

FOR ACTION: SEPTEMBER 8, 1999

7.5.3

**SUBJECT: BOARD PRIORITIES FOR THE 1999-2000 AND 2000-2001
SCHOOL YEARS**

**MOTION: That the Board of Education, School District 97 adopt the
following Board Priorities for the 1999-2000 and 2000-2001
school years:**

- 1. Reaffirm support for the Culture of Achievement as adopted by the District 97 Board in 1995 and focus on the further implementation of this policy in the areas of assessment and evaluation of specific programs designed to ensure that no student falls behind and that all students are challenged to move ahead.**
- 2. Examine and formulate ongoing and new policies to improve overall communication in District 97, including the following types of communication: teacher/student, student/student, teacher/parent, teacher/principal, administration/teacher, administration/parent, administration/board, District (board, administration, teachers, other staff)/community.**
- 3. Examine within the District and cooperate in examining with other governments and organizations throughout the Village of Oak Park policies involving diversity and racial balance which affect the schools and the entire community.**
- 4. Evaluate on a regular basis, educational transitions, staffing, safety during construction, and other educational issues regarding construction of the new middle Schools at Julian and Emerson.**

Narrative Summary of Fiscal 2001 Budget

Expenditures

Increase in expenditure budget of \$22.4 million (36%) from Fiscal 2000 Budget (all funds) representing the facilities projects authorized in the April 1999 referendum.

Increase in expenditure budget of \$1.3 million (3%) from Fiscal 2000 in operating funds (Educational, Operations & Maintenance, Transportation, IMRF/Social Security, and Working Cash).

Increase average 3% for union contracts

Increase calculated at 2.7% for all salaries, including retirement incentives, 7.1 new certified staff members (.5 Webmaster, .5 FTE student data management, .5 FTE learning disabled resource teacher, 1 FTE social worker, .1 FTE nurse, 1 FTE Hephzibah classroom teacher, 2 FTE elementary class size, 1 FTE primary S.O.A.R. teacher, .5 FTE elementary World Language), 2 FTE central office support, 3 social worker interns, 1 FTE nurse's assistant.

Increase of \$100,000 (total budget is \$1.3 million) for program support for improved student achievement (see *Budget Initiatives*).

Increase of technology budget to support installation of Waterford, Success Maker (CCC), Classworks, and Discourse software at selected elementary schools and replacement of student administration software (SASI). Included are \$166,000 for Waterford supplies, \$150,000 for Discourse and Classworks, \$300,000 for equipment, and \$26,000 for SASI technical support,

Increase of technology support of one central technology specialist position.

Increase of one hot lunch and two breakfast programs at the elementary schools.

Increase of \$93,000 for .9% employer share of payments from TRS 2.2 retirement program (FY00=.6%). This program increases credit for each year of certified service to 2.2%. Payment for the upgrade is also funded by member (1% of creditable earnings) and state contributions. Total District budget for this benefit is \$225,000.

Increase for Special Education transportation (\$200,000) expenditures.

Increase in budget for facilities projects authorized by the April 1999 referendum. Site & Construction budget represents estimated cash flow for project timeline. Education Fund budget supports ADA projects with application of federal Medicaid dollars.

Revenues

Increase of \$720,000 over FY00 total revenues (1.5%). Increase in tax revenues balanced by loss of General State Aid and interest income from declining Site &

Construction fund balance.

Increase of tax levy to support FY01 expenditure budget of 1.6%. Actual revenues recorded during the year are dependent on the 1999 Levy received during Fall 2000, and the anticipated 2000 Levy distribution to be received Spring 2001. Tax Cap determined increase for the 2000 Levy is 2.7%. Lower than normal spring collections of the 1999 Levy (@45% - normally 49%) artificially increases the dollars budgeted to be received in August/September 2000.

Increase use of TIF settlement revenues: \$277,000 for interest payment for Alternate Revenue Bonds (B&I Fund), \$125,000 in the Educational Fund for operational support.

Increase of \$150,000 in Average Daily Attendance (ADA) State Block Grant.

Decrease in General State Aid of \$500,000 resulting from decrease in the District's ADA (Average Daily Attendance).

Fund Balances

Decrease of approximately \$35.9 million resulting from \$1.3 million commitment to school improvement from Educational Fund, facility projects (Educational and Site & Construction Funds), COA technology expenditures, and carryover from unexpended FY00 projects (funded through FY00 revenues).

Transfer of \$400,000 from Working Cash to Ed Fund to supplement operating revenues.

Transfer of \$100,000 from Working Cash Fund to the Operations & Maintenance Fund for repairs and maintenance on the administration offices.

Transfer of \$925,000 from Site and Construction to Bond & Interest for referendum bond abatement.

Projected balance of \$64.2 million at June 30, 2001 (\$34.7 million Operating Funds).

Budget Initiatives

Facilities projects budget supports middle level building replacements and work at all elementary buildings.

Middle Level Education financial support through staff additions and allocations (1 additional FTE, continuation of teacher leadership with a full time released staff member, \$24,000 support for District activities continued through reallocations of grant budgets, \$87,500 for implementation of strategies of “*Promises and Possibilities*”, funds for supervision and opportunities for after school activities supported by budget of \$103,500, and \$13,000 for implementation of “long hallways” strategies).

Assessment and Standards work supported by \$40,000 from reallocations of grant

budgets, a focus of other state grants, and an increase of .5 FTE for continued exploration of use of statistical data to support instructional strategies.

Ongoing *technology support* represented through a budget that includes \$166,000 to support use of Waterford software for early (Pre-K – 2nd grades) reading. The FY01 budget also includes dollars for District technology leadership, equipment upgrades, repairs and maintenance, instructional software and supplies, Internet access and wide area network fees, and \$180,000 in federal grants. Staff support includes 1 FTE teacher to provide leadership in instructional applications, 3.5 technical staff members to manage establish LAN and WAN networks and train end users, and 10 Technology Specialists for direct school support. Costs for additional instructional equipment and software to support Success Maker, Waterford, Classworks (Hatch), and Discourse (Longfellow) are \$450,000 to be funded through Board set-aside for Culture of Achievement initiatives. Also included is \$297,000 for repayment of State Technology Loans.

Additional teaching staff allotted to reduce maximum elementary class size from 30 to 25 students.

Intervention programs including Doing your Best, Summer Math Academy, Early Start, Julian/Emerson Academy, and Winter Academy for students requiring additional help as identified through classroom performance and/or the Stanford 9 test performance. These Programs are funded through ADA State Block Grant funds.

Continued *World Language* program development with additional elementary school (Beye) joining Whittier, Holmes, Longfellow and Irving with classroom instruction in Spanish via the regular curriculum. Budget includes dollars for instructors and a .5 FTE curriculum leader.

Continued focus on *School Improvement* through shared decision making with Title VI funds, Board of Education and Superintendent budgets, and \$1.3 million designated from Educational Fund reserves for improved student achievement.

Provision for a *Hot Lunch Program* at all elementary schools (Mann to start January 2001). Additional budget for 2 *breakfast programs* at Irving and Longfellow (Hatch, Beye, and Holmes are currently serving breakfast).

Curriculum link with the Performing Arts through district support of unrestricted budget, staff, and benefits for BRAVO! (Emerson) and CAST (Julian).

Board of Education Priorities

During the 1999-2000 school year, the District 97 Board of Education adopted priorities for the 1999-2000 and 2000-2001 school years. These goals provide a framework by which District 97 formulates many spending decisions.

1. Safety
Safety in our schools continues to be a top priority. We believe that parents must feel that their children are physically and emotionally safe at school, and children must feel safe to learn.

2. Academic Achievement
We reaffirm our support for the Culture of Achievement initiative adopted by the District 97 board in 1995. We will work to ensure that no student falls behind and all students are challenged to move ahead. During 1999-2000 we will focus on assessment and evaluation of specific programs.

3. Diversity
We will examine district policies concerning diversity and racial balance, which affect the schools and the entire community of Oak Park, and cooperate with other governmental bodies and organizations in examining these issues.

4. Transition to new middle schools
We will regularly evaluate the district's progress in designing, constructing, staffing, planning curriculum for, and making the transition to the new middle schools at Julian and Emerson. Safety during construction is critically important.

5. Communication
We will work to improve overall communication in District 97, and actively listen to the community, parents, staff, administration, and students.

This motion provides a strong focus for the allocation of all District resources. This focus may be established by a direct dollar commitment; the support may be a choice of

how time and energies are directed; and, important “in kind” contributions of parents are never reflected in bottom lines, but are essential to the success of the District’s mission.

A representative sample of how the FY01 Budget continues to support Board of Education Priorities...

Safe Schools...

Safety in schools has become a national focus in recent years and is supported by federal grants. District 97 will receive two in FY01: Safe and Drug Free Schools (an entitlement grant based on enrollment), and a Safe To Learn Grant (competitive) that will support not only facility security, but also will provide funds to work with students to promote a safe climate.

The national focus is also found locally and supported by the District’s participation in an intergovernmental agreement for a Village Drug Interventionist and with township grants. The District offers many staff development opportunities focused specifically on the physical and mental well being of students.

To ensure physical security, significant dollars will be spent through the facilities projects to relocate school offices to front entrances. The design of the new middle schools emphasized safety for students and visitors.

Support for the Culture of Achievement (see pages I.17-18)...

Direct allocation of funds (total for 3 contract years = \$3.2 million) to schools to improve student learning as negotiated in the most recent Oak Park Teachers’ Association contract.

With an unexpected reduction in student enrollment for the past two school years, the District has seized the opportunity to reduce class size by not reducing teaching staff. A federal grant for class size reduction has aided in this effort with funds for approximately two additional teachers.

Intervention programs assist students who are falling behind as indicated by classroom performance and/or Stanford 9 scores. Programs include Early Start, Summer Math Academy, Winter Academy, and Doing Your Best.

Improvement of instruction with a focus on standards and assessment is supported with budget for staff development, curriculum work, and staff support.

The state Gifted Grant supports the development of challenging curriculum at each

elementary school through a half time resource teacher to coordinate the classroom work and a supply budget for program support. The District supplements state funds with local dollars.

Early Reading Intervention programs at Lincoln and Longfellow provide tutorial language arts instruction for at risk first and second grade students. In addition, the Reading Grant supports the salary of a District certified staff member to provide assistance in using the ERIP techniques in less formal environment at all elementary schools.

District staff continually examines all instruction to assure students are offered both the opportunity to succeed at grade level and the challenge to move ahead. Examples of curriculum renewal include the adoption of the Open Court reading program and the installation of technology assisted learning programs of Waterford and Success Maker (CCC).

Several years ago the Board of Education made a commitment to inclusion, a program which daily challenges special needs children to achieve in the least restrictive environment. Budgets provide workshops and conferences for parents and staff. The program is supported through a memorandum of understanding in the OPTA contract. The most significant budget item is for teacher assistants to assist the included children in their regular classroom environment.

The concepts of Middle Level Education as presented in Turning Points have been recognized as a *best practice* to provide educational programs and experiences most responsive to the intellectual, physical, social, and emotional needs of early adolescents. In addition to the regular instruction budgets assigned to educating District 5th - 8th grade students, the FY01 Budget includes \$209,000 for program support, leadership, and staff development in this important initiative. Recognizing that the two-year span at the District's two junior high schools was an impediment to student, faculty and parent commitment to these important years, the Board authorized the reconfiguration of the District's two 7/8 buildings to true 6-7-8 middle schools. This change was supported by voter approval of the April 1999 referendum authorizing the sale of bonds to replace both junior high schools. Groundbreaking ceremonies were held March 24, 2000, and the community looks forward to ribbon cutting ceremonies at the beginning the 2002-2003 school year.

To improve communications between school and home...

