



1235 Oak Street • Winnetka, IL 60093
phone 847-446-9400 • fax 847-446-9408
www.winnetka36.org

AGENDA
Winnetka Board of Education

Special Meeting
Carleton Washburne Resource Center

Tuesday, April 26, 2011
7:30 p.m.

I. CALL TO ORDER

II. ROLL CALL

III. REVIEW OFFICIAL CANVASS OF SCHOOL BOARD ELECTION

- A. Secretary Presents Cook County Board of Elections Canvass Reports and Declares Results
- B. Secretary Presents Newly-Elected Members of the Board
- C. Oath of Office (Administered by Ms. Nancy Fehrenbach)

"I, (name of Board member) do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education of Winnetka School District 36, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability. I further swear (or affirm) that I shall respect taxpayer interests by serving as a faithful protector of the school district's assets; I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees; I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels."

D. Adjournment of Current Board Sine Die

A motion is requested that the current Board adjourn the meeting sine die.

REORGANIZATION AGENDA

I. MOTION TO APPOINT PRESIDENT PRO TEM

(Vice President) A motion is requested that the Board of Education appoint a temporary Board President.

II. CALL TO ORDER

III. ROLL CALL

IV. RESOLUTIONS OF APPRECIATION

- A. Ms. Anne Kelly
- B. Ms. Nancy Fehrenbach
- C. Mr. Peter Kane

V. CELEBRATORY BREAK

VI. NOMINATION OF CANDIDATES FOR OFFICER POSITIONS

- A. Nominations are now in order for the office of President of the Board.

All in favor of _____ for the office of President of the Board raise their hands.

- B. Nominations are now in order of the office of Vice President of the Board.

All in favor of _____ for the office of Vice President of the Board raise their hands.

- C. Nominations are now in order for the office of Secretary of the Board.

All in favor of _____ for the office of Secretary of the Board raise their hands.

VII. DISTRICT REPORTS

- A. Assistant Superintendent
- B. Chief Financial Officer
 - First Draft of 2011-2012 Budget
 - Bond Record-Keeping Resolution

VIII. OTHER BUSINESS

IX. PUBLIC COMMENT

X. BOARD OF EDUCATION MEETING DATES

A motion is requested that the Board of Education approve the following schedule of Board of Education meeting dates, as submitted. The following meetings will take place at 7:15 p.m. in the Carleton Washburne Resource Center:

- May 24, 2011
- June 14, 2011 (Note early date to facilitate District Office remodel)
- July, 2011 - No Meeting
- August 23, 2011
- September 27, 2011
- October 25, 2011
- November 15, 2011
- December 13, 2011
- January 24, 2012
- February 28, 2012
- March 20, 2012
- April 24, 2012
- May 22, 2012
- June 26, 2012
- July, 2012 - No Meeting

XI. ACTION ITEMS

A. Approval of Personnel Resolution

A motion is requested that the Board of Education approve the Personnel Resolution for the 2011-2012 School Year, as submitted:

- Non-reemployment of Non-Certified Staff

B. Approval of Amended 2010-2011 School Calendar

A motion is requested that the Board of Education approve the amended 2010-2011 School Calendar, as submitted.

C. Approval of Bond Record-Keeping Resolution

A motion is requested that the Board of Education approve the Bond Record-Keeping Resolution, as submitted.

XII. MOTION TO MOVE TO EXECUTIVE SESSION

A motion is requested that the Board of Education adjourn the public session of the meeting to enter into an executive session to consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of District 36 or legal counsel for District 36, including hearing testimony on a complaint lodged against an employee of District 36 or against legal counsel for District 36 to determine its validity (5 ILCS 120/2(c)(1), and collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees (5 ILCS 120/2(c)(2). No action will be taken in executive session. All action will be taken in Open Session.

XIII. MOTION TO RETURN TO PUBLIC SESSION

A motion is requested that the Board of Education adjourn the executive session and return to public session.









XIV. MOTION TO ADJOURN

A motion is requested that the Board of Education adjourn the meeting.

April 05, 2011 Consolidated General Election

SD Bd. Of Ed. Winnetka 36 - 4yr. Township & Precinct Results

Registered Voters: 1,395,756	Voter Turnout: 16%	Back to Election Summary Results
Ballots Cast: 232,187		Print Results Download Results

SD Bd. Of Ed. Winnetka 36 - 4yr. Vote For 4	12 of 12 Precincts Reported	  
		% Votes
William G. Meurer		25.12% 1,634
Matt Hulsizer		24.6% 1,600
Jon Kaplan		24.94% 1,622
Thomas M. Shannon		25.34% 1,648

Township Results

Precinct Results

Precinct	Registered Voters	Ballots Cast	William G. Meurer	Matt Hulsizer	Jon Kaplan	Thomas M. Shannon	Total Votes
New Trier 7	905	126	68	21	20	21	80
New Trier 8	784	186	125	118	120	130	493
New Trier 9	702	233	154	153	158	155	620
New Trier 10	909	274	207	199	205	207	818
New Trier 11	662	168	127	125	130	134	516
New Trier 12	1,038	292	196	187	190	190	763
New Trier 14	1,049	254	165	157	159	158	637
New Trier 15	555	196	127	125	127	132	511
New Trier 18	1,618	354	206	211	208	209	834
New Trier 19	752	143	60	59	60	57	236
New Trier 43	777	210	145	138	134	139	556
New Trier 49	523	145	104	97	111	118	440
New Trier Township Results	9,674	2,601	1,634	1,600	1,622	1,648	6,504



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A Community of Learners

CURRICULUM OFFICE MEMO:

To: The Board of Education
From: Trisha Kocanda
Date: April 19, 2011
RE: Curriculum Updates
cc: Dr. Mark Friedman
Dr. Ken Cull

WINNETKA PARENT INSTITUTES

We had the opportunity to present two Winnetka Parent Institutes (WPI) this month. On April 13th, a team of teachers and administrators presented to 25 parents on Differentiated Instruction (DI). Parents participated in a lesson geared to an adult learning level. We then connected their experiences to the DI Framework.

