

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

Board of Education Agenda
Monday, November 14, 2011
Carpenter Elementary School - South Gym
300 N. Hamlin Avenue

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, November 14, 2011

TIME

APPENDIX

6:30 p.m.

Meeting of the Board Convenes

- Roll Call
- Introductions
- Opening Remarks from President of the Board

• Board Convenes to a Committee of the Whole: Finance

7:30 p.m.

• Board Adjourns from Committee of the Whole: Finance and Resumes Regular Meeting

• Pledge of Allegiance

-- Carpenter School 3rd grade students

• Public Comments

• Review of Energy Benchmarking Analysis/Summary (Facility Master Plan)

A-1

-- Fanning Howey

• Approval for Application of Early Childhood Construction Grant

A-2

Action Item 11-11-1

-- Fanning Howey/ Director of Pupil Services/Director of Facility Management/

• Community Finance Committee (CFC) Leadership Update

A-3

-- Superintendent

• FY11 Audit Report

A-4

-- Assistant Business Manager/Business Manager

• Resolution #1076 to Approve 2011 Proposed Tax Levy

A-5

-- Business Manager

Action Item 11-11-2

• Summer Interim Session 2011 Report

A-6

-- Assistant Superintendent for Student Learning

• Presentation and Approval of Summer Interim Session 2012 Dates and Fees

A-7

Action Item 11-11-3

-- Assistant Superintendent for Student Learning

- **First Reading of PRESS Issue 76, June 2011 omitting 5:125 and 5:170** A-8
- Superintendent

- **Consent Agenda** Action Item 11-11-4 A-9
- Board President
 - Personnel Report
 - Bills, Payroll, and Benefits
 - Acceptance of FY11 Audit Report
 - Acceptance of Roosevelt PTO Donation (track)
 - Approval of October Financials for the Period Ending October 31, 2011
 - Destruction of Audio Closed Minutes

- **Approval of Minutes** Action Item 11-11-5 A-10
- Board President
 - Committee of the Whole Minutes October 17, 2011
 - Regular Board Meeting Minutes October 24, 2011

- **Other Items of Information** A-11
- Superintendent
 - Upcoming Agenda
 - Freedom of Information Request (FOIA)
 - Memorandum of Information (none)
 - Minutes of Board Committees (none)
 - Other

- **Tour of Carpenter School Auditorium** A-12

- **Board Adjourned to Closed Session**
 - Collective Bargaining - 5 ILCS 120/2(c)(2)
 - Performance of Employee - 5 ILCS 120/2(c)(1)

Next Meeting: **Monday, November 28, 2011**
 7:00 p.m. – Committee of the Whole
 Raymond Hendee Educational Service Center
 164 S. Prospect Avenue
 Park Ridge, IL 60068

November 28, 2011
 Committee-of-the-Whole – 7:00 p.m.
 • MTSEP Review
 • 21st Century Learning

December 12, 2011
 Public Hearing on Levy – 7:00 p.m.
 Regular Board Meeting – 7:30 p.m. or at the conclusion of the Public Hearing on Levy
 • Presentation – Township Treasurer
 • Review Maintenance Plan & Options for Facility Project Priorities (Facility Master Plan)
 • Strategic Plan Progress Report
 • Present Final Calendar for 2012-13 & Tentative Calendars for 2013-14 & 2014-15
 • Approval of November Financials
 • Approval of PRESS Issue 76, June 2011 omitting 5:125 and 5:170
 • 2011 District 64 Employee Campaign for Park Ridge Community Fund (memo)
 • Board Goal: Communications (memo)
 Closed Session – to follow Regular Board Meeting

December 19, 2011

Special Board Meeting – 6:30 p.m.

- Adoption of Final 2011 Levy
- Approval of District Maintenance Plan

January 23, 2012 – Jefferson

Committee-of-the-Whole – 6:30 p.m.

Regular Board Meeting – 7:30 p.m.

- Adoption of Resolution # Designating the Superintendent to Begin Preparation of a Tentative Budget for the 2012-13 Fiscal Year
- Adopt Final Calendar for 2012-13 & Tentative Calendars for 2013-14 and 2014-15
- Approval of December Financials

Closed Session – to follow Regular Board Meeting

February 13, 2012

Committee-of-the-Whole: Finance – 7:00 p.m.

February 27, 2012 – Field

Regular Board Meeting – 7:30 p.m.

- Discussion: 2012-13 Student Fees
- Approval of January Financials

March 12, 2012 – Lincoln

Regular Board Meeting – 7:30 p.m.

- Community Engagement Meeting 2 (Facility Master Plan)
- Approval of 2012-13 Student Fees
- Dismissal of Staff
- Approval of February Financials

TBD

- TIF Update
- Update on Illinois Youth Survey & Related Assessments

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 Facility Management 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

Appendix 1

To: Board of Education
Philip Bender, Superintendent

From: Keri VanSant - Fanning Howey

Date: November 14, 2011

Subject: Review of Energy Benchmarking Analysis/Summary (Facility Master Plan)

A typical component of our Facility Master Plan (FMP) process is Energy Benchmarking of all District facilities. With this information in hand, we are able to provide a focused recommendation on facilities that should receive additional analysis via an Energy Audit. The District has already begun this process with the Benchmarking report provided by Johnson Controls, Inc., and the State Energy Design Assistance Center (SEDAC) Level III report on Carpenter Elementary School. We have reviewed the information presented in these reports, and in conjunction with the physical assessments and proposed Maintenance Plan, we have developed recommendations for a cost effective approach to achieve energy savings District-wide.



November 8, 2011

Philip V. Bender, Ph.D., Superintendent
Park Ridge-Niles CCSD 64
164 South Prospect Avenue
Park Ridge, IL 60068

Re: Facility Master Plan
Park Ridge-Niles CCSD 64
Park Ridge, IL
Project No. 211056.00

Dear Dr. Bender:

As previously presented, a typical component of our Facility Master Plan (FMP) process is energy benchmarking of all District facilities. With this information in hand, we are able to provide a focused recommendation for facilities that should receive additional analysis, via an energy audit. Park Ridge-Niles CCSD 64 has already begun this process with the Benchmarking Report provided by Johnson Controls, Inc., and the State Energy Design Assistance Center (SEDAC) Level III Report on Carpenter Elementary School. In lieu of Fanning/Howey Associates, Inc. performing an analysis, we have reviewed these reports and find them to be equivalent to our analysis process and reporting method.

After our initial review of the Energy Usage and Supply Cost Analysis, provided by Johnson Controls, Inc., we would have typically recommended further energy audits at Franklin and Field Elementary Schools, Jefferson School, and Lincoln Middle School to follow the SEDAC Level III Report that was completed for Carpenter Elementary School. However, when coupled with information gathered in other aspects of the FMP, we do not recommend a further energy audit analysis of any facilities at this time, for the following reasons:

1. A lighting retrofit project is currently underway within the District, with significant savings expected.
2. The purpose of an energy audit is to develop potential energy conservation methods (ECMs) that could be used to further outline and develop projects for energy savings. Other aspects of the FMP have already identified the need for significant heating, ventilating and cooling (HVAC), and building automation system upgrades with many systems at, or approaching the end of their anticipated service life.
3. Additional dollars that would be allocated for further analysis of problems which have already been identified can, in turn, be spent on resolving the problems.

Facility Master Plan
Park Ridge-Niles CCSD 64
Park Ridge, IL
Project No. 211056.00
November 8, 2011
Page 2

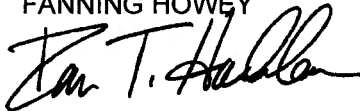
At this time, it would be more cost effective for Park Ridge-Niles CCSD 64 to reallocate any funds targeted for energy audits into energy modeling of the tiered HVAC options being assessed for Carpenter and Field Elementary Schools, as well as Jefferson School. Energy modeling will provide more detailed information on the utility cost impact of each option, to assist the District in determining the best option for implementation. Alternately, the funds could be used to implement retro-commissioning and staff training to ensure building systems and equipment are being operated as efficiently as possible. Additionally, these funds could also be used to allow the District to expand its control capabilities to include remote access for building systems at school buildings that currently do not have this capability.

Our final recommendation is to encourage the District to find a way to continue the monitoring and managing of its utility bills through the EPA Portfolio Manager monitoring process, a free, web-based EPA program. Ongoing monitoring of utility consumption and costs will provide the District with the ability to better monitor and manage its utility bills. As projects are implemented, and energy costs are reduced, it will provide an easy way of tracking the increases in performance and further communicating the results to the Community.

On behalf of the Fanning Howey Team, we thank you for this opportunity and look forward to continuing to provide Park Ridge-Niles CCSD 64 with experienced service. If you need additional information, or have any questions, please do not hesitate to contact us.

Sincerely,

FANNING HOWEY



Ian T. Hadden, PE, LEED AP BD+C
Energy/Sustainability Services Manager

ith/klv

Approval for Application for Early Childhood Construction Grant

ACTION ITEM 11-11-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the application of the Early Childhood Construction Grant.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

To: Board of Education
Philip Bender, Superintendent

From: Keri VanSant - Fanning Howey
Jim Even – Director of Pupil Services
Scott Mackall – Director of Facility Management

Date: November 14, 2011

Subject: Approval of the Application for Early Childhood Construction

The Early Childhood Construction Grant (ECCG) Program is administered by the Capital Development Board (CDB) in consultation with the Illinois State Board of Education (ISBE). The ECCG Program was created to provide early childhood centers an opportunity to increase or enhance their facility space with the primary goal of serving more young children, birth to age five.

Any public school district or private non-profit organization with experience providing educational, health, social and/or child development services to young children and their families is eligible to apply for grant funds. Grant applications will be reviewed by the CDB Board upon the following criteria:

1. Documented need for the project with priority given to those communities in the State with the greatest underserved population of young children.
2. Ability to successfully complete project objectives described in the grant application.
3. Ability to implement and sustain the early childhood center's new operations upon completion of the capital project.
4. Realistic budget and timeline for the completion of the project including a detailed description of additional funds to be used toward the applicant's financial contribution and the readiness of the project to begin once the grant funds are awarded.

A total of \$45 million is allocated for this grant, with 20% set aside for Chicago Public Schools. Grant applicants may apply for up to \$5 million per application period, and the applicant must demonstrate the ability to provide a 10% cash match for the funds requested. Grant funds are anticipated to be awarded sometime in 2012. Funds will be released to programs in four (4) payments and must be spent within 2 years of receipt.



APPLICATION FORMAT
EARLY CHILDHOOD CONSTRUCTION GRANTS

Required Information

1. Grant applicants must demonstrate the ability to provide an increase in early childhood capacity within the community for which the grant is being requested or they must demonstrate the ability to improve the quality of space within the proposed project.

This grant opportunity has the potential to aid the Park Ridge-Niles CCSD 64 in two significant ways. The following describes the District's need for grant funding to be able to renovate their existing pre-school facility:

- a) Currently, the only preschool education opportunity for at-risk children who reside in the School District is at the Maryville Head Start facility, located in Des Plaines, Illinois. While this program offers a viable option for students, it has a limited student capacity and often has a waiting list. In addition, transportation is not provided, which is an added hardship for families. Renovating the existing Jefferson School will allow at-risk children in Park Ridge-Niles Community Consolidated School District 64 to receive the attention and education they need early on, and will increase the likelihood that they will attend preschool. Secondly, the Jefferson program accepts children throughout the year who turn 3 years of age. Most preschools in the area require that a child turn 3, prior to the September 1st cut-off date of the school year for which they are enrolling. By offering rolling admissions for 3 year olds, Jefferson School provides months of preschool education that these children would not otherwise receive.
- b) The Park Ridge-Niles Community Consolidated School District 64 is currently a participating member of the Maine Township Special Education Program (MTSEP), a modified cooperative which provides special education and other services to 3 elementary districts and 3 high schools. On June 30, 2012, this cooperative will be dissolved. At that time, the School District will be obligated to provide preschool diagnostic services, as well as educational programming, for the District's severely physically and health-impaired preschool-aged students. The District will be able to operate these program activities, which had previously been provided through the cooperative agreement, within its operating budget; however, it is need of funding that would support the renovation of the space for which it will be utilizing within Jefferson

School. (Please refer to pages XX for additional information regarding the services included in the MTSEP program.)

Jefferson School is staffed with certified teachers with expertise in early childhood and special education, as well as speech-language pathologists, occupational therapists, a social worker, and other specialists as needed. By adding programs at Jefferson School, students with any degree of special need can be educated in an inclusive environment where therapy services can be delivered in the child's environment.

2. Grant applicants must be willing to enter into a Grant Agreement with CDB which outlines the roles, responsibilities, and obligations of each party. The Grant Agreement will include the terms of the grant, disbursement policies and procedures, and default and recapture provisions.

The Park Ridge Niles School District is willing to enter into and comply with a Grant Agreement with the CDB, should grant funds be allocated to this proposed project.

3. Grant applicants must demonstrate the utilization of an architect/engineer to oversee all work completed.

Per the written contract agreement, dated May 17, 2011, Park Ridge-Niles CCSD 64 will work with their Architect of Record, Fanning Howey, who will be in charge of overseeing the work described in this application. Refer to Form B for additional information.

4. Grant applicants must certify an ability to provide sufficient start-up costs for operating the new program or increased capacity. See Form C.

Refer to Form C for certification by the School District.

5. If grant applicants are requesting grant funds for a portion of the total project costs, grant applicants must demonstrate that they have or will be able to secure sufficient sources of funding for costs associated with the project.

Refer to Attachment 'X' for a statement of Park Ridge-Niles CCSD 64's available funds for this project.

6. Grant applicants must demonstrate how the proposed new or expanded program meets a need in a community with an underserved population of young children that is among the greatest in the state.

The proposed renovation of Jefferson School will provide an upgraded facility for the

District's current preschool-aged children. It will also provide a facility within the District for preschool-aged at-risk children, that would alleviate the need for parents to travel out of the District to the nearest at-risk program facility. Furthermore, the renovation of Jefferson School will allow for space to accommodate the programs services being acquired by the District to the dissolution of the MTSEP program as described above.

Moreover, Jefferson School accepts children throughout the year who turn 3 years of age. This is different than most preschools in the area, as those programs require that a child turn 3, prior to the September 1st cut-off date of the school year for which they are enrolling. By offering rolling admissions for 3 year olds, Jefferson School provides months of preschool education that these children would not otherwise receive.

Additionally, according to Illinois Early Childhood Asset Map (IECAM) data from 2010, there are currently zero facilities in the community that provide ISBE-funded Preschool for All Children programs, nor are programs for continuing Prekindergarten Program for Children at Risk of Academic Failure available. (Please refer to page XX for an IECAM map of the Park Ridge-Niles area.) The District is seeking funding assistance to implement a Preschool for All Children program that would also be located in this building. The proposed renovation to Jefferson School would greatly enable these programs and services to be provided for those families in need that reside in the School District.

7. Grant funds are to be used for facilities and equipment that are developmentally and age appropriate for the children to be served.

Grant funds will be used for the renovation of an existing elementary school facility. This includes, but is not limited to, the following: asbestos abatement of entire facility; new mechanical and fire protection systems; repairs to the existing roof system; new flooring and ceiling finishes; new plastic laminate casework; new wood doors with hollow metal frames and accessible hardware; new accessible wheelchair lift; renovated toilet rooms; infrastructure for security devices; new onsite parking; new underground stormwater detention facility; new soft and hard surface play areas, with new age-appropriate playground equipment.

Community Need

1. Location of the Center

- a) Describe the geographic boundaries of the community area to be served by the new or expanded capacity.

The geographic boundary of the School District defines the area of the community that will be served by this early childhood education facility. Please refer to Attachment 'X', which shows a map of the District boundaries.

- b) Explain the rationale for selecting the proposed program location. How will most families get to the location? How does the location reflect target population needs in terms of access to public transportation and/or close proximity to the geographic area where the target population is concentrated.

Jefferson School was originally built as an elementary school in 1954. There are aspects of the building that, if updated, would improve the quality of the space as a preschool site. Multiple PACE bus lines have bus stop locations near the facility, and there is a Metra Train stop in Park Ridge and at Dee Road, which would be beneficial to those families in need of public transportation to and from the center.

