

PEKIN PUBLIC SCHOOLS DISTRICT 108

BOARD CANDIDATE ORIENTATION EXECUTIVE SUMMARY

MONDAY, FEBRUARY 7, 2005

6:30 P.M. – 8:30 P.M.

BOARD CONFERENCE ROOM

501 WASHINGTON STREET

- I. Introductions & Agenda Review (Mr. Chris Zimmerman – 10 minutes)

- II. Employee Relations (Claudia Bill – 10 minutes)
 - a. Education Association of Pekin
 - The Education Association of Pekin (EAP) is the bargaining unit for District 108 and is an Illinois Education Association/National Education Association affiliate.
 - The EAP includes both certified and non-certified employees employed through District 108.
 - b. Negotiated Agreement & Interest Based Problem Solving
 - The current contract was settled at the beginning of the 2002-03 school year and is a five-year agreement between the Board of Education and EAP. The current agreement will expire at the end of the 2007-08 school year.
 - The district uses the Interest Based Problem Solving (IBPS) model at many levels of the organization. The district is currently working toward a standardized IBPS curriculum that will be used to provide training throughout the district.
 - c. Communications Committee
 - The Communications Committee provides a formal opportunity for the Association and Board to meet and jointly pursue efforts to enhance the success of the district and employees. The goal of this committee is to create a culture of trust that is collaborative and respectful.

- III. Improvement Planning (Dr. Don White – 20 minutes)
 - a. Strategic Plan & Goals
 - District 108 participates in a strategic planning process on a regular basis. The latest planning session generated five goals that guide the work of the organization.
 - b. 7 Components
 - The 7 Components of a Quality School provide a framework for systemic thinking at all levels of the organization. These Components are part of the Baldrige Improvement Framework and Lincoln Foundation for Performance Excellence.

- c. PDSA
 - Plan, Do, Study, Act is the improvement cycle used at all levels of the organization.
- d. Operational Definitions
 - Operational Definitions provide the details for improvement goals.
- e. 2004-05 Studies
 - Several studies are currently being conducted to explore potential efficiencies and ideas on warranted reorganization throughout the district. These studies may lead to cost savings and/or improved delivery of services.
- f. Systems Check & Critical Friends Cycle
 - The Systems Check & Critical Friends Cycle provides schools the opportunity to undergo internal and external reviews focused on the 7 Components of a Quality School.
- g. D108 Budget History (Reductions & Abatements)
 - District 108 has implemented over \$4 million in reductions and abated over \$7 million in the past several years. These reductions and abatements have impacted the district's ability to maintain services and provide adequate resources for students and employees.

IV. Human Resources (Mr. John Emery – 10 minutes)

- a. Employment Protocols
 - Identification & confirmation of vacancies
 - Recruitment of candidates [internally & externally]
 - Identification and selection of candidates to be interviewed
 - Pre-interview & interview procedures
 - Nomination for employment procedures
 - Recommendation for employment/Board of Education Action procedures
- b. Induction/Mentoring Program
 - The IL State Board of Education approved D108's four year, non-tenure teacher "Induction & Mentoring" program developed around the nationally recognized Charlotte Danielson Induction/Mentoring Framework
- c. Professional Development School
 - A nationally recognized Professional Development School partnership with IL State University.
 - District 108 benefits from having year-long interns inside district classrooms.
- d. Professional Development Academy
 - The IL State Board of Education approved professional development program for tenured and non-tenured faculty.
 - The "systems aligned" design/framework is based upon the NSDC [National Staff Development Council] Standards

V. Curriculum & Instruction (Mr. Chuck Bowen – 10 minutes)

a. NCLB

- The “No Child Left Behind Act” (NCLB) effectively establishes federal control over public education in the United States. NCLB touches many aspects of district and school operation, but student achievement is the central focus. NCLB mandates annual state testing of every student in grades 3-8 in the subjects of reading and math. Schools and districts are evaluated according to how their students achieve on those tests. Schools and districts who surpass the state criteria are left to run themselves. Those who fail face progressively severe consequences, eventually leading to state take over.
- In general, all demographic groups in District 108 far exceed the criterion, and in most cases exceed state averages as well. Since the mid 1980’s District 108 has continuously improved systems to ensure that students achieve state standards. The NCLB Blue Ribbon School award recognizes a few schools nationally each year whose achievement is especially remarkable. District 108 has two Blue Ribbon honorees. In 2003, Dirksen received the award, and this year the Illinois State Board of Education has nominated Willow.
- To date, neither District 108 nor any of its schools have faced consequences under NCLB. The district and two of its schools have achieved below the criterion in special education subgroup for one year. Consequences begin in the second year, and so far, we have met the criterion at the next testing.

