

**Transcript of a
Portion of the Board of Education
Regular Meeting**

Held on

March 8, 2010

At 7:30 p.m.

regarding

Proposed Budget Reductions for 2010-11

Meeting held at:

Carpentersville Middle School
100 Cleveland Avenue
Carpentersville, Illinois 6011

Transcribed by:

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Transcriptionist Note: Only those portions of the meeting relating to budget reductions were transcribed.

Transcript Begins:

BOARD PRESIDENT JOSEPH R. STEVENS

A couple of items of explanation: The reason that I have moved the *Public Participation* to the end of the agenda is that our agenda is very light tonight. We purposely kept it that way and we want to kind of rush through that, because it's mostly formality except for a presentation that Dr. Crates has to make, and that's one that we would want everybody to hear anyhow. We want to make sure everybody who wants to speak has adequate time. They will be allotted their full five minutes. But if everyone speaks, we will be here until well after midnight, which is fine with us, but we just wanted you to be aware of that.

I also would like to make sure that everyone knows that we are not voting on transportation tonight. But you are welcome to discuss it. But there is no vote on transportation tonight, and if that causes some of you to remove yourself from the list, that's fine.

I also want you to be aware that we are aware of a rampant rumor that's going around that we are closing deLacey. There has been no discussion of closing deLacey. It only involves transportation to deLacey that you will hear about later tonight, but we are not voting on that tonight. There's been absolutely no discussion of closing deLacey even though there's a rumor out there that says we are. Now that doesn't mean it won't be discussed at some point in the future, nothing is forever; but there certainly has been no thought to doing that at this point.

Also, on parochial busing, I want you to be aware that there's an impression that there will be no busing. There will be some busing, but it's within guidelines of existing stops and that can be further explained as we talk about it. So if that causes any of you to decide not to speak to us, that's fine. If you want to speak to us, that's fine. I just want you to be aware.

When we do get to the *Public Participation* section, I will read out seven names or five names or some number, and I'm going to ask you to line up as we did a couple of weeks ago so that we can just keep it moving. The rules for public participation are that you are allotted five minutes; I will give you a high sign at four minutes. And the Board does not respond in this forum. But we will listen and we will be more than happy to absorb what it is you want to tell us. So with that we will move right along in our agenda. Dr. Arndt?

SUPERINTENDENT DR. KEN ARNDT

Yes. We realize there are a number of persons joining us this evening, and perhaps this is your very first School Board Meeting. Again, welcome. The purpose of this next presentation is to hopefully explain to the community the serious financial situation we are facing due to the State of Illinois' inability to pay their bills. When we hear of news coming from Springfield that the state deficit is now approaching \$13 billion, there will be ramifications to all local taxing bodies, including the school districts. Our Chief Financial Officer, Dr. Cheryl Crates, now is going to be presenting to the Board and to the community the fourth version of the tentative budget, which will outline some of these reductions that we are facing only because of the state's inability to pay their bills. Dr. Crates?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

We're going to use two screens this evening. My name is Dr. Cheryl Crates. I am the CFO here in District 300. We're going to go over, starting with the PowerPoint here on my left, and then we're going to get to some details using the SMART Board. The handouts that were out in the front are the details that are going to be up on the SMART Board regarding the budget. So if you picked up a handout, you'll be in great shape.

So starting with our budget projections for 2010-2011: The Board gave the staff complete directions on December 14 regarding what we should do for the 2010-2011 budget, and let me go through them. This

year, the 2009-2010 year, we cut this year's budget by \$3.2 million to start the year. The Board then directed the staff on December 14 to reduce the 2010-2011 budget by over \$6 million. Version 3 of the budget ... (last year we did eight versions. We start in November and somewhere, once the legislature has acted, we have a final version. Last year we had eight versions. We start early. When we get new numbers we update the versions.) ...Our Version 3 had indicated that our best case, if we got zero (increase) on the Foundation formula, was a negative \$6.4 (million). The worst case at that point was a 50% reduction in state revenues to schools, possibly with a \$24 million in the red.

The Board directed the Administration to cut \$6 million on December 14.

Then we had a series of timelines that we put together after that. Administration worked on a draft starting in November and basically was ready to present that for the Board's consideration about the 15th of January. And then from there the Board Finance Committee looked at it, there was public discussion, the Community Finance Committee—which is a representative of every school, and it meets every other month on Thursday nights—they reviewed it. In fact, they actually voted on it and gave some input to the Board regarding their thoughts on the recommended potential \$6.5 million worth of reductions. And of course as part of all of this, the Board on the 22nd of February, which was our last meeting, basically approved about three-quarters of those cuts. Some are waiting for a second set of review, such as transportation.

So the cuts that were basically approved by the Board, they will not require labor negotiations. They started with reducing any kind of tuition reimbursement for administrators for 72 (thousand); working on a 2° (temperature) setback, which was 418 (thousand); lowering sub rate of pay for the daily-rate of long term (substitute teachers); working on reducing when we hire new teachers what they are allowed for credit; working on reducing money for food; some administrative reductions – there were three of those; a gifted (program) restructuring; (reduce one) Literacy Leader; middle school (exploratory) staff was cut by 2.8 teachers; some reductions in the HR Department; and then driver's education; buildings and grounds; not expanding our safety-related equipment for \$80,000; then reducing four high school (elective) positions (based on the level of student interest); and that total was about \$2.7 million. Our target approval on the 22nd was about \$4.5 million.

These will require negotiations, but are being discussed and we are tentatively approved by the Board. That was to eliminate overtime district-wide from hourly wage earners; some professional development reduction for non-tenured teachers – again, this has to be negotiated, all of these items need to; asking other staff to do lunchroom supervision rather than teachers, because teachers earn \$32 an hour for that service – again, this will be negotiated; limit teachers to advancing only one (contract pay) lane a year; paying teachers by stipends rather than by the hour (for extra duties and curriculum work); doing some electronic review of leaves and absences, W2's and paychecks. We eliminated kindergarten music, PE, and media for \$238,000—just like you saw on the other slide where we talked about middle school and high school reductions, this is the elementary reduction. Reducing media para(professional) hours from 8 hours per day to 6.4. Custodian positions – there's five cut - \$336,000. Reducing special ed support staff by 390 (thousand dollars). And then some energy saved through furlough days will be about \$52,000. The Board is pending furlough-day approval for all year-round staff going from five days to twelve days. And the total of these cuts is \$1.8. The total of the prior cuts was about \$2.7 for about \$4.5. That action has already been taken. The Board has already agreed on those. Now those still need negotiations with the various groups, but that action has already taken place.

When I'm done, (Transportation Director) Donna (Bordsen) will be coming up to discuss potential transportation reductions that will be decided at the April 26th meeting and they total about \$1.6 (million). The combination of the two is about \$7 million in reductions that are being discussed for next year.

However, we now have Version 4 of the budget, and Version 4 has three different scenarios. Scenario B is related to state aid being at a zero (increase), meaning no increase in the basic State Foundation formula

per child. (Scenario) C is a 10% reduction in the State Foundation (funding), and (Scenario) D is a 10% reduction in the State Foundation and a 15% reduction in categorical (state) spending.

This is where I want to switch to the handout that was where you walked in today, and for those of you that have the handout, if you just follow along I think it will be a lot easier to understand what we are talking about.

So we need to start with, “Where’s the state at?” Starting in the very top left-hand corner is our guesstimate where we want to end this year’s cash balance. We hope to end at \$12.2 million to the good. Now that’s making the assumption the state will make its four payments to the school district for categorical funding. Right now they have only made one. They are in arrears for the second one, and come April 1st they will be two (payments) in arrears – and there is no guarantee at this point that the state’s going to make any more payments other than the one out of four.

So ordinarily we take in about \$20 million, or a little bit more than that, in (state) categorical funding (for transportation, special education, and other “categories”). Right now the state owes us a little over \$6 million, and we don’t know if we’re ever going to get the \$6 million they owe us now. That would be for two payments. They made one out of four. So we are waiting on three more. One is already due, but they called us up and said, “We owe you the money. There’s no money in the checkbook. We cannot send it to you.” We don’t know what’s going to happen for payment three and four. So it’s very possible that the 2009-2010 budget could end at zero.

We do have a working cash fund that has \$35 million in it. But it’s like a credit card debt. The voters of this District agreed to let us borrow \$35 million in 2002. We put it in here as Working Cash, but we owe the bank for \$35 million plus interest, and we have only made a couple of payments on that. It’s a 20-year obligation, so it’s like having credit card debt. We really owe this back. But the good news is we have it here to help us with our cash flow.

Later in this meeting, the Board is going to borrow, or give us authorization to borrow, \$11.5 million to make payroll. We will have no money to make payroll starting April 1st in this District. We will have gone through whatever cash balance we have. We will have gone through the \$35 million and we will be done to zero about April 1st. And so we are going to authorize later in this meeting, the District to go to borrow \$11.5 million (through Tax Anticipation Warrants) to make payroll in April, May, and June until the (local) taxes for next year come in, in June. So we’ll talk about that a little bit later.

So the Version 4 (budget projection) is estimating our average daily attendance at about 18.3 (18,300 students). Right now this is trending a little lower than that; we had swine flu this fall, and our student attendance was down in September and October from its usual number. Right now it’s based on 18.3 (18,300). So we’ll be looking at that as we look at January, February, and March’s attendance to see if we can make this number. Again, it’s the estimated average daily attendance. We get money from the state based on the best three months of our attendance. It’s not how many students are actually enrolled; it’s how many kids have come to school. And if they don’t come to school, we don’t get paid from the state on the (per-student) Foundation formula.

CPI (the consumer price index) for this December was 2.7 (percent). This (budget) version is assuming that the \$6.5 million worth of reductions that the Board has been discussing – that’s on your red, blue, and green sheets – are made. So we are making the assumption that we can make \$6.5 million, at least, worth of cuts.

And as we move down then, here’s Scenario B: zero (increase) on the Foundation formula. Scenario C takes us down 10%, and Scenario D assumes a 10% Foundation reduction and a 15% reduction in (state) categoricals. And you’ll notice that the big number that keeps changing in each scenario is state aid. So as we move through this, there are still a lot of assumptions that are made here, so we are still assuming. That was why last year there were eight versions of this budget. So right now ... this number is

guesstimated at this point as an estimate. The other thing we don't know is for next year what our new growth in EAV (equalized assessed valuation) is going to be. We are assuming in this model about a .83 increase in EAV in all of our McHenry, Kane, and DeKalb and Cook County. So there are a lot of assumptions in here that will become known as we progress. The EAV is not known until April. It

So let me get to the scenarios. So in Scenario B, zero on the Foundation, we're about \$885,000 in the red (for 2010-2011) after we already cut \$6.5 million. So we have the \$6.5 million worth of reductions assumed in the expenses. The other assumption is that there will be no increase on the insurance. Right now we are trending at about a 12 to 13 increase in medical insurance. That will be worth about \$1.8 million. If that happens, even in Scenario B we're not balanced with \$6.5 million in reductions; we would have to make (another) \$885,000 worth of reductions plus \$1.8 (million) or another \$2.6 million in reductions.

Scenario C is assuming the 10% (reduction, as proposed by the Governor) happens on the (state) Foundation formula. Now this is really where it's disastrous for us, and that is that we flip from the Foundation formula to the Alternative Grant. The word came from Springfield on Friday that there has been discussion that for school districts that are not on the main Foundation formula, the Alternative Grant and the Flat Grant are going to go away. So we don't know for sure that we will get any Foundation formula because a 10% reduction flips us from a regular Foundation District to an Alternative Grant School District. So, with this in mind, we are still assuming some state aid, and you can see we are at about \$2.6 (million) in the red, plus the (projected insurance cost increase) of \$1.8 (million) takes you to about a negative \$4.4 million.

On the Scenario D, 10% on the Foundation and 15% in categoricals. That is money that comes to the school district that's categorized. Transportation funding category, special ed, preschool, etc. comes in categories. We have no idea (on what will happen with categoricals). The governor is supposed to announce where these category reductions are going to be on the 10th. We have not seen it, so obviously Version 5 will include the detail from the Governor when it's known. That would mean, if the Board chooses to have a balanced budget for next year, and you've already cut \$6.5, you would have to cut \$6.5 million more – plus whatever you do for insurance, if you don't fund that in some other way. So \$6.5 (million) plus \$1.8 (million) is about \$8.3 million worth of more cuts than what we've already done. We've done \$6.5 (million in cuts) and if you had to do \$8.3, it would be a total cut for next year of \$14.8 million for next year.

So that is the kind of general gist of what the state is potentially capable of holding this district hostage over. The word on the street is that the legislature is not going to address it during this spring session, that they are going to wait until after November. They are going to tell us come November/December – the school year starts July 1 – what they are going to reduce our revenues by.

Now what I want to do here is I want to show (scenario) B. B is our best case if we've got zero on the Foundation formula and we made \$885,000 worth of reductions. I mean, we made \$6.5 million so we would end this year at \$885,000 in the red if the Board did nothing more and did do something with the insurance by plan-design change or something. Now if you don't do anything with the insurance, you've got to add \$1.8 million further in the red. This is Scenario B, best case. So if this happened, next year we'd have to cut \$3 million and then we should be okay.

Year 2014-2015 is the year that the Sears TIF (tax increment financing district), better known as the Sears EDA, Economic Development (Area), which was approved by the State of Illinois for the Prairie Stone area off of (Route) 72. When it comes off, we will gain in local property taxes the first year. The year after that, 2015-2016, we would lose state aid as well. But anyway at this point you can see we'd finally be in the black again by 2015.

Now, unfortunately, this case is not going to happen because everyone is saying that that is not enough reduction at the state level. The state is going to cut over \$1 billion to school districts. So this is

(scenario) B, and if this one should happen, you can see on this line here – if I had my red pencil I could do that for you – anyway, we would have to cut \$2.6 million more than we've already cut. We've already cut \$6.5 million. We'd have to cut another \$2.6 and then the insurance, if we don't do anything with that, so we would have to cut another \$4.4 (million) and if we did that we'd be probably okay for a couple of years because once you cut \$4.4 million in this year, then you're okay that year and that year and then you'd have to cut another \$4 million 2013-2014. But then year 2014-2015 the Sears TIF comes on (to the district's tax rolls). So that's that one.

Now the worst case one is Scenario D out five years. And that one is here. Here you'd have to cut \$6.5 million next year over the \$6.5 million you've already cut. So you'd have to cut another \$6.5, and then if you don't do anything with insurance, you'd have to add \$6.5 (million) plus \$1.8 (million). You'd have to cut \$8.3 million more than you've already cut. So you cut \$6.5, you cut another \$8.3, that's \$14.8 million to get the 2010-2011 to balance.

Now, obviously, the Board has two choices. You either cut next year if you believe that (scenario) D is going to happen: \$14.8 (million, total cuts) next year. Or you run in the red next year and then you make the cuts for the following year, which would be 2011-2012. So that's really a Board decision as to how you want to go.

But you see once you cut that \$8 million, then you would be okay the following year. Now if you didn't cut it in this year and you ran in the red, you would need to cut \$8 million next year and if you cut that \$8 million you'd have already cut that so you'd probably be okay there, and then you'd cut another \$3 million in 2013-2014 and then by 2015-2016 you'd be back in the black once the Sears TIF comes back on (to the district's tax rolls).

So that's how drastic the state situation is on that area. So going back to my PowerPoint up here, showing that Scenario B is at least \$885,000 if you can handle the insurance. If you can't, it's \$2.6 million (deficit).

Scenario C is \$2.6 (million) plus \$1.8 or \$4.4 (million) in the red. Scenario C and D is probably the most likely. This is what Quinn has been saying he's going to do; we don't have the details on that yet, and that would be \$6.5 (million) plus \$1.8 in insurance takes you to \$8.3 million more in reductions than you've already cut with the \$6.5 (million) you've already cut.

So what are the upcoming actions related to the money? The state is over \$6 million behind right now for this year. They owe us three more payments. The question is, will they come? My gut says we ought to get at least one more (payment) out of them, so that would leave us about \$12 million short (for 2009-2010), which would mean next year we would eat up the \$12 million we built in our fund balance (savings) down to zero. We are going, tonight, to borrow \$11.5 million to make payroll for the months of April, May and June, and we are scheduled to reduce 153 teachers, first and second year and some others, for a total loss in staff of \$7.6 million.

So what is left to happen? Number 1, we had some good discussions already with all of our unions and our various groups related to our laborers that have to give back the concessions to get to the original \$6.5 (million proposed) cut. Now no one's really talked about what the other \$8.3 (million) might look like in terms of reductions.

The second issue that has to be resolved is what are we going to do about this increase of about \$1.8 million in insurance? Are we going to work together to do plan design (changes), or is the Board going to pay for that? If so, we've got to increase our reductions in the district.

I need Board direction on further budget reductions over the \$6 million that was authorized on the 14th, to figure out if we're going to add another \$8.4 million of reductions for a total of \$14.8 or so million in cuts.

Of course, we're waiting on state action for funding for schools for 2010-2011. Our budget year begins July 1, so you can imagine if we don't find out until November what they are planning on doing on revenues – and the state is already bankrupt.

They spend \$26 billion annually as a state. They have already said they have a \$13 billion shortfall. They have a 50% shortfall in revenues for next year.

We're already the worst-funded pension plans in the United States. The (state leaders) have borrowed from the pension funds for the last ten years. They have bankrupted those that are anywhere between 40-50% funded because they borrowed the money for ten years over this budget shortfall as a State.

