

Inspire every child to



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

Regular Board Meeting Agenda
Monday, May 21, 2018
Emerson School – Multipurpose Room
8101 N. Cumberland Avenue
Niles, IL 60714

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

TIME

APPENDIX

- 5:30 p.m. **Meeting of the Board Convenes**
- Roll Call
 - Introductions
 - Opening Remarks from President of the Board
- 5:30 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 the setting of a price for sale or lease of property owned by the District. 5 ILCS 120/2(c)(6).
- 6:00 p.m. • **Board Adjourns from Closed Session and Recesses to Student Technology Showcase**
- 7:00 p.m. • **Board Resumes Regular Board Meeting**
- **Pledge of Allegiance and Welcome**
-- Dr. Jim Morrison, Principal Emerson School
 - **Public Comments**
 - **Appointment of Washington Elementary School Assistant Principal** A-1
-- Superintendent **Action Item 18-05-4**
 - **Recognition of Student Awards** A-2
-- Assistant Superintendent for Student Learning

- **Recognition of Emerson Middle School - Horizon School to Watch** A-3
-- Superintendent
- **Recognition of Tenured Teachers** A-4
-- Assistant Superintendent for Human Resources/PREA President
- **Elementary Learning Foundation (ELF) Grant Awards** A-5
-- Superintendent/ELF Chairperson Ellen Zywickiel
- **Interim Director Findings and Recommendations for Special Education 2018-19 and LMT Consulting Special Education Audit Report** A-6
-- Interim Director of Student Services/ LMT Consultants
- **Coordination of PTO/A Donations** A-7
-- Chief School Business Official
- **Approval of Construction Bids for Summer 2018:** A-8
-- Washington Playground **Action Item 18-05-5**
-- Chief School Business Official/Director of Facility Management
- **Discussion of Mission Statement for School Resource Officer Intergovernmental Agreements** A-9
-- Superintendent/Board Attorney Hodges Loizzi
- **Discussion of Revisions to the Draft School Resource Officer Intergovernmental Agreements** A-10
-- Superintendent/Board Attorney Hodges Loizzi
- **Approval of Asbestos Abatement Project at Carpenter Elementary School** A-11
-- Chief School Business Official **Action Item 18-05-6**
- **Recommendation and Approval of Personnel Report** A-12
-- Board President **Action Item 18-05-7**
- **Consent Agenda** **Action Item 18-05-8** A-13
-- Board President
 - Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending April 30, 2018
 - Resolution #1202 to Transfer Funds from the Education Fund to the Debt Service Fund for Leases
 - Resolution #1203 to Transfer Funds from the Operations & Maintenance Fund to the Debt Service Fund for Debt Certificates
 - Approval of Final Calendar for 2017-18
 - Approval of Regular Board Meeting Dates for 2018-19
 - Destruction Audio Closed Recordings (none)
- **Approval of Minutes** **Action Item 18-05-9** A-14
-- Board President
 - Closed Session Meeting -----May 2, 2018

- Closed Session Meeting -----April 23, 2018
- Closed Session Meeting -----April 11, 2018
- Special Board Meeting -----April 11, 2018
- Regular Board Meeting -----March 12, 2018
- Closed Session Meeting -----February 26, 2018

• **Other Discussion and Items of Information**

A-15

-- Superintendent

- Upcoming Agendas
- Freedom of Information Act (FOIA) Requests
- District Committee Update (Elementary Learning Foundation, Traffic Safety, PTO/A Presidents' Meeting)
- Memorandum of Information (none)
- Minutes of Board Committees (None)
- Other (none)

• **Adjournment**

Next Meeting: **Monday, June 11, 2018**
 Special Board Meeting – 6:00 p.m.
 Committee-of-the-Whole: Budget - 7:00 p.m.
Jefferson School – Multipurpose Room
 8200 Greendale Avenue
 Niles, IL 60714

Next Regular Meeting: **Monday, June 25, 2018**
 Public Hearing on Resolution to Authorize a Permanent Interfund Transfer-6:45 p.m.
 Regular Board Meeting – 7:00 p.m.
Jefferson School-Multipurpose Room
 8200 Greendale Avenue
 Niles, IL 60714

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.

Appointment of Washington Elementary School Assistant Principal

ACTION ITEM 18-05-4

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Janet Van Arsdale as the Assistant Principal at Washington Elementary School effective July 26, 2018 based on the recommendation of the Superintendent and not upon the Board's direct knowledge regarding the individual selected for appointment at a salary of \$88,000.00.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

TO: Board of Education
Dr. Laurie Heinz, Superintendent
FROM: Dr. Lori Lopez, Assistant Superintendent for Student Learning
DATE: May 21, 2018
RE: Recognition of Student Awards

Every May, it is our pleasure to honor students who deserve special recognition for their outstanding accomplishments. This year, District 64 is proud to acknowledge the achievements of students in the following categories:

YOUNG AUTHORS

More than 450 writers -- believed to be an all-time record -- contributed their works to our 2018 program! Interest is soaring in this annual creative writing competition, which has seen participation grow dramatically over the past several years. Students are invited to write and illustrate an original fiction short story independently at home.

The District-level winners were selected from a pool of outstanding school winners at every grade level. This year's outstanding Young Authors and the titles of their works are:

- Kindergarten: Franklin student Kate Morriss, *Kate's Big Adventure*
- 1st Grade: Franklin student Kylie Liu, *The Color of Spring*
- 2nd Grade: Washington student Sean Ricard, *Andy's Adventure*
- 3rd Grade: Roosevelt student Nicholas Calderon, *The Black Widow*
- 4th Grade: Carpenter student Avery Lamplota, *Dragonclaw: The Last Egg*
- 5th Grade: Field student Selah Kim, *The Silver Eyes*
- 6th Grade: Emerson student Annika Johnson, *The Capsized*
- 7th Grade: Emerson students Vivian Hein and Jessica Kenyeri, *The Mystery Under the Water*
- 8th Grade: Lincoln student Jayce Lassa, *The Great War of 2172*

Our District Young Author winners were also eligible to attend the Illinois Statewide Young Author's Conference on May 19, 2018. Four of our 10 winners registered to attend this event.

DISTRICT SPELLING BEE

Each school conducted its own spelling bee to select the top 3 spellers in grades 3-8 to participate in the District 64 competition. The District 64 Spelling Bee included 21 student contestants, and was held in January at Washington School. It lasted 11 rounds, including a mix of both vocabulary rounds and traditional spelling rounds. First place winner, Aki Stanojevic, a fifth grader at Franklin, spelled the word "bandit" correctly to capture the championship over his classmate Nathan Kapetanou, also a 5th grader at Franklin School, who took second place. A three-way tie for third place emerged during the 8th round. The third place finishers were:

Nathan Brozell, Emerson Middle School, grade 8; Emma Baumann, Washington School, grade 3; and Charlie Warner, Carpenter School, grade 4. Aki Stanojevic went on to represent District 64 at the North Cook Regional Bee, where he proudly represented District 64.

CRAYOLA ART AWARD

Field School is pleased to recognize the artwork from two students selected by Crayola through its national “Art Energizes STEAM” 2017-18 art exhibition. The art was created in teacher Julie Voigt’s art club, where students were inspired by Crayola idea starters inviting them to connect their art with science, technology, engineering and math. All projects were completely student-led and included a written component. The two students honored are:

- Fourth grader Evangeline Sophia Feucht’s artwork, "Precious Metal Rocket," was selected to be professionally framed and added to the curated, permanent collection of student artwork on display at the U.S. Department of Education in Washington, D.C. and the Department's regional offices.
- Fifth grader Kinnison Scout Ward's artwork, “Galaxy,” was selected to be included in Crayola education resources.

MUSIC AWARDS

Illinois Music Educators Association (ILMEA) - Instrumental

Instrumental Music Curriculum Specialist Brian Jacobi recommends that the following students be recognized for their participation in ILMEA instrumental music groups this year. ILMEA sponsors a yearly music festival for nine regions in the state. Our region ranges from the northern Chicago border to Wisconsin, and Lake Michigan to Woodstock. Each year, approximately 50 schools in this region send their finest students to audition for a position in this all-star ensemble.

District 64 students selected to participate this year following rigorous auditions are:

- Joseph Boyd, Grade 7, Emerson Middle School
- Kyungsoo Chon, Grade 7, Emerson Middle School
- Declan Cunningham, Grade 7, Emerson Middle School
- Charlie Doubleday, Grade 7, Emerson Middle School
- Nathan Fernando Munoz-Lo, Grade 8, Emerson Middle School
- Zachary Hassman, Grade 7, Lincoln Middle School
- Tommy Locascio, Grade 8, Lincoln Middle School
- Benjamin McCarrick, Grade 8, Lincoln Middle School
- Isabella Staar, Grade 6, Mary Seat of Wisdom/Lincoln Orchestra Program
- Timothy Wilcox, Grade 8, Emerson Middle School

SPECIAL OLYMPICS

Twelve students from Lincoln and Emerson middle schools as well as Field School participated in this competition on Sunday, April 22 at Prospect High School in Mt. Prospect. This was Field School’s first opportunity to participate; we hope to expand to include all schools in the future.

- Teacher Casey Gibbons coached Lincoln’s team, and reported that students received multiple bronze, silver, and gold medals! Congratulations to Caitlin Sanchez, Jake Besenjak, and Jane Kracik.
- The “Field Flyers” representing Field rocked it - congratulations to students Peter Spiewak, Kiki Tesija, and Enzo Federico and thank you to coaches Samantha Meza and Sally Ann Civinelli.
- Emerson’s team was coached by teachers Aaron Schauer and Karen Hess. Congratulations to Katelyn Niles, Victoria Placek, Matthew Vanderpoel, Jack Murphy, Brandon Tremaglio, and Alex Navez.

EAGLE SCOUT PROJECTS

Eagle Scout is the highest achievement in the Boy Scouts of America program. The Eagle Scout must complete an extensive service project that the Scout plans, organizes, leads, and manages. This year, District 64 schools benefited from projects organized by two scouts, both Roosevelt alumni and current Maine South students:

- Christian Foss led a project to restore the large, painted USA map on the blacktop at Roosevelt School at the start of the school year. The map had disappeared when the area was resurfaced. Students are enjoying a resource guide he also created for fun learning during recess. Our fourth grade teachers also have used the map in their geography unit.
- Griffin Annis built a specially designed cart for Franklin and Roosevelt schools that holds 26 ukuleles, providing safer and better organized storage. Students are enjoying the opportunity to take and return their ukuleles themselves. Better organization means students now enjoy more time for making music!

CHORAL PERFORMANCES

General Music Curriculum Specialist Terry Broeker would like to recognize several District choral groups who performed in our community this year. These students will not be in attendance at the Board of Education meeting.

Activities at the elementary school level included:

- The **Carpenter School** Chorus, under the direction of Cynthia Seputis, performed at the annual Carpenter School Holiday Sing and at their annual Spring Concert. Students also presented the music of Carl Orff at Northwestern University in the fall.
- The **Franklin School** Chorus, directed by Colleen Carlson, delighted audiences at their annual concerts as well.
- In November, the **Field School** 4th and 5th Grade Chorus students performed The Star-Spangled Banner at a Board of Education meeting. 4th and 5th Grade Choruses also performed a medley of dance songs at a Chicago Wolves game in November. Both choruses also performed a spring concert at Field School for their families and the Field community. The 4th Grade Chorus is directed by Jenny Johnson and the 5th Grade Chorus is directed by Alaina Knapp.

- The Fourth and Fifth Grade Chorus from **Roosevelt School**, directed by Jessica Kwasny, started the year singing at the Park Ridge Commemoration of 9/11 in front of City Hall. In November, they also sang their Patriotic Songs for the Veterans Day assembly at Roosevelt. They joined the Washington and Field choruses to perform at the Chicago Wolves Game in November. Both groups sang at Roosevelt's Holiday Sing, and the annual Spring Chorus Concert as well.
- The Fourth and Fifth Grade **Washington School** Choruses directed by Mrs. Alaina Knapp also performed at the Chicago Wolves Game in November, the annual Holiday Sing, and Spring concert. The Washington chorus collaborated with the Lincoln chorus to perform patriotic music at the Police Memorial on May 14.

Activities at the middle school level included:

- In addition to performing at the Police Memorial with the Washington chorus, the **Lincoln Middle School's** choruses directed Tami Nardi sang at the Golf Mill Mall Sounds of the Holidays, the ESC, the Park Ridge City Hall, Mariano's, and The Summit of Park Ridge. The Sixth Grade Chorus, Swing Choir and Concert Chorus also joined the Emerson choruses for their December and April concerts. The choruses joined the Emerson choruses for a combined choral clinic in April.
- In October, the **Emerson Middle School** 7/8 Singers directed by Terry Broeker performed for the D64 Retiree Breakfast. They caroled for the Harp and Fiddle patrons, the Park Ridge Library patrons, and the Park Ridge Winterfest in November. In December, they were joined by the Sixth Grade Chorus under the direction of Mike Kennedy caroling at Mariano's, the Resurrection Presence Center, Golf Mill, and the winter assembly. The Mary Poppins casts entertained the Emerson families at the annual open house. Next came four brilliant performances of "Mary Poppins" performed by two separate casts directed by Terry Broeker. Their performances included an afternoon presentation for the fifth grade students from Carpenter, Field, and Franklin. The choruses also performed at the elementary schools in April. At the annual Music assembly, the choruses combined with both the Symphonic Band and Concert Orchestra to perform music from Moana, The Greatest Showman, Dear Evan Hansen, and High School Musical. They ended the year with an Open Mic performance at the annual school Ice Cream Social.
- The **District 64 Honors Chorus**, a collaboration of Emerson and Lincoln middle school singers, competed in the Music in the Parks Festival on May 5. For the third year in a row, the Chorus once again earned the highest rating, Superior! The District 64 Honors Chorus is directed by Mike Kennedy, Tami Nardi, and Terry Broeker.

TECH 2018 SHOWCASE

Roosevelt School fifth graders Claire Lisowski and Kara Chaplin, representing a group of 16 fifth grade leaders known as the TechXperts, headed to Springfield on Thursday, May 10 to participate in the "Students for the Information Age" TECH 2018 event at the Illinois State Capitol Building. TECH 2018 is a not-for-profit initiative presented by Illinois Computing Educators (ICE) that highlights the crucial role that technology plays in education.

