



07-19

Glen Ellyn School District 41

Dr. Ann K. Riebock, Superintendent

MINUTES

**BOARD OF EDUCATION
GLEN ELLYN SCHOOL DISTRICT 41**

REGULAR MEETING

**February 12, 2007, 7:30 P.M.
CENTRAL SERVICES OFFICE
793 NORTH MAIN STREET, GLEN ELLYN, ILLINOIS**

- I. Call to Order:** President Vivoda called the regular meeting of the Board of Education to order at 7:32 p.m.
- II. Pledge of Allegiance:** President Vivoda led in the Pledge of Allegiance and welcomed meeting attendees.
- III. Roll Call:** Members present were Kevin Cosgrove, Terra Howard, John Kenwood, and John Vivoda. Carol McElvain arrived at 7:33 p.m. and John Marcheschi at 7:49 p.m. Debbie Hoffman was absent.
- IV. Public Participation:** President Vivoda asked if there were any requests from the public to address the Board. The following residents addressed the Board:
 - Resident Jennifer Malec said that some people are confused about the financial information contained in the 2007 referendum fact sheet and suggested that it be clarified further.
 - Resident Steve Vondrak addressed the Board on the following matters.
 1. Asked if the Board would consider audio recording future board meetings.
 2. Encouraged the Board to consider revising its Board Policy #4:60 on Purchases and Contracts to include the following language related to vendor/contractor conflict of interest:

"Any company or individual doing \$10,000 or more in business with the District within a fiscal year shall not contribute to any political campaign that directly affects the District while doing business for the District or for a period of two years after completion of business with the District. Further, the district will not enter into significant business with a company or individual that has contributed to a political campaign that directly affects the District within two years prior to commencing business."

V. Presentations and Reports

A. Five-Year Plan: Superintendent Ann Riebock explained that the goals established with the Board of Education in August of 2006 began with the premise that the District needed a long-range plan (five years) to guide its work in three areas: student learning, financial health, and community engagement. She further explained that the five-year long range plan is accompanied by a two-year plan that serves as a working document for staff. Highlights of her presentation included a review of the following:

- District 41's Vision, Mission, and Values which were established through a strategic process in 2003
- A draft of District 41 Learner Characteristics which came out of the work of the Board and Continuous Improvement Team to define District 41 Learner Characteristics – a vision for student learner outcomes. (A final draft will be presented to the Board for adoption at their February 26, 2007 meeting.)
- Overview of the five-year plan (A copy of the PowerPoint presentation is attached)

A question and answer period followed Dr. Riebock's presentation. Among the items discussed were the goals and target areas for student learning and achievement described in the five-year plan, and the direct correlation between the Danielson Evaluation system for certified staff and the District's professional development plans.

Next Steps: Dr. Riebock and the Administration will begin to develop the five-year plan in a user-friendly format that can be distributed to the public and made available on our website.

B. Curriculum Review Cycle: On the heels of her presentation of the five-year plan, Dr. Riebock explained that the Curriculum Review Cycle is an example of specific action related to the District's five-year targets. She added that this item was being presented to the Board for information and discussion only. Continuing the presentation via PowerPoint, Assistant Superintendent for Teaching, Learning and Accountability Karen Carlson and Hadley teacher Madelyn Cox reported that in fall of 2007, the Learning Leadership Team (LLT) worked together to develop a Curriculum Review Cycle. The cycle was developed within the framework of a Plan, Do, Study, Act (PDSA) format. LLT identified the necessary steps a curriculum committee would take as each curricular area is reviewed in each phase of the cycle. They emphasized the importance of this seven-year cycle to ensure that every curricular area is appropriately reviewed. Also noted was how PDT has worked closely with LLT to ensure there is alignment in our efforts. Finally, whenever possible, the cycle has been aligned to the Illinois Textbook Loan Funds that are provided by the state. A copy of the Review Cycle and PDSA format is attached.

(Attachment)

A question and answer period ensued following the presentation. Among the items discussed by the Board were the Illinois Textbook Loan Funds, the Board's interest in a K-12 perspective and its philosophical viewpoint on the importance of curriculum integration at all levels.

