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

Board of Education Agenda
Monday, May 9, 2011
Roosevelt Elementary School – North Gym
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
6:00 p.m.	**Meeting of the Board Convenes** • Roll Call • Introductions • Opening Remarks from President of the Board	
6:00 p.m.	• **Board Adjourns to a Committee-of-the-Whole: Finance**	
7:30 p.m.	• **Board Adjourns from Committee-of-the-Whole Finance and Resumes Regular Meeting**	
7:30-7:35 p.m.	• **Public Comments**	
7:35-8:05 –p.m.	• **Approval of Implementation Schedule and Budget for Strategic Plan 2011-12** -- Superintendent **Action Item 11-05-8**	**A-1**
8:05-8:15 p.m.	• **Recommendation of Foreign Language Instructional Materials** -- Assistant Superintendent for Student Learning	**A-2**
8:15-8:25 p.m.	• **Award Carpenter Auditorium Drainage Project** -- Director of Facility Management **Action Item 11-05-9**	**A-3**
8:25-8:35 p.m.	• **Award Franklin Exterior Site Work Project** -- Director of Facility Management **Action Item 11-05-10**	**A-4**
8:35-8:45 p.m.	• **Bid for Franklin Playground Equipment** -- Director of Facility Management **Action Item 11-05-11**	**A-5**
8:45-8:50 p.m.	• **Consent Agenda** **Action Item 11-05-12** -- Board President • Personnel Report • Payroll and Bills • Destruction of Audio Closed Minutes (none)	**A-6**
8:50-8:55 p.m.	• **Approval of Minutes** **Action Item 11-05-13** -- Board President	**A-7**

- Special Meeting Minutes of May 2, 2011
- Organizational Meeting Minutes of May 2, 2011

8:55-9:00 p.m. • **Other Items of Information** **A-8**

-- Superintendent
- Upcoming Agenda
- Memorandum of Information (none)
- Minutes of Board Committees

-- Traffic Safety Minutes of May 3, 2011
- Other (none)

9:00-10:00 p.m. • **Tour of Roosevelt School Facility** **A-9**

10:00 p.m. • **Adjournment**

Next Regular Board Meeting: **Monday, May 23, 2011**
7:30 p.m. – Regular Board Meeting
Tour of Emerson Facility
Emerson Middle School-Multipurpose Room
8101 N. Cumberland Avenue
Niles, Illinois

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
- Approval of Final Calendar for 2010-11

June 13, 2011
- 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 • Bid for Physical Education Supplies

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

Appendix 1

Approval of Implementation Schedule and Budget for Strategic Plan 2011-12

ACTION ITEM 11-05-8

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve Implementation Schedule and $325,990 Budget for the Strategic Plan 2011-12.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

TO: Board of Education

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

DATE: May 9, 2011

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

Background
At its core, the Strategic Plan is intended to help District 64 accelerate the positive changes that will help us do more for students. The plan offers an unparalleled opportunity to focus District 64's staff and financial resources on those strategies we know will have the greatest benefit to improving education for current and future students. The plan is the outcome of more than two years of work and the collective efforts of 120-plus volunteers representing all stakeholders in our vital partnership, including staff, administrators, Board of Education members – including three members of the current Board, parents and other community members.

As envisioned when the plan was adopted in 2010, the Board each spring is asked to consider a schedule of implementation activities and budget for the upcoming year. The ESC administrative team, Administrative Council and the strategy leadership group met regularly this spring to plan activities in light of the work that has been accomplished during the first year of implementation in 2010-11, other District initiatives, and budget impact. To build upon this momentum as we move into Year 2, administration recommended at the April 25 Board of Education meeting a set of action plans to be implemented for 2011-12, including activity in 21 of the total 26 plans, and a requested budget of $325,990. (Attachment 1)

Based on the discussion during the April 25 presentation and subsequent questions contributed by several Board members, administration is providing additional material to clarify specifics about the 2011-12 recommendations and offer further background and research.

The focus areas of this information are:
- Current staff development approach in District 64
    - Time available for staff development
    - Professional growth workshop opportunities
- Instructional coaching as a model for staff development and use in comparable districts
- Technology standards for students and teachers
- Operation of the instructional coaching pilot for technology

Current Staff Development Approach in District 64
All staff development is focused on improving instructional practices in the classroom to help improve student learning. District 64's current staff development approach has been used for many years. It offers a variety of options, many of which are voluntary and have budget implications for the District. Overall, District 64's professional development has relied heavily on the initiative and interest level of teachers. In the area of technology, this model has led to an unequal distribution of staff development resources.

- **Time available for staff development**

Required staff development type activities are one component of District 64's staff development model. The chart below identifies the amount of time in hours we have within one school year for such activities. The allotted time comes from use of our Staff Development Wednesday time (1.5 hours per week) and two, full-day Institute Days. The chart also shows the types of activities that teachers are engaged in during this time as well as the distribution of how much time is devoted to each type of activity.

Type of Activity	Staff Development Wednesdays	Institute Days	Total Hours
Strategic Plan Work	4 days = 6 hours	2 half-days = 5.5 hours	11.5
RtI Problem Solving	9 days = 13.5 hours		13.5
Building Meetings (only a portion can be used for staff development)*	9 days = 13.5 hours	½ day for Building Staff Development = 2.75 hours	16.25
Department/Grade Level Meetings	9 days = 13.5 hours		13.5
QIT Staff Support Days Used in a variety of ways *	2 days = 3 hours		3
Self-Directed Days Independent time to be used as teacher sees fit *	3 days = 4.5 hours		4.5
District Planned Staff Development *		½ day = 2.75 hours	2.75
			65 hours

Within these various staff development times, many different types of activities occur. Teachers may be using the time to work on individual goals, grade level or department work, building matters, District initiatives or data analysis, and planning for student support. Only the activities marked with an * are the slots that could potentially be used to provide staff development on the range of instructional topics that the building and/or District have identified as being important; technology is only one of these.

- **Professional growth workshop opportunities**

Another component of District 64's current staff development includes professional growth workshops. The chart below shows quantitative information regarding professional growth workshops offered through District 64 in the last two years. The focus of the vast majority of workshops has been on technology and language arts (reading and writing). A professional growth workshop that is offered will be cancelled, if fewer than eight individuals register for the class.

The chart below shows that only 78 teachers out of a staff of 387 took advantage of technology workshops offered during the 2009-10 school year (including summer workshops); this number grew to 138 this school year. This increase is primarily due to SmartBoard classes that were offered and strongly encouraged for all new SmartBoard users. The number of teachers taking a language arts workshop increased in the 2010-11 school year due to a professional growth workshop that was offered this past summer relating to the new K-5 writing program. These numbers are evidence of the imbalance seen when a voluntary system is the predominant mode for professional growth.

Workshop Type	Activity	2009-10	2010-11
Technology	Offered/Held *	25/19 *	22/20 *
	Teachers 1 class	**52**	**90**
	Teachers 1+ classes	**26**	**48**
Language Arts	Offered/Held *	6/5 *	17/12 *
	Teachers	41	72
Other	Offered/Held *	1/1 *	6/5 *
	Teachers	6	25
** Workshops may be cancelled due to insufficient enrollment*			

Professional growth workshops can have long-lasting budget impact. Teachers who take these professional growth workshops can earn professional growth credit. Credits can be accumulated and allow a teacher to progress on the salary schedule. The cost of offering this form of professional growth, therefore, lasts over time. In lieu of professional growth credit, teachers who have advanced as far as they can on the salary scale and are "frozen" can receive a one -time payment for taking these workshops. In the 2009-10 school year, 74% of the teachers taking professional growth workshops received professional growth credit. In the 2010-11 school year, 63% of the teachers taking professional growth classes received credit, which will allow them to advance on the salary schedule.

Instructional Coaching as a Model for Professional Development

As noted by Director of Technology Terri Bresnahan in her April 25 presentation, research has proven that traditional models of professional development are not as effective as peer coaching in reaching the "transfer" level, where teachers not only know the new information and can perform the new skill, but are actually using the new skill within the classroom to impact student learning. Professional development needs to be job-embedded and sustained over long periods of time. The ability to acquire, retain and transfer knowledge is dramatically increased when learning is collaborative and there is time to practice and reflect.

An article by the National Staff Development Council (Attachment 2) points out that staff development is an essential investment in successfully teaching all students to high standards. Noting how technology purchases have escalated in many school districts during the past decade, NSDC cautions that: "Without opportunities to learn, plan, and practice what they have learned, district investments in technology will fail to produce the intended benefits for students."

District 64 has surveyed a group of 21 comparable local school districts to determine their use of instructional coaches. Of the 18 who responded, 50% are using this model of professional development to focus on a variety of areas, such as technology, literacy/reading, math and instructional support. The chart below summarizes this information. It is clear that the instructional coaching model is already a component of staff development at many other districts within our comparable group.

District Name	Type of coach
Palatine 15	Literacy/reading, technology , math
Wheeling 21	Instructional, technology
Northbrook 28	Literacy/reading, technology, accelerated
Northbrook/Glenview 30	Reading specialist (@ bldg), instructional support, math/science (RtI)
Schaumburg 54	Instructional, literacy, math
Arlington Heights 59	(budget will be cut in 2011-12)
East Maine 53	Instructional, literacy/reading, RtI, school improvement
Evanston 65	Instructional, literacy/reading, math
Skokie 68	Instructional

Further, the instructional coach model overcomes a critical concern in District 64 and other districts of having to use release time for teachers during the day to focus on staff development. Although some release time is unavoidable for targeted staff development and other critical work, District 64 uses it sparingly to reduce the amount of time teachers are out of the classroom. The ongoing, job-embedded nature of the coaching model offers an alternative approach by greatly increasing the amount of professional growth training without a substantial increase in release time.

Technology Standards for Students and Teachers
District 64 is committed to using widely respected standards for technology developed by the International Society for Technology in Education. For both Strategy I/ Action Plans 1 and 2, the National Educational Technology Standards (NETS) will serve as the guiding standards for measuring both student and staff proficiencies in this area.

The NETS for Students (Attachment 3) encompass a wide variety of 21st century learning standards that move beyond the basics of computer skills. These standards have been the driving force behind the activities developed by the Advanced Technology Committee for Strategy I/ Action Plan 1. Among the six performance indicators are: helping students demonstrate creative thinking, problem solving and decision making, which directly link to Priority Standards work in our Strategic Plan Strategy IV; and, providing the research and information fluency, which is critical to meet the Strategic Plan mission of equipping students to thrive in a rapidly changing world.

As we also look to developing minimum usage guidelines for staff, we will focus on the NETS for Teachers (Attachment 4). Again, these standards include the teaching strategies necessary to support the learning standards we want our students to achieve. The technology professional development that we will provide to advance the technology acumen of all staff will be directly aligned with the NETS for Teachers.

Operation of the Instructional Coaching Pilot for Technology
The three certified teachers proposed in the 2011-12 instructional coaching pilot would work as part of the Technology Department. The Director of Technology, in conjunction with the building principal, would serve as their direct supervisors. The Director of Technology would meet with the coaches regularly to establish specific goals and tasks. While there would be a clear, singular direction for all coaches in the District, there would also be specific building needs that would be addressed by individual coaches within those three buildings.

The main focus of the program evaluation will be on the specific functions and services that the coaches will be providing. Rather than focusing on the coaching position itself, the data

will be more meaningful if we look at each specific service that coaches offer as part of their responsibilities. For example, we will look at the specific impact of co-teaching in relation to advancing the use of technology by teachers.

The roles of the coach will include the following services for the buildings in which they will be employed:

- **Co-teaching**: Coach teaches simultaneously with the classroom teacher to facilitate technology-integrated lessons and provide differentiation for students.
- **Modeling within the classroom**: Coaches demonstrate examples of how to employ a particular best practice that the teacher is learning about.
- **Individual support with feedback**: Coaches work with individual teachers on specific goals, observe the teacher, and then provide feedback in the form of data to help support the teacher in mastering the new skill.
- **Small group/grade level support**: Coaches work with small groups of teachers surrounding a specific topic (i.e., SmartBoard users) or with grade level teams to provide support on how to integrate technology. The coaches can help in lesson design and then model or co-teach with individual teachers.
- **Whole faculty professional development with follow-up and support**: Coaches can present new information based on District goals to a building faculty and then follow-up individually with teachers as needed for support.
- **Providing resources** (i.e., handouts for specific applications, links to useful websites, etc.): Coaches will stay abreast of current best practices and provide resources for teachers to improve their classroom instruction.