Increase in staff support (increase of administrative assistant to community relations position and FTE – from .67 to .9 - for lead position) and budget for community

newsletter will focus on community communications. As using technology to communicate has become the “norm” for many businesses and organizations, District 97 increased its technical staff to assure that the District's Web page is informative and user friendly. The development of a client e-mail database allows for the timely broadcast of District news.

Home and school communications are essential for engaged families. Each school provides monthly newsletters to keep parents informed of activities. Technology significantly increases the District’s capacity in this area. Already available to families with home computers are numerous District and school home pages on the World Wide Web. During FY97, District 97’s voice mail system, Voice Link was installed for confidential, direct telephone communication between parents and teachers. Every staff member has been assigned a personal e-mail address that is available for parent use.

In an effort to inform families and appropriate community agencies of Special Education issues, the Special Education Department initiated a series of Family/Community Forums. These efforts are supported through the cooperative efforts of District 97 staff as well as representatives from Oak Park and River Forest agencies.

The Department of C/I/A publishes several documents to inform parents of curriculum, standards, and information about the general operation of the district. The "Curriculum Overview for Parents and Community," "Middle Level Education Annual Report," and "Parent Handbook" are examples. Most documents are available on the district's web site.

The adoption of a Board Policy for communication will provide direction and standards by which administrative guidelines can be established to assure continuing and consistent efforts at both the District and school level.

Village of Oak Park cooperation on diversity and racial balance issues...

The Strategic Plan moved the Department of Multicultural Education to cabinet status in the early 90’s. Since that time, the Department has become the center of resources, activities, and support for the infusion of diversity into all aspects of District activities. The entire budget of \$238,000 supports this work.

In 1999 the District joined a national network of school districts focusing on minority student achievement. This association that will provide a broad perspective of similar issues and successful programs. The initiative is supported by both staff and program development budgets.

Several township youth services grants support specific initiatives in the area of diversity.

The programs focus on “at-risk” youth and disconnected families.

Both junior high performing arts programs, B.R.A.V.O. and CAST, encourage the participation of all students as they focus on integration of arts into the curriculum.

The personnel department actively recruits a diverse staff to assure an academic climate that will support cultural and racial diversity. A \$13,000 budget supports this activity. In addition, new staff orientation program ensures a fundamental understanding by all employees of the culture of diversity and academic achievement established by the Board Priorities.

Each Spring District 97 sponsors a village-wide celebration of Diversity – the Ethnic Festival. A budget of \$16,000 is only a small portion of the hours of staff time and village volunteers that are required for the success of this exciting event.

Transition to the new middle schools...

The culmination of almost 3 years of community effort to explore and recommend ways in which each school could be improved to assure the buildings are “tools for learning” rather than just places to house children was the passage of the April 1999 referendum. Over \$70,000,000 will be directed to the elementary buildings for projects that will improve the instructional environment and to the replacement of Emerson and Julian middle schools. To assure the success of these facility programs the Board has:

- Authorized the formation of a community based oversight committee to review all instructional issues of the current junior highs as outlined by numerous staff reviews. Staff work will include exploring the best practices of both Julian and Emerson and middle school studies and incorporating them in the programs of each new middle school;
- Appointed District Design Groups to oversee the continuing design decisions necessary for completion of the middle schools and the elementary projects. Board members serve on both committees;
- Employed Turner Construction Company as construction manager for all projects. Turner has extensive experience in school construction. The emphasis must be student safety and uninterrupted instructional climate during construction. The Turner staff includes 7 full time on site employees to assure that this goal is reached;
- Provided voice mail and e-mail communications lines to be checked daily for community concerns regarding construction. Open communications between the

Village, Turner, and District administration assure that issues of safety, construction, and coordination are resolved quickly and efficiently.

SUBJECT: CULTURE OF ACHIEVEMENT

MOTION: That the Board of Education, in support of its Culture of Achievement initiative, approve the implementation of the following concepts and procedures:

High expectations for all students, characterized by:

- a curriculum that challenges students to their best efforts and quality of work
- clearly stating expected levels of student academic performance
- requiring students to persevere until acceptable performance levels are reached
- improving communication between school and home

Effective instruction, characterized by:

- teaching the district's curriculum
- using research-proven best instructional practices
- coaching and supervising teaching staff
- requiring staff to maintain and improve instructional competencies
- developing an accurate and comprehensive system of monitoring and reporting student academic progress
- integrating technology into classroom instruction

Instructional assistance when needed, characterized by:

- intervening as early as possible in lowest possible grades
- refocusing the use of classroom time to allow sufficient time for mastery
- utilizing tutors and computer assisted instruction
- extending the school day or school year when appropriate

Measurable standards, characterized by:

- requiring students to score a performance of 3 on the Stanford 9 reading, language, and mathematics tests annually
- publicly disclosing academic performance results of the district and each of the schools
- publicly discussing student academic performance
- annually asking parents and community to complete a district and school satisfaction survey.

To accomplish these ideas, the Board of Education recognizes its responsibility to govern in a supportive manner. The Board also recognizes the responsibility of the teaching staff to deliver instruction as competent, creative, and caring professionals, the responsibility of students to devote the energy required to master the essentials of learning, and the responsibility of families to support and encourage student academic progress.

The Board of Education will further support the Culture of Achievement by:

- rewriting our basic curriculum guides to provide teachers with a more comprehensive, user-friendly format by the beginning of the 1998-99 school year
- providing primary teachers with phoenemic awareness training beginning in summer 1997
- expanding the use of technology in the classroom during the 1997/98 school year
- providing students who score below a 3 on the Stanford 9 tests of reading, language, and mathematics with after-school and summer school assistance beginning with second semester of the 1997/98 school year - unless the student's parent, teacher, and principal reach a consensus that such assistance is unnecessary
- requiring 5th through 8th grade students who score below a 3 on the Stanford 9 tests of reading, language, and mathematics to attend after school and summer school instructional assistance classes as a condition of promotion beginning with the 1998/99 school year - unless the student's parent, teacher, and principal reach a consensus that such assistance is unnecessary
- establishing district standards for the instructional curriculum K-4 that emphasizes both mastery and challenge by the beginning of the 1998/99 school year
- negotiating with the teaching staff to establish a code of professional standards during the spring 1998 contract negotiations
- developing a computer-based system of recording, monitoring, and reporting student performance during the 1997/98 school year
- redefining the role of principal to emphasize instructional leadership and teacher supervision as the primary responsibility of the position by redesigning the format for principal performance review during the 1997/98 school year.
- continue to expand and validate our assessment methods for measuring all essential qualities during the 1997/98 school year
- continue to expand and validate our assessment methods for measuring all essential qualities during the 1997/98 school year
- provide junior high teachers with assistance in developing teaching strategies for challenging students within the regular classroom including supplying the necessary instructional materials during the 1997/98 school year
- establishing district standards and assessments for curriculum, instructional strategies, materials, and staff development for ensuring challenge by the beginning of the 1998/99 school year

Educational Fund

The **Educational Fund** is the largest operating fund in both volume of transactions and fund balance, recording all financial activity not specifically covered in other funds. Revenues and expenditures directly relating to instruction (both regular and special education), and support services necessary for instruction (as pupil services, administration, business services, improvement of instruction, food services and data processing) are included in this Fund.

Total revenues projected for the Educational Fund for Fiscal 2001 are \$35.6 million, a \$863,000 increase from FY00, or 2.5%. The principal source of these revenues is **local taxes**, comprising 69% of the Fund's total receipts. Budgeted revenues for Fiscal 2001 represent a reasonable estimate of taxes to be collected during the course of the year, including a 4% allowance for uncollected taxes. The 4% is based on low collections in Spring 2000 of the 1999 Levy and assumes that a portion of the low collections is based on tax objections which may be upheld. Tax revenues are based on receipts recorded during the year and are dependent on two different tax years. Because of the schedule of collections from the Cook County Clerk's office and the reassessment cycle, tax collections must be viewed over the span of several years.

The **Corporate Personal Property Replacement Tax** is a state tax on the income of businesses that was intended to replace the local tax on the assessed value of corporate personal property, abolished in 1978. These revenues may be deposited to any fund from which expenditures are made after liens are satisfied on the Bond and Interest and the IMRF/Social Security Funds. They are an important source of revenue, although their distribution is dependent upon the financial condition of the state and therefore are difficult to predict. The Educational budget for FY01 is \$1,100,000, and increase of \$75,000.

Interest on investments is another significant source of income for the Educational Fund. Planned decreases in fund balances (see General Program, II.16 and Technology, II.63) are offset by anticipated increasing interest rates and a Board decision to leave Facilities related dollars in the Educational Fund until required for facilities projects. (\$4,400,000 was transferred from Working Cash in FY00 as a flow through accounting requirement). Total interest income revenue budget is \$1.45 million.

District 97 has negotiated two separate **TIF (Tax Incremental Financing) settlements**

to recapture lost revenues associated with the establishment of TIF areas. \$125,000 has been applied to the general fund to balance expenditures vs. revenues in the FY01 budget. The remainder of the revenues is recorded in the Bond and Interest Fund to repay interest on the Alternate Revenue Bonds issued for the facilities projects.

Several new and continuing **grants** are included in the FY01 budget. The Oak Park Education Foundation will continue to fully fund Art Start (Technology In Motion was retired June 2000). The state recognizes the importance of early childhood training, and continues its support of the District Pre-Kindergarten At Risk (PKP) program. A federal grant for class reduction provides two additional teachers. Budget has been included for competitive federal grants, Technology and Violence Prevention, both of which were awarded in July 2000. Detailed explanation of all grants can be found in Section 2.

Special Education state categorical payments for private facility, orphan's tuition, special education personnel, and extraordinary students are \$2,050,000 reflecting the District's expenditures in these areas and full formula funding provided in the State Budget. The reimbursement is approximately 25% of actual expenditures of the District's Special Education program.

In FY97, state dollars were authorized for the **School Safety and Educational Improvement ADA (Average Daily Attendance) Block Grant**. District 97 receives approximately \$125,000 from this allocation. The grant is specifically reserved for school safety, textbooks, software, teacher training, curriculum development, school improvement and remediation programs. Additional funds have been added to the FY01 state budget bringing the total anticipated grant to \$275,000. The FY01 budget targets the Board priority of establishing a Culture of Achievement for all District 97 children by using the funds for interventions programs as Early Start, Doing Your Best, Summer Math Academy, and Winter Academy. These programs provide extended learning opportunities for students requiring extra help. Although the state has been faithful to the promise to continue increasing the foundation level (the guaranteed amount to be spent per pupil) in the **General State Aid (GSA)** formula, decreasing enrollment will result in a loss of \$500,000 in FY01 for District 97. Educational Fund GSA revenues are budgeted at \$2,545,000.

Other revenues in the Educational Fund are related to specific programs or grants and will be detailed with the summaries that follow.

Total **Educational Fund expenditures** are budgeted at \$40 million, a \$1.1 million

increase from those budgeted in FY00 (2.9%). Influencing the percentage is \$400,000 less COA technology expenditures and the absence of state technology loan and grant.

Educational Fund **salaries** have been calculated by the contractual salaries of the personnel in current and/or authorized positions. Total salaries are budgeted at \$28.3 million, a 2.5% increase from FY00. The increase represents an average 3% increase in most union contracts, some new positions, and savings from retiring personnel. 7.1 new FTE certified staff members are projected: (.5 Webmaster, .5 FTE student data management, .5 FTE learning disabled resource teacher, 1 FTE social worker, .1 FTE nurse, 1 FTE Hephzibah classroom teacher, 2 FTE elementary class size, 1 FTE primary S.O.A.R. teacher, .5 FTE elementary World Language), 2 FTE central office support, 3 social worker interns, and 1 FTE nurse's assistant. The percentage increase is influenced by grant expenditures that are to be determined for FY01 (salary line items to be budgeted) and the retirement of experienced staff members.