Board discussion also included a recommendation to build timelines into the review framework, to make the curriculum available year-round so that parents and kids can set their own goals during the summer, and to complete a deeper research with experts in the different curricular areas.

Board member, Carol McElvain commended LLT on their process and thanked Karen Carlson and Madelyn Cox for their leadership.

Next steps: To get the curriculum review cycle on the website.

- VI. Recommendation to Amend the Agenda:** Dr. Riebock recommended that the February 12, 2007 Regular Board Meeting Agenda be amended to reflect the removal of Discussion Item IX, Proposed SIP Day Alternative Schedule for Kindergarten/Early Childhood/Pre-K @ Risk Programs for the 2007-08 School Year.

Member Kevin Cosgrove moved and member Terra Howard seconded to accept the recommendation to amend the agenda as presented. Motion carried on a unanimous voice vote.

VII. Consent Agenda

- A. Teaching, Learning and Accountability
- B. Personnel Report (Attachment)
- C. Finance, Facilities and Operations (*\$ denotes financial attachment*)
 - 1. Interim Paid Bills
- D. Other Matters
 - 1. Board Regular & Special Meeting Minutes (Attachment #4)
 - January 22, 2007 Regular Meeting and Closed Session
 - February 5, 2007 Special Meeting

Member Carol McElvain moved and member John Marcheschi seconded to approve the actions and recommendations contained in Consent Agenda. On a roll call vote answering "Aye", Cosgrove, Kenwood, Howard, Marcheschi, McElvain and Vivoda; answering "Nay", none. Motion carried.

VIII. Upcoming Meetings

- February 26, 2007
- Candidate workshop (tentative scheduled for some time in March)

IX. Superintendent's Report

- A. Monthly Enrollment Update (Attachment)

X. Action Item:

- A. Interactive Survey for stakeholder satisfaction of students, parents and staff that is focused on school level satisfaction, not District) (Attachment)

The Administration recommended that the Board of Education approve \$10,500 for the administration of the Harris Interactive survey for students, parents and staff as presented on the attached proposal.

Member John Marcheschi moved and member Kevin Cosgrove second to approve the administration of Harris Interactive survey in the amount of

\$10,500 as presented. On a roll call vote answering "Aye", Marcheschi, McElvain, Cosgrove, Kenwood, Howard and Vivoda; answering "Nay", None. Motion carried.

XI. Public Participation

Steve Vondrak asked how the technology advances have positively impacted student learning and the curriculum and encouraged the Board to include it as a topic for future board discussion.

Board candidate, Jane Schwartz emphasized the importance of formalizing the cross curricular and alignment processes.

XII. Closed Session: *At 9:00 p.m., member John Marcheschi moved and member John Kenwood seconded to adjourn to Closed Session to discuss:*

A. 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. 5 ILCS 120/2(c)(1).

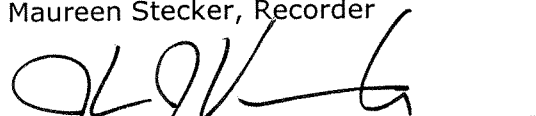
B. Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11).

On a roll call vote answering "Aye", Marcheschi, McElvain, Cosgrove, Kenwood, Howard and Vivoda; answering "Nay", None. Motion carried.

XIII. Return to Open Session: The Board returned to open session at 10:11 p.m.

VII. Adjourn Regular Meeting Adjourn Regular Meeting: *Member McElvain moved and member Kenwood seconded to adjourn the regular meeting at 10:12 p.m. On a roll call vote answering "Aye", McElvain, Cosgrove, Kenwood, Howard, Marcheschi and Vivoda; answering "Nay", none. Motion carried.*

Respectfully submitted,
Maureen Stecker, Recorder



John J. Vivoda,
President, Board of Education



Deborah M. Hoffman
Secretary, Board of Education

Minutes approved: February 26, 2007

**Glen Ellyn District
41**
Long-Range Plan

Our Vision
• Exceptional Learning in a
Respectful and
Supportive Environment

Our Mission
• It is the mission of District 41
to advocate for students
enabling each one to optimize
his/her potential within a
culture of continuous
improvement.

