



08-24

Glen Ellyn School District 41

Dr. Ann K. Riebock, Superintendent

AGENDA

PUBLIC HEARING: HADLEY PORTABLE CLASSROOMS

BOARD OF EDUCATION REGULAR MEETING

**MAY 19, 2008
7:15 P.M.**

**DISTRICT 41 ADMINISTRATION CENTER
793 NORTH MAIN STREET
GLEN ELLYN, ILLINOIS**

7:15 P.M.

PUBLIC HEARING: HADLEY PORTABLE CLASSROOMS

7:30 P.M. (or immediately following the Public Hearing)

BOARD OF EDUCATION REGULAR MEETING

- I. Call to Order**
- II. Pledge of Allegiance**
- III. Roll Call**
- IV. Public Participation**
- V. Recognition**
- VI. Presentations and Reports**
 - A. Hadley Student Council
 - B. Parent Involvement Committee
- VII. Superintendent's Report**
 - A. Hadley New Horizons (HNH) Update
 - B. D41 Visioning Project
- VIII. Board Reports**
- IX. Discussion Items**

Attachment 1

X. Action Items**A. Consent Agenda**

1. Human Resources
 - (a) Personnel Report Handout
 - Internal Transfers
2. Finance, Facilities and Operations
 - (a) Treasurer's Report \$Attachment 1
 - (b) Cash Balances Report \$Attachment 2
 - (c) Investment Schedule \$Attachment 3
 - (d) Monthly Budget Report \$Attachment 4
 - (e) Accounts Payable and Payroll \$Attachment 5
 - (f) Vandalism/Damage Report \$Attachment 6
 - (g) 2007-2008 FOIA Report \$Attachment 7
 - (h) Disposal of Surplus Property \$Attachment 8
 - (i) Employee Dental Insurance Plan Renewal \$Attachment 9
3. Other Matters
 - (a) Board Regular & Special Meeting Minutes Attachment 2
 - May 5, 2008 Regular Meeting

B. Superintendent's Recommendations

1. Hadley Jr. High Portable Classroom Recommendation \$Attachment 10

XI. Upcoming Meetings

- A. May 28, 2008 Board of Education Special Meeting-Vision Project, 6-9:30 p.m.,
Lake Ellyn Boat House on Lenox Road
- B. June 9, 2008 Board of Education Regular Meeting-Vision Project, 6-9:30 p.m.,
Lake Ellyn Boat House on Lenox Road
- C. June 17, 2008 Board of Education Special Meeting-Vision Project, 6-9:30 p.m.,
Lake Ellyn Boat House on Lenox Road

XII. Public Participation**XIII. Adjourn to Closed Session****XIV. Return to Open Session****XV. Adjournment**

Glen Ellyn School District #41 Board Report

Date: May 19, 2008

Title: Parent Involvement Committee Recommendation

Contact: Ann Riebock

Long-Range Plan Focus: Goal #3:

Develop a Stakeholder Relations plan for the organization that addresses communication, public engagement, and increased community commitment to and investment in the education of our children.

Target #2:

Build positive school-community relationships with increased community commitment to and investment in the education of our children.

Discussion: In August of 2007, the Board of Education (BOE) accepted an administrative recommendation to put the WatchD.O.G.S. father-involvement program on hiatus. Although the program had positive aspects, there were concerns around its impact on the learning environment and around issues of equity and access. Although adjustments had been made to the WatchD.O.G.S. program to address these concerns, they remained evident. The BOE instructed the administration to work with the Continuous Improvement Team (CIT) to create guidelines for a committee that would create a recommendation for meaningful parent involvement for all parents, focusing on parents of children in Kindergarten through fifth grade.

The committee represented a range of parent and staff voices, and worked for approximately five months. During that time committee members experienced a shift in perspective from a focus on WatchD.O.G.S. to a desire to help ensure that meaningful parent involvement is embedded in the educational experience of all our students. Committee members freely shared their personal perspectives, experiences and beliefs, sought input from parents and staff at large, and engaged in research around what other school districts do. The committee also studied the work of Joyce Epstein, whose research in the area is well-known and highly regarded. The committee has identified some of its key learnings:

- Parent involvement is key to student success; volunteering in the classroom is only one component of effective parent involvement.
- Many and varied opportunities exist in D41 for parents to become involved; these opportunities are working very well for some segments of the parent population.
- Although an open invitation for involvement exists, there are barriers for some groups of parents, including dads, working parents, non-English speaking parents, parents who lack transportation to school, and parents who experience cultural or social barriers to becoming involved.
- WatchD.O.G.S. cannot be "restructured" to address the objectives and criteria provided to the committee by CIT.

- What is needed is a blend of a conceptual involvement model, or framework, and distinct programmatic elements that can be incorporated district-wide.

Parent Involvement Recommendation:

The Parent Involvement Committee has created a four-part recommendation:

1. **Part One—A model:** The model is designed to provide involvement fundamentals around "*Opportunity, Access and Invitation*" for all parents. Whether applied to existing or new activities, this model provides a framework that broadens and strengthens parent involvement. While activities exist that demonstrate exemplary "opportunity, Access and Invitation," the committee's purpose in developing this model is to embed these fundamentals consistently across the district.
2. **Part Two—Parent-Involvement Liaisons.** The committee recommends that each grade level at each school have a male and a female parent-involvement liaison whose role it would be to facilitate involvement and reach out to under-represented groups. Also, the liaisons will work with staff and the PTAs to help embed the above Model for Opportunity, Access and Invitation into involvement activities.
3. **Part Three—Programs:** The Parent Involvement Committee recommends programs that it considers to be "*New base practices*" that are appropriate for all schools in the areas of "learning at home", "classroom connections", "parent education" and "special events." These are not meant to replace existing activities, but to make sure that meaningful opportunities are in place for all parents.
4. **Part Four—Next steps:** Implementation of the recommendation will require more work on the part of the administration, which the Committee has delineated.



Parent Involvement Committee

CIT OBJECTIVES:

- **OBJECTIVE:** Parental Involvement offers participants an opportunity to understand a child's grade-level curriculum, to see instruction in the school environment, and to create insight into, as well as foster interest in, the education of the child.
- **OBJECTIVE:** Specific attention should be focused on the creation of involvement activities that recognize the interests and needs of working parents or guardians who do not have frequent or consistent availability to participate in the current or traditional opportunities.
- **OBJECTIVE:** Specific attention should be placed on opportunities (participatory and observational) that can strengthen and enhance but do not distract unduly from the educational experience of each child.
- **OBJECTIVE:** Clear program objectives should be determined and communicated to all constituents who will be responsible for implementing and participating in any identified programs.
- **OBJECTIVE:** Parent Involvement Opportunities should be structured, administered and implemented in a uniform manner across the K-5 schools.
- **OBJECTIVE:** Regular, periodic evaluations of the program should occur, the results of which are communicated to involved stakeholders.

CIT CRITERIA:

- A definition of meaningful activities
- A program that is aligned with current curricular initiatives
- A program that supports the delivery of instruction or the planning for learning.
- Opportunities that are offered to all parents/guardians
- A program that provides for flexibility of participation
- A program with clear organization and objectives
- A program that requires a commitment of participation
- A program that recognizes the unique needs of participants (particularly male role models)
- A program that is specifically defined in objective, structure, time, and frequency

P.I. TASK FORCE IDENTIFIED FACTORS: Elements not specifically included in the cit framework but which the committee said it may want to factor into its recommendation are creating a program that:

- Fosters achievement
- Considers space limitations
- Fully considers and leverages what is currently in place
- Addresses security concerns
- Addresses privacy and confidentiality issues
- Is realistic (with respect to the expectation that recommendations are uniformly implemented)
- Can stand the test of time

PARENT INVOLVEMENT RECOMMENDATION IN FOUR PARTS

"DRAFT UNTIL APPROVED"

Part 1 – A Model for providing “Opportunity, Access and Invitation”

The “Fundamentals” below constitute the Model portion of the recommendation intended to be consistently incorporated in existing and new involvement activities. The PI Committee feels that if parent involvement is viewed through the lens of these fundamentals, there will be a significant impact in the numbers and diversity of parents able to and interested in becoming involved. The opportunities will also be consistently more meaningful to more segments of the parent population.

