



08-02

**Glen Ellyn School District 41**

**Dr. Ann K. Riebock, Superintendent**

**MINUTES**

**BOARD OF EDUCATION REGULAR MEETING  
AUGUST 13, 2007  
DISTRICT 41 ADMINISTRATION CENTER  
793 N. MAIN ST., GLEN ELLYN, IL 60137  
MARY J. LUGINBILL BOARD ROOM**

**Call to Order**

Board President, Terra Howard called the August 13, 2007 regular meeting of the Board of Education to order at 7:30 p.m.

**Roll Call**

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

**Public Participation**

The following members of the public addressed the Board.

- Hadley teacher and Glen Ellyn Education Association (GEEA) Co-president Sue Schoff reported that Illinois Attorney General Lisa Madigan will be the guest speaker at Hadley's October 11, 2007 PTA meeting. Ms. Madigan will address attendees on the topic of Internet Safety. The event will be held at 7:30 p.m. in Hadley's Library Learning Center at will be co-sponsored by GEEA and PTA.

**Presentations and Reports**

- A. Literacy Curriculum Presentation: Superintendent Dr. Ann Riebock gave kudos to Assistant Superintendent for Teaching, Learning and Accountability, Karen Carlson and Literacy Committee members (Judy Heller, Lisa Kendra, Priscilla Witte, Cheryl Haggerty, Janis Pfister and Annie Wilcovich) for their work on the new Balanced Literacy curriculum framework that will be implemented during the 2007-2008 school year. Mrs. Carlson thanked Committee members for their hard work and also Ken Harbauer, who designed the website. Following the recognition and introductions, Mrs. Carlson and Committee members gave a presentation via PowerPoint on the rationale, processes and instructional supports for the new curriculum which included a website demonstration. Highlights of the presentation included:

- A review of the Literacy Committee's Work (Historical perspective, Embedding of literacy information, Research and Best Practices, Literacy as defined by Reading and Writing, Balanced Literacy)
- Overview of the Balanced Literacy Framework
- A review of the scheduling for literacy learning blocks (Preschool-60 minutes, Kindergarten-90 minutes, Grades first through fifth-150 minutes, and Grades sixth through eighth-84 minutes)
- Professional Development for Staff
- Parent Education

As a result of the curriculum enhancements, students will spend more uninterrupted time on Reading and Writing, and teachers will have more tools to assess learning and help them differentiate instruction in order to meet individual student needs.

The Literacy Curriculum presentation also included a brief overview of the "Words Their Way" word study program which is being introduced in 2007-2008 as well. It was noted that this program is a departure from the traditional method in which spelling is taught and is based on research about the way children learn naturally to spell and use words.

Next steps:

- Teachers will provide the Committee with feedback on the implementation, participate in professional development activities and focus on incorporating best practices and strategies into their instruction
- A district-wide parent night will be held sometime in October
- A recommendation for curricular materials will be presented to the Board for their approval after mid-year
- Teachers will transition to full implementation in the 2008-2009 school year

Following the presentation the Board was given an opportunity to ask questions and/or make comments.

The Board expressed appreciation to Mrs. Carlson, Committee members and Mr. Haubauer for their hard work; it is hopeful that parents will be very pleased with the thoroughness of the research and the new curriculum and will embrace the change.

Additional Board discussion and/or comments included:

- The Board emphasized the importance of ensuring district-wide implementation (e.g. grade levels are fitting in all the essentials, utilization of the differentiation strategy for individual learners.) Mrs. Carlson explained that Professional Development has been broken into segments to create smaller learning opportunities for teachers. Administratively, tools will be developed for teachers to monitor their progress.
- The Board also acknowledged the challenges of a 150 minute instructional block and the new literacy workshop framework, and that students, parents, teachers and building administrators will have to make some adjustments to accommodate the new framework.

A copy of the complete presentation is attached. (Attachment)

## **Superintendent's Report**

Superintendent Dr. Ann Riebock reported on the following topics:

- Institute Days: The 2007-2008 school year will begin with two Institute Days on August 20 and 21. On August 20, teachers will be in their buildings working; On August 21, the day will begin at Hadley from 8:30 until 11 a.m. and then teachers return to their respective buildings in the afternoon. Board members are welcome to attend on August 21.
- New Teacher Orientation Week: August 13-17: Dr. Riebock said that new teacher orientation week marked the beginning of a new school year and that she was very excited to welcome new staff today. She had the pleasure of addressing a great group of approximately twenty-six new teachers and gave kudos to the teams, who through the Ventures screening process were able to identify desired qualities of teachers (child-centered, connections to learner characteristics, etc.).
- Enrollments: To date, enrollments are on target with projections, but enrollment is a work in progress. Once the sixth day enrollments are known, the Administration will make the enrollment information available to the public.
- Hadley Start-up/Meet and Greet: Hadley Start-Up will be held on August 14, from 1-7:30 p.m.; Meet and Greet will be held at each of the elementary buildings on the afternoon of August 21.

## **Discussion Items**

### A. 2007 Referendum Follow-Up

#### 1. Vote Analysis

Dr. Riebock presented a recommendation to conduct a statistical analysis of the votes from the failed facilities referendum of April, 2007 by demographic subgroup and precinct. Board discussion focused on the value of proceeding with the analysis and whether or not it would help us understand voter outcome and why the referendum failed. The Board also discussed the value of conducting another phone survey instead of or in addition to the analysis. Dr. Riebock explained that the demographic analysis of voter subgroups and precincts would provide information that will help us determine how best to collect further data on the vote outcome and next steps for future community involvement.

The Board discussed the merits of a phone survey of voters, which would provide a retrospective of why voters voted the way they did. Discussion included the merits of focus groups for identifying similar information. The two approaches for soliciting voter feedback will help to better understand what motivated voters to the vote the way they did. In the interim, the Board directed Dr. Riebock to proceed with the demographic analysis and to have the results available at the August 27 Board meeting further discussion by the Board.