We know they can't borrow any more money so, depending on who you are listening to and who's running for governor, one side is saying, "Cut, cut, cut; we're never raising taxes." If that's the truth, then one can expect not only cuts this year, but more cuts next year because they have to make up that \$13 billion shortfall. Right now, Quinn's reductions are worth \$1 billion to education. So out of the \$13 billion problem, they are suggesting \$1 billion be cut out of education.

So there is a lot going on. It's a very difficult time for the state and for the district and Board. If you have any questions?

BOARD PRESIDENT JOSEPH R. STEVENS

We're not going to vote tonight, but I would like to be able to give you some direction. So I'm assuming this is like a committee of the whole because this has not been presented to Finance (Committee), so this is like a major Finance Committee. Right?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Right.

BOARD PRESIDENT JOSEPH R. STEVENS

So I am only speaking now as a Board Member. I would certainly want to see a balanced budget, because otherwise I think we then play catch up year to year to year, and we'll dig ourselves in a hole.

I know you and I have had this discussion before, but I think your EAV projections are overly optimistic. I think that you're going to see that actually go down. And I believe you should just eliminate Scenario B. There's no way in God's creation that that's even a possibility. So why are we even talking about it?

I think we should look at between \$6 million and \$8 million further cuts and I would ask the Administration to come back if that requires further teacher reductions. (If) we have to call a Special Board Meeting to approve it to meet the statutory deadline, we will do that. But I would like recommendations from Administration to come forward as quickly as possible to have a balanced budget. I am only one Board Member and I'll let others ...Mr. Alessio?

BOARD MEMBER DAVID ALESSIO

I prefer to go with Scenario B just because that's already a 20% reduction in state aid. And is that all attributable to switching to the Flat Grant instead of the Foundation level?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

All Scenario B does is take the Foundation formula to the Alternative Grant and assumes we still get Alternative Grant, that they don't do away with the Alternative Grant.

BOARD MEMBER DAVID ALESSIO

If we're on the Alternative Funding formula instead of Foundation level, any change in the Foundation level wouldn't affect us then, would it?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

That's correct except the Foundation formula, if they decrease it, then it decreases the Alternative Grant. The problem we are having is the State has discussed only funding Foundation formula school districts. So if we become an Alternative Grant, then we would lose more funding as well if they did away with Alternative Grant and Flat Grant districts. So, you know, (*garbled*) sent out on Friday an update that said there has been discussion at the State level about it, so I just don't know.

BOARD MEMBER DAVID ALESSIO

But no one's put out any information that's reliable yet, because the Governor's budget isn't even his budget. It's a preliminary draft that they floated as a trial.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

All preliminary.

BOARD MEMBER DAVID ALESSIO

We won't know until Wednesday what he's actually (proposing). The House Republican leader said that's false. They put that out there to encourage people to raise taxes. The *Tribune* had the same interpretation. They've cut education less. So I don't think we can count on any of those reliably. I did notice that at the end of even the worst-case scenario, the budget magically balances itself after the Sears TIF comes back on line. Is that solely from taking money that is supposed to be for educating the kids and stop funding or propping up Sears and K-Mart anymore?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Yes. Basically, how the Sears TIF works is that whole Prairie Stone area pays their property taxes, but it goes into a fund that pays for the street lamps and the streets and the incentives to get people to move into the Prairie Stone area. After 22 years, it comes off the rolls of funding those kinds of services and starts coming to the school district. I believe it would be about \$15 million or so when it comes back on the (D300 tax) rolls (after 2014).

BOARD MEMBER DAVID ALESSIO

So if that follows the law, then the budget would be balanced even with no further cuts.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Correct.

BOARD PRESIDENT JOSEPH R. STEVENS

As politically bankrupt as this state is, however, even though all the (state) legislators (from the D300 area) have said they're not going to renew that TIF (in 2014), if businesses start fleeing this state, which it's going to do, I would be paranoid enough to believe that the legislators are going to renew the TIF, or extend it or do something that is going to cost us that money. I think that we need to be ultra conservative.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

The big problem with waiting is the issue that the district experienced in 2002. Only those people that were here in 2002, I didn't come until 2004, will (remember). What we are looking at here is our 2009-2010 year borrowing about \$11.5 million and if you follow this blue line, these are the funds where we would be going in the red. You can see that we would need to borrow instead of \$11.5 (million), which we are borrowing here, our worst year would be 2014 where we would be borrowing at this time \$46 million to make payroll. And probably we would be borrowing sometime in December to make payroll; December, January, February, March, April, and May. That's making the assumption, of course, that if we made no further reductions and we stayed on the path of our revenues declining and, therefore, our cash flow getting down to a negative \$46 million this time in the 2014 year.

BOARD PRESIDENT JOSEPH R. STEVENS

And you're also assuming that we are going to get some more money from the state, which may not happen.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Yes. The scenario assumes that in 2010-2011 we take no increase, in 2011-2012 no increase, and then starting 2012-2013 and 2013-2014 we're assuming \$200 (as a per-student increase) on the Foundation formula.

BOARD PRESIDENT JOSEPH R. STEVENS

I'm talking about the money they owe us now. You've kind of got that built in there for cash flow purposes, and it may not be there.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

That's true. We could ...

BOARD PRESIDENT JOSEPH R. STEVENS

We could end up borrowing more money than we anticipated.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

So that is the problem with the current situation.

BOARD PRESIDENT JOSEPH R. STEVENS

Mrs. Roeckner?

BOARD VICE PRESIDENT KAREN ROECKNER

I would agree with Mr. Stevens. If we're going to have to get to \$16 million, what would that be? Same thing would be, direct Administration to say, what would you come back to us with, and say what's next? I'm not sure then what would be next on the schedule, if we had to cut another \$8 million. So, I think we need to have that discussion.

BOARD MEMBER DAVID ALESSIO

That would move us to 33% reduction in state aid for next year. Do you think that's realistic? I haven't heard the State talking about closing universities or anything like that.

BOARD PRESIDENT JOSEPH R. STEVENS

The universities are all increasing their tuitions dramatically, that's why we've got protest marches.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Yeah. Guessing what they're going to do. The problem is the past can't predict the future when anyone running for governor is saying, "Cut, cut, cut, cut. Don't raise the taxes." Thirty-three states in the United States have already raised their revenues by raising their taxes because their revenues are not matching their expenses. Our State is right now not talking about doing anything at the present time, although there is some discussion about cutting and raising taxes. That's really the only long-term solution.

BOARD PRESIDENT JOSEPH R. STEVENS

Well, if they wait until November, they are going to actually wait until next spring before they will be able to do anything because of the new office holders putting that package together.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

That's where you would possibly run one year ... a potential negative \$8.4 million, or 5 million in the red next year, and if nothing happens then you cut the following year. That's your basic decision as a Board: whether you cut now or cut then.

BOARD PRESIDENT JOSEPH R. STEVENS

I understand that if we make cuts, and then the state then funds it, we'll end up with a surplus. We'll look maybe foolish or maybe smart. I would much rather run a surplus and take that chance, which I think is not likely, than to run a deficit and we then start digging ourselves out of a hole.

Other Board Members?

BOARD MEMBER DAVID ALESSIO

I think that would be a travesty to make extra cuts and then be funded for it when the state finally gets their act together and gets around to funding (education) after the fiscal year is over. We have to make sure we continue the education of the students, and we can't just take a year off. If we don't cut enough, we'll have to make it up the next year and those will be more painful. We can't go two years with a deficit. If there's a deficit due to our plans going awry because of actions out of our control, whatever the state happens to send in the mail, we won't be able to do anything about that. But the second year I know we would have to make further cuts. I would just hate to overcut right now and affect everyone's educational year for that year, if we have no idea of telling what the budget will be in the end.

Last year's budget was not balanced until four months after the end of the fiscal year. We didn't know if that check was coming or not from the state. They finally sent it.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

It came in October. It was due the end of June, and the last check of last year's four payments came in in October.

BOARD MEMBER DAVID ALESSIO

So even with the best laid plans for a balanced budget, we are at the mercy of the state and other factors. I mean if we were plus or minus 1%, that's something we would have to correct.

BOARD PRESIDENT JOSEPH R. STEVENS

Maybe we can get other Board Members to briefly give Dr. Crates some feeling of where you're at, so we can move along. We have a lot of people who want to speak to us.

BOARD MEMBER MONICA CLARK

I would like to see what you would propose for budget cuts. I don't think we should run in a deficit. If we run into a \$6 million deficit, it only means we're going to have a \$12 million deficit because we're going to have to make up the \$6 million that we're already in and then get the additional \$6 million. So I would like to see what you would propose.

BOARD PRESIDENT JOSEPH R. STEVENS

Mr. Stanton? Mr. Ryan? Mrs. Miller? Comment.

BOARD MEMBER JOHN RYAN

First of all, I share the adamant feeling of my colleagues regarding the need for a balanced budget. It is what it is. We'll cross that. I certainly look forward to the recommendations.

But, Dr. Crates, one question I have is, while it's prudent to look forward to the coming years, I'm concerned about getting through this year, too. And in the issue of the Tax Anticipation Warrant that we will be taking action on later this evening, in the figure that you came up with, was it \$11.5 (million)?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Yes.

BOARD MEMBER JOHN RYAN

\$11.57 million? Let me ask you a couple different ways. Is that figure in any way tied to what we can expect or are entitled to in further categorical, or is it completely removed from that?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

We assumed no further payments in categoricals (funding from the state).

BOARD MEMBER JOHN RYAN

No further payments at all? Okay.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

We wanted to be sure we can make payroll.

BOARD MEMBER JOHN RYAN

Obviously, issuing those warrants does not come without a cost. What will our interest cost be, and what will our issuance cost be on that?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Liz Hennessey (from William Blair & Associates financial advisors) is here. Do you want to address that now or do you want her to do it when the agenda item comes up.

BOARD MEMBER JOHN RYAN

Whatever. The point I just wanted to make is that it's bad enough that we're not getting the funds that are due us, but now we're also having to bear additional expense in order just to make our cash flow.

BOARD PRESIDENT JOSEPH R. STEVENS

In the interest of time, we don't want to go into the detail of that, Dr. Crates. We know that it costs us around \$40,000.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Correct. It should be in the Board packet.

BOARD PRESIDENT JOSEPH R. STEVENS

Mr. Stanton or Mrs. Miller? Mr. Stanton, you're on.

BOARD MEMBER CHRIS STANTON

Dr. Crates. We got about \$40 million from the state this year?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

About \$38 million is predicted. The question is, what of that will we really get? And that's the problem. We get about \$18 million this year scheduled in state aid, the General Foundation formula. The rest is categoricals. So the question is, how much will they really pay us out of that \$20 or so million in categoricals? About \$18 is in the Foundation formula and about \$20 million is the categoricals, roughly.

BOARD MEMBER CHRIS STANTON

And we got about \$53 million from them last year?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Correct.

BOARD MEMBER CHRIS STANTON

And we're down to \$38 million this year, and you're saying we're going down to \$32 million the following year. I'm just trying to add up the math. Because if I keep hearing all these things we have to deduct out of the budget, it looks like the state is eventually going to pay us \$6 million or \$6.2 million and

I'm just trying to figure out the math, because when you look at what's being said in the public, they keep throwing that "\$1.4 million" number out – although nobody knows what that number is.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Billion.

BOARD MEMBER CHRIS STANTON

Yeah, billion. Excuse me. Nobody knows what that will be per school.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Or program.

BOARD MEMBER CHRIS STANTON

Or whatever. I just hate to overcut at this point, when if you are going to get paid the \$12 million, technically, for us as a District, we still have that \$12 million cash if we get it to apply towards that deficit that we can make the cut after that.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

That's correct. If you get it.

BOARD MEMBER CHRIS STANTON

And then for my colleagues, when we first talked about the \$6.5 number, while some of us thought it was too low, some of us also suggested that it was too high, because we really don't know what that number should have been in the first place. And because we (the Board) pigeon-holed on that number, maybe we removed some of the creativity out of you (administration) in the beginning. We've also kind of clung to the referendum promises of "not touching extracurricular activities" and things like that. The revision should be: how do you go back and make it all fit, if you're really going to come back and say you have to cut out another \$8.3 million?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

The good news for you is that you have an EPRT plan, which gives you an administrative recommendation of another \$8.3 million. The problem is that takes a lot of vetting and understanding, and you're kind of late in the year now to try and make those reductions (including staff reductions) in some organized official way by using EPRT. You might have to go to something else to make that accommodation. So we'll have to look at both. You do have a plan that gives you everything all the way up to \$20 million worth of cuts. The key is whether that's any good.

BOARD MEMBER CHRIS STANTON

Just to finish. I'm not sure that I would overcut at this point, unlike some of the folks up here.

BOARD SECRETARY ANNE MILLER

Dr. Crates, how long would it take for Administration to come back to us with what an extra \$6 million cut would look like?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

We could probably do that within a week or two.

SUPERINTENDENT DR. KEN ARNDT

No. No. We will have it ready the second week of April, because we are in the midst of scheduling right now. So what the Administration will do is present a balanced budget with additional cuts, but we need to work with the principals to look at what would the school schedules look like then next year with a balanced budget.

BOARD SECRETARY ANNE MILLER

Here are my comments. On your screen and later on in tonight's agenda is the reduction of 153 staff members for \$7 million. I'm using round numbers; I'm not the accountant.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Almost \$8 (million). Almost eight.

BOARD SECRETARY ANNE MILLER

Okay. I'll go with your numbers. You're talking about the possibility of cutting an additional \$6 million?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Well, that's where it gets confusing. The point is right now that the \$6.5 million was a reduction in teaching staff of about 20 staff members. The reduction of first- and second-year teachers to accommodate the negotiations that are underway and potential other reductions the Board might need to take meant that we went up 153 some teachers. So that is not included in the \$6.5 million.

BOARD PRESIDENT JOSEPH R. STEVENS

If I could say that differently: The first- and second-year reductions, if the negotiations were successful, the original plan was to try to hire as many of those back as possible.

BOARD SECRETARY ANNE MILLER

Here's my point. We have to make reductions 45 days before the end of the school year. Correct?

BOARD PRESIDENT JOSEPH R. STEVENS

Correct.

BOARD SECRETARY ANNE MILLER

It's not 45 days before the end of the school year. Correct?

BOARD PRESIDENT JOSEPH R. STEVENS

Correct.

BOARD SECRETARY ANNE MILLER

Dr. Arndt has said that he could come back to us mid-April with the plan. My point is I would like to see what that plan looks like – how it's going to affect staff, how it's going to affect our education program – before the reductions are done, before we say “this is the way to go.” Yes, I am in favor of a balanced budget. But I want to see what our education program looks like. I want to know what can be done in stages, what needs to be done now because of statutory requirements, and what can be implemented later.

And I want to know more on the reduction in first- and second-year teaching staff: what that does to our class sizes? What kind of proposal are you going to come back with on a budget reduction? Is it going to include extracurriculars? Is it going to include staff reductions? Is it going to include – you know I'm just tossing things out – school days, different bell times ... What does that package look like? Because that will then, as much as I'm in favor of a balanced budget, maybe there's increments that we can go, maybe we'll have more information from the state.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

We should by Wednesday, we're hoping.

BOARD PRESIDENT JOSEPH R. STEVENS

I'm told that our next Board Meeting is April 8. (CORRECTION: It is April 12). That will be the end of the statutory deadline. We could take action April 8 (CORRECTION: the meeting is April 12, past the statutory deadline) and still meet the statutory deadline, but I'm going to ask you to double check that,

please. If we have to do something different, if we have to have a Special Board Meeting to meet the deadline, we could.

BOARD SECRETARY ANNE MILLER

Well, I may be the only one that has that view.

BOARD PRESIDENT JOSEPH R. STEVENS

And if push came to shove, we could have a snow day to push the schedule up. It's possible. We could do that.

BOARD MEMBER MONICA CLARK

Only if the Superintendent calls it.

BOARD PRESIDENT JOSEPH R. STEVENS

I'm sure we could get him to do that.

BOARD SECRETARY ANNE MILLER

Yeah. Because he has a history of calling snow days.

BOARD PRESIDENT JOSEPH R. STEVENS

Other comments for Dr. Crates or can we move on?

BOARD MEMBER DAVID ALESSIO

I just have one further question, Dr. Crates. Talking about the state and possible lack of payments this year, I think there's a GSA guarantee or a General State Aid guarantee based on the federal contribution, so they'll pay the full 18 (million)

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

For the 2009-2010 year, this year, the reason we are getting the General State Aid every other week or so is because a big portion of that \$1 billion is coming from the federal government to the State of Illinois to be distributed in the main state aid formula (as federal stimulus). So the (state) can't change paying us that, and they can't really say that they're going to reduce our categoricals because if they do that then they have to give the \$1 billion back to the feds. So by delaying payments, it's sort of like a way to skirt the issue that they are not funding education.

The federal government was very clear on the stimulus money that said, "If we give you money, State of Illinois, to help you for two years – last year and this year – in the state aid formula, you may not reduce money to the school districts during that time period." But all bets are off in the 2010-2011 year (when the federal stimulus runs out), and that's the \$1 billion hole now that the State of Illinois cannot fill.

BOARD MEMBER DAVID ALESSIO

So this year we should end with the \$12 million fund balance. And if they shorted the categoricals 10% it would be \$10 million, but there still would be the balance left in the funds.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Should.

BOARD PRESIDENT JOSEPH R. STEVENS

Mrs. Miller?

BOARD SECRETARY ANNE MILLER

I have one last question. When is the EAV (equalized assessed valuation) amount due?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

April.

BOARD SECRETARY ANNE MILLER

April before our Board Meeting April, or April after?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

We should have it, if all goes well. Of course, there's a lot of people protesting, but ...

BOARD SECRETARY ANNE MILLER

But April. But it should be April so we can see if goes up .83% or if it goes down.

