

Center Cass Board of Education Meeting

Superintendent Report
03.08.2022

A. Strategic Plan 2022-2027

EDUCATION

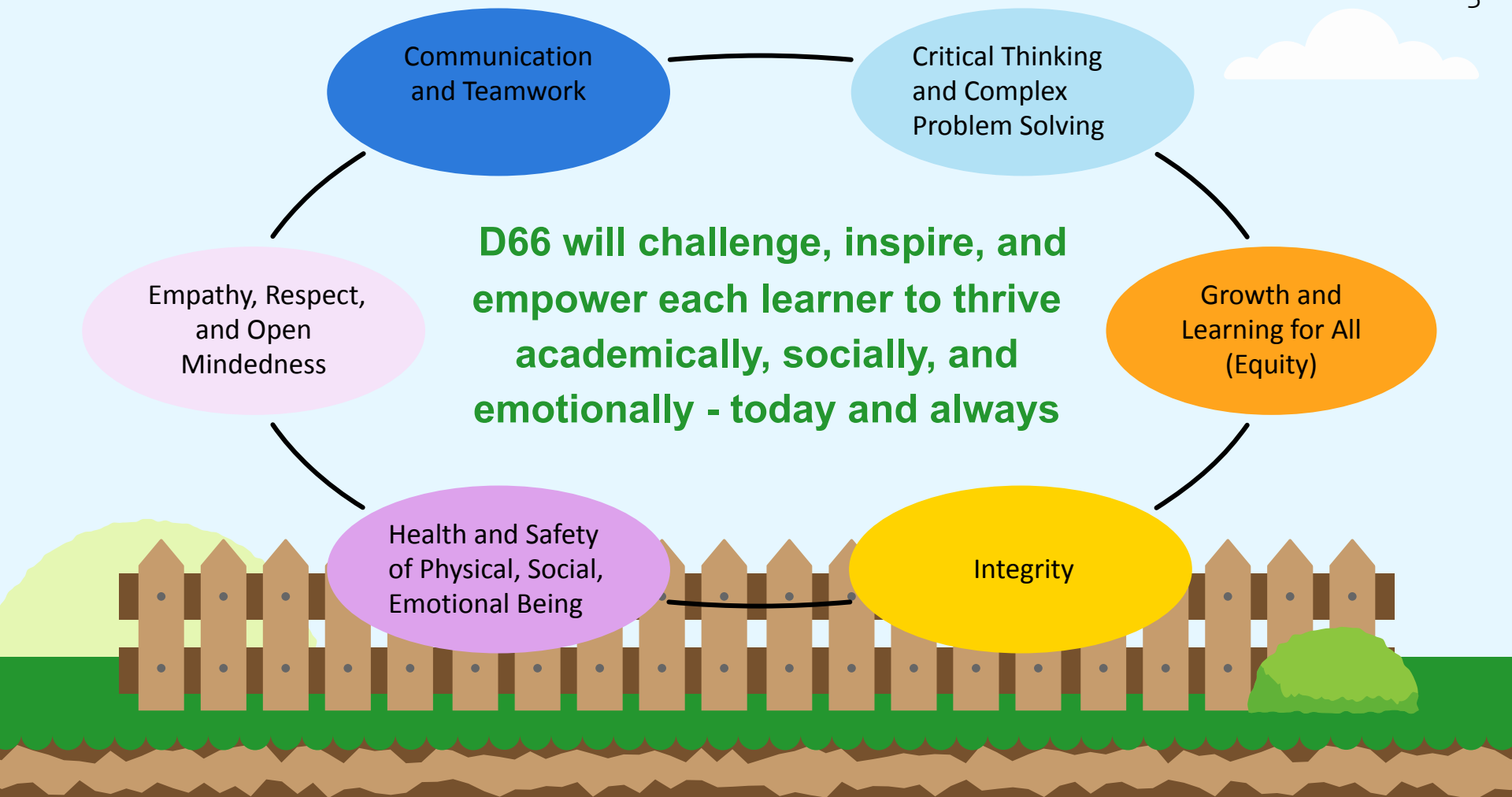
Deb Doyle - Director of Learning
Chris Esposito - Board Member
Brian Liedtke - Board Member
Kim Swaekausti - Grade 5 Teacher
Jessica Foster - Lakeview Principal
Joy Defors - Instructional Coach
Tania Forsman - Instructional Coach
Steve Mandru - Grade 4 Teacher
Erika Myers - Lakeview STEM Teacher
Maria Cristina Puleo - Parent
Anngell Jones - Parent
Becky Hull - Grade 1 Teacher
Abby Heavrin - Lakeview Student
Lily Kelliher - DGSHS Sophomore
Amy Vano - PTO Member

ESSENTIALS

Kim Liles - Dir. of Student Services
Joan Cullen - Board Member
Donna Sobotka -Board Member
Beth Bukey -Board Member
Keith Roberts - Dir. of Technology
Mark Pagel - PV Principal
LeAnn Harper - Grade 2 Teacher
Karen Roach - Social Worker
Beth Nyhlen - Lakeview PE Teacher
Emily Feylo - Prairieview Student
Cole Ellis - Lakeview Student
Gina Hendron - IMC/K Teacher
Bakr Alkanbari - DGSHS Senior
Jessica Sage - PTO Member
Diana Goldstein - Recorder

ENVIRONMENT

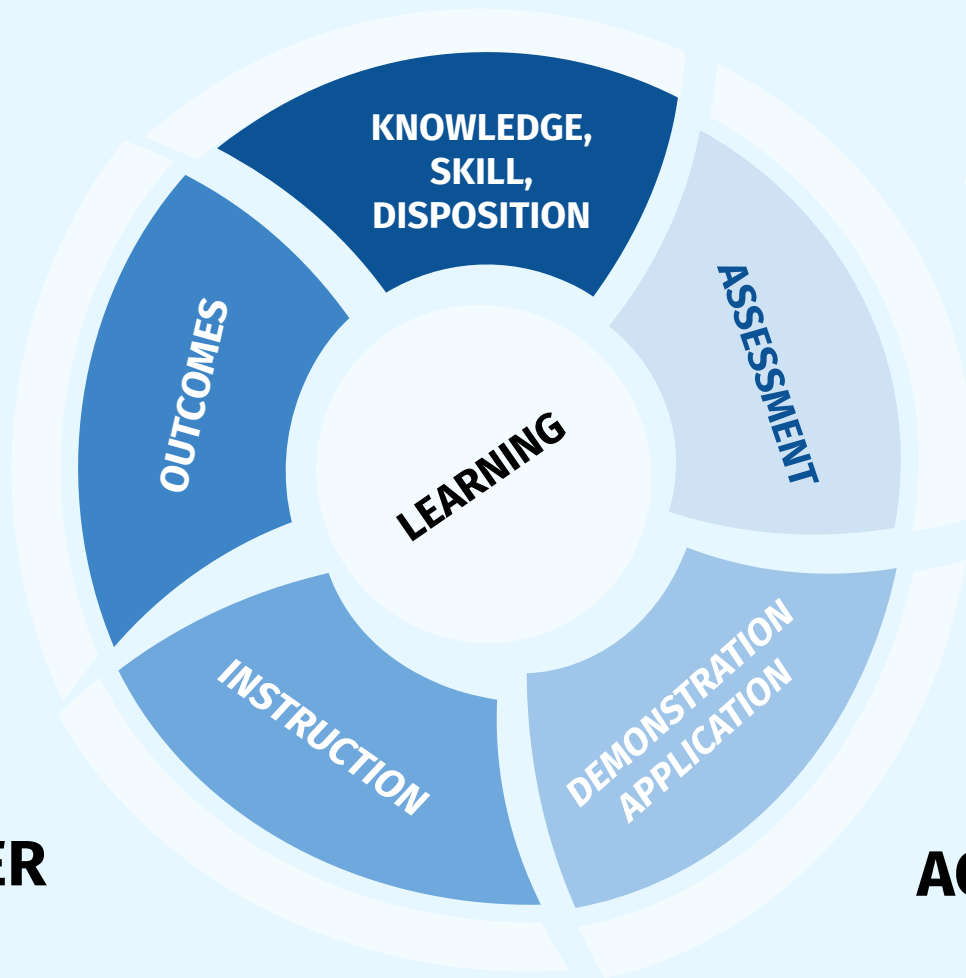
Dr. Wise - Superintendent
Liane Raso - Board President
Lori Hoffman - Board Member
Annie Diver - Lakeview Teacher
Mark Safranski - Lakeview Teacher
Sean Rhoads - Elizabeth Ide Principal
Tom Tiede - Dir. B&G, Trans./Parent
Jinsun Baek - District Nurse
Carol Tedeschi - Bus. Office Manager
Shana Howard - Parent
Alberto Mena - Custodial/Main.
Jake Little - Lakeview Teacher
Lori Bryant - PV Paraprofessional
Chaun Vo - Parent