#### 2. Space Utilization (Attachment)

Dr. Riebock presented a recommendation for a space utilization study that could offer the District a new way of looking at how it currently houses students and uses its existing space. This item was presented to the Board for information and discussion and will be brought to the Board for formal approval at the August 27, 2007 Board meeting.

Dr. Riebock reported that the idea was first proposed by the Boundary Study Committee and she felt it is a suggestion worth pursuing. The Board discussed the recommendation and indicated its desire to accelerate the timeline. Dr. Riebock explained that the initial work or Request for Proposals (RFP) process is the most time consuming. It includes a review of the RFP by legal counsel because there legal requirements associated with this process.

3. Master Facilities Plan (Attachment)

Dr. Riebock presented a recommendation for the development of a proposal for a master facilities plan that could help the District understand its physical needs for housing students and projecting future needs. Dr. Riebock explained that this recommendation was included as part of the financial long-range plan prior to the District's decision to go to referendum and includes components of the utilization study, storm water study, security audit, program evaluation results, the current facilities analysis, and an overall analysis of the District's future educational needs. The plan will be developed into immediate, short, mid, and long-range recommendations. The initial part of the study would focus on data gathering and a gap analysis. The results of the analysis and the development of recommendations would then be shared with a constituent group of stakeholders for future work.

The Board noted that the above components are a part of a multi-step process that will allow the Board members to create a benchmark for the discussion about building a vision for the District's educational system.

The Board directed Dr. Riebock to move forward with the development of a proposal to address each of the components of the Master Facilities Plan (space utilization, land-use and storm water, safety and security and educational priorities). The Board agreed that each component will be approached as a separate proposal and the Board will take action upon each component individually.

B. Security Audit (Attachment)

Dr. Riebock presented a recommendation for the development of a Request for Proposal for conducting a full security audit of District 41 schools and Central Services Office. This audit includes the examination of all areas of physical safety on all District campuses and will include considerations of the educational program to ensure that recommendations align with the District's focus, values and the two-year plan.

The Board suggested that the proposal be reviewed by the District's insurance provider. This item was presented to the Board for information and discussion and will be brought to the Board for formal approval at their August 27, 2007 Board meeting.

C. Proposal for Consultant Services: Hadley Junior High School (Attachment)

Dr. Riebock presented a recommendation to continue its work with Ron Williamson in working with Hadley during the 2007-2008 school year. This item was presented to the Board for information and discussion and will be brought before the Board for approval at their August 27, 2007 Board meeting.

Dr. Riebock reported that the District worked last year with Ron Williamson for two days in preparation for the review of Hadley's Exploratory Program. Since Mr. Williamson's

expertise is in the area of middle level education, the Administration is recommending that Mr. Williamson work with Hadley both in the specific evaluation of the Exploratory Program and in the examination of the philosophical/educational program at Hadley. Dr. Riebock explained that in early August, Mr. Williamson worked with a stakeholder group to shape a vision and purpose statement for Hadley. Board discussion focused on Mr. Williamson's summary report for his initial work at Hadley. The Board acknowledged the value of Mr. Williamson's work to date and agreed that they would like him to continue his work in the District.

D. FGM Contract for Summer 2008 Capital Projects Plan (Attachment)

Dr. Riebock presented a recommendation to approve a contract for services with District architects, FGM. This item was presented to the Board for information and discussion and will be brought to the Board for approval at the August 27, 2007 meeting.

Dr. Riebock explained that this is a typical contract that is approved annually by the Board. Board discussion focused on the District's relationship with FGM, who are the District's architects of record. Dr. Riebock explained that they are competitive, responsive, and they value the relationship with District 41. Mr. Solak requested a copy of the 2005 Master Contract Agreement with FGM so that he could review it before the August 27, 2007 Board Meeting.

E. FGM Contract for Storm Water Studies (Attachment)

Dr. Riebock presented a recommendation for a Storm Water Study which would allow the District to explore the storm water issues at each of its buildings. This item was presented to the Board as information and discussion and will be brought to the Board for approval at their August 27, 2007 minutes.

Dr. Riebock explained that the engineering analysis will be used for our master facilities plan both in terms of the potential for expansion of our facilities and for expansion of green space at our schools.

The Board discussed the value of including the Spalding property in the study and directed Dr. Riebock to investigate the possibility with District architects.

**Action Items**

A. Consent Agenda

Board president, Terra Howard asked if there were any items the Superintendent or Board wished to be removed from the Consent Agenda.

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

1. Human Resources

(a) Personnel Report (Attachment)

- Employment Recommendations
- Resignation and Retirement

- Leave Requests
  - Resignations
  - Internal Transfers
2. Finance, Facilities and Operations
    - (a) June and July Bills (Attachment)
  3. Other Matters
    - (a) Board Regular & Special Meeting Minutes
      - June 20 Special Meeting
      - July 25 Regular Meeting and Closed Session
    - (b) Appointment to Fill Vacancy: District 41  
Local Election Official (Board Policy #2:30) (Attachment)

## B. Superintendent's Recommendations

### 1. WatchD.O.G.S. Program

Dr. Riebock reported that the Administration is recommending that WatchD.O.G.S. (Dads of Great Students) program that has been in place for several years will be on hold for the 2007-08 school year. During that time, a stakeholder group will evaluate it in context with all our parent-involvement opportunities. Dr. Riebock said that while the WatchD.O.G.S. has helped many fathers and father-figures make connections with their child and the school and has many supporters, we have received mixed feedback on the program since its inception in 2003. Although the District has adjusted the program each year to address stakeholder issues, WatchD.O.G.S. continues to generate concern about fairness, exclusivity, instructional continuity, expense and other issues. Additionally, the National WatchD.O.G.S. organization has told us that our version of the program is not in compliance with its focus on school safety, which it must be if we are to continue to use the name WatchD.O.G.S. Finally, the Administration is looking at ways to make parent-involvement programs and processes more consistent among District 41 schools, and better aligned with the District's Mission and Vision.

Dr. Riebock said that we will continue to make sure that parents, guardians and community members know they are welcome in our schools and that they are a valued part of the school community. It's important for everyone to know that regardless of what programs we may have in place, any community member may arrange a visit simply by calling the school, and parents may visit their child's classroom after making arrangements through the principal's office.