The 2011-12 pilot will provide data on which services prove to be most effective for meeting our professional development needs. This will then help guide our efforts for how best to continue to provide those services to staff.

An illustration of how technology coaches can support professional development – which ultimately leads to improved student learning – was related by a technology coach in Lake Forest to District 64's Technology Director, Ms. Bresnahan. This particular technology coach met two times per month with grade level teams at an elementary building. During these team meetings, the coach would assist in improving the lesson plans to integrate 21st century skills and technology. At one particular meeting, the teachers were discussing the Native American unit for social science. At first, they planned on repeating the same lesson they had done previously in which the students would pick a particular Native American tribe and create a PowerPoint presentation on that tribe. The coach worked with the team to brainstorm ways for the lesson to delve further into the traditions and culture of Native Americans that would cause students to use higher-order thinking skills. The result was changing the assignment to present students with the task of finding Native American sayings and demonstrating how those sayings applied to the students personally. The students spent time discovering the meanings behind these sayings and thinking critically about how those sayings had modern-day significance. The students then created slideshows of their sayings and recorded their personal interpretations of the sayings into the slideshow. Not only were the students exposed to technology as a tool for communicating their findings, but also to deeper and more meaningful thinking surrounding the history of Native Americans. The coach facilitated the development of the lesson to change the way teachers were teaching and then supported them throughout the process of utilizing the technology component with students.

In summary, District 64 has continued to make significant increases in hardware and other resources in the area of technology. Whether it has been through District 64 funding, Elementary Learning Foundation (ELF) grants or other donations by building parent-teacher organizations, District 64 has amassed a significant amount of technology distributed throughout the District. These resources represent an opportunity for improving the learning of all students, but only if teachers receive the professional development essential for using these resources to their fullest potential.

The current staff development model used in District 64 has resulted in imbalances in how technology is being used for instruction to improve student learning, both within schools and among schools across the District. Although a new model for District 64, instructional coaches are used by many of our neighboring comparable districts for staff development. Instructional coaches for technology in the District 64 pilot will ensure that professional development opportunities are job-embedded, collaborative and ongoing. The technology coaching pilot will provide the research-proven professional development that will accelerate teachers to the next level so they can swiftly impact student learning. Technology coaches were recommended as a critical resource to improve student learning by the original Strategic Plan Action Team for Strategy I and most recently, the Technology Implementation Committee (TIC) within the District-wide Strategic Plan Strategy I group.

Budget Considerations
The budget recommended for all 2011-12 Strategic Plan activities is $325,990 and is detailed by strategy as noted on Attachment 1. This cost includes personnel included in the Instructional Coaching Pilot for Technology as well as supplies and other expenditures for the recommended activities in all five strategies.

In considering this request, two other factors must be weighed:
- The 2010-11 strategic plan budget of $195,000 will be significantly under spent. It is likely that almost $100,000 will not be used.
- The District's long-range financial projections concluded that up to $400,000 in new expenditures added each year for four years could be accommodated with no adverse impact on the long-range financial forecast and the Board's fund balance policy objectives. Attachment 5 is the chart from the long-range financial plan presented on February 14 that indicates this outcome.

Administration believes that the requested budget for Year 2 strategic planning implementation, therefore, can be added to the 2011-12 District budget now being prepared with no significant impact.

Conclusion/Next Steps
Following further discussion at the May 9 meeting, administration anticipates receiving either further direction from the Board on the requested plans and budget, or action at the meeting on a motion to adopt the implementation schedule and budget for the 2011-12 school year.

The Strategic Plan has had an impressive start in 2010-11, with more than 400 staff members fully engaged in activities. All District 64 teachers 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. We look forward to continuing this transformative work that focuses the District's resources and energies to implement our Strategic Plan in 2011-12.

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
1. Accelerating the Advanced Use of Technology	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)					
2. Model for Personal Student Goals	1 Grades K-2		Pilot			
	2 Grades 3-5		Pilot			
	3 Grades 6-8		Pilot			
3.Collaboration within Our Partnership	1 Engage partners					
	2 Service learning			Pilot		
	3 Non English-spkg families					
4. Expectations for Student Learning and Instructional Practices	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					
5. Support & Tools for Change	1 Utilize change protocol					
Existing Initiatives	RtI					
	RtI: 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	Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team. **Leader: TERRI BRESNAHAN;** **Assist: Dan Ophus, Joel Martin, Andy Petroline**	**2011-12 Activities**: • Continue to develop learning activities that integrate the NETS for Students (National Education Technology Standards) and the scope and sequence • Committee members begin implementation of learning activities • 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. • Prepare recommendations for District-wide implementation of learning activities for future years	**Fall 2011** – Learning activities to be implemented by the Advanced Technology Committee **Winter 2012** – Work continues **Spring 2012** –Preparation for implementing learning activities and assessments District-wide for future years	**2011-12 Budget – $3,300** Possible release time as necessary to complete work $2,300 Supplies $1,000
2	Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen. **Leader: TERRI BRESNAHAN** **Assist: Dan Ophus, Joel Martin, Andy Petroline**	**2011-12 Activities**: • Carry out staff development plan based on data from staff survey and the parameters of the technology coaching pilot • Establish minimum technology usage guidelines based on the NETS for Teachers (National Education Technology Standards)	**Summer 2011** – Plan staff development opportunities for 2011-12 **Fall 2011** – Implement staff development plan and technology coaching pilot **Winter 2012** – Establish minimum technology usage guidelines. **Spring 2012** – Perform a post-survey for all teachers to determine growth and assess the PD plan	**2011-12 Budget – $0** No additional funds required.

3	Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium. **Leader: TERRI BRESNAHAN** **Assist: ESC Team**	**2011-12 Activities:** • Implement and assess the technology coaching pilot program • Continue to provide professional growth opportunities in the area of technology • Explore independent online learning opportunities in the area of technology	**Fall 2011 –** • Implement technology coach pilot program • Continue to offer professional growth in the area of technology • Explore independent online learning opportunities **Winter 2012** – Assess pilot program and other resources for professional growth in the area of technology **Spring 2012** – Determine future steps for 2012-13 in regards to technology coaches and other resources	**2011-12 Budget – $210,540** Funds to employ technology coaches for the pilot program and funds for other resources as recommended by the Technology Implementation Committee (TIC) $195,000 10 additional days per coach $10, 540 Possible release time as needed for pilot school teachers to work with coaches $5,000
4	**Utilize available technology to manage our schools more efficiently and effectively.** **Leader: TERRI BRESNAHAN** **Assist: ESC Team**	**2011-12 Activities:** • Research web-based applications to collaborate and communicate among staff (District intranet). Tie in with Strategy III and IV.	**Fall 2011** – Research possible solutions for online communications system (District intranet). **Spring 2012** – Prepare for a summer implementation of an online communication system.	**2011-12 Budget – $25,000** Funds will be used to purchase an online system for communication among staff $25,000 (approximately)

5	Utilize technology to inform and communicate with the community. **Leader: TERRI BRESNAHAN/BERNADETTE TRAMM** **Assist: ESC Team**	**2011-12 Activities:** • Update the Board of Education web site and consider electronic distribution of Board of Education meeting materials. • Web pages will be used as a tool for parents/students to access the classroom	**Fall 2011 –** • Provide further training for teachers to create and maintain their classroom web sites. • Research options for electronic board packets. **Winter 2012** – Establish minimum usage guidelines for teacher web sites	**2011-12 Budget – $15,000** Funds for any hardware or online programs necessary for electronic board packets and training for board members $15,000 (approximately)
6	Build appropriate network infrastructure to support the advanced use of technology throughout the District. **Leader: GERRY BERKOWITZ** **Assist: Terri Bresnahan**	**2011-12 Activities:** • 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	**Summer 2011**- Begin audit by outside consultant. **Fall 2011** – Review completed audit and plan for the next year.	**2011-12 Budget – $0** Funds from the 2010-2011 technology department budget will be used for the audit.
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. **Leader: TERRI BRESNAHAN** **Assist: Dan Ophus, Joel Martin, Andy Petroline**	**2011-12 Activities:** • Monitor and review technology learning activity implementations • Review and make recommendations for District hardware and software purchases for next year • Review policies related to technology usage in the District for staff and students	**Fall 2011** – Monitor and review technology activity implementations. Review and update policies related to technology usage. **Winter 2012** – Review hardware and software inventory in the district to make recommendations for next year. **Spring 2012** – Finalize hardware recommendations	**2011-12 Budget – $3,450** Funds will be used for possible release time for this committee to meet $3,450

8	**Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.** **Leader: PHIL BENDER** **Assist: Terri Bresnahan**	**2011-12 Activities:** ▪ Investigate, design and staff the committee ▪ Develop a procedure for investigating new technologies ▪ Determine how and when to communicate ideas to Board and TIC	**Spring 2012** – Begin development of committee	**2011-12 Budget – $0** No additional funds required.
				TOTAL STRATEGY I: $257,290

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.		**2011-12 Budget – $14,000** 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**	Grades K-2 committee will begin to create developmentally appropriate formats and procedures for student goal setting **2011-12 Activities:** 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. B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community. C. Investigate tools to monitor student goal setting to review and assess student progress. D. Explore ways to enhance on-going communication and collaboration with stakeholders. E. Goal-setting format will be age appropriate, and will synchronize with other grade bands. F. Determine how parent-teacher conferences will incorporate student goal setting.	**2011-12 Timeline:** A. **Fall, Winter, Spring/Summer –** Begin to develop a goal setting curriculum and materials for students, parents and staff. B. **Fall, Winter, Spring –** On-going as part of District overall Strategic Plan communications. C. **Fall –** Develop a means for students, teachers and parents to monitor student goal setting. D. **Fall, Winter, Spring –** Explore available communication tools to monitor student goal setting including communication technology. E. **Spring/Summer –** Develop processes transitioning students from K-2 to 3-5 goal setting format and from	

			3-5 to 6-8 format. **F.** **Spring** – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences.	
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. **Leader: Kim Nasshan**	Grades 3-5 committee will begin to create developmentally appropriate formats and procedures for student goal setting **2011-12 Activities:** 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 & Timely) goals. B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community. C. Investigate tools to monitor student goal setting to review and assess student progress. D. Explore ways to enhance on-going communication and collaboration with stakeholders. E. Goal-setting format will be age appropriate, and will synchronize with other grade bands. F. Determine how parent-teacher conferences will incorporate student goal setting. G. Students will take increased responsibility for articulating progress toward achieving personal student goals and discussing them in parent- teacher- student	**2011-12 Timeline:** A. **Fall, Winter, Spring/Summer** – Begin to develop a goal setting curriculum and materials for students, parents, and staff. B. **Fall, Winter, Spring** – On-going as part of District overall Strategic Plan communications. C. **Fall** – Develop a means for students, teachers and parents to monitor student goal setting. D. **Fall, Winter, Spring** – Explore available communication tools to monitor student goal setting including communication technology. E. **Spring/Summer** Develop processes transitioning students from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format. F. **Spring** – Evaluate completed goal setting	

		conferences.	pilots and develop a format to incorporate goal setting as part of parent-teacher conferences. G. **Spring** - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.	
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. **Leader: Tim Benka**	Grades 6-8 committee will begin to create developmentally appropriate formats and procedures for student goal setting **2011-12 Activities:** 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 & Timely) goals. B. In conjunction with other Strategic Plan communication efforts, provide information to staff and community. C. Investigate tools to monitor student goal setting to review and assess student progress. D. Explore ways to enhance on-going communication and collaboration with stakeholders. E. Goal-setting format will be age appropriate, and will synchronize with other grade bands. F. Determine how parent-teacher conferences	**2011-12 Timeline:** A. **Fall, Winter, Spring/Summer** – Begin to develop a goal setting curriculum and materials for students, parents and staff. B. **Fall, Winter, Spring** – On-going as part of District overall Strategic Plan communications. C. **Fall** – Develop a means for students, teachers and parents to monitor student goal setting. D. **Fall, Winter, Spring** – Explore available communication tools to monitor student goal setting including communication technology. E. **Spring/Summer** – Develop processes transitioning students	

