

**Official Minutes of the Monday, July 10, 2017
Board of Education Meeting**

Call to Order The Board of Education of Community Consolidated School District 59 in County of Cook, State of Illinois, held a meeting in accordance with provisions of the Open Meetings Act, according to Illinois law, at the District 59 Administration Center, 2123 South Arlington Heights Road, Arlington Heights, Illinois on Monday, July 10, 2017. The meeting was called to order at 7:00PM.

Roll Call **Members Present:** President Barbara Somogyi, Vice-President Janice Krinsky, Sunil Bhave, Secretary - Members: Tim Burns, Karen Osmanski, Sharon Roberts and Mardell Schumacher

Members Absent: none

Others Superintendent, Dr. Arthur Fessler (participated via phone conference call); Associate Superintendent, Tom Luedloff; Assistant Superintendent for Business Services, CBSO, Vickie Nissen; Assistant Superintendent for Human Resources, Kelley Zerfahs; Assistant Superintendent for Educational Services, Karen Starr; Executive Director of Student Growth and Accountability, Dr. Josh Carpenter; Mrs. Trisha Senne, Evaluation and Assessment Facilitator; and Recording Secretary, Kathie Lange.

Also Present Rose Kelly, John Jay Elementary and DEA; Becky Schuman, Robert Frost Elementary; Mary and Mike Vicars 1715 S. Ridge Dr., AH; Jeane Nickelle, 1530 S. Kaspar Ave., AH; Michael Kaveney 600 Bristol Ln., EGV; Sandra Cherwin, 1718 S. Ridge Dr., AH; M. Patt - 1622 S. Harvard Ave 60005; Donna Lytle 212 W. Noyes, AH; Michelle Naumann 1164 Lancaster Ave. EGV; Jay Cherwin 1003 Cedar Lane, 60005; Jerilyn Rhodes 1710 S. Ridge Dr. AH; Mila Krzyzewski, EGV; Nick Jahnke 614 W. Haven, AH; Joan Burke 907 W. Cedar Ln, AH;

Pledge of Allegiance The Pledge of Allegiance to the Flag of the United States of America was recited.

AUDIENCE RECESS

Mrs. Mary Cosenza Vicars 1715 S. Ridge Dr., AH addressed the Board of Education on the topics of test scores, Dual Language instruction, and boundary changes. Mrs. Vicars provided a copy of her comments to be included in the minutes of the meeting (Attachment #1).

Mrs. Joan Burke 907 W. Cedar Ln, AH addressed the Board of Education on the topics of boundaries, the outcome of a lawsuit involving School District U-46 Elgin, and District 59's use of 80/20 rather than 50/50 model for Dual Language students. Mrs. Burke provided a copy of her comments to be included in the minutes of the meeting (Attachment #2).

Mr. Nick Jahnke 614 W. addressed the Board of Education on the topic of the District 59 Strategic Plan and the progress that has been made in the last three years. He shared that he is looking forward to his kindergarten daughter entering the two-way Dual Language Program at Juliette Low in August.

Mrs. Somogyi thanked the community members for their comments and thanked Mr. Jahnke for his service on the Superintendent’s Community Advisory Committee.

CONSENT AGENDA

Dr. Burns requested to pull Item 5.04 Human Resource Report from the Consent Agenda.

MOTION

by Mrs. Schumacher, seconded by Mrs. Roberts to adopt the following resolution:

BE IT RESOLVED THAT on the 10th day of July, 2017, the Community Consolidated School District 59 Board of Education approve the Consent Agenda as presented/amended:

- 6.01 Approval of Minutes-Prior Meetings
 - a. Regular Meeting Minutes of June 12, 2017
 - b. Closed Meeting Minutes of June 12, 2017
 - c. Special Meeting Minutes of June 15, 2017
 - d. Regular Meeting Minutes of June 26, 2017
 - e. Closed Meeting Minutes of June 26, 2017
- 6.02 Disbursements Resolution
 - a. July 10, 2017 Disbursement Listing for FY 2016-17
 - b. July 10, 2017 Disbursement Listing for FY 2017-18
- 6.03 Acceptance of Financial Reports
 - a. Detail Balance Sheet as of May 31, 2017
 - b. Combined Revenue and Expense Report as of May 31, 2017
 - c. Investment Report as of May 31, 2017
 - d. Activity Fund Statements as of May 31, 2017
- 6.04 ~~Acceptance of Recommendations: Human Resources Report~~
 - ~~a. Certified Contracts~~
 - ~~b. Certified Temporary Contracts~~
 - ~~c. Certified Retirement~~
 - ~~d. Certified Resignation~~
 - ~~e. ESP Contracts~~
 - ~~f. ESP Resignation~~
 - ~~g. ESP Retirement~~
 - ~~h. CAMEO Contract~~
 - ~~i. Temporary Summer Worker~~
 - ~~j. Certified Lane Changes~~
- 6.05 Approval to Destroy 18 Month Old or Older Closed Session Recordings

Roll Call

Ayes: 7 Bhave, Burns, Krinsky, Osmanski, Roberts, Schumacher, and Somogyi

Nays: 0

Absent: 0

Abstain: 0

Motion Carried: 7-0-0-0

HUMAN RESOURCE REPORT

MOTION by Mrs. Schumacher, seconded by Mr. Bhavé to adopt the following resolution:

BE IT RESOLVED THAT on the 10th day of July, 2017 the Community Consolidated School District 59 Board of Education approve the following Human Resources items:

a.	Certified Contracts			
<u>Name</u>	<u>Position/Location</u>	<u>Lane/Step</u>	<u>Salary</u>	<u>Effective</u>
Sarah Jones	Teacher / Brentwood	B/BA Step 6	\$48,506	2017-2018
Jori Kaufmann	Teacher / Devonshire	B/BA Step 2	\$44,812	2017-2018
Kristen Mallery Keenan	Teacher / Devonshire	B/MA30 Step 10	\$64,403	2017-2018
Cassidy King	Teacher / Salt Creek	B/BA Step 1	\$43,933	2017-2018
Maggie Martinez	Teacher / Devonshire	B/BA Step 5	\$47,555	2017-2018
Jodi Marver	Teacher / Low	B/BA Step 1	\$43,933	2017-2018
Alison Mogge	Teacher / Holmes	B/MA30 Step 1	\$53,890	2017-2018
Mayra Nava-Marquez	Teacher / Jay	B/BA Step 1	\$43,933	2017-2018
Cristina Restaino	Spch/Lang Path / Jay & ELC	B/MA Step 5	\$53,755	2017-2018
Mia Romano	Teacher / Clearmont	B/BA Step 1	\$43,933	2017-2018
Katherinne Sardena	Teacher / Salt Creek	B/MA30 Step 10	\$64,403	2017-2018
Danielle Taylor	Teacher / Rupley	B/MA Step 1	\$49,662	2017-2018
b.	Certified Temporary Contracts			
<u>Name</u>	<u>Position/Location</u>		<u>Salary</u>	<u>Effective</u>
Azucena Bahena	Psych Intern / Devonshire		\$13,000	2017-2018
Joanne Young	ELL Tester / District		\$27.62/hour	2017-2018
c.	Certified Retirement			
<u>Name</u>	<u>Position/Location</u>			<u>Effective</u>
Marjorie Swintek	Teacher / Low			2018-2019
d.	Certified Resignations			
<u>Name</u>	<u>Position/Location</u>			<u>Effective</u>
Ellen Forster	ELL Tester / District			6/13/2017
Timothy Prikkel	Teacher / Jay			6/16/2017
e.	ESP Contracts			
<u>Name</u>	<u>Position/Location</u>	<u>Lane/Step</u>	<u>Salary</u>	<u>Effective</u>
Patricia Croce	EC Assistant / Ridge	INSTA / Step 4	\$19.28	7/24/2017
Mona Kennedy	Office Manager / Clearmont	AA L4 / Step 1	\$20.21	7/26/2017
Maria Ortiz	Assistant Secretary / Grove	AA L2 / Step 1	16.92	7/3/2017
Kelsey Owen	ELS Assistant / Rupley	INSTA / Step 1	\$17.50	8/14/2017
f.	ESP Resignation			
<u>Name</u>	<u>Position/Location</u>			<u>Effective</u>
Megan Henry	Nurse / Salt Creek			6/29/2017

g. ESP Retirement				
<u>Name</u>	<u>Position/Location</u>			<u>Effective</u>
Debbie Jaekel	CIP Assistant / Friendship			6/30/2018
Rebecca Schuman	Technology Assistant / Frost			6/30/2018
h. CAMEO Contract				
<u>Name</u>	<u>Position/Location</u>	<u>Lane/Step</u>	<u>Salary</u>	<u>Effective</u>
Robert Ramirez	Night Custodian / District Wide	CUST / Step 2	\$17.17	6/9/2017
i. Temporary Summer Worker				
<u>Name</u>	<u>Position</u>		<u>Wage</u>	<u>Effective</u>
Meekael Hailu	Maintenance		\$10.00	6/19/2017
j. Certified Lane Changes				
<u>Name</u>	<u>Position/Location</u>	<u>Lane/Step</u>	<u>Salary</u>	<u>Effective</u>
Kristine Griffin	Teacher / Ridge	A/MA15 Step 11	\$79,053	2017-2018
Donna Johnson	Teacher / Ridge	A/MA15 Step 16	\$96,968	2017-2018
Kathrynne Kavanaugh	Teacher / Ridge	A/MA15 Step 12	\$82,349	2017-2018