PERSONALIZED

Goal One

DESIGN & DELIVER



ACQUISITION

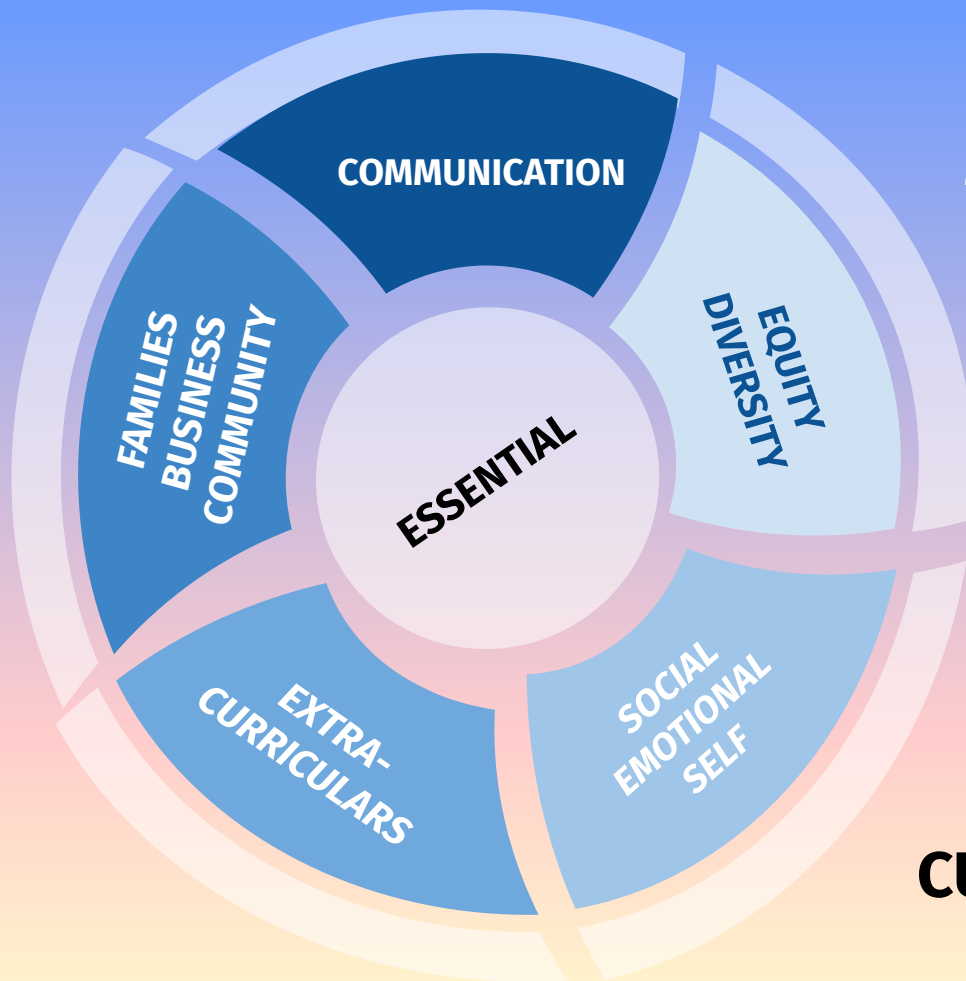
Monitoring Progress – District Dashboard

Goal Area One	Measurable Indicators
Learning Outcomes	Clear, documented, and understood learning outcomes at each level in which feedback can be provided from assessments
Instructional Environment	Completed Learning Cycle reviews in each focus area that are supported with development and resources
Instructional Environment	Observable Personalized Learning
Demonstration of Learning	System in which parents, students, and teachers track student progress toward demonstrating knowledge, skills, and/or dispositions (long-term learning outcomes)
Demonstration of Learning	Measurement of content knowledge assessments from classrooms, school level, district level, and/or state or national level

PARTNERSHIPS

Goal Two

EXPERIENCES



CULTURE

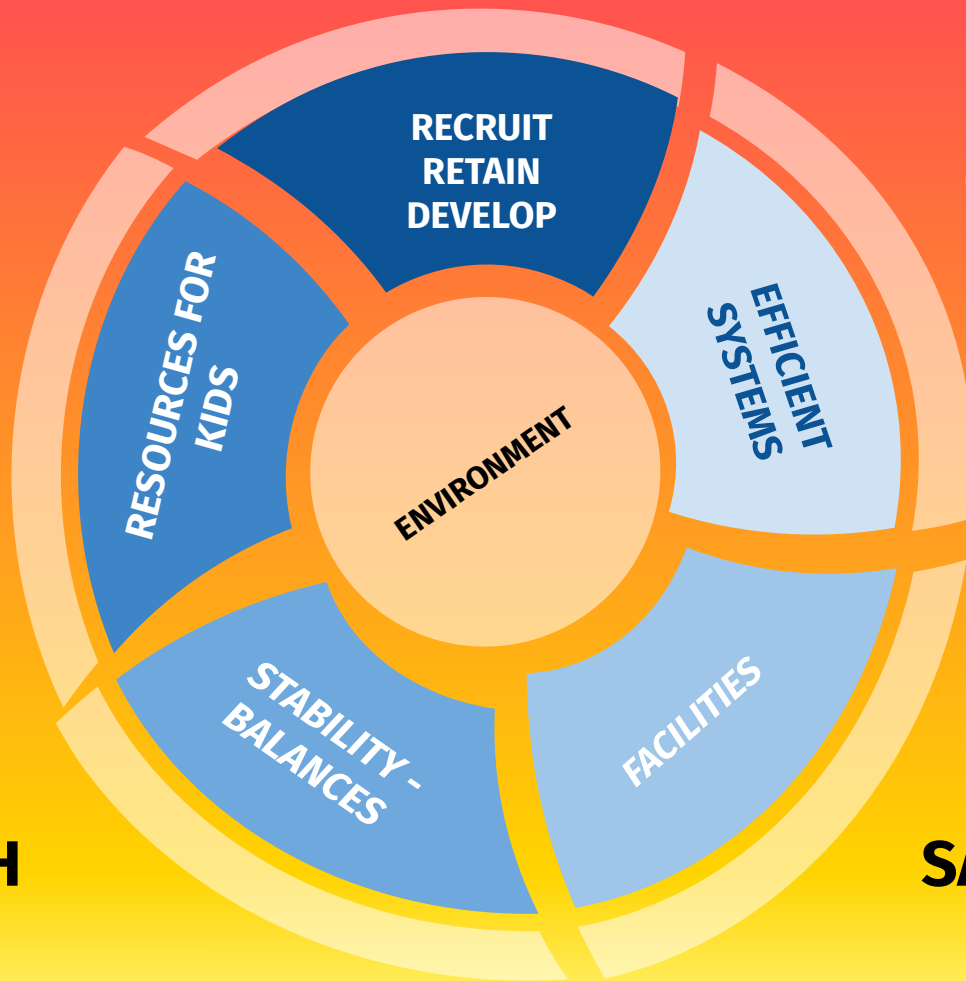
Monitoring Progress – District Dashboard

Goal Area Two	Measurable Indicators
Communications Plan	Streamlined and consistent plan to be measured via parent and/or community surveys
Ongoing Partnerships	Well established conduit (point person) between school and community to help build and sustain partnerships and programs
Activities or Clubs	Record of all students participating in a club or activity (school or community based)
Value and Celebrate Others	Completion of 5 year ICS Equity Journey with implemented tool
Teach and Assess SEL	85% or more of all students will demonstrate proficiency in SEL skills through the results of the exSELeator Benchmark Screener

QUALITY STAFF

Goal Three

FINANCIAL HEALTH



SAFE SPACES

Monitoring Progress – District Dashboard

Goal Area Three	Measurable Indicators
Adequate Revenue	Obtain enough new revenue each year to meet needs
Financial Stability	Have 3-6 months cash on hand in each fund (not counting early taxes)
Recruitment and Retention	Above DuPage average or median compensation for each position in the district
Adequate Personnel	Appropriate # of personnel to maintain a safe and enriching environment using EBF model, high performing districts, and best practice as a guide
Safe Environments	Complete all the items in the Health Life Safety Survey, Audits, and Amendments
Future Focused Spaces	Proper infrastructure, resources, and learning spaces to meet outcomes defined in Goal 1 & Goal 2
Good Stewards via Efficiency	Implement and share human and technological systems to become more efficient, effective, and proactive