BOARD PRESIDENT JOSEPH R. STEVENS

Is the bulk of it from Dundee Township, Kane County?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Yes, it is.

BOARD PRESIDENT JOSEPH R. STEVENS

Is there any way they can give you an indication ahead of time?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

They've given me the estimate, and that's what I'm using here.

BOARD PRESIDENT JOSEPH R. STEVENS

Okay. Thank you. Any other comment? Dr. Arndt?

SUPERINTENDENT DR. KEN ARNDT

Just to summarize. The reason why the District is so apprehensive about going into debt, that would be the same thing that created a \$27 million deficit which required a referendum in 2006. So that's why we are very cautious of not going down the path of the past.

Now we have Donna Bordsen, the Director of Transportation. The Durham Transportation Services is a contracted service. So we hired Durham to provide transportation. ... Many of the details have been structured based upon the e-mail concerns and comments that the Board has received. That's why there's additional information based upon the community request.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Good evening. This is basically the same information that I presented in February with a little more detail. However, because of our guests, I'm going to assume I'm doing this for the first time. Okay?

Transportation is one of those categorical areas that Dr. Crates was talking about. And I want to begin by saying that that's not 100% reimbursed. Our expenses for transportation are allowable expenses, but not all transportation expenses are allowable. Okay. But when they are, and it's Regular Ed or Gen Ed, we typically get 50% of those allowable expenses back. When it's Special Ed, we get 80% of those expenses back, so there still always is a cost or an expense over and above to the District.

We are expecting those categoricals' (state funding) to go down, so we won't be looking at the same reimbursements.

This first chart here is just a comparison of student transportation costs. What I did, I just looked at these different programs that we are going to talk about and what does it cost to transport a General Ed student to and from school each year, and that's \$673.

Some of these other programs we are going to talk about as we go on are Dual Language, right now that's \$1,497 per year per student; Parochial, \$1,539; Special Ed, \$1,675; Preschool for All, \$1,692; the Elgin Community College, this is the middle college and tech prep program that some of our seniors participate in, that's \$4,357 a year; and Ombudsman is \$6,262.

I also want to tell you that there are program people here. So if you have any questions about programs as we go on, just stop me and they can come up and answer those questions for you. I also want you to know that all of the costs in these slides were pro rated by student by program with a route charge, and the mileage expense, and this is all from data that was collected in November of 2009.

First of all, Preschool for All. This transportation is not mandated by the State so we do not have to offer transportation, therefore, it is not reimbursable. We cannot put this on the claim and get any piece of this expense back. This is totally cost to the district. There is currently a preschool program at four of our schools: Gilberts, Gary D. Wright, Perry, and deLacey. The students that participate in Preschool for All at Gilberts, Wright and Perry are actually students that live in those attendance boundaries. Okay? So they are not crossing attendance boundaries. The deLacey students come from all over the District and so you can see that the cost per student really varies. And the reason it does is because distance for one and the number of students you can put on a bus. Okay, so that's clear. And, again, this is all from November of 2009. Do you have any deLacey questions?

(NOT SURE OF SPEAKER)

Is that the Preschool for All?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes. This does not include Special Ed Preschool.

BOARD MEMBER CHRIS STANTON

Can I ask a quick question?

BOARD PRESIDENT JOSEPH R. STEVENS

Yes.

BOARD MEMBER CHRIS STANTON

Thank you. Maybe it's me, but maybe it's not. Eighteen students Gilberts and Wright?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

This is transported students.

BOARD MEMBER CHRIS STANTON

Okay. One is \$6,200 per student and one is \$2,500 per student.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes.

BOARD MEMBER CHRIS STANTON

Why such a discrepancy? Is it because they are coming from a longer distance or is it ...

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

The other thing with these students is because of the distance that they are coming and because of their age, we don't want to put preschool kids on a 90-minute bus ride to school. So what we try to do is keep them in a reasonable amount of time and some of them still do have 50-60 minute bus rides.

BOARD MEMBER CHRIS STANTON

Okay. I guess I have a different question then.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Okay.

BOARD MEMBER CHRIS STANTON

If it costs \$6,200 per student per year and we educate a student for about \$8,000 per year,

...

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Program question.

BOARD MEMBER CHRIS STANTON

I mean I don't want to sound crazy about it. I don't know if it's an accounting situation that this is the first time that we've actually evaluated it and figured out that it costs that much. I mean, at \$6,200 per student that's non-mandated, that's just an extremely high number and there might have been an alternative way to do that in the beginning. That's my question I guess.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Transportation has always been a part of the Preschool for All Program. When we only had it at deLacey they were riding the buses with the deLacey Special Education students and they just continued to do that as the Program grew.

SUPERINTENDENT DR. KEN ARNDT

That's basically what we cost to run deLacey. Half of our cost goes to busing, the other half is the actual education. And it's because the youngest children, small buses, it takes a lot more labor and effort. But half of deLacey's cost is transportation which is similar to what you are seeing here.

BOARD PRESIDENT JOSEPH R. STEVENS

And we have not looked at it before. You are correct.

BOARD MEMBER CHRIS STANTON

Is there a misprint here or something? Or is the number wrong? Because that one's just way out of whack if you look at the other numbers.

BOARD SECRETARY ANNE MILLER

I think the question isn't the deLacey number; it is the question for Wright with the 18 students. If I'm reading this correctly, there are 18 students going to Wright Elementary at \$6,200, so it's not the deLacey number we're questioning, it's the Wright. Is that correct?

BOARD MEMBER CHRIS STANTON

Yeah. I apologize. It wasn't deLacey, it was Gary D. Wright. The Gary D. Wright says you're paying \$6, 236 per student to transport 18 students.

BOARD SECRETARY ANNE MILLER

And those 18 students go to Gary D. Wright Elementary. Correct?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

They're not (*over voice*) for the preschool program.

BOARD MEMBER MONICA CLARK

But they are in the attendance district. They are attendance boundaries. Right?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

These students are not on their own busses. Okay. They ride typically with the Special Ed students because we don't put the preschool kids on with the older kids and this is, as you can see, the average is \$1,692 for all preschoolers at all schools. That is the cost. It is.

BOARD SECRETARY ANNE MILLER

But we are looking specifically right now at Gary D. Wright.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes.

BOARD SECRETARY ANNE MILLER

Why those students cost \$6,200, and I'm rounding numbers, \$6,200 per student for 18 students that live in the attendance zone of Gary D. Wright. Why do they cost \$6,200 when the 18 students that live in the area of Gilberts cost \$2,500 per student? And why under deLacey, you're saying that because they come from all over the District, all over, they are only at \$1,600.

.....

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

And it's also the number of students that are on a bus. On a deLacey bus or a Perry bus, for example, Perry – we can go around with one bus, pick up those 60 kids and get them to school in a very short amount of time. So it reduces the cost. When you're living out farther and you're in a rural community and they have to come much farther to pick up these preschool kids along with the Special Ed kids, it becomes more expensive for that route the way they are currently

BOARD PRESIDENT JOSEPH R. STEVENS

Maybe what we could ask Donna is – this number just does jump out at you.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes, it does. Absolutely.

BOARD PRESIDENT JOSEPH R. STEVENS

And we're going to have to have a better explanation that's very clear. It seems to me there's some disagreement on the explanation. So maybe I could ask at the next Board Meeting that specifically we have answers on Wright and tie it to Gilberts that has the same number of students and why there's such a differential there.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Sure.

BOARD MEMBER CHRIS STANTON

I guess rather than just having a simplistic spreadsheet. It would just be nice to see the backup data to this and we could easily figure that out.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Sure.

BOARD VICE PRESIDENT KAREN ROECKNER

Do you have the total mileage? When you look at the number that says 112, 250 and there are 18 students, obviously it's per mile that you figured out the cost. Correct?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

It's the route charge and the mileage.

BOARD VICE PRESIDENT KAREN ROECKNER

So do we have any backup data that shows how many miles that we're taking those 18 students? That would accommodate for the 112, 250.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes.

BOARD PRESIDENT JOSEPH R. STEVENS

That's what Mr. Stanton's asking for that we should all have.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Sure.

BOARD VICE PRESIDENT KAREN ROECKNER

So if we have the 18 students, then how many miles we're taking care of each student. That probably would be the most helpful. And then, just one question. These are three and four year olds, correct?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Correct.

BOARD VICE PRESIDENT KAREN ROECKNER

And they are not Special Needs students.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

These are not.

BOARD VICE PRESIDENT KAREN ROECKNER

These are not. Okay.

BOARD MEMBER DAVID ALESSIO

One further question. You previously mentioned preschool students combined with the Special Needs route, is that partially reimbursable then or how would that work?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

No. We would have to prorate the expense, separate them out.

BOARD MEMBER DAVID ALESSIO

So a fraction of would (unintelligible).

BOARD VICE PRESIDENT KAREN ROECKNER

Okay.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Dual Language transportation. Currently the Dual Language Program is offered at three schools. Luz Baez is here if you have any questions about that.

On this slide I broke out the transportation costs by the number of transported students. Okay. So at Meadowdale we are transporting 17 students for the Dual Language Program. Fourteen of those 17 come from outside of Meadowdale's attendance boundaries. All right. Five of those 14 would be walkers if they would have remained at their base school. So this \$2,041 per student is the cost of transporting those 17 kids to Meadowdale for the Dual Language Program. Now, in that example, three of them do live in the Meadowdale attendance area so those students would be the six hundred and some dollars per student, but for this purpose ...

BOARD PRESIDENT JOSEPH R. STEVENS

Following Mr. Stanton's line of thinking, have you calculated what it would cost if we eliminated all this busing, what our Gen Ed busing cost would increase by?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

I did not do that. Well, in this example, five of these students are going to be walkers. They go back to Meadowdale or back to their base school. They're walkers.

BOARD PRESIDENT JOSEPH R. STEVENS

But 12 would not.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Correct.

BOARD MEMBER MONICA CLARK

But Mr. Stevens, wouldn't they be on the regular routes then, Donna?

BOARD PRESIDENT JOSEPH R. STEVENS

Well, that's what I'm asking.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Pardon me.

BOARD MEMBER MONICA CLARK

Wouldn't they be on the regular route?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

No. Those five would be walkers at that ...

BOARD MEMBER MONICA CLARK

Not the five.

BOARD PRESIDENT JOSEPH R. STEVENS

We're asking about the 12.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

They would go back on – yes.

BOARD MEMBER MONICA CLARK

A regular route, so they really ...

BOARD PRESIDENT JOSEPH R. STEVENS

I don't want to make that assumption. That would be the second thing I would ask you to come back with. If we made these cuts, what would the Gen Ed costs go up by, if anything?

BOARD VICE PRESIDENT KAREN ROECKNER

And my question is to Luz. The program at Meadowdale, is it anticipated that the (Dual Language) Program will be there next year?

DIRECTOR OF TITLE PROGRAMS LUZ BAEZ

They have one more year, and in my discussions with Donna on most of those children they would still need transportation.

BOARD VICE PRESIDENT KAREN ROECKNER

But then after that one year we don't have a new group coming through at Meadowdale. Is that correct?

DIRECTOR OF TITLE PROGRAMS LUZ BAEZ

Right.

BOARD VICE PRESIDENT KAREN ROECKNER

So these transportation costs would be for one year only for Meadowdale.

DIRECTOR OF TITLE PROGRAMS LUZ BAEZ

Right.

BOARD VICE PRESIDENT KAREN ROECKNER

Wright and Liberty. Where are they in the process?

DIRECTOR OF TITLE PROGRAMS LUZ BAEZ

Wright has kindergarten this year so they would be adding more grades and Liberty has kindergarten and first and second, so they would be continuing adding grades.

BOARD VICE PRESIDENT KAREN ROECKNER

Okay. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Go ahead, Donna.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

This is the middle college tech prep program that we're transporting 27 students to ECC for this program. The majority of those are Dundee-Crown students.

BOARD PRESIDENT JOSEPH R. STEVENS

Donna, question for you. On the \$4,357 per student.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes.

BOARD PRESIDENT JOSEPH R. STEVENS

If you eliminated Jacobs and you eliminated Hampshire, what's the cost per student?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

I can't tell you that. It reduces the cost by \$40,000 total.

BOARD PRESIDENT JOSEPH R. STEVENS

I don't mean to be putting you on the spot and it's fine that you come back to us, but I think that would be a fair question because it certainly seems as we go along that volume brings the overall cost down and you are transporting one student and one student, we might be much better off to run a taxi cab, if it's our responsibility to do that.

SUPERINTENDENT DR. KEN ARNDT

Let me clarify. Those students are going to ECC on their own. They do not take the bus. They started, but now they have their license so that's immaterial. It's only the Crown students that are using the busses for ECC.

BOARD VICE PRESIDENT KAREN ROECKNER

So the Hampshire and the Jacobs students are not using busing.

SUPERINTENDENT DR. KEN ARNDT

No.

BOARD VICE PRESIDENT KAREN ROECKNER

So is that number in there, Donna, the Jacobs and Hampshire?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

This number includes those because this was from November for my EPERT and they were at that time.

BOARD VICE PRESIDENT KAREN ROECKNER

Can we also have an estimate? I believe we have a current enrollment estimate for next year for the tech prep program of about 233 students.

ASSISTANT SUPERINTENDENT TOM HAY

Hi. Good evening.

BOARD VICE PRESIDENT KAREN ROECKNER

Hi.

ASSISTANT SUPERINTENDENT TOM HAY

In your backup I believe we provided you with each program's enrollment for this year. In tech prep District wide we have a total enrollment of 87 students. For middle college, which is psychology, humanities and sociology, we have a total enrollment of 67.

BOARD PRESIDENT JOSEPH R. STEVENS

What program?

ASSISTANT SUPERINTENDENT TOM HAY

For our middle college. And that comes out to your total of 154 students who are enrolled in the program. So you can see the majority of the students do drive. Since November, in checking with the high schools, Hampshire no longer runs that route nor does Jacobs, and like Dr. Arndt explained, kids get their transportation issues met on their own. The concern is the Dundee-Crown. To Mrs. Miller's question, next year on course request only, these are not scheduled students. We have 135 requests for tech prep throughout the District and about 135 for middle college. In looking at that enrollment trend over time, we typically will enroll about 60 kids into middle college. I did that analysis earlier in the year.

SUPERINTENDENT DR. KEN ARNDT

Mr. Hay, for the benefit of our audience, would you, in one or two sentences, just explain why do we offer this program for these students.

ASSISTANT SUPERINTENDENT TOM HAY

Tech prep was originally a K-16 grant at ECC, came to us in the late 1980's and set up both articulated and dual credit programs. Students can receive credits towards their graduation requirements in District 300 in the dual credit program and also receive college credits. In tech prep, an articulated credit is they can bank those credits if they enroll into ECC, I believe it's within 18 months. So the program has been in place, not two sentences, excuse me, since the 80's on a federal grant.

BOARD PRESIDENT JOSEPH R. STEVENS

I guess I would like to suggest that as Mrs. Miller made a very successful point a few weeks back about instead of cutting X teachers at each high school in foreign language, why don't we base it more upon enrollment? And I would say that even though you're not doing it any more, you were doing it, to run a

bus for one student, I think you would have to say is not reasonable. There has to be some minimum number and then we wouldn't have had this problem.

BOARD SECRETARY ANNE MILLER

There may be a way to get the one student to a central location and then take him. I still want to see the numbers. I'm not saying I'm against cutting. I'm not saying I'm for cutting, but I will say I'm really not in favor of sending 100 student teen-age drivers down Randall Road during the day, but that's just my experience with teenage drivers. But I think we need to take a little bit more look at what the per student cost ends up being with the enrollment we are expecting and certainly, you know, one student and one student. I think we have some room to take a look at other ways, but.

ASSISTANT SUPERINTENDENT TOM HAY

Historically students have to sign whether they want bus transportation and typically they plan the routes and then they drive.

BOARD PRESIDENT JOSEPH R. STEVENS

Mr. Stanton.

BOARD MEMBER CHRIS STANTON

I like the presentation as it looks on the board, but I kind of want to go back and just say. This looks good for a presentation, but I would like to see the detail on all these things so we can kind of dig deeper into it. And I have a different question. As I look at these numbers the surprising amount of cost per student, have we gone through the rest of the District to kind of start digging in to find out where we have abnormal cost per student for other programs that don't necessarily. I'm not just talking about transportation, I'm just talking in general. We would call a process review where you go and figure out what it costs to offer something, a service or product, in the business world, but I'm saying whether it's a service or it's a class or some academic program that we figure out the cost per student and start to try and evaluate where these things are fitting in because honestly looking at some of these numbers when I first looked at them I was unpleasantly surprised.

SUPERINTENDENT DR. KEN ARNDT

We are presenting every optional program that we're having with the exception of Special Ed. Those costs would probably be triple then, but we are mandated by the Federal government for Special Ed transportation. We are sharing now every option. There is nothing left after this presentation that's optional.

BOARD SECRETARY ANNE MILLER

And I think, Donna, something you may already be working on is evaluating routes where we are supplying busses that we may not need to because they are within the one and one-half mile route, to reduce that. Counter to what we're seeing now as far as the costs and cuts, there also may be a savings when you come back to us and say, but we can save money by cutting these routes. So then we can also use that as we're assessing how do we want to deal with which transportation cuts to come up with that same dollar amount.

BOARD PRESIDENT JOSEPH R. STEVENS

Mr. Stanton, just to clarify. Were you talking about only transportation or were you talking about all costs?