b. SAI

- Since 1999, Standards-Assessment-Instruction system (SAI) has been the District 108 curriculum process. Through SAI, district staff, students and parents identify, define, test, and teach everything that students must know and be able to do in reading and math, the subjects required by NCLB (No Child Left Behind).
 - S (Standards) are the processes that define what students should know and be able to do. Most people are familiar with the “I Can Do It!” sheets students bring home, which list the district reading and math objectives in each grade. I Can Do It! objectives align with Illinois Standards for Learning, which are the basis of state tests used in NCLB.
 - A (Assessment) defines how teachers and students know whether or not a student has mastery of and objective. Formal SAI assessments happen four times a year: Fall, Winter, Spring, and Final. Of course teachers and students do constant informal assessments.
 - I (Instruction) consists of what teachers and students do so that students master the standards. The textbooks most people envision when they think about curriculum are part of the I. The rest consists of teaching methods proven by experience and research, as applied after analyzing student assessment data.

c. Curricular Materials Adoption Cycle

- Over time, textbooks wear out and their content becomes outdated. They eventually have to be replaced. However, with \$300,000 a typical cost for one subject, few school districts can afford to purchase textbooks for more than one subject at a time. The Curriculum Materials Adoption Cycle is the solution in which the district purchases textbooks for one subject per year, rotating through reading, math, science, etc., until all subjects have been addressed. Then the cycle starts again.
- Until the late 1990's, District 108 followed a six-year adoption cycle. In 1998 financial restraints caused the district to adopt reading/language arts across two years, purchasing the materials for K-3 in spring 1999 and purchasing materials for grades 4-8 in spring of 2000. Adoptions ground to halt completely after spring 2002, when there was enough only to purchase science and social studies materials for two grades, 7 and 8. In 2002-2003, 2003-2004, and 2004-2005 no funds were budgeted to purchase textbooks. However, unexpected one-time funds became available in July to purchase science materials for grades K-6. Again in 2005-2006, the proposed budget contains no funds for textbooks.

d. Technology Rotations

- As it does with textbooks, District 108 operates a planned replacement cycle for its technology. Like any capital item, computer technology has a limited useful life before incompatibility, repair costs, and downtime overwhelm its usefulness. Based upon district experience, five years is an average estimate for the cost-effective life of a computer in daily use. And so, District 108 originally set up a 5-year adoption cycle, rotating through the schools about two at a time.
- This is a particularly important issue in District 108. In today's world technology is no longer a novelty; it's an essential part of everyday work, not only in business and homes, but in schools. So in the 1990's District 108 built a state-of-the-art educational technology system, including high speed Network and Internet; 5 student workstations, a teacher workstation, and large screen monitor per classroom, and at least one 30 station classroom instructional lab per school.
 - To accomplish this, the district used its limited district funds to leverage a \$3 Million federal grant, partnerships with IBM and Continental Cable, and local partnerships with the city, library, park district, Pekin Daily Times, Pekin Hospital, and others.
- With financial difficulties, the district has been able to keep to the 5-year cycle only by reducing by 20% to 50% the number of computers purchased. To accomplish this, fewer computers were placed in classrooms, Learning Centers, special education classes, etc., have 20%-50% fewer work stations than in the original design.

VI. Special Education Services (Mrs. Elaine Stien – 10 minutes)

a. Rules & Regulations

- Since 1975, the federal government has legislated the provision of special education services for eligible children, ages 3-21 through the Individuals with Disabilities Education Act, also referred to as IDEA. The State of Illinois has further defined IDEA regulations in Illinois Administrative Code 23, Part 226.
- Implementing the federal and state rules and regulations in Pekin District 108 is a main focus of the special education office and personnel. Some components of this implementation include evaluation of students to determine eligibility, communication with parents, meeting timeline requirements, completing paperwork, conducting an annual review of each eligible student's Individual Education Program (IEP), and providing direct services to eligible students.
- The federal American with Disabilities Act also has implications for school districts by requiring schools to identify students eligible for a 504 plan. These students have a "handicapping condition" and typically require accommodations in the regular classroom setting. These students have an annual review of their eligibility and their plan.

b. District Programs

- District 108 offers a comprehensive range of services for students with special needs. These services include speech and language, resource, and self-contained.
- Additional services for students with more severe needs are available at Schramm and/or other facilities in Central Illinois.

VII. Budget/Financial Cycles (Mr. Matt Wilkinson – 10 minutes)

a. Levy

- Most Illinois school districts receive a majority of their funding through the levy process.
- The District's taxes levied annually are currently limited through the Property Tax Extension Limitation Law (PTELL) to the lesser of a 5% growth or an increase equal to the CPI plus new growth.
- The school code requires the Board of Education not less than 20 days prior to the date of adoption to make a determination as to its property tax needs in funding its budget. This is accomplished by developing a levy budget.
- The laws related to the levying of tax also require the publication of a "truth-in-taxation" notice not more than 14 days nor less than 7 days before the hearing on such proposed property taxes will exceed the prior year extension by 5% or more.
- The Board of Education recently approved a resolution to conduct a "truth-in-taxation" hearing even if the levy does not exceed the 5%. It is anticipated that having the public hearing will be an opportunity to educate the community and receive feedback about the tax levy process.
- After officially adopting the levy, the District must file the levy, representing the dollar amounts levied, with the County Clerk's Office before the last Tuesday in December. The County Clerk extends the taxes based on valuations and levies supplied by the District.