Research and Resources Include But Not Limited To:

AASA Vision 2025 - http://aasacentral.org/wp-content/uploads/2021/04/CommissionReportFINAL_040821.pdf

US DOE Vision - <https://www.ed.gov/news/press-releases/secretary-cardona-lays-out-vision-education-america>
<https://www.k12dive.com/news/cardona-calls-for-us-education-reset/617912/>

Ed Reimagined <https://education-reimagined.org/wp-content/uploads/2021/01/A-Transformational-Vision-for-Education-in-the-US.pdf>

ISBE Equity and ISBE Strategic Plan - <https://www.isbe.net/equity> / <https://www.isbe.net/Documents/ISBE-Strategic-Plan.pdf>

ISBE Financial and District Profile - <https://www.isbe.net/Documents/OEPP-PCTC-Profile.pdf> / <https://www.illinoisreportcard.com>

US Department of School Safety - <https://www.schoolsafety.gov/>

World Economic Forum - <https://www.weforum.org/>

Institute for Habits of Mind (Bill Costa) - <https://www.habitsofmindinstitute.org/learning-the-habits/>

Unfold Learning (Bill Rankin) - <https://unfoldlearning.net/>

Most Likely to Succeed (Tony Wagner) - <https://youtu.be/AYwCkCecwNY>

Myth of Average (Todd Rose)- <https://youtu.be/4eBmyttcfU4>

McTighe and Associates (Jay McTighe) - <https://jaymctighe.com/resources/#1514647183121-2174a098-07d5>

Center Cass School District 66 Strategic Plan



Mission Statement

District 66 will challenge, inspire, and empower each learner to thrive academically, socially, and emotionally - today and always.



Equity Statement

District 66 believes inclusion plays a vital role in high-quality educational opportunities for all students. We are committed to providing a safe and equitable learning environment that fosters a mindset of empathy, respect, and belonging for all District 66 students and staff. By respecting each person's unique identity, perspective, and learning style, we create a stronger community. We honor differences including races and cultures, genders and sexual orientations, abilities and aspirations, identities and affiliations, socioeconomic status, and worldviews. Valuing each individual's contributions and recognizing diversity prepares our students to thrive in an increasingly complex global community.



Vision Statement for Education

District 66 will continue to adapt to the future by providing experiences that allow students to be innovators. Teachers and students work together to create learning experiences that include real-world applications. Students are encouraged to take risks, make mistakes, and be creative and passionate about what they are learning. Our assessment practices and learning outcomes allow for students to demonstrate the skills, dispositions, and knowledge needed to be continuous learners and future citizens.



Vision Statement for Essential Educational Supports

District 66 will empower well-rounded and thoughtful students who are prepared to adapt in an ever-changing world. This will be accomplished through a safe and supportive environment where everyone is valued, differences are celebrated, and life-long skills are fostered.



Vision Statement for Environment

District 66 will continuously grow and allow for our students to succeed, today and always.

Integrity

We believe in living, learning, and leading with integrity by continually aligning our actions with our values.

Safety

We believe in a culture and community that ensures physical and emotional safety for all; to learn, grow, and thrive in District 66.

Communication

We believe in open, honest, asset-based communication as an exchange that includes genuine interest in other perspectives and is free from judgment.

Growth

We believe in developing a culture of lifelong personal and professional growth.

Empathy

We believe that empathy is the heart of our district; demonstrating we understand and appreciate the thoughts and feelings of others so all feel secure to learn and grow.

Teamwork

We believe teamwork is the cornerstone of a collaborative environment where all feel they have a voice, agency, and ownership in their collective and independent learning and growth.

Critical Thinking

We believe in modeling and empowering all to question and synthesize information to guide one's thinking, action, or problem-solving.

Equity

We believe in high quality teaching and learning for all and a shared responsibility for equitable access, social justice, and inclusion.

Open Minded

We believe in the willingness to consider varied ideas, thoughts, and viewpoints; empathize through disagreements; and seek first to understand, then be understood.

Respectfulness

We believe in honoring diversity and individuality by treating each other with unconditional positive regard.

Balanced Health

We believe that in order to learn and grow we need to promote balanced health: physical, social, emotional, and mental well-being.

Learning

We believe in high expectations that are met through quality experiences with appropriate resources inside environments that foster the development of personalized skills, dispositions, and the knowledge necessary for success.



Core Values and Beliefs



District 66 Goals and Measurable Indicators



GOAL 1

District 66 will reach our Educational Vision by:

Creating and Measuring Learning Outcomes

- Clear, documented, and understood learning outcomes at each level in which feedback can be provided from assessments

Creating an Instructional Environment that is Engaging and Empowering

- Completed Learning Cycle reviews in each focus area that are supported with development and resources
- Observable Personalized Learning

Providing Feedback on the Demonstration of Learning

- System in which parents, students, and teachers track student progress toward demonstrating knowledge, skills, and/or dispositions (long term learning outcomes)
- Measurement of content knowledge assessments from classrooms, school level, district level, and/or state or national level



GOAL 2

District 66 will reach our Essential Supports Vision by:

Creating and Consistently Implementing a Communications Plan

- Streamlined and consistent plan to be measured via parent and/or community surveys

Developing Ongoing Partnerships with Parents, Organizations and Businesses

- Well established conduit (point person) between school and community to help build and sustain partnerships and programs

Ensuring Every K-8 Student is in a Before/After School Activity or Club

- Record of all students participating in a club or activity (school or community based)

Fostering a Culture Where Everyone is Valued and Differences are Celebrated

- Completion of 5 year ICS Equity Journey with implemented tools

Committing to Develop the Whole Child by Teaching and Assessing SEL

- 85% or more of all students will demonstrate proficiency in SEL skills through the results of the exSElerator Benchmark Screener



GOAL 3

District 66 will reach our Environmental Vision by:

Securing Adequate Revenue to Achieve District Goals

- Obtain enough new revenue each year to meet needs

Regaining Financial Stability and Carry State Recommended Fund Balances

- Have 3-6 months cash on hand in each fund (not counting early taxes)

Being Competitive in the Recruitment and Retention of Employees

- Above DuPage average or median compensation for each position in the district

Staffing Schools with Adequate Personnel to Achieve Mission

- Appropriate # of personnel to maintain a safe and enriching environment as defined by EBF model and area

Maintaining Safe Environments for Working and Learning

- Completed all the items in the Health Life Safety Survey, Audits, and Amendments

Creating Future Focused Learning Spaces


- Proper infrastructure, resources, and learning spaces to meet outcomes defined in Goals 1 & 2

Being Good Stewards of Tax Dollars by Becoming More Efficient

- Implement and share human and technological systems to become more efficient, effective, and proactive

Providing Varied yet Targeted Development for All Employees

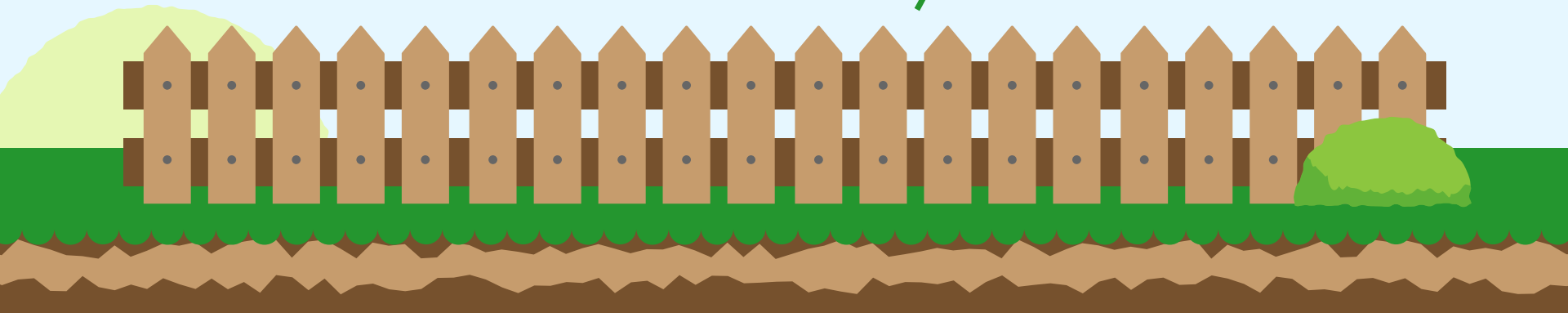
- Every staff member develops themselves through D66 sessions and other opportunities to meet Goals 1 & 2

The background is a solid light blue color. There are three stylized, white, fluffy clouds: one in the top right corner, one in the bottom left corner, and a smaller one partially visible on the left edge.