The students were accompanied by Roosevelt Instructional Technology Coach Tiffany Costa and Principal Kevin Dwyer, and joined hundreds of other students and teachers from throughout the state. The students demonstrated for members of the Illinois State Senate and House of Representatives along with the public the creative ways technology is being used to enhance and accelerate student achievement.

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Date: May 21, 2018
Re: Recognition of Emerson Middle School - *Horizon School to Watch*

We are pleased to announce that Emerson Middle School has been redesignated for a fourth time as a *Horizon School to Watch* by the Association of Illinois Middle-Grade Schools and the National Forum to Accelerate Middle-Grades Reform. As a *School to Watch*, Emerson has been found to demonstrate academic excellence, developmental responsiveness, social equity, and organizational structures and processes aimed towards excellence.

Only 15 *Schools to Watch* across the United States have been designated for a fourth time. The award is given on a three-year cycle; Emerson previously garnered the award in 2009, 2012 and 2015.

Tonight, we congratulate the entire Emerson community -- our administrators, staff members, students and their families -- for serving as an inspiring example as the “best of the best” in middle schools across the nation.

We are delighted that Emerson has been able to sustain this elite level of performance for the past nine years and that its “growth mindset” will carry forward these exemplary practices for another three. It is a truly impressive record and places Emerson in the forefront of how middle schools can be perfectly aligned to meet the unique needs of adolescent learners within a nurturing, challenging environment.

Emerson hosted a team of evaluators on January 25, 2018 comprised of administrators from all over Illinois. This team observed and critiqued the school’s practices to determine if it should continue to be a *Horizon School to Watch*. They met with students, parents, staff, and administrators and visited classrooms during their visit.

Principal Jim Morrison reports that when a school is awarded the *Horizon School to Watch* award, it is provided with “stretch” goals to achieve within the upcoming three years before it can reapply for recognition. The purpose is to demonstrate that the school has continued to grow and progress from the previous designation. Feedback on the strengths and suggested areas of growth from this visit will become a focus for Emerson over the next three years. Emerson is fully committed to remaining a leader in middle level education.

Emerson is District 64’s largest school educating about 850 students in grades 6-8 with a staff of about 100.

Recognition of Tenured Teachers

Teacher Tenure List 2017-18

Jessica Caplis, Lincoln/Emerson

Jessica Flores, Emerson

Mary Hallerduff, Jefferson

Max Hellermann, Lincoln

Joan Hoffman, Carpenter

Angela Krischon, Field

Megan Preis, Lincoln

Elizabeth Rihtar, Emerson

Laura Rousakis, Franklin

Julie Vukmarkaj, Franklin



DISTRICT 64 ELEMENTARY LEARNING FOUNDATION 2018 – 2019 GRANTS

Since 1994, ELF has established and supported innovative educational programs by awarding grants to teachers and staff who are committed to excellence in education. This year, more than \$30,000 in grants will be awarded to District 64 schools, advancing ELF's total direct grants to over \$790,000!

Igniting Readers Through Mobility and Synergy

Carpenter School

As the district moves toward a new reader's workshop approach, Carpenter is looking to engage its students in setting goals and building ownership in the reading curriculum. The learning space is an important element in this endeavor – students should have ample opportunities to spread out and read in various positions and methods. The objective of this grant is to grow readers through mobility and energy. With creative chairs (rockers, cubes, cushions, etc.) and tablespaces (markerboards, activity tables, round tables, floor tables, etc.), mobility can be incorporated into learning.

Project-Based-Learning (PBL) Workshop

Carpenter School

As teachers and schools look toward making the learning experience more real-world and genuine, project-based learning stands out as a gold standard model. This three-day *PBL 101 Workshop* by the *Buck Institute for Education* engages participants in learning how to design, assess, and manage a rigorous, relevant, standards-focused project. This grant exposes two Carpenter teachers to a balanced blend of direct instruction, video analysis, hands-on work, resource sharing, and peer collaboration. At the end of the workshop, they will have planned and created a *PBL* unit, received formative feedback from peers and the facilitator and be able to implement next school year.

Creating a Flexible Work Space

Emerson School

The students in a special education classroom have a variety of needs – both academically, physically, emotionally, and socially. This grant helps to develop a more flexible classroom environment which would allow students a work space more suited to their needs. The purchase of standing work desks and exercise ball chairs help enhance their focus, thus creating a more productive and individualized learning environment for all of the students.

Guest Conductor – Randy Sabien

Emerson & Lincoln Schools

Randy Sabien is a jazz violinist, band-leader, clinician, and head of the string department at the McNally Smith College of Music in St. Paul, MN and the author of *Jazz Philharmonic*. This grant will bring Mr. Sabien's expertise to the middle school orchestra students from both Emerson and Lincoln, exposing them to jazz, blues, folk, and funk. Not only will students play and perform many genres of music, but Mr. Sabien will also cover proper rehearsal and performance etiquette and how to improvise. After his visit, a culminating performance will showcase the impact of the grant.

Broadcast Green Screen Room

Field School

Quality broadcasting and video-making abilities enable teachers to allow more creativity and excitement into their lessons. Teachers can create their own movie introductions to lessons, students can choose to create video projects and student-driven news broadcasts can be shown in the classroom and shared with parents and members of the community. Field will be using this grant money to create a dedicated green screen place within their Learning Resource Center, giving each student at Field a unique and creative experience with video-editing and broadcasting.



Family Game Night

The Primary Challenge department will host a game night at Field School introducing a variety of learning games. The objective is to introduce strategic and critical thinking games to first grade students and their families. Board games provide a way for children to explore different ways of thinking, moving, and interacting with friends and family members. Games and puzzles are also ways to engage high ability learners. Eventually, this project will expand to involve all first grade students from all five elementary schools, and the games will be made available to teachers for classroom use.

Field School / Primary Challenge

Dry Erase Whiteboard Activity Table

Some of the most successful entrepreneurs in the world today are working in whatever environment best suits them. It is time for students to be given the opportunity to move away from the desks they have been sitting in since the 1920's. This grant will supply a 4 foot dry-erase whiteboard activity table within the classroom, allowing for more flexible seating and increased student communication and collaboration.

Franklin School

Jefferson School Physical Education Equipment For Gross Motor Development

Jefferson School has recently implemented a physical education program for all of its 3 year-old, 4 year-old, and special needs classrooms. This grant will allow them to purchase portable volleyball nets and large trainer volleyballs that will introduce students to motor activities involving throwing and catching over nets. This new curriculum also teaches students the up-and-down throwing of the ball over the nets, tracking of a ball in the air, concentration to watch and retrieve as it falls, and the joy exhibited and confidence gained when these basic motor skills are performed and mastered.

Jefferson School

Mentoring for Middle School Students

This grant is a mentoring program that meets twice per month for Lincoln Middle School students and Maine South High School students. The goal is for someone, outside of school staff, to build a relationship with the kids and give them a personal mentor connection. This is a unique opportunity for our middle school students to build a relationship with mentors which will enhance the social emotional learning needs of the students.

Lincoln Middle School

Greg Tang, Jr. Visit

ELF, partnering with each elementary school's PTO/PTA, is helping to bring Greg Tang, Jr. of *Greg Tang Math* to Carpenter, Field, Franklin, Roosevelt and Washington to host a day of professional development for teachers and students. The creator of these fun and effective math games would provide hands-on materials and site-based training for all first through fifth grade teachers and classrooms. In addition, Mr. Tang would lead a Family Math Night in the evening. Over the course of the evening, students and families would rotate through 5 different math station – targeting number sense, fact and procedural fluency, and reasoning skills – all while getting excited about math! Mr. Tang will visit for a week and would spend one day and evening at each of the five elementary schools.

All D64 Elementary Schools

TO CONTRIBUTE, VOLUNTEER, OR LEARN MORE ABOUT ELF, VISIT WWW.DISTRICT64ELF.ORG.

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Mike Padavic, Interim Director of Student Services
Date: May 21, 2018
Re: Interim Director Findings and Recommendations for Special Education 2018-19

Mr. Mike Padavic was hired as the Interim Director of Student Services in mid-December 2017, and began his 100-day “expert-in-residence” work. As a veteran administrator, Mr. Padavic was able to immediately identify areas of strength, while also recognizing opportunities for improvement -- both short- and long-term -- and to initiate changes immediately wherever possible.

With the rapidly approaching end to the school year, Mr. Padavic will be completing his assignment with District 64. This report was crafted to capture his key takeaways, recommendations and priority areas of focus for the 2018-19 school year when Dr. Lea Anne Frost takes over the student services helm. The May 21, 2018 meeting is anticipated to be his final opportunity to speak with the Board and share these significant and unique insights from what has been in effect, a 100-day in-depth review/audit of this department.

Also at this meeting, Lisa Harrod of LMT Consulting will review with the Board the Executive Summary (Attachment 1) of her review/audit of the operations of the Student Services department, which was conducted in March-April 2018 with the goal of identifying areas of strength as well as opportunities for improvement going forward. It should be noted that the LMT report is based on information gathered from those who participated in this particular audit, and is not meant to represent the ideas and thoughts of all stakeholders.

We believe that Mr. Padavic’s observations and recommendations from his 100-day assignment with District 64, along with additional perspectives from the LMT team, will be extremely useful to Dr. Frost and administration in prioritizing steps for improvement as the 2018-19 school year gets underway. Finally, Dr. Frost will also make her own assessment throughout the course of her first year to determine a roadmap for the longer term improvement of the department, which is focused on improving student outcomes.

Overall Observations from Mr. Padavic

As Mr. Padavic prepares to wrap up his work with District 64, he offers these overarching observations about the District’s special education program:

- Now ending its third year, the District 64 *2020 Vision* Strategic Plan engages all staff and works to continuously improve offerings for students. One of the goals of the plan was to

ensure that the District works to become a *school system, not a system of schools* as identified through the Consortium for Educational Change (CEC) study in 2015. Much of the work reported by administrators and staff has been focused on the overarching achievement of this goal. The Student Services department is continuing to work toward this goal of creating consistency among all the schools, so that curriculum and educational experiences for students are the same at each building. Dr. Frost will further this work as she begins her tenure in District 64.

- Special education staff members do a great job helping students with significant needs grow to become more independent. Every building can talk about specific students who have shown growth far surpassing the goals that staff initially had for them. Staff members are committed and have helped students achieve to reach their potential. Staff have worked very hard to make sure that students are improving.
- The vast majority of staff members have adopted a growth mindset, which is the foundation of the continuous improvement envisioned in the District's Strategic Plan. These staff members are personally committed to learning and evolving as professional educators and want to do so in partnership with building and district leaders.
- Resources are abundant in District 64, both for staff and students. Staff have ample learning resources, technology, classroom materials, colleagues and peers available to assist them in differentiating instruction successfully. All of these resources together help improve student growth.

STAFFING

Staff Rapport, Meetings and Team-Building

- **Observations from Mr. Padavic**

Mr. Padavic reports that he found a department that had undergone both rapid and second-order change. This was brought about through an intensified effort, led by the previous director, to move the District forward in terms of student achievement of students with identified special needs, compliance, and growth as special educators. Students who had previously spent more time in instructional classrooms are now spending more of their day in the inclusionary setting of general education. More students are now in co-taught classes, which contributed to this important shift in moving students into the Least Restrictive Environment (LRE) as required by law. These changes were necessary, valid and supported by the data compiled in state reports (Educational Environment codes). However, Mr. Padavic observed that *how these changes were implemented in a short period of time by the previous director* has contributed to a lack of “buy-in” from some staff members in this needed shift.

During his first weeks, Mr. Padavic joined Dr. Heinz in staff lounge visits to each school as a “listening and learning tour” to hear first-hand the concerns of staff members, both regular

education and those in student services. Along with department meetings at the staff level, he determined that some relationships had eroded during the past several years under the leadership of the previous director during this time of considerable change. In addition, Mr. Padavic also observed that special education coordinators and the assistant department director were not perceived as being visible and accessible; he reported that the coordinator allocation for the elementary schools was not being provided in the same ratio as the middle school allocation. The District has already been able to address this imbalance, with the Board's recent authorization to hire an additional elementary coordinator for 2018-19. This should help these administrators to be more visible and accessible to staff.

Rebuilding and/or strengthening communication within buildings and across the District has been an immediate focus of Mr. Padavic's activities with District 64 over these several months. Among the steps that have been taken and his recommendations going forward are:

- **Monthly Staff Meetings** - Regular department meetings were not being held. Mr. Padavic initiated monthly staff meetings with the entire special education department, including all related services staff (speech language, OT/PT, social workers, psychologists), special education teachers and the early childhood teachers. **Recommendation:** Continue this practice, so that there is a consistent voice and communication from the department director, and that all staff hear the same message and have an opportunity to raise questions and concerns in real time. Such meetings will also encourage timely two-way communication between teachers and district administration.
- **Weekly Special Education Building Meetings** - Although it is impossible for the director to attend every weekly meeting at each of our eight schools, Mr. Padavic implemented a schedule to attend meetings at least once a month in each building. This allowed him to again hear and learn first-hand what is happening in the building and learn what the building needs are related to students or services. **Recommendation:** This practice should be continued, as it helped build rapport between the building staff and the District office, and quickly identified both common and unique points of action for resources or staffing.
- **Related Service Staff Meeting** - Mr. Padavic initiated regular separate meetings with each of these specialist groups independently to talk about specific concerns related to their particular areas of expertise. These specialists include speech language, OT/PT, social workers, and psychologists. **Recommendation:** This practice should be continued once every trimester.

Although these commitments do require time, the meetings themselves need not be lengthy. In addition, having a regular schedule to build collegial relationships, address issues, keep lines of communication open, share information, and celebrate successes builds collaboration and cooperation through the department as a whole. Moving forward, will be of critical importance.

Other outreach recommendations include:

- **Weekly staff updates** - Although Mr. Padavic did not have time to initiate this for D64, he believes from past experience that weekly updates from the director to the entire department are an important communication as well as a team-building tool.
Recommendation: The new director should start this practice for the 2018-19 school year. The updates need not be extensive; it is the regularity and critical content that is essential.
- **Visibility and accessibility** - Mr. Padavic began each morning at one of the schools to spend time with staff in person. **Recommendation:** The new director should incorporate this practice in her schedule.

Professional Development

- **Observations from Mr. Padavic**

In his initial meetings with staff at each meeting, Mr. Padavic learned through staff feedback that professional development was an area of concern. His additional research through conversations with principals and special education coordinators, and his reviews of past training offerings, indicated gaps relative to the expectations now being placed on staff with the adoption of co-teaching and the shift of more students into general education classrooms. In addition, Mr. Padavic noted that more training would also be needed for related service staff (social workers, psychologists, speech pathologists, OT/PT, nurses) as students with more complex and significant needs enter our population in expanding numbers.