WE BELIEVE...

- That it is our responsibility to provide each child the opportunity to learn and to realize his/her potential in a continually improving public school system.
- That all individuals have the right to be valued and the responsibility to serve as a contributing members of the educational community.

WE BELIEVE...

- That honesty, dignity, integrity and respect serve as the cornerstones of our organization and are required behavior of all members of the community.
- Collaboration and shared learning are essential among staff, parents and community members to achieve our mission and to honor our diversity.

LEARNER CHARACTERISTICS

- All District 41 students are afforded an opportunity to learn as an individual within a community of peers and adults alike. Since learners are unique in their developmental journey, it is the goal of District 41 to provide, in partnership with the home and community, the environment in which each child has the opportunity to maximize his/her potential and to exhibit the following learner characteristics necessary to be a life-long learner:

Habits/Attitudes

- Curious Learner
- Creative Thinker
- Resilient
- Adaptive to Changing Contexts
- Collaborative with Others
- Open to Diverse Viewpoints and Experiences
- Respectful of others and the environment

Habits and Attitudes

- Compassionate
- Optimistic
- Nurturing
- Seeker of Challenge
- Engaged and Enthusiastic Learner
- Future Oriented

Skills

- Solves complex problems
- Makes connections between present and future opportunities
- Thinks critically and reflectively
- Communicates effectively using a variety of media and technology
- Communicates effectively with a variety of audiences

Skills

- Utilizes organizational skills to enhance learning
- Mediates peacefully in conflictive situations
- Appreciates beauty and the arts
- Pursues a healthy lifestyle
- Advocates for oneself

District 41 Long-Range Plan

- Goal #1: Create a five-year plan to improve student learning and achievement.
- Goal #2: Create a Long-range Financial Plan that maintains a financially healthy organization and addresses both facility and programmatic needs.
- Goal #3: Create a Long-range Communication Plan

Goal #1 Student Learning and Achievement Targets

- Students will understand and use a variety of literacy strategies across content areas.
- Classroom materials will be available for all students to experience a rigorous literacy experience.
- Data will drive decision-making at every level of the organization beginning with students.

Goal #1

**Student Learning and Achievement
Targets**

- Students will demonstrate their knowledge and application of strategic thinking skills across all curricular areas
- Math curriculum and instructional practices will prepare students to tackle rigorous math concepts in high school
- We will recruit, hire, support and retain high quality staff

Goal #2:

**Long-range Financial Planning
Targets**

- A five-year financial plan will demonstrate resource stability, long-range planning and fiscal responsibility.
- A long-range capital development plan will provide a systematic roadmap to ensure that the facility infrastructure meets our educational needs.
- Technology planning will address both short and long-term needs within the context of industry trends.

Goal #3

**A Long-range communication plan
Targets**

- D41 will use a framework for public engagement that aligns with district goals, builds trust, is based on key data, and leverages diversity of voices and partnerships.
- Evidence of positive school-community relationships with all constituents

**GLEN ELLYN DISTRICT 41
CURRICULUM REVIEW CYCLE
January, 2007**

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012
Literacy – Reading (Information Literacy)	Plan/Do	Do/Study	Act			
Literacy – Writing	Do/Study	Act				
Math – Elementary	Do/Study/Act Give Me Five/Beat The Clock	Plan/Do for Elementary Materials adoption	Study	Act		
Math - Hadley	Plan	Do	Study	Act		
Elementary Art/Music		Plan – pending ISBE Planning Grant	Do	Study	Act	
Science		Plan Assessments	Do	Study	Act	
Exploratory Programs/Hadley		Plan	Do	Study	Act	
Social/Emotional Standards	Plan	Plan/Do	Study	Act		
Foreign Language	In conjunction with GBW HS Curriculum Review Cycle					
Social Studies		Plan	Plan	Do	Study	Act
Physical Education		Plan Assessments	Do	Study	Act	Plan Curriculum
Technology		Plan	Do	Study	Act	
Report Card	Plan/Do	Plan/Do/Study	Do/Study/Act	Do/Study/Act	Do/Study/Act	Do/Study/Act
Illinois Textbook Loan Funds		K – 4	5 - 8		K – 4	5 - 8

