

**Lyons Township High School
Community Advisory Council**

7:00 PM – February 17, 2010

Minutes

Documents sent earlier:

1. Agenda for the 1/17/10 LTCAC meeting
2. Consensus of Table Discussions from the 1/17/10 LTCAC meeting
3. Notes from the 12/16/09 LTCAC meeting

Documents distributed at the meeting:

1. Overview: Budget Development Procedures

I. Business Meeting: Joan Rykal (7:05 PM)

- A. Call to order and Announcements
 1. The LTCAC needs a secretary and membership chair for next year. The secretary takes notes. The membership chair helps recruit new members with the major efforts concentrated at the beginning of the next school year. Please let us know if you are interested.
 2. This is the twelfth year of the LTCAC's existence.
 3. When the discussion topics say, "prioritize" please number them in your selected priority order. If you can't choose between items, please note that. We will discuss the questions before the breakout sessions.
- B. Approval of minutes from December 16, 2009
 1. Minutes approved as presented.
- C. Committee Reports
 1. None.
- D. School Board Report, Dr. John Polacek
 1. LT passed the NCA (North Central Association) evaluation with flying colors. There were only a few recommendations.
 2. The basketball team is 23-0.
 3. Tonight's budget and finance presentation will show how spending is kept under control. LT is in a good financial position.
- E. Superintendent's Report, Dr. Timothy Kilrea
 1. The North Central Association evaluation mentioned by Dr. Polacek is an accreditation review. We have not gone through this process in about 8 years since NCA has been tied up with *No child Left Behind*. LT is a charter member of the NCA, which started in 1904. Twenty students and several community members were part of the process. The NCA was impressed by the value tradition and the support that the community gives the school, as well as how the school contributes to the community.
 2. Power went out around 9:40 AM today, and we were getting close to calling a dismissal at 11:45, but the power came back on at 10:45.
 3. The fire alarm was pulled twice today.
 4. A phenomenal performance of *Ragtime* will start tomorrow in the Reber Center. There will be a matinee on Sunday at 3:00 PM.
 5. Last month, the Board had breakfast with the Student Council. The Board was so impressed that they would like to have two a year with agenda items.
 6. H1N1 is done with logistics. Last week, we vaccinated 400+. There is the possibility of another outbreak, so if you haven't been vaccinated, there are still opportunities to do so.
 7. Leg one of the French and Italian exchange took place in the last few weeks. We had students and administrators staying with community families. In March, an LT group will be going to Italy. They plan to visit the famous white marble quarries.

8. The WLTL Rock-a-thon raised about \$21,200 in 88.1 hours, which is about \$5,000 more than last year.
9. The student-run all-school assembly ran on schedule with no problems. Students from south campus arrived on 46 buses. Some part of it is on YouTube.
10. The Board accepted the capital improvement bids, including lockers, guidance area, and roofing. Boilers will be installed during the summer at both campuses.
11. Forty-eight aviation students went on a field trip to O'Hare to see the behind-the-scenes areas including the baggage and hangar areas. They were able to sit in the cockpit of the 777.
12. Arena registration is February 22-25.
13. Girls' gymnastics will compete at the State meet this weekend.
14. Black History Month assemblies will be at both campuses this Friday.
15. Honors Orchestra concert is February 25th.
16. The appropriateness of some dancing styles is being discussed prior to the King of Hearts dance since some students have expressed discomfort.
17. The Wind Ensemble performs on March 2nd.
18. There is a National Merit recognition ceremony on March 3rd.
19. Spring break from February 22-26.
20. Last May, the LTCAC developed a list of items for discussion, including budget preparation and upcoming curriculum changes. Those are tonight's topics.

II. Discussion of Members Concerns and Issues: Marilyn Kosin (7:21 PM)

- A. Q. Are there any options on the boilers?
 - A. None for schools of our size. Something like solar would require a huge retrofit. The first bids came in around \$1.74 million, which is over the \$1.65 million budgeted. We want to discuss the installation issues.
- B. Q. Last semester, due to H1N1 concerns the attendance component of the exam exemption policy was removed. Is that still in effect?
 - A. It is for the whole year. We are looking at ways to include an attendance component since it does work. But, we don't want ill people coming to school.

