

Inspire every child to



Meeting of the Board of Education Park Ridge – Niles School District 64

Regular Board Meeting Agenda
Monday, October 22, 2018
Franklin School - Gym
2401 Manor Lane
Park Ridge, IL 60068
(Moved from Washington School)

On some occasions the order of business may be adjusted as the meetings progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

TIME

APPENDIX

5:30 p.m.

Meeting of the Board Convenes

- Roll Call
- Introductions
- Opening Remarks from President of the Board

- **Board Recesses and Adjourns to Closed Session**

--The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act. [5 ILCS 120/2(c)(1)]; collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more class of employees. [5 ILCS 120/2(c)(2)]; the placement of individual students in special education programs and other matters relating to individual students. [5 ILCS 120/2(c)(9)]; and litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. [5 ILCS 120/2(c)(11)].

7:00 p.m.

Board Adjourns from Closed Session and Resumes Regular Board Meeting

- **Pledge of Allegiance and Welcome**

--Dr. Claire Kowalczyk, Franklin Elementary School Principal

<ul style="list-style-type: none"> • Student/Staff Recognition <ul style="list-style-type: none"> • Lincoln Symphonic Band • ILMEA Music Awards • Principal Appreciation Day 	A-1
<ul style="list-style-type: none"> • Public Comments 	
<ul style="list-style-type: none"> • Review of 2018 Proposed Tax Levy and Resolution #1211 to Approve 2018 Proposed Tentative Tax Levy and Establishment of Public Hearing --Chief School Business Official 	A-2 Action Item 18-10-1
<ul style="list-style-type: none"> • Continued Discussion of 2019 Summer Construction -- Chief School Business Official/Director of Facilities Management/Studio GC 	A-3
<ul style="list-style-type: none"> • Special Education Update September to October -- Superintendent/Director of Student Services 	A-4
<ul style="list-style-type: none"> • Discussion of District Legal Fees --Chief School Business Official/Hodges Loizzi 	A-5
<ul style="list-style-type: none"> • Discussion of Updating HR/Financial Management Software --Chief School Business Official/Assistant Superintendent of Human Resources 	A-6
<ul style="list-style-type: none"> • Safe Routes to School Grant – Emerson Access Project -- Superintendent/Chief School Business Official 	A-7
<ul style="list-style-type: none"> • Approval of Recommended Personnel Report -- Board President 	A-8 Action Item 18-10-2
<ul style="list-style-type: none"> • Consent Agenda -- Board President <ul style="list-style-type: none"> • Bills, Payroll and Benefits • Approval of Financial Update for the Period Ending September 30, 2018 • Destruction of Audio Closed Recordings (none) 	A-9 Action Item 18-10-3
<ul style="list-style-type: none"> • Approval of Minutes -- Board President <ul style="list-style-type: none"> • Closed Meeting.....June 11, 2018 • Committee-of-the-Whole: Facilities.....September 10, 2018 • Closed Meeting.....September 24, 2018 • Regular Meeting.....September 24, 2018 • Special Meeting.....September 26, 2018 	A-10 Action Item 18-10-4
<ul style="list-style-type: none"> • Approve Settlement Agreement with Student 2018-19 (1) -- Superintendent 	A-11 Action Item 18-10-5
<ul style="list-style-type: none"> • Other Discussion and Items of Information -- Superintendent 	A-12

- Upcoming Agenda
- FOIA requests
- Memorandum of Information
 - Update on IL State Report Card Changes for 2018-19
- Board Committee Updates
- Minutes of Board Committees:
 - Special Education Board Committee Meeting
September 25, 2018

- **Adjournment**

Next Regular
Meeting:

Monday, November 12, 2018
Regular Board Meeting – 7:00 p.m.
Washington School – Gym
1500 Stewart Avenue
Park Ridge, IL 60068
(Moved from Franklin School)

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

To: Board of Education
 From: Dr. Laurie Heinz, Superintendent
 Date: October 22, 2018
 Re: Student/Staff Recognition

Lincoln Symphonic Band

The Symphonic Band represents the top tier of the Lincoln Middle School band program. Students earn a position in this group by advancing through the band curriculum and demonstrating readiness to perform at a high level. The ensemble is comprised of 42 students in grades six through eight. They rehearse twice a week before school at 7:10 a.m. and attend weekly technique classes on a rotating pull-out schedule. The band performs five concerts a year at Lincoln as well as a progress concert along with the high school band at Maine South. The group also performs once a year at Pick-Staiger Concert Hall on the Northwestern University campus, where they have the opportunity to work with NU professor Dan Ferris. In addition, students have the opportunity to audition for placement in the Illinois Music Educators Association (ILMEA) Honor Band, and the All Illinois Junior Band at the University of Illinois. Lincoln's Symphonic Band will perform under the direction of Brian Jacobi, Curriculum Specialist for Instrumental Music. Mr. Jacobi joined District 64 in 1990 and has directed the Lincoln Symphonic Band since 1996. The Symphonic Band will play selections from their October 11 concert. We look forward to hearing a delightful performance from our Lincoln student musicians!



A “note” about D64’s Instrumental Music Program. . .

District 64 students have the opportunity to join the Beginning Orchestra in 4th grade and the Beginning Band in 5th grade. Students learn to play an instrument, read music, and perform as a team with their peers. After the beginning level, orchestra students progress into the String Ensemble, Concert Orchestra, and the Philharmonic Orchestra. The Chamber Orchestra is also available for our top string students. After Beginning Band, students progress into the Cadet Band, Concert Band, and Symphonic Band. The Jazz Band is also available for students who wish to learn this style. Parallel programs are run at both middle schools and their corresponding elementary schools.

ILMEA Music Awards

District 64 band, orchestra and jazz musicians from its middle schools have been selected to participate at two 2018 regional events sponsored annually by the Illinois Music Educators Association (ILMEA). Meeting and performing with their talented peers from other schools across the region is inspiring for our students, along with the opportunity to learn under the direction of nationally known conductors. We are delighted that so many of our students competed and that 11 were selected by ILMEA for this year’s groups:

- The first event will bring together the top band and orchestra students for the ILMEA District 7 Festival on Saturday, November 3 at Schaumburg High School. More than 700 of the finest student musicians from over 50 junior high schools in the North Suburban area auditioned for a position in this all-star group. District 64 students selected to participate include: Emerson – Joseph Boyd, percussion; Kyungsoo Chon, violin; Maggie Hershey, viola; Janine May, violin; and, Lincoln – Patrick Bayraktarov, bass; Logan Maurer, tuba; Joshua Parker, trombone; and Isabella Staar, viola.
- The second event is the ILMEA Jazz Festival, which takes place on Saturday, November 17 at Waukegan High School. District 64 participants include: Emerson – Declan Cunningham, trumpet; and Lincoln – Marko Domazet, tenor sax; and Callie Berthold, trumpet.

In addition to Mr. Jacobi, other District 64 teachers who instruct these students include: Eric Bachmann, Erica Faulhaber, Max Hellermann, Natalie Jacobsen Prim, Roxanne Kieme, Alex Teater, and Jamie Zimniok.

Principal Appreciation Day October 26 - #ThankAPrincipal

District 64 invites you to email, tweet, or phone your school administrators to thank them for their leadership as we join with schools across the country for Principal Appreciation Month in October and especially on Friday, October 26 designated as Principal Appreciation Day in Illinois. Great schools like ours have leaders that build successful learning environments for all students. They work collaboratively with teachers as the instructional leaders of their schools and build strong connections with families. They are the foundation of educational excellence in District 64. [View our Staff Directory for email links](#) and #ThankAPrincipal on Friday, October 26!

To: Board of Education
Dr. Laurie Heinz, Superintendent
From: Luann Kolstad, Chief School Business Official
Date: October 22, 2018
Re: Review of 2018 Proposed Tax Levy and Resolution #1211 to Approve 2018 Proposed Tentative Tax Levy and Establishment of Public Hearing

Purpose

This agenda item includes information about three important actions:

- Approve the Resolution for the 2018 Tax Levy Estimate
- Establish date and time for Truth-In-Taxation Hearing
- Publish the notice of Truth-In-Taxation Hearing

Background on Tax Levy Process

Per state statute, the school board must adopt an estimated tax levy not less than 20 days prior to the date it adopts its final levy. The final levy is scheduled for adoption at the December 10, 2018 regularly scheduled Board of Education meeting.

If the levy exceeds the previous year's operating fund extension by more than 5%, publication of the Truth-In-Taxation notice is required, and a hearing must be held before the levy is adopted.

Although the 2018 proposed levy does not exceed the 2015 levy by more than 5%, in keeping with the District's past practice, the District recommends conducting a Truth-In-Taxation hearing. This practice is consistent with the District's continued commitment to transparency and makes every step in the annual financial cycle open to the community. The hearing is planned to be held at 8:00 p.m. during the November 12 Board meeting. The hearing has been moved later into the meeting to allow time for the 2018 National Blue Ribbon School Award presentation to Washington School; the hearing is to occur at the stated time on the notice. Attachment 1 is the Resolution Determining the Estimated Tax Levy for the Year 2018 and Scheduling a Public Hearing Thereon.

How the Levy Request is Structured

The variables in each year's levy are:

- Equalized Assessed Valuation (EAV) – unknown until July 2019
- New Property EAV (1st year property comes on the tax roll) – unknown until July 2019
- Prior Year Consumer Price Index, Urban (CPI-U) – 2.10% (CPI-U as of December 2017)

Because the amount of New Property EAV is unknown when the tax levy is filed, districts increase their levy so as to capture the funds that are available under the tax cap. Even with the

increased request, the District will only receive the amount of dollars allowed under the Property Tax Extension Limitation Law (PTELL), known as the property tax cap.

No matter how large the levy request is for 2018, District 64 will only receive a 2.1% increase plus the taxes associated with new construction.

Setting the Levy Request

As the table below indicates, past Boards over more than a decade have always approved a levy request sufficiently high enough to capture all new property EAV. This decision has helped the District receive all monies it is entitled to receive, while still being subject to the tax cap. This has given the District maximum flexibility in allocating funds for current education and operations, while slowly strengthening the District’s financial position by increasing its operating fund balance. Strengthening the operating fund balance has allowed District 64 to fulfill the 10-year referendum commitment, and to extend that for an additional four years to meet a further Board goal according to current projections.

Levy Year	CPI Used in PTELL	Board Approved Levy Request	Actual Levy Increase
2018	2.10%	4.64% Proposed	Unknown
2017	2.10%	4.95%	2.94%
2016	0.70%	4.21%	1.47%
2015	0.80%	4.53%	0.78%
2014	1.50%	4.63%	1.90%
2013	1.70%	4.98%	2.50%
2012	3.00%	4.74%	3.10%
2011	1.50%	4.99%	1.70%
2010	2.70%	4.99%	3.60%
2009	0.10%	4.59%	0.80%
2008	4.10%	2.18%	1.50%
2007	2.50%	Referendum Driven	14.40%
2006	3.40%	Referendum Driven	19.10%
2005	3.30%	13.41%	9.20%

For 2018, based upon the increase in the 2017 CPI-U of 2.1% and the projected increase in New Property EAV (see Attachment 2), our District's tax rate model has calculated that a 4.64% increase in the overall projected 2018 levy dollars from the prior year's levy should be sufficient to capture all that District 64 is legally entitled to receive. *As the table above indicates, District 64 expects to receive a far lower percentage increase in its actual levy increase than the 4.64% being proposed.*

What Portion of the Levy Request is Borne by Existing Taxpayers and What is New Construction?

It is important to note that 2.54% of the 4.64% increase is a direct result of the addition of projected New Property EAV, which does not contribute any additional tax increase to the current taxpayers that comprise the base EAV property pool for the prior year. The existing EAV property tax pool will only increase a maximum of 2.1% as allowed by the PTELL law.

What Happens if the Levy is Set Too Low?

The risk the District runs is very severe, because it is not a one-time expense. Rather, the impact of just a single year of foregoing what is available to the District under the tax cap actually *compounds* over time:

- We lose the money foregone in the first year.
- We can never “catch up” in a future year by asking for a greater amount, because each annual increase is limited by PTELL.
- The impact of the loss compounds significantly in *every* future year. Each year's limiting rate formula under PTELL begins with the prior year's actual tax extension. Therefore, we continue to increase according to the formula, but we are beginning from a lower base.
- Once lost, these critical funds that are rightfully the District's can never be accessed again.
- The financial projections assume -- as directed by the Board -- that revenues will grow each year at the full amount legally available to the District.

As confusing as this process may seem due to the timing of when needed information becomes available in Cook County, the bottom line is that it is the District's fiscal responsibility to recommend a levy at a high enough rate to ensure that all funds legally permissible -- including new property EAV -- are obtained, knowing that the PTELL will ultimately adjust that request to what is allowed by law.

Impact of Tax Levy on Financial Projections

The Five Year Financial Projections are also included within Attachment 2 showing the recommended levy request for 2018 and levy assumptions for future years. The projections have been updated to reflect the proposed tax levy and an adjustment to the New Property. This number is unknown in Cook County until late spring of the following year. Administration has used a 10-year average beginning with the 2019 Tax Levy. This eliminates using figures from

the late 2000s that reflected very large new property growth. The projections will be updated again in February 2019 when the staffing plan for the 2019-20 school year is presented.

Tax Rate Calculation

The tax rate is directly related to the Equalized Assessed Valuation (EAV) in the District. If total EAV decreases, much like it did in 2015 and years prior to 2014, the tax rates for taxpayers naturally go up because there is less EAV to spread the costs over. If the EAV increases as the District has seen over the past two years, the tax rates naturally drop – there is more EAV to spread the costs over. This is why when a homeowner’s house value drops, their tax bill does not necessarily follow suit. It is dependent on the District’s total EAV, not the value of a particular property.

Why is the Tax Levy So Critical?

Local property revenues are the most significant portion of our budget -- about 83% of our Operating Fund revenues are from local property taxes.

The ability to agree to and meet the District’s financial commitments is in large part based on having current and future property tax revenues available to pay for them. If property tax revenues are not available, financial commitments cannot be met. Keep in mind that salaries and benefits comprise about 79% of Operating Fund expenditures, and are generally determined by long term collectively bargained agreements or specific employee agreements. Once the bargaining process is completed, the costs are known and not subject to adjustment. Adjustments can only be made at the time of bargaining and before agreements are signed. The federal and state governments also mandate several operational costs for public schools that they do not fund; these also represent fixed financial commitments. In addition, the District must maintain “safe, warm and dry” learning environments for students and staff while protecting the community’s investment in these important neighborhood assets.

Accordingly, the administration recommends that the Board seek all property tax revenues that are statutorily available in 2018.

Cook County’s Loss & Cost Factor

At the November 13, 2017 Board of Education meeting, the Board requested that a Board Policy (Attachment 3) be developed for the reduction of the Loss & Cost Factor in the Debt Service Fund. The Debt Service levy Loss & Cost for this year is \$105,280, representing 5% of the Debt Service levy \$2,105,600. The Board reached consensus during last year’s discussion to implement the policy once the Board issues new Working Cash Bonds for facilities work in summer 2019 and 2020. The funds currently in the Debt Service fund are earmarked as part of the financing for the issuance of these Working Cash Bonds, as most recently discussed with financial adviser Elizabeth Hennessy of Raymond James at the Committee-of-the-Whole: Facilities on September 10. However, if the Board chooses, the District could abate the \$105,280 Loss & Cost for this year.

ADOPTION OF RESOLUTION #1211 OF 2018 PROPOSED TENTATIVE TAX LEVY
Per Attached

ACTION ITEM 18-10-1

I move that the Board of Education of Community Consolidated School District No. 64 approve the 2018 Tax Levy Estimate, establishment of the Date and Time of the Truth-in-Taxation hearing for November 12, 2018 at 8:00 p.m., and Publication of Notice of Truth-in-Taxation hearing.

Moved by: _____ Seconded by _____

AYES:

NAYES:

PRESENT:

ABSENT:

10/22/2018

RESOLUTION #1211 DETERMINING THE ESTIMATED
TAX LEVY FOR THE YEAR 2018 AND SCHEDULING
A PUBLIC HEARING THEREON

WHEREAS, the Truth in Taxation Law requires a taxing district to determine the estimated amounts of taxes necessary to be levied for the year not less than 20 days prior to the official adoption of the aggregate tax levy of the district; and

WHEREAS, said statute further requires a taxing district to give public notice and to hold a public hearing on the district's intent to adopt an aggregate tax levy if the estimated amounts necessary to be levied exceed 105% of the aggregate amount of property taxes extended, including any amount abated prior to such extension, upon the levy of the preceding year; and

WHEREAS, the 2018 proposed tentative aggregate property levy is not more than 105% of the prior year's extension; a Truth In Taxation Hearing is not required but recommended.

WHEREAS, it is hereby determined that the estimated amounts of money necessary to be raised by taxation for the year 2018 upon the taxable property of the district are as follows:

Educational Purposes:	\$52,500,000
Operations & Maintenance Purposes:	5,900,000
Transportation Purposes:	2,300,000
Illinois Municipal Retirement Fund Purposes:	800,000
Social Security/Medicare Purposes:	900,000
Tort Immunity Purposes:	200,000
Special Education Purposes:	5,000,000
Working Cash Purposes:	<u>550,000</u>
Total	\$68,150,000

; and

WHEREAS, the *Truth in Taxation Law* requires that all taxing districts in the State of Illinois provide data in the Notice concerning the levies made for debt service made pursuant to statute, referendum, resolution or agreement to retire principal or pay interest on bonds, notes, and debentures or other financial instruments which evidence indebtedness; and

WHEREAS, the aggregate amount of property taxes extended for debt services purposes for 2017 was \$2,080,769 and it is hereby determined that the estimated amount of taxes to be levied for bond and interest purposes for 2018 is \$2,105,600.

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Consolidated School District No. 64, County of Cook and State of Illinois, as follows:

Section 1: The aggregate amount of taxes estimated to be levied in the “capped” funds for the year 2018, is \$68,150,000.

Section 2: The aggregate amount of taxes estimated to be levied for debt service for the year 2018 is \$2,105,600.

Section 3: The aggregate amount of taxes estimated to be levied for the year 2018, is \$70,255,600.

Section 4: Public notice shall be given in the Park Ridge Advocate and the Niles Spectator, being newspapers of general circulation in said district, and a public hearing shall be held, all in the manner and time prescribed in said notice, which notice shall be published not more than 14 days nor less than 7 days prior to said hearing, and shall not be less than 1/8 page in size, with no smaller than twelve (12) point, enclosed in a black border not less than 1/4 inch wide, and such notice shall not be placed in that portion of the newspapers where legal notices and classified advertisements appears, and shall be in substantially the following form:

This resolution shall be in full force and effect forthwith upon its passage.

Anthony Borrelli, Board President
Board of Education
Community Consolidated School
District No. 64
Cook County, Illinois

Athan "Tom" Sotos, Board Secretary

ADOPTED this 22nd day of October 2018.

**Park Ridge - Niles
School District 64**

Tax Levy Projections: EAV Estimation

Total Equalized Assessed Valuation

Year		Residential	% Change EAV	New Construction	% Change New Growth	
2023	EST	\$ 1,885,731,651	2.00%	\$ 8,900,000	0.00%	
2022	EST	\$ 1,848,756,521	2.00%	\$ 8,900,000	0.00%	
2021	EST	\$ 1,812,506,393	2.00%	\$ 8,900,000	0.00%	
2020	EST	\$ 1,776,967,052	2.00%	\$ 8,900,000	0.00%	
2019	EST	\$ 1,742,124,561	2.00%	\$ 8,900,000	-11.00%	Tri-Annual North Reassessment
2018	EST	\$ 1,707,965,256	2.00%	\$ 10,000,000	-26.59%	
2017	Actual	\$ 1,674,475,741	2.19%	\$ 13,621,222	13.80%	
2016	Actual	\$ 1,638,658,393	19.45%	\$ 11,969,943	79.93%	Tri-Annual North Reassessment
2015	Actual	\$ 1,371,795,137	-3.00%	\$ 6,652,708	0.23%	
2014	Actual	\$ 1,414,256,518	1.06%	\$ 6,637,442	21.74%	
2013	Actual	\$ 1,399,438,847	-17.93%	\$ 5,451,990	61.50%	Tri-Annual North Reassessment
2012	Actual	\$ 1,705,216,205	-7.48%	\$ 3,375,835	-40.99%	
2011	Actual	\$ 1,843,115,448	-8.59%	\$ 5,721,156	-45.03%	
2010	Actual	\$ 2,016,342,297	-4.95%	\$ 10,407,071	-32.69%	Tri-Annual North Reassessment
2009	Actual	\$ 2,121,453,047	7.75%	\$ 15,461,652	-35.00%	
2008	Actual	\$ 1,968,799,003	18.48%	\$ 23,786,571	-34.00%	
2007	Actual	\$ 1,661,682,786	4.22%	\$ 36,041,543	30.76%	
2006	Actual	\$ 1,594,439,099		\$ 27,562,834		

Park Ridge - Niles School District 64
Tax Levy Projections: Assumptions

Actuals:	
a) 2017 Operating Tax Rate	3.8890
b) 2017 Operating Tax Extension	\$65,126,772
c) 2017 EAV	\$1,674,475,741
d) 2017 New Construction	\$13,621,222

Assumptions:

2018 EAV - Increase	2.00%	\$1,707,965,256
New Construction Estimate	-26.59%	\$10,000,000
Consumer Price Index (CPI-2017)		102.1%
2019 EAV - Increase	2.00%	\$1,742,124,561
New Construction Estimate	-11.00%	\$8,900,000
Consumer Price Index (CPI-2018)		102.0%
2020 EAV - Increase	2.00%	\$1,776,967,052
New Construction Estimate	0.00%	\$8,900,000
Consumer Price Index (CPI-2019)		102.0%
2021 EAV - Increase	2.00%	\$1,674,475,741
New Construction Estimate	0.00%	\$8,900,000
Consumer Price Index (CPI-2019)		102.0%
2021 EAV - Increase	2.00%	\$1,414,256,518
New Construction Estimate	-26.59%	\$10,000,000
Consumer Price Index (CPI-2019)		102.0%

Est.	2018	Maximum Rate (Capped)
Education	2.9998	N/A
Special Education	0.2927	0.4000
Operations & Maintenance	0.3454	0.5500
Transportation	0.1347	N/A
IMRF	0.0468	N/A
Social Security	0.0527	N/A
Liability Insurance	0.0117	N/A
Working Cash	0.0322	0.0500
Total Operating Rate	3.9161	
School Bonds	0.1233	
Total Tax Rate	4.0394	

Park Ridge - Niles Community Consolidated School District 64
Tax Levy Projection: 2018 EST