- c) What other providers within the proposed community provide the same services as those the agency proposes to expand or add? Are all of these programs full? Do they have waiting lists? If programs are not full, or if this program is a new service to be provided by your agency, please provide the rationale for adding these programs at your location or a new location instead of expanding capacity of existing programs.

There are other preschool programs in the community that provide half-day programs for preschoolers, as well as facilities that provide daycare to children within the community. Registration for the fall term generally begins in January or February. These programs fill up quickly and typically have waiting lists. Over the past several years, few, if any, additional preschool opportunities have been added in this community. There are few other programs that offer the screening and evaluation services that will be offered at Jefferson School.

Jefferson School is staffed with certified teachers with expertise in early childhood and special education, as well as speech-language pathologists, occupational therapists, a social worker, and other specialists as needed. By adding programs at Jefferson School, students with any degree of special need can be educated in an inclusive environment where therapy services can be delivered in the child's environment.

- d) If the proposal is for a part-day program, please describe any partnerships or other measures planned to ensure that children needing full-day services are able to access the program.

The proposed program at Jefferson School will offer full-day services.

- e) Describe any other community partnerships that will support the program. Attach letters of agreement and/or support as applicable.

N/A

Early Childhood Center/Early Childhood Provider Characteristics

Applicants must document a successful track record of providing early childhood services.

1A. Current Early Childhood Program

Please complete the following:

- a) Site name – Jefferson School
- b) Location – 8200 N. Greendale, Niles, IL 60714
- c) Total Capacity – 120 children
- d) Total number of children currently served – 57 children, ages 2-5 years old
- e) Total number of children on the waiting list – None
- f) Number of children attending 8 + hours per day and at least 5 days per week – None
- g) What is your Quality Counts Quality Rating System rating? QCQRS rating is
<http://www.jnccrra.org/quality-rating-system>
- h) Please fill out the following table with your current capacity information:

	Total # of Children Served	Total Capacity	# of Children in Full-Day Care	# of Children Receiving CCAP	# of Children in Head Start/Early Head Start	# of Children in Pre-K/Preschool for All
Infants	0	0	0	0	0	0
1-3 year olds	0	0	0	0	0	0
2-5 year olds	60	120*	0	0	0	0
School age	0	0	0	0	0	0

*Currently the District is leasing space to a daycare provider. It is the District's intention to not renew this lease, which would allow for additional space within the existing building to be dedicated for the programs described above.

Site and Project Parameters

Site and project parameters must confirm the viability of the proposed project. Suggested grant application components and questions include:

1. Project Site/Name

- a) Location of new/expanded/quality improvement to early childhood capacity.
Jefferson School
8200 N. Greendale
Niles, IL 60714
- b) Describe the nature of the existing site and the proposed construction and/or renovation at this site including the increased capacity at each space. Please include the following:
 - 1) Square feet of site and building, if applicable
The existing school building: 45,851 gross square feet.
(Refer to Attachment "X and X" for a floor plan of the building and proposed site plan improvements.)
 - 2) Due diligence information such as: zoning, building code compliance, environmental studies or other reports on the sites appropriateness for early childhood education.
Renovation of Jefferson School will include bringing the existing facility up to all applicable current building and accessibility code requirements, per the requirements of the Regional Office of Education (ROE) and the Illinois State Board of Education (ISBE).
- c) Do you or will you own or lease the proposed site?
The Park Ridge-Niles Community Consolidated School District 64 owns this site and facility.
- d) Describe how the increased capacity would come into compliance with applicable licensing standards and achieve other accreditations (such as Americans with Disabilities Act guidelines) after the capacity expansion.
XXX

2. Project Budget and Timeline

- a) Include a detailed development budget for the project. See Form A1.

In addition to Form A1, please refer to Attachment 'X' for Construction Cost Projections for the proposed project.

- b) Include a detailed explanation of the funding sources that you will be utilizing as revenue to operate the expanded facility. See Form A2.

- c) Please provide a project schedule or timeline, the name of the professional design firm and the name and license number for the architect or engineer. See Form B.

In addition to Form B, please refer to Attachment 'X' for a proposed project timeline/schedule.

- d) Please describe any plans for LEED certification or developing an environmentally sustainable facility.

There are currently no plans to obtain LEED certification; however, the renovation and construction techniques, materials, processes, etc. will be coordinated to provide the District with an environmentally sustainable facility to enhance teaching and learning.

CAPITAL DEVELOPMENT BOARD
EARLY CHILDHOOD CONSTRUCTION GRANTS

PROJECT TITLE:	Jefferson School – Early Childhood Education Center
AMOUNT REQUESTED FROM CDB:	
NAME OF APPLICANT:	Park Ridge-Niles Community Consolidated School District 64; Dr. Philip Bender, Superintendent
MAILING ADDRESS:	164 South Prospect Avenue Park Ridge, Illinois 60068
TELEPHONE NUMBER:	(847) 318-4301
FAX NUMBER:	(847) 318-4351
E-MAIL ADDRESS:	pbender@d64.org
APPLICANT FEIN NUMBER:	36-6004283
APPLICANT IDHR NUMBER:	
PROJECT CONTACT NAME:	Charlene D. Johnsos, AIA, REFP, LEED AP Project Architect
ADDRESS:	Fanning/Howey Associates, Inc. 32 Main Street, Suite C Park Ridge, Illinois 60068
TELEPHONE:	(847) 292-1039
E-MAIL ADDRESS:	cjohnsos@fhai.com
PROJECT CONTACT SIGNATURE:	
GRANT APPLICANT SIGNATURE:	

**PLAN FOR TRANSITION OF MAINE TOWNSHIP SPECIAL EDUCATION PROGRAM
(MTSEP) EARLY CHILDHOOD SERVICES TO COMMUNITY CONSOLIDATED SCHOOL
DISTRICT 64**

Maine Township Special Education Program (MTSEP), formed in 1963, had an original mission to serve special needs students in the Maine Township area when there were not enough students in one given district to set up a specific classroom. MTSEP currently coordinates programs for and serves students with special needs. However, on June 30, 2012, the organization will be dissolved and the four member school districts, including Park Ridge-Niles CCSD 64, will take over all special education and special needs programs.

SERVICES

The MTSEP Early Childhood Diagnostic Team currently provides the following services for Park Ridge-Niles School District 64:

- 1) Developmental screening for all children aged 3-5 not yet attending kindergarten. The screening includes a hearing screening, vision screening, play observation, parent intake, and administration of a formal screening instrument by a psychologist, speech-language pathologist and occupational therapist. When needed, a physical therapist, teacher of the visually impaired, and/or teacher of the hearing impaired may be asked to participate in the screening as well.
- 2) Speech and language screening for all children aged 3-5 not yet attending kindergarten. The screening includes a hearing screening, parent intake and administration of the speech-language portion of a formal screening instrument.
- 3) Play-based assessments for children who do not pass the screening. Assessments include the following components:
 - a) Social-developmental history
 - b) Health history
 - c) Arena-type assessment conducted by a psychologist, speech language pathologist, and occupational therapist. When needed, a physical therapist, a teacher of the visually impaired, and/or a teacher of the hearing impaired may be asked to participate in these screenings.
 - d) Consultation with parents following the evaluation
 - e) Follow-up with other professionals as needed
- 4) Formal assessments for children, generally 4 years or older, who do not pass the screening and can participate in a structured assessment. A formal assessment may include any of the following components:

- a) Social-developmental history
 - b) Health history
 - c) Speech-language evaluation
 - d) School psychological evaluation
 - e) Fine motor assessment
 - f) Gross motor assessment
 - g) Assessment by a teacher of the visually impaired, and/or teacher of the hearing impaired
 - h) Consultation with parents following the evaluation
 - i) Follow-up with other professionals as needed
- 5) IEP meetings are scheduled for each student who is seen for either a play-based or formal assessment. The Diagnostic Team has been responsible for initiating all of the initial IEP paperwork, scheduling the meeting with all involved parties, running the IEP meeting, and completing the follow-up IEP paperwork.
- 6) Birth-to-3 Screenings are conducted in the fall and spring of each school year as part of Child Find. (One screening per year is required by the State of Illinois.)
- 7) Child Find activities to ensure that outside agencies, including private preschools, day care centers, families, and other individuals working with preschoolers are aware of the screening services available to residents of District 64.
- 8) Collection of State Early Childhood Data including Early Childhood Outcomes and SIS data.
- 9) Administration of the Early Childhood Extended School Year Program for all District 64 early childhood students currently attending MTSEP programs.
- 10) Transition from Early Intervention Services to Early Childhood Services; early childhood diagnostic team staff facilitate this transition for all students including those receiving a single service such as speech-language therapy and those receiving multiple services, such as developmental therapy, speech-language therapy, and occupational therapy.

Regarding staff development activities and follow-up support, during the past several years this has included adoption and implementation of a new curriculum, training on new state requirements, and changes in IEP documentation. staff development activities regarding behavior management, classroom data collection, and use of on-line record-keeping program.

REVENUE PROPOSAL – FORM A 1

A. CAPITAL PROJECT EXPENDITURES

	Total Required	Amount Provided by Applicant or Others (Minimum 10% match)	Amount Requested from Capital Program
Equipment			
New Facility Construction			
Renovation			
Design Services			
Other			
Total			

PARK RIDGE-NILES CCSD 64- Jefferson School Renovations
Park Ridge/Niles, Illinois

Conceptual Design Construction Cost Projections				FINAL CONCEPT	
				System	System Cost
		%	Cost/GSF	Totals	
Demolition & Removals		1.59%	\$ 1.45	66,306	
Substructure		0.00%	\$ -	-	
Structural Frame		0.00%	\$ -	-	
Roofing		0.42%	\$ 0.38	17,568	
Exterior Walls		0.15%	\$ 0.13	6,100	
Interior Subdivision		4.59%	\$ 4.18	191,742	
Vertical Circulation		0.64%	\$ 0.59	26,900	
Wall Finishes		1.43%	\$ 1.30	59,800	
Floor Finishes		3.49%	\$ 3.18	145,821	
Ceiling Finishes		1.10%	\$ 1.00	45,714	
Millwork and Specialties		0.72%	\$ 0.65	29,853	
Casework & Wood Trim		4.95%	\$ 4.50	206,505	
Equipment		0.00%	\$ -	-	
Fire Protection		4.39%	\$ 4.00	183,404	
Plumbing		3.17%	\$ 2.88	132,272	
HVAC		28.01%	\$ 25.50	1,169,201	
Electrical Systems		13.61%	\$ 12.39	568,216	
Site Development		19.67%	\$ 17.91	821,000	
		87.93%	\$ 80.05	3,670,401	
General Conditions		4.79%	\$ 4.36	200,000	
General Contractor's Overhead and Profit	7.00%	6.49%	\$ 5.91	270,928	
Contractor's Payment & Performance Bonds	0.80%	0.79%	\$ 0.72	33,131	
Sub Total - General Construction/Site Development		100.0%	\$ 91.04	4,174,460	
Design Contingency	10.00%		\$ 9.10	417,446	
Construction Cost Escalation Contingency	4.00%		\$ 4.01	183,676	
TOTAL CONSTRUCTION COST			\$ 104.15	\$ 4,775,582	
Soft Cost (Permits, Printing, Testing, Utilities, Geotechnical Services, Commissioning, Fee Legal Notices & A&E Fee)	15.00%			716,337	
			\$ 119.78	\$ 5,491,919	

REVENUE PROPOSAL – FORM A 2

B. PROJECTED REVENUES

	Total	Private Pay	Child Care Assistance Program (CCAP)	Preschool For All	Head Start	Early Head Start	Other (Example: Donor, Foundation, University)
# of Part Day Slots		45 slots	0	0	0	0	0
# of Full Day Slots			0	0	0	0	0
Amount and Source of Funding for Part Day Slots		\$129,600/ year	\$0	\$0	\$0	\$0	\$0
Amount and Source of Funding for Full Day Slots		\$0	\$0	\$0	\$0	\$0	\$0
Total		\$129,600					

FORM B	
EARLY CHILDHOOD CONSTRUCTION GRANTS PROJECT SCHEDULE AND TIMELINE	
I.	Project Title: _____
II.	Name of Applicant: _____
III.	Mailing Address: _____ _____ _____
IV.	Telephone Number: _____ Fax Number: _____ E-mail Address: _____
V.	Project Scope - On the lines below, please provide a brief scope of work for the proposed project. Attach additional sheets if needed. _____ _____ _____
VI.	Project Status - Please check the appropriate box that describes the status of your project at this time. <input type="checkbox"/> No Design <input type="checkbox"/> In Design <input type="checkbox"/> Equipment Only If no design, or purchasing equipment only, skip to section VII. If in Design, please provide the following: Name of Architect/Engineer: _____ Architect/Engineer License Number: _____ Stage of Design: _____ <input type="checkbox"/> AE Contract in Place <input type="checkbox"/> Initial Design Phase <input type="checkbox"/> 50% Design <input type="checkbox"/> 100% Design
VII.	Estimated Project Cost: _____
VIII.	Grantee Matching Funds If additional funds are required, have they been secured? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, what is the source of the additional funds? _____ If no, how and when do you plan to secure the funds? _____
IX.	Project Timeline Please provide the projected bid date for the proposed project. _____ Please provide the expected completion date for the proposed project. _____

FORM C
Early Childhood Construction Grants

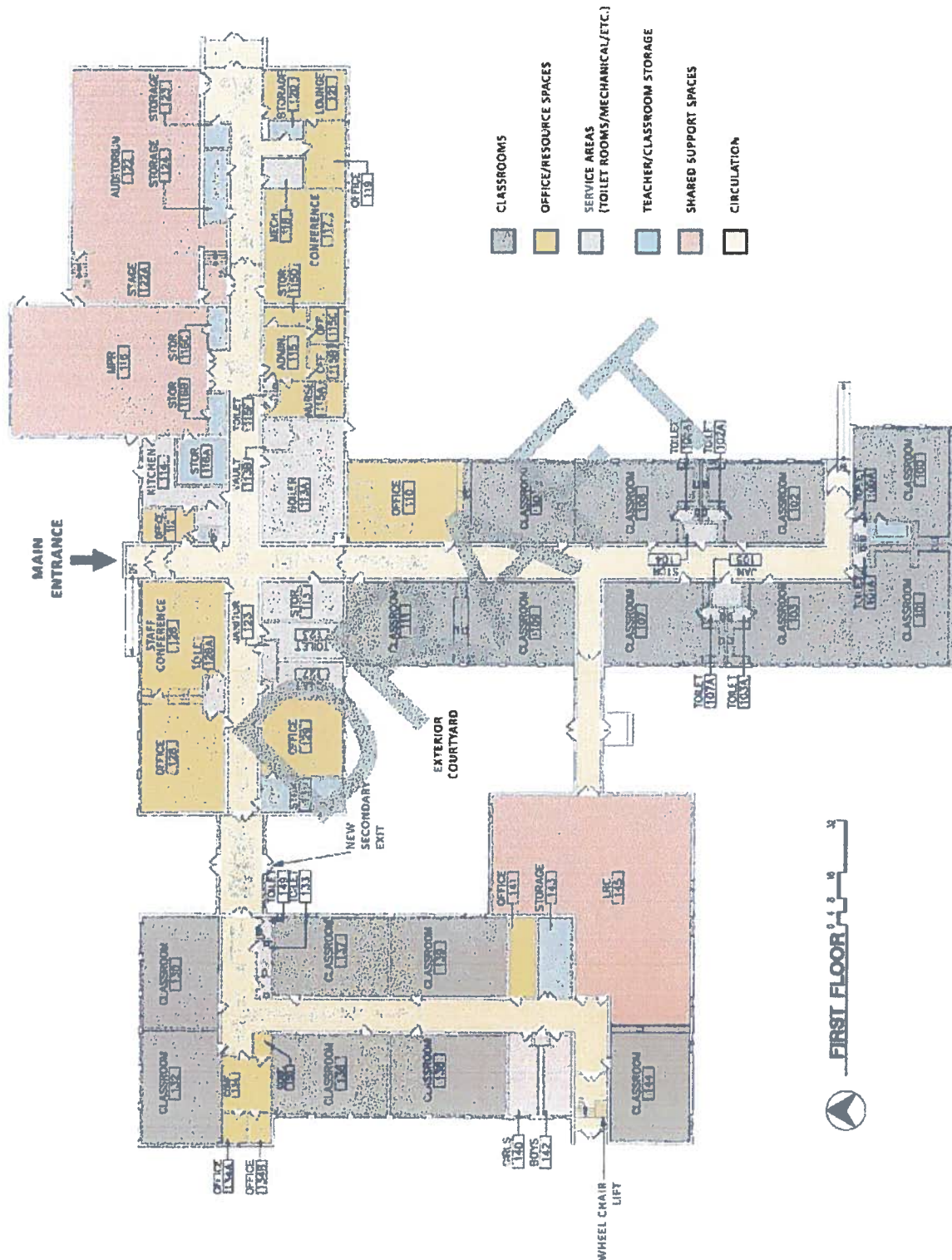
(Required for all grants)