It was the consensus of the Board that this matter be presented to CIT for review and evaluation.

*Vivoda moved and Nelson seconded to approve the Administration's recommendation to place the WatchD.O.G.S. program on hiatus for the 2007-2008 school year. Motion carried on a 6/1 voice vote. Mr. Solak requested a roll call vote. On a roll call vote answering "Aye": Cosgrove, Kenwood, Vivoda, Nelson, Vondrak and Howard; answering "Nay": Solak. Motion carried.*

### **Upcoming Meetings**

- August 27, 2007 Board of Education Regular Meeting, 7:30 p.m., Central Services Offices, 793 North Main Street, Glen Ellyn, Illinois

### **Public Participation**

- Resident Taylor McGee spoke in support of the WatchD.O.G.S. Program. She felt that the program did an excellent job of bring fathers and father-figures into the schools and felt that a gender-specific program was necessary to accomplish this.
- Resident Gail Kelly suggested that the development of a plan for the improvement of the Hadley Exploratory Arts program could be accomplished with staff and in-house resources in lieu of utilizing Ron Williamson.

### **Closed Session**

*At 11:35 p.m. Kenwood moved and Vivoda seconded to adjourn to closed session to discuss:*

- *The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity.*
- *The placement of individual students in special education programs and other matters relating to individual students.*
- *Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes..*

*On a roll call vote answering "Aye": Vondrak, Solak, Cosgrove, Kenwood, Vivoda, Nelson and Howard. Answering "Nay": None. Motion carried.*

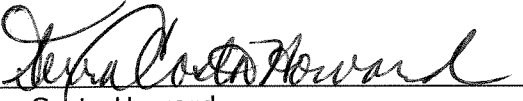
### **Return to Open Session**

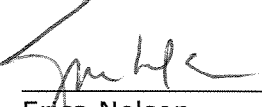
The Board returned to Open Session at 12:17 a.m.

### **Adjourn Regular Meeting**

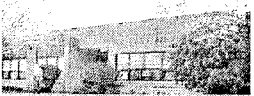
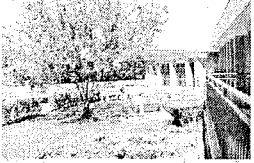
*There being no further business, Vivoda moved and Cosgrove seconded to adjourn the regular meeting at 12:18 a.m. On a roll call vote answering "Aye": Cosgrove, Vivoda, Nelson, Kenwood, Vondrak, Solak and Howard; answering "Nay": None. Motion carried.*

Respectfully submitted,  
Maureen Stecker, Recording Secretary

  
Terra Costa Howard,  
President, Board of Education

  
Erica Nelson  
Secretary, Board of Education

Minutes approved August 27, 2007



## District 41 Literacy Curriculum

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*" A curricular calendar does not tell you what to teach and say each day – that's the job of your students who read and write in front of you day after day in glorious ways. They are your real curriculum."*

(Marmelstein, 2005)

# The Work of the Literacy Committee

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- Historical Perspective
- Embedding of Information Literacy
- Research and Best Practices
- Literacy as Defined by Reading and Writing
- Balanced Literacy

# District 41- Balanced Literacy Framework

Throughout the Reading and Writing Workshop  
the teacher will provide explicit instruction through:  
**Think Alouds, Modeling, Mini-lessons**

<p><b><u>READING WORKSHOP</u></b>  <b>Read Aloud</b> (whole group)          Teacher has access to the text          Teacher shares his/her thinking regarding strategies          Teacher models fluent reading  <b>Shared Reading</b> (whole group)          Teacher and students have access to the text          Teacher and students share thinking about reading strategies  <b>Guided Reading</b> (small group)          Small flexible groups with similar needs/interests          Instructional level text          Teacher led          Book chats with teacher guidance  <b>Reading Conferences</b> (individual student)          Teacher and student meet to assess and/or discuss progress, strategy use and set reading goals  <b>Independent Daily Reading</b> (individual student)          Student selects text with teacher guidance based on interest and independent reading level</p>	<p><b><u>WRITING WORKSHOP</u></b>  <b>Shared Writing</b> (whole group)          *Teacher uses the pen          *Teacher explicitly models the writing strategies and skills using Six Traits  <b>Interactive Writing</b> (whole group)          *Teacher and students share the pen          *Teacher and students share their ideas about the writing process  <b>Guided Writing</b> (small group)          *Small flexible groups with similar needs/interests          *Focus on modes of writing using the Six Trait Model          *Teacher led  <b>Writing Conferences</b> (individual student)          *Teacher and student meet to assess and/or discuss progress, skills and set writing goals  <b>Independent Daily Writing</b> (individual)          *Student and/or teacher chooses mode, purpose, audience</p>
<p style="text-align: center;"><b>Word study</b>          Phonemic Awareness          Phonics          Vocabulary          Roots and affixes          Word origins</p>	
<p><b>Shared Learning:</b> A few children share their learning/strategies from the day</p>	<p><b>Shared Learning:</b> A few children share their learning/writing pieces from the day</p>

# How do I fit it all in for grades 1 and 2?

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Scheduling literacy instruction involves constant decision making. The following guidelines are to help you with scheduling. Times will be adjusted depending on your purpose and your students.