Attachment 2

2018 Tax Levy	Levy Estimate
<u>Rcvd Spring 2019, Fall 2019</u>	10/18/18
2017 Extension	\$ 65,126,772
2017 CPI	1.0210
New Extension	\$ 66,494,434
2018 EAV	\$ 1,707,965,256
Less: New Construction	\$ 10,000,000
Adjusted EAV	\$ 1,697,965,256
Adjusted Extension Base	\$ 66,494,434
Divided by Adjusted EAV	\$ 1,697,965,256
Limited Rate	3.916
2018 EAV	\$ 1,707,965,256
Total Estimated Extension for 2018	<u>\$ 66,886,047</u>

Estimated Tax Rate	2017	2017 Extension	2018	2018 Extension	2018 Net Change	2018 Levy Request	2018 Net Change Request	
Education	2.8191	\$ 47,204,772	2.9998	\$ 51,236,047	74.26%	\$ 4,031,275	\$ 52,500,000	\$ 5,295,228
Operations & Maintenance	0.3383	\$ 5,665,000	0.3454	\$ 5,900,000	8.55%	\$ 235,000	\$ 5,900,000	\$ 235,000
Transportation	0.1845	\$ 3,090,000	0.1347	\$ 2,300,000	3.33%	\$ (790,000)	\$ 2,300,000	\$ (790,000)
IMRF	0.0677	\$ 1,133,000	0.0468	\$ 800,000	1.16%	\$ (333,000)	\$ 800,000	\$ (333,000)
Social Security	0.0923	\$ 1,545,000	0.0527	\$ 900,000	1.30%	\$ (645,000)	\$ 900,000	\$ (645,000)
Liability Insurance	0.0461	\$ 772,500	0.0117	\$ 200,000	0.29%	\$ (572,500)	\$ 200,000	\$ (572,500)
Special Education	0.3076	\$ 5,150,000	0.2927	\$ 5,000,000	7.25%	\$ (150,000)	\$ 5,000,000	\$ (150,000)
Working Cash	0.0338	\$ 566,500	0.0322	\$ 550,000	0.80%	\$ (16,500)	\$ 550,000	\$ (16,500)
Total Operating Rate	3.8894	\$ 65,126,772	3.9161	\$ 66,886,047		\$ 1,759,275	\$ 68,150,000	\$ 3,023,228
						2.70%		4.64%
Bond & Interest	0.1243	\$ 2,080,769	0.1233	\$ 2,105,600	3.05%			
	<u>4.0136</u>	<u>\$ 67,207,541</u>	<u>4.0394</u>	<u>\$ 68,991,647</u>				

	Mar-19	Jul-19
Education Fund	\$ 27,451,103	\$ 23,784,944
Operations & Maintenance Fund	\$ 3,161,085	\$ 2,738,915
Transportation Fund	\$ 1,232,287	\$ 1,067,713
IMRF Fund	\$ 428,622	\$ 371,378
Social Security Fund	\$ 482,199	\$ 417,801
Liability Insurance Fund	\$ 107,155	\$ 92,845
Bond & Interest Fund	\$ 1,128,132	\$ 977,468
Special Education	\$ 2,750,000	\$ 2,250,000
Working Cash	\$ 302,500	\$ 247,500
Total 2018 Levy to be Received in March 2019 (55% of 2017 Tax Levy)	\$ 37,043,084	\$ 31,948,562

Park Ridge Niles School District 64

Five-Year Financial Projections
10/18/18

	Unaudited Actuals 2017-18		Adopted Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21		Projected Budget 2021-22
TOTAL OPERATING FUNDS									
	Unaudited Actuals 2017-18		Adopted Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21		Projected Budget 2021-22
REVENUES:									
Education Fund	\$62,312,075		\$63,413,668		\$66,828,098		\$69,811,967		\$ 68,092,336
Operations & Maintenance Fund	6,480,873		6,055,775		5,486,829		5,220,479		6,993,414
Transportation Fund	5,080,803		4,122,270		3,592,834		3,503,015		3,755,811
IMRF Fund	1,079,673		981,233		876,666		948,044		948,044
Social Security Fund	1,695,315		1,213,087		1,090,778		1,203,517		1,044,012
Working Cash Fund	664,267		638,051		688,500		715,725		738,000
Tort Fund	608,704		458,147		517,359		810,882		736,729
TOTAL REVENUES	\$77,921,710	-1.3%	\$76,882,231	2.9%	\$79,081,064	4.0%	\$82,213,629		\$ 82,308,346
EXPENDITURES:									
Education Fund	\$60,322,898		\$63,902,384		\$64,449,689		\$66,522,018		\$ 68,706,756
Operations & Maintenance Fund	5,779,326		5,989,145		6,047,035		6,177,818		6,312,459
Transportation Fund	3,232,797		3,331,591		3,456,413		3,542,993		3,631,746
IMRF Fund	1,026,579		970,000		979,700		989,497		999,392
Social Security Fund	1,209,447		1,302,000		1,315,020		1,328,170		1,341,452
Working Cash Fund	-		-		-		-		-
Tort Fund	652,612		554,650		571,290		588,428		606,081
TOTAL EXPENDITURES	\$72,223,658	5.3%	\$76,049,770	1.0%	\$76,819,146	3.0%	\$79,148,925		\$ 81,597,886
EXCESS (DEFICIT) FOR YEAR	\$ 5,698,052		\$ 832,461		\$ 2,261,918		\$ 3,064,704		\$ 710,460

Park Ridge Niles School District 64

Five-Year Financial Projections 10/18/18

		Unaudited Actuals 2017-18		Adopted Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21		Projected Budget 2021-22
Fund Transfers/Loans										
Other Financing Sources(Uses)		- 1,037,509		- 1,033,427		- 949,320		- 897,631		- 897,631
BALANCE, BEGINNING:		\$45,878,119		\$50,538,661		\$50,337,695		\$51,650,293		\$ 53,817,367
BALANCE, END-OF-YEAR		\$50,538,661	-0.4%	\$50,337,695	2.6%	\$51,650,293	4.2%	\$53,817,367		\$ 53,630,196
OPERATING FUND BALANCE:		69.98%		66.19%		67.24%		68.00%		65.72%
DAYS CASH ON HAND		255		242		245		248		240

4:25 LOSS AND COSTS

Attachment 3

The Superintendent or designee shall monitor the District's Debt Service Fund balance on a yearly basis to determine whether such fund balance exceeds \$250,000 after making all required bond payments therefrom in any given fiscal year. If, in a given fiscal year, the Debt Service Fund balance is expected to be in excess of \$250,000 at the close of that fiscal year after making all required bond payments due in that fiscal year, and provided the Board is not otherwise required to maintain a higher fund balance, the Board shall either (i) adopt a resolution directing the Cook County Clerk to abate the dollar amount attributable to the loss in collection factors applied to the prior year's levy by the County or (ii) take the appropriate action to direct the County not to apply the loss in collection factors to the Board's next levy.

DATED: MAY 10, 2018

ADOPTED: [INSERT DATE]

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official
Ron DeGeorge, Director of Facility Management
Rick Petricek, Studio GC

Date: October 22, 2018

Subject: Continued Discussion of 2019 Summer Construction

Following the September 24, 2018 Board of Education meeting, administration and Studio GC have developed additional information to share regarding the proposed summer 2019 project at Field School.

Build-Out of Third Floor at Field

As discussed at prior Board meetings, based on a structural review completed on this area, building out the unused, north end of the third floor would require extensive construction to reinforce the foundation and the structural beams that run perpendicular in this part of the building. This would require displacing all classrooms on the first and second floors in this area during the construction process, which would involve bringing in mobile classrooms and would also entail high construction costs to perform the reinforcement work. Administration and Studio GC are recommending that we do not pursue this option.

As an alternate, Studio GC has prepared three options for the Board's review to accomplish what the Board has requested in terms of additional classroom space. They range in cost from \$1.5 M to \$2.8 M.

Option 1 (Attachment 1)

- 3,400 Square Foot (SF) addition near the parking lot on Elmore St. for the school's main office with secure vestibule entry.
- Existing main office will become one, regular size classroom and a smaller classroom to be used for small group instruction or subdivided into areas in which students may receive services.
- The estimated cost of Option 1 is \$1.6 M.

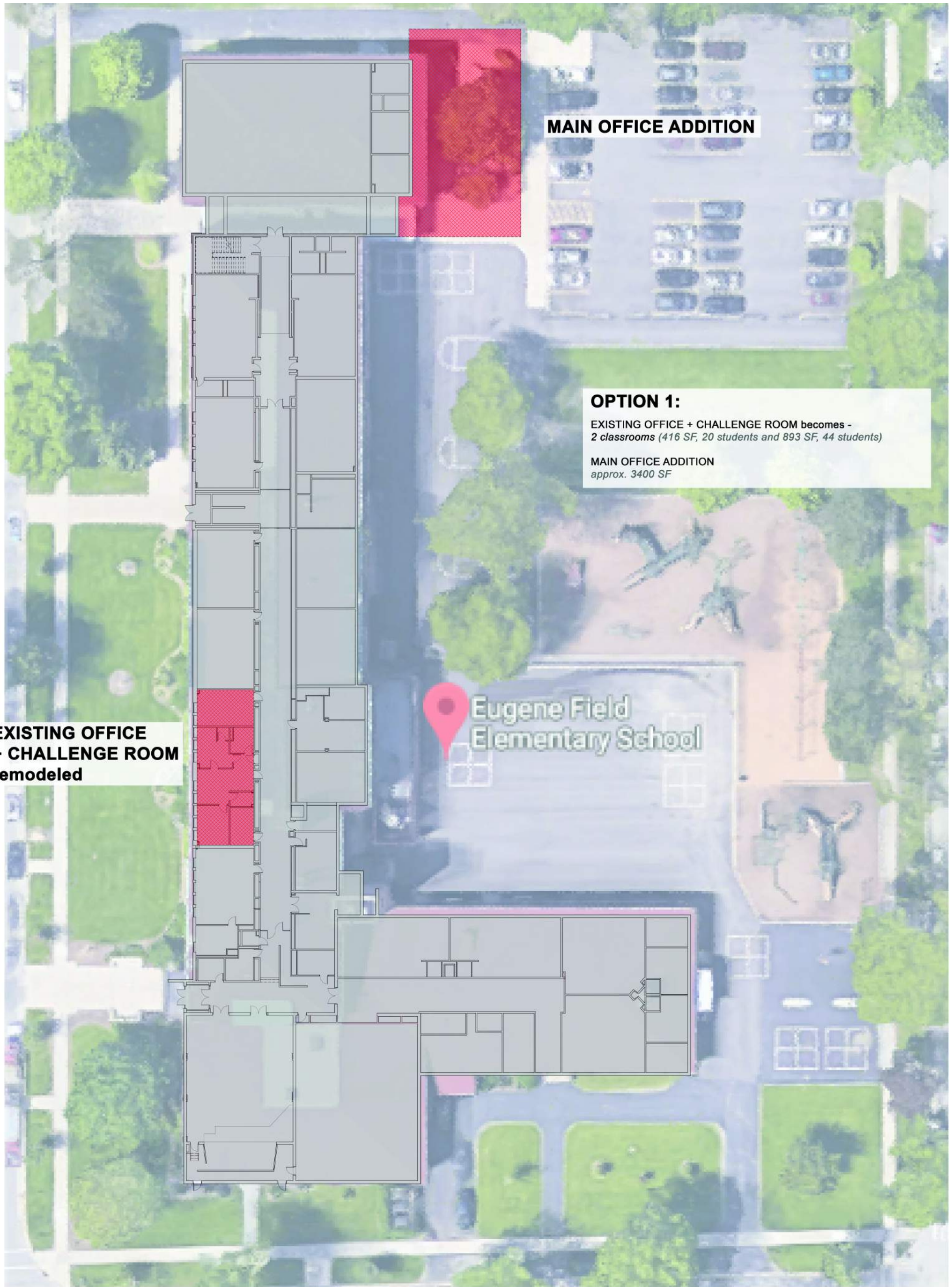
Option 2 (Attachment 2)

- 2,050 SF addition in the same location as indicated above, however this would be a multipurpose room with a stage. This area would be used as a second lunchroom allowing the Principal to better manage the physical education schedule. It would also be available for any program that requires a large flat space.
- Existing auditorium becomes the main office with secure vestibule entry.
- Existing office will become one, regular size classroom and a smaller classroom to be used for small group instruction or subdivided into areas in which students may receive services. The school would also gain one small group instruction area with the auditorium conversion.
- The estimated cost of Option 2 is \$1.5 M. The cost is less, since the addition is 1350 SF smaller.

Option 2a (Attachment 3)

- Same as Option 2 - 2,050 SF addition in the same location as indicated above to include a multipurpose room with a stage. This area would be used as a second lunchroom allowing the Principal to better manage the physical education schedule. It will also be available for any program that requires a large flat space.
- Same as Option 2 - Existing auditorium become the main office with secure vestibule entry.
- Same as Option 2 - Existing office will become one, regular size classroom and a smaller classroom to be used for small group instruction or subdivided into areas in which students may receive services. The school would also gain one small group instruction area with the auditorium conversion.
- Plus - Classroom addition and renovation of two kindergarten classrooms into four kindergarten classrooms, with office space and bathroom facilities in each classroom.
- The estimated cost of Option 2a is \$2.8 M.

Administration and Rick Petricek will walk the Board through each option at the October 22 Board meeting.



MAIN OFFICE ADDITION

OPTION 1:

EXISTING OFFICE + CHALLENGE ROOM becomes -
2 classrooms (416 SF, 20 students and 893 SF, 44 students)

MAIN OFFICE ADDITION
approx. 3400 SF

**Eugene Field
Elementary School**

**EXISTING OFFICE
+ CHALLENGE ROOM
remodeled**

10.15.18

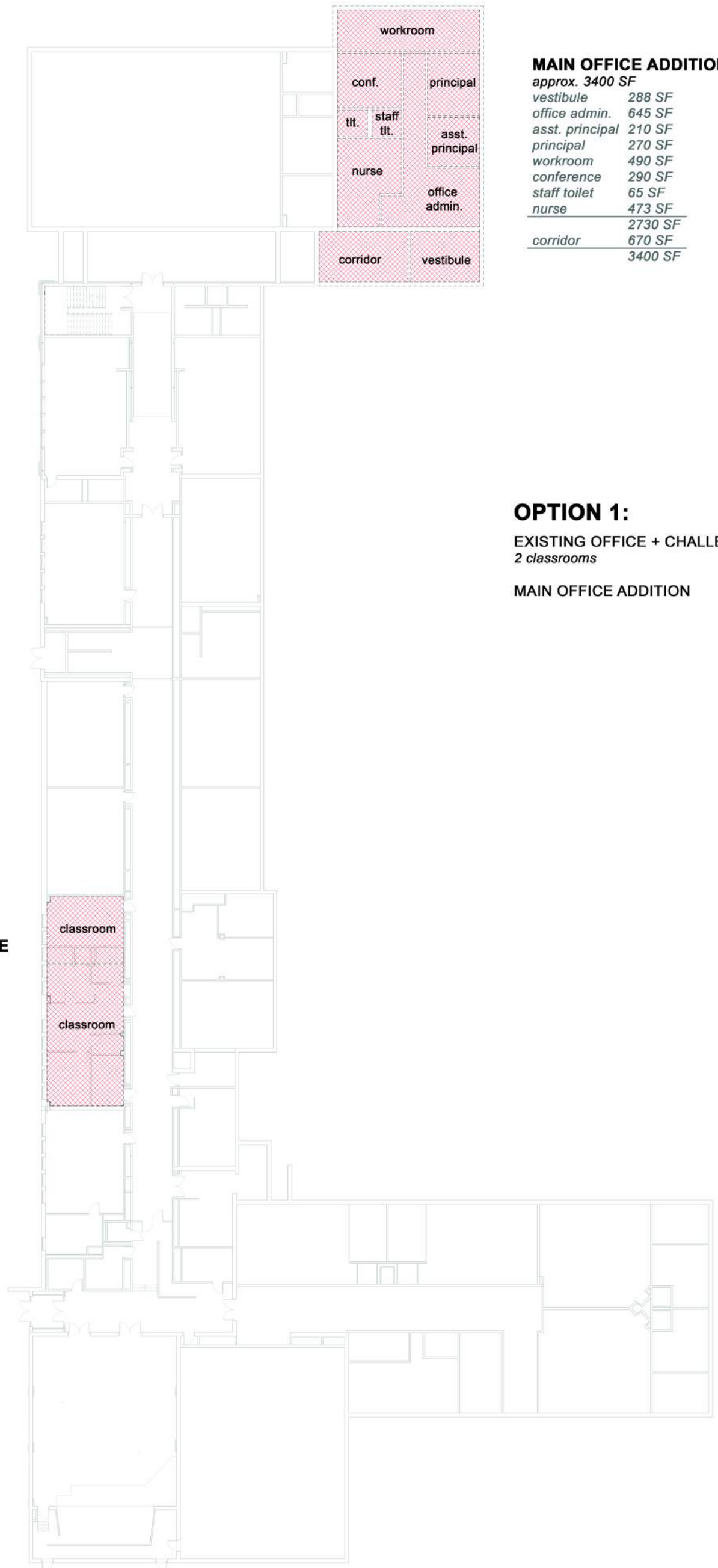
option 1

**PARK RIDGE- NILES SD 64
FIELD ELEMENTARY SCHOOL SV**

01

707 North Wisner Avenue, Park Ridge, Illinois 60068





MAIN OFFICE ADDITION

approx. 3400 SF

vestibule	288 SF
office admin.	645 SF
asst. principal	210 SF
principal	270 SF
workroom	490 SF
conference	290 SF
staff toilet	65 SF
nurse	473 SF
<hr/>	
corridor	670 SF
vestibule	3400 SF

**EXISTING OFFICE
+ CHALLENGE**
2 classrooms
416 SF, 20 students
893 SF, 44 students

OPTION 1:

EXISTING OFFICE + CHALLENGE ROOM becomes -
2 classrooms

MAIN OFFICE ADDITION

10.15.18

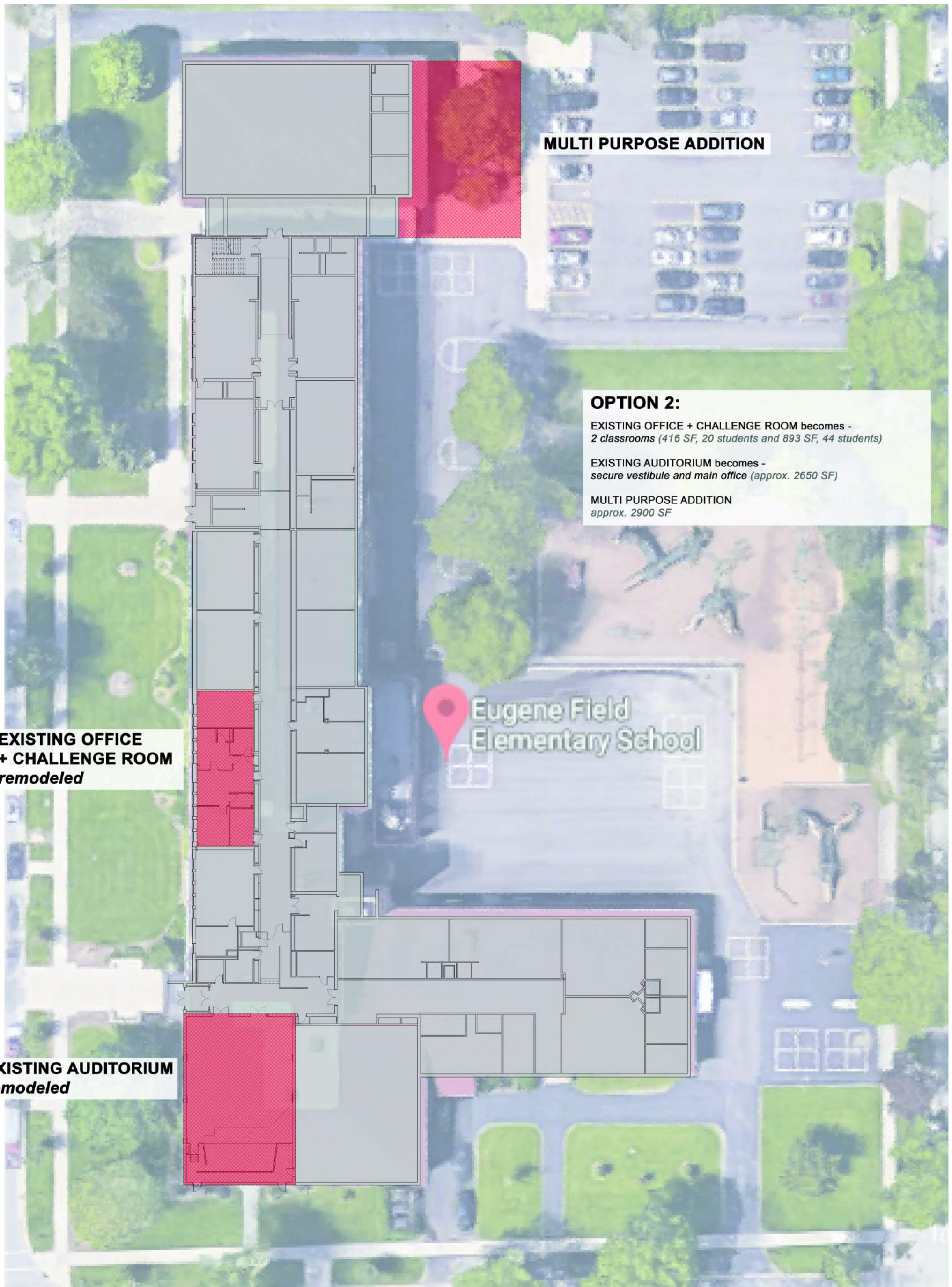
option 1

**PARK RIDGE- NILES SD 64
FIELD ELEMENTARY SCHOOL SV**

01-2

707 North Wisner Avenue, Park Ridge, Illinois 60068





MULTI PURPOSE ADDITION

OPTION 2:

EXISTING OFFICE + CHALLENGE ROOM becomes -
2 classrooms (416 SF, 20 students and 893 SF, 44 students)

EXISTING AUDITORIUM becomes -
secure vestibule and main office (approx. 2650 SF)