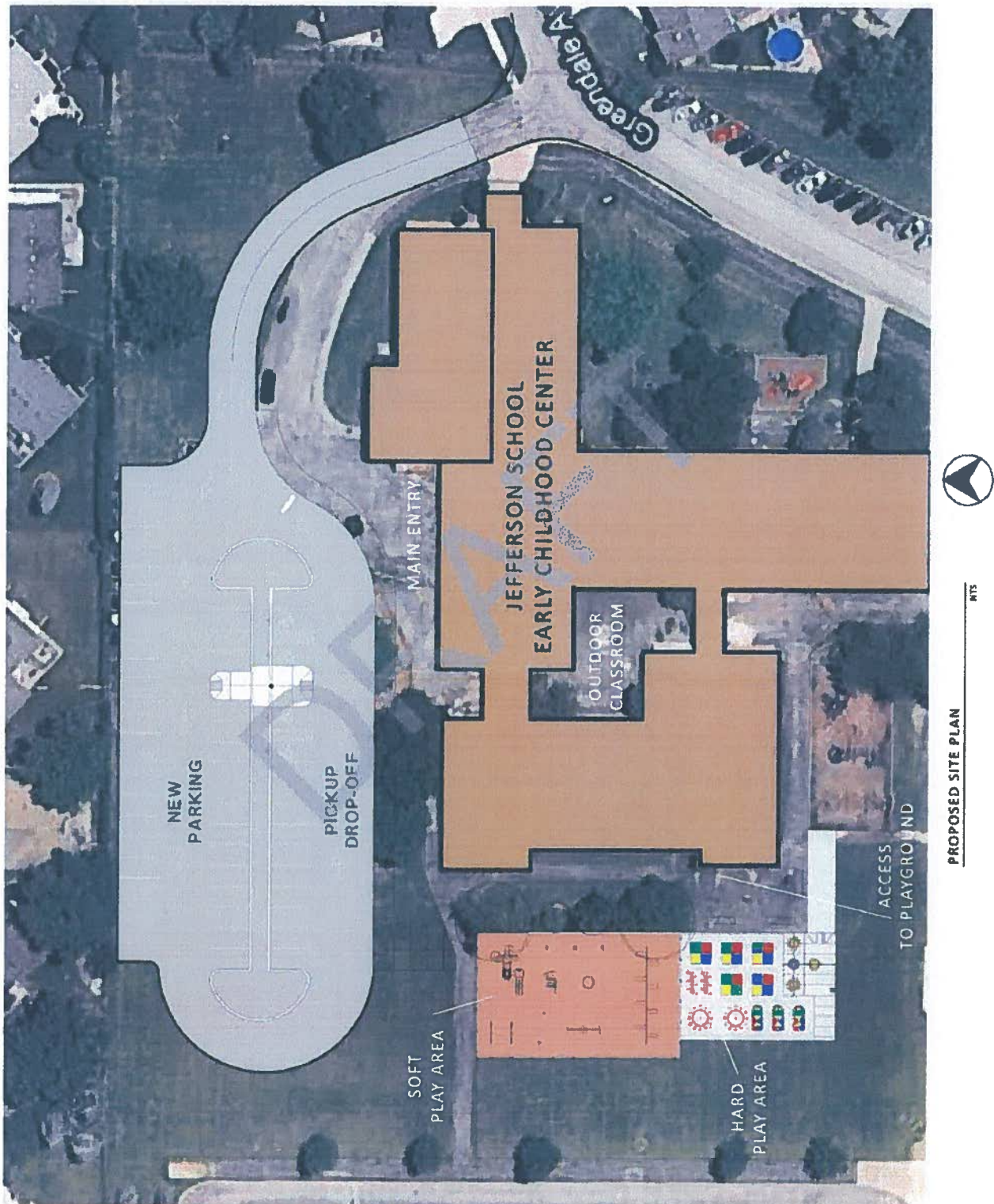
Park Ridge-Niles Community Consolidated School District 64

The applicant/award recipient hereby certifies to the Capital Development Board that the applicant/award recipient has sufficient start-up funds for operating the new program related to the increased capacity created.

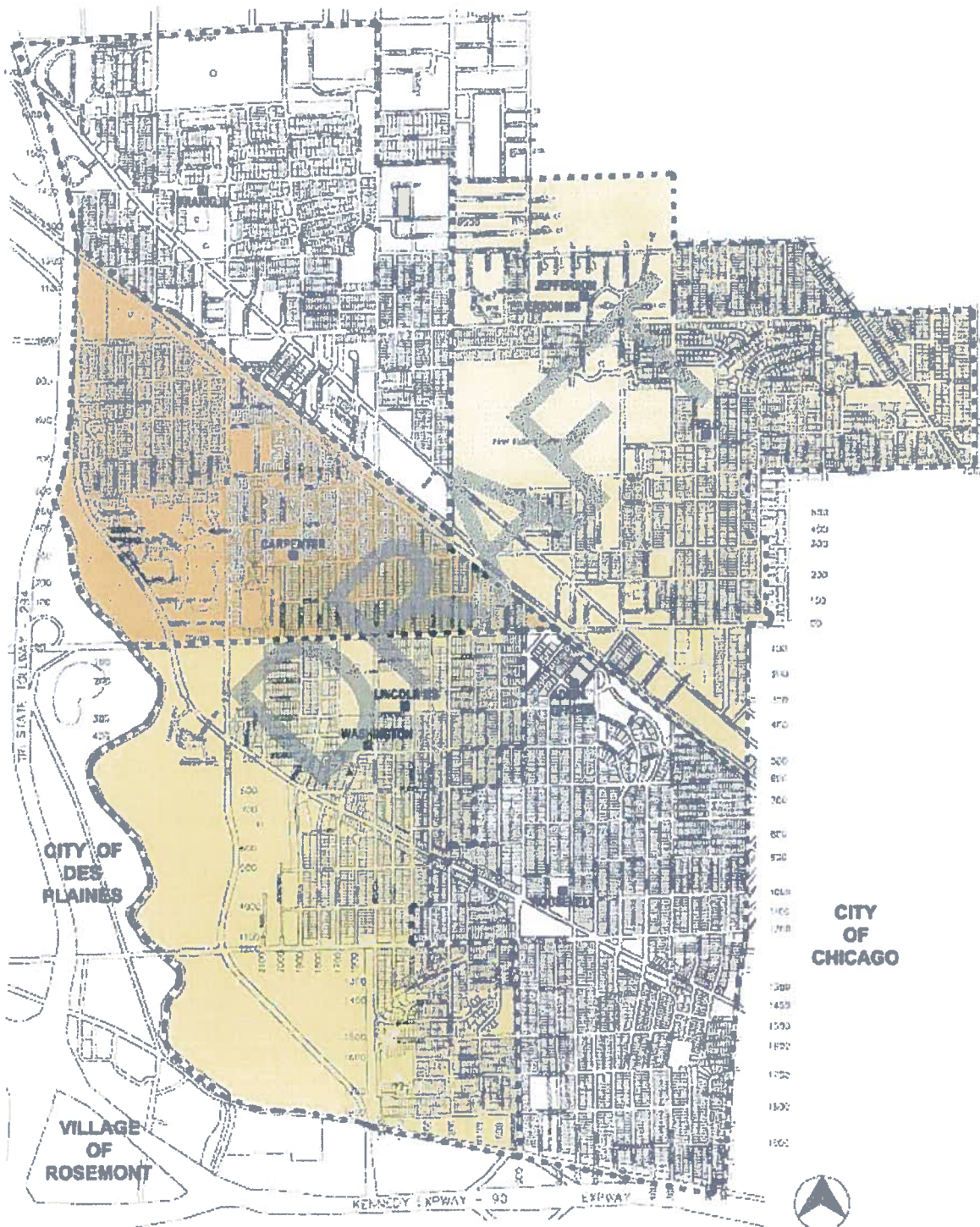
_____	Superintendent	_____
Signature of Authorized Official	Title	Date

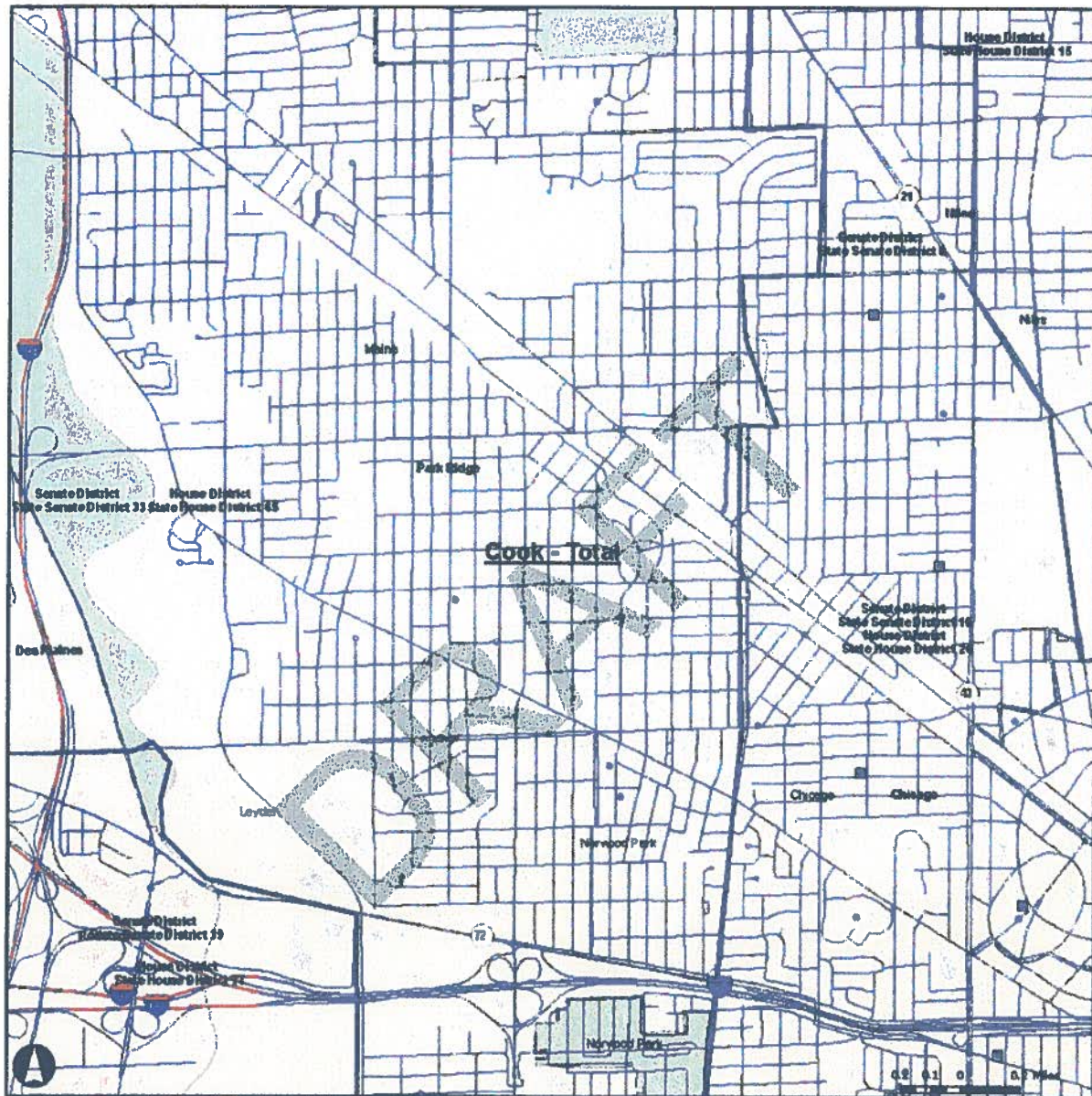
Philip V. Bender, Ph.D.
Name of Authorized Official (type or print)





PARK RIDGE-NILES CCSD 64 DISTRICT MAP





ISBE PreK/PFA Sites
 Head Start Sites
 Licensed Child Care Centers
 License-Exempt Child Care Centers
 Licensed Family Child Care Homes

IL Federal Congressional Districts
 IL House Districts
 IL Senate Districts
 State Highways
 Interstate Highways

Detailed Roads
 Municipalities
 State
 Illinois Counties
 Illinois Townships

TO: Board of Education

FROM: Dr. Philip Bender

DATE: November 14, 2011

RE: Community Finance Committee Leadership Update

This memo is intended to update the Board about efforts to identify new leadership for the Community Finance Committee (CFC), which has been on hiatus since early spring 2011. As described in my memo at the last Board meeting on October 24, the CFC is negotiating through a transition period as new leadership, members and topics for study are identified.

Selection of Community Coordinators

As discussed at the last meeting, my goal was to identify one or two community coordinators who could work with me for the remainder of the 2011-12 school year and hopefully through 2012-13 to help guide CFC activities.

I am pleased to announce that two individuals have been selected to fill these roles. Both are extremely strong candidates who have a long record of interest in District 64 schools evidenced by years of service. They also have a broad base of contacts among fellow Park Ridge-Niles residents and are willing to utilize this network to encourage other volunteers to join CFC as we move ahead.

The new CFC community coordinators are:

- Ares Dalianis – A Park Ridge resident for 11 years, Mr. Dalianis is an attorney specializing in education law, school finance and property assessment issues. Mr. Dalianis has been a resource for CFC since its inception in 2004 regarding his areas of expertise. He also served on the Board of Education in 2003-04. Mr. Dalianis has two children who are currently enrolled in District 64 schools.
- Genie Taddeo – A Park Ridge resident for 19 years, Ms. Taddeo is a local realtor. She was a member of the Board of Education from 2005-11, serving as Vice President and Secretary. She also was the Board's liaison to the Middle School Program Review, the Curriculum Council, the Facilities Committee, and the Elementary Learning Foundation among other assignments. In addition, she helped develop the District 64 Strategic Plan as a member of the Strategic Planning Team in 2009-10. Ms. Taddeo has a child currently enrolled in District 64, and one who has graduated from our schools.

I would ask the Board to join me in thanking Mr. Dalianis and Ms. Taddeo for taking on this leadership role as we begin a new chapter in the CFC's history.

Next Steps

The community coordinators met with me on November 8 to develop a timeline and review the proposed list of studies presented at the last Board meeting. At present, we are in agreement that the following items are most crucial and would like Board approval to move forward on these areas:

Board Goal	Project Name	Description	Timing/Comment
Financial, Facilities Master Plan	District Borrowing Opportunities	Identify options available to the District and calculate budget implications	Timing will be a concern relative to Facility Master Plan/Maintenance Plan
Communication	Financial Transparency (in progress)	Enhance financial reporting to improve transparency and increase taxpayer understanding of: sources of revenues; categories of district expenses; growth of annual revenues and expenses	New formats added to financial reports recently at Board request
Communication	Taxpayer Education (in progress)	Website enhancements; charts/graphs to aid taxpayer understanding of financial health; speakers' bureau for community outreach	Also build on/update existing Education Finance Fact Book materials
Financial, Communication	Student Fees	Refresh the 2009 study and make a new recommendation on fees	
Financial	10-Year Financial Projections	Review assumptions in current forecasting model, develop alternates and run additional versions	Financial Structure Subcommittee studied in the past

We will meet again on December 1 to finalize plans for soliciting new CFC members and study group leaders. I expect the coordinators will be extremely helpful in recruiting individuals with specific expertise that may be needed for these studies. We also will identify a means to orient new members via email, small group meetings or other methods.

