

Inspire every child to



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

Regular Board Meeting Agenda
Monday, March 12, 2018
Carpenter School – South Gym
300 N. Hamlin Avenue
Park Ridge, IL 60068

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

- 6:00 p.m. **Meeting of the Board Convenes**
- Roll Call
 - Introductions
 - Opening Remarks from President of the Board
- 6:00 p.m. • **Board Recesses and Adjourns to Closed Session**
- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District 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)] and student disciplinary cases. [5 ILCS 120/2 (c)(9)]
- 7:00 p.m. • **Board Adjourns from Closed Session and Resumes Regular Board Meeting**
- **Pledge of Allegiance and Welcome**
 - Mr. Brett Balduf, Principal Carpenter School
 - **Public Comments**
 - **Approve Settlement Agreement with Student 2017-18 (2)** A-1
 - Superintendent Action Item 18-03-1
 - **Appointment of Director of Student Services** A-2
 - Superintendent Action Item 18-03-2
 - **Recognition of Teachers Achieving National Board Certification** A-3
 - Assistant Superintendent for Student Learning

- **Discuss Revised School Resource Officers Draft Intergovernmental Agreements and Approve Release to the City of Park Ridge and the Village of Niles** A-4
 - School Board President/Superintendent

- **Mid-Year Update on 2020 Vision Strategic Plan Year 3 Implementation** A-5
 - Superintendent

- **Board Authorizes 2018-19 Staffing Plan** A-6
 - Chief School Business Official/
Assistant Superintendent for Human Resources **Action Item 18-03-3**

- **Presentation and Approval of Student Fees for 2018-19** A-7
 - Chief School Business Official **Action Item 18-03-4**

- **Approval of Construction Bid for Summer 2018:** A-8
 - Approval of Summer 2018 Asbestos
Abatement Projects **Action Item 18-03-5**
 - Chief School Business Official/Director of Facility Management

- **First Reading of Policies from PRESS Issues** A-9
 - Superintendent

- **Recommendation and Approval of Personnel Report** A-10
 - Board President **Action Item 18-03-6**
 - Personnel Report, including
 - Resolution #1198 Honorable Dismissal of Teachers
 - Resolution #1199 Dismissal of Part-Time Teachers For Reasons Other Than Reduction-in-Force
 - Resolution #1200 Dismissal of Probationary Educational Support Personnel Employees

- **Consent Agenda** **Action Item 18-03-7** A-11
 - Board President
 - Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending February 28, 2018
 - Approval of Student-Parent Handbook 2018-19
 - Destruction Audio Closed Minutes

- **Approval of Minutes** **Action Item 18-03-8** A-12
 - Board President
 - Special Board Meeting -----February 20, 2018
 - Committee-of-the-Whole: Finance -----February 20, 2018

- **Other Discussion and Items of Information** A-13
 - Superintendent
 - Upcoming Agenda
 - Freedom of Information Act (FOIA) Requests
 - District Committee Update (Elementary Learning Foundation and

- PTO/A Presidents Meeting)
- Memorandum of Information
 - Special Education Audit
- Minutes of Board Committees (None)
- Other
 - Special Education Update
 - Mid-year Discipline Data Report

• **Adjournment**

Next Meeting: **Wednesday, April 11, 2018**
Committee-of-the-Whole: Special Education Parent Meeting - 6:30 p.m.
Lincoln School-LRC
200 S. Lincoln Avenue
Park Ridge, IL 60068

Next Regular Meeting: **Monday, April 23, 2018**
Regular Board Meeting – 7:00 p.m.
Roosevelt School-North Gym
1001 S. Fairview Avenue
Park Ridge, IL 60068

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.

Upcoming Meetings and Topics
As of March 8, 2018

April 11, 2018 – Lincoln School – LRC (200 S. Lincoln Avenue)

6:30 – 7:30 p.m. – Committee-of-the-Whole: Special Education Parent Meeting

April 23, 2018 – Roosevelt School – North Gym (1001 S. Fairview Avenue)

Regular Board Meeting – 7:00 p.m.

- Report on March District Institute Day
- Approval of Construction Bids for Summer 2018:
 - ESC Entry Stair and ADA Ramp
 - Lincoln School Mechanical
 - Carpenter School HVAC Replacement Zones 2 & 3
 - Ratification of Carpenter School Mechanical Equipment Purchase
 - Emerson School Classroom Addition & Additional Lockers
 - Emerson School Sprinkler Head Replacement
 - 2018 Sealcoating Multiple Schools
- SEL Year 1 Update
- Middle School Review Update
- Discussion of Child Care with Confidence Lease/Jefferson Space
- Begin Discussion on 2018-19 Administrative Salaries
- Discussion of New Radio System
- Discussion and Update on Proposal for Park Ridge Park District Emerson Soccer Field Lighting
- Approval of Washington Playground Bid
- Approval to Purchase Lawnmower and Bobcat
- Approval of Side Letter to the 2016-2020 Collective Bargaining Agreement Between the Board of Education and the PREA regarding Voluntary Early Retirement Incentive Plan
- Recommendation and Approval of Personnel Report
- Second Reading and Approval of Policies from PRESS Issues (consent)
- Approval of Financial Update for the Period Ending March 31, 2018 (consent)
- Second Reading and Approval of Policies from PRESS Issues
- Review of Audio Closed Minutes
- Presentation of Board of Education Meetings (memo)

May 2, 2018 – Lincoln School – LRC (200 S. Lincoln Avenue)

6:30 – 7:30 p.m. – Committee-of-the-Whole: Special Education Parent Meeting

May 21, 2018 – Emerson School – Multipurpose Room (8101 N. Cumberland Avenue)

Regular Board Meeting – 7:00 p.m.

- Elementary Learning Foundation (ELF) Grant Awards
- Recognition of Student Awards
- Recognition of Tenured Teachers
- Recognition of Emerson Middle School - Horizon School to Watch
- Discussion on School Resource Officers Future Years

DRAFT

DRAFT

DRAFT

- Superintendent End-of-Year Evaluation
- Approval of Agreement Between Park Ridge Park District and School District 64 for Emerson Soccer Field Lighting
- Recommendation and Approval of Personnel Report
- Approval of Salaries i.e. Administrative etc.
- Approval of Financial Update for the Period Ending April 30, 2018 (consent)
- Approval of Final Calendar for 2017-18 (consent)

June 11, 2018 – Jefferson School – Multipurpose Room

7:00 – Committee-of-the-Whole: Budget

June 25, 2018 – Jefferson School – Multipurpose Room

Regular Board Meeting – 7:00 p.m.

- Judith L. Snow Awards
- Recommendation and Approval of Personnel Report
- Approval of Safety Hazards (Transportation)
- Approval of Resolution # for Prevailing Wage
- Approval of Maine Township School Treasurer Depositories
- Resolution #XXX Regarding the School District to Pay Certain Invoices Prior to Board Approval at the August XXX, 2018 Regular Board of Education Meeting
- Update on Summer Construction Projects (consent)
- Approval of Financial Update for the Period Ending May 31, 2018 (consent)

Future Meeting Topics

- Adoption of School Resource Officers Intergovernmental Agreement with the City of Park Ridge and the Village of Niles
- Acceptance of Bids for Summer 2018 Projects (TBD)
- Recommendation for Regular Education Transportation (Spring 2018)
- Resolution # XXX Approval of Tentative Budget 2018-19 Fiscal Year and Establishment of Public Hearing Date (July 2018)
- Approval of Tentative Budget
- Resolution to Adopt Disclosure Compliance Policy
- Wellness Policy (memo)

The above are subject to change.

Approve Settlement Agreement with Student 2017-18(2)

3/12/18

Appointment of Director of Student Services

ACTION ITEM 18-03-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the appointment of _____ as the Director of Student Services beginning July 1, 2018 through June 30, 2019 based on the recommendation of the Superintendent and not upon the Board’s direct knowledge regarding the individual selected for appointment.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

03/12/18

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Dr. Lori Lopez, Assistant Superintendent for Student Learning
Date: March 12, 2018
Re: National Board Certification Recognition

National Board Certification is recognized as the “gold standard” for professional educators. This voluntary certification process is extremely rigorous. Teachers must demonstrate distinguished practice in content knowledge; differentiation of instruction; use of data and assessments; reflection and continuous learning.

In 2017-18, more than 16,000 teachers pursued National Board certification; only 5,470 earned this exemplary status. District 64 is thrilled to congratulate five District 64 educators who have recently achieved this prestigious recognition:

- Lindsey Harrington, Emerson Middle School
- Meghan Keefer, K-5 ELA Curriculum Specialist
- Tracie Thomas, K-5 Math Curriculum Specialist
- Kat Walsh, Carpenter School & Franklin School
- Katie Weis, Washington School

National Board Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. Similar to certification in fields such as medicine, National Board Certification is a rigorous, peer-reviewed process that ensures that Board-certified teachers have proven skills to advance student achievement. National Board Certification is an advanced teaching credential. As part of this process, teachers must analyze their teaching context and students’ needs, submit videos of their teaching, and provide student work samples that demonstrate growth and achievement. The reflective analyses that they submit must demonstrate:

1. A strong command of content;
2. The ability to design appropriate learning experiences that advance student learning;
3. The use of assessments to inform instructional decision making; and
4. Partnerships with colleagues, parents and the community.

We are delighted that these five individuals will join a small but growing group of D64 teachers who have already received this credential, including Michael O’Malley, Field School, and Natalie Schuetz, Franklin School. Teachers with National Board Certification provide an inspiring example to their colleagues in the teaching profession. We thank them for their dedication and perseverance in going above and beyond to obtain this advanced recognition. We look forward to having the Board recognize and congratulate them in person on March 12. We know they will share our pride in these talented educators!

Discuss Revised School Resource Officers Draft Intergovernmental Agreement and Approve to Release to the City of Park Ridge and the Village of Niles

3/12/18

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Date: March 12, 2018
Re: *2020 Vision* Mid-Year Update

My *Overview 2020 Vision* Google slide presentation will highlight the key areas of focus within Year 3 of our plan. We believe these initiatives were of the highest priority as we focus on continuous improvement and a standardization of expectations and practices within District 64. Objectives within the Strategic Plan continue to receive the greatest degree of time, resource allocation and professional development annually. The plan also serves to ensure we remain focused on key areas of growth and do not experience “initiative creep” by adding projects that are not aligned directly to this overriding mission.

Our five-year calendar is designed to ensure that the initiatives follow the Research-Design-Implement model and do not overburden any one part of the organization, whether it be classroom teachers, elementary vs. middle school, facilities, finances, and the like. “Major on the majors” is our mantra.

It remains my strong, yet realistic belief that any goal worth setting takes time to achieve. As discussed with the previous Board last year, we wrote a multi-faceted and ambitious plan that will take time, sustained engagement and constant focus to standardize across the District. Once realized, the plan will position the District well in key areas of student achievement, professional development and support for teachers and faculty, as well as finance and facilities.

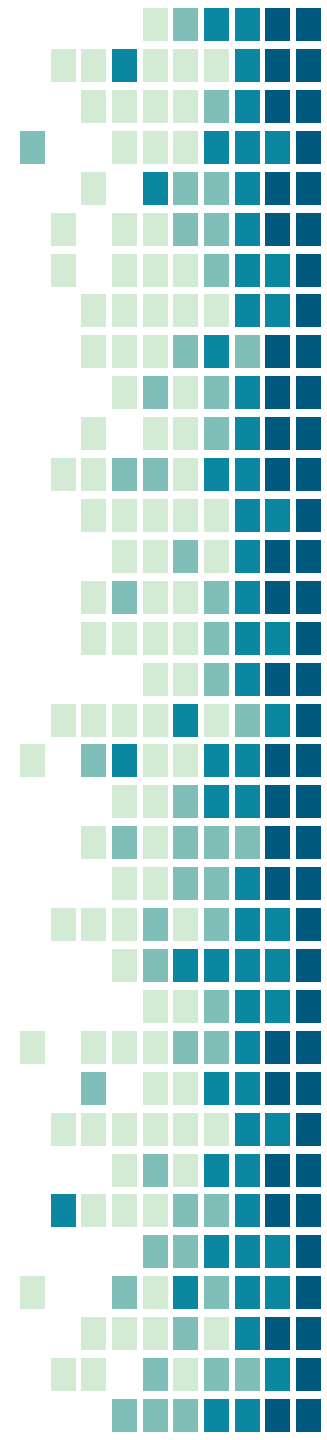
The third year of the *2020 Vision* implementation in 2017-18 has been equally as bold in terms of workload and pace. We look forward to continuing to work alongside various teams and departments to fully realize our potential as a District.

The logo features the year '2020' in a bold, black, sans-serif font. To its right is a colorful, multi-bladed circular icon resembling a stylized sun or flower. Further right, the word 'VISION' is written in a large, bold, black, sans-serif font. Below these elements, the text 'DISTRICT 64 STRATEGIC PLAN' is written in a smaller, bold, black, sans-serif font. The entire logo is contained within a white rounded rectangle with a thin black border.

2020  **VISION**
DISTRICT 64 **STRATEGIC PLAN**

District 64 Board of Education
March 12, 2018
Mid-Year Update

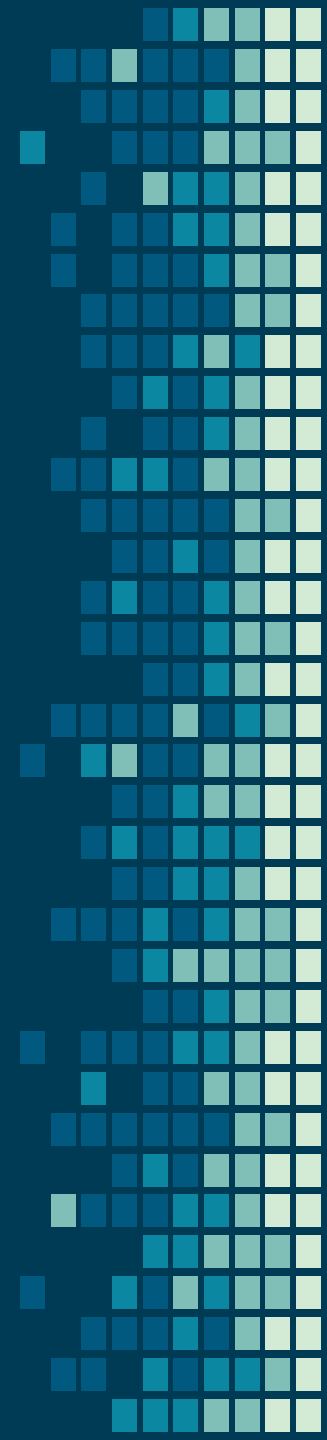
Inspire every child to





Discover

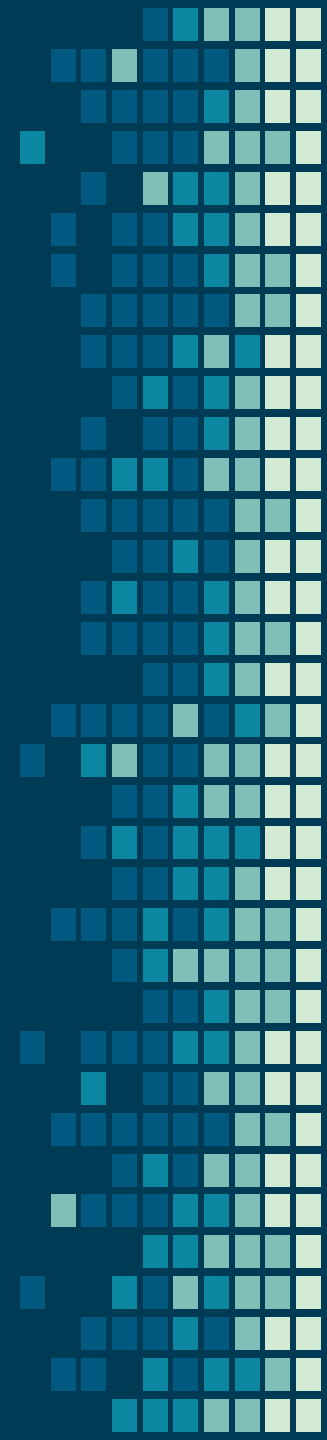
Inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care.





Learn

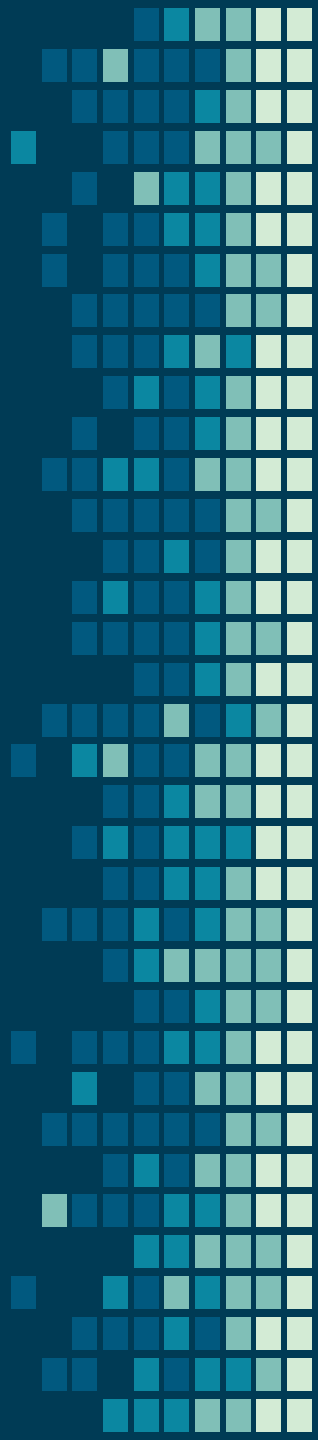
Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers.





Achieve

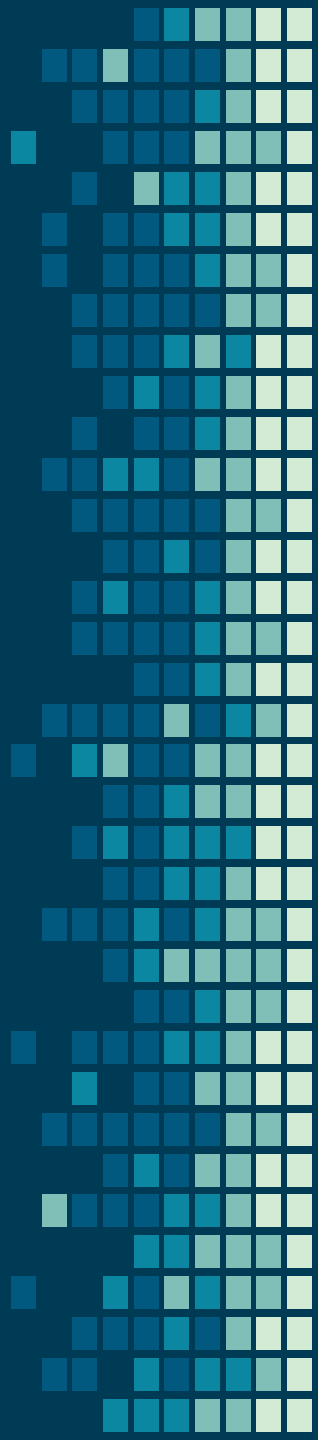
Each student learns and grows in a safe, nurturing environment.





Care

In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.



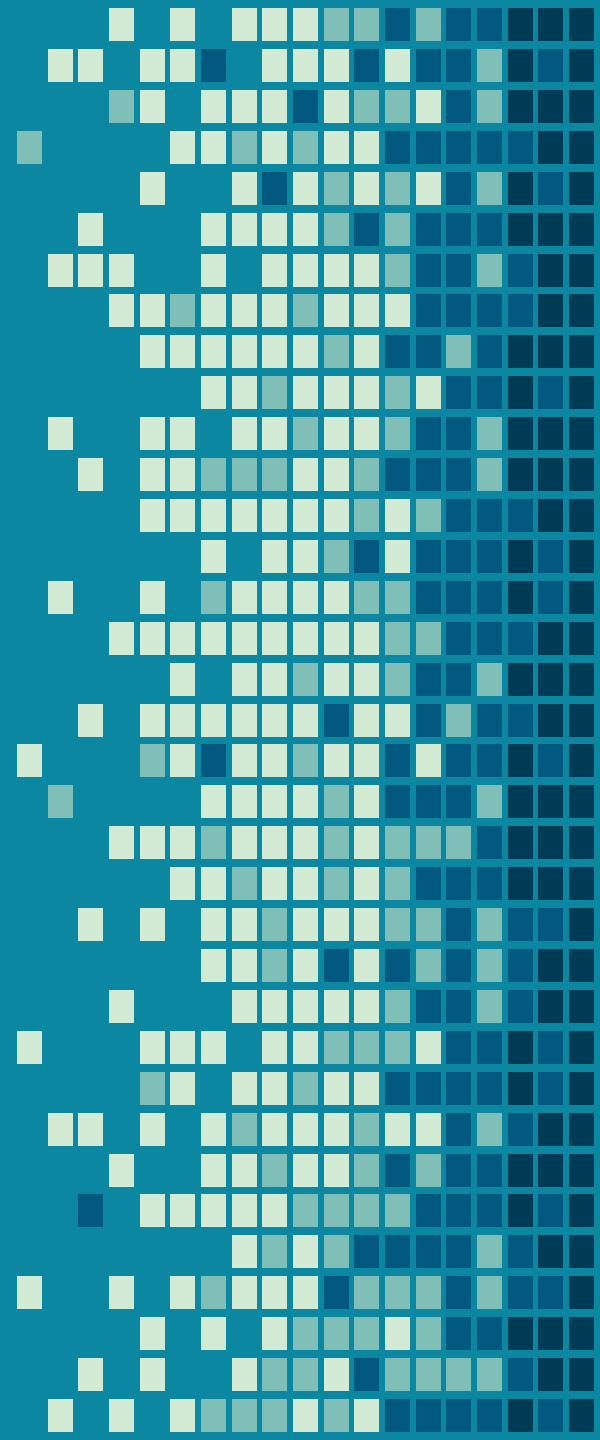
Guiding Philosophy:
*Continuous
Improvement*



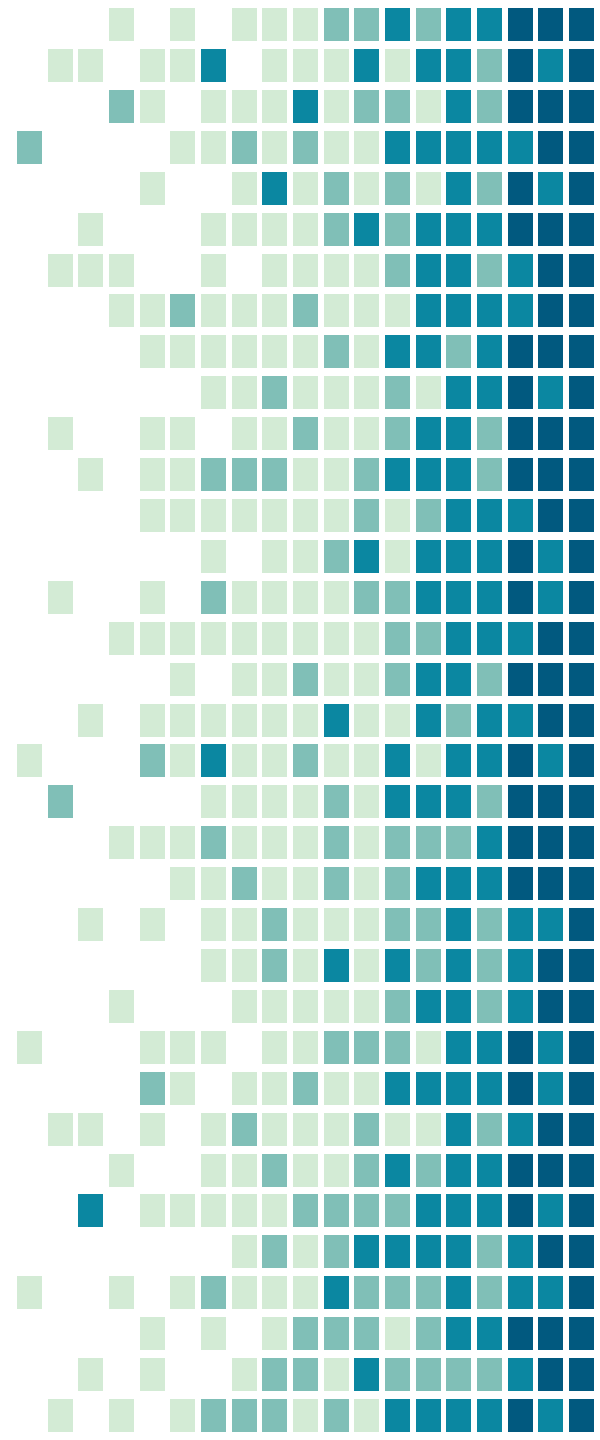
“

Organizations are perfectly aligned to get the results they are currently achieving.

