



ACTIVITY

VERBATIM RESPONSES

TASK #1: GREATEST SURPRISE

What was the greatest surprise your group had from the information provided in the presentation?

| TASK #1: GREATEST SURPRISE | |
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| TABLE # | What was the greatest surprise your group had from the information provided in the presentation? |
| 2 | <ul style="list-style-type: none"> • Degree of spending per student as compared to other districts • Flat revenue projections while real estate appears to be growing (expanding) through District 34 boundaries. • Cost of reducing class size by 1 student • It was discussed in our group, that at the Board's October 13 meeting an increase of 3.5 percent over the 2013 final levy was discussed. We were wondering if this increase in potential revenue was part of the projected revenues that were presented or was in addition to the presented projections? |
| 3 | <ul style="list-style-type: none"> • Great financial impact of increasing class size • Little amt. we get from State & Fed. & that it could be reduced. • We're not spending much more per pupil but still doing well • Large # of pending legislation that could affect our budget |
| 4 | <ul style="list-style-type: none"> • decrease in \$ per student over the years • significant impact of SB16 & its timing (note: phased in over 3 years at different %'s why are you only showing this as a flat \$) <ul style="list-style-type: none"> ➤ No rollover of cost savings. You have to for MAX TAX ➤ CLASS size problem to go w/ census info |
| 7 | <p>The lower cost per pupil. The high % of funding that is property tax based</p> |
| 8 | <ul style="list-style-type: none"> - given the amount of taxes paid, how little is spent per pupil - how little other revenue comes from other sources besides local - if student enrollment is projected to go down, why is cost per student projected to go up. - |
| 9 | <ul style="list-style-type: none"> - One of our group thought that D34 spent much more per student than the national average but in fact we are about average. - One person was surprised that we only receive 4% of our funding from fed/sate resources especially given our 20% low income base of students. - One person was surprised at how much (\$1000) D34 has dropped spending |

TASK #1: GREATEST SURPRISE

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| TABLE # | What was the greatest surprise your group had from the information provided in the presentation? |
| | per student in 3 years |

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TASK #2: THE FUTURE—DISTRICT LONG-RANGE PLANNING

If we had to use resources to meet any one or more of the challenges on the horizon, how would you suggest we reallocate our resources? What programs would you want us to protect?

TASK #2: THE FUTURE—DISTRICT LONG-RANGE PLANNING

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| TABLE # | If we had to use resources to meet any one or more of the challenges on the horizon, how would you suggest we reallocate our resources? What programs would you want us to protect? |
| 2 | <ul style="list-style-type: none"> • Use resewe (sacrifice Aaa raiting) • Push for revenue (tax) increase • Pursue neighborhood school concept (reduce transportation costs) • Student fees to subsidize some increases in costs/reduced revenue Preserve: <ul style="list-style-type: none"> • “Whole child” concept (arts, music, PE, etc) • we want what we have today |
| 3 | <ul style="list-style-type: none"> • is there a way to revist administrator & staff pensions <u>Protect</u> <ul style="list-style-type: none"> • Special needs support • Gifted • Fine Arts • Teachers & professional development • No increase to class size |
| 4 | <u>Cuts</u> Cadillac health plans can not be a sacred cow. You are stewards of TAX \$\$ to here you are worried about Cadillac plan is shocking <ul style="list-style-type: none"> ➤ review extra curriculars <u>Top Priorities to Save</u> <ul style="list-style-type: none"> - Foreign language & bilingual programs (expansions) - STEM (propose increasing) - always be conscious of residents without |
| 7 | Cut extra curricular activities Freeze district personel salaries Protect programs for special needs students |
| 8 | <ul style="list-style-type: none"> - Are class sizes a trade-off for a balanced, well managed budget? - We would rather pay more property taxes and keep <u>all</u> current programming in place and possibly ad more (ie, earlier foreign language, all day K, expand gifted learning, plan for on-going professional teacher development. - increase efficiency by merging Glenview school districts |

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|---------|---|
| 9 | <ol style="list-style-type: none">1. WE WOULDN'T CUT ANYTHING. All expenses seem well-justified and it doesn't seem like d34 is overspending. In fact they have been cutting cost over 3 years.2. Possibly Admin, because furthest away from students.3. Table was unanimous that we would not want class sizes increased, even though the bulk (76%) of D34 expenses are salaries, and salaries are only controllable via # of staff4. Possibly reduce technology spending, though we were uncertain what that cost is. |

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TASK #3 - QUESTIONS – MANAGING FINANCIAL RESOURCES

What questions do you have about how D34 has been managing the community's financial resources?

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| TABLE # | What questions do you have about how D34 has been managing the community's financial resources? |
| 2 | <ul style="list-style-type: none">• Are teacher aides able to be utilized?• What is the monetary value of the Aaa rating?• What factors are driving projected base expense increase? |
| 3 | <ul style="list-style-type: none">• Considering pending legislation Δ's should our dist. Leaders communicate to parents how to have a voice impact these decisions• Can we learn more about our administrators, #'s of them, how they compare |
| 4 | What about new businesses (car, grocery, etc...) what is impact to schools. <ul style="list-style-type: none">- huge apartment complex. Is this in projections- Why not lobby legislators |
| 7 | What is district 34 doing differently than other school districts to keep expenses lower |
| 8 | <ul style="list-style-type: none">- What can be done, proactively, to manage the blow on pension costs?- What can be done, proactively, to manage potential blow caused by Affordable Care Act? |