Our goal is to reconvene the CFC in mid-January 2012 to begin its important work. We will report to the Board again later in the winter on a timeline for the study reports to be delivered.

At the November 14 meeting, I will ask for Board approval for CFC to begin work on these topics under the guidance of our new community coordinators.

To: Board of Education
 From: Business Office
 Date: November 14, 2011
 Subject: Response to Audit Report for Fiscal Year Ending June 30, 2011

The following documents are attached for Board review and acceptance:

- Audited Financial Statements for the Year Ended June 30, 2011
- Communication from Auditor to Management and Board of Education

The Communication from Auditor to Management and Board of Education describes any audit findings or recommendations the auditor has for the District. Findings fall within three categories as follows:

- Material weakness – a deficiency, or combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis.
- Significant deficiency – a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.
- Control deficiency – exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis.

Recommendations do not fall into any of the categories above and are mentioned solely for the District's consideration.

Material Weakness

Auditor Recommendation: Although the District is required to use Maine Township Treasurer for investment purposes, the District is still responsible for the oversight of all transactions. The District should add control procedures to monitor the functions performed by the Treasurer's Office and reconcile to balances maintained by the Treasurer's Office.

District Response: Monthly investment reports and financial reports from the Treasurer's Office are reviewed by management and presented to the Board for approval. Bank balances for all District cash accounts are reconciled to the general ledger by the Business Office each month. In the 2011-12 fiscal year, the Business Office will begin reconciling the investment activity by fund from the Treasurer's Office's reports to the District's general ledger on a monthly basis.

Significant Deficiency

None reported

Control Deficiency

None reported

Recommendations

Auditor Recommendation: The auditors noted negative cash and investment balances in the Operations and Maintenance Fund during several months of the year. The District should authorize interfund loans to cover shortfalls in the future.

District Response: All District funds currently maintain a positive fund balance. In the future, the District will set up interfund loans for any funds with deficit balances as necessary. Loans will be referenced in the monthly financial reports presented to the Board.

Auditor Recommendation: Employees whose salaries are paid with federal funds should document their participation in the federal program to verify the portion of their salary charged to the grant.

District Response: The District will develop a system for employees paid with federal funds to document their participation in the grant program in accordance with the grant compliance requirements.

Auditor Recommendation: Capital lease payments are required to be paid from the Debt Service Fund. Since these payments are not funded by the Debt Service tax levy, the District should transfer funds into the Debt Service Fund to cover the payments.

District Response: The District's capital leases were paid off in fiscal year 2010-11.

District 64's management is committed to continuous improvement in its financial operations and minimizing risk while keeping in mind the available resources. The Business Office implemented several new procedures and controls in the past year to address and eliminate previous auditor recommendations.

Management will continue to perform cost-benefit analysis when evaluating and recommending improvements to the Board that will reduce the District's exposure to risk. The Board ultimately must determine what level of risk it finds tolerable in the District's financial operations given the District's overall financial constraints.

ADOPTION OF RESOLUTION #1076 OF 2011 PROPOSED TENTATIVE TAX LEVY

The Board of Education is required to estimate the property tax levy for the following year not less than 20 days prior to adoption. The attached resolution fulfills this statutory requirement.

The amount approved in the Tentative Levy will be published in the Truth in Taxation notice. The final levy will be acted upon on December 19, 2011, and cannot be increased from the Tentative Levy amount.

The 2011 proposed tentative aggregate property tax levy is not more than 105% of the prior year's extension; therefore a Truth in Taxation hearing is not necessary, but is recommended.

The Truth in Taxation hearing notice will be published in local newspapers on Thursday, December 1, 2011. The Truth in Taxation hearing will be held on Monday, December 12, 2011, and the final levy is scheduled for adoption on Monday, December 19, 2011.

ACTION ITEM 11-11-2

I move that the Board of Education of Community Consolidated School District No. 64 estimate the aggregate property tax levy for 2011 to be 4.73% greater than the 2010 extension.

I further move that the Board of Education of Community Consolidated School District No. 64 approve the attached resolution #1076 TRUTH IN TAXATION LAW RESOLUTION.

Moved by: _____ Seconded by: _____

AYES:

NAYS:

ABSENT:

November 14, 2011

To: Board of Education
Philip Bender, Superintendent

From: Rebecca J. Allard, Business Manager

Date: November 14, 2011

Subject: 2011 Proposed Tax Levy

By law, the District must file a tax levy by the last Tuesday of December (27th). If the levy increases by more than 5%, School Districts must hold a Truth in Taxation hearing to explain the increases. The District must notify the public of the Truth in Taxation hearing not less than 20 days prior to the adoption of the aggregate levy as to the estimated levy request. Notice of the Truth in Taxation hearing must be published in a newspaper of general circulation no more than 14 days or less than 7 days prior to the date of the public hearing (*Chap. 120. Par.866. ILL. Rev. Stats.*). The Truth in Taxation hearing for the 2011 levy should be held in conjunction with the regular board meeting currently scheduled for Monday, December 12, 2011 at 7:00 P.M. (*change from previous years*).

The tax levy sets forth the maximum receipts that can be received from property taxation in a given year. The levy is filed by fund, but limited, in aggregate, by the *Property Tax Extension Limitation Law (PTELL)* (excluding the Debt Service Fund). The attached spreadsheet (Exhibit I) provides a review of the 2008, 2009 and the 2010 actual tax extension and both the 2011 levy used for budget planning and the 2011 actual levy request (gray shaded).

Each year a Truth in Taxation hearing has been held to request a levy that exceeded 5%. Although the 2011 levy request is less than 5%, it may be prudent to hold a Truth in Taxation hearing to inform the community of the District's intent to levy taxes. Last year the cost to publish the required newspaper notification was \$270.

Historically, a school district will request an amount in excess of what it actually anticipates for only one reason, to maintain the maximum tax rates the district is entitled to. Therefore, the recommendation for the Truth in Taxation hearing is to request an increase in the "capped" funds of 4.99%.

Summarized below are the tax rate ceilings that the District is permitted to levy by fund in the funds that are affected by the *PTELL*.

Fund	Tax Rate Ceiling
Education	\$3.50
Special Education	\$0.40
Tort Immunity	Based on need
Operations & Maintenance	\$0.55
Transportation	Based on need
I.M.R.F.	Based on need
Social Security	Based on need
Working Cash	\$0.05
Life Safety	\$0.10

Summarized below are the tax rates (per \$100 of assessed value) that the District is expected to achieve based upon the projected EAV (reassessment and new construction) and what is permitted under the *PTELL*.

Fund	2010 Tax Rate	Estimated 2011 Tax Rate
Education	\$2.1686	\$2.245
Special Education	0.0240	0.0200
Tort Immunity	0.0360	0.0400
Operations & Maintenance	0.3815	0.3800
Transportation	0.0841	0.0650
I.M.R.F.	0.0540	0.0400
Social Security	0.0540	0.0500
Working Cash	0.0000	0.0200
Total Capped Tax Rate	\$2.803	\$2.8600
Bond & Interest	0.1483	0.1400
Total Tax Rate	\$2.951	\$3.0000

The following explains the types of expenditures that the tax extension funds:

Capped Funds:

Education Fund and Special Education Levies (Fund 10)

The most varied and the largest volume of transactions are recorded in the Educational Fund. This is because the Educational Fund covers transactions that are not specifically covered in another fund. Certain expenditures that must be charged to this fund include the direct costs of instructional, health and attendance services, lunch programs, all costs of administration and related insurance costs.

The special education levy is a sub-fund of the education fund and is calculated separately from the education fund. This levy supports special education services.

Operations and Maintenance Levy (Fund 20)

The salaries of janitors, engineers, and other custodial employees and all costs of fuel, lights, gas, water, telephone service, and custodial supplies and equipment shall be charged to this fund. In addition, all costs of maintaining, improving, or repairing school buildings and property, renting buildings and property for school buildings shall be charged to the Operations and Maintenance Fund.

Transportation Levy (Fund 40)

If a school district pays for transporting pupils for any purpose, the Transportation Fund must be created. Costs of transportation, including the purchase of vehicles are to be paid from this fund. Moneys received for transportation purposes from any source must be deposited into this fund.

Municipal Retirement/Social Security Levies (Fund 50)

This fund is created if a separate tax is levied for the purpose of providing resources for the school district's share of retirement benefits for covered employees or a separate tax is levied for the purpose of providing resources for the District's share of Social Security and Medicare only payments for covered employees.

Tort Levy (Fund 80)

The tort fund is used to the cost of workers' compensation and property & liability insurance coverage. In addition, this fund is permitted to cover all costs associated with risk management, if the District has a risk management plan.

Non- Capped Funds:

Bond and Interest Levy (Fund 30)

Bonds are generally issued to finance the construction of buildings, but may also be issued for other purposes. Taxes are levied to provide cash to retire these bonds and to pay the interest on them. To protect the bondholders, these tax

collections must be accounted for in the Bond and Interest Fund. School districts must maintain a separate bond and interest fund for each bond issue.

Summary:

The tax levy amount that will be requested at the November 14, 2011, Board Meeting is \$62,306,681 and represents a 4.73% increase over the 2010 actual tax extension: 4.99% increase in the "capped funds" and a (0.13%) decrease in Debt Service Fund.

The Tax Cap Formula will limit the actual amount extended.

It is important to note that the above amount can be decreased at the Truth in Taxation hearing on December 12, 2011, but cannot be increased from the amount approved at the November 14, 2011, Board Meeting.

Exhibit I provides a review of the 2008, 2009 and the 2010 actual tax extension and both the 2011 levy used for budget planning and the 2011 actual levy request (gray shaded).

Exhibit II is a resolution regarding the estimated amounts necessary to be levied for the tax year 2011. Included in the resolution is a copy of the notice that will appear in Park Ridge Advocate and the Niles Spectator on Thursday, December 1, 2011.

Exhibit III – Certificate of Tax Levy (ISBE 50-02)

Exhibit I

Park Ridge - Niles School District 64
2011 Proposed Tax Levy

	Actual 2008 Tax Extension	Actual 2009 Tax Extension	Actual 2010 Tax Extension	Estimated 2011 Tax Extension - Budget Assumption	2011 Tax Levy Request
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2011</u>
New Construction	23,786,571	15,461,652	10,407,071	11,003,912	
Reassessment	1,968,799,003	2,121,453,047	2,005,935,226	2,120,974,827	
Total EAV	1,992,585,574	2,136,914,699	2,016,342,297	2,131,978,739	
% Increase in EAV		7.24%	-5.64%	5.73%	
Tax Cap CPI Factor	4.10%	0.10%	2.70%	1.50%	
Fund	Tax Rates				
Education	1.9570	1.8996	2.1686	2.2450	
Special Ed	0.0158	0.0212	0.0240	0.0200	
Tort	0.0595	0.0635	0.0360	0.0400	
O&M	0.2917	0.3177	0.3815	0.3800	
Transportation	0.0893	0.0953	0.0841	0.0650	
IMRF	0.0446	0.0529	0.0540	0.0400	
Social Security	0.0566	0.0593	0.0540	0.0500	
Working Cash	0.0428	0.0500	0.0000	0.0200	
Bond & Interest	0.1271	0.1258	0.1483	0.1400	
Total	2.684	2.6853	2.951	3.000	
Change in Rate		0.03%	9.88%	1.68%	
Fund	Tax Dollars				
Education	\$41,516,066	\$40,611,477	\$43,726,428	\$45,266,885	\$46,231,952
Special Ed	\$335,209	\$452,746	\$484,225	\$403,268	\$508,436
Tort	\$1,262,871	\$1,358,238	\$726,337	\$705,720	\$705,720
O&M	\$6,189,180	\$6,791,191	\$7,691,912	\$7,863,735	\$8,076,508
Transportation	\$1,894,305	\$2,037,358	\$1,694,787	\$1,310,622	\$1,440,569
IMRF	\$947,153	\$1,131,865	\$1,089,506	\$806,537	\$926,080
Social Security	\$1,199,728	\$1,267,689	\$1,089,506	\$806,537	\$926,080
Working Cash	\$908,869	\$1,068,457	\$0	\$504,086	\$504,086
Sub-Total (Capped Funds)	\$54,253,381	\$54,719,021	\$56,502,701	\$57,667,390	\$59,319,431
% of Change in Capped Levy Dollars		0.86%	3.26%	2.06%	4.99%
Bond & Interest	\$2,697,385	\$2,690,520	\$2,991,030	\$2,987,250	\$2,987,250
% of Change in Non-Capped Levy Dollars		-0.25%	11.17%	-0.13%	-0.13%
Grand Total	\$56,950,766	\$57,409,541	\$59,493,731	\$60,654,640	\$62,306,681
% of Change in Total Levy Dollars		0.81%	3.63%	1.95%	4.73%

**RESOLUTION #XXXX REGARDING ESTIMATED AMOUNTS
NECESSARY TO BE LEVIED FOR THE YEAR 2011**

WHEREAS, the *Truth in Taxation Law* requires a taxing district to determine the estimated amounts of taxes necessary to be levied for the year not less than 20 days prior to the official adoption of the aggregate tax levy of the district; and

WHEREAS, said statute further requires a taxing district to give public notice and to hold a public hearing on the district's intent to adopt an aggregate tax levy if the estimated amounts necessary to be levied exceed 105% of the aggregate amount of property taxes extended, including any amount abated prior to such extension, upon the levy of the preceding year; and

WHEREAS, the 2011 proposed tentative aggregate property levy is not more than 105% of the prior year's extension; therefore a Truth in Taxation Hearing is not required but recommended.

WHEREAS, it is hereby determined that the estimated amounts of money necessary to be raised by taxation for the year 2011 upon the taxable property of the district are as follows:

Educational Purposes	\$46,231,952
Operations and Maintenance Purposes	\$8,076,508
Transportation Purposes	\$1,440,569
Illinois Municipal Retirement Fund Purposes	\$926,080
Social Security/Medicare Purposes	\$926,080
Tort Immunity Purposes	\$705,720
Special Education Purposes	\$508,436
Working Cash Purposes	\$504,086
TOTAL	\$59,319,431

; and

WHEREAS, the *Truth in Taxation Law* requires that all taxing districts in the State of Illinois provide data in the Notice concerning the levies made for debt service made pursuant to statute, referendum, resolution or agreement to retire principal or pay interest on bonds, notes, and debentures or other financial instruments which evidence indebtedness; and

WHEREAS, the aggregate amount of property taxes extended for debt services purposes for 2010 was \$2,991,030 and it is hereby determined that the estimated amount of taxes to be levied for bond and interest purposes for 2011 is \$2,987,250.

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

Section 1: The aggregate amount of taxes estimated to be levied for the year 2011, is \$62,306,681

Section 2: The aggregate amount of taxes estimated to be levied for debt service for the year 2011 is \$2,987,250

Section 3: Public notice shall be given in the Park Ridge Advocate and the Niles Spectator, being newspapers of general circulation in said district, and a public hearing shall be held, all in the manner and time prescribed in said notice, which notice shall be published not more than 14 days nor less than 7 days prior to said hearing, and shall not be less than 1/8 page in size, with no smaller than twelve (12) point, enclosed in a black border not less than 1/4 inch wide, and such notice shall not be placed in that portion of the newspapers where legal notices and classified advertisements appear, and shall be in substantially the following form:

NOTICE FOR NEWSPAPER PUBLICATION

**NOTICE OF PROPOSED PROPERTY TAX INCREASE FOR
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64**

- I. A public hearing to approve a proposed property tax levy for Community Consolidated School District No. 64 for 2011 will be held on Monday, December 12, 2011, at 7:00 p.m. at the Raymond E. Hendee Educational Service Center, 164 S. Prospect Avenue, Park Ridge, Illinois 60068.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Rebecca J. Allard, Business Manager, 164 S. Prospect Avenue, Park Ridge, IL at (847) 318-4324.