BOARD MEMBER CHRIS STANTON

No. I'm talking about all costs. I'm not focusing on transportation because it looks like you've got everything figured out here as to what the columns are for transportation. I guess I'd like to see the detail, but I'm just looking at overall for services or things that the District offers to our students where it's skewed abnormally and you're spending. And, again, I know you're not talking about Special Ed, but there's got to be other pockets of things like this that we need to at least address and talk about.

BOARD PRESIDENT JOSEPH R. STEVENS

Dr. Crates. Couldn't that become a new factor in EPERT, that it had the cost per student?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

That is EPERT. Everything we do. The reason these came forward is because we look at every program in the District annually and look at how much it costs per student, how many students are served?

BOARD PRESIDENT JOSEPH R. STEVENS

I know. But I don't recall there being a line item that says, "Cost Per Student."

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

But it certainly could be in there.

BOARD PRESIDENT JOSEPH R. STEVENS

That's my point.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

It should be under the activity. The activities level of each EPERT is supposed to say how many students are served and then the total cost is available.

BOARD PRESIDENT JOSEPH R. STEVENS

But we are asking to have one line added, "Cost Per Student." Thank you.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

It will be right there.

BOARD PRESIDENT JOSEPH R. STEVENS

Go ahead, Donna. I'm sorry. We keep interrupting you.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

That's okay. I'm having fun.

BOARD MEMBER CHRIS STANTON

Why don't you come on up here? It's way friendlier up here.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yeah. I don't think so.

BOARD PRESIDENT JOSEPH R. STEVENS

You're not the bad guy here. You're only the deliverer of the news. We're not attacking you, please.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yeah, I am just the delivery person. Ombudsman. Okay. This will drive you over. Okay. In November of 2009 we were transporting 20 students to the Ombudsman Program. Now Ombudsman has three different times of day that they can serve students. Okay. So, it looks like we were hitting all three of those. We had eight routes, either coming or going from Ombudsman. These kids are coming from their homes, not from a school.

BOARD PRESIDENT JOSEPH R. STEVENS

Other than Special Ed, are we legally obligated to do that?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

To transport? No, we are not.

Okay, so based on this November, that point in time, if eliminated the transportation for non-Special Ed students, we would save \$75,000.

BOARD SECRETARY ANNE MILLER

I just want to clarify. Dr. Scarpino, if we administratively transfer someone to Ombudsman, we are not responsible for providing that transportation?

BOARD PRESIDENT JOSEPH R. STEVENS

Only Special Ed.

ASSOCIATE SUPERINTENDENT DR. DAVID SCARPINO

If they are Special Education, we have to provide the transportation. If they are not, we don't.

BOARD SECRETARY ANNE MILLER

Even if we administratively transfer them?

ASSOCIATE SUPERINTENDENT DR. DAVID SCARPINO

Correct.

BOARD SECRETARY ANNE MILLER

Okay. It's not considering that to be their base

ASSOCIATE SUPERINTENDENT DR. DAVID SCARPINO

No.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Parochial school transportation. The School Code State Statute says that we have to offer transportation to the parochial school students. Basically, it's on our routes, at our bus stops. We don't have to create special routes or special stops for them according to the State Statute. We have been going over and above that for many years now. We did do a change four or five years ago where we took away the dedicated bus routes that we had created for our parochial school students and what we did was put them on our regular routes, we did create stops for them, but they go on our regular elementary school routes and then they get brought to the local neighborhood elementary school. Then what we are doing now is we send a shuttle bus. It takes those students to the parochial school and drops them off.

Mid-day for the kindergarteners we have dedicated routes. We created special bus routes for them and stops. We also do that after school for them. We've done that because their bell times and our bell times don't match basically so that was the best way we could accommodate them. We have been, again, going over and above what the State Statute says we have to do.

When I cost out the parochial transportation, I did the shuttle bus, but not the cost from their home to the elementary school. Okay. So, basically, it's an additional \$285,000 expense to continue to provide this service that's outside of the statute. I used an average number of riders because it's really hard to determine how many kids are riding, so what I did is I averaged the students that we had, and that's where we came up with that figure.

BOARD SECRETARY ANNE MILLER

So this is the cost of the shuttles only.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

No, this is the shuttles, the mid-day routes for the kindergarteners and then taking them home at the end of the day.

BOARD SECRETARY ANNE MILLER

Taking who home?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Parochial students.

BOARD PRESIDENT JOSEPH R. STEVENS

Because they don't match our bell time.

BOARD MEMBER MONICA CLARK

Donna, what if the parochial schools change their bell times?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

We would be adding stops for them, I guess. Basically what the State Statute says is if you're going by, they can come to one of our stops, get on it, and we would be delivering them to one of our schools, which for St. Charles I guess it's not a very long walk from Hampshire Elementary, but then again our busses would only be going to Hampshire Elementary if they were picking kids up in the Hampshire Elementary boundaries versus the middle school boundaries which is what we use for parochial.

BOARD PRESIDENT JOSEPH R. STEVENS

Mr. Stanton.

BOARD MEMBER CHRIS STANTON

In this number we deducted the number or the cost that if they weren't going to a private school that they would be going back. Is this a delta number – is it the difference between going to your homes ...

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

This is the additional cost to the District at the way we are routing right now. You're asking me if we follow the Statute? You'd be looking at \$600 and some per student, however, they don't fall within our attendance boundaries. Okay. We use our middle schools, so for Immanuel and St. Catherine, which is on this end of the District, we use the Carpentersville Middle School and Dundee Middle School attendance boundaries. We say to them, if you live in those two boundaries, we will transport you to Immanuel or St. Catherine. But, we have to do it via our elementary schools, because we did do it for a while on the middle school routes and that didn't work out well. They weren't happy with that.

BOARD MEMBER CHRIS STANTON

But they are all District 300?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes. They all live in District 300.

BOARD MEMBER CHRIS STANTON

And then I guess I have a different question. If they came back to our school system, and this is a question that seems to be reoccurring, do we incur additional cost for bringing them back into the system? I know it costs us more to educate a child than \$1,500 a year.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

How it would work, it would be depending on whether if you had a series of second graders that came back to Algonquin Lakes and you had to hire an additional teacher, then there would be an additional expense. Depending on where they would come in by school, by grade level, it may or may not cost you an additional teacher. It may cost you supplies only or transportation only. It just depends on where they would come in at and what the cost would be if you had to hire an additional teacher. If they got sprinkled in, there may not be anything other than supplies and transportation that would cost you. If a whole series of 15 kids came from one elementary parochial and came back to Algonquin Lakes second

grade, then you would have to hire a teacher, then you would experience the cost per child. So it depends on whether they are sprinkled in or they affect one school, one grade.

BOARD PRESIDENT JOSEPH R. STEVENS

Mrs. Miller? Mrs. Miller is next.

BOARD VICE PRESIDENT KAREN ROECKNER

But would they not be included in a regular route? So if the parochial student is now coming to District 300 and they go to the bus stop where the other six children are standing, they are going to become part of a regular route. My assumption would be, just like the other, those students would be absorbed back into our regular route. We wouldn't be making a special route to take them someplace else.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

You are assuming they are coming to our schools?

BOARD VICE PRESIDENT KAREN ROECKNER

Correct. If they are coming to our schools.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

And that's if they are eligible. I can't tell you exactly how many right now, but a number of these kids are not eligible for transportation to the public school because they are in the walk zone. So their parents drive them to the public school where they then get on the shuttle. So not all of them would be transported.

BOARD PRESIDENT JOSEPH R. STEVENS

Mrs. Miller.

BOARD SECRETARY ANNE MILLER

Is there a way to break this down with your backup information by parochial/private school?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes.

BOARD SECRETARY ANNE MILLER

That would include how many students are on the individual routes?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes.

BOARD SECRETARY ANNE MILLER

Okay. Can you supply that to us?

BOARD PRESIDENT JOSEPH R. STEVENS

I'm not doing math in my head, but just gross numbers. If it's \$1,539 per student as of right now, and they came back into our system, is it fair to say that they, some of them, would absorb then a cost of the \$673, which is our standard Gen Ed rate and so the differential would be something around \$900?

BOARD SECRETARY ANNE MILLER

No. No. No. Don't we get some level of reimbursement from our regular Gen Ed students on the \$673? Do we get any level of reimbursement on this?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes, we do.

BOARD SECRETARY ANNE MILLER

What is the reimbursement that we get from the state on this?

BOARD PRESIDENT JOSEPH R. STEVENS

Do we get reimbursed for transporting parochial?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes. They go in the Gen Ed pool basically. We have to report them out separately.

BOARD SECRETARY ANNE MILLER

But we do get a reimbursement percentage back, so our cost is not going to be the \$1,539. It's going to be the \$1,539 minus what we get back as reimbursement from the state.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Right.

BOARD SECRETARY ANNE MILLER

Can you get that information to us as well?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Sure.

BOARD PRESIDENT JOSEPH R. STEVENS

So roughly, how much might that be Dr. Crates?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

50%.

BOARD PRESIDENT JOSEPH R. STEVENS

50% of that number?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

We'll know more when we hear what Governor Quinn is suggesting.

BOARD PRESIDENT JOSEPH R. STEVENS

Historically, what was it?

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

It's around 50% to 60%, but you have to understand that you transport this year and you get reimbursed next year and right now you've only got one payment out of four.

BOARD SECRETARY ANNE MILLER

But that's true for our Gen Ed payments as well.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

Correct.

BOARD PRESIDENT JOSEPH R. STEVENS

But now we're down to \$750 per student, a real cost.

CHIEF FINANCIAL OFFICER DR. CHERYL CRATES

The point is, that if you make these reductions, this dollar figure for this particular would be a cut for next year. Obviously, the year after that you would have less in revenues. But it does make a full cut for next year because you

BOARD PRESIDENT JOSEPH R. STEVENS

I understand. I understand.

Any other comment on that before she moves on? Mrs. Miller.

BOARD SECRETARY ANNE MILLER

If we get that information, then we're not looking as so much a \$1,500 per cost student. We can look at something that is a little bit different and there may be other ways to work with a lesser cost. I mean whether it is working out – don't shoot me, I'm just tossing out ideas – parent assistance as far as pay, or parochial assistance as far as pay. Because now we're talking smaller dollar amounts. So I'm looking at other ways to be able to address what the issue is without cutting the program.

BOARD PRESIDENT JOSEPH R. STEVENS

Go ahead, Donna. Again, Donna, you're not the enemy. We're not attacking you, please.

BOARD SECRETARY ANNE MILLER

I'm really not addressing you. I'm trying to address what my concerns with the issues are.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

The next one is bus supervision at the school site. This is a non-reimbursable expense under any program or category. You cannot claim this expense. It's currently costing us \$315,000 a year and is done mostly by the teaching staff, who get paid at \$32 per hour for supervision. They are not doing it for an hour at a time. So what we've talked about is changing the model of the supervision and reducing the cost by an estimated \$230,000.

BOARD VICE PRESIDENT KAREN ROECKNER

Donna, this is mostly elementary school, correct?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Elementary and middle.

BOARD VICE PRESIDENT KAREN ROECKNER

And middle. Correct. Okay.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Another cost savings that we could look at is changing the deLacey bell time by 30 minutes. Having them start their day 30 minutes later than they currently do would allow us to use the buses that have pretty much been just dedicated at deLacey because, again, of the distance that they travel and the amount of time that we can keep those kids on a bus. We would now be able to use them at other schools. So we would reduce the number of single tier routes and we would be looking at about \$140,000 savings by doing that.

BOARD PRESIDENT JOSEPH R. STEVENS

Donna, in the interest of time, could you focus on the ones that would be of most concern to our audience? The ones that require negotiation or whatever, the audience can't do anything about. Maybe we could talk about those after?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Sure. Really, this is the last one, I think. We are looking at transportation eligibility, which is defined by the State of Illinois. So what we are doing is looking at the areas that are within a mile and a half of the school and receiving transportation to see if in fact any of those safety issues are no longer existing. There are some schools we think are going to be impacted: Liberty, Hampshire Elementary, Hampshire Middle, Sleepy Hollow, Algonquin Middle and Algonquin Lakes. These reviews will be done and the findings will be brought to the Board on May 10th so that we can alert people that there is going to be a change.

BOARD PRESIDENT JOSEPH R. STEVENS

If there were Board points awarded in previous years, you are going to re-review those to see if they are still eligible, and that's the Superintendent's call?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Correct.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you.

BOARD SECRETARY ANNE MILLER

Or if by tradition they've always been bused. We'll be evaluating those once the snow goes away?

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes. We'll be looking at all of those to determine that. We are following the same standard across the District for all.

That's it for me.

BOARD PRESIDENT JOSEPH R. STEVENS

The summary I have then is you are going to give us the backup data.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Yes, I am.

BOARD PRESIDENT JOSEPH R. STEVENS

If you would get that to Dr. Arndt, he can e-mail it out to us.

DIRECTOR OF TRANSPORTATION DONNA BORDSEN

Sure.

BOARD PRESIDENT JOSEPH R. STEVENS

And there's a couple of specific questions that we asked about Gary D. Wright and Gilberts and the cost of ECC, and following up with Mr. Stanton's questions and if cuts were made, will the Gen Ed cost go up. Those are just some of the questions that we had. Thank you, very much, Donna.

SUPERINTENDENT DR. KEN ARNDT

Since we have so many new people. All that information, once available, we place on the web for everybody else to look at it as well.

Transcription stopped for items not related to the budget.

BOARD PRESIDENT JOSEPH R. STEVENS

Item 7.30 Could I have a motion, please, for the approval of the resolution for dismissal of non-tenured staff?

BOARD VICE PRESIDENT KAREN ROECKNER

So moved.

BOARD MEMBER MONICA CLARK

Second.

BOARD PRESIDENT JOSEPH R. STEVENS

Any discussion?

BOARD SECRETARY ANNE MILLER

I have made my comments. I just want to reiterate that I think we're a little premature in doing this right now. I understand the need to look at reduction in staff, but I can't support this at this time.

BOARD PRESIDENT JOSEPH R. STEVENS

Mr. Alessio, did you have a comment?

BOARD MEMBER DAVID ALESSIO

Yes. I have a couple comments. As we discussed earlier, we have no idea what the state will be able to provide us for our budget. Even after the fiscal year is finished, we probably won't know. But right now we are currently not in a deficit situation. We have \$12 million in the fund balance and this number of teachers would reduce class size by about four students per class calculating with the average cost per teacher. And it would be very disruptive and demoralizing while we are still just guessing as to what the budget numbers may be. I think we have to just take our best guess. I don't want to go into a deficit situation, don't want to make a profit or save extra money either so I think maybe Scenario B or C would be the proper place to start, not a cut of this magnitude.

BOARD PRESIDENT JOSEPH R. STEVENS

Other comments. Mrs. Roeckner?

BOARD VICE PRESIDENT KAREN ROECKNER

No.

BOARD PRESIDENT JOSEPH R. STEVENS

No? Mr. Stanton? No. Please call the roll.

BOARD SECRETARY ANNE MILLER AND MENTIONED BOARD MEMBERS

Roeckner – Aye. Clark – Aye. Miller – No. Ryan – Aye. Stanton – No. Stevens – Aye. Alessio – No.

Okay. Motion carries 4-3.

BOARD PRESIDENT JOSEPH R. STEVENS

Items 7.40 Could I have a motion please for the approval of the resolutions for dismissal of fourth-year teachers.

BOARD VICE PRESIDENT KAREN ROECKNER

So moved.

BOARD MEMBER CHRIS STANTON

Second.

BOARD SECRETARY ANNE MILLER AND MENTIONED BOARD MEMBERS

Roeckner – Aye. Ryan – Aye. Stanton – Aye. Stevens – Aye. Miller – Aye. Clark – Aye. Alessio – Aye. Motion carries 7-0.

Transcription stopped for items not related to the budget.

BOARD PRESIDENT JOSEPH R. STEVENS

Item 7.50. Could I have a motion please, and I have two resolutions for the tax anticipation warrant sale. Can I have Number 1 motion please for resolution directing transfer of funds needed to complete borrowing?

BOARD VICE PRESIDENT KAREN ROECKNER

So moved.

BOARD MEMBER MONICA CLARK

Second.

BOARD SECRETARY ANNE MILLER AND MENTIONED BOARD MEMBERS

Roeckner – Aye. Clark – Aye. Alessio – Aye. Stevens – Aye. Miller – Aye. Stanton – Aye. Ryan – Aye. Motion carries 7-0.

BOARD PRESIDENT JOSEPH R. STEVENS

And the second portion of that – Could I have a motion please for a resolution authorizing issuance of the tax anticipation warrant?

BOARD MEMBER MONICA CLARK

So moved.

BOARD VICE PRESIDENT KAREN ROECKNER

Second.

BOARD SECRETARY ANNE MILLER AND MENTIONED BOARD MEMBERS

Clark – Aye. Roeckner – Aye. Stanton – Aye. Alessio – Aye. Stevens – Aye. Ryan – Aye. Miller – Aye. Motion carries 7-0.

Transcription stopped for items not related to the budget.

BOARD PRESIDENT JOSEPH R. STEVENS

We are now back in session. I would like to go over the rules just one more time. You will be allowed to speak for five minutes. I'll give you a high sign at four. No one is allowed to speak that is under the age of eighteen unless a parent is present or they have a letter that they can give us saying they have permission and the Board will not be responding. I'm going to call out five names and I would like the first one to come and start speaking as the other ones line up behind him because we are going to just move right along. So the five names will be Heather Costello, Slawomir Bilanicz, I'm sure you know who you are. I apologize. I'm not doing your name very well. Michelle Gallo, Nancy Hatcher and Joel – Joel lives on Woodside. So, if you five would line up and then after that we are going to go with Dennis Weiner, Mary Siewenie, Jennifer Breeze, Connie Rainey. So that's the order I would like you to please line up because we're going to move right along. Please, ma'am, you're on. Go ahead.