Based on approximately 150 minutes of literacy instruction  
\*includes social science as appropriate

## **Reading Workshop**

Read aloud/Shared Reading (20 - 30 minutes)

Guided Reading/Conferencing (30 - 40 minutes)

*\*Guided Reading Groups to begin approximately 6 weeks into the school year.*

- Independent **Daily** Reading

Shared Learning (5 - 10 minutes)

**Word Study** (20 - 25 minutes)

## **Writing Workshop**

Shared Writing/Interactive Writing (15 - 20 minutes)

Guided Writing/Conferencing (20 - 40 minutes)

- Independent **Daily** Writing

Shared Learning (5 - 10 minutes)

## **Literacy Blocks for other grade levels:**


Early Childhood/Pre-Kindergarten - 60 minutes

Kindergarten - 90 minutes

Grades 3, 4, 5 - 150 minutes with above times adjusted

Grades 6, 7, 8 - 84 minutes

# Understanding the Grade Level Curriculum Framework

Literacy Component	ILS Standards	Teacher's Role	Assessment	Instructional Components	Instructional Materials
<p>This section identifies which essential component of literacy instruction is being addressed and includes</p> <p><b>Phonemic Awareness</b></p> <p><b>Phonics</b></p> <p><b>Vocabulary/ Word Study</b></p> <p><b>Fluency</b></p> <p><b>Comprehension</b></p> <p><b>Listening</b></p> <p><b>Speaking</b></p> <p><b>Writing</b></p> <p><b>Handwriting</b></p>	<p>This section identifies which Illinois Learning Standards relate to that particular literacy component, as well as which of WIDA English Language Proficiency Standards are addressed (to be complete in the 07/08 school year)</p> <p>The WIDA English Language Proficiency Standards are anchored in the Illinois learning Standards and provide a tool for the instruction of English Language Learners.</p>	<p>This section identifies the skills, concepts, strategies that are taught within each literacy component utilizing a reader's and writer's workshop format.</p> <p>Specific skills, concepts, and strategies listed in bold have been identified as essential learning targets.</p> <p> Indicates collaboration opportunities between the classroom teacher and the library media specialists.</p>	<p>This section identifies various assessment tools.</p> <p>This section is still a work in progress as we continue to identify additional assessment tools.</p>	<p>This section identifies various instructional techniques, strategies and activities for the teacher to explicitly teach each of the literacy components.</p>	<p>This section identifies specific instructional materials the classroom teacher will use to teach each of the literacy components.</p> <p>Materials listed in bold and italics are district purchased materials.</p>

## Grade 2 Curriculum Framework

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Classroom teachers will access their grade level curriculum framework through the intranet. The curriculum framework offers teachers links to additional resources, terminology, websites, and parent letters. This year, the committee will continue to create and develop additional resources to support classroom teachers.

<http://www.d41.org/curriculum/login.asp>

# Materials - Decision Making Matrix

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- The purpose of the matrix is to provide a standards-aligned criteria to apply as districts select program materials or design programs on instruction in reading and writing. It is intended to be used as part of a professional discussion.
- The model on which the matrix is based is aligned with the position statement, "On Reading, Learning to Read, and Effective Reading Instruction: An Overview of What We Know and How We Know It"
- The matrix offers categorized features for staff to consider in making decisions about appropriate materials and goals for literacy instruction. Blank rows are available for including additional features. These features were ranked by the NCTE Commission on Reading as: (4) Essential; (3) Important; (2) Less Important; (1) Not Important for an effective program of literacy instruction.
- A desirable program/component will be one in which features seen as essential or important (rankings of a 4 or 3) are seen to a high degree.
- Decisions about the relative importance of various features are based on published research and professional resources.

## Professional Development for Staff

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- The 07/08 school year will serve as a year of transition with the literacy curriculum.
- Teachers will be afforded the opportunity to learn, practice, and reflect upon their teaching and learning practices.
- The professional development will be divided into segments to “teach” each component of the framework.
- In addition, it will be differentiated to better meet the needs of the teachers.
- We will continue to field test materials this school year to propose a materials adoption for the 08/09 school year.

## Parent Education

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- Understanding of Words Their Way
- District-Wide Literacy Evening in October 2007 at Hadley
- Future parent website (under construction)
- Further learning opportunities during the 08/09 school year

*"Children will not just know how to read and write, they will choose to read and write . . . The essence of our curriculum is two fold. First, we desperately want to help children see the richness of their lives. Second, we want them to use their literacies to improve the quality of their lives."*

(Shelly Harwayne, 1999)

**Glen Ellyn School District 41  
Request for Proposal**

**Space Utilization Study  
September 2007**

**Background**

District 41 has approximately 3,600 students enrolled Early Learner (Pre-K) to Grade 8. The district currently has 5 schools and one administration center building. The district also currently owns 4 portable classroom structures for a total of 12 classrooms and leases 4 additional portable classroom structures for a total of 14 classrooms. The District passed a building referendum in 1997 which added some classroom space, Art and Music Rooms and classrooms. This referendum also completed most of the outstanding major building maintenance repairs. In 2001 the District passed an Education Rate Referendum that allowed the District to maintain reduced class sizes and hire full-time specialists for each building in certain subject areas. In April 2007 the District put forth a building referendum question to create a 5<sup>th</sup> – 8<sup>th</sup> Grade, Grade Level Center by building an addition at the current Junior High School. This question also included some funds for renovations at the remaining schools. This referendum was not successful. Therefore, the District is now charged with continuing with further study of our facility needs. The initial step to this is to analyze the effectiveness of how we are currently using our existing space. Basic building specifics are below.

Building Name	June 2007 Enrollment	Grade Levels Served	Building Total SF w/o Portables	# Portable Classrooms/ Structures	Site Acreage
Abraham Lincoln	643	Pre-K – 5	55,525	6/2	7
Benjamin Franklin	629	Pre-K – 5	55,632	4/1	7
Churchill	605	K- 5	54,615	8/2	8
Forest Glen	556	Pre-K – 5	49,221	4/2	6
Hadley JH	1,150	6 – 8	153,141	4/1	17
Central Services	33 Staff	N/A	13,686	N/A	45,715 SF

**Scope of Work**

District 41 is seeking professional assistance to review, analyze and comment on current space usage as it relates to current program delivery models for an Early Learner – 8<sup>th</sup> grade classroom environment. This project will result in a written report from the contracted firm that would include but not be limited to, overview of current space, best practical use of space in an educational environment, and suggestions/comments for adjustments/changes if any.

Administrative staff will provide all background information that is available and necessary to complete the study. It is not anticipated that there will be any staff, parent or community involvement in this study.

Contracted firm must have minimally one staff member assigned to this project that are certified as an educational space planner. Staff assigned to this project must be

Glen Ellyn School District 41  
Request for Proposal

Space Utilization Study  
September 2007

guaranteed to remain intimately active with the project for the entire length of the project unless approved by the District.