Opportunity Fundamentals	Access Fundamentals	Invitation Fundamentals
<ul style="list-style-type: none"> • Offer a choice of involvement opportunities • Strengthen educational process • Provide opportunities for parents to understand curriculum, school environment etc. • Meet needs of working parents • Be implemented consistently across district • Evaluate opportunities regularly 	<ul style="list-style-type: none"> • Communicate clear expectations for volunteers • Provide models of learning • Provide both consistent and flexible scheduling of opportunities • Be aware of parent situation, resources, talents (use an inventory tool) • Establish liaisons to help manage and promote access • Accessible, friendly location • Offer support such as childcare/transportation • Make sure some events are relevant to the school & broader community culture • Involve students as appropriate • Evaluate access regularly 	<ul style="list-style-type: none"> • Provide advance information about opportunities to parents • Use a variety of communication vehicles including personal contact • Use frequent, repetitive communication • Use translation/interpretation services as necessary • Involve students in the invitation processes appropriate • Evaluate invitation processes regularly

Part 2 – Parent-Involvement Liaisons

The committee recommends that each grade level at each school have a male and a female parent-involvement liaison whose role it would be to facilitate involvement and reach out to under-represented groups. Also, the liaisons will work with staff and the PTAs to help embed the above Model for Opportunity, Access and Invitation into involvement activities. There may be a need for other liaisons, for example, an English-as-a-New-Language (ENL) liaison.

Part 3 – Programs

The committee recommends a small number of specific programs, identifying them as "New Base Practices." **These would be in addition to the many opportunities already in existence.** The committee recommended new base practices in four categories; the categories were adapted from the work of Parent Involvement expert Joyce Epstein.

LEARNING AT HOME CATEGORY New base practice

- **Student & family goal-setting & followup:** Each classroom would start off the year with goal-setting that involves the teacher, student and the student's family. Goals would be established for classroom achievement and home life, with the role of family members delineated. For example, a family may specify the role a grandparent will play in helping to monitor homework completion.

CLASSROOM CONNECTIONS CATEGORY New base practices

- **Inventory of parent interests and talents:** The District will develop a customizable template teachers can use to find out from parents what their interests, talents, availability and limitations may be. Teachers will be able to use the information to develop Opportunity, Access and Invitation appropriate for their classroom.
- **District home project:** The District will establish a monthly grade-level home project. For example, in September, all eighth-grade families will work together on a math project; over the course of the school year, grades PreK-8 will participate. The projects will be designed at the District level. Teachers will forward the completed projects to the District office, which will collect data on participation.

PARENT EDUCATION CATEGORY New base practices

- **District will publish list of PI opportunities and frame expectations for parents:** The committee found that not only are many parents, especially dads, unaware of existing opportunities, some do not know what is expected of them and feel reluctant to engage in the available opportunities. Communication around these issues will help foster involvement among all parents.
- **Participation Fair:** Provide an opportunity early in the year for parents and family members to come to school and be taken on a "tour" by their student of the many ways they could choose to be involved. This could be part of an existing parent evening, such as Open House or Curriculum Night.

SPECIAL EVENTS CATEGORY New base practice

- **District-wide event:** The committee recommends that the administration pursue development of a District-wide special event to be held off-site perhaps on a weekend. This would be a chance for all schools to experience a special event in a consistent way. By holding it off-site, issues like parking could be addressed and transportation could be provided to those families who need it.

PART #4: Administrative Next Steps

The administration is requested to undertake the following steps:

- Develop a teacher-idea menu or catalog to help teachers find involvement activities that work in their classroom.
- Work with the schools and PTAs to further define how we might accomplish the Participation Fair
- Develop and administer pre-and post-surveys to determine how parents and staff members feel about their involvement and measure growth
- Partner with PTAs to establish the parent-involvement liaisons
- Discuss possibilities for a district-wide event
- Discuss how we can recognize and celebrate parent involvement
- Communicate the facets of the recommendation to staff members and provide appropriate in-service.

Examples of existing parent involvement opportunities

Involvement opportunities in D41 schools are too numerous to list; an indication of their range and scope is provided below. The committee learned that many parents are unaware of the variety and extent of opportunities and believes that when Part One of the recommendation (the Model) is used with existing activities, more parents will be motivated to and be able to become involved. Of particular value will be the improvement in communication regarding these opportunities that is embedded in the Model.

LEARNING AT HOME

- Home projects and everyday homework help
- Enhancing literacy, e.g. reading together
- Home visits by teachers
- Summer work
- Student & family goal-setting & followup

CLASSROOM CONNECTIONS

- (anything that supports classroom work)
- Volunteering to work on classroom activities
 - Celebrations
 - Career/vocation/talent sharing
 - Chaperoning (field trip, lunchroom, after school)

PARENT EDUCATION

- SERC
- Internet Safety, Curriculum nights, Math & Literacy nights
- Curriculum events and Open Houses
- Parent-Teacher conferences
- Classroom visits
- PTA

SPECIAL EVENTS

- After-hours family social events
- Performances and concerts
- Sports/competitions
- Fundraisers
- Parent-only activities

DISTRICT LEVEL

- Teams For Excellence
- Task Forces and committees
- Candidate interview teams
- MEF

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 1 PARENTING</p> <p>Help all families establish home environments to support children as students.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Suggestions for home conditions that support learning at each grade level. • Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level. • Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.) • Family support programs to assist families with health, nutrition, and other services. • Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.
<p>Challenges</p> <ul style="list-style-type: none"> • Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building. • Enable families to share information with schools about culture, background, children's talents and needs. • Make sure that all information for and from families is clear, usable, and linked to children's success in school.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Awareness of family supervision; respect for parents. • Positive personal qualities, habits, beliefs, and values, as taught by family. • Balance between time spent on chores, on other activities, and on homework. • Good or improved attendance. • Awareness of importance of school.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school. • Awareness of own and others' challenges in parents. • Feeling of support from school and other parents.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Understanding families' background, cultures, concerns, goals, needs, and views of their children. • Respect for families' strengths and efforts. • Understanding of student diversity. • Awareness of own skills to share information on child development.

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Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 2 COMMUNICATING</p> <p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Conferences with every parent at least once a year, with follow-ups as needed. • Language translators to assist families as needed. • Weekly or monthly folders of student work sent home for review and comments. • Parent/student pickup of report card, with conferences on improving grades. • Regular schedule of useful notices, memos, phone calls, newsletters, and other communications. • Clear information on choosing schools or courses, programs, and activities within schools. • Clear information on all school policies, programs, reforms, and transitions.
<p>Challenges</p> <ul style="list-style-type: none"> • Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications. • Consider parents who do not speak English well, do not read well, or need large type. • Review the quality of major communications (newsletters, report cards, conference schedules, and so on). • Establish clear two-way channels for communications from home to school and from school to home.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Awareness of own progress and of actions needed to maintain or improve grades. • Understanding of school policies on behavior, attendance, and other areas of student conduct. • Informed decisions about courses and programs. • Awareness of own role in partnerships, serving as courier and communicator.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Understanding school programs and policies. • Monitoring and awareness of child's progress. • Responding effectively to students' problems. • Interactions with teachers and ease of communication with school and teachers.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Increased diversity and use of communications with families and awareness of own ability to communicate clearly • Appreciation for and use of parent network for communications. • Increased ability to elicit and understand family views on children's programs and progress.

Epstein's Framework of Six Types of Involvement
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<p>TYPE 3 VOLUNTEERING Recruit and organize parent help and support.</p>
<p>Sample Practices</p>
<ul style="list-style-type: none"> • School and classroom volunteer program to help teachers, administrators, students, and other parents. • Parent room or family center for volunteer work, meetings, resources for families. • Annual postcard survey to identify all available talents, times, and locations of volunteers. • Class parent, telephone tree, or other structures to provide all families with needed information. • Parent patrols or other activities to aid safety and operation of school programs.
<p>Challenges</p>
<ul style="list-style-type: none"> • Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome. • Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate. • Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.
<p>Redefinitions</p>
<ul style="list-style-type: none"> • <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i>
<p>Results for Students</p>
<ul style="list-style-type: none"> • Skill in communicating with adults. • Increased learning of skills that receive tutoring or targeted attention from volunteers. • Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.
<p>Results for Parents</p>
<ul style="list-style-type: none"> • Understanding teacher's job, increased comfort in school, and carry-over of school activities at home. • Self-confidence about ability to work in school and with children or to take steps to improve own education. • Awareness that families are welcome and valued at school. • Gains in specific skills of volunteer work.
<p>Results for Teachers</p>
<ul style="list-style-type: none"> • Readiness to involve families in new ways, including those who do not volunteer at school. • Awareness of parents' talents and interests in school and children. • Greater individual attention to students, with help from volunteers.