- II. The corporate and special purpose property taxes extended or abated for the year 2010 were \$56,502,701.

The proposed corporate and special purpose property taxes to be levied for 2011, are \$59,319,431. This represents a 4.99% increase over the previous year.

- III. The property taxes extended for debt service for 2010 were \$2,991,030.

The estimated property taxes to be levied for debt service for 2011 are \$2,987,250. This represents a 00.13% decrease over the previous year.

- IV. The total property taxes extended or abated for 2010 were \$59,493,731.

The estimated total property taxes to be levied for 2011, are \$62,306,681. This represents a 4.73% increase over the previous year's total levy.

Section 4: This resolution shall be in full force and effect forthwith upon its passage.

President
Board of Education
COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64
Cook County, Illinois

Secretary

ADOPTED this 14th day of November 2011.

ILLINOIS STATE BOARD OF EDUCATION

School Business Services Division
217/785-8779Original: ☒
Amended: ☐**EXHIBIT III****CERTIFICATE OF TAX LEVY**

A copy of this Certificate of Tax Levy shall be filed with the County Clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name Park Ridge Niles Community Consolidated	District Number 0—64	County Cook
---	--------------------------------	-----------------------

Amount of Levy

Educational	\$ <u>46,231,952</u>	Fire Prevention & Safety *	\$ <u>0</u>
Operations & Maintenance	\$ <u>8,076,508</u>	Tort Immunity	\$ <u>705,720</u>
Transportation	\$ <u>1,440,569</u>	Special Education	\$ <u>508,436</u>
Working Cash	\$ <u>504,086</u>	Leasing	\$ <u>0</u>
Municipal Retirement	\$ <u>926,080</u>	Other	\$ <u>0</u>
Social Security	\$ <u>926,080</u>	Other	\$ <u>0</u>
		Total Levy	\$ <u>59,319,431</u>

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of 46,231,952 dollars to be levied as a special tax for educational purposes; and
the sum of 8,076,508 dollars to be levied as a special tax for operations and maintenance purposes; and
the sum of 1,440,569 dollars to be levied as a special tax for transportation purposes; and
the sum of 504,086 dollars to be levied as a special tax for a working cash fund; and
the sum of 926,080 dollars to be levied as a special tax for municipal retirement purposes; and
the sum of 926,080 dollars to be levied as a special tax for social security purposes; and
the sum of 0 dollars to be levied as a special tax for fire prevention, safety, energy conservation,
disabled accessibility, school security and specified repair purposes; and
the sum of 705,720 dollars to be levied as a special tax for tort immunity purposes; and
the sum of 508,436 dollars to be levied as a special tax for special education purposes; and
the sum of 0 dollars to be levied as a special tax for leasing of educational facilities
or computer technology or both, and temporary relocation expense purposes; and
the sum of 0 dollars to be levied as a special tax for _____; and
the sum of 0 dollars to be levied as a special tax for _____
on the taxable property of our school district for the year _____.

Signed this 19 day of DEC 20 11.

(President)

(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full2

(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No. _____, _____ County, Illinois, on the equalized assessed value of all taxable property of said school district for the year _____, was filed in the office of the County Clerk of this County on _____.

In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon.

The total levy, as provided in the original resolution(s), for said purposes for the year _____, is \$ _____.

(Signature of County Clerk)

(Date)

(County)

EXPLANATION

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax annually, for educational purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax annually, for operations and maintenance purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax annually, for transportation purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax known as a Working Cash Fund Tax upon all the taxable property of the district, annually (Section 20-3 of the School Code).

The school board of any school district may levy a tax for municipal retirement purposes in a sum sufficient to provide all the contributions required of the school district by including the amount to be levied for such purposes in the Certificate of Tax Levy for other school taxes, or such district may file with the county clerk a separate certificate or resolution setting forth the amount of tax to be levied for such purpose (40 ILCS 5/7-171).

The school board of any school district may levy a tax for social security (includes Medicare only) purposes in a sum sufficient to provide all the contributions required of the school district by including the amount to be levied for such purposes in the Certificate of Tax Levy for other taxes, or such district may file with the county clerk a separate certificate or resolution setting forth the amount of tax to be levied for such purpose (40 ILCS 5/21-110, 21-110.1).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax upon all the taxable property of the district at the value as equalized or assessed by the Department of Revenue for the purposes of professional surveys, alterations, and reconstruction for fire prevention, safety, energy conservation, disabled accessibility, school security, and specified repair purposes upon meeting certain statutory conditions (Section 17-2.11 of the School Code).

The school board of any school district may levy a tax upon all the taxable property within the district for tort immunity purposes in a sum sufficient to pay the costs of purchasing such insurance or sufficient to pay any tort judgment, settlement, or insurance imposed upon it under the Local Government and Governmental Employees Tort Immunity Act including liabilities under the Workers' Compensation Act, Occupational Diseases Act, or the Unemployment Insurance Act 745 ILCS 10/9-107 and Section 17-2.5 of the School Code).

The school board of any school district may levy, with voter approval, a tax upon the full, fair cash value as equalized or assessed by the Department of Revenue within the district for capital improvement purposes (which levy is in addition to that for building purposes) and such funds are to be levied, accumulated, and spent only in accordance with Section 17-2.3 of the School Code.

The school board of any school district having a population of less than 500,000 inhabitants, by proper resolution, may levy an annual tax upon the full, fair cash value as equalized or assessed by the Department of Revenue for special education purposes including the purposes authorized by Section 10-22.31b and Section 17-2.2a of the School Code.

The school board of any school district having a population of less than 500,000 inhabitants, with voter approval, may levy a tax annually, for summer school purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2.1 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may, by proper resolution, levy an annual tax upon the value as equalized or assessed by the Department of Revenue for a period of not more than five years for area vocational education building purposes including the purposes authorized by Section 10-22.31b of the School Code, upon the condition that there are not sufficient funds available in the operations and maintenance fund of the district to pay the cost thereof. Such tax shall not be levied without the prior approval of the State Superintendent of Education and prior approval by a majority of the electors voting upon the proposition at a general or special election (Section 17-2.4 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy an annual tax not to exceed 0.05% upon the taxable property, as equalized or assessed by the Department of Revenue, for the purposes of leasing educational facilities or computer technology or both, and for temporary relocation expense (Section 17-2.2c of the School Code).

The school board of any school district, upon determining that a surplus of funds is available, shall adopt a resolution or ordinance reducing the tax levy of such district for the year for which the resolution or ordinance is adopted. The district shall certify the action to the county clerk who shall abate the levy in accordance with the provision of the ordinance (35 ILCS 200/18-20).

The Truth in Taxation Law affects all units of local government, school districts, and community colleges, including home rule units, who are authorized to levy property taxes. For the requirements of the law, refer to 35 ILCS 200/18-55 et seq.

TO: Board of Education

FROM: Diane Betts, Assistant Superintendent for Student Learning *D. Betts*

RE: Summer Interim Session 2011

DATE: November 14, 2011

RELATION OF REPORT TO:

State/Federal Mandates: None

Board Goal: None

Board Policy: 6:180 Extended Instructional Programs

Board Procedures: 6:180-R3

Budget Implications: Goal of Program is to be Self-Sustaining

OVERVIEW

The following report contains information regarding the 2011 summer school program. The report consists of two sections:

- A review of the 2011 *Worlds of Wonder* summer interim session
- Financial analysis of the 2011 *Worlds of Wonder* summer interim session

PART 1: WORLDS OF WONDER SUMMER PROGRAM

The 2011 *Worlds of Wonder* summer program was scheduled for six weeks with two fourteen-day sessions offered. This year for the first time, we had to cancel classes during both the first and second sessions due to loss of electricity from severe storms.

The program was housed at two new locations because of facility work at Franklin School last summer. Washington School was used for students completing K-3rd grades and Lincoln Middle School for students completing 4th-7th grades. The close proximity of the two programs was helpful for bussing purposes, for parents who had children in both programs as well as staff members who worked at or supervised both sites.

A. Enrollment

The table below shows the total number of students the summer school program has served over the last ten years. The total number of students attending the 2011 summer interim session remained similar to the 2010 and 2008 years. While the total number of students remained stable, the number of classes that students registered for showed a slight increase from the 2010 program.

Breaking down the registration statistics further, the number of primary registrations (K-3) increased by almost 100 class registrations while the registrations for the upper elementary and middle school program (grades 4-7) decreased again for the fourth straight year.

Worlds of Wonder Summer Program

Total Students	
2011	817
2010	818
2009	853
2008	819
2007	756
2006	775
2005	829
2004	778
2003	832
2002	778

2011 Total Class Registration

	Session 1	Session 2	
8:30	541	406	
10:10	<u>514</u>	<u>393</u>	
	1,055 +	799 =	1,854

Previous Total Class Registrations: (2010 = 1,817) (2009 = 1,881) (2008=1,781)

Total Class Registrations for Washington = 1062 (2010 =971) (2009=986) (2008=848)

Total Class Registrations for Lincoln = 792 (2010 =846) (2009=895) (2008=933)

B. Course Offerings

The *Worlds of Wonder* program continues to provide a variety of course offerings including remedial as well as enrichment courses. Out of the total registrations, 17.3% of students enrolled in remedial classes. 18.5% percent of Washington's and 15.5% of Lincoln's enrollments for summer school were in remedial classes. Enrollment in remedial classes has fluctuated somewhat over the last several years.

Enrollment remained relatively stable in enrichment classes with these types of classes continuing to be the biggest draw of our summer school program. Registrations also remained stable in computer classes and decreased slightly in band/orchestra classes.

Basic Skills Enrollment

Session 1A	1B	Session 2A	2B	Total	
97	64	96	63	320	(17.3%)

2011: 18.5% of total Washington enrollments; Average class size = 9.0 students

2011: 15.5% of total Lincoln enrollments; Average class size = 12.3 students

2010: 14.2% of total Franklin enrollments; Average class size = 8.4 students

2010: 19.1% of total Emerson enrollments; Average class size = 12 students

2009: 21.8% of total Franklin enrollments; Average class size = 8.3 students

2009: 11.6% of total Emerson enrollments; Average class size = 10.4 students

Enrichment Classes

Session 1A	1B	Session 2A	2B	Total	
335	360	272	260	1,261	(68.0%)

Average class size = 11.6 students

2010: 68.3% of total enrollments; Average class size = 11.6 students

2009: 67.5% of total enrollments; Average class size = 12 students

Computer Classes

Session 1A	1B	Session 2A	2B	Total	
64	43	38	36	181	(9.8%)

Average class size = 11.3 students

2010: 9.4% of total enrollment; Average class size = 11.4 students

2009: 10.3% of total enrollment; Average class size = 12.9 students

Band and Orchestra

Session 1A	1B	Session 2A	2B	Total	
45	47	0	0	92	(4.9%)

Average class size = 13.1 students

2010: 5.5% of total enrollment; Average class size = 16.7 students

2009: 5.3% of total enrollment; Average class size = 12.5 students

PART 2: FINANCIAL ANALYSIS

COMPARISONS						
	2006	2007	2008	2009	2010	2011
Enrollment	775	756	819	853	818	817
Registrations	1,627	1,636	1,781	1,881	1,817	1,854
Number of Teachers	41.75	39.50	41.25	43.25	42	42.93
Number of Assistants	11	11.25	11.75	15.25	15	16.25
Revenue	\$157,920	\$179,320	\$194,461	\$193,823	\$198,131	\$213,233
Expenses	\$163,025	\$171,586	\$180,719	\$184,648	\$195,029	\$232,924

Based on a review of the Budget to Actual Comparisons, the 2011 *Worlds of Wonder* summer interim session failed to meet its intended goal of being financially self-sustaining. Revenues collected totaled \$213,233; expenses totaled \$232,924 resulting in a **negative balance of \$19,691**. This negative balance can be attributed to the \$20,513 expense we had for refunding parents for four days of cancelled summer school classes due to the loss of electricity.

A copy of the Budget to Actual Comparisons for Summer 2011 showing more complete revenue/expense data for the 2011 *Worlds of Wonder* program is attached as Attachment A.

SUMMARY

Overall, we believe the 2011 *Worlds of Wonder* program provided a valuable learning experience for the 817 students that attended the program. We were pleased with the overall number of student registrations but will try to increase the number of 4th-7th grade students who attend the program. With the exception of the refunds for the four cancelled days due to loss of power, we were able to meet our budget projections.

DB:km

Attachment A: Worlds of Wonder 2011 Analysis

Presentation and Approval of Summer Interim Session 2012 Dates & Fees

ACTION ITEM 11-11-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the recommendation of dates, fees and locations for the 2012 Summer Interim Session.

Moved by _____ Seconded by _____


AYES:

NAYS:

PRESENT:

ABSENT:

TO: Board of Education

FROM: Diane Betts, Assistant Superintendent for Student Learning 

RE: Recommendations for *Worlds of Wonder* Summer 2012

DATE: November 14, 2011

RELATION OF REPORT TO:

State/Federal Mandates: None

Board Goal: None

Board Policy: 6:180 Extended Instructional Programs

Board Procedures: 6:180-R3

Budget Implications: Goal of Program is to be Self-Sustaining

OVERVIEW

The following report outlines recommendations regarding the upcoming summer 2012 *Worlds of Wonder* summer school program.

RECOMMENDATIONS FOR 2012

Now that we have completed an analysis of the 2011 summer school program including a close examination of the enrollment and financial statistics, input from teachers and parents, and anecdotal observations gained from administration, we will use this information to plan for the 2012 *Worlds of Wonder* summer program.

A. Location

We recommend that we continue to house the *Worlds of Wonder* summer school program at Washington and Lincoln schools. Both schools provide an air-conditioned environment with an appropriate number of classrooms. Also, the close proximity of the two programs lessens the commuting burden for parents.

B. Leadership

We recommend that the two 12 month middle school assistant principals continue to serve as principal of the Lincoln Grades 4-7 summer school program splitting the administrative duties associated with this position. A portion of their salaries will therefore be charged to the summer school budget and be paid from revenue generated from the *Worlds of Wonder* program.

A principal will be hired to lead the K-3 primary *Worlds of Wonder* program located at Washington school. We also recommend that we continue to hire a principal to plan and administer the special education summer support programs that are housed at Washington and Lincoln. This person is responsible for the kindergarten special education program housed at Washington, the special needs programs housed at

Washington and Lincoln and all of the tutoring and speech language services that are provided over the summer. The cost for hiring this special education principal is not accounted for in the 2012 *Worlds of Wonder* projected budget but would be similar in amount to our *Worlds of Wonder* principal salaries.

C. Summer School Dates

We recommend offering two 14-day sessions as follows:

Session 1: Tuesday, June 12 - Friday, June 29

Session 2: Monday, July 2 - Friday, July 20 (No School on Wednesday, July 4)

Typically, the Maine South Summer School programs runs concurrently with our program. This year, Maine 207 will be taking the entire week of July 2-6 off because of the holiday falling mid-week and will run their second semester classes Monday, July 9-Friday, July 27. We recommend that we continue to run our program for six consecutive weeks and do not shut down for the week the holiday falls.

D. Course Offerings and Registration

We are working to review course offerings and develop specific course descriptions for the 2012 program. Some new or revised course offerings will be explored for the Grade 4-7 program at Lincoln in order to try and generate some additional student registrations.

The *Worlds of Wonder* brochure will be sent home in mid-February. Registration would begin on March 1, 2012 for District 64 residents and remain open until April 20th. After such time, registrations for students who live outside of District 64 boundaries and District 64 residents who register late would be accepted at a higher cost of \$125 until May 25th. From May 29th until walk-in registration on June 11th, no new registrations would be accepted to allow time for administration and clerical staff to assign teachers, develop class lists, etc. Registration will re-open on June 11th allowing new students to be added to existing classes **only if space is available**.