Contractor is to deliver a draft of the report to the Administration for review and discussion by November 8, 2007. After review with the administration, the contractor will present this report to the Board of Education Finance Committee November 26, 2007 for review and discussion. The contractor will then present the final report to the Board of Education for discussion December 10, 2007.

**Response to RFP**

The proposal should include the following items:

- Narrative describing in detail the process that will be used to complete this project. This should include approximate hours to be spent on the project and list possible resources you would require of the District to complete the project
- Names and brief background on staff that will be assigned to the project
- Reference list of other school districts similar studies have been completed for including contact person name and information
- Project Cost details.

**Selection of Successful Respondent**

District 41 intends to conduct on-site interviews (or teleconferences) with firms(s) receiving final consideration as a part of the selection process.

The Board of Education will accept the proposal that best meets the needs of the school district using following criteria:

Company experience  
Option(s) for complete or phased in recommendation  
Personnel assigned to the project  
Project timeline  
Report format  
References  
Cost

**RFP Deadline and Questions**

Three copies of the completed proposal should be delivered to Mr. Robert J. Ciserella, Assistant Superintendent for Finance, Facilities and Operations, 793 North Main Street, Glen Ellyn, Illinois, 60137 no later than 2:00 pm on Thursday, September 6, 2007. Questions regarding this request for proposal should be directed to Mr. Robert J. Ciserella, 630-534-7220 or [bciserella@d41.org](mailto:bciserella@d41.org).

**Glen Ellyn School District #41  
Board Report**

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**Date:** August 13, 2007  
**Title:** Master Facilities Plan  
**Contact:** Ann Riebock

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**Background:** Consistent with its Long-Range Plan, District 41 is preparing to develop a Master Facilities Plan that will address present and future student needs, support its educational plan and be based on sound financial planning. District 41 schools are at capacity, with 26 portable classrooms deployed among five schools. In April of 2007, the community rejected a facilities expansion and renovation plan that was developed through a long-term planning process that involved many stakeholders.

**Discussion:** A Master Facilities Plan is needed that will define the necessary steps to ensure that our physical plant will meet the educational needs for the next 15-20 years. A significant amount of data for this plan already exists, but we need a fresh, comprehensive and systematic evaluation of the assets and limitations of our buildings and our land. The evaluation should include the following components:

**Space Utilization:** is building space being maximized? Are there untapped capacities and efficiencies? Are there indoor environmental concerns to be addressed?

**Land-use and Stormwater:** What potential exists for school expansion either up or out? What limitations exist in terms of stormwater and related issues such as boggy areas, grading issues and environmental concerns?

**Safety and security:** What is needed in terms of security of ingress and egress, lines of sight, alarms, surveillance and so forth to make sure our buildings are safe places for students, staff and the other community groups that use our buildings?

**Educational Priorities:** What priorities for increased student learning and opportunity must be considered as drivers for our facilities planning? What implications from program evaluations may impact the use of our physical space?

**Recommendation:** The Board direct the administration to develop a proposal to address each of the components above. Each component will be approached as a separate proposal and the Board will take action upon them individually.

**Glen Ellyn School District 41  
Request for Proposal**

**Security Audit Study  
September 2007**

**Background**

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Central Services	33 Staff	N/A	13,686	N/A	45,715 SF

**Scope of Work**

The Board of Education of Glen Ellyn School District 41 is seeking proposals for a comprehensive school security audit/ assessment. The intent of the Board of Education is to identify existing strengths in safety/security and to identify areas for risk reduction.

Firms submitting proposals must have a minimum 5 years experience in the field of comprehensive school security audits/assessments (preferably including successful projects in the Chicago metropolitan area). Proposals should include a complete, district-wide assessment plan.

Proposals must address the following minimum audit/ assessment requirements:

- An examination of the physical design, environmental characteristics and structure of District 41 schools.
- On-site structured interviews with key stakeholders, including administration, faculty, central office personnel and School Board members.
- An audit of school safety/ security related policies and procedures inclusive of critical incident plans and emergency response preparedness.
- Structured interviews with local law enforcement and public safety personnel.
- An analysis of district-wide and local school campus communication systems.
- An analysis of staff education and training as related to school safety/ security issues.
- Final reports must include an executive summary, detailed report, budget impact, recommendations for phasing/ prioritizing remedies.

Glen Ellyn School District 41  
Request for Proposal

Security Audit Study  
September 2007

**Response to RFP**

Responses must include the following information organized in section and numbered as indicated below:

1. Company background and history
2. List and resumes of key personnel assigned to this project
3. List of personnel participating in on-site visits
4. List of school district references with complete contact information
5. Performance methodology including format for final report, timeline for completion of end product and available start date

**Selection of Successful Respondent**

District 41 intends to conduct on-site interviews (or teleconferences) with firms(s) receiving final consideration as a part of the selection process.

The Board of Education will accept the proposal that best meets the needs of the school district using following criteria:

Company experience  
Option(s) for complete or phased in recommendation  
Personnel assigned to the project  
Project timeline  
Report format  
References  
Cost

**RFP Deadline and Questions**

Three copies of the completed proposal should be delivered to Mr. Robert J. Ciserella, Assistant Superintendent for Finance, Facilities and Operations, 793 North Main Street, Glen Ellyn, Illinois, 60137 no later than 2:00 pm on Thursday, September 6, 2007. Questions regarding this request for proposal should be directed to Mr. Robert J. Ciserella, 630-534-7220 or [bciserella@d41.org](mailto:bciserella@d41.org)

DRAFT  
May 20, 2007

**Proposal for Consultant Services  
Junior High School Program**

Glen Ellyn School District 41  
Glen Ellyn, IL

Prepared By: Ronald Williamson, Ed.D.  
Professor, Leadership and Counseling  
Eastern Michigan University  
Ypsilanti, MI 48197  
734.429.5261  
734.417.4949 (C)  
e-mail: [rwilliams1@emich.edu](mailto:rwilliams1@emich.edu)

Date: May 20, 2007

DRAFT  
May 20, 2007

**Description of the Project:** This project will provide support to the Hadley Junior High School community as they work on the following school improvement activities:

- design and articulation of an agreed upon mission and vision for the school;
- plan program modifications including:
  - modifying the current exploratory program
  - selecting and implementing an appropriate scheduling model
  - maximizing the benefits of the team structure; and
  - identifying appropriate program evaluation measures.