III. Budget Development Process: David Sellers, Director of Business Services (7:25 PM)

- A. The auditors have reported that LT is in a good financial position for a number of reasons, including good management and the commercial and industrial development in its communities.
- B. Handout: Overview of Budget Development Procedures
 1. Page 1 is a memo sent to the approximately 25 people who have responsibility for some segment of the budget. It provides the expectations for the budget process, including guidelines, calendar, forms, purchasing procedures, and training.
 2. Authorized people have a budget icon on their computer that enables them to enter information into the budget.
 3. Page 3 provides the detailed guidelines and deadlines, which must be met in time to make decisions. It includes information on capital outlays, which are new and replacement equipment costs. These are on a separate track and use zero-based budgeting, which means that the budget starts at zero and each proposed expenditure must be justified.
 4. Page 4 lists forms and provides instructions for using them. Some information may be entered by the departments, but others come from the Business Office.
 5. Page 6 shows the calendar deadlines. Discussions and entries are due by the day before spring break.
 6. Page 7 considers expenditures as a function of inflation and enrollment. It provides a comparison formula that looks at growth factors across three years.
 7. Page 8 provides historical information along with the comparison formula.

8. Page 9 shows the computer screen for entering data and justifications.
9. Page 10 shows the computer screen for capital outlays, including priority codes.
 - a. Q. Who shops, the department or purchasing?
 - A. It is mixed. About 80% of the equipment is done at the division or department. Anything over \$10,000 needs to be bid, but departments define the specifics for bids.
 - b. Q. What are the constraints on setting priorities?
 - A. It is based on trust and cooperation.
10. Page 11 lists internal controls, which are evaluated by the auditor every year. All need to follow these procedures.
11. Page 12 shows how the money is used. About 81% of income comes from property taxes. We also have corporate personal property replacement tax (CPPRT), which is based on a 1976 formula for property that is not real estate. The amount we get from this is directly related to the economy.
12. Page 13 lists a wide variety of revenue sources, but does not include the CPPRT or general State aid. The expenditure categories listed account for 92% of all expenditures. LT is committed to fiscal transparency, and the budget is published on the web site.
13. Page 14 lists facilities improvements starting with the summer of 2004. The dollar amounts might be split between fiscal years.
 - a. Q. Does that mean that LT doesn't have to take bonds to make capital improvements?
 - A. That is correct. It comes from the current budget. We did issue bonds in 2003, as shown on the bottom.
 - b. Q. In what year is LT projected to run at a deficit?
 - A. None. The five-year conservative projection shows reduced expenditures but no deficit or referendums. We have decisions to make to achieve that goal. Benefits will be an issue. There was a time when there was a consistent double-digit growth in medical/dental benefits. It is now projected at an 8% growth factor. We are recommending that we issue bonds every ten years to fill a portion of the tax rate. The next scheduled bond issue is 2013.

IV. Curriculum Changes: Scott Eggerding, Director of Curriculum & Instruction (8:03 PM)

- A. How do we go about making changes to the curriculum?
 1. The Academic Program Guide proposals for 2010 have already been made. We are now putting proposals together for the fall of 2011. We are looking at curriculum that is outdated, or no longer useful, or no longer carry AP credit.
 2. Division chairs generally start the process. Teachers may go to them with suggestions. Or, the curriculum office may initiate review.
 3. Then, a detailed form is filled out. It includes what to change; the rationale for the change; resources or materials needed to implement the change; how it aligns to district and State goals; and, how it fits the standards of the division and department. It requires sign off from curriculum coordinators, assistant chairs, and chairs.
 4. It then goes to the curriculum staff development team. It is composed of one teacher from every division, the division chairs, principal, director of curriculum and instruction, and the two associate principals. These are the voting members. *Ex officio* members are the director of assessment and analysis, the director of instructional technology, and a member from the faculty association.
 5. The group spends a day reviewing proposals with all supporting information. The vote is taken that same day. The package is taken to the Board for a first reading.

