit is conducted in three phases.
- b. The first two phases include the planning and information gathering phase as well as the risk assessment phase. Both of these will occur prior to July 15th. It is highly likely that these have already been completed and are currently being reviewed by your audit management team.

- c. Phase three is our final field work phase. It has been scheduled to allow sufficient time for your District Business Office to gather the necessary information and prepare any required analyses for our use during our audit. Field work is typically scheduled for a continuous two or three week block of time between the beginning of August and middle of October, in sufficient time to meet all state filing requirements. After fieldwork, we wrap up our audit procedures at our office and may issue drafts of our report for your review. Final copies of our report and other communications are issued after approval by your staff. This is typically 3-8 weeks after final fieldwork, but may vary depending on a number of factors.
- d. The concept of materiality is inherent in our work. We place greater emphasis on those transaction groups and items that have a greater possibility of material error to the financial statements than with those for which such possibility is remote.

Information from you relevant to our audit

We are very interested in your views regarding certain matters, as listed below:

- a. We typically will communicate with your top level of management unless you tell us otherwise.
- b. We understand that the Board of Education has the responsibility to oversee the strategic direction of your organization, as well as the overall accountability of the entity. Management has the responsibility for achieving the objectives of the entity.
- c. Please let us know your views about the District's organizational objectives and strategies, and any related business risks that may result in material financial statement misstatements.
- d. Please inform us of any matters you consider may warrant particular attention during the audit, and are there any areas where you request additional procedures to be undertaken?
- e. Please inform us of any significant communications with regulators.
- f. Please inform us if there are other matters that you believe are relevant to the audit of the financial statements.

Also, is there anything that we need to know about the attitudes, awareness, and actions of the governing body concerning:

- a. The entity's internal control and its importance in the entity, including how those charged with governance oversee the effectiveness of internal control?
- b. The detection or the possibility of fraud?

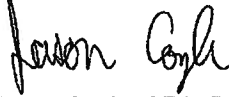
We also need to know if you have taken actions in response to developments in financial reporting, laws, accounting standards, governance practices, or other related matters, or in response to previous communications with us.

Keep in mind that while this new communication may assist us with planning the scope and timing of the audit, it does not change the auditor's sole responsibility to determine the overall audit strategy and the audit plan, including the nature, timing, and extent of procedures necessary to obtain sufficient appropriate audit evidence.

Since this letter and the items in it are a new communication to you as the governing body, you may have questions on what it means, or wish to provide other feedback. We welcome the opportunity to hear from you. Please contact Jason Coyle (your Baker Tilly engagement partner) at 630-645-6205 or email at Jason.coyle@bakertilly.com. We look forward to hearing from you.

Sincerely,

BAKER TILLY VIRCHOW KRAUSE, LLP

A handwritten signature in black ink, appearing to read "Jason Coyle", written in a cursive style.

Jason Coyle, CPA, Partner