*To **change those results**, you must realign strategies with desired outcomes and ensure measures will be available to monitor growth towards targets.*



6 Strategic Objectives



Strategy Map by Challenge Areas



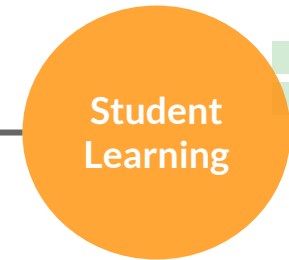
Master 4C's
Strategic Objective 1



Rigorous Curriculum
Strategic Objective 2



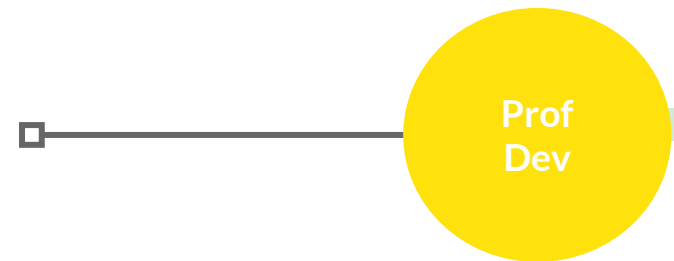
Differentiation & SEL
Strategic Objective 3



Student Learning



Professional Learning & Growth
Strategic Objective 4



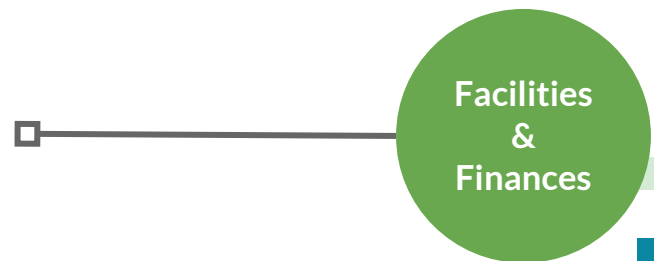
Prof Dev



Physical Environment
Strategic Objective 5



Financial
Strategic Objective 6

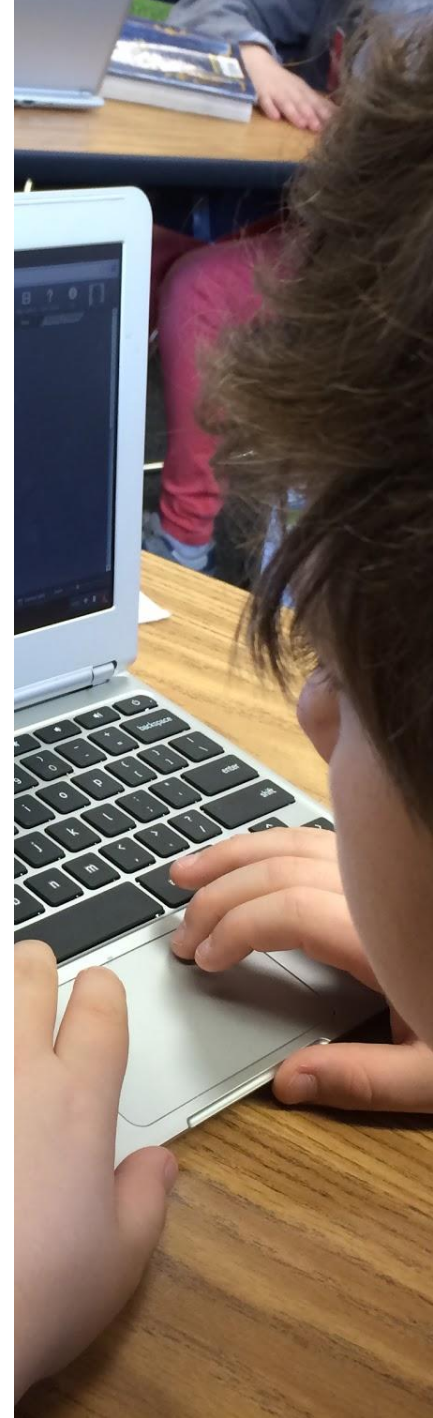



Facilities & Finances



Strategic Objective 1

**Develop Students Who Master the 4Cs:
Communication, Collaboration, Creativity,
and Critical Thinking**





**Engaging,
Motivating, and
Challenging
Educational
Program**

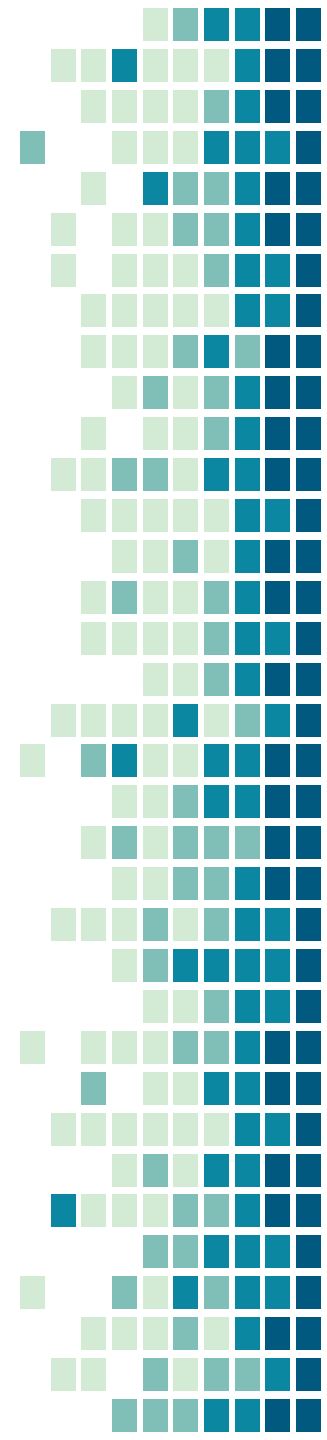
**Technology
Integration**

**Inquiry-Based
Learning**

Student Learning Strategies: Strategic Objective 1

Strategic Objective 1 **Mid-Year**

- **Launched Middle School Program Review**
 - **ThoughtExchange**
 - **Scheduling Subcommittee**
- **Inquiry-Based Learning Unit Design (Cohort 3)**

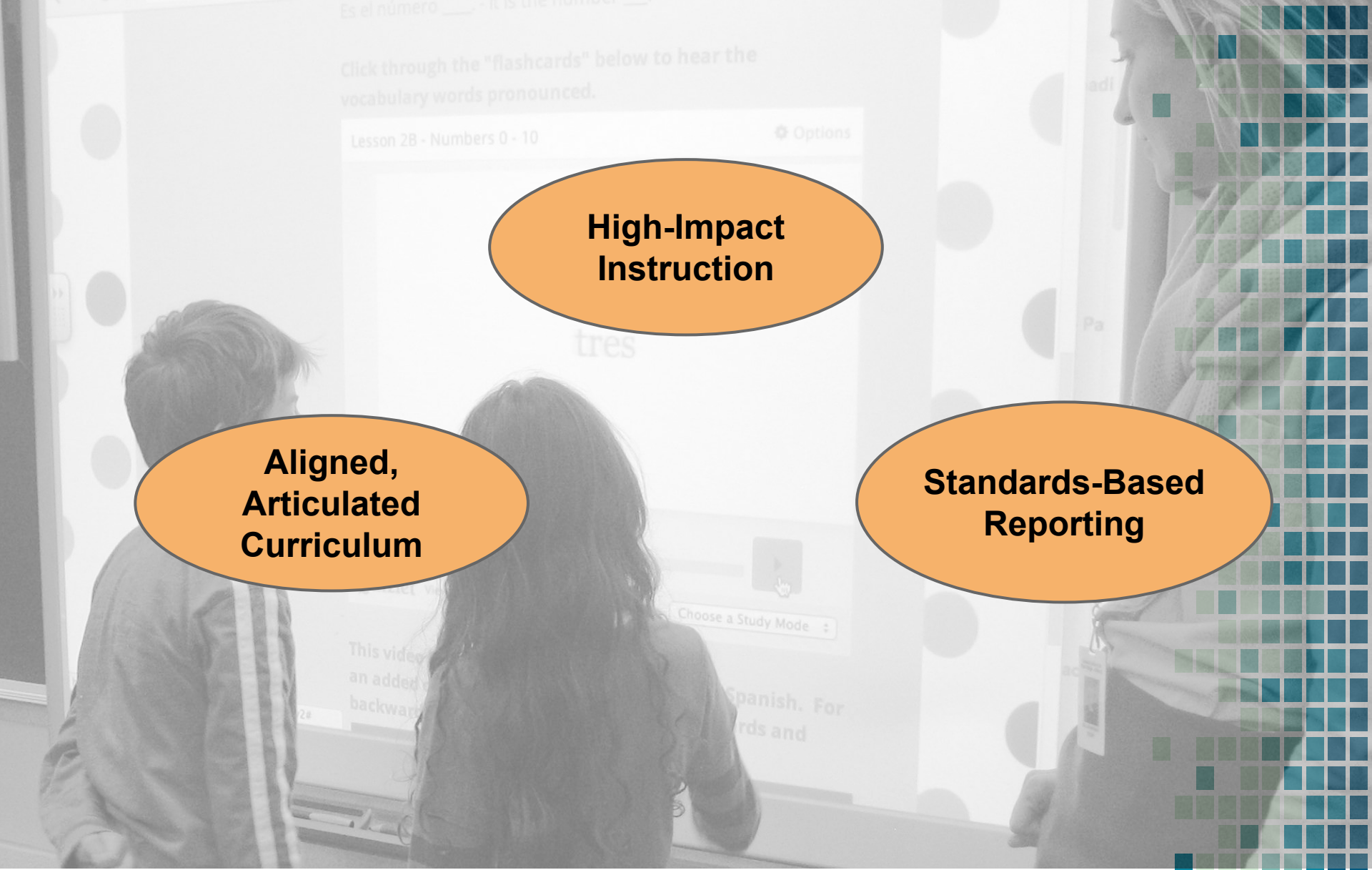




Strategic Objective 2

Provide a Rigorous Education for All Students





High-Impact Instruction

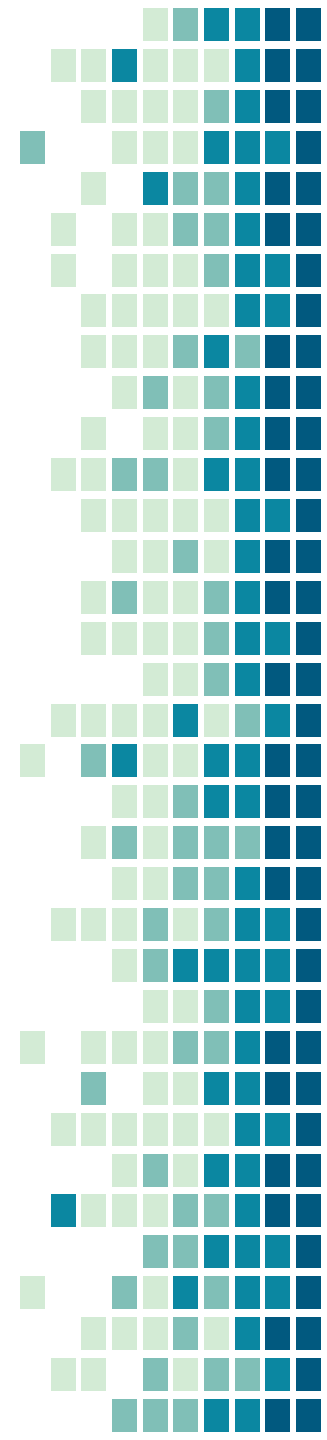
Aligned, Articulated Curriculum

Standards-Based Reporting

Essential Processes Strategies: Strategic Objective 2

Strategic Objective 2 **Mid-Year**

- **Continued Common Assessment Design in all subject areas/departments**
- **K-8 ELA Reading Resource Implementation based on Reading Workshop; K-1 Word Study recommendation; full implementation of K-5 Reading Records**
- **Implementation of NGSS-aligned Middle School Science modules**
- **Middle School Social Studies Resource Review**
- **Clarified focus for Standards-Based Reporting for 2018-19 (*District 64 Grading Challenge*)**





Strategic Objective 3

Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students





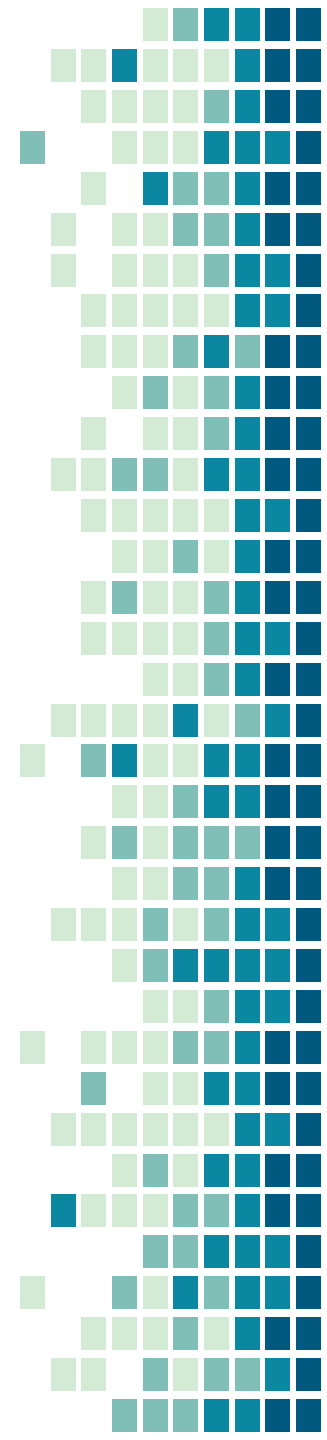
**High Quality Tier
2 and Tier 3
Intervention**

**Data-Driven
Decision Making**

Competency Strategies: Strategic Objective 3

Strategic Objective 3 **Mid-Year**

- **Second Step scope and sequence implemented at all grade levels K-8 (Tier 1)**
- **Exploration of community building resources K-5 (Caring School Classroom) and 6-8 (Restorative Justice, SEL activities/service projects, potential for Advisory in schedule)**
- **Co-taught ELA and Math available to all students with instructional needs**






Strategic Objective 4

Foster Effective Communities of Practice through Professional Development and Staff Support





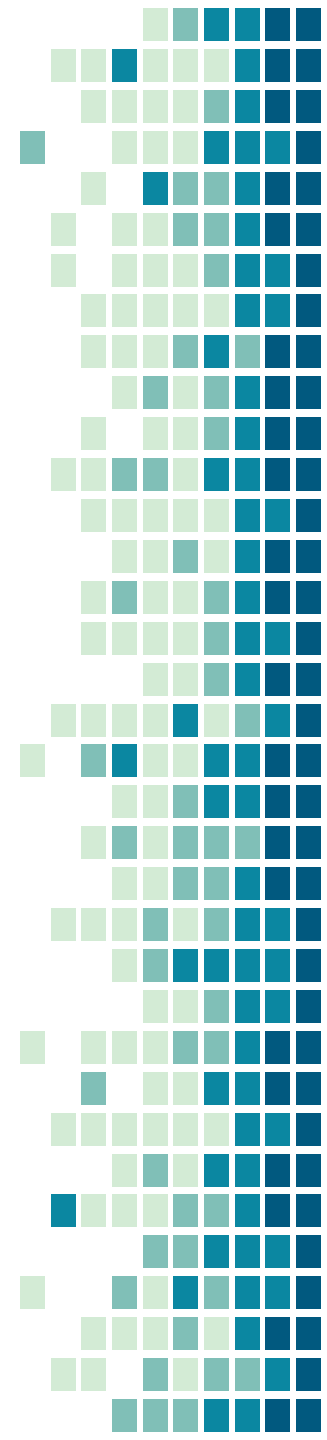
**Collaboration
and Teaming
for Continuous
Improvement**

**Professional
Communities of
Practice**

**Differentiated
Professional
Development**

Strategic Objective 4 **Mid-Year**

- **Engagement Workshop hosted by Marzano Labs**
- **Continued Co-teaching support**
- **Completed Assessment Design training**
- **Continued work of Strategic Data Teams**
- **K-8 ELA support for implementation of Reading Workshop**





Strategic Objective 5

Provide Safe and Secure Learning Spaces to Support 21st Century Learners



The background is a grayscale photograph of a school building. The building has a brick facade and a sign that reads "THOMAS JEFFERSON SCHOOL". An American flag is visible on a tall pole to the right of the building. Three large, bright green ovals with black outlines are overlaid on the image. The top oval is centered and contains the text "Master Facilities Plan". The bottom-left oval is positioned lower and to the left, containing the text "Life Safety and Universal Access". The bottom-right oval is positioned lower and to the right, containing the text "Environmental Health". On the right side of the image, there is a decorative graphic consisting of a grid of squares in various shades of blue and green, arranged in a pattern that tapers towards the top.

**Master Facilities
Plan**

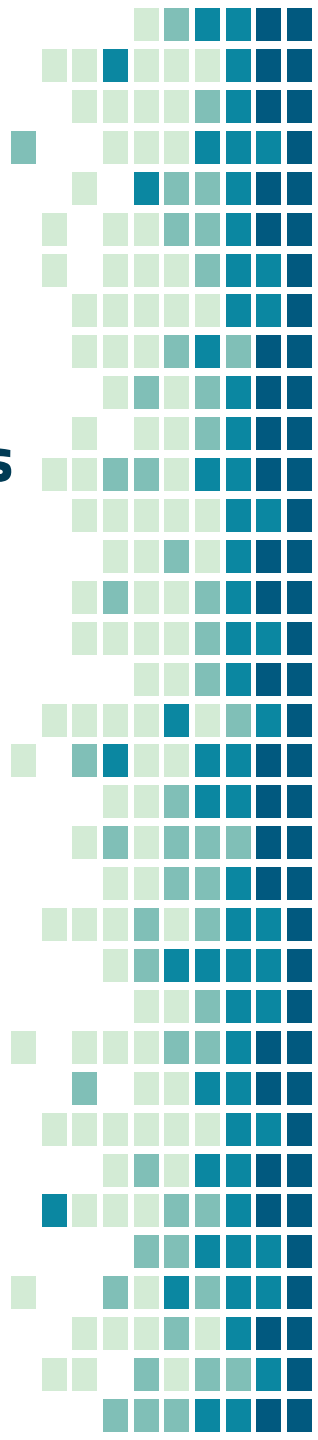
**Life Safety and
Universal Access**

**Environmental
Health**

Learning Environment Strategies: Strategic Objective 5

Strategic Objective 5 **Mid-Year**

- Updated MFP/Health Life Safety five-year projects plan and timeline
- Summer 2018 projects identified, construction bid documents prepared
- Carpenter HVAC retrofit plans
- Completed water testing beyond requirements
- Building crisis team trainings/off-site location drills





Strategic Objective 6

Maintain Fiscal Responsibility that Reflects a Commitment to Student Learning and a Rich Variety of Programs and Services



**Financial
Stewardship**

**Fund Balance
Policy**

**Finance Priority
Projects**

**Finance Priority
Programs**

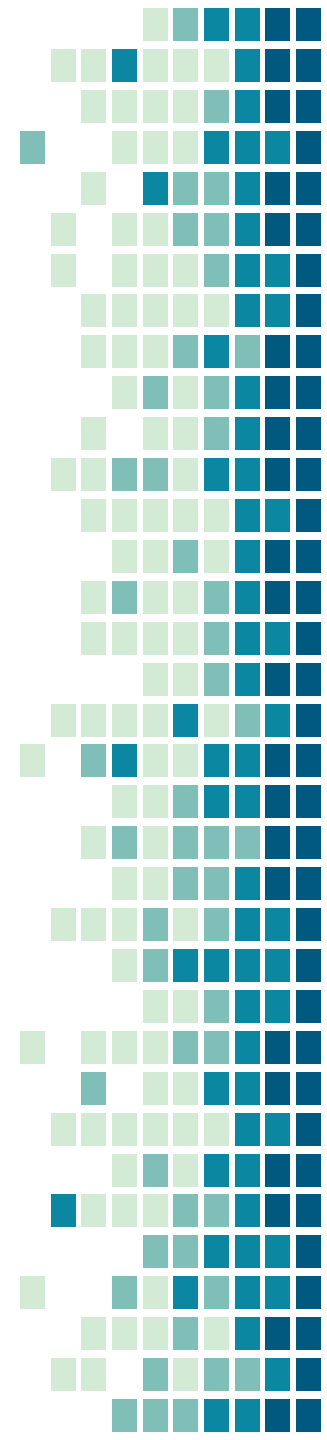
**Plan for Future
Challenges**

**Parent and
Community
Education**

Financial Strategies: Strategic Objective 6

Strategic Objective 6 **Mid-Year**

- **Repayment begins of \$9.25M debt certificates through Operating Funds, made possible by savings from PREA contract**
- **Financing framework in place to fund up to \$20M in Working Cash Bonds to fund capital projects**
- **First Support Staff Council CBA**
- **Community presentation on Local Property Taxes (with League of Women Voters, AAUW)**
- **Adopted FY18 Budget and Tax Levy**
- **Updated Financial Projections and Enrollment Forecasts**



Other Initiatives **Mid-Year**

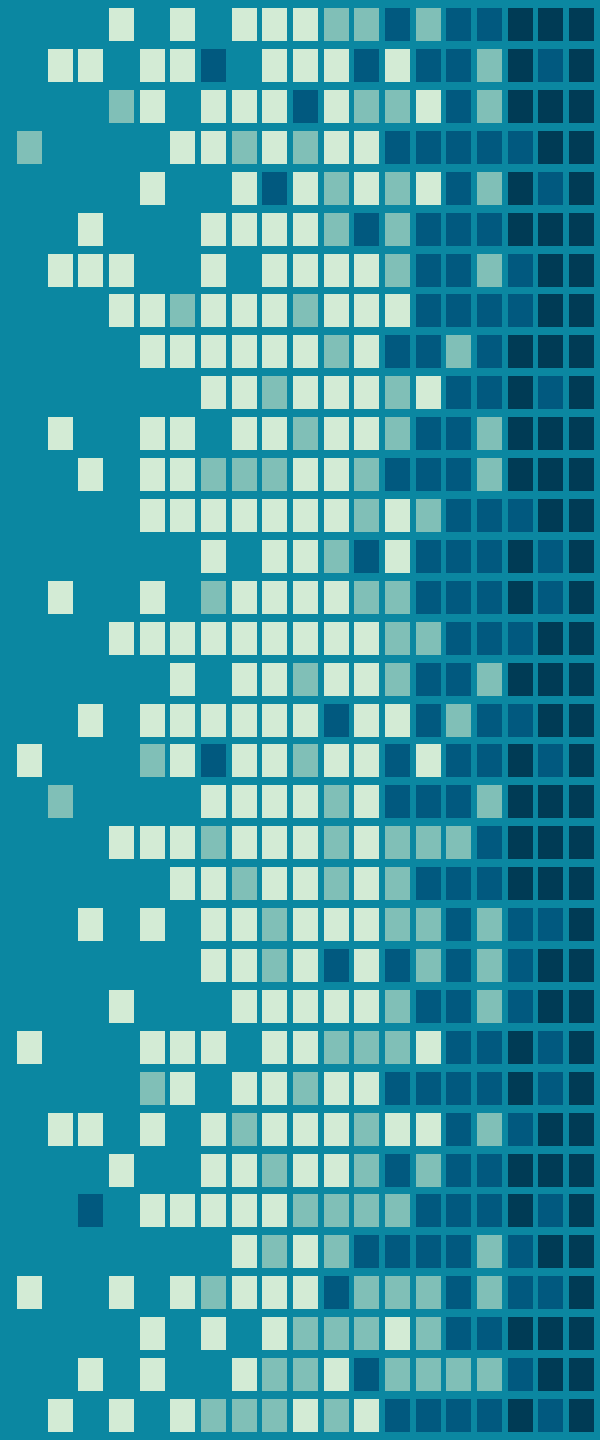
(not identified as part of the Strategic Plan)

- **Hot Lunch program extended to all elementary schools**
- **School Resource Officer middle school pilot program - Intergovernmental Agreements**
- **Superintendent 2017-18 Social Emotional Learning Focus Group**
- **Special Education Parent Support Group, PT3, SPED audit, Student Services Director search**

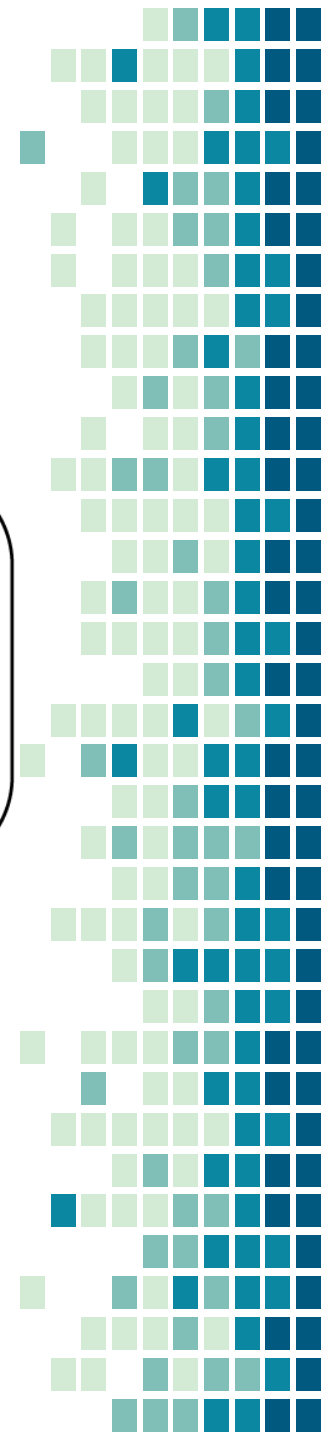


“

*If you don't know
where you are
heading....
any road will get you
there.*



202  **VISION**
DISTRICT 64 STRATEGIC PLAN



Board Authorizes 2018-19 Staffing Plan

At the February 26, 2018 regular Board meeting Chief School Business Official Luann Kolstad presented the 2018-19 Staffing Plan (Attachment 1). There were no changes to the presentation from that meeting.

ACTION ITEM 18-03-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the recommended 2018-19 Staffing Plan presented and discussed at the February 26, 2018 regular Board of Education meeting.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

3/12/18

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official
Dr. Joel Martin, Assistant Superintendent for Human Resources
Brian Imhoff, Assistant Chief School Business Official

Date: February 26, 2018

Subject: Preliminary Discussion on Staffing and Enrollment Projections for
2018-19 School Year

Background on Enrollment Projection Methods

Projecting student enrollment is the first step in predicting staffing needs for the upcoming 2018–19 school year. Two years ago, District 64 began using a projection method called the cohort survival method. The cohort survival method takes into account live birth data and previous enrollment experience to predict if enrollment will increase or decrease each year.

It's important to remember that every set of enrollment projections contains many assumptions that could cause actual enrollment to vary. The cohort survival method does *not* take into account the current housing market, new building developments, or community age demographics. However, it is a relatively easy, cost-free method that allows District administration to update projections annually.

Explanation of the Cohort Survival Method

Here is a quick recap of how the cohort survival method works. A cohort is a group of students within a grade level (e.g., kindergarten). The model projects increases or decreases to the enrollment of the cohort as it advances to each subsequent grade level by averaging the increases or decreases of other cohorts at the same grade level in previous years.

Projecting Kindergarten Enrollment

The most difficult part of each year's enrollment projection is predicting the kindergarten cohort. The District uses live birth data from the Cook County Department of Public Health for the zip codes served by the District (60068 and 60714). The number of births is compared to the number of kindergarten students that enroll in the District five years later to calculate an average enrollment percentage. The five-year lag between a child's birth and enrollment in the District is very important. Since Cook County is consistently late in publishing live birth data, the District does not always have the information needed to predict kindergarten enrollments more than 2-3 years into the future.

District 64 Trends

The District developed the current projections by using seven years of historical enrollment data. Although some years tend to be outliers, the District experiences the following enrollment trends:

- An increase in enrollment of about 15% between kindergarten and 1st grade
- An increase in enrollment of about 4% between 1st and 2nd grades
- An increase in enrollment of between 1% and 3% for remaining grades

Although all of these trends indicate enrollment increases, there is still potential for a decrease in total enrollment if the incoming kindergarten cohort is smaller than the graduating 8th grade cohort it is replacing.

Reduction in Force

In preparation of the 2018–19 budget, the administration is continually analyzing staffing needs. This always includes a review of current staffing for efficiencies, with an understanding that any proposed changes in certified and/or classified staff will be made in accordance with our Collective Bargaining Agreements (CBAs), the Illinois School Code, and any other applicable state and federal laws. Actual employment, dismissals or reductions in force of staff occur when the Board of Education approves personnel reports in the consent agenda or is asked to pass specific resolutions as an action item (e.g., reduction in force resolutions). By law, Reduction in Force (RIF) for certified staff must occur 75 days prior to the end of the school year.

At this time, it is anticipated that all current positions will be retained next year for 2018-19 budget purposes.

Enrollment Projections

Based on the September 30, 2017 enrollment, the District’s enrollment projections anticipate an increase of 73 students and a net increase of five additional sections for the 2018-19 school year. (Attachment 1)

As we enter registration for 2018-19, administration is keeping watch on eight “bubble sections” as highlighted in the projections. A “bubble section” is defined as: *A grade level at a particular building that could either increase or decrease by one section prior to the start of the school year, if the projection varied by 3 or fewer students from the actual enrollment.*

Note that:

- Two of the highlighted bubbles (shown in blue) would **increase** by one section if the actual enrollment was slightly higher than the projection.
- Six of the highlighted bubbles (shown in orange) would **decrease** by one section if actual enrollment was slightly lower than the projection.