F. Student Fees

We recommend the tuition be set at \$105 per class for the 2012 *Worlds of Wonder* program. This is a \$5 increase from last year and is needed to offset the 2.5% increase in staff salaries and increased prices of supplies and purchased services. It is recommended the fee for out of district students and those registering after April 20th be set at \$125.

G. Bus Service

It is also recommended that the pay for service bus routes that we have offered in the past be eliminated. An analysis of the number of students who actually pay for and use the bus (24 students last year) does not generate enough money to offset the cost of the bus. A shuttle bus between the Jefferson summer camp program and the *Worlds of Wonder* summer school program will continue to be provided and paid for through a portion of the Summer Camp fees.

H. Refund Policy

It is recommended that if need to cancel summer school classes to protect the safety of students due to power outages, severe weather, etc. a decision would be made by 6:30 a.m. and parents and staff would be notified using the *Alert Now* system. Staff would only be paid for time worked and would therefore not be paid for a day that is cancelled. Parents could request a refund for the day. The reduction in staff pay should offset the cost of the refunds, thus having a neutral effect on the overall budget.

Projected Budget

A copy of the projected budget for the 2012 *Worlds of Wonder* summer school program is attached as Attachment A.

NEXT STEPS

We ask the Board to approve these recommendations at tonight's meeting. Following Board approval we will finalize plans for the 2012 *Worlds of Wonder* program, develop the summer school brochure and begin securing staff for the program.

We look forward to providing a great summer school program that offers students exciting opportunities to extend their learning during the summer months. If you have any questions or comments regarding this report prior to the upcoming Board meeting, please feel free to contact Diane Betts at 318-4303.

DB:km

Attachment A: *Worlds of Wonder* 2012 Projection

2012
Worlds of Wonder Projection

Attachment A

	<u>Enrollment</u>	<u>Fee/ Expense</u>	<u>Actual Summer 2011</u>	<u>Enrollment</u>	<u>Fee/ Expense</u>	<u>Projected Summer 2012</u>
REVENUE						
Tuition	1854	\$100	\$185,400	1825	\$105	\$191,625
Tuition after April 15	406	\$20	\$8,120	325	\$20	\$6,500
Class Fees			\$9,938			\$9,000
Bus Fees	38+77= 115	\$85	\$9,775			\$0
Total Revenue			\$213,233			\$207,125
	<u># of Staff</u>			<u># of Staff</u>		
EXPENSES						
Franklin Principal	1	\$6,930	\$6,930	1	\$7,103	\$7,103
Emerson Principal	2	\$3,465	\$6,930	2	\$3,552	\$7,104
Teachers	42.93	\$2,852	\$123,032	42	\$2,922	\$122,724
Nurse	1	\$1,037	\$1,037	1	\$1,063	\$1,063
TA's	16.25	\$1,384	\$22,490	15	\$1,418	\$21,270
Clerical	2	\$1,926	\$3,852	2	\$1,974	\$3,948
Curr Dept Clerical	1	\$11,763	\$11,763	1	\$12,057	\$12,057
Custodian	1	\$5,166	\$5,166	1	\$5,295	\$5,295
Sub-Total Salaries			\$181,200			\$180,564
Program Development			\$0			\$0
Printing			\$2,100			\$2,300
Supplies			\$8,983			\$9,500
Refunds			\$3,011			\$2,000
School Closing Refunds			\$20,513			\$0
Bus			\$12,000			\$0
Crossing Guards			\$5,117			\$6,000
Total Expenses			\$232,924			\$200,364
Net Gain/Loss			-\$19,691			\$6,761

First Reading of: Policy Issue 76, June 2011 omitting 5:125 and 5:170

Policy 1:10	School District Organization – School District Legal Status
Policy 1:20	School District Organization – District Organization, Operations, and Cooperative Agreements
Policy 1:30	School District Organization – School District Philosophy
Policy 2:10	School Board – School District Governance
Policy 2:130	School Board – Board-Superintendent Relationship
Policy 3:10	General School Administration – Goals and Objectives
Policy 3:30	General School Administration – Chain of Command
Policy 3:70	General School Administration – Succession of Authority
Policy 4:170	Operational Services – Safety
Policy 6:130	Instruction – Program for the Gifted
Policy 7:30	Students – Student Assignment and Intra-District Transfer

School District Organization

School District Legal Status ¹

The Illinois Constitution requires the State to provide for an efficient system of high quality public educational institutions and services in order to achieve the educational development of all persons to the limits of their capabilities.

The General Assembly has implemented this mandate through the creation of school districts. The District is governed by the laws for school districts ~~having~~ serving a resident population of not fewer than 1,000 and not more than 500,000.

The School Board constitutes a body corporate that possesses all the usual powers of a corporation for public purposes, and in that name may sue and be sued, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

LEGAL REF.: Ill. Constitution, Art. X, Sec. 1.
105 ILCS 5/10-1 et seq.

CROSS REF.: 2:10 (School District Governance), 2:20 (Powers and Duties of the School Board)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content.

School District Organization

District Organization, Operations, and Cooperative Agreements

The District is organized and operates as follows: ¹ Insert A

[INSERT DISTRICT'S ORGANIZATION and OPERATIONS]

The District enters into and participates in joint programs and intergovernmental agreements with units of local government and other school districts in order to jointly provide services and activities in a manner that will increase flexibility, scope of service opportunities, cost reductions, and/or otherwise benefit the District and the community. ² The Superintendent shall manage these activities to the extent the program or agreement requires the District's participation, and shall provide periodic implementation or operational data and/or reports to the School Board concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements: ³ Insert B

[INSERT APPLICABLE JOINT PROGRAMS]

LEGAL REF.: Ill. Constitution, Art. VII, Sec. 10.
5 ILCS 220/1 et seq.

A

The District is organized and operates as an Elementary District serving the needs of children in grades Kindergarten to 8 and others as required by the School Code.

B

The District participates in the following joint programs:

- ° Maine Township Special Education Program (MTSEP - dissolution 6/30/12)
- ° Regional Hearing Impaired Program (RHIP), as part of the Low Incidence Cooperative Agreement (LICA - dissolution 6/30/12)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content. Boards may use the following sentence as the first sentence, customizing it as appropriate: "The District is organized and operates as a Unit District serving the educational needs of children in grades Pre-K through 12 and others as required by the School Code."

² Ill. Constitution, Art. VII, Sec. 10; 5 ILCS 220/1 et seq.

³ In some districts, the joint educational programs and intergovernmental agreements in which they participate change frequently; boards in those districts should omit this sentence and should not list the joint educational programs and intergovernmental agreements. While the intent of this listing is to list only educational programs, some boards may also choose to list insurance co-ops or other similar joint agreements.

School District Organization

School District Philosophy ¹

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum, a knowledgeable and dedicated staff, and sound fiscal and management practices.

CROSS REF: 2:10 (School District Governance), 3:10 (Goals and Objectives), 6:10 (Educational Philosophy and Objectives)

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

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ The Replace the text in this sample policy should be replaced with the district's mission statement, if any. A mission statement describes the district's purpose for existing and what it hopes to achieve. Usually a mission statement will not contain short-term goals and objectives because these are the measures for accomplishing the mission. This policy should be reviewed periodically to ensure that it is current, effective, and dynamic. is a statement of purpose, why the district exists, what benefits it intends to deliver, and who will receive those benefits. See IASB's *Foundational Principles of Effective Governance*, at www.iasb.com/principles_popup.cfm.

School Board

School District Governance ¹

The District is governed by a School Board consisting of 7 members. ² The Board's powers and duties include the authority to adopt, enforce, and monitor all policies for the management and governance of the District's schools. ³

Official action by the Board may only occur at a duly called and legally conducted meeting at which a quorum is physically present. ⁴

~~Board members, as individuals, have no authority over school affairs, except as provided by law or as authorized by the Board.~~

~~As stated in the Board member oath of office prescribed by the School Code, a Board member has no legal authority as an individual. ⁵~~

LEGAL REF.: 5 ILCS 120/1.02.
105 ILCS 5/10-1, 5/10-10, 5/10-12, 5/10-16.5, ~~5/10-16.7~~, and 5/10-20.5.

CROSS REF.: 1:10 (School District Legal Status), 2:20 (Powers and Duties of the School Board), 2:80 (Board Member Oath and Conduct), ~~2:120 (Board Member Development)~~, 2:200 (Types of School Board Meetings), 2:220 (School Board Meeting Procedure)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content. IASB sample policies are aligned with the IASB *Foundational Principles of Effective Governance*, www.iasb.com/principles_popup.cfm.

~~Sample policy 2:120, Board Member Development, as amended in the fall 2011, contains the board member training requirements.~~

² School districts having a population between 1,000 and 500,000 inhabitants are governed by a 7 member board of education (105 ILCS 5/10-10). A school district having a population of less than 1,000 inhabitants is governed by a 3 member board of school directors, unless it is governed by a special act, or is a consolidated district, or a district in which the membership was increased by the passage of a proposition (105 ILCS 5/10-1).

³ 105 ILCS 5/10-16.7 and 5/10-20.

⁴ 5 ILCS 120/2.01; see also 105 ILCS 5/10-12. The Open Meetings Act defines *meeting* as "any gathering, whether in person or by video or audio conference, telephone call, electronic means (such as, without limitation, electronic mail, electronic chat, and instant messaging), or other means of contemporaneous interactive communication, of a majority of a quorum of the members of a public body held for the purpose of discussing public business," (5 ILCS 120/1.02). A quorum must be physically present for all meetings (5 ILCS 120/2.01).

~~⁵ The oath is found in 105 ILCS 5/10-16.5. Specific board officers may have individual authority; for example, the president may call a special meeting (105 ILCS 5/10-16).~~

School Board

Board-Superintendent Relationship ¹

The School Board employs and evaluates the Superintendent and holds him or her responsible for the operation of the District in accordance with Board policies and State and federal law. ²

The Board-Superintendent relationship is based on mutual respect for their complementary roles. The relationship requires clear communication of expectations regarding the duties and responsibilities of both the Board and Superintendent.

The Board considers the recommendations of the Superintendent as the District's Chief Executive Officer. The Board adopts policies necessary to provide general direction for the District and to encourage achievement of District goals. The Superintendent develops plans, programs, and procedures needed to implement the policies and directs the District's operations.

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-21.4.

CROSS REF.: 3:40 (Superintendent)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State law controls this policy's content. 105 ILCS 5/10-16.7 requires the board to make all employment decisions pertaining to the superintendent as well as "to direct, through policy, the superintendent in his or her charge of the administration of the school district, including without limitation considering the recommendations of the superintendent concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of employees, and the selection of textbooks, instructional material, and courses of study." It also requires the "board [to] evaluate the superintendent in his or her administration of board policies and his or her stewardship of the assets of the district."

The relationship between a board and superintendent can be improved through open and honest communication about expectations. The superintendent and board should periodically discuss, for example, the amount, type, and timing of information each expects to give and receive. Discussing each party's role and using a formal, written superintendent evaluation process will further clarify role expectations.

² Boards may want to incorporate additional governance concepts into the first sentence, e.g., by holding the superintendent responsible for progress toward district ends. See IASB's *Foundational Principles of Effective Governance*, www.iasb.com/principles_popup.cfm.

General School Administration

Goals and Objectives 1

The Superintendent directs the administration in order to manage the School District and to facilitate the implementation of a quality educational program in alignment with School Board policy 1:30, *School District Philosophy*. Specific goals and objectives are to:

- ~~1. Effectively and efficiently manage the District's programs and buildings.~~
1. ~~2~~ Provide educational expertise.
2. ~~3~~ Plan, organize, implement, and evaluate educational programs ~~and that will provide for students' mastery of the Illinois Learning Standards.~~ ~~2~~
3. ~~2~~ Meet or exceed student performance and academic improvement goals established by the Board. ~~3~~
4. ~~3~~ Develop and maintain channels for communication between the school and community.
5. ~~4~~ Develop an administrative procedures manual and handbooks for personnel and students ~~implementing that are in alignment with School Board policy.~~ ~~4~~
6. ~~5~~ Skillfully ~~manage~~ the District's fiscal and business activities ~~to ensure financial health, cost-effectiveness, and protection of the District's assets.~~
7. ~~6~~ Provide for the proper use, reasonable care, and appropriate maintenance of the District's real and personal property, including buildings, equipment, and supplies.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ This policy provides an opportunity for a board to give the superintendent a big picture of its vision for the district by identifying some high-level goals. While sample policy 1:30, *School District Philosophy*, contains the district's mission statement (i.e., why the district exists), this policy contains progress expectations and desired results (i.e., goals). This policy is designed to contain goals for which the administration will be responsible, including goals concerning finances, instruction, property, connecting with the community, etc. The list of goals should be replaced with the board's goals and objectives for school administration, if any.

This policy is in alignment with State law. The superintendent and principal's general duties are listed in 105 ILCS 5/10-21.4 and 5/10-21.4a, respectively. See also 105 ILCS 5/10-16.7.

² See the *State Goals for Learning*, 23 Ill. Admin. Code §1, Appendix D.

³ School administrators may be employed under a multi-year contract only if it is performance-based and contains goals and indicators of student performance and academic improvement (105 ILCS 5/10-23.8 and 5/20-23.8a). Principal evaluations, on or after 9-1-2012, must use data and indicators on student growth as a significant factor (105 ILCS 5/24A-15). Thus, a policy statement that administrative staff shall "meet or exceed student performance and academic improvement goals" is consistent with legal requirements.

⁴ Staff and student handbooks provide a means to distribute important information and are referenced in many sample policies and procedures. Members of the Ill. Principals Assoc. may subscribe to the IPA's Model Student Handbook Service. While this service is not a handbook *per se*, it provides principals with quick, user-friendly access to model student handbook provisions that are attorney drafted and fully aligned with IASB's policy services. For more information, see www.illprincipals.org/resources/model-student-handbook.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-21.4, and 5/10-21.4a.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board), 2:130 (Board Superintendent Relationship), 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the Superintendent), 3:60 (Administrative Responsibility of the Building Principal), 6:10 (Educational Philosophy and Objectives)

General School Administration

Chain of Command

The Superintendent shall develop an organizational chart indicating the channels of authority and reporting relationships for school personnel. These channels should be followed, and no level should be bypassed except in unusual situations.

All personnel should refer matters requiring administrative action to the responsible administrator, and may appeal a decision to a higher administrative officer. Whenever possible, each employee should be responsible to only one immediate supervisor. When this is not possible, the division of responsibility must be clear.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:140 (Communications To and From the Board), 3:70 (Succession of Authority), 8:110 (Public Suggestions and Concerns)

General School Administration

Succession of Authority

If the Superintendent, Building Principal, or other administrator is temporarily ~~absent~~ unavailable, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and approved by the School Board. ¹

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ This policy is at the local board's discretion. A board may find it unreasonable and unnecessary to approve the succession plan in the event of an administrator's temporary absence and, if so, should delete this requirement. If a principal is absent due to extended illness or leave, an assistant principal may be assigned as acting principal for a period not to exceed 60 school days (105 ILCS 5/10-21.4a).

OPERATIONAL SERVICES

Safety

Safety Program

All District operations, including the education program, shall be conducted in a manner that will promote the safety of everyone on District property or at a District event.

The Superintendent or designee shall develop and implement a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. The comprehensive safety and crisis plan shall specifically include provisions for: injury prevention; bomb threats, weapons, and explosives on campus; school safety drill program; tornado protection; instruction in safe bus riding practices; emergency aid; post-crisis management; and responding to medical emergencies at an indoor physical fitness facility. During each academic year, each school building that houses school children must conduct a minimum of:

1. Three school evacuation drills,
2. One bus evacuation drill,
3. Two severe weather and shelter-in-place drills, and
4. One law enforcement drill.

The Superintendent or appropriate designee must conduct a law enforcement drill in one of the District's school buildings during the academic year. Any appropriate local law enforcement agency may conduct and participate in this law enforcement drill. The law enforcement drill must be conducted according to the District's comprehensive safety and crisis plan and it may be conducted on days and times that students are not present in the building.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to use any available cellular telephone.