Although employee **health benefit premiums** have remained fairly stable over the past few years, the District's plan has been assessed a 17% increase for FY01. Although contractual agreements limit the District's exposure to 4%, the Board agreed to increase its participation to 8% for all affected unions. This results in a \$115,000 increase in this benefit budget. Additional costs are incurred with increase in benefit stipends paid to non-union employees that are based on the certified increase.

Payments to TRS for 5+ 5 **retirement** assessments ended in FY00 results in a budget reduction of \$80,000. 2+ 20 salary increases (a contractual commitment to increase retiring teacher salaries 20% for each of the last two years of employment) are included with salary budgets. It is anticipated that that retirement costs will be balanced with multi-year salary savings from personnel replacements.

State accounting requirements provide for **Other Sources** and **Uses** of funds. The FY01 Educational Fund budget includes \$400,000 transfer of interest from the Working Cash Fund to offset operating expenditures. Repayment of the technology loans (from FY00 and FY99) is recorded as an "Other Use".

Although total expenditures and revenues are projected to result in a reduction in fund balance at 6/30/01, the Board has authorized fund balance use for School Improvement grants and stipends, COA technology expenditures, and the facilities projects. Additional expenditures are covered from revenues received in FY00. Budget for these programs and expenditures total \$3,760,000.

Fiscal 2001 Revenues and Other Sources: \$ 36,020,065
Fiscal 2001 Expenditures and Other Uses: \$40,320,112
Projected 6/30/01 Fund Balance: \$24,977,457

Administration

The **Administration** budget covers all central office functions not assigned to a specific program, including the Board of Education, the Superintendent, Community Relations, Tort Immunity, Personnel, and the Business Office. In addition, District expenses for telephone, Print Shop, internal mail delivery and data processing are recorded in this program.

The **Board of Education** budget includes Board dues and Board sponsored activities, the treasurer's and audit function, and Board recognition. \$20,000 has been added to cover the costs of a community newsletter. \$2,500 also pays for limited expenses relating to the Oak Park Ed Foundation's work, primarily the use of the District Print Shop. \$22,000 supports the operation of the Parent Center created by a federal violence prevention grant. These funds will only be used if the grant funds are not available in FY01. \$10,000 supports the District's contribution for a township drug interventionist. Continuing is a \$18,000 budget paid to Hephzibah for social worker services provided to resident children attending District 97 schools. New for FY01 will be a .5 FTE Board administrative assistant, a position resulting from a reorganization of the Superintendent's office due to the retirement of Kay Subaitis, valued Board secretary and administrative assistant.

Closely related to the Board of Education function is the office of **Community Relations**, which provides direct support to the Superintendent, Board, and Directors; enhances community out-reach and education through public forums; the purchase of a parent newsletter, district publications and district newsletter; and maintains positive media relations through the timely and accurate flow of information. The budget includes the salary and benefits for its coordinator, printing, postage, professional development travel, and supplies. New for FY01 will be a .5 FTE administrative assistant, a position resulting from the Superintendent's office reorganization.

The **Superintendent's Office** salary budget includes the Board approved salary and fringe benefits for the Superintendent, an administrative assistant, one secretary, and staff member assigned to represent the District with the Minority Student Achievement Network (see I.15). Support of Partnership Council (staff, administration, Board and parents) activities relating to shared decision-making remains the same (\$15,000). The Superintendent's incentive budget of \$63,000 supports projects which will have a significant impact on the District's effort to achieve its mission. Budget for approved principal staff development activities remains at \$15,000.

The **Personnel Program** includes salary budgets for the Director, six secretaries (department administrative assistant, student registration, District Office receptionist, substitute calling, University 97 and applicants, and benefits coordination), and one professional staff member assigned to direct University 97. Additionally, the department houses two staff members who provide service to the staff of the entire District office: a secretary in training (new in FY01) and part time floating secretary. Travel and supplies budgets have been maintained at FY00 levels. Certified retirement payments are budgeted according to the District commitments for retirements. A support staff professional growth budget supports District-wide initiatives to assure that all staff members are provided the training required to perform the work assigned. New budgets include a Truant Officer (\$6,000) to address student attendance concerns and payments for a contracted substitute calling system (\$10,000).

The **Business Office** salary budgets include the Director, three secretaries (.5 FTE department, payroll, accounts payable, and .5 FTE management services clerk) and an assistant business manager. Budgets for staff development and supplies have been increased to cover additional staff. Other budgets cover expenditures for maintenance and supplies of the office equipment and upgrades and department printing.

Budgets for expenditures directly assigned to the **Tort Immunity** Levy include all insurance premiums, a portion of the salaries for business office staff member responsible for risk management activities, legal fees (increase of \$10,000 to \$60,000), the Alternative School located at Hephzibah, and the school S.O.A.R programs (total of \$278,000). Premiums for liability and property insurance reflect continued savings achieved through participation in the CLIC insurance pool, although property/liability insurance has increased as a result of an appraisal of the District's 12 buildings and an added charge for pollution liability (premium cost is \$100,600). Workers Compensation insurance is provided by SELF, which is also pooled coverage and is projected to be decrease by \$29,000 for FY01 (total premium is \$126,000). Other Tort related expenditures are recorded in various programs and identified by District auditors at the time the District books are examined.

The **general administration** budget provides resources to operate the District Print Shop, budget for the lease/purchase of a Xerox DocuTech and 5690, supplies, and equipment maintenance (\$110,000). The District continues its effort to provide printing service for other local agencies, and offsetting revenues of \$7,500 have been included in the FY01 budget. Revenues anticipated from increased capabilities are used to offset the

equipment's maintenance costs.

Finally, budgets for the District delivery driver, half time mail clerk, District telephone service (an additional \$20,000 reflects increasing tariffs) and central office postage are recorded in the Administration budget. The telephone account reflect costs for lines required for Voice Link, the District's voice mail system.

All general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, and General State Aid support administration expenditures. Additional resources come from charges for outside printing and reimbursements for criminal background checks.

Fiscal 2001 Revenues: \$8,500
Fiscal 2001 Expenditures: \$2,788,107

Advocating the Arts

Advocating the Arts is a state supported K-6 competitive grant, funded to generate a comprehensive arts program, which integrates arts instruction in the regular classroom curriculum. Visual arts, music, dance, and drama, including their impact on societies and cultures, will become an integral part of multidisciplinary instruction in math, science, social studies, language arts, etc. District 97 has received \$178,903 in state funds for this grant over the past eight years.

The FY01 grant requests dollars for teacher stipends to revise curriculum, and to develop lessons, units and corresponding assessments, which integrate the arts into the curriculum. In addition, the grant proposes a five-day June 2001, curriculum development workshop to link instruction to assessment, design authentic assessment tools, and to use technology to share lessons, strategies, and assessments. Like the FY 2000 grant, linkages are planned with area arts institutions both for instruction and field experiences. Units developed by teachers from this grant are available in hard copy and are posted on the District 97 Web Site.

The FY01 budget includes carryover expenditures from the FY00 grant, which must be expended by August 15, 2000.

Fiscal 2001 Revenues: \$21,000
Fiscal 2001 Expenditures: \$23,960

Curriculum/Instruction/Assessment Program

Expenditures recorded in the **Curriculum/ Instruction/ Assessment Program** include salaries for the Director, the portion of the Grants Specialist not covered through grant allocations, secretarial support staff (4.66), an administrative assistant, and stipends and release time for teacher leaders, including innovation coordinators, special area coordinators, and curriculum consultants. The innovation coordinator positions include full time released coordinators for technology and middle level education. New innovation positions for FY01 are Teacher Leaders for Curriculum Implementation Assistance. Each leader will be assigned to two elementary schools and will assist teachers and principals to assure consistency and system-wide implementation of specified district initiatives. The teacher leader budget reflects three additional positions. The fourth position will be covered by reassigning the FY00 Innovation Leader for Standards and Assessment to this new position. In FY01 the Curriculum Implementation Leaders will focus on mathematics and district performance standards. Stipend supported special area coordinators are general music, instrumental music, visual arts, physical education, and world languages. These positions have up to one-half day released time per week. Stipend supported curriculum consultants for FY01 will be discussed and approved by the Educational Council at the beginning of the school year. These positions typically have up to one-half day released time per week as needed. The teacher leadership budget supports release time salaries, stipends, & committee work.

District funds have been reserved for curriculum development by District 97 staff, (a total of \$50,000). The FY01 budget supports the work of the district's committees for renewing curriculum, instruction, and assessment. We anticipate that major emphasis will be given to reading, math, science, standards, and assessment. Staff development budgets support conference and workshop attendance (\$15,000) and University 97, consultants, and Institute Day activities (\$38,000).

Dollars directed specifically to assessment and standards work comes from unexpended budgets reserved for this purpose. A standardized testing budget of \$50,000 supports the administration of the Stanford 9 Achievement Test. The budget represents an approximate \$10.22 per pupil cost. Formerly recorded in the Technology budget is the position of Data Management Consultant. Because of the direct link to standards and assessment, the budget has been transferred to C/I/A for FY01. The position has also been increase from half to full-time.

In FY97, the State of Illinois passed Legislation (PA. 89-610) authorizing the funding of the School Safety and Educational Improvement ADA Block Grant. The grant is specifically reserved for school safety, textbooks and software, teacher training, curriculum development, and school improvement and remediation programs. \$114, 000 of the total grant will be used for *Early Start* (see below). The remainder will be applied to after school programs as *Winter Academy* (see below). New in FY00 and continued in FY01 is a State of Illinois Class Size Reduction Grant of \$77,000 that will provide smaller primary grade classes at Irving and Longfellow.

In August 1998, in keeping with the Culture of Achievement and State of Illinois legislation ending social promotion, the Board of Education passed a promotion policy setting a standard that students who are promoted must demonstrate grade level work in reading, language, and math. The policy further stated that students would be reconsidered for promotion if they participate in required remedial programs. In August 1998 *Early Start* reading instruction was offered to students going into grades 1, 2, 3, and 4. An *Early Start* in math, the *Summer Math Academy*, was offered to selected students going into grade 7. A *Winter Academy* was offered in each elementary building to provide after-school remedial support to students in grades 4, 5, and 6.

Following the adoption of the Board's promotion policy, these programs have been specifically targeted to help students whose promotion status is in question. In summer 2000, a new five-week program, the *Emerson/Julian Academy*, will be offered for students who have not met the required promotion standards. *Summer Math Academy* will expand to a required five-week program designed for students entering seventh grade and not performing on grade level in math. As in FY00, *Early Start* reading instruction will be offered in August for students entering grades 1, 2, 3, and 4. After-school programs for FY01 will be designed at the beginning of the school year based on an analysis of students' needs.

State Reading Grant dollars will be used to purchase reading materials and portions of the elementary Language Arts Specialists salaries. This reallocation of committed salaries allows expanded support of the middle school program (\$24,000), assessment and standards (\$40,000) instructional materials (\$35,000), printing (\$7,000), and curriculum development (\$15,000). In addition, the middle school program is supported through dollars for supervision of students (\$14,800) after school activities (\$5,000 – additional budget in General Instruction Program), and the equivalent of .25 FTE for each school to support the implementation of strategies in "*Promise and Possibilities.*" \$16,000 has

been budgeted to support stipends for team leaders and \$13,000 for implementing concepts of “long hallways” for the connection of the junior high with its feeder schools.

Instructional materials recommended by department committees will be purchased through \$137,500 budgeted in a district instructional materials account (this amount includes supplement from the Reading Grant allocation). The majority of this budget will be allocated to reading and science. Carryover from FY00 for instructional materials approved in FY00 but not purchased prior to June 30 is included with the FY01 budget.

Instructional technology budgets included in the C/I/A program are for equipment (\$18,000) and for microscope repair (\$2,000).

C/I/A is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, and General State Aid. The Block Grant dollars are State Revenues. In addition, the District receives several grants that are dedicated to curriculum areas. These grants include Title II for Math and Science, Reading Improvement, School Improvement Change, and State Block Grant for school improvement, and are described more fully on separate pages.