Dr. Burns expressed concerns about the hourly wage listed for an ELL tester in item (b.) Certified Temporary Contracts.

Ms. Zerfahs explained that a certified teacher must conduct language screenings.

Mrs. Somogyi reminded board members that the Board Working Agreements suggests that questions regarding information contained in the Board packet should be clarified prior to the meeting so that the administration has time to prepare answers.

Dr. Burns suggested that the Board members may need to receive the board packet on Wednesday rather than Thursday in order to have enough time to formulate questions and get a responses. Mrs. Somogyi indicated that may be a possibility.

Mrs. Schumacher shared that she had discussion with Dr. Fessler earlier in the week regarding concerns about some newly hired teachers starting at step 10 of the salary schedule.

Roll Call Ayes: 6 Bhave, Krinsky, Osmanski, Roberts, Schumacher, and Somogyi

Nays: 1 Burns

Absent: 0

Abstain: 0

Motion Carried: 6-1-0-0

REPORTS OF THE BOARD OF EDUCATION

Mrs. Schumacher met with Dr. Fessler during the week. She also indicated that she spent much time responding to community members' emails and phone calls since the last meeting.

Ms. Krinsky attended the following training sessions since the last Board meeting:

- K-12 Writing Workshop
- The Literacy Club: Effective Instruction and Intervention for Linguistically Diverse Learners
- MTSS Intervention Design and Strategies Training

Dr. Burns requested to bring up three matters:

- Videorecording Board Meetings. Dr. Burns feels all Board of Education meetings should be video recorded and/or streamed live so files can be posted and accessible on the district website.
- Dr. Burns requested to go on record as stating that Item 8.03 (Intent to Issue Working Cash Bonds) is one of the District's most important financial decisions of this decade and possibility the next. He feels strongly this topic/recommendation should have been brought to the Finance Committee before coming to the Board.
- Dr. Burns enjoyed the 4th of July parade at Summer Quest at Rupley, but expressed concerns about dismissal being delayed 25 minutes due to the event.

Mrs. Osmanski shared that since the last Board meeting, she has reflected on her need to be a more positive and visible upstander for District 59 values. She believes that the Board needs to have an understanding, acceptance, and commitment to uphold the core values of District 59.

SPECIAL INTEREST TOPICS

Mrs. Schumacher asked for clarification on the ranking for improvement projects such as resurfacing/repairing parking lots. Mr. Rossi explained that these projects come before the Facilities Planning and Advisory Committee. Members of the committee visited the locations to view the condition of the parking lots before making a recommendation for resurfacing.

Dr. Burns inquired about the location for the Administrator and Teacher Salary and Benefits Report on the website and questioned if the link might need to be moved to make it any easier for the public to find. Ms. Zerfahs shared that the report is available in a drop down on the Human Resource page.

Dr. Burns suggested that in response to a Board member needing to submit a FOIA request for an audio tape of the last Board meeting, the District could consider having audio and/or video files of all Board meetings available on the website for the general public.

Mrs. Somogyi responded that staff is looking into that possibility.

ACTION ITEMS

8.01 APPROVAL OF 2017 STRATEGIC PLAN FOCUS AREAS - INSTRUCTION, COMMUNICATION, HUMAN RESOURCES, AND FINANCE

MOTION by Mr. Bhave, seconded by Mrs. Osmanski to adopt the following resolution:

BE IT RESOLVED, on the 10th day of July, 2017, the Community Consolidated School District 59 Board of Education approves the 2017 Strategic Plan Focus Areas, for Instruction, Communication, Human Resources, and Finance.

Mrs. Roberts indicated that she would like to have a way for Board members to see how the transition is going with implementation of Readers and Writers workshop in classrooms.

Mrs. McAbee replied that once the Strategic Plan Focus Areas have been approved by the Board, the next step would be to designing a way to measure implementation.

Dr. Burns feels that Strategic Plan Focus Areas should tie in with Discussion Item 11.01 District Assessment and Annual Growth Goals. He suggested that approval should possibly be postponed until after discussion on 11.01 has taken place.

Mrs. Schumacher stated that she disagrees with the focus area related to providing spanish translation for all communication pieces.

Roll Call	Ayes: 7 Bhave, Burns, Krinsky, Osmanski, Roberts, Schumacher, and Somogyi	
	Nays: 0	
	Absent: 0	
	Abstain: 0	Motion Carried: 7-0-0-0

Mrs. Schumacher indicated that although she voted in favor this action item, she does not agree with all of the focus areas.

8.02 APPROVAL OF STUDENT DEVICE REFRESH

MOTION by Mrs. Roberts, seconded by Mrs. Osmanski to adopt the following resolution:

WHEREAS CCSD59 established a recommendation for the technology environment moving forward in order to afford students greater opportunities to learn with technology to prepare them to be successful for life

NOW, THEREFORE, BE IT RESOLVED, on the 10th day of July, 2017, the Board of Education of Community Consolidated School District 59 authorizes the implementation of a plan to provide a Chromebook for all students in grades 1-8, and a carrying case for all students in grades 3-8.

Ms. Krinsky requested to amend the current motion on the floor.

MOTION to amend by Ms. Krinsky, seconded by Mrs. Schumacher:

WHEREAS CCSD59 established a recommendation for the technology environment moving forward in order to afford students greater opportunities to learn with technology to prepare them to be successful for life

NOW, THEREFORE, BE IT RESOLVED, on the 10th day of July, 2017, the Board of Education of Community Consolidated School District 59 authorizes the implementation of a plan to provide a Chromebook for all students in ~~grades 1-8~~ **grades 3-8**, and a carrying case for all students in grades 3-8.

Board discussion included the use of chromebooks in school and at home, use of chromebooks/tablets used for homework, students' access to internet for homework, and what grades should be allowed to take devices home.

Dr. Burns requested to extend the public comment session. Mrs. Somogyi asked if there were any objections and there were none.

Ms. Mila Krzyzewski (District 59 parent) expressed her opinion on the use of student devices at home and her thoughts on the lack of homework assignments for her two students.

Roll Call Vote on the Amendment:

Ayes: 6 Bhave, Krinsky, Osmanski, Roberts, Schumacher, and Somogyi
Nays: 0
Absent: 0
Abstain: 1 Burns

Motion Carried: 6-0-0-1

Mrs. Somogyi explained that in addition to the Roll Call vote for approval of the amendment, Robert's Rules requires another Roll Call vote for approval of the original motion as amended* (*see strikeout and bold text above).

Roll Call Vote on the Original Motion as Amended

Ayes: 6 Bhave, Krinsky, Osmanski, Roberts, Schumacher, and Somogyi
Nays: 0
Absent: 0
Abstain: 1 Burns

Motion Carried: 6-0-0-1

8.03 Resolution Declaring The Intention To Issue Not To Exceed \$20,000,000 Working Cash Fund Bonds For The Purpose Of Increasing The Districts' Working Cash Fund And Directing That Notice Of Such Intention Be Published In The Manner Provided By The Law

Mrs. Somogyi asked the Board if they would like to discuss this item before making a motion to adopt the resolution. Board members agreed.

Dr. Burns stated that he feels that this item should go back to the Finance

Committee to determine a finite number rather than a recommendation for an amount 'not to exceed \$20,000,000.00'. He stated that something of this magnitude should have been discussed first in the Finance Committee and that a recommendation from the Finance Committee should have come to the Board.