On April 15th, Shana Frazin from Teachers College at Columbia University presented to 30 parents on the writing workshop model. She discussed the work of the yearlong collaboration with Teachers College and the Winnetka Public Schools. Feedback from both sessions has been positive.

ALL PARENT LETTER

I sent a letter to all parents in the Winnetka Public Schools on April 6, 2011. The goal was to communicate current plans in the area of curriculum, instruction and assessment and to share goals for 2011-2012. A copy of this letter is attached to the memo.

TEACHER INITIATIVE GRANTS/TEACHER RESEARCH GRANTS

On April 20th, a team of teachers and administrators are reviewing the applications for the Winnetka Public Schools Foundation Teacher Initiative Grants (TIG) and Teacher Research Grants (TRG). Thirteen TIG grants totaling a request of \$37,500 are under consideration, as well as five TRG totaling \$32,000. We are so thankful for the support of the Foundation. More information to come once grants are awarded.

APRIL 11th: ALL DISTRICT RELEASE DAY

On April 11th, the District Differentiation Leadership Team provided staff with a differentiated professional development opportunity based on teacher learning profiles. The sessions focused on ongoing assessment, a key principle in our differentiation framework. Teachers had an opportunity to participate in a lesson targeted to match their

self-assessed learning profile. The ESSENTIAL QUESTION for the day: How does assessment help teachers decide what and how to differentiate for students?

Session options included:

- 1) Practical Aspects of Pre-Assessment
- 2) Create your Own Assessments
- 3) Debating the Statement: "Teachers should Differentiate Assessments"

DIFFERENTIATION UPDATE

The District Differentiation Leadership Team (DLT) met on April 19th. The morning was dedicated to virtually collaborating with administrators in Hempfield School District (PA) and Taylor Ranch School (FL); both organizations are leaders in the area of setting up comprehensive differentiation plans in their respective district/school.

The second half of the day was dedicated to reflecting on progress this year and developing plans for next school year. In July, the district will be sending teachers to the comprehensive professional development opportunity at the University of Virginia. We will have a team of teachers attending Week 1 and current DLT members attending the advanced Week 2 session. This professional development helps support Goal 7: *Implement comprehensive, on-going, differentiated professional development to support differentiated instruction* and Goal 4: *Build administrator and teacher capacity to lead for differentiation*.

CROW ISLAND STEWARDSHIP GROUP

The Crow Island School Stewardship Group will be presenting a session at the 2011 Midwest Great Lakes Regional Conference of CEFPI on May 12 in Chicago, IL. The Council of Educational Facilities Planners International (or CEFPI) is a non-profit association of architects, educators, school administrators, board members, designers, construction/program managers, and planners dedicated to improving the places where children learn from preschool to college. CEFPI is recognized internationally for its leadership in planning, designing, constructing, and maintaining educational facilities. The session - "Stewardship from the Start: Anticipating a School's Legacy" - highlights the enduring history and philosophy of the Winnetka Public Schools.

Since its establishment in 2005, the Stewardship Group, including teachers, administrators, parents and Winnetka community members, has been meeting to plan initiatives to enhance community understanding of the history and value of our National Landmark school. Maintaining Crow Island's local, national and international presence in the fields of education and school architecture is an important focus of this group's work.

MATH CURRICULUM REVIEW PREPARATION

Representatives of next year's Math Curriculum Review team attended the National Council of Teachers of Mathematics (NCTM) annual conference this month. The targeted priorities for the teachers and administrators attending this conference was to: 1) gain more information about the Common Core State Standards for Mathematics which will have a significant impact on our curriculum review and 2) continue examining standardized math assessments that contain a growth scale, suitable for use in Winnetka across the grades. An article written by the NCTM president is attached to this memo as well. It provides more insight into the national Common Core State Standards for Mathematics.



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Trisha Kocanda, Assistant Superintendent of
Curriculum, Instruction, & Assessment
trishakocanda@winnetka36.org

April 6, 2011

Dear Winnetka Public School Parents,

I hope this letter finds you relaxed and well after a week with your family. I am writing to you to give you an update about the schools and to invite you to some upcoming events designed for parents to learn more about our current initiatives.

While spending some time at Washburne School during spring break, I realized how much I missed hearing the students excitedly plan and rehearse the next episode of *Washburne Live* and listening to the Spanish conversations and rhythmic songs in the World Language wing. It is certainly a lively environment with a lot of student energy.

While I missed the student excitement, spring break did offer a quieter time for reflection. Reflection has always been an important practice in Winnetka. It allows for thoughtful review and future planning. In my first nine months in The Winnetka Public Schools as the Assistant Superintendent of Curriculum, Instruction and Assessment, I have been able to meet with many community members. It is through these conversations with parents, Board members, teachers and administrators that I piece together the rich history of our District and gain insights as to how to help us continue to move forward.