Based on his work with D64 staff over the past months, Mr. Padavic has identified that professional growth offerings in these areas should be targeted:

- Ongoing co-teaching training beyond initial launch sessions to provide clear delineations of staff roles, and ensure, whenever possible, plan time is available to co-teaching partners
- IEP/goal writing and formal facilitated IEP training
- Mentoring of new staff (teachers, social workers, teacher assistants, speech pathologist, OT) -- initial “need to know” and ongoing training linked to job responsibilities
- Social emotional learning, including restorative justice/practices
- Diversity/disability awareness training for all staff, given the expanded co-teaching model

Recommendation: Conduct professional growth workshops on co-teaching (both introductory and advanced) and restorative justice practice, scheduled for this summer. This fall, launch training for staff on how to conduct facilitate IEP meetings. Explore additional professional development for staff in IEP goal-writing, working with students who have difficulty attending school (i.e., school refusal), working with students with complex health issues, and other priority

areas. In addition, per IDEA, the District every spring will provide a professional needs assessment to staff throughout the district and provide offerings to best meet their professional growth needs and to support District initiatives.

PARENTS/GUARDIANS

Parent/Guardian Outreach

- **Observations from Mr. Padavic**

Mr. Padavic immediately observed that at Board of Education meetings (both before and immediately after his arrival), some parents expressed concerns that there was a lack of collaboration and communication between the school and parents, and that some parents therefore felt disconnected from the decision-making process about their child. To reestablish these connections, Mr. Padavic immediately met with many parents at individual meetings in December and January to hear and address the specific concerns of those parents.

In addition to this important work, Dr. Heinz and Mr. Padavic also immediately launched a new parent engagement program to reach all special education parents/guardians across District 64, including parents of students with IEPs as well as 504 plans. Here are the steps taken:

- **New - Special Education Parent Group** - A new group (with a [companion webpage](#)) was created for parents of special needs students to help build collaborative relationships between parents and District staff, promote awareness, and provide opportunities for education, support and acceptance of students with disabilities in our D64 learning community. The group met four times this winter and spring. One meeting featured an informative presentation on special education spending in District 64 from Chief School Business Official Luann Kolstad based on parent request to learn more about Maintenance of Effort (MOE) and the District's investments in this area. (Attachment 2) Noted behavior expert Alice Belgrade also was invited to conduct a workshop called: *"Teach, Don't Punish" - Behavior Change in Children with Learning Differences*. This was very well received by parents as well, and her materials have been added as an ongoing resource to the D64 website.. **Recommendation:** Conduct quarterly meetings of this group on topics of mutual concern and interest to parents, staff and the District.
- **New - Parents and Teachers Talking Together (PT3)** - This group brought together a group of staff members and parents in a unique, facilitated workshop format. The group was convened in March and again in May, and has focused on developing five areas: training for staff, parent education, curriculum, students, and District. As a result, PT3 is now moving into sub-groups to work on these five areas as well as on the development of a mission statement. **Recommendation:** Continue the PT3 subgroups. Identify and conduct parent education workshops in the areas identified by parents.

- **New - Survey for Parents** - In conjunction with the special education audit conducted by LMT Consulting, District 64 invited parents of all students receiving special education services to complete an online survey to share their perceptions on areas of strength and opportunities for improvement in District 64's special education program. The survey questions were developed by the Parent-Educator Partnership group of the Illinois State Board of Education (ISBE) to help districts gather feedback from parents. Results of this survey are included as Attachment 3. **Recommendation:** Based on the survey results, District 64 and the director should continue the steps already underway and consider adding additional parent outreach on selected areas as a priority over the next year. Additionally, the ISBE survey should be sent out annually to allow parents to share their voice surrounding their special education experience.

Additional Parent Outreach

- **Observations from Mr. Padavic**

Parents play a critical role within the IEP process. As such, relationships need to be cultivated to ensure two-way communication and partnerships are established. **Recommendations:** Specific communication tools can be expanded or created to provide more information to special education parents on an ongoing basis. These opportunities include:

- **District 64 Special Education PTO** - With inclusion being the goal, another opportunity to build awareness and understanding is through the addition of a more formal PTO structure. **Recommendation:** Investigate the desire to start a building-based special education PTO that works in conjunction with each school's existing PTO/A.
- **Special Education Parent Handbook** - This handbook would be a resource especially for families of special needs students to provide information about the structure of the department, definition of acronyms used in special education, etc. **Recommendation:** Draft a D64 handbook using models from other school districts as a basis and work with the Parent Group to bring forward further ideas.
- **Expanded D64 website materials** - The Student Services area is currently underutilized, and could be the homebase for other materials that parents/guardians would find helpful on an ongoing basis, such as materials on demystifying the IEP process for parents/guardians and the ABC's of Special Education, for example. **Recommendation:** Add new materials and work with the Parent Group to bring forward further helpful items to be included.

DEPARTMENT/CURRICULUM

Multi-Tiered Systems of Supports (MTSS) and Intervention Offerings

- **Observations from Mr. Padavic**

Over recent years, schools across the country have moved from the Response to Intervention (RtI) model to a MTSS. This work is continuing in D64 and needs to be monitored to ensure that consistent methodologies, materials and entrance/exit criteria are used across all eight schools.

Recommendation: Continue to review the roll out of tiered intervention offerings to ensure fidelity of implementation of the process and paperwork. Additionally, monitor the year two expansion of social emotional and behavioral supports across all three tiers.

Continuum of Services (COS)

- **Observations from Mr. Padavic**

Mr. Padavic observed that opportunities exist within the continuum of services offered in District 64, that will be further evaluated by reviewing current practices against best practices in this area. **Recommendation:** Create a team to review the continuum of services currently available and discuss opportunities to change or maintain the existing Continuum of Service offerings.

Behavior Intervention Plans/Functional Behavior Assessments and Outside Consultants

- **Observations from Mr. Padavic**

Mr. Padavic has reviewed the District's practices related to BIP and FBAs, and notes the number of students that would benefit from these additional behavioral supports has steadily increased. To support their needs, we contract with outside behavioral experts at a cost to the District.

Recommendation: Mr. Padavic recommends that the District explores hiring a behavior interventionist to provide additional and more timely support to staff and students in behavioral crisis as well as to build the capacity of special education/crisis teams to intervene as needed.

Standardization of Practices

- **Disability Awareness Outreach - Observations from Mr. Padavic**

As mentioned at the outset, District 64 through the Strategic Plan process is engaged ensuring that the District operates as a school system, rather than a system of schools. Mr. Padavic reported that many activities are underway at individual schools, but there is a lack of consistency across the District in some areas. **Recommendation:** Review activities in key areas to ensure that successful activities and practices are shared and coordinated among all schools.

- **Inclusionary Practices - Best Buddies (at Emerson) and Special Olympics (at Emerson, Lincoln and Field) are already in place and running very successfully at several schools.**

Recommendation: Opportunities should be expanded to the other buildings. These programs help to develop a mindset of inclusion for students, staff, parents and the community.

- **IEP Process - Mr. Padavic attended numerous IEP meetings over many months, and was able to observe how the process was conducted. Recommendation: Training should be ongoing to make sure all IEP meetings are run consistently through the District. Consider that the District train staff on the use of facilitated IEP.**

- **Teacher Assistant Allocations and Training Needs** - Teacher Assistant training does occur during the school year, however, it should be done more often and have consistent training for all the assistants. **Recommendation:** Use a consistent program specifically geared to teacher aide training. The creation of a TA Handbook would also help to standardize expectations and training.
- **Staff Materials and Resources** - The Instructional classrooms across the District serve a wide range of students. The District has abundant resources for staff and students. **Recommendation:** These materials and resources will be reviewed and refreshed to ensure that D64 is staying current with best practices.

District Investment in Special Education

- **Observations from Mr. Padavic**

The District continues to provide services to 670 students and will continue this high level of support to our students. Funding is currently available to meet student needs.

Recommendation: Consider for 2018-19 adding new staff positions, including a social worker to share caseloads at the larger elementary buildings; K-8 behavior interventionist; and a Dean to help support current building leadership with growing enrollment at Emerson Middle School.

Next Steps

Mr. Padavic will end his assignment with District 64 shortly after school closes in June. He is committed to meeting with Dr. Frost for transition planning, and will be thoroughly reviewing these findings and recommendations with her. This summer, Dr. Frost will be meeting with administrators and Dr. Heinz to prioritize the action steps needed to move forward.

We believe the insights from Mr. Padavic’s in-depth “audit,” along with the perspectives from LMT Consulting, offer District 64 and Dr. Frost an opportunity to re-boot and re-focus on the improvement areas identified above with staff and parents/guardians, which are fundamental to increasing the growth of every child.

Board members are encouraged to contact Mr. Padavic with questions in advance of the May 21 meeting, so that he can be prepared to respond. As a reminder, this will be his final meeting with the Board of Education.

To: Park Ridge-Niles District 64 Board of Education

Dr. Laurie Heinz

Mr. Mike Padavic

From: Lisa M. Harrod

Re: Executive Summary of The Special Education Comprehensive Review/Audit

Date: May 21, 2018

The Park Ridge-Niles School District Special Education Department has been in a transition. Mr. Mike Padavic has been serving as the Interim Director of Special Education. The District has moved forward with a comprehensive review/audit of the department. This review includes several components that will be introduced on the following page.

The district has engaged in the review/audit process to gain a comprehensive view of the department as a whole, communication across various channels, a review of the continuum of services offered, goal-writing, and special education policies and procedures.

The District 64 administration has stated that they will use the review/audit findings to assist the new Director of Special Education in ensuring all students have access to high-quality programming and as a roadmap to prioritize any areas of reform that are needed. The review/audit will present recommendations useful in helping the new director to open up communication and serve as a resource to stakeholders.

The following report is to be viewed as a summary of information based on data collected from multiple outlets, interviews with parents, community members, staff members, district administration, and surveys conducted by District 64. It is not meant to represent the ideas or thoughts of all stakeholders.

Proposed Scope of Comprehensive Review/Audit

The following is the proposed scope of the audit and an overview of some of the data reviewed:

- A review of existing student data and a thorough review of relevant district data
- Facilitation of a structured parent meeting and report on conclusions
- Review of a District facilitated parent survey and educator survey
- Review of surveys conducted on curriculum, programs, climate and culture
- Two or more on-site interviews of selected staff members at the building level
- On-going email communication, interviews, data collection, and updates between auditor and administrative team members
- Review of the pre-referral process and steps leading to special education entitlement
- Review of the Response to Intervention process
- Discussion about the utilization of support staff in classrooms and programs
- Discussion about the continuum of services offered for students and how those decisions are made
- Evaluation of professional development needs and future offerings, as well as trainings staff has already engaged in.
- Exploration of perceptions of special education services as a whole
- Review of the role of teacher assistants/instructional assistants in classrooms and programs
- Review of instructional alignment with interventions and classroom core curriculum
- Review of effective behavior management, modification, and programming strategies and validity/fidelity of implementation
- Observations of Special Education Classrooms
- Discussion of creating a vision, mission, and slogan for the department aligned to the existing vision and mission statement for District 64
- Review of any district awards, recognitions, and other celebrations
- Review of files to ensure goals and objectives are measurable
- Review of the district co-teaching design and discussion of suggested improvements for sustainability.

Comprehensive Review/Audit Process:

The lead auditor reviewed over 54 District 64 Documents before the on-site parent interview night. Additional documents were reviewed over the course of the review/audit. This included viewing previous board meetings, reviewing survey data, professional development plans, and conducting file reviews.

Structured parent interviews were conducted on Wednesday, April 11th

On-Site interviews were conducted by a team of 5 auditors on Thursday, April 12th and Monday, April 16th.

The schedule was created by district administrators. The schedule flowed very well and the auditing team is grateful for the cooperative spirit exhibited by the district school staff.

The following represents the number of stakeholders interviewed by the auditing team:

75 Parents were interviewed as part of the parent forum night, appointments at the school site or phone interviews.

149 Educators and Support Staff Members were interviewed over a two-day period in their respective schools.

25 School District 64 Administrators were interviewed at the school site or district office.

1 District 64 Board of Education Member was interviewed.

The review/auditing team has agreed to engage in further conversations regarding implementation of suggested activities and high-quality professional development over the course of the next school year.

Although the timeline for the review/audit required a quicker turnover rate than previous audits conducted, the team feels that the executive summary report contains information valuable to moving the district programs forward and renewing a collaborative partnership between district administration, staff members, and parents.

There were consistent themes generated throughout a review of the data, interviews and conversations held with stakeholders.

The review/auditing team feels that the following words represent a model district commitment to successful movement of the department forward in the future.

Positive Relationships

Open Communication

Higher Expectations

Shared Ownership = A Renewed Trust

Through these actions, stakeholders should see movement in a manner in which the department is unified, rather than schools acting independently. Direction will be needed by the new leader of the Special Education Department to ensure the system is moving forward ...together.

The Following are Strengths and Celebrations:

The district's greatest asset is its staff members and children. It is evident that the staff members and administration at the school sites care about the student's they serve. They want what is best for them, and as the auditors were walking through the hallways and visiting classrooms, the students were addressed by their name and often asked how their day was going. The students responded favorably. These positive relationships will assist in reform efforts.

Students were engaged in the learning environment in classrooms observed. Many small group and large group activities were occurring.

Internal teams at the school sites are strong and communicated to the auditors that they want to see the department return to the family feel that it once enjoyed.

The hiring of Mr. Padavic has helped to open up communication and focus on the issues that have been reported over the last several months. He was seen throughout the interview process as a positive force in assisting in opening up communication across the department.

PBIS has been implemented and is continuing to expand. This will aide in providing the ability for students to understand behavioral expectations.

The Second Step program has been implemented and staff members hope that it can be expanded on.

Staff are flexible in adapting to multiple changes and are eager to learn new strategies for meeting the needs of all students.

The new IEP system grants access to educators and therapists and serves as a way to share information.

Parents have a high attendance rate in meetings for students and are genuinely concerned with being an active participant in making decisions in collaboration with the team.

Teachers do their best to advocate for students under challenging conditions and are hopeful and positive about potential reform efforts and opening up the programming options for students.

Class sizes are manageable and in line with state averages.