Dr. Fessler stated that he agreed with Dr. Burns.

Ms. Nissen clarified that the resolution before the Board is not for approval of the sale of bonds, but rather to give the District the authorization to proceed with the process. She introduced Elizabeth Hennessy from William Blair & Company who was available to respond to Board members' questions.

Mrs. Roberts shared that she had previously inquired about what the cost would be to put a stop on the construction of the new Administration Center. She asked Mr. Rossi to summarize that conversation and share his thoughts.

Mr. Rossi shared that it would be a complicated and lengthy process. He indicated it would involve eleven prime contractors and 40 sub-contractors. Some contractors may want to negotiate and some may want to litigate if the Board decided not to proceed with building the new Administration Center. Additionally, negotiations would need to take place with Red Rocks 4 LLC who purchased the current Administration Center and property.

In response to a question, Ms. Hennessy indicated that the cost of issuing \$20,000,000.00 in bonds would be an average of \$24.12 per year for a \$250,000 home.

Mr. Bhave asked for clarification to be certain that the current motion before the Board is to keep the option on the table and not to actually issue any debt at the time.

He received confirmation from Ms. Nissen that the vote to issue debt would not occur until September of 2017.

MOTION

by Mr. Bhave, seconded by Mrs. Roberts to adopt the following resolution as presented:

WHEREAS, pursuant to the provisions of Article 20 of the School Code of the State of Illinois, and all laws amendatory thereof and supplementary thereto (the "Code"), a fund to be known as a Working Cash Fund (the "Fund") may be created and maintained in and for Community Consolidated School District Number 59, Cook County, Illinois (the "District"), in the manner prescribed in the Code, for the purpose of enabling the District to have in its treasury at all time sufficient money to meet demands thereon for expenditures for corporate purposes; and

WHEREAS, the District has heretofore created and maintained such Fund in the manner prescribed by the Code; and

WHEREAS, under the provisions of the Code, the Board of Education of the District (the "Board") is authorized to incur an indebtedness and issue bonds as evidence thereof (the "Bonds") for the purpose of increasing the Fund; and

WHEREAS, the Board has determined and does hereby determine that it is advisable, necessary and in the best interests of the District that the Fund be increased and that the District incur an indebtedness and issue Bonds as evidence thereof in an amount not to exceed \$20,000,000 for said purpose; and

WHEREAS, before such Bonds may be issued for said purpose, the Board must adopt a resolution declaring its intention to issue such Bonds for said purpose and direct that notice of such intention be published as provided by law:

NOW THEREFORE, BE IT RESOLVED: By The Board of Education of Community Consolidated School District Number 59, Cook County, Illinois As Follows:

Section 1. Incorporation of Preambles. 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. Declaration of Intent. The Board hereby declares its intention to avail of the provisions of the Code, and to issue Bonds in an amount not to exceed \$20,000,000 for the purpose of increasing the Fund and enabling the District to have in its treasury at all time sufficient money to meet demands thereon for expenditures for corporate purposes.

Section 3. Notice of Intent. In accordance with the provisions of Section 5 of the Local Government Debt Reform Act of the State of Illinois, as amended, notice of said intention to avail of the provisions of Article 20 of the Code and to issue Bonds for the purpose of increasing the Fund shall be given by publication of such notice at least once in the *Daily Herald*, the same being a newspaper of general circulation in the District.

Section 4. Form of Notice. The notice of intention to issue the Bonds shall be in substantially the following form:

**NOTICE OF INTENTION OF
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NUMBER 59
COOK COUNTY, ILLINOIS
TO ISSUE NOT TO EXCEED \$20,000,000
WORKING CASH FUND BONDS**

PUBLIC NOTICE is hereby given that on the 10th day of July, 2017, the Board of Education (the “Board”) of Community Consolidated School District Number 59, Cook County, Illinois (the “District”), adopted a resolution declaring its intention and determination to issue bonds in an aggregate amount not to exceed \$20,000,000 for the purpose of increasing the Working Cash Fund of the District, and it is the intention of the Board to avail of the provisions of Article 20 of the School Code of the State of Illinois, and all laws amendatory thereof and supplementary thereto, and to issue said bonds for the purpose of increasing said Working Cash Fund. Said

Working Cash Fund is to be maintained in accordance with the provisions of said Article and shall be used for the purpose of enabling the District to have in its treasury at all time sufficient money to meet demands thereon for expenditures for corporate purposes.

A petition may be filed with the Secretary of the Board (the “Secretary”) within thirty (30) days after the date of publication of this notice, signed by not less than 3,347 voters of the District, said number of voters being equal to ten percent (10%) of the registered voters of the District, requesting that the proposition to issue said bonds as authorized by the provisions of said Article 20 be submitted to the voters of the District. If such petition is filed with the Secretary within thirty (30) days after the date of publication of this notice, an election on the proposition to issue said bonds shall be held on the 20th day of March, 2018. The Circuit Court may declare that an emergency referendum should be held prior to said election date pursuant to the provisions of Section 2A1.4 of the Election Code of the State of Illinois, as amended. If no such petition is filed within said thirty (30) day period, then the District shall thereafter be authorized to issue said bonds for the purpose hereinabove provided.

By order of the Board of Education of Community Consolidated School District Number 59, Cook County, Illinois.

DATED this 10th day of July, 2017.¹

Sunil Bhawe
Secretary, Board of Education,
Community Consolidated School District
Number 59, Cook County, Illinois

Barbara Somogyi
President, Board of Education,
Community Consolidated School District
Number 59, Cook County, Illinois

Section 5. Further Proceedings. If no petition signed by the requisite number of voters is filed with the Secretary of the Board within thirty (30) days after the date of the publication of such notice of intention to issue the Bonds, the Board shall, by appropriate proceedings to be hereafter taken, fix the details concerning the issue of the Bonds and provide for the levy of a direct annual tax to pay the principal and interest on the same.

Section 6. Severability. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 7. Repealer and Effective Date. All resolutions and parts of resolutions in conflict herewith be and the same are hereby repealed and that this Resolution be in full force and effect forthwith upon its adoption.

Adopted July 10, 2017.

President, Board of Education

Secretary, Board of Education

¹ Note to Publisher: Please be certain that this notice appears over the names of the President and Secretary of the Board.

Member _____ moved and Member _____ seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion thereof, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

Upon the roll being called, the following members voted AYE:

The following members voted NAY:

Whereupon the President declared the motion carried and said resolution adopted, and in open meeting approved and signed said resolution and directed the Secretary to record the same in full in the records of the Board of Education of Community Consolidated School District Number 59, Cook County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at said meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF MINUTES AND RESOLUTION

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Community Consolidated School District Number 59, Cook County, Illinois (the "Board"), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 10th day of July, 2017, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION declaring the intention to issue not to exceed \$20,000,000 Working Cash Fund Bonds of Community Consolidated School District Number 59, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, and directing that notice of such intention be published in the manner provided by law.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 72 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 72 hour period preceding said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 10th day of July, 2017.
Secretary, Board of Education

Dr. Burns requested a point of inquiry. He asked for confirmation on process for community members to petition the Board to put this on a ballot.

Ms. Nissen and Ms. Hennessey confirmed that a petition signed by 10% of the registered voters of the District submitted within 30 days of the intent being published in the newspaper would require an election on the proposition to issue bonds to be put before the voters on March, 20, 2018.

Roll Call

Ayes: 4 Bhave, Osmanski, Roberts, and Somogyi

Nays: 2 Burns and Schumacher

Absent: 0

Abstain: 1 Krinsky

Motion Carried: 4-2-0-1

Dr. Burns indicated he wished to state once more that this entire matter has been independent of the Finance Committee.

Board members had discussion on the amount to direct Ms. Nissen to use for a place holder in the draft of the tentative budget. The majority of the Board came to consensus to direct Ms. Nissen to modify the intention to issue Working Cash Bonds from 'not more than 20 million dollars' down to 15 million dollars.

8.04 APPROVAL TO RECOMMEND MRS. BARBARA SOMOGYI AS A CANDIDATE FOR THE POSITION OF VICE-PRESIDENT OF THE ILLINOIS ASSOCIATION OF SCHOOL BOARDS

Dr. Burns stated he feels the District 59 Board of Education is in distress and Mrs. Somogyi should focus all of her attention on the D59 Board rather than running as an officer for another organization.