Historically, if a “bubble section” does exceed the class size guideline **prior to the start of the school year**, the District opens another section and hires a teacher. Adding a new section at a specific grade level in turn results in the addition of a special section (Art, Music, P.E., Spanish) that may require additional staff or an increase in Full Time Equivalent (FTE) in one or more of those areas.

Staffing for 2018-19

As in past years, administration is requesting *authorization* from the Board of Education to hire the appropriate staff should the need arise due to enrollment changes at a particular grade level that exceed class size guidelines and/or when identified bubble sections “burst.” Therefore, administration is requesting authorization to hire up to seven classroom teachers plus associated FTE specials for 2018-19, based on the current projections.

Please note that administration does not move forward with the *actual hiring* of any staff member until all students in the particular cohort that has exceeded the class size guideline have proven residency and completed the enrollment process. In addition, once the registration period begins for the 2018-19 school year, the District will be better able to determine if any additional staff is required.

Since the enrollment projections are calling for an increase in both enrollment and sections for the 2018-19 school year, administration does not anticipate needing to RIF any K-8 teachers strictly based on enrollment projections. However, the District may need to RIF teachers to account for staff returning from leaves, returning to full-time from part-time, the end of job-shares, or changes in enrollment in other programs. In addition, annually the District releases its entire non-tenured part-time staff, as we are unable to identify at this time if there will be a need for part-time staff for the 2018-19 school year. As a reminder, if the District does not dismiss this group of employees, the District would be obligated to rehire them at the same part-time FTE status for the upcoming school year.

Additional Staffing Requests for 2018-19

Administration is requesting authorization for the additional positions described below.

Assistant Principal - Elementary

The administration is requesting the addition of one full-time Assistant Principal at the elementary level for the upcoming school year. This would allow a full-time Assistant Principal to be assigned to both Carpenter and Franklin schools. The administration is requesting this additional position to provide greater support to the students, staff, and current building administrators.

The current framework of an Assistant Principal splitting time between Carpenter and Franklin was added in the 2012-13 school year. It has not proven to be as effective as anticipated in meeting the needs of either elementary building. By sharing one Assistant Principal between two buildings, we have created inconsistencies in the ability to support students, staff, and programs. For example, the Assistant Principal schedule is split between buildings throughout the week, yet issues that arise need to be addressed in a timely manner and are rarely completed on the same day that they occur. Therefore, the Assistant Principal often has to choose between altering days at one building, postponing the resolution of an issue to a later time, or asking the Building Principal to become involved. Further, the Assistant Principal has to manage two different schedules as well as double the number of staff and student populations. Overall, the Assistant Principal’s ability to effectively manage and support staff consistently and in a timely manner is often compromised by being split between two buildings.

In addition, over the past six years the combined enrollment of the schools has **increased by almost 20%** to 1,035 students projected for the coming year as shown below.

6th Day Enrollment	Carpenter	Franklin	Total
2012-13	413	453	866
2018-19 projected	480	555	1,035

This enrollment surge has undoubtedly increased the volume of demands placed on both the Principal and Assistant Principal at these buildings to address the daily needs of students and their families as well as staff members. Building administrators need to spend time with all staff to effectively evaluate and support them towards their professional goals. Building administrators must spend time supporting their student support staff, such as special education teachers, OTs/PTs, and English Language (EL) teachers, in addition to the regular education teachers. However, all of that is intertwined with the responsibility of attending mandatory meetings, handling student issues, meeting with parents, and completing reports for the state and District.

One of the items that administration has consistently heard from staff, students, and parents is the desire for building administrators to be present, visible, and accessible. At Carpenter and Franklin, the building administrators do not feel that they are able to provide the same level of support in these areas as their counterparts that have full-time Assistant Principals. An Assistant Principal, who is at the building for only part of the school day and who often has to change schedules to address issues, does not provide the Building Principal with the necessary support to assist students, parents and staff as consistently as the buildings that have two full-time administrators. Therefore, the administration is requesting the addition of one, 10-month

Assistant Principal at the elementary school level effective with the 2018-19 school year.

Special Education Coordinator

The administration is also requesting the addition of one Special Education Coordinator at the elementary level for the upcoming school year. Currently, the District has two Special Education Coordinators, who are administrators. As background for the Board (Attachment 2), Special Education Coordinators were approved by the Board for the start of the 2016-17 school year to replace two full-time special education teacher facilitators, who were PREA members. The Coordinators were sought to provide leadership and accountability in new initiatives as well as to provide expertise and support in the implementation of legal mandates and administrative processes. The goal for our Special Education Coordinators is to attend Individualized Education Program (IEP) meetings, model best practices for staff, and be present in the classrooms to observe and support student learning.

At the start of the 2016-17 school year, the structure was for one Coordinator to cover the two middle schools. The second Coordinator was assigned to cover four elementary schools, with the Assistant Director handling the fifth school. That model proved to pose numerous logistical challenges, as the elementary Coordinator had no flexibility in her schedule. As a result, in November 2016 the decision was made to change the structure to our current model of building coverage and support. Currently, the Coordinators work with the Assistant Director of Student Services to provide supervision of the seven schools as follows:

- One coordinator splits time between the two middle schools.
- The second coordinator splits time between three of the elementary schools.
- The Assistant Director of Student Services supports two elementary schools as part of her assignment.

Unfortunately, the elementary school model continues to encounter difficulties in meeting the program objectives. The Coordinator's assignment of three buildings is too large to provide staff with the appropriate support. Under the current model, the elementary Coordinator spends a little more than one day at each building, with most of that time being spent in or preparing for IEP meetings. As a result, the Coordinator has little time to support staff in the classroom, lead professional development on best practices, and observe and support students in the classrooms.

The model at the middle school is working much better as that Coordinator is able to spend 2.5 days at each building throughout the week. This allows the Coordinator time to attend IEP meetings and to support both special and regular education teachers in a variety of manners. Further, the middle school Coordinator also has enough time to support teacher assistants who work closely with our special needs students. Again, being able to spend about double the time at one building each week allows the middle school Coordinator time to meet the goals

established for the program.

Therefore, administration recommends hiring one additional, 10-month Special Education Coordinator at the elementary level for the upcoming school year. With an additional Coordinator, four elementary buildings would be split evenly between two Coordinators. The Assistant Director would support only one elementary building as part of her duties, which would provide more time to assist the Director in overseeing the other important student support services this department is responsible for supervising. Administration believes that if we more closely replicate the support provided at the middle school, where the Coordinator is able to spend 2.5 days at each building, the District will be able to positively impact the support we provide students and staff at the elementary level in special education.

English Language (EL) Teacher

Finally, as you will see on the staffing report, the Board of Education will see an increase of one English Language (EL) teacher for next year. As you may recall, the Board of Education gave permission for this increase last July due to several factors, including the steadily increasing numbers of EL students in the District and that fewer EL students are exiting the program because of the changes in the new State of Illinois standards. A copy of that original report from the July 17, 2017, Board of Education meeting is attached. (See Attachment 3). Although the position was authorized, the District ultimately did not hire the EL teacher for 2017-18, because the final enrollment numbers after the school year opened did not support that need. However, we will need to hire a Polish-speaking EL teacher for the 2018-19 school year.

Potential Additional Special Education Staffing

Looking ahead to the upcoming SPED program audit, administration may potentially need to return later this spring to request additional staffing based on recommendations that may be received concerning the District's current service delivery model.

Financial Impact of Staffing Recommendations

As described earlier in this report, administration is requesting *authorization* to hire up to seven classroom teachers plus associated FTE specials for 2018-19, based on the current projections. These would be PREA employees. In addition, administration is recommending the addition of three employees to support student learning and other staffing needs; one of these would be PREA and two would be administrators. The attached spreadsheet (Attachment 4) estimates the costs associated with the 2018-19 requests, which total an estimated salary impact of about \$822,000 and an estimated benefit impact of \$164,000, if all positions were to be filled.

Please keep in mind that the estimated impact to the District's finances are based on our enrollment projections for the seven classroom teachers and the associated FTE specials teacher

increase, if the new students do come as projected.

The Financial Projections presented tonight to the Board of Education include all of the positions discussed in this report.

Park Ridge-Niles School District 64
2018-19 Enrollment/Section Projections with Average Class Size
Cohort Survival Method

As of: 1/31/18

	K	1	2	3	4	5	6	7	8	Totals		
Class Size Guideline	22	24	24	26	26	28	28	28	28			
										2018-19	2017-18	Change
Carpenter	68	77	90	74	92	79				480	477	3
Sections	2.0	4.0	4.0	3.0	4.0	3.0				20.0	19.5	0.5
Avg Class Size	17.00	19.25	22.50	24.67	23.00	26.33						
Field	96	103	129	101	104	122				655	651	4
Sections	2.5	5.0	6.0	4.0	4.0	5.0				26.5	27.0	-0.5
Avg Class Size	19.20	20.60	21.50	25.25	26.00	24.40						
Franklin	76	116	93	90	98	82				555	536	19
Sections	2.0	5.0	4.0	4.0	4.0	3.0				22.0	21.5	0.5
Avg Class Size	19.00	23.20	23.25	22.50	24.50	27.33						
Roosevelt	94	109	121	106	132	96				658	677	-19
Sections	2.5	5.0	6.0	5.0	6.0	4.0				28.5	27.5	1.0
Avg Class Size	18.80	21.80	20.17	21.20	22.00	24.00						
Washington	92	97	117	126	105	123				660	651	9
Sections	2.5	5.0	5.0	5.0	5.0	5.0				27.5	26.0	1.5
Avg Class Size	18.40	19.40	23.40	25.20	21.00	24.60						
Emerson							295	301	295	891	852	39
Sections							11	11	11	33.0	32.0	1.0
Avg Class Size							26.82	27.36	26.82			
Lincoln							256	217	248	721	703	18
Sections							10	8	9	27.0	26.0	1.0
Avg Class Size							25.60	27.13	27.56			
Total Students	426	502	550	497	531	502	551	518	543	4,620	4,547	73
Total Sections	11.5	24.0	25.0	21.0	23.0	20.0	21.0	19.0	20.0	184.5	179.5	5.0
2017-18 Sections	10.5	24.0	23.0	21.0	21.0	22.0	19.0	20.0	19.0			
Change	1.0	0.0	2.0	0.0	2.0	-2.0	2.0	-1.0	1.0			

Orange highlights Will decrease by 1 section if actual enrollment is less than projected enrollment by 3 students

Blue highlights Will increase by 1 section if actual enrollment is more than projected enrollment by 3 students

Note: Each kindergarten class is counted as 0.5 section to correlate to FTE staffing

DISTRICT-WIDE ENROLLMENT PROJECTIONS

School Year	K	1	2	3	4	5	6	7	8	Total	Change from Prior
2017-18	433	526	486	517	494	536	510	541	504	4,547	

Projected:

2018-19	426	502	550	497	531	502	551	518	543	4,620	73
2019-20	473	494	525	563	510	541	516	560	520	4,702	82
2020-21	421	548	517	537	578	519	556	525	562	4,763	61
2021-22	421	489	573	530	551	588	534	565	527	4,778	15
2022-23	421	489	512	586	544	561	604	543	568	4,828	50

EMERSON - ENROLLMENT HISTORY & PROJECTIONS

School Year	6	7	8	Total	Change from Prior
2008-09	261	266	282	809	
2009-10	236	266	272	774	-35
2010-11	260	243	266	769	-5
2011-12	258	254	248	760	-9
2012-13	269	258	260	787	27
2013-14	291	279	259	829	42
2014-15	272	288	276	836	7
2015-16	258	265	283	806	-30
2016-17	285	266	264	815	9
2017-18	296	294	262	852	37

Projected:

2018-19	295	301	295	891	39
2019-20	291	300	302	893	2
2020-21	308	296	301	905	12
2021-22	285	313	297	895	-10
2022-23	343	290	315	948	53

LINCOLN - ENROLLMENT HISTORY & PROJECTIONS

School Year	6	7	8	Total	Change from Prior
2008-09	239	247	274	760	
2009-10	248	242	251	741	-19
2010-11	231	245	240	716	-25
2011-12	212	232	238	682	-34
2012-13	257	223	240	720	38
2013-14	245	260	228	733	13
2014-15	209	245	263	717	-16
2015-16	234	216	238	688	-29
2016-17	244	243	222	709	21
2017-18	214	247	242	703	-6

Projected:

2018-19	256	217	248	721	18
2019-20	225	260	218	703	-18
2020-21	248	229	261	738	35
2021-22	249	252	230	731	-7
2022-23	261	253	253	767	36

CARPENTER - ENROLLMENT HISTORY & PROJECTIONS

School Year	K	1	2	3	4	5	Total	Change from Prior
2008-09	48	75	53	60	53	63	352	
2009-10	62	49	73	57	59	53	353	1
2010-11	79	67	52	75	57	60	390	37
2011-12	59	77	66	55	72	55	384	-6
2012-13	72	66	79	67	55	75	414	30
2013-14	61	82	70	85	65	60	423	9
2014-15	73	68	82	73	83	66	445	22
2015-16	60	79	74	83	76	82	454	9
2016-17	73	65	83	75	86	78	460	6
2017-18	66	86	72	90	78	85	477	17

Projected:

2018-19	68	77	90	74	92	79	480	3
2019-20	77	79	81	92	76	94	499	19
2020-21	68	89	83	83	94	77	494	-5
2021-22	68	79	93	85	85	96	506	12
2022-23	68	79	83	95	87	87	499	-7

FIELD - ENROLLMENT HISTORY & PROJECTIONS

School Year	K	1	2	3	4	5	Total	Change from Prior
2008-09	99	103	111	102	121	101	637	
2009-10	91	108	113	112	110	124	658	21
2010-11	84	99	112	120	121	109	645	-13
2011-12	76	105	110	116	123	123	653	8
2012-13	86	91	108	108	123	123	639	-14
2013-14	106	102	103	114	110	122	657	18
2014-15	85	119	109	106	116	116	651	-6
2015-16	84	99	122	115	107	122	649	-2
2016-17	109	100	98	124	120	114	665	16
2017-18	89	123	99	101	120	119	651	-14

Projected:

2018-19	96	103	129	101	104	122	655	4
2019-20	104	111	108	132	104	106	665	10
2020-21	93	121	116	110	136	106	682	17
2021-22	93	108	127	119	113	138	698	16
2022-23	93	108	113	130	122	115	681	-17

FRANKLIN - ENROLLMENT HISTORY & PROJECTIONS

School Year	K	1	2	3	4	5	Total	Change from Prior
2008-09	79	78	81	77	74	79	468	
2009-10	54	83	83	78	83	71	452	-16
2010-11	67	68	83	90	77	85	470	18
2011-12	73	72	70	87	86	79	467	-3
2012-13	53	82	71	66	91	90	453	-14
2013-14	65	71	90	70	71	89	456	3
2014-15	72	79	73	92	71	75	462	6
2015-16	74	86	87	79	95	72	493	31
2016-17	75	85	92	80	80	99	511	18
2017-18	100	89	88	95	81	83	536	25

Projected:

2018-19	76	116	93	90	98	82	555	19
2019-20	83	88	121	95	92	100	579	24
2020-21	74	96	92	124	98	94	578	-1
2021-22	74	86	100	94	127	100	581	3
2022-23	74	86	90	102	97	129	578	-3

ROOSEVELT - ENROLLMENT HISTORY & PROJECTIONS

School Year	K	1	2	3	4	5	Total	Change from Prior
2008-09	78	119	114	100	115	135	661	
2009-10	94	88	121	117	101	118	639	-22
2010-11	105	103	93	128	121	103	653	14
2011-12	82	118	104	90	129	117	640	-13
2012-13	111	97	129	105	95	130	667	27
2013-14	69	131	99	130	105	94	628	-39
2014-15	104	88	132	106	128	102	660	32
2015-16	85	124	90	135	113	136	683	23
2016-17	98	98	131	94	140	109	670	-13
2017-18	94	116	104	129	94	140	677	7

Projected:

2018-19	94	109	121	106	132	96	658	-19
2019-20	106	109	114	124	109	134	696	38
2020-21	94	123	114	117	127	111	686	-10
2021-22	94	109	129	117	120	129	698	12
2022-23	94	109	114	132	120	122	691	-7

WASHINGTON - ENROLLMENT HISTORY & PROJECTIONS

School Year	K	1	2	3	4	5	Total	Change from Prior
2008-09	87	104	116	96	98	104	605	
2009-10	104	95	102	119	102	97	619	14
2010-11	79	111	102	103	126	101	622	3
2011-12	81	81	110	105	101	129	607	-15
2012-13	91	84	88	115	109	107	594	-13
2013-14	92	103	88	88	121	110	602	8
2014-15	88	107	109	89	99	121	613	11
2015-16	97	95	111	105	89	98	595	-18
2016-17	89	120	96	116	108	96	625	30
2017-18	84	112	123	102	121	109	651	26

Projected:

2018-19	92	97	117	126	105	123	660	9
2019-20	103	107	101	120	129	107	667	7
2020-21	92	119	112	103	123	131	680	13
2021-22	92	107	124	115	106	125	669	-11
2022-23	92	107	112	127	118	108	664	-5

Appendix 10

To: Board of Education
From: Jane Boyd, Director of Student Services
Date: December 14, 2015
Re: Proposed Reorganization of Special Education Administrative Model

History

Two years ago, at the recommendation of the former Director of Special Education/Pupil Services Jim Even, a proposal was made to eliminate one Facilitator position and replace it with an Assistant Director of Special Education/Pupil Services (now referred to as the Assistant Director of Student Services).

With the addition of a second administrator, the District has benefitted from increased collaboration, enhanced capacity to provide explicit special education professional development and leadership, and the ability to provide direct administrative oversight across our eight schools. Additionally, at the direction of Superintendent Laurie Heinz, the Director co-authored and oversees more than \$300,000 of annual new Title I funds. The Director was able to initiate this grant submission by delegating other supervisory tasks to the licensed Assistant Director. Special Education administrators also spend a significant amount of time working with the schools, families, and IEP teams for students who have been out placed from the District; serve as our homeless liaison; and oversee our English Language program.

As we look to continually improve the special education offerings, we revisited the findings from the Consortium for Education Change (CEC) study that was completed last winter. Findings identified areas of strength and opportunities for improvement within the Special Education department. An area of concern noted by the CEC study is compliance with federal and state mandates related to the Area Program Model and the Least Restrictive Environment. Districts that are out of compliance may be subject to financial ramifications, such as loss of funding.

Finally, as reviewed with the Board of Education at the April 27, 2015 meeting, the academic achievement of our students in special education has lagged behind benchmark districts. Although this performance has improved during the 2014-15 school year, this critical sub-group continues to be performing below the state average in both reading and math.

Current Leadership Model & Rationale for Recommendation

As with so many areas in education, the role of special education administrators continues to provide greater degrees of leadership and oversight for activities, such as the addition of 504 and medical care plans.

Our 2020 Vision Strategic Plan also foresees ambitious goals within Strategic Objective 3: *Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students.*

Instructional accommodations, modifications, and differentiation all center on addressing the individual learning needs of students, supporting their mastery of content standards and related indicators.

In addition, Response to Intervention (RtI), which includes providing access to general education classes for special education students, is a long-standing No Child Left Behind (NCLB) and Illinois State Board of Education (ISBE) mandate that is still being fully implemented in our District. Full implementation represents a significant change in our District, and will need strong and consistent leadership by Special Education administrators to fully accomplish. Although the District has accomplished a great deal in this area, there remains significant work to do to standardize protocols and processes to support at risk learners across the District.

District 64 currently utilizes PREA members as Facilitators and supports a peer to peer leadership model for special education staff. While this model has benefits, it is not an appropriate model when substantive changes are needed for program improvement. It is challenging for peers to initiate and hold one another accountable for significant change. We are fortunate to have an experienced, dedicated special education staff in District 64 who are committed to student learning. For many years, our Facilitators have provided an invaluable service to staff and students, but as we move toward more substantive change and growth within the Department, leaders with administrative licensure and authority are needed to provide second order change.

Comparison to Area Districts

Through our benchmarking research, it appears that larger elementary school districts (with enrollments of at least 4,000 students) employ anywhere from three to six administrators within a Special Education Department. These special education departments typically include: a Director of Student Services; an Assistant Director; and between two to four Coordinators that work under an administrator license, which allows them to evaluate staff and to help drive change initiatives, to name a few tasks. Our research also found that smaller elementary districts typically have only a Director of Student Services and may have one other administrator (typically a Coordinator) within the department.

District Size/Special Education Administrators

District Number/Name	Student Enrollment	Administrators	Administrative Titles
D21 Wheeling	7,000	3	Director, Integrated Services Coordinator, EC Administrator
D59 Arlington Heights	7,000	6	Assistant Superintendent, 3 Coordinators, 2 EC Administrators
D65 Evanston	7,000	6	Assistant Superintendent, 5 Coordinators
D25 Arlington Heights	6,256	4	Assistant Superintendent, 3 Coordinators
D34 Glenview	4,896	6	Executive Director, 5 Coordinators
D62 Des Plaines	4,800	5	Assistant Superintendent, Assistant Director, 3 coordinators
D181 Hinsdale	4,000	7	Assistant Superintendent, 1 Director of Learning, 5 Pupil Service Administrators
D64 Park Ridge-Niles	4,400	2	Director, Assistant Director

In addition to administrators, typical special education departments consist of: counselors; nurses, occupational therapists, physical therapists, school psychologists, special education teachers, speech pathologists, social workers, and special education assistants.

Administrative Recommendation

It is the recommendation of the administrative team that the two full-time special education Facilitators currently working in this capacity be replaced with two full-time special education Coordinators. The Coordinators would hold administrative licenses. We are recommending that the current shared position of .5 Facilitator and .5 Channels of Challenge Lead position remain the same. The employees currently serving as Facilitators will be considered for the new positions as well as being eligible for any other positions in our District that they are currently

certified to perform. The administration is committed to ensuring that this change will be cost neutral for the District.

We would like to assure the Board that during our analysis, the administrative team considered other possibilities. One such alternative was to replace two Facilitator positions with one administrator, which would result in an approximate \$66,000 savings to the District. This option would move more special education leadership responsibilities to the elementary principals and assistant principals. Administration is concerned about the amount of additional work and responsibility this will place on our already busy building leaders, not to mention the degree of training needed to ensure special education rules, regulations and procedures are followed. For these reasons, this alternative is not being forwarded as a recommendation to the Board.

Next Steps

With the Board's approval, administration will move forward with this reorganization for the 2016-17 school year.

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Dr. Lori Lopez, Assistant Superintendent for Student Learning
Jane Boyd, Director of Student Services
Vasiliki Frake, Assistant Director of Student Services and D64 EL Director

Date: July 17, 2017

Re: Update on District 64 English Learner (EL) Program Audit Findings and Approval of FTE Allocation Increase

Background

- District 64's English Learner population has more than doubled in just seven years, from 137 EL students during the 2010-11 school year to 282 in 2016-17.
- Per ISBE directive, all our early childhood teachers (Jefferson) are certified EL (English Learners) teachers, and integrate EL services into their daily instruction. The eight elementary schools and middle schools share 6.9 EL teachers.
- Our EL program in District 64 has expanded in size as well as program model. At Field School, we have a subgroup (over 20) of Polish English Learners, requiring District 64 to provide a bilingual Polish program at Field.
- As our EL needs continue to increase, the EL team is working closely to make systemic improvements to the programs and services District 64 offers EL students. For example, focused work on service delivery and assessment has been completed in the past two years.
- In January 2017, the District 64 EL Program participated in an audit conducted by the Illinois State Board of Education (ISBE). Based on feedback from this audit, areas identified for improvement will be addressed in 2017-18. Areas of focus are: uniform paperwork in student records; EL curriculum aligned to general education; and implementation of bilingual program requirements.
- The ACCESS test is an English language proficiency assessment that we must administer to all students who are eligible for EL services annually.
- Scores are used to determine eligibility and to provide classroom teachers with an understanding of where EL learners are in terms of their pathway to proficiency. To be exited from the EL program, students must earn specific scores in reading, writing, and on the overall assessment. Beginning in the 2016-17 school year, the state changed its interpretation of these scores resulting in fewer students exiting the program. *The change in proficiency scores has led to a significant increase in the number of students remaining in the EL program for the coming year.*
- The combination of the steadily increasing numbers of EL students in District 64 and the fact that we have fewer numbers of EL students exiting the program as linked to the new state standards has created the need for an additional EL teacher to provide required services to students.

Recommendation for 2017-18

Administration recommends that the Board authorize a 1.0 FTE increase in EL teacher allocation for the 2017-18 school year based on student needs as identified above.

ACTION ITEM 17-07-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve a 1.0 FTE increase in EL teachers for the 2017-18 school year.

The votes were cast as follows:

Moved by: _____ Seconded by: _____

AYES:

NAYS:

PRESENT:

ABSENT:

7/17/17

**Park Ridge - Niles Community Consolidated School District 64
2018-19 Staff Requests**

Position	FTE Change	Comments	Cost Impact	Employee Category
Enrollment Changes				
PREA - Teacher	5.00	Classes projected to exceed the class size guide using the cohort survival method	\$274,795	PREA
PREA - Teacher	2.00	Classes projected to be within 3 students of exceeding the class size guide (bubbles)	\$109,918	PREA
PREA - Teacher	4.00	Specials (Art, Music, P.E., etc.) related to the above	\$219,836	PREA
			\$604,549	
Student Learning Support & Other Staff				
PREA - Teacher	1.00	English Language (EL) teacher - approved at 7/17/17 Board meeting	\$63,378	PREA
Administration	1.00	Assistant Principal	\$80,000	Admin
Administration	1.00	Special Education Coordinator	\$74,000	Admin
			\$217,378	
Summary				
			<i>Total Estimated Salary Impact</i>	<i>\$821,927</i>
			<i>Total Estimated Benefit Impact</i>	<i>\$164,385</i>
			<i>Total Estimated Cost</i>	<i>\$986,312</i>

To: Board of Education
Dr. Laurie Heinz, Superintendent
From: Luann Kolstad, Chief School Business Official
Date: March 12, 2018
Subject: Presentation and Approval of Student Fees 2018-19

Due to the lateness of the hour, this item was moved from the February 26, 2018 agenda to tonight's agenda. Typically, Student Fees would be presented for discussion at one Board meeting and then brought back to the next one for approval. Given the timeframe we are in, we will need to ask for approval of the Student Fees at tonight's meeting so that we are ready to open the 2018-19 registration on time.

Administration has updated the student fee analysis for 2018-19 using the same format as the prior two years. (Attachment 1) The informational flyer shows how the revenue generated from the fees is used to support education. The first page of the document provides a visual pie chart representation of the major categories of expenditures covered by student fees for both elementary and middle school students. The second and third pages provide a comprehensive list of expenses that the Board may legally charge as student fees and a cost per student for each expense category. The pie charts are color-coded to match the descriptions on the in-depth fee sheets for easier understanding. Expense figures have been updated to reflect the budget adopted for the 2017-18 school year. Enrollment figures have been updated, too.

This year's in-depth analysis of student fees show that at the Elementary and Middle School levels, fees paid by parents/guardians cover 40% and 47% respectively, of the total expenditures that the Board may legally charge as student fees. Park Ridge-Niles District 64 taxpayers, therefore, are paying 60% and 53% respectively, of the expenditures that can be allocated as student fees.