Discussion or Questions from the Board

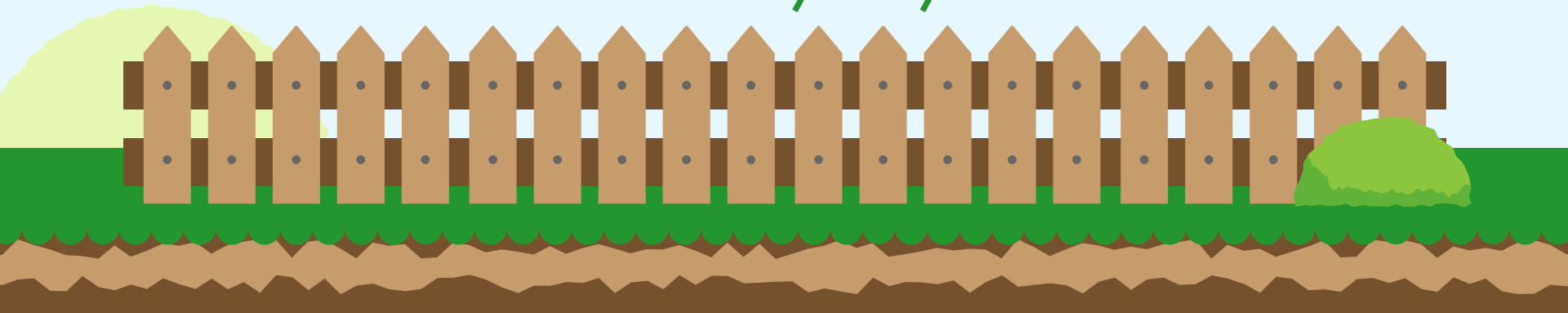
B. Discussion on Why June 28th Referendum is Needed

1. Do not bring in enough revenue annually to pay one year of expenditures.
2. We don't have the ability to reduce more staff or expense, as we currently do not have the staff or resources necessary to educate kids.
3. We do not have any reserves left to pay bills until early tax arrives.
4. We have state mandated obligations which we are unable to meet.
5. We have state mandated Health Life Safety work we are unable to do.



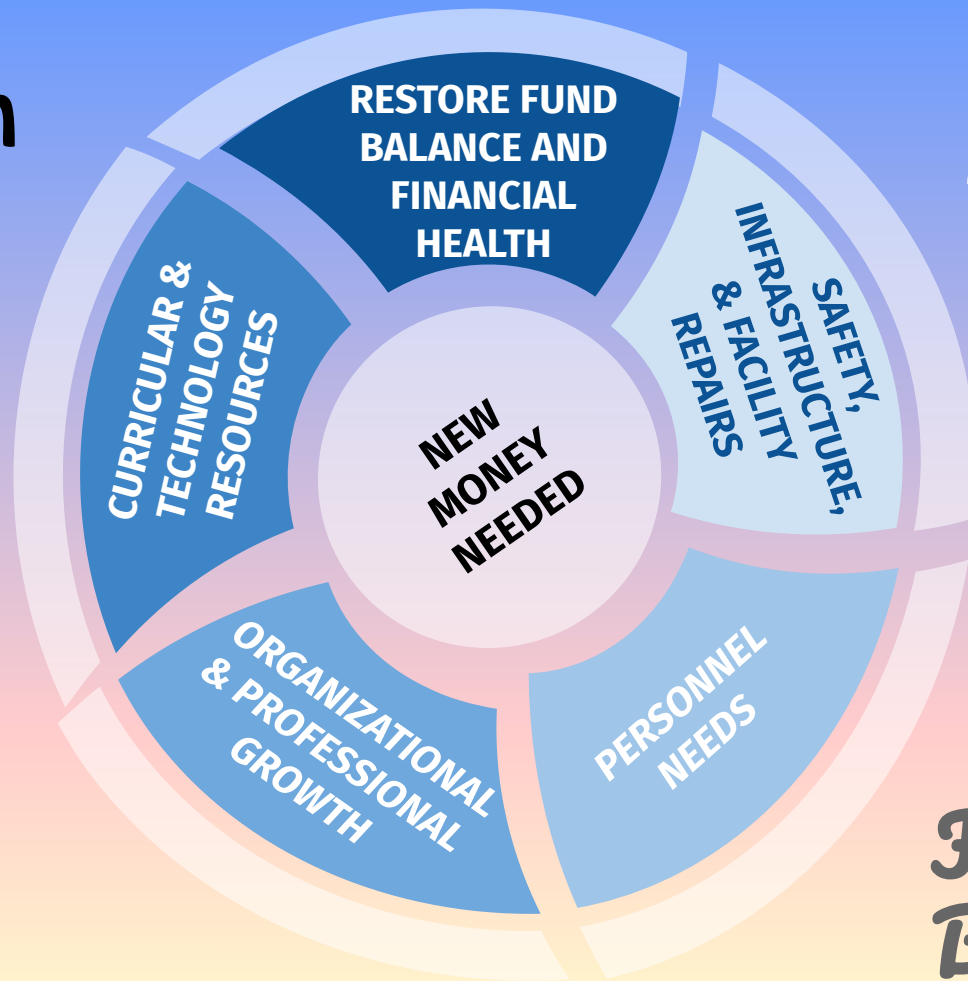
B. Discussion on Why June 28th Referendum is Needed

6. We need staff to address mental and emotional health of students.
7. We need staff to address physical health and safety of students.
8. We need up-to-date and enough resources for kids and adults.
9. We need development to continuously grow.
10. With only 10% of funding from State/Federal government, we have to take care of our kids and community locally



B. Discussion on why \$3.0 million is requested

**New Money
Dedicated to
Each Main
Area
Annually**



***Financial
Breakdown***

Summary of Needs in 5 Areas

Example of How Money Could Be Split Between Needs

Hypothetical Annual Contribution	Total	% of Total
Restore Fund Balances	\$750,000	25%
Safety and Infrastructure Needs	\$750,000	25%
Personnel Needs	\$750,000	25%
Curriculum and Resource Needs	\$600,000	20%
Organizational Growth	\$150,000	5%
Total	\$3,000,000	100%

Summary of How Money Could Be Split Between Needs

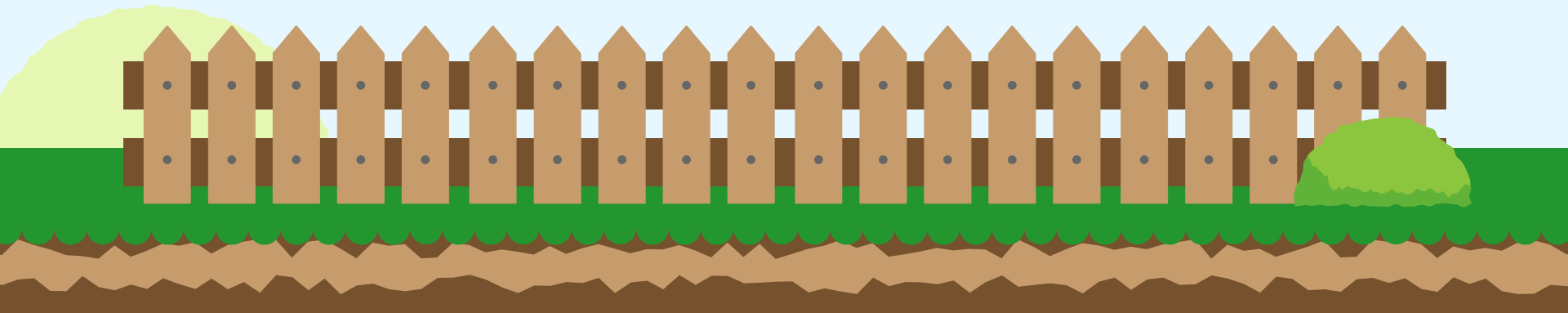
There are substantial needs in every area of the District. Depending on needs of the year, progress in an area, or district financial health, the % devoted to each area could change.

Hypothetical Annual Contribution	% of Total Possibility	% of Total Possibility	% of Total Possibility	% of Total Possibility
Restore Fund Balances	25%	60%	20%	15%
Safety and Infrastructure Needs	25%	15%	50%	15%
Personnel Needs	25%	10%	15%	25%
Curriculum and Resource Needs	20%	10%	12%	25%
Organizational Growth	5%	5%	3%	20%

Restoring Fund Balances

Restoring Fund Balances – hypothetical \$750,000 a year

With the school district being out of fund balances, and no new referendum money arriving until May of 2023 (if it passes), it would take approximately 13 years (2035) to build 3 months of reserves and 19 years to build 6 months of reserves (2041).



