

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

Board of Education Agenda  
Monday, April 25, 2011  
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, April 25, 2011**

TIME		APPENDIX
6:00 p.m.	<b>Meeting of the Board Convenes</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Introductions</li> <li>• Opening Remarks from President of the Board</li> </ul>	
6:00 p.m.	• <b>Board Adjourns to Committee-of-the-Whole: Strategic Plan</b>	
7:30 p.m.	• <b>Board Adjourns from a Committee-of-the-Whole: Strategic Plan and Resumes Regular Meeting</b>	
7:30-7:35 p.m.	• <b>Public Comments</b>	
7:35-7:40 p.m.	• <b>Appointment of Director of Pupil Services</b> -- Superintendent <b>Action Item 11-04-3</b>	A-1
7:40-7:45 p.m.	• <b>Update on Lease Extension for Child Care with Confidence</b> -- Superintendent	A-2
7:45-7:50 p.m.	• <b>Present Recommendation on Strategic Plan 2011-12</b> -- Superintendent	A-3
7:50-7:55 p.m.	• <b>Recommendation of Architect of Record</b> -- Business Manager <b>Action Item 11-04-4</b>	A-4
7:55-8:00 p.m.	• <b>Consent Agenda</b> <b>Action Item 11-04-5</b> -- Board President <ul style="list-style-type: none"> <li>• Personnel Report</li> <li>• Bills</li> <li>• Approval of Financial Update for the Period Ending March 31, 2011</li> <li>• Destruction of Audio Closed Minutes (none)</li> </ul>	A-5
8:00-8:05 p.m.	• <b>Approval of Minutes</b> <b>Action Item 11-04-6</b> -- Board President <ul style="list-style-type: none"> <li>• Open and Closed Minutes of April 4, 2011</li> <li>• Closed Minutes of April 18, 2011</li> </ul>	A-6

8:05-8:10 p.m.

• **Other Items of Information**

A-7

-- Superintendent

- Upcoming Agenda
- FOIA Request
- Memoranda of Information
- Presentation of Board Meetings 2011-12
- 2011 ISBE School District Financial Profile
- Maine Township School Treasurer Audit Report
- Participation in a Research Study of Childhood Obesity and Physical Activity Levels
- Minutes of Board Committees
- Wellness Committee Meeting Minutes of April 12, 2011
- Other (none)

8:10 p.m.

• **Adjournment**

A-8

**Special Board and Organizational Meeting:**

**Monday, May 2, 2011**

7:00 p.m. – Special Meeting

7:30 p.m. – Organizational Meeting

Hendee Educational Service Center

164 S. Prospect Avenue

May 2, 2011

- Special Board Meeting
- Board Organizational Meeting to Follow Special Meeting

May 9, 2011

- Committee of the Whole: Finance (Board Reviews Draft of the 2011-12 Budget)
- Approval of Implementation Schedule and Budget for Strategic Plan 2011-12
- Approval of Board Meetings 2011-12 • Bid for Franklin Playground Equipment
- Award Franklin Exterior Site Work Project • Award Carpenter Auditorium Drainage Project
- Recommendation of Foreign Language Instructional Materials
- Tour of Roosevelt School Facility

May 23, 2011

- Tour of Emerson Middle School Facility • ELF Grant Awards • Approval of April Financials
- Adoption of Foreign Language Instructional Materials • Recognition of Student Awards
- Recognition of Tenured Teachers • Bid for P. E. Uniforms • Approval of RFP Copier Bid

June 13, 2011

- Approval of Final Calendar for 2010-11 • Bid for Physical Education Supplies
- Committee of the Whole: Finance (Second Draft of the 2011-12 Budget
- Strategic Plan Progress Report • Bid for Copy Paper • Judith L. Snow Awards
- Bid for Truck Replacement • Bid for Snow Removal Equipment

June 27, 2011

- Custodial Supplies Bid
- Board Adopts 2011-12 Tentative Budget & Establishment of Public Hearing Date
- Approval of May Financials • Resolution for Prevailing Wage
- Resolution for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution for Transfer of Interest Funds from Debt Service to Educational Fund
- Approval of Maine Township School Treasurer Depositories

TBD

- Adopt Tentative Calendars for 2012-13 & 2013-14
- Approval of Contract for District Architect of Record

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

**Appointment of Director of Pupil Services**

**ACTION ITEM 11-04-3**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of \_\_\_\_\_ as the Director of Pupil Services beginning July 1, 2011 through June 30, 2012.

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


AYES:

NAYS:

PRESENT:

ABSENT:

To: Board of Education

From: Dr. Philip Bender, Superintendent 

Date: April 25, 2011

Subject: Update on Lease Extension for Child Care with Confidence

This report is intended to provide an update on the Child Care with Confidence (CCwC) property tax situation since the March 14 Board of Education meeting.

### **Background**

CCwC has been a tenant of District 64 since 1982 at our Jefferson School in Niles. Operated by Mrs. Lois Fisher, CCwC currently serves about 70 students and is licensed as a day care center by the Illinois Department of Children & Family Services. CCwC is a well-respected organization in our community and its services have been highly valued by local families for almost three decades.

Although it has never been assessed property taxes, late last year CCwC received a notice of assessment for the first time from the Cook County Assessor for the 2010 assessment year and a notice of omitted assessments from 2003-2009. At that time, the Board acted swiftly to intercede to lower the property tax bill that had been prepared by the Assessor's Office. District 64 then paid the 2009 taxes due by the December deadline to provide time to investigate which party was liable for these taxes.

### **Recent Developments**

The situation has continued to evolve over the past four months as answers to some of these questions have been researched. District 64's legal counsel has now determined that any/all tax liability for the classroom space leased by CCwC at Jefferson School is the responsibility of CCwC, not District 64.

District 64, however, continues to work cooperatively with Mrs. Fisher as she seeks answers about her tax obligations and status. She and her counsel now believe that as a non-profit organization, CCwC may be exempt from paying property taxes. Since the March 14 meeting, Mrs. Fisher's legal counsel has initiated an exemption application at the Cook County Board of Review for the 2010 assessment year. It is expected to take approximately one year for the Board of Review to issue its recommendation, and for the Illinois Department of Revenue to review and either grant or deny the exemption application.

While this appeal winds its way through these legal channels, Mrs. Fisher has gone forward to pay the first installment of her property taxes for 2010 directly. She also stated at the March 14 Board meeting that she will reimburse District 64 for the payment of the 2<sup>nd</sup> installment of the 2009 taxes paid on the leased space, \$7,197.25, no later than June 30.

**Lease Extension Proposal**

District 64 is not directly involved in this appeal process being undertaken by CCwC. But because Mrs. Fisher is a long-term tenant and is providing a valuable service to so many families in the community, the District has offered Mrs. Fisher a one-year lease extension to June 30, 2012 so that this exemption appeal can be completed. We believe it is both fair and appropriate to give Mrs. Fisher the time she needs to resolve her property tax issues. The new lease will require CCwC to be responsible for property tax payments, both past and future. In addition, it is understood that Mrs. Fisher must repay District 64 for the 2009 payment by June 30, 2011 as she agreed to do at the March 14 Board meeting.



The new lease will allow the childcare operation to go on uninterrupted at Jefferson School. We know that time is important to Mrs. Fisher and the families involved, and hope that providing a one-year lease extension will remove any uncertainty about CCwC's operations at Jefferson School through the 2011-12 school year.

I met with Mrs. Fisher again last week to update her on the proposed new lease extension, and expect to meet periodically to reinforce the District's willingness to assist her by providing whatever information she may need to carry her appeal forward. We will also update CCwC parents and staff directly about the proposal and will continue open communication with them.

We believe the lease extension is a very positive step for Mrs. Fisher, CCwC families and staff, and District 64 as we work together in the best interests of the children served by the day care center while the tax questions are resolved.

We will bring the lease back to the Board for final approval after Mrs. Fisher and her attorney have had an opportunity to review it.

TO: Board of Education

FROM: Dr. Philip Bender, Superintendent   
Bernadette Tramm (Strategic Plan Internal Facilitator) 

DATE: April 25, 2011

SUBJECT: Recommendation on District 64 Strategic Plan 2011-12 Implementation

At its core, the Strategic Plan is intended to help District 64 accelerate the positive changes that will help us do more for students – by improving classroom instruction through the advanced use of technology and focusing on priority standards, by helping every student set personally challenging goals, and by strengthening connections within our partnership through authentic service learning tied to our civil behavior initiatives. The plan offers an unparalleled opportunity for District 64 to focus staff expertise and resources on those strategies we know will have the greatest benefit to improving education for current and future students. The plan has had an impressive start in 2010-11, with more than 400 staff members fully engaged in activities. This report identifies the activities and budget needed to build upon this momentum as we move into Year 2.

### **Background**

The Board of Education officially adopted a Strategic Plan for District 64 on May 10, 2010, which included beliefs, mission, objectives, parameters, strategies, and action plans designed to implement the five strategies. (Attachment 1) This was the culmination of more than two years of effort by more than 120 volunteers representing all stakeholders in our vital partnership, including staff, administrators, Board members, parents and other community members. The plan was named a “*Journey of Excellence*” to highlight the minimum five-year schedule to implement all facets of the plan. Also in May, the Board authorized the first year of activities on a set of action plans for 2010-11 along with a budget of \$195,000.

Both informal and official progress reports have been made to the Board this year on the specific steps accomplished on these activities. All District 64 certified teachers, curriculum specialists and administrators – about 400 employees in total – are participating in Strategic Plan activities this year. Because of this “all in” engagement, the plan truly has become a shared “journey” for all District 64 staff.

### **Second Year of Implementation 2011-12**

As envisioned when the plan was adopted, the Board will be asked to consider a schedule of implementation activities and budget for the upcoming year each spring. This cycle allows the Strategic Plan budget to be smoothly integrated into the District’s tentative budget draft. This cycle also allows an appropriate Staff Development calendar to be arranged for the year ahead to accommodate Strategic Plan meeting needs.

The ESC administrative team, Administrative Council and the strategy leadership group have been meeting regularly this spring to plan activities in light of the work that has been accomplished thus far on the action plans, other District initiatives, and budget impact.

The administration now recommends implementation of a set of action plans for 2011-12. In all, 21 of the total 26 action plans are being scheduled for activity in the second year. The chart in Attachment 2 identifies the sequencing of each action plan over the five-year period 2010-11 through 2014-15. The color-coding indicates how each plan moves from readiness activities, implementation with support, and full implementation. This attachment also shows the other initiatives that are already in place or foreseen that will impact both teaching staff as well as building and District administrators in 2011-12 and future years. Most of these activities are directly related to specific parameters within the Strategic Plan, such as maintaining safe learning environments, fulfilling financial commitments, and supporting high student performance.

Attachment 3 presents a detailed overview of the five strategies, with the action plans and budget identified for each. A more detailed report on the proposal for a Technology Coach Pilot (Strategy I, Action Plan 3) is included as Attachment 4. In all, administration is requesting a budget of \$325,990 for Strategic Plan implementation activities in the coming school year.

### **Plans for Staff Involvement**

Based on the success of this year's approach, administration plans to continue for a second year having all District 64 certified staff and administrators work on implementation of some aspect of the Strategic Plan. We again propose utilizing a combination of some Staff Development Wednesdays and Institute Days to be dedicated to Strategic Plan work. Although some tasks by some groups will occasionally require release time for teachers during the day, we hope to continue using this sparingly to reduce the amount of time teachers are out of the classroom.

### **Budget Implications**

As established when the Strategic Plan was implemented, a budget will be developed each year to cover the action plans being scheduled. This allows the activities and budget to be considered within the District's overall financial needs and in light of other existing initiatives. This gives the Board maximum control over Strategic Plan expenditures and the pace of activities to be undertaken year-by-year.

The budget recommended for 2011-12 is \$325,990 and is detailed by strategy as noted on Attachment 3. This cost includes personnel included in the Technology Coach Pilot as well as supplies and other expenditures for all strategies.

The District's long-range financial projections update prepared by the District's outside consultant and Business Manager Becky Allard was presented to the Board on February 14. The projections included a "strategic staffing case" scenario that incorporated new, annual expenditures of up to \$400,000 for four years for Strategic Plan implementation with no adverse impact on the long-range financial forecast and the Board's fund balance policy objectives.

In addition, the 2010-11 strategic plan budget of \$195,000 will be significantly underspent. It is likely that almost \$100,000 will not be used, due to a combination of factors. First, some funds projected to be needed for supplies, release time and other support instead were reallocated from within the 2010-11 District budget. In addition, the all-District work sessions that were included as part of the District's Staff Development schedule were used extremely effectively by the strategy committees; this reduced the need to release teachers

from classrooms to complete tasks. Finally, some funding that was conservatively set aside for activities proved not to be needed during the first year, and has been moved into later years of the plan.

Based on this substantial underspending for 2010-11, the long-range projections, and conservative estimates for the upcoming year, administration believes that the requested budget for Year 2 strategic planning implementation can be added to the 2011-12 District budget now being prepared with no significant impact.

### **Looking Ahead**

A unique feature of the Strategic Plan is the change protocol (Attachment 5), which identifies eight steps that are critical to the successful implementation of changes proposed in District 64. The protocol is being used by all the strategy teams as well as administrators when thinking about changes emanating from the Strategic Plan as well as for school and existing District initiatives. Its use will continue to expand in coming years as leaders and staff members further appreciate how easily it can be applied to a wide variety of situations.

In addition, as recommended in the Cambridge Strategic Services model initially used to draft the Strategic Plan in 2009, the Strategic Plan should be holistically reviewed after about two-three years. This formal review allows the plan to be adjusted based on the experiences to date in implementing the action plans and to reflect changes in educational standards, mandates, funding and other societal changes that may have impacted the District since the plan was developed. The administration recommends working with the newly reorganized Board of Education later this spring to consider the timing and scope of such a review.

### **Monitoring Progress and Next Steps**

During the 2010-11 school year, administration provided frequent updates about implementation activities as well as formal, detailed progress reports each trimester to the Board on activities in each action plan. The District's website remains a focal point to collect information on the plan. A regular schedule of both informal and formal progress reports will be maintained during the second year of implementation.

Following the in-depth discussion at the April 25 meeting, and any needed follow up to Board questions, administration intends to bring forward a motion to adopt the implementation schedule and budget for the 2011-12 school year at the May 9 meeting.

District 64 has begun a transformative journey that focuses the District's resources and energies on implementation of its Strategic Plan. Administration would again like to thank the members of the current and previous Boards for support of the strategic planning effort, the many volunteers who so willingly contributed their expertise to help shape the plan, and all District 64 staff members who have participated in implementation activities this year.

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

**BELIEFS**

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

**We believe that...**

All people have inherent worth.

Quality education benefits everyone.

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

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

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

A safe, nurturing environment is essential to learning.

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

High expectations and a positive attitude result in higher performance.

Both cooperation and healthy competition are necessary to achieve excellence.

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

People are responsible for their actions and honoring their commitments.

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

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

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

Change is inevitable and challenges us to grow.

## **MISSION**

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

## **OBJECTIVES**

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

## **PARAMETERS**

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

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

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

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

We will always maintain safe, supportive learning environments.