Mrs. Osmanski, Mrs. Roberts, Ms. Krinsky and Mr. Bhave gave Mrs. Somogyi many compliments on her commitment and the leadership she has shown in District 59 and IASB. They expressed confidence in her ability to manage both positions if she were to be elected as Vice-President of IASB.

Dr. Burns requested a point of inquiry. He asked how many tax dollars have been used for Mrs. Somogyi's campaign.

Mrs. Somogyi responded that zero tax dollars were used for a campaign.

MOTION by Ms. Krinsky, seconded by Mrs. Schumacher to recommend Mrs. Barbara Somogyi as a candidate for the position of Vice-President of the Illinois Association of School Boards.

Roll Call Ayes: 5 Bhave, Krinsky, Osmanski, Roberts, and Schumacher

Nays: 1 Burns

Absent: 0

Abstain: 1 Somogyi

Motion Carried: 5-1-0-1

**DISCUSSION
ITEM**

**APPROVAL OF CONTRACTED RATES FOR TAXICAB SERVICES FOR
TRANSPORTING STUDENTS**

Background

District 59 issued a Request for Proposal (RFP) to four (4) taxicab service companies for the purposes of establishing their contracted rates for the 2017/18 school year. Taxi services are used in cases where the district is mandated to provide transportation for a homeless or special education student, and the student's location cannot be routed in conjunction with other standard school bus services.

The federal McKinney-Vento Act establishes requirements related to homeless students and specifically requires school districts to provide transportation to a student's school of origin, even if the school of origin is located in another district. Students are allowed to remain in their school of origin for the duration of their homelessness. There is no specific time limit on homelessness. During the 2016/17 school year, District 59 transported approximately 44 homeless students on a daily basis.

In cases where single special education students need to be transported to an outside placement, the District will use taxicab services. In addition to taxicab services, the District also employs Grand Prairie's Division One vehicles (vans) or works to share services with other local districts when possible. During the 2016/17 school year, the District transported approximately 9 students on a regular basis to outplacement programs, by taxi.

Over the past few years, one single carrier has been unable to provide reliable services for all students, so the RFP expressly stated that cab services will not be limited to one company. Rather, the purpose of the RFP was to establish rates that District 59 will be charged when using taxi services. The intent is to assign a route to the cab company best suited to meet the needs of the District and the student, both from a cost and quality of service perspective.

The taxicab contractor must provide, at its sole cost and expense, the appropriate number of vehicles with equipment in strict compliance with State and Federal standards and must employ qualified and properly licensed drivers. The term of the contract is for one year beginning August 15, 2017 through August 15, 2018.

This resolution approves the rates as quoted by these taxicab companies.

Vendor	Citicare 1576 Barclay Rd Buffalo Grove, IL 60089	303 Taxi 9696 W Foster Chicago, IL 60656	Universal PO Box 1443 St Charles, IL 60174	American Taxi 834 E Rand Rd Mt Prospect, IL 60056
Min. Trip Charge	\$22.00	\$22.00	\$25.00	\$14.00
Base Rate	\$0.00	\$9.97	\$0.00	\$14.00
Per Mile	\$2.20	\$2.68	\$3.50	\$2.40

NEW/CONTINUING BUSINESS

Dr. Burns expressed a desire to have District 59 Board of Education meetings recorded and available on the website for the community.

Mrs. Somogyi indicated that this topic will be added as a Discussion Item for the the August 14, 2017 Board of Education meeting.

Mrs. Schumacher requested to read an article on technology. The article is attached to the minutes of this meeting. (ATTACHMENT #3).

Mrs. Schumacher addressed Mrs. Vicars in the audience and shared her preference for support of the 50/50 method of teaching dual language students.

Mrs. Vicars requested that all Board members publicly share their preference for the ELL model they support and explain why.

Mrs. Somogyi reminded members of the audience that public comments occur during 4.0 Comments and Suggestions From The Audience. She suggested that community members contact individual Board members regarding their preference related to the ELL model.

Dr. Burns expressed concerned about the District 59 ELL Access test scores.

REPORTS OF THE SUPERINTENDENT'S TEAM

District Assessment and Annual Growth Goals

Members of the Superintendent's Leadership Team shared assessment information, the purpose of the different types of assessments and how the data is analyzed. A copy of the presentation will be attached to the minutes of this meeting. (Attachment #4)

Members of the SLT will bring recommendations for growth targets for the various assessments to the Board at the August 14, 2017 meeting.

ADJOURNMENT

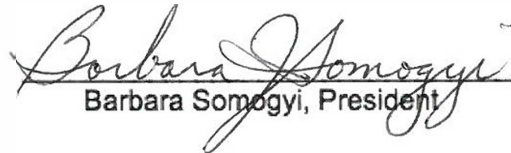
MOTION

at 11:22 PM by Ms. Krinsky moved to adjourn the meeting, seconded by Mrs. Schumacher. Mrs. Somogyi asked for all in favor to say 'Aye'. A majority of the Board responded, "Aye". Motion carried and meeting was adjourned.

ATTEST



Sunil Bhawe, Secretary



Barbara Somogyi, President

ATTACHMENT #1
COMMENTS PROVIDED BY MARY CONSENZA VICARS

7/10/2017 Board of Education Meeting

I am Mary Cosenza Vicars. I live at 1715 South Ridge Drive, in Arlington Heights.

I am speaking tonight as I have at the last three board meetings. In the past few months my group has brought up several issues and posed several questions that are not unique to Juliette Low. I know these problems are not unique to Low as others from other 59 schools have contacted me. While we have heard the administration's position, we don't know all the board member's positions.

We have brought up the low PARCC scores and ratings for Juliette Low and many of the other 59 schools. We have shown that other schools with similar demographics are doing better. We have shown, with the numbers that Tom provided on June 15, that homes in 59 are worth less than homes in 25. If the home is south of Central in our neighborhood, the only variable is Juliette Low.

We have shown you that approximately only 67 neighborhood students out of 398, attend Low. Tom agrees that there are many students who live in our neighborhood that attend Catholic school.

While some of you have told me that you don't care about the PARCC score, after talking to the State Board of Education folks last week, PARCC will be used again next year. Some of you have said that your tests show growth and you are satisfied with the administration's results. Well, if the administration gets to choose which test will be used to show progress, are you really surprised that there is growth? When I was teaching I could show growth every year if I determined the assessment; if I created the rubric; and I was the one grading the students' essays. If I was a board member, I would ask why all our children, especially our non-English speaking students, don't do well on PARCC, especially if in other districts, the non-English students do.

We mentioned changing how we teach the non-English speaking students. I advocate 50-50 or immersion. Most of you have not told me why you don't agree.

You have not told us your opinion on changing boundaries. We have been told that we can't change boundaries because Elgin tried and that ended up in a huge lawsuit. I am advocating changing boundaries so that children live close to the schools they attend. There is value in having kids go to schools that are closer to their home. Are working parents going to want to travel 2 ½ miles to their child's school and another 2 ½ miles back home for a thirty to forty minute round trip commute after working all day? Having a school in a local community is something that residents can drive by every day and be proud of.

In the case of Low, I would advocate changing the boundaries to include some of the area east of AH Road that now goes to FV. That would mean that some children who live in apartments as well as homes would attend Low. Maybe there are other ways to change boundaries, but we are not advocating changing boundaries based on racial or ethnic lines.

In conclusion, even though you hired the current administration, we do expect you to question their educational philosophy and practices. It is your job is to be our watchdogs. One former village trustee told me that it wasn't the questions that the board members ask that counts, it is the questions that they don't ask that you have to look at.

As our elected representatives, we have the right to know not only how every one of you stand on the issues and why you hold these positions. We think it is reasonable that every one of you tell us how you stand on these issues either tonight at this board meeting or at the next board meeting. We don't think that we are asking too much given the recent tax bill we received. It is not unrealistic to set a high standard for District 59 schools to be ranked among the top just as many schools in surrounding towns are. Thank you for your time.

ATTACHMENT #2

COMMENTS FROM JOAN BURKE

(Copy for the minutes was provided by Mrs. Burke)

CCSD 59 /BOE Meeting of 7/10/17

My name is Joan Burke and I live at 1634 South Chesterfield Drive, Arlington Heights, IL.