Snapshot from Audit 2021 showing negative fund balance

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	ED	OM	BI	TRANS	IMRF
Fund Balance Before Advanced Taxes, July 1, 2020	(1,911,903)	311,045	(36,465)	(308,425)	(113,338)
Fund Balance Before Advanced Taxes, June 30, 2021	(1,428,690)	(202,864)	(21,460)	18,179	(91,308)
Advanced Taxes Received Prior to June 30, 2021	5,299,602	376,118	464,513	338,945	242,355
Fund Balance After Advanced Taxes, June 30, 2021	3,870,912	173,254	443,053	357,124	151,047

(1) Real Estate Receipts have been reduced by the 2020 Levy received prior to June 30, 2021, and increased by the 2019 Levy received prior to June 30, 2021.

Before Advanced Taxes

% of Fund Balance to cover CY Expense	-11.29%	-17.02%	-1.93%	2.41%	-19.67%
Days Expenses on hand	(41.2)	(62.1)	(7.0)	8.8	(71.8)
Months Expenses on hand	(1.4)	(2.0)	(0.2)	0.3	(2.4)

See Negative Fund Balance and Days Cash on Hand in bottom 3 rows

District 66 carries a Negative Fund Balance without early taxes – how is that possible?

Of the approx \$14 million in taxes D66 receives for the upcoming school year, all \$14 million should show up after June 30 (end of a district's fiscal year when fund balances are calculated). In DuPage County, half the taxes for next year show up before June 30 and appear to be fund balance but they are not; it is the operational money for next year. The district has been using next year's money to pay bills in May and June. Therefore, when subtracting out early taxes for next year, the district has negative fund balances when they end the year.

Restoring Fund Balance Without Early Taxes – Ex. Normal School Year²²

	First Payroll-Bills	Second Payroll-Bills	Monthly Total	Running Total
July 2022	\$750,000	\$750,000	\$1,500,000	\$1,500,000
Aug 2022	\$750,000	\$750,000	\$1,500,000	\$3,000,000
Sept 2022	\$750,000	\$750,000	\$1,500,000	\$4,500,000
Oct 2022	\$750,000	\$750,000	\$1,500,000	\$6,000,000
Nov 2022	\$750,000	\$750,000	\$1,500,000	\$7,500,000
Dec 2022	\$750,000	\$750,000	\$1,500,000	\$9,000,000
Jan 2023	\$750,000	\$750,000	\$1,500,000	\$10,500,000
Feb 2023	\$750,000	\$750,000	\$1,500,000	\$12,000,000
Mar 2023	\$750,000	\$750,000	\$1,500,000	\$13,500,000
April 2023	\$750,000	\$750,000	\$1,500,000	\$15,000,000
May 2023	\$750,000	\$750,000	\$1,500,000	\$16,500,000
June 2023	\$750,000	\$750,000	\$1,500,000	\$18,000,000

Hypothetical for Monthly Expense of \$1.5 m with \$750K infusion to Rebuild ²³

	Monthly Bills/Payroll Not Able to Make in Red, Able to Pay in Black, Fund Balance in Green (everything consistent which it won't be)
June 22	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 23	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 24	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 25	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 26	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 27	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 28	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 29	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 30	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30
June 31	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15
June 32	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30
June 33	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15
June 34	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30
June 35	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15
June 36	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15, Sep 30
June 37	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15, Sep 30, Oct 15
June 38	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15, Sep 30, Oct 15, Oct 30
June 39	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15, Sep 30, Oct 15, Oct 30, Nov 15
June 40	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15, Sep 30, Oct 15, Oct 30, Nov 15, Nov 30
June 41	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15, Sep 30, Oct 15, Oct 30, Nov 15, Nov 30, Dec 15
June 42	Mar 30, Apr 15, Apr 30, May 15, May 30, June 15, June 30, July 15, July 30, Aug 15, Aug 30, Sep 15, Sep 30, Oct 15, Oct 30, Nov 15, Nov 30, Dec 15, Dec 30

Who says you should carry at minimum 2-3 months of cash on hand (non-restricted meaning before early taxes) and preferably 4-6?

Illinois School Board Association - Fritts

Illinois Association of School Business Officials

Illinois State Board of Education

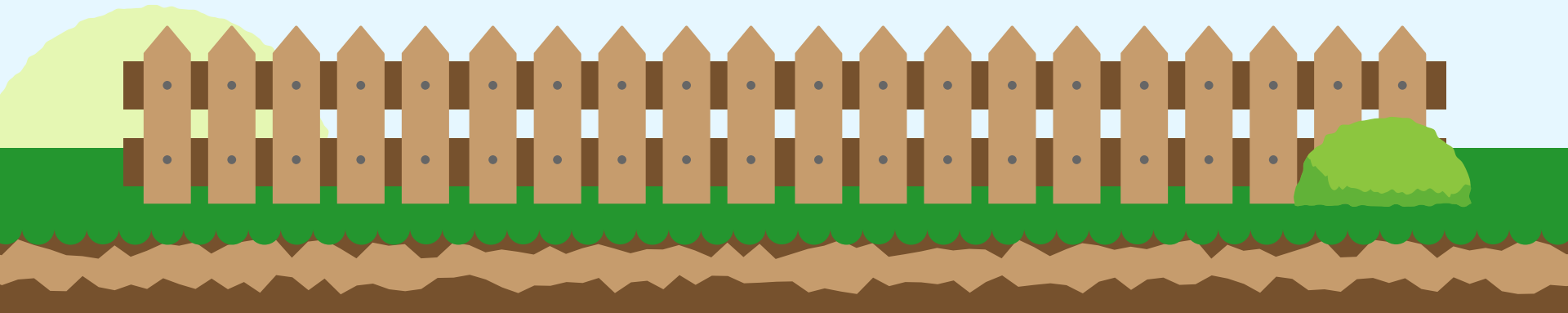
Government Officials Finance Association

Business World

Township Associations

Safety Infrastructure and Repairs

Hypothetical – \$750,000 a year every year to address HLS needs and safety concerns. At this rate the district could take care of all A and B violations on the 10 year survey and begin to address C violations. If any dollars remain, the District could begin on non code violations identified by architect and engineers (which could become A or B items in the next 10 year survey in 2032). The process repeats itself every 10 years. Also can pay down existing debt when callable.



Big Ticket Items in the 10 year HLS Survey or Through Other Means

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Item	Cost Aug 21	Cost w / Con	Arch Rec Cost
Failing Roof Sections 1, 2, and 3 at LV	\$1,600,000	\$480,000	\$2,080,000
Failing HVAC at LV	\$1,300,000	\$390,000	\$1,690,000
Failing HVAC Controls at PV and LV	\$700,000	\$210,000	\$910,000
Failing Sidewalks at PV and LV	\$125,000	\$37,500	\$162,500
Failing Parking Lots at PV and LV	\$500,000	\$150,000	\$650,000
Failing Floor Tile in PV Multi-Purpose Room and Gym	\$218,000	\$65,400	\$283,400
Failing Floor Tile in IDE Gymnasium	\$128,000	\$38,400	\$166,400
Failing Intercom Systems at PV and LV	\$125,000	\$37,500	\$162,500
Structurally Compromised Exterior Metal Wall at LV	\$640,000	\$192,000	\$832,000
Insufficient Camera Coverage for Safety PV & LV	\$50,000	\$15,000	\$65,000
Failing Fire and Intruder Alarm Systems IDE, PV, & LV	\$200,000	\$60,000	\$260,000
Failing Water Heater and Associated Plumbing LV	\$80,000	\$24,000	\$104,000
Lighting	\$793,000	\$237,900	\$1,030,900
Other Concerns >\$50,000 (doors, windows, plumb, walls)	\$299,438	\$89,831	\$389,269
Grand Total of HLS Work	\$6,758,438	\$2,027,531	\$8,785,969
Non Code Violations But Identified as Needing Done	\$1,606,384	\$481,915	\$2,088,299
Total of HLS and Non HLS Identified from HLS Walk Through	\$8,364,822	\$2,509,447	\$10,874,269

Who Says You Need to Fix Your Buildings after a Health Life Safety Visit?