6. The Board reviews it and asks their questions. We look at cost issues and questions of need. Some are bumped, some get sent back to committee. This is done in the fall – September to December. By December the curriculum is changed so we can put together the Academic Program Guide and distribute it to the students.
- a. Q. How do students, parents, or the community know about changes or provide input to the process?
A. There is no public forum. But, there are reviews between the two readings. There is a month between the readings for comments. This was the case for Scuba. People didn't think it was a good idea, so it was tabled for a year. After a review of Scuba programs elsewhere, we were able to better show how it fit here.
 - b. Q. Where do the ideas come from?
A. Some ideas come from surveys of students. For example, we wanted to add another language, so students were surveyed about the language they'd want. Number one was American Sign Language; number two was Mandarin Chinese; number three was Arabic. After looking at American Sign Language programs, it was decided to go with Mandarin. Sometimes we look at where students are struggling. Sometimes we look at what other schools are doing. We've done that this year with Fundamentals of Geometry. Other things are researched as part of a bigger picture. We made some changes in the English Department to add Interpersonal Communications and Composition. It was based on looking at trends of youth going to college and their needs in an information age. Humanities was another example. Almost none of the students who did well with transition level English class succeeded after they went to north campus. A comprehensive program was developed to address that. Sometimes it is a high level brainstorming on how to meet needs of students; sometimes it is "this would be a really cool class." Right now, we are looking at an internship class for kids who are interested in pre-med. It would involve trips to the hospital to learn about options.
 - c. Q. Are you planning to expand the Humanities courses?
A. It is being expanded to two years this coming fall.
 - d. Q. Are there changes planned for ELL (English Language Learner)?
A. We make a change in ELL every 2-3 years. We have a three-tier level – beginning, intermediate, and advanced.
 - e. Q. How are changes articulated with the feeder districts, and are you working only with the curriculum directors or the superintendents?
A. We want to know where our students are going, but also where they are coming from. We are in the midst of discussing Algebra with the feeder schools. Many of the students who come to LT now are transition level algebra. Almost none of them make AYP (Adequate Yearly Progress) by junior year. We also have articulation groups that include the superintendents, curriculum directors, and content groups who meet regularly. They discuss best practices, common assessments, etc.
- B. What is happening in the fall?
1. There are 24 changes from last year. Some are simple; some are philosophical; some are programmatic; some are radical.
 2. The Applied Arts group has decided that any introductory course will be a level 3 prep course. If you do well and go on, then you advance to the accelerated level. Other divisions are interested in looking at the results.
 3. There are continuing discussions about credit/no credit for some courses.

4. There is a big debate regarding Italian. This year, there is no Italian AP test. The Italian Consulate has come up with money to maybe have an AP test next year, but the College Board says there is no AP test. So, we've officially removed AP from Italian.
 5. In Geometry, we are looking at ways that struggling students can stay in their math track.
 6. For Special Ed students, there has been a year-long consumer education course. Students are learning these skills in many other sources. So, consumer education is shrinking due to duplication.
 7. Digital photography is being offered as an option since the cameras with manual controls are now affordable. We are also making changes to other classes that involved components of digital photography.
 - a. Q. Will this replace computer arts?
 - A. Yes. The animation class is taking some other parts of computer arts.
 8. We will have Chinese AP this year.
 9. Scuba has added modules for deep water, rescue dives, and cold water.
 10. Biology and English, Cross-Curricular and Integrated (BECCI). It is the sophomore component in Humanities. It provides extra reading support for those who need it. Biology is all about reading comprehension and vocabulary. The science and reading portions of the ACT is non-fiction reading with a lot taken from Biology.
 - C. We have over 300 courses in our catalog. It makes for a rich and challenging curriculum.
 - D. Questions:
 1. Q. When the catalog goes home, could you include a letter describing the changes and the rationale?
 - A. It is done internally. Students get some of that information from the counselors. But, after all requirements are scheduled, there is not much time for electives. Changes are explained to the counselors.
 2. Q. The book goes to the printer in December. Have you considered giving a heads-up to students with IPs since they have their meetings at the beginning of January?
 - A. Once the courses are approved, the changes are communicated to the IP teachers in November.
 3. Q. Are some courses dropped due to lack of interest?
 - A. It does happen from time to time. We've had a course on the books for about 8 years in the tech core which was an internship. Students haven't been able to fit it in, so it was dropped. We've dropped some theater courses. Others have grown. Jewelry making and metal working now has a second level. Sculpture was dropped. Kids do vote with their feet.
- V. Small group discussions (one consensus per table, per question.) (8:40 PM)**
- A. Does LTHS seem to have a good system for developing a budget?
 - B. If LTHS had to cut its budget by 10%, what categories of expenditures should be examined first; and, conversely, if LTHS experienced a 10% increase in revenues, what categories of expenditures should be provided greater funding?
 - C. What kinds of courses would you like to see LT offer in the future?
- VI. Adjournment (As small group discussions ended.)**