Plan Cycle: Define the system; assess current situation and analyze cause; create plan for implementation

- Review research
- Identify beliefs/philosophy/best practices aligned to the research
- Review existing curriculum
- Compare existing curriculum to Illinois Standards and Framework identifying alignment and gaps
- Develop scope and sequence PreK – 8, aligned to research-based best practices
- Develop materials/text review matrix/criteria
- Begin materials/text review for consideration of pilot materials
- Identify needed funding
- Identify available funding
- Identify professional development plan to support curriculum over three years
- Review/identify/create assessments for and of learning to support the curriculum
- Identify technology needs in support of the curriculum
- Share information with LLT and CIT

Do Cycle: Try out the Improvement Theory

- Field test materials and secure feedback
- Field test assessments and secure feedback
- Implement professional development plan to support movement toward changes in the curriculum
- Develop sample lessons/demonstration lessons
- Address three tiers- assessment, methods, materials to include special education, gifted, ENL
- Identify needed funding
- Identify available funding
- Follow up on all components of year one, including technology
- Select materials and assessment to support new curriculum
- Share information with LLT and CIT

Study Cycle: Study the Results

- Monitor results of implementation of the curriculum, assessments, methods, materials and student performance
- Share information with LLT and CIT

Act Cycle: Standardize Improvements, Plan for Continuous Improvement

- Distribute adopted materials and assessments to all schools
- Continue to implement professional development plan using sample lessons and new materials
- Identify funding needs
- Provide ongoing professional development in support of the curriculum
- Collaborate efforts with PDT to provide ongoing support for new and existing curriculum
- Continue to monitor development and research in support of curriculum and identify areas for improvement
- Annually monitor district data for continuous improvement
- LLT to annually review curriculum review cycle in comparison to district data, adjusting the cycle accordingly

If the data proves that the strategy was successful, make the strategy a part of your plan and share the results with others.

- Distribute adopted materials and assessments to all schools
- Continue to implement professional development plan using sample lessons and new materials
- Identify funding needs
- Provide ongoing professional development in support of the curriculum
- Collaborate efforts with PDT to provide ongoing support for new and existing curriculum

Decide what needs to be addressed next

- Continue to monitor development and research in support of curriculum and identify areas for improvement.
- Annually monitor district data for continuous improvement
- LLT to annually review curriculum review cycle in comparison to district data, adjusting the cycle accordingly

Background information, baseline data, goals

- Review research
- Identify beliefs/philosophy/best practices aligned to the research

Compare baseline data with data gathered after the strategy has been implemented

- Monitor results of implementation of the curriculum, assessments, methods, materials and student performance.
- Share information with LLT and CIT

Study the Results

Standardize Improvements

Act

Study

Do

Try Out Improvement Theory

Determine strategy for implementing hypothesis or Improvement theory

Do a pilot group

- Field test materials and secure feedback
- Field test assessments and secure feedback
- Implement professional development plan to support movement toward changes in the curriculum
- Develop sample lessons/demonstration lessons
- Address three tiers – assessment, methods, materials to include special education, gifted, ENL
- Identify needed funding
- Identify available funding
- Follow up on all components of year one, including technology
- Select materials and assessments to support curriculum
- Share information with LLT and CIT

Plan for Continuous Improvement

Define The System

Disaggregate and assess baseline data

Analyze ways to improve or causes for baseline data

Determine hypothesis or improvement theory

- Review existing curriculum
- Compare existing curriculum to Illinois Standards and Framework identifying alignment and gaps

Assess Current Situation & Analyze Cause

Plan

Create Plan for Implementation

Analyze ways to improve or causes for baseline data
Determine hypothesis or improvement theory

- Develop Scope & Sequence PreK-8, aligned to research-based best practices.
- Develop materials/text review matrix/criteria
- Begin materials/text review for consideration of pilot materials
- Identify needed funding
- Identify available funding (budget \$, grants, textbook loan funds)
- Identify professional development plan to support curriculum over three years
- Review/identify/ create assessments for and of learning to support the curriculum
- Identify technology needs in support of the curriculum
- Share information with LLT and CIT