Convicted Child Sex Offender and Notification Act

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school has notified the Building Principal of his or her presence at the school for the purpose of: (i) attending a conference with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child

regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion, or

2. The offender received permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school.

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Child Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. This notification ~~must occur during school registration and at other times~~ the Superintendent or Building Principal determines advisable.

All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9 or who is listed in the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database. The contractor shall obtain a fingerprint-based criminal history records check before sending any employee or agent to any school building or school property investigation. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database.

Unsafe School Choice Option

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education.

2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during the regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

Student Insurance *INSERT A*

~~The School Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage and any contract is between the parents/guardians and the company. Students participating in athletics, cheerleading, or pompons must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family health insurance plan.~~

Emergency Closing

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property.

A.

In 2011-12, District 64 now provides student accident insurance, at no cost, to all District 64 students. The plan provides medical coverage for all accidents occurring during school-sponsored and supervised activities, including all sports. The supplemental plan pays the reasonable and customary charges not paid by other insurance for any covered accidental bodily injury. If there is no other family medical insurance, this plan would provide the primary insurance for the covered accident. There is no deductible. In the event of an accident, claim forms can be obtained from the school office. It is the responsibility of the parent/guardian to request the form and complete the process.

LEGAL REF.: 105 ILCS 5/10-20.28, 5/10-21.3a 5/10-21.9, 128/.
210 ILCS 74/.
625 ILCS 5/12-813.1.
720 ILCS s/11-9.3.
730 ILCS 152/101 et seq.

CROSS REF.: 5:30 (Hiring Process and Criteria), 6:190 (Extracurricular and Co-Curricular Activities), 6:250 (Community Resource Persons and Volunteers), 7:220 (Bus Conduct), 7:300 (Extracurricular Athletics), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

ADMIN. PROC. 4:170-AP2 (Criminal Offender Notification Laws), 4:170-AP3 (School Bus Safety Rules), 4:170-AP6 (Responding to Medical Emergencies Occurring at Physical Fitness Facilities), 5:30-AP2 (Investigations)

ADOPTED: October 27, 1997

REVISED: May 8, 2000

REVISED: October 23, 2000

REVISED: August 17, 2004

REVISED: August 8, 2005

REVISED: January 23, 2006

REVISED: April 23, 2007

REVISED: May 11, 2009

REVISED: May 24, 2010

REVISED: April 4, 2011

Instruction

Program for the Gifted ¹

The Superintendent or designee shall ~~design~~ implement an education program for ~~gifted and talented learners, students that is responsive to community needs while complying with Section 14-1-30 of The School Code in order to qualify for State funding, should such funding become available. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a plan for gifted education that would qualify for State funding.~~ ²

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented ~~learner~~. ³

In order to allow the School Board to monitor this policy, the Superintendent or designee shall report at least annually on the status of the District's gifted program.

LEGAL REF.: 105 ILCS 5/14A-5 et seq.

~~See Administrative Code Part 122~~

~~The footnotes are not intended to be part of the adopted policy. They should be removed before the policy is adopted.~~

¹ State law controls this policy's content to the extent that districts can qualify for State funding for the education of gifted and talented children, should such funding become available (105 ILCS 5/14A-5 et seq. ~~as amended by Act 10 of 2005, effective January 1, 2006.~~ ² ~~and the applicable beginning with the 2006-07 school year, the policy of this topic is not required.~~

² School districts have the authority and flexibility to design education programs for gifted and talented ~~students~~, but these programs must comply with 105 ILCS 5/14A-30 to qualify for State funding, should such funding become available.

If a board does not wish to tie the gifted program to requirements for State funding, use this alternative:

The Superintendent or designee shall ~~design~~ implement an education program for gifted and talented ~~students~~ that is responsive to ~~community~~ student needs and is within the budget ~~parameters~~ parameters as set by the ~~board~~ board.

³ 105 ILCS 5/14A-25.

Policy 7:30**DRAFT****Students****Student Assignment and Intra-District Transfer****Attendance Areas**

The School District is divided into school attendance areas. The Superintendent will review the boundary lines annually and recommend any changes to the School Board. The Superintendent or designee shall maintain a map of the District showing current school attendance areas. Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to Board policy 6:140, *Education of Homeless Children*.

Transfers Within the District

A student's parent(s)/guardian(s) may request a transfer for their child to a District school other than the one assigned. A request should be directed to the Superintendent, who, at his or her sole discretion, may grant the request when the parent(s)/guardian(s) demonstrate that the student could be better accommodated at another school, provided space is available. Convenience of school location will not be a consideration. If a request is granted, the parent/guardian shall be responsible for transportation. The provisions in this section have no applicability to transfers pursuant to: (1) Title I covered in Board policy 6:15, *School Accountability*, or (2) the Unsafe School Choice Option covered in Board policy 4:170, *Safety*.

Class Assignments

The Superintendent or designee shall assign students to classes.

LEGAL REF.: 105 ILCS 5/10-21.3, 5:10-21.3a and 5/10-22.50.

CROSS REF.: 4:170 (Safety), 6:15 (School Accountability) 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children)

ADOPTED: October 27, 1997

REVISED: November 25, 2002

REVISED: November 24, 2003

REVIISED: June 30, 2008

Approval of Minutes

ACTION ITEM 11-11-5

I move that the Board of Education of Community Consolidated School District 64 approve the Committee-of-the-Whole Minutes of October 17, 2011 and Regular Meeting Minutes of October 24, 2011.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

Minutes of the Committee-of-the-Whole on Student Achievement
in District 64

held at 6:30 p.m. October 17, 2011
Raymond Hendee Educational Service Center
164 S. Prospect Avenue, Park Ridge, IL

John Heyde called the meeting to order at 6:30 p.m. Other Board members present were Dan Collins, Scott Zimmerman, Pat Fioretto, and Anthony Borrelli. Sharon Lawson joined the meeting via phone. Eric Uhlig joined the meeting at 6:53 p.m. Also present were Superintendent Philip Bender, Assistant Superintendent for Student Learning Diane Betts, Business Manager Becky Allard, James Even, Scott Mackall, Terry Bresnahan and members of the public.

Board of Education meetings now are being videotaped and may be viewed in their full length from the District's website at:

<http://www.d64.org/subsite/dist/page/board-education-meetings-984>

PUBLIC COMMENTS

Public Comments

There were no public comments.

STUDENT ACHIEVEMENT / EDUCATIONAL ENDS

Student Achievement/
Educational Ends

Assistant Superintendent for Student Learning, Diane Betts, provided background on assessments used in District 64, 2010-2011 assessment data results and how staff uses assessment results to improve instruction.

District 64 uses three questions to guide student assessments:

1. What do we want students to know and be able to do?
2. How will we know when they have learned the desired outcomes?
3. How will we respond to the data?

1. What do we want students to know and be able to do?

The answer to this question is driven mostly by State standards. District 64 strives for well-rounded students by educating the whole child. Along with core academic skills, we want students to be able to utilize critical thinking and problem solving skills, and develop socially, emotionally, and physically. District 64 also provides a wide range of fine arts experiences and hopes to instill a positive attitude toward learning in its students.

Educational Ends were developed 10 years ago by community stakeholders and staff. They are statements of the broad learning targets District 64 wants students to achieve as a result of their education. End statements were written for core and encore academic areas as well as social-emotional, critical thinking and

problem solving skills. These Educational Ends statements can be found on the District 64 web site. They have not changed since they were developed a decade ago. Ms. Betts gave examples of Ends statements.

2. How will we know when students have learned the desired outcomes?

The District has a rich curriculum and uses a wide array of assessments. Some assessments are standardized tests, while others include teacher observations and student portfolios and projects, among others. Ms. Betts focused primarily on standardized tests during her presentation.

The Illinois Standards Achievement Test (ISAT) assessment measures students' mastery of the Illinois Learning Standards. All Illinois school districts take the ISAT. It compares students, schools and districts across the State. ISAT scores are also used to meet the No Child Left Behind (NCLB) federal mandate.

District 64 students took the ISAT assessment in March 2011. Students in grades 3-8 were tested in reading and math; students in grades 4 and 7 were also tested in science. Ms. Betts showed graphs of how District 64 students compare with other students in Illinois. Overall, 94 percent of all students meet or exceed standards in reading and 95 percent of all students meet or exceed standards in math. Except for 8th grade, our students' scores are 10 percent greater than state averages in math as well as 16-19 percent greater than state averages for grades 3-5 and 9-17 percent greater for grades 6-8 in reading. District 64 is among the top performing schools in Illinois.

Ms. Betts highlighted specific achievements to celebrate. These included small positive increases in both 4th and 7th grade science, and 4 out of 6 grade levels increased in both math and reading. In addition, there was an increase in the percent of students that scored at the Exceeds level in math at every grade and an increase in the percent of students that scored at the Exceeds level in reading in 4 out of 6 grades. As a result of RTI efforts and providing extra support for struggling students, there was also a decrease in the percent of students that scored below standards.

These increases over the past several years are significant, particularly because District 64 students' benchmark scores were so high. The positive trend in the meets and exceeds categories can be attributed to teachers focusing on what's being tested and cut scores for each level of achievement.

Eighty-five percent (85%) or more of all students scored at the meets or exceeds level, and 85 percent or more of students in subgroups scored at the meets or exceeds level or met Safe Harbor provisions. All but two (Washington and Emerson Middle School) of seven schools met AYP. This was attributed to certain subgroups of students with Individual Education Plans (IEPs) that did not meet AYP at those two schools.

Many other districts had schools that also did not meet AYP. Ms. Betts stated that the concept of growth is important for Special Education students, and she is pleased with the upward growth for this group of students.

District 64 also uses the Measures of Academic Performance (MAP) test to assess students. MAP is also aligned with Illinois Learning Standards and is used to predict if students will meet ISAT standards. The MAP test is administered online in the fall and spring and measures students' current level of knowledge. Not all students answer the same questions. Depending on how they respond to each question determines the level of difficulty of subsequent questions. MAP measures students' growth over time and provides national comparisons. Teachers can get MAP test results the same day it is administered and use them for their instructional decisions immediately.

As with the ISAT, District 64 students' MAP results were also strong. Our students' mean RIT score in reading was 10 points higher than national norms and approximately 8-12 points higher in math than national norms. These were the highest mean RIT scores since MAP testing began five years ago. In addition, more students met their growth targets in math than previously. Ms. Betts reviewed graphs showing reading and math scores by grade level.

Ms. Betts continued with Educational Ends assessments. In order to determine whether students are meeting the District's Educational Ends, many different assessments are used. These include ISAT and MAP results, DIBELS and locally developed assessments, report card data and information from student surveys.

Educational Ends score cards were included in the Board of Education's meeting packets and are also available on the District 64 web site. They report summative data, with targets determined by District 64 staff. The report shows performance over five years and depicts whether students meet ends by color (green=met, yellow=within 10 percent of goal, and red=greater than 10 percent below goal). Seventy-eight percent (78%) of students are meeting the intended targets and students are demonstrating nice growth on ISAT and MAP tests. There is more variability in locally developed assessments.

3. How will District 64 respond to the data?

District 64 responds to the data on four levels: at the District curricular level, i.e., the Department of Student Learning, at the building level through the Quality Improvement Teams (QITs), at the grade level, and at the individual student/teacher level.

At the District level, ISAT, MAP and Educational Ends data is analyzed for areas of strength and those needing improvement. Curriculum may be adjusted to address specific areas of weakness, e.g., number sense, and staff development can be provided for teachers on those weak areas. The QIT's analyze ISAT, MAP and other local data and compare results to District averages and results from other District 64 schools, again looking for areas of strength and weakness, and may set building goals for improvement. Grade level teams also study data from standardized and local assessments. They look for students who perform significantly above or below standards and determine the need for differentiation or intervention. They look for areas needing more intensive instructional focus within each classroom. Finally, individual teachers, grade

level teams or Individual Problem Solving Teams analyze the data to determine differentiation or interventions needed for specific students. Assessment data may be used for placement decisions, such as with C of C or for high school and to help students set their own individual performance goals.

Ms. Betts summarized by stating that District 64 is committed to continuous improvement and is focused on helping all students achieve at their own level of personal excellence.

The Board asked questions about the report presented by Ms. Betts. When asked about the difference in MAP scores from spring to fall, Ms. Betts explained that students may be recommended to attend summer school for additional help, parents are encouraged to have their children read over the summer, and math packets are sent home with students in grades 5-7 to alleviate this difference.

Ms. Betts said Educational Ends score card targets are used along with the new priority standards at each grade level in core and encore areas. It is likely that the ISAT will be replaced by a new national assessment in 2014-2015. Illinois might apply for a waiver to not meet the required 92.5 percent AYP goal for next year.

Ms. Betts also responded to questions about the effectiveness of the RtI program, the two schools that did not meet AYP, results of a health attitude survey including substance use information, science assessment results, and whether students are being over-assessed. The Board recognized Ms. Betts for the thoroughness of her report.

ADJOURNMENT

Adjournment

At 7:56 p.m., it was moved by Board member Zimmerman and seconded by Board member Borrelli that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois adjourn the meeting to closed session for the purpose of discussing collective bargaining (5 ILCS 120/2 (c)(2)). The motion carried by consensus. The votes were cast as follows:

AYES: Collins, Uhlig, Zimmerman, Heyde, Fioretto, Borrelli and Lawson (via phone)

NAYS: None

PRESENT: None

ABSENT: None

The motion carried

The Committee of the Whole on Student Achievement concluded at 7:56 p.m.

President

Secretary

DRAFT

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

Minutes of the Regular Meeting held at 7:30 p.m.

October 24, 2011

**Washington Elementary School
1500 Stewart Avenue**

John Heyde called the meeting to order at 7:33 p.m. Other Board members present were Anthony Borrelli, Pat Fioretto, Dan Collins, Scott Zimmerman and Sharon Lawson. Eric Uhlig joined the meeting at 7:37 p.m. Also present were Superintendent Philip Bender, Assistant Superintendents Dr. Sandra Stringer and Diane Betts, and Becky Allard, James Even, Terri Bresnahan, Scott Mackall and Bernadette Tramm.

Board of Education meetings are now being videotaped and may be viewed in their full length from the District's website at:

<http://www.d64.org/subsite/dist/page/board-education-meetings-984>

PUBLIC COMMENTS

Public Comments

Ms. Katie Renali stated her concern over high student fees in District 64 compared with other school districts.

TECHNOLOGY COACHES PRESENTATION

Technology Coaches
Presentation

Terri Bresnahan, Director of Technology, provided an update on the progress of the technology coach pilot that began this year. The idea for technology instructional coaches was introduced by Action Team 1 of the Strategic Planning Committee and coincides with the Strategic Plan goal to accelerate the use of advanced technology as a component of the District's educational program.

Ms. Bresnahan reviewed the timeline leading up to the pilot. Research shows that coaching is the most effective way to transfer teachers' technology skills and knowledge into the classroom where the coaches are available for guided practice and can collaborate with their peers.

Ms. Bresnahan said the three coaches are meeting all expectations. They provide individual teacher support, classroom instructional support, build awareness of technology resources, support differentiation and provide professional growth opportunities.

In addition, they have been able to build trusting, one-to-one relationships with staff within their assigned building, stay current with technology trends, and can provide input on technology resource purchases.

The three coaches are assigned to Franklin (a small elementary school), Roosevelt (a large elementary school) and Lincoln Middle School. Ms. Bresnahan cited the number of classrooms, teachers and students each coach is responsible for; they are being used to their maximum capacity. She also reviewed a menu of options describing resources, hardware, software and training that the technology coaches handle.

The coaches participate in faculty meeting presentations, small groups, grade level and department meetings. They have provided coaching before school, district-wide professional growth after school, Lunch and Learn opportunities, and one-to-one coaching, especially during classroom time.

A Technology Use Survey was created to inquire about the types of technology and frequency of use of various systems. These systems included LCD projectors, student computers, portable technology (such as iPads), document cameras, Smart Boards and student response systems (such as clickers). Staff took the pre technology use survey and will take a post survey to gauge improvement in knowledge, skills and use as a result of instructional coaching.