We have consistently asked the District to look into boundary changes based on a neighborhood school concept and to facilitate a 50/50 dual-language program ^{STARTING IN KINDERGARTEN AND} at ALL District elementary schools. When boundary changes were brought up by our group, we were dismissed with comments about Elgin School District U-46's woes over boundary changes.

We know the Board hires a Board Attorney and has a law firm on retainer. A simple phone call could have determined how the Judge ruled on this case. If you do know, it certainly was not shared with us. For the benefit of the audience I will share the Judge's opinion on McFadden vs Elgin School District U-46, case number 05 C 0760 filed in the United States District Court.

A federal, class action lawsuit was filed by minority and limited English proficient students against Elgin U-46 for changing the district's student assignment plan. The plaintiffs argued that the boundary changes discriminated against minorities by leaving them in inferior, overcrowded schools with mobile classrooms while sending their white peers to newer, more spacious facilities. The District's plan was not adopted with the purpose of intentionally discriminating against minority students but a plan based on a neighborhood school concept that minimized busing and allowed children to attend schools nearer to their homes. Other issues attached to this lawsuit were if the English Language Learners (ELL) program violated the Equal Education Opportunity Act and if the District's gifted program discriminated against minority students.

After a 27 day bench trial, Federal Judge Robert W. Gettleman held that:

- the boundary changes did not discriminate against minority students;
- the English Language Learners (ELL) program did not violate federal law;
- the gifted program discriminated against Hispanic students because the Hispanic students were placed in a separate, segregated gifted program.

Judge Gettleman ruled that the district fix the gifted program by the 2014-15 school year. U-46's legal counsel did not agree with the court's decision, but to save additional legal costs to appeal they settled for \$2.5 million relating only to the gifted portion of the lawsuit.

Hopefully, Elgin U-46 lawsuit is put to rest because utilizing a geographic, neighborhood school model in determining school boundaries is not discriminatory. We are asking District 59 to examine boundary changes for every district elementary school so that every school will end up truly being diverse.

ATTACHMENT #3

Mrs. Schumacher read the following article aloud and provided a copy for the minutes:

12/8/2015

Children need teachers to teach them - not computers, says the OECD | ZDNet

Technology is not making our kids any smarter. In fact, it says, the evidence suggests it is having the opposite effect.

As the OECD's education director, Andreas Schleicher, points out in his report, *Students, Computers and Learning: Making The Connection*, published today, although students who use computers "moderately" at school tend to have somewhat better learning outcomes than students who use computers rarely, "students who use computers very frequently at school do a lot worse in most learning outcomes, even after accounting for social background and student demographics".

It gets worse.

"The results also show no appreciable improvements in student achievement in reading, mathematics or science in the countries that had invested heavily in information and communication technology (ICT) for education," said Schleicher. "And perhaps the most disappointing finding is that technology seems of little help in bridging the skills divide between advantaged and disadvantaged students."

Other findings of the report included:

- Students get worse results the more frequently they use computers
- A little use is a good thing as students who use computers once or twice a week, rather than every day, get better outcomes than those who use them rarely.
- The countries that have invested the most in technology show "no appreciable improvements" in reading, mathematics or science, the report says.

Attachment #4

District Assessment and Annual Growth Goals



CCSD59

Assessment & Growth

Board of Education Presentation

July 10, 2017



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

Preparing Students to be Successful for Life

FOCUS

- Review the role and purposes of our adopted assessments & current results, our method of utilizing data via the MTSS process, and hold a discussion related to annual assessment (Growth and/or Achievement) targets & goals.

Outcome

- Deepen understanding of our overall assessment program, current results, how data is used as part of the MTSS process and begin to consider growth goals and targets for 2017.18.





Assessments in CCSD59



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

Preparing Students to be Successful for Life

Universally Administered Assessments

earlyReading	FastBridge Early Reading
earlyMath	FastBridge Early Math
aReading	FastBridge Adaptive Reading
aMath	FastBridge Adaptive Math
F & P	Fountas & Pinnell Benchmark Assessment System
PARCC	Partnership for Assessment of Readiness for College & Careers
Panorama	Social/Emotional Screener to be implemented 2017/18 Baseline year



Key Vocabulary

Growth / Achievement Data: Data analyzed for growth compares multiple data points to evaluate a student's growth rate over time, while data analyzed for achievement determines a point-in-time measure to be compared to against a standard or benchmark.

English / Spanish: The language an assessment is available to be administered in.

Timely & Informative: The ability for assessment results to be readily available to teachers to provide information to guide current instructional planning, practices and interventions.

Formative / Summative Assessment: Formative data is used to monitor student learning, provide ongoing feedback and to improve both instruction and student learning. Summative data is used to evaluate student learning at the end of instruction to be compared to standards or benchmarks.

Universal Screener: Typically brief and administered to all or most students within a system and used to identify or predict students who may be at risk for poor learning outcomes.

Adaptive Assessments: Computer-adaptive tests are designed to adjust their level of difficulty based on the responses provided in attempt to match the knowledge and ability of the student. If a student gives a wrong answer, the computer follows up with an easier question; if the student answers correctly, the next question will be more difficult.

Growth	Timely & Informative
Achievement	Formative
Eng. Span	Summative



earlyReading

A suite of earlyReading measures that are an indicator of a student's progress in developing reading skills that predict successful reading of connected text.

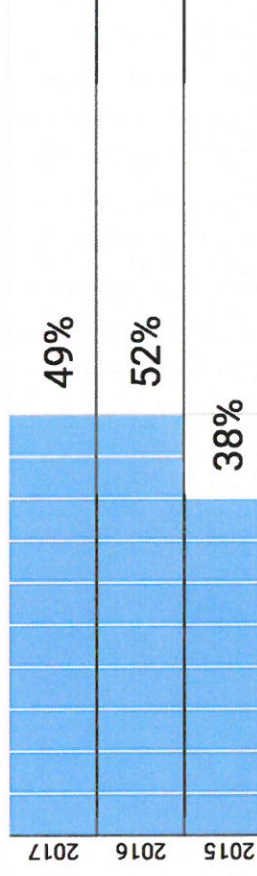
Key Features:

- Grades K-1
- Mandated administration in fall and winter
- 1:1 assessment

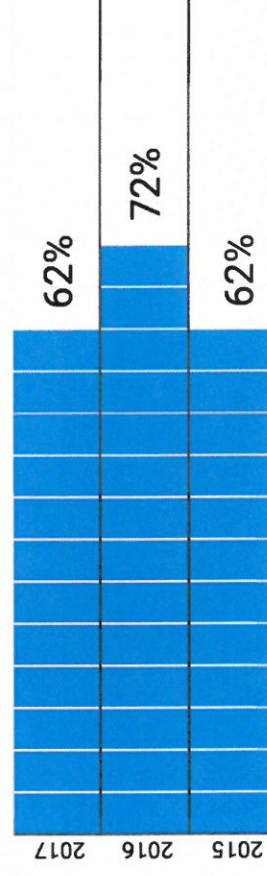
Assessment Data Significance:

- Universally used to efficiently identify students in need of additional supports and/or intervention
- Provides achievement and growth data on individual students, groups of students and the system

Growth	Timely & Informative
Achievement	Formative
Eng. Span	Summative



*District composite score for Achievement (English)



*District composite score for Growth (English)



earlyMath

A suite of earlyMath measures that are an indicator of development in math skills that predict successful mathematics proficiency.