		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.	from K-2 to 3-5 goal setting format and from 3-5 to 6-8 format. F. **Spring** – Evaluate completed goal setting pilots and develop a format to incorporate goal setting as part of parent-teacher conferences. G. **Spring** - Review of multiple goal setting pilots will provide an opportunity towards developing student participation in parent-teacher-student conferences.	
				TOTAL STRATEGY II: $14,000

Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.				
Action Plan		**Activities**	**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)**	**2011-12 Activities:** ▪ Build understanding of and support for service learning (Action Plan 2) by raising awareness of all members of partnership ▪ Foster existing District 64 SL activities as part of raising awareness ▪ Plan and conduct meetings with community groups to expand awareness of SL, explain District 64 needs and identify opportunities ▪ Outreach to parents and general community on SL ▪ Create database library for staff of existing SL staff efforts and available community projects; update periodically ▪ Maintain regular outreach to community groups to update opportunities ▪ Survey teachers on understanding and awareness of SL ▪ Use teacher survey data to plan for opportunities to raise teacher awareness and build understanding ▪ Connect with Strategy I/Technology on intranet to share SL information ▪ Connect with Strategy II/Personal Student Goals on possible SL link ▪ Connect with Strategy IV/Student Learning to identify opportunities to blend SL into curriculum units ▪ Provide staff development on SL for volunteer teachers ▪ Use Change Protocol to assist in identifying the impact, timeline, resources and communication needs for	**Summer 2011 –** ▪ Plan community group meetings ▪ Research database formats ▪ Plan staff outreach ▪ Plan for outreach to parents/community **Fall 2011 –** ▪ Conduct community group meetings ▪ Create initial database library for staff on opportunities and to highlight existing SL projects ▪ Connect with Strategy I, II & IV committees ▪ Survey teachers about awareness of SL ▪ Highlight existing SL activities through DVD presentation at building meetings ▪ Begin outreach to parents/community **Winter 2012 –** ▪ Review staff survey data and create awareness activities ▪ Continue outreach to parents/community	**2011-12 Budget: $8,500** 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 Supplies $1,000

		a pilot with volunteer teams of teachers in 2012-13	**Spring 2012 –** ▪ Create teacher committee and plan for pilot next year ▪ Provide SL training opportunities for teachers	
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.	**2011-12 Activities:** No Activities Planned		
3	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**	**2011-12 Activities:** 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	**Summer 2011 –** 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 **Fall 2011 –** Review needs assessment and plan activities **Winter/Spring 2012 –** Implement as needed	**2011-12 Budget: $2,000** Possible cost of additional translation services for key materials or purchase of materials, if identified in needs assessment $2,000
				TOTAL STRATEGY III: $10,500

Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.				
Action Plan		**Activities**	**Timeline**	**Budget**
1	Establish Priority Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving. **Leader: DIANE BETTS** **Assist: Curriculum leaders and** **Reading – Katie Kelly** **Writing – Dan Walsh** **Math – _____** **Social Studies – _____** **Science – Kevin Dwyer**	**2011-12 Activities:** ▪ Use the Change Protocol to assist in identifying the impact, timeline, resources and communication needs for beginning implementation of the Priority Standards. ▪ Share Priority Standards with all staff ▪ Determine when Priority Standards will be implemented in each area and communicate timeline to staff ▪ Determine what implications standards have for new textbooks, etc. ▪ Form Math Curriculum Review Group to develop recommendations regarding implementation of Math Priority Standards tied to new Common Core Math standards ▪ Determine what staff development is needed to help teachers implement standards ▪ Begin to provide staff development on Priority Standards ▪ Determine when to revise curriculum brochures and website	**Fall 2011 –** Begin to share Priority Standards with staff members utilizing Building Meetings and District Grade Level/Dept Meetings Form Math Curriculum Review group **Winter 2012 –** Math Group continues working Continue to share Priority Standards with staff and provide needed staff development **Spring 2012 –** Make decisions on changes to curriculum brochures and website	**2011-12 Budget – $10,125** Release time for Math Curriculum Review Group to meet and develop recommendations for implementation of Common Core Math standards $8625 Possible redesign of curriculum brochures/website $1,500
2	Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education. **Leader: SANDRA STRINGER** **Assist: Kim Nasshan, Dan Walsh**	**2011-12 Activities:** ▪ Utilize new candidate screening tool to focus on candidates' differentiation skills. ▪ Adapt hiring practices to select candidates with strong backgrounds in differentiation	**Fall 2011 – Spring 2012** Continue to utilize new hiring practices for differentiation	**2011-12 Budget – $5,000** Funds will be used to revise District on-line application process $5,000
3	Create staff development opportunities for all staff to	**2011-12 Activities:** ▪ Develop staff survey to assess specific	**Fall 2011 –** Develop staff survey	**2011-12 Budget – $575** Release time for staff development

	increase their knowledge of and experience with differentiation. **Leader: DIANE BETTS** **Assist: Staff Development Committee**	staff development needs for differentiation	**Winter 2012 –** 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
4	Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation. **Leader: DIANE BETTS** **Assist: ESC Team**	**2011-12 Activities:** ▪ Review survey results from staff survey on differentiation (Action Plan 3) and determine staff development needs ▪ Discuss and determine need for instructional coaches/differentiation coaches ▪ Determine new staffing needs for peer coaches or realignment of existing personnel to support implementation of differentiation ▪ Develop job responsibilities for instructional/ differentiation coaches	**Fall 2011 –** Establish staff development needs relating to differentiation of instruction **Winter 2012 –** Determine need for differentiation coaches Determine support model for implementation of differentiation **Spring 2012** Develop job responsibilities	**2011-12 Budget – $0** No additional funds required
5	Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.	**2011-12 Activities:** No Activities Planned		
6	Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels. **Leader: REPEAT SAME AS #1**	**2011-12 Activities:** ▪ Unwrap Priority Standards listing more specific objectives. ▪ Examine Priority Standards for possible connections to service learning opportunities (Strategy III, Action Plans 1 and 2). ▪ Develop common assessments for Priority Standards as they are unwrapped. ▪ Explore use of online assessment development tools for developing and	**Fall 2011 –** Use Institute Day and other Wednesday time to work on unwrapping standards and developing assessments **Winter 2012 –** Continue work on assessments **Spring 2012 –** Continue work on assessments	**2011-12 Budget – $6,750** Possible use of release days to finish common assessments $5,750 Supplies $1,000

		sharing assessments tied to Priority Standards. ▪ Use Change Protocol to assist in planning for implementation of common assessments. ▪ 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.	Develop curriculum guides	
7	Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.	**2011-12 Activities:** No Activities Planned		
8	Implement differentiated lessons in all areas of core curriculum	**2011-12 Activities:** No Activities Planned		
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day. **Leader: REPEAT SAME AS #1**	**2011-12 Activities:** 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.	**Fall 2011 –** See Action Plans 1 and 6	**2011-12 Budget –** 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.	**2011-12 Activities:** No Activities Planned		

11	Use data over time as an indicator for instructional change. **Leader: _____** **Assist: Curriculum specialist Kathy Ross, other curriculum specialists and building principals**	**2011-12 Activities:** ▪ Provide additional training on use of Inform (student performance database warehouse system). ▪ Support grade level teams and departments to use RtI process to set improvement goals based on analysis of data	**Summer 2011 –** Provide training on Inform for building Quality Improvement Teams (QITs) **Fall 2011 – Spring 2012** Support QITs and grade level teams and departments in development of improvement goals Provide specific expectations for data analysis each trimester	**2011-12 Budget – $15,750** Funds will be used to pay QIT members for attending summer meetings $10,000 Release time for additional training/support of teachers during school year: $5,750
				TOTAL STRATEGY IV: $38,200

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**	**2011-12 Activities:** ▪ Continue providing ESC Team and AC with opportunities to develop proficiency in using change protocol as leaders in actual District/school situations ▪ 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 ▪ Incorporate "change" theme as focus throughout the year	**Summer 2011 –** Training opportunity at AC workshop in June **Fall 2011 –** Incorporate "change" theme in District messages throughout the year (Institute Day, building meetings, etc.) and provide training opportunities for staff **Winter-Spring 2012 –** Use Change Protocol to plan for 2012-13 programs	**2011-12 Budget – $6,000** Funds may be used for outside coach/trainer for ongoing support $5,000 Supplies $1,000
				TOTAL STRATEGY V: $6,000

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

RENEW

Every educator engages in effective professional learning every day so every student achieves.

Resources

The standard
The rationale
Annotated bibliography

The standard

Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

The rationale

Professional learning may be viewed either as an investment that will pay future dividends in improved staff performance and student learning or an expense that diminishes a school district's ability to meet its other financial obligations. While the latter view has been dominant in many school districts, the National Staff Development Council's position is that well designed and implemented professional development for school employees is an essential long-term investment in successfully teaching all students to high standards.

Well designed professional development creates learning communities that provide mutual support and focus everyone's attention and learning on a small number of high priority goals. While the vast majority of educators' professional learning should occur during the school day in collaboration with colleagues, it is also important that they acquire knowledge from sources outside the school by attending workshops and state and national conferences. However, when most teachers' and principals' professional learning occurs away from the school, it serves as a centrifugal force that leads to fragmentation and incoherent improvement efforts.

Professional development resources may serve many purposes. For instance, they may fund trainers who help teachers and administrators implement new instructional strategies and successfully use technology in their classrooms. They may provide full or part-time in-school coaches who assist teachers and principals in implementing standards-based curriculum in classrooms serving an increasingly diverse student population. In addition, these resources may support the use of external consultants or facilitators who assist the schools and teams in planning and evaluation of program efforts. They can also fund substitutes who cover classes while enabling educators to learn about leading-edge ideas and practices through attendance at state and national conferences.

Funds may also be used to provide stipends for lead teachers to serve as mentors or members of training cadres. To these ends, NSDC advocates that school districts dedicate at least ten percent of their budgets to staff development and that at least 25 percent of an educator's work time be devoted to learning and collaboration with colleagues. While many schools allocate one percent or less of their budgets to professional development and offer virtually no time for adult learning and collaboration, others have found ways to provide resources that approach the amounts recommended by the Council.

Because technology purchases have increased dramatically in many school districts during the past decade, often with little attention given to the development of teachers' abilities to use the technology, NSDC advocates that at least 30 percent of the technology budget be devoted to teacher development in this area. Without opportunities to learn, plan, and practice what they have learned, district investments in technology will fail to produce the intended benefits for students.

To make certain that resources invested in staff development achieve their intended results, district incentive systems such as salary supplements for graduate degrees may be redirected to reward demonstrations of knowledge and skill and student learning gains rather than seat-time arrangements such as courses taken or continuing education units earned. These changes require extensive discussions among key district leaders about the organization's purposes and the role of professional learning in improving student achievement. They are also likely to require significant modifications of collective bargaining agreements. However, recognizing that resources for professional development will continue to be scarce, it is vital that the resources be aligned to support the outcomes the districts seek for their educators and students.