MULTI PURPOSE ADDITION
approx. 2900 SF

**EXISTING OFFICE
+ CHALLENGE ROOM
remodeled**

Eugene Field
Elementary School

**EXISTING AUDITORIUM
remodeled**

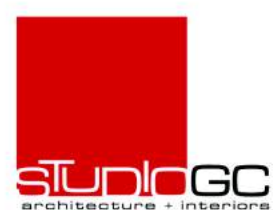
10.15.18

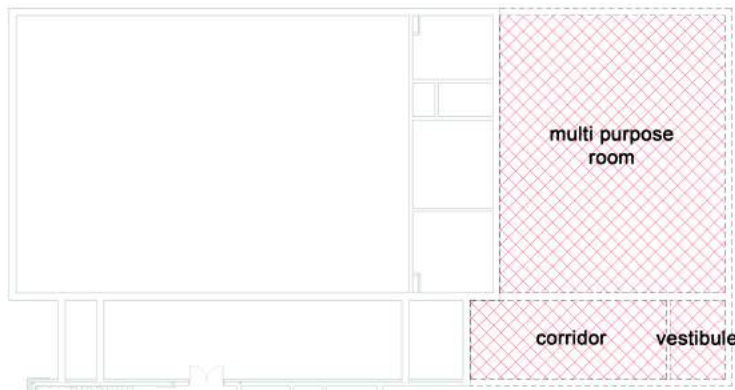
option 2

**PARK RIDGE- NILES SD 64
FIELD ELEMENTARY SCHOOL SV**

02

707 North Wisner Avenue, Park Ridge, Illinois 60068





MULTI PURPOSE ADDITION

<i>approx. 2900 SF</i>	
multi purpose room	2050 SF, 137 occupants
corridor	512 SF
vestibule	338 SF
<hr/>	
2900 SF	

OPTION 2:

EXISTING OFFICE + CHALLENGE ROOM becomes -
2 classrooms

EXISTING AUDITORIUM becomes -
secure vestibule and main office

MULTI PURPOSE ADDITION

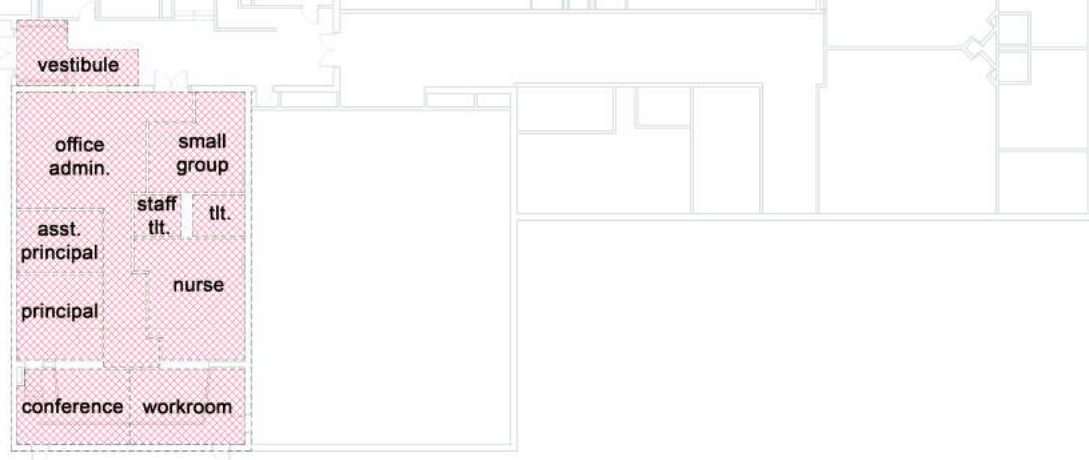
**EXISTING OFFICE
+ CHALLENGE**

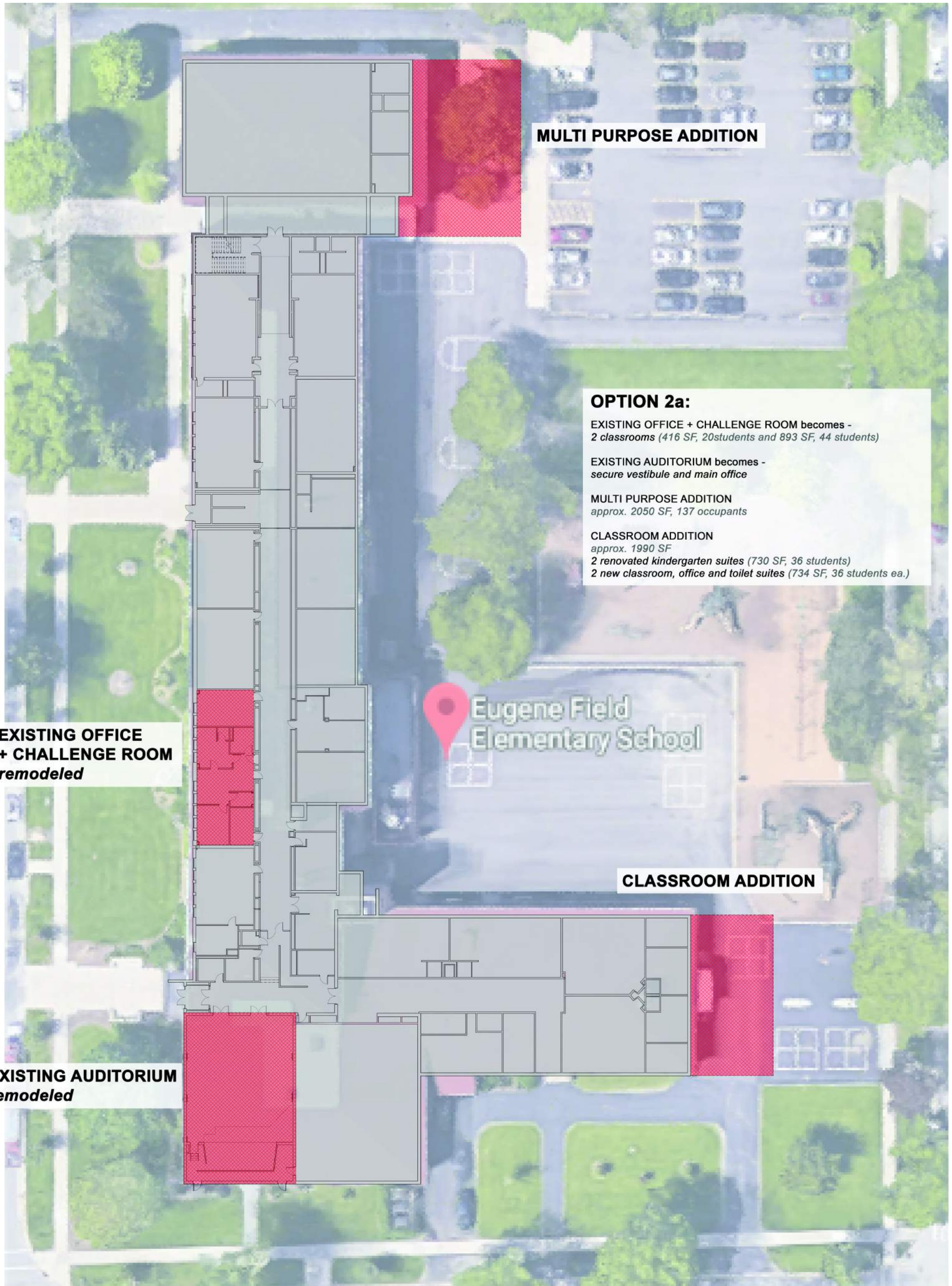
2 classrooms
416 SF, 20 students
893 SF, 44 students



EXISTING AUDITORIUM

vestibule	167 SF
office admin.	508 SF
asst. principal	166 SF
principal	225 SF
workroom	272 SF
conference	259 SF
staff toilet	65 SF
nurse	440 SF
small group	257 SF





MULTI PURPOSE ADDITION

OPTION 2a:

EXISTING OFFICE + CHALLENGE ROOM becomes -
2 classrooms (416 SF, 20 students and 893 SF, 44 students)

EXISTING AUDITORIUM becomes -
secure vestibule and main office

MULTI PURPOSE ADDITION
approx. 2050 SF, 137 occupants

CLASSROOM ADDITION
approx. 1990 SF
2 renovated kindergarten suites (730 SF, 36 students)
2 new classroom, office and toilet suites (734 SF, 36 students ea.)

EXISTING OFFICE + CHALLENGE ROOM remodeled

Eugene Field Elementary School

CLASSROOM ADDITION

EXISTING AUDITORIUM remodeled

10.15.18

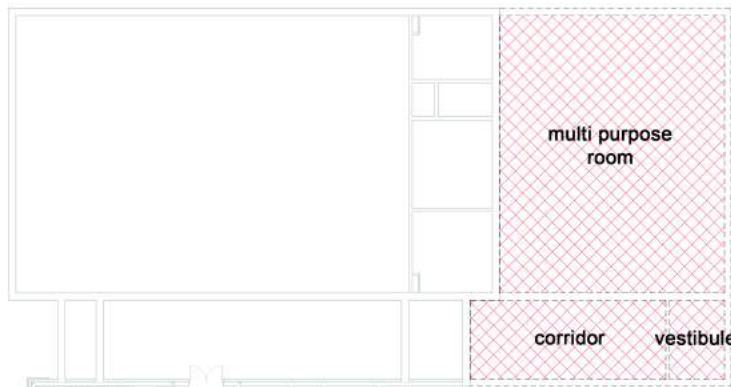
option 2a

**PARK RIDGE- NILES SD 64
FIELD ELEMENTARY SCHOOL SV**

02a

707 North Wisner Avenue, Park Ridge, Illinois 60068

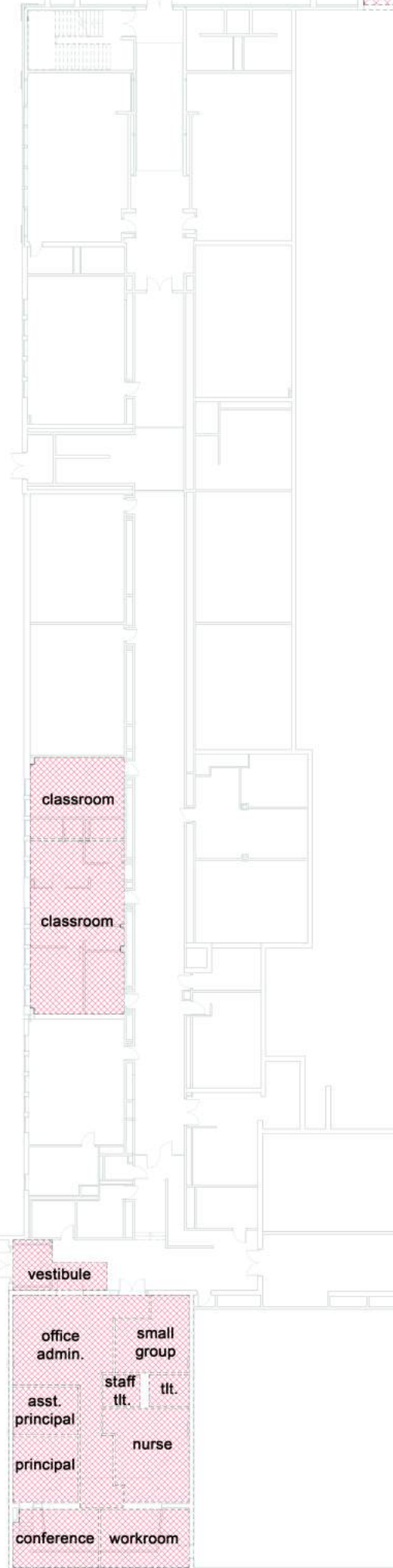




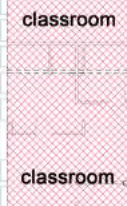
MULTI PURPOSE ADDITION

approx. 2900 SF

multi purpose room	2050 SF, 137 occupants
corridor	512 SF
vestibule	338 SF
	<hr/> 2900 SF



EXISTING OFFICE + CHALLENGE
 2 classrooms
 416 SF, 20 students
 893 SF, 44 students



OPTION 2a:

EXISTING OFFICE + CHALLENGE ROOM becomes -
 2 classrooms

EXISTING AUDITORIUM becomes -
 secure vestibule and main office

MULTI PURPOSE ADDITION

CLASSROOM ADDITION
 2 renovated kindergarten suites
 2 new classroom, office and toilet suites

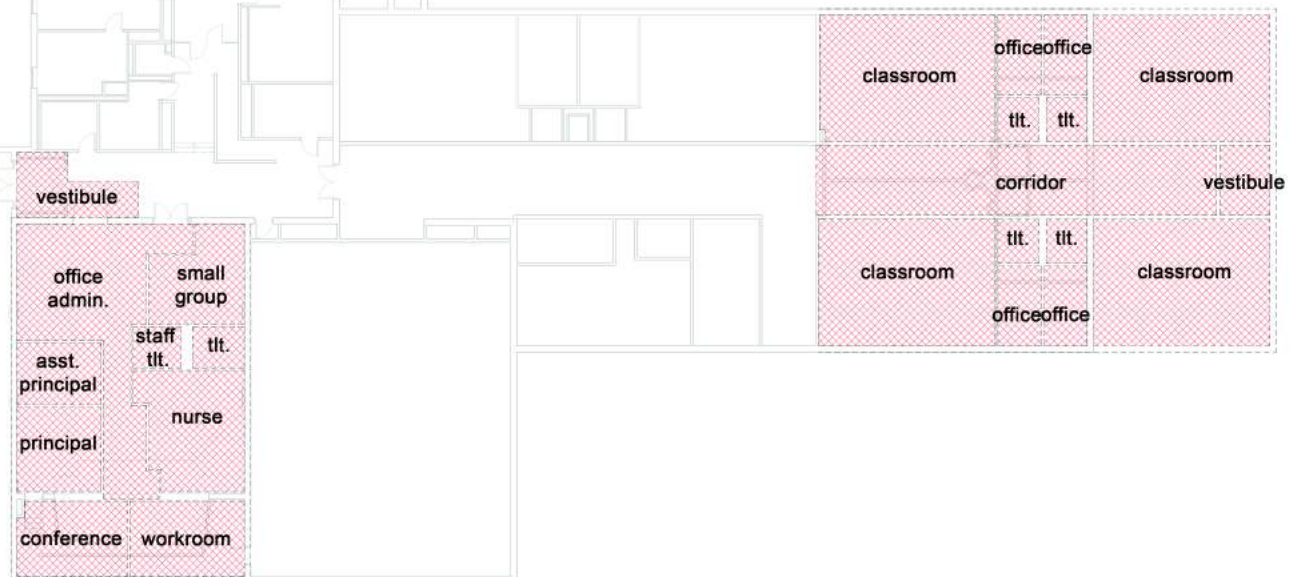
CLASSROOM ADDITION

approx. 1990 SF

new classrooms	734 SF, 36 students ea.
renovated kindergarten suites	730 SF, 36 students
	740 SF, 37 students

EXISTING AUDITORIUM

vestibule	167 SF
office admin.	508 SF
asst. principal	166 SF
principal	225 SF
workroom	272 SF
conference	259 SF
staff toilet	65 SF
nurse	440 SF
small group	257 SF



10.15.18

option 2a

**PARK RIDGE- NILES SD 64
 FIELD ELEMENTARY SCHOOL SV**

02a-2

707 North Wisner Avenue, Park Ridge, Illinois 60068



To: Board of Education
Dr. Laurie Heinz, Superintendent
From: Dr. Lea Anne Frost, Director of Student Services
Date: October 22, 2018
Re: Special Education Update September to October

The Student Services Department is continuing to progress on the identified four key target areas that align to both the external audit and internal review.

Activities between September 25, 2018 to October 22, 2018

The sections below describe the activities that have occurred within the Department of Student Services between September 25 and October 22, 2018 in support of the multi-year improvement effort which aligns with the D64 *2020 Vision* Strategic Plan.

Staffing

At this time, the Student Services Department is requesting an additional .5 FTE allocation for a resource teacher at Roosevelt School. This request is based upon the number of students and service minutes identified in IEPs as well as the anticipated potential for additional student needs that are currently in process.

Looking ahead, the department has drafted a staffing needs survey with the release date to all D64 staff of November 2, 2018. The information gathered from this survey will be considered in the allocation process to begin in January. The allocation process will also consider rules/regulations and student needs identified within our IEP system as means to determine the human resources necessary for the 2019-20 school year.

Ongoing Professional Development Needs

Within the past month, we have engaged our attorneys to provide training in:

- Section 504, which is an eligibility students may receive to ensure the implementation of appropriate supports and accommodations to their learning. Those trained were a cross section of District 64 special education staff and administrators. A portion of those trained have begun creating a 504 procedural manual for use district-wide.
- IEP development, which emphasized the documentation of parent input as well as student needs and services

Other trainings include:

- Facilitated IEP Training

- All special education administrators and District psychologists were trained on this process on October 9 and 10. Parent and additional staff training is scheduled for January 23 and 24.
- All elementary special education teachers and speech and language therapists received training on the *Fountas and Pinnell Word Study* program that has been adopted for the general education curriculum
- Our psychologists are continuing their coaching with Amanda Moons. They have ordered current materials and tools, some being technology-based, and are attending professional development opportunities related to these materials
- The Wilson Coach has expanded her support from Washington to Roosevelt and Field schools.
- Additional training is continuing on several curriculum programs.

Consistency

The department is reviewing, updating and implementing Board procedures as well as best practices to ensure fidelity and consistency. Activities include:

- 504 training is complete (September 25) and procedural manual development has begun (October 17)
- The Social Workers are aligning Student Threat Assessment and Suicide Prevention procedures with the Board procedures (began on October 2)
- Administration is aligning the Behavior Incident Form to incorporate the requirements of the Aggressive Behavior Form so that only one form will serve in dual purposes; Dr. Lopez is leading this effort
- An Accommodations Checklist was added to the Embrace 504 system
- A transition procedure was established for those students exiting Jefferson School and entering home elementary sites
- Appropriate and acceptable modifications and accommodations are being used in formative and common assessments
- Procedures have been finalized for the presentation of outside evaluations to D64 and Home/Hospital Procedures
 - Previous finalized procedures include: the utilization of 6:120 AP2 (Access to Classroom and Personnel); an IEP Verification form to ensure all general education staff and teacher assistants who have contact with students with IEPs are aware of the student's needs, accommodations, and modifications; a referral process for the services of the Board Certified Behavior Analyst (BCBA); procedures for determining homelessness and the updating of the website for appropriate and meaningful materials to families
 - Other activities have included:
 - reviews of: individual student evacuation plans and walk-throughs of

those buildings to ensure appropriate accessibility; the domain meeting procedures to ensure parent input; the legal use of special education staff for the Multi Tier System of Supports (MTSS); and student records locations and items housed within the various files

- Conversion of use to the documents supplied by Embrace, our IEP system, for FBA/BIP and updating the system with each parent/guardian's residence;
- Creation of a new newsletter -- "*Snapshots from Student Services*" -- now being shared bi-weekly with all department staff and D64 administrators. This is increasing communication amongst the special education staff and administration on a District-wide basis.

Message of Inclusion

To support the "Message of Inclusion," two District-sponsored groups have established their memberships for 2018-19 and are conducting meetings. These include the:

- The Special Education Board Committee which convened for the first time on Tuesday, September 25
 - The internal and external audit/reviews from spring 2018 were presented along with the subsequent reports and monthly updates to the Board
 - Minutes of the meeting are shared publicly on the District website and at tonight's meeting
 - A Google site was created for the Committee's ongoing use
- Parents and Teachers Talking Together (PT3) group held two additional meetings on October 1 and October 17
 - The group developed and practiced a PACT (Positively Addressing Challenges Together) and will begin engaging in the Priorities

Additional activities related to this key target include:

- A Special Olympics Team has been formed with the Emerson Instructional Teachers and Special Education Coordinators (also pertains to Key Target #3)
 - This team will coordinate efforts of all schools to be participants in Special Olympics. Please note that grade level participation may be limited due to the number of athletes and volunteers
- Our occupational therapists and music teachers worked together to discuss student accommodations and modifications as well as accessibility to the music curriculum (October 10). The general music department is interested in creating adaptive accommodation boxes.
- An administrative group is developing a Disability Awareness Curriculum by month to be shared with each school (also pertains to Key Target #3)

- Indicates specific months to review specified disabilities as well as materials to utilize within classrooms and suggestions for bulletin boards
- At this time, we are planning for four students to begin transitioning from outplacements back to D64 schools at the start of the second trimester. We are in the process of potentially moving one student in the District to an outplacement.

The Director and Assistant Director of Student Services are an integral part of all staff support and student experiences. Hence, they are visible and accessible to staff, parents, and community. Both the Director and Assistant Director have participated in various IEP, 504, and outplacement meetings. They have also visited the schools and observed within some classrooms. They engage in training and problem-solving with staff.

Future Plans for the Key Targets for the 2018-19 School Year

1. **Staffing** - An allocation process will be instituted that gathers data from various sources to be utilized in developing an appropriate human resources plan for the department.
2. **Professional Development** - Additional professional development sessions are scheduled for this fall with various groups participating. Scheduled topics include data collection and analysis, behavior management, curriculum materials and techniques, and restorative justice for certified staff. Our teacher assistants are also being offered training in data collection, behavior management, characteristics of students with autism and addressing their needs, and sensory integration.
3. **Consistency** - The department is continuing to engage in a review of our procedures, with an immediate emphasis on constructing a 504 Manual. We will also engage in a similar process with MTSS once the 504 Manual is near completion. It is also our plan to establish additional manuals housing forms pertaining to special education as well as a technology manual for our Embrace IEP system.
4. **Message of Inclusion** - The PT3 group convened on October 1 and 17. This group, which contains approximately 38 members, has engaged in team building activities and will be addressing the five priorities outlined by the group last year. Additionally, the Special Education Board Committee, a group of nine members co-chaired by Board Members Fred Sanchez and Larry Ryles met on Tuesday, September 25. Dr. Heinz and Dr. Frost will help with facilitation of this committee.

Ongoing Work and Next Steps

The District is diligently focused on implementing the varied, large activities and new initiatives introduced for the 2018-19 school year related to the audit finding and review, as described in detail for the Board and community over several months. The time and resources already committed to these priority projects, coupled with upcoming school holiday periods, may temporarily slow the volume of new items that are added to ensure the timely completion and

consistent implementation of the initiatives now underway.

I look forward to presenting an update and sharing priority projects with members of the Board on October 22, 2018.