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

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

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

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

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

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

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

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

### **Strategic Plan**

#### **Action Plans List**

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

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

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

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

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

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

### **Action Plans List**

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

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

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

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

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

**Park Ridge-Niles School District 64**  
**"A Journey of Excellence" – Strategic Plan Implementation Schedule 2011-12**

YELLOW = Readiness Activities

ORANGE = Implement with Support

GREEN = Fully Implement

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

Park Ridge-Niles School District 64  
Strategic Plan 2011-12 Activities

Strategy I: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.			
Action Plan	Activities	Timeline	Budget
1	<p>Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team. Leader: <b>TERRI BRESNAHAN</b>; Assist: <b>Dan Ophus, Joel Martin, Andy Petrolino</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Continue to develop learning activities that integrate the NETS for Students (National Education Technology Standards) and the scope and sequence</li> <li>Committee members begin implementation of learning activities</li> <li>Develop assessments to measure tech skills as they relate to these activities. Assessments for technology will be aligned with the common assessments developed as part of Strategy IV.</li> <li>Prepare recommendations for District-wide implementation of learning activities for future years</li> </ul>	<p><b>Fall 2011</b> – Learning activities to be implemented by the Advanced Technology Committee</p> <p><b>Winter 2012</b> – Work continues</p> <p><b>Spring 2012</b> –Preparation for implementing learning activities and assessments District-wide for future years</p> <p><b>2011-12 Budget – \$3,300</b> Possible release time as necessary to complete work \$2,300 Supplies \$1,000</p>
2	<p>Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen. Leader: <b>TERRI BRESNAHAN</b> Assist: <b>Dan Ophus, Joel Martin, Andy Petrolino</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Carry out staff development plan based on data from staff survey and the parameters of the technology coaching pilot</li> <li>Establish minimum technology usage guidelines based on the NETS for Teachers (National Education Technology Standards)</li> </ul>	<p><b>Summer 2011</b> – Plan staff development opportunities for 2011-12</p> <p><b>Fall 2011</b> – Implement staff development plan and technology coaching pilot</p> <p><b>Winter 2012</b> – Establish minimum technology usage guidelines.</p> <p><b>Spring 2012</b> – Perform a post-survey for all teachers to determine growth and assess the PD plan</p> <p><b>2011-12 Budget – \$0</b> No additional funds required.</p>

Park Ridge-Niles School District 64  
Strategic Plan 2011-12 Activities

<p><b>3</b></p> <p>Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium. <b>Leader: TERRI BRESNAHAN</b> <b>Assist: ESC Team</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>• Implement and assess the technology coaching pilot program</li> <li>• Continue to provide professional growth opportunities in the area of technology</li> <li>• Explore independent online learning opportunities in the area of technology</li> </ul>	<p><b>Fall 2011 –</b></p> <ul style="list-style-type: none"> <li>• Implement technology coach pilot program</li> <li>• Continue to offer professional growth in the area of technology</li> <li>• Explore independent online learning opportunities</li> </ul> <p><b>Winter 2012 –</b> Assess pilot program and other resources for professional growth in the area of technology</p> <p><b>Spring 2012 –</b> Determine future steps for 2012-13 in regards to technology coaches and other resources</p>	<p><b>2011-12 Budget – \$210,540</b></p> <p>Funds to employ technology coaches for the pilot program and funds for other resources as recommended by the Technology Implementation Committee (TIC) \$195,000</p> <p>10 additional days per coach \$10,540</p> <p>Possible release time as needed for pilot school teachers to work with coaches \$5,000</p>
<p><b>4</b></p> <p>Utilize available technology to manage our schools more efficiently and effectively. <b>Leader: TERRI BRESNAHAN</b> <b>Assist: ESC Team</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>• Research web-based applications to collaborate and communicate among staff (District intranet). Tie in with Strategy III and IV.</li> </ul>	<p><b>Fall 2011 –</b> Research possible solutions for online communications system (District intranet).</p> <p><b>Spring 2012 –</b> Prepare for a summer implementation of an online communication system.</p>	<p><b>2011-12 Budget – \$25,000</b></p> <p>Funds will be used to purchase an online system for communication among staff \$25,000 (approximately)</p>

Park Ridge-Niles School District 64  
Strategic Plan 2011-12 Activities

5	<p>Utilize technology to inform and communicate with the community. <b>Leader: TERRI BRESNAHAN/BERNADETTE TRAMM</b> <b>Assist: ESC Team</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Update the Board of Education web site and consider electronic distribution of Board of Education meeting materials.</li> <li>Web pages will be used as a tool for parents/students to access the classroom</li> </ul>	<p><b>Fall 2011 –</b></p> <ul style="list-style-type: none"> <li>Provide further training for teachers to create and maintain their classroom web sites.</li> <li>Research options for electronic board packets.</li> </ul> <p><b>Winter 2012 –</b> Establish minimum usage guidelines for teacher web sites</p>	<p><b>2011-12 Budget – \$15,000</b> Funds for any hardware or online programs necessary for electronic board packets and training for board members \$15,000 (approximately)</p>
6	<p>Build appropriate network infrastructure to support the advanced use of technology throughout the District. <b>Leader: GERRY BERKOWITZ</b> <b>Assist: Terri Bresnahan</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Have a technology audit conducted by an outside consultant to determine areas of need for the district's infrastructure and technology support for the District</li> </ul>	<p><b>Summer 2011-</b> Begin audit by outside consultant. <b>Fall 2011 –</b> Review completed audit and plan for the next year.</p>	<p><b>2011-12 Budget – \$0</b> Funds from the 2010-2011 technology department budget will be used for the audit.</p>
7	<p>Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation. <b>Leader: TERRI BRESNAHAN</b> <b>Assist: Dan Ophus, Joel Martin, Andy Petrolina</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Monitor and review technology learning activity implementations</li> <li>Review and make recommendations for District hardware and software purchases for next year</li> <li>Review policies related to technology usage in the District for staff and students</li> </ul>	<p><b>Fall 2011 –</b> Monitor and review technology activity implementations. Review and update policies related to technology usage. <b>Winter 2012 –</b> Review hardware and software inventory in the district to make recommendations for next year. <b>Spring 2012 –</b> Finalize hardware recommendations</p>	<p><b>2011-12 Budget – \$3,450</b> Funds will be used for possible release time for this committee to meet \$3,450</p>

Park Ridge-Niles School District 64  
Strategic Plan 2011-12 Activities

8	<p><b>Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.</b>  <b>Leader: PHIL BENDER</b>  <b>Assist: Terri Bresnahan</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>▪ Investigate, design and staff the committee</li> <li>▪ Develop a procedure for investigating new technologies</li> <li>▪ Determine how and when to communicate ideas to Board and TIC</li> </ul>	<p><b>Spring 2012</b> – Begin development of committee</p>	<p><b>2011-12 Budget – \$0</b> No additional funds required.</p>
TOTAL STRATEGY I: \$257,290				

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Strategic Plan 2011-12 Activities

Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents and interests.			
Action Plan	Activities	Timeline	Budget
Overall Leader: Tim Gleason	Goal setting will be piloted by teachers/staff members at each grade level band. Pilot will include Strategy II committee members and teachers who will be guided by committee members.		<b>2011-12 Budget – \$14,000</b> Funds will be used to pay substitutes to release teachers to work on goal setting formats \$9,000  Pilot web-based tools to monitor student goal setting and assess student progress \$4,000  Supplies \$1,000
1 Grades K-2 students will set goals with adult guidance. Leader: Marcy Canel	<p>Grades K-2 committee will begin to create developmentally appropriate formats and procedures for student goal setting</p> <p><b>2011-12 Activities:</b></p> <p>A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process.</p> <p>B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community.</p> <p>C. Investigate tools to monitor student goal setting to review and assess student progress.</p> <p>D. Explore ways to enhance on-going communication and collaboration with stakeholders.</p> <p>E. Goal-setting format will be age appropriate, and will synchronize with other grade bands.</p> <p>F. Determine how parent-teacher conferences will incorporate student goal setting.</p>	<p><b>2011-12 Timeline:</b></p> <p>A. <b>Fall, Winter, Spring/Summer –</b> Begin to develop a goal setting curriculum and materials for students, parents and staff.</p> <p>B. <b>Fall, Winter, Spring –</b> On-going as part of District overall Strategic Plan communications.</p> <p>C. <b>Fall –</b> Develop a means for students, teachers and parents to monitor student goal setting.</p> <p>D. <b>Fall, Winter, Spring –</b> Explore available communication tools to monitor student goal setting including communication technology.</p> <p>E. <b>Spring/Summer –</b> Develop processes transitioning students from K-2 to 3-5 goal setting format and from</p>	

Park Ridge-Niles School District 64  
Strategic Plan 2011-12 Activities

				<p>3-5 to 6-8 format.</p> <p><b>F. Spring</b> – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences.</p>	
2	<p>Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.</p> <p><b>Leader: Kim Nasshan</b></p>	<p>Grades 3-5 committee will begin to create developmentally appropriate formats and procedures for student goal setting</p> <p><b>2011-12 Activities:</b></p> <p>A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process, including SMART (Specific, Measurable, Attainable, Realistic &amp; Timely) goals.</p> <p>B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community.</p> <p>C. Investigate tools to monitor student goal setting to review and assess student progress.</p> <p>D. Explore ways to enhance on-going communication and collaboration with stakeholders.</p> <p>E. Goal-setting format will be age appropriate, and will synchronize with other grade bands.</p> <p>F. Determine how parent-teacher conferences will incorporate student goal setting.</p> <p>G. Students will take increased responsibility for articulating progress toward achieving personal student goals and discussing them in parent- teacher- student</p>	<p><b>2011-12 Timeline:</b></p> <p>A. <b>Fall, Winter, Spring/Summer</b> – Begin to develop a goal setting curriculum and materials for students, parents, and staff.</p> <p>B. <b>Fall, Winter, Spring</b> – On-going as part of District overall Strategic Plan communications.</p> <p>C. <b>Fall</b> – Develop a means for students, teachers and parents to monitor student goal setting.</p> <p>D. <b>Fall, Winter, Spring</b> – Explore available communication tools to monitor student goal setting including communication technology.</p> <p>E. <b>Spring/Summer</b> – Develop processes transitioning students from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format.</p> <p>F. <b>Spring</b> – Evaluate completed goal setting</p>		

Park Ridge-Niles School District 64  
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		conferences.	<p>pilots and develop a format to incorporate goal setting as part of parent-teacher conferences.</p> <p><b>Spring</b> - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.</p>	
3	<p>Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.</p> <p><b>Leader: Tim Benka</b></p>	<p>Grades 6-8 committee will begin to create developmentally appropriate formats and procedures for student goal setting</p> <p><b>2011-12 Activities:</b></p> <p>A. Review pilot student goal setting to develop training materials and educational opportunities (forums to learn about student goal setting) toward a District 64 goal setting process, including SMART - Specific, Measurable, Attainable, Realistic &amp; Timely) goals.</p> <p>B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community.</p> <p>C. Investigate tools to monitor student goal setting to review and assess student progress.</p> <p>D. Explore ways to enhance on-going communication and collaboration with stakeholders.</p> <p>E. Goal-setting format will be age appropriate, and will synchronize with other grade bands.</p> <p>F. Determine how parent-teacher conferences</p>	<p><b>2011-12 Timeline:</b></p> <p>A. <b>Fall, Winter, Spring/Summer</b> – Begin to develop a goal setting curriculum and materials for students, parents and staff.</p> <p>B. <b>Fall, Winter, Spring</b> – On-going as part of District overall Strategic Plan communications.</p> <p>C. <b>Fall</b> – Develop a means for students, teachers and parents to monitor student goal setting.</p> <p>D. <b>Fall, Winter, Spring</b> – Explore available communication tools to monitor student goal setting including communication technology.</p> <p>E. <b>Spring/Summer</b> – Develop processes transitioning students</p>	

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		<p>will incorporate student goal setting. G. Students will take increased responsibility for articulating progress toward achieving personal student goals and leading parent-teacher-student conferences.</p>	<p>from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format. F. <b>Spring</b> – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences. G. <b>Spring</b> - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.</p>	
TOTAL STRATEGY II: \$14,000				

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Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.			
Action Plan	Activities	Timeline	Budget
1 Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience. Leader: PHIL BENDER Assist: Kevin Dwyer, Bernadette Tramm, Joel Martin, _____(elementary principal)	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Build understanding of and support for service learning (Action Plan 2) by raising awareness of all members of partnership</li> <li>Foster existing District 64 SL activities as part of raising awareness</li> <li>Plan and conduct meetings with community groups to expand awareness of SL, explain District 64 needs and identify opportunities</li> <li>Outreach to parents and general community on SL</li> <li>Create database library for staff of existing SL staff efforts and available community projects; update periodically</li> <li>Maintain regular outreach to community groups to update opportunities</li> <li>Survey teachers on understanding and awareness of SL</li> <li>Use teacher survey data to plan for opportunities to raise teacher awareness and build understanding</li> <li>Connect with Strategy I/Technology on intranet to share SL information</li> <li>Connect with Strategy II/Personal Student Goals on possible SL link</li> <li>Connect with Strategy IV/Student Learning to identify opportunities to blend SL into curriculum units</li> <li>Provide staff development on SL for volunteer teachers</li> <li>Use Change Protocol to assist in identifying the impact, timeline, resources and communication needs for</li> </ul>	<p><b>Summer 2011 –</b></p> <ul style="list-style-type: none"> <li>Plan community group meetings</li> <li>Research database formats</li> <li>Plan staff outreach</li> <li>Plan for outreach to parents/community</li> </ul> <p><b>Fall 2011 –</b></p> <ul style="list-style-type: none"> <li>Conduct community group meetings</li> <li>Create initial database library for staff on opportunities and to highlight existing SL projects</li> <li>Connect with Strategy I, II &amp; IV committees</li> <li>Survey teachers about awareness of SL</li> <li>Highlight existing SL activities through DVD presentation at building meetings</li> <li>Begin outreach to parents/community</li> </ul> <p><b>Winter 2012 –</b></p> <ul style="list-style-type: none"> <li>Review staff survey data and create awareness activities</li> <li>Continue outreach to parents/community</li> </ul>	<p><b>2011-12 Budget: \$8,500</b> Funds will be used for SL training opportunities for teachers, to release teachers to create SL committee and plan SL pilot, and for outreach support \$7,500</p> <p>Supplies \$1,000</p>

Park Ridge-Niles School District 64  
Strategic Plan 2011-12 Activities

		a pilot with volunteer teams of teachers in 2012-13	<p><b>Spring 2012 –</b></p> <ul style="list-style-type: none"> <li>Create teacher committee and plan for pilot next year</li> <li>Provide SL training opportunities for teachers</li> </ul>	
2	Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.	<p><b>2011-12 Activities:</b> No Activities Planned</p>		
3	<p>Improve the collaborative relationship between District 64 and families who do not speak English. Leader: _____ (Director of Pupil Services) Assist: Leslye Lapping, Terri Bresnahan, Bernadette Tramm, Dan Walsh</p>	<p><b>2011-12 Activities:</b> Review needs assessment data from spring 2011 survey of TPI families; plan action steps based on identified needs; provide Google translator service on website in identified languages including Polish and Spanish; create new website page to provide info to parents and connect with ISBE resources</p>	<p><b>Summer 2011 –</b> Work with Tech Dept to add Google translator to District/school websites; create new ELL website page to provide info to parents and connect to ISBE resources</p> <p><b>Fall 2011 –</b> Review needs assessment and plan activities</p> <p><b>Winter/Spring 2012 –</b> Implement as needed</p>	<p><b>2011-12 Budget: \$2,000</b> Possible cost of additional translation services for key materials or purchase of materials, if identified in needs assessment \$2,000</p>
<b>TOTAL STRATEGY III: \$10,500</b>				