Fiscal 2001 Revenues: \$341,251
Fiscal 2001 Expenditures: \$1,903,229

General Instruction

The **General Instruction Program** records expenditures for regular instruction and school administration, including salaries for principals and assistant principals, certified staff for regular classroom instruction and language arts specialists, certified substitutes, regular instruction teacher assistants, and school office staffs. Budgets for textbooks, printing, curriculum materials, staff development and equipment for classrooms, school offices and instructional areas are allocated by student population and recorded by school.

Certified salary budgets have been determined by staff projected for the 2000-2001 school year and include an increase of one FTE middle level (Julian) and 2 elementary classroom teaching positions to reduce overall class size.

Regular education **teacher assistant** assignments are based on allocations stipulated in the certified contract and the large school proposal adopted by the Board (1992). 2.5 positions have been budgeted reflecting a reduction in elementary class sizes requiring less TA's. Salary budgets are also provided for **extracurricular stipends** for after school activities and stipends to pay elementary teachers for overnight participation in the 6th grade outdoor education program. Middle level co-curricular stipends have been increased to provide equitable pay and student opportunities at Emerson and Julian (\$42,000/school) per agreement with the Oak Park Teachers Association.

School operational and instructional budgets are funded through **per student allocations**. The FY01 distribution is approximately \$113 per student for a total of \$551,616. These dollars are used for instructional materials, art, music, and PE supplies, and instructional and classroom equipment. Additional instructional materials are provided through the C/I/A budget (see page II.12).

Board support of the BRAVO and CAST program continues to be offered through various resources including unrestricted budget allocations, staff, and retirement benefits.

Staff development dollars support school efforts to achieve identified goals. A total of \$87,000 is to be used locally for school improvement. (Additional funds for school staff development directed towards specific District initiatives are budgeted in the C/I/A program and several grant programs).

The most significant budget allocation is directed towards Partnership Plans and stipends that support identified school goals for improved student achievement. These dollars are

funded through Educational Fund reserves and will not affect the operating Budget. The total for FY01 is \$1.3 million plus carryover of unexpended FY00 funds. A summary of school plans follows.

The General Instruction Program is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, General State Aid.

FY 2001 Staff Allocations

Principals	10.0	FTE
Assistant Principals/Dean	6.0	FTE
Classroom Teachers	226.5	FTE
Language Arts Specialists	8.5	FTE
Additional Resource	9.5	FTE
BRAVO Coordinator	1.0	FTE
CAST administrative Asst.	1.0	FTE
Secretaries	17.0	FTE
Part Time Office Help	65.0	hours per week (3 schools)
Teacher Assistants	2.5	FTE (10 months)

Fiscal 2001 Revenues and Other Sources: \$3,171,500

Fiscal 2001 Expenditures: \$18,634,711

Summary of School Incentive Plans

Beye School will continue its dedicated science lab for middle school students. While the students in one homeroom are in science with the lab teacher, the homeroom teacher will co-teach reading with a grade level partner. This plan provides for acceleration in science and skill building and enrichment in reading. This will increase direct instructional times and lower the student-teacher ratio in reading thus meeting the needs of all students. Additionally, the school will use funds to hire a certified world language (departing from the established “instructor” model currently used at Holmes, Irving, and Longfellow) and half time math and reading resource teachers. Finally, the plan provides for a family outreach advocate hired on a contractual basis.

The goals for Beye School are to connect teaching and learning with measurable outcomes. Through standards and assessment work, they will tailor their instruction to meet the needs of each student. With trusting and productive parent-student-teacher relationships the goals set collaboratively for each student can be met. Beye School welcomes the addition of SuccessMaker to its program and will work to integrate this technology into the instructional program, especially in reading and math. The primary students will have lower class sizes in language arts. The opening of the science lab for middle level students provides an additional class for challenging and engaging learning. These opportunities will prepared the school to meet the interests and needs of its students.

The **Hatch School** proposal is titled “A Quality Producer Center” and provides the best learning opportunities in a supportive, caring environment where each student is excited about learning and makes a personal commitment to become a self-motivated, independent learner in a rapidly changing world. In order to fulfill this vision, Hatch School leaders created a Quality Producer Center so that every student:

1. Designs and develops products that reflect pride, craftsmanship, creativity, and scholarly achievement; and
2. Demonstrates skills using resources and technology.

The center is equipped with 21 IMac computers.

Holmes School will again hire two full time equivalents staff members to decrease kindergarten and first grade class size and a .5 FTE resource teacher for grades two through four. Additional dollars are set aside for staff development, a Breakfast Club for students, and books for classroom libraries.

The **Lincoln School** plan includes the following: Accelerated Reader program which addresses the reading needs of students; the addition of two curriculum resource teachers to provide assistance to selected third and fourth grade students who exhibit special needs in reading; a .8 FTE math specialist assigned to grades 3, 4, 5, and 6 to improve students' ability to reach district standards; and a Parents First program for kindergarten and first grade parents whose students have exhibited a need to improve their developmental skills. The proposed increased communication between parents and school and a series of teacher-parent workshops are planned to seek the additional support from the home.

Longfellow School proposals will support Math and Reading programs. The Math Lab provides enrichment for all children and ensures a smooth transition for each child from year to year. Two half time reading support teachers provide remediation for second graders and enrichment for all fourth graders. Both proposals included funding for additional instructional materials and computers for the Math Lab.

Irving School proposals include:

- Irving Outreach Center to provide an off-site location where Irving students can receive after-school tutoring and homework assistance;
- Grade K-3 Enrichment adding a half-time teacher to work with classroom teachers to bring additional challenge to these grade levels;
- Television Station run by students focusing on increasing students' skills as collaborative workers, socially responsible citizens, and quality producers;
- Science Academy to incorporate math and writing into the science curriculum;
- Technology proposal to provide home access to computers via the purchase of Alpha Smart keyboards with the goal of increasing student writing performance and communications skills; and
- Fourth grade proposal for a full time resource teacher to work with both slow learning and above average students.

Mann School will continue focus on the math program by hiring two FTE math specialists. One will be for the primary grade levels and the other for the intermediate grade levels.

Whittier School's goal is to improve student academic outcomes by increasing its commitment to instructional technology with emphasis and concentration in the area of reading. Four initiatives were implemented to enhance learning for all Whittier students.

1. Whittier teachers developed and implemented their own Individualized Action Plan that describe how each teacher will ensure continuous improvement of student learning.
2. Increased parental awareness of instructional technology, providing reading strategies that can be practiced in the home and other necessary tools for successful learning are a focus for parent-school partnerships.
3. Additional technology requirements enhancing reading instruction and student performance are supported with two certified teachers.
4. Staff development and training are provided in the budget.

Emerson's goal is to improve reading levels and to increase its students' desire to read for pleasure. They have used a multi-faceted approach that begins with the Accelerated Reading Program. Computers, books, software will be purchased and a full-time clerk hired to assist with the reading program.

Julian has added a two person team at the seventh grade level for those students needing a different structure and organization. Students have been recommended by their sixth grade teachers for this program. The core subjects will be Language Arts/Reading, Social Studies, Science, Math, and an organization class. Flexibility for movement between the smaller and larger teams is considered throughout the school year

Gifted Program

Financial support for the **Gifted Program** comes through both state and local sources. The state grant is based on the district's Average Daily Attendance, and requires that pupils served meet specific selection criteria. The District, however, expands the emphasis to transfer many of the curriculum materials and techniques developed for the gifted program to all classrooms.

The FY01 budget includes salaries for 4.0 FTE resource coordinators to service the elementary schools. Schools are allowed to use staff allocations according to identified needs. The FY01 budget also contains a continuation of FY00 spending levels for supplies and contracted services. Supply dollars are divided equally among the K-6 buildings and are used to support the instructional strategies developed by each building.

The Gifted Program, in addition to the state entitlement grant is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, and General State Aid.

Fiscal 2001 Revenues: \$55,143
Fiscal 2001 Expenditures: \$189,217

Lunch Program

The **Lunch Program** budget supports supervision and meal service to students during the lunch period. Budgets for supervision vary by school according to the number of lunchrooms, playground areas, and students requiring the service. Additional budgets are allocated for personnel to oversee the distribution of lunches and hot lunch preparation and service at the elementary schools.

Board approved supervision fees are assessed to all students utilizing the service on a pro-rata basis. Recommended fees for the 2000-2001 school year are \$82 for elementary students, \$74 for junior high, and \$22 for elementary students going home for lunch requiring minimal playground supervision. It is expected that these fees will cover supervision salaries, which do not include the salary of one lead lunch supervisor at each school and costs associated with preparation and serving hot lunch. The fees have not increased from those assessed in FY00. The District covers the cost of supervision for children eligible for free or reduced lunches as defined by federal guidelines.

Holmes initiated a hot lunch program during FY93, and served approximately 130 lunches per day. This program has expanded to six additional elementary schools. The final school, Mann, will begin the program during the 2000 - 2001 school year. Revenues and expenditures reflect this change. It is expected that payments for lunches and federal and state reimbursements will recoup the initial capital expenditure costs over several years.

Hatch School piloted a breakfast program during the last month of the 1999 school year with great success. FY00 budgets provided this program for three schools (Hatch, Holmes, and Beye). Longfellow and Irving will be added in FY01. As with the hot lunch program, payments for breakfast and federal and state reimbursements will cover the costs of the program.

The Lunch Program is supported by supervision fees, charges for lunches and beverages, and federal and state subsidies.

Fiscal 2001 Revenues: \$822,733
Fiscal 2001 Expenditures: \$ 888,913

Media/Technology Center Program

The **Media** budget in District 97 supports the operation of the Media Centers in each school and technical support for media equipment and materials. Salary budgets include central office secretary support staff and, for each center, one certified media specialist and .5 FTE media clerk. In FY00, the clerks were funded through reallocation of Reading Grant and Technology Grant funds. In FY01, these positions will be funded through a combination of reallocated reading grant dollars and district funds with plans to transfer the salaries to full District support in two years.

The media program includes dollars for the repair of the varied inventory of media equipment, including CD players, cassette recorders, VCR's, monitors, camcorders, various projectors and laser disc players. This equipment has been purchased through school allocated budgets, PTO contributions, and a district equipment budget thereby dedicated to insuring a continuing progressive approach to media resources in the District (\$17,000). The repair and equipment budgets are the same amounts budgeted in FY00.

The supply budgets purchase professional and instructional materials and periodicals for district-wide use and library books for Emerson and Julian.. The library book budget is allocated using a base figure (\$1000) to which a per pupil amount is added for each center. Library book allocations for each school are in the third of a three-year commitment to double the funding level. Total allocations for FY01 are \$68,000.

The Media Program is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, and General State Aid. Students are expected to reimburse the district for lost or damaged library materials. This money is deposited to the appropriate account for repair or replacement of the material.

Fiscal 2001 Expenditures: \$783,981

Music Program

The **Music program** in District 97 is an articulated curriculum focusing on music appreciation as well as developing vocal and instrumental music techniques. Each elementary student has a general music class two times per week. Chorus, band, and orchestra participation is elective, and lessons and rehearsals are held during the regularly scheduled day. Seventh and eighth grade students may include either music curriculum as an elective. The budget for this program supports 10.8 vocal music and 7.5 instrumental music teachers.

The supply budget is primarily funds designated by principals from the per student allocations. Additional district accounts provide for piano tuning, repair of instruments, and purchase of equipment and supplies that relate to the District program. In FY99, an extensive effort was made to evaluate all of the District pianos, move those in the best condition to high use locations, and dispose of those in poor condition. The repair budget was increased to assure that those remaining in the district will be appropriately maintained.

Each elementary school has its own fifth and sixth grade band and orchestra. Students are bused only to rehearsals for district-wide events (this budget is recorded in the Transportation Fund).