The ISTE NETS and Performance Indicators for Students (NETS•S)

1. **Creativity and Innovation**
   Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:
   - **a.** apply existing knowledge to generate new ideas, products, or processes
   - **b.** create original works as a means of personal or group expression
   - **c.** use models and simulations to explore complex systems and issues
   - **d.** identify trends and forecast possibilities

2. **Communication and Collaboration**
   Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:
   - **a.** interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   - **b.** communicate information and ideas effectively to multiple audiences using a variety of media and formats
   - **c.** develop cultural understanding and global awareness by engaging with learners of other cultures
   - **d.** contribute to project teams to produce original works or solve problems

3. **Research and Information Fluency**
   Students apply digital tools to gather, evaluate, and use information. Students:
   - **a.** plan strategies to guide inquiry
   - **b.** locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   - **c.** evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   - **d.** process data and report results

4. **Critical Thinking, Problem Solving, and Decision Making**
   Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students:
   - **a.** identify and define authentic problems and significant questions for investigation
   - **b.** plan and manage activities to develop a solution or complete a project
   - **c.** collect and analyze data to identify solutions and/or make informed decisions
   - **d.** use multiple processes and diverse perspectives to explore alternative solutions

5. **Digital Citizenship**
   Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students:
   - **a.** advocate and practice safe, legal, and responsible use of information and technology
   - **b.** exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   - **c.** demonstrate personal responsibility for lifelong learning
   - **d.** exhibit leadership for digital citizenship

6. **Technology Operations and Concepts**
   Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
   - **a.** understand and use technology systems
   - **b.** select and use applications effectively and productively
   - **c.** troubleshoot systems and applications
   - **d.** transfer current knowledge to learning of new technologies

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The ISTE NETS and Performance Indicators for Teachers (NETS•T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators. Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

- **a.** promote, support, and model creative and innovative thinking and inventiveness
- **b.** engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- **c.** promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- **d.** model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

- **a.** design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- **b.** develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- **c.** customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- **d.** provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

- **a.** demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- **b.** collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- **c.** communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats
- **d.** model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

- **a.** advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- **b.** address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources
- **c.** promote and model digital etiquette and responsible social interactions related to the use of technology and information
- **d.** develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

- **a.** participate in local and global learning communities to explore creative applications of technology to improve student learning
- **b.** exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- **c.** evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- **d.** contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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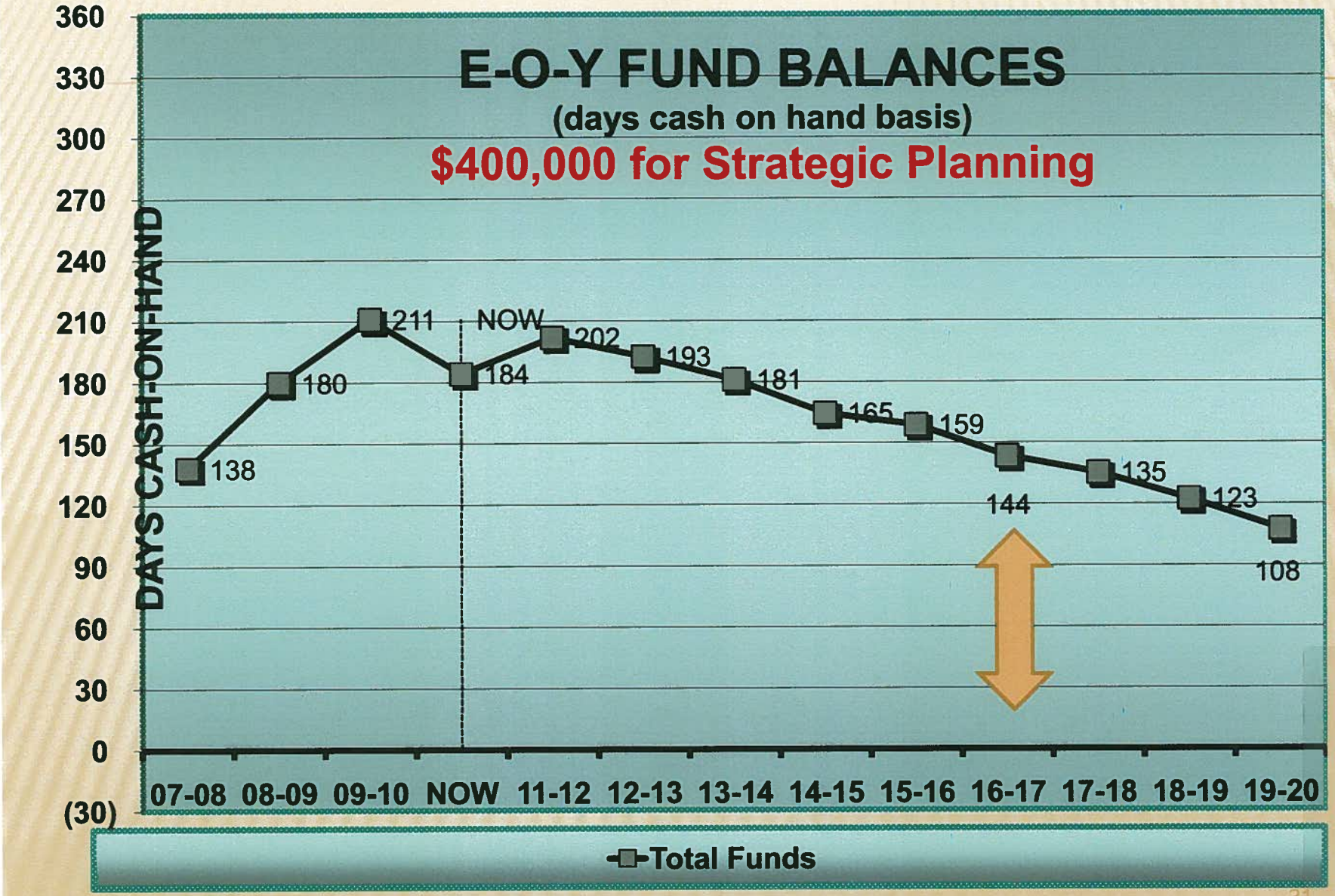

Excerpt from February 14, 2011 Long-range Financial Forecast

Attachment 5

To: District 64 Board of Education

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

Date: May 9, 2011

Re: Review of 7th/8th Grade Spanish Curriculum

RELATION OF REPORT TO:

State/Federal Mandates:	Illinois Learning Standard – Goals 28-30
Board Goal:	Improving Achievement Levels of the "Whole Child"
Board Policy:	6:40 Instruction: Curriculum Development
Board Procedures:	None
Budget Implications:	Adoption Costs - $40,530

OVERVIEW:
This report will provide an overview of the curriculum review work that has been accomplished over the last two years in regards to District 64's 7th/8th grade Foreign Language program in Spanish. Revisions to the curriculum and articulation with other districts in Maine Township will be discussed and recommendations regarding the adoption of new textbooks to address the curriculum will be presented.

BACKGROUND:
In addition to the FLES (Foreign Language in the Elementary Schools) program that District 64 students receive in 2nd-6th grade, we also offer a more formal foreign language study program in either Spanish or French that students can choose to take over a two year period in 7th and 8th grade. This elective class is equivalent to the Spanish I or French I course at Maine South. Students must maintain a C average or better to be placed into Spanish II or French II as they enter high school. Students who perform well in middle school foreign language are recommended by their District 64 teacher for both Spanish II or French II Accelerated.

District 64's Spanish Foreign Language curriculum for 7th/8th grade was last reviewed and new textbooks adopted in the 2004-05 school year. Typically we follow the same review cycle as the Maine Township Curriculum Council (MTCC) for Foreign Language that is comprised of foreign language teachers and instructional leaders from Districts #207, 62, 63 and 64. This means that consideration for any changes in curriculum and new textbooks are jointly examined and agreed upon by all members of the township. This has resulted in the same textbook being used by all four districts in order to create a seamless and unified program of instruction.

REVIEW PROCESS:
The MTCC for Foreign Language began meeting in Spring 2010 to review the current Spanish curriculum and identify any desired changes in curricular goals. The group determined that in order to better prepare students to enter a global society, the following changes were needed:

- Students needed to be exposed to more authentic language.
- Students needed a better understanding of cultural knowledge.
- Students needed to gain a greater command of communication skills in the target language.

The MTCC group began to look at new textbooks for teaching Spanish at levels I-III. Four textbook options came to the forefront for further examination and pilot: *Aventura, Descubre, Avancemos,* and a newer edition of the current textbook-*Realidades.*

A slightly different approach was used for piloting textbooks for this review. Each district was allowed to decide what text among these four, they would pilot in the 2010-11 school year. District 64 chose to pilot *Avancemos* along with our feeder high school, Maine South. Maine East and West chose to pilot *Descubre.* District 62 is piloting both *Desubre* and *Avancemos* and District 63 is piloting *Avancemos.*

We elected to only have our 7th grade students pilot the new text this year. Since our 8th grade students had already been using the *Realidades* text as 7th graders, we decided to have them continue with this text for better continuity of instruction.

Ongoing meetings of the MTCC occurred throughout the current school year to discuss feedback on the pilots. In the fall, the idea of adopting different textbooks within the high school district as well as among the feeder elementary districts began to be discussed. It appeared that Maine South and District 64 were leaning toward adopting *Avancemos,* with *Descubre* possibly being the choice at Maine West, Maine East and District 62. District 63 was not happy with *Avancemos* and began consideration of staying with *Realidades.*

In December the committee met again and after a lengthy discussion, it was decided that Maine South along with the other two high schools would recommend an all District #207 adoption of *Descubre.* Because of this decision, we chose to expand our pilot experience to also take a look at *Descubre.* We felt that if this was the direction of our feeder high school, we should consider using the same textbook as we had done in the past.

District 64 Spanish teachers have now taught from both pilot textbooks, *Avancemos* and *Descubre.* Our foreign language teachers have been involved in multiple meetings to discuss and compare the strengths and weaknesses of both texts. A synopsis of their findings is presented below.

Avancemos

Pros: There are good visuals throughout the book that are appealing to middle school students. The text provides opportunities for students to read instructions in Spanish promoting more immersion in the target language. The workbook provides differentiated practice in each of the following areas: Grammar,

Listening and Speaking, Reading, and Culture. A great deal of supplemental materials and suggested activities are provided. Review is a strong component of each chapter with key skills spiraled and practiced throughout the book.

Cons:
The beginning chapter is very content heavy with many new skills introduced requiring a longer instructional pacing time for students to acquire these foundational skills. Some of the technology support is difficult to use.

Descubre
Pros - The text provides challenge for higher-level students. A great deal of authentic language is used.

Cons – Teachers do not feel the text is age appropriate for middle school students for various social and cultural reasons. The vocabulary used relates more to older high school or college students and would be difficult for a middle school student to make a connection to. Each chapter contains too many new vocabulary words and grammar skills making pacing difficult for use in a middle school. There are not enough supplemental materials (i.e., only one workbook page for students to practice a new grammar skill). It can be difficult to access the available on-line resources. Cultural readings and examples are not current and appealing to middle school students.

Continued articulation across the township has resulted in strong support for not having the middle schools use the same text as the high school and for different textbooks to be used at the different feeder middle school districts. While this is a departure from past practice, both the Assistant Superintendents for Curriculum across the township and the MTCC Foreign Language Committee members acknowledge that the textbook is not the curriculum. What these professionals believe is important, is an agreed upon set of learning standards that students at each level should know and be able to perform. In essence, this means determining the specific priority standards that we want all township students to acquire. We have planned continued articulation across the township to accomplish this task.

RECOMMENDATION:
Based on the decision regarding adoption alignment and our in-depth analysis of textbooks, we recommend adopting *Avancemos* as the preferred textbook for 7th and 8th grade Spanish students.

BUDGET:
For this adoption, we are recommending that we only purchase enough physical textbooks to have class sets of textbooks that teachers and students use while in school. In addition to the textbooks students would use while in class, each student would have a workbook and an individual license to an on-line edition of the textbook. Students would be able to use the on-line edition of the textbook at home to complete homework, study for tests, etc. Any student who did not have access to the Internet at home would be given a physical textbook for at-home use.

We believe purchasing class sets of textbooks has advantages over purchasing a textbook for each student. While there is a cost for providing each student with a license for on-line access to the book, there is a $7,260 savings for not buying a physical textbook for each child. In addition, students would not be expected to carry home their Spanish book each night reducing the weight load of some very full backpacks. Textbooks would not be housed in lockers during the day but would remain in the Spanish classroom. Additionally, not being shoved into backpacks would prolong the useful life of the textbook. If we find determine only having class sets of textbooks does not work for our students, we can always purchase more textbooks in the future.

200 textbooks (includes on-line edition of book)	$72.60 x 200 = $14,520
400 on-line editions of textbook (good for 6 years)	$54.45 x 400 = $21,780
300 workbooks*	$14.10 x 300 = $ 4,230
	Total = $40,530

* The workbook is used over a 2 year period. Current 7th grade students will continue to use the workbook they had this year during the pilot.

The funds for new Spanish instructional materials has been budgeted for in the 2011-12 tentative budget.