Recommendations for 2018-19

Attachment 2 is the schedule of proposed school fees for 2018-19. Administration is recommending that the general student fee be kept at the same level as 2017-18: \$84 for preschool and kindergarten, \$227 for elementary, and \$315 for middle school. **This is the tenth year the required fees have remained the same.**

In the category of participatory fees, a comparison of the District's expenses for Interscholastic Sports and Cross Country to student fees collected indicates these programs are running a deficit of \$17,800. At this time, administration is recommending increasing the fee for all

Interscholastic Sports to \$120 and the Cross Country fee to \$30; the previous fees were \$100 and \$25, respectively.

Attachment 3 is a financial projection for the Extended Day Kindergarten program at Jefferson School. The Extended Day Kindergarten program is a tuition-based enrichment program for parents who need full-day programming for their kindergarten student. Because the program is not mandated, the District has historically set the fees at a rate that ensures the program will break even or operate at a small profit. Cost projections for 2018-19 dictate that the fee for next year should be set at \$24 per day for the regular program. Students that attend Extended Day Kindergarten in the morning also have the option to register for early childcare services beginning at 7:00 a.m. for \$12 per day. Both of these rates are an increase of \$1 per day from the current year's rates. If the Board approves these proposed rates, the program is projected to operate at a surplus of \$23,170 in 2018-19.

Attachment 4 is a financial projection for the Community Preschool program at Jefferson School. The District operates a preschool program that is a blend of special education students and regular education (community) students. As required by the State, tuition can only be assessed to the community students. Unlike EDK, program fees for the Community Preschool are not set with the purpose of breaking even. The non-financial benefits of providing early childhood education to students along with the desire to operate the program at full capacity drive the tuition rates set by the District. Community students that are 3 years old attend three days per week while 4 year olds have the option of registering for 4 or 5 days per week. To assist with staffing, the tuition is structured so that the 5 day per week program is offered at a lower daily rate. Administration is recommending a \$1 increase in the daily tuition rate for the program. Proposed rates for 2018-19 are \$24 per day for 3 days per week, \$23 per day for 4 days per week, and \$22 per day for 5 days per week. Preschool fees have been constant over the past two years.

Next Steps

Once the Board approves the 2018-19 student fees, we will update the District website with the new documents. We will also continue to include this information in the InfoSnap online registration form that will be available beginning April 23.

ACTION ITEM 18-03-4

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the 2018-19 Student Fees as presented.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

3/12/2018



What makes up required 2018-19 student fees?

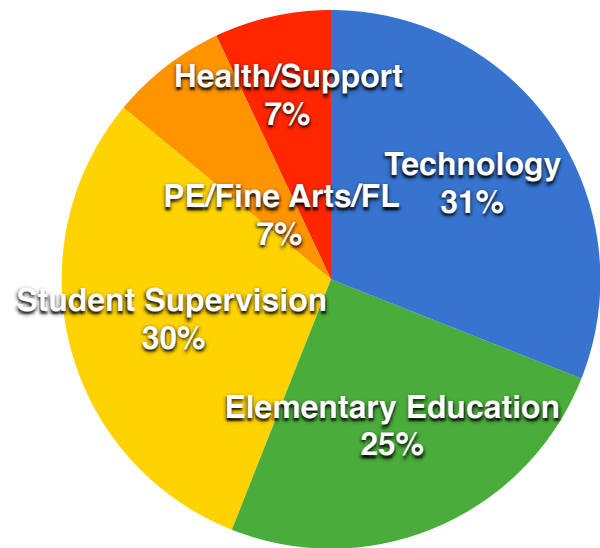
As guided by Illinois law, District 64 charges an annual student fee to support learning by *partially* offsetting expenses for instructional materials, supplies and technology. Student fees have remained the same for 10 years.

Student fees do *not* cover salaries to deliver education, such as teachers and teacher assistants, or for other staff, such as office/health assistants, custodians, principals, or District administration. The only staff salaries that can be included in fees are for student supervision.

Elementary School: \$570 Value

ELEMENTARY SCHOOL: \$570 value provided for \$227 fee

- ◆ Students receive materials, supplies and technology valued at \$570.
- ◆ The student fee for grades 1-5 is \$227.
- ◆ The cost split is 40% paid by parents of current students and 60% carried in the District's budget paid by all local property taxpayers.

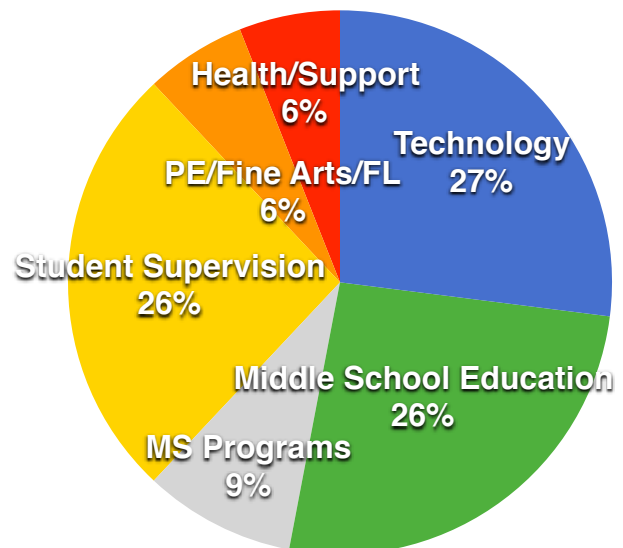


Please refer to the accompanying fee list on pages 2 and 3 for a detailed breakdown by each expense category. Pie chart colors correspond to the fee list.

Middle School: \$670 Value

MIDDLE SCHOOL: \$670 value provided for \$315 fee

- ◆ Students receive materials, supplies and technology valued at \$670.
- ◆ The student fee for grades 6-8 is \$315.
- ◆ The cost split is 47% paid by parents of current students and 53% carried in the District's budget paid by all local property taxpayers.



**Park Ridge Niles School District 64
2018-19 Fee Breakdown**

Note: Fee list colors correspond to pie charts on page 1

Function	Description	2017-18 Adopted Budget Expenses	Grant Revenues (Deduct)	Extra Fees Received (Deduct)	Total by Function	Cost per	
						Elementary Student	Middle School Student
						2,994	1,555 Enrollment
2225	Student Technology:				\$ 811,846	\$ 178	\$ 178
	- Chromebooks (new devices, licenses, cases, etc.)	\$ 335,240		-\$ 92,760			
	- Student iPad and laptop refresh, cases, charge stations	\$ 492,985					
	- Classroom projectors	\$ 52,740					
	- Equipment (3D printers, touch screens)	\$ 23,641					
1110	Elementary Education (K-5 Grade):				\$ 412,352	\$ 138	
	- Online licenses/subscriptions	\$ 91,580					
	- Math supplies (workbooks, licenses, activity kits, etc.)	\$ 5,000					
	- Language arts supplies (reading texts, novels, etc.)	\$ 28,000					
	- Science supplies (science kits, lab supplies, curric materials)	\$ 26,925					
	- Social studies supplies and repair of texts	\$ 6,860					
	- Office and classroom supplies and student planners	\$ 53,540					
	- Consumables and workbooks	\$ 1,800					
	- Textbooks and teacher materials	\$ 181,597					
	- Magazine subscriptions	\$ 17,050					
1120	Middle School Education (6-8 Grade):				\$ 253,596		\$ 163
	- Online licenses/subscriptions	\$ 55,578					
	- Repair/maintenance of classroom equipment	\$ 2,383					
	- Math supplies (workbooks, licenses, activity kits, etc.)	\$ 1,380					
	- Language arts supplies (reading texts, novels, etc.)	\$ 6,000					
	- Social studies supplies (maps, posters, reading materials, etc.)	\$ 1,000					
	- Science lab supplies	\$ 44,300					
	- Office and classroom supplies and student planners	\$ 32,060					
	- Textbooks and teacher materials	\$ 107,895					
	- Magazine subscriptions	\$ 3,000					
2190	Graduation Expenses:				\$ 17,700		\$ 11
	- Facility rentals	\$ 1,200					
	- Printing expenses (brochures and ceremony materials)	\$ 6,000					
	- Supplies (diplomas, gowns, etc.)	\$ 10,500					
2550	Transportation:				\$ 8,000	\$ 2	\$ 2
	- Curriculum-related field trips	\$ 8,000					
1410	Industrial Arts:				\$ 36,700		\$ 24
	- Repair/maintenance of wood shop equipment	\$ 830					
	- Supplies for wood shop class projects	\$ 35,870					
1412	Family & Consumer Science:				\$ 33,600		\$ 22
	- Instructional Professional Services	\$ 2,000					
	- Repair/maintenance of sewing machines, cooking equipment	\$ 3,000					
	- Classroom supplies (food, cookware, sewing materials, etc.)	\$ 28,600					
1510	After School Clubs:				\$ 10,400		\$ 7
	- Club supplies	\$ 10,400					
1520	Athletics:				\$ 17,800		\$ 11
	- Referees	\$ 7,800		-\$ 7,800			
	- Staff supervisors and score keepers at athletic events	\$ 13,500					
	- Supplies (uniforms, scorebooks, balls, etc.)	\$ 4,500		-\$ 4,500			
	- Tournament fees	\$ 1,000		-\$ 1,000			
	- Transportation to athletic events	\$ 15,000		-\$ 10,700			
2191	Student Supervision:				\$ 786,545	\$ 173	\$ 173
	- Lunchroom Supervision	\$ 634,300					
	- Outside Supervision	\$ 142,000					
	- Employee benefits	\$ 6,245					
	- Supplies (disinfecting wipes, recess equipment, etc.)	\$ 4,000					

**Park Ridge Niles School District 64
2018-19 Fee Breakdown**

Note: Fee list colors correspond to pie charts on page 1

Function	Description	2017-18 Adopted Budget Expenses	Grant Revenues (Deduct)	Extra Fees Received (Deduct)	Total by Function	Cost per Elementary Student	Cost per Middle School Student
1113	Art Program:				\$ 59,400	\$ 13	\$ 13
	- Repair/maintenance of classroom equipment	\$ 1,500					
	- Project supplies (paint, glaze, glue, ink, clay, yarn, etc.)	\$ 57,900					
1114	Band/Orchestra Program:				\$ 4,000	\$ 1	\$ 1
	- Instructional professional services	\$ 4,000		-\$ 4,000			
	- Online licenses/subscriptions	\$ 6,000		-\$ 6,000			
	- Repair/maintenance of musical equipment	\$ 3,500					
	- Classroom supplies (music stands, sheet music, etc.)	\$ 12,000		-\$ 12,000			
	- Music instruments/equipment	\$ 11,000		-\$ 11,000			
	- Transportation to performances	\$ 3,500		-\$ 3,000			
1115	General Music:				\$ 38,157	\$ 8	\$ 8
	- Repair/maintenance of pianos/musical equipment	\$ 3,500					
	- Classroom supplies (recorders, keyboards, guitars, etc.)	\$ 27,821					
	- Performance equipment (flipforms, instrument carts)	\$ 6,836					
1116	Physical Education Program:				\$ 49,300	\$ 11	\$ 11
	- Towel cleaning service	\$ 11,000					
	- Online licenses/subscriptions	\$ 2,300					
	- Repair/maintenance of fitness equipment	\$ 2,000					
	- Sporting goods supplies, equipment, P.E. uniforms	\$ 34,000					
1117	Chorus Program:				\$ 2,000	\$ 0	\$ 0
	- Transportation to performances	\$ 3,500		-\$ 1,500			
1119	Foreign Language Program:				\$ 16,554	\$ 4	\$ 4
	- Textbooks and workbooks	\$ 16,154					
	- Classroom supplies	\$ 400					
1111	Response to Intervention (Education for Struggling Students):				\$ 5,250	\$ 1	\$ 1
	- Online licenses/subscriptions	\$ 250					
	- Classroom supplies/textbooks/workbooks	\$ 5,000					
	- Summer school enrichment tuition	\$ 12,000	-\$ 12,000				
1200	Special Education Program:				\$ 135,500	\$ 30	\$ 30
	- Professional consulting services	\$ 20,000					
	- Online Subscriptions	\$ 44,400					
	- Classroom supplies, materials, and equipment	\$ 148,238	-\$ 77,138				
1413	Health Program:				\$ 27,080	\$ 6	\$ 6
	- Textbooks and teacher manuals	\$ 25,353					
	- Magazine subscriptions	\$ 627					
	- Classroom supplies and materials	\$ 1,100					
1650	Channels of Challenge:				\$ 22,306	\$ 5	\$ 5
	- Supplies (calculators, teaching materials, graph pads, etc.)	\$ 1,850					
	- Testing materials	\$ 13,256					
	- Textbooks	\$ 7,200					
1800	Bilingual Program:				\$ 1,500	\$ 0	\$ 0
	- Supplies (dictionary cards, language review materials, etc.)	\$ 1,500					
Total Costs		\$ 2,992,984	-\$ 89,138	-\$ 154,260	\$ 2,749,586	\$ 570	\$ 670
					Fee Charged	\$ 227	\$ 315
					Student Share	40%	47%
					District Share	60%	53%

Note: Student fees are deposited in the Education Fund, which is the origin of all itemized fee-related expenses shown above except transportation. Per the Illinois Program Accounting Manual, all transactions not accommodated by another fund shall be recorded in the Education Fund.

Park Ridge Niles Community Consolidated School District 64
2018-19 School Fees

	Proposed				
	2018-19	2017-18	\$	%	Comments
			Change	Change	
Required Fees					
Preschool/Kindergarten	\$84	\$84	\$0	0.0%	
Elementary Grades 1-5	\$227	\$227	\$0	0.0%	
Middle School	\$315	\$315	\$0	0.0%	
Participatory Fees					
Instrumental Music					
Beginner	\$40	\$40	\$0	0.0%	
Advanced	\$40	\$40	\$0	0.0%	
Chorus - Elementary					
Chorus - Elementary	\$5	\$5	\$0	0.0%	
Chorus - Middle School					
Chorus - Middle School	\$15	\$15	\$0	0.0%	
Chromebook Maintenance					
Elementary (Grades 3-5)	\$30	\$30	\$0	0.0%	
Middle School	\$30	\$30	\$0	0.0%	
Athletics					
Basketball	\$120	\$100	\$20	20.0%	
Wrestling	\$120	\$100	\$20	20.0%	
Volleyball	\$120	\$100	\$20	20.0%	
Cross Country	\$30	\$25	\$5	20.0%	
Bus Fees <i>(State Reimbursement does not cover the cost of students who are transported and reside within 1 1/2 miles of the attendance center)</i>					
All Year	\$510	\$510	\$0	0.0%	
Cold Weather	\$305	\$305	\$0	0.0%	

PARK RIDGE-NILES SCHOOL DISTRICT 64
FINANCIAL ANALYSIS OF EXTENDED DAY KINDERGARTEN PROGRAM

	Actual <u>2016-17</u>	Projected <u>2017-18</u>	Proposed <u>2018-19</u>
Revenues	\$409,383	\$437,429	\$442,800
Expenses			
Admin Salaries	\$68,727	\$70,541	\$63,876
Program Salaries	\$186,724	\$206,216	\$212,609
Admin Benefits	\$20,573	\$20,931	\$18,541
Program Benefits	\$108,938	\$115,966	\$120,605
Supplies	\$3,665	\$4,000	\$4,000
Total Expenses	<u>\$388,627</u>	<u>\$417,654</u>	<u>\$419,630</u>
Net Profit/(Loss)	<u>\$20,756</u>	<u>\$19,775</u>	<u>\$23,170</u>
Daily Tuition Rate - Regular Program	\$23.00	\$23.00	\$24.00
Daily Tuition Rate - Early AM Care	\$11.00	\$11.00	\$12.00
Days Registered - Regular Program	16,720	17,142	16,900
Days Registered - Early AM Care	2,499	4,154	3,100

Notes:

All benefits projected to increase 4%

Admin salaries projected to increase 2%. However, current secretary is retiring in summer 2018

Program salaries projected to increase 3.1% based on TA salary schedule

Experienced significant increase in participation in early AM care in 2017-18. Conservatively reduced expected participation for 2018-19.

PARK RIDGE-NILES SCHOOL DISTRICT 64
FINANCIAL ANALYSIS OF COMMUNITY PRESCHOOL PROGRAM

	Actual <u>2016-17</u>	Projected <u>2017-18</u>	Projected <u>2018-19</u>
Revenues			
Tuition	\$173,907	\$161,596	\$189,624
Registration Fees	5,712	5,040	5,292
Grant Funds	2,247	60,317	40,000
Total Revenues	\$181,866	\$226,953	\$234,916
Expenses			
Admin Salaries	\$34,363	\$35,271	\$31,938
Program Salaries	224,223	258,884	266,909
Admin Benefits	10,287	10,466	9,399
Program Benefits	63,888	63,662	66,208
Supplies	17,473	7,867	10,000
Total Expenses	\$350,234	\$376,150	\$384,455
Net Profit/(Loss)	-\$168,368	-\$149,197	-\$149,539
			Proposed
Daily Tuition Rate:			
3 days per week	\$23	\$23	\$24
4 days per week	\$22	\$22	\$23
5 days per week	\$21	\$21	\$22
Annual Tuition Rate:			
3 days per week	\$2,346	\$2,346	\$2,448
4 days per week	\$3,036	\$3,014	\$3,174
5 days per week	\$3,675	\$3,654	\$3,850
Number of Students	68	60	63

Notes:

All benefits projected to increase 4%

Admin salaries projected to increase 2%. However, current secretary is retiring in summer 2018

Program salaries projected to increase 3.1% based on TA salary schedule

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official
Ron DeGeorge, Director of Facility Management

Date: March 12, 2018

Subject: Approval of Summer 2018 Asbestos Abatement Project

At the February 26, 2018 Board of Education meeting, the Board approved the Roosevelt Flooring Replacement Project. At that time, the Board was informed of the upcoming asbestos abatement project that was out to bid for Roosevelt School. The administration has received the results of that bid and will be bringing a recommendation for the Board to approve at Monday's meeting.

Bid for the asbestos abatement project at Roosevelt School were received on March 6, 2018 at 2:00 pm (Attachment 1). The District received six bids with the lowest responsible bid in the amount of \$72K from Husar Abatement, Ltd. of Franklin Park, Illinois. Thad Daniels, the District's Environmental Consultant, Director of Field Services for United Analytical Services, Inc. has recommended that the Board award the contract to Husar Abatement, Ltd (Attachment 2).

This asbestos abatement project will take place over the District's spring break. Work will begin as soon as the students and staff leave on Friday March 23, 2018 and will be completed in time for school to reopen on Tuesday, April 3, 2018. By doing this work over spring break, the District avoids the annual price increase in the summer for asbestos abatement work and allows our construction contractors to begin their work as soon as school is over in June. The areas in which the asbestos abatement are taking place are hallways and the art room floor. The floor will be a clean concrete for the rest of the school year. Administration will ensure that areas that may encounter wetness will have the appropriate floor mats to avoid slip hazards.

The project fees that will be incurred are \$5,940 for Asbestos Project Design through the bid process and Asbestos Project Management/Asbestos Sampling Services is estimated at \$19,760. These fees are payable to United Analytical Services, Inc.

ACTION ITEM 18-03-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Roosevelt Asbestos Abatement Project to Husar Abatement, Ltd. in the amount of \$72K.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

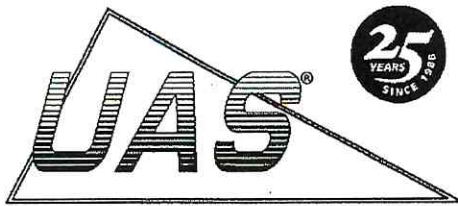
3/12/18

PARK RIDGE-NILES SCHOOL DISTRICT 64 - ROOSEVELT ELEMENTARY SCHOOL
 ASBESTOS ABATEMENT -
 BID DATE: TUESDAY, MARCH 6, 2018 @ 2:00 P.M.
 PRE-BID MEETING DATE: TUESDAY, FEBRUARY 27, 2018 @ 4:00 P.M.

DEPOSIT: NONE

UAS No. 1791707-02

VOL NO.	CONTRACTOR'S NAME AND ADDRESS/PHONE/E-MAIL	ADDENDA ACKNOWLEDGED (Yes or No)	BASE BID	ALTERNATE BIDS	REQUIRED DOCUMENTS INCLUDED
	COVE REMEDIATION, LLC ARSD, IL PATRICK@COVEREM.COM	✓	\$106,000	\$5,000	✓
	VALOR TECHNOLOGIES, INC BOLINGBROOK, IL SCOTT@VALORTECHNOLOGIES.COM	✓	113,695	\$3,000	✓
	Colfax Corp. Chicago, IL tholl@colfaxcorp.net	✓	\$114,300	\$2,500	✓
	Holian INDUSTRIES 7504 Meyer Rd. Spring Grove, IL TIM@Holianind.com	NO	\$145,000	\$1,500	✓
	TECNICA ENVIRONMENTAL Services 16 W 666 JEANS ROAD LEMONT, IL 60439 fmunoz@tecnicaenviro.com	✓	\$145,000	\$2,500	✓
	HUSAR ABATEMENT, LTD 10215 FRANKLIN AVE FRANKLIN PARK, IL 60131 TOMASZ.HUSAR.L@gmail.com	✓	\$72,000	\$3,000	✓



1429 Centre Circle Drive
Downers Grove, IL 60515
Phone: (630) 691-8271
Fax: (630) 691-1819
E-Mail: uasinc@uas1.com

UNITED ANALYTICAL SERVICES, INC.

March 9, 2018

Ms. Luann Kolstad / Mr. Ron DeGeorge
Park Ridge Niles School District #64
164 S. Prospect Avenue
Park Ridge, IL 60068

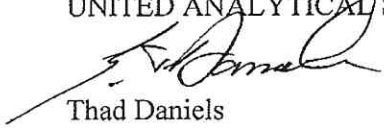
Re: **Bid Recommendation Letter for Husar Abatement, Ltd. (Husar)
Asbestos Abatement Response Action Services - Spring/Summer 2018
Park Ridge Niles School District 64 - Roosevelt Elementary School
1001 South Fairview Avenue, Park Ridge, IL 60068**

Dear Ms. Kolstad and Mr. DeGeorge:

On March 6, 2018, six (6) bids were received, opened, and read by Park Ridge-Niles School District #64 regarding the project indicated above. A copy of the bid tabulation is attached. The six (6) responsive bids ranged from \$72,000 to \$142,000. The apparent low bidder was Husar Abatement, Ltd. (Husar) of Franklin Park, Illinois at \$72,000 and submission the required bid form elements, including, project schedule, staffing, experience, references and bid bond. As encouraged in the bidding documents, Husar viewed the proposed scope of work on February 27, 2018.

We have contacted Mr. Tomasz Stogowski, Project Estimator for Husar and reviewed his bid and scope of work. Mr. Stogowski stated that he fully understands the scope of work, the very tight time frame for this multi-phased project, manpower needed for the project, current site conditions and liquidated damages. Mr. Stogowski further stated that he was comfortable and confident with the bid. In addition, UAS' review of Husar's past work experience and contact of past project references demonstrated that they are both competent and capable of performing the work as specified, in the time frame specified. Therefore, United Analytical Services, Inc. (UAS) recommends award of the project to the apparent low responsible bidder, Husar.

Sincerely,
UNITED ANALYTICAL SERVICES, INC.



Thad Daniels
Director of Field Services

attachment - Bid Tabulation - 03/06/18

cc: Mike Glenn (UAS), Kevin Aikman (UAS)

First Reading of Policies from PRESS Issues

Policy	Issue	Title	District Policy Committee Change/No Change	Board Policy Committee Change/No Change 1/17/18	Board Meeting 3/12/18
2:210	95	School Board – Organizational School Board Meeting	N/C	N/C	
2:260	95	School Board – Uniform Grievance Procedure	C See Complaint Managers-Page 5	N/C	
5:70	94	General Personnel – Religious Holidays	C See new first paragraph	N/C	
5:80	94	General Personnel – Court Duty	C Additions in red	N/C	
5:120	94	General Personnel – Employee Ethics; Conduct; and Conflict of Interest	C See Insert A (page 4) to be placed on page 1	N/C	
6:180	95	Instruction – Extended Instructional Programs	C Page 1 Include yellow highlighted information	N/C	
6:210	95	Instruction – Instructional Materials	C Page 1- Remove words and add “digital tools and materials” Insert A	C Page 1 – addition to Insert A	
6:235	92	Instruction – Access to Electronic Networks	C Page 1-add “and digital citizenship principles”	C Page 3 add “for a specific purpose such as”	
6:290	95	Instruction - Homework	Add 6.	N/C	
7:80	95	Students – Release Time for Religious Instruction/Observance	C Add highlighted verbiage	N/C	
7:160	95	Students – Student Appearance	C Add “Parent-“ and delete “s”	N/C	
7:305	95	Students – Student Athlete Concussions and Head Injuries	Additions/Deletions page 1, 4 and 5	N/C	
8:70	95	Community Relations – Accommodating Individuals with Disabilities	N/C	N/C	

School Board

Organizational School Board Meeting ¹

During a March meeting in odd-numbered years, the School Board establishes a date for its organizational meeting to be held sometime after the election authority canvasses the vote, but within 28 days after the consolidated election. The consolidated election is held on the first Tuesday in April of odd-numbered years. At the organizational meeting the following shall occur:

1. Each successful candidate, before taking his or her seat on the Board, shall take the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*. ²
2. The new Board members shall be seated.
3. The Board shall elect its officers, who assume office immediately upon their election. ³
4. The Board shall fix a time and date for its regular meetings. ^{4 5}

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State law controls this policy's content. Local canvassing boards were abolished in 2006, and the statute requiring school boards to canvass the vote was repealed. The appropriate *election authority* (county clerk or election commission) canvasses the vote for school district elections. (10 ILCS 5/1-8). The election authority must canvass the vote within 21 days after the election, (10 ILCS 5/22-17 and 5/22-18). Sometime between receiving the results from the election authority, but within 28 days after the consolidated election, boards must hold an organizational meeting to elect officers and fix a time and place for the regular meetings. (105 ILCS 5/10-16). State law contains the schedule for consolidated elections. (10 ILCS 5/2A-1.1). See policy 2:30, *School District Elections*.

The following option may be added after the second sentence of the first paragraph. It allows a board to recognize that the consolidated election will be postponed for Passover (10 ILCS 5/2A-1.1a); the exact provision is already in 2:30, *School District Elections*:

If, however, that date conflicts with the celebration of Passover, the consolidated election is postponed to the first Tuesday following the last day of Passover.

² The oath required by 105 ILCS 5/10-16.5 is "administered as determined by the board." There are lots of variations on how to accomplish this task. One alternative follows:

The meeting is called to order by the Board President, provided he or she is still in office and, if not, by the Vice President. This individual also serves as the meeting's presiding officer. The presiding officer administers the oath of office.

³ *Id.* A secret vote for officer elections is not permitted. (5 ILCS 120/1).

⁴ The Open Meetings Act and the School Code have different provisions regarding the establishment of a regular meeting schedule. The Open Meetings Act requires each public body to prepare and make available a regular meeting schedule at the beginning of each calendar or fiscal year. (5 ILCS 120/2.03). The School Code states that this task is accomplished during the organizational meeting. By *announcing* the schedule at the beginning of each calendar or fiscal year and by *fixing* the schedule at the organizational meeting, a board can implement both laws.