Epstein's Framework of Six Types of Involvement
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<p>TYPE 4 LEARNING AT HOME</p> <p>Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Information for families on skills required for students in all subjects at each grade. • Information on homework policies and how to monitor and discuss schoolwork at home. • Information on how to assist students to improve skills on various class and school assessments. • Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class. • Calendars with activities for parents and students at home. • Family math, science, and reading activities at school. • Summer learning packets or activities. • Family participation in setting student goals each year and in planning for college or work.
<p>Challenges</p> <ul style="list-style-type: none"> • Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives <i>students</i> responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork. • Coordinate family linked homework activities, if students have several teachers. • Involve families and their children in all-important curriculum-related decisions.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.</i> • <i>"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Gains in skills, abilities, and test scores linked to homework and classwork. • Homework completion. • Positive attitude toward schoolwork. • View of parents as more similar to teacher and of home as more similar to school. • Self-concept of ability as learner.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Know how to support, encourage, and help student at home each year. • Discussions of school, classwork, and homework. • Understanding of instructional program each year and of what child is learning in each subject. • Appreciation of teaching skills. • Awareness of child as a learner.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Better design of homework assignments. • Respect for family time. • Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning. • Satisfaction with family involvement and support.

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Epstein's Framework of Six Types of Involvement
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<p>TYPE 5 DECISION MAKING</p> <p>Include parents in school decisions, developing parent leaders and representatives.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation. • Independent advocacy groups to lobby and work for school reform and improvements. • District-level councils and committees for family and community involvement. • Information on school or local elections for school representatives. • Networks to link all families with parent representatives.
<p>Challenges</p> <ul style="list-style-type: none"> • Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school. • Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents. • Include students (along with parents) in decision-making groups.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i> • <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Awareness of representation of families in school decisions. • Understanding that student rights are protected. • Specific benefits linked to policies enacted by parent organizations and experienced by students.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Input into policies that affect child's education. • Feeling of ownership of school. • Awareness of parents' voices in school decisions. • Shared experiences and connections with other families. • Awareness of school, district, and state policies.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Awareness of parent perspectives as a factor in policy development and decisions. • View of equal status of family representatives on committees and in leadership roles.

Epstein's Framework of Six Types of Involvement
(Including: Sample Practices, Challenges, Redefinitions, and Expected Results)

<p>TYPE 6 COLLABORATING WITH COMMUNITY</p> <p>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p>
<p>Sample Practices</p> <ul style="list-style-type: none"> • Information for students and families on community health, cultural, recreational, social support, and other programs or services • Information on community activities that link to learning skills and talents, including summer programs for students. • Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses. • Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others). • Participation of alumni in school programs for students.
<p>Challenges</p> <ul style="list-style-type: none"> • Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities. • Inform families of community programs for students, such as mentoring, tutoring, business partnerships. • Assure equity of opportunities for students and families to participate in community programs or to obtain services. • Match community contributions with school goals, integrate child and family services with education.
<p>Redefinitions</p> <ul style="list-style-type: none"> • <i>"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.</i> • <i>"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.</i> • <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i>
<p>Results for Students</p> <ul style="list-style-type: none"> • Increased skills and talents through enriched curricular and extracurricular experiences. • Awareness of careers and of options for future education and work. • Specific benefits linked to programs, services, resources, and opportunities that connect students with community.
<p>Results for Parents</p> <ul style="list-style-type: none"> • Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services • Interactions with other families in community activities. • Awareness of school's role in the community and of community's contributions to the school.
<p>Results for Teachers</p> <ul style="list-style-type: none"> • Awareness of community resources to enrich curriculum and instruction. • Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices. • Knowledgeable, helpful referrals of children and families to needed services.

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Glen Ellyn School District 41

Dr. Ann K. Riebock, Superintendent

**MINUTES
BOARD OF EDUCATION REGULAR MEETING
MAY 5, 2008
7:30 P.M.
DISTRICT 41 ADMINISTRATION CENTER
793 NORTH MAIN STREET
GLEN ELLYN, ILLINOIS**

Call to Order

Board President, Terra Costa Howard called the May 5, 2008 Regular Meeting of the Board of Education to order at 7:37 p.m.

Pledge of Allegiance

Board Vice President John Kenwood led in the Pledge of Allegiance and welcomed meeting attendees.

Electronic Participation in Board Meeting

Prior to roll call, Board President, Terra Howard indicated that Board member, Bob Solak was unable to attend the meeting in person due to out-of-town business related to his employment. According to District 41 Policy, a Board member may participate electronically in the meeting if notification has been provided 24 hours in advance of the meeting and the reasons for the absence are in accordance with the policy. Mr. Solak notified the District's Recording Secretary, Maureen Stecker on May 2, 2008 that he would not be physically present at the meeting, but would like to participate in the meeting electronically. Mrs. Howard said that both notification and reason were in accordance with District 41 Policy and asked for a motion to approve Mr. Solak's electronic participation in the Board meeting.

Nelson moved and Kenwood seconded to approve Bob Solak's electronic participation in the May 5, 2008 Regular Board of Education Meeting. On a roll call vote answering "Aye": Cosgrove, Kenwood, Vivoda, Nelson, Vondrak and Howard; answering "Nay": None. Motion carried.

Roll Call

Upon the roll being called, the following answered present: Bob Solak, Kevin Cosgrove, John Kenwood, John Vivoda, Erica Nelson, Steve Vondrak and Terra Howard.

Public Participation

There were no members of the public present who wished to address the Board.

Presentations and Reports

There were no presentations or reports given.

Superintendent's Report

A. Enrollment Update: Superintendent Dr. Ann Riebock reported that current enrollment through April 30, 2008 is 3,595. A copy of the report is attached.

(Attachment)

Board Reports

Terra Howard reported on her attendance at the CIT meeting. Topics of discussion included updates on the District Scorecard, Harris Survey status and the Parent Involvement Committee.

Discussion Items

Hadley Junior High Portable Classroom Recommendation (Attachment). The Board resumed its discussion from the April 28, 2008 meeting on whether to approve the Administration's recommendation for a six-classroom portable unit at Hadley Junior High School. The Administration is recommending a three-year lease for a six-classroom portable, for a one-time all-inclusive cost of \$525,00 and an annual lease cost of \$54,950, for a total cost of \$689,850 over a three-year period.

Dr. Riebock reported that since the Board's discussion on April 28, 2008, a public hearing has been scheduled for May 19, 2008, 7:15 p.m. at the District's Central Services Office and that the required notification of the hearing has been made.

Dr. Riebock provided clarification for questions raised during the April 28, 2008 meeting, including:

- Hadley PODS are currently not being considered as teaching space.
- Rationale for location choice of the six portable classrooms. The site south of the current portable location was not chosen because it was determined that entering and exiting the additional 120-150 students through a single doorway space would not be considered safe passage and because a variance related to utility issues would be required.
- PDSA compiled by the HNH groups did not identify a need for additional portable classrooms because this is a decision that should be made by the Administration, not the HNH groups.
- A scheduling projection for Hadley extending through the 2009-2010 school year is not possible at this time primarily because of our inability to determine what core extension classes would look like.
- What does a typical day look like for a language arts teacher or other teachers traveling around the building? The administration created the attached 2008-2009 Space Comparison T-chart to illustrate what happens with six additional portable rooms.