NEXT STEPS:
We will ask the Board to approve this recommendation at the May 23, 2011 Board of Education meeting.

After the Maine Township priority standards for Spanish I are developed, we will utilize release time for our middle school foreign language teachers to review the agreed upon standards for Spanish I and determine appropriate pacing and instruction using the *Avancemos* text to meet these standards.

DB:km

Appendix 3

Approval of Carpenter Auditorium Drainage Project

ACTION ITEM 11-05-9

I move that the Board of Education of Community School District 64, Park Ridge-Niles, Illinois, approve the Carpenter School Auditorium project for $260,909.

Moved by_____ Seconded by_____

AYES:

NAYS:

PRESENT:

ABSENT:

ELEMENTARY SCHOOL DISTRICT 64
PARK RIDGE - NILES, ILLINOIS

MEMO

DATE: May 4, 2011

TO: Board of Education

FROM: Scott Mackall SM

SUBJECT: Carpenter School Auditorium Bid Results

Bids have been received and were opened on April 21 at 10:00 a.m., for the waterproofing and drainage work at Carpenter School Auditorium. The results are shown on the chart below.

Bidders	Bid bond	Addenda		Base Bid
A Lamp Concrete Cont.	√	√	√	$334,390
Boller Construction	√	√	√	$319,000
J. A. Johnson Paving Co.	√	√	√	$340,930
Martman Construction	√	√	√	$288,990
R. Rudnick & Co.	√	√	√	$260,909
Schroeder Asphalt Services	√	√	No	$258,900

I recommend that the Board of Education enter into a contract with the low bidder, R. Rudnick & Co, to perform the waterproofing and drainage work at Carpenter School for a total cost of $260,909.00.

SM:mv

GREEN ASSOCIATES
ARCHITECTURE
CONSTRUCTION SERVICES

2 May 2011

Mr. Scott Mackall
Director of Facilities
Community Consolidated School District 64
164 South Prospect Avenue
Park Ridge, Illinois 60068

RE: 2011 Site Improvements at Two Schools
Project No. 1341-201106

Dear Mr. Mackall:

On 21 April 2011 at 10:00 AM we received and opened bids for the referenced project. Six bids were received and are summarized on the attached Bidders Tabulation List.

This project includes the waterproofing and drainage work at Carpenter School Auditorium and the parking lot and play area improvements at Franklin School.

The apparent low combined bid was submitted by Schroeder Asphalt Services. However they did not acknowledge addendum number two on their bid form. Addendum number two does include items that affect the cost of the project. We recommend disqualifying this bid.

The bid form was structured to permit bids for work at Carpenter and Franklin as separate bids and also as a combined bid. The composition of bidding that provides the lowest total cost would be to award work at each school separately. The apparent low bidder for Carpenter School is R. Rudnick & Co.. The apparent low bidder for Franklin School is Boller Construction Co.

We have reviewed the scope of work at Carpenter School with Doug Kersey of R. Rudnick & Co.. He has indicated that there are no qualifications or exceptions to the bid. We have checked references for the contractor and responses were generally favorable. In addition GreenAssociates has worked with R. Rudnick favorably in the past. See attached Contractor Scope Review and Reference Check document. We recommend R. Rudnick and Co. for the work at Carpenter School.

We have reviewed the scope of work at Franklin School with Lyle Ehlers of Boller Construction Co.. He has indicated that there are no qualifications or exceptions to the bid. We have checked references for the contractor and responses were generally favorable. In addition GreenAssociates has worked with Boller Construction favorably in the past. See attached Contractor Scope Review and Reference Check document. We recommend Boller Construction Co. perform the work at Franklin School.

Should you have any other questions regarding this project and the bids received, do not hesitate to contact us.

Sincerely,

Andrew Jose

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William H.R. Taylor, AIA
Lynn D. Gibbons

CONTRACTOR SCOPE REIVEW AND REFERENCE CHECK

GREEN ASSOCIATES
ARCHITECTURE
CONSTRUCTION SERVICES

Project: 2011 Site Improvements at Two Schools

Project Number: 1341-201106 Date: 28 April 2011

Contractor: R Rudnick & Co.

Scope Review
Contractor Reviewer: Doug Kersey
Architect Reviewer: Andrew Jose

Contractor noted no omissions or qualifications to the bidding documents and all specified products bid. Confirmed inclusion of items in addenda is included in bid. Contractor indicated they are comfortable with bid. Contractor acknowledged they are signatory to the union.

Contractor noted building will be occupied by staff during construction and working cooperatively is important. R Rudnick has significant experience working with school clients. Contractor noted no staging or phasing issues.

Contractor foresees no significant long-lead items, however will verify waterproofing material and sump pump availability immediately upon award. Confirmed Cetco approved applicator would perform waterproofing work.

Civil Scope:

Reviewed concrete and asphalt paving demo, demo of stoops and demo of stairway. Reviewed piping and capping of existing piping. Reviewed sawcutting required at stairway demo. Reviewed excavating and dewatering requirements. Reviewed new paving and stoops. Reviewed underground piping and downspout connections. Contractor indicated understanding of scope.

Landscape Scope:

Reviewed removal and protection of existing landscaping and hardscaping to be removed and replaced. Reviewed new landscaping configuration and segmental planter wall and configuration of drain outlets. Reviewed configuration of gravel drainage configuration below new planter. Contractor indicated understanding of scope.

Structural Scope:

Reviewed configuration of stair concrete, reinforcement and waterstops. Reviewed configuration and drainage of geofoam infill beneath stair. Reviewed steel and grate at stairwell, noted that the existing angle changed to new by addendum. Stoop detail added by addendum. Contractor indicated understanding of scope.

Architectural Scope:

Reviewed waterproofing details and system. Reviewed railing infill panel and powdercoating finish. Reviewed scope of floor sawcutting and where plumbing work would necessitate same. Reviewed excavation near main entrance and impact on entry canopy and requirement for protection. Reviewed dewatering requirements. Contractor indicated understanding of scope.

Plumbing Scope:

Reviewed demo of existing drain and piping. Reviewed need for investigative digging and subsequent capping of existing piping.

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Reviewed demo of existing sump. Reviewed installation of new sump. Reviewed installation of exterior and interior drain tile. Reviewed installation of overhead piping. Reviewed installation of downspout connections. Contractor indicated understanding of scope.

Electrical Scope:

Reviewed electrical work associated with demo of existing sump and installation of new sump. Contractor indicated understanding of scope.

Note: Reviewed items are not meant to identify entire scope of project. The reviewed items aid in establishing that the contractor is familiar with the scope of the project and has included all work in their bid as indicated in bid documents.

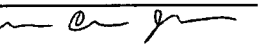
References:

Reference:	Architect, Wight Construction, Jayne Huseman, 630-969-7000	
Project Name:	Skokie/Morton Grove SD 69, Lincoln JH, Water Intrusion Repair and Upgrades	
Project Date:	August, 2010	Project Cost: $108,569
1. How was contractor's performance? Were you generally satisfied?		Good work. Yes generally satisfied.
2. What was the schedule? Were schedules met? Completion on time, close out on time?		No scheduling issues. Completed on time.
3. How many change orders on the project. Who initiated changes?		No issues.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?		Yes, cooperative and proactive. Positive experience.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?		Misc door hardware and misc carpentry. All other work by sub. Quality was satisfactory.
6. Was the subcontractors work satisfactory?		Yes. Plaster performed by sub very good quality.

Reference:	Architect, Ruck Pate, Steve Dolezal, 847-381-2946	
Project Name:	Lake Zurich School District 95, 2010 Life Safety Work	
Project Date:	September 2010	Project Cost: $957, 184
1. How was contractor's performance? Were you generally satisfied?		Good. Yes work was satisfactory.
2. What was the schedule? Were schedules met? Completion on time, close out on time?		Schedule was very difficult. Schedules were reasonably met.
3. How many change orders on the project. Who initiated changes?		Nothing untoward given complex project.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?		Yes. Was impressed with commitment to do a good job. Cooperative.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?		Performed door and hardware replacement. Work was satisfactory. Most work performed by subcontractors.
6. Was the subcontractors work satisfactory?		Yes.

Reference:	Architect, Arcon Associates, Tony Tremonte, 630-495-1900
Project Name:	Evanston Skokie School District 65, 2010 Life Safety
Project Date: August 2010	Project Cost: $131, 380
1. How was contractor's performance? Were you generally satisfied?	Good. One district Arcon works with uses them directly for small projects because of positive experiences.
2. What was the schedule? Were schedules met? Completion on time, close out on time?	School summer work. Schedules were met.
3. How many change orders on the project. Who initiated changes?	No untoward changes.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?	Yes, are good to work with, proactive, cooperative.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?	Some drywall, some carpentry. Quality was satisfactory.
6. Was the subcontractors work satisfactory?	Yes.

Reference:	Architect, GreenAssociates, Andrew Jose, 847-317-0852
Project Name:	Winnetka Public School District 36, 2006 LS Implementation
Project Date: August 2006	Project Cost: $282,844
1. How was contractor's performance? Were you generally satisfied?	Performance was good. Generally satisfied.
2. What was the schedule? Were schedules met? Completion on time, close out on time?	Typical summer school construction schedule. Project complete on time. Punchlist slightly protracted.
3. How many change orders on the project. Who initiated changes?	No untoward change orders. Unforseen conditions due to complex historical renovation.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?	Yes, was committed to a job well done. Cooperative with staff and summer programs.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?	Most of work performed themselves. Generally good work.
6. Was the subcontractors work satisfactory?	Yes.

Copies to:	CDP	**Prepared by:**	Andrew Jose
E-Mailed to:	S. Mackall – SD 64	**Signed:**	

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GREEN ASSOCIATES
ARCHITECTURE
CONSTRUCTION SERVICES

2 May 2011

Mr. Scott Mackall
Director of Facilities
Community Consolidated School District 64
164 South Prospect Avenue
Park Ridge, Illinois 60068

RE: 2011 Site Improvements at Two Schools
Project No. 1341-201106

Dear Mr. Mackall:

As per your request, here is the summary of waterproofing work included at the Carpenter School auditorium as part of the 2011 Site Improvements at Two Schools project:

The exterior perimeter of the auditorium will be excavated down to the building's footings. The existing stair will be removed and replaced with new, vertical concrete retaining walls and a new stairway. All exterior faces of the new stairwell and auditorium foundation walls will be waterproofed with a composite waterproofing membrane. The composite membrane includes both passive (impervious plastic membrane) and active (self-sealing polymer core) technologies. The system will be contiguous from grade to bottom of footings. A two-inch thick insulation will be provided after the membrane is applied and subsequently a drainage panel will be installed to facilitate vertical drainage. New drain tile (piping) will be installed at the base of the footings. The drain tile will be set in a bed of free-draining granular fill wrapped in a geotextile filter fabric. The new drain tile will be provided at the entire perimeter of the east and south sides of the auditorium. The drain tile will flow to a new sump installed in the storage room behind the existing stage area. This waterproofing system is very comprehensive. Also, because water will be intercepted and relieved at the exterior of the building, this will significantly reduce hydrostatic pressure at the interior slab.

At the interior of the auditorium, the existing drain tile will be connected to the new sump in the storage room. The 2009 sump will be removed from the stage as it will not have the capacity to accommodate the additional flow of water from the new drain tile at the exterior side of the footings. At the front of the auditorium, a new floor drain will be installed. The run of drain tile at the front of the auditorium will be reset to accommodate positive drainage to the new, more distant sump. Floor patching will be performed in a manner to provide the most contiguous areas and fewest joints. The patching will be performed using the same composite membrane as used at the exterior, as well as active patching compounds for redundancy.

With the exception of the floor patching, we have not included waterproofing at the auditorium floor. This would require the removal of the floor slab and seating, installing a waterproofing system, and providing new floor slab and seating. There are also interior-side waterproofing systems that could be provided, but these systems generally address the field of the floor and not the perimeter joints in areas with high hydrostatic pressure such as that found here. This interior fluid-applied system would also require removal and replacement of the existing seating with extensive detailing at the anchors which fasten the seating to the floor. Both these processes are very costly and, at this juncture, the costs outweigh the potential need. This need is difficult to determine: The benefit of the new exterior waterproofing and drain tile will remove significant amounts of water from the surrounding soils, we know the resultant effect will be beneficial to the slab, but do not know if the degree of the improvement will permanently alleviate water penetration at the floor slab. Additionally the slab patching as part of this project will address the limited areas where joints in the slab have leaked. Generally the floor slab is in good

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condition, however, the floor slab and joints will need to be monitored. We do not feel it would be prudent to incur the cost of floor slab waterproofing given the potential for the current work to alleviate the need.