⁵ For districts that elect board officers for one-year terms, an optional provision follows:

During an April Board meeting in even-numbered years, the Board considers organizational matters, such as, selecting individual members to fill offices with terms that expire this or the next month and fixing a time and date for its regular meetings.

LEGAL REF.: 10 ILCS 5/2A-1 et seq.
105 ILCS 5/10-5, 5/10-16, and 5/10-16.5.

CROSS REF.: 2:30 (School District Elections), 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

DRAFT

School Board

Uniform Grievance Procedure 1

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the School Board, its employees, or its agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding any one of the following:

1. Title II of the Americans with Disabilities Act ²
2. Title IX of the Education Amendments of 1972
3. Section 504 of the Rehabilitation Act of 1973 ³
4. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
5. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.

Commented [KAS1]: New footnote explaining that Title II of the ADA of 1990 includes website accessibility.

The footnotes are not intended to be part of the adopted policy, they should be removed before the policy is adopted.

¹ State or federal law requires this subject matter be covered by policy—~~State or federal law~~ and controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment; is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

A grievance procedure is required by many civil rights acts and implementing regulations, including those listed. This policy consolidates all board grievance procedures into one policy, except those contained in collective bargaining agreements. See the cross references for the policies referring to uniform grievance procedures.

Employee grievance procedures are a mandatory subject of bargaining and cannot be changed without the employee exclusive representative's consent. This policy is in addition to, and not a substitute for, the employee grievance procedure contained in a collective bargaining agreement.

Attorneys disagree whether the Individuals with Disabilities Education Act (IDEA) should be included in the list of statutes that may serve as the basis of a grievance. Many believe that IDEA provides the exclusive remedy; others believe that including IDEA allows parents an opportunity to get their position before the board. Unique and specific complaint resolution mechanisms are expressly provided under IDEA, Article 14 of the School Code, and their respective implementing regulations. These mechanisms follow: (1) IDEA at 20 U.S.C. §1415 (procedural safeguards-mediation and due process); (2) IDEA regulations at 34 C.F.R. §§300.151-300.153 (state complaints), 300.506 (mediation), and 300.507 et seq. (due process); (3) School Code at §§14/8.02a (mediation and due process) and 14/8.02b (expedited due process); and (4) special education regulations at 23 Ill. Admin. Code §§226.560 (State complaints), 226.570 (mediation), and Subpart G (due process). A board that would like to include IDEA should consult the board attorney.

² The Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325, made significant changes to the Americans with Disabilities Act's definition of disability by broadening the scope of coverage. ADAAA also overturned a series of U.S. Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairments were a disability. The Equal Employment Opportunity Commission's (EEOC)'s regulations, 29 C.F.R. Part 1630, can be found at: www.eeoc.gov/laws/types/disability_regulations.cfm.

Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact their districts.

Title II of the ADA of 1990 also includes website accessibility. Addressing website accessibility is complicated. Many entities addressing website accessibility use Web Content Accessibility Guidelines (WCAG) 2.0, a frequently cited accessibility standard that contains guidelines developed by a private group of accessibility experts. WCAG 2.0 is the standard the U.S. Dept. of Justice referenced in its recent Title II rulemaking. While it is not adopted as the formal legal standard for public accommodation websites, it has been used in many consent decrees and settlement agreements. Find it at: www.w3.org/TR/WCAG20/.

³ See f/n 2's discussion of website accessibility above. To avoid allegations that a district violated Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA of 1990, many attorneys suggest that school districts' websites meet the WCAG 2.0 guidelines. But see the discussion in f/n 2 of policy 8:70, Accommodating Individuals with Disabilities.

6. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972) ⁴
7. Bullying, 105 ILCS 5/27-23.7 ⁵
8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children ⁶
9. Curriculum, instructional materials, and/or programs
10. Victims' Economic Security and Safety Act, 820 ILCS 180
11. Illinois Equal Pay Act of 2003, 820 ILCS 112
12. Provision of services to homeless students
13. Illinois Whistleblower Act, 740 ILCS 174/ ⁷
14. Misuse of genetic information (Illinois Genetic Information Privacy Act (GIPA), 410 ILCS 513/ and Titles I and II of the Genetic Information Nondiscrimination Act (GINA), 42 U.S.C. §2000ff et seq. ⁸

The footnotes are not intended to be part of the adopted policy, they should be removed before the policy is adopted.

⁴ Consult the board attorney to ensure the district's non-discrimination coordinator and complaint managers are trained to appropriately respond to allegations of discrimination based upon bullying and/or sexual violence under Title IX's sexual harassment umbrella. The U.S. Dept. of Education's guidance states that while acts of sexual violence are crimes, they may also be discrimination under Title IX. Many attorneys agree these guidance documents are a *heads-up* to schools to ensure appropriate responses to and training on these issues. The guidance documents highlight appropriate responses to sexual violence under Title IX. They are titled as follows: (1) *Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts*, 111 LRP 23852 (OCR 04-04-11) and available at: www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html, and (2) *Dear Colleague Letter: Harassment and Bullying*, 55 IDELR 174 (OCR 10-26-10) and available at: www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-201010.html, and (3) *Revised Sexual Harassment Guidance: Harassment of Student by School Employees, Other Students, or Third Parties, January 2001* at www2.ed.gov/offices/OCR/archives/pdf/shguide.pdf.

Consult the board attorney regarding proper filing and storage of these investigation documents, including whether certain student-related investigation documents are *sole possession records*, a Family Policy Compliance Office (FPCO)-created exemption to the Family Education Rights Privacy Act (FERPA). See *Letter to Ruscio*, 115 LRP 18601 (FPCO: Dec-12-17-20-14).

⁵ All districts must have a policy on bullying (105 ILCS 5/27-23.7). See policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. The inclusion of *bullying* in the list of topics that may serve as the basis of a grievance furthers the obligation to communicate this policy to students and their parents/guardians.

⁶ Parents/guardians of educationally disadvantaged children may sue a district for misuse of funds allocated by State law for the benefit of such children. *Novola v. Board of Education*, 688 N.E.2d 81 (Ill. 1997), (affirming the appellate court's conclusion in *Novola v. Board of Education*, 671 N.E.2d 802 (Ill.App.1, 1996) that parents/guardians may pursue a claim to enforce the requirements of the School Code but holding that the proper action for enforcement is by means of mandamus not an implied right of action).

⁷ The Illinois Whistleblower Act, 740 ILCS 174/, includes school districts in the definition of employer. It protects employees from employer retaliation for disclosing information to a government or law enforcement agency. Section 15 also contains language prohibiting employers from retaliating against employees who disclose information in a court, an administrative hearing, or before a legislative commission or committee, or in any other proceeding where the employee has reasonable cause to believe that the information reveals a violation of a State or federal law, rule or regulation. The Public Act also amends the Illinois Whistleblower Reward and Protection Act (740 ILCS 175/). Its definition of "State" includes school districts. A strict interpretation of this language appears to allow school boards to collect civil penalties and costs against someone making a false claim. Before disciplining any employee, Boards should thoroughly investigate the ramifications of this Public Act in consultation with their attorney and liability insurance carriers.

⁸ The Genetic Information Nondiscrimination Act (GINA) is a federal law. Title I, ~~eff. 5-2-08~~, addresses the use of genetic information pertaining to health insurance. Title II, ~~eff. 11-21-09~~, protects job applicants, current and former employees, labor union members, and apprentices and trainees from discrimination based on their genetic information. GINA covers employees with 15 or more employees.

15. Employee Credit Privacy Act, 820 ILCS 70/ 9

The Complaint Manager will first attempt to resolve complaints without resorting to this grievance procedure. If a formal complaint is filed under this ~~procedure~~ policy, the Complaint Manager will address the complaint promptly and equitably. A student and/or parent/guardian filing a complaint under this ~~procedure~~ policy may forego any informal suggestions and/or attempts to resolve it and may proceed directly to the grievance procedure. The Complaint Manager will not require a student or parent/guardian complaining of any form of harassment to attempt to resolve allegations directly with the accused (or the accused's parents/guardians); this includes mediation.

Right to Pursue Other Remedies Not Impaired

The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies, e.g., criminal complaints, civil actions, etc. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. If a person is pursuing another remedy subject to a complaint under this policy, the District will continue with a simultaneous investigation under this policy.

Deadlines

All deadlines under this ~~procedure~~ policy may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, *school business days* means days on which the District's main office is open.

Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint

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~~GINA broadly defines genetic information to include information about an individual's genetic tests, their family members, and, among other things, the manifestation of a disease or disorder in the individual or the individual's family members. Information about an individual's or family member's age or gender is excluded from genetic information. Its remedies mirror those available under a Title VII of the Civil Rights Act claim: back pay, reinstatement, attorneys' fees and compensatory and punitive damages. Retaliation against an individual who brings a claim under GINA is also prohibited. Federal regulations have been proposed and are available at: www.eeoc.gov/policy/docs/qanda_geneticinfo.html. An FAQ titled, "FAQs on the Genetic Information Nondiscrimination Act" is available at: www.dol.gov/ebsa/faqs/faq-GINA.html. The Ill. Genetic Information Protection Act (GIPA), 410 ILCS 513/, also prohibits employers from making employment decisions on the basis of any employee's genetic testing information. This amendment to GIPA includes the federal GINA's definition of genetic information and ~~amended~~ creates more stringent obligations on Ill. employers. While the federal GINA exempts small employers (those with less than 15 employees), Illinois' GIPA covers all employers, even those with one employee. GIPA also provides penalties for negligent and intentional mishandling of genetic information. Note that Title II of GINA does not preempt GIPA's greater protections to Illinois employees.~~

~~Before using any sort of genetic information, consult the board's attorney for guidance regarding the GINA's and GIPA's specific applications to the district and how these laws integrate with other related federal laws, such as the Family Medical Leave Act (FMLA) and the Americans with Disabilities Act (ADA), and State laws governing time off for sickness and workers' compensation.~~

~~9 820 ILCS 70/. Unless a satisfactory credit history is an established bona fide occupational requirement of a particular position, an employer may not: (1) refuse to hire, discharge, or otherwise discriminate against an individual with respect to employment because of the individual's credit history or credit report, (2) inquire about an applicant's or employee's credit history, or (3) order or obtain an applicant's or employee's credit report from a consumer reporting agency. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, when the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more. A person who is injured by a violation of this Act may bring a civil action to obtain injunctive relief and/or damages (820 ILCS 70/25). The court must award costs and reasonable attorney's fees to a prevailing plaintiff.~~

Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

For bullying and cyber-bullying, the Complaint Manager shall process and review the complaint according to Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*, in addition to any response required by this policy.

Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf.¹⁰ The Complaint Manager shall ensure both parties have an equal opportunity to present evidence during an investigation. If the Complainant is a student under 18 years of age, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, ~~or~~ this policy, ~~or~~ (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, ~~or~~ (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

The Complaint Manager will inform, at regular intervals, the person(s) filing a complaint under this [procedure policy](#) about the status of the investigation. Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board, which will make a decision in accordance with the following section of this policy. The Superintendent will keep the Board informed of all complaints.

Decision and Appeal

Within ~~5~~—five school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant and the accused by first class U.S. mail as well as to the Complaint Manager. All decisions shall be based upon the *preponderance of evidence* standard.¹¹

Within 10 school business days after receiving the Superintendent's decision, the Complainant or the accused may appeal the decision to the Board by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board. Within 30 school business days, the Board shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within ~~5~~—five

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¹⁰ The Ill. sex equity regulations require districts to have "specific timelines for completion of each step and rendering of a written decision, and shall provide for final appeal of grievance decisions made at the system level to the system's governing board." (23 Ill. Admin. Code §200.40). To avoid arguments over these timelines, this sample policy provides that the failure to strictly follow the timelines does not prejudice any party. The grievance procedure is worthless if complaints are not thoroughly and promptly investigated.

¹¹ *Preponderance of evidence* is a standard of proof in civil cases. It means "evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is, evidence which as a whole shows that the fact sought to be proved is more probable than not." See *Black's Law Dictionary*, (9th ed. 2009).

school business days of the Board's decision, the Superintendent shall inform the Complainant and the accused of the Board's action.

This ~~policy/grievance procedure~~ shall not be construed to create an independent right to a hearing before the Superintendent or Board. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Appointing a Nondiscrimination Coordinator and Complaint Managers ¹²

The Superintendent shall appoint a Nondiscrimination Coordinator to manage the District's efforts to provide equal opportunity employment and educational opportunities and prohibit the harassment of employees, students, and others. The Nondiscrimination Coordinator also serves as the District's Title IX Coordinator.

The Superintendent shall appoint at least one Complaint Manager to administer the complaint process in this policy. If possible, the Superintendent will appoint ~~2~~-two Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator may be appointed as one of the Complaint Managers.

The Superintendent shall insert into this policy and keep current the names, addresses, and telephone numbers of the Nondiscrimination Coordinator and the Complaint Managers.

Nondiscrimination Coordinator:

Joel Martin

Name

164 S. Prospect Avenue, Park Ridge, IL 60068

Address

jmartin@d64.org

Email

847-318-4305

Telephone

Complaint Managers:

Lori Lopez

Name

164 S. Prospect Avenue

Address

llopez@d64.org

Email

847-318-4303

Telephone

Joel Martin

Name

164 S. Prospect Avenue

Address

jmartin@d64.org

Email

847-318-4305

Telephone

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹² Title IX regulations require districts to identify the name, address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. OCR prefers that school districts make Title IX information and coordinators visible to the community, and it has provided materials designed to remind schools of their obligation to designate a Title IX coordinator. These materials include: (a) a *Dear Colleague Letter on Title IX Coordinators*, (b) a *Letter to Title IX Coordinators* that provides them with more information about their role, and (c) a *Title IX Resource Guide* that includes an overview of Title IX's requirements with respect to several key issues. They are listed at: www2.ed.gov/policy/rights/guid/ocr/title-ix-coordinators.html.

~~While the names are required by law to be listed, they are not part of the adopted policy, and they do not require board action. The policy should not be adopted with a person's name in it.~~ This allows for additions and amendments as necessary. It is important for an updated, accurate name and contact information to be inserted into this policy and monitored on a regular basis.

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.
Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.
Equal Pay Act, 29 U.S.C. §206(d).
Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
McKinney-Vento Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.
105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27-1, 5/27-23.7, and 45/1-15.
Illinois Genetic Information Privacy Act, 410 ILCS 513/.
Illinois Whistleblower Act, 740 ILCS 174/.
Illinois Human Rights Act, 775 ILCS 5/.
Victims' Economic Security and Safety Act, 820 ILCS 180/, 56 Ill.Admin.Code Part 280.
Equal Pay Act of 2003, 820 ILCS 112/.
Employee Credit Privacy Act, 820 ILCS 70/.
23 Ill.Admin.Code §§1.240 and 200-40.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria), [6:120 \(Education of Children with Disabilities\)](#), 6:140 (Education of Homeless Children), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 8:70 (Accommodating Individuals with Disabilities), 8:110 (Public Suggestions and Concerns)

General Personnel

Religious Holidays

Please refer to the following collective bargaining agreements:

"Agreement Between the Board of Education of Community Consolidated School District 64 and the Park Ridge Education Association," and the "Agreement Between the Board of Education of Community Consolidated School District 64 and the Park Ridge Teacher Assistants' Association."

For employees not covered by these agreements:

When an employee's religion requires worship or observance that cannot be performed other than during school hours, and observance is not otherwise provided in the school calendar, up to two (2) days with pay may be taken annually. Any such days taken may be deducted from unused sick leave days, personal business days, or vacation days.

LEGAL REF.: Religious Freedom Restoration Act, 775 ILCS 35/15.

Illinois Human Rights Act, 775 ILCS 5/2-101 and 5/2-102.

ADOPTED: October 27, 1997

REVISED: June 14, 1999, November 14, 2005, November 18, 2013

General Personnel

Court Duty

An employee *will* give at least ~~5~~ **five** days' notice of pending court duty to the District.

For an employee who is eligible to receive benefits, the District will pay full salary during the time the employee is absent due to court duty or, pursuant to a subpoena, serves as a witness or has a deposition taken in any **District 64** school-related matter pending in court.

This policy does not apply to an employee who is suing the District.

The District will deduct any fees the employee receives for such duties, less mileage and meal expenses, from the employee's compensation, or make arrangements for the employee to endorse the fee check to the District.

LEGAL REF.: 105 ILCS 5/10-20.7.

ADOPTED: October 27, 1997

REVISED: January 28, 2014

General Personnel

Employee Ethics; and Conduct; and Conflict of Interest ¹

Professional and Appropriate Conduct

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional and appropriate relationships with students, parents, staff members, and others.² In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy.³ Any employee who sexually harasses a student or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.⁴

Insert A
(page 4)

Statement of Economic Interests

The following employees must file a *Statement of Economic Interests* as required by the Illinois Governmental Ethics Act:⁵

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee who, as the District's agent, is responsible for negotiating one or more contracts including collective bargaining agreement(s), in the amount of \$1,000 or greater;
5. Hearing officer;

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ The State Officials and Employees Ethics Act (5 ILCS 430), requires a policy on a subject-matter covered in this sample policy; State and federal law controls its content. This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

² 105 ILCS 5/10-22.39 requires each board to conduct in-service training on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel. These expectations will be most effective when the in-service curriculum reflects local conditions and circumstances. While the School Code only requires the in-service, the requirement presents an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-service that instructs all district staff to maintain boundaries and act appropriately, professionally, and ethically with students. See discussion in third option of f/n 3, 5:100, *Staff Development Program*. After its discussion of these issues, the board may have further expectations and may choose to reflect those expectations here.

³ 23 Ill.Admin.Code Part 22. Boards are not required to include ISBE's *Code of Ethics for Illinois Educators* in a board policy. Incorporating it by reference into a policy demonstrates a board's commitment to the *Code's* principles and may allow a board to enforce the *Code* independently from any action taken by the State Superintendent.

Use this optional sentence to establish a requirement that the board can monitor: "The Superintendent or designee shall identify appropriate employee conduct standards and provide them to staff members." Sample conduct standards are contained in administrative procedure 5:120-AP2, *Employee Conduct Standards*. Consult the board attorney for advice on whether the board must offer to negotiate employee conduct standards with the applicable exclusive bargaining representative before establishing them.

⁴ This sentence is optional. The Ill. Human Rights Act makes it a civil rights violation to fail to take remedial action, or to fail to take appropriate disciplinary action, against any employee when the district knows that the employee committed or engaged in sexual harassment of a student, (775 ILCS 5/5A-102). Sexual harassment of a student is also prohibited by 7:20, *Harassment of Students Prohibited*, and of an employee by 5:20, *Workplace Harassment Prohibited*.

⁵ 5 ILCS 420/4A-101. Any county clerk may use a mandatory system of Internet-based filing of economic interest statements; if done, the clerk must post the statements, without the addresses, of the filers, on a publicly accessible website, (5 ILCS 420/4A-108).

6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

School Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees.⁶ Students shall not be used in any manner for promoting a political candidate or issue.

Prohibited Interests; Conflict of Interest; and Limitation of Authority, and Outside Employment

In accordance with Section 22-5 of the School Code, “no school officer or teacher shall be interested in the sale, proceeds, or profits of any book, apparatus, or furniture used or to be used in any school with which such officer or teacher may be connected,” except when the employee is the author or developer of instructional materials listed with the Illinois State Board of Education and adopted for use by the Board.⁷ An employee having an interest in instructional materials must file an annual statement with the Board Secretary.⁸

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District. This includes participation in the selection, award or administration of a contract supported by a federal award when the employee has a real or apparent conflict of interest as defined by 2 C.F.R. §200.318(c)(1).⁹ Employees shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to agreements or contracts.¹⁰ Situations in which the interest is not substantial or the gift is an unsolicited item of nominal value must comply with State law and Board policy 2:105, *Ethics and Gift Ban*.¹¹

Outside Employment

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

⁶ The State Officials and Employees Ethics Act prohibits State employees from engaging in certain political activities and accepting certain gifts, (5 ILCS 430). The Act requires all school districts to adopt an ordinance or resolution “in a manner no less restrictive” than the Act’s provisions. See policy 2:105, *Ethics and Gift Ban*.

Districts may not inhibit or prohibit employees from petitioning, making public speeches, campaigning for or against political candidates, speaking out on public policy questions, distributing political literature, making campaign contributions, and seeking public office, (50 ILCS 135/, Governmental Employees Political Rights Act). An employee may not use his/her position of employment to coerce or inhibit others in the free exercise of their political rights or engage in political activities at work. (Id.).

⁷ This sentence quotes 105 ILCS 5/22-5 because the statute does not define important terms making it difficult to paraphrase. No appellate decision defines *school officer* or *apparatus*, or what is meant by *connected*. The statute was enacted in 1961 but earlier versions were in the School Code much longer. A violation of this prohibition is a Class A misdemeanor.

⁸ Id.

⁹ 2 C.F.R. §200.318(c)(1).

¹⁰ Id.

¹¹ Id. The rule provides flexibility for school districts to “set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value,” along with “disciplinary actions to be applied for violations.” Referring to sample policy 2:105, *Ethics and Gift Ban* for these standards provides clarity and consistency. Policy 2:105, *Ethics and Gift Ban* refers to **Limitations on Receiving Gifts** in the Ethics Act at 5 ILCS 430/10-10 – 10-30, along with discussion of the specific penalties available under the Ethics Act at 5 ILCS 430/50-5 in its **Enforcement** subhead.

Incorporated
by reference: 5:120-E (Code of Ethics for Illinois Educators)

LEGAL REF.: U.S. Constitution, First Amendment.
[2 C.F.R. §200.318\(c\)\(1\)](#).
5 ILCS 420/4A-101 and 430/.
50 ILCS 135/.
105 ILCS 5/10-22.39 and 5/22-5.
775 ILCS 5/5A-102.
23 Ill.Admin.Code Part 22, Code of Ethics for Illinois Educators.
Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).
Garcetti v. Ceballos, 547 U.S. 410 (2006).

CROSS REF.: 2:105 (Ethics and Gift Ban), [4:60 \(Purchases and Contracts\)](#), 5:100 (Staff
Development Program)

A

The School District shall provide a workplace environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting harassment on the basis of sex as defined and otherwise prohibited by State and federal law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Instruction

Extended Instructional Programs 1

The District may offer the following programs in accordance with State law and the District's educational philosophy:

- ~~1. Nursery schools for children between the ages of 2 and 6 years. 2~~
- 2. Before and after-school programs for students in grades K-6. 3
- ~~3. Child care and training center for pre-school children and for students whose parents work. 4~~
- 4. Model day-care services program in cooperation with the State Board of Education. 5
- 5. Tutorial program. 6
- ~~6. Adult education program. 7~~
- 7. Outdoor education program of grade 5
- 8. Summer school, whether for credit or not. 9
- ~~9. Independent study, whether for credit or not. 10~~
- 10. Support services and instruction for students who are, or whose parents/guardians are, chemically dependent. 11
- ~~11. Activities to address intergroup conflict. 12~~
- ~~12. Volunteer service credit program. 13~~
- ~~13. Vocational academy. 14~~

Commented [MB1]: Added to more accurately reflect language of 105 ILCS 10-22.18c.

Commented [MB2]: Changed to more accurately reflect language of 105 ILCS 110/3.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

1 State or federal law controls this policy's content. However, all programs listed in this policy are optional. The district may charge a fee for programs numbered 1-4, 6, 8, 9, and 14.

2 105 ILCS 5/10-23.2.

3 105 ILCS 5/10-22.18b.

4 105 ILCS 5/10-22.18a.

5 105 ILCS 5/10-22.18c. Student parents cannot be charged a fee for such day care services, however school personnel who use the services may be charged a fee. Id.

6 105 ILCS 5/10-22.20c.

7 105 ILCS 5/10-22.20. A school board may appoint a director of adult education. (105 ILCS 5/10-22.20b).

8 105 ILCS 5/10-22.29.

9 105 ILCS 5/10-22.33A and 5/10-22.33B. Each course offered for high school graduation must provide at least 60 hours of classroom instruction for the equivalent of one semester of high school course credit. (105 ILCS 5/27-22.1). 105 ILCS 5/10-22.33B authorizes districts to conduct a high-quality summer school program. Students at risk in language arts or mathematics may be required to attend such programs. Section 10-22.33A permits districts "to fix and collect a charge for attendance at such courses in an amount not to exceed the per capita cost of the operation" or to waive such charges if the family of a pupil is indigent or if the pupil is required to attend such courses.

10 Independent study allows students to expand their knowledge in curricular areas not offered as part of the district's basic program.

11 105 ILCS 110/3. Such services and instruction may be offered as part of existing curricula during the school day or as part of an after school program. Id.

12 105 ILCS 5/27-23.6. The statutory objectives of such a program are to "improve intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict." A board that adopts a policy to incorporate activities to address intergroup conflict shall inform make certain information available to the public and shall disseminate it as specified in the statute. 105 ILCS 5/27-23.6(c). Requirements for disseminating information about these activities are in 105 ILCS 5/27-23.6.

13 105 ILCS 5/27-22.3. For secondary school students only. Id.

13.14 Advanced vocational training and/or career education program. 15

LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20a, 5/10-22.20b, 5/10-22.20c, 5/10-22.29, 5/10-22.33A, 5/10-22.33B, 5/10-23.2, 5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/.

CROSS REF.: 6:310 (High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students), 6:320 (High School Credit for Proficiency)

DRAFT

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

14 Vocational Academies Act, (105 ILCS 433/). The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with community colleges, local employers, and community-based organizations to establish a vocational academy that functions as a 2-year school within a school for grades 10 through 12. Grant funds may be available from ISBE (at: www.isbe.net/Pages/Grants.aspx).

15 105 ILCS 5/10-22.20a-P, permits districts to enter joint agreements with community college districts and other school districts to provide career education or advanced vocational training to students in grade 11 and higher to prepare for a trade. The duration of such program may not exceed two years for any district pupil. Participating community colleges may bill participating districts, but payments may not exceed actual operating costs. Participating high schools may use State aid monies to pay the charges. Id.

Instruction

Instructional Materials 1

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, ~~audio-visual materials,~~ and ~~electronic materials.~~ These materials should provide quality learning experiences for students and:²

1. Enrich and support the curriculum; digital tools and materials
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.³

Teachers are encouraged to use age-appropriate supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught ~~and to ensure it is age appropriate.~~ No R-rated movie shall be shown to students ~~unless prior approval is received from the Superintendent or designee, and no movie rated NC-17 (no one 17 and under admitted) shall be shown under any circumstances.~~ These restrictions apply to television programs and other media with equivalent ratings. ~~The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.~~⁴

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy.⁵ The School Code governs the adoption and purchase of textbooks and instructional materials.⁶

However an excerpt, of a NC-17 or R rated movie may be shown with approval by the Superintendent or Assistant Superintendent for Student Learning.