In pre survey results, teachers said they needed more professional development, more equipment, and time to use technology appropriately. So far, 78 percent of teachers in the three schools have already worked with the coaches since the school year began nine weeks ago. The goal is to reach all teachers by the spring, but Ms. Bresnahan thinks that will be achieved much sooner.

The three coaches shared personal experiences about working with staff in their buildings. Carrie Bellen spoke about how supporting low-end technology users, i.e., those who shy away from using technology, has helped them become more confident and likely to use technology in their classrooms.

Amanda Walsh, instructional coach at Lincoln Middle School, said it has been rewarding to help teachers plan projects so students can demonstrate their learning in a different way, i.e., to use technology to enhance projects, not as an additional piece to projects.

Caroline Schaab, who has been working at Roosevelt School, focused her work with kindergarten teachers and how they can use apps on iPads to teach literacy skills to their students. She will begin using math apps with them soon.

Ms. Bresnahan said the three coaches have done exactly what they set out to do. A video was shown of the coaches in action in the schools. The instructional coaching pilot will continue to be evaluated. A post survey will be administered to staff to quantify results, anecdotal records will be collected, and focus groups will provide further insight to gauge teachers' reaction to the coaching. Based on all these results, Ms. Bresnahan will bring forward a recommendation for technology in Year 3 of the Strategic Plan.

The Board asked whether working with the technology coaches is voluntary or required and what criteria will be developed to objectively measure effectiveness

of the coaching. Ms. Bresnahan stated the pre and post surveys will measure if staff are using technology and to what level. Minimum proficiency standards will be developed; in the meantime, the coaches maintain daily logs and logs are also kept to document how often the various types of equipment are checked out.

The Board requested more feedback from teachers in the future, information on progress as well as deficiencies, and inquired if technology concepts, apps, etc., are shared with parents so they can reinforce them with their students at home. The coaches are documenting apps and how they can be downloaded. An app request form for teachers will be developed. Teachers could include information on technology concepts and apps to parents through a parent newsletter or via email.

REVIEW OF CAPACITY STUDY (FACILITY MASTER PLAN)

Review of Capacity Study
(Facility Master Plan)

Ms. Keri VanSant from Fanning Howey presented a preliminary capacity study report of the District's schools (excluding Jefferson School). This report included information from the Kasarda demographic report that was completed in 2009, current enrollment figures from Ms. Allard, and student/teacher ratios in order to arrive at a utilization number on a scale of 0-100. Ms. VanSant also met with building principals and conducted walk-throughs of the schools, taking into account how teaching spaces are used.

Only Washington School is close to 100 percent utilization. Based on how the buildings are used currently, the District will be able to maintain proper utilization unless the higher than normal enrollment scenario occurs. Ms. VanSant anticipated that redistricting would only be necessary if utilization numbers exceed 100 percent.

The capacity study, along with the educational adequacy study that will be completed in Part 2 of the Master Facility Plan, will show space deficiencies or surpluses and give the Board a better idea of what class sizes should be.

The Board discussed reviewing demography data every 2-3 years as housing issues and birth rates may change causing enrollment projections to shift. It's best not to project enrollment more than five years out to get the best data. The Board also noted that the utilization study assumes always using the maximum class size. The current class size policy may need to be adjusted in the future.

DISCUSSION ON BOARD GOALS – COMMUNICATION

Discussion on Board
Goals - Communication

One of the four goals adopted at the Board retreat is to increase communication. Ms. Tramm compiled several strategies about how to be more proactive in this area and presented them to Board members for discussion.

Some of the ideas discussed were to conduct either a formal or informal “dipstick” survey with community stakeholders and to capitalize on unique opportunities such as the 5-year anniversary of the successful referendum, Facility Master Plan process and the District’s Strategic Plan to communicate with residents. The Board also discussed creating a news-type blog and using other social media to reach the community.

Ms. Tramm will create a communications timeline and work with Board members Borrelli, Collins and Uhlig on specifics of a communications plan.

Ms. Tramm also presented three visual options that depict Board goals for the next two years for Board members to consider; they selected Option A, which was the simplest. This new visual will be used on the District 64 web site, in the ESC Board meeting room, and on the cover of Board members’ information packets for Board meetings.

DISCUSSION ON COMMUNITY FINANCE COMMITTEE (CFC)

Discussion on
Community Finance
Committee (CFC)

Dr. Bender led a discussion about how to reinvigorate the Community Finance Committee (CFC) which has been on hiatus since last spring. He recommended repopulating the Committee as soon as possible, beginning with identifying two coordinators to work with Dr. Bender to help guide CFC activities.

Dr. Bender will reach out to key community stakeholders, such as former CFC, Board of Education, PTO, ELF and Strategic Plan members, as well as District administrators and the current Board, for suggestions. He hopes to report to the Board at the November 14, 2011 meeting that the coordinators have been identified or have solid leads by that time. If that timeline can be met, it is expected that the CFC would reconvene in early January after the holiday break. The Board agreed that the Community Finance Committee is a critical group and has provided valuable ideas for the Board in the past.

Dr. Bender addressed the time commitment for CFC leaders and members. Once the leadership team is selected, a list of CFC projects can be published on the District’s web site.

CONSENT AGENDA

Consent Agenda

The Board discussed what is involved in the approval of preparing an Early Childhood Construction Grant application. The grant is worth approximately \$5 million and would be used to improve the Early Childhood facilities and programs at Jefferson School. If District 64 were awarded the grant, it would be required to provide 10 percent up front and be

reimbursed later. Although the Board acknowledged this is a unique opportunity, several Board members voiced their concern about potential costs.

Mr. Even would work with Fanning Howey representatives on the application which is due by November 30, 2011.

A. PERSONNEL REPORT

The Personnel Report contains private information. If additional information is required please contact Dr. Sandra Stringer, Assistant Superintendent for Human Resources.

B. BILLS AND PAYROLL

10 - Education Fund-----	<u>\$ 1,518,091.13</u>
20 - Operations and Maintenance Fund -----	<u>434,613.31</u>
30 - Debt Services-----	<u>-</u>
40 - Transportation Fund -----	<u>150,971.56</u>
60 - Site and Construction Fund -----	<u>-</u>
80 -Tort Immunity Fund -----	<u>-</u>
90 - Fire Prevention and Safety Fund -----	<u>-</u>

Checks Numbered: 105819 – 105820, 105865-106120

Total: \$ 2,103,676.00

Payroll for Month of September, 2011

10 - Education Fund -----	<u>\$ 5,340,461.07</u>
20 - Operations and Maintenance Fund -----	<u>333,305.66</u>
40 - Transportation Fund -----	<u>-</u>
50 - IMRF/FICA Fund -----	<u>235,863.44</u>
80 - Tort Immunity Fund-----	<u>-</u>

Checks Numbered: 1346 – 2002

Direct Deposit: 900000482 - 900002187

Total \$ 5,909,630.17

C. APPROVAL OF FINANCIAL UPDATE FOR THE PERIOD ENDING SEPTEMBER 30, 2011

D. APPROVAL TO PREPARE EARLY CHILDHOOD CONSTRUCTION GRANT APPLICATION

E. DESTRUCTION OF AUDIO CLOSED MINUTES

ACTION ITEM 11-10-1

Action Item 11-10-1

It was moved by Board member Zimmerman and seconded by Board member Lawson that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of October 24, 2011, which includes the Personnel Report, Bills and Payroll, Approval of Financial Update for the Period Ending September 30, 2011, Approval to Prepare Early Childhood Construction Grant Application and Destruction of Audio Closed Minutes. The votes were cast as follows:

AYES: Borrelli, Fioretto, Collins, Heyde, Zimmerman, Uhlig, Lawson

NAYS: None

PRESENT: None

ABSENT: None

The motion carried.

APPROVAL OF MINUTES

Approval of Minutes

ACTION ITEM 11-10-2

Action Item 11-10-2

It was moved by Board member Fioretto and seconded by Board member Collins that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the Regular Meeting minutes of September 26, 2011 and Closed Session Meeting Minutes of October 17, 2011. The votes were cast as follows:

AYES: Lawson, Uhlig, Zimmerman, Heyde, Collins, Fioretto, Borrelli

NAYS: None

PRESENT: None

ABSENT: None

The motion carried.

OTHER ITEMS OF INFORMATION

Other Items of Information

Dr. Bender reported that Senator Dan Kotowski visited Roosevelt School and Lincoln Middle School. He toured several classrooms and spoke with both students and teachers.

He also noted a FOIA request, a memo on the 2010 Tax Extension, and several meeting minutes. Dr. Bender acknowledged the District's principals and assistant principals in honor of Principal Appreciation Day. He said Tim Benka (Emerson Middle School) is the 2011 Assistant Principal of the Year.

Dr. Bender, Mr. Mackall and Board member Scott Zimmerman visited Stevenson High School in Lincolnshire, which received an LEED Award. Mr. Zimmerman highlighted several unique features of the building and noted the double benefits of energy savings and unique learning opportunities for students who were engaged in researching and learning about the new technology.

Dr. Bender, Mr. Collins and Mr. Borrelli attended an ED RED meeting. Mr. Borrelli reported on the Stand for Children presentation and legislative education reform ideas.

ADJOURNMENT

At 9:55 p.m., it was moved by Board member Lawson and seconded by Board member Collins to adjourn the meeting. The motion passed by consensus.

President

Secretary

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

Board of Education Agenda
Monday, December 12, 2011
Hendee Educational Service Center
164 S. Prospect Avenue

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, December 12, 2011

TIME

APPENDIX

7:00 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from President of the Board 	
7:00 p.m.	• Board Recesses and Adjourns to Public Hearing on Levy	
7:30 p.m. or At Conclusion of Public Hearing	• Board Adjourns from Public Hearing on Levy and Resumes Regular Meeting • Public Comments • Presentation – Township Treasurer -- Township Treasurer	A-1
	• Review Maintenance Plan & Options for Facility Project Priorities (Facility Master Plan) -- Fanning Howey	A-2
	• Strategic Plan Progress Report -- Internal Facilitator	A-3
	• Present Final Calendar for 2012-13 & Tentative Calendars for 2013-14 & 2014-15 -- Superintendent	A-4
	• Adoption of Final 2011 Levy -- Business Manager	A-5
	• Consent Agenda - -- Board President <ul style="list-style-type: none"> • Personnel Report • Bills and Payroll 	Action Item 11-12-1 Action Item 11-12-2
		A-6

- Approval of Policies PRESS Issue 76, June 2011 omitting 5:125 and 5:170
- Approval of Financial Update for the Period Ending November 30, 2011
- Destruction of Audio Closed Minutes

- **Approval of Minutes** **Action Item 11-12-3** **A-7**
 - Board President
 - Committee of the Whole Minutes November 28, 2011
 - Committee of the Whole Minutes November 14, 2011
 - Regular Board Meeting Minutes November 14, 2011
 - Closed Session Minutes November 14, 2011
- **Other Items of Information** **A-8**
 - Superintendent
 - Upcoming Agenda
 - Memorandum of Information
 - 2011 District 64 Employee Campaign for Park Ridge Community Fund
 - Board Goal: Communications
 - Minutes of Board Committees
 - Wellness Meeting Minutes of December 6, 2011
 - Other (none)
- **Board Adjourned to Closed Session - Performance of Employee**
5 ILCS 120/2(c)(1).

Next Meeting: Monday, December 19, 2011
6:30 p.m - Special Board Meeting
Raymond Hendee ESC
164 S. Prospect Avenue
Park Ridge, IL 60068

December 19, 2011

Special Board Meeting – 6:30 p.m.

- Adoption of Final 2011 Levy
- Approval of District Maintenance Plan

January 23, 2012 – Jefferson

Committee-of-the-Whole – 6:30 p.m.

Regular Board Meeting – 7:30 p.m.

- Adoption of Resolution # Designating the Superintendent to Begin Preparation of a Tentative Budget for the 2012-13 Fiscal Year
- Adopt Final Calendar for 2012-13 & Tentative Calendars for 2013-14 and 2014-15
- Approval of December Financials

Closed Session – to follow Regular Board Meeting

February 13, 2012

Committee-of-the-Whole: Finance – 7:00 p.m.

February 27, 2012 – Field

Regular Board Meeting – 7:30 p.m.

- Discussion: 2012-13 Student Fees
- Approval of January Financials

March 12, 2012 – Lincoln

Regular Board Meeting – 7:30 p.m.

- Community Engagement Meeting 2 (Facility Master Plan)
- Approval of 2012-13 Student Fees
- Dismissal of Staff
- Approval of February Financials

TBD

- TIF Update
- Update on Illinois Youth Survey & Related Assessments

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.



Bernadette Tramm
Public Information Coordinator
Park Ridge-Niles School District 64
164 South Prospect Avenue
Park Ridge, IL 60068
btramm@d64.org

November 9, 2011

Dear Ms. Tramm,

I request personnel file for D64 employee Fred Klonsky.

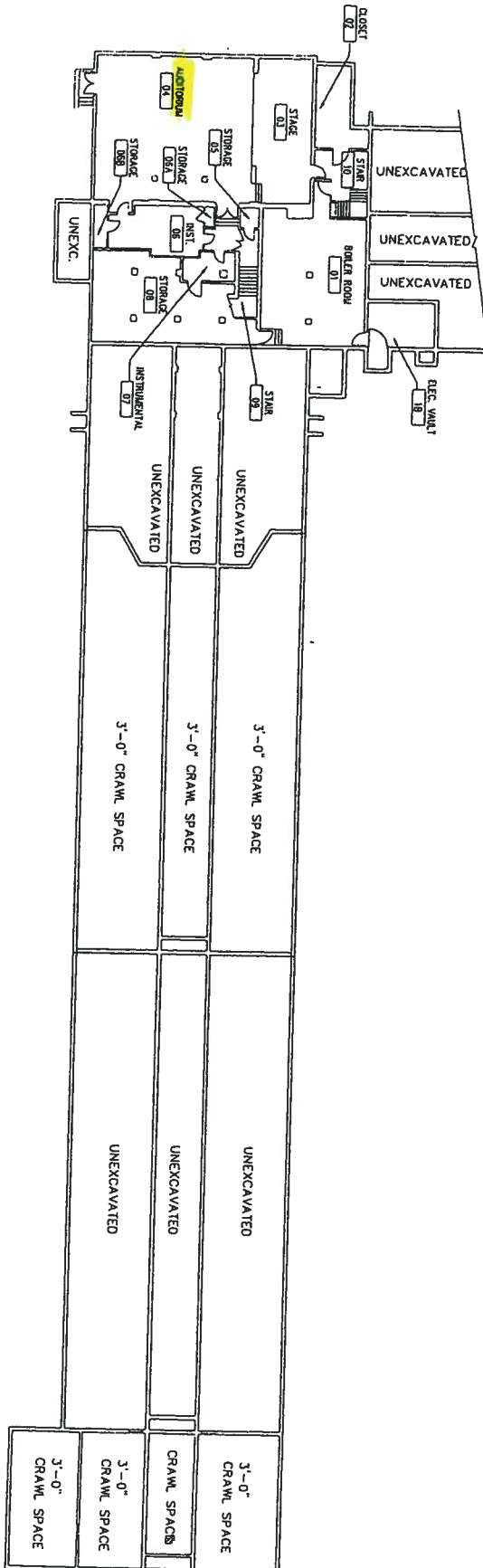
Please contact me at kolson@edactiongroup.org or at (231)733-4202 with any questions or costs associated with this open records request. Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read "K/Olson".

Kyle Olson
Founder & CEO

TOUR OF CARPENTER SCHOOL AUDITORIUM



BASEMENT PLAN

1/32"=1'-0"



GREEN ASSOCIATES
 57400 Green Associates Architects, Inc.
 852 Oyster Ave.
 Evanston, IL 60202
 Telephone 847-328-0652
 Facsimile 847-328-0581

GEORGE CARPENTER SCHOOL

FLOOR PLAN
 C.C.S.D. 64
 PARK RIDGE, ILLINOIS

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