A thoughtful request came my way asking me to share an update with parents regarding curriculum, instruction and assessment in The Winnetka Public Schools. While the Assistant Superintendent role allows me to regularly collaborate with teachers and administrators, I want to find additional ways in which to communicate with you. In the introduction to [The Search for Common Values at Winnetka](#), former Greeley School principal Sandra Karaganis wrote, "When the community and the schoolhouse work together, each nurtures the role of the other." I hope you find the attached update regarding the work of the district helpful in your role as a partner in our school district.

In the coming weeks, there are also a couple of additional opportunities to learn more about the work we have been doing. I invite you all to join us on April 13th at The Skokie School from 9:15 am - 10:30 am for the Winnetka Parent Institute (WPI), "Differentiation: A Hands On Experience for Parents." This will provide you an opportunity to experience Differentiated Instruction from a student perspective. In addition, we are hosting another WPI, "Writing Workshop with Columbia University" on April 15th at Hubbard Woods School auditorium from 9:15 - 10:30 am. This event will feature a discussion about the yearlong collaboration between The Winnetka Public Schools and Teachers College at Columbia University. I hope to see many of you at these events.

The information on the reverse side of this letter summarizes only a sampling of the progress we have made this year. We will continue to challenge ourselves to consistently improve to benefit our students' learning.

Sincerely,

Trisha Kocanda
Assistant Superintendent of Curriculum, Instruction & Assessment

A Community of Learners

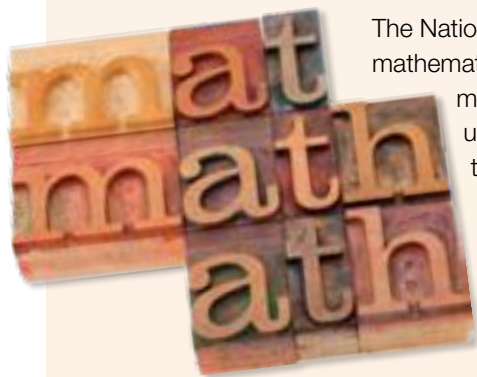


Here is a summary of the work that has been accomplished and plans for the future:

	Accomplishments for 2010-2011 School Year (by Summer 2011)	Next Steps for 2011-2012 School Year
Curriculum	<ul style="list-style-type: none"> • Curriculum review initiated for K-8 Fine Arts program (art, music, drama); draft of updated curriculum developed based on Understanding by Design (UbD) • World Language curriculum review initiated; parent input process developed • Math <ul style="list-style-type: none"> ○ Math curriculum review committee selected ○ District statement written regarding the use of one common set of math materials in all three elementary buildings to guide math review process • Implemented updated reading and writing curriculum in continuum format 	<ul style="list-style-type: none"> • Resources and materials will be selected to support the updated K-8 Fine Arts Program • World Language curriculum committee will revise curriculum and make recommendations for any changes in program delivery • Math <ul style="list-style-type: none"> ○ Math curriculum review committee begins formal evaluation; revises curriculum based on the new national Common Core Standards for Mathematics ○ Begins reviewing common math materials to support revised curriculum
Instruction	<ul style="list-style-type: none"> • District-wide professional development plan for Differentiated Instruction developed and implemented • District-wide professional development implemented in the area of writing in partnership with Teachers College, Columbia University 	<ul style="list-style-type: none"> • Continued professional development provided during Institute Days and staff meetings for Differentiated Instruction, led by teacher and administrative leaders • Continued professional development provided by Literacy Facilitators, administrators and teacher leaders in the area of writing • Continued partnership with Teachers College, Columbia University
Assessment	<ul style="list-style-type: none"> • Data Management System selected (Pearson Inform) & phase-in plan created • New nationally-normed district-wide math assessment selected • Common year-end math assessment collected to help inform math review • Common all-district writing assessment developed 	<ul style="list-style-type: none"> • Data Management System implemented according to phase-in plan • Math assessment implemented in grades 3-8; includes parent report • Common all-district writing assessment given to students

This chart summarizes only a sampling of the work that has transpired this year. We will continue to challenge ourselves to consistently improve to benefit our students' learning.

Making Sense of Mathematics



The National Council of Teachers of Mathematics (NCTM) is a voice and advocate for mathematics educators, working to ensure that all students receive equitable mathematics learning of the highest quality. To help teachers and school leaders understand the Common Core State Standards for Mathematics (CCSSM) and to point out how the CCSSM can be implemented with support from NCTM's prior standards work, NCTM recently released *Making It Happen*, a guide to implementation. NCTM President Michael Shaughnessy answers some questions about that effort and the state of mathematics education in schools today.

Principal Leadership: How does NCTM's work align with the Common Core State Standards for Mathematics? What is the common ground?

Michael Shaughnessy: Mathematics programs consist of content materials, goals for students, content and process standards, assessment practices (both formative and summative), professional development and professional learning communities, and outreach to parents and guardians—it's a system, much more than just a curriculum.