Staff members are using available resources to create access to curriculum for students and are looking forward to a format for writing goals that are measurable and based on individual student needs.

In summary, District 64 has valuable and knowledgeable staff members that are dedicated and want what is best for the students they serve. Building administrators and staff members look forward to the future with a system that is connected with open communication and relationships build on trust.

The Following are Current Reported Challenges and Advanced Opportunities for Improvement, Discussion, and Reflection:

Lack of trust in district administration was a consistent theme discussed by staff and parent groups involved in the review process.

The building level special education teams are not connected with the district special education department. There needs to be a connectedness and clear process and procedure for department initiatives, programming, understanding of available resources, and expectations.

Decisions for student placement should not be based on percentiles or cut-off scores on assessments but rather individual student strengths and challenges with data and evidence to support programming that will allow for maximum growth opportunities.

There is an adversarial environment reported with many staff members hesitant to provide feedback and ideas for students in special education meetings. These staff members are working with the students and have valuable feedback to offer.

The culture and climate in the special education department has changed drastically over the last two years. Staff would like to see the collegial atmosphere return across the district.

Programming options and the continuum of services have declined over the past two years. This has created many questions from parents and staff members about consistency in programming and services. Decisions should be made by the team, in the best interest of students, and communicated appropriately and adequately.

Decisions about placing students in more restrictive environments and decreasing or increasing minutes must occur as part of a formal special education Individualized Education Plan meeting and not in informal meetings or phone calls with parents. There are several cases on record where this has occurred and this is a priority area of immediate change.

Team members have not been invited to all meetings where student placement decisions occurred.

Expectations are needed for the co-taught program and to assist in defining the difference between pull-out programming and true co-taught classrooms.

Programs should be individualized based on student need and ability level. Goals should be written to reflect student outcomes rather than just reported benchmark targets and scores outside of the present levels of academic performance.

IEP's are not consistently written in a clear and comprehensive format. The review team will share more about writing goals that are measurable as part of an extension of the audit.

Teacher assistants should have defined and specific roles with a more limited scope of students in order to build relationships and trust.

Teacher assistants should receive training to better serve students and assist in the successful implementation and monitoring of student behavior management and modification plans.

The building administration and teams should focus on research-based interventions and implementation of appropriate Functional Assessments and Behavior Intervention Plans before the outplacement of students in more restrictive environments outside of the district. Staff reported this as an area of great concern in reviewing the continuum of services currently available. This has occurred with younger students in a manner in which data does not consistently seem to have been reviewed or interventions attempted or adjusted. Decisions should not be made in haste, should be backed by data that is reliable and valid, while reflecting the input of the whole team. This includes the input of those staff members who work directly with the student rather than solely district office coordinators or directors of special education.

504 Accommodation Plans should be reviewed and staff members should be made aware of any modifications afforded to students. Parents should be an integral part of this review process

Staff members and administration feel that the ability of the district to attract and hire high quality candidates is beginning to decline due to current challenges the district is facing and how high profile these challenges have been.

Recommendations and Ideas for Change and Growth:

The coordinator position should be reviewed to provide the ability to better know, understand, and be visible to gain the trust of staff members and lead to better outcomes for student programming in meetings. This will create a more personalized approach and another valuable team member who is familiar with the student when critical decisions are being made.

Strong, systemic professional development opportunities for certified staff should be created focusing on the celebration of diversity, overcoming bias, appropriate programming for the social emotional health and wellness of students, behavioral de-escalation and modification techniques, and understanding the unique needs of students with special needs. A review of co-teaching models and how to use these models to increase the academic achievement of students should also be considered with follow up coaching for teams.

Staff members should engage in high quality professional development on creating goals and objectives that are measurable and based on student strengths and challenges at an individual's ability level rather than objectives based on percentiles and assessment outcomes.

Vertical articulation should occur to allow for a streamlined transition from elementary to middle school and additionally the middle to high school transition.

Staff and Administration should be provided with a detailed, yet easily understood explanation of the Tiers of the MTSS and clarification of Core, Core Plus, and other interventions. Staff and administrators reported difficulty in maneuvering the current system.

A transition process should be created for students who are no longer eligible for special education services to provide support

The district should create and define goals for the co-taught classrooms and how it is different from traditional pull-out services.

The superintendent and district office team should engage in training aimed at increasing knowledge of the intricacies of special education law, the importance of writing goals that are individualized, and should aim to be an integral part of the team as the reform efforts progress and expand. This will allow parents to see partners in their children's education, and a renewed commitment to open communication and change.

A quality mentoring program should be established for all eligible first and second year special education personnel to build relationships and support them as they acclimate to District 64.

Data systems should be created or refined to judge the success of programs from an academic achievement lens and to review the sustainability of programs to create advanced opportunities for all students.

Teams should be formed or strengthened to aid in reviewing initiatives to avoid competition of these initiatives during the reform process in the special education department.

Buildings should use data to determine the feasibility of programs and appropriate allocation of resources.

Shared ownership should begin to occur in placement decisions, and all other aspects of the special education eligibility process.

A specialized team should be formed to engage in moving the department forward by deliberate planning of implementation of audit suggestions and findings

The Director of Special Education should create a newsletter to inform staff of celebrations within the department, highlight diversity and understanding, and offer suggestions and strategies for working with

students across all school environments and working to create greater understanding and acceptance for students. This should assist in creating the family culture that staff felt in the past and feels is currently missing.

Consideration should be given to the creation of a Best Buddies program at the middle school level to promote inclusion and understanding.

Time should be given at all buildings to celebrate diversity of students and work towards the successful inclusion and understanding of students with special needs.

A team should be formed to explore the creation of a high-quality life skills program.

A yearly parent forum, similar to the parent interview night that was held in April, would assist in data collection and open communication based on structured questions.

Parent training opportunities should continue to increase collaboration and a better understanding of special education policies and procedures.

A brochure should be created to assist parents in understanding special education vocabulary and provide an explanation of the continuum of services.

A team of stakeholders should be formed to engage in critical conversations about programming options for students exhibiting behavioral challenges, and how to create sustainable programs to meet the needs of these students both inside and outside of the home school environment.

The list of recommendations is not intended to be exhaustive, but rather to be viewed as a starting point for an investment in resources and change to improve the educational performance and appropriateness of student programming. The review/auditing team is willing to engage in more in-depth conversations about change, help prioritize reform effort areas, and serve as a resource moving forward.

Next Steps:

The district should collaboratively review the audit findings and begin to prioritize the areas of recommended change. A review or mini-audit would be useful in assessing the comprehensive reform efforts during the later part of next school year. This would also be the ideal time to begin the Parent Forum process. It is recommended that the district utilize surveys as a way to provide a check and balance system in efforts to increase communication and continued transparency.

In Closing:

The auditing team would like to thank the school sites and district administration for the warm welcome and sharing of information that was useful in completing the audit.

The staff members were outstanding in working with us and genuinely being invested in the review/audit process. Their efforts are greatly appreciated.

We would also like to thank the parents that we had the pleasure of meeting, interviewing, speaking with over the phone, and who felt comfortable sharing their stories as part of the audit. We appreciate your passion and advocacy for your children.

It is our hope now that the audit has been completed that the Board of Education, parents, district administration, and dedicated staff members will come together with a continued growth mindset to move the district forward together in a manner that increases opportunity for students in District 64.

Please let us know if we can be of any assistance.

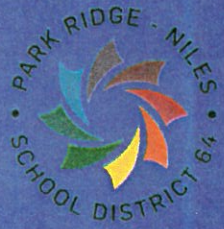
We wish you the very best of everything!

Respectfully Submitted,

Lisa M. Harrod

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| | <p>Park Ridge-Niles District 64 Comprehensive Review Summary Developed By: LMT Consulting Lisa M. Harrod, Lead Auditor</p> |
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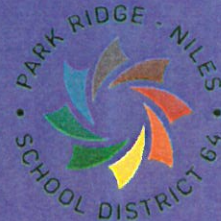
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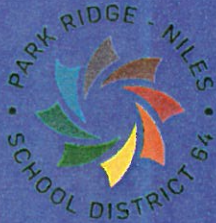
Dr. Laurie Heinz, Superintendent
Mr. Mike Padavic, Interim Director of Student Services
Mrs. Luann Kolstad, Chief School Business Official



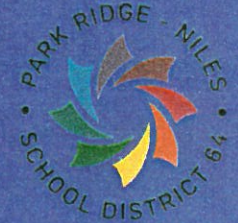
Session 2 Agenda



- Since our Last Meeting
- Special Education Budget Overview
- Budget Q & A
- Next Meeting Date and Area of Focus
- Subgroup Planning



Special Education Updates



→ 4 groups -- next steps

→ Updates:

- ◆ Audit
- ◆ Director
- ◆ PT3 (Parents & Teachers Talking Together)

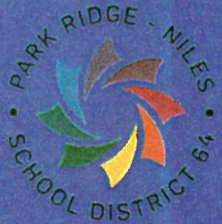


Special Education Funding & Budget Process

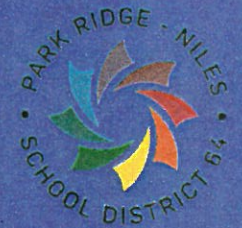


Three streams of funding:

1. Federal
2. State
3. Local



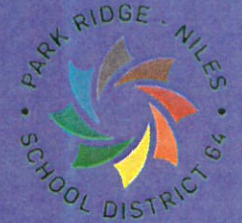
Special Education Funding & Budget Process



- Federal Funding
 - Individuals with Disabilities Education Act (IDEA)
 - Two Programs:
 - IDEA Part B - Flow Through
 - IDEA Part B - Preschool
 - Maintenance of Effort (MOE)
 - Medicaid



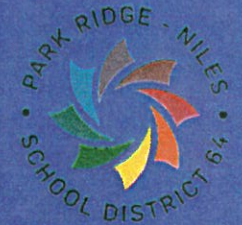
Special Education Funding & Budget Process



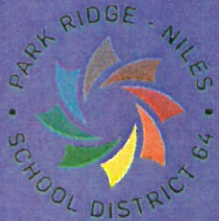
- IDEA Part B - Flow Through
 - Salaries of staff who provide services for special education students
 - Teachers, aides, administrative staff, social workers, psychologists, physical therapists
 - Professional development of staff
 - Purchase instructional supplies, materials and equipment



Special Education Funding & Budget Process



- IDEA Part B - Flow Through *Proportionate Share*
 - Must be spent on non-public students within a district's boundaries.
 - Non-public and home-schooled students
 - Individualized Service Plan (ISP)



Special Education Funding & Budget Process



- IDEA Part B - Preschool
 - Salaries of staff to supplement a comprehensive special education program for children with disabilities ages 3-5
 - Materials and supplies



Special Education Funding & Budget Process



Maintenance of Effort (MOE)

Federal Regulation requiring districts to expend AT LEAST the same year-over-year on educating students with disabilities based on total year Special Education expenditures.

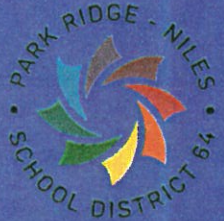


Special Education Funding & Budget Process

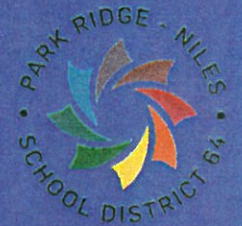


Maintenance of Effort (MOE)

- Two Components to MOE:
 - Eligibility Standard
 - Compliance Standard



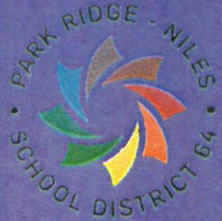
Special Education Funding & Budget Process



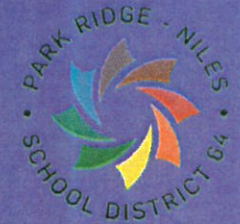
Maintenance of Effort (MOE)

Allowable exceptions to the District's MOE requirement:

- Voluntary/Involuntary departure of special education or related services personnel
- Decrease in enrollment of children with disabilities
- Termination of a program that is exceptionally costly
- Termination of costly expenditures



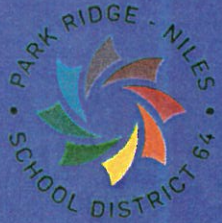
Special Education Funding & Budget Process



Maintenance of Effort (MOE)

Consequences of not meeting MOE:

- District must return an amount equal to the amount by which the District failed to maintain level of expenditures in that fiscal year.
- Or, the amount of the District's IDEA Part B grant in that fiscal year, whichever is lower.



Special Education Funding & Budget Process



| Fiscal Year | Special Education Expenditures | Federal Funding | Net Expenditures | Prior Year MOE | MOE Comparison | Per Capita |
|--------------------|---------------------------------------|------------------------|-------------------------|-----------------------|-----------------------|-------------------|
| 18: 2015-16 | \$13,693,379 | \$ 1,022,143 | \$12,671,236 | \$ 12,413,752 | \$ 257,484 | \$19,287 |
| 17: 2014-15 | \$13,434,411 | \$ 1,020,659 | \$12,413,752 | \$ 12,166,049 | \$ 247,703 | \$18,149 |
| 16: 2013-14 | \$13,389,801 | \$ 1,223,752 | \$12,166,049 | \$ 12,286,624 | \$(120,575) | \$17,944 |



Special Education Funding & Budget Process



- Medicaid
 - Fee For Service
 - Administrative Outreach



Special Education Funding & Budget Process



- State Funding (Prior to 2017-18)
 - Special Education Personnel
 - Special Education Funding for Children
 - Special Education Summer School
 - Special Education Transportation
- Evidence Based Funding Model (Beginning in 2017-18)
 - Incorporates all of the above ,except Transportation



Special Education Funding & Budget Process



Enhancements District 64 has made to our program:

- 2014-15: added Assistant Director of Student Services
- 2015-16: added two Special Education Coordinators
- 2016-17: added Registered Nurses in ALL schools

What questions do you have?



Future Meetings & Topics of Discussion

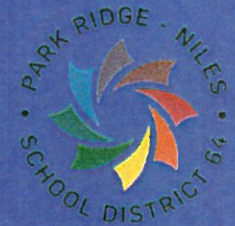
Wednesdays 6:30 - 7:30 p.m.

- **April 11, 2018 -- Topic focus or Speaker**
- **May 2 , 2018 -- Topic focus or Speaker**

Location: Lincoln Middle School (Learning Resource Center)



Save the Date



Who: Parent Night and Institute Day speaker

What: Motivational Public Speaker and Diversity Awareness

When: Thursday, August 16, 2018 at 6:30 p.m.