Additional discussion focused on helping the Board to understand why the portables are needed and how they will improve the instructional environment at Hadley. It was noted that the need for the extra space is not based on student enrollment numbers, but based on programmatic needs including an uninterrupted literacy block and classroom space to add academic support for 2008-2009 school year. Highlights of the discussion are listed below in bulleted format:

- Without portables, the room utilization of the building will be at 91%, rather than the recommended 78%. Even with six portables, the utilization still exceeds the recommendation but can be lowered to 80%.
- Can the District make an incremental purchase? Two, four, six or eight over a period of time. Space utilization analysis and cost analysis will be conducted for zero portables, two, and four portables respectively.
- The question was asked about whether we should build an addition rather than leasing portables. Since the Master Facilities Plan has not been developed, a recommendation to just add classrooms would not take into consideration a permanent solution for the infrastructure challenges as well.
- Another question was raised about whether or not the District should hold on adding portables until the entire Hadley New Horizons project and recommendations are complete.
- Adding portables at this time relates to the need to provide uninterrupted blocks for the Language Arts and provide programmatic space for a new ENL classroom and for Academic Support classes.

Next Steps: Dr. Riebock asked the Board for clarification regarding the Administration's work between now and the public hearing on May 19, 2008. The Board affirmed its desire for a calculation identifying the minimum number of portables needed to provide uninterrupted language arts blocks and for a cost analysis and schedule analysis for adding two or four portable classrooms.

Mr. Solak asked for an additional analysis by FGM relative to the costs for a permanent solution vs. adding six temporary portable classrooms. Dr. Riebock suggested that the Board define "permanent solution" and have a larger conversation relative to the District's Master Facilities Plan. It was determined that an additional analysis by FGM was not needed at this time.

(Attachment)

Action Items

- A. Consent Agenda: Board President Howard asked if there were any items that Board members wished to remove from the Consent Agenda.

Mr. Solak, who participated in the meeting electronically due to out of town business travel, asked that new items in blue (May 5, 2008 Personnel Report and corrected Minutes for the open session of the April 28, 2008 Board meeting) be pulled from the Consent Agenda to be considered separately. Hearing no other requests,

Cosgrove moved and Nelson seconded to approve the actions and recommendations in the amended Consent Agenda as described below. On a roll call vote answering "Aye": Vondrak, Solak, Cosgrove, Kenwood, Vivoda, Nelson and Howard; answering "Nay": None. Motion carried.

1. Finance, Facilities and Operations
 - (a) Interim Paid Bills April (Attachment)
2. Other Matters
 - (a) Board Regular & Special Meeting Minutes
 - April 28, 2008 Closed Session
3. Supplemental Pay Committee Recommendation (Attachment)

B. Personnel Report – May 5, 2008 (Attachment)

Vivoda moved and Cosgrove seconded to approve the May 5, 2008 Personnel Report as presented on the attached. On a roll call vote answering "Aye": Nelson, Vondrak, Cosgrove, Kenwood, Vivoda and Howard; answering "Nay": None. Mr. Solak abstained from the vote. Motion carried.

C. Corrected Minutes of the open session of the April 28, 2008 Board of Education Regular Meeting.

Kenwood moved and Nelson seconded to approve the corrected minutes of the open session of the April 28, 2008 Board of Education Regular Meeting Minutes. On a roll call vote answering "Aye": Kenwood, Vivoda, Nelson, Vondrak, Cosgrove and Howard; answering "Nay": None. Mr. Solak abstained from the vote. Motion carried.

D. Superintendent's Recommendation(s)

(a) 2008-2009 School Board Calendar of Regular Meetings (Attachment)

At the April 28, 2008 Board meeting, a recommendation was made for the Board to consider changing its schedule of regular meetings from the second and fourth to the first and third Monday of the each month. The attached calendar reflects this change, except where there is a Monday holiday. That occurs in the months of September, January and February. The administration recommended that the Board of Education approve the 2008-2009 schedule of regular meetings as presented on the attached.

Vivoda moved and Nelson seconded to approve the 2008-2009 School Board Calendar of regularly scheduled meetings as presented on the attached. On a roll call vote answering "Aye": Cosgrove, Kenwood, Vivoda, Nelson, Vondrak, Solak and Howard; answering "Nay": None. Motion carried.

(b) Printer Replacement Program Recommendation (Attachment)

The District currently has 325 printers used in classrooms and offices throughout the District. These printers include models from various manufacturers. During the fall of 2007 the Administration began looking at potential options to replace the printers currently used in the District with a goal of creating a replacement for all printers every five years. The replacement program can be phased in over a two-year timeframe that to reflect the expiration of the current lease agreements and to align with the long-range financial plan. This two-year process will help to refresh our printers throughout the District and is a part of the Technology Department's Age and Obsolescence Plan.

This item was first presented to the Board of Education on April 28, 2008 for its review and consideration. At that time Dr. Riebock stated that she and members of the Board had received an email inquiry very late in the afternoon on April 28 from one of the vendors on the bid list and that she would provide the Board with answers to the questions asked prior to a request for action to approve this recommendation on May 5, 2008. Since that time, Dr. Riebock provided the Board with her response to the vendor's questions and the Administration recommended that the Board approve the attached proposal, which includes the purchase of 200- HP P2015dn and 17 - HP 4250n printers from Victorin Business Machines. The Administration also recommends that the Board of Education

approve a five year Fair Market Lease with American Capital Financing to finance this purchase in the amount of \$23,536.70/year. Phase II of this recommendation will be presented during FY09.

Vivoda moved and Cosgrove seconded to approve the printer replacement program recommendation as presented. On a roll call vote answering "Aye": Solak, Cosgrove, Kenwood, Vivoda, Nelson, Vondrak and Howard; answering "Nay": None. Motion carried.

Upcoming Meetings

The Board discussed the following schedule of upcoming meetings:

- May 7, 2008 Board of Education Special Workshop Meeting, Vision Project Planning, 5:30-8:30 p.m., Forest Glen School
- May 19, 2008 Board of Education Regular Meeting, 7:30 p.m., Central Services Office, 793 North Main Street, Glen Ellyn, Illinois
- May 28, 2008 Board of Education Special Meeting, Vision Project, 6-9:30 p.m., Lake Ellyn Boat House.
- June 9, 2008 Board of Education Regular Workshop Meeting, Vision Project, 6-9:30 p.m., Lake Ellyn Boat House

Due to scheduling conflicts the Board agreed to cancel the May 7, 2008 special board meeting and to set a new meeting date for May 14, 2008. The May 14, 2008 meeting will be held at the District's Central Services Office, provided meeting space is available.

Public Participation

- Jim Burke asked the Board to reconsider the terminology currently being used to describe the Language Arts (LA) Block at Hadley.
- Danae Marcus urged the Board to consider what is best for students and teachers and how we can best support learning in the District 41 as it contemplates next steps regarding the District's space issues. She reminded the Board that the community did not support the last referendum and felt that it would be difficult to gain community support for a building addition at Hadley.

Adjournment

There being no further business Vivoda moved and Kenwood seconded to adjourn the May 5, 2008 Regular Meeting of the Board of Education at 9:22 p.m. On a roll call vote answering "Aye": Nelson, Vondrak, Solak, Cosgrove, Kenwood, Vivoda and Howard; answering "Nay": None. Motion carried.