Special Education Update

September 25, 2018 to October 22, 2018

Dr. Lea Anne Frost, Director of Student Services
Park Ridge-Niles School District 64
Board of Education Meeting – October 22, 2018


For the period:

September 24, 2018 to October 22, 2018

Updates on the four key areas targeted for improvement:

- Staffing
- Professional development
- Consistency
- Message of inclusion

Key Target #1 - Staffing

- At this time, the Student Services Department is requesting an additional .5 FTE resource teacher for Roosevelt School. This request is being made due to the number of students and service minutes in IEPs and the anticipated potential for additional student needs that are currently in the process of being identified.
 - A staffing needs assessment has been completed (draft form) in a Google format and will be shared electronically to all D64 staff
 - The results will be reviewed in preparing projections for the 2019-20 school year
 - The FY20 projection process will begin in January 2019.
- 

Key Target #2 - Professional Development

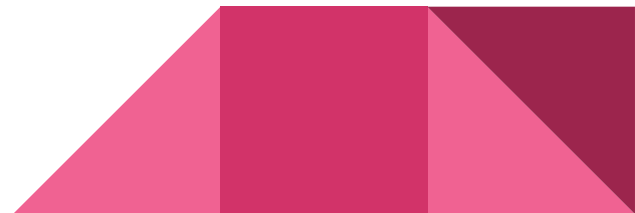
- Our attorneys have provided training:
 - Section 504 training was completed on September 25 and a procedural manual began to be developed on October 17 (also pertains to Key Target #3)
 - IEP Development - This session was offered on October 22 as a professional development opportunity for all new special education staff members and was extended to all veteran D64 special education staff members
- Facilitated IEP Training
 - All special education administrators and district psychologists were trained on this process on October 9 and 10. Staff and parent trainings are scheduled for January 23 and 24
- All elementary special education teachers and speech and language therapists received training on the Fountas and Pinnell Word Study program, which has been adopted for the general education curriculum

(continued)




Key Target #2 - Professional Development (*continued*)

- Our psychology and Wilson coaches are continuing their work
 - The Wilson coach has expanded from Washington School to Roosevelt and Field schools
 - Psychologists have ordered current materials and tools, some being technology based
 - Psychologists are participating in various professional development opportunities, including October 12 and 13 training on the Autism Diagnostic Observation Schedule - Second Edition (ADOS-2). This has become the standard instrument for assessing autism spectrum disorders across age, developmental level, and language skills.
- Additional training is being provided on several curriculum programs (also pertains to Key Target #3)



Key Target #3 - Consistency

- The department is reviewing, updating and implementing Board procedures as well as best practices to ensure fidelity and consistency
 - Procedures have been finalized for the presentation of outside evaluations to D64 and Home/Hospital Procedures.
 - The Social Workers are aligning Student Threat Assessment and Suicide Prevention procedures with the Board procedures
 - Administration is aligning the Behavior Incident Form to incorporate the requirements of the Aggressive Behavior Form so that only one form will serve in dual purposes
 - An Accommodations Checklist was added to the Embrace 504 system
 - A transition procedure was established for those students exiting Jefferson School and entering home elementary sites
 - Appropriate and acceptable modifications and accommodations are being used in formative and common assessments
- 

Key Target #4 - Message of Inclusion

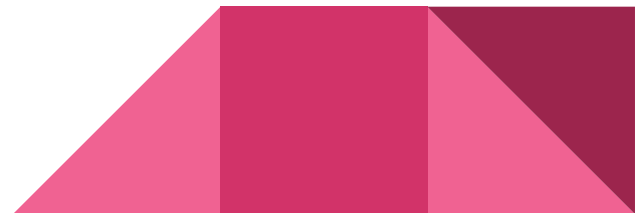
- The Special Education Board Committee was convened on September 25:
 - The internal and external audit/reviews from spring 2018 were presented along with the subsequent reports and monthly updates to the Board
 - Minutes of the meeting are shared publicly on the District website and at tonight's meeting
 - A Google site was created for the Committee's ongoing use
- The Parents and Teachers Talking Together (PT3) group held two additional meetings October 1 and October 17:
 - The group developed and practiced a PACT (Positively Addressing Challenges Together) and will begin engaging with the Priorities
- A Special Olympics Team has been formed with the Emerson Instructional Teachers and Special Education Coordinators (also pertains to Key Target #3)
 - This team will coordinate efforts of all schools to be participants in Special Olympics. Please note that grade level participation may be limited due to the number of athletes and volunteers

(continued)



Key Target #4 - Message of Inclusion *(continued)*

- Our occupational therapists and music teachers worked together on October 10 to discuss student accommodations and modifications as well as accessibility to the music curriculum
 - The general music department is interested in creating adaptive accommodation boxes
- An administrative group is developing a Disability Awareness Curriculum by month to be shared with each school (also pertains to Key Target #3)
 - Indicates specific months to review specified disabilities as well as materials to utilize within classrooms and suggestions for bulletin boards
- At this time, four students are transitioning from outplacements back to D64

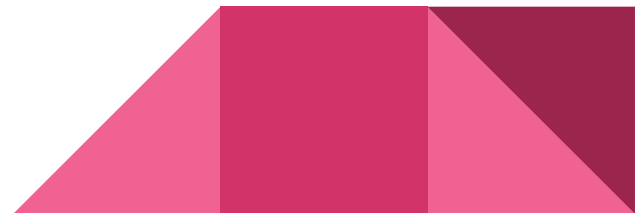


Future Plans

Four Key Targets:

1. Staffing
2. Professional Development
3. Consistency
4. Message of Inclusion

The District is diligently focused on implementing the varied, large activities and new initiatives introduced for the 2018-19 school year related to the audit findings/review, as described in detail for the Board and community over several months. The time and resources already committed to these priority projects, along with upcoming school holiday periods, may temporarily slow the volume of new items that are added.





Questions?

To: Board of Education
 Dr. Laurie Heinz, Superintendent
 From: Luann Kolstad, Chief School Business Official
 Tony Loizzi, Hodges Loizzi Eisenhammer Rodick & Kohn LLP
 Date: October 22, 2018
 Re: Discussion of District Legal Fees

At the Board’s request, administration has prepared a report outlining the legal fees by category for the 2017-18 fiscal year. The Board use two firms on an ongoing basis for legal issues: Hodges Loizzi for the majority of the matters and Franczek Radelet for Property Tax Appeal Board (PTAB), Tax Increment Financing (TIF) and general real estate issues related to the District. A large majority of the PTAB and TIF legal bills are split with Maine Township High School District 207. In 2017-18, District 64 also used the services of Ekl Williams for a single matter.

Franczek Radelet P.C.

The breakdown of billing during 2017-18 from this firm includes:

PTAB Objections	\$10,737
Legal Matters	<u>\$ 9,494</u>
Total	\$20,231

The legal matters included research on the two vacant properties the District owns in Park Ridge and research on the ESC building. This also includes the charges for surveys of the properties.

Hodges Loizzi Eisenhammer Rodick & Kohn LLP

Please see the attached chart (Attachment 1) that outlines by group the legal fees charged by the District’s general counsel firm, Hodges Loizzi, which totaled **\$291,705**, for the 2017-2018 fiscal year. Below we have provided a brief explanation for each category.

The hourly billing rates for Hodges Loizzi attorneys range from \$180 to \$300 per hour based on the experience level of the attorney. However, as you can see on the attached chart, the average hourly rate for 2017-2018 was \$222/hour. Also, please note that the District has a retainer relationship with the firm that allows the District to receive various routine legal services for \$200 per month. Also, the firm will often “no charge” certain services or minor matters that do not fall under the retainer category. In 2017-2018, Hodges Loizzi “no charged” services that, if charged, would equal \$29,945. Tony Loizzi will be present at the meeting to answer questions and provide further background, if necessary.

The categories include:

- **Special Education: \$92,813**
 - Includes due process claims/hearings, IEP issues, placement disputes, and all special education issues, policy reviews and trainings arising under IDEA, §504, and the ADA.
 - With respect to due process claims, the District is typically only responsible for legal fees up to its insurance deductible of \$25,000. The District pays the first \$25,000 with the District's insurance carrier covering balances above and beyond this amount. During the 2017-18 fiscal year, there was one due process claim that exceeded \$25,000 resulting in the insurance carrier paying out \$9,772 in legal fees.
- **Contracts: \$62,928 (\$45,420 after subtracting Ekl Williams fees)**
 - Includes matters related to leases and installment purchase contracts, telephone systems, energy management and conservation, computer hardware and software, equipment leases, food service contracts, privatization of services, intergovernmental agreements.
 - The proposed pilot School Resource Officer (SRO) program matter is included under this area. Of the \$62,928 total in the general area for 2017-2018, \$17,501 was for the first payment to the firm of Ekl Williams for its consulting services (Hodges Loizzi paid the first invoice on behalf of the District as a legal expense). District incurred \$9,200 in legal expenses with Hodges Loizzi for this matter..
- **Students: \$37,967**
 - Includes matters involving admission and graduation requirements, discipline, free speech, residency, grading issues, bullying and sexual harassment, student records, student clubs and organizations, student trustee elections, student drug testing, reciprocal reporting agreements with local law enforcement.
- **Labor: \$28,187**
 - Includes matter involving collective bargaining, unit formation, election campaigns, unfair labor practices, grievance arbitrations, contract administration.
 - The District negotiated the inaugural IFT (Support Staff Council union) contract during the 2017-18 fiscal year.
- **FOIA: \$23,977**
 - Includes matters related to requests under the Freedom of Information Act (FOIA) and appeals of the District's FOIA responses to the office of the Public Access Counselor.
- **Personnel: \$13,454**

- Includes matters related to hiring, evaluation, remediation, discipline and discharge, Family Medical Leave Act, Americans with Disabilities Act, employment discrimination, sexual harassment, employee drug testing, civil rights, employee benefits, Affordable Care Act.
- **Board Governance: \$12,528**
 - Includes matters related to the Open Meetings Act, Robert's Rules of Order, School Code, Election Code, Ethics Act, Intergovernmental Cooperation Act.
- **Board Meeting Attendance: \$5,600**
 - \$800 flat monthly fee for preparation and attendance for one attorney at the monthly regular Board meetings.
- **Finance: \$4,080**
 - Includes matters related to tax anticipation warrants, debt financing, bonds, rate referenda, installment contract and lease-purchase financing, fund transfers, tax increment financing, tax caps, truth-in-taxation, tax rate objections, levy and budget.
 - The District instituted receipt of ACH payments during the 2017-18 school year for accounts payable. The attorney reviewed and approved our ACH form for our vendors.
- **Board Policies: \$3,981**
 - Includes matters related to updating and/or refining Board policies.
- **Real Estate: \$3,535**
 - Includes matters related to purchase, sale and lease of property, developer donations and impact fees, zoning and land use concerns (traffic studies), boundary changes, construction of new buildings and additions, architect and construction contracts, environmental issues.
 - During this past fiscal year the Board requested information on the sale of the two vacant pieces of property and the potential sale of the ESC building. The need to use prevailing wage on construction at the ESC was reviewed by our attorneys as well as questions related to sale lease-buy back options for the Board of the ESC building.
- **Retainer: \$2,400**
 - \$200 flat monthly fee for a variety of services. A retainer allows designated school officials to make an *unlimited* number of routine telephone inquiries without incurring *any* additional costs. The retainer also includes periodic review of Board agendas and minutes, newsletters and other legal update information, and reduced-rate privileges for seminars and model documents.
- **Litigation: \$255**
 - Preparation of Board summaries for potential litigation and litigation charges if case moves forward in the courts. However, like due process claims, the District

is typically only responsible for legal fees up to its insurance deductible of \$25,000.

Ekl Williams Provenzale LLC

As noted above, District 64 utilized the services of this firm at the Board's direction to consult on matters related to the proposed School Resource Officer pilot program for the middle schools. In addition to the \$17,501 noted in the Hodges report above, District 64 incurred \$19,000.

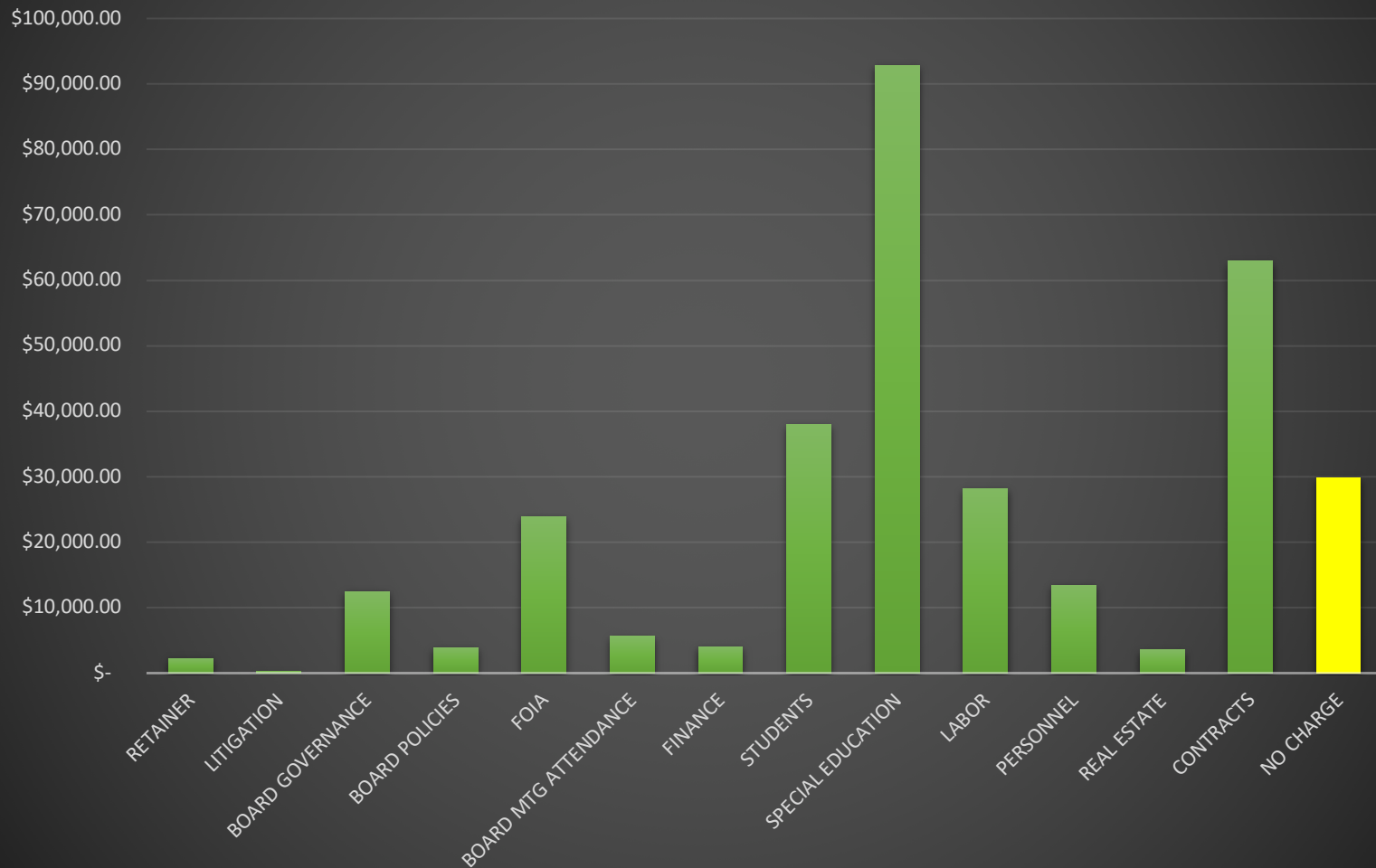
Next Steps

Administration has implemented in our Chart of Accounts within the budget separate program codes for each type of legal service. This will make it easier to monitor which areas are seeing significant activity during the fiscal year on an ongoing basis.

This Report contains a brief overview of the legal fees attributable to hours billed by HLERK from July 1, 2017 through June 30, 2018. The information is separated into HLERK's broad billing categories. Also included are the number of hours of work performed by HLERK during that same period of time for which the District was not charged a fee. Please note that this Report does not contain fees paid on behalf of the District by its insurers.

Hodges Loizzi 
Eisenhammer Rodick & Kohn LLP

HLERK Legal Fees By Category 7/1/17 - 6/30/18



Matter Category	Billed Amount	Average Hourly Rate
RETAINER	\$ 2,400.00	\$ 42.94
LITIGATION	\$ 255.00	\$ 231.82
BOARD GOVERNANCE	\$ 12,528.00	\$ 245.07
BOARD POLICIES	\$ 3,981.00	\$ 287.02
FOIA	\$ 23,977.00	\$ 231.20
BOARD MTG ATTENDANCE	\$ 5,600.00	\$ 114.18
FINANCE	\$ 4,080.00	\$ 265.59
STUDENTS	\$ 37,967.00	\$ 256.47
SPECIAL EDUCATION	\$ 92,813.00	\$ 237.20
LABOR	\$ 28,187.00	\$ 237.35
PERSONNEL	\$ 13,454.00	\$ 256.77
REAL ESTATE	\$ 3,535.00	\$ 261.10
CONTRACTS	\$ 62,928.00	\$ 223.55
TOTAL	\$ 291,705.00	\$ 222.33
NO CHARGE	\$ 29,944.50	199.2

To: Board of Education
Dr. Laurie Heinz, Superintendent
From: Luann Kolstad, Chief School Business Official
Dr. Joel Martin, Assistant Superintendent for Human Resources
Date: October 22, 2018
Re: Discussion of Updating HR/Financial Management Software

Background

In spring 2010, District 64 replaced its financial and human resource management software with Skyward School Business Suite. The goal was to provide a functional software to integrate streamline operations across multiple departments, access and link information maintained in multiple databases, and offer greater financial oversight for administrative staff.

Since the initial implementation of Skyward, the company has revised the software two additional times. The second revision to the software was never completed, with payroll still remaining on the initial platform. The second revision which we are using in the District (with the exception of payroll) is cumbersome and difficult to use. Administration is unable to provide a fund balance report from the software and unable to develop and run financial reports that must instead be generated by hand. The third revision is Qmlativ, which will require migrating from our current versions to the new version. At this time, reports from users indicate that the software does not appear to be fully ready for use.

The cost of implementation of Skyward, including training and conversion, was \$135,101 plus travel fees for trainers. Currently the District is paying on an annual basis \$35K for the first two versions of Skyward. To move to the Qmlativ version, when the software is de-bugged, the migration is anticipated to cost \$11,250 and the annual fees will be \$38K. The annual fees are not guaranteed to remain constant. In addition, currently the District is using another vendor for our time and attendance at a cost of \$9,300.

Alternatives

Members of the administrative team have used prior software packages, one being Specialized Data Systems, Inc. (SDS). While the software works well, it is designed for a smaller district and does not contain the human resource functions that we need. The second software package is Infinite Visions (a product of Tyler Technologies). As CSBO in my prior district, I oversaw the conversion from SDS to Infinite Visions. We changed software to access a much more user friendly interface for human resources and the ability to interface with other products we used, such as AESOP (time off software) and an applicant tracking interface that allows the District to integrate directly with a third party system, called Applitrack.

The one-time implementation fee for Infinite Visions is \$76,800 (see attachment 2), which includes project management, training, consulting, data import and a one-time setup fee per Named User. The cost of Infinite Visions on an annual basis guaranteed for the next five years will be \$52,327. Implementation of Infinite Visions, however, will eliminate the need for the current time and attendance vendor, a savings of \$9,300 annually. This will lower the District’s annual cost to provide these combined services to just over \$43K.

Services Provided by Infinite Visions

As described in the graphic below, Infinite Visions is designed to provide an integrated approach to a school district’s financial management and human resource operations.



Financial Management

A complete integration of the District's financial data will eliminate redundant data entry, allowing transactions to flow into the general ledger from the other areas. The areas covered within Financial Management are:

- General Ledger
- Budgeting
- Purchasing and Payables
- Vendor Self Service
- eProcurement
- Accounts Receivable
- Grant Management and Project Tracking - for the Title Grants
- Budget forecasting and ability to run negotiation scenarios using the software

Human Capital Management

The District currently employs approximately 700 employees. Streamlining of our personnel and payroll systems reduces the chance of error and time required for double entries into the system. The areas covered with Human Capital Management are:

- **Human Resources:**
 - Position control - only approved positions can be filled, allows HR and the hiring managers to interact with all of the information online and not in multiple spreadsheets or not written down.
 - Integrated applicant tracking - allowing information from Applitrack to flow into our software including all documents that are required when submitting an application.
 - Contract management, evaluations and insurance tracking.
 - Employee 360 dashboard with proactive alerts for staff performance measures and other workflow items.
 - Time and attendance allows for advanced scheduling of individuals to help minimize labor costs and overtime expenses.
 - Tools for complex time tracking rules and pay codes and seamless integration with Infinite Visions payroll and self service functionality for employees.
- **Payroll and Benefits Administration:**
 - Position encumbrance tracking and budgeting
 - Integrated substitute teacher tracking
 - Salary schedules and employee history
 - ACA Reporting.

In addition, the reporting capabilities are user friendly with over 400 pre-formatted reports and the ability to build ad hoc reports. In terms of state reporting and compliance, the system will generate all state and federally mandated reports, including state annual financial reports, staffing and licensing reports, retirement reports and workers' compensation reports.

Infinite Visions is a cloud-based program eliminating the need for additional hardware and infrastructure maintenance to maintain the database. If a disaster were to occur, they are committed to helping restore essential business practices within 24 hours or less. The hosting services are audited at least yearly in accordance with the AICPA's Statement of Standards for Attestation Engagements (SSAE) No. 16, Type 2. They conduct annual penetration testing of either the production network and/or web application and maintain industry standard intrusion detection and prevention systems to monitor malicious activity in the network and to log and block any such activity. Their data centers are accessible only by authorized criminal background checked personnel with a unique key entry. Audits are by both internal and external auditors to ensure no unauthorized access.

D64 staff from the Business Office and Human Resources who use the software daily have evaluated the current Skyward system compared to the Infinite Visions offerings. Their comments are compiled as Attachment 1. Administration can also speak to the limitations of Skyward and the need to improve our software.

Recommendation

Based on our internal evaluation of the existing system compared to the comprehensive features of Infinite Visions, administration is recommending the transition to Infinite Visions. We believe this would provide a streamlined, integrated system with a high level of dependability, easy to use interface, and immediate access to a wide range of analytics and reports that will more effectively mesh the work of the Business Office and Human Resources to increase the District's overall efficiency and transparency.

Next Steps

The 2018-19 Budget includes the purchase of the new software and the annual fees. James Levi of Hodges Loizzi is reviewing the License and Services Agreement.

Following Board discussion and review, we would anticipate bringing an action item to the Board for approval at the November 12, 2018 meeting. This will allow lead time to prepare for and migrate both departments to the new systems. Our goal would be to have Infinite Systems operational prior to the start of the 2019-20 fiscal year on July 1, 2019.

The following are comments from users in the Business Office:

Added Value of Infinite Visions that are not offered by Skyward:

- Live support 7am - 7pm
- Built-in workflows for hiring, position changes, terminations
- Capable of storing personnel documents online within the system
- Change log/history for entire system (can see who made a change and when)
- Payroll account number journal entries done simultaneously to change account number on an employee's position
- Direct sync capabilities with Aesop, Applitrack, and Veritime, which should cut down on amount of data entry on our end
- Global search feature
- Ability to establish vendor self service portals which will cut down on the time required to both order items and to process the accounts payable. Currently a teacher researches an item on Amazon, they then send their request to the Business Office, we order the item. When bill received, all charges have to be hand entered into Skyward for payment.