HEATHER COSTELLO

My name is Heather Costello and I live at 234 ...

BOARD PRESIDENT JOSEPH R. STEVENS

You're going to have to lift up that mike and hold it to your mouth or we're not going to hear you. Thank you.

HEATHER COSTELLO

My name is Heather Costello and I live at 234 Indian Trail in Lake in the Hills, IL. At the last Board Meeting you directed us to get with our representatives and this afternoon I spoke directly with Pamela Althoff about the District and the budget issues and she told me that the category funds that are in arrears that the State is going to pay them. She doesn't know an exact date, but she said her guess is that after April 15 when the tax money comes in then the state's cash flow issues will be better and will be able at that point to have the money start trickling down. So that's what she told me today.

I'm here to speak on behalf of the Dual Language Program. My daughter, Corey, is a first grader in the Dual Language Program at Liberty. When we put her in the Program initially, the idea was that it would be a good thing for her to learn a second language while she was still young and it was easy. My opinion now is that it is vital for her to become bi-lingual. I am unemployed and have been unemployed for close to two years. In addition, to that, six months ago my husband had to take a massive pay cut. As a family, we have had to make hard budget decisions on a personal level that you as a Board have to face on a district level. I know it is very difficult to sort through all the good, deserving issues and winnow it down to what is absolutely essential. I am dealing with that on a personal level. It's really tough to deny your kids anything, but we have had to make difficult cuts for our children. Most activities have had to go, but there are some things too vital to my children's growth to be stopped. Likewise, I believe, in the district there are programs that are too vital to be cut, and I believe Dual Language is one of these programs.

I have now been trying to get another job for almost two years, and I can say that if I were bi-lingual, I am about 97% sure I would have a job. If I had the same language opportunities when I was a child as my daughter has now, my personal economic situation would be much more secure. In 15-20 years when my kids hit the work force, I know that if they are not bi-lingual, they will be unemployable in certain fields. I say that based on the fruitless job search that I have been conducting in the here and now. Employers want bi-lingual employees.

The goal of every parent is to equip their children to pursue their passions in life so they can be productive members of society. In parent talk, that means so that they can get a job and move out of the house.

It is my strong belief that the Dual Language Program is vital and that one of these programs is important enough to keep active even when the budgets are tight. In reviewing the transportation costs for Dual Language as we have been doing tonight, I believe the Board needs to consider the proposed cut would probably not incur the actual savings anticipated. This issue is more complex than just a cut and dry transportation/no transportation issue. These are elementary age students who are required to go to school anyway. These students will have to go to a kindergarten, a first grade, a second grade at a school somewhere. These are purely academic pursuits, not extracurricular at all.

Initially the Board was considering a cut of \$157,000 for transportation for the Dual Language students. The number was later amended to \$111,000 to account for students walking to school versus riding the bus. That's a savings of \$46,000 just for students to walk. These figures lead me to surmise that the actual savings of cutting the transportation would be much lower. This is an academic program with fixed costs like we were talking the general education costs. The students whose home school is Liberty, Meadowdale, etc.

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes, ma'am.

HEATHER COSTELLO

... would still have to be bused to their respective home school. The District would still spend the money regardless of whether they are in Dual Language or English classrooms. There is no difference in the cost for the District to have a student in an English-only classroom as opposed to the Dual Language. The

District does not pay anything extra for the Dual Language Program, just the difference in the cost of transportation.

Some life skills you can't put a price tag on and there are some items that have a much greater value than the costs associated with running them. I know the Dual Language Program is one of these programs and it is worth fighting for and worth saving. All of the parents who agree with me please stand. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you very much, ma'am.

Mr. Bilanicz. I'm sorry about your name.

SLAWOMIR BILANICZ

266 Indian Trail

Good evening. My name is Slawomir Bilanicz. I am a parent of one of the children who is in the Dual Language Program at Liberty. In the words of the Board from the February 22 meeting, we don't want to take a step backwards. I am saying that it is taking steps backwards to even consider cutting transportation for the Dual Language Program. The Dual Language Program's integrity is already threatened just by the mere mention of taking away transportation. The US is a multicultural society and we have children in the Dual Language Program, they are growing up with a multifaceted education that encompasses the concept of cultural sensitivity and awareness. Our children are better prepared for the world by being in the Dual Language Program. I have been on the District 300 website. I saw that there are still jobs which to be bi-lingual is a plus, if not a requirement. I also saw that bi-lingual positions are considered under the "hard-to-fill category" of jobs. So doesn't it make sense to keep supporting the Dual Language Program ongoing? I am bi-lingual and I will be happy to tell you that being bi-lingual gave me a better understanding of my own primary language as well. Being bi-lingual has helped me in the workplace as well as the community at large.

By threatening the transportation for the Dual Language Program and thereby threatening the Program itself, we are all shooting ourselves in the foot. There are research studies out there that talk about the children of dual language programs scoring higher on tests and doing well overall. Also, evidence suggests that there is a marked decrease in gang activity for children who are growing up in a dual language program. Findings in research studies show that one conclusion is evident. Bi-lingual education works. These findings have been consistent across numerous national borders and languages of instruction. The US Department of Education found that the more schools developed children's native language skills, the higher they scored academically over the long term in English. Students also benefitted from acquiring fluency in literacy in two languages. To cite further studies, there was a federally-funded study that traced the progress of more than 2,000 Spanish speaking, English learner students in nine school districts in five states over a four-year period. They found that bi-language programs which feature a gradual transition to English significantly out-performed their counterparts when later tested in English. This was both for the English and the Spanish speakers. The impressive test scores are even more so by the time the kids reach fifth grade.

Can Liberty Elementary or District 300 be part of one of these studies? When I look at the demographics, it appears our District has the necessary population to participate in these studies. And then, in fact, we may be more eligible for more grant money. I am also curious about how many of our adults were bus riders as kids or how many of us in this room tonight have kids that rely on the busing system. Do you realize that for many of us, if you take away the Dual Language Program busing, the only way we can keep our children in would be to miss work and some of us wouldn't even have that option. I feel like I am being forced into a decision to feed and house my child and children to try and drive her to Liberty's program. I think we all know which side of the battle will be won in that battle. In the end, it would be

one less child to fill one of those hard-to-fill positions and, in fact, unable to apply to a dual language, bilingual position.

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes, sir.

SLAWOMIR BILANICZ

Thank you. So I urge you because I agree about not taking steps forward, let's take steps forward together. Now I ask of the audience behind me, would everyone that needs transportation to stay in the Dual Language Program please stand.

Transcriptionist Note: Noise heard as if people rising.

I appreciate that. Thank you. Thank you. At a recent parent's meeting representing 45 Dual Language families, 36 live outside the boundaries of Liberty and Gary D. Wright and all need transportation to stay in the Program. So that's 36 out of 45, which is a significant number and would impact things not only for now, but for generations onward.

Thank you for your time.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Michelle.

MICHELLE GALLO

Michelle Gallo, 5743 Breezeland Road in Carpentersville, IL. Thanks, again. I just wanted to address something that we talked about last time and I thank you for your time, again. You asked us as parents of Illinois in District 300 to contact our legislators and I just wanted to let you know that we do have letters that will be sent to every single legislator from all of our parents within our program and we are offering it to other programs as well, so any parent here tonight can grab one of these letters and send it in. We have had some significant responses from them. I know we just talked about Senator Althoff as well as we have the representative from the Honorable Mike Trion's office here tonight, I think she met with you, and she just urged us to continue to fight for what we believe in within the Illinois State Legislature and continue to contact them. So we are listening to you. I wanted to let you know it's not just us trying to get you hear what we want you to hear from our parents because we really do believe in this Program. I think you can tell right now that we do, but also that we are listening to you as a Board and we take everything you say to heart. And I do really thank some of your staff members for giving us some of the information we requested.

There are a couple of things about the transportation that caught us by surprise. You did originally put in the \$157,000 and brought that down to \$111,000 based on the walkers, so that then there took off a huge amount of money, but then if you take into account just simple math right here in the audience, as I'm watching the presentation by Donna, is that if you really look at the cost per student that would actually be bused to their school or the cost per students that would be bused to their own home school had they returned to their own home school, Gary D. Wright would have \$7,400 taken off the top of their amount that is currently allocated to transportation. As Liberty stands, it would be \$16,152. Again, these are just rough numbers. If you take out Meadowdale - because we just learned there is one more year of Meadowdale that is going to happen, so that is only one additional year of cost of transportation for that Program - that would be an additional \$34,000. You would only be able to save one year. So it brings the total down to around \$53,000 of the total cost. Again, these are rough numbers. I just urge you to go back as you had asked to go back to the drawing board and ask for those numbers again and make sure that we really are getting true numbers for these students and really are looking at each individual school and each individual student's costs and make sure we look at the programs that are being used because it seems inflated to us as parents and I think also appears to be a little out bit of whack.

That's all I have to say. Thank you for your time and your effort in listening to us.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you very much. Nancy.

NANCY HATCHER

Hello. My name is Nancy Hatcher and I am a parent, a taxpayer, and a reading teacher in Community Unit District 300. Tonight I am asking all of you to reconsider your funding of necessary transportation to Dual Language classrooms in our School District. Cutting transportation from the east side of our District will, in essence, debilitate our Program. You see our English-speaking students need our Spanish-speaking students to learn Spanish.

And our Spanish-speaking students also need our English-speaking students to learn how to speak, read and write in English. We all need each other in this Program. Cutting transportation funding will make it nearly impossible for our students to get over the river to our Program at Liberty.

Dual Language is a program that works. We sorely need this Program in Community District 300. In actuality, it is the hope for our country and our world. We need to speak the languages of our world to survive in a global economy. We also know that if our students learn to play together, they will stay together. Our District has learned that Dual Language is one of the best ways to instruct our early learners. In Woodstock, IL, they have had a Dual Language Program in place since 2004. I am quoting a Chicago public radio broadcast from earlier this year when it said, "When it comes to educating Spanish-speaking students, this program is closing the gap." What are they talking about? What is this education gap? It occurs between our majority students and our minority population. In other words, this can change a trite phrase that we banter about; the rich are always getting richer, and the poor are always getting poorer. Education is wealth.

I have taught in many different communities in this District, Perry, CMS, Parkview, Golfview, Hampshire, Westfield and Liberty. When will we close this gap? I understand we are all in very difficult economic times and you may think I don't understand the whole situation, but I do understand one thing – academics doesn't seem to be your priority right now. Early education is extremely important. So, what should you do? I'm asking you to examine other programs that are happening in this District. For one, athletics and extracurriculars. How about asking our parents that have their kids playing sports to transport their children to their sporting events if they choose to play?

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes, Nancy.

NANCY HATCHER

That's what you're asking our Dual Language parents to do and spend their time, and if they do have a job, money is time. Many people might believe I only care about what I'm involved in. That is true, but I have worked in many different areas and places in our District and I care about all of them, students and their learning in particular. Please listen with open minds tonight to what people have to say. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Joel. I have Joel next. On Woodside Drive. Then Dennis.

JOEL LEYVA

2284 Woodside Drive
Carpentersville, IL

Transcriptionist Note: Joel speaks in Spanish.

FEMALE TRANSLATOR

I'm coming here tonight to represent the Spanish speakers of the Dual Language Program.

Her translation of Joe's comments: I am very proud to be part of this Program. I am (*garbled*) this Dual Language Program that at one point was just a dream for my child. At the beginning, this Program was not very easy, but we have put our part as parents into the Program and the District has made a promise to us for the transportation and the integrity of the Program and we have made our promise and we are not seeing the promise from the District.

Our children now sing and dance and speak all in Spanish thanks to this Program and by taking away the transportation for this Program, it is like giving a child a piece of candy to try and then taking it away from them.

BOARD PRESIDENT JOSEPH R. STEVENS

You are now past four minutes.

FEMALE TRANSLATOR

We are here as Dual Language parents and part of the community trying to show that our students need this Program and it would be a discrimination to take the Program away from them who have worked so hard and to cut the transportation would, in essence, take away the Program. That's all. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Dennis.

DENNIS WIENER

1961 White Oak Drive, Algonquin, IL

Good evening. My name is Dennis Wiener. I am Chairman of the St. Margaret Mary School Board. I would like to discuss the statute a little bit with you, then point out that it would be less expensive to bus our students than to educate them, and finally address a fairness issue.

First I would like to state that our school administration welcomes the opportunity to work closely with the District 300 to resolve this transportation issue. I was on the Board five years ago when this came up and we successfully resolved it through common effort, so we offer to do that with you, too.

Our Board met in special session last week after we learned that District 300's Board is suggesting that direct transportation for our students will be eliminated. We are very concerned with District 300's recent interpretation of the State's school transportation statute. We are wondering how the Board determined its recent interpretation of the statute to mean that the private and parochial students will be bused to the nearest District 300 school to their home as opposed to the school they attend. Can you tell us whether you determined that all past District 300 Boards have been interpreting the statute incorrectly? Our principal has contacted other public school districts around our district who are not discussing limiting transportation for parochial students.

BOARD PRESIDENT JOSEPH R. STEVENS

Dennis, while you're flipping the page, I would just like to make one clarification for you that none of the cuts that have been approved or discussed at this point have been put on the table by the Board. The Board is reacting to cuts made by the recommendations from the Administration.

DENNIS WIENER

Thank you. We just want to address it early on.

BOARD PRESIDENT JOSEPH R. STEVENS

That's fine. I just want you to be aware where it's coming from.

DENNIS WIENER

Okay. Has District 300 Board determined that other school boards are incorrectly interpreting the statute? In other words, this has been around for decades. How have you determined the statute is now not applicable? Well, I am not qualified to interpret State statute. I would like to point out that the statute requires transportation of parochial and private school students, “to and from a point on such regular route which is nearest to or most easily accessible to the school attended by such children.” It doesn’t say to the school they would normally attend. Can District 300 Board reasonably make a case that busing students to Westfield or some other public school far from St. Margaret Mary’s satisfies the wording, “closest to or most easily accessible to the school attended by such children?” We do not think that is a reasonable interpretation.

I would like to point out that we educate our children for a cost of \$3,700 per pupil. I have a member of our budget committee for four years and I can tell you that we have no discretionary spending at all so we cannot afford to bus our students. This is the lowest cost we can provide and many of our parish families sacrifice to send their children to our school. To ask them to spend another \$673, in your estimate, annually to bus each of their children using a private transportation company, is not achievable for many of these families. Some of our families have three children in our school. How could they afford another \$1,800 cost? Additionally, using approximately 150 St. Margaret Mary students at your cost of \$673 for a general students, we believe they would be general students, we ball parked the cost of transporting our students at approximately \$100,000 to your District. If only 11 of our students, or prospective students in the future, opted to attend public school, the cost of educating will far exceed the savings the District might realize for our school alone and this does not include the other private schools. At your number of \$1,873, which seems very, very, inflated, there would be 25 students, so you would only have to have 25 of our students come to your District.

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes, sir.

DENNIS WIENER

Okay. In closing, I would like to address the perceived fairness of the proposal to eliminate transportation for private and parochial school children. First off, in this economy, to potentially compromise the earning ability of a dual wage earner family by removing busing, would place a huge burden on the families that are involved. We certainly do not need any more unemployed individuals in our neighborhoods. Secondly, each family, using our school or other private schools, pay real estate taxes to support the public school system. The only benefit these families get for their taxes, they pay busing service as currently required by State statute. To take away this benefit from the taxpaying families in our District seems to be extremely unfair.

Finally, I appreciate the opportunity to address your Board tonight. Our School Board sincerely hopes that you take our input into consideration by reversing the proposed numbers from your finance people to eliminate direct busing for our students to our school. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you, sir. Mary.

MARY SIEWENIE

I’m Mary Siewenie. I live at 109 Crystal Lake Road in Lake in the Hills, IL. I used to go to Dundee High School when it was called Dundee High School in the 60’s. I wanted to tell you I did address the Board once before and that was about 30 years ago. At that time, our economy was in shambles, we had gas rationing and District 300 had actually had a demographic study done to see what was going on with our growth. They came up with the idea that nothing west of Randall Road was going to grow; Algonquin and Lake in the Hills were going to stay put. So we got into a big frenzy of cutting programs,

we closed schools, some of them just mothballed, and the total input that we tried to give when we stood up here was ignored. At that time I was an active member of the Lake in the Hills Plan Commission and I was part of the group that for years put together all of the new annexations that were on the books and we knew it was just a matter of time for them to be filled in with homes and, of course, children coming to school. We all know that the growth was met with a lot of cost, there was nothing we could do about it and it was probably something that we could have saved a lot of time on if we had been listened to – and money.

As a real estate broker, suddenly enough, I am seeing the market starting to turn around and I know our economy, as usual, will survive. It will come back. There will be a chance for other programs to come up, but right now if we cut a program that already has had all of this time and effort put into it, not just by the teachers and the school, but also by the parents. My granddaughter, Claudia, is teaching her grandmother Spanish right now. So I know just how much work they are putting into it. These kids are amazing, the teachers are amazing, and the parents are the backbone. They are very definitely behind it. So what I am looking at is the time and the effort and the planning can all be wasted if you have to redo it if you undo it. And granted, I haven't seen anything that says the Program itself it going to be cut, but for only 35 of the children who can't walk to the school which we would be saving in the budget this year \$31,185. Is it worth it? Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you, ma'am. Okay, Jennifer before you start we go Jennifer, Connie, Rose, Frank next Amy Schneider, Henry Owens, Melanie Owens, David from White Chapel Court, Zuleima from Golf View Lane and Joseph Chesek, if you would line up in that order, please. Go ahead, Jennifer.