Respectfully submitted,
Maureen Stecker, Recording Secretary

Terra Costa Howard,
President, Board of Education

Erica Nelson
Secretary, Board of Education

Minutes approved May 19, 2008

Finance, Facilities and Operations

Financial Attachments

**Board Meeting
May 19, 2008**

Period Ending: April 30, 2008

Draft Until Approved

Finance Facilities, and Operations Financial Attachments

May 19, 2008

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9.	Employee Dental Insurance Plan Renewal Rate Recommendation	\$ Attachment 9	13
10.	Hadley Junior High Portable Classroom Recommendation	\$ Attachment 10	14

Draft until Approved

Glen Ellyn School District 41

Treasurer's Report for the Month of April, 2008

FUND	FUND BALANCE 3/31/2008	CASH BAL. 3/31/2008	REVENUE	EXPENDITURES	INVESTMENTS (Increase) Decrease	LIABILITIES Increase (Decrease)	CASH BAL. 4/30/2008	INVESTMENTS AT COST 4/30/2008	CASH + INVESTMENTS	LIABILITIES - RECEIVABLE (YTD)	FUND BALANCE 4/30/2008
General Fund	\$ 16,124,631.59	\$ 6,190,961.23	\$ 936,078.44	\$ 3,372,789.45	\$ 2,600,000.00	\$ (2,140.02)	\$ 6,352,110.20	\$ 7,347,000.00	\$ 13,699,110.20	\$ 11,189.62	\$13,687,920.58
Self-Insurance	110,923.26	110,923.26	19,614.18	(1,970.15)	-	-	132,507.59	-	132,507.59	-	132,507.59
Insurance	472,504.98	272,504.98	332,599.08	290,057.08	-	-	315,046.98	200,000.00	515,046.98	-	515,046.98
Bond & Interest	578,858.15	33,858.15	64.26	-	-	-	33,922.41	545,000.00	578,922.41	-	578,922.41
IMRF	428,796.99	78,796.99	13,725.88	80,834.44	100,000.00	-	111,688.43	250,000.00	361,688.43	-	361,688.43
S&C Life Safety	-	-	-	-	-	-	-	-	-	-	-
S&C Capital Improv	415,141.16	15,141.16	27.84	-	-	-	15,169.00	400,000.00	415,169.00	-	415,169.00
Working Cash	3,005,220.31	55,220.31	34,226.30	-	-	-	89,446.61	2,950,000.00	3,039,446.61	-	3,039,446.61
Totals	\$ 21,136,076.44	\$ 6,757,406.08	\$ 1,336,335.98	\$ 3,741,710.82	\$ 2,700,000.00	\$ (2,140.02)	\$ 7,049,891.22	\$11,692,000.00	\$18,741,891.22	\$ 11,189.62	\$18,730,701.60

\$ Attachment 1

**Glen Ellyn School District 41
Cash Balances
April 30, 2008**

\$ Attachment 2

Fund	Total Liquid Funds 3/31/08	Ill Public Treas Investmt Pool	ISDLAF Liquid Fund Deposits	Cash Deposits	Total Liquid Funds 04/30/08
General Fund	\$ 6,190,961.23	\$ 5,449,808.96	\$ 1,165.42	\$ 901,135.82	\$ 6,352,110.20
Self-Insurance	110,923.26	132,507.59	-	-	132,507.59
Insurance	272,504.98	315,046.98	-	-	315,046.98
Bond & Interest	33,858.15	33,922.42	-	(0.01)	33,922.41
IMRF	78,796.99	25,502.26	-	86,186.17	111,688.43
S&C Life Safety	-	-	-	-	-
S&C Capital Improv	15,141.16	1,249.39	-	13,919.61	15,169.00
Working Cash	55,220.31	54,675.07	-	34,771.54	89,446.61
Totals	\$ 6,757,406.08	\$ 6,012,712.67	\$ 1,165.42	\$ 1,036,013.13	\$ 7,049,891.22

Monthly Yield Averages

IPTIP	April 2008	Money Market	2.076%
		Prime Fund	2.445%
ISDLAF	April 2008	Liquid Fund	2.630%
		Max Fund	2.760%

Glen Ellyn School District 41
Investment Schedule
April 30, 2008

\$ Attachment 3

Identifier	Certificate #	Issue Date	Maturity Date	#of Days	Amount	Rate	Interest	Type
General Fund								
P340	87341	06/21/07	05/14/08	328	1,450,000.00	5.260%	68,538.52	CD
P334	86011-19	05/23/07	05/22/08	365	348,000.00	5.145%	17,905.99	CD
P351	92756	10/01/07	05/29/08	241	1,100,000.00	4.465%	32,429.36	CD
P354	94777-84	11/15/07	06/12/08	210	799,000.00	4.512%	20,741.60	CD
P355	96916	12/27/07	06/12/08	168	1,500,000.00	4.320%	29,825.75	CD
P357	102721	03/26/08	07/24/08	120	450,000.00	2.650%	3,920.55	CD
P353	93590-601	10/23/07	10/22/08	365	1,050,000.00	4.825%	50,662.50	CD
P335	87340	06/21/07	11/26/08	524	650,000.00	5.150%	48,057.26	CD
					<u>7,347,000.00</u>	<u>4.541%</u>	<u>272,081.53</u>	
Insurance Fund								
P357	102721	03/26/08	07/24/08	120	200,000.00	2.650%	1,742.47	CD
					<u>200,000.00</u>	<u>2.650%</u>	<u>1,742.47</u>	
IMRF Fund								
P340	87341	06/21/07	05/14/08	328	50,000.00	5.260%	2,363.40	CD
P334	86011-19	05/23/07	05/22/08	365	100,000.00	5.145%	5,145.40	CD
P351	92756	10/01/07	05/29/08	241	50,000.00	4.465%	1,474.06	CD
P335	87340	06/21/07	11/26/08	524	50,000.00	5.150%	3,696.71	CD
					<u>250,000.00</u>	<u>5.005%</u>	<u>12,679.57</u>	
Bond & Interest Fund								
P357	102721	03/26/08	07/24/08	120	150,000.00	2.650%	1,306.85	CD
P352	92752-5	10/01/07	07/25/08	298	395,000.00	4.840%	15,608.67	CD
					<u>545,000.00</u>	<u>3.745%</u>	<u>16,915.52</u>	
S & C Capital Imp								
P334	86011-19	05/23/07	05/22/08	365	100,000.00	5.145%	5,145.40	CD
P357	102721	03/26/08	07/24/08	120	200,000.00	2.650%	1,742.47	CD
G356	50016574	03/20/08	09/20/08	184	100,000.00	2.520%	1,270.36	CD
					<u>400,000.00</u>	<u>3.438%</u>	<u>8,158.22</u>	
Working Cash								
P334	86011-19	05/23/07	05/22/08	365	450,000.00	5.145%	23,154.30	CD
P351	92756	10/01/07	05/29/08	241	50,000.00	4.465%	1,474.06	CD
G356	50016574	03/20/08	09/20/08	184	900,000.00	2.520%	11,433.21	CD
P353	93590-601	10/23/07	10/22/08	365	50,000.00	4.825%	2,412.50	CD
P335	87340	06/21/07	11/26/08	524	300,000.00	5.150%	22,180.27	CD
G358	5010023212	04/29/08	01/29/09	275	1,200,000.00	2.860%	25,857.53	CD
					<u>2,950,000.00</u>	<u>4.161%</u>	<u>86,511.88</u>	

Total Current Operating Funds Investments	11,692,000.00
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Total Investment Interest Due	398,089.18
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Average Portfolio Yield

4.23%

Glen Ellyn School District 41
Investment Schedule
April 30, 2008

Identifier	Certificate #	Issue Date	Maturity Date	#of Days	Amount	Rate	Interest	Type
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Note: C in the "Identifier" column denotes Community Bank
G in the "Identifier" column denotes Glen Ellyn Bank & Trust
M in the "Identifier" column denotes MB Financial Bank
P in the "Identifier" column denotes PMA/ISDLAF

Note: CD in the "Type" column denotes Certificate of Deposit
CP in the "Type" column denotes Commercial Paper
TN in the "Type" column denotes Treasury Notes
FHLB in the "Type" column denotes Federal Home Loan Bank Note
FNMA in the "Type" column denotes Federal Natl Mortgage Assn Note
FHLMC in the "Type" column denotes Federal Home Loan Mortgage Corporation Note



Glen Ellyn School District 41

Finance, Facilities & Operations

**Monthly Revenue/Expenditure Summary Report Overview
April 2008**

Revenues

The District revenues received continue to be within less than 1% of the previous year's receipts. This is due to the lag of receipts in one area such as our state funds and revenues received more than anticipated in other areas such as donations.

Expenditures

The District expenditures continue to be behind by approximately 5% of the prior year. This is attributed mostly to the timing of receipt of invoices for supplies and materials received to date.