Where: Lincoln Middle School

Why: Mantra -- *Never Give Up on Kids!*

Special Education Survey Summary of Parent Responses Spring 2018

Parents of students receiving special education or 504 services were invited to participate in an online survey between March 23 and April 23, 2018. The goal of the survey was to gather feedback about areas of strength and opportunities for growth. The 30-question instrument was developed by the Parent-Educator Partnership group of the Illinois State Board of Education (ISBE) and was administered anonymously. The survey was emailed to over 800 parents; 124 responses were received.

Survey responses were recorded on a 4-point Likert scale with the following ratings: strongly agree, agree, disagree, and strongly disagree. N/A (not applicable) was also an available response. The survey questions asked parents to rate the District's performance on important procedures and features within the special education/504 process.

Questions regarding access to staff received the highest ratings at 87% or above. Other highlights are below.

Questions receiving at least 80% strongly agree/agree include:

- My child's evaluation report is written in terms I understand.
- The school and/or district has a person on staff who is available to answer my questions.
- Teachers treat me as a team member.
- Information I receive regarding my child is understandable.
- At the IEP meeting, we discussed accommodations and modifications that my child would need.
- Teachers are available to speak with me at a mutually agreed time.
- The school and/or district offers me a variety of ways to communicate with teachers.

Questions receiving a rating of at least 70% strongly agree/agree were:

- My concerns and recommendations were documented on the IEP.
- The school and/or district provides me and my family with the help we need to play an active role in my child's education.
- I was given copies of all pertinent information at least 3 school days in advance of the Individualized Educational Program (IEP) meeting (reports, goals, etc.).
- Teachers and administrators show sensitivity to the needs of students with disabilities and their families.
- I am considered an equal partner with teachers and other professionals in my child's program.
- I was informed who would attend the meeting.

While all questions offer us the opportunity for reflection and growth, questions receiving a response rate of less than 50% have been earmarked to be addressed immediately in the 2018-19 school year. These include:

- I was offered special assistance (such as an interpreter) so that I could participate in the IEP meeting.
- I was given information about groups and/or organizations that offer support for parents of students with disabilities.
- The school and/or district provides information on supports available to allow my child to participate in extracurricular activities.
- The school and/or district explains (verbally and in writing) what options I have if I disagree with a decision of the school.
- At the IEP meeting, we discussed how my child would participate in statewide assessments (Grades 3-8.)
- The school and/or district provides information on the various options for services offered at the school and in the district that address my child's needs.
- I have been asked for my feedback about how well special education services are meeting my child's needs.
- Teachers and administrators respect our family's cultural heritage.
- I received written explanation as to why and to what extent my child may not receive all or some services in the general education classroom.

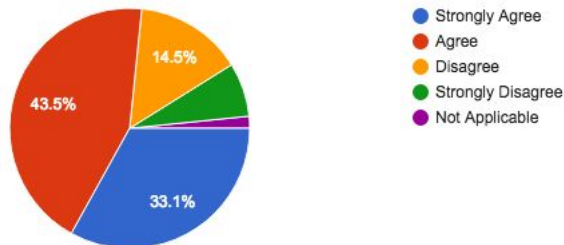
District 64 Special Education Parent Survey 2018

RESULTS

1

I am considered an equal partner with teachers and other professionals in my child's program.

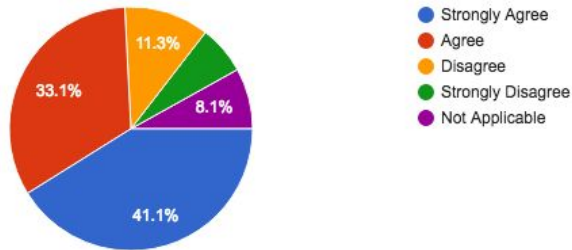
124 responses



2

I was given copies of all pertinent information at least 3 school days in advance of the Individualized Education...m (IEP) meeting (reports, goals, etc.)

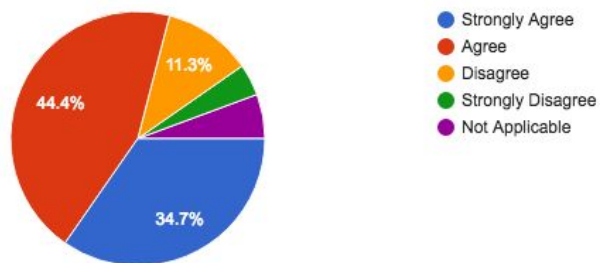
124 responses



3

I was informed who would attend the meeting.

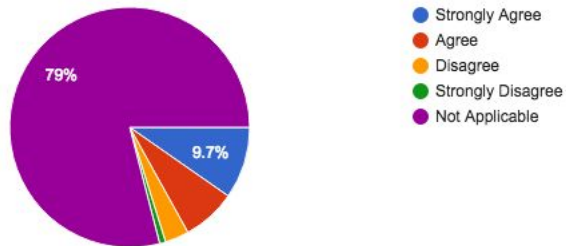
124 responses



4

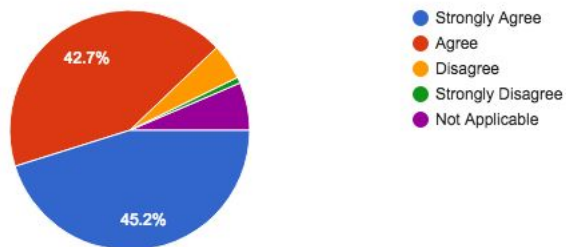
I was offered special assistance (such as an interpreter) so that I could participate in the IEP meeting.

124 responses



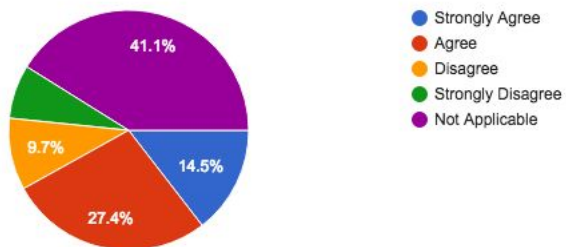
At the IEP meeting, we discussed accommodations and modifications that my child would need.

124 responses



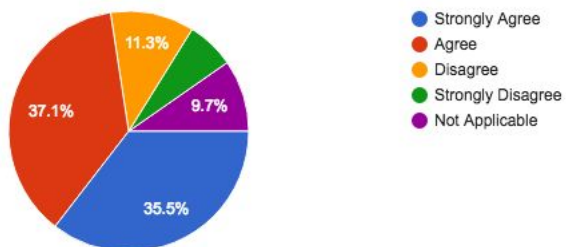
At the IEP meeting, we discussed how my child would participate in statewide assessments (Grades 3-8.)

124 responses



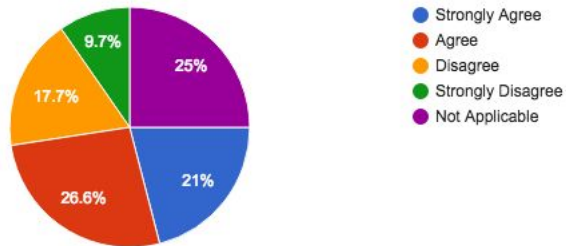
My concerns and recommendations were documented on the IEP.

124 responses



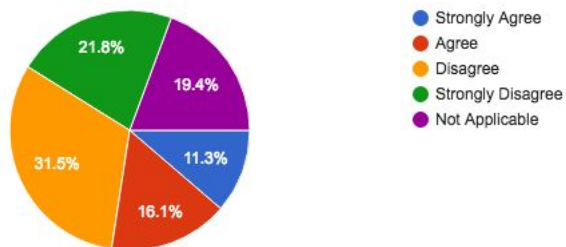
I received written explanation as to why and to what extent my child may not receive all or some services in the general education classroom.

124 responses



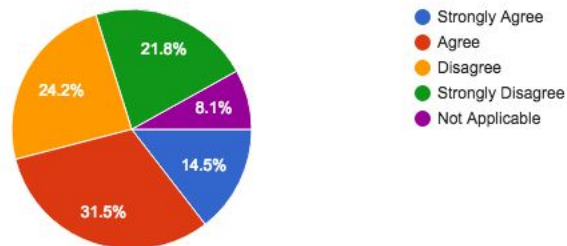
I was given information about groups and/or organizations that offer support for parents of students with disabilities.

124 responses



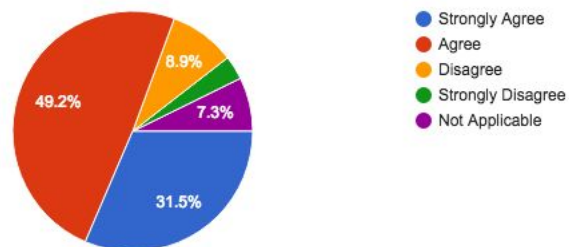
I have been asked for my feedback about how well special education services are meeting my child's needs.

124 responses



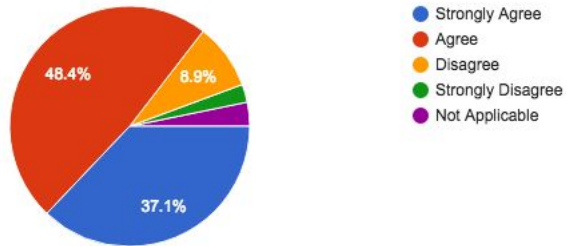
My child's evaluation report is written in terms I understand.

124 responses



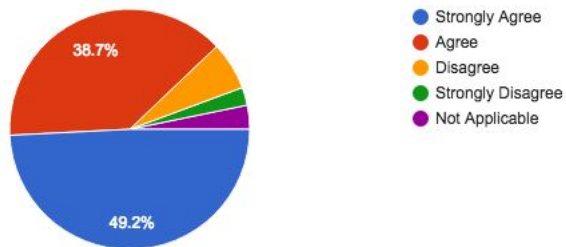
Information I receive regarding my child is understandable.

124 responses



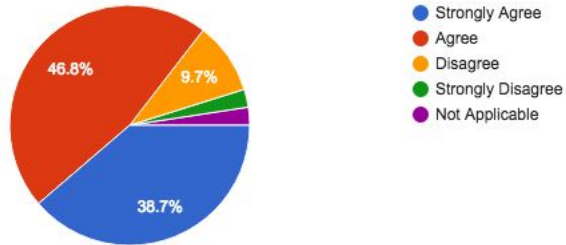
Teachers are available to speak with me at a mutually agreed time.

124 responses



Teachers treat me as a team member.

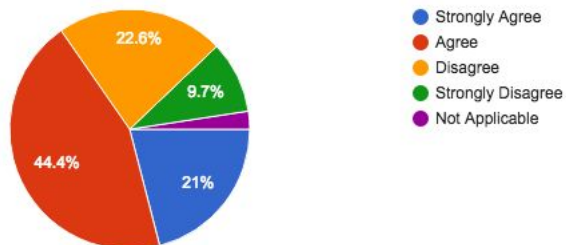
124 responses



SECTION: TEACHERS & ADMINISTRATORS

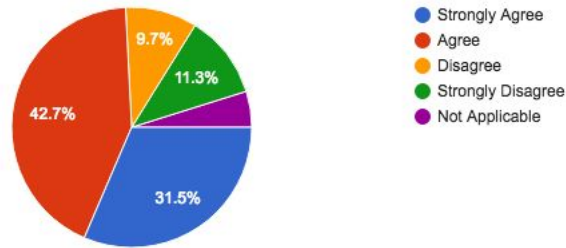
Teachers and administrators seek out my input.

124 responses



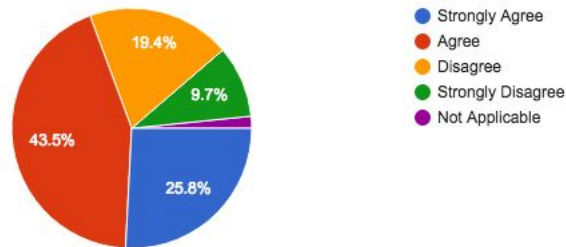
Teachers and administrators show sensitivity to the needs of students with disabilities and their families.

124 responses



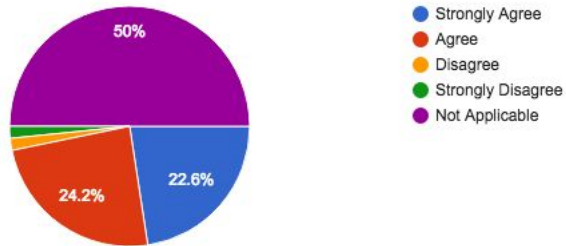
Teachers and administrators encourage me to participate in the decision-making process.

124 responses



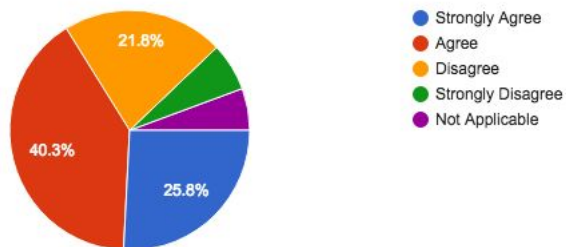
Teachers and administrators respect our family's cultural heritage.

124 responses



Teachers and administrators ensure that I have fully understood the Procedural Safeguards (the rules in federal law that protect the rights of parents/guardians.)

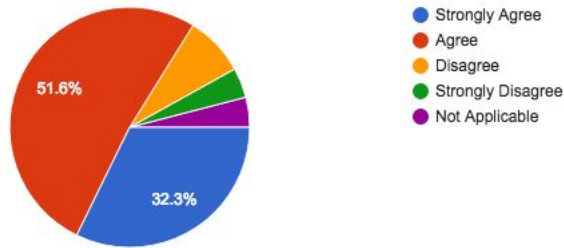
124 responses



SECTION: THE SCHOOL AND/OR DISTRICT

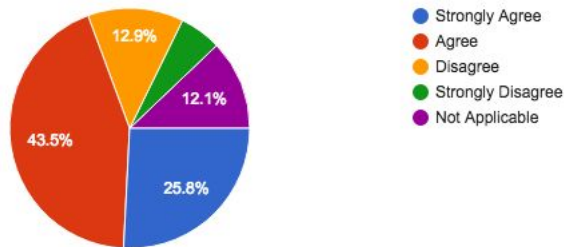
The school and/or district has a person on staff who is available to answer my questions.