The Music Program is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, General State Aid, and fees collected from students who rent District owned instruments.

Fiscal 2001 Revenues: \$1,300
Fiscal 2001 Expenditures (Ed Fund): \$912,689

Oak Park Education Foundation

The **Oak Park Education Foundation** (OPEF) is a volunteer coalition of thirty educators, business people, and community members whose purpose is to raise funds to support innovative or experimental programs not possible through the District 97 regular budget. OPEF is a direct result of Strategy 5 of the 1990 Strategic Plan. District 97 retains the option of continuing or electing not to fund a program once OPEF support is finished.

The first program funded by OPEF, **Global Village**, teams scientific professionals with District 97 classrooms and teachers in an effort to enrich the science curriculum. This project has generated \$866,250 in donated goods and services over the past nine years.

Fiscal 2001 is the tenth year for this program. \$3,000 from the Foundation, \$5,000 from the State Career Education grant, and the remainder from District 97 support the budget. If other foundation and/or corporation support is secured, the District financial commitment will be reduced. For FY01, Mann teacher, Kathy Botticelli, will facilitate the program as an Innovation Coordinator (up to 1/2 day released time per week). The overall budget for the program is \$26,900, excluding the Innovation Coordinator stipend. Other expenditures are direct costs of the program including partnership laboratory supplies, field trips, substitute teachers, the Young Scientists Conference, and recognition for participating scientists and teachers.

Art Start is the third Oak Park Education Foundation and District 97 program. Focused at K-2, the program's delivery model is similar to Global Village. OPEF has forged a partnership with Oak Park Area Arts Council (OPAAC) to assist in the recruitment and selection of area artists. Both OPAAC (\$2,000) and Target (\$1,500) provided FY00 grants for the program. The \$40,110 Fiscal 2001 budget is used for a half-time facilitator (Debbie Abrahamson), program supplies, field trips, and honoraria for the artists. Expenses for the program are reimbursed to the district by OPEF.

Technology In Motion, the second program initiated through OPEF grants was retired June 2000.

Fiscal 2001 Expenditures: \$67,084

Fiscal 2001 Revenues: \$48,059

Oak Park Township Youth Services

Oak Park Township Youth Services grants are site-based grants. The funds are allocated to direct service providers (school district, park district, YMCA) from Township funds generated through local, state, and federal sources. These programs are approved in place of programs that could be provided directly by the Township. The competitive grants are awarded to support student activities that correspond to the mission of the Youth Services, primarily in the areas of juvenile delinquency, substance abuse, and violence prevention.

FY00 projects, for which District 97 received \$29,695 included:

- Julian E.X.C.E.L.L.
- Julian J.A.S.S.
- Beye Tutoring
- Longfellow Readers Club
- Beye PASS
- Julian Social Club
- Longfellow T.E.A.M.
- Irving Rainbows
- Longfellow Tutor/Mentor
- Parent Prevention Resource Center

A total of \$32,485 has been budgeted in FY01. Funds will be expended only upon approved grants. FY01 grants are being developed under the following titles:

J.A.S.S. (Julian)- through project activities, African- American male junior high students gain access to adult mentors.

E.X.C.E.L.L. (Julian)- patterned after **J.A.S.S.**, this program is for junior high female students.

PASS (Beye) - after hours program to assist families in making academic and social connections with the school.

Longfellow T.E.A.M.- a parent program providing outreach

Longfellow Tutor/Mentor - after hours program to assist elementary students gain access to adult mentors.

Parent Resource Center (partial support) – District-wide resource center providing print, video, and workshop resources on substance abuse prevention, violence prevention, and healthy families.

Longfellow Readers Club – after hours parent/student project which promotes positive reading habits.

Julian Social Club – after hours program to facilitate interaction between students with and

without disabilities in a social context.

Township Grants for the **CAST** Summer Experience and **Summer School** (\$9,000) can be found under those headings.

Fiscal 2001 Revenues: \$32,485
Fiscal 2001 Expenditures: \$32,485

Physical Education

The **Physical Education** program in District 97's elementary schools is taught by physical education specialists for students in first through sixth grades 67 minutes per week and in kindergarten 33 minutes per week. The classroom teacher leads physical education activities on those days that students do not see the physical education specialist. Seventh and eighth grade students receive physical education instruction daily. These schedules meet the state mandate of daily PE. The budget for this program supports 8.5 FTE elementary (.2 FTE of this total has been "purchased" by Hatch with Middle Level funds to provide team meeting time) and 6.5 FTE seventh and eighth grade teachers (number includes a health teacher at Emerson).

An updated, developmentally appropriate, and skill-based curriculum was implemented K-8 in FY97. The supply budget for this program is primarily funds designated by principals from the per student allocations. Additional district accounts provide for the purchase of equipment and supplies that relate to the District program and maintenance of gym PE related fixtures (basketball hoops and backboards, climbing ropes, etc.). Specifically targeted is a multi-year program to replace the tumbling mats.

Transportation Fund expenditures are for transportation to interscholastic events for students in seventh and eighth grades. Budgets for FY01 are based on historical allocations and increases in a need for buses for the interscholastic program and transportation required for junior high classes due to construction.

The Physical Education Program is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, General State Aid, and textbook fees collected from all students.

Fiscal 2001 Expenditures (Ed Fund): \$730,715

PreKindergarten Children At-Risk of Academic Failure

PreKindergarten At-Risk is a state-supported grant, which will be in operation for its twelfth year in Fiscal 2001. The Program is housed at Longfellow school for three and four-year-old children who, through screening, are determined to need support prior to starting Kindergarten.

In Fiscal 2000, three full time teachers and 2.5 teacher assistants served 75 children. Enrollment is expected to be the same in FY01. Except for a portion of the program coordinator's salary, retirement benefits for one teacher, and salary increase for teacher assistants, the program is funded through the state grant. A portion of the difference is expected to be covered by additional Title I fund to be assigned in the fall or local sources.

Although District 97 applied for \$200,078 in FY01, the state has granted \$196,193. Except for retirement salaries, the program will not spend in excess of dollars received.

Fiscal 2001 Revenues: \$196,193
Fiscal 2001 Expenditures: \$226,663

Pupil Personnel Services

Pupil Personnel Services is one of the responsibilities of the Department of Special Services and includes social workers, nurses and psychologists. The FY01 salary budget provides for one department secretary, 10.5 FTE social workers, 6.0 FTE nurses, and 4.5 FTE psychologists assigned to the ten District 97 schools, including the early childhood diagnostic team. Staff members are assigned to one or more schools. Due to increasing special education services and programs, some schools receive additional services from social worker interns, health assistants and student nurses and contracted staff. These services are provided under the direct supervision of District 97 staff. The social work interns are each paid \$4,800. The number of interns hired is determined by the availability of supervisory staff as well as the successful recruiting and hiring of viable applicants. Student nurses, supervised by our nursing staff, do not receive a salary through District 97. The involvement of these well-qualified interns and university students has allowed the District the opportunity to extend services to children as well as provide an excellent supervised training experience through collaboration between the District and various universities.

We continue to explore the hiring of both social work interns as well as externs. These people bring a valuable level of expertise and experience to the District at the above-mentioned minimal cost of \$4,800. We have expanded our recruiting of interns and have developed a very successful orientation process for those interns hired by the district. The continued work with universities and agencies is a valuable financial and programmatic investment for District 97.

Materials, specialized services and required supplies are obtained with the remainder of the budget. Due to the use of grant dollars, Medicaid dollars, and funds earned from sponsored community-wide staff development programs, we continue to monitor this budget very closely and to use other resources whenever possible. Continued cooperation with local agencies such as the Oak Park Health Department, Oak Park River Forest Infant Welfare Clinic, local physicians, etc. has allowed the nurses to maintain high quality services and ongoing communication with parents and the community. Medicaid funds have been used to purchase some of the large dollar amount equipment that the nurses need to continue to provide maximum services to our students. By using this resource, District dollars can be utilized for other purposes. Creative use of community resources has also supported ongoing innovative and topic-specific professional development, including CPR training for all interested staff. Throughout the current school year, numerous grants, parent, student and staff scholarships, and sharing of

registration fees, allowed a significant increase in participation of special education related workshops and, local, state and national conferences at minimal costs. OPRF Day Nursery, STARnet, the Township Youth Services of Oak Park and River Forest, Hephzibah Children's Home, the OPRF Chamber of Commerce, University of Illinois Extension, Fenwick and OPRF High Schools, and River Forest School District have worked collaboratively with the District 97 Department of Special Services allowing us numerous opportunities to sponsor outstanding workshops and other educational events for families, staff, and other interested persons.

Diagnostic instruments and materials related to children's specific needs are also purchased through this budget. Through careful and continued review by several staff members, these very high cost items have been obtained at more reasonable amounts. Special Education staff is very involved in obtaining grants from the Oak Park Township Youth Services. These funds provide a wide range of services to students, staff and parents throughout the Oak Park home school community. We continue to develop a very comprehensive list of resources, including audio and videotapes, books, and magazines. These materials have been expanded, through community grants, donations, and money earned through various avenues. These items are used by both general and special education staff. The resources pertain to current social and emotional issues directly related to students. We are now working with the Oak Park Public Library and local bookstores to provide materials on various disabilities to the greater community.

In addition to the prorated state personnel reimbursement, Pupil Personnel is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, and General State Aid. Additionally, the Village of Oak Park funds a portion of the nursing salaries which are used for vision and hearing screening. Through an intergovernmental agreement, the Village and the District have agreed to eliminate the exchange of dollars for such services. This reimbursement, reduce \$10,000 in FY01, will be eliminated next fiscal year. Pupil Personnel staff have been working closely with district and community resources to explore other local, state and federal funding sources. These continuing relationships have already proven valuable in extending resources without increasing the use of District dollars. These efforts will be expanded throughout the coming year.

Fiscal 2001 Staff Allocations

Social Workers	10.5	FTE
Nurses	6.0	FTE
Psychologists	4.5	FTE

Secretary

1.0 FTE

Fiscal 2001 Revenues: \$18,000
Fiscal 2001 Expenditures: \$1,189,968

**Additional revenues from state personnel and Medicaid reimbursements are recorded with special services budget.*

Reading Improvement

The K-6 Reading Improvement Grant was restructured in FY99 into the Reading Improvement Block Grant. The focus remains the improvement of students' reading achievement. District 97 will use the FY01 per pupil entitlement dollars (\$241,757) for reading staff development (including phonemic awareness), curriculum development, the Young Author's Conference, Speech Festival, reading materials related to curriculum development, and a portion of the K-6 Language Arts specialists salaries. Assigning the LA Specialists to this grant provides a reallocation of dollars to other program development.

Fiscal 2001 Expenditures: \$275,094

Fiscal 2001 Revenues: \$241,757

Safe and Drug Free Schools (Title IV)

Safe and Drug Free Schools is a federal entitlement program. Funds are distributed proportionally to private and parochial schools through District 97. The District 97 portion of the FY00 grant was used to support the InTouch committee, school peer mediation programs, drug prevention activities for students, violence and drug prevention training for staff, the District 97/Hephzibah alternative program, the Intergovernmental Agreement to fund gang prevention specialists, and instructional materials for the Here's Looking at You 2000 curriculum prevention programs.

District staff works cooperatively with other agencies in the community, and prevention activities under this program are developed in cooperation with the Oak Park Township Youth Services, the Oak Park Family Services and Mental Health Center, Hephzibah, and the InTouch committee (a coalition of community organizations for the prevention of substance abuse).

In FY01, District 97 will receive \$53,634. These dollars will support the same activities as in FY00. Unexpended FY00 (\$7,567) funds are included as carryover for FY01.