The soil borings have indicated that the auditorium's footings and floor slab are 1'-0" to 3'-0" below the water table during times of peak rainfall. These conditions are challenging to address, particularly as a renovation or improvement to an existing structure. We have reviewed the existing conditions, work history, details, drawings and specifications with Wiss Janey Elsner, a firm specializing in building forensics, as well as received approval and input on all waterproofing details from the waterproofing manufacturer. While there is no guarantee that water will not ever enter the auditorium, this project addresses the issues aggressively and prudently.

Let us know if you need anything else.

Sincerely,

Andrew Jose

Appendix 4

Approval of Franklin School Exterior Work Project

ACTION ITEM 11-05-10

I move that the Board of Education of Community School District 64, Park Ridge-Niles, Illinois, approve the Franklin School Exterior Site work project for $1,473,000.

Moved by_____ Seconded by_____

AYES:

NAYS:

PRESENT:

ABSENT:

ELEMENTARY SCHOOL DISTRICT 64
PARK RIDGE - NILES, ILLINOIS

MEMO

DATE: May 4, 2011

TO: Board of Education

FROM: Scott Mackall SM

SUBJECT: Franklin School Exterior Site Work Bid Results

Bids have been received and were opened on April 21 at 10:00 a.m., for the site work at Franklin School. The results are shown on the chart below.

Bidders	Bid bond	Addenda		Franklin Base Bid	Alternate 1 Omit Franklin New Lighting	Alternate 2 Omit Franklin Infill Panels	Alternate 3 Omit Franklin Snow Melt	Alternate 4 Omit Franklin Concrete Walkway & Ramps	Alternate 5 Omit Grading for Franklin Playground
A Lamp Concrete Cont.	√	√	√	$1,960,510	($15,000)	($5,000)	($35,000)	($50,000)	($2,500)
Boller Construction	√	√	√	$1,518,000	($22,000)	($11,000)	($45,000)	($120,000)	($5,000)
J. A. Johnson Paving Co.	√	√	√	$1,595,470	($21,130)	($14,896)	($51,652)	($115,073)	($2,900)
Martman Construction	√	√	√	$1,737,558	($13,480)	($10,165)	($52,470)	($164,425)	($2,180)
R. Rudnick & Co.	√	√	√	$1,748,400	($22,000)	($19,000)	($75,000)	($190,000)	($5,000)
Schroeder Asphalt Services	√	√	No	$1,565,400	($17,000)	(19,000)	($40,000)	($38,000)	($5,000)

I recommend that the Board of Education enter into a contract with the low bidder, Boller Construction, to perform the site work at Franklin School. The base bid was for $1,518,000 we are omitting alternate 3, which was for $45,000.00. The total cost of the project will be $1,473,000.00.

SM:mv

GREEN ASSOCIATES
ARCHITECTURE
CONSTRUCTION SERVICES

2 May 2011

Mr. Scott Mackall
Director of Facilities
Community Consolidated School District 64
164 South Prospect Avenue
Park Ridge, Illinois 60068

RE: 2011 Site Improvements at Two Schools
Project No. 1341-201106

Dear Mr. Mackall:

On 21 April 2011 at 10:00 AM we received and opened bids for the referenced project. Six bids were received and are summarized on the attached Bidders Tabulation List.

This project includes the waterproofing and drainage work at Carpenter School Auditorium and the parking lot and play area improvements at Franklin School.

The apparent low combined bid was submitted by Schroeder Asphalt Services. However they did not acknowledge addendum number two on their bid form. Addendum number two does include items that affect the cost of the project. We recommend disqualifying this bid.

The bid form was structured to permit bids for work at Carpenter and Franklin as separate bids and also as a combined bid. The composition of bidding that provides the lowest total cost would be to award work at each school separately. The apparent low bidder for Carpenter School is R. Rudnick & Co.. The apparent low bidder for Franklin School is Boller Construction Co.

We have reviewed the scope of work at Carpenter School with Doug Kersey of R. Rudnick & Co.. He has indicated that there are no qualifications or exceptions to the bid. We have checked references for the contractor and responses were generally favorable. In addition GreenAssociates has worked with R. Rudnick favorably in the past. See attached Contractor Scope Review and Reference Check document. We recommend R. Rudnick and Co. for the work at Carpenter School.

We have reviewed the scope of work at Franklin School with Lyle Ehlers of Boller Construction Co.. He has indicated that there are no qualifications or exceptions to the bid. We have checked references for the contractor and responses were generally favorable. In addition GreenAssociates has worked with Boller Construction favorably in the past. See attached Contractor Scope Review and Reference Check document. We recommend Boller Construction Co. perform the work at Franklin School.

Should you have any other questions regarding this project and the bids received, do not hesitate to contact us.

Sincerely,

Andrew Jose

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Lynn D. Gibbons

CONTRACTOR SCOPE REVIEW AND REFERENCE CHECK

GREEN ASSOCIATES
ARCHITECTURE
CONSTRUCTION SERVICES

Project: 2011 Site Improvements at Two Schools

Project Number: 1341-201106 Date: 28 April 2011

Contractor: Boller Construction

Scope Review:
Contractor Reviewer: Lyle Ehlers
Architect Reviewer: Andrew Jose

Contractor noted no omissions or qualifications to the bidding documents and all specified products bid. Confirmed inclusion of items in addenda is included in bid. Contractor indicated they are comfortable with bid. Contractor acknowledged they are signatory to the union.

Contractor noted building will be occupied by staff during construction and working cooperatively is important. Boller has significant experience working with school clients. Contractor noted no staging or phasing issues. Reviewed areas impacted by construction and areas and exits to be maintained clear for school staff access.

Contractor foresees no significant long-lead items, however will verify storm trap material and immediately upon award.

Civil Scope:

Reviewed demo of asphalt and concrete paving. Reviewed demo of curbs and fencing and landscaping. Reviewed temp and tree protection fencing. Reviewed demo of existing storm structures and lighting utilities. Reviewed removal of site furnishings and signage for resetting after work complete. Reviewed demo of existing basketball hoops and fencing and associated footings. Reviewed locations of new curbs and curb types. Reviewed new fencing and site furnishings. Reviewed new pavement work. Reviewed scope of work to be performed outside property lines. Reviewed storm trap configuration and excavation. Reviewed new storm line, downspout connections and grading configurations. Contractor indicated understanding of scope.

Landscape Scope:

Reviewed removal and protection of landscaping material to be replanted after construction. Reviewed areas of sod and seeding. Reviewed planting and tree locations. Contractor indicated understanding of scope.

Structural Scope:

Reviewed walkway configurations including frostwalls at stairs and stoops, thickened slab locations, doweling in to existing construction and reinforcement configurations. Reviewed location of existing gas and fiber optic lines based on site locator info. Contractor indicated understanding of scope.

Architectural Scope:

Reviewed configuration of new walk, bollards and railings. Reviewed rail infill panel system and rail and bollard powdercoating and finishing. Reviewed subgrade requirements below ramp. Contractor indicated understanding of scope.

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Plumbing Scope:

Reviewed downspout connections. Contractor indicated understanding of scope.

Electrical Scope:

Reviewed new lighting layout and connection/work at the interior of the building. Reviewed snow-melt system and connection/work at the interior of the building. Contractor indicated understanding of scope.

Note: Reviewed items are not meant to identify entire scope of project. The reviewed items aid in establishing that the contractor is familiar with the scope of the project and has included all work in their bid as indicated in bid documents.

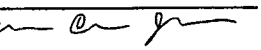
References:

Reference:	Architect, Legat Architects, Scott Steingraeber, 815-477-4545	
Project Name:	Waukegan Park District	
Project Date:	Feb 2011	Project Cost: $798,000
1. How was contractor's performance? Were you generally satisfied?		Generally good. Depended on project manager. Any issues were quickly addressed if brought to management's attention.
2. What was the schedule? Were schedules met? Completion on time, close out on time?		Generally schedules met.
3. How many change orders on the project. Who initiated changes?		No significant changes.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?		Yes, again depending on project manager.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?		Performed door hardware and carpentry.
6. Was the subcontractors work satisfactory?		Yes, work was satisfactory.

Reference:	Owner, College of Lake County , Ted Johnson, (847) 543-2080	
Project Name:	Multiple Projects	
Project Date:	Various	Project Cost: Various
1. How was contractor's performance? Were you generally satisfied?		Good, would recommend. Has exceeded expectations on a few projects.
2. What was the schedule? Were schedules met? Completion on time, close out on time?		Schedules have been met. Some schedules difficult.
3. How many change orders on the project. Who initiated changes?		Nothing untoward.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?		Yes, good people and good to work with.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?		Performed carpentry and misc drywall.
6. Was the subcontractors work satisfactory?		Subcontractors have been good. Work satisfactory.

Reference:	Architect, Legat Architects, Paul Passetti, 630-645-1908	
Project Name:	Glen Ellyn SD 87, Glenbard HS Synthetic Turf Replacement	
Project Date:	2010	Project Cost: $1,274,000
1. How was contractor's performance? Were you generally satisfied?		Good work, would recommend.
2. What was the schedule? Were schedules met? Completion on time, close out on time?		Schedules were met satisfactorily.
3. How many change orders on the project. Who initiated changes?		Nothing out of the ordinary.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?		Yes, proactive and good to work with.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?		They performed some carpentry and work at dugouts.
6. Was the subcontractors work satisfactory?		Work by subcontractors was satisfactory.

Reference:	Architect, GreenAssociates, Various, 847-317-0852	
Project Name:	Multiple Projects	
Project Date:	Various	Project Cost: Various
1. How was contractor's performance? Were you generally satisfied?		Satisfactory. Some projects required more monitoring than others. Depends on site staff.
2. What was the schedule? Were schedules met? Completion on time, close out on time?		Schedules were generally met. There have been no pervasive issues.
3. How many change orders on the project. Who initiated changes?		Change orders have been generally reasonable, nothing generally untoward.
4. Did the GC take a role of leadership? How did they react to problems as they arose? Proactive? Cooperative w/ questions?		Yes. A solid contractor with much experience performing work at schools. Have worked many times with GreenAssociates and other educational architects.
5. How much of the work did they perform themselves as opposed to sub-contracting? Was the quality of this work satisfactory?		Generally GC and misc carpentry. Specialties are subcontracted.
6. Was the subcontractors work satisfactory?		Yes, but have had some issues, needs to be monitored.

Copies to:	CDP	**Prepared by:**	Andrew Jose
E-Mailed to:	S. Mackall – SD 64	**Signed:**	

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Approval of Franklin School Playground Project

ACTION ITEM 11-05-11

I move that the Board of Education of Community School District 64, Park Ridge-Niles, Illinois, approve the Franklin School playground project for $170,808.

Moved by_____ Seconded by_____

AYES:

NAYS:

PRESENT:

ABSENT:

ELEMENTARY SCHOOL DISTRICT 64
PARK RIDGE - NILES, ILLINOIS

MEMO

TO: Board of Education

FROM: Scott Mackall

DATE: May 9, 2011

SUBJECT: Franklin Playground Equipment

Here are some basic comparisons (Gametime versus Miracle) to Landscape Structures equipment:

1. Gametime – does not use a clamp attaching system. An inserted bolt goes into the pipe and if the sleeve fails, the entire post must be removed. The attaching brackets are steel and the spec called for aluminum.

2. Hoods are not provided on any slides. A bar is used at the top instead.

3. Climbing net attachments are below ground and this can be very difficult to tighten cables. Also there is not a pipe frame around the net climber.