NCTM is committed to supporting all the components of an excellent mathematics program. The book *Making It Happen* is designed to help implement the Common Core State Standards for Mathematics by providing detailed connections to NCTM's standards and resources over the last 20 years, especially to Principles and Standards for School Mathematics (PSSM), Curriculum Focal Points, and the publication *Focus in High School Mathematics: Reasoning and Sense Making*. The details are in the electronic appendices of *Making It Happen*. These appendices are a living document, and they will be periodically updated as NCTM continues to produce resources and support for mathematics teachers, as in additional forthcoming booklets in the *Essential Understandings* series.

PL: What should principals and school leaders know about the alignment of the Common Core standards and NCTM recommendations?

Shaughnessy: Perhaps the main and broadest reaching implication is in the synergy between the NCTM process standards—problem solving, reasoning, communication, connections, and representations—in PSSM and the Standards for Mathematical Practice in the Common Core standards. The process standards are the heart of NCTM's vision for how mathematics should be taught, learned, and assessed. Although PSSM provides more detail and examples of how mathematical processes can be interwoven with particular mathematics content standards, the basic message is the same in both documents: students must be able to reason and make sense of their mathematics in deep, coherent, connected ways. Mathematics standards are much more than mastering a list of content bullets. The assessments that are under development for the CCSSM will include students' proficiency with the standards that are explained in PSSM.

PL: In what areas do you see the biggest need in the mathematics curriculum or instruction over the next 10 years?

Shaughnessy: Rethinking and revising our approach to secondary mathematics, both in appropriate content for the 21st century and in relevant pedagogical approaches.

We have not been making adequate progress as a nation in improving the teaching and learning of mathematics at the secondary level. The NAEP mathematics data at the secondary level, over the last few administrations, has been flat. We have seen continued growth in NAEP scores at grade 4 and grade 8 over the past decade, but we have made little or no progress at the secondary level. Attitudes toward mathematics are particularly poor among secondary students. Students in our secondary mathematics courses need to see the relevance of what they are studying to their current, or even future, lives. They need opportunities to experience the joy of exploring or solving a mathematical problem—similar to the way that they might in a science project or in a social studies exploration—opportunities to see the beauty, power, and uses of mathematics. Teachers must help secondary students make mathematics their own and enable them to put their own stamp on a solution.

Several years ago, NCTM printed *Focus on High School Mathematics: Reasoning and Sense Making for All* to point secondary teachers to big issues and ideas in mathematics—since we had just come out with the Focal Points series for K–8 teachers—and to address the abysmal state of high school mathematics in this country in ways that went way beyond just particular content suggestions. The goal was to instill the process standards in PSSM in the classrooms and mathematical experiences of all secondary students

and their teachers. In the past year, three additional volumes have been added to highlight in-depth examples in geometry, statistics, and algebra that can be used by teachers and integrated into whatever curriculum materials that they may be using to provide many more opportunities for students to share their work, communicate a variety of approaches, critique and comment on solution paths, justify their thinking, and generalize a particular mathematical situation—in other words, experience the NCTM process standards and the Common Core standards for mathematical practice firsthand.

The initiative will continue over the next several years. Two more books are in process, one dealing with equity. It has chapters on reasoning and sense making for *all* students—those who have special needs, those who are second language learners, those who are strongly attracted to mathematics and need to be challenged—*all* means *all*. There are ongoing NCTM task forces in this initiative, one that will provide additional examples of reasoning and sense-making tasks to be posted on the NCTM Web site. Another task force is investigating and creating prototype video clips of secondary students reasoning about mathematics, along with clusters of their work. A third has planned a special conference this summer for secondary teachers and teacher leaders—an interactive institute in Orlando, FL, on July 28–30. NCTM has made this project a priority for the next three to five years.

Another big issue in mathematics curricula and instruction is the integration of technology into the teaching and learning of mathematics at all levels in a way that enhances the depth and breadth of the content and promotes deeper student reasoning and sense making. Students must have opportunities to use the kinds of technological tools that can help push their mathematical thinking, tools that will help them ask and explore mathematical questions beyond the initial task or problem given to them. In the 21st century, we can expect a very rapid growth in tools available for learning and exploring mathematical ideas. As teachers, we need to be riding that wave and tapping those technological resources as much as we can.

PL: Where should a principal put time and effort to ensure high-quality mathematics instruction?

Shaughnessy: Establishing a community of mathematical practice of the teachers in every single school in our nation. The highest-quality mathematics has the best chance of blossoming when teachers are systematically working together in a community of mathematical practice. Successful communities of practice include such things as “doing the math” together; joint lesson planning; observing and debriefing lessons from the perspective

of, What were the students thinking? How do you know?; creating common assessment items for the purpose of formative assessment, and examining student work together; and of course, learning more mathematics together—in the school setting if possible. Further, these communities have a much better chance of succeeding and having long-term impact if the principal him- or herself participates actively in those same activities with the mathematics teachers—regardless of whether mathematics is one of the subjects that he or she taught.

PL: In some areas, it is challenging to find qualified mathematics teachers. What can principals do to ensure that they have well-qualified instructors?

Shaughnessy: Schools need teachers who have strong mathematics backgrounds, but who can also work in teams with other teachers and who can elicit and encourage student-to-student discourse about mathematics as they work together and share their thinking with others. Just “knowing the math” is not enough. On top of that, although there are dedicated teachers out there, sometimes they themselves really don’t know the mathematics—particularly in areas like geometry or statistics. So we need mathematics coaches and elementary math specialists in many of our schools. (See joint position statement on elementary math specialists from NCTM and the Association of Mathematics Teacher Educators [AMTE].) Districts and principals can team with nearby colleges and universities to develop teacher-education programs that are at least as much school-based as they are university classroom-focused.