Fiscal 2001 Revenues: \$53,624
Fiscal 2001 Expenditures: \$61,191

Special Services

The **Special Services** Department is an integral part of the district-wide programs and services for students, staff, and the overall community. The Department is widely known for the commitment to providing each student specialized service in the least restrictive environment. Consequently, there is an increasing number of special needs youngsters in mainstreamed and inclusive settings. In an effort to address the ongoing need for professional development for staff and informational resources for parents, the Department has developed and provides (both hard copies and via the District's website) an extensive resource library of books, tapes, and related materials. This area of professional development and sharing of information has become increasingly valuable as more District 97 students have received support and services in the general education classrooms. This is also an important factor as more students in the general education programs have unique needs and learning styles which are addressed through the Culture of Achievement programs. This has also allowed us numerous opportunities to provide staff with additional collaborative experiences. This model has strengthened the skills of both the special and general educators. Some of these issues have been addressed very successfully through the weekend and evening workshops sponsored and organized by the Department of Special Services and also through a collaborative effort to provide University 97 credit for those staff members who attend the workshops. The Department has also successfully completed the application process which allows the issuance of continuing education units (CEUs) for psychologists, social workers, and speech/language pathologists. An increasing number of special education related topics and courses have been made available through University 97. These have continued to be offered during the regular school year as well as through summer courses.

The Department is responsible for services and programs for students with special needs. District 97 provides a full continuum of services for our students, with an emphasis on providing those services in the least restrictive environment. These services range from students with special needs remaining full time in the general education program, with consultation services being provided by special education staff. At the other end of the continuum there is an out of district placement where children are placed in therapeutic day schools and possibly have no interaction with general education students. Consultation might be provided on a monthly or quarterly basis, depending on the child's specific need for intervention and support. Children enrolled in regular education classrooms can receive a resource level of special education programs that are deemed

appropriate to meet their needs. Instructional level special education programs provide an extensive and more intense level of service with the children attending regular classes for a more limited period of time. Some students are also found to benefit from an instructional special education program with specific times scheduled for interaction with students in the regular education programs. An increasing number of our children, with low incidence and multiple needs, are enrolled in the regular education programs supported by an inclusive educational environment being provided through special education. The special services provided for District 97 students include speech and language therapy, social work interventions and groups, direct and/or indirect support from our nurses, physical and/or occupational therapy and instructional programs. This is supported by the mandated intervention of the diagnostic team members, including the psychologist, social worker, nurse, speech pathologist, special and regular education teacher(s), and appropriate administrators. These comprehensive services and programs require substantial monetary support on local, state, and federal levels. We have used Medicaid reimbursement to support some of the goals of funding for special education programs and services. This has proven to be a very substantial and practical resource for the past three years. The use of these dollars has been aimed at technology, specialized equipment, ADA improvements, and air conditioning for special education classes. Due to the success of our efforts, (over a million dollars has been generated), we intend to continue to work with the appropriate agencies to bring Medicaid dollars to the District as long as this source is available.

The weekend and evening workshops, previously mentioned, have continued to be a valuable and innovative resource for the Oak Park - River Forest communities. We have attracted parents, staff, and other interested persons from several other areas. These have become increasingly successful and, this year, have resulted in many unique and outstanding experiences for students, their families, staff, and the community at large. There is ongoing evidence of the effective community networking that has taken place through extensive efforts in this Department.

Other materials provided by this Department, include the extensive resource library and Teamwork Manual. These are both used on a regular basis by both general and special education staff. They are also available, on the web and in a hard copy format, to parents and other interested persons.

The workshops, presentations, and materials have been financially supported by Federal Grant dollars, local support, and registration fees. Due to this resource, no District 97 monies are being used to fund these activities.

Other revenues used include the Special Education Levy, tuition payments from neighboring districts for students with special needs who attend District 97 schools, personnel reimbursements from the state for certified and non-certified staff, reimbursement for extra-ordinary pupil costs, private facility placements, and orphans who are receiving special education services. It is important to recognize that state reimbursements are not funded at 100%. However, District 97 has been very involved in the statewide efforts to increase the local district funding level.

Salaries are the largest expenditure for Special Education. The budget includes salaries for three administrators, 47.3 teachers (including instructional classroom teachers, learning disability resource specialists and adaptive PE) 1.0 FTE occupational therapist and 1.0 FTE physical therapist, 10.5 FTE speech/language pathologists, 70 FTE teacher assistants, substitutes for TA's, 2.0 FTE planning substitutes for special and regular education certified staff, and \$15,000 for special tutors. The budget also includes the salaries for three department secretaries.

The Whittier diagnostic classroom for children coming from Hephzibah has continued to be a successful intervention. This classroom provides an opportunity for these students to make an appropriate adjustment to District 97 and the community. It has proven necessary to place some of the students residing at Hephzibah in out of district programs, however, this number has been reduced due to the success of the classroom.

Significant budgets continue to be necessary for out of district tuition costs for students who require therapeutic day schools for behavioral reasons as well as for those students with significant multiple and low incidence impairments. There are also transportation costs related to these placements. We continue to find that there is an increase in the per diem rate for the students in these facilities and programs.

The Illinois State Board of Education requires that school districts provide an Extended School Year (summer school) for special needs children who cannot retain and recoup skills during the regular school year. There is partial state reimbursement for this program. Additional reimbursement is provided through the categorical areas previously indicated. A line item is also included for those special needs students who participate in

the CAST and BRAVO summer programs. There is also a requirement for us to pay the tuition for some students whose IEPs indicate that they need to participate in the District 97 summer school programs.

Occupational and physical therapy are provided to eligible students through a contractual arrangement with MacNeal Hospital. Some speech and language pathologists are also obtained through contracts with MacNeal Hospital. Due to our efforts to control costs, we have hired another full time speech/language pathologist in lieu of one of the contractual positions. We are also recruiting for a full time occupational therapist to replace one of the contractual positions. These two hires will decrease the contractual services and maintain more local control of the fiscal responsibilities. This will also give us additional opportunities for staff development and potential University 97 courses.

Facilities projects at Holmes, Irving, and Whittier relating to ADA will be funded through Medicaid reimbursements, and projected expenditures are included under capital expenditures. This funding source is part of the Board total financing plan for all of the projects.

In addition to the revenues listed, Special Education is supported by all general revenues, including local taxes, earned interest, Corporate Personal Property Replacement Tax Revenues and General State Aid.

Fiscal 2001 Staff Allocations

Administration	3.0 FTE
Secretaries	3.0 FTE
Certified Teaching Staff-	
Classroom and Resource	47.3 FTE
Occupational Therapist	1.0 FTE
Physical Therapist	1.0 FTE
Speech and Language	10.5 FTE
Teacher Assistants (full and part time)	70.0 FTE

Fiscal 2001 Revenues: \$2,506,433*

Fiscal 2001 Expenditures (Ed Fund): \$6,881,750

**Includes reimbursement associated with Pupil Personnel Services*

Special Education – Flow Through Grant

The **Individuals with Disabilities Education Act (IDEA)** provides federal funds for programs and services for students with disabilities. The amount of the funds is currently based on the December 1, 1998 child count of students receiving special education services. The per child amount for IDEA Flow Through funds is determined annually by the Illinois State Board of Education based upon their receipt of federal funds. The grant supports special education salaries, purchase of equipment and materials, professional development for certified and non-certified staff, and training for parents.

Through the grant, we have been able to provide Saturday and weekend community-wide workshops and training sessions featuring local, state, and national specialists. These have been in a wide variety of areas including brain research, attention deficit hyperactivity disorders (ADHD), emotional intelligence, autism, and many other topics. These programs have been well attended by staff, parents, community and agency representatives. They have also included interested people from Chicago and surrounding districts. Additionally, we have used the funds to send staff and parents to state and national workshops related to their particular area of interest or need. The grant has also provided resources for numerous specialists, and consultants for classrooms and schools.

Due to the ongoing need for teacher assistants, in instructional, resource, and inclusive settings, the grant has been developed to include the salaries and benefits of a significant number of non-certified staff members. We have also found the grant to be a valuable resource in working toward the goal of providing general education staff with support and resources as they work with students with special needs.

There is an ongoing effort to work with the Department of Human Resources to further explore ways to make the best use of this money as a means for providing certified and non-certified staff and parents with training resources. The goal is to support them in most effectively meeting the needs of youngsters with very diverse learning styles. One excellent example of this was the development of a team comprised of a parent, regular education teacher, and two special education teachers. This team participated in the statewide autism training of trainers program. As a result of their participation, the District 97 team will now be able to provide workshops and University 97 courses to support other colleagues and

parents. The registration fee, travel expenses, and substitutes were all made possible through the effective use of this grant.

Additionally, we are continuing to work with the technology department in the long-range goal of providing all special education classrooms with current and appropriate technology equipment, software, assistive technology devices, and related training. The grant has made it possible for numerous staff members to attend specialized training sessions.

The per child allotment has increased over the last several years. While future increases are not anticipated to be as positive as most recent ones, it is projected that they will continue to provide significant support for mandated services and programs for children with special needs and their families.

The ultimate purpose in using the grant dollars is to relieve the use of local monies for special education programs and services. We realize that this must always be done according to federal and state guidelines and without any indication of supplanting of funds.

Fiscal 2001 Revenues: \$500,000
Fiscal 2001 Expenditures: \$501,143

Note: at printing time the District was notified that there would be an (unknown) reduction in the per pupil amount of this grant. This reduction will require a transfer of excess expenditures to the Special Services budget.

Special Education – IDEA Preschool Grant

The **Individuals With Disabilities Education ACT (IDEA) for Preschool Education** provides funds for services to children between ages three and five. The grant is used to support salaries of special education staff working with the early childhood programs and to provide specialized student evaluations.

This grant is based on a September 1 through August 31st fiscal year. The majority of the grant is used during the summer months for the mandated Extended School Year (ESY). A student's eligibility for ESY is determined by the participants of the Individual Education Program (IEP) Team and is recorded on the IEP. The summer early childhood diagnostic team provides required diagnostic services for children who might be determined eligible for the special education early childhood programs and/or services. By providing the evaluations during this time period, as well as during the school year, children are ready to begin receiving necessary programs and services at the time of their third birthday or at the beginning of the school year, as is most appropriate on an individual basis. The summer diagnostic team consists of a psychologist, social worker, speech and language pathologist, nurse, and administrator. These positions are supported by this grant. The grant also provides funds for the purchase of specialized materials and equipment for staff working with the pre-school special education population of children.

The amount of this grant is based upon a December 1, 1998 child count of students between ages three and five who were receiving special education services. The per child allotment has increased over the past two years and is determined by Federal and State guidelines.

Fiscal 2001 Revenues: \$68,700
Fiscal 2001 Expenditures: \$87,581

State School Improvement Block Grant

The **State Block Grant for School Improvement** is used for professional development activities identified by the district which will lead to school improvement

District 97's FY00 allocation of \$72,311 was used in four primary areas: University 97 staff development and publication costs; advanced teaching competencies; consultants/speakers for Multicultural Department staff development; and consultants and expenses for Institute Days. Districts have the flexibility to determine how to allocate funds among the approved program areas and are not required to submit a pre-approved budget as long as grant activities take place in the targeted areas. The FY01 allocation of \$71,737 will be used in the same manner as in FY00.

Fiscal 2001 Revenues: \$71,737
Fiscal 2001 Expenditures: \$71,737

Summer Programs

After encouraging results from a Summer, 1997, pilot program for entering 7th grade students scoring below grade level in math, the District elected to expand this *Early Start* summer program to provide additional time and instruction to select students. Test performance (the *Test of Phonological Awareness* or the *Stanford 9*) and/or teacher recommendation are the criteria used to identify students. In August, 1998, approximately 575 students entering grades 1, 2, 3, 4, and 7 attended reading and mathematics classes in each of the 10 District schools. The classes are designed to strengthen students' skills and give them a head start in preparing for the work of the coming school year. The goal is to narrow the gap between student performance and grade level expectations. This program is funded with State ADA Block Grant entitlement funds.