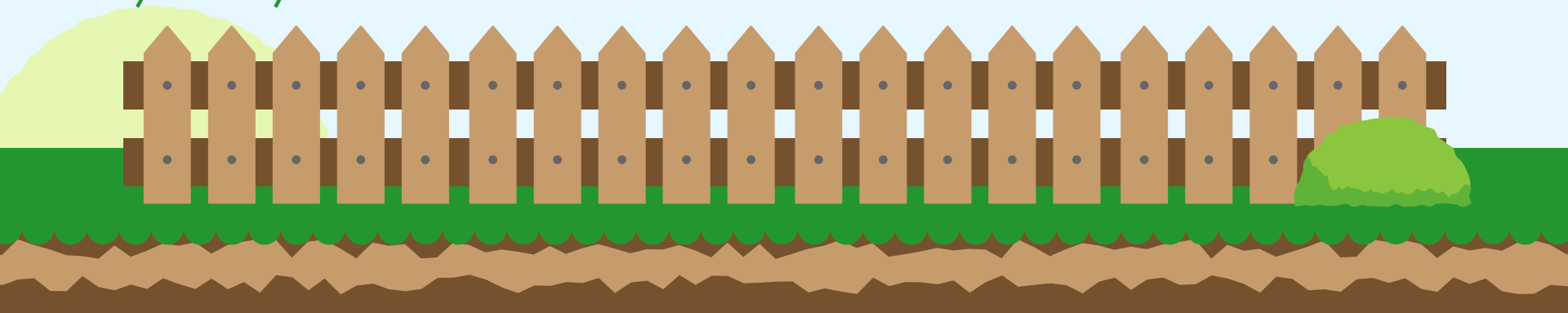
Illinois State Board of Education

Regional Office of Education

Illinois General Assembly - Law

Curriculum, Resources, Courses, Class Env, and Experiences

Hypothetical – \$600,000 a year every year to address the learning environment of the district. A learning cycle review needs to be conducted in the following areas: Reading (underway), Language Arts (underway), Math, Science, Social Studies, STEM, Special Education, Art, Music, Encore, SEL, Equity, PE, Extracurriculars, Band, and Chorus. Each subject area above is a multi-year process. A review should be conducted every 5-10 years. Costs are estimates.



Curriculum, Resources, Courses, Class Env, and Experiences

Restoring Building, Classroom, and Activity Budgets

- 92 Regular Positions - \$400 dollars back per year is \$36,800
- 44 Extra Curricular Positions - \$300 dollars back per year is \$13,200

Learning Review Cycle - \$450,000 per year (1 or 2 subjects)

- Teacher/Staff Digital Access and Materials
- Student Consumable and Digital Resources
- Assessment and Reporting Systems
- Development on Instructional Design Development

Innovation, Courses, Environment - \$100,000

- Business and Innovation Courses and Experiences (Shark Tank, etc.)
- STEM, Robotics, Coding, AI, etc.
- Learning Center Enhancements
- Furniture, Manipulatives, Technology, etc.

Who Says You Need to Update Your Curriculum and Resources?

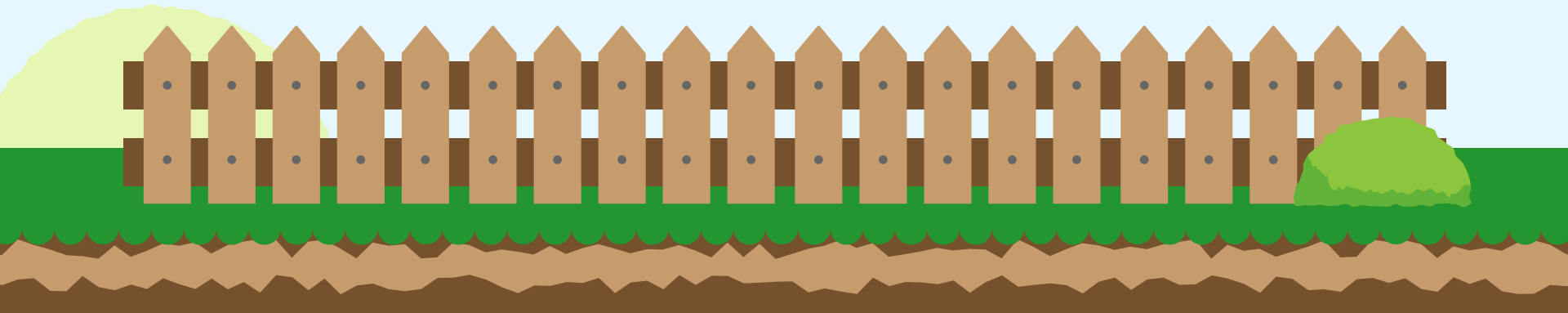
Illinois State Board of Education

Regional Office of Education

Illinois General Assembly - Law

Organizational Growth (Including Community Partnerships)

Hypothetical – \$150,000 infused each year to develop our people, connect with our community, partner with our businesses, and grow the entire organization. Costs are estimates.



Organizational Growth

- Professional Development - \$115,500
 - District Wide Initiatives such as Equity and Learning - \$45,000 annually
 - With 175 employees - putting an additional \$400.00 dollars per year towards their development is \$70,000
- Community, Business, Career Exploration, Extracurriculars, and Communication - \$20,000
 - Events for students put on through School-Business-Community Partnerships
 - Developing a Communications and Connections Plan
 - Having a Communications and Community Liaison
 - Having Extracurriculars that align to interest and career pathways (and having a conducive space and materials to run the activity)
- Systems of Efficiency - \$14,500
 - New energy initiatives, technologies, operations to save down the road

Who Says You Need to Grow Your Organization

Equity - American Association of School Administrators, US Department of Education, Illinois State Board of Education,

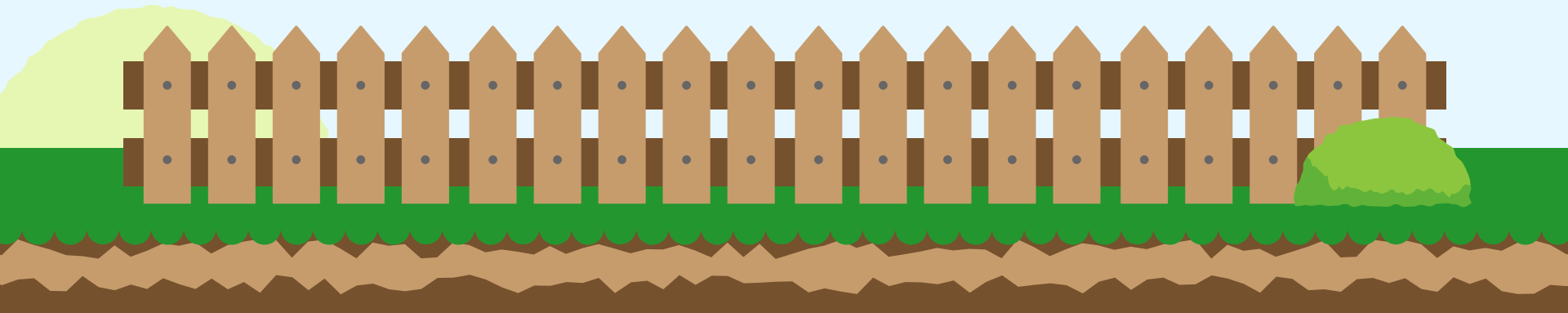
Development - US Department of Education, ISBE, Avg. Spending on Development,

CCR and EC - Illinois State Board of Education, College Board (SAT and AP), Association for Career and Tech Ed, AASA Redefining Ready

Community and Communications - US Dept of Ed, Illinois State Board of Education

Personnel

Hypothetical - \$750,000 every year infused into the learning environment to properly staff our buildings is needed. The following positions are either outlined in the Strategic Plan or have been cut. Cost is an estimate of salary, benefits, and on-boarding.