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Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.				
Action Plan	Activities	Timeline	Budget	
1	<p>Establish Priority Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.  <b>Leader: DIANE BETTS</b>  <b>Assist: Curriculum leaders and Reading – Katie Kelly Writing – Dan Walsh Math – Social Studies – Science – Kevin Dwyer</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Use the Change Protocol to assist in identifying the impact, timeline, resources and communication needs for beginning implementation of the Priority Standards.</li> <li>Share Priority Standards with all staff</li> <li>Determine when Priority Standards will be implemented in each area and communicate timeline to staff</li> <li>Determine what implications standards have for new textbooks, etc.</li> <li>Form Math Curriculum Review Group to develop recommendations regarding implementation of Math Priority Standards tied to new Common Core Math standards</li> <li>Determine what staff development is needed to help teachers implement standards</li> <li>Begin to provide staff development on Priority Standards</li> <li>Determine when to revise curriculum brochures and website</li> </ul>	<p><b>Fall 2011 –</b>            Begin to share Priority Standards with staff members utilizing Building Meetings and District Grade Level/Dept Meetings</p> <p>Form Math Curriculum Review group</p> <p><b>Winter 2012 –</b>            Math Group continues working</p> <p>Continue to share Priority Standards with staff and provide needed staff development</p> <p><b>Spring 2012 –</b>            Make decisions on changes to curriculum brochures and website</p>	<p><b>2011-12 Budget – \$10,125</b></p> <p>Release time for Math Curriculum Review Group to meet and develop recommendations for implementation of Common Core Math standards \$8625</p> <p>Possible redesign of curriculum brochures/website \$1,500</p>
2	<p>Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.  <b>Leader: SANDRA STRINGER</b>  <b>Assist: Kim Nasshan, Dan Walsh</b></p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Utilize new candidate screening tool to focus on candidates' differentiation skills.</li> <li>Adapt hiring practices to select candidates with strong backgrounds in differentiation</li> </ul>	<p><b>Fall 2011 – Spring 2012</b>            Continue to utilize new hiring practices for differentiation</p>	<p><b>2011-12 Budget – \$5,000</b>            Funds will be used to revise District on-line application process \$5,000</p>
3	<p>Create staff development opportunities for all staff to</p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Develop staff survey to assess specific</li> </ul>	<p><b>Fall 2011 –</b>            Develop staff survey</p>	<p><b>2011-12 Budget – \$575</b>            Release time for staff development</p>

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	increase their knowledge of and experience with differentiation. <b>Leader: DIANE BETTS</b> <b>Assist: Staff Development Committee</b>	staff development needs for differentiation	<b>Winter 2012 –</b> Administer staff survey on staff development needs for differentiation and provide data to Action Plan 4 group	committee or other group to develop staff survey on differentiation \$575
<b>4</b>	Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation. <b>Leader: DIANE BETTS</b> <b>Assist: ESC Team</b>	<b>2011-12 Activities:</b> <ul style="list-style-type: none"> <li>Review survey results from staff survey on differentiation (Action Plan 3) and determine staff development needs</li> <li>Discuss and determine need for instructional coaches/differentiation coaches</li> <li>Determine new staffing needs for peer coaches or realignment of existing personnel to support implementation of differentiation</li> <li>Develop job responsibilities for instructional/ differentiation coaches</li> </ul>	<b>Fall 2011 –</b> Establish staff development needs relating to differentiation of instruction  <b>Winter 2012 –</b> Determine need for differentiation coaches  Determine support model for implementation of differentiation  <b>Spring 2012</b> Develop job responsibilities	<b>2011-12 Budget – \$0</b> No additional funds required
<b>5</b>	Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.	<b>2011-12 Activities:</b> No Activities Planned		
<b>6</b>	Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels. <b>Leader: REPEAT SAME AS #1</b>	<b>2011-12 Activities:</b> <ul style="list-style-type: none"> <li>Unwrap Priority Standards listing more specific objectives.</li> <li>Examine Priority Standards for possible connections to service learning opportunities (Strategy III, Action Plans 1 and 2).</li> <li>Develop common assessments for Priority Standards as they are unwrapped.</li> <li>Explore use of online assessment development tools for developing and</li> </ul>	<b>Fall 2011 –</b> Use Institute Day and other Wednesday time to work on unwrapping standards and developing assessments  <b>Winter 2012 –</b> Continue work on assessments  <b>Spring 2012 –</b> Continue work on assessments	<b>2011-12 Budget – \$6,750</b> Possible use of release days to finish common assessments \$5,750  Supplies \$1,000

Park Ridge-Niles School District 64  
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		sharing assessments tied to Priority Standards. <ul style="list-style-type: none"> <li>Use Change Protocol to assist in planning for implementation of common assessments.</li> <li>Determine a common curriculum guide format that will be used to document standards, objectives, resources, assessments and future differentiation or technology lessons. Tie in with Strategy I, Action Plan 4: web-based tool for communication among staff.</li> </ul>	Develop curriculum guides	
7	Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.	<b>2011-12 Activities:</b> No Activities Planned		
8	Implement differentiated lessons in all areas of core curriculum	<b>2011-12 Activities:</b> No Activities Planned		
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day. <b>Leader: REPEAT SAME AS #1</b>	<b>2011-12 Activities:</b> Tied into Action Plans 1 and 6: As Priority Standards are being shared and standards are unwrapped, we will emphasize critical thinking, creative expression and problem solving in each curricular area. These skills will be incorporated into common assessments.	<b>Fall 2011 –</b> See Action Plans 1 and 6	<b>2011-12 Budget –</b> No additional funds required
10	Develop a District philosophy and corresponding communication tools (e.g., report cards, conferences, other mechanisms) that provide clear information regarding each student's individual performance in relation to the District standards.	<b>2011-12 Activities:</b> No Activities Planned		


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11	<p>Use data over time as an indicator for instructional change. Leader: _____ Assist: Curriculum specialist Kathy Ross, other curriculum specialists and building principals</p>	<p><b>2011-12 Activities:</b></p> <ul style="list-style-type: none"> <li>Provide additional training on use of Inform (student performance database warehouse system).</li> <li>Support grade level teams and departments to use RtI process to set improvement goals based on analysis of data</li> </ul>	<p><b>Summer 2011 –</b> Provide training on Inform for building Quality Improvement Teams (QITs)</p> <p><b>Fall 2011 – Spring 2012</b> Support QITs and grade level teams and departments in development of improvement goals</p> <p>Provide specific expectations for data analysis each trimester</p>	<p><b>2011-12 Budget – \$15,750</b> Funds will be used to pay QIT members for attending summer meetings \$10,000</p> <p>Release time for additional training/support of teachers during school year: \$5,750</p>
<b>TOTAL STRATEGY IV: \$38,200</b>				

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Strategy V: We will develop and implement a protocol to ensure staff and community members understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.			
Action Plan	Activities	Timeline	Budget
1 Put into practice a protocol of designing, implementing and assessing proposed changes. Leader: PHIL BENDER Assist: AC members	<b>2011-12 Activities:</b> <ul style="list-style-type: none"> <li>Continue providing ESC Team and AC with opportunities to develop proficiency in using change protocol as leaders in actual District/school situations</li> <li>Encourage widespread use of Change Protocol by all District 64 staff as useful tool in variety of situations, both in relation to the Strategic Plan as well as building and existing District initiatives</li> <li>Incorporate "change" theme as focus throughout the year</li> </ul>	<b>Summer 2011 –</b> Training opportunity at AC workshop in June  <b>Fall 2011 –</b> Incorporate "change" theme in District messages throughout the year (Institute Day, building meetings, etc.) and provide training opportunities for staff  <b>Winter-Spring 2012 –</b> Use Change Protocol to plan for 2012-13 programs	<b>2011-12 Budget – \$6,000</b> Funds may be used for outside coach/trainer for ongoing support \$5,000  Supplies \$1,000
			<b>TOTAL STRATEGY V: \$6,000</b>

**TOTAL BUDGET REQUIRED FOR ALL 2011-12 WORK: \$325,990**



Journey  
Of  
Excellence

Strategic Plan:  
Technology Coach Pilot  
Recommendation



Strategy I

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

## + Technology Coach Pilot: History

- Current professional development
  - After-school professional growth classes (voluntary)
  - Institute Days (3 days per year)
  - One-time conferences or workshops (voluntary)
  - Release time for specific training sessions (voluntary)
- Significant increase in hardware/software without increase in professional development
  - SmartBoards, Laptops, iPads, iTouches, LCD Projectors, Document Cameras, Kindles, Video Streaming, Teacher Websites, Inform...

## + Technology Coach Pilot: History

- Recommended by the original Strategic Plan Technology Action Team as an effective method for **accelerating** technology professional development (Action Plan 3)

## + Technology Coach Pilot: Research

Effectiveness of Training Components

COMPONENTS	KNOWLEDGE	SKILL	TRANSFER
Study of Theory	10%	5%	0%
Demonstration	30%	20%	0%
Practice	60%	60%	5%
Peer Coaching	95%	95%	95%

Based upon the research by Joyce and Showers

## + Technology Coach Pilot: Recommendation

- The Technology Implementation Committee recommends for the 2011-12 school year pilot program:
  - 3 Technology Coaches
    - 1 assigned to a middle school
    - 1 assigned to a large elementary school
    - 1 assigned to a small elementary school
  - School assignments to be determined by data (number of students, number of staff, principal input, staff skill levels)

## + Technology Coach Pilot: Roles & Responsibilities

- Provide technology integration support for individual teachers, grade-level teams, and school faculty.
- Provide classroom instructional support for teachers through co-teaching, modeling, providing feedback, co-planning, and developing resources.
- Build awareness and generate enthusiasm for technology resources.
- Utilize and model technology integration strategies to support differentiation.
- Provide differentiated professional growth opportunities for staff.
- Build trusting, one-to-one relationships with staff.

## + Technology Coach Pilot: Roles & Responsibilities

- Assist in assessing and tracking technology skill levels of students and teachers and then use the data to develop a professional development plan for staff.
- Be visible and available within the building.
- Work collaboratively with building technologists.
- Stay abreast of current technology trends, teaching strategies, and educational best practices.
- Assess and provide input for technology resource purchases based on teacher input.
- Communicate with all district stakeholders, including regular presentations to Board of Education.

## **+ Technology Coach Pilot: Qualifications**

- Certified Teacher- minimum of 2 years teaching experience
- Strong understanding of technology integration and quality instruction
- Ability to differentiate professional development for teachers based on skill levels
- Experience with providing professional development for adult learners
- Strong leadership and communication skills
- Lifelong learner- develop expertise and skills in new technologies

## **+ Technology Coach Pilot: Qualifications**

- Understand the use of technology as a source for interventions
- Ability to problem solve
- Experience with Mac computers and SmartBoards
- Confident in classroom management
- Self-motivated
- Enthusiastic and patient

## + Technology Coach Pilot: District Support

- Time for teachers to participate in professional development with coaches
  - Professional Development Wednesdays
  - Before/after-school sessions
  - Possible release time
- Time for coaches to collaborate with one another, technology department, principals, and curriculum specialists
- Resources necessary for technology integration to occur
  - Hardware
  - Software
  - Infrastructure
- Extended yearly schedule for coaches in addition to the teacher calendar
  - Provide summer professional development for staff
  - Collaboration time
  - Time for coaches to participate in their own professional development

## + Technology Coach Pilot: Program Evaluation

- Surveys
  - Pre and post surveys for staff in pilot buildings- satisfaction, impact of coaches, etc.
  - Pre and post surveys for parents/students in pilot buildings
  - Pre and post staff technology proficiency surveys for all staff in district (comparative data)
- Coaches' Logs
  - Journal of how coaches utilize their time
- Evidence
  - Informal observations
  - Lesson plans
  - Videos of lessons

## + Technology Coach Pilot: Program Evaluation

- Teacher Focus Groups
  - Pilot buildings
- Student Data
  - Develop way to assess student performance in relation to NETS for Students
  - Long-term look at changes in student achievement data
- Compare data from pilot schools and non-pilot schools to determine impact of technology coaching

## + Technology Coach Pilot: Future Steps

- Data from the pilot program evaluation will be used to determine the role of technology coaches in District 64 in future years.

## + Technology Coach Pilot: Budget Implications

- 3 Technology Coaches
  - Certified Teacher Salary Schedule
  - Approximate salary + benefits = \$65,000
  - Additional days for summer professional development
    - Teacher calendar + 10 additional days
    - 10 days per coach = approximately \$10,540
  - Possible release time for teachers in pilot buildings = approximately \$5,000
- One-year pilot for 2011-12
- Total Cost = Approximately \$210,540

## + Technology Coach Pilot

Thank you to the Advanced  
Technology Committee, the  
Technology Implementation  
Committee, the Administrative  
Team, and School Board  
Members.

# Park Ridge-Niles School District 64

## *Protocol for designing, implementing and assessing proposed changes*

- **Create a document that will define and align proposed change with the mission, parameters and beliefs of the District's Strategic Plan.**
  1. Define the change in detail and summarize the objectives and how it aligns to the District's parameters and beliefs.
  2. Define the measures of success for each objective.
  3. Identify the source of the change (i.e., mandated or other).
  4. Justify the necessity of the change.
  5. Explain how existing jobs, systems and processes will be impacted by the proposed change.
- **Identify the individuals and groups (stakeholders) impacted by the change.**
  1. Describe the characteristics of those stakeholders to be impacted by the change that include:
    - A. List who will be impacted, their relevant experience, knowledge, needs and history.
    - B. Describe how they will be impacted.
    - C. Determine when they will be impacted.
    - D. Tendency to support/resist given previous experience with similar changes.
    - E. Workplace or important needs/values not to be compromised.
    - F. Special interests/biases/predispositions to be acknowledged.
    - G. Knowledge about the change(s) in question.
    - H. Predominant communication and/or social style(s).
    - I. Other attributes/characteristics important to acknowledge or address in order to maximize the impact of the change.
  2. Propose the best way to address individual stakeholders.
- **Select the leaders and define their roles and responsibilities for the change.**
  1. Identify the overall District-level sponsor.
  2. Select a project leader(s).
  3. Appoint school-level leaders.
  4. Establish committee(s) necessary for governance, implementation, communication, conflict resolution, etc.
  5. Document scope and responsibilities of each role.
  6. For each role above, develop performance expectations, accountabilities and how each will be measured/evaluated.
- **Establish a timeline with task lists and milestones for implementation.**
  1. Determine which project management software/template/tool is needed.
  2. Draft a timeline that itemizes/lists:
    - A. Individual tasks.
    - B. Contingencies and dependencies.
    - C. Timeframes for each task.
    - D. Milestones and benchmark dates.
    - E. Who is responsible and accountable for each task.
    - F. Who is needed for advice/consultation or needs to be "in the know" for each task.
    - G. How is it known whether each task is on target or at risk of not being done.
  3. Review timeline against other District initiatives and ongoing practices to stay aligned.
  4. Identify potential project constraints or risks.
- **Identify and allocate the required materials, resources and equipment to implement the change.**
  1. Specify the following required to effectively manage the change process:
    - A. Human resources (e.g., people, expertise).
    - B. Tools, technology, etc. (e.g., software, hardware, templates, methods, assessments, etc.).
    - C. Equipment/materials (books, manuals, guides, audio-visual, toolkits, etc.).
  2. Determine the funding/budget for #1 above.
  3. Document how/when to use the above tools and equipment and how/when to produce and distribute materials.
- **Implement an ongoing system of listening and communication(s).**
  1. Develop or select a communication methodology; use existing method if District already has one in place.
  2. Partner with District's Public Information Coordinator to determine, document and/or develop the following for each significant, District-wide communication campaign:
    - A. Who are key communicators? Do they have the skills/credibility required to be effective?
    - B. What are the key messages? How do they need to be crafted for maximum effectiveness?
    - C. Why is the message needed? What is the intended outcome of each message?
    - D. When do key messages need to be delivered?
    - E. How or by whom does each key message need to be communicated? Written, voice, face-to-face?
    - F. To whom does each key message need to reach?
    - G. Does the message require a feedback loop? If yes, when and how will the interaction process work?
  3. Document lessons learned, successes and opportunities for improvement after each communication campaign.
  4. Communicate with the District's Public Information Coordinator the progress to be included in the District's annual reporting to the community at large on the progress of the overall Strategic Plan (e.g., Connections newsletter, "State of the District," etc.)
- **Identify and select a training approach.**
  1. Consult with the appropriate department to determine the following:
    - A. Who to train.
    - B. What to train them on.
    - C. Why this training.
    - D. How to train.
    - E. When to train.
    - F. Where to train.
    - G. How to differentiate training.
  2. Evaluate training effectiveness and redesign training as necessary.
- **Develop an ongoing system of evaluation before implementation begins.**
  1. Monitor the timelines, task lists and milestones for implementation.
  2. Using the measures of success in Step 1, determine if the objectives were achieved and if additional measurements are needed in the future.
  3. Implement an annual or other periodic review process to make sure the change is successful and if not, propose plans for improvement or cancellation.
  4. Report on lessons learned (what went right, what went wrong, what would you do differently).