Complaints about Skyward:

- Having to use 2 systems (can only do certain functions on the web version and need the Citrix version for others)
- Customer service: Skyward makes you enter service call and wait for a call back unless it's extremely urgent. Often times I miss their call, they don't provide the answer I'm looking for in the voicemail/email and then I have to reply and wait for another call back.
- Too much of a barrier built between HR and Payroll functions (the export/import process makes it too easy for changes to be made on one side and not the other)
- Lack of a fund balance report
- Overall just too "clicky". Can't perform simple functions without clicking multiple buttons or opening multiple windows.
- Software is not intuitive, very difficult to navigate.

The following are comments from the Human Resources Department:

Skyward	Infinite Visions
Interface is very user "unfriendly"	Interface is modeled after Microsoft applications, very user friendly
Figuring out how to run a report with the correct data needed can take hours unless it can be cloned from another report	Reports can be created easily and some are already created
HR staff enter new employees' information (increased chance for errors/typos)	New employees information is imported from AppliTrack into Infinite Visions
Onboarding is all paper, which can be misplaced and it is manually entered which increases the risk of errors	Onboarding (forms) can be done electronically
Everytime a change is made to an assignment, it has to be manually exported (by HR) and then imported (by payroll) again. For example, if a teacher moves from 3rd to 4th grade, the change is made and then HR has to export the new assignment and payroll has to import the new assignment.	Once a change is made it is automatically imported (staff don't have to do it manually)
Nothing in Skyward for hiring process/approvals	Hiring process/approval - candidates go through an approval process in Infinite Visions with the appropriate staff giving approval
Professional growth - have to enter each staff member's credits on their Skyward profile for each in-district class they took (this summer alone there were 41 classes with approximately 10-20 staff members in each class)	Can enter the class and select which staff member was in the training
No way to mass change an item, must go into every field and manually make changes.	
Skyward continually has issues with approval process in professional growth. Items will continually default to the wrong item and Skyward states they cannot fix it.	

Simply not user friendly for staff, difficult to find and understand their own information	

Contract ID# 2018-0219

**Prepared for:**

Luann Kolstad
Community Consolidated School District 64
164 South Prospect Ave
Park Ridge, IL 60068
847-318-4324

Quoted By: **K. McTigue**Quote Date: **10/3/2018**Expiration: **1/1/2019****Tyler Software - SaaS**

Student Count: 4,600

Infinite Visions Enterprise Edition Software

Description	Annual Fee
Core Accounting	General Ledger - Budgeting, Check Manager, Bank Reconciliation, Revenue Accounting; Procurement & Payables; Payroll; User Security & Administration
State Reporting	All electronic and hard copy reporting required for state retirements, other payroll & personnel requirements, fiscal budget & expenditures.
Human Resources	Employee demographics, certificates, evaluations, contract printing, salary negotiations, user-defined fields for sorting, selecting and printing
iVisions Web Portal	Employee Self Service, Manager workflow access and Electronic personnel action requests
iVisions Employee Reimbursements	Online processing of employee expense reimbursements
InfoLink	Provides a point-and-click interface to link tables for report writing

Infinite Visions Interfaces:

Description	Annual Fee
Online Applicant Tracking Interface	Integration with 3rd party applicant tracking system
Substitute Calling System (Leave) Interface	Interface with 3rd party timecard system (employee leave taken)
Substitute Calling System (Time Worked)	Interface with 3rd party substitute calling system (substitute time worked)
Electronic Shopping Interface	Provides an interface to web purchasing

Annual SaaS Fee:**\$43,581****Tyler Managed Hosting Services**

Description	# Users	Annual Fee
Annual Fee for up to 10 Named Users	10	\$8,745

*Additional named users can be added for an additional \$575 per year

Annual SaaS Fee:**\$8,745****TOTAL SaaS Annual Fee: (5 Years - 60 Months)****\$52,327****Estimated Professional Services**

Description	Svcs Hrs	Svcs Cost	# Users
Project Management	72	\$10,800	
Training	240	\$30,000	
Consulting	224	\$28,000	
Data Import	40	\$6,000	
One-Time Setup Fee per Named User		\$2,000	10
TOTAL:		\$76,800	

Summary

	One-Time Fees	Recurring Fees
Total Tyler SaaS		\$52,327
Total Tyler Services	\$76,800	
Summary Total	\$76,800	\$52,327
Contract Total	\$129,127	



To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Luann Kolstad, Chief School Business Official
Date: October 22, 2018
Re: Safe Routes to School Grant - Emerson Access Project

Background

District 64 was invited to work with planners at the City of Park Ridge and Village of Niles to potentially lend our support to a joint effort to win up to \$200K in grant funding through the Safe Routes to School (SRTS) program administered by the Illinois Department of Transportation. In the SRTS program, municipalities win grant funds to undertake infrastructure projects designed to encourage children to walk and bike to and from school, and to improve safety where needed to do so. Such projects typically also have ongoing benefit to the community.



D64 can only add our support to one project, so a joint Park Ridge-Niles effort is ideal. D64 would have no direct expenses; the infrastructure funding, expenditures and reimbursements are all channeled directly through the municipalities.

Previously, D64 was instrumental in winning a \$400K SRTS infrastructure grant in 2008 for sidewalks added near Franklin School along Dee Road between Manor Lane and Farrell Avenue.

Emerson Middle School Access Improvement Project

Following a preliminary meeting to review this opportunity, a small working group was formed, including: John Carlisle - Park Ridge planner; Robert (Bob) Rado - Niles civil engineer; along with Dr. Heinz; CSBO Kolstad; Public Information Coordinator Bernadette Tramm; Director of Facility Management Ron DeGeorge; and Emerson Middle School Principal Jim Morrison.

Based on our investigations, the working group has proposed a joint project to improve safe walking/biking access to Emerson Middle School. Both these projects were identified as providing significant safety enhancements for Emerson students, and would have continuing benefits to local residents. This would be accomplished by using the grant to provide new infrastructure in two ways:

- Park Ridge - Creating a new, 8' multi-use pedestrian/bike path along the south side of Oakton Street from Prospect Avenue to Michael John Drive/Ozark Avenue. (Attachment 1)

- Niles - Adding new sidewalk on the west side of Prospect Avenue from Farnsworth Drive to Monroe Street along Emerson's designated safe walking/biking route. (Attachment 2)

Next Steps

According to the guidelines, applications must be submitted by the sponsoring entity that will assume responsibility for initially funding the projects and receiving reimbursement from the state as work is completed. For this project, the City of Park Ridge would receive and administer the grant funding.

Grant applications are due in mid-November; the announcement of awards are expected in March 2019. To meet this deadline, the following steps are being taken:

- October 10, 2018 - Emerson Middle School PTO meeting public presentation
- October 22, 2018:
 - District 64 Board of Education meeting report
 - City of Park Ridge City Council meeting report
- October 23, 2018 - Village of Niles Council meeting report and resolution of support for grant application
- Ongoing October 23 - November 16:
 - Emerson Middle School student arrival/departure surveys and parent survey regarding transportation methods to/from school
 - Letters of support from other local agencies and community groups (Park District, Park Ridge Bike Task Force, Niles Bike Task Force, Maine Township D207, etc.)
- November 7 - Park Ridge City Council resolution to submit application
- November 12 - District 64 resolution of support for the Park Ridge grant application
- November 19 - Grant and all required documentation submitted

The Board will be asked at the November 12 meeting to approve a resolution in support of the SRTS application by the City of Park Ridge. The grant application cannot be submitted without District 64's formal endorsement.

Because Park Ridge and Niles team members will not be present at the Board's October 22 meeting, we would ask that Board member questions be sent in advance so that the information can be researched and provided to you at the meeting.



City of Park Ridge

Oakton St- Prospect Ave To Michael John Dr
Proposed Sidewalk Installation

OAKTON ST

W KATHLEEN DR

AUSTIN AV

MICHAEL JOHN DR

BROOKLINE LN

W EDGEMONT LN

W LAHON ST

E LAHON ST

TIN AV

T LN

CT AV

N PROSPECT AV

BROOKLINE LN

MICHAEL JOHN DR

W EDGEMONT LN

N AV

N WASHINGTON AV

ELMORE ST

N MERRILL ST

E LAHON ST





10/10/2018 10:42:35 AM S:\PS Engineering - Shared\Sidewalk 2018\ODN Sheets\FCC-1B Concrete-Map-Prospect Sidewalk_SRTS.dgn

ENGINEERING DEPARTMENT
Village of Niles
 6649 W. Touhy Avenue
 Niles, Illinois 60714
 Tel. 847.588.7300
 Email: vniles.com

USER NAME = NILES
PLOT SCALE = 1/80" = 1' = 80'
PLOT DATE = 10/10/2018

DESIGNED - RJR
DRAWN - RJR
CHECKED - TJP
DATE - OCTOBER 2018

REVISED -
REVISED -
REVISED -
REVISED -

VILLAGE OF NILES

**SAFE ROUTES TO SCHOOL - EMERSON ACCESS
 PROSPECT STREET PROPOSED SIDEWALK**

SCALE: 1" = 80' SHEET NO. 10F 15SHEETS STA. TO STA.

F.A.I. RTE.	SECTION	COUNTY	TOTAL SHEETS	SHEET NO.
		COOK	01	01
CONTRACT NO. V19-00				
ILLINOIS INFRASTRUCTURE IMPROVEMENT PROJECT				

Approval of Recommended Personnel Report

ACTION ITEM 18-10-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report, noting that the Personnel Report is based on the recommendation of the Superintendent and not upon the Board’s direct knowledge regarding any of the specific individuals selected for employment.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

October 22, 2018
Personnel Report

Everardo Cardenas	Employ as District Night Custodian effective October 15, 2018 - \$17.03 hourly.
Mari Lou Ciprian	Employ as Level IV Secretary at Lincoln School effective October 1, 2018 - \$18.65 hourly.
Maria Kolligris	Employ as Special Needs Teacher Assistant at Field School effective October 1, 2018 - \$15.98 hourly.
John Lyons	Employ as District Night Custodian effective October 15, 2018 - \$17.03 hourly.
Louie Charles Merck	Employ as District Night Custodian effective October 15, 2018 - \$17.03 hourly.
Kelly Moore	Employ as Level IV Human Resources Secretary effective October 10, 2018 - \$18.84 hourly.
Eun Sun Park-Simpson	Employ as Teacher Assistant at Washington School effective October 17, 2018 - \$15.98 hourly.
Kelsey Peters	Employ as Teacher Assistant at Field School effective October 9, 2018 - \$15.98 hourly.
Diane Mandell	Change of Assignment from Teacher Assistant at Washington School to Intervention Teacher at Washington School effective October 15, 2018 - BA+24, Step 1 - \$54,983.
Carlos DeJesus	Resignation as District Custodian effective October 19, 2018.
Michael Schaefer	Resignation as Teacher Assistant at Roosevelt School effective October 09, 2018.

Consent Agenda

ACTION ITEM 18-10-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda for October 22, 2018 which includes: Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending September 30, 2018; and the Destruction of Audio Closed Recordings (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

PORTION OF MINUTES OF A MEETING OF
 BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NUMBER 64
 COOK COUNTY, ILLINOIS

Held on the 22nd day of October, 2018

Present:

Absent:

It was moved by _____, seconded by _____, that the bills shown on the schedule hereto attached by approved and that vouchers numbered as follows be issued and charged against the accounts shown:

<u>Fund</u>	<u>Fund Total</u>
10 - Education Fund -----	\$ 1,204,592.76
20 - Operations and Maintenance Fund -----	\$ 241,781.48
30 - Debt Services -----	\$ 1,953,017.48
40 - Transportation Fund -----	\$ 168,109.60
50 - Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ 92,131.36
61 - Capital Projects - 2017 Debt Certificates -----	\$ 1,046,350.03
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 130134 - 130247
 ACH's Numbered: 181900332 - 181900403

Total: \$ 4,705,982.71

Upon roll call being held, the following votes were cast:

AYES:

NAYS:

ABSENT:

Whereupon the President declared the motion carried.

WE, _____, and _____, DO HEREBY CERTIFY that we are respectively the President and Secretary of Board of Education of Community Consolidated School District Number 64, Cook County, Illinois.

WE HEREBY FURTHER CERTIFY that the foregoing is a correct copy of a portion of the minutes of the meeting of the 22nd day of October, 2018, and that the schedule of bills attached is a true copy of the schedule of bills approved at said meeting.

IN WITNESS WHEREOF we have hereunto affixed our hands and seals this 22nd day of October, 2018.

 President

 Secretary

Bills

This Report Can be Viewed on the

[Financial Data Current](#)

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Valerie Varhalla, Director of Business Services

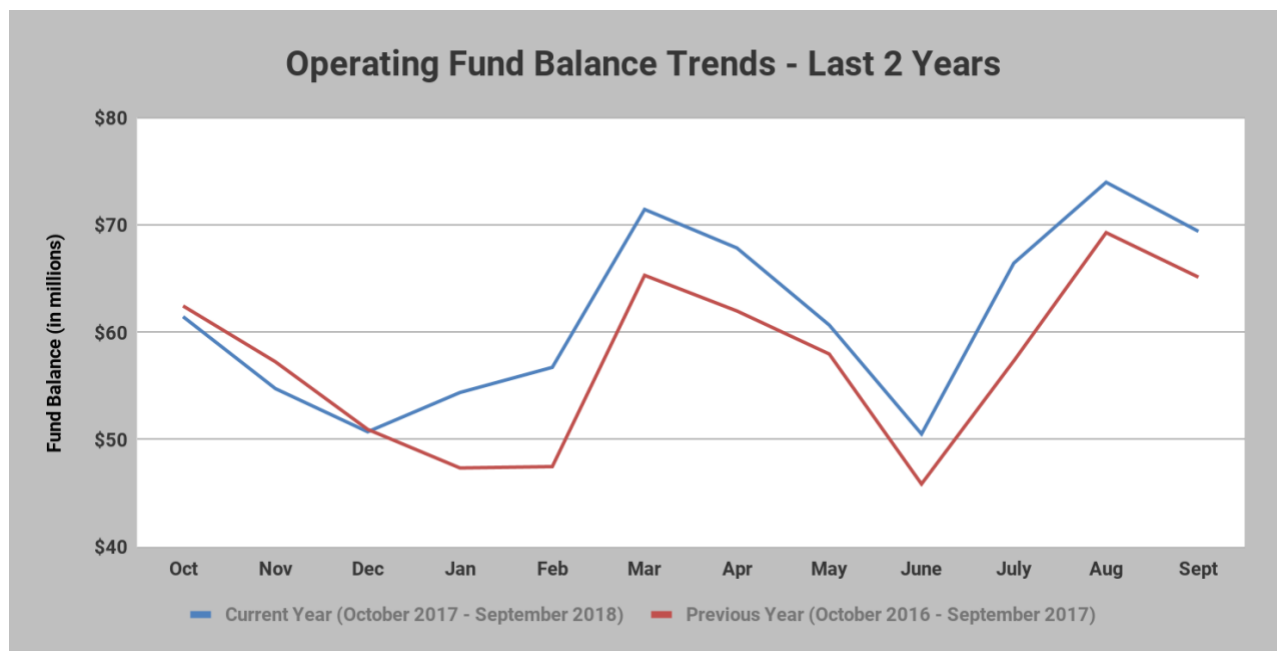
Date: October 22, 2018

Subject: Financial Update for the Period Ending September 30, 2018

Attached for your review are the following reports as of September 30, 2018:

- Fund Balance Report
- Revenue Summary Report
- Expenditure Summary Report
- Other Financing Sources/Uses Summary Report

Fund balance in the Operating Funds decreased \$4.6 million in September to \$69.4 million. The graph below shows a comparison of monthly fund balances over the last two years. The spikes in fund balance during February/March and July/August represent the District's property tax collections, which make up approximately 85% of the District's total annual revenues. It's very important for school districts to maintain fund balance reserves that are sufficient to cover operations in between those months, particularly during the fall/winter when revenues are typically scarce.



The most recent 12-month period followed a similar trend as the preceding year. Some notable exceptions are:

- January – The District’s fund balance typically decreases each year in January. However, the fund balance in January 2018 (blue line) increased because of a timing variance involving the District’s tax revenues. When the new federal tax law was approved, homeowners were encouraged to prepay their 2018 spring property taxes in calendar year 2017. As a result, the District received \$7.9 million (23%) of its spring tax revenue installment in January, which is 1-2 months earlier than normal. Fund balance at the end of January 2018 was \$7.1 million higher than at the end of January 2017.
- February – Fund balance in February 2017 (red line) remained flat instead of increasing because the Board approved a resolution to transfer \$4.5 million of fund balance out of the Operating Funds to fund capital projects.
- May and June – The two fund balance lines decreased at varying angles because the District’s biweekly payroll schedule produced a different number of payrolls in each month. Looking at the two months combined, fund balance in 2018 (blue line) decreased by \$1.2 million more than in 2017 (red line). This is due to the District transferring \$786,000 out of the Operating Funds in May 2018 to make its first yearly payment on the debt certificates. There was also a \$400,000 decline in registration fee revenue in 2018 because the District offered parents the option to defer payment on student fees until September for the first time this year.

From a macro-level perspective, the District is in a strong financial position at the end of the first quarter of the fiscal year. Fund balance is expected to continue declining over the next 3-4 months of operations when revenues are less substantial. The final 2018-19 budget and five-year financial projections outline a substantial number of facility improvement projects and curriculum renewals or adoptions planned for this year and the following year. Throughout this long-term planning and forecasting the District continues to maintain the goal of operating within its means.

Revenue Summary - September

Total revenue for the District was 41% of budgeted revenues as of September 30. Revenues in September consisted primarily of prior year property taxes totaling \$97,600. The District also received some other local revenues related to the start of the school year such as food service fees, extended day kindergarten tuition, and bus fees.

State and federal revenue was larger in September due to two standard installments of Evidence Based Funding from the State totaling almost \$306,000 and \$368,000 of State categorical payments from 2017-18 for special education and transportation. The District has now received all categorical payments from 2017-2018.

Expenditure Summary - September

After three months of activity (or 25% of the fiscal year), the District has expended 20% of its overall budget. It is customary for spending to run behind the average monthly budget pace throughout the year but especially in the first couple months because salaries and benefits of ten-month employees (teachers, teacher assistants, etc.) do not start getting expensed until late August. At this point last year, 19% of the total budget had been spent.

Spending in September consisted salaries and benefits for District employees as September was the first full month where all employees were on the payroll. Other significant expenditures included purchased service, supplies for the care and upkeep of the Districts buildings and grounds.

Other Financing Sources/Uses Summary – September

Other Financing Sources/Uses consist primarily of transfers made between funds. All interfund transfers require Board approval. There has been no activity in the other financing sources/uses accounts so far this year.

If you have any questions about the Financial Report, please contact Dr. Heinz or myself.

Park Ridge - Niles School District 64
Fund Balance Report for the Period Ending September 30, 2018

Fund	Unaudited Fund Balance June 30, 2018	2018-19 Fiscal Year to Date Revenues	2018-19 Fiscal Year to Date Expenditures	Excess / (Deficiency) of Revenues Over Expenditures	2018-19 Other Financing Sources/Uses	Unaudited Fund Balance September 30, 2018
(10) Education	\$ 29,260,719	\$ 25,194,952	\$ 9,191,407	\$ 16,003,545	\$ -	\$ 45,264,264
(20) Operations & Maintenance	\$ 8,474,083	\$ 2,530,219	\$ 1,990,281	\$ 539,938	\$ -	\$ 9,014,021
(40) Transportation	\$ 3,648,924	\$ 1,767,959	\$ 335,110	\$ 1,432,849	\$ -	\$ 5,081,773
(50) Retirement (IMRF)	\$ 885,959	\$ 502,693	\$ 174,844	\$ 327,849	\$ -	\$ 1,213,808
(51) Retirement (Social Security)	\$ 824,244	\$ 682,422	\$ 193,187	\$ 489,235	\$ -	\$ 1,313,479
(70) Working Cash	\$ 6,577,446	\$ 276,775	\$ -	\$ 276,775	\$ -	\$ 6,854,221
(80) Tort Immunity	\$ 867,284	\$ 343,413	\$ 539,654	\$ (196,241)	\$ -	\$ 671,043
Total Operating Funds	\$ 50,538,659	\$ 31,298,433	\$ 12,424,483	\$ 18,873,950	\$ -	\$ 69,412,609
(60) Capital Projects	\$ 3,534,715	\$ 6,791	\$ 1,216,955	\$ (1,210,164)	\$ -	\$ 2,324,551
(61) Capital Projects - 2017 Debt Certificate	\$ 4,681,434	\$ 6,885	\$ 3,216,205	\$ (3,209,320)	\$ -	\$ 1,472,114
(30) Debt Service	\$ 3,672,438	\$ 919,626	\$ 195,820	\$ 723,806	\$ -	\$ 4,396,244
Total Non-Operating Funds	\$ 11,888,587	\$ 933,302	\$ 4,628,980	\$ (3,695,678)	\$ -	\$ 8,192,909
Total All Funds	\$ 62,427,246	\$ 32,231,735	\$ 17,053,463	\$ 15,178,272	\$ -	\$ 77,605,518

This Report Can be Viewed on the

[Financial Data Current](#)

ACTION ITEM 18-10-4

APPROVAL OF MINUTES

I move that the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois approve the minutes from the Closed Session Meeting on June 11, 2018; the Closed Session Meeting on August 20, 2018; the Special Meeting on August 27, 2018; the Committee-of-the-Whole Meeting on September 10, 2018; the Closed Session Meeting on September 24, 2018; the Regular Meeting on September 24, 2018; and the Special Meeting on September 26, 2018.

Moved by _____ Seconded by _____

AYES:

NAYS:

ABSENT:

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well as the overall priority projects across the District, and to meet the educational goals for student learning in a safe and engaging environment. CSBO Kolstad noted the Master Facilities Plan is being carried out over five years to coincide with the *2020 Vision* Strategic Plan. Facility Director DeGeorge and Rick Petricek of Studio GC architects joined her in describing the projects completed at all eight schools, as detailed in her written report. They noted that the District had invested \$8.3 million in Health Life Safety, critical infrastructure and capital projects for summer 2018. Projects were completed both indoors and on the exteriors of schools. They noted that extensive work was completed at Roosevelt School, which included the creation of a new “primary wing” by relocating three, first grade classrooms into the main hallway to be with the other first grade classrooms and the kindergarten rooms. Two new music classrooms also were created near the school auditorium, while remodeling the existing art room. They noted that Roosevelt’s Learning Resource Center (LRC) also was renovated, with generous financial support from the Roosevelt PTO, into a flexible learning space to serve students at all grade levels for years to come. During this extensive renovation, CSBO Kolstad noted that additional layers of school security also were added by relocating Roosevelt’s school office to the Prospect Avenue side of the building; the main school entrance now leads directly into the school office via a secure vestibule. This ADA accessible entrance area is adjacent to the staff parking lot at the Albion Avenue end of the campus. The Roosevelt project also included new water piping and hallway flooring. Turning to other schools, they noted that upgrades to the LRCs that began in summer 2017 were completed at Carpenter and Field schools, also with generous support from their school PTOs, while at Emerson Middle School, a new classroom was added within the LRC. A major project also was completed at Carpenter, where many classrooms were upgraded due to the replacement of the heating, cooling and ventilation systems in a significant portion of the school. They confirmed that these classrooms and hallways also received new flooring and energy efficient LED lighting. The team noted that exteriors were the focus at Franklin and Emerson, with replacement of the roofs at both schools; tuckpointing of Franklin also was completed over the summer. They also reported that Emerson and Jefferson parking lots and entry/exit roads to these schools were replaced along with sidewalks, and that drainage issues were corrected. The team and Dr. Heinz responded to Board member questions about these completed projects.