Personnel Needs and Those Tied to Grants

Address Social and Emotional Needs of Students (for example Social Workers)

- Currently have one per building
- Need **one** additional per building ($\$75,000 \times 3 = \$150,000$)

Address All Student Needs by Keeping Class Size Under 27 - IDE Classroom Teaching Position (\$75,000)

- Currently being paid for by Federal COVID Relief Grant
- Need revenue to bring position back

Address All Student Needs by Keeping Class Size Under 27 - PV Classroom Teaching Position (\$75,000)

- Currently being paid for by Federal COVID Relief Grant
- Need revenue to bring position back

Address Early Learning and Meet Special Education Obligation - IDE Special Education ECE Position (\$75,000)

- Currently being paid for by Federal COVID Relief Grant
- Need revenue to bring position back (possibly new State Grant)

Address Student Needs - LV Special Education Position (\$75,000)

- Cut But Needed
- Need revenue to bring position back

Personnel Needs

Address Medical and Safety Needs of Students (for example possibly a LV Nurse (.5) / Athletic Trainer (.5))

- Currently have two part time nurses to assist District Nurse
- One of part time nurses being paid out of grant which is going away
- Need **one** nurse/athletic trainer from 11:30 am to 7:30 pm (\$75,000)

Address Language and Equity Needs of Students (for example possibly a Foreign Language Teacher)

- Currently we have one Spanish teacher at LV and one English Language teacher for District
- Need **one** Foreign Language teacher to assist students/families and increase Foreign Language exposure at LV, PV, and IDE (\$75,000)

Address Science, Technology, and Math Needs of Students (for example possibly a STEM-TECH Teacher)

- Currently have one STEM teacher at LV but no one for IDE or PV
- Need **one** STEM-TECH teacher to share between IDE and PV (\$75,000)

Address Safety and Self Skill Needs of Students (for example possibly a Shared School Resource Officer)

- Currently have no dedicated SRO to District 66 - did at one time
- Need **one** SRO to share between District 66 and Neighboring District (\$50,000)

Address Quality Employees and Community Connection - Competitive Salary and Benefits (\$80,000)

- Ensure that we are at least at avg area salary/benefits so we can recruit and retain staff
- Meet Illinois Minimum Wage Law
- Community-School Liason (could be a stipend position in each school - less than \$2,000 stipend annually)

Who Says You Need Social Workers, SROs, STEM, Language Specialists, and Special Ed Personnel?


SRO - Illinois Department of Human Services, National Association of School Principals, The White House, US Department of Justice

Social Workers - State Law via Evidence Based Funding Formula, Illinois State Board of Education, US Secretary of Education Carmona

STEM - US Department of Education, National Science Foundation, Illinois State Board of Education, Foundational ISBE Career Cluster

Language - US Department of Justice, Illinois State Board of Education, National Association for World Languages

Special Ed - US Department of Education, Illinois State Board of Education, Office of Special Education at DOE

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Discussion or Questions from the Board

C. Ballot Question for June 28, 2022

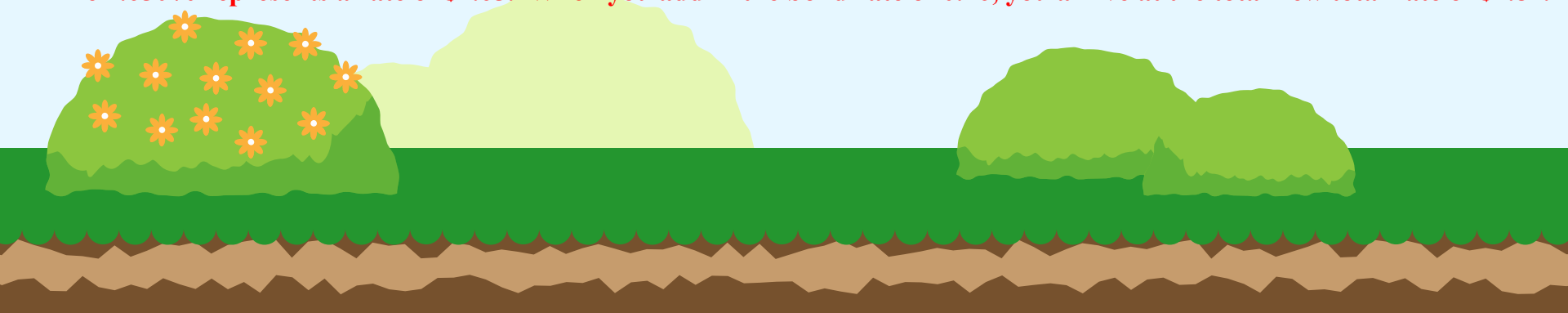
PROPOSITION TO INCREASE LIMITING RATE OF CENTER CASS SCHOOL DISTRICT 66, DUPAGE COUNTY ILLINOIS

Shall the limiting rate under the Property Tax Extension Limitation Law for Center Cass School District 66, DuPage County, Illinois be increased by an additional amount equal to 0.506% above the limiting rate for school purposes for levy year 2020 and be equal to 2.650% of the equalized assessed value of the taxable property therein for levy year 2022?

YES

NO

The 2.650% represents a rate of \$2.65. When you add in the bond rate of 0.16, you arrive at the total new total rate of \$2.81.



Estimated Impact on Voters

4
0

(3% Reassessment in LY22 for taxbills
payable in 2023)

Current Home Value	Tax Bill in LY22 Without Refendum	Tax Bill in LY22 With Refendum	Difference Due to Referendum (1)
\$200,000	\$1,393	\$1,716	\$323
\$300,000	\$2,154	\$2,653	\$499
\$400,000	\$2,915	\$3,591	\$676
\$500,000	\$3,676	\$4,528	\$852
\$600,000	\$4,437	\$5,466	\$1,028
\$700,000	\$5,198	\$6,403	\$1,205
\$800,000	\$5,959	\$7,341	\$1,381
\$900,000	\$6,720	\$8,278	\$1,558

(1) Actual tax rates and payments may vary based on District-wide EAV growth, individual homeowner reassessment, State Law changes, property tax rate initiatives, and other factors. Includes \$6,000 homeowner exemption

Anticipated New Tax
Rate approx \$2.81
from \$2.30 is .51 cent
increase. Would rank
15 out of 27 for K-8
Districts. We would
be just in the bottom
half, still under the
median and still
under the average
by .18 cents

Rank	District	District Name	Community	Total Tax Rate 2020	Targeted Revenue Inc.
1	GRADE SCHOOL DISTRICT NO. 16	Queen Bee	Glendale Heights	4.70	
2	GRADE SCHOOL DISTRICT NO. 33	West Chicago	West Chicago, Winfield, Warrenville, Batavia	4.58	
3	GRADE SCHOOL DISTRICT NO. 93	Bloomingtondale	Bloomingtondale, Carol Stream, Hanover Park, Glendale Heights	4.56	
4	GRADE SCHOOL DISTRICT NO. 68	Woodridge	Woodridge, Lisle, Downers Grove, Bolingbrook	4.22	
5	GRADE SCHOOL DISTRICT NO. 2	Bensenville	Bensenville, Addison, Wood Dale, Elk Grove, Chicago	3.96	
6	GRADE SCHOOL DISTRICT NO. 89	Glen Ellyn	Glen Ellyn, Lombard, Wheaton, Downers Grove	3.74	
7	GRADE SCHOOL DISTRICT NO. 44	Lombard	Lombard, Glen Ellyn, Downers Grove	3.71	
8	GRADE SCHOOL DISTRICT NO. 20	Keeneyville	Hanover Park, Roselle, Bloomingtondale, Schaumburg	3.60	
9	GRADE SCHOOL DISTRICT NO. 12	Roselle	Roselle, Schaumburg	3.46	
10	GRADE SCHOOL DISTRICT NO. 45	Villa Park	Villa Park, Lombard, Oakbrook Terrace, Oakbrook	3.43	
11	GRADE SCHOOL DISTRICT NO. 41	Glen Ellyn	Glen Ellyn, Carol Stream, Glendale Heights, Lombard, Wheaton	3.36	
12	GRADE SCHOOL DISTRICT NO. 13	Bloomingtondale	Bloomingtondale, Roselle, Addison	3.00	
13	GRADE SCHOOL DISTRICT NO. 60	Maercker	Clarendon Hills, Westmont, Willowbrook, Darien, Hinsdale	2.99	
14	GRADE SCHOOL DISTRICT NO. 61	Darien	Darien, Downers, Westmont, Willowbrook	2.95	
15	GRADE SCHOOL DISTRICT NO. 66	Center Cass	Downers Grove, Darien, Woodridge	2.81	\$3,000,000
16	GRADE SCHOOL DISTRICT NO. 63	Cass	Darien	2.71	
17	GRADE SCHOOL DISTRICT NO. 180	Burr Ridge	Burr Ridge, Lemont	2.65	
18	GRADE SCHOOL DISTRICT NO. 11	Medinah	Roselle, Itasca,	2.59	
19	GRADE SCHOOL DISTRICT NO. 181	Hinsdale	Hinsdale, Burr Ridge, Clarendon Hills, Oak Brook	2.36	
20	GRADE SCHOOL DISTRICT NO. 113a	Lemont-Bromberek	Lemont, Woodridge, Darien, Bolingbrook	2.30	
	GRADE SCHOOL DISTRICT NO. 66	Center Cass	Downers Grove, Darien, Woodridge	2.30	\$0
21	GRADE SCHOOL DISTRICT NO. 4	Addison	Addison, Lombard, Villa Park, Wood Dale	2.29	
22	GRADE SCHOOL DISTRICT NO. 7	Wood Dale	Wood Dale, Itasca, Elk Grove, Bensenville	2.22	
23	GRADE SCHOOL DISTRICT NO. 10	Itasca	Itasca, Wood Dale	2.20	
24	GRADE SCHOOL DISTRICT NO. 58	Downers Grove	Downers Grove, Oak Brook, Lombard, Westmont, Woodridge, Lisle	1.98	
25	GRADE SCHOOL DISTRICT NO. 62	Gower	Willowbrook, Burr Ridge	1.76	
26	GRADE SCHOOL DISTRICT NO. 48	Salt Creek	Villa Park, Elmhurst, Oakbrook Terrace, Oakbrook	1.55	
27	GRADE SCHOOL DISTRICT NO. 53	Butler	Westmont, Oakbrook	1.16	
Average (excludes District 66 Options Above):				2.98	
Median (excludes District 66 Options Above):				2.95	