## **RECOMMENDATION OF ARCHITECT OF RECORD**

The *Illinois School Code* outlines the process a school district must go through if they wish to select an architect of record. When a district needs architectural, engineering or land surveying services, the contract must be awarded on the basis of demonstrated competence and qualifications. The district must advertise for (a) statements of interest and (b) statements of qualifications and performance data. The district must evaluate firms submitting these statements and select the top firms based on qualifications, ability of professional personnel, past record and experience, performance data on file, willingness to meet time and budget requirements, location, workload and other applicable factors. The top firms must be ranked in order of preference.

The school board must attempt to negotiate a satisfactory contract first with the top ranked firm and, if that fails, negotiate with other firms, in the order ranked. 50 ILCS 510/1 et seq; 105 ILCS 5/10-20.21.

At the November 15, 2010, Board of Education meeting, the administration presented the Board with a copy of the Request for Statement of Interest and Request for Statement of Qualifications and Performance Data for Architectural Services (RFP). The review of this document started the process to select a new architect to represent District 64.

The following outlines the process and timelines associated with the selection of a district architect:

- November 16, 2010 RFP's distributed to interested firms;
- Optional pre-bid meeting to clarify the RFP's. Nineteen architectural firms attended;
- Fourteen architectural firms submitted proposals on December 17, 2010;
- Proposals reviewed by Scott Mackall, Phil Bender and Becky Allard. Six firms were selected to be interviewed by district committee;
- Committee members: Phil Bender, Scott Mackall, Becky Allard, Joel Martin, Kent Bergren, Genie Taddeo, Scott Zimmerman and Sharon Lawson. Architectural firms interviewed: OWP/P Cannon Design; FGM; Fanning Howey; Studio GC; ARCON; and Green Associates;
- Interviews of the six firms were held on Wednesday, January 26 and Thursday, January 27. Fanning Howey and FGM were selected to move forward to the next round of interviews;

- Wednesday, February 9, Fanning Howey and FGM were taken on a district facility tour;
- Second interviews were held on Tuesday, February 22. The firms presented a remodel of Jefferson School.
- Third interviews were held on Monday, March 7. In attendance were Board members, district staff & administrators, PTO representatives, and CFC members.

A ranking system was used throughout the process. Simple as it was, it worked. The points accumulated from each interview were combined and Fanning Howey received the distinction of being the architectural firm that best met District 64's needs.

#### **ACTION ITEM 11-04-4**

Authorize the Superintendent, District Business Manager and Paul Millichap, Franczek Radelet, District legal counsel to enter into contract negotiations with Fanning Howey. Two contracts will be negotiated with Fanning Howey, one that covers conditions and fees associated with project work and a separate contract to complete the facility master plan. Once contract negotiations are complete a contract will be presented to the Board of Education for approval.

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

AYES:

NAYS:

ABSENT:

4/25/11



*Education that inspires...Opportunities for all*  
**GURNEE SCHOOL DISTRICT 56**

900 Kilbourne Road • Gurnee, IL 60031 • 847-336-0800 • [www.d56.org](http://www.d56.org)

April 6, 2011

RECEIVED

APR 12 2011

BOARD OF EDUCATION  
DISTRICT 64

Dr. Phillip Bender  
Park Ridge CCSD 64  
164 S. Prospect Avenue  
Park Ridge, IL 60068

Dear Dr. Bender:

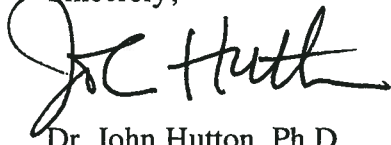
Mr. Mike Nichols and I enjoyed talking with you on April 5, 2011, and commend you on doing your homework prior to making a recommendation to your Board of Education. It is one thing to make a token phone call and is quite a different thing to make a road trip for a face-to-face conversation. This act should solidify the outstanding choice your Board made in selecting you as their superintendent.

As you move forward with your recommendation, I wanted to make sure that I stated in writing the same things that I said to you on April 5<sup>th</sup> and hope this communiqué will assist your Board in their deliberations. I have worked with Fanning/Howey for nearly twenty years in Valparaiso and in Gurnee. My predecessor, Dr. Ben Martindale recommended Fanning/Howey to the Gurnee School District 56 Board of Education prior to my arrival in the District. From my past work with them, I could not have been more pleased to have learned that I would have another opportunity to work with Fanning/Howey.

We have done a number of smaller projects with Fanning/Howey in Gurnee (air conditioning at O'Plaine School, boiler burner upgrade at three schools, sprinkler system repair, and wood trusses inspection) over the last four years. In November of 2010, the Board was fortunate enough to pass a referendum for \$28.5 million. With that, Fanning/Howey is working with the Board to build a new school and remodel an exiting school. I want to say in the clearest manner possible that we could not be more pleased with the services we have received from the firm and have asked my Board President to co-sign this letter to express her sentiments on behalf of the Board. The only difference that I have observed between Fanning/Howey, when I worked with them in Valparaiso and now, is that they are even better now than they were twenty years ago. I strongly recommend them to your Board as your architect of record.

Please feel free to extend an invitation to your Board to contact me if they need further information.

Sincerely,

A handwritten signature in black ink, appearing to read "J. Hutton". The signature is fluid and cursive, with a large initial "J" and a long, sweeping underline.

Dr. John Hutton, Ph.D.  
Superintendent of Schools

A handwritten signature in black ink, appearing to read "Heidi May". The signature is cursive and elegant, with a large initial "H" and a long, sweeping underline.

Mrs. Heidi May  
President, Board of Education

cc: Mr. Mike Nichols  
Mrs. Heidi May

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

Board of Education Agenda  
Monday, May 9, 2011  
Roosevelt Elementary School  
1001 S. Fairview Avenue

*Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, on some occasions the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules, the length of session, breaks and other needs.*

**Monday, May 9, 2011**

TIME		APPENDIX
6:30 p.m.	<b>Meeting of the Board Convenes</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Introductions</li> <li>• Opening Remarks from President of the Board</li> </ul>	
6:30 p.m.	• <b>Board Adjourns to a Committee-of-the-Whole: Finance</b>	
7:30 p.m.	• <b>Board Adjourns from Committee-of-the-Whole Finance and Resumes Regular Meeting</b>	
7:30-7:35 p.m.	• <b>Public Comments</b>	
7:35-7:45 p.m.	• <b>Approval of Implementation Schedule and Budget for Strategic Plan</b> -- Superintendent	A-1 Action Item 11-05-7
7:45-7:55 p.m.	• <b>Recommendation of Foreign Language Instructional Materials</b> -- Assistant Superintendent for Student Learning	A-2
7:55-8:00 p.m.	• <b>Bid for Franklin Playground Equipment</b> -- Director of Facility Management	A-3 Action Item 11-05-8
8:00-8:05 p.m.	• <b>Award Franklin Exterior Site Work Project</b> -- Director of Facility Management	A-3 Action Item 11-05-9
8:05-8:10 p.m.	• <b>Award Carpenter Auditorium Drainage Project</b> -- Director of Facility Management	A-4 Action Item 11-05-10
8:10-8:15 p.m.	• <b>Consent Agenda</b> -- Board President <ul style="list-style-type: none"> <li>• Personnel Report</li> <li>• Payroll and Bills</li> <li>• Approval of Board Meetings 2011-12</li> <li>• Destruction of Audio Closed Minutes</li> </ul>	A-5 Action Item 11-05-11

8:15-8:20 p.m.	<ul style="list-style-type: none"> <li>• <b>Approval of Minutes</b></li> </ul> -- Board President <ul style="list-style-type: none"> <li>• Minutes of May 2, 2011</li> </ul>	<b>Action Item 11-05-12</b>	<b>A-6</b>
8:20-8:25 p.m.	<ul style="list-style-type: none"> <li>• <b>Other Items of Information</b></li> </ul> -- Superintendent <ul style="list-style-type: none"> <li>• Upcoming Agenda</li> <li>• Memorandum of Information (none)</li> <li>• Minutes of Board Committees (none)</li> <li>• Other (none)</li> </ul>		<b>A-7</b>
8:25-9:25 p.m.	<ul style="list-style-type: none"> <li>• <b>Tour of Roosevelt School Facility</b></li> </ul>		<b>A-8</b>
9:25 p.m.	<ul style="list-style-type: none"> <li>• <b>Adjournment</b></li> </ul>		

#### May 23, 2011

- Tour of Emerson Middle School Facility • ELF Grant Awards • Approval of April Financials
- Adoption of Foreign Language Instructional Materials • Recognition of Student Awards
- Recognition of Tenured Teachers • Bid for P. E. Uniforms • Approval of RFP Copier Bid

#### June 13, 2011

- Approval of Final Calendar for 2010-11 • Bid for Physical Education Supplies
- Committee of the Whole: Finance (Second Draft of the 2011-12 Budget
- Strategic Plan Progress Report • Bid for Copy Paper • Judith L. Snow Awards
- Bid for Truck Replacement • Bid for Snow Removal Equipment

#### June 27, 2011

- Custodial Supplies Bid
- Board Adopts 2011-12 Tentative Budget & Establishment of Public Hearing Date
- Approval of May Financials • Resolution for Prevailing Wage
- Resolution for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution for Transfer of Interest Funds from Debt Service to Educational Fund
- Approval of Maine Township School Treasurer Depositories

#### TBD

- Adopt Tentative Calendars for 2012-13 & 2013-14
- Approval of Contract for District Architect of Record

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.

**Madelyn Wsol**Friday, April 15, 2011 1:57 PM

---

**Subject:** FOIA Request**Date:** Friday, April 15, 2011 1:57 PM**From:** Jim Vodak <jvodak@thevodak.com>**To:** Madelyn Wsol <mwsol@d64.org>

I hereby request the following information under the FOIA: natural gas utility invoices that include monthly usage and monthly therm prices from supplier and/or utility, for Park Ridge-Niles School District for fiscal years 2008, 2009, 2010 and to present. This is being requested for possible commercial use

An email response would be acceptable, however if it needs to be mailed or faxed, the information is below.

Jim Vodak  
16214 E Ironwood Dr  
Fountain Hills, AZ 85268  
602-882-5213           phone  
800-661-8533           fax  
jvodak@thevodak.com



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**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 Park Ridge-Niles**

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164 S. Prospect Avenue

Park Ridge, IL60068-4079

(847) 318-4300

FAX: (847) 318-4351

DRAFT

**BOARD MEETINGS – 2011 -2012**

JULY	11 (ESC)
AUGUST	22 (ESC)
SEPTEMBER	26 (Franklin)
OCTOBER	24 (Washington)
NOVEMBER	14 (Carpenter)
DECEMBER	12 (ESC)
JANUARY	23 (Jefferson)
FEBRUARY	27 (Field)
MARCH	12 (Lincoln)
APRIL	23 (Roosevelt)
MAY	21 (Emerson)
JUNE	25 (ESC)

Board of Education meetings are scheduled at 7:30 p.m. on the fourth Monday of each month with the following exceptions: July, November, December, March and May.

Rev. 3/9/11

PB:mw

## **Memorandum of Information 2010-11 #028**

To: Board of Education

From: Becky Allard

Date: April 25, 2011

Subject: 2011 ISBE School District Financial Profile

For the second consecutive year, District 64 has earned a perfect 4.0 score on the Illinois State Board of Education (ISBE) School District Financial Profile. This places District 64 at the top of the "Financial Recognition" range, the highest category that can be obtained. The 2011 profile is based on data from fiscal year 2010, which ended June 30, 2010.

The 2011 rating marks the fourth time that District 64 has been designated in the top tier. Attachment 1 tracks District 64's financial profile data for fiscal years 2006-2010. It clearly shows the strong, positive impact of the 2007 referendum on the District's financial health.

District 64 uses the ISBE Financial Profile as one measure of its financial performance. It provides a "point in time" of the District's financial condition at the close of the fiscal year as assessed on a set of indicators selected by ISBE. The profile is calculated through a process of benchmarking five financial indicators as described on Attachment 2, including:

- Fund balance to revenue ratio
- Expenditure to revenue ratio
- Days cash on hand
- Percent of short-term borrowing maximum remaining
- Percent of long-term debt margin remaining

The ISBE notes that receiving the top designation is a significant accomplishment in light of the continuing financial stresses being placed upon school districts and the uncertainty of state funding.

The District expects to receive the official certificate shortly for display at the Educational Service Center.