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

- ¹ State or federal law controls some of this policy's content.
- ² A local board may customize these standards to be consistent with the board's mission, vision, and goals.
- ³ This paragraph is optional; either or both sentences may be struck although the second sentence describes a right granted by statute. 105 ILCS 5/28-19.1. The requirement to provide the board with a list or description of texts and instructional material allows the board to monitor this policy's implementation. Moreover, as 105 ILCS 5/28-19.1 grants anyone the right to inspect texts and instructional materials, having an annual list of texts and instructional materials facilitates compliance with such a request. Because some instructional materials, e.g., Internet sites, are difficult to list, the sample policy permits a list or *description*. Federal law grants parents/guardians the right to inspect all instructional material that will be used for a survey, analysis, or evaluation. ~~20 U.S.C. § 1232h.~~ ~~See 7:15, Student and Family Privacy Rights.~~

⁴ This paragraph ~~is optional.~~ Its content is at the board's discretion. While allowing parents/guardians to opt their child out of viewing such material is not a legal requirement, it is a best practice. An optional provision follows:

~~The Superintendent or designee shall give parents/guardians an opportunity to request that their child not participate in a class showing a movie, television program, or other media with an R or equivalent rating.~~

⁵ An alternative provision:

LEGAL REF.: 105 ILCS 5/10-20.8, ~~5/10-20.9~~, and 5/28-19.1.

CROSS REF.: 6:30 (Organization of Instruction), 6:40 (Curriculum Development), 6:80 (Teaching About Controversial Issues), 6:170 (Title I Programs), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:15 (Student and Family Privacy Rights), 8:110 (Public Suggestions and Concerns)

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The Superintendent shall recommend to the Board for consideration and adoption all textbooks and instructional materials and shall include the following information: (1) title, publisher, copyright dates, number of copies desired, and cost; (2) any texts being replaced; and (3) rationale for recommendation.

⁶ 105 ILCS 5/28. The term *textbook* includes electronic or digital textbooks used for educational purposes, ~~(105 ILCS 5/28-20)~~. The term *instructional materials* means both print and non-print materials, including electronic textbooks being used in the educational process. ~~(Id.)~~.

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Instruction

Access to Electronic Networks ¹

Electronic networks, including the Internet, are a part of the District's instructional program and serve to promote educational excellence by facilitating resource sharing, innovation, and communication.² The Superintendent shall develop an implementation plan for this policy and appoint system administrator(s).³

The School District is not responsible for any information that may be lost or damaged, or become unavailable when using the network, or for any information that is retrieved or transmitted via the Internet.⁴ Furthermore, the District will not be responsible for any unauthorized charges or fees resulting from access to the Internet.

Curriculum and Appropriate Online Behavior

The use of the District's electronic networks shall: (1) be consistent with the curriculum adopted by the District as well as the varied instructional needs, learning styles, abilities, and developmental levels of the students, and (2) comply with the selection criteria for instructional materials and library resource center materials. As required by federal law and Board policy 6:60, *Curriculum Content*, students will be educated about appropriate online behavior, including but not limited to: (1) interacting with other individuals on social networking websites and in chat rooms, and (2) cyberbullying awareness and response.⁵ Staff members may, consistent with the Superintendent's implementation plan, use the Internet throughout the curriculum.

The District's electronic network is part of the curriculum and is not a public forum for general use.⁶ and digital citizenship principles

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¹ State or federal law requires this subject matter be covered by policy. State or federal law controls this policy's content. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This policy concerns an area in which the law is unsettled.

A policy on Internet safety is necessary to receive *E-rate* funds under the Elementary and Secondary Education Act, Enhancing Education Through Technology (20 U.S.C. §6751 *et seq.*) and to qualify for universal service benefits under the Children's Internet Protection Act (47 U.S.C. §254(h) and (l)).

² This goal is repeated in exhibits 6:235-AP1, E1, *Student Authorization for Access to the District's Electronic Networks*, and 6:235-AP1, E2, *Staff Authorization for Access to the District's Electronic Networks-Access*.

³ Topics for the implementation plan include integration of the Internet in the curriculum, staff training, and safety issues. The implementation plan can also include technical information regarding service providers, establishing Internet accounts, distributing passwords, software filters, menu creation, managing resources and storage capacity, and the number of dial-up lines or access points for users to connect to their accounts. Another topic is investigation of inappropriate use.

⁴ No system can guarantee to operate perfectly or to prevent access to inappropriate material; this policy statement attempts to absolve the district of any liability.

⁵ Required by 47 U.S.C. §254(h)(5)(B)(iii) and 47 C.F.R. §54.520(c)(i) only for districts that receive *E-rate* discounts for Internet access or plan to become participants in the *E-rate* discount program. *Beginning July 1, 2012, a*All boards receiving an *E-rate* funding for Internet access must certify that they have updated their Internet safety policies. See, *FCC Report and Order 11-125* (August 11, 2011). This sentence is optional if the district only receives discounts for telecommunications, such as telephone service, unless the district plans to participate in the *E-rate* discount program.

⁶ School authorities may reasonably regulate student expression in school-sponsored publications for education-related reasons. *Hazelwood School District v. Kuhlmeier*, 108 S.Ct. 562 (1988). This policy allows such control by clearly stating that school-sponsored network information resources are not a "public forum" open for general student use but are, instead, part of the curriculum.

Acceptable Use⁷

All use of the District's electronic networks must be: (1) in support of education and/or research, and be in furtherance of the goals stated herein, or (2) for a legitimate school business purpose. Use is a privilege, not a right.⁸ Students and staff members have no expectation of privacy in any material that is stored, transmitted, or received via the District's electronic networks or District computers. General rules for behavior and communications apply when using electronic networks. The District's administrative procedure, *Acceptable Use of the District's Electronic Networks, Authorization for Access to the District's Electronic Networks Access* contains the appropriate uses, ethics, and protocol.⁹ Electronic communications and downloaded material, including files deleted from a user's account but not erased, may be monitored or read by school officials.¹⁰

Internet Safety¹¹

Technology protection measures shall be used on each District computer with Internet access. They shall include a filtering device that protects against Internet access by both adults and minors to visual depictions that are: (1) obscene, (2) pornographic, or (3) harmful or inappropriate for students, as defined by federal law and as determined by the Superintendent or designee.¹² The Superintendent or

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⁷ This paragraph provides general guidelines for acceptable use regardless of whether Internet use is supervised. The specific rules are provided in exhibits 6:235-AP1, E1, *Student Authorization for Access to the District's Electronic Networks*, and 6:235-AP1, E2, *Staff Authorization for Access to the District's Electronic Networks Access* (see also footnote f/n 1). This paragraph's application to faculty may have collective bargaining implications.

⁸ The "privilege, not a right" dichotomy is borrowed from cases holding that a student's removal from a team does not require due process because such participation is a privilege rather than a right. The deprivation of a privilege typically does not trigger the Constitution's due process provision. Clements v. Board of Education of Decatur Public School District No. 61, 478 N.E.2d 1209 (Ill.App.4, 1985). Nevertheless, before access privileges are revoked, the user should be allowed to give an explanation.

⁹ If students are allowed only supervised access and are not required to sign the *Authorization for Access to the District's Electronic Networks Access*, the provisions from the *Authorization* should be used as administrative procedures for covering student Internet use. See 6:235-AP1, *Acceptable Use of the District's Electronic Networks*, 6:235-AP. This is an optional sentence:

The Superintendent shall establish administrative procedures containing the appropriate uses, ethics, and protocol for Internet use.

The Harassing and Obscene Communications Act criminalizes harassing and obscene electronic communication (720 ILCS 135/0.01).

¹⁰ The Fourth Amendment protects individuals from searches only when the person has a legitimate expectation of privacy. This provision attempts to avoid Fourth Amendment protection for communications and downloaded material by forewarning users that their material may be read or searched, thus negating any expectation of privacy.

Email and computer files are "public records" as defined in the Ill. Freedom of Information Act if they are, as in this policy, "under control" of the school board (5 ILCS 140/2). They may be exempt from disclosure, however, when they contain information that, if disclosed, "would constitute a clearly unwarranted invasion of personal privacy," (5 ILCS 140/7). Alternatively, a school board may believe that making email semi-private enhances its educational value. The following grants limited privacy to email communications and can be substituted for the sample policy's sentence preceding this footnote:

School officials will not intentionally inspect the contents of email without the consent of the sender or an intended recipient, unless as required to investigate complaints regarding email that ~~are~~is alleged to contain material in violation of this policy or the *District's administrative procedure, Acceptable Use of the District's Electronic Networks- Authorization for Access to the District's Electronic Networks Access*.

¹¹ Supra-See f/n #1.

¹² This sample policy language is broader than the requirements in federal law (20 U.S.C. §6777, 47 U.S.C. §254, and 47 C.F.R. §54.520(c)(i)). It does not distinguish between minors (children younger than 17) and non-minors. The terms, *minor*, *obscene*, *child pornography*, and *harmful to minors* have not changed, but are now explicitly referred to in the regulations at 47 C.F.R. §54.520(a). Federal law defines *harmful to minors* as:

designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purpose, provided the person receives prior permission from the Superintendent or system administrator.¹³ The Superintendent or designee shall include measures in this policy's implementation plan to address the following:¹⁴

1. Ensure staff supervision of student access to online electronic networks,¹⁵
2. Restrict student access to inappropriate matter as well as restricting access to harmful materials,
3. Ensure student and staff privacy, safety, and security when using electronic communications,
4. Restrict unauthorized access, including "hacking" and other unlawful activities, and
5. Restrict unauthorized disclosure, use, and dissemination of personal identification information, such as, names and addresses.

Authorization for Electronic Network Access¹⁶

Each staff member must sign the *Authorization for Access to the District's Electronic Networks* as a condition for using the District's electronic network. Each student and his or her parent(s)/guardian(s) must sign the *Authorization* before being granted unsupervised use.¹⁷

for a specific purpose such as

...any picture, image, graphic image file, or other visual depiction that—(i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The Federal Communications Commission specifically declined to find that access to *Facebook* or *MySpace* are per se harmful to minors. School officials have discretion about whether or not to block access to these and similar sites. See supra ¶/n 3.

¹³ Permitted by 20 U.S.C. §6777(c). The policy's provision for prior approval is not in the law and may be omitted. The entire sentence may be eliminated if a board does not want the filtering device to be disabled.

¹⁴ In order to qualify for universal service benefits under the federal Children's Internet Protection Act (CIPA), the district's Internet safety policy must address the items listed in the sample policy (47 U.S.C. §254(l)). The sample policy accomplishes this task by requiring these items be addressed in the policy's implementation plan or administrative procedure.

Note that federal law requires the school board to hold at least one hearing or meeting to address the *initial* adoption of the Internet safety policy. Later revisions of the existing policy need not follow the public notice rule of CIPA, though a board will still need to follow its policy regarding revisions and the mandates of the Ill. Freedom of Information Act.

CIPA also requires this policy and its documentation to be retained for at least 5 years after the last day of service delivered in a particular funding year. This means the 5 year retention requirement begins on the last day of service delivered under E-rate, not from the day the policy was initially adopted. Consult the board attorney about this requirement and the best practices for your individual board.

¹⁵ Monitoring the online activities of *students* is broader than the requirement in federal law to monitor *minors*. The definition of minor for this purpose is "any individual who has not attained the age of 17 years." See 47 C.F.R. 54.520(a)(4)(i). The use of the word *students* is a best practice.

¹⁶ The District's administrative procedure, *Acceptable Use of the District's Electronic Networks* (6:235-AP1), rather than this board policy, specifies appropriate conduct, ethics, and protocol for Internet use. This is consistent with the principle that detailed requirements are not appropriate for board policy; instead, they should be contained in separate district documents that are authorized by board policy. Keeping technical rules specifying acceptable use out of board policy will allow for greater flexibility, fewer changes to the policy manual, and adherence to the belief that board policy should be confined to governance issues and the provision of guidance on significant district issues.

¹⁷ The Superintendent's implementation plan should describe appropriate supervision for students on the Internet who are not required, or refuse, to sign the *Authorization*.

The use of personal electronic communication devices owned by students but used to gain Internet access that has been funded by E-rate is not addressed yet. The FCC has indicated that it does plan to address the issues associated with the application of CIPA requirements to this situation.

All users of the District's computers to access the Internet shall maintain the confidentiality of student records. Reasonable measures to protect against unreasonable access shall be taken before confidential student information is loaded onto the network.

The failure of any student or staff member to follow the terms of the District's administrative procedure, *Acceptable Use of the District's Electronic Networks, Authorization for Electronic Network Access*, or this policy, will result in the loss of privileges, disciplinary action, and/or appropriate legal action.

LEGAL REF.: No Child Left Behind Act, 20 U.S.C. §6777.
Children's Internet Protection Act, 47 U.S.C. §254(h) and (l).
Enhancing Education Through Technology Act, 20 U.S.C §6751 et seq.
47 C.F.R. Part 54, Subpart F, Universal Service Support for Schools and Libraries.
720 ILCS 135/0.01.

CROSS REF.: 5:100 (Staff Development Program), 5:170 (Copyright), 6:40 (Curriculum Development), 6:60 (Curriculum Content), 6:210 (Instructional Materials), 6:220 (Bring Your Own Technology (BYOT) Program: Responsible Use and Conduct), 6:230 (Library Media Program), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:310 (Restrictions on Publications)

ADMIN PROC.: 6:235-API (Administrative Procedure - Acceptable Use of the District's Electronic Networks), 6:235-API, E1 (Student Authorization for Access to the District's Electronic Networks Access), 6:235-API, E2 (Exhibit - Staff Authorization for Access to the District's Electronic Networks Access)

Instruction

Homework

Homework is part of the District's instructional program and has the overarching goal of increasing student achievement. Homework is assigned to further a student's educational development and is an application or adaptation of a classroom experience.¹ The Superintendent shall provide guidance to ensure that homework:

1. Is used to reinforce and apply previously covered concepts, principles, and skills;
2. Is not assigned for disciplinary purposes;
3. Serves as a communication link between the school and parents/guardians;
4. Encourages independent thought, self-direction, and self-discipline; and
5. Is of appropriate frequency and length, and does not become excessive, according to the teacher's best professional judgment.

6. Builds in flexibility regarding amounts so that they are developmentally appropriate and do not infringe on a student's or family's individual needs, responsibilities, and commitments.

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¹ This policy's contents are at the local school board's discretion; a board should customize the list of standards for homework to reflect the district's practices. Below are two optional provisions ~~to~~that can be added at the end of the sample policy:

- Option 1:** Recognizing the importance of parental involvement in homework, the Superintendent or designee shall ensure that parents/guardians are informed of: (1) whom to contact with questions or concerns about homework assignments, and (2) methods to facilitate homework completion.
- Option 2:** The Superintendent or designee shall annually report to the Board on the effectiveness of homework assignments on increasing student achievement.

Students

Release Time for Religious Instruction/Observance ¹

A student shall be released from school, as an excused absence, to observe a religious holiday or for religious instruction. The student's parent/guardian must give written notice to the Building Principal at least five calendar days before the student's anticipated absence(s).² This notice shall satisfy the District's requirement for a written excuse when the student returns to school.

The Superintendent shall develop and distribute to teachers appropriate procedures regarding student absences for religious reasons and include a list of religious holidays on which a student shall be excused from school attendance, how teachers are notified of a student's impending absence, and the State law requirement that teachers provide the student with an equivalent opportunity to make up any examination, study, or work requirement.³

School offices will notify

LEGAL REF.: Religious Freedom Restoration Act, 775 ILCS 35/. *Supt. or designee*
105 ILCS 5/26-1 and 5/26-2b.

CROSS REF.: 7:70 (Attendance and Truancy)

when religious absences are requested at the building.

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¹ State and federal laws controls this policy's content. 105 ILCS 5/26-1(5) requires school boards to adopt a policy on student absences for religious holidays. See also 105 ILCS 5/26-2b. 105 ILCS 5/26-1(4) allows a child over 12 and less than 14 years of age to be absent from school while in attendance at confirmation classes. The sample policy does not contain these age or specific religious rite limitations in order to be consistent with First Amendment jurisprudence. According to the United States Supreme Court, a release time policy does not violate the Establishment Clause; it only accommodates a program of outside religious instruction. *Zorach v. Clauson*, 72 S.Ct. 679 (1952).

² Five days is the most prior notice that can be required. (105 ILCS 5/26-1(5)).

³ 105 ILCS 5/26-2b.

Students

Student Appearance 1

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent and included in the *Student Handbook*.²

Parent-

LEGAL REF.: 105 ILCS 5/10-22.25b.
Tinker v. Des Moines Independent School Dist., 89 S.Ct. 733 (1969).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:165 (School Uniform), 7:190 (Student Behavior)

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¹ State or federal law controls this policy's content. 105 ILCS 5/10-22.25b specifically authorizes a school board to adopt a school uniform or dress code policy. There are hundreds of decisions on dress codes and uniform policies, making it imperative that a board contact its attorney for assistance in applying the law to specific fact situations.

Generally, if a student's dress has sufficient communicative content, it will warrant First Amendment protection. If protected, a school's ability to regulate the dress will be analyzed according to Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969) – it may be regulated only if it would substantially disrupt school operations or interfere with the right of others. In Brandt v. Board of Educ. of City of Chicago, 2006 WL 623651 (N.D.Ill., 2006), *earlier decision*, 326 F.Supp.2d 916 (N.D.Ill., 2004), an Illinois federal court upheld a school's authority to punish students for wearing t-shirts portraying a one-handed boy; the court said: "A school need not tolerate student speech that is inconsistent with the school's basic educational mission even though the First Amendment would protect similar speech or expressive conduct outside of the school setting. This holding is suspect after the Seventh Circuit decision in Brandt v. Zamecnik v. Indian Prairie School Dist. #204, 636 F.3d 874 (7th Cir. 2011). There the court held that the school district violated students' free speech rights by forbidding them from wearing during school hours a T-shirt saying "Be Happy, Not Gay."

A school may regulate student dress that does not have sufficient communicative content to receive free speech protection, provided the regulation is not arbitrary or excessive. Although many courts have ruled similarly with respect to grooming, (e.g., hair length, and non-earring piercings), the Seventh Circuit, the federal appellate court that governs Illinois, has struck down school regulations governing hair length and earrings (See Bresden v. Kahl, 419 F.2d 1034 (7th Cir., 1969); Crews v. Cloncs, 432 F.2d 1259 (7th Cir., 1970) (exclusion of long-haired student from class constituted denial of equal protection to male students); Arnold v. Carpenter, 459 F.2d 939 (7th Cir., 1972); Holsapple v. Woods, 500 F.2d 49 (7th Cir., 1974) (limitation of ruling recognized by Hayden ex rel. v. Greensburg Community School Corp., 743 F.3d 569 (7th Cir., 2014) (recognizing school's right to set policy); Olesen v. Olesen v. Board of Education Dist. 228, 676 F.Supp. 820, 822 (N.D.Ill.1987) (male students have a liberty interest in wearing an earring to school). But see Blau v. Fort Thomas Public Sch. Dist., 401 F.3d 381 (6th Cir. 2005) (upheld a Kentucky middle school's student dress code that prohibited visible body piercing other than ears). A school's uniform policy was upheld in Alwood v. Clark and Belleville Township High School Dist. 201, 2005 WL 2001317 (S.D.Ill., 2005).

² A comprehensive Student Handbook can provide notice to parents and students of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The Handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board.

Members of the Ill. Principals Assoc. may subscribe to the IPA's Model Student Handbook Service. While this service is not a handbook per se, it provides principals with quick, user-friendly access to model student handbook provisions that are attorney drafted and fully aligned with IASB's policy services. For more information, see:

www.ilprincipals.org/resources/model-student-handbook. See also 7:190-E2, *Student Handbook Checklist*.

Students

Student Athlete Concussions and Head Injuries ¹

The Superintendent or designee shall develop and implement a program to manage concussions and head injuries suffered by students. The program shall:

1. Fully implement the Youth Sports Concussion Safety Act, that provides, without limitation, each of the following: ²
 - a. ~~The Board must appoint or approve member(s) of a Concussion Oversight Team for the District.~~ ³
 - b. The Concussion Oversight Team shall establish each of the following based on peer-reviewed scientific evidence consistent with guidelines from the Centers for Disease Control and Prevention: ⁴

Replace with- The Asst. Supt. for Human Resources, Asst. Supt for Student Learning, and the Facilitator of School Health Service will serve on District 64's Concussion Oversight Team.

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¹ Three Illinois statutes in the School Code have addressed student concussions:

- (1) The Youth Sports Concussion Safety Act, 105 ILCS 5/22-80, added by P.A. 99-245; trailer legislation (P.A. 99-486) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year. The Act contains concussion safety directives for school boards and certain identified staff members. A school district must implement Sec. 22-80 if it offers interscholastic athletic activities or interscholastic athletics under the direction of a coach (volunteer or school employee), athletic director, or band leader. A school district may need to implement its return-to-learn protocol for a student's return to the classroom after he or she is believed to have experienced a concussion, "whether or not the concussion took place while the student was participating in an interscholastic activity." 105 ILCS 5/22-80(d). For a comprehensive discussion of this Act, see the IASB publication [Checklist for Youth Sports Concussion Safety Act](#), at: iasb.com/law/. Helpful guidance for implementing this law is available from the Lurie Children's Hospital's *A Guide for Teachers and School Professionals*.
- (2) 105 ILCS 25/1.15, added by P.A. 98-1011, requires: (a) all high school coaching personnel to complete online concussion awareness training, and (b) all student athletes to view the IHSA video about concussions.
- (3) 105 ILCS 25/1.20, added by P.A. 99-831, requires the IHSA to require all member districts that have certified athletic trainers to have those trainers complete and submit a monthly report on student-athletes who have sustained a concussion during: 1) a school-sponsored activity overseen by the athletic trainer; or 2) a school-sponsored event of which the athletic director is made aware.

The Center for Disease Control and Prevention explains that a concussion is a type of traumatic brain injury caused by a bump, blow, or jolt to the head, or by a hit to the body that causes the head and brain to move rapidly back and forth. See www.cdc.gov/headsup/index.html. The CDC website contains excellent resources for the recognition, response, and prevention of concussions, including the opportunity to order or download free educational materials on concussions that can be distributed to parents, students, and coaches.

² 105 ILCS 5/22-80, added by P.A. 99-245; trailer legislation (amended by P.A.s 99-486 and 100-309) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.

³ 105 ILCS 5/22-80(d), added by P.A. 99-245; trailer legislation (amended by P.A.s 99-486 and 100-309) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. ~~The statute provides that the Team may be composed of only one person who need not be a licensed healthcare professional, however, that person may not be a coach. Id.~~

As this is administrative/staff work rather than governance work, the best practice is to have the Concussion Oversight Team be an *administrative* committee, but consult the board attorney for guidance. If it is a board committee, it must comply with the Open Meetings Act, 5 ILCS 120/1.02. For a discussion of the Open Meetings Act's treatment of committees, see the footnotes in 2:150, *Committees*.

⁴ 105 ILCS 5/22-80(d), added by P.A. 99-245; trailer legislation (amended by P.A. 99-486) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.

- i. A return-to-play protocol governing a student's return to interscholastic athletics practice or competition following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise an athletic trainer or other person responsible for compliance with the return-to-play protocol. ⁵
- ii. A return-to-learn protocol governing a student's return to the classroom following a force of impact believed to have caused a concussion. The Superintendent or designee shall supervise the person responsible for compliance with the return-to-learn protocol. ⁶
- c. Each student and the student's parent/guardian shall be required to sign a concussion information receipt form each school year before participating in an interscholastic athletic activity. ⁷
- d. A student shall be removed from an interscholastic athletic practice or competition immediately if any of the following individuals believes that the student sustained a concussion during the practice and/or competition: a coach, a physician, a game official,

Commented [D31]: F/ns 5 and 6 are updated to reflect the provision that the supervisor of the person responsible for compliance with the return-to-play and return to learn protocols may not be a coach. This requirement is not new, but was added to provide further information

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted

⁵ The Youth Sports Concussion Safety Act contains requirements for a student to return to play following a concussion (Id.). ~~The supervisor of the person responsible for compliance with the return-to-play protocol may not be a coach.~~ The student's treating physician, physician assistant, advanced practice registered nurse, or an athletic trainer working under a physician's supervision must evaluate and find that it is safe for the student to return to play. The student's parent/guardian must sign a consent form that complies with statutory prerequisites. In addition, the student must also complete the requirements in the district's return-to-play and return-to-learn protocols. Thus, the district through its protocols may add requirements for the student's return, but may not delete any statutory requirements.

It is an open question whether the return-to-play protocol is limited to when the concussion occurred during an interscholastic athletic activity because the statute does not state "whether or not the concussion took place while the student was participating in an interscholastic athletic activity." It makes sense, however, to apply the return-to-play protocol whenever a student suffers a concussion before allowing him or her to participate in an interscholastic athletic activity. See IHSA's website contains a form for this, Post-concussion Consent Form (RTP/RTL); at: ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx

⁶ 105 ILCS 5/22-80(g), added by P.A. 99-245; ~~trailer legislation amended by P.A. 99-486 and 100-309 amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.~~ ~~The supervisor of the person responsible for compliance with the return-to-learn protocol may not be a coach.~~ The return-to-learn protocol governs a student's return to the classroom after a concussion, whether or not the concussion took place while the student was participating in an interscholastic athletic activity. Guidance from Lurie Children's Hospital explains that recovery from a concussion must be an individualized process because no two concussions are the same. See Return to Learn after a Concussion: A Guide for Teachers and School Professionals, Lurie Children's Hospital. This Guide explains that a student's full recovery depends on both cognitive rest and physical rest. It suggests using a multidisciplinary team to facilitate a student's return to the classroom and provides examples of accommodations and interventions. It also stresses the importance of identifying a school staff member who will function as a case manager or concussion management leader, such as a school nurse, athletic trainer, or school counselor. See IHSA's website contains a form for this, Post-concussion Consent Form (RTP/RTL); at: ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx.

⁷ 105 ILCS 5/22-80(e), added by P.A. 99-245; ~~trailer legislation (amended by P.A. 99-486) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.~~ Interscholastic athletic activity is defined in Section 22-80(a) as "any organized school-sponsored or school-sanctioned activity for students, generally outside of school instructional hours, under the direction of a coach, athletic director, or band leader, including, but not limited to, baseball, basketball, cheerleading, cross country track, fencing, field hockey, football, golf, gymnastics, ice hockey, lacrosse, marching band, rugby, soccer, skating, softball, swimming and diving, tennis, track (indoor and outdoor), ultimate Frisbee, volleyball, water polo, and wrestling. The form must be approved by the Illinois High School Association (IHSA). See ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx, generally—and specifically for IHSA Concussion Protocols and IHSA Sports Medicine Acknowledgment & Consent Form (Concussion, PES, Asthma Medication).

- an athletic trainer, the student's parent/guardian, the student, or any other person deemed appropriate under the return-to-play protocol. ⁸
- e. A student who was removed from interscholastic athletic practice or competition shall be allowed to return only after all statutory prerequisites are completed, including without limitation, the return-to-play and return-to-learn protocols developed by the Concussion Oversight Team. An athletic team coach or assistant coach may not authorize a student's return-to-play or return-to-learn. ⁹
- f. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: all coaches or assistant coaches (whether volunteer or a district employee) of interscholastic athletic activities; nurses, licensed healthcare professionals or non-licensed healthcare professionals who serve on the Concussion Oversight Team (whether or not they serve on a volunteer basis); athletic trainers; game officials of interscholastic athletic activities; and physicians who serve on the Concussion Oversight Team. ¹⁰
- g. The Board shall approve school-specific emergency action plans for interscholastic athletic activities to address the serious injuries and acute medical conditions in which a student's condition may deteriorate rapidly. ¹¹
2. Comply with the concussion protocols, policies, and by-laws of the Illinois High School Association, including its *Protocol for Implementation of NFHS Sports Playing Rules for Concussion*, which includes its *Return to Play (RTP) Policy*.¹² These specifically require that:

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⁸ 105 ILCS 5/22-80(f), added by P.A. 99-245, ~~trailer legislation amended by (P.A. 99-486) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.~~

⁹ 105 ILCS 5/22-80(g), added by P.A. 99-245, ~~amended by trailer legislation (P.A. 99-486 and 100-309) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.~~ Most students with a concussion will not need a formal 504 plan or individualized education program; contact the board attorney whenever one is requested or the student's symptoms are prolonged.