4. There is no Spring Ring.

5. There is no Escalator climber.

6. There is no Manta Ray Climber

7. There is no vinyl coating on any of pipe enclosures, hand holds or chin bars. They are simply painted.

8. The specified climbing wall is all vinyl-coated chains. Neither of these suppliers provides that.

9. Gametime decks are simply expanded metal and they bend after a short time. The specified decks are punched steel with vinyl coating.

Elementary School District 64
Park Ridge-Niles, Illinois

MEMO

DATE : May 9, 2011

TO : Board of Education

FROM : Scott Mackall – Director of Facilities SM

SUBJECT : **BID FOR PLAYGROUND EQUIPMENT & SURFACING FRANKLIN SCHOOL**

On May 2, 2011, bids were received for the provisions and installation on playground equipment and surfacing at Franklin School. Bid specifications were sent to five vendors with four bids received. Below is a recap of bids received:

VENDOR	TOTAL PROJECT COST
Fuerte Systems	$180,600
Great Lakes Landscape Co.	$170,808
*Cunningham Associates	$152,967.02
*Team Reil	$133,590

* Did not meet bid specifications.

We are recommending that the Board of Education award the bid to Great Lakes Landscape Company for a total project cost of $170,808, as per bid specifications

ELEMENTARY SCHOOL DISTRICT 64
PARK RIDGE - NILES, ILLINOIS

MEMO

DATE: May 5, 2011

TO: Board of Education

FROM: Scott Mackall

SUBJECT: Franklin School Playground

The District would like to thank the following for their work in selecting the playground:

Mary Lally	1st Grade Teacher
Bill Casey	P. E. Teacher
Karin Mustari	Literacy Teacher and Building Assistant
Brenda Kennedy	4th Grade Teacher and Building Assistant
Julie Majeski	3rd Grade Teacher
Dan Walsh	Principal
Marie Greco	Head Lunchroom Supervisor
Franklin School PTO	

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

Board of Education Agenda
Monday, May 23, 2011
Emerson Middle School – Multipurpose Room
8101 N. Cumberland 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 23, 2011

TIME		APPENDIX
6:30 p.m.	**Meeting of the Board Convenes** • Roll Call • Introductions • Opening Remarks from President of the Board	
6:30 p.m.	• **Board Recesses and Adjourns to Closed Meeting**	
7:30 p.m.	• **Board Adjourns from Closed Session and Resumes Regular Meeting**	
7:30-7:35 p.m.	• **Public Comments**	
7:35-7:50 p.m.	• **Recognition of Student Awards** -- Board President	**A-1**
7:50-8:05 p.m.	• **Recognition of Tenured Teachers** -- Assistant Superintendent for Human Resources / PREA President	**A-2**
8:05-8:15 p.m.	• **ELF Grant Awards** -- Superintendent	**A-3**
8:15-8:20 p.m.	• **Consent Agenda** **Action Item 11-05-14** -- Board President • Personnel Report • Bills • Adoption of Foreign Language Instructional Materials • Approval of Final Calendar for 2010-2011 • Approval of RFP Copier Bid • Approval of April Financials for the Period Ending April 30, 2011 • Destruction of Audio Closed Minutes	**A-4**

8:20-8:25 p.m. • **Approval of Minutes** **Action Item 11-05-15** **A-5**
-- Board President
- Regular Meeting Minutes of May 9, 2011
- Committee-of-the-Whole: Finance Minutes of May 9, 2011

8:25-8:30 p.m. • **Other Items of Information** **A-6**
-- Superintendent
- Upcoming Agenda
- Memorandum of Information
-- Bid for P.E. Uniforms
- Minutes of Board Committees
-- Wellness Meeting Minutes of May 10, 2011
- Other (none)

8:30-9:30 p.m. • **Tour of Emerson School Facility** **A-7**

9:30 p.m. • **Adjournment**

Next Regular Board Meeting: **Monday, June 13, 2011**
7:00 p.m. – Committee-of-the-Whole: Finance
7:30 p.m. – Regular Board Meeting
Raymond Hendee Educational Service Center
164 S. Prospect Avenue

June 13, 2011
- 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 • Bid for Physical Education Supplies

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.

PARK RIDGE-NILES SCHOOL DISTRICT 64
TRAFFIC SAFETY COMMITTEE

Minutes of the meeting
held at 4:00 p.m. Tuesday, May 3, 2011
Franklin School, 2401 Manor Lane, Park Ridge, IL 60068

Attendees:
Scott Zimmerman, Board of Education Vice-President
Supt. Philip Bender
Cmdr. Bill Polka, Park Ridge Police
Ofc. Jon Moehrlin, Park Ridge Police
Ofc. Kathy Shaughnessy, Park Ridge Police
Deputy Chief Jeff Sorensen, Park Ridge Fire
Sarah Mitchell, Park Ridge City Engineer
Sgt. Robert Tornabene, Niles Police
Div. Cmdr. Joseph Penze, Niles Police
Dr. Marcy Canel, Carpenter School Principal
Kathy Jozwiak, Carpenter School PTO
Katie Kelly, Field School Assistant Principal
Dan Walsh, Franklin School Principal
Dan Ophus, Washington School Assistant Principal
Leslye Lapping, Jefferson School Coordinator of Extended Day & Preschool Services
Bernadette Tramm, Public Information Coordinator

Superintendent Bender called the meeting to order at 4:05 p.m. He announced that he had invited Deputy Fire Chief Jeff Sorensen to represent the Fire Department on the committee.

Village of Niles Police Report
Sgt. Tornabene stated that flyers would again be distributed to Emerson and Jefferson drivers about cell phone use in school zones and parking issues, including double parking. He is waiting announcement of a possible Safe Routes to School mini grant, which would be used for education. He said drivers have called about potholes in the school area, and he has forwarded those to District 64 for follow up, which Dr. Bender said is occurring. Cmdr. Penze noted that police would assist Emerson in planning a better configuration of signage around the drop off zone immediately in front of the school, perhaps by indicating a "kiss 'n go" area, and also relocating handicapped drop off to a less congested area.

City of Park Ridge Reports
- **Police**

Ofc. Moehrlin reported that police have observed more instances of distracted driving while using a cell phone in school zones, with two close calls observed in just the last month. He stated that based on police observations, Franklin and then the Washington/Lincoln areas will be targeted first for a stepped-up police presence and education campaign, including signage, warnings and ticketing in the final months of school. He noted the intent was to move strongly on the cell phones in school zones during the end of the school year, and then continue forcefully when school resumes in August. Committee members agreed that

additional effort is needed to curb cell phone use in school zones and would fully support these plans.
ACTION: Ofc. Moehrlin, Sgt. Tornabene and principals will coordinate additional information flyers on cell phones for the May 12 school newsletters.

- **City Engineer**

Ms. Mitchell stated that most of the spring construction would not impact schools; the exception is a resurfacing project near Washington on Stewart Avenue from Greenwood Avenue to Western Avenue. She has requested the contractor work from 9 a.m. to 2 p.m. to avoid school pick-up and drop off times. She also announced that thermoplastic striping to refresh crosswalks and stop areas around schools also would be done.

Sidewalk replacement also is underway, and schools may participate on a cost-share basis. In addition, she noted that hydrojacking is available to lift sidewalk areas with pitch problems, and that this work is paid by the City. It has worked well to solve many of the water ponding issues.
ACTION: Principals are to report any sidewalk concerns to Director of Facility Management Scott Mackall, who will coordinate with Ms. Mitchell.

School Reports

- **Franklin**

Principal Walsh thanked police for ongoing support. He requested that police review possibly relocating a crossing guard from Birch Street and Dee Road to Dee Road and Manor Lane for the next school year.
ACTION: Of. Moehrlin will work with the school to research this change, and also determine whether the safe walking route map would need adjustment.

Mr. Walsh also requested that the City and police review changing a 15-minute zone to a "kiss 'n go" zone in front of the school, if a planned enlargement of the parking lot is approved by the Board of Education. That work would potentially be completed over the summer.
ACTION: Ms. Mitchell will follow up with Mr. Walsh.

Mr. Walsh also reported that his presence outdoors during the busy times does seem to make drivers more compliant with safety rules, but this is an ongoing issue and police support is always welcomed.

- **Washington**

Assistant Principal Ophus said a sidewalk water issue was the principle concern, and this has been reported to Ms. Mitchell. He thanked police for their presence.

- **Field**

Assistant Principal Kelly thanked Ms. Mitchell for providing the construction map at the prior meeting. She also noted the cooperation of both the Niles and Park Ridge police on the school's annual Walk to School morning on April 20 during Neat to Use Your Feet Week.

- **Jefferson**

Coordinator Lapping stated that the situation fluctuates daily. Staff have been asked to park in the main lot to free the angled parking slots along Greendale Avenue for pick-up and drop-off. She noted that drivers have been observed heading the wrong way down the street, with some pulling out from the angled parking area and heading the wrong way.
ACTION: Sgt. Tornabene requested that Ms. Lapping forward license plate numbers so that safety letters can be sent to the registered vehicle owners if they are observed driving the wrong way.

- **Carpenter**

Principal Canel noted that safety remains a daily concern, and that cell phone use is similarly an issue at her building. She welcomed Deputy Chief Sorensen and invited him to tour the school.

- **Roosevelt, Emerson and Lincoln**

No representatives were present.

Successes/Concerns

- **End of school year** – Dr. Bender reiterated the need to maintain calm and a focus on safety around schools as the year comes to a close. He thanked police in advance for assistance in helping to maintain the safe environment that everyone has worked cooperatively to achieve.
- **Summer School** – Ms. Tramm announced that the location of the District's summer enrichment programs had been shifted to Lincoln Middle School and Washington School. She stated that Dr. Tony Clishem would be principal for the younger student program at Washington, while Tim Benka and Tim Gleason would each supervise one session at Lincoln. Two, three-week sessions will be conducted from Tuesday, June 14 to Friday, July 22.
  ACTION: Ofc. Moehrlin will contact Assistant Supt. Betts and/or the principals about crossing guard needs.

Dr. Bender thanked the group for its cooperation in navigating the particular challenges of the 2010-11 school year, and expressed his hope that the final weeks would conclude safely.

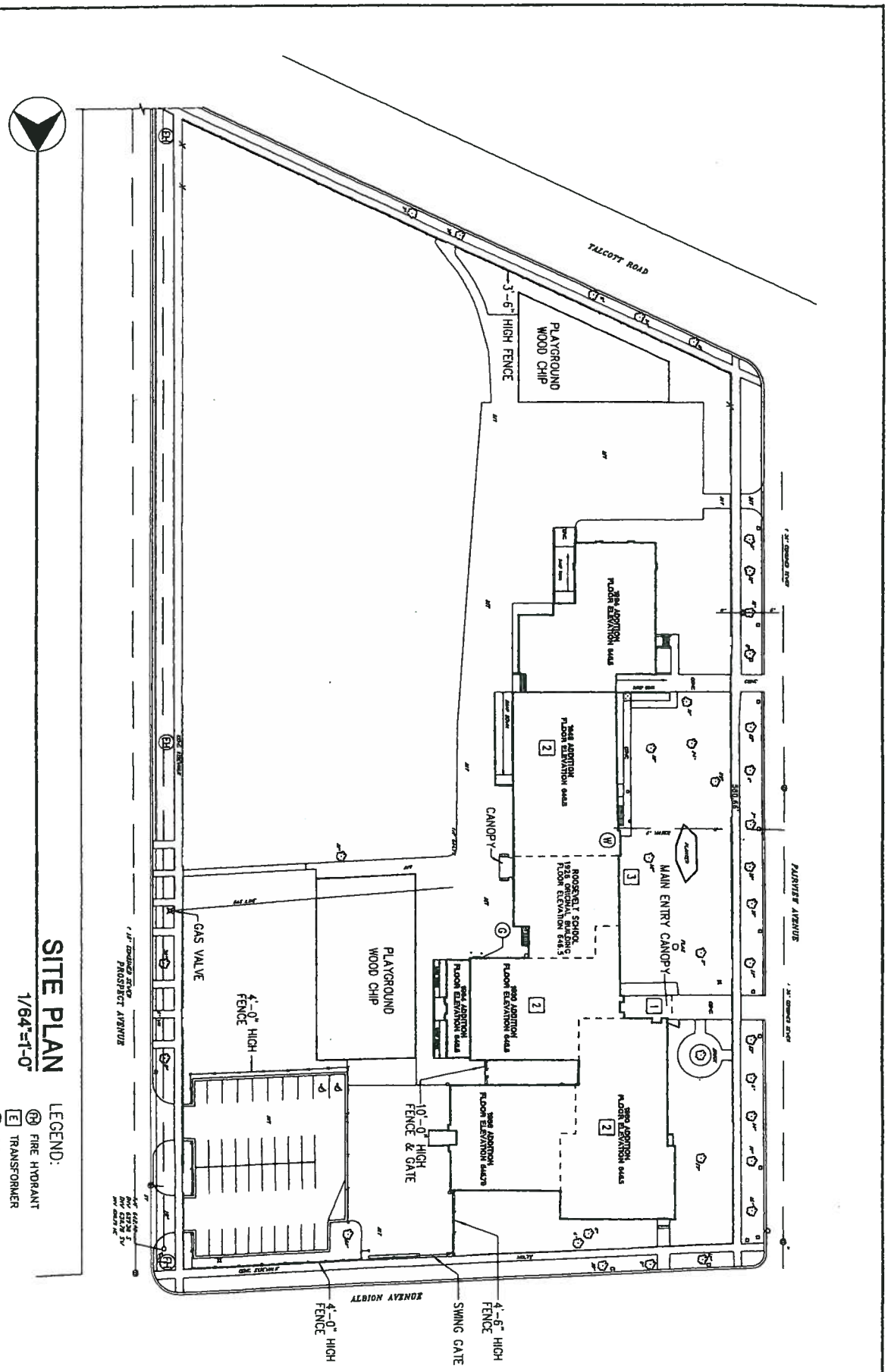
Next Meeting

The first meeting of the 2011-12 school year will be held on Tuesday, August 16 at 4:00 p.m. at Franklin School, 2401 Manor Lane, Park Ridge.