# School District Financial Profile

Park Ridge CCSD 64  
Elementary  
05-016-0640-04

Located in : Park Ridge  
Superintendent: Dr. Philip Bender

Basis of Accounting: Accrual  
Under Tax Cap: Yes

## Financial Indicators :

### Fund Balance to Revenue Ratio :

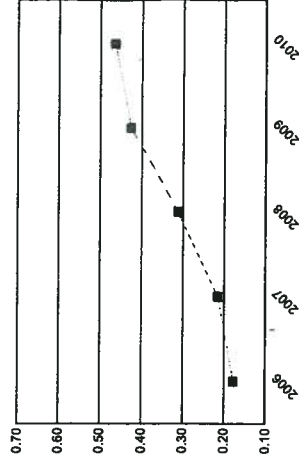
(Includes Educational, Operations & Maintenance, Transportation, Working Cash, and negative IMRF/FICA Funds)

Total Fund Balance divided by  
Total Revenue

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

2006	2007	2008	2009	2010	Score
0.18	0.215	0.312	0.426	0.464	4
Weighted Score					1.40

### Fund Balance to Revenue Ratio



### Expenditure to Revenue Ratio :

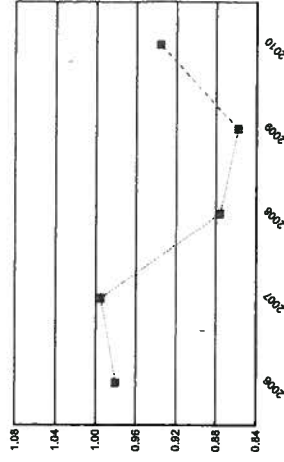
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Total Expenditure divided by  
Total Revenues

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

2006	2007	2008	2009	2010	Score
0.98	1.00	0.876	0.858	0.936	4
Weighted Score					1.40

### Expenditure to Revenue Ratio



### Days Cash on Hand :

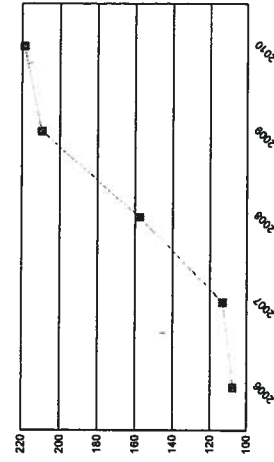
(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Cash on Hand divided by  
Expenditures per Day

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

2006	2007	2008	2009	2010	Score
107	113	157	209	219	4
Weighted Score					0.40

### Days Cash on Hand



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

Tax Anticipation Warrants  
Short-Term Debt Max. Available

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

2006	2007	2008	2009	2010	Score
100.00	100.00	100.00	100.00	100.00	4
Weighted Score					0.40

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

Long-Term Debt Amount

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

2006	2007	2008	2009	2010	Score
74.93	76.71	83.320	87.39	88.64	4
Weighted Score					0.40

Attachment 1

FY 09 Profile Score	4.00
FY 10 Profile Score	4.00
Recognition	

Park Ridge CCSD 64  
Elementary  
05-016-0640-04

## School District Financial Profile

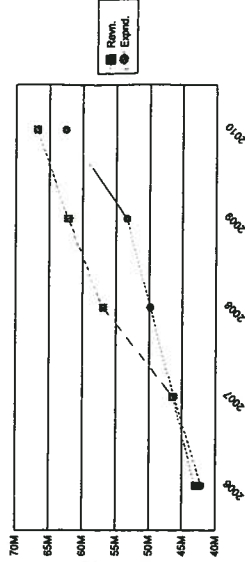
Located in : Park Ridge Cook  
Superintendent: Dr. Philip Bender

Basis of Accounting: Accrual  
Under Tax Cap: Yes

66,763,138

### Revenues and Expenditures

	2006	2007	2008	2009	2010
<b>*Operating Funds Summary :</b>					
Beginning Fund Balance	2,089,109	8,041,699	10,398,969	17,776,852	26,674,338
+ Revenues	43,049,392	46,433,143	56,871,989	62,157,590	66,107,801
- Expenditures	42,115,167	46,188,068	49,839,100	53,303,160	62,493,610
= Results of Operations	934,225	245,075	7,032,889	8,854,430	3,614,191
+ Other Receipts and Adjustments	5,018,365	2,112,195	344,994	43,056	21,813
Ending Fund Balance	8,041,699	10,398,969	17,776,852	26,674,338	30,310,342
Working Cash Ending Fund Balance	11,737,418	10,117,039	10,376,929	11,683,735	13,045,000



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

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

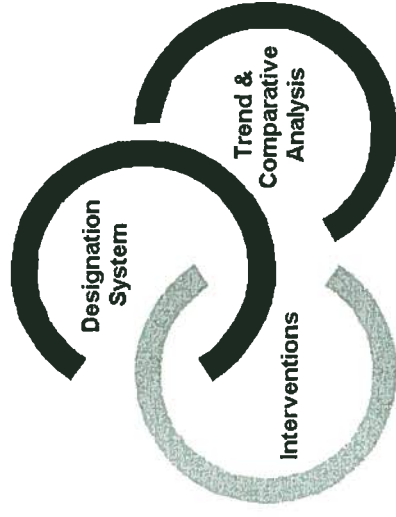
## ISBE Designations:

- Financial Recognition – score of 3.54 – 4.00 – highest category of financial strength
- Financial Review – score of 3.08 – 3.53 – next highest financial health category – will be monitored for potential downward trends
- Financial Warning – score of 2.62 – 3.07 – ISBE monitors closely and offers proactive technical assistance
- Financial Watch – score of 1.00 – 2.61 – highest risk – monitored by ISBE very closely with the offer of technical assistance including, but not limited to, financial projections, cash flow analysis, budgeting, personnel inventories, and enrollment projections

## Intervention Services:

An important component of the School District Financial Profile will be ISBE intervention activities. Regionally-based Finance Consultants are available to provide proactive assistance to financially distressed districts by providing customized technical assistance, analysis of financial data, proper claiming and accounting for state

and federal funds and development of sound financial management practices.



**Illinois State Board  
of Education**

**Internal  
Tool                      Management**

## **School District Financial Profile System**

**Pat Quinn**  
Governor

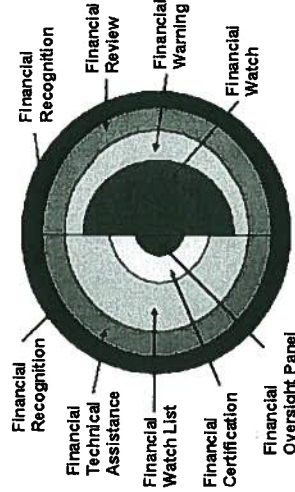
**Jesse Ruiz**  
Chairman

**Dr. Christopher Koch**  
State Superintendent of Education

An Equal Opportunity/Affirmative Action Employer  
Printed by the Authority of the State of Illinois  
October 2004

Since the 1980's, the State Board of Education has been monitoring the financial conditions of schooldistricts. This annual cycle has evolved from publishing a Financial Watch List, to the assessment of all school districts' fiscal health in the Financial Assurance and Accountability System (FAAS) to the new and more comprehensive School District Financial Profile System.

Old System (FAAS) Compared to the New School District Financial Profile



The overarching goal of the financial profile is to objectively assess the financial health of all school districts in order for the public to gain a better understanding of where their schools rank in comparison to others. This will be done through a process of benchmarking 5 indicators for school districts:

Historically, we present the Total Profile Scores at our March Board Meeting. Your Profile and comments that the district has submitted, will then be listed on our website, [www.isbe.net/sfms/p/profile.htm](http://www.isbe.net/sfms/p/profile.htm).

## The Five Indicators

1. **Fund Balance to Revenue Ratio:** indicates the overall financial strength of the district for the prior year. It is the result of dividing the ending fund balances by the revenues for the four operating funds (Educational, Operations & Maintenance, Transportation, and Working Cash Fund) and, if applicable, a negative IMRF/FICA fund balance.
2. **Expenditure to Revenue Ratio:** identifies how much a district spent for each dollar it received. It is calculated by dividing total expenditures by the revenues for the operating funds. Also considered in this calculation is the remaining fund balances, so if a district is deficit spending in a particular year, but has sufficient fund balances to cover the expenditures, the district will not be penalized.
3. **Days Cash on Hand:** provides a projected estimate of the number of days a district could meet operating expenses if no additional revenues were received. It is calculated by dividing the expenditures of the four operating funds by 360 (days) to obtain an average expenditure per day. Then the total cash on hand and investments (end of fiscal year) for the same funds are divided by the average expenditures per day

4. **Percent of Short-Term Borrowing Maximum Remaining:** reflects the remaining short-term debt extension available to the district. The calculated percentage is 100% less the percentage of Tax Anticipation Warrants that remain outstanding.

5. **Percent of Long-Term Debt Margin Remaining:** is a summary of numerous items relating to long-term debt distinguished from debt secured by short-term instruments.

## What the composite score indicates

Scoring is predicated upon a three-step process:


- ◆ **RANGE** – is dependent upon cut scores; each indicator is calculated and the results are slotted into a category of a four, three, two, or one with four being the highest and best category possible
- ◆ **WEIGHTING** – once the range of the indicator is set, the respective score is weighted
- ◆ **TOTAL** – the sum of weighted indicators determines the financial strength and designation of each school district

**MEMORANDUM OF INFORMATION**

**#029**

**2010-2011**

To: Board of Education

From: Rebecca Allard, Business Manager 

Date: April 25, 2011

Subject: Maine Township School Treasurer Audit Reports

Attached are the audit reports for the Maine Township School Treasurer, Township 41 North, Range 12 East, Cook County for the period ending June 20, 2010.

**MAINE TOWNSHIP SCHOOL TREASURER**

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

(Including Memorandum on Accounting Procedures,  
Internal Controls and Other Matters)  
June 30, 2010

MAINE TOWNSHIP SCHOOL TREASURER

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Informational Points	5
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Baker Tilly Virchow Krause, LLP  
1301 W 22nd St, Ste 400  
Oak Brook, IL 60523-3389  
tel 630 990 3131  
fax 630 990 0039  
bakertilly.com

January 3, 2011

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

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

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

Sincerely,

BAKER TILLY VIRCHOW KRAUSE, LLP

*Baker Tilly Virchow Krause, LLP*

*John Rossi*

John Rossi, CPA, Partner

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## **REQUIRED COMMUNICATION TO THOSE CHARGED WITH GOVERNANCE**

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

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

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

### ***OTHER INFORMATION IN DOCUMENTS CONTAINING AUDITED FINANCIAL STATEMENTS***

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

### ***PLANNED SCOPE AND TIMING OF THE AUDIT***

We performed the audit according to the planned scope and timing previously communicated to you in our letter about planning matters dated October 20, 2010.

### ***QUALITATIVE ASPECTS OF THE ENTITY'S SIGNIFICANT ACCOUNTING PRACTICES***

#### ***Accounting Policies***

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by the Treasurer's Office are described in Note 1 to the financial statements. No new accounting policies were adopted. The Treasurer's Office modified its investment policy during fiscal year 2010. We noted no transactions entered into by the Treasurer's Office during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you of, or transactions for which there is a lack of authoritative guidance or consensus.

---

**REQUIRED COMMUNICATION TO THOSE CHARGED WITH GOVERNANCE (cont.)**

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***Accounting Estimates***

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

***Financial Statement Disclosures***

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

***DIFFICULTIES ENCOUNTERED IN PERFORMING THE AUDIT***

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

***AUDIT ADJUSTMENTS***

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

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

***DISAGREEMENTS WITH MANAGEMENT***

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

***CONSULTATIONS WITH OTHER INDEPENDENT ACCOUNTANTS***

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

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**REQUIRED COMMUNICATION TO THOSE CHARGED WITH GOVERNANCE (cont.)**

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***MANAGEMENT REPRESENTATIONS***

We have requested certain representations from management that are included in the management representation letter, and attached as Appendix B of this report.

***INDEPENDENCE***

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

Relating to our audit of the financial statements of for the year ended June 30, 2010, Baker Tilly Virchow Krause, LLP hereby confirms in accordance with the Code of Professional Conduct issued by the American Institute of Certified Public Accountants, that we are, in our professional judgment, independent with respect to the Treasurer and provided no services to the Treasurer other than the audit of the current year's financial statements and the following:

- > Financial statement preparation
- > Adjusting journal entries

***OTHER AUDIT FINDINGS OR ISSUES***

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

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## INFORMATIONAL POINTS

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

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

Statement No. 51, which became effective beginning with your June 30, 2010 audit, requires that all intangible assets be classified as capital assets (except for some that are specifically excluded). Accordingly, existing authoritative guidance related to the accounting and financial reporting for capital assets should be applied to these intangible assets, as applicable.

Costs incurred for intangible assets should be treated in the same manner as costs incurred for other capital assets like a truck or building. Intangible assets will be written off over their useful life (using amortization).

We did not note any expenditures for intangible assets for the year ended June 30, 2010. We can assist you with the details of the accounting aspects of this requirement at the appropriate time if the Treasurer's Office acquires intangible assets in the future.

## MAINE TOWNSHIP SCHOOL TREASURER

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

**TRUSTEES:**  
Robert Goerne  
Russ Ho  
Dennis P. Van Mieghem

**TREASURER:**  
Thomas H. Ahlbeck

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

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

January 3, 2011

Baker Tilly Virchow Krause, LLP  
1301 W. 22<sup>nd</sup> Street, Suite 400  
Oak Brook, IL 60523

Dear Baker Tilly Virchow Krause, LLP:

We are providing this letter in connection with your audit of the financial statements of the Maine Township School Treasurer as of June 30, 2010 and for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Maine Township School Treasurer and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. We confirm that we are responsible for the fair presentation of the previously mentioned financial statements in conformity with accounting principles generally accepted in the United States of America. We are also responsible for adopting sound accounting policies, establishing and maintaining internal control, and preventing and detecting fraud.

We confirm, to the best of our knowledge and belief, the following representations made to you during your audit.

1. The financial statements referred to above are fairly presented in conformity with accounting principles generally accepted in the United States of America. We have engaged you to advise us in fulfilling that responsibility. The financial statements include all properly classified funds of the oversight unit and all component units required by accounting principles generally accepted in the United States of America to be included in the financial reporting entity.
2. We have made available to you all –
  - a. Financial records and related data.
  - b. Minutes of the meetings of the Maine Township School Treasurer or summaries of actions of recent meetings for which minutes have not yet been prepared.

January 3, 2011

Page 2

3. There have been no communications from regulatory agencies concerning noncompliance with, or deficiencies in, financial reporting practices.
4. There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements.
5. We believe the effects of the uncorrected financial statement misstatements summarized in the attached schedule are immaterial, both individually and in the aggregate, to the basic financial statements taken as a whole. In addition, you have recommended adjusting journal entries, and we are in agreement with those adjustments.
6. We acknowledge our responsibility for the design and implementation of programs and controls to prevent and detect fraud.
7. We have no knowledge of any fraud or suspected fraud affecting the entity involving:
  - a. Management,
  - b. Employees who have significant roles in internal control, or
  - c. Others where the fraud could have a material effect on the financial statements.
8. We have no knowledge of any allegations of fraud or suspected fraud affecting the entity received in communications from employees, former employees, analysts, regulators, or others.
9. We have identified to you any previous financial audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
10. The Maine Township School Treasurer has no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or fund equity.
11. The following, if any, have been properly recorded or disclosed in the financial statements:
  - a. Related party transactions, including revenues, expenditures/expenses, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
  - b. Guarantees, whether written or oral, under which the Maine Township School Treasurer is contingently liable.
  - c. All accounting estimates that could be material to the financial statements including the key factors and significant assumptions underlying those estimates and measurements. We believe the estimates and measurements are reasonable in the circumstances, consistently applied, and adequately disclosed.
12. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us, including tax or debt limits and debt contracts; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives, including legal and contractual provisions for reporting specific activities in separate funds.

13. There are no –

- a. Violations or possible violations of budget ordinances, provisions of contracts and grant agreements, laws or regulations including those pertaining to adopting and amending budgets, tax or debt limits, and any related debt covenants whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency, or for reporting on noncompliance.
  - b. We are not aware of any pending or threatened litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with Financial Accounting Standards Board (FASB) Statement No. 5 (or which would affect federal or state award programs), and we have not consulted a lawyer concerning litigation, claims, or assessments.
  - c. Other liabilities or gain or loss contingencies that are required to be accrued or disclosed by FASB Statement No. 5.
  - d. Reservations or designation of fund equity that were not properly authorized and approved.
14. The Maine Township School Treasurer has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
15. The Maine Township School Treasurer has complied with all aspects of contractual agreements that would have a material effect on the financial statement in the event of noncompliance.
16. The financial statements properly classify all funds and activities.
17. All funds that meet the quantitative criteria in GASB Statement No. 34 and No. 37 for presentation as major are identified and presented as such and all other funds that are presented as major are particularly important to financial statement users.
18. Net asset components (invested in capital assets, net of related debt; restricted; and unrestricted) and fund balance reserves and designations are properly classified and, if applicable, approved.
19. Provisions for uncollectible receivables have been properly identified and recorded.
20. Expenses have been appropriately classified in or allocated to functions and programs in the statement of activities, and allocations have been made on a reasonable basis.
21. Revenues are appropriately classified in the statement of activities within program revenues, general revenues, contributions to term or permanent endowments, or contributions to permanent fund principal.
22. Deposits and investment securities are properly classified as to risk, and investments are properly valued.
23. We acknowledge our responsibility for the required supplementary information (RSI). The RSI is measured and presented within prescribed guidelines and the methods of measurement and presentation have not changed from those used in the prior period. We have disclosed to you any significant assumptions and interpretations underlying the measurement and presentation of the RSI.