b. Extension

- The extension is the process by which the County Clerk calculates the District's tax rate.
- The total extension is the product of the District's Equalized Assessed Valuation (EAV), which is the amount of the District's total property tax valuation or tax base or a property's valuation after county and state equalization, multiplied by its calculated tax rate and is equal to the total property tax billings on the District's behalf.
- The levy is the amount requested by the District and the extension is what the District actually receives.

c. Budget Preparation & Approval

- Illinois law requires the Board of Education to budget its income and expenses each year and to make the budget available for public inspection. The budget represents a plan for receiving and expending funds. It tells the school board, its employees, and the public how much the District can spend during the year and for what purpose. The budget also provides information necessary to determine the amount of school taxes that must be levied on real property.
- The District's fiscal year is from July 1 until June 30.
- The tentative budget with appropriate explanation is presented to the Board of Education no later than the first regular meeting in August. At this time, a public hearing on the proposed budget is scheduled. The proposed budget is available to the public for inspection. The School Board Secretary makes arrangements to publish a notice in the local newspaper stating the date, place, and time of the proposed budget's availability for public inspection and public hearing. The proposed budget is available for public inspection at least 30 days before the time of the budget hearing. The public hearing is held and the final budget is approved at the September Board meeting.

d. State Aid

- About 39% of the District's revenue comes from state sources.
- The State of Illinois appropriates a fixed amount of dollars for schools. This year the state increased education funding by \$353 million including increasing General State Aid (GSA) by only \$236 million, enough to boost per pupil funding by \$154, far short of the \$250 per pupil increase the Governor had sought.
- GSA is primarily determined by a formula that is derived from districts' average daily pupil attendance and equalized assessed value of all taxable property in the District.
- The most significant win this year for the District was that the poverty grant hold harmless provision was extended at 100%. The poverty grant was scheduled to drop to 66%, which would have reduced District revenue by \$459,887. The poverty grant allocation is based on the number of low-income students in the District.
- Demographic information from the latest state report reveals that the District's low-income student population is 42%, which is higher than the state average of 39%.
- Other state aid funds provide categorical grants to support special programs such as special education, transportation, or adult education grants. For some state-required programs, the District merely submits a claim to the Illinois State Board of Education. To obtain an incentive-type grant, a school district must apply and hope that its proposal is selected in competition with other school districts.

e. Federal Grants

- About 10% of the District's revenue comes from federal sources. Most federal funds are distributed to each state in the form of block grants. The amount each state receives is based on student population and need.
- Block grants in Illinois are re-distributed to school districts in accordance with a state plan.
- Federal grants to the District this year include: Title I – Low Income, Title II – Technology Quality, Title IV – Drug Free, Title V, and Adult Education Grants.

f. Local Revenue

- Nearly 51% of the District's revenue comes from local sources including property taxes.
- There are two types of property taxes. One is real estate tax, which is a tax on the real property of homeowners and businesses is collected by the county and distributed to taxing bodies. The other property tax is corporate personal property replacement tax (CPPRT), which is the tax on businesses and utilities that takes the place of the abandoned tax on personal property.
- Other sources of local revenue include school meals, rental income, fees, interest, and tuition payments.

g. Partners (ARAMARK & Transportation)

- The District currently has service contracts with ARAMARK Corporation to provide food/ancillary and custodial services. ARAMARK employs 126 food service workers, playground supervisors, crossing guards, and custodians to provide services to the District.
- The City of Pekin and Hoyle Transportation provide transportation services for nearly 2,600 children on a daily basis.
- Health care services are provided for the District by Methodist Medical Center. Methodist employs 1 registered nurse and 9 clinical assistants.

h. Life Safety

- Every 10 years the District is required to hire an architect and an engineer to conduct a ten-year life-safety survey of all District buildings to identify building code violations.
- In 2002, the District identified \$6.9 million worth of building violations.
- The District has a five-year life-safety construction plan to address these building violations. The life-safety plan is evaluated on an annual basis by the Facilities/Safety Committee. During the 2005-06 school year the life-safety plan will be assessed to determine if additional bond indebtedness is necessary to complete mandated projects.

- VIII. Boardmanship & School Board Service
(Mr. Chris Zimmerman & Ms. Sandi Roos-Ellwanger – 10 minutes)
- a. What To Expect
 - b. Meeting Schedule & Time Commitment
 - c. Board-Superintendent Communications
 - d. Handling Community Issues/Complaints/Media
 - e. Agenda Development
 - f. Code of Ethics
 - g. Opportunities for Board Professional Development
 - h. Board Committees
- IX. Questions & Discussion (30 minutes)