**Proposed Services:** This project consists of two parts, one addressing the issue of mission and vision and the second program planning.

Part I: Articulation of an agreed upon statement of mission and vision

Facilitate the work of a representative group of faculty, parents, and administrators to develop a clear statement of the mission and vision of Hadley Junior High. This statement will be used to guide subsequent program planning.

Resources: 3 days  
Timeline: Summer 2007 or early Fall 2007

Part II: Planning of a modified Junior High School Program

Facilitate the work of a representative group of faculty, parents and administrators to make recommendations for providing a comprehensive set of exploratory experiences for students, strategies to modify the school schedule with the priority being enhanced instructional flexibility and improved learning for all students, strategies to strengthen the current teaming model, and identification of the metrics to be used for ongoing evaluation of the junior high program.

Resources: 12 days  
Timeline: Fall 2007 – Spring 2008

**DRAFT**  
**May 20, 2007**

**The Consultant:** Ron Williamson is currently a professor of Leadership and Counseling at Eastern Michigan University. Prior to that he taught at the University of North Carolina, and was a teacher, principal, Executive Director of Instruction, and Deputy Superintendent for Instructional Services in the Ann Arbor (MI) Public Schools.

Ron has also been Executive Director of the National Middle School Association, a member of NASSP's Middle Level Council and President of the National Forum to Accelerate Middle Grades Reform, a coalition of all the major professional organizations serving middle schools. He recently received the Gruhn-Long-Melton award from NASSP in recognition of lifetime achievement in middle level leadership.

The author of over 100 books, chapters, papers and articles in all the major professional journals serving middle school teachers and administrators, Ron is recognized as one of the major advocates and researchers in the field of middle schools.

Ron provided direct services to several large urban school districts when selected by the Edna McConnell Clark Foundation to serve as a leadership coach in their national middle school reform project. He also worked with the Galef Institute in Los Angeles on a Comprehensive School Reform project to improve middle schools in New York City, Houston, Louisville and Los Angeles. He has worked with dozens of middle and high schools throughout the nation on issues of school improvement.

**Responsibilities:**

The consultant agrees to:

- employ contemporary literature on effective junior high/middle school programs;
- use a collaborative facilitation style with planning teams;
- meet with school and district staff on a mutually agreed upon schedule;
- explicitly link project activities with other school improvement initiatives underway at the school and in the district;
- submit an invoice to the district for provided services each month of the project;

The district agrees to:

- provide relevant data about the school and district to the consultant;
- provide released time for members of the planning teams to participate in meetings;
- schedule meetings at mutually agreed upon times;
- make all arrangements for meeting space, materials and refreshments for the planning teams;
- print copies of any materials needed for the project;
- provide prompt payment for services to the consultant but no later than 30 days after receipt of an invoice;

DRAFT  
May 20, 2007

**Proposed Budget:** The estimated cost of the project is as follows:

**Part I:** Articulation of an agreed upon statement of mission and vision

*Consultant*

3 days on-site @ \$1300 \$3,900.00

*Expenses*

Reasonable and customary travel expenses

**Part II:** Planning of a modified Junior High School Program

*Consultant*

12 days on-site @ \$1300 \$15,600.00

*Expenses*

Reasonable and customary travel expenses

**NOTE:** In recognition of the long-term nature of this project the consultant fees are reduced from the normal daily rate. These fees also include work by the consultant off-site in preparation for the on-site work.

Additional days may be scheduled at the established daily rate by mutual agreement of both parties.

**Budget Summary:**

*Consultant*

\$19,500.00

*Expenses*

Reasonable and customary travel expenses

**Timeline:**

This project will commence and conclude on a schedule mutually agreed to by the district and the consultant.

\_\_\_\_\_  
Ronald D. Williamson

Date \_\_\_\_\_

ALGONQUIN  
MT. VERNON  
O'FALLON  
OAK BROOK  
PEORIA

**Amendment 13 to Professional Services Agreement Dated: May 16, 2005**

Between the Owner: Glen Ellyn School District 41  
793 N. Main Street  
Glen Ellyn, IL 60147

And the Architect: FGM Architects-Planners, Inc.  
1211 West 22<sup>nd</sup> Street  
Oak Brook, IL 60523

Project: Glen Ellyn 2008 Remodeling Work

FGM Project Number: TBD

Date of Amendment: August 8, 2007

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1.1.2 Project Parameters:

1.1.2.1 Project Objective: Provide architectural and engineering Basic Services for the 2008 Remodeling Work. Basic Services to include Design Development, Construction Documents, Competitive Bidding and Contract Administration Services.

1.1.2.2 Physical Parameters: Remodeling work at multiple sites.

1.1.2.3 Owner's Program: Scope of work is to be determined.

1.1.2.4 Legal Parameters: no change

1.1.2.5 Financial Parameters: no change

1.1.2.6 Time Parameters: Work to be bid in the fall of 2007.

1.1.2.7 Procurement method: General Contractor

1.5 Compensation:

1.5.1 Compensation will be based on a percent of construction costs in accordance with Exhibit B. Exhibit B is part of the original Professional Services Agreement dated May 16, 2005.

The fee will be adjusted to reflect the actual construction cost when the project is bid.

Progress payments for Basic Services shall total the following percentages:

Schematic Design:	fifteen percent (15%)
Design Development:	twenty percent (20%)
Construction Document Phase:	forty percent (40%)
Bid Phase:	five percent (5%)
<u>Contract Administration Services:</u>	<u>twenty percent (20%)</u>
Total Basic Compensation:	one hundred percent (100%)

1211 WEST 22ND STREET  
SUITE 705  
OAK BROOK, IL 60523-2109  
630.574.8300  
630.574.9292 FAX  
WWW.FGM-INC.COM

Additional meetings, presentation materials, etc. will be billed on a time and material basis at hourly rates as noted in Exhibit C of the original Professional Services Agreement dated May 16, 2005.