124 responses



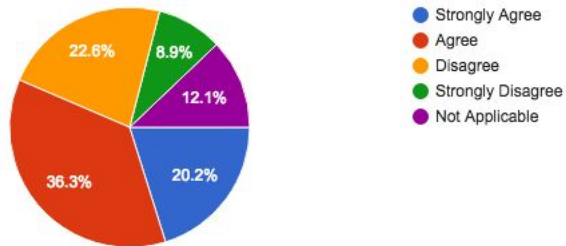
The school and/or district is able to provide data/evidence regarding my child's progress on IEP goals.

124 responses



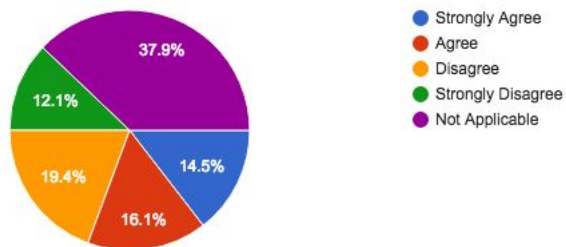
The school and/or district communicates with me with sufficient regularity regarding my child's progress on IEP goals.

124 responses



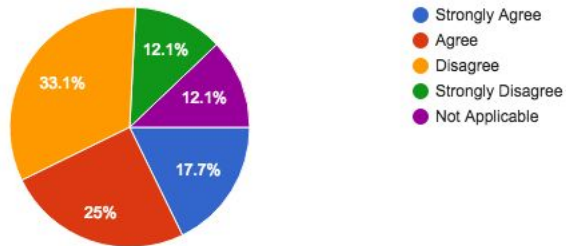
The school and/or district provides information on supports available to allow my child to participate in extracurricular activities.

124 responses



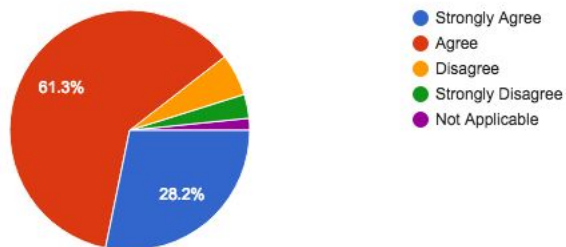
The school and/or district provides information on the various options for services offered at the school and in the district that address my child's needs.

124 responses



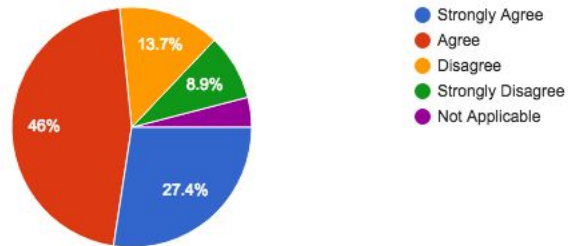
The school and/or district offers me a variety of ways to communicate with teachers.

124 responses



The school and/or district provides me and my family with the help we need to play an active role in my child's education.

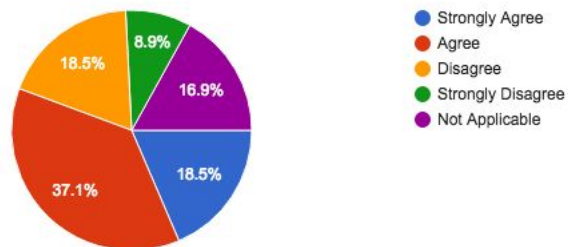
124 responses



27

The school and/or district provides information and support on transitions (grade-to-grade, early childhood to kindergarten, and middle school to high school.)

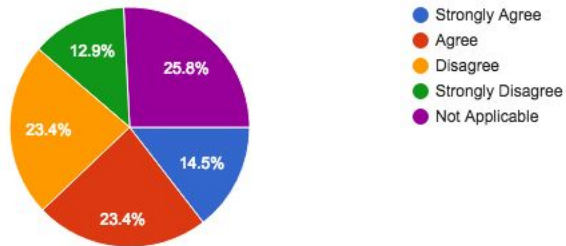
124 responses



28

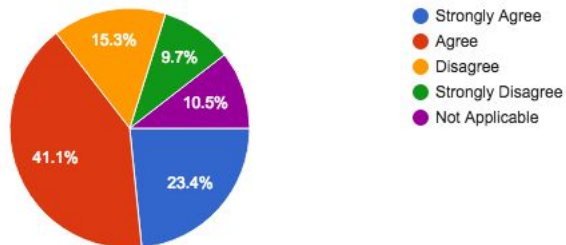
The school and/or district explains (verbally and in writing) what options I have if I disagree with a decision of the school.

124 responses



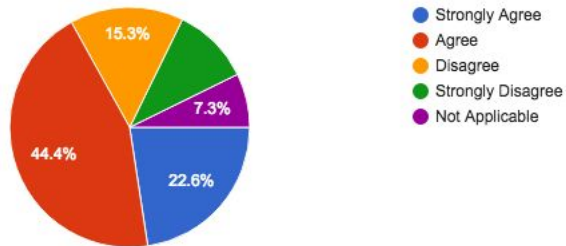
The school and/or district effectively implements the accommodations listed on my child's IEP.

124 responses



The school and/or district provides written/digital information about workshops for parents.

124 responses



Special Education Survey Summary of Staff Responses - Spring 2018

The staff survey on special education was conducted during the same time period as the parent survey. The goal of the survey was to gather feedback about areas of strength and opportunities for growth. It included 23 questions grouped in seven key areas: curriculum and instruction; intervention programs; service delivery model; professional development; accolades; climate; and collaborative decision making. Survey responses were recorded on a 5-point scale from never (1) to always (5).

General education and special education teachers, related service staff and teacher assistants participated in the online survey; responses were anonymous. In all, 88 responses were received.

Survey responses that had a 50% or higher rating of (4) or (5-always) on a 5-point scale were:

- **Curriculum and instruction:** Staff discusses instructional strategies and curriculum issues when needed. I use multiple curricular resources to address student academic needs. I use multiple interventions to address social emotional needs. I use multiple service delivery models (direct instruction, co-teaching, consultation, etc.) to address the needs of my students.
- **Intervention programs:** Individual student needs are considered when selecting intervention programs to implement. I have the resources I need to educate the students on my caseload, and when an intervention is not effectively meeting student needs, I have alternative options to try.
- **Service delivery model:** We offer a robust continuum of services to students with special needs. Individual student needs are considered when selecting how IEP services will be delivered.
- **Professional development:** I feel confident measuring IEP goals. I feel well-trained in the curriculum I deliver. If I need additional training, my needs are addressed through additional training and support.
- **Accolades:** We celebrate the success of our special education students. We celebrate successes as a school. We celebrate success as a department.
- **Climate:** Staff seeks to define and problem-solve the problem/issue rather than blame others. Staff is empowered to make instructional decisions rather than waiting for supervisors to tell them how to address student needs. My work environment is supportive and inviting place for staff to work. I have the tools I need to be successful at work. I have the tools I need to help students to reach their goals.
- **Collaborative Decision Making:** I am involved in selecting the interventions and resources to use with my students.

Areas for growth identified by the survey include:

- **Professional development:** More training is needed in writing IEP goals and how to measure IEP goals.

- **Collaborative decision making:** Staff report not feeling involved in selecting interventions and the IEP team considers all opinions before decisions are made.

Additional comments contributed by staff focused on their desire for more professional development, professional input in curriculum and interventions, and more collaboration between teachers and administration.

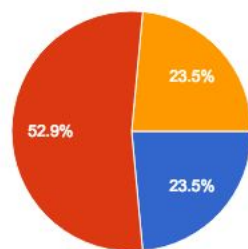
District 64 Special Education Staff Survey 2018

RESULTS

1

What is your current role?

17 responses



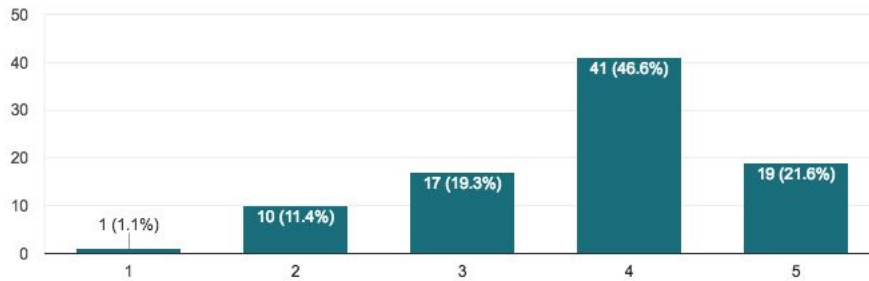
- Student Services Staff
- General Education Teacher
- Teacher Assistant

2

SECTION: CURRICULUM & INSTRUCTION

Staff discusses instructional strategies and curriculum issues when needed.

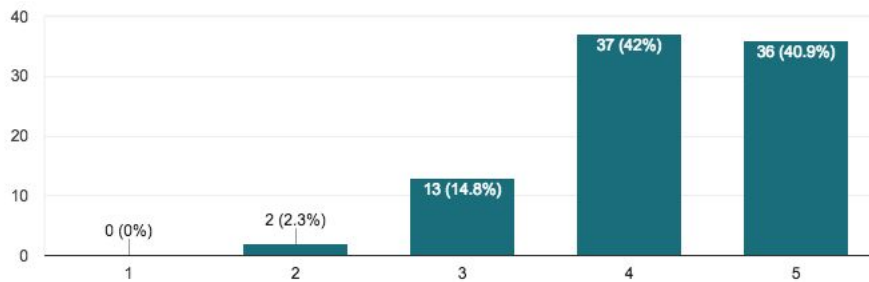
88 responses



3

I use multiple curricular resources to address student academic needs.

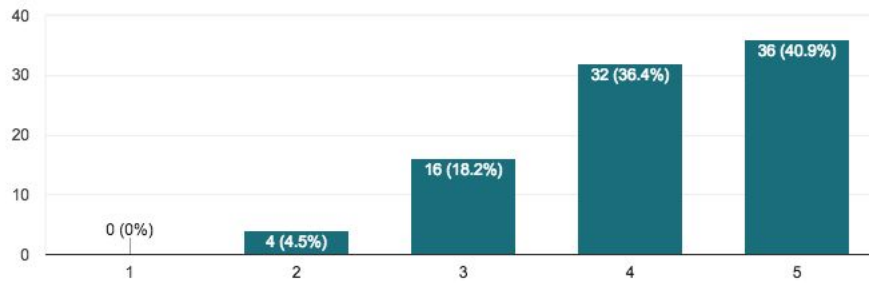
88 responses



4

I use multiple interventions to address student social emotional needs.

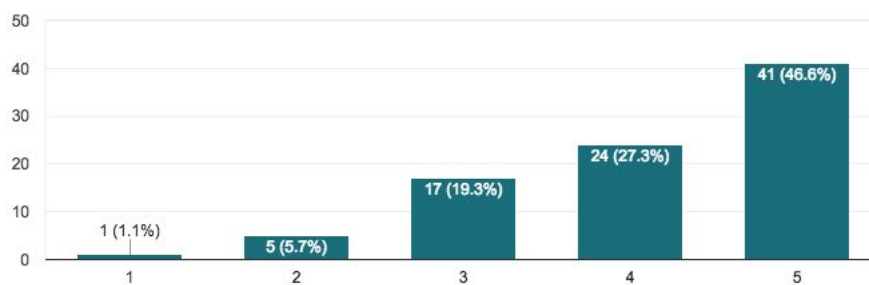
88 responses



5

I use multiple service delivery methods (direct instruction, co-teaching, consultation, etc.) to address the needs of my students.

88 responses

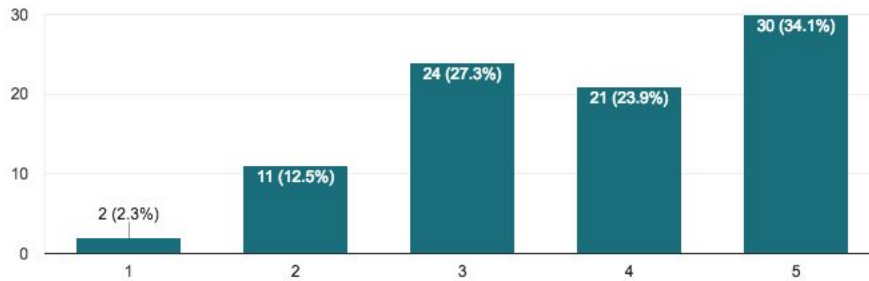


6

SECTION: INTERVENTION PROGRAMS

Individual student needs are considered when selecting intervention programs to implement.

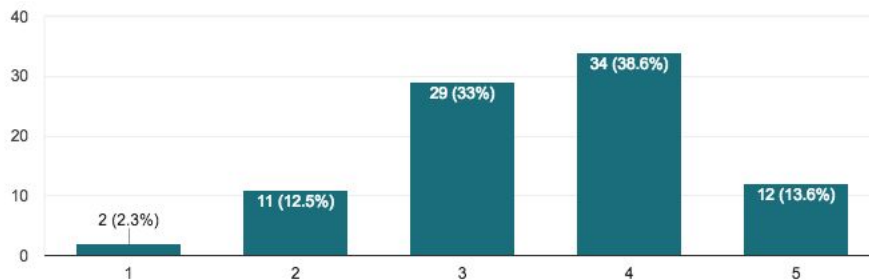
88 responses



7

I have the resources I need to educate the students on my caseload.

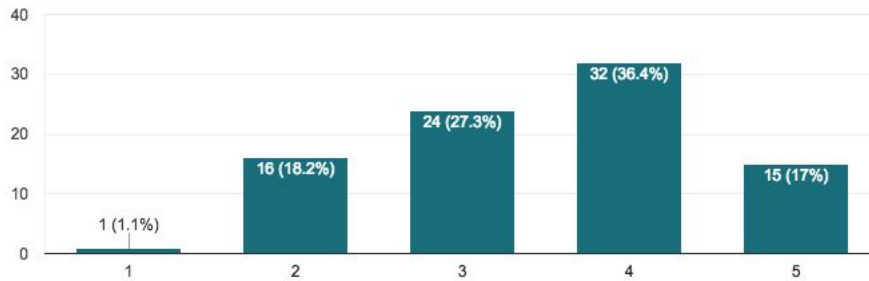
88 responses



8

When an intervention is not effectively meeting student needs, I have alternative options to try.