There are some excellent teacher education programs that in fact do prepare their students well in the mathematics—but may not have a very strong connection to schools. On the other hand, there are some school-based programs—some of them “alternative” programs—that don’t have a heck of a lot of mathematics in them, at least not initially. Shop for good programs and partner with the teacher education community. Check out the Web site and resources available through NCTM and AMTE.

PL: Many discussions about mathematics center on sequencing and such topics as when to offer algebra or pre-algebra. What are your thoughts on that topic?

Shaughnessy: The “layer cake” secondary sequence that appears in so many secondary schools is not appropriate, or even relevant, in the 21st century. Regarding sequencing, for example, the Common Core Standards for Mathematics start algebraic reasoning progression in middle school and build right on through the third year of high school. It doesn’t make sense to me, looking at the Common Core, to just do an algebra course in eighth grade. There is a lot more in the grade 8 standards than algebra. The focus should be on interweaving the mathematical content progressions for our students, not on sequencing. Educators must think of mathematics as an interconnected discipline, not just a bunch

of discrete topics or confined courses. If you read carefully through the Common Core Standards, the secondary-level mathematical content progressions lend themselves quite nicely to an integrated mathematics approach.

PL: What final thoughts do you have for educators?

Shaughnessy: In recent years, it seems that educators have been under fire more than usual. So many negative stories have appeared in the media about the lack of progress in some schools, our nation’s poor report card compared with other countries, or the qualifications of some of our teachers. If ever there was a time when all of us need to come together and support one another, now is that time. There are so many great and dedicated teachers in our schools, and we need to support them, stand behind them, and help them if they are in trouble.

If a student, or a teacher, or a school is failing in some way, the relevant support community must go to bat for that student, that teacher, or that school. This means we all have to communicate better and get out of the finger-pointing habit. When I hear people complaining about our teachers or our schools, I tell them, “You go do their job for a week—you take over their classrooms, deal with their students and parents, walk in their shoes. Then come back and we’ll continue the conversation when you’re more enlightened.”

We educators have an enormous mission in this country—providing opportunities for all children to learn and grow. In this regard, it is critically important that we continue to be able to attract enthusiastic young people to the teaching profession and find creative ways to support them so that they will remain and grow in the profession. To accomplish this, we all have to work together so that negativism doesn’t deter us from our primary mission: educating those students. **PL**

Jan Umphrey is the editor of *Principal Leadership*.

Michael Shaughnessy is the president of NCTM.



First Draft
2011-2012 Budget
Submitted April 26, 2011

Revenue Comparison

2010-11 to 2011-12

Fund	2010-2011 Budget	2011-2012 Budget	Dollar Change over 2010-2011	Percent Change from 2010-2011
Education	\$29,025,799	\$30,037,413	\$1,011,614	3.49%
O & M	\$4,239,664	\$4,416,974	\$177,310	4.18%
Debt Service	\$3,984,910	\$4,453,220	\$468,310	11.75%
Transportation	\$519,236	\$477,803	(\$41,433)	-7.98%
IMRF	\$845,503	\$880,403	\$34,900	4.13%
Capital Projects	\$40,000	\$10,000	(\$30,000)	-75.00%
Working Cash	\$22,064	\$17,119	(\$4,945)	-22.41%
Tort	\$101,667	\$105,785	\$4,118	4.05%
Life-Safety	\$0	\$0	\$0	#DIV/0!
Total	\$38,778,843	\$40,398,717	\$1,619,874	4.18%
Total w/o L-S, Tort and Capital Projects	\$38,637,176	\$40,282,932	\$1,645,756	4.26%

Expense Comparison

2010-11 to 2011-12

Fund	2010-2011 Budget	2011-2012 Budget	Dollar Change over 2010-2011	Percent Change from 2010-2011
Education	\$28,767,116	\$28,454,278	(\$312,838)	-1.09%
O & M	\$3,265,132	\$3,317,781	\$52,649	1.61%
Debt Service	\$4,064,292	\$4,485,126	\$420,834	10.35%
Transportation	\$508,067	\$518,203	\$10,136	2.00%
IMRF	\$963,438	\$992,344	\$28,906	3.00%
Capital Projects	\$4,164,233	\$2,800,000	(\$1,364,233)	-32.76%
Working Cash	\$0	\$0	\$0	0.00%
Tort	\$101,667	\$105,785	\$4,118	4.05%
Life-Safety	\$0	\$0	\$0	#DIV/0!
Total	\$41,833,945	\$40,673,517	(\$1,160,428)	-2.77%
Total w/o L-S, Tort and Capital Projects	\$37,568,045	\$37,767,732	\$199,687	0.53%
Total w/o L-S, Tort, Capital Projects and Debt Services	\$33,503,753	\$33,282,606	(\$221,147)	-0.66%

Revenue vs. Expenses 2011-12

All Funds

	<u>Revenues</u>	<u>Expenditures</u>	<u>Difference</u>
Education	\$30,037,413	\$28,454,278	\$1,583,135
O & M	\$4,416,974	\$3,317,781	\$1,099,193
Debt Service	\$4,453,220	\$4,485,126	(\$31,906)
Transportation	\$477,803	\$518,203	(\$40,400)
IMRF	\$880,403	\$992,344	(\$111,941)
Capital Projects	\$10,000	\$2,800,000	(\$2,790,000)
Working Cash	\$17,119	\$0	\$17,119
Tort	\$105,785	\$105,785	\$0
Life-Safety	\$0	\$0	\$0
Total	\$40,398,717	\$40,673,517	(\$274,800)