2.8 Schedule of Services:

8.8.1.2: Average of two (2) days per month for four (4) months and an average of one (1) day per month for two (2) months for visits to the site by the Architect over the duration of the Project during construction.



Owner  
Glen Ellyn School District 41  
793 N. Main Street  
Glen Ellyn, IL 60147

Architect  
FGM Architects-Planners, Inc.  
1211 West 22<sup>nd</sup> Street  
Oak Brook, IL 60523

By: Ann Riebock, Ed. D.  
Title: Superintendent

By: James C. Woods, AIA  
Title: Executive Vice President

By: Ronald W. Richardson, AIA  
Title: Senior Project Manager

ALGONQUIN  
MT. VERNON  
O'FALLON  
OAK BROOK  
PEORIA



**Amendment 12 to Professional Services Agreement Dated: May 16, 2005**

Between the Owner: Glen Ellyn School District 41  
(Name and Address) 793 N. Main Street  
Glen Ellyn, IL 60147

And the Architect: FGM Architects-Planners, Inc.  
1211 West 22<sup>nd</sup> Street  
Oak Brook, IL 60523

Project: Glen Ellyn Storm Water Study

FGM Project Number: TBD

Date of Amendment: August 8, 2007

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1.1.2 Project Parameters:

1.1.2.1 Project Objective: Provide civil engineering Basic Services for a site detention study at multiple sites. Basic Services to include development of Schematic Design Documents for two (2) site detention solutions per site. The study will also include the development of Opinion of Probable Cost information based on the Schematic Designs.

1.1.2.2 Physical Parameters: Work is limited to the following sites:

Abraham Lincoln School  
Churchill School  
Forest Glen School  
Hadley Junior High School

1.1.2.3 Owner's Program: Develop two (2) site detention solutions.

1.1.2.4 Legal Parameters: no change

1.1.2.5 Financial Parameters: no change

1.1.2.6 Time Parameters: No time parameters

1.1.2.7 Procurement method: Not applicable

1.1.2.8 Other parameters are:

1.1.2.8.1 Updated topographic mapping will be developed by the Owner which must include areas that were disturbed after the 1997 construction.

1.1.2.8.2 The two (2) solutions will be designed to provide the necessary detention volume in an underground, excavated detention basin.

1.1.2.8.3 The detention design will be based on an allowance for new construction area and associated disturbed area. The detention design may include storage required from the 1997

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SUITE 705  
OAK BROOK, IL 60523-2109  
630.574.8300  
630.574.9292 FAX  
WWW.FGM-INC.COM

improvements. The scope of the storm water work associated with the 1997 improvements is unknown.

1.1.2.8.4 One (1) meeting with the Village and Owner is included in the Basic Services. Additional meetings will be billed on a Time and Material basis.

1.5 Compensation:

1.5.1 Compensation for Basic Services will be based on a lump sum of \$15,400 (\$3,850.00 per site). Architectural coordination, additional meetings, presentation materials will be billed on a time and material basis. Hourly rates are noted in Exhibit C of the original Professional Services Agreement dated May 16, 2005.



Owner  
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Oak Brook, IL 60523

By: Ann Riebock, Ed. D.  
Title: Superintendent

By: James G. Woods, AIA  
Title: Executive Vice  
President

By: Ronald W. Richardson, AIA  
Title: Senior Project Manager

## Glen Ellyn District #41 Board Report

**Date: August 13, 2007**

**Title: Personnel Report-Final**

**Contact: Ann Riebock**

### Resignations:

The following staff members have submitted letters of resignation

<b>Name</b>	<b>School</b>	<b>Position</b>	<b>Reason</b>	<b>Effective Date</b>
Kelly King	Forest Glen	Reading Assistant	Teaching position	Immediately
Patricia Menges	Central Services Office	Administrative Assistant	Another position	July 20, 2007
Kim Donahue	Lincoln	Literacy Specialist	Another position	Immediately
Molly Mahoney	Forest Glen	Special Ed Aide	Teaching position	Immediately
Angel Birkelbach	Hadley	Literacy Specialist	Another position	Immediately
Melanie Zolnier	Franklin	4 <sup>th</sup> Grade Teacher	Another position	July 23, 2007
Melody Smith	Churchill	Special Ed Aide	Another position	Immediately
Alisa Dyer	Hadley	ELL Aide	No Reason Given	Immediately
Jennifer Gnagni	Hadley	Special Ed Aide	No Reason Given	Immediately
Kimberley Krupicka	Hadley	Gifted Specialist	Relocation	Immediately
Lauren Davis	District-wide	Orchestra teacher	Another position	Immediately
Wendy Schroeder	Hadley	Special Ed Aide	No Reason Given	Immediately

### Employment Recommendations:

<b>Name</b>	<b>School</b>	<b>Position</b>	<b>Placement/Salary</b>	<b>Effective Date</b>
Kelly King	Churchill	3 <sup>rd</sup> Grade Teacher	MA, step 1/\$43,710.00	2007-08 school year
<del>Robert Kelly</del>	<del>Hadley</del>	<del>Special Ed Aide</del>	<del>\$10.12 per hour/\$13,889.70</del>	<del>2007-08 school year</del>
Christina Kellam	Central Services	Instructional Technology Specialist	MA, step 1/\$43,710.00	2007-08 school year
Laura Malay	Franklin	Literacy Specialist	MA, step 6/\$53,467.00	2007-08 school year
Brianne Benages	Franklin	Music Teacher	BA, step 4/\$44,881.00	2007-08 school year
Rebecca Johnson	Hadley	Spanish Teacher	MA, step 2/\$45,662.00	2007-08 school year
Michelle Quenneville	Franklin	Pre K At-Risk	BA, step 1/\$39,027.00	2007-08 school year
Emily Piszczor	Forest Glen	Kindergarten Teacher	MA, step 3/\$47,613.00	2007-08 school year
Vanessa Mahoney	Hadley	6 <sup>th</sup> Grade Math	BA, step 5/\$46,832.00	2007-08 school year
Amy Johnson	Hadley	ELL Aide	\$10.12 per hour/\$13,889.70	2007-08 school year
Lisa Backart	Hadley	Special Ed Aide	\$10.12 per hour/\$13,889.70	2007-08 school year
Saba Siddiqui	Churchill	Bilingual Urdu teacher	BA+15, step 1/\$40,198.00	2007-08 school year
<b>Patience Odame (revised)</b>	<b>Franklin</b>	<b>Social Worker</b>	<b>MA+15, step 1/\$45,662.00</b>	<b>2007-08 school year</b>
Amy Wagner	Hadley	Counselor (.2)	MA, step 9/\$11,864.20	2007-08 school year

