

Board Reduces Budget by Nearly \$1.8 Million Following Strategic Budgeting Process

Given the bleak financial assumptions that show a deficit of \$13 million by 2017, the Board of Education approved a budget reduction of nearly \$1.8 million starting next school year.

Almost a year of discussions and community engagement helped shape the final recommendation to the Board of Education.

These measures reduce the deficit from \$13 million to \$4 million by 2017. It follows last year's class size increase and central office budget reductions, which saved \$1.3 million. The financial projections could become much worse

if current discussions at the State level result in additional financial burdens being placed on local school districts.

decisions will likely need to be made through a collaborative process in the future."

The reductions represent 3% of the District's operating budget of approximately \$61 million. More than 70% of the operating budget goes toward salaries and benefits for the more than 670 employees.

Approximately half of the reductions were non-personnel related, including the reduction in the use of substitute teachers, reducing school budgets and central office budgets. Those reductions resulted in a savings of nearly \$600,000.

Staff Reductions Impact on Class Sizes

Staffing reductions included implementing a class size target approach rather than a class size cap approach. This will result in more classes being closer to the current caps and some classes being over the current caps by one student. The current caps are: 21 students at kindergarten; 22 at first through second grade; 26 at third through fifth grade; and 28 at middle school. Currently, 100% of classrooms are at or below the class cap. Under the new model, 78% of classrooms would be at or below the class target next year. This change saves approximately \$750,000.

As part of the reductions, the middle school schedule was reconfigured to gain staffing efficiencies for a savings of nearly \$200,000.

2012-17 BUDGET FORECAST IN MILLIONS		
2012		
REVENUES	\$61.6	-\$1.5
EXPENDITURES	\$63.1	
2013		
REVENUES	\$62.3	-\$0.6
EXPENDITURES	\$62.9	
2014		
REVENUES	\$64.2	-\$0.7
EXPENDITURES	\$65.0	
2015		
REVENUES	\$65.9	-\$0.5
EXPENDITURES	\$66.4	
2016		
REVENUES	\$67.6	-\$0.5
EXPENDITURES	\$68.1	
2017		
REVENUES	\$69.5	-\$0.3
EXPENDITURES	\$69.8	

Based on current financial assumptions, even with the recent \$1.8 million in reductions, the District still projects a deficit budget through 2017 for the operating funds.

The full strategic budgeting list is outlined on page 2.

The strategic budgeting process resulted in the following reductions and additions.

Administrative Services

Implement a Procurement Card System to Earn Rebates	\$ 20,000
Eliminate Deputy Superintendent Position (Already in Financial Projections)	\$ 0
Reduce Seasonal Help Costs by 20%.....	\$ 25,000
Reduce Operations & Maintenance Overtime Costs by 65%	\$ 98,000
Eliminate a Warehouse Position	\$ 37,000
Reduce Central Office Administrative Assistant Positions	\$ 86,800
Reduce Central Office Budgets by 10% (Non-Personnel Costs)	\$ 127,295
Redefine Administrative Positions and Hiring Practices (\$85,000 Already in Financial Projections)	\$ 35,000

Budgets

Reduce School Budgets by 25% (Non-Personnel Costs)	\$ 227,039
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Class Size

Implement Class Size Target with a Flexible Class Cap (+1 student) for Staffing	\$ 748,000
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Restructuring

Redefine Middle School Schedule and Balance Teacher Instructional Time	\$ 198,000
Reduce Use of Substitute Teachers for In-District Meetings and Professional Development by 50%	\$ 235,000

Support Services

Increase the Number of K-5 School Psychologist Positions	\$ (232,800)
Improve Continuity of Service Through the Assignment of Student Services Administrators	\$ 0

Technology

Eliminate Technology Associate Positions (6-8)	\$ 59,408
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Transportation

Eliminate Enrichment Summer School Transportation Costs	\$ 16,418
Increase Fee for Paid Bus Riders by 50%	\$ 21,600
Reduce Field Trip Transportation Costs by 45%	\$ 77,000

TOTAL REDUCTION

District Adopts New Strategic Plan

The strategic direction of District 34 was outlined recently when the Board of Education adopted a new strategic plan following a collaborative process that included parents, community members, teachers and staff.

“The vision of this strategic plan boils down to ensuring that students develop and strengthen the necessary skills to thrive in a changing world.” says Deputy Superintendent Dr. Michael Nicholson.

“The student is the focus of this plan.”

There are two goals outlined in the plan, which state:

ALL STUDENTS maximize their individual growth and development as reflected in the application of skills, knowledge and dispositions necessary to thrive in future learning environments and our global dynamic society.

ALL EDUCATORS ensure the most effective instruction and learning are happening in every classroom, for every student, every day, as measured by valid assessments aligned with a curriculum that reflects our community values and resources.