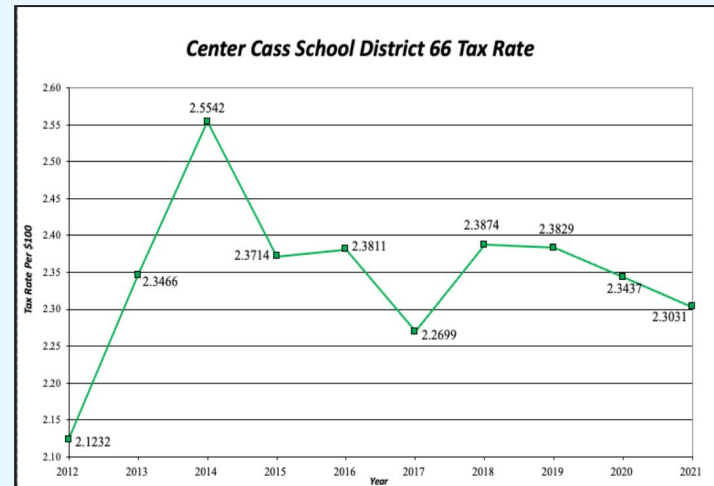
Approving this Referendum does not permanently increase the rate


Approving a limiting rate increase means you have a new cap, which may fluctuate a bit depending on EAV and CPI. The Board will not receive more than approx \$2.81 from their EAV, unless CPI outpaces EAV.

The District does not have to levy to the new cap.

The rate will go back down after previous bonds roll off, unless voters agree to renew the bonds (Levy Year 2035) or if the District was able to pay them off earlier.

The rate has consistently gone down.



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Discussion or Questions from the Board

D. Tax Anticipation Warrants

When school district runs out of money before tax dollars arrive, a school district has the ability to borrow money (with interest and fees) against upcoming tax dollars. With tax dollars coming for the upcoming year arriving in May, and the district using them right away, the main operational funds (Education, Operations, and Transportation) have historically run negative or close to negative before tax money arrives. This is because the district did not bring in enough revenue to run school and build fund balances. A reduction of expenditures in the District's operating funds would have been the only way to build a fund balance without a referendum due to DuPage County being tax capped.




If we come in as projected and our first installment of early taxes is \$13 m in late May/early June, we will not need the whole \$15 m

		ED	OM	TR	WC	TOT
Mar 2022	Rev	704,289	9,012	3,907	232	717,440
Mar 2022	Exp	1,151,149	109,997	55,570	500,000	1,816,716
Mar 2022	Dif	(446,860)	(100,985)	(51,663)	(499,768)	(1,099,276)
Mar Beg 2022	FB	1,886,332	170,182	137,779	567,824	3,989,013
Mar End 2022	FB	1,439,472	69,197	86,116	68,056	2,889,737
		ED	OM	TR	WC	TOT
Apr 2022	Rev	204,289	9,012	3,907	232	217,440
Apr 2022	Exp	1,151,149	76,386	49,743	0	1,277,278
Apr 2022	Dif	(946,860)	(67,374)	(45,836)	232	(1,059,838)
Apr Beg 2022	FB	1,439,472	69,197	86,116	68,056	2,889,737
Apr End 2022	FB	492,612	1,823	40,280	68,288	1,829,899

Tax Warrants Needed for May \$700,000 + \$75,000 + \$10,000 = \$785,000

If we don't get early taxes by first payroll in May, then we will need all \$15m


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Discussion or Questions from the Board

E. Abatement of Working Cash Dollars to Education

As shown in the previous slide, transferring \$500,000 of working cash into the education fund is necessary to get through April. Then we would be utilizing Tax Anticipation Warrants to get through May. Then we would be tapping into early tax dollars to pay for June. On a side note, reserves have all been transferred in at this point; as shared earlier in the plan to rebuild fund balances, we will run out of money 2 months earlier as we no longer have the balances we had this year to get us this far. Even with a successful referendum, we will not see any additional referendum revenue until May 2023.



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Discussion or Questions from the Board

F. Cost Reductions to Current

FY 20-21

- Moved three IMC teachers out of the IMC to teach classes or sections instead of hiring new teachers
- Moved a Reading Teacher out of position to teach classes instead of hiring new to cover vacancies for half a year
- Moved IMC paraprofessionals into Special Education vacancies instead of hiring new to cover the vacancies
- Instructional Coach in each building to two instructional coaches district-wide who now cover 1.5 buildings
- Reduced IMC and teacher classroom budgets
- Did not have many extracurriculars (mostly due to COVID)
- Curriculum materials in areas went from each **student** having their own to classroom sets where students share
- Paused replacement schedules of Elmos, projectors, furniture, facility needs, classroom books and materials, etc
- Wrote a Maintenance Grant that paid for \$50,000 of a roof remodel
- Reduced number of machines on new copier contract and saved approx \$13K a year over previous contract.
- Borrowed classroom furniture from neighboring districts instead of buying new

F. Cost Reductions to Current

FY 21-22


- IMC Teachers covered maternity leaves or interventions first semester instead of hiring substitutes
- Changed software system SchoolNet costing \$60,000 annually to Go Formative costing \$7,000 annually
- Energy co-op save us approximately \$30,000 a year starting March 1, 2022 through February 28, 2023
- Non renewed a \$55,000 lease on small bus and bought the bus for \$15,000 - savings down the road
- Wrote Special FEMA grant and was awarded approximately \$45,000
- Reduced a building secretary position having 1.5 at Ide and 1.5 at Prairieview (retirement not replaced)
- Did not replace a Special Education Teacher at Lakeview (not replaced)
- Changed/Re-bid garbage contact saving approx \$1,000 a month
- Renegotiated phone service contract saving approx \$14,000 annually
- Reduced lunch supervisors from 2 to 1 on most days in each building

F. Reduction in Positions

FY 22-23

- Not Replacing a Custodial Resignation
- Not Replacing an Elizabeth Ide Teaching Retirement
- Not Replacing a Prairieview Class Size Reduction Teacher
- Not Replacing a Elizabeth Ide Parapro Resignation
- Not Replacing a Elizabeth Ide Parapro Resignation
- Not Replacing a Elizabeth Ide Teacher who was on Leave
- Not Replacing a Lakeview Special Education
- Not Replacing an Elizabeth Ide Teaching Contract Non-Renewal

* Passage of a Referendum Could Bring One or Two Positions Back

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Discussion or Questions from the Board


Proposed Community Meetings

Wednesday, March 23 @ 7:00 pm (Lakeview)

Thursday, April 21 @ 7:00 pm (Lakeview)

Monday, May 16 @ 7:00 pm (Lakeview)

Wednesday, June 22 @ 7:00 pm (Lakeview)

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Discussion or Questions from the Board

Updated Mitigation Plan

TRANSITION DATE	DEADLINE TO TRANSITION TO:
February 28, 2022	Mask Optional for All Students During School Day
March 1, 2022	Mask Optional for All Students on the School Bus
March 4, 2022	Mask Optional for All Students and Spectators at After School Activities and School Events
March 14, 2022	Screening Optional for Students in Activities
March 25, 2022	Discontinue Investigation of Close Contacts (Quarantines Remain in Effect)
March 25, 2022	Distancing Less Than 4 feet and Field Trips Permitted
April 4, 2022	Screening Optional for Unvaccinated Employees
April 4, 2022	Volunteers Permitted Without COVID Restrictions (unless Ill or Quarantining)