Revenues vs. Expenses 2011-12

w/o Life-Safety, Tort and Capital Projects

	<u>Revenues</u>	<u>Expenditures</u>	<u>Difference</u>
Education	\$30,037,413	\$28,454,278	\$1,583,135
O & M	\$4,416,974	\$3,317,781	\$1,099,193
Debt Service	\$4,453,220	\$4,485,126	(\$31,906)
Transportation	\$477,803	\$518,203	(\$40,400)
IMRF	\$880,403	\$992,344	(\$111,941)
Working Cash	\$17,119	\$0	\$17,119
Total	\$40,282,932	\$37,767,732	\$2,515,200

Projected Ending Balances as of 6/30/12

All Funds

	Education	O&M	Debt Service	Transportation	IMRF	Capital Projects	Working Cash	Tort	Life-Safety	Total
Est Beg Bal 7/11	\$19,945,978	\$10,395,602	\$2,143,131	\$324,095	\$57,538	\$12,783,909	\$2,613,678	\$7,101	\$24	\$48,271,056
Proj Rev 11-12	\$30,037,413	\$4,416,974	\$4,453,220	\$477,803	\$880,403	\$10,000	\$17,119	\$105,785	\$0	\$40,398,717
Proj Exp 11-12	\$28,454,278	\$3,317,781	\$4,485,126	\$518,203	\$992,344	\$2,800,000	\$0	\$105,785	\$0	\$40,673,517
Sub-Total	\$21,529,113	\$11,494,795	\$2,111,225	\$283,695	(\$54,403)	\$9,993,909	\$2,630,797	\$7,101	\$24	\$47,996,256
Trans Mnt 11-12	(\$1,250,000)	\$1,250,000								
Est End Bal 6/12	\$20,279,113	\$12,744,795	\$2,111,225	\$283,695	(\$54,403)	\$9,993,909	\$2,630,797	\$7,101	\$24	\$47,996,256
Cum Maint Reserve a/o 10-11		\$2,579,311				\$1,350,000				
Transfer Maint Reserve 11-12		\$1,250,000				\$0				
Proj Maint Reserve Spent 11-12		\$0				\$0				
Proj Amt Reserve a/o 7/12		\$3,829,311				\$1,350,000				

Projected Ending Balances as of 6/30/12 w/o Life-Safety, Tort and Capital Projects

	<u>Education</u>	<u>O &M</u>	<u>Debt Service</u>	<u>Transportation</u>	<u>IMRF</u>	<u>Working Cash</u>	<u>Total</u>
Est Beg Bal 7/11	\$19,945,978	\$10,395,602	\$2,143,131	\$324,095	\$57,538	\$2,613,678	\$35,480,022
Proj Rev 11-12	\$30,037,413	\$4,416,974	\$4,453,220	\$477,803	\$880,403	\$17,119	\$40,282,932
Proj Exp 11-12	\$28,454,278	\$3,317,781	\$4,485,126	\$518,203	\$992,344	\$0	\$37,767,732
Sub-Total	\$21,529,113	\$11,494,795	\$2,111,225	\$283,695	(\$54,403)	\$2,630,797	\$37,995,222
Trans Mnt 11-12	(\$1,250,000)	\$1,250,000					
Est End Bal 6/12	\$21,529,113	\$11,494,795	\$2,111,225	\$283,695	(\$54,403)	\$2,630,797	\$37,995,222

RESOLUTION Approving a Bond Record-Keeping Practice for
School District Number 36, Cook County, Illinois.

* * *

WHEREAS, School District Number 36, Cook County, Illinois (the “*District*”), has issued bonds or other obligations (each an “*Obligation*” and collectively, the “*Obligations*”) the interest on which is not includable in “gross income” for federal income tax purposes; and

WHEREAS, pursuant to the proceedings and agreements under which the Obligations were issued, the District has covenanted generally to take all action necessary to preserve the tax exemption of the interest paid on the Obligations; and

WHEREAS, it is necessary and in the best interest of the District to maintain sufficient records to demonstrate compliance with such covenants and to adopt policies with respect thereto:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of School District Number 36, Cook County, Illinois, as follows:

Section 1. Incorporation of Preambles. The Board of Education of the District (the “*Board*”) hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. Compliance Officer Is Responsible for Records. The _____ of the District (known, for purposes of this Resolution only, as the “*Compliance Officer*”) is hereby designated as the keeper of all records of the District with respect to each issue of the Obligations, and such officer shall report to the Board at least annually that he/she has all of the required records in

his/her possession, or is taking appropriate action to obtain or recover such records.

Section 3. Closing Transcripts. For each issue of Obligations, the Compliance Officer shall receive, and shall keep and maintain, a true, correct and complete counterpart of each and every document and agreement delivered in connection with the issuance of the Obligations, including without limitation (a) the proceedings of the District authorizing the Obligations, (b) any offering document with respect to the offer and sale of the Obligations, (c) any legal opinions with respect to the Obligations delivered by any lawyers, and (d) all written representations of any person delivered in connection with the issuance and initial sale of the Obligations.