“The student is the focus of this plan,” Dr. Nicholson says. “This plan is about directing our efforts toward student learning and growth.”

To view the full plan, please visit the District 34 website at www.glenview34.org



Individual student growth is at the heart of the new strategic plan.



2012-13 DISTRICT CALENDAR APPROVED

The Board of Education approved the 2012-13 calendar recently which includes a start date of Tuesday, August 21, 2012, and a scheduled end date of Thursday, June 6, 2013.

Winter break is scheduled between December 24, 2012 and January 4, 2013. Spring break is scheduled between March 25 and March 29, 2013.

For more details on the calendar, please visit the District 34 website at www.glenview34.org.

DISTRICT NAMED BRIGHT RED APPLE AWARD WINNER

District 34 has once again been awarded the Bright Red Apple Award. District 34 was among just 9% of school districts in Illinois to earn the honor. All districts in Illinois are considered for this award, which is based on five main criteria: academic performance, pupil/teacher ratio, operating expenditure per pupil, educational level of teachers and average teacher salary.



Executive Director of Curriculum, Instruction and Assessment Named

The District 34 Board of Education recently appointed Beth Tsoumas as the Executive Director of Curriculum, Instruction and Assessment.



Beth Tsoumas

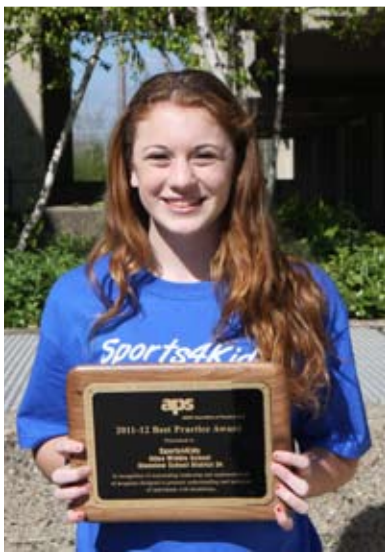
Beth has more than 20 years of experience with District 34 and currently serves as one of the District's Instructional Coaches.

In her new role, she will ensure that an effective, comprehensive instructional program, designed to prepare students for the future, is implemented across the District with clarity, fidelity and a focus on learning.

Beth has taught third, fourth, fifth and sixth grade in District 34 and served as a gifted/reading enrichment teacher. She also has served as a District Curriculum Facilitator.

She earned her bachelor's degree in education from Eastern Illinois University. She has a master's degree in administration from the University of Illinois. She holds her Type 75 administrative certificate.

Beth replaces Assistant Superintendent for Curriculum, Instruction and Assessment Dr. Phil Collins who will become Superintendent in Morton Grove District 70.



NSSSED Recognizes Attea With Award

The Northern Suburban Special Education District (NSSSED) Association of Parents and Staff (APS) recently awarded Attea Middle School with one of its four 2011-2012 Best Practice Awards.

The award was presented to an Attea 8th-grade student for creating "Sports4Kids," an after-school program designed to give special education students a chance to participate in physical activity and learn various life skills, including fairness and teamwork.

The program focused on teaching basic skills rather than participation in a formal game. Attea students volunteered their time to work with students with special needs to teach the students basketball, soccer, kickball and baseball skills. During the awards ceremony, the students shared that one of the best outcomes of the program has been the friendships that have been formed between all of the students.

From the Superintendent



Building the Future on a Solid Foundation

As I complete my eighth and final year in Glenview, my thoughts center on what the future holds for our school district. What I envision is a system focused on continuously improving results for students – academically, culturally and interpersonally.

As we empower children to be self-directed learners and responsible decision-makers, several key components play vital roles in realizing these goals. First, and foremost, are the people who work cohesively on behalf of all students. Our teachers, support staff, administrators, board members, parents, and community members all share the common interest of working together to ensure that all learners develop and apply the knowledge, skills and dispositions necessary to thrive in a world society.

Second are the systems that make up our learning environments. Our challenge is to create, support and sustain an atmosphere characterized by intellectual curiosity, creativity, collaboration and compassion. Key systems include strategic planning; personnel selection, development and evaluation; curriculum, instruction, learning and assessment; financial planning and resource utilization; and community engagement. A hallmark of District 34 is our ability to work collaboratively and interdependently to realize our vision of having all educators, in partnership with families and community, develop purposeful and authentic learning experiences for students.

A final component is that of expectations. In order to realize our aspirations for children, the adults in the system need to continually build our capacity as learners, teachers, and leaders. By doing so, we'll ensure that all students become successful.

Thank you for eight stimulating years. I know the future holds great promise for the Glenview School District 34 community of learners.

Dr. Gerald Hill, Superintendent

Our Mission

*To empower children
to be self-directed learners
and responsible decision makers.*

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