Glen Ellyn District 41
Monthly Revenue/Expenditure Summary Report
April 2008

Revenues								
Function	Category	MTD Received	YTD Received		Revenue Budget	To Be Received	YTD % Received	Prior Year % Rec'd
1100	Property Taxes	50.30	18,344,246.91		35,866,755.00	17,522,508.09	51.15%	50.20%
1200	Personal Property Taxes	209,659.81	983,253.96		1,024,275.00	41,021.04	96.00%	111.97%
1300	Tuition	-	18,112.00		231,750.00	213,638.00	7.82%	99.83%
1400	Transportation Fees	-	5,208.21		20,500.00	15,291.79	25.41%	67.94%
1500	Interest Earnings	132,713.68	865,570.19		1,237,600.00	372,029.81	69.94%	215.69%
1600	Food Services	15,629.35	170,712.70		216,500.00	45,787.30	78.85%	72.03%
1700	Student Fees	5,088.80	398,680.58		437,090.00	38,409.42	91.21%	101.65%
1900	Donations/Misc Revenue	6,566.97	259,258.14		69,550.00	(189,708.14)	372.77%	236.28%
3000	Unrestricted State Funds	108,377.86	888,156.99		1,214,317.00	326,160.01	73.14%	74.56%
3100	Restricted State Funds	481,767.58	1,509,522.64		1,500,958.00	(8,564.64)	100.57%	100.43%
4000	Federal Funds	24,268.37	366,184.83		413,340.00	47,155.17	88.59%	96.53%
Grand Total All Funds		984,122.72	23,808,907.15	-	42,232,635.00	18,423,727.85	56.38%	57.28%
Expenditures								
Object		MTD Expended	YTD Expended	YTD Encumbrances	Expenditure Budget	Budget Available	YTD % Expended	Prior Year % Exp'd
100	Salaries	2,037,711.63	17,144,944.61	-	23,725,969.00	6,581,024.39	72.26%	72.59%
200	Benefits	423,745.69	3,737,071.83	-	5,341,107.00	1,604,035.17	69.97%	81.94%
300	Purchased Services	326,263.36	2,880,996.34	129,517.64	4,146,870.00	1,136,356.02	69.47%	99.04%
400	Supplies/Materials	424,356.88	1,739,338.60	278,018.48	2,705,169.00	687,811.92	64.30%	73.14%
500	Capital Outlay	5,767.00	1,097,320.68	394,053.75	1,397,937.00	(93,437.43)	78.50%	79.43%
600	Dues & Fees	1,956.06	43,602.81	500.00	322,855.00	278,752.19	13.51%	89.73%
700	Principal/Interest Payments	-	2,574,864.14		2,574,864.00	(0.14)	100.00%	100.44%
800	Tuition	233,823.27	1,040,115.72		1,332,000.00	291,884.28	78.09%	60.77%
Grand Total All Funds		3,453,623.89	30,258,254.73	802,089.87	41,546,771.00	10,486,426.40	72.83%	77.69%

**SUMMARY OF BILLS AND PAYROLL
APRIL 2008**

<u>FUND</u>	<u>APRIL BILLS/INTERIMS</u>	<u>APRIL PAYROLL</u>	<u>TOTAL</u>
General Fund	\$1,335,077.82	\$2,037,711.63	\$3,372,789.45
Bond & Interest	0.00	0.00	0.00
IMRF	80,834.44	0.00	80,834.44
Life Safety	0.00	0.00	0.00
S & C Cap Imp	0.00	0.00	0.00
Working Cash	0.00	0.00	0.00
SUB-TOTAL	\$1,415,912.26	\$2,037,711.63	\$3,453,623.89
Self-Insurance	(1,970.15)	0.00	(1,970.15)
Insurance	290,057.08	0.00	290,057.08
TOTAL	\$1,703,999.19	\$2,037,711.63	\$3,741,710.82

*May Interims to be released on 05/20/2008

\$671,652.75

GRAND TOTAL

\$4,413,363.57

***Distribution**

General Fund	\$347,086.21
Self-Insurance	38,214.40
Insurance	286,352.14
Bond & Interest	0.00
Life Safety	0.00
S & C Cap Imp	0.00

Total \$671,652.75

Summary of Vandalism Occurrence for May 2008

Date	Facility	Nature of Vandalism	Initial response	Action Taken to Repair/Replace
Nothing To Report				

Freedom of Information Act (FOIA) Requests Report
FY 2007-2008

Reporting Period	Date Received	Date of Response	Request Summary
02/26/08	03/13/08	03/14/08	This is a request under the Freedom of Information Act from Small Newspaper Group asking the following. In the rare instances when a school board vote to fire a tenured teacher, for cause, the most common choices made by the teacher are: to resign, enter into a negotiated employment settlement agreement or appeal the case to a tenure hearing officer. But in theory, a tenured teacher could deliberately choose to be fired by doing nothing. Has this happened in the past five years in your school district? I am requesting all documents pertaining to the dismissal of a tenured teacher during the last five years in which the teacher chose not to resign or appeal the case to a tenure hearing officer.
2/26/08 - 3/21/08	02/29/08	02/29/08	This is a request for information under the Illinois Freedom of Information Act. 5 ILCS 140. I request that a copy of the following documents be provided to me: 1) Bid bond and attachments thereto of the contractor to which was awarded the contract for 2008 Electrical and Mechanical work at Multiple Sites, 2) Contract performance and payment bonds and attachments thereto securing this contract.
12/5/07 - 2/25/08	02/20/08	02/20/08	The Illinois Policy Institute hereby requests that the GLEN ELLYN SD 41 produce the following public records pursuant to the provisions of the Illinois Freedom of Information Act, 5 Ill. Comp. Stat. Ann. 140/1 et seq: . The names of any and all private providers contracted by GLEN ELLYN SD 41 to provide cafeteria service (i.e., daily meal service) within one or more of the district's schools. If the district entered into no such agreement and provided said services itself, please indicate so in writing. 2. The names of any and all private providers contracted to GLEN ELLYN SD 41 to provide custodial services within one or more of the district's schools. If the district entered into no such agreement and provided said services itself, please indicate so in writing. 3. The names of any and all private providers contracted by the GLEN ELLYN SD 41 to provide transportation (i.e., busing) services to one or more of the district's schools. If the district entered into no such agreement and provided said services itself, please indicate so in writing.
11/27/07 - 12/4/07			No Requests received
10/29/07 - 11/26/07	10/24/07	10/25/07	Pursuant to the provisions of the Freedom of information Act, please consider this a formal request for inspection and copies of the following records pertaining to responsible bidder requirements for all construction contracts awarded by your agency. LECET requests: (1) Copies of any bidder requirements in Glen Elyn School District 41 procurement code or request for proposal, specifically any language pertaining to responsible bidding and definitions of "responsible" if applicable, for construction contracts awarded by your agency.
8/22/07 - 10/29/07	10/15/07	10/25/07	This is a request under 5 ILCS Comp. Stat. Secs. 140/1 to 140/11. I am requesting copies of the following documents held by the district. <ul style="list-style-type: none"> • The current contract for student transportation services between the District and Laidlaw including all attachments (such as Bid Affidavits, Riders, General Terms and Conditions, Notification of Award etc.), amendments and correspondence. • A copy of the Invitation to bid for this contract. • A copy of the company's bid (response) to that invitation. • A copy of the Surety Bond submitted. • Any performance audits or inspections done regarding Laidlaw's compliance with the terms of the contract, along with any correspondence between the company and your agency relating to such audits/inspections. This specific request is for the period January 1, 2001 to present. • A list of the current bus routes services by Laidlaw. <p>If the District does not contract with Laidlaw, please send me an email or letter to that effect, including the name of the current contractor, and then consider this request closed. If my request is denied, please provide a written explanation for the denial including a reference to the specific statutory exemptions(s) upon which you rely. Also, please provide all segregable portions of otherwise exempt material. I am willing to pay reasonable search and copying fees for this request as directed by the statute.</p>