**Glen Ellyn District #41
Board Report**

Date: February 12, 2007

Title: Personnel Report

Contact: Ann Riebock

Resignations:

The following staff have submitted letters of resignation

<u>Name</u>	<u>School</u>	<u>Position</u>	<u>Reason</u>	<u>Effective Date</u>
*Lisa Moon	Ben Franklin	Reading Improvement Assistant	Assume Long Term Sub	02/09/07

Leave Requests:

The following staff have requested a leave of absence

<u>Name</u>	<u>School</u>	<u>Position</u>	<u>Reason</u>	<u>Effective Date</u>
Antonietta Birdsell	Franklin	3 rd Grade	FMLA-pregnancy	02/19/07 through end of year
*(Lisa Moon will be filling the long term sub assignment.)				
Kim Donahue	Lincoln	Literacy Specialist	FMLA-pregnancy	4/16/07 through end of year
Erin Hall	Churchill	Inclusion Facilitator	FMLA-pregnancy	3/05/07 through end of year
Christine Rebora	Franklin	Reading Assistant	Student teaching	2/12/07-2/21/07 and 3/12 through end of year
(Joanne Blandford and Deb Oberst will be filling the long term sub assignment.)				
Casey DePaepe	Franklin	1 st Grade	FMLA-illness	2/02/07 - 2/12/07
(Sara Wade will be filling the sub assignment.)				
Nancy DeWitt	Franklin/Forest Glen	ELL Tutor	FMLA-illness	1/28/07 - 2/16/07
(Sheila Fischl will be filling the sub assignment.)				

***Additional Information Regarding February 12th Personnel Report:**

Lisa Moon was hired as a Reading Improvement Assistant at Ben Franklin effective January 30, 2007. When it became necessary for Toni Birdsell to begin her maternity leave early, Sue Miller approached Lisa to see if she might be interested in filling the long-term sub position. Therefore, Lisa submitted her resignation from the Reading Improvement Position effective immediately. Lisa is a certified teacher with third grade experience who has successfully completed two long-term subbing assignments at Ben Franklin this year (Mary Elste at first grade and Jessica Warfel at second grade). She will begin teaching in Toni Birdsell's third grade classroom on Tuesday, February 20th or earlier depending on Toni's medical condition.

Employment Recommendations:

Name	School/Position	Placement/Salary
Jane Filmer	Churchill/Reading Assistant – K	\$12.19 hour/\$7711.12
Maria Vichio	Hadley/GIP aide	\$9.35 hour/\$5785.31
*Lisa Moon	Franklin/Reading Assistant – K	\$12.19 hour/\$7496.85
Kelley Vail/Amy Bishop	Lincoln/Job Share for 2007-2008	
Kim Donahue/Laurel Robinson	Lincoln/Job Share for 2007-2008	
Laurie Swatek/Amy Wagner	Lincoln/Job Share for 2007-2008	
Patricia Lenahan	Hadley/Special Ed Aide	\$9.35 hour/\$4978.87

Internal Transfers:

Name	School/Position	to	School/Position
Donna Kelly	Lincoln/School Secretary		Lincoln/Instructional Aide

Recommended Motion:

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

***Additional Information Regarding February 12th Personnel Report:**

Lisa Moon was hired as a Reading Improvement Assistant at Ben Franklin effective January 30, 2007. When it became necessary for Toni Birdsell to begin her maternity leave early, Sue Miller approached Lisa to see if she might be interested in filling the long-term sub position. Therefore, Lisa submitted her resignation from the Reading Improvement Position effective immediately. Lisa is a certified teacher with third grade experience who has successfully completed two long-term subbing assignments at Ben Franklin this year (Mary Elste at first grade and Jessica Warfel at second grade). She will begin teaching in Toni Birdsell's third grade classroom on Tuesday, February 20th or earlier depending on Toni's medical condition.