The meeting was adjourned at 4:34 p.m.

Minutes submitted by Bernadette Tramm

TOUR OF ROOSEVELT FACILITY



SITE PLAN

1/64"=1'-0"

LEGEND:

- (FH) FIRE HYDRANT
- (E) TRANSFORMER
- (G) GAS METER
- (W) WATER METER

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ROOSEVELT SCHOOL

SITE PLAN

C.C.S.D. 64

PARK RIDGE, ILLINOIS

DRAWN BY	CHECKED BY
ISSUE DATE	08-21-00
JOB NO.	1341-MISC
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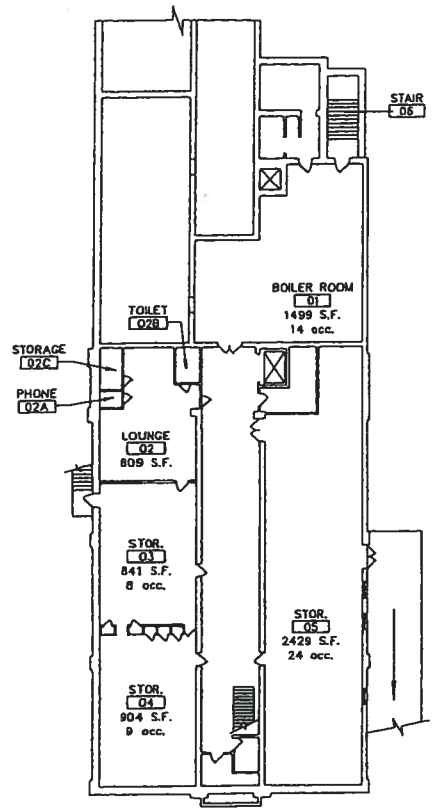
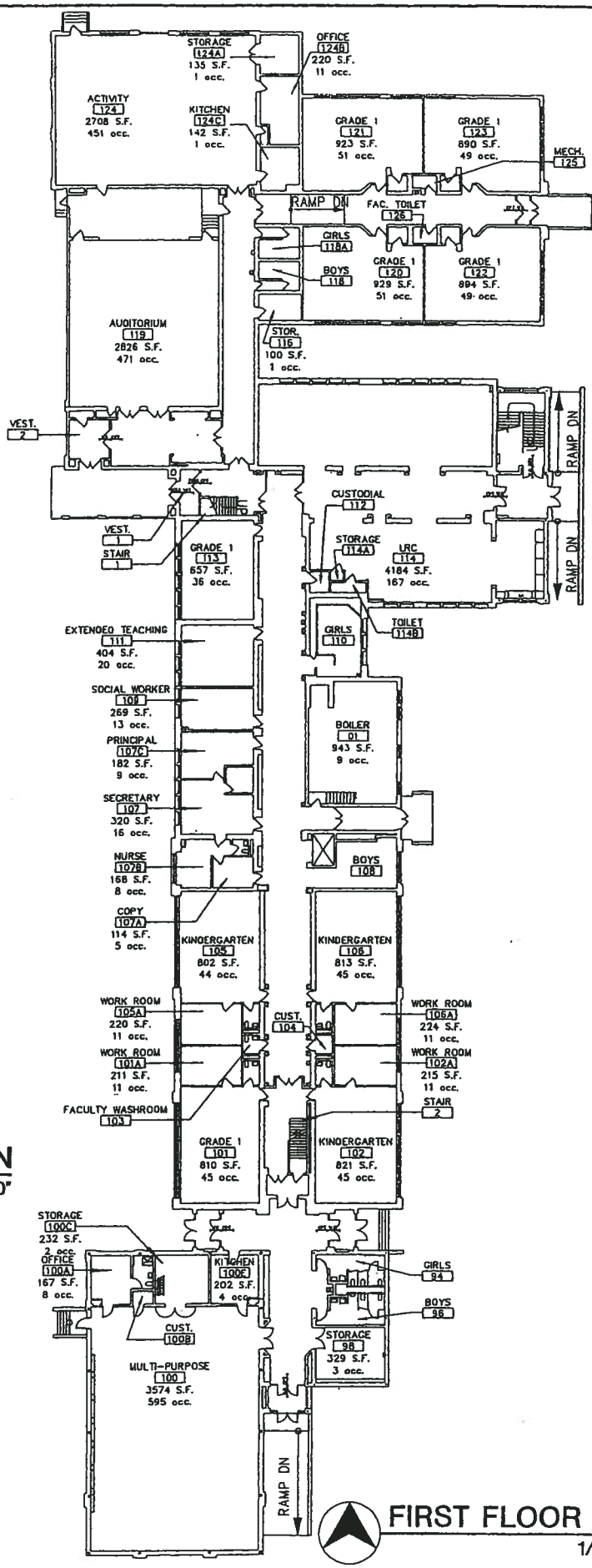


BASEMENT PLAN

1/32"=1'-0"



FIRST FLOOR PLAN

1/32"=1'-0"

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ROOSEVELT SCHOOL

FLOOR PLAN

C.C.S.D. 64

PARK RIDGE, ILLINOIS

DRAWN BY	CHECKED BY
ISSUE DATE	08-21-00
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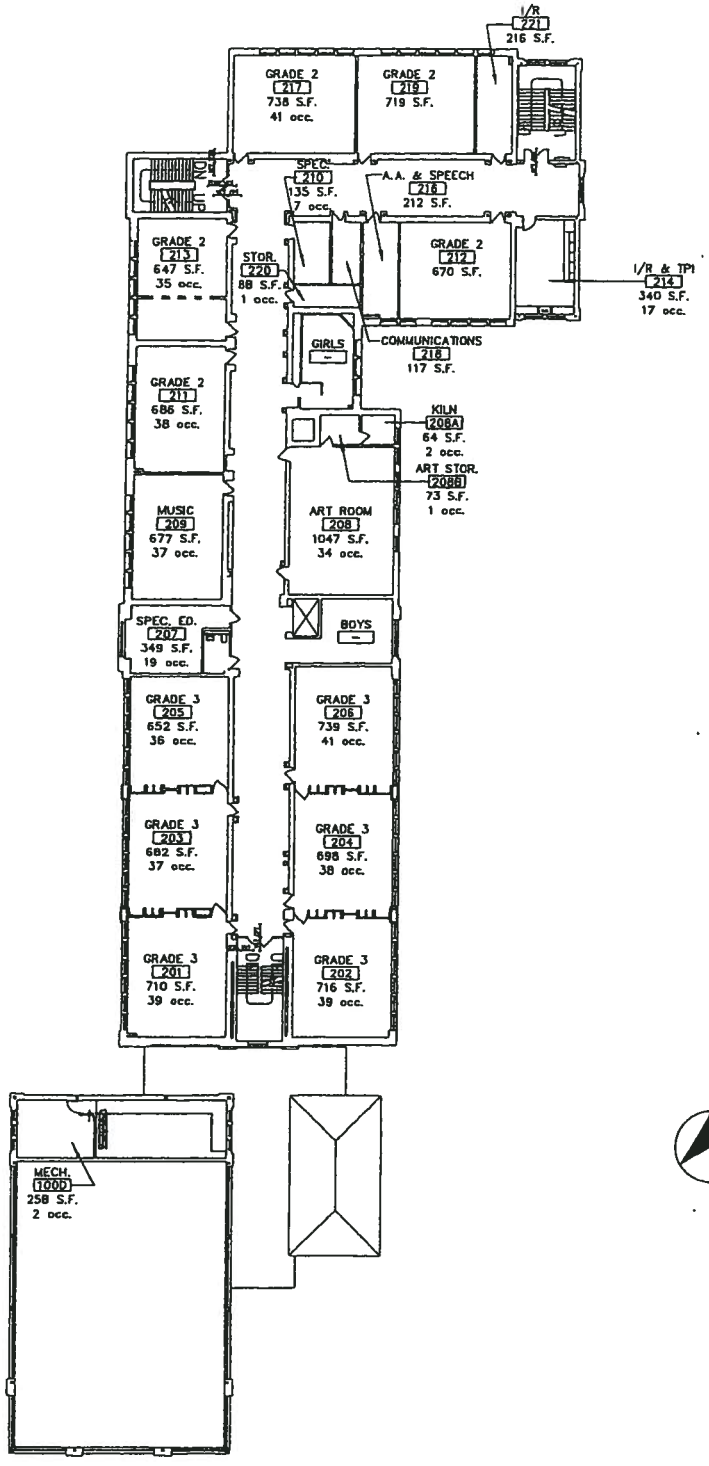

SECOND FLOOR PLAN

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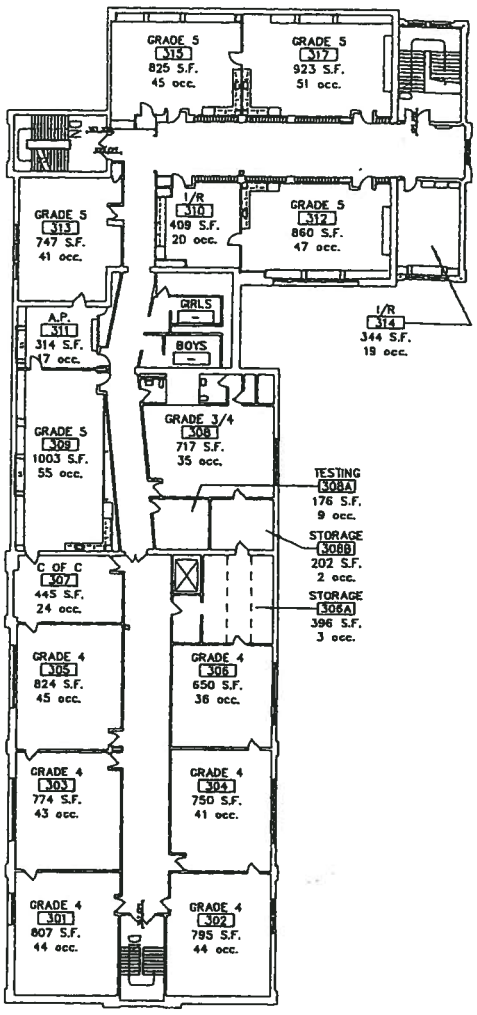

THIRD FLOOR PLAN

1/32"=1'-0"

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ROOSEVELT SCHOOL

FLOOR PLAN

C.C.S.D. 64

PARK RIDGE, ILLINOIS

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