Section 4. Arbitrage Rebate Liability. The Compliance Officer shall review the agreements of the District with respect to each issue of Obligations and shall prepare a report for the Board stating whether or not the District has any rebate liability to the U.S. Treasury, and setting forth any applicable exemptions that each issue of Obligations may have from rebate liability. Such report shall be updated annually and delivered to the Board.

Section 5. Recommended Records. The Compliance Officer shall review the records related to each issue of Obligations and shall determine what requirements the District must meet in order to maintain the tax-exemption of interest paid on the Obligations. The Compliance Officer shall then prepare a list of the contracts, requisitions, invoices,

receipts and other information that may be needed in order to establish that the interest paid on the Obligations is entitled to be excluded from “gross income” for federal income tax purposes. Notwithstanding any other policy of the District, such retained records shall be kept for as long as the Obligations relating to such records (and any obligations issued to refund the Obligations) are outstanding, plus three years, and shall at least include:

(a) complete copies of the bond transcripts delivered when any issue of Obligations is initially issued and sold;

(b) copies of account statements showing the disbursements of all bond proceeds for their intended purposes;

(c) copies of account statements showing all investment activity of any and all accounts in which the proceeds of any issue of Obligations has been held;

(d) copies of all bid requests and bid responses used in the acquisition of any special investments used for the proceeds of any tax-exempt obligations, including any swaps, swaptions, or other financial derivatives entered into with respect to any tax-exempt obligations in order to establish that such instruments were purchased at *fair market value*;

(e) copies of any subscriptions to the U.S. Treasury for the purchase of State and Local Government Series (SLGS) obligations;

(f) any calculations of liability for *arbitrage rebate* that is or may become due with respect to any issue of tax-exempt obligations, and any calculations prepared to show that no arbitrage rebate is due, together, if applicable, with account statements or cancelled checks showing the payment of any rebate amounts to the U.S. Treasury together with any applicable IRS Form 8038-T; and

(g) copies of all contracts of the District, including any leases, with respect to the use of any property owned by the District and acquired or financed with the proceeds of tax-exempt obligations, any part of which property is used by a private person at any time when such bonds are or have been outstanding.

Section 6. IRS Examination. In the event the Internal Revenue Service (“IRS”) commences an examination of any issue of Obligations, the

Compliance Officer shall inform the Board of such event, and is authorized to respond to inquiries of the IRS, and to hire outside, independent professional counsel to assist in the response to the examination.

Section 7. Severability. If any section, paragraph or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph or provision shall not affect any of the remaining provisions of this Resolution.

Section 8. Repeal. All resolutions or parts thereof in conflict herewith be and the same are hereby repealed and this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted _____, 2011.

President, Board of Education

Secretary, Board of Education

**POST ISSUANCE COMPLIANCE CHECKLIST
FOR ILLINOIS GOVERNMENTAL USE BONDS**

NAME OF BONDS:

Responsible Person for Debt Management Activities	
Bond Counsel	
Financial Advisor	
Underwriter	
Paying Agent	
Rebate Service	
Other:	

A. TAX LAW REQUIREMENTS	DOCUMENT REFERENCE	RESPONSIBILITY
1. General Matters.		
(a) Proof of filing Form 8038-G.		
(b) Complete bond transcript		
(b) "Significant modification" to bond documents results in reissuance. Proof of filing new Form 8038-G plus final rebate calculation on pre-modification bonds.		
2. Monitor the Use of Proceeds and Financed Facilities.		
(a) No private business use arrangement with private entity (includes federal government) beyond permitted <i>de minimis</i> amount unless cured by remedial action.		
(b) Actions Re: Financed Facilities.		
(i) No sale.		
(ii) No leases.		
(iii) No management contract.		
(iv) No research contract.		

(v) No “Special legal entitlement”.		
3. Arbitrage.		
(a) Rebate ¹ .		
(i) First installment of arbitrage rebate generally due on fifth anniversary of bond issuance plus 60 days.		
(ii) Succeeding installments every five years.		
(iii) Final installment 60 days after retirement of last bonds of issue.		
(iv) Monitor expenditures prior to semi-annual target dates for six-month, 18-month, or 24-month spending exception.		
(b) Monitor expenditures generally against date of issuance expectations for three-year temporary period.		
(c) For advance refunding escrows, confirm that any scheduled purchases of 0% SLGS are made on scheduled date.		
4. Record Retention.		
(a) Maintain general records relating to issue for life of issue plus any refunding plus three years.		
(b) Maintain special records required by safe harbor for investment contracts or defeasance escrows.		
(c) Maintain record of identification on issuer’s books and records of “qualified hedge” contracts and all payments and receipts thereunder.		
(d) Maintain record of election not to take depreciation on leased property that must		

¹ To calculate rebate one must have at least (i) complete records of all payments of principal and interest made on the bonds and (ii) all investment income received on the investment of bond proceeds.