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

- a. Financial statement preparation
- b. Adjusting journal entries

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

Sincerely,

Maine Township School Treasurer

Signed: Thomas H. Ahlbeck  
Thomas Ahlbeck  
Maine Township School Treasurer

Signed: Debbie Ittner  
Debbie Ittner  
Assistant to the Treasurer of Maine Township Schools

**MAINE TOWNSHIP SCHOOL TREASURER**  
**SUMMARY OF PROPOSED ADJUSTING JOURNAL ENTRIES**

JUNE 30, 2010

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	Financial Statements Effect - Increase (Decrease) to Financial Statement Total		
	<u>Total Assets</u>	<u>Total Liabilities</u>	<u>Excess of Rev. over Expend.</u>
Governmental Activities	<u>-</u>	<u>-</u>	<u>2,562</u>
Agency Funds	<u>(183,085)</u>	<u>(183,085)</u>	<u>-</u>

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

**FINANCIAL STATEMENTS**

**FOR THE YEAR ENDED JUNE 30, 2010  
AND  
INDEPENDENT AUDITOR'S REPORT**

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# MAINE TOWNSHIP SCHOOL TREASURER

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JUNE 30, 2010

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BAKER TILLY

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

## INDEPENDENT AUDITOR'S REPORT

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

We have audited the accompanying financial statements of the governmental activities, major fund, and the aggregate remaining fund information of Maine Township School Treasurer, as of and for the year ended June 30, 2010, which collectively comprise Maine Township School Treasurer's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Maine Township School Treasurer's management. Our responsibility is to express opinions on these financial statements based on our audit. The prior year summarized comparative information included in the Governmental Fund Balance Sheet and the Governmental Fund Statement of Revenues, Expenditures and Changes in Fund Balance has been derived from Maine Township School Treasurer's 2009 financial statements and, in our report dated January 25, 2010, we expressed unqualified opinions on the respective financial statements of the governmental activities, major fund, and the aggregate remaining fund information.

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

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, major fund, and the aggregate remaining fund information of Maine Township School Treasurer, as of June 30, 2010, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

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

Board of Trustees  
Maine Township School Treasurer

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Maine Township School Treasurer's basic financial statements. The financial information listed as supplementary information in the table of contents is presented for purposes of additional analysis and is not a required part of the basic financial statements. The 2010 supplementary information has been subjected to the auditing procedures applied to the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements for the year ended June 30, 2010, taken as a whole. We also have previously audited, in accordance with auditing standards generally accepted in the United States, Maine Township School Treasurer's basic financial statements for the year ended June 30, 2009, which are not presented with the accompanying financial statements. In our report dated January 25, 2010, we expressed unqualified opinions on the respective financial statements of the governmental activities, major fund, and the aggregate remaining fund information. In our opinion, the 2009 supplementary information is fairly stated in all material respects in relation to the basic financial statements for the year ended June 30, 2009, taken as a whole.

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

Oak Brook, Illinois  
January 3, 2011

*Baker Tully Vuchowich Kraus, LLP*

# **Maine Township School Treasurer**

## **Management's Discussion and Analysis (Unaudited)**

### **For the Year Ended June 30, 2010**

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The discussion and analysis of Maine Township School Treasurer's (the "Treasurer") financial performance provides an overall review of the Treasurer's financial activities for the year ended June 30, 2010. The management of the Treasurer encourages readers to consider the information presented herein in conjunction with the basic financial statements to enhance their understanding of the Treasurer's financial performance.

#### **Financial Highlights**

In total, net assets remained steady with no change from the prior year.

#### **Overview of the Financial Statements**

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

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

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

#### *Government-wide financial statements*

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

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

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

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

# **Maine Township School Treasurer**

## **Management's Discussion and Analysis (Unaudited)**

### **For the Year Ended June 30, 2010**

---

#### *Fund financial statements*

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

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

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

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

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

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

# **Maine Township School Treasurer** **Management's Discussion and Analysis (Unaudited)** **For the Year Ended June 30, 2010**

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## *Notes to the financial statements*

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

## *Other information*

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

## **Government-Wide Financial Analysis**

The Treasurer's combined net assets remained stable at \$30,057 due to consistent operations.

**Table 1**  
**Condensed Statement of Net Assets**

	<u><b>2010</b></u>	<u><b>2009</b></u>
Current assets	\$ <u>43,526</u>	\$ <u>33,572</u>
Total assets	<u>43,526</u>	<u>33,572</u>
Other liabilities	<u>13,469</u>	<u>3,515</u>
Total liabilities	<u>13,469</u>	<u>3,515</u>
Net assets:		
Unrestricted	<u>30,057</u>	<u>30,057</u>
Total net assets	\$ <u><u>30,057</u></u>	\$ <u><u>30,057</u></u>

# **Maine Township School Treasurer Management's Discussion and Analysis (Unaudited) For the Year Ended June 30, 2010**

---

<b>Table 2 Changes in Net Assets</b>		
	<u><b>2010</b></u>	<u><b>2009</b></u>
<b>Revenues:</b>		
Program revenues:		
Charges for services	\$ <u>227,907</u>	\$ <u>216,519</u>
Total revenues	<u>227,907</u>	<u>216,519</u>
<b>Expenses:</b>		
Treasurer's office services	<u>227,907</u>	<u>220,026</u>
Total expenses	<u>227,907</u>	<u>220,026</u>
<b>Increase (decrease) in net assets</b>	\$ <u>-</u>	\$ <u>(3,507)</u>

## **Financial Analysis of the Treasurer's Fund**

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

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

## **General (Distributive) Fund Budgetary Highlights**

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

Actual revenues and expenditures were below the budgeted amount by \$5,711 due to actual staff salaries being less than the budgeted amount.

## **Factors Bearing on the Treasurer's Future**

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

**Maine Township School Treasurer  
Management's Discussion and Analysis (Unaudited)  
For the Year Ended June 30, 2010**

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**Requests for Information**

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

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

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**MAINE TOWNSHIP SCHOOL TREASURER**  
**STATEMENT OF NET ASSETS**  
JUNE 30, 2010

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	GOVERNMENTAL ACTIVITIES (DISTRIBUTIVE) FUND
<hr/>	
<b>Assets</b>	
Cash	\$ 10,201
Due from member districts	<u>33,325</u>
Total assets	<u>\$ 43,526</u>
<b>Liabilities</b>	
Accrued salaries	<u>\$ 13,469</u>
Total liabilities	<u>13,469</u>
<b>Net assets</b>	
Unrestricted	<u>30,057</u>
Total net assets	<u>\$ 30,057</u>

# MAINE TOWNSHIP SCHOOL TREASURER

## STATEMENT OF ACTIVITIES FOR THE YEAR ENDED JUNE 30, 2010

FUNCTIONS / PROGRAMS	EXPENSES	PROGRAM REVENUES CHARGES FOR SERVICES	NET (EXPENSES) REVENUE AND CHANGES IN NET ASSETS GOVERNMENTAL ACTIVITIES
<b>Governmental activities</b>			
Treasurer's Office Services	\$ 227,907	\$ 227,907	\$ -
			-
			30,057
			\$ 30,057

See Notes to Basic Financial Statements

# MAINE TOWNSHIP SCHOOL TREASURER

## GOVERNMENTAL FUND

### BALANCE SHEET

JUNE 30, 2010

WITH COMPARATIVE TOTALS FOR JUNE 30, 2009

	GENERAL (DISTRIBUTIVE) FUND	
	2010	2009
<b>Assets</b>		
Cash	\$ 10,201	\$ 12,183
Due from member districts	<u>33,325</u>	<u>21,389</u>
Total assets	<u>\$ 43,526</u>	<u>\$ 33,572</u>
<b>Liabilities and fund balance</b>		
Accrued salaries	\$ 13,469	\$ 3,515
Total liabilities	<u>13,469</u>	<u>3,515</u>
<b>Fund balance</b>		
Unreserved, undesignated	<u>30,057</u>	<u>30,057</u>
Total fund balance	<u>30,057</u>	<u>30,057</u>
Total liabilities and fund balance	<u>\$ 43,526</u>	<u>\$ 33,572</u>

# MAINE TOWNSHIP SCHOOL TREASURER

## GOVERNMENTAL FUND

### STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE

FOR THE YEAR ENDED JUNE 30, 2010

WITH COMPARATIVE ACTUAL AMOUNTS FOR JUNE 30, 2009

	GENERAL (DISTRIBUTIVE) FUND	
	2010 ACTUAL	2009 ACTUAL
<b>Revenues</b>		
Reimbursement of Treasurer's Office expenses from:		
School district payments	\$ 227,907	\$ 216,519
Total revenues	<u>227,907</u>	<u>216,519</u>
<b>Expenditures</b>		
Treasurer's salary	40,164	38,552
Staff salaries	92,032	89,874
Group insurance	2,375	2,391
Illinois Municipal Retirement Fund	5,386	6,507
Payroll service	923	902
Payroll taxes	8,911	9,835
Workmen's comp and liability insurance	5,805	6,000
Audit fees	13,200	12,650
Bond pricing service	22,500	16,252
Computer services	7,935	7,560
Dues and subscriptions	5,790	4,035
Office expenses	-	167
Meetings and seminars	-	150
Postage	350	350
Portfolio analysis	4,455	3,890
Rent and utilities	9,095	8,710
Repairs and maintenance	330	-
Telephone	1,000	1,000
Treasurer's bond	7,382	7,436
Travel and parking	42	79
Miscellaneous	<u>232</u>	<u>179</u>
Total expenditures	<u>227,907</u>	<u>216,519</u>
Change in fund balance	-	-
Fund balance, beginning of year	<u>30,057</u>	<u>30,057</u>
Fund balance, end of year	<u>\$ 30,057</u>	<u>\$ 30,057</u>

**MAINE TOWNSHIP SCHOOL TREASURER**  
**AGENCY FUND**  
**STATEMENT OF FIDUCIARY ASSETS AND LIABILITIES**  
**JUNE 30, 2010**

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AGENCY  
FUND

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**Assets**

Cash and investments	<u>\$ 375,204,996</u>
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**Liabilities**

Due to the participating school districts	<u>\$ 375,204,996</u>
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**MAINE TOWNSHIP SCHOOL TREASURER**  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2010

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**NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

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

**Reporting Entity**

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

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

**Basis of Presentation**

*Government-wide Financial Statements*

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

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

**MAINE TOWNSHIP SCHOOL TREASURER**  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2010

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***Governmental Funds Financial Statements***

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

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

**Measurement Focus and Basis of Accounting**

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

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

***Major Governmental Fund***

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

***Fiduciary Fund Types***

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

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

# MAINE TOWNSHIP SCHOOL TREASURER

## NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2010

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### *All Financial Statements*

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

### **Assets, Liabilities and Net Assets or Equity**

#### *Accounts Receivable*

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

#### *Investments*

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

#### *Equity Classifications*

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

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

*Unrestricted net assets* - All other net assets that do not meet the definition of "restricted".

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

# MAINE TOWNSHIP SCHOOL TREASURER

## NOTES TO BASIC FINANCIAL STATEMENTS

JUNE 30, 2010

### Comparative Data

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

### NOTE 2 – DEPOSITS AND INVESTMENTS

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

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

At June 30, 2010, the Treasurer's cash and investments consisted of the following:

	<i>Entity-wide</i>	<i>Fiduciary</i>	<i>Total</i>
Cash and investments	\$ 10,201	\$ 375,204,996	\$ 375,215,197
Total	\$ 10,201	\$ 375,204,996	\$ 375,215,197

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

	<i>Cash and Investments</i>
Deposits with financial institutions	\$ 57,093,552
Other investments	318,121,645
Total	\$ 375,215,197

At June 30, 2010, other investments consisted of the following:

<i>Investment Type</i>	<i>Fair Value</i>	<i>% of Portfolio</i>	<i>Weighted Average Maturity (Years)</i>
Federal Home Loan Mortgage Corporation (FHLMC)	\$ 36,225,110	11.39%	0.36
Federal Home Loan Bank (FHLB)	128,991,915	40.55%	0.91
Federal Farm Credit Bureau (FFCB)	19,090,662	6.00%	0.20
Money Markets	108,812,768	34.20%	0.00
Repurchase Agreement	25,000,000	7.86%	0.00
Illinois School District Liquid Asset Fund (ISDLAF)	6	0.00%	0.00
Illinois School District Liquid Asset Fund MAX (ISDMAX)	1,184	0.00%	0.00
Total	\$ 318,121,645	100%	
Portfolio weighted average maturity			0.42

**MAINE TOWNSHIP SCHOOL TREASURER**  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2010

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

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

- > Bonds, notes, certificates of indebtedness, treasury bills, or other securities guaranteed by the full faith and credit of the United States of America.
- > Bonds, notes, debentures, or other similar obligations of the United States of America or its agencies.
- > Interest bearing savings accounts, certificates of deposit, or time deposits constituting direct obligations of any bank insured by the Federal Deposit Insurance Corp.
- > Collateralized repurchase agreements which conform to the requirements of section 2(g) or 2(h) of the Illinois Public Funds Investment Act.
- > Short-term discount obligations of the Federal National Mortgage Association.
- > Illinois Public Treasurer's Investment Pool.

As of June 30, 2010, all the Treasurer's investments exposed to credit risk had either "AAA" or "A-1+" ratings by Standard & Poor's.

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

*Concentration of Credit Risk.* The Treasurer's policy states that it shall diversify its investments to the best of its ability based upon the type of funds invested, available institutions to invest in, and the cash flow needs of those funds. Diversification can be by type of investment, number of institutions invested in, and length of maturity. During the year, the Treasurer's Investment Policy changed to remove commercial paper as an allowable investment.

*Custodial Credit Risk - Deposits*

With respect to deposits, custodial credit risk refers to the risk that, in the event of a bank failure, the Treasurer's deposits may not be returned to it. The Treasurer's investment policy states that funds will only be maintained in financial institutions that are members of the Federal Deposit Insurance Corporation. Collateralizing all funds in excess of FDIC or insurable limits is desirable, but collateral is not required. At June 30, 2010, the bank balance of the Treasurer's deposits with financial institutions totaled \$181,845,369; of this amount, \$88,428,474 was uncollateralized and uninsured.

**MAINE TOWNSHIP SCHOOL TREASURER**  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2010

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*Custodial Credit Risk – Investments*

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

**NOTE 3 – RISK MANAGEMENT**

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

**NOTE 4 – RETIREMENT FUND COMMITMENTS**

The Treasurer's defined benefit pension plan, Illinois Municipal Retirement Fund (IMRF), provides retirement and disability benefits, post retirement increases, and death benefits to plan members and beneficiaries. IMRF acts as a common investment and administrative agent for local governments and school Treasurers in Illinois. Benefit provisions are established by statute and may only be changed by the General Assembly of the State of Illinois. IMRF issues a publicly available financial report that includes financial statements and required supplementary information. The report may be obtained on-line at [www.imrf.org](http://www.imrf.org).

As set by statute, employees participating in IMRF are required to contribute 4.50 percent of their annual covered salary. The Treasurer is required to contribute the amount necessary, in addition to member contributions, to finance the retirement coverage of its own employees. The employer contribution rate for calendar year 2009 was 0.82 percent of annual covered payroll. The employer also contributes for disability benefits, death benefits and supplemental retirement benefits, all of which are pooled at the IMRF level. Contribution rates for disability and death benefits are set by the IMRF Board of Trustees, while the supplemental retirement benefits rate is set by statute.