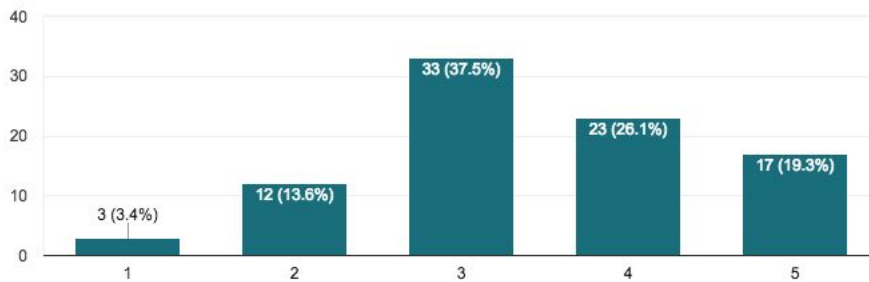
88 responses



SECTION: SERVICE DELIVERY MODEL

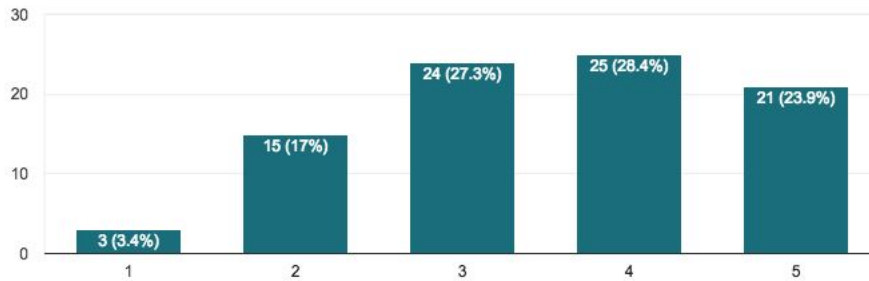
We offer a robust continuum of services to students with special needs.

88 responses



Individual student needs are considered when selecting how IEP services will be delivered.

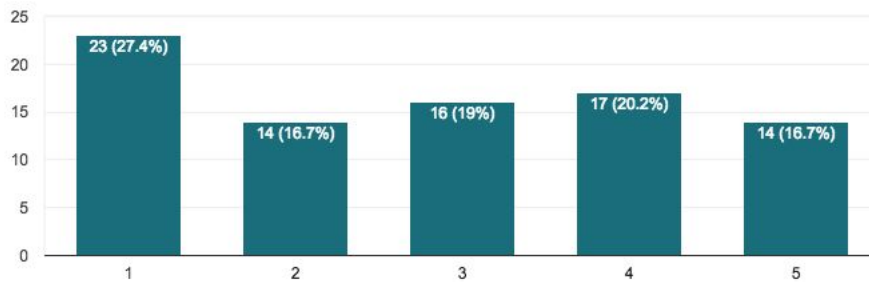
88 responses



SECTION: PROFESSIONAL DEVELOPMENT

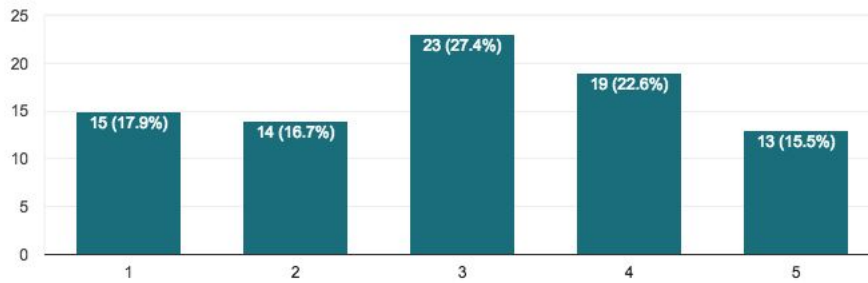
I feel confident writing IEP goals.

84 responses



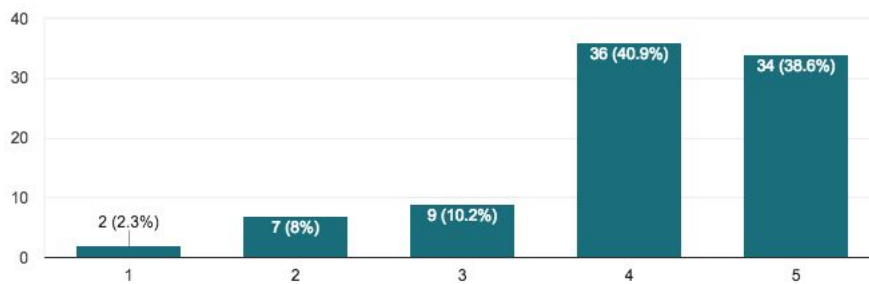
I feel confident measuring IEP goals.

84 responses



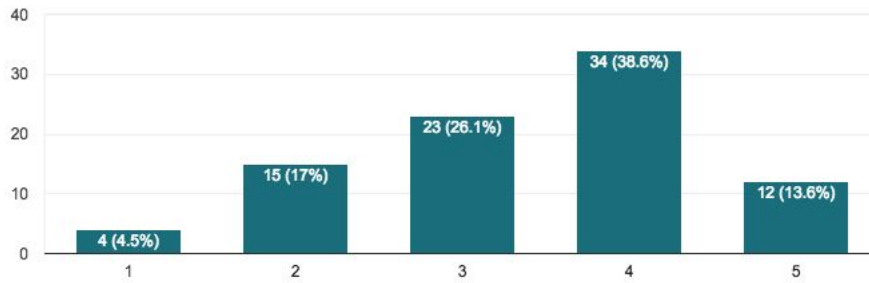
I feel well-trained in the curriculums I deliver.

88 responses



If I need additional training, my needs are addressed through additional training and support.

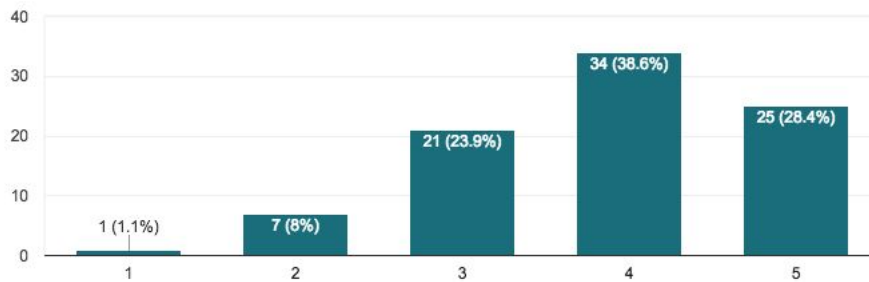
88 responses



SECTION: ACCOLADES

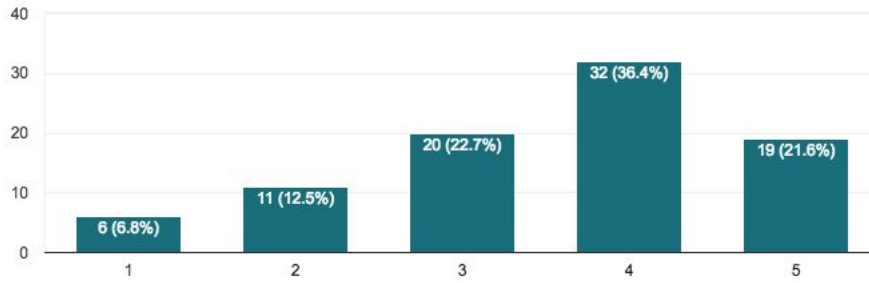
We celebrate the success of our special education students.

88 responses



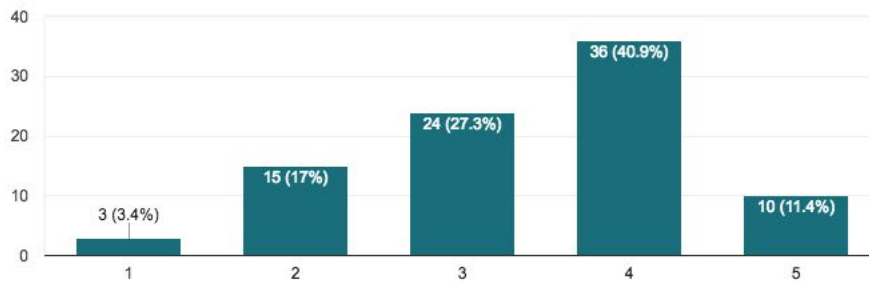
We celebrate successes as a school.

88 responses



We celebrate successes as a department.

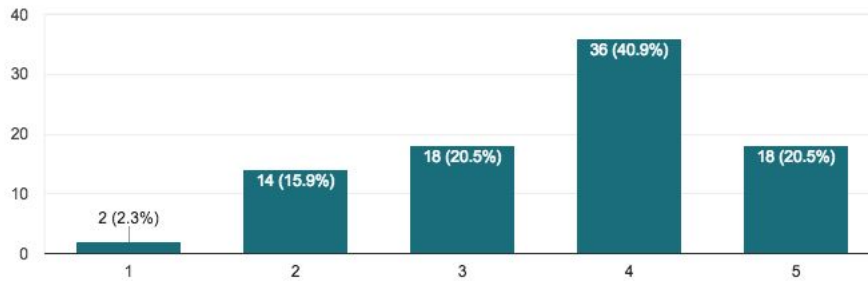
88 responses



SECTION: CLIMATE

Staff seeks to define and problem-solve the problem/issue rather than blame others.

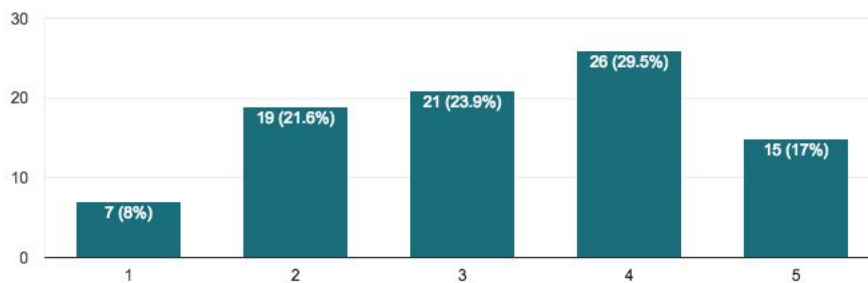
88 responses



19

Staff is empowered to make instructional decisions rather than waiting for supervisors to tell them how to address student needs.

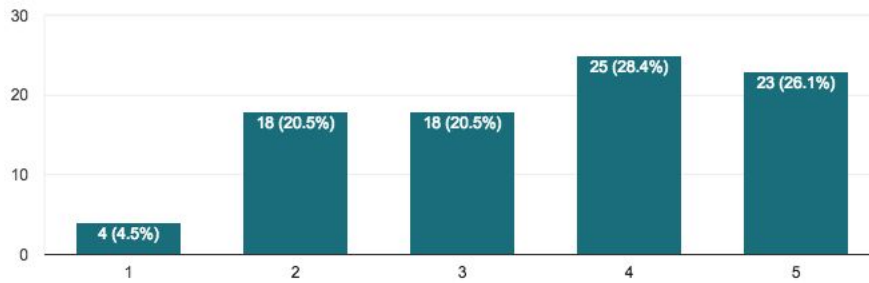
88 responses



20

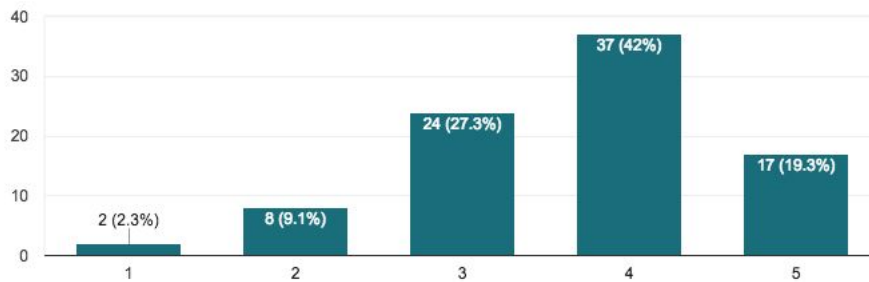
My work environment is a supportive and inviting place for staff to work.

88 responses



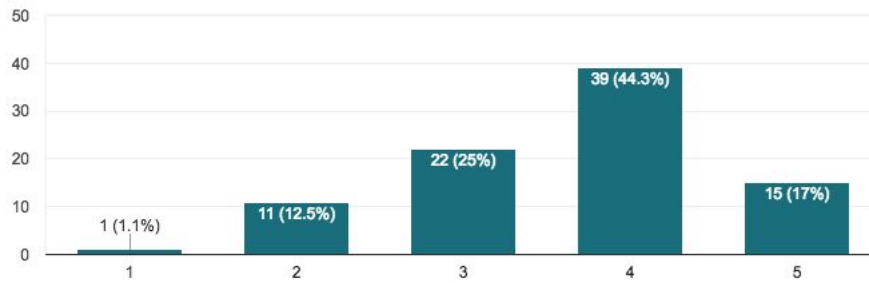
I have the tools I need to be successful at work.

88 responses



I have the tools I need to help students to reach their goals.

88 responses

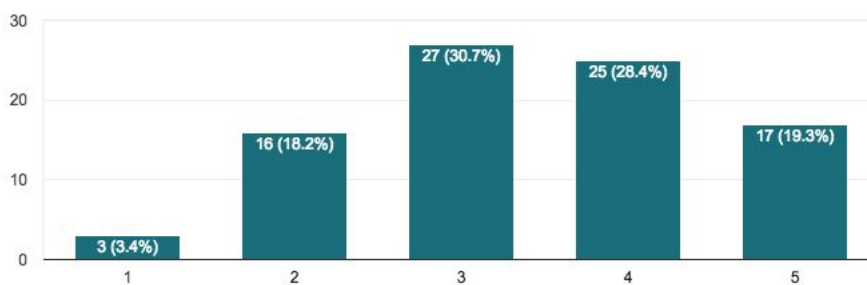


23

SECTION: COLLABORATIVE DECISION MAKING

I am involved in selecting the interventions and resources to use with my students.