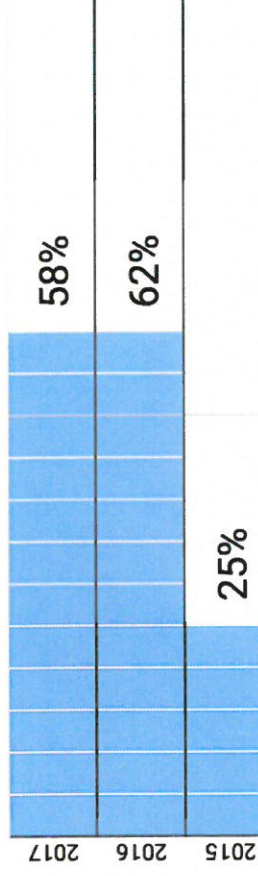
Key Features:

- Grades K-1
- Mandated administration in fall and spring
- All but one subtest is 1:1

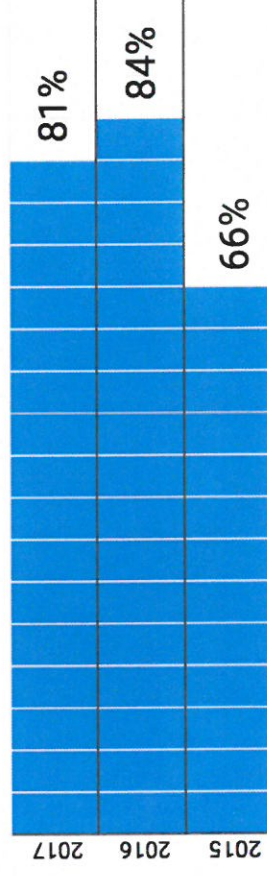
Assessment Data Significance:

- Universally used to efficiently identify students in need of additional supports and/or intervention
- Provides achievement and growth data on individual students, groups of students and the system

Growth	Timely & Informative
Achievement	Formative
Eng.	Summative



*District composite score for Achievement



*District composite score for Growth



aReading

A computer-adaptive test that assesses students' broad reading abilities in all five areas of reading and is aligned with the National Common Core State Standards.

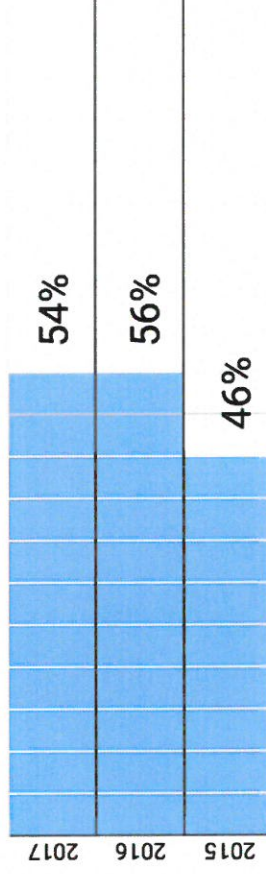
Key Features:

- Grades 2-8
- Mandated administration in fall and spring
- Approximately 30 minutes

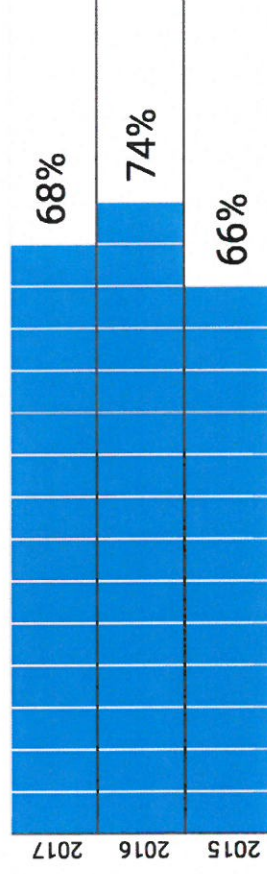
Assessment Data Significance:

- Universally used to efficiently identify students in need of additional supports and/or intervention
- Provides achievement and growth data on individual students, groups of students and the system
- Assesses transfer and generalization of skills

Growth	Timely & Informative
Achievement	Formative
Eng. Span.	Summative



*District composite score for Achievement



*District composite score for Growth



aMath

A computer-adaptive test that assesses students' broad math abilities based on expert recommendations and is aligned with the National Common Core State Standards.

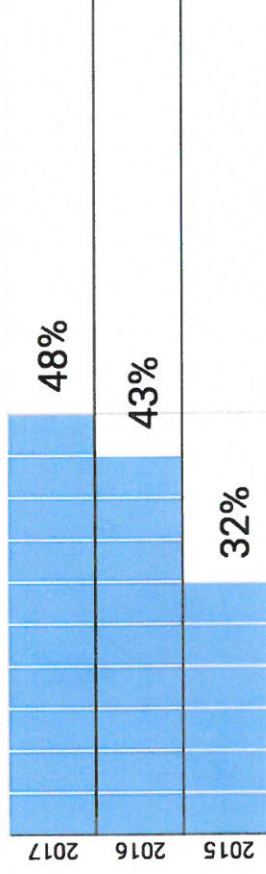
Key Features:

- Grades 2-8
- Mandated administration in fall and spring
- Approximately 30 minutes

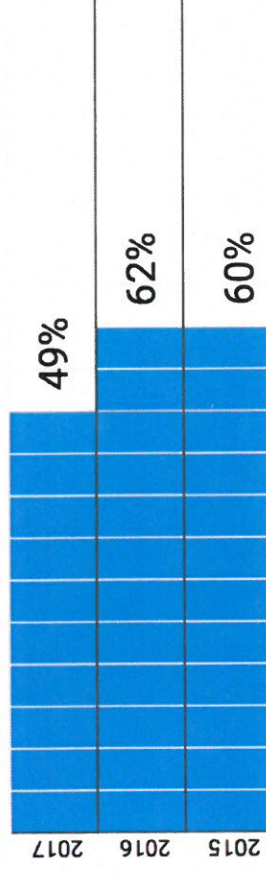
Assessment Data Significance:

- Universally used to efficiently identify students in need of additional supports and/or intervention
- Provides achievement and growth data on individual students, groups of students and the system
- Assess transfer and generalization of skills

Growth	Timely & Informative
Achievement	Formative
Eng.	Summative



*District composite score for Achievement



*District composite score for Growth



F & P

An assessment that results in identifying a student's independent, instructional, and frustrational text levels by reading and discussing varying levels of text while considering processing strategies, fluency and comprehension.

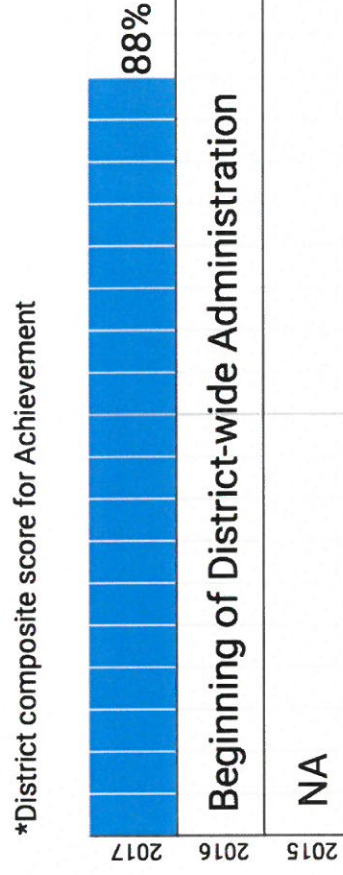
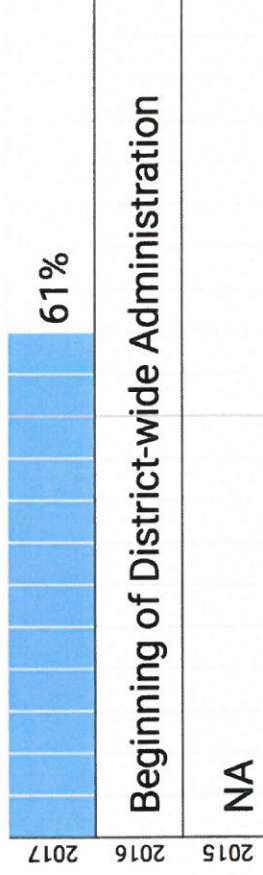
Key Features:

- Grades K-5, 6-8 as needed
- Mandated administration in fall and spring
- Mandated level update in winter
- 1:1 assessment

Assessment Data Significance:

- Universally used to identify students in need of additional supports and/or intervention
- Supports the monitoring of a biliteracy instructional model
- Drives instructional planning and feedback
- Provides growth and achievement data for individual students, groups of students and the system

Growth	Timely & Informative
Achievement	Formative
Eng. Span.	Summative



*District composite score for Growth (all students except Spanish DL)



PARCC

An annual year-end State test in English language arts/literacy, and mathematics in grades 3-8 and high school.