**Freedom of Information Act (FOIA) Requests Report
FY 2007-2008**

Reporting Period	Date Received	Date of Response	Request Summary
6/20/2007 - 8/21/2007	06/19/07	First response 6/26/2007, Second response 9/5/07	<p>"I write to request information pertaining to your school district's food service, facilities maintenance, and skilled maintenance operations. I am requesting a copy of current contracts and any contract specifications between the school district and contractors for janitorial services, skilled maintenance and food service personnel. If the district's support services are self-operated, I am requesting documents related to its operation of these services. Specifically, I am seeking the following information for both self-operated and managed or outsourced school food service operations:</p> <ol style="list-style-type: none"> 1. What is the size of the annual food purchase for the last school year? 2. How many cafeterias does the school district operate? 3. What are the addresses of the locations being serviced? 4. How many FS workers are employed by the district? 5. Are the workers represented by a union? If so, which one? <p>If your school district contracts with private vendor(s) for food service, I am additionally seeking:</p> <ol style="list-style-type: none"> 1. The name of company contracted to provide food service. 2. The contract expiration date 3. The name of the district employee(s) to whom the FSMC reports along with the employee(s) contact information including fax, phone number, and mailing address. 4. Employee status information: How many food service workers are employed in the district's cafeterias and kitchens? Are they employees of the district or the food service management company? 5. Are the workers represented by a union? If so, which one? <p>Finally, for both skilled maintenance and janitorial staff, I am seeking the following information:</p> <ol style="list-style-type: none"> 1. Number of skilled maintenance and janitorial staff employed in district schools? 2. Are the workers represented by a union? If so, which one? 3. Are the workers managed or employed by a contract firm? 4. If the district uses a subcontractor for either of these services, what is the name of the contractor, address, phone, fax, and the name of the firm's contact person? 5. The name(s) of the district employee(s) to whom the contractor(s) report along with the employee(s) contact information, including fax, phone, and mailing address."
6/20/2007 - 8/20/2007	06/26/07	07/02/07	<p>"I request the following information regarding the district's compensation provided to or on behalf of your superintendent for the 2006-2007 fiscal year. This is a follow-up letter; we found that we needed additional information from all school districts we have contacted." "Specifically, we request information about district compensation provided to or on behalf of your superintendent in actual dollar figures for the 2006-2007 fiscal year."</p>

**RESOLUTION FOR THE DISPOSAL
OF SURPLUS PERSONAL PROPERTY**

WHEREAS, the Board of Education of Glen Ellyn School District 41, DuPage County, Illinois, declares that there is surplus personal property in the School District; and

WHEREAS, such property is described in the attached document; and

WHEREAS, this personal property is no longer needed for school purposes and is not functioning; and

NOW, THEREFORE, Be It Resolved, by the Board of Education, as follows:

1. That the Superintendent is hereby authorized to properly dispose of the property listed on the attachment.

ADOPTED this 19th day of May, 2008, by roll call vote as follows:

YES _____

NO _____

ABSENT _____

Board of Education, Glen Ellyn School
District, DuPage County, Illinois

President

ATTEST:

Secretary

TECH ASSET REMOVAL REQUEST

Glen Ellyn School District 41

Tech Asset Removal applies to computer hardware, A/V equipment, basically anything with a plug, plus the various carts -- Bretford, Computer, A/V, etc. (Furniture Removal has its own form.)

Please fill this form out as completely as possible, then e-mail to helpdesk@d41.org for handling. Equipment must be accurately designated as *Working* or *Non-Working* even though both categories are considered disposal. The designation identifies usable items that could be donated to community support groups. The *Obsolete* designation pertains primarily to items that are working but no longer compatible with District technology.

The removal and disposal of all equipment must be approved by the Board of Education. This request will be presented at the next regularly scheduled Board meeting. Please be aware that pickup of equipment cannot occur until after Board approval has been granted.

School: Hadley
 Requested By: Linda Benigno
 Date: 3-27-08

	Asset Tag #	Room / Location	Make and Model	Serial Number	Acquisition Year (Best estimation)	Comments	Working Y / N	Obsolete Y/N
1	,000018	LLC	Net TV DTV29x	013001951			Y	
2	1882	LLC	Net TV DTV29x	013001903			Y	
3	,0608	LLC	Sharpxm2710	620229			Y	
4		LLC	Sharp25G-M80	616152			Y	
5		LLC	Visoneer One Touch 8900USB	222C002292D1				Y
6		LLC	Sharp VCR #XA-705	00572779			N	
7		LLC	Bretford TV cart	pink label "To be Removed"			Y	
8		LLC	Net TV cart	pink label "To be Removed"			Y	
9		LLC	old tan metal computer cart	pink label "To be Removed"			Y	
10	,0385	LLC	Sharp XM2710	618635			Y	
11		LLC	old tan plastic computer cart	pink label "To be Removed"			Y	
12	1112	LLC	HP Printer	JFFF027470				Y
13	1120	LLC	Compaq Deskpro 4000	87018802P322				Y
14		LLC	Macintosh Color Monitor	S13319EXE04				Y
15		LLC	Apple Keyboard II	AP3189HHMo312				Y
16		LLC	Compaq Keyboard	808930839FJYs0				Y
17		LLC	Macintosh Performa 600 CPU	Fi3227VA3BN				Y
18								
19								
20								

For Office Use Only

Approved

Notes

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Glen Ellyn School District #41 Board Report

Date: May 19, 2008

Title: Employee Dental Insurance Plan Renewal Rate

Contacts: Laurie Campbell/Director of Human Resources
Robert Ciserella/Assistant Superintendent-FFO

Long-Range Plan Focus: The dental insurance plan renewal recommendation supports the following component of the Superintendent's Five Year and Two Year Plans: Goal #2, Target #1: Five year financial plan will demonstrate resource stability, long-range planning and fiscal responsibility, and address physical space needs.

Discussion: The dental insurance plan currently offered to the employees of District 41 is up for renewal on July 1, 2008. The dental insurance plan is currently self-funded and administered by BlueCross BlueShield. According to the current premium-sharing structure, the District pays 100% of single coverage and the employee pays 100% for coverage of additional eligible dependents.

Every year, the administration along with the Insurance Review Teams and the District's insurance consultant meet to review the performance of the plan and to determine the funding factors for the upcoming plan year. These funding factors are designed to maintain the overall health of the dental fund balance over a 12 month period while not overcharging employees for coverage.

In April and May, three different rate options were presented to the Insurance Review Teams based upon an analysis of 15 months worth of claim experience and including the potential development of an Incurred But Not Reported (IBNR) reserve. District 41 does not currently have a reserve established solely for the purpose of funding IBNR claim liability. District 41's insurance consultant, Benefitdecisions, worked with the Finance Office to review the account structure being used for the self-funded program. As a result of the account review, Benefitdecisions is recommending the formation of a separate IBNR reserve to be associated with the self-funded dental plan. IBNR reserving is standard underwriting practice in the insurance industry and is designed to account for future (unreported) benefit obligations should District 41 decide to change administrators or move to a fully funded dental program. If the renewal rate is approved, the district would accumulate approximately \$30,000 in the IBNR reserve over a number of years. Once the district has accrued the \$30,000 in the IBNR reserve this percentage will no longer be added to the renewal rate.

Recommendation: The administration recommends the Board of Education accept the dental plan renewal rate of 7.8% as presented. The change in rates will become effective July 1, 2008, with the start of the new dental plan year.

Glen Ellyn School District #41 Board Report

Date: May 19, 2008
Title: Hadley Junior High Portable Classroom Recommendation
Contact: Ann Riebock

Long-Range Plan Focus: The request for additional facilities supports the Goal #1 of the Long-Range Plan.

Goal #1: Develop a 5-year plan to improve student learning and achievement.

Target #1: Students will use and understand a variety of literacy strategies across content areas and classroom materials will be available for students to have a rigorous literacy experience.

Discussion: Classroom instruction, program offerings and facility use are interconnected. Over the course of this year, the administration has been evaluating whether Hadley can meet its instructional goals within the space that it has. The District has gathered both qualitative and quantitative data, including a space utilization assessment by Amy Yurko of BrainSpaces. While Hadley has had space issues for years, recent instructional developments have brought the issue to a point where the administration feels an additional six portable classrooms are needed. This request will not solve all Hadley's space issues, but will allow the school to better meet the needs outlined below. This is a conservative request, but the Hadley staff has conducted test-fit schedules to ensure that it can make improvements with six additional portable classrooms.