Update and Additional Information on Summer 2019 Projects

Looking ahead to summer 2019 projects, CSBO Kolstad noted that the Board at the July 9, 2018 meeting approved the preparation of construction bids for projects estimated at \$7 million, and that the District had also provided a list of additional proposed projects totaling \$3.2 million, of which \$1.6 million would be for new doors, locks and frames throughout the District as referenced in the Health Life Safety reports.

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**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Regular Board of Education Meeting held at 5:30 p.m.
September 24, 2018
Field School - North Gym
707 Wisner Street, Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 5:35 p.m. Other Board members in attendance were Fred Sanchez who arrived immediately following the roll call, Larry Ryles, Tom Sotos, Rick Biagi, and Eastman Tiu. Board member Mark Eggemann arrived before the closed session. Also present were: Superintendent Laurie Heinz; Chief School Business Official Luann Kolstad; Assistant Superintendent for Student Learning Lori Lopez; Assistant Superintendent for Human Resources Joel T. Martin; Director of Student Services Lea Anne Frost; Director of Innovation and Instructional Technology Mary Jane Warden; Director of Facility Management Ron DeGeorge; Public Information Coordinator Bernadette Tramm; and one member of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org>. The agenda and all reports for this meeting are also available on the website or through the District 64 Educational Service Center, 164 S. Prospect Ave., Park Ridge, IL 60068.

NEW STAFF RECEPTION

Board members informally greeted new D64 staff members joining the District for the 2018-19 school year.

TOUR OF FIELD SPACE

Dr. Heinz, CSBO Luann Kolstad, Studio GC architect Rick Petricek, and Facility Director DeGeorge conducted a tour of the first floor areas near the office, auditorium and adjacent space that may be affected by a proposed project for summer 2019 to create a secure entrance and reconfigured office. The tour then moved to the third floor to see the access point to the northern attic section that is currently unused.

BOARD RECESSES FROM TOUR AND ADJOURNS TO CLOSED SESSION

In addition to those mentioned above, Board legal counsel Michelle Todd of Hodges Loizzi was also present.

At 6:30 p.m., it was moved by Board President Borrelli and seconded by Board member Eggemann to adjourn to closed session to discuss the placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2 (c)(9)]; litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2 (c)(11)]; and the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is

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subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act [5 ILCS 120/2 (c)(1)].

The votes were cast as follows:

AYES: Sanchez, Ryles, Sotos, Borrelli, Biagi, Eggemann, Tiu

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

BOARD ADJOURNS FROM CLOSED SESSION AND RESUMES REGULAR MEETING

The Board adjourned from closed session at approximately 7:05 p.m. and resumed the regular meeting. In addition to those listed above, approximately 80 members of the public were in attendance.

PLEDGE OF ALLEGIANCE, STUDENT/STAFF RECOGNITION - ROOSEVELT CHORUS, AND WELCOME TO FIELD SCHOOL

Field School Principal Jason Bednar welcomed the Board and community to Field School. The Pledge was led by Field students from Brownie Troop 45630. Dr. Heinz introduced the Roosevelt Chorus directed by Mrs. Alaina Knapp, who treated the audience to a spirited rendition of the National Anthem and God Bless America, which Dr. Heinz reported they had performed at the Patriot Day ceremony for the City of Park Ridge community event earlier this month. Dr. Bednar then shared a video presentation featuring Field students talking about the many ways the school is working to create a culture of literacy among its learners at all grade levels, such as establishing “responsibility buddies” across grade levels to share their reading goals. Board President Borrelli thanked the school for its warm welcome.

PUBLIC COMMENTS

- Miki Tesija, D64 parent, inquired whether the Board would invite public comment following the special education report. The consensus of the Board was to do so.
- Sal Galati, D64 parent, addressed the Board concerning school security.

ADOPTION OF DISTRICT 64 BUDGET FY19

CBSO Kolstad noted that the written budget book and all supporting documentation presented to the Board tonight are the culmination of work begun in early 2018, which led to the Board’s review of a draft budget in June, followed by adoption of a tentative budget and several updates through the summer months. She noted that budgets for each curricular/program area are based on the needs of the program, and that budgets at the school level are set using per pupil formulas and/or staff allocations. She pointed out that equipment that needs replacement is included in the budget, and that at the District level, budgets are based on the needs of each department to meet the strategic objectives for 2018-19. CSBO Kolstad confirmed that the a zero-based budgeting approach is taken with all budgets. She then highlighted the few changes made to the budget since the Board’s last review, before turning to a summary of the financial projections. She noted that the unaudited actual figures at the close of the 2017-18 fiscal year on June 30 indicate an Operating Fund balance of 69.98% or 255 days of cash on hand, and that the budget for 2018-19 calls for the fund balance to decrease slightly to 66.19% or 242 days. CSBO Kolstad and Dr. Heinz responded to Board member questions about the projections, budget and use of contingency funds. Assistant Superintendent Martin and Field Assistant Principal Amanda Spsychalski also contributed insights into a Board member

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discussion concerning supervision in elementary school lunchrooms provided by a mix of teaching staff and lunchroom supervisors.

ACTION ITEM 18-09-1

It was moved by Sotos and seconded by Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt the budget for the fiscal year beginning July 1, 2018 and ending June 30, 2019, as presented.

AYES: Tiu, Eggemann, Biagi, Borrelli, Sotos, Ryles, Sanchez

NAYES: None.

PRESENT: None.

ABSENT: None.

The motion carried.

OVERVIEW AND FORMATION OF NILES TAX INCREMENT FINANCING (TIF) DISTRICT

Legal counsel Ares Dalianis of Franczek Radelet presented background information on current City of Park Ridge and Village of Niles TIF districts. He then offered a more detailed update on the new proposed Village of Niles Milwaukee-Oakton Redevelopment Project TIF, which is within D64's boundaries. Mr. Dalianis reviewed the potential impact of this new Niles TIF on D64 finances now and in the future. During Board discussion, CSBO Kolstad noted that about \$22-23 million of Equalized Assessed Valuation (EAV) would be included in the tax base for this TIF. Mr. Dalianis reported that this amount would always be included in D64's tax base to levy against, but that the TIF means D64 could not levy against any EAV growth within that area during the life of the TIF once it is created by the Village of Niles.

The Board then agreed by consensus to advance the agenda to hear the special education report.

SPECIAL EDUCATION UPDATE AUGUST TO SEPTEMBER

Student Services Director Frost reported on activities that have occurred within the department between August 27 and tonight's meeting in support of the multi-year improvement effort, which aligns with the District 64 2020 Vision Strategic Plan. Her detailed written report and slide presentation noted progress in four key target areas of staffing, professional development, consistency, and message of inclusion. For staffing, Dr. Frost noted that the department is fully staffed, and that she will continue to monitor staffing needs and make adjustments as needed. She noted that projections for 2019-20 staffing will begin in January where an allocation process will be implemented based on rules and regulations and student needs that drive staffing. Moving to professional development, Dr. Frost reported that the District's legal counsel had provided training on 504 plans and school records, and that additional training is being provided on several curriculum programs and assessments as well as the new Embrace IEP system. In the key target area of consistency, the department is building and piloting several academic programs throughout the District and staff are receiving appropriate training. She also noted that an administrative committee is aligning disability awareness into the District's social emotional learning curriculum. Dr. Frost reported that the department is reviewing, updating and implementing Board procedures as well as best practices to ensure fidelity and consistency across the District. Finally, she announced that a new newsletter, "Snapshots from Student Services," has been created and is being shared bi-weekly with all department staff to enhance communication. In the final area, Dr. Frost confirmed that she and Assistant Director Sue Waughon were highly visible and accessible to staff, parents and the community. She reported that the Parents and Teachers Talking Together (PT3) group had held its first meeting of the 2018-19 school year on September 20, and

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that consultant Stanley Leone would be facilitating the work of the group as they begin by developing trusting relationships before delving further into the priority areas identified by PT3 in late spring. She further noted that the Special Education Board Committee would be convened for the first time tomorrow evening, September 25, with Board members Ryles and Sanchez serving as co-chairs. Dr. Frost noted that the department would be continuing its inquiry gathering as it continues to focus on these four target areas in coming months. Board President Borrelli noted that Dr. Frost would be updating the Board monthly on progress.

BOARD COMMITTEES DISCUSSION UPDATE

Board President Borrelli reported that as Dr. Frost had noted, the Special Education Board Committee would be getting underway tomorrow. He noted that the School Resource Officer (SRO) Board Committee also was moving forward in its planning under the direction of Board members Biagi and Sotos serving as co-chairs to select members and arrange a meeting schedule. The Board then turned to a discussion of the governance of both Board committees, utilizing a 10-point checklist provided by legal counsel Hodges Loizzi. The Board discussed and reached agreement on each item, in consultation with legal counsel Tony Loizzi and further input as needed from Dr. Heinz and CSBO Kolstad. As previously agreed, the Board committees will operate under the Open Meetings Act and members will complete online OMA training provided through the Illinois Attorney General. Committees may ask legal counsel to work with the committee in person to respond to any specific questions members may have regarding OMA and its practical implications for their work. It was suggested that non-Board committee members may find it helpful, but not required, to establish an email address that would be devoted exclusively to committee business. The co-chairs of both committees were charged to define the length of time needed for their work to be completed. It was noted that the Board as a whole had reached consensus on the tasks and scope of work given to each committee when they were formed by the Board earlier in the summer.

Turning to committee membership, it was noted that Board co-chairs had worked with the Board President to select members from among community members and staff who had volunteered over the summer and from other individuals they believe may offer important perspectives to their work. Board President Borrelli under Board Policy 2:150 will make the official appointment. Regarding the length of Board Committee meetings, consensus was reached that meetings of approximately one hour in the evening would be held with a consistent location of the Lincoln Middle School Learning Resource Center as available and that each committee would establish its own work schedule. Dr. Heinz noted that Assistant Director of Student Services Waughon would be taking the minutes for the Special Education Board Committee, and that the SRO Board Committee would similarly identify a D64 staff member to take minutes. She confirmed that the minutes would be provided publicly through the regular Board of Education meeting webpage alongside all other D64 Board meeting minutes as well as being provided as a standing item within each regular Board meeting packet. Legal counsel Loizzi confirmed that there is no legal requirement to provide audio or video recording of meetings. Dr. Heinz noted that a Google site had been created for the SPED Committee members as a helpful way to consolidate background materials in one place, and that a similar site would be created for the use of SRO Committee members when established. She noted that any other resources the committees need would also be provided from the District, such as legal support, supplies, meeting space and so on.

Regarding the final checklist item, Mr. Loizzi and CSBO Kolstad confirmed that the volunteer committee members are covered under the District's liability insurance through its membership in the CLIC insurance cooperative, unless a committee member personally does something illegal outside the scope of his or her

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volunteer duties. Mr. Loizzi also reconfirmed for the Board that each committee will decide for itself whether to follow Robert's Rules of Order to conduct its business. He also noted that each committee will make a recommendation by consensus that will come before the full Board of Education, and that the committees are advisory only meaning that any substantive action must be taken by the full Board. He also confirmed that public comment must be taken at the committee meetings, but that each committee could decide whether it is limited to agenda items or can also include comments regarding non-agenda items.

Board President Borrelli then invited public comments. D64 parents Ginger Pennington and Alice Dobrinsky separately addressed the Board to clarify the scope of work of the SRO Committee.

ADJOURN TO CLOSED SESSION

Board President Borrelli announced that the Board had previously agreed to return to closed session to continue its discussion.

At 9:01 p.m., it was moved by Board President Borrelli and seconded by Board member Sanchez to adjourn to closed session to discuss the placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2 (c)(9)]; litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2 (c)(11)]; and the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act [5 ILCS 120/2 (c)(1)].

The votes were cast as follows:

AYES: Tiu, Eggemann, Biagi, Borrelli, Sotos, Ryles, Sanchez

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

At 10:15 p.m., the Board adjourned from closed session and resumed the regular meeting.

CONTINUED DISCUSSION OF PROPOSED 2019 SUMMER CONSTRUCTION

CSBO Kolstad, Mr. Petricek from Studio GC, and Jeff Chamberlain of 2010 Engineering updated the Board on further research regarding summer 2019 facility projects at Field School and Lincoln Middle School, as a follow up from discussion at the September 10, 2018 Committee-of-the-Whole: Facilities meeting. Regarding Field School, they reported that additional research must be completed on the possibility of turning unfinished third floor attic space into useable instructional space, potentially as additional classrooms. They noted this research will be brought to the Board at the October 22, 2018 regular meeting, and recommended that additional research on the office enhancement/secure vestibule portion of the

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proposed summer 2019 projects remain on hold pending this analysis. Turning to Lincoln’s Learning Resource Center (LRC) mechanical unit, the team reported its recommendation that given the age of the current equipment and its recent failures it be replaced with two smaller roof-top units that have dehumidification capabilities. Following further questioning of the team, the consensus of the Board was to proceed with this alternative. The team then reviewed the recommendation to provide air conditioning to the lunchroom and kitchen on the school’s lower level, which are not currently air conditioned and have no windows that open. The team responded to Board member questions about the scope of the work. The Board then reached consensus to proceed with the project as recommended.

CSBO Kolstad and Mr. Petricek also reported that the District will begin meeting with the City of Park Ridge regarding plans to replace the Lincoln parking lot. Board members joined in a discussion of several possible enhancements that may be addressed through this work.

APPROVAL OF EMERSON SPRINKLER BID

CSBO Kolstad, Facility Director DeGeorge and Mr. Petricek reported on a required replacement of sprinkler heads at Emerson Middle School due to a recall of the heads, as noted by the Village of Niles fire inspector. They noted that further research had verified that reimbursement was no longer available from the manufacturer, Tyco, from a 2007 recall. They noted that current D64 administration could find no record of the District’s having received the original recall, although the manufacturer states that notice was given. They noted that administration had previously bid this work with other summer 2018 facilities projects, but that only two firms attended a pre-bid meeting resulting in only one bid. In an effort to increase the level of interest, the District had gone out to bid again and had received two bids, one of which did not meet the requirements for receipt of a bid and was not considered. The District was recommending moving forward with the sprinkler head replacement to award the contract to the lowest responsible bidder. Board members reviewed the details of the scope of work with the team, and discussed the impact of the Prevailing Wage requirement on the project cost.

ACTION ITEM 18-09-2

It was moved by Board member Tiu and seconded by Board member Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Emerson Sprinkler Bid to D Kersey Construction in the amount of \$94,667.00

The votes were cast as follows:

AYES: Sanchez, Sotos, Borrelli, Eggemann, Tiu

NAYES: Ryles, Biagi

PRESENT: None.

ABSENT: None.

The motion carried.

OPENING ENROLLMENT AND STAFFING REPORT

Assistant Superintendent Martin reported that grades K-8 enrollment for August is 4,526 students, which is a decrease of 13 students from the end of the 2017-18 school year. Overall, the number of sections decreased by two from the previous school year, while still maintaining class size guidelines: Kindergarten - 22 students; Grades 1 & 2 - 24 students; Grades 3 & 4 - 26 students; and Grades 5-8 - 28 students. He noted that staffing increased, however, to include 402.44 full-time equivalent (FTE) staff members, due to new staffing added for the special education program (one school psychologist, an English Learner teacher, and a

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District-level behavior interventionist), along with three teachers at Jefferson to expand the fee-based Extended Day Kindergarten program. CSBO Kolstad reported that the new Clear Batch program implemented for the 2018-19 school year registration allowed the District to pre-screen families for residency purposes, and that as a result, 1,085 students were required to prove residency. She noted that of this group, 103 had not completed registration and did not return for the 2018-19 school year. CSBO Kolstad noted that some are due to the normal turnover of moving or public to private school transitions, however administration believes the Clear Batch screening prevented some of these families who were living out of District from registering. Looking ahead, CSBO Kolstad reported the District will use a consultant to update demographic trends and enrollment projections; the last study was completed in 2013. She noted that the new study is similarly intended to look at enrollment trends across the District and the capacity of the buildings in preparation for future facility planning. At the Board’s request, CSBO Kolstad will provide an update on the status of the collection of the annual student fees to the Board in a memo from the Dr. Heinz.

MIDDLE SCHOOL REVIEW UPDATE

Due to the lateness of the hour, the consensus of the Board was to shift this report into the upcoming Committee-of-the-Whole on Curriculum and Technology scheduled for October 9, 2018.

APPROVAL OF RECOMMENDED PERSONNEL REPORT

It was noted that the Board is relying upon the recommendation of the Superintendent and administration in their professional judgment as to the hiring of these individuals per Policy 2:130.

- Maria Kobylarczyk Employ as Special Needs Teacher Assistant at Washington School effective September 20, 2018 - \$15.98 hourly.
- Taylor Sutschek Employ as Special Needs Teacher Assistant at Washington School effective September 19, 2018 - \$15.98 hourly.
- Valerie Varhalla Employ as Assistant Chief School Business Official effective October 1, 2018 - \$95,000.
- Jenny Macias Change of Assignment from .71 EDK Teacher Assistant at Jefferson School to 1.0 EDK Teacher Assistant at Jefferson School effective August 22, 2018 - \$16.83 hourly.
- Elmin Pittges Change of Assignment from .5 Special Needs Teacher Assistant at Jefferson School to .71 EDK Teacher Assistant at Jefferson School effective August 28, 2018 - \$16.13 hourly.
- Brian Imhoff Resignation as Assistant Chief School Business Official effective October 10, 2018.
- Luc Lach Terminate as Night Custodian at Lincoln School effective September 24, 2018.

ACTION ITEM 18-09-3

It was moved by Board member Biagi and seconded by Board member Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report, noting that the Personnel Report is based on the recommendation of the Superintendent

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and not upon the Board’s direct knowledge regarding any of the specific individuals selected for employment.

The votes were cast as follows:

AYES: Sanchez, Ryles, Sotos, Borrelli, Biagi, Eggemann, Tiu

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

CONSENT AGENDA

A. Bills, Payroll and Benefits

Payroll & Benefits

Fund	Fund Total
10 - Education Fund -----	\$ 2,210,230.34
20 - Operations and Maintenance Fund -----	\$ 249,578.37
40 - Transportation Fund -----	\$ 762.21
50 - IMRF/FICA Fund -----	\$ 57,189.03
51 - SS/Medicare -----	\$ 69,425.47
80 - Tort Immunity Fund -----	\$ -
	Total: \$ 2,587,185.42

Checks Numbered: 14316 - 14348

Direct Deposit: 900141186 - 900141944

Bills

Fund	Fund Total
10 - Education Fund -----	\$ 1,246,853.01
20 - Operations and Maintenance Fund -----	\$ 652,577.53
30 - Debt Services -----	\$ 6,117.48
40 - Transportation Fund -----	\$ 150,382.77
50 - Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ 414,391.87
61 - Capital Projects - 2017 Debt Certificates -----	\$ 782,420.60
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -
	Total: \$ 3,252,743.26

Checks Numbered: 129980-130045, 130049-130126

ACH's Numbered: 181900179-181900268, 181900275-181900319

The Accounts Payable detailed list can be viewed on the District 64 website www.d64.org > Departments > Business Services.

B. Approval of Financial Update for the Period Ending July 31, 2018

C. Approval of Financial Update for the Period Ending August 31, 2018

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The financial updates may be viewed on the District 64 website www.d64.org > Departments > Business Services.

D. Destruction of Audio Closed Minutes (none)

ACTION ITEM 18-09-4

It was moved by Board member Tiu and seconded by Board member Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda for September 24, 2018, which includes: Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending July 31, 2018; Approval of Financial Update for the Period Ending August 31, 2018; and the Destruction of Audio Closed Recordings (none).

The votes were cast as follows:

AYES: Tiu, Eggemann, Biagi, Borrelli, Sotos, Ryles, Sanchez

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

APPROVAL OF MINUTES

ACTION ITEM 18-09-5

It was moved by Board member Biagi and seconded by Board member Sanchez that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Closed Session Meeting on June 11, 2018; the Closed Session Meeting on July 9, 2018; the Closed Session Meeting on August 7, 2018; the Special Meeting on August 20, 2018; and the Regular Meeting on August 27, 2018.

The votes were cast as follows:

AYES: Sanchez, Ryles, Borrelli, Biagi

NAYS: None.

PRESENT: Sotos, Eggemann, Tiu

ABSENT: None.

The motion carried.

OTHER DISCUSSION AND ITEMS OF INFORMATION

Dr. Heinz reported on upcoming Board meeting agendas including the Special Education Board Committee tomorrow and the ABC's of School Board Service special meeting on Wednesday. She noted the seven FOIA requests included in the packet and the time that has been devoted to responding to these records requests; Public Information Coordinator Tramm confirmed that as suggested by the Board, a log would be placed onto the District 64 website to track requests received as of October 1. Dr. Heinz announced that District 64 had won three awards from the annual communications contest sponsored by the Illinois Chapter of the National School Public Relations Association for its entries of: the D64 Board of Education meetings wrap-around publicity and outreach package; the online D64 Student-Parent Handbook for 2018-19; and the 2017 Financial eReport. She noted that the submissions are judged by out-of-state public relations professionals against a rubric of excellence. Dr. Heinz reported on her visits to PTO/A meetings this fall,

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and noted the high attendance at family math enrichment nights conducted at the five elementary schools last week with noted math educator Greg Tang sponsored by a grant from the Elementary Learning Foundation.

Board President Borrelli then initiated a discussion surrounding Board self-governance according to Policy 2:220 *School Board Meeting Procedure* particularly as it relates to rules of order for how Board members speak at meetings. The Board also discussed how to conduct the public comment periods at meetings. Following further discussion and input from legal counsel Tony Loizzi on best practice, Board members reached consensus on guidelines offered by the Board President in the hope of expediting meetings, maintaining an orderly flow of communication among Board members during discussion, and receiving input from and responding to community members.

ADJOURNMENT

At 11:30 p.m., it was moved by Board member Sanchez and seconded by Board member Tiu to adjourn.