Glen Ellyn School District 41
 Monthly Enrollment Report Summary
 1/31/2007

School	Grade	Total Enrollment	Enrollment/section						Self Contained Spec Ed
Abraham Lincoln	K	104	22	21	21	20	20		
	1	124	21	21	20	21	20	21	
	2	104	21	21	20	21	21		
	3	103	21	21	20	20	21		
	4	103	26	26	26	25			
	5	98	24	25	24	25			
	EC	17							17
Total Enrollment:		653							
December 31 Total enrollment:		650							

Benjamin Franklin	K	117	24	24	23	23	23		
	1	83	20	21	20	22			
	2	96	19	20	19	18	20		
	3	93	23	23	23	24			
	4	91	22	22	24	22			1
	5	115	23	24	22	20	22		4
	Pre-K	35							35
Total Enrollment:		630							
December 31 Total enrollment:		626							

Churchill	K	74	19	19	19	17			
	1	110	17	18	19	19	18	19	
	2	110	23	20	22	23	22		
	3	101	21	20	20	19	21		
	4	96	25	25	24	22			
	5	93	22	21	25	25			
	Pre-K	28							28
Total Enrollment:		612							
December 31 Total enrollment:		612							

Forest Glen	K	88	22	22	22	22			
	1	76	19	18	19	20			
	2	90	23	23	22	22			
	3	93	23	23	23	24			
	4	94	23	23	22	23			3
	5	86	21	20	21	21			3
	EC	22							22
Total Enrollment:		549							
December 31 Total enrollment:		543							

Hadley		Total Enrollment	Enrollment/Team				
Hadley	6	385	131	128	122		4
	7	391	126	130	127		8
	8	378	122	122	121		13
Total Enrollment		1,154					
December 31 Total enrollment:		1,154					

District Total	Current	Prior Mo	
Pre-K	63	62	Self-Contained Special Education Special Education: Lincoln: ECE (Early Childhood Education) Franklin: MIP (Modified Program of Instruction) Forest Glen: ECE, GIP (Guided Program of Instruction) Hadley: MIP, GIP, ED (Emotional Disorders)
EC	39	39	
K	383	380	
1	393	392	
2	400	402	
3	390	389	
4	384	380	
5	392	387	
6	385	387	
7	391	389	
8	378	378	
Grand Total	3,598	3,585	Note: Shaded areas indicate children who are in mobile classrooms.

Glen Ellyn School District #41 Board Report

Date: February 12, 2007
Title: Harris Interactive Survey
Contact: Dr. Ann K. Riebock, Superintendent

Background: The Board entertained a discussion at its January 22, 2007 meeting regarding a long-term plan to survey staff, students, parents and community utilizing survey instruments designed for those specific constituents. The discussion outlined a plan to survey over the course of the next ten years and the average costs of the plan.

2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	Cost
Students, staff, parents	Community	Students, staff, parents		Students, staff, parents; Community		Students, staff, parents	Community	Students, staff, parents		
Below is the recommended 10-year survey deployment using both Harris and Unicom ARC.										
Harris \$10,500	Unicom \$17,500	Harris \$10,500		Harris \$10,500; Unicom \$17,500		Harris \$10,500	Unicom \$17,500	Harris \$10,500		\$105,150 (\$10,515 per year)
For cost comparison, below are shown sample deployments using either Harris or Unicom ARC alone.										
Harris \$10,500	Harris \$25,000	Harris \$10,500		Harris \$35,500;		Harris \$10,500	Harris \$25,000	Harris \$10,500		\$127,500 (\$12,750 per year)
Unicom \$19,000 (more for students)	Unicom \$17,500	Unicom \$19,000 (more for students)		Unicom \$36,500		Unicom \$19,000 (more for students)	Unicom \$36,500	Unicom \$19,000 (more for students)		\$166,500 (16,650 per year)

The first survey round to begin this year will focus on students, parents and staff. A specific set of questions will be provided to each of the stakeholder groups with additional questions added to determine perceptions specific to District 41 topics. The cost of the survey to be administered during the spring of 2007 is \$10,500. The results of the survey will be shared widely, utilized by the Continuous Improvement Team and reported to the Board of Education.

Recommendation: It is recommended that the Board of Education approve \$10,500 for the administration of the Harris Interactive survey for students, parents and staff.