*Strategic Initiative: Hire and retain only the highest quality teaching and administrative staff.*

Margaret Lopatka	Hadley	Special Ed Aide	\$10.12 per hour/\$13,889.70	2007-08 school year
Mary Moore	Hadley	Special Ed Aide	\$10.12 per hour/\$13,889.70	2007-08 school year
Kim Boland	Hadley	Special Ed Aide	\$10.12 per hour/\$13,889.70	2007-08 school year
Heather Buccola	Lincoln	Second Grade Teacher	MA, step 12/\$65,175.00	2007-08 school year

### Leave Requests:

The following staff members have requested a leave of absence

<u>Name</u>	<u>School</u>	<u>Position</u>	<u>Reason</u>	<u>Effective Date</u>
Stephanie Ott	Lincoln	Special Ed Aide	Student teaching	8/20-11/16/2007
Antonietta Birdsell	Franklin	3 <sup>rd</sup> Grade Teacher	Parental Leave	2007-08 school year
Alison Kos	Franklin	4 <sup>th</sup> Grade Teacher	FMLA due to pregnancy	Anticipated Oct. 07 for 12 weeks
Alison Girling (revised)	Churchill	4 <sup>th</sup> Grade Teacher	FMLA due to pregnancy	August 20, 2007 – November 26, 2007
Margaret Peter (revised)	Lincoln	Literacy Specialist	FMLA due to pregnancy	August 20, 2007 – October 15, 2007

### Resignation and Retirement:

<u>Name</u>	<u>School</u>	<u>Position</u>	<u>Effective Date</u>
Karen Nash	Churchill	1 <sup>st</sup> grade Teacher	June 2009
Christine Ballenger	Forest Glen	1 <sup>st</sup> grade Teacher	June 2010

### Internal Transfers:

<u>Name</u>	<u>School/Position</u>	<u>to</u>	<u>School/Position</u>	<u>Effective Date</u>
Jeanne Nehls	Forest Glen/ Kindergarten Teacher		Lincoln/Kindergarten Teacher	2007-08 school year
Jeff Burke	Lincoln/3 <sup>rd</sup> Grade Teacher		Lincoln/4 <sup>th</sup> Grade Teacher	2007-08 school year
Anita Scussel	Forest Glen/Special Ed Aide		Forest Glen/ ELL Aide	2007-08 school year
Denise Capenigro	Hadley/8 <sup>th</sup> Grade Social Studies		Lincoln/ELL Teacher	2007-08 school year
Nicole Marcheschi	Lincoln/Resource Inclusion Teacher		Lincoln/3 <sup>rd</sup> Grade Teacher	2007-08 school year
Arlyne Beedle	Franklin/1 <sup>st</sup> Grade Teacher		Franklin/4 <sup>th</sup> Grade Teacher	2007-08 school year
Lynn Rumel	Franklin/Gifted Specialist		Franklin/3 <sup>rd</sup> Grade Teacher	2007-08 school year
Karie Whitfield	Hadley/Reading Assistant		Hadley/Math Assistant	2007-08 school year
Julie Zukauskas	Hadley/ISC Teacher		Lincoln/Resource Inclusion Teacher	2007-08 school year
Gia Kunkel	Hadley/Math		Hadley/Social Studies	2007-08 school year
Kayla Wheeler	Hadley/Language Arts		Hadley/Literacy Specialist	2007-08 school year
Margaret Peter	Lincoln/Second Grade		Lincoln/Literacy Specialist	2007-08 school year

It is recommended that the Board accept these personnel actions as presented

*Strategic Initiative: Hire and retain only the highest quality teaching and administrative staff.*

**INTERIM PAID BILLS**  
**06/15/07 - 07/31/07**

<u>FUND</u>	<u>TOTAL BILLS PAID</u>
General Fund	\$2,888,282.83
Bond & Interest	340,991.25
B & I Debt Service Grant	0.00
IMRF	128,740.90
Life Safety	0.00
S & C Cap Imp	0.00
97 Project Fund	0.00
Working Cash	0.00
<b>SUB-TOTAL</b>	<b>\$3,358,014.98</b>
Self-Insurance	1,437.55
Insurance	282,713.99
<b>TOTAL</b>	<b>\$3,642,166.52</b>

## Glen Ellyn School District #41 Board Report

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**Date:** August 13, 2007  
**Title:** Local Election Official  
**Contact:** Dr. Ann K. Riebock, Superintendent

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**Background:** District 41 School Board Policy #2:30, states that "the Board clerk or secretary of a school district serves as the local election official, assisted by designated representatives appointed by the Board of Education." The duties of the school board secretary in the capacity of the local election official are set out in Article 9 of the School Code and various sections of the Election Code.

**Discussion:** In January 2005, the Superintendent recommended and the Board approved the appointment of Patricia A. Menges as the local election official designee for Glen Ellyn School District 41. Due to Ms. Menges' resignation on July 20, 2007, the District is obligated to notify the DuPage County Election Commission of the vacancy and furnish it with the name of the new appointee.

**Recommendation:** The Administration is recommending the appointment of Maureen S. Stecker as the local election official for Glen Ellyn School District 41.