The votes were cast as follows:

AYES: Tiu, Eggemann, Biagi, Borrelli, Sotos, Ryles, Sanchez

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

President

Secretary

DRAFT

DRAFT

DRAFT

DRAFT

DRAFT

Approve Settlement Agreement with Student 2018-19 (1)

10/22/18

Inspire every child to



Meeting of the Board of Education Park Ridge – Niles School District 64

**Regular Board Meeting Agenda
Monday, November 12, 2018
Washington School - Gym
1500 Stewart Avenue
Park Ridge, IL 60068
(Moved from Franklin School)**

On some occasions the order of business may be adjusted as the meetings progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

TIME

APPENDIX

- 7:00 p.m. **Meeting of the Board Convenes**
- Roll Call
 - Introductions
 - Opening Remarks from President of the Board
 - **Pledge of Allegiance and Welcome**
--Stephanie Daly, Washington Elementary School Principal
 - **Student/Staff Recognition** A-1
 - 2018 National Blue Ribbon School Award - Washington
 - **School Board Member Appreciation Day** A-2
-- Superintendent/Director of Student Services
 - **2017-2018 Student Achievement Update and Presentation of Illinois School Report Card** A-3
--Assistant Superintendent for Student Learning
 - **2020 Vision Update 2017-18 and Forecast of 2018-19** A-4
-- Superintendent
 - **Present Draft Calendar for 2019-20 School Year and Tentative Draft Calendar for 2020-21 School Year** A-5
-- Superintendent
- 8:00 p.m. **Board Recesses and Convenes to a Public Hearing on 2018 Tax Levy**
- **Board Adjourns from Public Hearing on 2018 Tax Levy and Resumes Regular Board Meeting**

- **Summer Interim Session 2018 Report and Presentation and Approval of Summer Interim Session 2019** A-6
 - Superintendent/ Action Item 18-11-1

- **Approval of 2019 Summer Construction Bid Awards** A-7
 - Chief School Business Official Action Item 18-11-2

- **Approval of Grounds Equipment Bid** A-8
 - Chief School Business Official Action Item 18-11-3

- **Resolution #1212 to Approve Safe Routes to School - Emerson Middle School Access Project** A-9
 - Chief School Business Official Action Item 18-11-4

- **Special Education Update October to November** A-10
 - Superintendent/Director of Student Service

- **Report and Acceptance of Annual Audit Report FY18** A-11
 - Chief School Business Official Action Item 18-11-5

- **Approval of New HR/Financial Management Software** A-12
 - Chief School Business Official Action Item 18-11-6

- **Approval of Recommended Personnel Report** A-13
 - Board President Action Item 18-11-7

- **Consent Agenda** A-14
 - Board President Action Item 18-11-8
 - Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending October 30, 2018
 - Destruction of Audio Closed Recordings (none)

- **Approval of Minutes** A-15
 - Board President Action Item 18-11-9
 - Committee-of-the-Whole: Curriculum.....October 9, 2018
 - Closed Meeting.....October 22, 2018
 - Regular Meeting.....October 22, 2018

- **Other Discussion and Items of Information** A-16
 - Superintendent
 - Upcoming Agenda
 - FOIA requests
 - Memorandum of Information (none)
 - Minutes of Board Committees:
 - Special Education Board Committee Meeting
November 5, 2018

- **Adjournment**

Next Regular
Meeting:

Monday, December 10, 2018
Regular Board Meeting – 7:00 p.m.
Jefferson School – Multipurpose Room
8200 Greendale Avenue
Niles, IL 60714

DRAFT

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.



FOIA request - Bartucci/September

1 message

Amy Bartucci [REDACTED]
To: Bernadette Tramm <btramm@d64.org>, bimhoff@d64.org

Wed, Sep 26, 2018 at 7:45 AM

Hello-

I was at a portion of the D64 School Board meeting on Monday evening and the topic of Lunch Supervisors was raised. It was made clear that evening that teachers as lunch supervisors make a difference. I am interested in learning the ratio of lunch supervisors who also serve as teachers in the district vs non teacher lunch supervisors per school in the district. Please provide this ratio per school.

It is my understanding that the FOIA form is not required.

Thank you,

--

amy bartucci

From: **Dave Sylvester** [REDACTED]
Date: Thu, Oct 4, 2018 at 11:19 AM
Subject: FOIA Request
To: Dave Sylvester [REDACTED]

Freedom of Information Officer;

Under the Freedom of Information Act I'm requesting information for the new construction, renovation and/or maintenance work planned for any building owned or leased by your district which includes the scopes listed below. In addition, if any contracts have already been awarded, please include the names and contact information of those contractor(s) and/or sub-contractor(s).

HVAC (Heating, Air Conditioning, Ventilation), Exhaust Systems.

Architectural Metals used for weatherproofing and/or ornamental purposes.

Gutters and /or Downspouts.

New installation and/or replacement of lockers.

New installation and/or replacement of toilet partitions.

Kitchen Renovations.

Current HVAC Maintenance Contracts.

The information requested can be faxed, emailed, or mailed to the address listed on this request; whichever is more convenient for you.

This FOIA is for private use. If the required 5-day turnaround cannot be met, please contact me with your extension request.

Thank you for your cooperation and public service

Thank You

Dave Sylvester
Marketing Representative



To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Dr. Lori Lopez, Assistant Superintendent for Student Learning
Date: October 22, 2018
Re: Update on Illinois State Report Card Changes for 2018-19

Background

The Illinois Report Card is an annual report released by the Illinois State Board of Education (ISBE) that shows how the state, and each school and district, are progressing on a wide range of educational goals.

In 2015, the Every Student Succeeds Act (ESSA) was signed into law. ESSA reauthorizes the Elementary and Secondary Education Act, which has been revised several times since 1965. The most recent reauthorization prior to ESSA was called the No Child Left Behind Act (NCLB). ESSA requires that every state create a plan to ensure every child is learning and on a path to college and career readiness. Plans are to be fully implemented beginning with the 2018-19 school year.

Illinois' system of support and accountability under ESSA helps ISBE identify which schools need the greatest assistance to meet the state's shared goal of every child receiving equitable access to a high quality education.

Illinois ESSA is helping schools and Districts move from a focus solely on standardized test scores to use multiple indicator to identify student success and overall school quality. In addition to standardized assessments such as PARCC, comprehensive indicators will include academic growth, chronic absenteeism, English learner proficiency, fine arts participation, school climate survey summaries, science measures, as well as preschool to second grade and elementary/middle-grade indicators. The system also measures the academic progress of individual student demographic groups across the inclusive indicators.

Changes to Report Card

In alignment with ESSA, new features of the 2018 Illinois Report Card include:

- A summary dashboard for every school;
- Each school's summative designation;
- Each district's distance to adequate funding; and
- New data points: academic growth, chronic absenteeism, long-term English Learners, ACCESS scores, feeder school relationships, new entities, educator qualifications, educators with emergency credentials, and principal and superintendent tenure.

As ISBE seeks to combine accountability for performance along with identification of those schools and districts needing funding to improve lagging performance, every school in Illinois will receive an annual designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators. It is intended to provide a new, comprehensive scale to indicate where additional support is needed.

- Tier 1 - **Exemplary School**: A school that has no underperforming subgroups, a graduation rate of greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.
- Tier 2 - **Commendable School**: A school that has no subgroups performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.
- Tier 3 - **Underperforming School**: A school in which one or more subgroups is performing at or below the level of the “all students” group in the lowest 5 percent of Title I schools. *This is considered to be a school where targeted support is needed.*
- Tier 4 - **Lowest Performing School**: A school that is in the lowest-performing 5 percent of Title I schools in Illinois. *This is considered to be a school where comprehensive support is needed.*

Using balanced indicators, as defined through ESSA, a set of four tiers have been designated to reflect individual school performance; Exemplary, Commendable, Underperforming/Comprehensive, and Lowest Performing/Targeted, with funding and support services aligned to the most challenged or struggling of schools.

Under ESSA, “all student” and “subgroup data” are reviewed to assign schools one of four ratings as a summative designation as shown on Attachment 1. A range of academic and student success data will be considered when awarding a school rating. Attachment 2 provides details about what comprises each of the two sets of indicators below. Note that only some of the indicators will be used in 2018-19; others will be introduced in coming years. Each year, schools will be expected to earn increasingly higher math and reading proficiency targets (#1 and #2 below), culminating in a 90% proficiency target in 2032.

Academic indicators will comprise 75% of a school's rating and include:

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Academic Growth (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

Student success indicators will comprise 25% and include:

6. Chronic Absenteeism (20% in 2018-19; less than 10% in 2021-22)
7. Climate Survey (5%; full credit until 2019-20)

8. P-2: Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades/Scores, & Participation in Enrichment and Acceleration Programs (0% in 2018-19; then 5% and full credit until 2021-22)
9. 3-8: Fifth-Grade Math Grades, Middle School Success (Grades and Discipline), Participation in Enrichment and Acceleration Programs (0% in 2018-19; then 5% and full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)

More information about ESSA and our schools' summative designations along with their IL State Report Cards will be shared at the Board of Education meeting on November 12, 2018.

For more information, read the [comprehensive summary of Illinois' Every School Succeeds Plan](#). (Attachment 3)

decoding





SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



Transparent Designations

Every school receives an annual designation on the Illinois Report Card. The designation is based on the school's overall data for all of the accountability indicators, as well as the data for individual student groups.

Exemplary	<ul style="list-style-type: none">■ Performance in the top 10% of all schools■ High schools with graduation rate higher than 67%■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>				
Commendable	<ul style="list-style-type: none">■ Performance not in the top 10% of all schools■ High schools with graduation rate higher than 67%■ No underperforming student groups at or below the "all students" group in the lowest-performing 5% of all schools <p> Eligible to apply to serve as an IL-EMPOWER Learning Partner</p>				
Underperforming	<ul style="list-style-type: none">■ One or more student groups underperforming at or below the "all students" group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least three indicators <table border="0"><thead><tr><th>STUDENT GROUPS</th><th>RACIAL AND ETHNIC GROUPS</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">– Economically disadvantaged students– Students with disabilities– <i>Students formerly with a disability (coming soon)</i>– English Learners– Former English Learners</td><td><ul style="list-style-type: none">○ Hispanic or Latino○ American Indian or Alaska Native○ Asian○ Black or African American○ Native Hawaiian or Other Pacific Islander○ White○ Two or More Races</td></tr></tbody></table> <p> Completes a Work Plan for School Improvement and may choose to receive targeted support through IL-EMPOWER process</p>	STUDENT GROUPS	RACIAL AND ETHNIC GROUPS	<ul style="list-style-type: none">– Economically disadvantaged students– Students with disabilities– <i>Students formerly with a disability (coming soon)</i>– English Learners– Former English Learners	<ul style="list-style-type: none">○ Hispanic or Latino○ American Indian or Alaska Native○ Asian○ Black or African American○ Native Hawaiian or Other Pacific Islander○ White○ Two or More Races
STUDENT GROUPS	RACIAL AND ETHNIC GROUPS				
<ul style="list-style-type: none">– Economically disadvantaged students– Students with disabilities– <i>Students formerly with a disability (coming soon)</i>– English Learners– Former English Learners	<ul style="list-style-type: none">○ Hispanic or Latino○ American Indian or Alaska Native○ Asian○ Black or African American○ Native Hawaiian or Other Pacific Islander○ White○ Two or More Races				
Lowest-Performing	<ul style="list-style-type: none">■ In the lowest-performing 5% of Title I eligible schools statewide■ High schools with graduation rate at or below 67% <p> Completes a Work Plan for School Improvement and receives comprehensive support through IL-EMPOWER process</p>				



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SUPPORT & ACCOUNTABILITY

DESIGNATIONS / REPORT CARD / IL-EMPOWER



Multiple Indicators of Student Success

Designations describe how well an individual school is meeting the needs of all its students. Each school's designation is based on 10 indicators that measure its progress toward our goals. The schools in the greatest need of assistance receive the greatest support.

Preschool through 8th Grade

75%

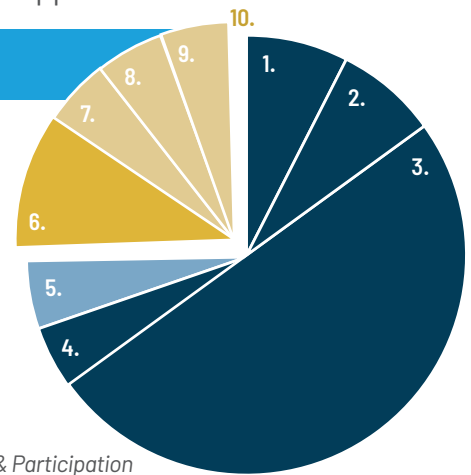
Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Academic Growth (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (20% in 2018-19; less than 10% in 2021-22)
7. Climate Survey (5%; full credit until 2019-20)
8. P-2: Chronic Absenteeism, Dual Language Programs, Third-Grade Literacy Grades, & Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
9. 3-8: Fifth-Grade Math Grades, Middle School Success (Grades and Discipline), Participation in Enrichment and Acceleration (0% in 2018-19; then 5% and full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



High School

75%

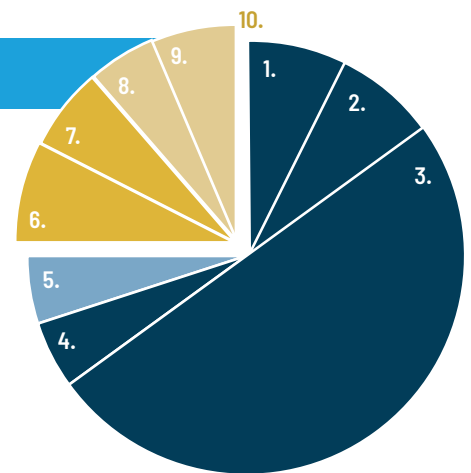
Measures of Academic Performance and Growth

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Graduation (50%)
4. English Learner Progress (5%)
5. Science Proficiency (0% in 2018-19; 5% in 2019-20)

25%

Additional Measures of School Quality/Student Success

6. Chronic Absenteeism (7.5% in 2018-19; less than 7.5% in 2021-22)
7. 9th-Graders on Track to Graduate (6.25%)
8. Climate Survey (5%; full credit until 2019-20)
9. College and Career Readiness (6.25%; full credit until 2021-22)
10. Fine Arts (0% in 2018-19; more than 0% in 2021-22)



See definitions of all indicators on next page.



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Definitions of Indicators

	INDICATOR	DEFINITION	WEIGHT (% OUT OF 100)	
			P-8	9-12
Academic	Academic Growth	Average of the individual student growth percentiles in English language arts and math	50%	–
	English Language Arts Proficiency	Percent of students meeting grade-level expectations in English language arts	10% in 2018-19; 7.5% in 2019-20	
	Math Proficiency	Percent of students meeting grade-level expectations in math	10% in 2018-19; 7.5% in 2019-20	
	English Learner Progress	Percent of English Learners on track to attain language proficiency within five years of identification	5%	
	Graduation	Four-year graduation rate	–	30%
		Five-year graduation rate	–	15%
		Six-year graduation rate	–	5%
Science Proficiency	Percent of students meeting grade-level expectations in science	0% in 2018-19; 5% in 2019-20		
School Quality/Student Success	P-2	Chronic Absenteeism	0% in 2018-19; then 1.5% and full credit until 2021-22	–
		Dual Language Programs	0% in 2018-19; then 1.5% and full credit until 2021-22	–
		Third-Grade Literacy: Measured by grades or standards-based grading	0% in 2018-19; then 2% and full credit until 2021-22	–
		Participation in Enrichment and Acceleration	0%	–
	3-8	Fifth-Grade Math: Measured by grades or standards-based grading	0% in 2018-19; then 2% and full credit until 2021-22	–
		Middle School Success: Percent of students with an A/B and no D/F or commensurate standards-based grading and who have not experienced a suspension or expulsion	0% in 2018-19; then 3% and full credit until 2021-22	–
		Participation in Enrichment and Acceleration	0%	–
	9th-Graders on Track to Graduate	Percent of ninth-grade students having earned five full-year course credits or 10 semester credits and no more than one semester F in a core subject	–	6.25%
	College and Career Readiness	Percent of students meeting the requirements for the College and Career Ready or Distinguished Scholar pathways	–	6.25%; full credit until 2021-22
	Chronic Absenteeism	Students missing 10 percent or more of the prior academic year (excused or unexcused absences)	20% in 2018-19; less than 10% in 2021-22	7.5% in 2018-19; less than 7.5% in 2021-22
Climate Survey	Percent of students participating in the climate survey	5%; full credit until 2019-20		
Fine Arts	Not yet defined: Working group submitting recommendations by Dec. 31, 2018	0% in 2018-19; more than 0% in 2021-22		

0% = not included in the system; % and full credit = included and all schools receive full points; regular % = included and schools receive points based on individual performance



Illinois ESSA Plan Executive Summary

March 12, 2018



Illinois
State Board of
Education

INTRODUCTION

WHAT IS ESSA?

The Every Student Succeeds Act (ESSA) is the reauthorization of the 50-year-old Elementary and Secondary Education Act, the country's national education law and longstanding commitment to equal opportunity for all students. President Barack Obama signed the bipartisan measure into law on December 10, 2015. ESSA tasks individual states to create a plan to ensure every child is learning and on the path to college and career.

ESSA charged each state with engaging with local stakeholders and communities to create a plan that includes ambitious long-term goals, supports for low-performing schools, challenging academic standards and assessments, and universal indicators of school quality and student progress. The plan must account for the needs of special student populations, such as migratory children, youth in the state's care, English Learners, children experiencing homelessness, and children in rural areas. The plan must also address how the state uses federal funds to ensure equitable access to excellent teachers and to provide students a well-rounded education.

WHAT IS THE ILLINOIS ESSA PLAN?

The vision of the Illinois State Board of Education (ISBE) is for Illinois to be a state of whole, healthy children nested in whole, healthy systems supporting communities wherein all people are socially and economically secure. All children deserve a quality education that helps them build the capacity to access opportunities of interest to them. ISBE has outlined ambitious and essential goals as the North Star for the Illinois ESSA Plan:

- All kindergartners are assessed for readiness.
- Ninety percent or more of third-grade students are reading at or above grade level.
- Ninety percent or more of fifth-grade students meet or exceed expectations in mathematics.
- Ninety percent or more of ninth-grade students are on track to graduate with their cohort.
- Ninety percent or more of students graduate from high school ready for college and career.
- All students are supported by highly prepared and effective teachers and school leaders.
- Every school offers a safe and healthy learning environment for all students.
- All English Learners achieve proficiency in English within five years of their identification as English Learners.

The Illinois ESSA Plan establishes a 15-year timeline to meet our four academic goals (the second through fourth bullets above).

Supporting students in achieving our state goals begins and ends with equity. The Illinois ESSA Plan represents the belief of ISBE and our stakeholders that the students with the greatest needs deserve the greatest share of our public education resources. Grounding our work in the practice of equity will ensure

that we provide all students with the supports they need to succeed from pre-K through high school and onto purposeful lives.

All students need safe and inclusive schools and challenging and individualized curriculum and instruction. Even so, each student comes to the classroom with different strengths. Equity requires that each child receives the attention, resources, access, and supports he or she needs to become socially and economically secure adults.

Equity must occur as we create the inclusionary conditions for whole schools, whole communities, and whole systems to work together. Students and schools are nested in communities with vastly different histories and resources. Achieving our goals requires a comprehensive approach to supporting students' cognitive growth, social and emotional development, and physical well-being. Illinois is committed to providing integrated, differentiated, transparent, and equitable supports to school districts.

The Illinois ESSA Plan aligns to the state's cross-agency goal of at least 60 percent of Illinoisans having high-quality degrees or credentials by 2025.

ISBE wanted to develop a state plan that reflected the ideas of those who are closest to the work and so sought out the voices, values, and vision of stakeholders and practitioners. The participation of diverse educators, communities, and advocates made the Illinois ESSA Plan durable. The process of writing the plan brought together people from across the state passionate about creating an equitable and supportive system for Illinois students, educators, schools, and communities. ISBE hosted more than 100 meetings and received input through more than 6,000 public comments. ISBE heard from thousands of educators and educational leaders over more than 16 months of gathering feedback, all of which strengthened our state's ESSA plan.

The Illinois State Board of Education submitted the Illinois ESSA Plan to the U.S. Department of Education (ED) on April 1, 2017. ED approved the plan on August 30, 2017. ESSA requires that we revisit our state plan every four years. ISBE is continuing to dialogue with stakeholders and communities as we implement and learn.

Please find a summary of the key elements of the Illinois ESSA Plan below. The complete and approved Illinois ESSA Plan, previous drafts of the plan, feedback from ED, and additional resources are available on the ISBE website at www.isbe.net/essa.

IL-EMPOWER

The Illinois ESSA Plan introduces IL-EMPOWER, the new statewide structure of support for capacity development with schools and districts. The structure is designed to improve student outcomes by leveraging schools' strengths and building school staffs' capacity. ISBE believes the educators closest to students have the most valuable insight into their strengths, challenges, context, and change history. This insight is a pillar upon which differentiated supports are developed.

Children learn and develop in the school, the community, and the home. IL-EMPOWER recognizes students' unique circumstances and, in partnership with learning providers, guides schools through a process to meet the needs of the whole child – including social-emotional and physical health and development.

IL-EMPOWER replaces the single-provider model currently in place and empowers schools with greater choice and collaboration in the school improvement process. The IL-EMPOWER structure promotes collaboration and peer-to-peer learning, informed by data from the IL-EMPOWER needs assessment and equity analysis, as vehicles for educator-led and state-supported school improvement.

Educators and educational leaders participate in a collaborative process within their schools, districts, and communities to identify areas for supports. These areas include Curriculum and Instruction, Governance and Management, and Climate and Culture. The school's strengths and challenges guide the individualized supports provided through IL-EMPOWER. ISBE provides a network of pre-approved, quality-vetted, and cost-controlled Professional Learning Partners to serve as options for the IL-EMPOWER school teams. IL-EMPOWER allows schools, districts, partners, and ISBE to work together to ensure that we meet the needs of each child fully and equitably to achieve set goals.

Several dozen districts are participating in an IL-EMPOWER pilot over the course of the 2017-18 school year in order to further refine the specific implementation expectations for the statewide launch of IL-EMPOWER in the 2018-19 school year.

Each school's overall performance – across a set of balanced indicators and considering each student demographic group's individual performance – corresponds to one of four tiers. The designations reinforce our shared responsibility to support all students in meeting our common, high expectations. Each tier contains specific opportunities for growth and support.

The designations, criteria, and opportunities for each tier include:

- **Tier 1: Exemplary School**

A school that has **no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is in the top 10 percent of schools statewide.** Schools that receive a Tier 1: Exemplary School designation may apply to serve in the IL-EMPOWER network of partners.

- **Tier 2: Commendable School**

A school that has **no student demographic groups performing at or below the level of the “all students” group in the lowest 5 percent of all schools, a graduation rate greater than 67 percent, and whose performance is not in the top 10 percent of schools statewide.** Schools that receive a Tier 2: Commendable School designation may apply to serve in the IL-EMPOWER network of partners.