District 97's traditional, tuition based, summer school program, *School Daze*, continues to be offered in June and includes classes for both enrichment and remediation. It is expected that financial assistance for some students (now in grades 3 - 8) whose families are not able to afford the tuition will be provided through Individual Incentive Grants from the Township Youth Services.

The Fiscal 1999 program (Summer, 1998) will offer a variety classes which supplement the regular school year curriculum. These classes have been developed and will be taught by District 97 teachers. Students may enroll for an entire morning of classes, during which time they will have the opportunity to choose two classes or one double period class. The Academic Camp program in the afternoon will continue this year for double period classes. Students may enroll in the morning and afternoon. There will be a half-hour lunch period. The Academic Camps offer a variety of classes as science, science field study, reading and writing workshops, Spanish, French, and a musical theater. These classes are designed for students in kindergarten through sixth grade. Last year's enrollment for summer school totaled 580 students.

The majority of the program's expenditures will be supported by tuition payments, with the exception of a District supplement required for fees waived for some students not eligible for the Township scholarships (those now in grades K-2). These dollars will come from all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, and General State Aid.

Fiscal 1999 Revenues: \$162,251

Fiscal 1999 Expenditures: \$157,478

Technology Initiatives

District 97 has directed considerable dollars and energies in the area of **technology** since the Fiscal 1994-1995 budget. This focus will continue into Fiscal 2001.

A three year plan to establish a wide area network (WAN), upgrade the central administrative computer system, and establish district student, instructional, curriculum and assessment links was approved by the Board of Education in Spring, 1993. This plan has been revised several times from the original, and technology implementation in District 97 remains a work in progress. Year One - the "WAN" - (1993-94) was achieved with the completion of the District's innovative wireless network. This system was replaced with a broadband connection via Oak Park's cable carrier (MediaOne) during FY98. Year Two - replacement of central information processing equipment and upgrading of the District financial, payroll and human resources software - was successfully implemented in Fiscal 1996. Year Three addressed instruction and curriculum issues and focused on school grants for the acquisition of hardware, software, and training to support the instructional link to technology (\$600,000) and completion of the school LANs (Category 5 wiring of all instructional and administrative areas at each school with 2 data, 1 video, and 1 voice connection). Installation of Voice Link (voice mail) and a T1 connection to the Internet were FY97 projects. The transition to the broadband network, installation of the District's Web server, and a formal review of the Plan were the focus of FY98. FY99 supported pilot installations of instructional software of the Computer Curriculum Corporation (Success Maker) and Waterford Early Reading programs and upgrades of administrative PC's to Windows 95/98. FY00 supported the pilot installation of ClassWorks and further installations of Success Maker, Waterford Early Reading and a number of infrastructure upgrades. FY01 will support the implementation of the new Student Information System (SASI), rollout of the Waterford Early Reading Program, expansion of CCC Success maker to two new (TBD) schools and Classworks to Hatch, a pilot Discourse program at Longfellow, and an upgrade to the administrative application server. Budget for the instructional programs is \$616,000. Projects still under study are:

- Internet access to student grades and attendance utilizing the new student information system (SASI)
- installation of a union catalog (possibly linking District 97 schools to the high school)

Recognizing the importance of the application of technology to instruction, the state has provided low cost loans to schools. District 97 received \$377,800 in FY00. This loan

must be applied to projects focusing on 5th – 8th grades. Budget for repayment of these loans is included in the technology budget. FY00 utilized a portion of these funds to provide wireless portables in the Junior Highs and a District license for Inspiration (a software tool that visually helps students expand their ideas and develop them into organized written documents).

The District employs 2.5 FTE technology coordinators to manage the WAN and LANs, supervise hardware selection, and train staff in the use of this significant investment. Additional staff includes 10 Technology Specialists (to support technology equipment at each school), 1 FTE Technology Specialist assigned to central office (new in FY01), and a .5 FTE position for the District's web page design and support (authorized during the past school year). The half time position for data management has been transferred to the curriculum budget for FY01.

Most significantly, the District recognizes that the achievements of the past 6 years cannot be duplicated without technical leadership in this rapidly changing and expanding area. To meet this challenge, FY00 supported a full-time Director of Management Information Systems reporting directly to the superintendent. In FY01, \$171,000 has been budgeted to retain this consulting agreement and assure that the District continues to utilize its resources in a manner that will promote optimum value. The Technology Department will upgrade its core network infrastructure. To support these efforts, this year's agreement will include a part-time leadership role and full-time on-site technical assistance.

A budget of \$61,000 has been allocated to replace the servers in seven schools; increase internal school network capability and enhance the District's broadband network. A repair budget of \$99,000 assures that equipment will be kept in good, usable condition. Annual fees for the T1 line and an Internet provider (\$42,000) along with annual upgrade fees for Novell NetWare (\$15,000), the District's network operating system are also included in this Program.

Recognizing that capital acquisitions of technology are ongoing expenditures that the District has a responsibility to provide, the Board of Education designated proceeds from the two TIF settlements for this important instructional focus. These funds are legally restricted to this use by Board resolution and are available to fund future, to be determined, technology projects. \$450,000 has been accessed in the FY01 budget for Waterford, Classworks, SuccessMaker, and Discourse implementations.

Also included with the Technology Program are revenues and expenditures for the **Technology Learning Challenge Fund (TLCF)** grant. TLCF grants are federal grants administered by the state for students' engaged learning through the use of technology. District 97 received \$180,000 in the FY00 competition. District 97, the public library and four non-public schools linked selected fifth grade classes in an engaged learning project - Community Standards through Long Hallways. The project created opportunities for fifth grade students to become self-reflective and independent learners through peer and self evaluation in reading, writing, and social studies, applied against agreed upon standards. Internet connection allowed the students to exchange and respond to writing pieces related to American historical fiction. The library "tagged" selections for student use. The project created an authentic audience for students as they determined "How good is good enough? " to standards they knew ahead of time. Parameters of the grant include: a maximum of fifty percent may be used for hardware; a minimum of twenty-five percent must be used for staff development; and the remaining twenty-five percent may be used for instructional resources, or added staff development. The non-public schools and the library must be collaborative partners.

The FY01 proposal models the FY00 grant, except that third grade is targeted in the area of research skills. A fifth non-public Oak Park school is added. The award of this grant was announced in July.

Fiscal 2001 Revenues and Other Sources: \$180,000
Fiscal 2001 Expenditures and Other Uses: \$2,248,495

Title I

Title I is a federal entitlement grant which must be allocated to schools according to the population density of low income students and used for the academic support for children most in need. Programming decisions are site-based within the guidelines dictated by the grant. Some of these guidelines, based on the Improving America's Schools Act of 1994, include:

Districts must link Title I with the overall school reform efforts currently mandated by the state.

Title I is to be integrated with other resources to support comprehensive reform.

Title I students are expected to meet the same academic standards as non-participating students. (District 97 has had this expectation for several years.)

The sole criterion for allocation of dollars to eligible schools is the number of low-income students per building multiplied by a prescribed formula.

Eligible schools for FY01 are Lincoln, Longfellow, Whittier, Irving, Beye and Hatch. Most of each eligible school's allocation is reserved for .5 FTE certified salaries for teachers working directly with children. A portion of the Title 1 funds will support Early Reading Intervention tutors at Longfellow and a part of the PKP teacher coordinator's salary. Additional funds are allocated for an administrative salary, teacher assistants, staff development, and equipment and supplies related to the program.

The Title I allocation for FY01 is \$285,000. Budget over this amount represents carryover dollars from the FY00 grant.

Fiscal 2001 Revenues: \$285,000
Fiscal 2001 Expenditures: \$299,536

Title II - Math & Science

Title II funds are distributed by the federal government with non-public schools in Oak Park receiving their proportional share. The grant is restricted to teacher training in math, science, and technology and programs to support new teacher development. Recent legislation dictates that 33% of the total cost of local professional development activities must come from non-Title II sources, either district or other grants. For example, if the District's Title II share is \$16,000, then a \$8,260 share must be added for a total of \$24,250. The State School Improvement Block Grant is one such source for these extra dollars.

District 97 uses the Title II grant dollars for consultant fees to enhance teacher skills in math, science, and technology as well as teachers' attendance at math, science, and technology workshops. In addition, \$5,600 will be allocated for the OPTA's Teacher Mentor Program. Budget over the \$21,756 represents carryover dollars from the FY00 grant.

Fiscal 2001 Expenditures: \$43,785

Fiscal 2001 Revenues: \$21,756

Title VI

Title VI funds are distributed by the federal government on a per pupil basis. Non-public schools are entitled to their proportional share.

There are few restrictions on how the dollars may be spent, and District 97 has used past allocations for administration, staff, and Board staff development. This application will continue in FY01, with probable focus on staff and community involvement in shared decision making, Facilitative Leadership training, and administrators' skill development in leading school improvement efforts. In addition, \$2,000 will support the Oak Park Teacher Assistant Association mentor program. Unexpended FY00 funds are included as carryover in the FY01 budget.

Fiscal 2001 Revenues: \$32,833
Fiscal 2001 Expenditures: \$34,307

Transitional Program of Instruction (ESL)

Transitional Program of Instruction is the state designation for the program supporting students in need of special instruction because English is used as a second language in their homes. The state began to provide schools with reimbursement dollars for ESL in the late 1980's. However, as the number of ESL students increases throughout the state, the level of reimbursement declines. Reimbursement in FY01 is expected to be less than the FY00 figures. The reimbursement is determined now by a formula based on the number of students served at each attendance center and the amount of time per week they are served. For FY01, no district will lose more than 20% of FY00 funding. Therefore, District 97 anticipates a \$38,000 reimbursement.

Expenditures submitted for state reimbursement include partial salary for one full time teacher, budgets for conference attendance and substitutes, and a nominal amount for student field experiences. The District expands the program to include three full time teachers and limited dollars for additional instructional materials.

The portion of the program not covered by state reimbursements is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Replacement Tax Revenues, and General State Aid.

Fiscal 2001 Revenues: \$38,000
Fiscal 2001 Expenditures: \$200,268

Visual Arts Program

The **Visual Arts** program in District 97 is a comprehensive curriculum including art making, aesthetics, art history, and art career education. Grades one - six have art for 67 minutes per week; kindergarten children have one 33 minute period per week. Seventh and eighth grade students may select fine arts, home arts, or applied arts as a semester elective that meets daily. The budget for this program supports 8.4 elementary art and five (5.0) seventh and eighth grade teachers. This teaching staff allocation continues to support the district's approved curriculum as well as some program adjustments in the elementary schools.

The supply budget is primarily funds designated by principals from the per student allocations. A budget of \$1,000 is provided for district-wide related purchases. The Visual Arts Program is supported by all general revenues including local taxes, interest earned, Corporate Personal Property Tax Revenues, and General State Aid.

Fiscal 2001 Expenditures: \$746,501

Other (State and Federal) Grants

Service Learning

The **Learn and Serve America** school-based program is a federal program administered through the State of Illinois. Service learning gets students out of the classroom and into the community where they learn to use their academic knowledge to address community needs. At the same time, program activities are designed to help students understand the meaning of citizenship and their ability to help determine the quality of life in their community. This community involvement supports the Middle School initiative currently underway in the district.

District 97 received \$6,155 in FY00 for the Service Learning program at Julian. Funds were used for teacher staff development in service learning and for project materials, supplies, event and project costs, and supervision. District 97 will apply \$11,754 for Julian and Emerson in the FY01 competition. Dollars will be expended only upon an approved proposal.