For December 31, 2009, December 31, 2008 and December 31, 2007, the Treasurer's annual pension cost of \$1,015, \$11,017 and \$814, respectively, was equal to the Treasurer's required and actual contributions. The required contribution was determined as part of the December 31, 2007 actuarial valuation using the entry age normal actuarial cost method. The actuarial assumptions at December 31, 2007 included (a) 7.50% investment rate of return (net of administrative and direct investment expenses), (b) projected salary increases of 4.00% a year, attributable to inflation, (c) additional projected salary increases ranging from 0.4% to 10% per year depending on age and service, attributable to seniority/merit, and (d) post retirement benefit increases of 3% annually. The actuarial value of the Treasurer's Regular plan assets was determined using techniques that spread the effects of short-term volatility in the market value of investments over a five-year period with a 15% corridor between the actuarial and market value of assets. The Treasurer's Regular plan's unfunded actuarial accrued liability is being amortized as a level percentage of projected payroll on a closed basis. The remaining amortization period at the December 31, 2007, valuation was 23 years.

**MAINE TOWNSHIP SCHOOL TREASURER**  
NOTES TO BASIC FINANCIAL STATEMENTS  
JUNE 30, 2010

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As of December 31, 2009, the most recent actuarial valuation date, the Regular plan was 74.84 percent funded. The actuarial accrued liability for benefits was \$418,287 and the actuarial value of assets was \$313,028 resulting in an underfunded actuarial accrued liability (UAAL) of \$105,259. The covered payroll (annual payroll of active employees covered by the plan) was \$123,810 and the ratio of the UAAL to the covered payroll was 85.02 percent. In conjunction with the December 2009 actuarial valuation the market value of investments was determined using techniques that spread the effect of short-term volatility in the market value of investments over a five year period with a 20% corridor between the actuarial and market value of assets. In 2010, the unfunded actuarial unfunded liability is being amortized on a level percentage of projected payroll on an open 30 year basis.

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

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**MAINE TOWNSHIP SCHOOL TREASURER**  
**ILLINOIS MUNICIPAL RETIREMENT FUND**  
**SCHEDULE OF EMPLOYER'S CONTRIBUTIONS AND ANALYSIS OF FUNDING PROGRESS**  
**JUNE 30, 2010**

Actuarial Valuation Date	Annual Pension Cost (APC)	Percentage of APC Contributed	Net Pension Obligation
12/31/09	\$ 1,015	100%	\$ -
12/31/08	11,017	100%	-
12/31/07	814	100%	-
12/31/06	9,843	100%	-
12/31/05	6,850	100%	-
12/31/04	7,734	100%	-

Actuarial Valuation Date	Actuarial Value of Assets (a)	Actuarial Accrued Liability (AAL) Entry Age (b)	Unfunded AAL (UAAL) (b-a)	Funded Ratio (a/b)	Covered Payroll (c)	UAAL as a Percentage of Covered Payroll ( (b-a)/c )
12/31/09	\$ 313,028	\$ 418,287	\$ 105,259	74.84%	\$ 123,810	85.02%
12/31/08	299,546	380,766	81,220	78.67%	120,017	67.67%
12/31/07	307,896	271,719	(36,177)	113.31%	90,455	0.00%
12/31/06	276,788	284,922	8,134	97.15%	104,045	7.82%
12/31/05	241,128	187,853	(53,275)	128.36%	74,859	0.00%
12/31/04	214,703	231,712	17,009	92.66%	100,967	16.85%

# MAINE TOWNSHIP SCHOOL TREASURER

## GENERAL (DISTRIBUTIVE) FUND

### SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE - BUDGET AND ACTUAL FOR THE YEAR ENDED JUNE 30, 2010 WITH COMPARATIVE TOTALS FOR JUNE 30, 2009

	BUDGET	2010 ACTUAL	2009 ACTUAL
<b>Revenues</b>			
Reimbursement of Treasurer's Office expenses from:			
School district payments	\$ 233,618	\$ 227,907	\$ 216,519
Total revenues	<u>233,618</u>	<u>227,907</u>	<u>216,519</u>
<b>Expenditures</b>			
Treasurer's salary	40,010	40,164	38,552
Staff salaries	98,000	92,032	89,874
Group insurance	2,366	2,375	2,391
Illinois Municipal Retirement Fund	6,500	5,386	6,507
Payroll service	1,000	923	902
Payroll taxes	9,602	8,911	9,835
Workmen's comp and liability insurance	6,000	5,805	6,000
Audit fees	13,200	13,200	12,650
Bond pricing service	21,600	22,500	16,252
Computer services	7,935	7,935	7,560
Dues and subscriptions	4,050	5,790	4,035
Office expenses	-	-	167
Legal fees	250	-	-
Meetings and seminars	300	-	150
Postage	350	350	350
Portfolio analysis	3,960	4,455	3,890
Rent and utilities	9,095	9,095	8,710
Repairs and maintenance	500	330	-
Telephone	1,000	1,000	1,000
Treasurer's bond	7,500	7,382	7,436
Travel and parking	100	42	79
Miscellaneous	<u>300</u>	<u>232</u>	<u>179</u>
Total expenditures	<u>233,618</u>	<u>227,907</u>	<u>216,519</u>
Change in fund balance	<u>\$ -</u>	-	-
Fund balance, beginning of year		<u>30,057</u>	<u>30,057</u>
Fund balance, end of year		<u>\$ 30,057</u>	<u>\$ 30,057</u>

**MAINE TOWNSHIP SCHOOL TREASURER**  
NOTES TO REQUIRED SUPPLEMENTARY INFORMATION  
JUNE 30, 2010

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**Budgetary Data**

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

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

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

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**MAINE TOWNSHIP SCHOOL TREASURER**  
SCHEDULE OF AMOUNTS PLACED ON  
DEPOSIT FOR PARTICIPATING SCHOOL DISTRICTS  
JUNE 30, 2010

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2010

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**SCHOOL  
DISTRICT  
NUMBER**

North Cook Intermediate Service Center	\$ 1,900,375
34	41,860,545
62	150,928,160
63	31,506,806
64	37,882,332
207	<u>111,126,778</u>
 Total	 <u>\$ 375,204,996</u>

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**MAINE TOWNSHIP SCHOOL TREASURER**  
**SCHEDULE OF INVESTMENT INCOME OF MEMBER DISTRICTS**  
**JUNE 30, 2010**

	AVERAGE CASH & INVESTMENT BALANCE	2010 INTEREST EARNED	RATE OF RETURN
<b>SCHOOL DISTRICT NUMBER</b>			
North Cook Intermediate Service Center	\$ 2,097,768	\$ 44,763	2.13%
34	39,853,099	1,135,113	2.85%
62	118,045,502	2,485,459	2.11%
63	29,625,099	844,538	2.85%
64	33,364,354	711,098	2.13%
207	<u>104,273,224</u>	<u>3,702,600</u>	<u>3.55%</u>
Total	<u>\$ 327,259,045</u>	<u>\$ 8,923,572</u>	<u>2.73%</u>

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**MAINE TOWNSHIP SCHOOL TREASURER**  
**SCHEDULE OF REVENUES, EXPENDITURES, AND**  
**CHANGES IN FUND BALANCES OF MEMBER DISTRICTS (UNAUDITED)**  
**FOR THE YEAR ENDED JUNE 30, 2010**

	Total	#34	#62	#63
<b>Revenues</b>				
Local sources	\$ 344,588,914	\$ 57,504,886	\$ 67,123,205	\$ 37,898,069
State sources	51,494,652	4,970,098	14,570,265	9,286,415
Federal sources	<u>19,345,193</u>	<u>3,006,499</u>	<u>4,062,309</u>	<u>3,685,918</u>
Total revenues	<u>415,428,760</u>	<u>65,481,483</u>	<u>85,755,779</u>	<u>50,870,402</u>
<b>Expenditures</b>				
Payroll expenditures	296,804,312	43,457,406	47,214,369	29,465,408
General expenditures	104,714,781	16,357,661	34,635,657	19,707,793
Interest expense	3,027,791	956,757	399,046	751,168
Principal retired	<u>12,346,191</u>	<u>2,585,737</u>	<u>3,606,747</u>	<u>3,054,114</u>
Total expenditures	<u>416,893,076</u>	<u>63,357,561</u>	<u>85,855,819</u>	<u>52,978,483</u>
Excess (deficiency) of revenues over expenditures	(1,464,316)	2,123,922	(100,040)	(2,108,081)
Other financing sources (uses)	<u>93,785,851</u>	<u>3,595,011</u>	<u>85,062,058</u>	<u>5,128,782</u>
Change in fund balance	92,321,535	5,718,933	84,962,018	3,020,701
Fund balance, beginning of year	<u>262,740,996</u>	<u>35,426,565</u>	<u>62,225,651</u>	<u>28,205,584</u>
Fund balance, end of year	<u>\$ 355,062,531</u>	<u>\$ 41,145,498</u>	<u>\$ 147,187,669</u>	<u>\$ 31,226,285</u>

#64	#207	North Cook ISC
\$ 65,220,246	\$ 115,263,287	\$ 1,579,221
12,224,356	8,771,798	1,671,720
<u>2,954,800</u>	<u>5,020,823</u>	<u>614,844</u>
<u>80,399,402</u>	<u>129,055,908</u>	<u>3,865,786</u>
45,442,234	129,410,860	1,814,035
26,571,646	4,191,656	3,250,368
920,820	-	-
<u>1,699,998</u>	<u>1,399,595</u>	<u>-</u>
<u>74,634,698</u>	<u>135,002,111</u>	<u>5,064,404</u>
5,764,704	(5,946,203)	(1,198,618)
<u>-</u>	<u>-</u>	<u>-</u>
5,764,704	(5,946,203)	(1,198,618)
<u>29,922,785</u>	<u>106,928,213</u>	<u>32,198</u>
<u>\$ 35,687,489</u>	<u>\$ 100,982,010</u>	<u>\$ (1,166,420)</u>

## MEMORANDUM OF INFORMATION 2010-11 #030

TO: Board of Education

FROM: Margaret Petkofski, RN, Facilitator, School Health Services

DATE: April 25, 2011

RE: Participation in a Research Study of Childhood Obesity and Physical Activity Levels

Childhood obesity in the United States is rising dramatically and is now the focal point for many new health initiatives. We are pleased to announce that the Cook County Department of Public Health (CCDPH), in partnership with Centers for Disease Control and Prevention and Children's Memorial Hospital, has invited Washington School to participate in a research study to collect information about childhood obesity and physical activity levels. Data collected will be used to inform the efforts of CCDPH and improve the health of children in Cook County.

The study will be conducted this spring and again in spring 2012. The stipend for the study is \$3,500, with half payable this spring and the remainder in spring 2012. Washington School Principal Kim Nasshan will receive a report of the project findings. The principal investigator of the study, Maryann Mason, PhD., may be contacted for questions regarding the research project.

The study is in three parts:

- During part one, two grade 5 classes at Washington will be randomly chosen by the research associates. Students in those classes will have the opportunity to participate in the evaluation by wearing accelerometers while engaging in their daily school routines. Accelerometers are devices that measure the intensity and duration of movement. They are battery-operated, self-contained units, have no moving parts, are about the size of a pager, and are worn on the right hip using a fitted elastic belt.

Participation in this part of the study is voluntary, and participation may be cancelled by the parent/ guardian at any time. The proposed dates for this portion of the study are May 23-26, 2011. Fact sheets and consent forms will be sent home to parents/ guardians one week prior to the start of the study on May 16. Parent forms will be collected by school staff by May 19, and those parents who have not returned consents will be contacted by school staff.

Research assistants will be provided with class rosters to track student participation/ declination. Research assistants will explain the procedure to students and teaching staff on May 23, and will distribute accelerometers on that day. Student verbal consent will be obtained, and each student will be assigned his/ her own accelerometer to use for the duration of the 4-day period. The accelerometers will be collected at the end of each school day, with location and collection procedures decided on by the school prior to the beginning of data collection. Envelopes, labeled with student name and number, will be used to collect and store

the devices. Research staff will collect accelerometers at the end of the 4-day period. In addition, students may be asked to fill out a survey about food and drinks they have consumed in the past year.

- During the second part of the study, Washington School health staff will assist research staff in collection of current kindergarten student data from the Certificate of Child Health Examination. Data will include date of examination and date of birth to determine age, gender, height, weight, school name, town, zip code, and other chronic conditions associated with obesity risk. No identifying information will be included in the data provided to the research team, and no records will be removed from the school site.
- The third part of the project includes completion of the Healthy Schools Inventory for Washington School, an online assessment tool that elicits information regarding school wellness policy and practices. This survey will be completed by the school principal and selected school staff.

We believe that our participation in this research study will generate valuable health data that will be helpful in the identification and prevention of childhood obesity. In addition, completion of the Healthy Schools Inventory will provide us with information that the District Wellness Council will find useful as members work towards goals to improve nutrition and fitness for students and staff.

Attachment 1 includes all materials related to the study.



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COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 Park Ridge-Niles

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164 S. Prospect Avenue

Park Ridge, IL 60068-4079

(847) 318-4300

FAX: (847) 318-4351

May 16, 2011

Dear Parent/Guardian of a Washington School Fifth Grader:

The Cook County Department of Public Health, in partnership with Centers for Disease Control and Prevention and Children's Memorial Hospital, has selected Washington School to participate in a research project to collect information on the physical activity of school age children. We feel that our participation in this study will generate valuable data in the identification and prevention of childhood obesity.

Students in two fifth grade classrooms have been invited to participate in the evaluation. Dates of the study are May 23-26, 2011. Students who agree to participate in the research project will wear an accelerometer (a type of motion sensor) while engaging in normal, school day activities. This device looks like a pager and is worn on the right hip with an elastic belt. It detects intensity and duration of movement. Measurement will take place in school only, over a 4-day period.

The records of the study will be kept confidential with respect to any written or oral reports to the professional journals or media, making it impossible to identify individual children.

Participation in this research project is strictly voluntary, and may be cancelled by the parent/guardian at any time. Please read the attached information carefully. **If you would like your child to participate, please indicate so on the neon yellow slip. If you do not want your child to participate, you must sign the parent form on the bottom of page 2. Please return the appropriate form to the Washington School office by May 19<sup>th</sup>.**

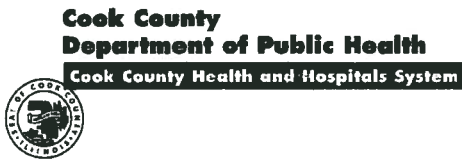
Please feel free to call any of the individuals below for questions about this research project. You may also call the principal investigator of the study, Dr. Maryann Mason. Contact details are provided in the attached letter/consent.

Thank you.

Dr. Philip Bender  
Superintendent

Kim Nasshan  
Principal

Margaret Petkofski, R.N.  
Facilitator, School Health



Consortium to Lower Obesity  
in Chicago Children



Dear Parents,

There is much current attention on healthy living and obesity prevention. The White House and the Centers for Disease Control and Prevention have committed resources to combat the growing problem of obesity and chronic disease in the United States. The Cook County Department of Public Health (CCDPH) has joined in this effort and has begun implementing strategies to improve the health of adults and children in Suburban Cook County. Our school has been selected to participate in evaluation of these efforts.

In partnership with CCDPH, the Consortium to Lower Obesity in Chicago Children (CLOCC) will be collecting information on the physical activity and/or eating habits of students at our school. Students will have the opportunity to participate in this evaluation by either wearing accelerometers (a physical activity measurement tool) while engaging in their daily routine at school **or** completing a survey about the foods and drinks they consumed in the past year. Data collected will be used to inform the efforts of CCDPH and improve the health of children in Cook County.