JENNIFER BREEZE

Good evening. My name is Jennifer Breeze. I live at 1840 Richfield Avenue, Algonquin, IL. I am a dedicated District 300 teacher, I am a taxpayer, but tonight I am coming to you as a mom. I am aware that standing before you this evening could pose as a small conflict of interest, however, every day I wake up as a Special Education Teacher and I fight for students who struggle to read and write and today I am here to fight for my own children.

Over the past nine years I have had the privilege of working for a District, that in my opinion, is close to state of the art. My girls attend St. Margaret Mary, for one reason that is federally prohibited in public education. The words faith, God and catholic come first in my home. I am not here to compare the haves and the have-nots of St. Margaret Mary versus District 300. My husband and I fully understand that we made the choice to send our children to a catholic school and we own that decision and sacrifice.

I would like to commend the financial team that Dr. Arndt has put together. Dr. Crates has made near brilliant decisions that have pulled us out of the District's financial crumble. And yet again, we are faced with the same very difficult financial decisions, but when making these decisions I urge you to consider our financial responsibility which brings me to the decision and the proposal of possibly cutting busing to the parochial schools. I am confused that this decision would be in the best interest of the District and I am certain that this decision would be devastating for many of our families of St. Margaret Mary because so many of the families have benefitted from the generosity of District 300, many of the families have continued their education in the parochial school system saving the District money. If this busing service was taken away, a percentage of these students would be forced to enroll back into the public education system. As we have heard, these numbers could cause the District to become upside down with their savings. This is not a benefit to any of the parties involved.

I understand, like all the other teachers in this room, what it felt like to wait for the referendum to pass. The referendum that everything was riding on; the referendum that I walked door to door for in order to support the District I am so proud to work in and live in, a referendum that caused taxpayers to slam the door in my face, a referendum that my husband and I voted to support. I know personally what it feels

like to have a fellow colleague be rifted for the second year in a row and I know what it feels like to have the State of Illinois owe my employer \$5.8 million.

But today, I am here to express what it feels like to be a mom that is questioning the re-enrollment to St. Margaret Mary due to the lack of transportation or the proposal of. I am uncertain if I can commit to daily transportation due to the commitment of my profession. I know that I am not alone with this dilemma. Mark my words. There will be more than 30 students that re-enroll into District 300 due to lack of transportation.

As Board Members I am asking you to really evaluate two variables before you vote on April 22. Please evaluate the possible outcome of these students re-enrolling into District 300 and the value and the worth of the savings that you are posing. As I see things, the District is making an assumption that these parents of the parochial school community will stop at nothing to keep their children within the setting that they are in. Good assumption. But the assumption is not fiscally responsible because it is only that, an assumption.

The second variable I am asking you is to evaluate this scenario. The scenario that there may come a day that we need to pass another referendum and the need for tremendous community support in order to pass this referendum. I urge you to strongly weight the ramifications for slamming the door in the parochial school community face today and on April 26. Please consider these questions. Will the savings actually become a loss that cannot be recovered at so many different levels. If you cannot answer or even hesitate with your answer, then please reconsider your position for this proposal on busing for parochial school students.

Thank you so much for your service and dedication to the entire District 300 community.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Connie.

CONNIE RAINEY

Hi. Good evening. I am Connie Rainey and I work at deLacey. I am one of the Special Ed teachers. I have been an educator for over 20 years. When I first started, I started teaching in kindergarten. And I could tell which of the inner-city students that I taught had some early childhood background. There were only two early childhood classrooms in that district and, of course, it was housed in another building. But those one or two students that I had in my classroom, they were ready to learn. They could sit at story time. They could attend. They were available to start learning. I had other students where markers were something brand new. I remember a child going, "Wow! Look! There's colors when I do this with the marker!" These students were always behind their peer mates at other schools. These students struggled along. School was hard and most of them dropped out of school. About ten years ago, I taught a transitional kindergarten class at deLacey when it was at the old building. All my students had been in the Early Childhood Program. Even though they were the Special Ed kids, they were ready to learn. They could follow the classroom routines. They knew how to sit during story time. They knew it wasn't just a TV program where they could get up and walk away. My students had some inclusion time in the regular education all-day kindergarten class that was also housed at deLacey. And many times, especially at the beginning of the year, the teachers complained that my Special Ed students were farther along than some of the Regular Ed kindergarten classroom students because that teacher had to teach them all of the routines, how to learn, before they could actually learn the curriculum that they needed to learn and it took many of those students until January before they were able to follow along what they need to do and so valuable time was lost. And society, as you all know, has changed, especially in the past couple of years. Our at-risk population is changing. They are not only the faces of our low-income families. With today's economy, many families have both parents working just to make ends meet. We have single parents who have to work two lower paying jobs just to make ends meet. Parents know that they should

be reading stories to their kids, but by the time they pick up the kids from the sitters and have dinner, it's time to go to bed.

We need transportation to help these families. I would hate to have to move backwards in time where kindergarten would become a child's first experience to school. Children will not be able to be ready to learn the curriculum that must be covered so that their child is ready for first grade. More schools, and not just those in the lower economic areas will not reach AYP. Research shows that language-enriched vocabulary is an indicator for higher reading skills at the third-grade level. Our children must have quality early education services to help ensure that their vocabulary is developing.

As the Board knows, accountability is the name of the game today. Looking at the screening information from even just this year, we see a lot of at-risk students in ESL, and we're not talking just Spanish, there's 18 different languages of students coming to deLacey where English is not their first language.

Single parent homes. Parents who have lost jobs had to take two underpaying jobs to make ends meet. Siblings who have special needs, any delays of six months or less on a parent questionnaire that we send out to parents called Ages in Stages and these areas would be in the area of problem solving, communication, fine motor and social skills. These are the children that need an at-risk program now rather than those extra services even special education services later in their school career.

The Board has a difficult decision to make.

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes, ma'am.

CONNIE RAINEY

Thank you. The Board has a difficult decision on how to make ends meet. It is disheartening to see that 75% of the proposed cuts are at the early childhood and elementary levels. There was a commercial a few years back that said, "You can pay me now or you can pay me later." It's funny when we're talking about cars, but it's not so cute when we're talking about the lives of our youngest and most vulnerable children. With the stroke of a pen, the dream of Dorothy deLacey may die. Please reconsider cutting all the transportation at the early childhood level and perhaps changing the time of our school day to make it a Tier 2 rather than a Tier 1 route to save money.

Thank you for your time.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you ma'am. Rose Frank.

ROSEMARY FRANK

My name is Rosemary Frank. I live at 2419 Knowlton Drive, West Dundee, IL. I've lived in this area for seven and a half years and I have been employed in the District since 1993. I am here tonight to plead the case of the deLacey Family Education Center. As a taxpayer in this District, I understand and appreciate the Board's task of trying to balance the budget. However, by cutting the transportation and possibly the entire Pre-school for All Program, many of the District's most needy children will be impacted. Several members of this sitting Board, previous Board Members, and current central Administration staff saw the importance of early education being in a central location when the leftover building funds were used to build the beautiful deLacey. Having early education centrally located has been a benefit on several levels. First, the teachers have each other to consult with in regard to planning, sharing materials, and emotional support. Second, having the majority of Early Ed students together has allowed for related service personnel, such as speech therapists, occupational therapists, physical therapists and so on to be on location not only for the consistency of services for the students, but also for the integration of services and immediate consultation with classroom staff and each other.

The building has a playground just the right size for preschoolers. It has therapy rooms equipped for preschoolers. The bathrooms are just the right height for the little ones. This beautiful building is the start of a high-quality, early education for many of the District's preschool age children. Approximately 60% of the students that attend deLacey are part of the Preschool for All Program. Although at this time it is not known how many of these children will not attend deLacey once the transportation is cut, it is assumed that about one-third of the children will not. The reasons why the children attend deLacey vary greatly, but one certainty is that they are all at risk for failure in kindergarten or beyond. Stegler in 2004 stated that early childhood education has the greatest positive effect on children from lower socioeconomic status, children who are at risk because of other circumstances, and children with disabilities and special needs. Research has shown that much of the brain's development occurs before the age of five.

The District needs to provide early education so that they do not need to invest more money further down the line for these children. It has been shown that for every dollar spent on early education results in a return of \$7 to \$9. Stegler reported this return comes from lower rates of retention, higher levels of academic achievement, fewer special education services, and a stronger commitment to graduating from high school. The children who attend an early childhood program typically have increased kindergarten-readiness skills. When they step into a kindergarten classroom, they are ready to learn. The teacher doesn't need to spend time getting them ready to be taught since they have already learned the school routine. This will allow the teachers to begin academic skills sooner. As District 300 attempts to have all schools reach AYP by increasing ISET scores, early childhood plays a vital role.

Just as the Board works to balance revenue with expenditures, so do many of the families of deLacey services. Many of our families have two parents working, which significantly impacts their ability to transport their child to school.

About 15% of the students in the Preschool for All Program are there to receive speech and language services in addition to the academics and social and emotional growth. When transportation is cut for these students, how will the speech and language minutes mandated by the IEP be met? The families that have two parents working will not be able to bring the student for walk-in therapy to deLacey or the base building. Also, even if deLacey is able to retain two-thirds of the students in the Preschool for All Program, how is the staff, to safely and efficiently get the students out of the cars and into the building along with the Special Ed busses that will be arriving? We could be talking about 75 to 100 cars arriving and departing twice a day. Not only do the children need to get into the cars safely, but the parent must take a few extra minutes to secure the student in a car seat or

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes.

ROSEMARY FRANK

Thank you. Currently, we provide a kiss and go drop off and pick up for approximately 20 cars which takes about 15 minutes on each leg. Multiply that by four or five and that equates a lot of time.

If, in the end, Preschool for All Program becomes defunct, how do we provide Special Ed students any time with more typically developing peers? The District should work harder to advertise and promote the tuition-based preschool if they want to increase revenue. This certainly would continue to provide Special Ed students with opportunities for interactions with peers. I understand by that continuing transportation and funding for Preschool for All, additional monies must be found to be cut from the budget. Although it would be from a different funding source, I am aware that each high school has approximately 17 divisional heads on the administrative payroll. These positions were created about two years ago to help those schools increase academic performance and achieve AYP

BOARD PRESIDENT JOSEPH R. STEVENS

I'm going to have to ask you to stop now, ma'am. You've reached your allotted time.

ROSEMARY FRANK

Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Amy.

AMY SCHNEIDER

Good evening. My name is Amy Schneider. I live at 1901 Lawndale Drive, Algonquin, IL and I have been in this District for the last 14 years. I am a member of the St. Margaret Mary School Advisory Board and I would like to thank this Board for the opportunity to speak tonight. What I would like to share with you are some calculations that show the additional financial burden the District will incur if they move forward with eliminating bus service for private and parochial schools. In this economy many families have found it necessary for both parents to seek employment. With both parents working, these families rely on bus service. Many families will find it difficult to continue private education without bus service. This will force those families to send their children to the public school system, increasing your total operating expense.

I do have a clarification question for Donna tonight. The average student transportation count we had was 189? And we're showing currently St. Margaret Mary transports 156 students, so I believe that number is low and that if you look at it again, you may find that your count is low and then your cost will be less per student. So if you could look into that, I would appreciate it.

Like I said, currently 156 children receive bus service home from St. Margaret Mary. The District 300 website shows an operating cost of \$9,343 per student. If 10% or 15% of those children are added to the District 300 school system at a cost of \$9,343 per child, you will increase your expense by \$140,000. If 20% of those children are added, you will increase your expense by \$280,000. Your proposed savings from transportation cuts of \$285,000 will be negated by your increase in student population. These figures don't include the financial impact this change will have on the four other private schools within the District. Add those additional expenses and the cost to the District could be devastating. Please reconsider your proposed transportation cuts for private and parochial schools. It is in the best interest of all families in District 300 that these busing services continue to be provided. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Mr. Owens. Henry Owens.

MELANIE OWENS

My husband has a sore throat so I'm going to speak on his behalf and then I signed up to speak afterwards. Do you need him to state his name or can I do it for him, or ...?

BOARD PRESIDENT JOSEPH R. STEVENS

Go ahead.

MELANIE OWENS FOR HENRY OWENS

His name is Henry Owens and we live at 5927 Pine Hollow Road in Carpentersville, IL. Good evening Superintendent Arndt, Dr. Scarpino, President Stevens and esteemed Board Members. Our five-year-old son, Mario Owens, is not bused but is currently a student at the kindergarten program at Liberty. Ten years ago my wife and I made the decision to build and make this community our home. Our decision was based primarily on the anticipation of being blessed with children who would, hopefully, one day be afforded the opportunities of being accepted into District 300's Dual Language Program.

For the last five years, we have eagerly awaited for our sons formal educational pursuit to become bi-literal, bi-lingual and bi-cultural to begin. We visited Meadowdale's program when our son was turning

three. We attended the Dual Language informational meeting before our son turned four and for weeks we anxiously and nervously, more so than our wedding day, awaited his testing date and his acceptance letter. When we received our son's acceptance letter, you would have thought we had just won millions of dollars in the lottery, but the benefits and opportunities and the future my five-year-old son and, hopefully, my two-year-old son will have from being in the Dual Language Program are just as great. Therefore, we and the rest of the Dual Language parents were more than ecstatic to make a six-year commitment to this District. However, with the proposals of cutting the busses for the Program, all of the students in both Programs at Liberty and Gary D. Wright desire of becoming bi-literal, bi-lingual, and bi-cultural are threatened.

Furthermore, as some of us know, Illinois remains the 49th worst state in the nation for funding of education and that D300's operating cost per student as of 2007-2008 school year was only \$9,343 compared to the State's average of \$10,470. Nevertheless, we applaud you, the Board, for balancing the budget the last three years which is an extremely difficult task to accomplish in these bleak fiscal times. As parents, we know that budget concerns force districts to carefully prioritize instructional programs and that is why we also commend the District on its expansion of successful programs during the 2008-2009 school year. Programs which support our District's strategic plan for increasing student's performance such as AVID and, of course, Dual Language. However, unlike the AVID Program in the middle and high schools, the Dual Language Program is not offered at all the District's elementary schools and is now in danger of not existing at all if the busses are cut. Therefore, we ask that you allow us to work with you on this extremely difficult task to find viable alternatives to save the busing and, ultimately, the Dual Language Program.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Now you may speak for yourself.

MELANIE OWENS

Yes. My name is Melanie Owens and I live at 5927 Pine Hollow Road in Carpentersville, IL. As intellectual individuals, we all understand the importance of a quality education. That encompasses an education which enables students to learn the skills, acquire the knowledge, and develop the attitudes necessary for them to reach their full potential as people, people who can meet the challenges of our competitive global society. These and many more reasons are why the possibility of the destruction of the Dual Language Program is unthinkable, especially after consulting with some of the most distinguished pioneers in the field of dual language learning, who all informed me that based on research, dual language programs are the most effective and highest performing model of bi-lingual education.

In addition, brain research shows that the rigor of learning two languages enhances brain activity, even in children who are in at-risk and special needs subgroups. More so, IQ results of students tested yearly showed a general trend in which IQ scores of emergent students increased more than those of English-only program students. This suggests beneficial effects of bi-lingual education on cognitive development.

In both descriptive and comparative programs evaluation studies, almost all results showed that by the end of elementary school the educational outcomes of dual language students were at least comparable to, and usually higher than, their peers who did not participate in bi-lingual education. Research consistently demonstrates the advantages for all students participating in a dual language program that is sustained and consistent. More so, most long-term studies reported that the longer the students stayed in the program the more positive the outcomes. These results were true whether the outcomes included reading and mathematics achievement, GPA, attendance, school completion, and attitude toward school and self.

We as parents acknowledge that with the increasing emphasis on student achievement and basic skills along with the development of State standards, second language instruction is not always seen as a top priority by districts and state personnel, although some forward-thinking states in the nation have included foreign language in their core curriculum. Even in districts that currently have emergent

programs, much of teachers' and administration time is spent explaining and justifying the program and its benefits. Unfortunately, our community is not above the ignorance of such comments as, "We're in America. Speak English." which was evident in the newspapers after our last Board meeting.

Although English is the language that is most spoken in the United States of America, English is not the official language of the United States of America. According to the Center of Applied Linguistics, there are more bi-lingual and multi-lingual individuals in the world than there are mono-lingual. Nevertheless, during many sessions of Congress, an amendment to the Constitution has been proposed to make English our national language. However, these efforts have never been successful.

Hispanics are the largest minority group in the United States and are growing faster than any other group. One out of seven people in the United States is Hispanic. That is why it is anticipated that if Congress ever amends the Constitution regarding a national language, it will be more likely to be English and Spanish.

However, all the data in the world may not be enough to alter beliefs where the benefits of bi-lingualism is seen as a threat to the essence of America society. But we all have to remember that America is the leader of the free world because it is a nation of nations, all of whom contributed to the blood, sweat and tears which makes this country great. Consequently, if we as a nation expect to continue to compete, we must level the playing field and continue to provide with the knowledge, skills, and resources necessary to do so. That is why, as educated and informed individuals, we must internalize not just the importance, but the necessity of our nation's children to be bi-literal, bi-lingual, and bi-cultural. We all know that the District has a responsibility and we are sure also the desire to ensure maximum value is received for the public's investment in our schools.

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes.