Title I - Neglected and Delinquent

A separate program from Title I - Low Income, Hephzibah Children's Association applies for this entitlement grant and appoints District 97 as the fiscal agent. Funds are made available from this program to provide special educational services for the resident students from Hephzibah attending Whittier School. Hephzibah/District 97 received \$16,703 for this program in FY00. Dollars from this program supported an instructional assistant at Whittier for the Hephzibah students and educational materials and supplies used at both sites. Hephzibah and District 97 expect FY01 dollars to remain about the same as FY00 and be used for the same purposes.

Federal Violence and Substance Abuse Prevention

This is a competitive grant to develop comprehensive and coordinated approaches to substance abuse education and violence prevention. The grant supports only programs and projects occurring outside of the school day that encourage drug - and violence - free pastimes. These programs include after school tutoring and/or mentoring at Irving, Longfellow, Hatch and Lincoln. The FY00 application brought \$17,281. FY01 dollars (\$18,254) are sought to partially fund the tutoring and/or mentoring programs at the four schools. Funds will be expended only upon approval of the grant.

Illinois Violence Prevention Authority

Illinois Violence Prevention Authority (IVPA) is the managing agent for Attorney General Ryan's "Safe to Learn" funds. District 97's \$122,912 FY01 application targets school safety through Building Security, Crisis Management, Violence Prevention and Intervention initiatives, and Teacher/staff professional development. A district-wide safety audit provided by RETA Security, Inc. and access control equipment for the new middle schools are key features of the proposal. Partners in the proposal are the Oak Park Police Department and Township Youth Services. The grant was approved in July 2000.

Illinois State Library Grant

This grant is administered by the Secretary of State's office and, if approved, recipients are funded on a \$0.75 basis. Dollars may be used for print and software resources for school libraries. District 97 received \$3,853 dollars in FY00, which were divided equally among the ten schools. The district anticipates roughly the same amount in FY01. Funds will be expended only upon approval of the grant.

Quality Assurance Planning Grant

This state grant allocates dollars to districts based on enrollment. The grant is targeted for school improvement planning and implementation activities staff and administrative work outside the school day, meetings and conferences, and other activities associated with schools' capacity for change. The \$4,000 FY00 grant was used in June for the two-day meeting to assist administrators in school improvement efforts.

Dollars for FY01 is based on availability of funds and continuing appropriation by the General Assembly. If appropriated, the district expects the FY01 amount to be the same as in FY00. Funds will be expended only upon approval of the grant.

Fiscal 2001 Revenues: \$185,983
Fiscal 2001 Expenditures: \$189,561

Other (State and Federal) Grants

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Operations and Maintenance Fund

The **Operations and Maintenance Fund** pays custodian and maintenance salaries, a share of employee medical insurance, all costs related to the operations and upkeep of the District facilities and some Life Safety and Tort Immunity expenditures. The operating budget consists of an allotment for regular upkeep and maintenance of all facilities, including emergency repairs, and a capital improvement budget for major repairs and building enhancements.

Revenues for this fund depend substantially on local taxes, but the rate maximum of 35¢ does not produce sufficient revenues to maintain 10 older buildings and the administration building and warehouse offices. The Board authorized the assignment of a percentage of O&M salaries and expenditures to the Tort Immunity Levy, and this amount (an estimated \$400,000) has been added to the projected Levy revenues for FY01. A large portion of General State Aid revenues (\$1,900,000) is deposited to supplement these tax revenues. This is a reduction from FY00 of \$68,000, reflecting loss of revenues due to declining enrollment. Building rentals are charged to non-Oak Park community users of the schools and are recorded as revenue (\$9,000).

The proposed salary budget allows for increases in negotiated contract wages (3%). Benefits to support this staff are budgeted at \$207,500 to cover the costs of health and life insurance for eligible employees. This amount reflects an increase of 17% in the District's health insurance contract.

Operating expenditures have been budgeted according to reasonable estimates of the costs to operate the 10 schools, administration building, and maintenance garage - a budgeted amount of \$41,666 per month. The District has several contracts to provide maintenance and supplies required on an on-going basis, including lawn and field care, garbage disposal, elevator and fire alarm maintenance, and staff uniforms. This account has remains at \$107,700.

\$500,000 has been budgeted for capital repairs and improvement projects, a slight decrease from FY00. A list of the projects is included at the end of Section Three. Several of these projects relate to facilities projects funded through the Site & Construction Fund. The District renovations to the administration building remains incomplete at June 30, and unspent budget provided in FY00 will be carried forward to FY01 to supplement new funds to finish the project. Included are completion of first floor remodeling of the reception area, public washrooms, and mechanical improvements to

the Print Shop. A budget of \$100,000 for Phase III of the renovation is included in the FY01 budget and will be funded through a transfer of Working Cash interest. These renovations mark a 25 year period of only minor improvements to this workspace.

The other major expenditure category assigned to the Operations and Maintenance Fund is utilities - electricity, natural gas and, water. Natural gas budgets have been increased 4% and electricity budgets 10%, both based on recommendations from the utility companies.

Carryover from the administration project excluded, current expenditures are budgeted slightly over revenues (and Other Sources - the transfer of interest from Working Cash), resulting in a small decrease in the Operations and Maintenance Fund Balance at 6/30/01.

Fiscal 2001 Revenues: \$4,766,420
Fiscal 20001 Transfer of Interest: \$100,000
Fiscal 20001 Expenditures: \$4,978,205
Projected 6/30/01 Fund Balance: \$1,719,986

Bond and Interest Fund

The **Bond and Interest Fund** provides for the retirement of the debt assumed by the District in December, 1999, bonds sold to fund Life Safety projects (\$300,000), small portions of debt remaining from other 1990's bond sales (Life Safety, Insurance Reserve and TRS Funding) and the April 1999 referendum bonds sold in May, 1999. During the referendum, the Board pledged to annually review cash requirements for the facilities projects and abate a portion of the referendum bonds with the goal of maintaining an even tax rate in the Bond & Interest Fund. \$925,000 was abated in February 2000 and is reflected in 1999 Levy revenues. The Board is scheduled to review the abatement again in February 2001.

The fund is also obligated to pay for principal and interest on Alternate Revenue Bonds sold in January 1999 if the Board does not abate the Levy specifically assigned to these payments. The Board approved an abatement resolution in May 1999, and revenues from Tax Incrementing Financing settlement receipts will be deposited directly to this fund to replace the reduced levy. In addition, funding schedules include the use of loss and cost (a percentage added to the levy by the county clerk to assure full revenues are received) at a rate of 3%. These two sources, TIF (\$277,200) and loss and cost \$(45,000) will provide the \$322,200 required for interest due in FY01.

Bond and Interest revenues are established when the bonds are issued by directives in the bond documents to the County treasurer to levy the amount required to pay the principal and interest as established by the repayment schedule. The 2001 budget reflects these schedules.

Tax Cap legislation (effective in 1994) essentially limited school districts' ability to issue non-referendum debt. However, adjustments approved in 1995 allow Districts to issue debt for an amount that would require levies for repayment of all outstanding non-referendum debt that is equal to or less than the dollar amount required in the 1994 Levy. The annual amount for District 97 is \$3,086,538, which can be accessed when the current, non-referendum debt is retired below this limit.

The Bond and Interest Fund has a healthy balance. Prior to January 1, 1993, interest earned in this fund was allowed to be transferred to any other fund. At that time, the Illinois legislature reserved all *future* interest earned from levies generated to repay life safety bonds for approved life safety projects.

Fiscal 2001 Revenues and Sources: \$4,807,799
Fiscal 2001 Expenditures and Uses: \$4,864,268

Projected 6/30/01 Fund Balance: \$1,162,242

Transportation Fund

The **Transportation Fund** is responsible for the transportation of the District's K - 6 students living more than 3/4 of a mile from school, junior high students residing more than 1.5 miles, and the transportation of Special Education students to District schools, other local educational agencies (school districts), or their assigned private facility. Related costs include the contractual agreements for regular, non-claimable (field trips and interscholastic activities) transportation, and special education transportation. In addition, some students are transported by taxicab if it is determined that this is the most efficient method of transportation.

The School Code requires that school district's rebid contracts for these services approximately every 3 - 4 years. In FY00 District 97 rebid both the regular and special education services and, for the first time since regular education busing began in the 1970's, awarded both contracts to the same vendor, Lakeview Bus Company. The result was no increase in individual route costs and no increase in the regular education budget. However, increasing numbers of special education students, especially those requiring transportation to locations outside Oak Park, require an estimated \$200,000 increase in this budget.

Additional transportation related expenditures were transferred from the Educational Fund in FY96 and a portion of the costs of copying equipment will again be budgeted in this fund. In addition, the District will review other expenditures that may be assigned to this fund because of their relation to students' travel to and from school.

Revenues are received from the local tax levy and state reimbursements. Special Education costs are reimbursed at 80% of allowable expenditures and the legislature has budgeted sufficient funds to pay this claim at 100%. The net result of projected revenues and increased special education expenditures is a slightly lower fund balance at 6/30/01.

Fiscal 2001 Revenues: \$1,698,702
Fiscal 2001 Expenditures: \$1,705,801
Projected 6/30/01 Fund Balance: \$839,221

IMRF/Social Security Fund

The **Municipal Retirement and Social Security Fund** provides resources for the employer share of social security (FICA), retirement benefits for the District's non-certified employees, and Medicare benefits for certified personnel hired after April, 1986.

Contract increases for all employees covered under IMRF and FICA, increase in allocations for summer curriculum, and newly hired certified staff replacing retiring staff that was not required to pay Medicare are all reflected in FY01 budgets.

Revenues include local taxes and \$70,000 for interest earned. State law requires a portion of Corporate Personal Property Replacement Taxes to be deposited in this fund. The amount of this lien is 4.3% of the IMRF Levy, or \$22,150.

The cycle of tax collections provide a bookkeeping balance in this fund as revenues from the levy to cover the CPPRT were deposited prior to the first fiscal year that they were actually required. Additionally, the cycle continues to provide revenues in excess of those required by fund expenditures. Under tax cap legislation, this excess can be transferred to other funds as the restrictions of the law restrains revenues in other operating funds. This transfer has been anticipated in portions of the 1999 and 2000 Levies (to be adopted in December 2000) and is reflected in the decrease of fund balance at 6/30/01.

Fiscal 2001 Revenues: \$1,057,946
Fiscal 2001 Expenditures: \$1,125,000
Projected 6/30/01 Fund Balance: \$1,253,910

Fire Prevention and Safety Fund

The **Fire Prevention and Safety Fund** had balances from various bond sales to finance approved Life Safety projects until June 30, 1992, when existing balances were spent to close the fund. During Fiscal 1993, it was recreated with the sale of two bond issues in March and May (ADA projects), and the approval of a 5¢ rate for the 1992 Levy. Additional revenues were received from interest earned on these receipts and the 1993 and 1994 Levies, transfers of interest from Bond and Interest and the sale of bonds in December 1999.

The FY01 budget represents dollars required to complete the current approved project, the replacement of fire alarm system at Longfellow. This project is funded through existing fund balances.

Fiscal 2001 Revenues: \$15,000
Fiscal 2001 Expenditures: \$25,000
Projected 6/30/01 Fund Balance: \$65,819

Working Cash Fund

The **Working Cash Fund** is the “savings account” of the District, receiving revenues from local tax levies and interest income. It was originally created through the sale of Working Cash bonds in 1989, and has grown each year with the infusion of Tax Levy receipts and interest earned.

Although no expenditures are allowed from this Fund, permanent transfers of current or accumulated interest are allowed to the Educational, Operations and Maintenance, and Transportation. The transactions are recorded as “Other Financing Uses.” The transfers budgeted for FY01 will finance repairs to the administration building in the Operations and Maintenance Fund and to supplement operating revenues in the Educational Fund.

The balance of accumulated interest is in excess of \$2.9 million at June 30, 2000.

Fiscal 2001 Revenues: \$ 742,615
Fiscal 2001 Transfers: \$ 500,000
Projected 6/30/01 Fund Balance: \$5,926,856