¹⁰ 105 ILCS 5/22-80(h), added by P.A. 99-245, ~~trailer legislation amended by (P.A. 99-486 and 100-309) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.~~ Individuals covered by this training mandate must initially complete the take a training course from an authorized training provider prior to serving on a Concussion Oversight Team (Team) and at least once every two years (or if not serving on the Team, at least once every two years) by 9-1-2016. See the footnotes in policy 5-100, *Staff Development Program*. Physicians on Teams are required, to the greatest extent practicable, to periodically take an appropriate medical course on concussions. 105 ILCS 5/22-80(h)(3).

~~Note: Licensed healthcare professionals includes nurses and licensed clinical psychologists, physical therapists, occupational therapists, physicians' assistants, and athletic trainers working under the supervision of a physician. 105 ILCS 5/22-80(b). Non-licensed healthcare professionals is not specifically defined. Therefore, it is not entirely clear if a Team may include an individual, i.e., a building principal that is not mandated to take the training. As a matter of best practice and to reduce liability, all Team members should receive the training; however, consult with the board attorney for further guidance.~~

¹¹ 105 ILCS 5/22-80(i), added by P.A. 99-245, ~~trailer legislation (amended by P.A. 99-486) amended the Act to delay the compliance deadline until the beginning of the 2016-2017 school year.~~ A template is available on the IHSA website under *Emergency Action Plan (EAP) Resources* at: ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx.

¹² The *Protocol for Implementation of NFHS Sports Playing Rules for Concussion* (<http://ihsa.org/documents/sportsMedicine/Concussion%20Protocols.pdf>) contains concussion information, provides instructions when a student athlete sustains an apparent concussion, and includes a *Return to Play (RTP) Policy*. The *Return to Play (RTP) Policy* addresses the requirements for returning a student athlete to play after he or she exhibits signs, symptoms, or behaviors of a concussion.

- a. A student athlete who exhibits signs, symptoms, or behaviors consistent with a concussion in a practice or game shall be removed from participation or competition at that time.
 - b. A student athlete who has been removed from an interscholastic contest for a possible concussion or head injury may not return to that contest unless cleared to do so by a physician licensed to practice medicine in all its branches in Illinois or a certified athletic trainer.
 - c. If not cleared to return to that contest, a student athlete may not return to play or practice until the student athlete has provided his or her school with written clearance from a physician licensed to practice medicine in all its branches in Illinois, advanced practice registered nurse, physician assistant or a certified athletic trainer working in conjunction with a physician licensed to practice medicine in all its branches in Illinois. ¹³
3. Require that all high school coaching personnel, including the head and assistant coaches, and athletic directors obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. ¹⁴
 4. Require all student athletes to view the Illinois High School Association's video about concussions, ¹⁵ **with their parents/guardians.**
 5. Inform student athletes and their parents/guardians about this policy in the *Agreement to Participate* or other written instrument that a student athlete and his or her parent/guardian must sign before the student is allowed to participate in a practice or interscholastic competition. ¹⁶
 6. Provide coaches and student athletes and their parents/guardians with educational materials from the Illinois High School Association regarding the nature and risk of concussions and head injuries, including the risks inherent in continuing to play after a concussion or head injury. ¹⁷
 7. Include a requirement for staff members to notify the parent/guardian of a student who exhibits symptoms consistent with that of a concussion. ¹⁸

Commented [KAS2]: P.A. 100-513 amended the definition in the Nurse Practice Act, 225 ILCS 65/50-10, to advanced practice registered nurse.

Commented [DJ3]: It appears that the law was changed to align with those individuals listed in the IHSA protocol. Previously, the statute only permitted physicians and athletic trainers working the supervision of a physician to clear a student for return to learn and play.

Both the student athlete and his or her parent/guardian must sign to indicate they have watched the video before the student is allowed to participate in a practice or interscholastic competition. The link to the video will be included in the parent consent forms.

~~[For high school districts that belong to the IHSA and have certified athletic trainers.]~~

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¹³ 105 ILCS 5/22-80(e)(4), amended by P.A. 100-309 and 225 ILCS 65/20-10, amended by P.A. 100-513. P.A. 100-513 amended the Nurse Practice Act to add registered to the definition of advanced practice registered nurse; accordingly, this policy reflects that change in terminology, even though Section 22-80 was not similarly amended.

¹⁴ 105 ILCS 25/1.15(b), added by P.A. 98-1011, requires high school coaching personnel and athletic directors hired before 8-18-2014 to have been certified by 8-19-2015. Coaching personnel and athletic directors hired on or after 8-19-2014 must be certified before the starting date of their position.

¹⁵ 105 ILCS 25/1.15(e), added by P.A. 98-1011.

¹⁶ Required by 23 Ill. Admin. Code §1.530(b). IHSA drafted a sample *Concussion Information Sheet*, which is included within the *IHSA Sports Medicine Acknowledgement & Consent Form* and has been incorporated into 7:300-E1, *Agreement to Participate*. It can be used to inform student athletes and parents, and it is available at [See: ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx](http://ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx).

An ISBE rule defines *health-related information* to include a concussion policy acknowledgment (23 Ill. Admin. Code §375.10). The acknowledgment, therefore, must be kept with the student's school student records as a temporary record (23 Ill. Admin. Code §375.40).

¹⁷ IHSA has produced educational materials on concussions for coaches, parents/guardians, student athletes, and the school and health care providers on concussions. ~~See that are available at:~~ ihsa.org/Resources/SportsMedicine/ConcussionManagement/ConcussionResources.aspx.

¹⁸ This provision is optional.

8. Include a requirement for certified athletic trainers to complete and submit a monthly report to the Illinois High School Association on student-athletes who have sustained a concussion during: 1) a school-sponsored activity overseen by the athletic trainer; or 2) a school-sponsored event of which the athletic director is made aware.¹⁹

LEGAL REF.: 105 ILCS 5/22-80.
105 ILCS 25/1.15.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development Program), 7:300 (Extracurricular Athletics)

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¹⁹ Required by 105 ILCS 25/1.20, added by P.A. 99-831, for high school districts that belong to the IHSA and have certified athletic trainers.

7:305

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Community Relations

Accommodating Individuals with Disabilities ¹

Individuals with disabilities shall be provided an opportunity to participate in all school-sponsored services, programs, or activities and will not be subject to illegal discrimination.² When appropriate, the District may provide to persons with disabilities aids, benefits, or services that are separate or different from, but as effective as, those provided to others.³

The District will provide auxiliary aids and services when necessary to afford individuals with disabilities equal opportunity to participate in or enjoy the benefits of a service, program, or activity.⁴

Each service, program, website, or activity operated in existing facilities shall be readily accessible to, and useable by, individuals with disabilities. New construction and alterations to facilities existing before January 26, 1992, will be accessible when viewed in their entirety.⁵

The footnotes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

¹ State or federal law controls this policy's content.

² The Americans with Disabilities Act (ADA) of 1990 (ADA), 42 U.S.C. §§12101 et seq. The ADA covers all state and local governments, including those that receive no federal financial assistance. Title II of the ADA specifically contains accessibility requirements. (42 U.S.C. §§12131 et seq.). Its nondiscrimination provision states: "[s]ubject to the provisions of this subchapter, no qualified individual with a disability shall, by reason of such disability, be excluded from participation in or be denied the benefits of services, programs, or activities of a public entity, or be subjected to discrimination by any such entity." 42 U.S.C. §§12132.

The U.S. Department of Justice, through its Civil Rights Division, is the key agency responsible for enforcing Title II. The regulations implementing Title II are found at 28 C.F.R. Part 35. For a comprehensive compliance toolkit, see: www.ada.gov/ncatoolkit/chap1toolkit.htm. This policy contains only the basic elements of the ADA's requirements.

The ADA Amendments Act (ADAAA) significantly changed the ADA's definition of disability. (42 U.S.C. §12102). It did not, however, amend any provision in Title II regarding accessibility requirements. Consult the board attorney regarding the ADAAA's impact, if any, on the district's Title II accessibility obligations.

See fn 2 in policy 2:260, Uniform Grievance Procedure. While the U.S. Dept. of Justice (DOJ) under President Obama's Administration proposed regulations for public accommodations of websites (set to be final in 2018), President Trump signed an executive order in early 2017 entitled *Reducing Regulation and Controlling Regulatory Costs*, which makes it highly unlikely that the DOJ will issue any website regulations during the Trump Administration's tenure. Consult the board attorney about procedures for the superintendent to perform his or her duties outlined below in fns 6 and 8.

The Ill. Environmental Barriers Act (410 ILCS 25/) and the Ill. Accessibility Code (71 Ill.Admin.Code Part 400) ensure that "all applicable buildings and facilities in the State of Illinois, are so designed, constructed, and/or altered to assure the safety and welfare of all members of society and to be readily accessible to, and useable by, environmentally limited persons." (71 Ill.Admin.Code §400.110). Note: The Ill. Environmental Barriers Act, as amended by P.A. 99-582, ~~of 1-1-17~~, deleted the term "environmentally limited person" which until then had been defined in 410 ILCS 25/3 as "a person with a disability or condition who is restricted in the use of the built environment." Press boxes that "are in bleachers that have points of entry at only one level, and the aggregate area of the press box is no more than 500 square feet" do not have to comply with the Accessibility Code. (105 ILCS 5/10-20.51). The Ill. High School Assoc. refers to a *press box* as a "space ... set aside to provide for news media representatives covering the [event], whether they be from newspapers, radio stations, commercial television stations and/or cable television stations."

³ 28 C.F.R. §35.130(b). If separate services or programs are provided, a district may not deny the individual an opportunity to participate in the regular programming unless the accommodation would alter the fundamental nature of the program. (28 C.F.R. §35.130(b)).

⁴ Districts must provide auxiliary aids and services to ensure that no disabled individual is excluded or treated differently than other individuals, unless the district can show that taking such steps would fundamentally alter the nature of the function, program, or meeting or would be an undue burden. (28 C.F.R. §§35.160 and 35.164). The term "auxiliary aids and services" includes qualified interpreters, assistive listening devices, note takers, and written materials for individuals with hearing impairments; for individuals with vision impairments, the term includes qualified readers, taped texts, and Brailled or large print materials. (28 C.F.R. §35.104).

Commented [KAS1]: We added website to the policy to clarify that Title II of the ADA applies to websites. Even though the law has always included websites, websites have emerged into everyday life since this law was passed. Adding website to the policy is a way to inform the community that websites are included under Title II of the ADA. The website accessibility regulatory issues are discussed in the fns of this policy.

The Superintendent or designee is designated the Title II Coordinator and shall:⁶

1. Oversee the District's compliance efforts, recommend necessary modifications to the School Board, and maintain the District's final Title II self-evaluation document, update it to the extent necessary, and keep it available for public inspection for at least ~~3~~^{three} years after its completion date.⁷
2. Institute plans to make information regarding Title II's protection available to any interested party.⁸

Individuals with disabilities should notify the Superintendent or Building Principal if they have a disability that will require special assistance or services and, if so, what services are required.⁹ This notification should occur as far in advance as possible of the school-sponsored function, program, or meeting.

Individuals with disabilities may allege a violation of this policy or federal law by reporting it to the Superintendent or designated Title II Coordinator, or by filing a grievance under the Uniform Grievance Procedure.¹⁰

LEGAL REF.: Americans with Disabilities Act, 42 U.S.C. §§12101 *et seq.* and 12131 *et seq.*; 28 C.F.R. Part 35.
Rehabilitation Act of 1973 §104, 29 U.S.C. §794 (2006).
105 ILCS 5/10-20.51.
410 ILCS 25/, Environmental Barriers Act.
71 Ill.Admin.Code Part 400, Illinois Accessibility Code.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 4:150 (Facility Management and Expansion Programs)

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⁵ This requirement applies to construction commenced after January 26, 1992. (28 C.F.R. §35.151). Compliance methods include: equipment redesign, reassignment of services to accessible buildings, assignment of aids to beneficiaries, home visits, delivery of services at alternate accessible sites, alteration of existing facilities and construction of new facilities (a district is not required to make structural changes in existing facilities where other methods are effective in achieving compliance), and use of accessible rolling stock or other conveyances. (28 C.F.R. §35.150).

⁶ Each district having 50 or more full or part-time employees must designate at least one employee to coordinate its efforts to comply with Title II, including complaint investigations. (28 C.F.R. §35.107).

⁷ A written evaluation of district services, policies, and practices should have been completed by January 26, 1993. Interested people should have been allowed to submit comments during the evaluation process. The final self-evaluation document must be kept for at least three years, be available for public inspection, and include a list of individuals and organizations consulted, a description of areas examined and any problems identified, and a description of any modifications. The record retention requirement applies to only those districts having 50 or more full or part-time employees. While January 26, 1996, has passed, this information is kept in the policy as it is an affirmative obligation.

⁸ Each district must make information regarding the ADA's protection available to any interested party. (28 C.F.R. §35.106). For example, a simple notice can be included in school newspapers, program or performance announcements, and registration material.

⁹ The superintendent decides the appropriate response on a case-by-case basis.

¹⁰ Adoption of ~~the a Uniform-uniform Grievance-grievance Procedure-procedure~~ fulfills the ADA's requirement that each district having 50 or more employees adopt and publish a grievance procedure providing for prompt and equitable resolution of any complaint.

Approval of Recommended Personnel Report

ACTION ITEM 18-03-6

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report, including #1198 Honorable Dismissal of Teachers Resolution; #1199 Dismissal of Part-Time Teachers for reasons other than Reduction-in-Force Resolution and #1200 Dismissal of Probationary Educational Support Personnel Employees 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:

3/12/18

Personnel Report
March 12, 2018

Carrie Carmichael	Employ as (.50) Special Education Teacher at Jefferson School beginning March 16, 2018 - \$8,537.78 (Prorated for 50 days out of 185 days).
Miriama Kisiel	Employ as Assistant at Field School beginning March 12, 2018 - \$15.65 hr.
Genevieve Bigler-Chesney	Leave of Absence Extension Request, Parental – Social Worker at Lincoln School effective August 16, 2018 – June 5, 2019 (tentative).
Elmin Pittges	Change in Assignment/FTE from (.50) Assistant at Jefferson School to (.70) Assistant at Jefferson School effective March 12, 2018.
Peggy Brander	Resign as 5th Grade Teacher at Roosevelt School effective June 1, 2018.
Samantha Krasinski	Resign as Special Education Resource Teacher at Field School effective June 1, 2018.
Elizabeth Miller	Resign as 1st Grade Teacher at Field School effective June 1, 2018.
Nicole Parrilli	Resign as Language Arts Teacher at Emerson School effective June 1, 2018.
Allison Riley	Resign as Library Information Specialist at Field School effective June 1, 2018.
Jennifer Sarmiento	Resign as Kindergarten at Roosevelt School effective June 1, 2018.
Emily Shultz	Resign as Special Education Teacher at Roosevelt School effective June 1, 2018.
Aileen Stonelake	Resign as 2nd Teacher at Roosevelt School effective June 1, 2018.
Pamela Jachino	Retire as Lead Secretary at Jefferson School effective June 30, 2018.
Sandra Blethen	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Jennifer Buti	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Carrie Carmichael	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.

Personnel Report
March 12, 2018

Richard Hobson	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Kendra Hutchinson	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Elizabeth Ishoo	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Sarah Jarad	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Vanessa Jeske	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Bethany Johnson	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Kathleen Keesbury	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Lauren Kmiecik	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Joan Lindgren	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Kia London	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Samantha Meza	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Martin Nocedal	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Brittany Pater	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Mary Satchwell	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Molly Thornton	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.

Personnel Report
March 12, 2018

Jamie Zimniok	Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.
Craig Hoffman	Approval of Formal Resolution Authorizing Dismissal of Part-Time Teacher for reasons other than Reduction-In-Force.
Edward Callahan	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Megan Chambers	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Jessica Cowie	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Carol Duffy	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Dagmaris Febus	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Marie Greco	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Nina Greiber	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Sarah Jarad	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Bethany Johnson	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Andie Karras	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Miriama Kisiel	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Janet Kyeon	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Kimberly Lor	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.

Personnel Report
March 12, 2018

Jaelyn Martinez	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
April Mosier	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Elmin Pittges	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Vanesa Sanchez	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Brianna Santowski	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Michael Schaefer	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Susan Scialabba	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Suzana Taipovic	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Carly Thornton	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Celina Torres	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.
Barbara White	Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.

Consent Agenda

ACTION ITEM 18-03-7

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda March 13, 2018 which includes Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending February 28, 2018; Approval of Student-Parent Handbook 2018-19; and Destruction of Audio Closed Minutes.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

3/12/18

APPROVAL OF BILLS AND PAYROLL

The following bills, payrolls and Board's share of pension fund are presented for approval:

Bills

10 - Education Fund -----	\$ 821,903.35
20 - Operations and Maintenance Fund -----	\$ 164,975.91
30 - Debt Services -----	\$ 6,117.48
40 - Transportation Fund -----	\$ 142,831.84
50- Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ -
61 - Capital Projects - 2017 Debt Certificates -----	\$ 19,593.20
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 129260 - 129334
ACH's Numbered: 171800236 - 171800320

Total: \$ 1,155,421.78

Payroll and Benefits for Month of February, 2018

10 - Education Fund -----	\$ 4,062,891.65
20 - Operations and Maintenance Fund -----	\$ 251,214.22
40 - Transportation Fund -----	\$ 984.10
50 - IMRF/FICA Fund -----	\$ 80,629.49
51 - SS/Medicare -----	\$ 94,811.67
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 13886 - 13948

Direct Deposit: 900130526 - 900131324

Total: \$ 4,490,531.13

This Report Can be Viewed on the

[Financial Data Current](#)

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Brian Imhoff, Assistant Chief School Business Official

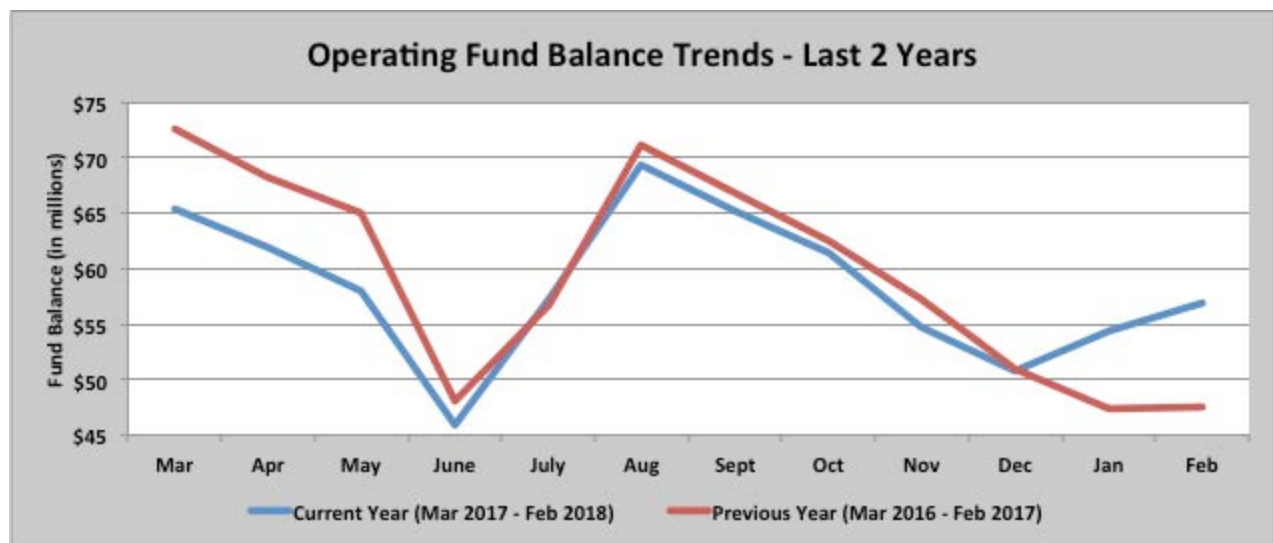
Date: March 12, 2018

Subject: Financial Update for the Period Ending February 28, 2018

Attached for your review are the following reports as of February 28, 2018:

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

Fund balance in the Operating Funds increased \$2.3 million in February to a total of \$56.7 million. The graph below shows a comparison of monthly fund balances over the last two years. The spikes in fund balance during July/August and February/March 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:

- June – Fund balance in the previous year (red line) experienced a steeper decline because the Board approved a resolution in June 2016 to transfer \$5.5 million of fund balance out of the Operating Funds for 2016 summer projects.
- November and December – Fund balance in the current year (blue line) took a sharper dip in November and then realigned with the previous year (red line) in

December because of a payroll timing difference. The District runs payroll biweekly, so there were 3 payrolls in November 2017 and only 2 payrolls in November 2016. The reverse occurred in December with 2 payrolls in 2017 and 3 payrolls in 2016.

- January – The District’s fund balance typically decreases each year in January. However, the current year’s fund balance (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 the prior year (red line) remained flat instead of increasing because the Board approved a resolution in February 2017 to transfer \$4.5 million of fund balance out of the Operating Funds to fund capital projects.

From a macro-level perspective, the fund balance at the end of February implies that the District will show a \$9 million surplus as compared to the year before. However, this is not the case because the early collection of spring property taxes is skewing the typical trend line. Once the majority of spring taxes have been collected near the end of March, the gap between the current year’s fund balance line on the graph and the previous year’s fund balance line will narrow and provide a more meaningful comparison.

Revenue Summary - February

Total revenue for the District was 70% of budgeted revenues as of February 28. This exceeds last year’s pace (61%) because of the early receipt of spring property taxes described in the previous section.

The State Comptroller made good on her promise to release the first quarter of categorical payments for 2017-18 in February. As a result, the District received an additional \$380,000 of State revenue this month on top of the standard \$305,000 monthly allocation for Evidence Based Funding. No timeline has been established for the distribution of the remaining quarters because of the State’s backlog of unpaid bills. The District budgeted State revenue conservatively this year due to the uncertainty regarding the timing of payments. As long as the State continues paying the Evidence Based Funding as scheduled, District 64’s State revenues will approximate budgeted revenues at the end of the year.

Expenditure Summary - February

After eight months of activity (or 67% of the fiscal year), the District has expended 60% of its overall budget. It is customary for spending to run slightly behind the average monthly budget pace because the first payroll for ten-month employees (teachers, teacher assistants, etc.) does not occur until late August.

Table 1 below shows the year-to-date percentage of the payroll budget (salaries and benefits) that has been spent at each two-month interval as compared to last year. Total payroll expenditures are trending as projected in the budget with no major anomalies.

Table 1: Payroll Expenditures

Month	YTD Percent of Budget Spent	
	2017-18	2016-17
February 28	56%	56%
December 31	40%	40%
October 31	21%	20%
August 31	6%	6%

Table 2 displays the cumulative percentage of the accounts payable budget (purchased services, supplies, equipment, etc.) that has been spent after each two-month interval versus last year.

Table 2: Accounts Payable Expenditures

Month	YTD Percent of Budget Spent	
	2017-18	2016-17
February 28	72%	64%
December 31	60%	54%
October 31	41%	35%
August 31	27%	23%

Accounts payable spending is running ahead of last year's budget pace for two reasons. The District's capital project work from the summer of 2017 is being completed and paid out at a faster rate than the previous summer's work. 97% of the Capital Projects Fund budget has been expended to date as compared to 60% at this point last year. This year's expenses also include final payouts for work done during the 2016-17 fiscal year, so last year's construction budget was underspent. Secondly, one of the private schools that the District uses to outplace special education students charged the full year of tuition upfront for the first time this year. This shifted about \$400,000 of expenses to August that had previously been paid evenly throughout the year. Despite the quicker pace, total accounts payable expenditures are in line with the budget as of February.

Other Financing Sources/Uses Summary – February

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 February 28, 2018

Fund	Audited Fund Balance June 30, 2017	2017-18 Fiscal Year to Date Revenues	2017-18 Fiscal Year to Date Expenditures	Excess / (Deficiency) of Revenues Over Expenditures	2017-18 Other Financing Sources/Uses	Unaudited Fund Balance February 28, 2018
(10) Education	\$ 26,522,419	\$ 42,288,183	\$ 34,436,219	\$ 7,851,964	\$ -	\$ 34,374,383
(20) Operations & Maintenance	\$ 8,559,168	\$ 4,546,924	\$ 3,882,130	\$ 664,794	\$ -	\$ 9,223,962
(40) Transportation	\$ 2,800,917	\$ 3,355,573	\$ 1,777,203	\$ 1,578,370	\$ -	\$ 4,379,287
(50) Retirement (IMRF)	\$ 832,865	\$ 726,640	\$ 627,661	\$ 98,979	\$ -	\$ 931,844
(51) Retirement (Social Security)	\$ 338,377	\$ 1,210,896	\$ 701,918	\$ 508,978	\$ -	\$ 847,355
(70) Working Cash	\$ 5,913,179	\$ 450,937	\$ -	\$ 450,937	\$ -	\$ 6,364,116
(80) Tort Immunity	\$ 911,192	\$ 360,233	\$ 647,349	\$ (287,116)	\$ -	\$ 624,076
Total Operating Funds	\$ 45,878,117	\$ 52,939,386	\$ 42,072,480	\$ 10,866,906	\$ -	\$ 56,745,023
(60) Capital Projects	\$ 4,051,425	\$ 54,085	\$ 587,812	\$ (533,727)	\$ -	\$ 3,517,698
(61) Capital Projects - 2017 Debt Certificates	\$ 8,985,462	\$ 73,049	\$ 4,075,706	\$ (4,002,657)	\$ -	\$ 4,982,805
(30) Debt Service	\$ 3,984,231	\$ 1,836,140	\$ 3,099,861	\$ (1,263,721)	\$ -	\$ 2,720,510
Total Non-Operating Funds	\$ 17,021,118	\$ 1,963,274	\$ 7,763,379	\$ (5,800,105)	\$ -	\$ 11,221,013
Total All Funds	\$ 62,899,235	\$ 54,902,660	\$ 49,835,859	\$ 5,066,801	\$ -	\$ 67,966,036

This Report Can be Viewed on the

[Financial Data Current](#)

TO: Board of Education
Dr. Laurie Heinz, Superintendent
FROM: Bernadette Tramm, Public Information Coordinator
DATE: March 12, 2018
RE: District 64 Student-Parent Handbook 2018-19

The District 64 Student-Parent Handbook is the mainstay of essential information distributed to our families annually. Now in its 12th year, the handbook is presented online, offering greater convenience for on-the-go reading from mobile devices as well as tablets and desktop computers. Families review and download the handbook as part of the annual Infosnap online registration process, which will kick off on Monday, April 23, 2018 for the 2018-19 school year.

The working draft of the handbook sections related to student behavior are presented at this time for the Board's approval in conformance with Board Policy 7:190. The updated draft sections on the District's disciplinary rules, primarily found in Chapter 6, along with smaller items in Chapters 2 and 3, are included for the Board's review. Also as required by that policy, the PTO/A Presidents group at its March 6, 2018 meeting reviewed these disciplinary sections.