MELANIE OWENS

Thank you. Therefore, in order to implement a dual language program that successfully promotes bi-lingualism, bi-literacy, multi-cultural competence and appreciation, and academic achievement in its student participants, the program requires considerable effort and support, both of which we hope can be a collaborative endeavor between all involved so we all can honor our six-year commitment by maintaining the busses for the Dual Language students and ultimately sustaining our Program. (Garbled) research shows it's a giant leap forward in making sure that no child is left behind. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Okay now, so that our line keeps going, David you are next and then if Zuleima, Joseph, Riportella Family, Jennifer Becker, Stephanie Mathias, Matt Sarto – there are some chairs down here, you don't have to stand, feel free, but if you would all line up I would appreciate it. You are on, sir.

DAVID TERSTEEG

Okay. Thank you. My name is Dave Tersteeg. Myself, my wife, and our three kids live at 11 White Chapel Court in Algonquin, IL and after ten years of paying real estate taxes I was excited to finally send my kids to public school and start seeing some of the benefits directly to the taxes that were paid. But as I mentioned, I married my wife who said we are sending our kids to St. Margaret Mary and since they have a name for guys who run their household, and that's divorced, we sent our kids to St. Margaret Mary like my wife wanted us to.

We are very happy with that decision, but then she said they are going to take away the busing so you need to go to this meeting and do a little research into it. So the numbers have already been stated, most of them off of your website. The most fascinating numbers were the numbers which showed 1700 per student, but that didn't include payments back from the government, so apparently government payments

are only included back when it supports the argument being made by Administration, but they are purposely excluded when it doesn't support the argument made by the Administration.

I think the other speakers have established that those parents at risk in the parochial school system will end up in the public school system period and you can hope and pray that they will sprinkle in, but in fact that's not going to be the case. And it won't be the well-off parents who have one or two children because they will be able to support, it will be the ones with five and six who are most at risk who will be bringing in the largest population of kids into the public school system.

For 20 years I have negotiated contracts with Fortune 50 companies, and I would never intend to give you an interpretation of an Illinois Statute. In fact, I had lunch with our Legal Department today and none of them would do it either. So what they did was they picked up the phone and called some people and said, "Well, before the Board makes a decision, they probably want to consult an impartial attorney, ideally one who is involved with (*garbled*) similar discussion about five years ago to cut back services to students who were in the parochial school system. They might want to confirm why they didn't proceed with it, if they've allocated funds for a legal defense fund in the event they do decide to proceed with it, if so, how much has been allocated, and then as well as if and when the School District loses the suit on denying services to the District students whose parents pay taxes for the public education system, what funds have been allocated to settle that suit as well.

The other issue that really came up tonight which I think was fascinating - I was very impressed with the Board with about one exception, in your ability to see numbers for what they truly were. And I have to admit the Administration was so uncommercial. If we went before a Board of Directors in any Fortune 50 company with a budget that did not balance, you would no longer be the CFO of said organization.

The other issue I think you have in addition to balancing your budget is one, your worst case scenario, but then secondly, where's the accountability to the Administration. I heard absolutely no accountability in us presenting a balanced budget and/or fixing the budget - it was all, "What do you want to do?" If you went before the Board of Directors of City Group and said, "We don't know how to balance our budget, we don't know how to cut spending to live within our means, what are you going to do?" You'd have new administrators next week. So, thank you for your time.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you, sir. Zuleima.

ZULEIMA PUIZ

Good evening. As a former Dundee-Crown student and I have a little brother and he goes to Liberty. He is in the Dual Language Program and I am here to speak on his behalf. Unfortunately, I did not have the same opportunities as my brother has. My first language has not been English, it has been Spanish and I am proud to say I learned English through the Bi-Lingual Program at District 300. I want my little brother to have the same opportunities that were given to me for the following reasons. When I got here, I'm from Mexico, so when I got here I was offered to be in the Bi-Lingual Program. I didn't want to be just one person that speaks Spanish. I wanted to learn another language. And English obviously was going to be a challenge for me, but it hasn't been a challenge. I try my best. During my career at Dundee-Crown High School I entered in ESL 4 which was the last level of the bi-lingual program, and I can proudly say I graduated with honors and I also took advantage of the AP classes.

So I do not have a paper or something prepared to talk here before you because I am talking from the bottom of my heart and I am asking you to allow the Dual Language students to have the same opportunities that were given to me and also for them to feel proud and say, "We went to District 300. We were given the same opportunities that everybody else had that as well as having been Latinos or Americans. I see them every day and I see my brother's face and I see how much he is really proud to be bi-lingual and also when I ask him, "What did you do today?" He says, "I learned something new."

So what I am asking you is not to cut transportation because if you do so, there's not going to be education for them and they are not going to be allowed to have the same opportunities as I have. Currently, I am an ECC student and when they ask me where do you learn English or how do you learn English, I am proud to say I went to District 300 school Dundee-Crown and that I was given the opportunity to learn a new language and that I took advantage of every single program that was offered to me even though I wasn't an English speaker. So now today I am asking you if for any reason you want to cut transportation for those kids, not to do so, because I'm telling you being bi-lingual is the most wonderful thing that could happen to a person. You can take advantage of as many classes as you want at college and also you can apply for any jobs you want because they will always look up for the ones that have two languages and also for those who want to follow their dreams. And I see them and they want to follow their dream and their dream is to learn another language even if it's English or Spanish. They want to have a program where they are able to do and also to learn both and also to be to be valuable not only for one but also being seen as two individuals.

So I know it's five minutes and I think I have broken the rule and I have gone less than that, but I am just asking you if you could please allow those kids to dream big and I know that maybe one day my brother will be here and he will say, "Thank you." and also his classmates will say, "Thank you." the same way I am telling you so much for giving me the opportunity to learn a new language and also thank you so much for opening the doors for us who do not speak English at all and also allowing us to learn a new language and also not to be just one, but about being seen as two people. So thank you so much and hopefully you will think twice before you make your decision and just see that those programs that you have for us, we really do take under consideration and I know that the kids will do that because I see them and they have fire in their eyes and I know that they will take advantage of every single program you offer to them. So thank you so much.

BOARD PRESIDENT JOSEPH R. STEVENS

And you did that with no notes I might add. Very nice. Thank you. Joseph.

JOSEPH CHESEK

415 Ridge Street
Algonquin, IL

Ladies and gentlemen of the Board I will be I suppose fortunately very short and sweet. Again, my name is Joe Cheseck. I'm from Algonquin, IL. I have four children with another one on the way. Two presently attend St. Margaret Mary's School and the others on down the line will eventually attend it as well. We will all rely very much on the busing that district 300 supplies for us and if you cut it, I don't know if they will be able to go to St. Margaret's and that will be a huge detriment to our family. And I wanted to get up here just to be a kind of personify and give you a face to look at so it's not just numbers and percentages to all of you. Obviously, we are hard-working tax-paying people and we make these decisions for our kids to try to offer them every advantage in life. And one thing that I keep coming back to, I have a brother who's an attorney in Washington and he e-mailed me the Illinois Statute that has been referred to a few times tonight and the one phrase in there that just has been on my mind all weekend and all day today is, "If any such children reside within one and one-half miles from the school attended, the School Board shall afford such transportation to such children on the same basis as it provides transportation for its own pupils residing within that distance from the school attended." And this obviously in regards to pupils attending Charter Schools and non-public schools. To bypass that paraphrase and put forth this proposal just seems like a blatant violation of what the State has mandated. Again, like I said, I'm going to be short and sweet. Thank you for your time. I appreciate it.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you, Mr. Cheseck. ... Mrs. Riportella.

MICHELLE RIPORELLA

214 Cool Stone Bend, Lake in the Hills, IL

Yes. I'm Michelle Riportella and I'm a District 300 employee. I am also a taxpayer and I also am a mother of three children in the District. So with no further ado, my son felt that he needed to speak tonight.

ANTHONY RIPORELLA

My name is Anthony Riportella and I'm in third grade at Lincoln Prairie Elementary School. When I was in preschool at deLacey, I had speech problems and I saw teachers solving many of my problems. deLacey helped me so much that I now read at a fifth-grade level and I graduated from Speech in October last year.

When I grow up, I told my mom I want to be a teacher at deLacey. I want to help kids like me with special problems. My sister who was six years old in first grade went to deLacey. My four-year-old brother, who is in preschool, at deLacey has a lot of problems, too. But the teachers at deLacey helped him so much that he is a better kid. I hope deLacey and its teachers are around for a long time. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you.

MICHELLE RIPORELLA

And if I could just add – I want all of deLacey's staff to stand up. Any parent, anybody that's with deLacey, please stand up.

BOARD PRESIDENT JOSEPH R. STEVENS

Jennifer.

JENNIFER BECKER

210 S. 7th

West Dundee, IL

I think I'm more nervous than he is. This is the first time I'm up here standing in front of the Board. I've not done this before. I grew up in District 300, went to the schools my whole life and now my first son is attending deLacey. I only found out about this program through a friend of mine who was helping to arrange the schedule over the summer so I do completely agree with the teacher who was standing up here earlier in that if you guys really want some revenues from these types of schools, to better get the word out for people to actually go and pay tuition to these schools because I would not have known about this had it not been for my friend.

Another point I wanted to make here is that in past publications you guys have said that District 300 grew 5,000 students in a matter of 10 years between 1995 and 2005. The '06 referendum that was passed called for an expansion of 7,200 new students coming into the District. That was based on the potential growth going on from new builders and communities coming in. I have been a real estate agent and broker for the last five years and have experienced the very end of the good market and coming into this very difficult one that we are in now. We have not seen anywhere near the growth that was anticipated because builders have gone out of business, subdivisions that were supposed to be built were never built.

You guys had passed a referendum that was getting an additional \$650,000 in revenues annually and it just seems that with the reduction or not as much of an anticipated growth happening that there should be surpluses. So I understand that there are difficult times ahead of us right now and cuts are definitely necessary, but to be cutting things without knowledge of your actual income and what the State will and will not pay, you may be shooting yourselves in the foot and end up cutting programs that are

unnecessary to be cut. So I just would also ask that you go through the entire District budget line by line to see where things are being spent, what programs are being utilized, what's underutilized and what's being way, way over utilized. So we really need to balance a budget with some real numbers rather than some well, it could happen this way, and yeah maybe not this way so I just think it's all kind of up in the air right now.

Another point I want to make here is if transportation is cut for deLacey, it is very, very likely that enrollment will go down unless there are some PR things done to gain more tuition-paying children. deLacey is definitely going to be in jeopardy if that transportation is cut and the brand new multi-million dollar facility that was built will remain empty in that case, so would you guys have any idea what you would do with these facilities should these programs go away and then be underutilized. I just wanted to make sure those kinds of things are taken into consideration.

And finally, deLacey is a really, really great school. My son is not a special needs child. I pay tuition there every month and I think it is wonderful. There are well-trained teachers in these schools. I think that it's very important for my child to be exposed to other children who are different from him. He doesn't grow up with that ingrained discrimination of being somebody who is different is not as good as you. I just have seen potential there that's unbelievable. To see this program go away would be a detriment.

Thank you for your time tonight.

BOARD PRESIDENT JOSEPH R. STEVENS

Before you start, you're Stephanie? Before you start if we could have Matt, Andrea, Dana Stacie, Kevin, Kristin line up down here?

You're on. Thank you.

STEPHANIE MATHIAS

Hi. My name is Stephanie Mathias. I live at 3911 Farmstead Lane in Carpentersville, IL. I have boy-girl twins who attend deLacey. My son has autism and my daughter is developing normally. deLacey is the best place for my children and any other children with the same situation that mine have. Without this opportunity, my children would not be as developmentally sound as they are today. Research shows that having early intervention is the best way for children to develop on a normal track. The deLacey facility is amazing. It has a wonderful occupational therapy room. The room is equipped with all the appropriate equipment for preschool children. The classrooms are all open, bright, have bathrooms for two rooms, and a nice outside playground and a wonderful gym. These kids need all the facility has to offer. The teachers have the great opportunity to share all their resources. This way each teacher does not need to have all the extra materials in their room. If they need some extra classroom tool, they can go to the next room or across the hall to borrow them and eliminate the extra cost of having duplicate materials. All the therapists are able to be at one school. Their time can be spent on developing our children's skills rather than going back and forth between different schools.

My son has the opportunity to be included in a Preschool for All Program. This is great peer modeling for him. He sees typically developing kids sit in a circle, raise their hands to answer questions, line up, talk to each other, see them wash their hands, and this goes on and on. Without deLacey he would still be less aware of other children around him as he was when he started the program two and a half years ago. Every time I have a conversation with another parent and we are talking about how we are educating our children, we talk about deLacey. I tell them how glad I am that my children have the opportunity to go to deLacey. The other parents have always heard great things about the school as well. Since my son has started at deLacey, he has better eye contact, looks at me when I call his name, more social with other children, he pays attention to what the other children are doing, and he's starting to look at books, is

stacking blocks, the list goes on and on. Early intervention is the best thing for our children. I am so pleased that my children have attended deLacey and I hope future children have the same opportunity.

Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Matt.

MATT SARTO

760 Pickwick Court, Algonquin, IL

Hi. My name is Matt Sarto and I am the father of two students at St. Margaret Mary School in Algonquin. I'm not going to be impacted by the transportation cuts that have been proposed, but I wanted to come before you to express my support for the rest of the community around me who do need those services as a lifeline.

One of the things I wanted to focus on was the Illinois Compiled Statute. I know it's been said here a few times, but I just want to go over that again. The pertinent paragraph, "The School Board of any school district that provides any school bus or conveyance for transporting pupils to and from the public schools shall afford transportation without cost for children who attend a Charter School or any school other than a public school. To extend from some point on the regular route nearest or most easily accessible to their homes to and from the school attended or to and from a point on such regular route which is nearest or most easily accessible to the school attended by such children."

In my reading, Chapter 105 of the Illinois Compiled Statute, Section 5, Article 29, Paragraph 29-4 would require that school districts that provide transportation to public school students must likewise provide such transportation to Charter and private school students. That all should be carefully considered the nearest route and easily accessible routes have been defined as routes providing reasonable safety to students. Therefore, it could likely be construed as requiring transportation directly to non-public schools.

Eliminating the limited services the public schools and districts provide to non-public school students and families would set a dangerous precedent that could be harmful to the future of public education. That only those students or only those with children attending public schools would pay school district taxes. Charter and private school families would be rightfully exempt as would be those either without children or without school age children. This would likely do a disservice to public education because it would place a huge burden on the public school families. Education as a whole is a benefit to all of society and, therefore, rightfully supported by the majority of citizens. Non-public school families pay tuition as a premium for a choice in education for their children, but these families pay the same taxes that public school families do, receiving mostly just the fringe benefit that education in general affords society.

Transportation to and from school is one of the few services that are, as they should be, afforded to all students regardless of whether they attend public or non-public schools. Providing their transportation does benefit public schools and districts in that and availability of some limited special education services provides these schools and districts access to tax dollars.

BOARD PRESIDENT JOSEPH R. STEVENS

You're at four minutes, sir.

MATT SARTO

Thank you. If these services weren't provided, these families and those without school-age children would have a great case from being exempt from school district and education taxes. Therefore, voting to discontinue transportation to non-public school students would have precisely the opposite effect on the funding problem trying to be resolved. Also, future funding sources should be kept in mind. Often non-

public school families have greater number of resources available for which to affect votes on funding referendums. Creating animosity between the district and these families would also not be in the best interest of the district that is having funding issues.

Finally, the District should weigh heavily the cost of potential lawsuits that may be brought in order to ensure that the District does fulfill its duties to non-public school students and families under law. Let me be clear. These last two items are simply points of concern. It is my hope that they are not viewed by anyone as threats or expressed intentions.

BOARD PRESIDENT JOSEPH R. STEVENS

Your time is up, sir.

MATT SARTO

Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Andrea.

ANDREA AUER

I am Andrea Auer and I live on 927 Woodbridge Drive in Cary, IL and I am part of District 300 and I have a child at deLacey. I know it's getting late and I hope I can make this short and sweet for you. I just have a few points I want to make.

In regards to cutting transportation, I just wanted to point out what it would kind of mean for us and our family. We are two working parents, both full time and we have relied on the bus service to transport my child to and from deLacey so that both my husband and I can continue working. It has allowed us to be more flexible in our work hours. If we didn't have the bus service, this would affect our work hours and pay. The school is a good 20 minute drive from our house and that's just one way, so round trip would be 40 minutes to school and another 40 minutes to go pick them up.

If the transportation wasn't available, it would potentially have affected what services we could have provided to him, if any at all. Being at deLacey, having my child there on a regular basis has provided him with a stable educational environment. We are in a year and two months and he has greatly improved in his developmental delays. If we didn't have the means to get him there, we would still be struggling ultimately leading him to be behind. When he started kindergarten and using more resources, teachers and so forth at that time. I do firmly believe he would be behind in reading, writing and other areas, eventually affecting the school's test scores and while I realize he is only one student, I do realize also every child counts. He has thoroughly benefitted from having all the teachers in one spot, speech therapist, social workers, primary teachers, occupational therapists, etc. Without all their knowledge and educational experience all in one setting, he would not be where he is today.

I am very concerned that by cutting the transportation to deLacey, that the enrollment would drastically go down due to the sheer number of students who can't get there without the bus being provided. If the students can't get there, what's going to stop the Board from voting to either drastically cut the services offered at deLacey or close the school. These students are some of the neediest students in the District and some of the most at risk. This school can make a huge difference in the rise at this age.

My husband and I are fortunate to be in a financial situation that we would be willing to pay for the transportation cost and that is something that has not come up yet. However, my bigger concern is for all the other families who can't afford to pay for transportation, but like my child needs these services at deLacey. If the transportation is cut, they won't have access to the great services offered at deLacey because they don't have the means to get their child to school. I'm just asking to please reconsider cutting transportation to deLacey. I really think the impact will be huge and long lasting well into the elementary, middle, and high school years and will affect hundreds of children in the District. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you very much. Dana Powers.