- **Tier 3: Underperforming School**

A school in which **one or more student demographic groups are performing at or below the level of the “all students” group in the lowest 5 percent of all schools.** Schools that receive a Tier 3: Underperforming School designation will receive targeted support.

- **Tier 4: Lowest-Performing School**

A school that is in the **lowest-performing 5 percent of Title I schools in Illinois and those high schools that have a graduation rate of 67 percent or less.** Schools identified as “Tier 4: Lowest Performing” receive “Comprehensive” supports through collaboration with ISBE and partners to build on their strengths and address their individual challenges in serving all students fully and equitably. These schools develop a work plan with timelines and targets approved by ISBE and receive funding to access services through IL-EMPOWER.

Schools will receive their designations annually beginning with the 2018-19 school year. The identification of cohorts to receive Targeted and Comprehensive services occurs every three years.

The tier designations provide families and communities a clear understanding of how well their schools are serving their students. ISBE will include school designations on the Illinois Report Card at www.illinoisreportcard.com. ISBE believes in empowering families, communities, and educators with holistic and transparent information on school performance.

MEANINGFUL DIFFERENTIATION OF PROGRESS

The Illinois ESSA Plan establishes common, high expectations for all students through the identification of challenging state standards, as well as measures of interim progress and long-term goals. The IL-EMPOWER differentiated system of supports builds schools’ capacity to meet students’ individual needs in reaching those high expectations. A balanced set of indicators measures our progress toward equity.

Our stakeholders identified key principles to guide the design of the progress indicators. The Illinois ESSA Plan includes indicators that are educative, providing information the school community can learn from; equitable, recognizing the unequal circumstances of Illinois’ students and educators; and non-punitive in the identification and support of schools.

The balanced set of indicators looks at the whole school to see how well our schools are supporting students in meeting our common, high expectations. The set of indicators includes 10 different measures of academic progress and student success. The system endeavors to provide a more complete and nuanced picture of the learning environment and student outcomes at every school.

The Illinois ESSA Plan, which resulted from deep dialogue with stakeholders, weights student growth more heavily than student attainment. Academic indicators comprise 75 percent of a school’s total score, while other student success or school quality indicators comprise 25 percent.

The high school grades and the preschool through eighth grades have different sets of indicators. Each indicator has a specific weight on a 100-point scale.

	Academic Indicators (75%)	School Quality/Student Success Indicators (25%)
P-8	<ul style="list-style-type: none"> • PARCC and DLM-AA (2018-19: ELA 10%, Math 10%; thereafter: ELA 7.5%, Math 7.5%) • Growth (Linear Regression) (50%) • English Learner Proficiency (ACCESS) (5%) • Science (ISA) (2018-19: 0%; thereafter: 5%) 	<ul style="list-style-type: none"> • Chronic Absenteeism (10%) • Climate Survey (Participation) (5%) • Fine Arts (2018-19: 0%; $\geq 0\%$ by 2021-22) • Preschool to Second Grade Indicator (5%) • Elementary/Middle Indicator (5%)
High School	<ul style="list-style-type: none"> • SAT (2018-19: ELA 10%, Math 10%; thereafter: ELA 7.5%, Math 7.5%) • Graduation (4-, 5-, and 6-year Rates) (50%) • English Learner Proficiency (ACCESS) (5%) • Science (ISA) (2018-19: 0%; thereafter: 5%) 	<ul style="list-style-type: none"> • Chronic Absenteeism (7.5%) • Climate Survey (Participation) (6.25%) • College and Career Readiness (6.25%) • Fine Arts (2018-19: 0%, $\geq 0\%$ by 2021-22)

Note: ISBE and working groups are determining the definitions of the growth, preschool to second grade, elementary/middle, and college and career readiness indicators. Federal law requires all states to administer statewide assessments in certain subjects and grades.

The system also measures the academic progress of individual student demographic groups across the 10 indicators. We include and value every student to hold ourselves accountable for meeting all students' needs. The student demographic groups include:

- Economically disadvantaged students
- Students with disabilities
- Students formerly with a disability
- English Learners
- Former English Learners
- Racial and ethnic groups
 - Hispanic or Latino
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or Other Pacific Islander
 - White
 - Two or More Races

Schools with any student demographic group performing at or below the level of the “all students” group in the lowest-performing 5 percent of Title I schools qualify for either the “Tier 3: Underperforming” designation and “Targeted” supports or the “Tier 4: Lowest Performing” designation and “Comprehensive” supports.

Note: A demographic group must consist of at least 20 students in order to factor into a school’s summative designation.

SUPPORTING ALL STUDENTS

All children deserve to feel safe and connected to their peers and to caring adults. Further, all children deserve a sense of belonging and purpose, fostered by individual attention and relevant and rigorous content. Children also come to school each day with individual strengths and interests. The Illinois ESSA Plan focuses on the strengths of a child and of her or his school and community and outlines a path for educators and educational leaders to layer and differentiate supports. The objective is to meet the individual needs of every child, no matter his or her starting point.

Language Instruction for English Learners

The Illinois ESSA Plan establishes the goal of each English Learner (EL) to reach language proficiency within five years of her or his identification. Districts, through administration of a home language survey, identify students to receive EL services. Students must take an English language development assessment annually. An EL student no longer receives EL services once she or he attains language proficiency. ISBE continues to monitor the performance and progress of former EL students annually through 12th grade.

The shift to EL performance accountability under ESSA from Title III to Title I requires the coordination and integration of supports. ISBE will work closely with districts to ensure the appropriate transition and integration required to support EL students successfully.

Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

ISBE works with other state agencies and school districts to coordinate services and create comprehensive strategies to re-engage youth in the state’s care. ISBE’s programs provide essential educational support services to ensure the success of youth. Services include orientation, tutoring, mentoring opportunities, counseling, psychological and social work services, and instruction and training in alternative schools and learning centers. These services support educational continuity for adjudicated or incarcerated youth. Youth may audit or attend postsecondary courses in an institutional setting. Work-site partnerships and job placement services also help youth transition successfully from education to employment.

ISBE, districts, and other state agencies support community services that make youth less likely to re-offend and reduce the likelihood of re-entry and recidivism. ISBE and districts meet the educational needs of youth in the state’s care by re-engaging, reigniting, and assisting in the student’s transition back to the

community. ISBE's programs and the services in the community aim to ensure youth in the state's care have the same opportunities to achieve as if they were in their local district.

Students Experiencing Homelessness: McKinney-Vento Act

ISBE has established procedures to ensure all children and youth experiencing homelessness receive the same opportunities to learn and succeed as all other children and youth. Homelessness has increased over the past five years, making cross-coordination of programs even more essential.

Illinois has a state coordinator for the education of homeless children and youth who oversees the Office of the Coordinator and each region's lead area liaisons. The lead area liaisons provide professional development and technical assistance to homeless liaisons employed by local education agencies and school staff in an effort to remove barriers to equitably educating children experiencing homelessness.

Students who Move Frequently: Migrant Education Program

Students who qualify for the Migrant Education Program (MEP) move frequently, on their own or with parents and family members who participate in agricultural work. Illinois' MEP identifies eligible children and youth and coordinates with local, state, and federal education programs to develop a service delivery plan with distinct strategies and measurable program outcomes. Educational support services fall into the following areas: reading and mathematics; school readiness; high school graduation services to secondary-aged youth, including students who have dropped out of school and other out-of-school youth; and ancillary support services.

MEP continually adjusts to meet the unique needs of children who move frequently. Additionally, Illinois participates in several multistate consortia that seek to improve identification and recruitment, policies, and educational services for students participating in MEP. Illinois also convenes a Migrant Parent Advisory Group at the state level, and local projects convene parent groups to provide feedback on how the MEP could better meet their children's needs.

21st Century Community Learning Centers

Funding for 21st Century Community Learning Centers (CCLC) supports academic enrichment opportunities during non-school hours, particularly for students who attend high-poverty and low-performing schools.

Programs supported by this funding provide art, music, character building activities, physical education, and other enrichment activities to students to help them understand real-world applications of key academic concepts and engage in their learning in new and different ways. The 21st CCLC programs provide literacy, computer training, and other educational services for the families of participating children. The 21st CCLC also act as a magnet for other philanthropic and social service programs and funds to support students' social-emotional and physical health and remove barriers to learning.

Rural and Low-Income School Program

ISBE works with rural districts in meeting the needs of rural, low-income schools. ISBE's Rural and Low-Income School Program coordinates with other programs in order to improve students' academic

achievement and decrease dropout rates by increasing parent and family engagement, supporting effective academic instruction, supporting effective language instruction for English Learners and students who have immigrated, and increasing academic enrichment and other supports for students. The program aims to help students in rural, low-income schools meet the state's rigorous learning standards and graduate well-rounded and prepared for college and career.

SUPPORTING EXCELLENT EDUCATORS

Illinois' excellent teachers drive student learning and support the growth of the whole child. The civic and economic success of our state depends on thriving schools powered by equitable access to excellent educators. The care and creativity exhibited by educators and educational leaders help produce the conditions for students to feel included and challenged. Illinois needs to do more to develop and retain highly prepared and effective educators. The Illinois ESSA Plan describes one prong in a multi-pronged approach to ensure all students have access to a well-rounded education and relevant and rigorous instruction in all content areas.

Teachers across Illinois shared their values and thinking in the development of the Illinois ESSA Plan. They expressed a need for better preparation before entering the classroom and more meaningful leadership opportunities throughout their teaching careers.

Educator feedback informed the development of two grants for districts:

- **Fostering Teacher Leadership:** ISBE will launch a competitive grant program wherein educators will propose 30-, 60-, and 90-day research projects focused on specific problems of practice.
- **Supporting Teacher Preparation:** ISBE created the Innovative Fieldwork competitive grant program, which will provide funding for districts and institutions of higher education with approved teacher preparation programs to partner and develop innovative approaches to fieldwork requirements. The innovative fieldwork will provide candidates rich and extended opportunities to work with, learn from, and practice their developing craft with practicing teachers.

Additionally, ISBE developed and piloted Ed360, a free, optional, data dashboard for educators. Ed360 empowers educators with access to near real-time data on student performance and context, as well as corresponding professional learning opportunities and classroom instructional resources. ISBE will launch Ed360 statewide in February of 2018. More information is available at www.isbe.net/ed360.

TRANSPARENT DISTRICT SPENDING

For the first time, ESSA requires all districts to report per-pupil expenditure data at not only the district level but also at the school level, disaggregated by source of funds, beginning with school year 2018-19 data. This reporting will give the state, districts, and local communities an unprecedented opportunity to assess, celebrate, and advocate for improved equity in funding between individual schools and to better understand the relationship between student outcomes and financial investments. Clearer financial data, coupled with a strong understanding of context, will allow leaders to make data-driven decisions for the benefit of children.

To implement this new requirement, ISBE convened an advisory group of 25 superintendents, school business officials, and representatives from various statewide organizations. The advisory group designed its own value proposition to highlight the opportunities contained within the new site-based data and established guiding principles to reflect the needs of diverse districts as they implement site-based expenditure reporting for the first time. The group reached its first major implementation milestone on January 30, 2018, with the release of [guidance](#) that sets the state's expectations for reporting.

ISBE will anchor its support to districts in an important guiding principle of the advisory group: districts know their data best and can tell their own story. The guidance and training will grant districts flexibility while still yielding meaningful data for communities' consideration. ISBE defines its role as encouraging inquiry while protecting local ownership of the data and the story they tell.

CONCLUSION

This is an exciting time for education in Illinois. Achieving our state goals begins and ends with equity. The Illinois ESSA Plan sets us firmly on the path toward all students graduating with the skills, confidence, attitudes, and knowledge to thrive in college and career. Practicing equity as a grounding principle will ensure that we can provide all students with the supports they need to learn and thrive. ESSA requires that we revisit our state plan every four years. ISBE will continue to have a dialogue with stakeholders and communities as we implement and learn.

Find more information about ESSA on the ISBE website at www.isbe.net/essa.

Note: ISBE will receive recommendations for the approach to calculate growth and the procedures for averaging the individual indicators into a summative designation from the Technical Advisory Council in May 2018. ISBE will share the recommendations for public comment with final board action in June. Per ESSA, prior to the 2018-19 school year, ISBE will identify schools receiving comprehensive supports beginning in the 2018-19 school year. ISBE will add new details and updates to this executive summary as implementation moves forward.

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Special Education Board Committee Meeting
at 6:00 p.m. on September 25, 2018
Lincoln Middle School - LRC
200 S. Lincoln Ave, Park Ridge, IL 60068**

Board of Education member and committee co-chair Fred Sanchez called the meeting to order at 6:03 p.m. Board of Education member and committee co-chair Larry Ryles was absent. Other committee members in attendance were: Rick Van Roeyen, Miki Tesija, Amy Brown, Kristin Davids, Barb Spiewak, and Katherine Schneider. Also present were: Superintendent Laurie Heinz, Director of Student Services Lea Anne Frost, and Assistant Director of Student Services Sue Waughon.

Board President Anthony Borrelli and four members of the public were in the audience.

Welcome and Introduction of Committee Members

Board member Sanchez invited committee members to introduce themselves. After introductions by all committee members, Board member Sanchez acknowledged there were many great volunteers willing to participate on the committee. He reported that the goal for selection of committee members was to ensure diversity while remaining conscience of the need to limit size so the committee could function effectively. Board member Sanchez thanked committee members for their time and dedication to the committee and improvement efforts within the special education department.

Review of Purpose, Role and Focus of Special Education Board Committee

Board member Sanchez reported that the primary purpose of the committee was to re-establish trust that was lost with some of our parents. He shared that he anticipates the committee to function as a conduit to PT3 with the goal of earning back trust from parents so there is a shared belief that District 64 is doing everything it can to make all students successful in their schools. Board member Sanchez recognized that PT3 is a very robust group charged with a number of tasks to tackle resulting from the spring external audit and internal review. He noted that PT3 would be doing a lot of the work to reach key targets. Board member Sanchez noted his perceived vision for the committee was that it would not be a standing committee over multiple years. He suggested that instead, the committee would be dissolved after one year with the expectation that confidence in Dr. Frost and Dr. Heinz had been reestablished to ensure the needs of students with 504s and IEPs were being served appropriately. Committee member Tesija asked for clarification on the expected scope of the committee. Board member Sanchez clarified that the committee would function as a conduit to PT3 with an understanding that work

completed through PT3 would guide the committee. Committee member Tesija shared that many parents have felt very isolated in the past and noted trends in shared concerns among parents. She suggested the committee should also be a conduit to parents to ensure the Board maintains awareness of unresolved issues with parents. Board member Sanchez responded that the committee is intended to be fluid through ongoing feedback with PT3. Committee member Tesija expressed concerns with dissolving the committee after one year, because parents believe there should be a system for permanent oversight of special education services. Committee member Van Roeyen concurred that the committee should be an agent of advocacy for both parents and PT3.

Committee member Van Roeyen inquired about the reason the committee needed to adhere to guidelines within the Open Meetings Act (OMA). Board member Sanchez responded that a Board committee must be compliant with OMA. He explained that all business related to the committee needs to be conducted during scheduled committee meetings. Board member Sanchez emphasized the importance of complying with OMA and reiterated the need for committee members to complete the online training found on the website of the Illinois Attorney General. Dr. Heinz commented that she would invite legal counsel Tony Loizzi to attend an upcoming committee meeting for further elaboration on expectations of committee members within the guidelines of OMA. Dr. Heinz reminded the committee that they should not attempt to address shared concerns or problems by themselves, but instead bring them back to the committee for full discussion. Dr. Heinz discussed the need for two-way communication with administrators so they remain knowledgeable of concerns or problems. Board President Borrelli summarized reasons for development of the committee as the Board's response to the concerns shared by parents. He emphasized the important task of the committee to determine its purpose within the context and understanding of PT3's goals. Board President Borrelli suggested that committee members' experiences may guide the direction of the committee toward identification of its purpose and work.

Overview of the Special Education External Audit and 100-Day Internal Review

Dr. Frost provided an overview of the two audits/reviews completed this past spring through compilation of the findings from both audits. Dr. Frost highlighted four target themes identified throughout the two audits: staffing, professional development, consistency, and message of inclusion. Dr. Frost commented that progress on these four target themes will be reported monthly to the Board. Committee member Schneider asked when steps toward progress on the four target themes will begin. Dr. Heinz reported that steps already began back in January under the direction and guidance of past Interim Director of Student Services Mike Padavic. Dr. Heinz shared that progress continued throughout the summer months when Dr. Frost and Ms. Waughon assumed their roles of Director of Student Services and Assistant Director of Student Services.

Review of the August and September Special Education Updates presented to Board of Education

Dr. Frost provided an update on the recent activities undertaken since the school year got underway. She reviewed the special education updates provided to the Board during their meetings on August 27, 2018 and September 24, 2018. Dr. Frost shared that a staffing needs assessment will be distributed in November, which will provide information needed to begin planning for 2019-20 staffing projections. Dr. Heinz highlighted the new staff hired to provide additional supports for students, including a special education coordinator, board certified behavior analyst, and a psychologist. Dr. Heinz previewed the need for an additional increase in next year's staffing projections to include a half-time special education coordinator. Ms. Brown asked how District 64 is addressing the issue that one instructional teacher is teaching students across too many grade levels. Dr. Frost replied that there has been need to complete deviation applications (waivers) for two schools as a result of this issue. Dr. Heinz shared that the need for the deviation applications linked to building schedules. Dr. Heinz highlighted discussions around building schedules that are currently occurring with middle school teams, but will also be occurring with elementary school teams. Committee member Van Roeyen shared there are regulations from the state that determine class size limitations and age ranges for students. He commented that it seems like proposed actions shared by Dr. Frost will address the need for deviation applications in upcoming years. Dr. Heinz reiterated that building administrators closely looked at building schedules to monitor age differences within instructional classrooms receiving instruction at the same time.

Committee member Tesija inquired about the consistency of practices across schools specific to availability of a teacher certified in the Wilson Reading System for students. Dr. Frost replied there is not a teacher certified in the Wilson Reading System in all buildings. However, Dr. Frost commented that many teachers are piloting various curricular resources in multiple buildings. They have received training specific to the curriculums they are piloting with the intent to expand curriculum options for use with students across the District. Dr. Heinz emphasized that a specific methodology and use of specific curriculum should not make its way into IEPs with understanding that curriculum decisions are made through influence of the teachers' expertise about students. Dr. Heinz reported that curriculum decisions are made by District 64 based upon the needs of students. Dr. Frost emphasized the goal is to develop a menu of curriculum options to align with those offered through tiered interventions that are part of the District's Multi Tier System of Supports (MTSS). Committee member Tesija asked for clarification of steps taken by administrators in discussions with parents who really believe they have researched the best curriculum for their student, but it differs from the proposed curriculum of District 64. Dr. Frost responded that while the curriculum choice may differ, it is important to recognize there are

multiple curriculum choices that embrace very similar methodologies. She emphasized it would be impossible to sustain implementation of all curriculum choices brought forth by parents. Dr. Frost again shared the goal is to identify a menu of quality curriculum options with intent that teams can determine the best one based upon students' needs. Committee member Tesija suggested the importance to provide parents research to support curriculum decisions made by District 64. Committee member Van Roeyen reminded the committee that all curriculum options available to students who are non-disabled are also available to students who are disabled. Dr. Heinz suggested that development and participation in the process of facilitated IEPs will help foster open conversations with parents that include discussions about curriculum options. Dr. Frost provided response to a question from the public to clarify that the curriculum pilots are inter-dispersed across schools. Dr. Frost reported that all teachers involved with curriculum pilots have received training to implement the curriculum pilots.

Dr. Frost reported that the department is focused on creating and ensuring consistency with procedures and processes through documentation of references for use by all schools. Further, Dr. Frost emphasized the expectation for communication with buildings and indicated that a bi-weekly department newsletter is sent to all student services team members, including teaching assistants. Dr. Heinz acknowledged that a similar newsletter for parents would be a goal for the committee in that committee members could provide feedback on potential topics for a parent newsletter. Committee member Van Roeyen commented that a parent newsletter would be very informative to parents. Committee member Brown suggested need for direct communication with parents of students who have IEPs or 504 Plans, possibly through an email blast. Dr. Heinz agreed on the need for parent communication and suggested that some parts of the newsletter sent to student services team members would be helpful for parents as well. Dr. Frost acknowledged overlap with responsibilities of PT3, because communication with parents is already a prioritized goal for PT3. Dr. Heinz summarized a discussion with District 64 PTA/PTO Presidents about creating a special education PTA/PTO that is an extension of each building's PTO/PTA. She commented that building PTA/PTOs will be asking for a representative to serve as the liaison for special education parents. Committee member Brown emphasized the need for communication with parents to be across the District versus within buildings. Board member Tesija shared agreement with development of a special education PTA/PTO. Dr. Heinz will continue to work with District 64 PTA/PTOs to identify building representatives who are willing to serve as special education liaisons. She will also share upcoming meeting dates of building PTA/PTOs. Committee member Tesija will contact the informal parent support group for discussion about the possibility for them to be merged with a special education PTA/PTO.

Board President Borrelli complimented Dr. Frost on her presentations. He acknowledged identification of the four main target themes and inquired about development processes to ensure

parents are informed of responsive steps taken to align practices and procedures with the four main target themes. Dr. Frost referenced the Student Services website, where many documents and resources can be found by parents. Board President Borelli suggested need of a special education manual for parents. He further inquired about the possibility to develop a chart that can be easily referenced to document responsive steps taken to align practices and procedures with the four main target themes. Dr. Frost previewed a document that includes all responsive steps taken thus far that is categorized by the four main target areas/themes. Board President Borrelli asked if it could be shared with parents. Dr. Frost responded that all accomplishments are included in her monthly reports to the Board. Dr. Heinz shared that the document Dr. Frost previewed is a component of Dr. Frost's goals. She stated that while Dr. Frost includes all accomplishments in her monthly Board reports, a compilation of them will be presented to the Board at the end of the school year. Dr. Heinz shared the website for the committee where all referenced documents and presentations will be maintained for quick reference by committee members.

Scheduling Upcoming Meeting

Board member Sanchez proposed scheduling meetings to coordinate with PT3 sessions. Dr. Heinz suggested the next agenda for the committee should be focused on the opportunity for committee members to gain a better understanding of PT3. In addition, she suggested the need for members to complete the OMA training. Committee member Tesija asked for a brief overview of OMA so that committee members could better understand appropriate actions and expectations outside of committee meetings. Board member Sanchez suggested members create a separate personal email solely intended to be used for communications with committee members. Committee member Van Roeyen concurred with the suggestion. The committee agreed to table scheduling of upcoming meetings until PT3 determines its meeting schedule.

Public Comments

Board member Sanchez invited public comments; none were received.

Adjournment

At 7:50 p.m., it was moved by Board member Sanchez and seconded by committee member Van Roeyen to adjourn, which was approved by unanimous voice vote.

Submitted by Sue Waughon, Secretary for the Meeting