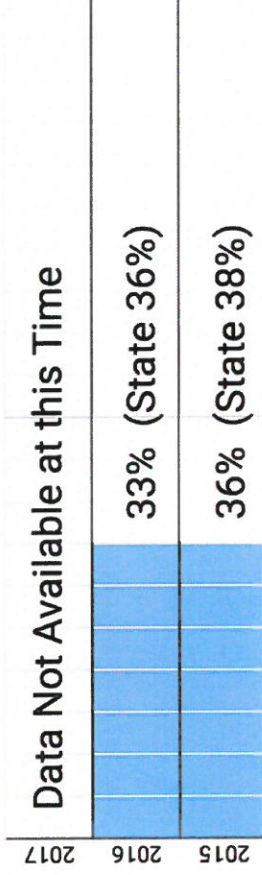
Key Features:

- Grades 3-8
- Mandated administration in Spring
- Computer-based

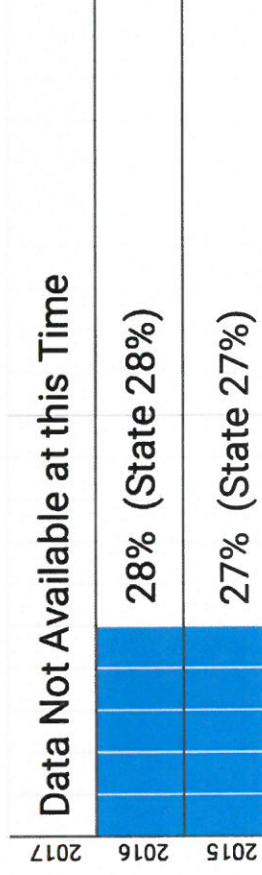
Assessment Data Significance:

- Provides achievement data for individual students, schools and the system

Growth	Timely & Informative
Achievement	
Eng.	Formative
	Summative



*District composite Meets/Exceeds score for Reading



*District composite Meets/Exceeds score for Math



A photograph of a classroom scene. A male teacher with short brown hair, wearing a light-colored button-down shirt, is leaning over a desk. He is looking down at a student's work. In the background, other students are seated at desks, some looking towards the camera. The overall tone is educational and focused.

Utilizing Data to Meet the Needs of All Students: The Role of MTSS & Synergy Team



Multi-Tiered System of Supports (MTSS)

- **Continuum of Supports and Intervention:** Culturally, linguistically and developmentally relevant practices, that are layered from universal T1 (every student) to targeted T2 (some students) to intensive T3 (few students), in order to support the academic, social and behavioral needs of every student.
- **Vision:** Meeting the needs of all students
- **Approach:** A collaborative planning approach that includes teaching staff, support staff, building and district leaders, interventionists and coaches. The team utilizes relevant information i.e. student academic and or SEL data, effective instructional strategies and information we know about our learners (strengths, interests and passions) to develop a plan to meet the needs of all students through a tiered structure.



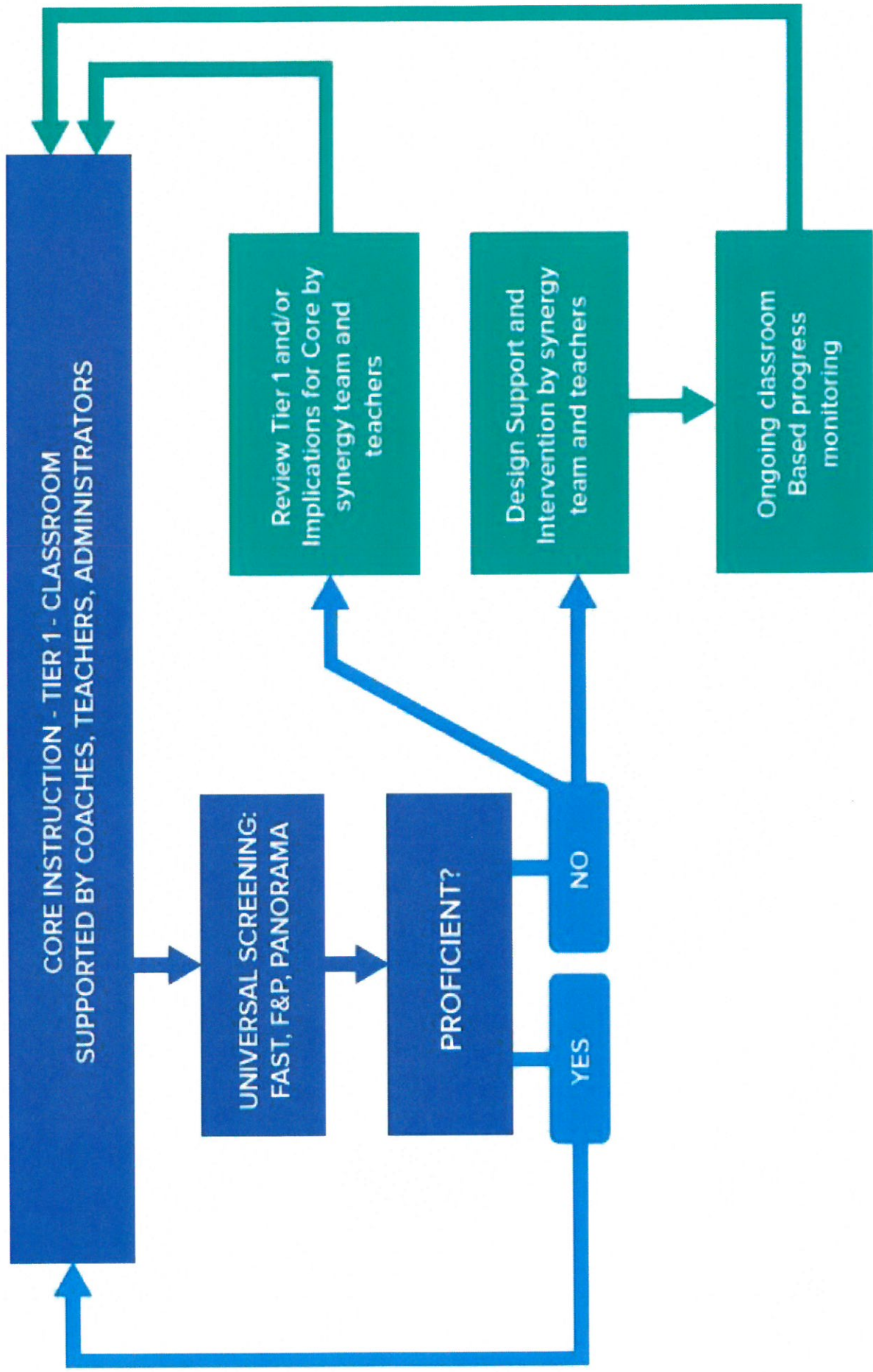
Synergy Team

- **What:** A collaborative school-based team dedicated to supporting student learning and teachers' professional growth.
- **Vision:** A constellation of expertise, effective practices, and dedicated instructional coaches and interventionists who team and work in concert with other educators in order to prepare students to be successful for life.
- **Approach:** The school-based synergistic team's approach entails the coordination of professional development, engaging in student-centered coaching, design and delivery of strength-based intervention, and supporting MTSS process through shared leadership (engagement in building level and grade level MTSS meetings).
- **Members:** Instructional Coaches, Interventionists, Building Administration



MTSS INTERVENTION DESIGN PROCESS

VISION: MEETING THE NEEDS OF ALL STUDENTS



Understanding Growth Goals



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

Preparing Students to be Successful for Life

Assessment/Modern Learning Experts

- Will Richardson:
- Mike Schmoker:
- Jay McTighe:

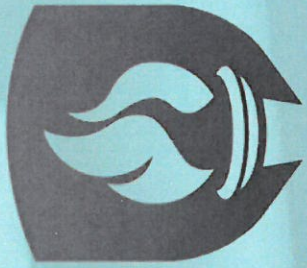
Three School Districts:

- AH25: No district-wide annual assessment goal
- D54: Has district-wide and traditional school-based growth goals
- D64: Has set overall district growth targets connected to MAP



2017-2018 Growth Goal Considerations

<p>PARCC Focus</p>	<p>Increase the district's overall PARCC scores by XX in the areas of reading and math.</p>	<p>+Achievement Data +Summative Data</p>	<p>-No Growth Data -No Formative Data -Untimely Data</p> <p>-Changing Test -Changing Scoring</p>
<p>F & P Focus</p>	<p>Reaching and maintaining designated growth and achievement targets.</p>	<p>+Growth Data +Achievement Data +Formative Data</p>	<p>+Summative Data +Aligns to Biliteracy</p> <p>-No Whole-Child Focus -No Math -Definition of a year's growth for Spanish Dual Language is still in progress</p>
<p>FAST Focus</p>	<p>Reaching and maintaining designated growth and achievement targets.</p>	<p>+Growth Data +Achievement Data +Formative Data</p>	<p>+Summative Data</p> <p>-No Whole-Child Focus -Not aligned to our approach to biliteracy</p>
<p>Whole-Child Focus</p>	<p>Reaching and maintaining designated % of students "on target." Criteria for "on target" will reflect whole child, growth and achievement.</p>	<p>+Differentiation +Growth Data +Achievement Data +Formative Data</p>	<p>+Summative Data +Aligns to Biliteracy +SEL Indicators +District Outcomes</p> <p>-District outcomes and SEL indicators are more challenging to quantify -Baseline data not yet available for all indicators</p>