be treated as owned by a governmental unit.		
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B. DISCLOSURE REQUIREMENTS		
1. SEC Rule 15c2-12 Requirements.		
(a) Determine applicability of continuing disclosure undertaking (“CDU”). If you are obligated to provide certain information to the market and fail to do so, subsequent attempts to access the market may be penalized.		
(b) Periodically determine that required CDU filings have been prepared, sent to and received by EMMA.		
(c) Information required to be provided to EMMA:		
(i) Annual Reports.		
(1) Quantitative financial information and operating data disclosed in official statement.		
(2) Audited financial statements.		
(ii) Other information.		
(1) Change of fiscal year.		
(2) Other information specified in CDU.		
(d) Material Event Disclosure. Notification by obligated person to EMMA, in timely manner, of any of the following events with respect to bonds, if event is material within the meaning of the federal securities laws:		
(i) Principal and interest payment delinquencies.		
(ii) Non-payment related defaults.		
(iii) Unscheduled draws on debt service		

reserves reflecting financial difficulties.		
(iv) Unscheduled draws on credit enhancements reflecting financial difficulties.		
(v) Substitution of credit or liquidity providers, or their failure to perform.		
(vi) Adverse tax opinions or events affecting the tax-exempt status of the bonds.		
(vii) Modifications to rights of holders of the bonds.		
(viii) Bond calls.		
(ix) Defeasances.		
(x) Release, substitution or sale of property securing repayment of the bonds.		
(xi) Rating changes.		
(e) Failure of the obligated person to timely file financial information (including audited financial statements) and operating data with SID and EMMA.		
<p>2. Notification to Underwriters of Bonds.</p> <p>Determination of whether bond purchase agreement requires issuer of the bonds to notify underwriters for a specified period of time of any fact or event that might cause the official statement to contain any untrue statement of material fact or omit to state a material fact necessary to make the statements made therein, in light of the circumstances in which they were made, not misleading.</p>		

3. Information Required to be Filed with Other Entities.		
(a) Rating Agency(ies).		
(b) Bond Insurer.		
(c) Credit Enhancer.		
Examples:		
(i) Financial records.		
(1) Annual.		
(2) Quarterly.		
(ii) Budgets.		
(iii) Issuance of additional bonds.		
(iv) Events of default.		
(v) Notices of redemption.		
(vi) Amendments to bond documents.		
C. MISCELLANEOUS		
1. Financial Covenants. Monitor rate or other covenants.		
2. Investments. Monitory permitted investments restrictions.		

PLEASE NOTE:

This checklist is by its nature not comprehensive. No checklist can ever be a complete safeguard. Federal tax law compliance depends upon all of the relevant facts and circumstances in the particular transaction. Nonetheless, checklists can help provide a methodology for compliance.

The joint task force between the National Association of Bond Lawyers and the Government Finance Officers Association has prepared a more comprehensive “Tax Compliance Checklist—Post Issuance,” which can be found at [www.http://www.gfoa.org/downloads/PostIssuanceCompliance.pdf](http://www.gfoa.org/downloads/PostIssuanceCompliance.pdf).

January 2009

**REVISED 2010-2011
CALENDAR**

AUGUST 2010

M	T	W	Th	F	Tot.
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	27	
ID	ID				
Total					

SEPTEMBER 2010

M	T	W	Th	F	Tot.
		FD	2	3	
X	7	8	X	10	
13	14	15	16	17	
20	21	22	23	24	
27	28	29	30		
Total					20

OCTOBER 2010

M	T	W	Th	F	Tot.
				1	
4	5	6	7	.5 IN	
X	12	13	14	15	
18	19	20	21	22	
25	26	27	28	29	
Total					20

NOVEMBER 2010

M	T	W	Th	F	Tot.
1	2	3	.5CD	CD	
8	9	10	11	12	
15	16	17	18	19	
22	23	X	X	X	
29	30				
Total					18

DECEMBER 2010

M	T	W	Th	F	Tot.
		1	2	3	
6	7	8	9	10	
13	14	15	16	17	
X	X	X	X	X	
X	X	X	X	X	
Total					13

JANUARY 2011

M	T	W	Th	F	Tot.
3	4	5	6	7	
10	11	12	13	14	
X	18	19	20	21	
24	25	26	27	28	
31					
Total					20

FEBRUARY 2011

M	T	W	Th	F	Tot.
	1	SD	SD	4	
7	8	9	10	11	
14	15	16	17	18	
X	22	23	24	25	
28					
Total					17

MARCH 2011

M	T	W	Th	F	Tot.
	1	2	3	4	
7	8	9	CD	CD	
14	15	16	17	18	
21	22	23	24	25	
X	X	X	X		
Total					17

APRIL 2011

M	T	W	Th	F	Tot.
				X	
4	5	6	7	8	
11	12	13	14	15	
18	19	20	21	X	
25	26	27	28	29	
Total					19

MAY 2011

M	T	W	Th	F	Tot.
2	3	4	5	6	
9	10	11	12	13	
16	17	18	19	20	
23	24	25	26	.5CD	
X	31				
Total					21

JUNE 2011

M	T	W	Th	F	Tot.
		1	2	3	
6	7	8	9	10	
13	LD	15	16	17	
20	21	22	23	24	
27	28	29	30		
Total					10

Labor Day	9/6/10
Rosh Hashanah	9/09/10
Yom Kippur	9/18/10
Columbus Day	10/11/10
Veterans Day	11/11/10
Thanksgiving Day	11/25/10
Christmas	12/25/10
New Year's Day	1/1/11
M.L. King Birthday	1/17/11
Lincoln's Birthday	2/12/11
President's Day	2/21/11
Casimir Pulaski Day	3/07/11
Good Friday	4/22/11
Memorial Day	5/30/11

Key

- ID= Institute Day
- FD= First Day
- CD= Conference/Reporting
- IN= In-service Day
- LD= Last Day
- SD = Snow Day