***Parents are asked to read the attached form describing the study and to return a signed and completed form if they do not want to allow their child's participation in this study.***

Study participation is not necessary and will have no effect on your child's enrollment or school schedule.

If you have any questions about the study, please call Dr. Maryann Mason at 312-573-7771.

## **CHILDREN'S MEMORIAL HOSPITAL**

### **Invitation for your child to participate in a research project**

#### **CPPW Enhanced Evaluation**

Investigators at Children's Memorial Hospital invite your child to participate in a research study entitled: **CPPW Enhanced Evaluation** will be carried out by Dr. Maryann Mason and her research team.

#### **WHY IS THIS STUDY BEING DONE?**

This project is being conducted to better understand physical activity in children during school hours and eating habits of school aged children.

#### **WHAT IS INVOLVED IN THE STUDY AND HOW LONG WILL THE STUDY LAST?**

This study will collect information in two ways. Your child may be asked to participate in one or both of these activities. We may ask your child to wear an accelerometer during the school day for one week (4 days). The accelerometer is a small device worn on an elastic belt around the waist that measures how much and how vigorously your child is moving. We may ask your child to complete a survey about the foods and drinks he or she consumed in the past year.

#### **WILL MY CHILD BE COMPENSATED FOR MY PARTICIPATION?**

There is no compensation for your child's participation in the project.

#### **ARE THERE BENEFITS (GOOD THINGS) TO TAKING PART IN THE STUDY?**

You may learn more about how active children are during school hours as well as the dietary habits of school aged children.

#### **WHAT ARE THE COSTS?**

There is no cost to you or your family for the study.

#### **WHAT ARE THE POSSIBLE RISKS OR SIDE EFFECTS (BAD THINGS) OF THE STUDY?**

This is a minimal risk study. The survey does not ask any questions that are personal in nature, only information about foods or drinks consumed in the past year. If your child does not want to answer a specific question or decided he or she doesn't want to continue with the survey he or she may stop at any time. The accelerometer simply monitors your child's activity (exercise) while he/she is participating in his or her regular school day activities. Again, if your child wishes to end their participation at any time they may do so.

#### **WILL I BE TOLD ABOUT NEW INFORMATION?**

You will be notified if this study produces interesting findings through ongoing communications with your child's school.

#### **WHAT DO I DO IF YOUR CHILD IS INJURED?**

In the unlikely event that your child is injured during information collection, medical facilities and treatment will be available. However, you will be required to pay a reasonable fee for such care. Your child will still receive medical benefits

if otherwise entitled. If you have any questions or desire further information concerning the availability of medical care for your child, you may contact Dr. Edward Ogata, Chief Medical Officer, The Children's Memorial Hospital, 2300 Children's Plaza, no. 2, Chicago, Illinois, 60614-3394 [773/868-8056].

#### **WHAT OTHER OPTIONS ARE THERE?**

You can decide not to allow your child to participate in the project. This will not affect your child's experience at school or any future care at Children's Memorial Hospital in anyway.

#### **WHO WILL KNOW ABOUT THE STUDY OR HAVE ACCESS TO MY CHILD'S PRIVATE INFORMATION?**

The records of this study will be kept confidential (private) with respect to any written or oral reports to the professional journals or the media, making it impossible to identify your child individually. Only members of the research team will have access to the private/confidential information collected.

#### **WHAT ARE MY CHILD'S RIGHTS AS A PARTICIPANT?**

You are not giving up any of your or your child's legal rights or releasing this hospital from responsibility for carelessness by allowing your child to participate in this study.

You may cancel your child's participation in the study at any time without penalty or loss of benefits. Your child's treatment by, and relations with the physician(s) and staff at The Children's Memorial Hospital, now and in the future, will not be affected in any way if you refuse to allow your child to take part.

If you or your child has any questions about the research, you should contact the principal investigator, Maryann Mason, PhD by calling 312-573-7771 during a workday or 773-880-4000 at night or on weekends [email [mmason@childrensmemorial.org](mailto:mmason@childrensmemorial.org)].

This project has been approved by the Children's Memorial Hospital Institutional Review Board. If you have any questions about your child's rights as a research subject, you may take them to Phillip V. Spina, Chief Administrative Officer, Children's Memorial Institute for Education and Research, 2300 Children's Plaza, no. 205, Chicago, Illinois 60614-3394 [773/755-6301 (phone), 773/755-6533 (fax), [pspina@childrensmemorial.org](mailto:pspina@childrensmemorial.org) (e-mail)].

#### **SIGNATURES**

I **DO NOT** wish to let Children's Memorial Hospital use and give out my child's health information in the way it is described in this form and **DO NOT** wish for my child to participate in this study as explained in this form.

---

Date

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Signature of Parent(s) or Surrogate(s) (*relationship to child eg, parent, guardian, etc*)



Spring 2011

Thank you for agreeing to participate in our study! We are very excited to work with your school and help you make it a healthier place for children to grow and learn. We will be in touch in the coming days and weeks but wanted to give you some information regarding the evaluation and what you can expect. Included in this packet you will find:

- Healthy Schools Inventory Worksheet
- Information on the BMI data collection procedures (if applicable)
- An Accelerometer Factsheet
- A copy of the declination of consent form
- Directions for submitting for stipend payment

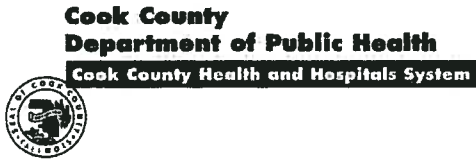
Not all schools will participate in all parts of the evaluation, so some of this information may not apply to your school; however we wanted to give you all the information so you would have a complete view of the effort. A member of our team will be in touch shortly, but if you have any questions or concerns after reviewing this packet please contact Sarah Welch at 312-573-7767 or Kimberly Shlaes at 312-573-7830.

We look forward to working with you!

Sincerely,

Maryann Mason, PhD  
Lead Evaluator, School-based Evaluation

*Making suburban Cook County a healthier place to live, work and play*



## **Communities Putting Prevention to Work School-Based Evaluation**

### **Physical Activity: School Responsibilities**

- Inform and provide information to participating parents/guardians regarding the study
- Distribute introduction letter and factsheet, and consent forms to participating parents/guardians one week prior to data collection
- Inform teachers and school staff of the study and student participation
- Collect declination of consent forms and give to Research Assistants (RAs)
- Provide Research Assistants with class rosters to track student participation/declination
- Research Assistants will distribute accelerometers to two 5<sup>th</sup> and/or 6<sup>th</sup> grade classes (depending on what was previously discussed) Monday morning (1<sup>st</sup> period) beginning the week of participation
  - Students will be given one accelerometer each and must use this same accelerometer throughout the week

- For collection Monday through Thursday: collect accelerometers at the end of each school day – the collection location will be decided by the school prior to the beginning of data collection
  - Collection location may be the student's homeroom, the main office, the student's 1<sup>st</sup> period classroom (or teacher), or another location as determined by the school
  - All students will drop off their accelerometers to the same location every day at the end of the school day
  - Staff must take accelerometers from the students and place them in the correct envelopes (based on student name and accelerometer number)
  - Use front of envelope provided *with* accelerometers to make any notes of individual student's accelerometer use (i.e., late drop off or **no** drop off)
- For distribution Tuesday through Thursday: distribute accelerometers at the beginning of each school day (1<sup>st</sup> period) to each student (envelopes will be labeled with each student's name and accelerometer number)
  - Pick-up location may be the student's homeroom, the main office, the student's 1<sup>st</sup> period classroom (or teacher), or another location as determined by the school
  - All students will pick up their accelerometers from the same location every day at the start of the school day
  - Staff must give accelerometers to the students and ensure that they came from the correct envelopes (based on student name and accelerometer number)

- Use front of envelope provided *with* accelerometers to make any notes of individual student's accelerometer use (i.e., absences or late pick-up)
- Always check to be sure that accelerometers are given to the correct student and/or are placed in the correct envelop corresponding to the student's name and accelerometer number
- If possible, provide reminders to students through morning (pick-up) and afternoon (drop off) announcements
- Report all missing accelerometers to Research Assistants as soon as possible
- Complete, with assistance from Research Assistants, the Health Schools Inventory (HSI) - this may require the participation of multiple individuals at the school (e.g., principal, gym teacher, nurse, etc.)

**For more information, please contact:**

Kimberly Shlaes, MAT - Schools Liaison

[Kshlaes@childrensmemorial.org](mailto:Kshlaes@childrensmemorial.org)

Phone: 312-573-7830

Sarah Welch, MPH - Evaluation Manager

[Swelch@childrensmemorial.org](mailto:Swelch@childrensmemorial.org)

Phone: 312-573-7767

Maryann Mason, PhD – Lead Evaluator, School-based Evaluation

[Mmason@childrensmemorial.org](mailto:Mmason@childrensmemorial.org)

Phone: 312-573-7771

Communities Putting Prevention to Work  
Enhanced Evaluation

## **Communities Putting Prevention to Work** **Enhanced Evaluation**

Thank you participating in our research study. Following is some information regarding the accelerometer students will wear during the study.

### **Accelerometer Frequently Asked Questions**

#### ***What is an accelerometer?***

An accelerometer is a kind of motion sensor.

#### ***How does it work?***

It uses vibrations to detect motion. Accelerometers measure the intensity and duration of movement.

The accelerometer is battery operated. The unit is self-contained. There are no moving parts for students to play with.

#### ***What does it look like?***

The model we use is the Actigraph GT1M. It is about the size of a pager.



#### ***How is the accelerometer worn?***

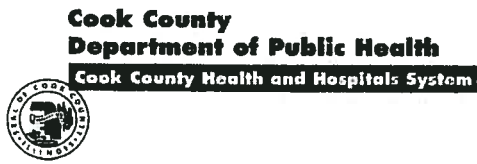
The accelerometer is worn on the right hip. It is attached using a fitted elastic belt. The belts and accelerometers are washed and sanitized after each wearing. The accelerometer cannot be worn during bathing or swimming.

#### ***How is the accelerometer different from a pedometer?***

The accelerometer measures both intensity and duration of movement. Pedometers only measures duration (steps) of movement. A pedometer can not tell the difference between walking and running. An accelerometer can tell the difference between walking and running because it measures intensity as well as duration of movement.

Also, pedometers give users information on the number of steps taken. The accelerometer model we use does not allow the user to see how active they have been.

*Making suburban Cook County a healthier place to live, work and play*



## **Communities Putting Prevention to Work School-Based Evaluation**

### **BMI: School Responsibilities**

- Have Certificate of Child Health Examination (CCHE) forms for K, 6<sup>th</sup> or 9<sup>th</sup> grade students from the 2010-2011 and 2011-2012 school years available for Research Assistant (RA) or staff collection (electronic or hard copy)
  - Assist with data collection through one of the following (based on school's preference):
    - If a current electronic database with the CCHE information exists, the school will supply RAs with Excel spread sheets with the data (including the addition of the name of the person entering the data for quality assurance purposes) for K, 6<sup>th</sup>, or 9<sup>th</sup> grade students in 2010-2011 and 2011-2012 school years.
- OR
- If no electronic database exists or is unavailable, a school staff member will enter the data into an Excel spreadsheet (including the name of person entering the data for quality assurance purposes) for K, 6<sup>th</sup>, or 9<sup>th</sup> grade students in 2010-

2011 and 2011-2012 school years. Upon completion of data entry, the staff member will then submit the Excel spreadsheet containing the data to the RAs.

OR

- If no electronic database exists or is unavailable, RAs will enter the data from the hardcopy CCHE forms into an Excel spreadsheet (including the name of person entering the data for quality assurance purposes) for K, 6<sup>th</sup>, or 9<sup>th</sup> grade students in 2010-2011 and 2011-2012 school years.
- Data to be entered:
  - Date of measurement and date of birth (to calculate age), gender, height (and unit of measure), weight (and unit of measure), school name, town, zip code, and other chronic conditions (i.e., asthma, diabetes, cardiovascular illness, etc.) associated with obesity risk
- No identifying information is included in the data provided to the research team
- No records will be removed from the school sites
- If RAs will be manually entering the data, school must provide RAs with CCHE forms and a place to sit while he/she enters the data into the Excel spreadsheet

**For more information, please contact:**

Kimberly Shlaes, MAT - Schools Liaison  
[Kshlaes@childrensmemorial.org](mailto:Kshlaes@childrensmemorial.org)  
Phone: 312-573-7830

Sarah Welch, MPH - Evaluation Manager  
[Swelch@childrensmemorial.org](mailto:Swelch@childrensmemorial.org)  
Phone: 312-573-7767

Maryann Mason, PhD – Lead Evaluator, School-based Evaluation  
[Mmason@childrensmemorial.org](mailto:Mmason@childrensmemorial.org)  
Phone: 312-573-7771

Communities Putting Prevention to Work  
Enhanced Evaluation



**DISTRICT 64  
WELLNESS COUNCIL  
April 12<sup>th</sup>, 2011**

**Present: K. Nasshan, C. Meredith, D. Walsh, W. Casey, B. Aiello, P. Risk, N. Norris, M. Borowski, S. McDaniel, M. Petkofski**

**Emerson cafeteria walk-through**

- B. Aiello shared observations about cafeteria walk-through done last week: clean, pleasant environment; no pop, yet sugary drinks sold; average salad bar; whole grain foods missing; fast foods (pizza, burgers, Bosco sticks) offered daily; nutritional information provided for “entrée of the day” only; soups are offered.
- Conclusion: although healthy options are available, students do not choose those foods.
- B. Aiello provided email address for Jamie Oliver, who works with schools/students re: good nutrition: [www.jamieoliver.com](http://www.jamieoliver.com)
- Discussion re: student food choices; survey may elicit information about student choices and how teachers reinforce/teach making good choices; W. Casey will draft survey

**Follow up on Nutrition Speaker**

- Although a nutritionist from Lutheran General has agreed to do an educational presentation for the district, a topic has not yet been identified. In view of results of the cafeteria walk-through, it was suggested that perhaps speaker might focus on student education vs. parent education; M. Petkofski will email speaker that we are still interested.

**School Team reports**

**Franklin: various parent/student activities for Healthy Living Month (badminton, walking, Family Fit)**

**Field: Healthy Living Month activities-Walk to School featuring guest athlete; staff pedometer activity; plans underway for Jump Rope for Heart Health Washington: staff volleyball; wellness bulletin board updated; walkathon for cystic fibrosis; school wellness team formed: 5 members**

**Follow up on Nutrition information for PTO lunches**

Dr. Bender has had dialogue with PTO presidents; D. Walsh reported on PTO meeting: various vendors district-wide; some buildings have PTO-sponsored lunches as often as 3 times per week.

Group discussion re: current lunch options for elementary students; would like district to consider vendor(s) that all schools would use-would provide more control over what types of foods are offered, how often, and what information (ie carb, calorie counts) would be included. Agreed to continue discussion at next meeting.

**Follow up on Wellness menu option for staff development**

Positive feedback from several staff members about a staff development offering earlier this year, at Roosevelt: Calm Classroom. Emailed D. Betts re: requested that the district offer a wellness-related program as a menu option for future staff development.

**Follow up on Staff walk on Records Planning Day**

Several building had participation in the staff walk: Franklin had 19 walkers, Washington 22, ESC 4, and Carpenter 2.

**Staff use of exercise equipment in MS and elementary-fitness rooms**

Discussion tabled until next meeting

**Procedure for arranging Wellness/Health speakers**

Discussion tabled until next meeting

**Next Meeting**

May 10<sup>th</sup>, at ESC, 4:00-5:00pm