Why six more classrooms are needed:

Hadley Junior High has been undergoing an organizational review and change process (Hadley New Horizons) this current school year with expected implementation of program change recommendations to begin in 2008 and continue through the 2009-2010 school year. Hadley has also begun implementing the District's new balanced literacy curriculum, a research-based approach founded on best practices. Each of these initiatives has intensified the need for additional space at Hadley. The current and expected space need is documented in the recent BrainSpaces space utilization report.

Balanced Literacy: In 2007-8, the District began implementing a balanced literacy framework which calls for a workshop format and uninterrupted blocks of instruction. This does not affect space in the elementary schools, but at Hadley, it does. Currently, many LA teachers not only are traveling from room to room but traveling in mid-block. This breaks up the instruction and erodes the workshop format on which it depends. Access to the supporting materials that are crucial to the effective delivery of the LA block is difficult for those teachers and students who must pack up their room and move during the course of the day. Some improvement can be achieved with scheduling changes, but additional classrooms will provide needed flexibility in scheduling teachers to minimize teachers

sharing rooms and provide for each student to receive their LA instruction in a single block of time from one teacher.

Hadley New Horizons recommendations: Beginning the 2008-2009 school year, Hadley will implement some of the Hadley New Horizons Program review recommendations. Next year, students performing below grade level will be provided Academic Support in place of Large Group; the following year, an additional change is being considered that would provide core enrichment offerings instead of Large Group to students who are at or above grade level performance. Large Group is now offered in an assortment of classrooms, the library, and other non-instructional spaces. The changes proposed will require additional classroom space. Again, some challenges can be met by adjusting the schedule, but test fits show that more classrooms are needed.

Portable Classroom Lease and Installation Information: The portables will be leased from IMS, a dealer with which the District has conducted business for previous portable classrooms. The estimated costs for the portables, landscaping, stairs, and ramps are included as an attachment. Also included in the cost summary attachment are contingency fees, architectural fees, additional electric needs and charges, and the total furnishings including technology that will be needed. A site plan, which is included, has been submitted to the village and approved with recommendations for ramping and landscaping that are included in the cost summary.

Recommendation: It is recommended that the Board of Education approve the installation of six portable classrooms at Hadley Junior High for use beginning in the 2008-2009 school year for a total, one-time cost of \$525,000.00 with an annual renewal cost of \$54,950.00. Total first year cost will be \$579,950.

Reasons to support the portable proposal

1. **Building Utilization**— The Brainspaces report stated that Hadley’s present building utilization is 79% at 8th grade, 90% at 7th grade and 87% for 6th grade, which exceeds the target utilization rate of 78%. Without added space next year, we calculate our building utilization to be 89%. With the addition of 6 classrooms, our building utilization drops to 81%, much more consistent with the target of 78%.

2. **Shared classrooms**—When teachers share classrooms, it impacts instruction, the learning environment, their ability to assist students beyond the class period, and limits their ability to prepare the classroom in ways that support best instructional practices. In language arts, teachers who share classrooms cannot move all the reading and instructional resources from room to room, so some students do not get access to the same materials as do others. In foreign language classrooms, teachers cannot display materials that reinforce vocabulary, cultural or other important concepts because the room is used by teachers in other content areas who have similar needs. Other content areas can be similarly affected. At present we have 25 instances of shared classrooms. By adding 6 classrooms, this number would be reduced to 12. There would be no sharing across grade levels or content areas which would directly address the issue stated above for language arts and foreign language classes.

3. **Inadequate classrooms**—At present, we use the cafeteria for four periods a day for large group. While this is adequate for a study hall setting, the more structured academic support and guided study classes we have planned for next year will need classrooms. We use Pod B for five periods a day. It houses a 7th grade gifted LA class and 3 sections of exploratory class. It is a very limited space and not conducive to either program which presently uses it. Room 176 is a very small room, and even though it used for small group special education instruction it is not adequate instructional space. Many of our foreign language classes are held in two undersized rooms that share a moveable wall. The rooms limit movement and the kind of activity that can be planned. The areas can be distracting as well due to noise issues.

4. **Team meeting and planning areas**—At present, teachers who share classrooms have to leave their rooms for their personal plan time because another teacher is using the room. This limits their ability to prepare the classroom and work in the area in which they teach. With no additional space next year, not only would this situation continue but there would be situations in which some teams would not have places to meet. With the addition of 6 classrooms, all teams would have a designated place to meet to discuss the needs of students. Teachers would be able to spend their personal plan time each day in the space in which they teach.

Hadley Portable Alternatives

Used 2006 - 6 Classroom Unit	Purchased in 2008-09	3-Year Payment Plan		3-Year Lease Program		3-Year Payment Plan-10 Life		10-Year Lease Program		Recommended 3-Year Lease Program-Install. Pd. Upfront	
		Annual Costs	Total Costs	Annual Costs	Total Costs	Annual Costs	Total Costs	Annual Costs	Total Costs	Annual Costs	Total Costs
Modular Unit	\$315,000	\$115,000	\$345,000	\$54,950	\$164,850	\$115,000	\$345,000		\$500,850	\$54,950	\$164,850
Installation Costs - Approximate	\$300,000	\$110,000	\$330,000	\$110,000	\$330,000	\$110,000	\$330,000	\$110,000	\$330,000		\$300,000
Total Unit and Installation Costs	\$615,000	\$225,000	\$675,000	\$164,950	\$494,850	\$225,000	\$675,000		\$830,850		\$464,850
Other one-time installation costs to be paid by District in 2008-09	\$225,000		\$225,000		\$225,000		\$225,000		\$225,000		\$225,000
Total	\$835,000		\$900,000		\$719,850		\$900,000		\$1,055,850		\$689,850
Disposal Revenue/Cost											
Resale Value (A)			\$80,000		\$0		\$0		\$0		\$0
Est. Cost of Removal (B)			\$40,000		\$40,000		\$40,000		\$40,000		\$40,000
Site Remediation			\$10,000		\$10,000		\$10,000		\$10,000		\$10,000
			<u>\$870,000</u>		<u>\$769,850</u>		<u>\$950,000</u>		<u>\$1,105,850</u>		<u>\$739,850</u>

	Used 2004 2 Classroom Unit	Used 2006 4 Classroom Unit	3 - Year Lease - Install. Cost Pd. Upfront	Used 2004 2 Classroom Unit	Used 2006 4 Classroom Unit
Cash Purchase - Install. Pd. Upfront	Purchased in 2008-09	Purchased in 2008-09	Annual Costs	Total Costs	Annual Costs Total Costs
Modular Unit	\$60,000	\$240,000	\$20,750	\$62,250	\$83,075 \$249,225
Installation Costs - Approximate	\$200,000	\$250,000		\$200,000	\$250,000
Total Unit and Installation Costs	\$260,000	\$490,000		\$262,250	\$499,225
Other one-time installation costs to be paid by District in 2008-09	\$75,000	\$150,000		\$75,000	\$150,000
Total	\$335,000	\$640,000		\$337,250	\$649,225
Disposal Cost					
Est. Cost of Removal (A)	\$20,000	\$30,000		\$20,000	\$30,000
Site Remediation	\$5,000	\$10,000		\$5,000	\$10,000
	<u>\$360,000</u>	<u>\$680,000</u>		<u>\$362,250</u>	<u>\$689,225</u>
Resale Value (B)	\$0	(\$40,000)		\$0	(\$40,000)
Net Cost	\$360,000	\$640,000		\$362,250	\$649,225

All information included in this spreadsheet are estimates provided by IMS.

(A) Cost of removal is the responsibility of the district under lease or purchase options.

(B) Resale value is dependent upon age and condition of buildings. Buildings approaching 10 years of life have little if any resale value.

Recommendation: Enter into three year lease with IMS. Installation cost of approximately \$300,000 to be paid at the time of installation. Total first year cost will approximate \$579,950 (\$54,950 + \$525,000) as identified in Superintendents Report.

Administration recommends paying installation cost out of normal operating funds as the funds are available this fiscal year. This would allow the Developer Donation Fund to remain intact and continue to produce interest revenue for future use.

Advantages Lease vs. Purchase: District 41 already owns 14 modular classrooms.

Alleviates temporary space concerns until Master Facility Review has been completed.
 District can renew leases as needed and require updated models as existing units age.
 Operating cost increase as units age.
 Difficult to sell units as they age.