CCSD59

Questions and Discussion



COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 59

Preparing Students to be Successful for Life



Board Approved Building-Level Focus Areas

District 59 Plan on a Page: SEL		
<p>Strategic Direction 1: All students engage in explicit community building activities daily at elementary schools and four days a week at junior high schools.</p>		
<i>Actionables</i>	<ul style="list-style-type: none"> ● Junior Highs receive training in “Community SEL” structure and instructional practice 	<ul style="list-style-type: none"> ● Provide coaching to elementary staff to enhance circle keeping practice and lesson planning
<i>Measures</i>	<ul style="list-style-type: none"> ● Formal walk-throughs during one week per trimester ● SEL assessment tool completion rates ● Staff evaluation focus on community building and strengths-based instruction ● SEL team feedback ● Staff needs assessment feedback 	
<p>Strategic Direction 1: Adopt social emotional learning measurement tool (Panorama) and provide staff training and support for 3rd-8th grade teachers.</p>		
<i>Actionables</i>	<ul style="list-style-type: none"> ● Secure license for Panorama ● Provide training for district trainers ● Provide training to social workers and psychologists ● Provide training to teachers ● Coach teachers in survey process 	
<i>Measures</i>	<ul style="list-style-type: none"> ● Formal walk-throughs during one week per trimester ● SEL assessment tool completion rates ● Staff needs assessment feedback ● SEL team and MTSS team feedback 	

District 59 Plan on a Page: Literacy

Strategic Direction 1: Implement the workshop approach (K-8) to include mini-lessons, purposeful practice with meaningful feedback, deliberate conferring cycles, and reflection/share time.

Actionables	<ul style="list-style-type: none"> ● Expansion of the reading and writing launch lessons 	<ul style="list-style-type: none"> ● Development and use of Elementary Literacy Descriptors and <i>Phases of Implementation (Coming Soon)</i> for staff goal setting and self assessment
Measures	<ul style="list-style-type: none"> ● Observational evidence of student choice, teacher/student feedback, engagement, language acquisition strategies in authentic learning experiences ● Implementation of a workshop structure across grades ● Completion of highly functioning planning sessions and coaching cycles with instructional coaches ● Comprehensive needs assessment staff feedback ● Reflection and evidence related to elementary literacy descriptors and <i>Phases of Implementation (Coming Soon)</i> 	

Document created by [Name] on [Date]

District 59 Plan on a Page: Language Acquisition

Strategic Direction 1: Foster student language acquisition across all content areas through the use of language objectives, oracy strategies, and background building experiences.

Actionables	<ul style="list-style-type: none"> ● Embed language acquisition strategies and objectives into the learning experiences so that all staff can address the language needs of language learners in their classrooms. 	<ul style="list-style-type: none"> ● Deepen the capacity of the teacher leaders, administrators, and coaching teams to implement lessons and learning experiences that explicitly address the linguistic needs of students.
Measures	<ul style="list-style-type: none"> ● Walk-through evidence of oracy instruction (TPR, visuals, sentence prompts, language objectives, anchor charts, strategic grouping, etc.) ● Structured oral interaction among students is visible ● Evidence of oracy strategies and language objectives in lessons, learning experiences, and assessments ● Use of ACCESS data to identify linguistic strengths and areas for growth 	

Document created by [Name] on [Date]

District 59 Plan on a Page: Math

Strategic Direction 1: Develop skillful and passionate mathematicians by implementing math learning experiences and a math workshop structure.

<i>Actionables</i>	<ul style="list-style-type: none"> ● Provide support, and tools to staff to successfully implement a math workshop structure 	<ul style="list-style-type: none"> ● Build, implement, and revise learning experiences and learning maps in math
<i>Measures</i>	<ul style="list-style-type: none"> ● Implementation of math launch lessons ● Implementation of workshop structure across grades ● Completed learning experiences ● Demonstrated evidence of student learning on summative tasks in learning experiences ● Completion of highly functioning planning sessions and coaching cycles with instructional coaches ● Observational evidence of math structures and implementation of learning experiences 	

District 59 Plan on a Page: Innovative Learning

Strategic Direction 1: Agency: Student learning experiences will allow for student choice, control, and ownership in their learning.

<i>Actionables</i>	<ul style="list-style-type: none"> ● Empowered Learning: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. 	<ul style="list-style-type: none"> ● Digital Citizenship: Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
<i>Measures</i>	<ul style="list-style-type: none"> ● Evidence of Learning Maps usage that contains genuine student choice components. ● Proficient use of modern learning tools & strategies (i.e. Learning Lab, Teacher Web Page, GSuite, LRC databases, choice boards, socratic seminar, summative learning celebrations) ● Proficient use of adopted Student Learning Profile tool. (TBD) 	

District 59 Plan on a Page: MTSS

Strategic Direction 1: Develop the capacity to utilize a routine and efficient MTSS process.

Actionables	<ul style="list-style-type: none"> ● Implement and monitor push in delivery of instructional support and strength-based interventions for Tier 1 and Tier 2 	<ul style="list-style-type: none"> ● Leverage the expertise of team members to deepen capacity of all staff to intervene and support students
Measures	<ul style="list-style-type: none"> ● Execution of the MTSS process ● MTSS fidelity checks and touch base meetings at schools ● Implementation of the support and intervention continuums ● Completion of IPF forms 	

CCSD59 PLAN ON A PAGE: MTSS

Board Approved District-Level Focus Areas

District 59 Plan on a Page: Communications

Strategic Direction 2: EXTERNAL COMMUNICATIONS

Actionables	<ul style="list-style-type: none"> ● Provide spanish translations for all communications pieces to help facilitate more meaningful connections with all stakeholders 	<ul style="list-style-type: none"> ● Work to improve our website so that it is accessible to those with disabilities 	<ul style="list-style-type: none"> ● Improve district's exposure to local media through a more focused effort to get published
Measures	<ul style="list-style-type: none"> ● Surveys and feedback from external stakeholders ● Frequency of publications in local newspapers and online media 		

Strategic Direction 2- COMMUNITY RELATIONS

Actionables	<ul style="list-style-type: none"> ● Support efforts to connect and educate the community on the work and direction of the district regarding student and district performance and students' learning success 	<ul style="list-style-type: none"> ● Build and strengthen connections with local individuals in the community to help support external messaging and awareness in the community 	
Measures	<ul style="list-style-type: none"> ● Community feedback and number of quality connections made between CCSD59 and external agencies/community organizations 		

CCSD59 PLAN ON A PAGE: COMMUNICATIONS

District 59 Plan on a Page: Human Resources

Strategic Direction 3: HUMAN RESOURCES

<i>Actionables</i>	<ul style="list-style-type: none"> ● Administrators will provide strength based feedback to staff to develop highly qualified educators, reinforce alignment to District focus 	<ul style="list-style-type: none"> ● Increase use of feedback to staff to include goal setting, formative information, and SLO data, so all staff are clear on what needs to be improved
<i>Measures</i>	<ul style="list-style-type: none"> ● Review of formal and informal observation feedback given in TeachBoost ● Review of data in Teachboost including goals and number of informal and formal observations 	

District 59 Plan on a Page: Finance

Strategic Direction 4: Learning Support: Align financial operations to support the District 59 Mission.

<i>Actionables</i>	<ul style="list-style-type: none"> ● Continue communicating the District's financial operations to the BOE and community through BOE Committee meetings, BOE workshops/meetings and other District communications. 	<ul style="list-style-type: none"> ● Continue with annual application for the Certificate of Excellence in Financial Reporting for the Comprehensive Annual Financial Report from ASBO International.
<i>Measures</i>	<ul style="list-style-type: none"> ● Compliance with BOE Policies. ● Support with District initiatives that work toward the District's Mission. 	