DANA POWERS

520 South Third Street, West Dundee, IL

Hi. My name is Dana Powers and I also have two children who attend deLacey Family Education Center. I have five-year-old twins and I also have a third grader at Dundee Highlands Elementary School. I am here to tell you tonight that our family is considered to be a success story of attendance at deLacey. My five-year-old twins are in different situations. My son is in a special education classroom. It's a blended or combination classroom that puts him with his autism in a class with peers with other disabilities and typically developing peers. His twin sister, who is considered at risk for academic failure, is in a general education classroom and did not need supportive services. Both of them attending the school together made a huge difference for our family and I would like to tell you a little bit about how they enabled my children to be ready to attend kindergarten.

deLacey was nothing but a godsend for my family. At the time my twins' evaluation about two years ago, my son's behaviors and his inability to speak were greatly affecting every single member of the family, especially his twin sister. Because she spent so much time with him, she did not have the social skills or the language skills that were commensurate with her age. The inability of him to learn socialization and to participate meaningfully in family activities so he could learn to listen a story and do other types of activities like that made stress levels extremely high for all of us. Since starting at deLacey, there has been a gradual improvement and an amazing unfoldment of my son's abilities as well as my daughter's and after two years of services there, my son was not only able to use the picture communication system, but now he is incredibly verbal and he talks all day long. He has stopped his aggressive behaviors when he does not get something that he wants, he understands how to communicate, and he's learning how to recognize emotional expressions in other people. And because he's in a classroom and he's at a school full of kids who are both disabled and not disabled, he is understanding how he fits into a group. And because of this, he is going to be able to attend kindergarten and participate meaningfully in a classroom with non-disabled peers. I don't believe that would have been possible if it weren't for his attendance at deLacey.

Not only that, but he is able to care for himself, to dress himself, brush his teeth. These are all things that were addressed in his education there. He is able to focus and learn and I can finally get him to sit still and listen to a story. His amazing progress has also transferred to his sister, who is in the at-risk programs, and although she is extremely bright, she was simply unable to participate in group activities with other kids in the way she can now. Her language skills are better, her emotional maturity and social skills have developed and she has learned to control her behavior and not to imitate her brother who had tantrums pretty much daily. Even my oldest son, my third grader at Dundee Highlands, has developed more ability to control his behaviors which were causing him trouble at the elementary school level.

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes, ma'am.

DANA POWERS

Thank you. At deLacey all of the resources were at one place which meant that not only did my kids get all of their services there, but I received support there as well by attending parent support groups and getting information and resources through all of the professionals that work there. I don't think this could be replicated in a different type of setting and I don't believe we would have seen the same results if there were no Preschool for All Program that accompanied the Special Education Program that he attended.

In terms of transportation, they are going to kindergarten now so my concern is not for myself, but for other people who are similarly situated. I couldn't have taken three kids to three different schools. Please consider that when you are making your decisions. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Stacy. Stacy Davis. Kevin Brandstatter. Are you eighteen, Kevin?

KEVIN BRANDSTATTER

309 Churchill Court, Sleepy Hollow, IL

I am not. My parents are right there.

BOARD PRESIDENT JOSEPH R. STEVENS

Okay. Go ahead.

KEVIN BRANDSTATTER

My name is Kevin Brandstatter. I am a Junior at Dundee-Crown High School. I would like to start by first thanking you for the opportunity to speak here. Economic times are hard and balancing the budget is even harder. Even on a personal level, we can all relate to feeling the crunch of meeting a budget. We know the feeling of not being able to do the things we want because you just can't afford it, however, we also know there are certain things you can't afford to cut. As this relates to the school budget, I believe that one of those things is extracurricular spending. Extracurricular activities are an extremely beneficial part of high school. To take them away would be harmful to students. Taking away extracurricular activities would be harmful to students because it would deprive them of the opportunity to better themselves. The University of Illinois Professor of Sociology in High Schools noticed that high school Sophomores, who were rated by their teachers as having good social skills and work habits and who participated in extracurricular activities in high schools, made more money and completed higher levels of education ten years later than their classmates who had similar standardized test scores, but were less socially adept and participated in fewer extracurricular activities. Clearly, extracurricular activities can impact your success. Also, extracurriculars, in addition to putting students on a path to succeed in the future, help students in the present. Many jobs look at prospective employees to be well-rounded individuals. One of the easiest ways for them to find well-rounded people is to look for applicants that participate in activities outside of their normal school work. Applicants who take part in several outside activities and still do all the schoolwork are desirable because they have proven they can manage themselves well. This is clearly a positive because this is an easy way to prove to a prospective employer that you are well handled, productive, organized, determined and effective. And these are some of the key traits that employers look for, all easily discovered by the participation in extracurricular activities.

Of course, extracurricular activities don't affect eligibility for jobs. According to a study by James W. O'Day for the School of Education at Drake University, there is a positive correlation between GPA and participation in extracurricular activities. If participation in extracurricular activities increases GPA, then cutting extracurricular activities, thereby diminishing participation, will lead to a decrease in GPA's. This clearly shows that the benefit of participation is not only to the students, but also to the educational institution for better GPA's may translate into increased funding, which, if it does, would aid in solving the budget crisis.

Members of the Board, now is not the time to quit on the students. Now is not the time to take away their extra activities. And I'm not just talking about sports, but also about art and music programs. Art and music programs are extremely beneficial to the growth of individuals ranging in age from kindergarten all the way up through high school. These arts can be a means of expression, a way to release tension and stress. I am not a musician, but I have friends who find great relief in playing music. And I am not an artist, but I have friends who express themselves through their artwork. To some, the only way to have the materials and how to improve their art is through these school programs. I, myself, like to write. And I am grateful that I have the opportunity to express myself through writing, but all I need is a pen and paper. I feel it would be cruelly unfair to take away another's ability to express himself or herself because what they need is more than that.

Of course, writing is not my only hobby. I am also an athlete and a member of Student Congress, the Construction Club and the School Basketball Team. Being involved in these many activities has improved my high school experience. It allows me to be more involved and an active participant.

BOARD PRESIDENT JOSEPH R. STEVENS

You are at four minutes, Kevin.

KEVIN BRANDSTATTER

Thank you. If these programs are cut, many students will be less able or even unable to be active in their school. This lessened activity may harm their chances to go to a good college to further their learning. Cutting extracurricular activities, while it may save money, would be a mistake because the cost the students would have to pay is immeasurable by any form of currency. The monetary cost of these programs is a small price to pay for the benefits they have on the growth and development of individuals. After all, that's what school is all about. In addition to giving students the knowledge to succeed, school gives them an opportunity to refine their skills to increase chances of success in the world after graduation. And again, that is what school is all about. Thank you for your time.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you very much. You did a nice job, Kevin.

Kristin. And then we're going to go Sharon, David, Tiffany, Andrea, Missy, Evelia and Kim in that order. Go ahead, please.

KRISTIN BASOVSKY

My name is Kristin Basovsky. I live at 420 Briarwood Lane in Algonquin, IL. I have two children in this School District and they are both in kindergarten.

I was shocked the School Board had announced intentions to cut busing for the Iris Preschool students and to rift six preschool teachers. We all realize that drastic cuts must be made, it would never have occurred to me that this School District would deny access to education to underprivileged children as a way to save money. I don't think the members of the School Board have considered the gravity of this decision or the domino effect that will occur when cutting busing to the at-risk kids. The students that will be affected by this decision are enrolled in a program called Preschool for All (*All emphasized*). This is a description of the Program according to the District 300 website, "The prekindergarten at-risk initiative, also known as Preschool for All, serves children who, because of their home and community environment are subject to such language and economic and like disadvantages. They have been determined through a screening process to be at risk of academic failure." Your own website acknowledges that these children are at risk because many of them come from economically disadvantaged families or from families who are non-native English speakers. That means that not only can these children not speak up for themselves, but neither can many of their parents.

This Program is called Preschool for All, not Preschool For Those Who Can Pay. Cutting busing to these children is not a question of inconveniencing their parents. It is denying access to education to one group of children. Because of the economic factors that put these children at risk in the first place, many of them will have no other way to get to school without the school bus. The whole of sending any of our children to preschool is to ensure they are ready for school when they start kindergarten. This makes preschool even more important for at-risk kids. If their first day of kindergarten is the first time they ever set foot in a school, many of these kids will be behind their peers developmentally on their very first day of school. Without early intervention, these are the kids that will bring down your test scores in middle school and high school. If we don't support them now, we will pay for it later.

I'm going to give you a concrete example of the gains that can be made by attending a program like the ones offered at deLacey. My daughter, Mary Jane, was in the Special Ed Program, but I think the gains that she showed hold true for the at-risk kids as well. When my daughter was 17 months old, she was

diagnosed with a brain tumor. She went through everything you can imagine, surgeries, chemo, stem cell transplant. When she was evaluated right before she entered deLacey at the age of three, her language skills were assessed at the age equivalent of three months for a three year old. But then she started at deLacey. And that child blossomed. She started talking, walking down the hall, and this is a kid who was paralyzed twice. She said her first sentence at school. Now she's in kindergarten at Lincoln Prairie and we just last week did her three-year evaluation and her language skills are now assessed at the age equivalent of a three- to four-year old. There is still a delay, she's six years old, but that means in three years she's gained three years of language skills, exactly what you would expect of a normally developing child.

BOARD PRESIDENT JOSEPH R. STEVENS

You're at four minutes, ma'am.

KRISTIN BASOVSKY

Thank you. And that's because of the teachers and therapists at deLacey. The School Board must reconsider its decision to rift six preschool teachers and cut busing to the at-risk preschoolers. You haven't considered the idea of least restrictive environments for the Special Ed students. What will happen if the at-risk kids aren't there? Is that a strictly special education school? Where will special education students interact with their regular education peers? Denying education to at-risk children is no way to save money. It's a leadest and classist. Please reconsider this decision. You have not considered the ethical and legal ramifications of what you have suggested. Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you. Sharon. David Lopez. Tiffany Potter. Andrea Ostuni. Andrea, finally, you've waited a long time. Thank you for being so patient.

ANDREA OSTUNI

Good evening. My name is Andrea Ostuni. I live at 906 Canterfield Parkway West in West Dundee, IL and I'm here tonight representing deLacey. And I'm going to try not to cry, but I brought tissues just in case.

My son, Zachary, has a social-emotional delay within the autism spectrum. He has attended deLacey since spring of 2008 and he is now five years old and he will be, I'm proud to say, attending kindergarten next year. I would like to paint you a little picture of Zachary and I can't compare with the last speaker, but, hopefully, I'll come close.

I would like you to imagine a child who at three years old was hardly speaking. I'm sorry. What language he had was scripted from television. Communication with him was nearly impossible as he could not comprehend complex direction longer than a few words and did not have an understanding of the words he did know to form them into a response. Imagine a child at four years old who is still not toilet trained. A child who had bumps and body slams rather than hugging and could not say hello to his peers. A child who would rather play alone and whose anxiety level around order and sequence is so high that merely putting his socks on in the wrong order would send him to a tearful panic, whose noise sensitivity was so delicate that a trip to a public restaurant was impossible. This was Zachary before we enrolled him into deLacey.

Now, imagine a child who can read and write, who can carry on a conversation with limited difficulty, who has mastered all of his self-help skills necessary to move into kindergarten, a child who greets his friends appropriately, enjoys playing with others, and is able to cope with anxiety and stress in ways more acceptable than violence and screaming. This is Zachary today.

He's not perfect and he's certainly not "cured." He will continue to require intervention as he grows, but the assistance he was able to receive prior to entering kindergarten, which would have been impossible to

obtain without deLacey, as my husband and I would have not been able to afford private therapy, has been crucial and essential to his development. He is now well aligned for success and I am more proud of him than I can express in words.

With the ever-increasing number of cases of ASD as well as other developmental delays each year, deLacey Family Education Center is a critical part of our community. My husband and I have learned so much from the teachers and staff. We were even able to find the support to deal with Zachary's diagnosis through parent groups and meetings sponsored and arranged by the school. I cannot imagine where we would be without deLacey and I cannot phantom robbing other families of their help and support by cutting programs.

I would like to leave you with another picture. Last year, we brought our children to the annual Valentine's Day Dance at deLacey. Zachary was unable to stay in the gymnasium because of the noise level. He cried and struggled in my arms, could not participate at all, and the experience was stressful on all of us. This year, upon entering the gym, my husband and I looked on in wonder as Zachary began to dance. He smiled and laughed with his brothers as each new song came on and my husband and I watched through tear-filled eyes as Zachary enjoyed himself in a way we had never seen before. He did ask me a few times during the evening if they could turn the music down and I explained that no, they couldn't and asked if he would like to go to the cafeteria and have a snack where it was quiet and he said, "No, mommy. I want to dance." And he did. It may seem small to you, but for us it was a milestone and a breakthrough we will never forget.

MALE VOICE

Zachary danced. Thank you for your attention and I truly hope you will consider keeping this amazing school open.

ANDREA OSTUNI

Thank you.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you very much. Missy. And then we have Guelia, Kim, Rachael, Anthony, Dawn, Jim, Elizabeth and Sara.

MISSY GRAF

Hi. I'm Missy Graf and I live at 5741 Breezeland Road in Carpentersville, IL. And I apologize if this is a little choppy, but due to the public part starting a bit later than expected, I'm taking on several other people's talks. So I'm speaking today on behalf of the Dual Language. I know the Board is trying not to cut academics and I am pleased to hear many members saying they don't want to cut deep and end up with a surplus. We have shown you tonight that our bus riders need transportation. Without it, it will weaken our Program to the point of destruction. We have shown you statistics that Dual Language learners meet the 50th percentile on State tests given in English when they are learning predominantly a foreign language, in our case Spanish. When the Dual Language children get to fourth and fifth grade, they average the 75th percentile compared to English-only classes taken from the University of Minnesota research.

I thank you for double checking and finding out that some of your numbers have been inflated. We noticed that you have the \$157,000 down to \$111,000. We understand that there is the use of a computer program that generates the bus routes, but believe the computer is still not making the best busing decisions. For example, there was a family at Gary D. Wright that had a Dual Language child picked up by the Dual Language bus and then her other child was picked up by another bus, both busses going to Gary D. Wright. That happened for one week before the mother said, "Enough of that. They both get on one bus."

But our Dual Language parents group has elected a Transportation Committee of three people that would love to work with the District in finding solutions to get our per student cost down using human logic after the computer's suggestions, like eliminating door-to-door service when applicable, having group stops or stops at home schools so that the children can be picked up per bus and in a shorter amount of time. Using your numbers tonight, we believe that if you compare the true Dual Language cost, that is comparing the Dual Language cost to the cost of busing them to their home school anyway, we believe the true extra cost is more like \$60,000. We also believe that after Meadowdale is closed and Liberty and Gary D. Wright expands grades, you will experience economies of scale as you already see in Liberty's cost per student of \$894 per student.

It's true we will never get to the average the District pays to transport a student to their home school since the Dual Language Program is open to the entire District, but this year we have changed where we used to be one-third Liberty and Gary D. Wright and two-thirds District and now for the incoming kindergarteners that's being changed to two-thirds Liberty and Gary D. Wright and one-third outside the District. That's going to reduce costs of transportation as well because you'll have many walkers there.

For myself, I was in many high school sports. I was on a bus going everywhere, somewhere every night. I know it was very beneficial to my development. But in this current situation, I would suggest cutting transportation for sports or any other things before I would cut Dual Language or even preschool for that matter. Education is what matters and these programs are needed for better education. I didn't play a day of sports after high school, but my education serves me daily.

Now that you know this is not just a transportation issue, but an education issue, I ask that you choose not to cut transportation where it would affect academic achievement. We also suggest that you split up the transportation vote to its each individual and vote on it separately as they are such different situations and lumping them together could bring down the viability of certain individuals. Thank you for your time.

BOARD PRESIDENT JOSEPH R. STEVENS

Thank you very much. Guila. Kim Brancamp. Rachael Bailey. Tony Bellino. Dawn from Greenridge in Algonquin. Jim Livergood. Elizabeth Gonzales. Sara from Cardif. That concludes our list.

I would just like to make a couple of comments. And I know I speak for the Board. We really do appreciate all the comments. And we really are listening and we are absorbing. It's very difficult to do what we do and we hear you.

We will certainly take it into consideration, but I would like to make one other comment about deLacey specifically. And this is going to sound like I'm not supportive. I am actually very supportive of deLacey and I personally have a three-year-old grandson who is in a Special Needs Class in another school district just like deLacey. I wish it were deLacey. It's much better. Yours is much better. But, you also need to understand that this may be the tip of the iceberg because most of the funding for deLacey comes through State grants. And that's very much in jeopardy. The whole program is in jeopardy based upon funding coming from the State of Illinois.

So contact your legislators, talk to them as you are talking to us. You have a very persuasive argument and none of us wants to do this. None of us. So with that I would be glad to accept a motion to adjourn.

Transcriptionist Note: Motion made, seconded, and approved.

Transcription Ends.

Certification

I, Roberta Glab, of 4006 Oak Avenue, McHenry, IL 60050, an employee of Office Team, 2800 W. Higgins Road, Hoffman Estates, IL 60195, 847 885-6228, hereby certify that the foregoing is a true and correct copy of that portion of the Regular Meeting of the Board of Directors held on March 8, 2010 at 7:30 p.m. relating to proposed budget reductions for 2010-2011. The meeting was held at Carpentersville Middle School, 100 Cleveland Avenue, Carpentersville, IL 60110.

/s/ Roberta Glab

Roberta Glab
Transcriptionist
For Office Team