Following a major update to Board Policy 7:190 in summer 2016 to conform with substantial changes in state law, very few revisions are being made to student behavior materials at this time.

The handbook will continue to be edited and updated until 2018-19 registration opens to ensure the most up-to-date procedures and policies are presented. The handbook is also referenced against a checklist for handbook content provided by the District's legal counsel. Specific announcements and materials within the handbook fulfill many of the District's varying annual legal notice requirements.

Our handbook is an award-winning publication, having previously been recognized at both the state and national levels from the National School Public Relations Association (NSPRA). The complete handbook contains a wealth of District and school information, such as: the school year calendar; Board of Education meetings and information; District operations and the Strategic Plan; day-to-day school essentials; communications and safety; travel to and from school; academics; school health services; student behavior expectations; and information on our related organizations. Roster pages with each school's specific facts and key calendar dates are omitted for the April posting, but are distributed to families separately in August.

As the full handbook nears completion, I would like to thank Dr. Heinz; all our District and school administrators; Facilitator of School Health Services Margaret Temari; Administrative Assistant to the Superintendent Madelyn Wsol; Webmaster Allison Blum; school secretaries; Curriculum Specialist for Art Sonja Dzedzic, art teachers and student artists; various

organization heads; and many other contributors for their assistance in preparing the 2018-19 edition.

It is recommended that the following audio closed minutes of the Board of Education be destroyed.

August 8, 2016

Background

The Open Meetings Act provides that verbatim recordings of closed sessions may be destroyed not less than 18 months after completion of the recorded meeting, and after the Board approves written minutes of the closed session and the destruction of the recording. The Board has approved the written minutes of these meetings.

Approval of Minutes

ACTION ITEM 18-03-8

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Special Board Meeting on February 20, 2018 and Committee-of-the-Whole: Finance on February 20, 2018.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

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**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Special Board of Education Meeting held at 6:00 p.m.
February 20, 2018
Jefferson School - Multipurpose Room
8200 N. Greendale Avenue, Niles, IL 60714**

Board President Anthony Borrelli called the meeting to order at 6:01 p.m. Other Board members in attendance were Larry Ryles, Rick Biagi, Eastman Tiu, Tom Sotos, and Fred Sanchez. Board member Mark Eggemann arrived during the meeting at 6:35 p.m. Also present were Superintendent Laurie Heinz, Chief School Business Official Luann Kolstad, Assistant Superintendent for Human Resources Joel T. Martin, Assistant Superintendent for Student Learning Lori Lopez, Director of Innovation and Instructional Technology Mary Jane Warden, Director of Facility Management Ron DeGeorge, Interim Director of Student Services Mike Padavic, Public Information Coordinator Bernadette Tramm, Board legal counsel Tony Loizzi and Kerry Pipal of Hodges, Loizzi, and about 15 members 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 noted. Or, reports may be obtained through the District 64 Educational Service Center, 164 S. Prospect Ave., Park Ridge.

Board President Borrelli expressed the Board and District's sympathies to the families in Florida and the students and staff members affected by the most recent school shooting tragedy.

PLEDGE OF ALLEGIANCE

Board member Ryles led the Pledge.

PRESENTATION AND DISCUSSION ON SCHOOL RESOURCE OFFICER (SRO) MIDDLE SCHOOL PILOT PROGRAM

Board President Borrelli briefly recounted that at the August 28, 2017 meeting, the Board had approved a SRO pilot program at the two middle schools for the 2017-18 school year. He reported that since that time, the District had worked closely with legal counsel Hodges Loizzi to formulate an Intergovernmental Agreement (IGA) with the City of Park Ridge and Village of Niles that would be needed to launch the program, which will be focused on strengthening family-school partnerships consistent with the middle school environment and different from the high school model. Board President Borrelli noted that in the intervening months, the Board had received community input and had heard from local police over the course of many meetings. He noted that the Board had requested that Ekl, Williams & Provenzale LLC in December 2017 provide their legal perspectives on SRO programs, and that the Board at the January 22, 2018 meeting had agreed to make public the draft IGAs,

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the Ekl, Williams report, and other materials providing a range of information and perspectives about SRO programs. He stated the Board had scheduled tonight’s special meeting to focus on the draft IGA with legal counsel; review the Ekl, Williams report with its representative; and to hear public comments.

Board President Borrelli invited public comments on topics other than the SRO IGA; none were received. He announced that the Board would review the draft of the IGA with legal counsel Hodges Loizzi first and then review the Ekl, Williams report, and that the Board would invite public comments after each step.

Dr. Heinz then invited Hodges Loizzi attorneys Tony Loizzi and Kerry Pipal to walk the Board through the draft IGA. Ms. Pipal noted that the review would work from the Niles version, and that differences to the Park Ridge version would be pointed out. She worked through each page and paragraph individually; she and Mr. Loizzi responded to Board member questions throughout.

Every section was thoroughly addressed; Board discussion focused primarily on these areas:

- Paragraph 3/Assignment and Selection of the SRO - Ms. Pipal pointed out the key difference between Niles and Park Ridge is that Niles Police will have one officer designated to serve as the SRO for Emerson Middle School. In contrast, Park Ridge will provide one or more police officers to serve as SRO at Lincoln Middle School; the agreement provides a mechanism for the District to review and select the individuals. Park Ridge Chief Frank Kaminski and Niles Police Commander Bob Tornabene joined the discussion to provide further information and engage with the Board in discussion about: staff within their departments available for assignment as an SRO now and potentially in the future; qualifications and training of SRO officers; substituting SRO if designated officer is unavailable; the complaint process available to be followed in the event of a complaint raised about an SRO through the Uniform Grievance Procedure and through the Police Department standard methods, and whether District 64 could be notified of complaints; and related topics.
- Preamble - The Board discussed whether to add a statement of the mission of the SRO program as as “Whereas” clause to clearly define the program, which is focused on providing education and resource services.
- Paragraph 8/Program Review - All were in agreement that program evaluation would be important; various methods of evaluating the program were discussed and the types of data that could be collected. Mr. Loizzi pointed out that data collection and metrics would not need to be included in the IGA only if the District needs the cooperation of the City or Village to gather or provide; otherwise if the data is collected by District 64 it does not need to be included within the IGA language. Dr. Heinz reviewed the collection of data through activity logs, co-teaching lessons, etc. that would be collected as the program is structured with middle school administrators. Some level of survey data from students pre- and post-introduction of the SRO is

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expected to be obtained when the pilot program is launched.

- Exhibit B/ Duties and Responsibilities of SRO Officer - Dr. Heinz and Ms. Pipal confirmed that the list is intended to be exhaustive and explicit, and defines the SRO's role and focus on education and resource responsibilities at the schools under the direction of the school principal. Further discussion ensued concerning notification of parents included in the section on distinguishing disciplinary misconduct to be handled by school officials from criminal offenses to be handled by the Police Department.

Ms. Pipal noted that the District also would establish a Reciprocal Reporting Agreement with the Village of Niles; one is already in place with the City of Park Ridge.

Board President Borrelli then invited comments from the public, which were received as follows:

- Adam Thompson, parent, questioned when the SRO would be expected to provide enforcement assistance while at the school if needed.
- George Monical, parent, encouraged the collection of data from students to measure the effectiveness of the SRO program.
- Lorena Fisher, parent, pointed out the need for the SRO to be cognizant of behaviors of students with special needs and have a plan for interacting with these students.

Board members discussed whether adding more explicit language addressing special needs students would be helpful to add to the IGA. Dr. Heinz, legal counsel, panelists and the middle school principals confirmed District 64's current practices in place related to special education student behavior when intervention may be needed by school administrators and staff. It was confirmed that an SRO would be expected to adhere to the duties as stated in the IGA, and defer to school administrators in almost all circumstances so that it would be handled as a school issue by administrators.

- Ginger Pennington, parent, urged the Board to devote resources to providing more trained psychologists and social workers instead of an SRO.
- Janessa Nichols, resident, addressed the Board concerning the need for and goals of the SRO program.

At 7:21, Board President Borrelli recessed the meeting. The meeting resumed following a short break.

Turning to the Ekl, Williams memo, Board President Borrelli thanked Board member Biagi for recommending the involvement of Ekl, Williams & Provenzale to assist the Board in reviewing the proposed IGA. He invited Mr. Pat Provenzale to review the legal memo prepared for the Board.

Mr. Provenzale provided an overview of his goals to provide information to the Board on what are best practices and how this affects the writing of an IGA to mitigate if not entirely eliminate the risks that can be associated with placing police officers in schools and the differing roles that an SRO can play. He

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noted that the District’s intent is to focus on the educator-counselor role of an SRO, and that he used that prism when reviewing the IGA. He noted that his goal was to provide the Board with a best practices audit and what is generally accepted in the U.S. to place an SRO at a school, and that the report cited many sources of information.

Board President Borrelli invited Board members to ask Mr. Provenzale their questions. Board discussion focused primarily on these strategies or recommendations provided in the report:

- Recommendation B/Assignment of more than one person as the SRO and selection process of SRO - The discussion carried forward from earlier in the meeting as to the differences between Niles and Park Ridge Police in the staff available for assignment as SRO. Mr. Provenzale noted that if the Board accepts this limitation, then there are strategies to mitigate the potential impact of having more than one individual serve in that role. Park Ridge Police Chief Kaminski confirmed the current staffing constraints at Park Ridge and potential changes to that in the future, but could not commit to providing a single officer. He noted that if the SRO program were ever to be made full-time as in District 207, that would be a different type of assignment rather than the current model for D64 of 8-10 hours per week. The Ekl, Williams recommendation on the selection process for the SRO to include community representation was also discussed. Dr. Heinz noted the participation by parents in the interview process of final candidates for administrative positions. Mr. Loizzi pointed out that the Ekl, Williams proposal could be modified to include consultative feedback similar to the administrative interview process rather than be subject to a majority vote.
- Recommendation C/experience and training of SRO - Board members discussed whether the current level of educational attainment of the Niles and Park Ridge Police was sufficient for the educational aspects of the SRO’s role working alongside certified staff, and the other types of training and experience that would be useful for those selected for the SRO role to have.
- Recommendation D/complaint process - Mr. Provenzale pointed out a legal question that should be explored further is the status of the SRO as an agent of the District or as an independent contractor. Following clarification of procedures by the two police departments and further Board discussion, Mr. Provenzale noted that the current complaint procedures and interpretation of the statutes by the police appear sufficient to provide individuals the means to file complaints about an SRO.
- Recommendation F/”exigent circumstances” compared to “real and immediate threat,” and school office - Understanding that there is case law under the Fourth Amendment that would be more familiar to police officers concerning “exigent circumstances,” Mr. Loizzi recommended that to eliminate any ambiguity the exigent language should be adopted in the draft. He also confirmed that the Illinois School Code already addresses the concerns raised by Ekl, Williams related to the SRO using the school as a booking station.

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The Board then returned and continued its previous discussion regarding the potential interaction of an SRO with a special education student experiencing a behavioral issue. During the discussion, Mr. Padavic confirmed that each school has a crisis team with educators trained to de-escalate behavioral issues with special education students who are summoned immediately to such situations as they may arise.

Board President Borrelli invited comments from the public, which were received as follows:

- Alice Dobrinsky, parent, urged the Board to clarify and publicize the specific goals and mission of the SRO program.
- Lorena Fisher, parent, addressed the Board about whether there is a need for an SRO program.

In response to these concerns expressed about whether D64 has a discipline problem with students at its middle schools, Dr. Heinz, Lincoln Principal Dr. Tony Murray, Emerson Principal Dr. Jim Morrison and Assistant Principal Tim Benka all affirmed that the level of behavior issues experienced in District 64 is consistent with the expected issues confronted typically in middle schools, that D64 students are well behaved, and that incidents are similar to or even lower than they have experienced in their work in previous districts, or during their lengthy career in D64 for Mr. Benka. They also reported that police had been helpful in addressing vaping as a current concern in the community, and that the SRO would be a positive addition. Several Board members also related positive impact of police working with youth in the community, noting the SRO program at Maine Township High School District 207 and the way police had interacted with youth during the summer to quietly and effectively help the youth themselves deescalate with their peers a potential disturbance when a large group of young people had gathered.

Further public comments were received:

- Alice Dobrinsky, parent, again addressed the Board and reiterated that the goals for an SRO program should be clearly communicated to parents.

Several Board members and Dr. Heinz confirmed that the SRO role is educational-resource focused, and that the IGA is being drafted to clearly address this.

APPROVAL TO COMPLETE SCHOOL RESOURCE OFFICER INTERGOVERNMENTAL AGREEMENTS WITH THE CITY OF PARK RIDGE AND VILLAGE OF NILES

Board members reached consensus to move forward to edit the draft IGA as discussed this evening, and will confirm the areas to be addressed on a summary list that Dr. Heinz was asked to circulate to the Board. Mr. Loizzi and Ms. Pipal also were asked to update the IGA and provide a “red line” draft showing revisions for the Board’s further review at an upcoming meeting and to share the draft with Ekl, Williams.

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ADJOURNMENT TO COMMITTEE-OF-THE-WHOLE: FINANCE

At 9:13 p.m., it was moved by Board member Sanchez and seconded by Board member Biagi to adjourn to a Committee-of-the-Whole: Finance not to return to the special Board meeting.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

President

Secretary

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**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Committee-of-the-Whole: Finance Meeting held at 8:30 p.m.
February 20, 2018
Jefferson School - Multipurpose Room
8200 N. Greendale Avenue, Niles, IL 60714**

Board President Anthony Borrelli called the meeting to order at 9:29 p.m. Other Board members in attendance were Fred Sanchez, Larry Ryles, Tom Sotos, Rick Biagi, Mark Eggemann, and Eastman Tiu. Also present were Superintendent Laurie Heinz, Chief School Business Official Luann Kolstad, Assistant Superintendent for Human Resources Joel T. Martin, Assistant Superintendent for Student Learning Lori Lopez, Director of Innovation and Instructional Technology Mary Jane Warden, Director of Facility Management Ron DeGeorge, Interim Director of Student Services Mike Padavic, Public Information Coordinator Bernadette Tramm, Board legal counsel Tony Loizzi of Hodges, Loizzi, and about 20 members 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 noted. Or, reports may be obtained through the District 64 Educational Service Center, 164 S. Prospect Ave., Park Ridge.

Board President Borrelli said the purpose of the meeting was to discuss enrollment and recommendations for 2018-19 at Emerson, Lincoln and Washington schools, and to discuss and review recommendations to retrofit/replace two zones of Carpenter School's HVAC summer 2018.

Discussion of Enrollment and Recommendations for 2018-19 Emerson, Lincoln and Washington Schools

Dr. Martin noted that every year at this time the District reviews enrollment projections and analyzes building capacity for the upcoming school year. Based on that review, he reported that the District expects space challenges at both Emerson and Washington for the 2018-19 school year.

For Emerson, Mr. Martin reported that enrollment for 2018-19 is expected to exceed the current classroom capacity by one section. Lincoln does not currently face the same enrollment pressure and space constraints. A wide range of potential options to handle Emerson's space needs were discussed with the Board, along with the benefits and challenges for each option, including: exceeding the class size guidelines and adding teaching assistant support; putting a "program on a cart;" adding mobile classrooms; changing the purpose of existing space within the building; or changing school boundaries to balance enrollment among schools. Regarding a potential boundary change, discussion focused on offering an option for Carpenter School families to

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attend Lincoln for grades 6-8; maps of a past “option zone” that had previously been used and the potential new zone that could be considered were also reviewed. The District confirmed that busing would be provided to students in that area to Lincoln, among other safety improvements such as additional crossing guards for Touhy. Regarding reuse of existing space, discussion focused on the option of creating a classroom within the Learning Resource Center (LRC), which was identified as the most compatible area in the building. CSBO Kolstad and Studio GC architect Rick Petricek presented a preliminary sketch of how the LRC could be configured to add a classroom, and to update the remainder of the space into a flexible learning area similar to the Lincoln LRC’s new model. CSBO Kolstad also reviewed a potential budget for the classroom and LRC remodeling.

Following this review, the Board consensus was to focus exclusively on providing a single classroom within the LRC and postpone remodeling of the remaining area. CSBO Kolstad will provide a revised estimate at the next meeting, and confirmed that Board action also would be requested so that the work can be completed in summer 2018. In conjunction with this step, the Board also affirmed the proposal to survey current Carpenter 5th grade families to determine their interest in attending Lincoln Middle School instead of Emerson for grades 6-8 beginning in 2018-19, which could potentially alleviate some of the pressure going forward in future years.

Turning to Washington School, Mr. Martin reported that enrollment is being carefully monitored and might exceed the school's current homeroom capacity by 1 or 1.5 sections. Several potential solutions that might be considered were discussed on a preliminary basis, such as repurposing a classroom and placing a program on a cart, among other options. Following further discussion, the consensus was for the District to continue monitoring enrollments carefully through the spring before determining whether any changes would actually be required for 2018-19. Further, the District pointed out that a boundary study and a full-day kindergarten study also would be conducted as part of the *2020 Vision* Strategic Plan.

Discussion and Recommendation to Retrofit/Replace Two Zones of Carpenter HVAC Summer 2018

CSBO Kolstad reported that due to continuing problems with the HVAC system now in its fifth year of operation, the District's engineering consultant is recommending the replacement//retrofitting of zones 2 and 3 that primarily serve grades 3-5 classrooms and the office, which have consistently experienced the most problems. CSBO Kolstad introduced Jeff Chamberlin of 20/10 Engineering Group, who thoroughly reviewed the details of how the current system operates and the proposed remedy; he responded to Board member questions throughout this presentation and discussion. Carpenter Principal Balduf offered his insights about the ongoing HVAC issues at the school. CSBO Kolstad reported that the proposed project is estimated at \$1.5 million and could be completed in summer 2018. She confirmed that the goal is to re-use as much of the current system as possible while still increasing reliability. CSBO

Kolstad confirmed that the Board will be asked to authorize the preparation of construction documents for the proposed work at the February 26 regular meeting in order to get the work completed in summer 2018. In addition, she noted that she would be asking for authorization to purchase up to \$120,000 for the proposed classroom units to be installed that require a longer lead time to order.

At 11:33 p.m., it was moved by Board member Biagi and seconded by Board member Sanchez 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

- **Middle School Review Update** A-4
-- Assistant Superintendent for Student Learning

- **Discussion of Child Care with Confidence Lease/Jefferson Space** A-5
-- Chief School Business Official

- **Begin Discussion on 2018-19 Administrative Salaries** A-6
-- Superintendent

- **Discussion of New Radio System in District** A-7
-- Chief School Business Official

- **Discussion and Update on Proposal for Park Ridge Park District Emerson Soccer Field Lighting** A-8
-- Chief School Business Official

- **Approval of Washington Playground Bid** A-9
-- Chief School Business Official Action Item 18-04-8

- **Approval of Lincoln School Mechanical Equipment Bid** A-10
-- Chief School Business Official Action Item 18-04-9

- **Approval to Purchase Lawnmower and Bobcat** A-11
-- Chief School Business Official/
Director of Facility Management Action Item 18-04-10

- **Approval of Side Letter to the 2016-2020 Collective Bargaining Agreement Between the Board of Education and the PREA regarding Voluntary Early Retirement Incentive Plan** A-12
-- Assistant Superintendent for Human Resources Action Item 18-04-11

- **Recommendation and Approval of Personnel Report** A-13
-- Board President Action Item 18-04-12

- **Consent Agenda** Action Item 18-04-13 A-14
-- Board President
 - Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending March 31, 2018
 - Review of Audio Closed Minutes
 - Destruction Audio Closed Minutes (none)

- **Approval of Minutes** Action Item 18-04-14 A-15
-- Board President
 - Committee-of-the-Whole: Special Education
Parent Meeting -----April 11, 2018
 - Regular Board Meeting -----March 12, 2018
 - Closed Session Meeting -----March 12, 2018
 - Committee-of-the-Whole: Special Education ----March 7, 2018
 - Regular Board Meeting -----February 26, 2018
 - Closed Session Meeting -----February 26, 2018

• **Other Discussion and Items of Information**

-- Superintendent

- Upcoming Agenda
- District Committee Update (Elementary Learning Foundation)
- Memorandum of Information (None)
- Minutes of Board Committees (None)
- Other (None)

• **Adjournment**

Next Meeting:

Wednesday, May 2, 2018

Committee-of-the-Whole: Special Education Parent Meeting - 6:30 p.m.

Lincoln School-LRC

200 S. Lincoln Avenue

Park Ridge, IL 60068

Next Regular Meeting:

Monday, May 21, 2018

Regular Board Meeting – 7:00 p.m.

Emerson School-Multipurpose Room

8101 N. Cumberland 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.

PARK RIDGE-NILES SCHOOL DISTRICT 64
164 S. PROSPECT AVENUE
PARK RIDGE, IL 60068

**Note to Requester: Retain a copy of this request for your files. If you eventually need to file a Request for Review with the Public Access Counselor, you will need to submit a copy of your FOIA request.

Date Requested: 2/26/18

Request Submitted By: E-mail U.S. Mail Fax In Person

Name of Requester: Alice Dobrinsky

Street Address: [REDACTED]

City/State/County Zip (required): [REDACTED]

Telephone (Optional): [REDACTED] E-mail (Optional) [REDACTED]

Fax (Optional): _____

Records Requested: *Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

All emails / letters / memos from parents and d64 taxpayers to the board and administration
in support of the proposed SRO pilot program at d64.

Do you want copies of the documents? YES or NO
--Do you want electronic copies or paper copies? Electronic
--If you want electronic copies, in what format? .pdf

Is this request for a Commercial Purpose? YES or NO
(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? YES or NO
If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-
Date Requested _____
Date Due _____



Bernadette Tramm <btramm@d64.org>

FOIA Request - Park Ridge School District 64 - WAN Optimization Project (LAN-TEL Communications)

1 message

Jodi Frailey <JFrailey@iiffc.org>

Mon, Feb 26, 2018 at 3:43 PM

To: "lkolstad@d64.org" <lkolstad@d64.org>, "btramm@d64.org" <btramm@d64.org>

To Whom it May Concern:

Pursuant to the Illinois Freedom of Information Act (5 ILCS 140/1 et. Seq.), the Indiana, Illinois, Iowa Foundation for Fair Contracting (III FFC) respectfully requests the following information regarding the **WAN Optimization Project / Directional Boring and related work performed in February 2018 by LAN TEL Communications:**

1. Please provide a copy of the bid advertisement or a request for proposal
2. Please provide a copy of the bid tabulations and specifications
3. Please provide copies of the contracts or agreements with a list of subcontractors for the project and a start and anticipated end date.

As a not-for-profit organization serving the public interest, we respectfully request the waiver of any fees for copying the requested records. If there are any fees, please bill our office and provide us with your public agency's statutory compliant schedule of allowed fees. Once received, we will remit payment for the requested material. Please send the requested documents to the address listed on this request. If any portion of this request is denied, please cite the specific exemption(s) that allows the denial. If the public agency has an appeal procedure, please provide the name, title and address of the person to whom the appeal should be sent.

We appreciate your handling this request as soon as possible and we look forward to hearing from you within the limits allotted by the law. This information is not for use for commercial or solicitation purposes.

Respectfully yours,

Jodi Frailey

Assistant Director, Field Operations

**Indiana, Illinois, and Iowa Foundation
for Fair Contracting**

6170 Joliet Road, Suite 200

Countryside, IL 60525

ph: 708-548-4905

fax: 815-254-3525

email: jfrailey@iiffc.org

web: iiffc.org





Madelyn Wsol <mwsol@d64.org>

FOIA Request

1 message

Jonathan Biancardi <Jonathan_Biancardi@deanfoods.com>
To: "mwsol@d64.org" <mwsol@d64.org>

Fri, Mar 2, 2018 at 2:38 PM

Hello Madelyn:

I'm requesting records for the 2017 bid for the school district's milk business.

Thank you!

Jon Biancardi

Foodservice Division Manager

Dean Foods

m: 219-616-4842

a: 3600 N. River Rd.

Franklin Park, IL 60131

e: jonathan_biancardi@deanfoods.com



To: Members of the Board of Education
From: Dr. Laurie Heinz, Superintendent
Mike Padavic, Interim Director of Student Services
Date: March 12, 2018
Re: Special Education Audit

Mr. Padavic and I have interviewed external auditors in an effort to identify a firm able to conduct a comprehensive special education audit in District 64. The audit is intended to provide a “baseline” of the current operations of special education functions within District 64’s Student Services Department, with the goal of identifying areas of strength as well as opportunities for improvement going forward.

We have entered into an agreement with Lisa Harrod of LMT Consulting to conduct the District 64 Audit. What resonated most with us about the LMT Consulting audit process is the ability for them to customize the components within the audit to meet our needs; the way in which they interview stakeholders; the survey process that allows stakeholders that cannot participate in focus groups to contribute their thoughts; and their understanding of the power of the co-teaching model as well as their inclusive classroom mindset.

We are working with Mrs. Harrod to create a viable timeline that will allow active and in-depth participation of general as well as special education teachers; building and central office administration; parents; and Board members. Factoring in spring break, the anticipated timeline is for LMT to be in-District beginning in April. LMT Consulting will be introduced to special education parents at the previously scheduled D64 Special Education Parent Support Group meeting on Wednesday, April 11. We are targeting a findings report to the Board at the May 21, 2018 regular Board meeting.

As part of its audit, LMT Consulting is expected to delve into many areas, such as:

Parent and Staff Outreach

- LMT Consulting will facilitate structured interviews for both parents and staff during on-site visits and provide a report outlining information shared by participants that highlights strengths and areas of focus.
- All special education parents will have an opportunity to complete a parent survey.

- Staff will be surveyed around topics such as curriculum, programs, delivery model, professional development delivered and still needed, and accolades as well as climate within the department.
- Data from these surveys will be compiled into a Findings Report.

Materials Review

- Review the availability of intervention programs to ensure staff have a variety of options to address student needs.
- Review instructional classroom curricular materials and make suggestions for potential supplemental resources.
- Ascertain whether appropriate professional development regarding materials has been provided to support implementation.

Continuum of Services and Process Review

- Review District 64’s Continuum of Services as related to placement of students in the Least Restrictive Environment (LRE).
- Review organization of instructional program across the District.
- Review the Multi-Tier System of Supports (MTSS) process and paperwork.
- Review social emotional supports available at all three tiers and how needs are addressed/supported through the MTSS process.
- Review effectiveness of writing and implementing appropriate functional behavior assessments (FBA) and Behavior Intervention Plans (BIP).
- Review the pre-referral process and steps leading to special education eligibility.
- Review a sampling of IEP files at all buildings to ensure compliance and determine if additional staff training is needed.
- Review a sampling of files to ensure goals and objectives are legally defensible.
- Review related services (such as speech/language, occupational therapy) practices and service delivery.
- Review IEP meeting logistics and roles of parents and team members in the process.

Professional Development

- Evaluate professional development needs and future offerings, as well as trainings staff have already engaged in.
- Engage staff in discussion on “Big Ideas” for the Department moving forward.
- Review the District’s co-teaching design and discussion of suggested improvements for sustainability.
- Review PT3 outcomes related to vision and mission for the Department aligned to the existing vision and mission statement for District 64 -- *Inspire every child to discover, learn, achieve and care.*