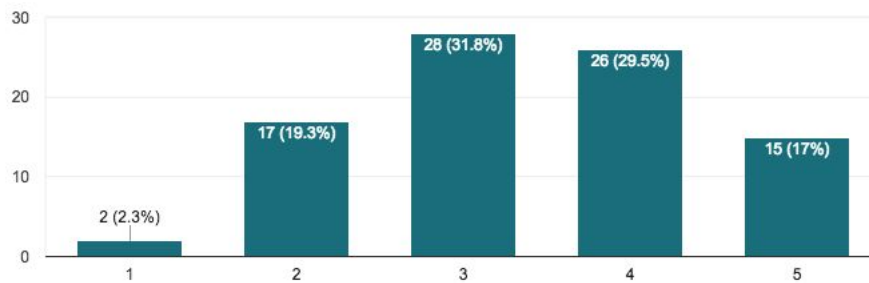
88 responses



24

The IEP team considers all opinions before decisions are made.

88 responses



To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Luann Kolstad, Chief School Business Official
Date: May 21, 2018
Re: Coordination of PTO/A Donations

With the approval of the Washington School Playground Bid on the agenda tonight, administration thought it would be helpful to also share with the Board the formal and informal procedures that the administration uses regarding PTO/A donations.

Board Policy 8:80 [Gifts to the District](#) guides the acceptance of gifts to District 64, such as large improvement projects undertaken on behalf of our schools by the individual school PTO/As. The policy requires District 64 to: “Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.”

Our Administrative Procedure 8:80 has the following guidelines/definition for the acceptance of gifts and the approval of purchases that are non-budget items:

1. Non-budget materials are those purchased for District schools by direct gift or from funds not belonging to the Board of Education.
2. Acceptance of non-budget items implies their approval by and their use in the schools. Items selected to introduce new techniques and/or content into the curriculum shall be approved prior to acceptance by the Building Principal and the Assistant Superintendent for Student Learning.
3. Acceptance of non-budget items obligates the District to maintain expendable items. These items shall be subject to evaluation as to quality, safety, and maintenance expense and be of the type acceptable for purchase with budgeted funds.

Administration can only speak for the procedures used by the current administration in terms of accepting donations from the PTO/A. Following the basic guidelines from the Administrative Procedures, the District has used the following procedures:

1. PTO/A donations of any size are first reviewed with the building principal to determine the appropriateness of the donation to the school.
2. Once the PTO/A and principal reach an agreement on the items to be donated. Typically the PTO/A and/or principal will reach out to the appropriate department to make sure the donation fits within our current curriculum and if it is an item for the building/grounds that we can maintain the donated item and its appropriateness for the school.
3. Items that fall within a price range of \$1,500 or less per item are typically ordered and paid for directly by the PTO/A group once they receive the appropriate approvals.

4. Items that singularly exceed \$1,500 are ordered through the District using the purchase order approval process. The District's threshold for capital items is \$1,500 making this amount a clear delineation between supplies and capital assets. It is important that the District capture and maintain our fixed asset inventory for our annual audit and insurance purposes.
5. Items have been ordered through the National Joint Powers Alliance (NJPA), which is a vetted cooperative so that the PTO/A groups do not need to go through the formal bid process which increases the administrative cost of the donation. Please see below for additional information on purchasing cooperatives.
6. Once the item is received/installed, the PTO/A is sent an invoice from the District for payment of the donation.
7. Items that are fixed assets are added to the District's fixed assets so that they are depreciated appropriately and accounted for in our building insurance.
8. The donation becomes District property and as such, the District is responsible for the maintenance of the donation. The exception here being that PTO/A groups are responsible for the care and upkeep of any gardens/plantings they have done on school property. This caveat is made clear to the PTO/A groups before the landscaping takes place. Maintenance of landscaping can become very time consuming and costly for the District.

Bidding Process & Purchasing Cooperatives

The following is information that was provided to the Board from legal counsel James Levi of Hodges Loizzi:

Pursuant to the School Code, any expenditure in excess of \$25,000 must be bid out and awarded to the lowest responsible bidder unless a statutory exception applies. 105 ILCS 5/10-20.21(a)(emphasis added). The School Code does not provide an exception to the bidding requirement based on the source of the funds; so even donated funds that will be expended by the Board are subject to the bidding requirement unless, as mentioned above, another statutory exception applies.

Additionally, there are no exceptions to the requirements to pay prevailing wages or to obtain payment and performance bonds for public projects funded by private donations.

Thus, if the Board receives a donation from the PTO to purchase and install a playground and the Board expends funds over \$25,000 for such, the Board must (1) bid the project out, (2) the Board must pay prevailing wages and, (3) assuming the project is in excess of \$50,000, the Board must obtain payment and performance bonds.

However, it should be noted that we are aware of situations in other Districts where PTOs have obtained the consent of the Board to contract directly with a vendor to purchase and install playground equipment on Board property. While this delivery method will avoid the bidding

issue, it does not obviate the necessity to comply with the Prevailing Wage Act and the Public Construction Bond Act. Moreover, it creates a complex contractual situation where the Board needs to enter into a contract with the PTO allowing the construction to occur, as well as establishing certain protections in favor of the Board (e.g., indemnification, insurance requirements, assignment of warranties, etc.). Further, the Board must also review and approve the construction agreement to ensure that it adequately protects the Board's interests (again, insurance, indemnification, etc.). Thus, absent a compelling reason to structure the transaction in this way, we recommend avoiding this delivery method.

Finally, in discussing the matter in more detail, it became clear that the best option for purchasing and installing the playground equipment is for the PTO to donate the funds, the PTO and School Administration to select a design and specification, and then publicly bid the purchase and installation thereof. This process will comply with all applicable bidding laws and provide a transparent transaction with the most competitive pricing. (end Levi memo)

Purchasing Cooperatives and use within District 64

The Illinois Association of School Business Officials (IASBO) defines a purchasing cooperative as follows:

1. The Joint Purchases by Governmental Units Act (commonly referred to as the Joint Purchasing Act), passed by the 76th General Assembly, authorized certain governmental units to purchase personal property and supplies *jointly*.
2. The State of Illinois, through the Department of Central Management Services, Procurement Services Division, will establish all rules, regulations and procedures in accordance with its policies and the law. It reserves the right to refuse any request for purchase if, in its opinion, pooling of a particular item or items is not beneficial or workable.
3. In essence, the program extends the promise of benefits of centralized procurement beyond the normal limits. This enables the smaller user to secure the price advantage of larger volume purchasing.
4. It should be clearly understood that these are voluntary programs. Each governmental unit shall determine the extent of its participation.
5. The State of Illinois does not become the purchasing agent for any governmental units and has no intention to make sales directly to governmental units. All contracts are placed directly with business firms. Each unit must issue its own purchase orders, accept its own deliveries and make its own payments.

We have attached a letter from Hodges Loizzi with further information on purchasing cooperatives (Attachment 1). Per the administration's request, Hodges Loizzi has vetted out both the NJPA and The Interlocal Purchasing System (TIPS) purchasing cooperatives for the District. If the Illinois State Board of Education (ISBE) revives its vetting process for cooperatives, the District will also consider these cooperatives for purchases after review by our legal counsel.

Hodges Loizzi Eisenhammer Rodick & Kohn LLP

Jack Jablonsky
JJablonsky@hlerk.com

February 23, 2018

Via Electronic Mail

Luann Kolstad, Chief School Business Official
Community Consolidated School District No. 64
164 S. Prospect Avenue
Park Ridge, IL 60068
lkolstad@d64.org

RE: Purchasing Cooperatives

Dear Ms. Kolstad:

This letter is in response to your request of James Levi for a letter of opinion concerning the ability of Community Consolidated School District No. 64 (the "District") to utilize certain purchasing cooperatives to purchase goods and services without the need for bidding. As further explained below, it is our opinion that the District may purchase goods and services through the National Joint Powers Alliance (the "NJPA") or The Interlocal Purchasing System ("TIPS") without bidding such goods and services.

Illinois Statutory Authority

As a general rule, the *School Code* requires a district to award contracts for the purchase of supplies and materials or work involving the expenditure in excess of \$25,000 through a competitive bidding process to the lowest responsible bidder, only after proper advertisement of the request for bids. *105 ILCS 5/10-20.21(a)*. Districts, however, are afforded certain exceptions to the bidding requirement. Relevant to the case at hand is Section 10-20.21(a)(xv) of the *School Code*, which exempts purchases through State master contracts authorized under Article 28A of the *School Code*. *105 ILCS 5/10-20.21(a)(xv)*.

Under Section 28A-10 of the *School Code*, the Illinois State Board of Education ("ISBE") is tasked with the responsibility of establishing an education purchasing program. *105 ILCS 5/28A-10*. Through the education purchasing program, ISBE may certify an education purchasing contract as long as the contract is entered into according to the procedures and conditions of the applicable State purchasing laws. *105 ILCS 5/28A-15(3)*. In the past, ISBE has certified U.S. Communities as an eligible purchasing program under this Section. Unfortunately, however, ISBE let its approval of U.S. Communities as an eligible purchasing program lapse and there are currently no approved master contracts available for use by Illinois school districts. Should ISBE approve a master purchasing contract in the future, the District will be able to procure goods and services under such contract without bidding.

ARLINGTON HEIGHTS

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Arlington Heights, IL 60005
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Arlington Heights

O'Fallon

Peoria

While the *School Code* provision that directly addresses the use of master contracts (also known as cooperatives) is inapplicable, there are two other statutes that grant the District the authority to utilize purchasing cooperatives: (i) the Illinois *Intergovernmental Cooperation Act*¹; and (ii) the *Governmental Joint Purchasing Act*.

The *Intergovernmental Cooperation Act* (the “ICA”) states that any powers, privileges, functions, or authority exercised or which may be exercised by a public agency of this State, including school districts, may be exercised, combined, transferred, and enjoyed jointly with any other public agency of this State and jointly with any other public agency of any other state to the extent the laws of such other state do not prohibit the joint exercise or enjoyment and except where expressly prohibited by law. 5 ILCS 220/3. In other words, as long as the parties interacting fall within the definition of a “public agency,” which includes school districts and any political subdivisions of other states, the powers afforded to another public entity may be transferred and enjoyed jointly with an Illinois school district. For example, the ability of a school district to contract for goods and services may be exercised with a public agency of another state (*See Memorandum from ISBE on Legality of Participation in U.S. Communities Contracts Offered Through the Illinois School Purchasing Network (June 16, 2005)*).

In addition to the ICA, the *Governmental Joint Purchasing Act* (the “GJPA”) provides that any governmental unit may purchase personal property, supplies, and services jointly with one or more other governmental units. 30 ILCS 525/2(a). All joint purchases must take place by competitive solicitation with one of the governmental units conducting the competitive procurement process. 30 ILCS 525/2(a); 30 ILCS 525/3. Further, all bids and offers shall be solicited by public notice inserted at least once in a newspaper of general circulation in one of the counties where the materials are to be used and at least five calendar days before the final date of submitting bids. 30 ILCS 525/4. Following the receipt of bids, the contract shall be awarded to the lowest responsible bidder, taking into consideration the quality of the goods or services, the conformity with the specifications, the vendor’s suitability to the requirements of the participating governmental units, and the delivery terms. 30 ILCS 525/4. In operation, this statute allows a school district to piggyback on another public entity, with the public entity conducting the competitive procurement process (i.e. bidding), as long as that public entity complies with the required notice and evaluation requirements for awarding contracts.

Relying on the provisions of the ICA, ISBE published a 2005 memorandum stating Illinois schools may contract with U.S. Communities, a purchasing cooperative, under the legal authority of the statutory and constitutional intergovernmental cooperation provisions, as well as the education purchasing program provisions of the *School Code*. Although U.S. Communities was established as a nonprofit governmental purchasing cooperative, not a governmental unit

¹ For the purposes of this Opinion Letter, the intergovernmental cooperation provision addressed in Article VII, Section 10 of the Illinois Constitution is being read as expressing the same authority as the *Intergovernmental Cooperation Act*.

Ms. Luann Kolstad
February 23, 2018
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contemplated in the ICA or GJPA, all contracts offered through U.S. Communities were competitively solicited through a lead public agency in accordance with the applicable public purchasing rules and regulations. Due to U.S. Communities' compliance with competitive bidding through lead public agencies that follow the applicable procurement laws, ISBE opined that Illinois school districts may utilize contracts bid through U.S. Communities. Additionally, ISBE recognized the *School Code* exception to bidding in Section 10-20.21(xii) exempting goods and services procured from another governmental agency as relevant to its opinion to purchase through U.S. Communities as permitted.

NJPA

In light of the statutory authority granted under the ICA, the GJPA, and ISBE's 2005 Memorandum, it is our opinion that the purchase of goods and services through the NJPA are exempt from the bidding requirements of the *School Code*. In reaching this conclusion, we have relied upon statements made by the NJPA on its website as to its procedure for soliciting bids, as well as certain Minnesota statutes.

The NJPA is a public agency, established under Minnesota Statute 123A.21, serving as a municipal contracting agency for government, education, and nonprofit agencies nationwide and in Canada. By competitively soliciting vendor contracts, the NJPA's serves its purpose of creating cooperative contract opportunities to save its members time and money while also securing more favorable contract terms by leveraging nationwide business to vendors. When soliciting new contracts, the NJPA drafts a request for proposals and publishes notice of the solicitation in USA Today, generally five to six weeks prior to the deadline to submit bids. Proposals are then evaluated and the contracts are awarded to the lowest responsible bidder, thereafter the contract terms are available to the NJPA's members.

Considering the above facts and applying them to the requirement of the ICA and the GJPA, the District may purchase goods and services through the NJPA. First, under both the ICA and GJPA, the entity with which the District seeks to contract through must be a public agency or a governmental unit. *5 ILCS 220/3*; *30 ILCS 525/2(a)*. As discussed above, the NJPA is a service cooperative established under Minnesota Statute 123A.21, meeting both the definition of a public agency and a governmental unit.

Second, the GJPA requires the entity to competitively solicit bids and proposals while providing adequate notice. *30 ILCS 525/2(a)*; *30 ILCS 525/4*. The NJPA's procurement process is governed by the Minnesota *Uniform Municipal Contracting Law* (the "UMCL") which requires all contracts estimated to be greater than \$100,000 in value to be awarded by competitive solicitation. *MINN. STAT. § 471.345(3)*. According to the NJPA website, each new contract, regardless of the amount, is competitively solicited through a request for proposal process. Further, the NJPA meets the notice requirements under the GJPA, as the NJPA posts five to six

Ms. Luann Kolstad
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weeks' notice of the request for proposals in USA Today, a publication of general circulation throughout the United States.

Third, the GJPA requires a contract to be awarded to the lowest responsible bidder and the NJPA is also required by state law to award contracts to the lowest responsible bidder. *30 ILCS 525/4*; see *MINN. STAT. § 375.21*; *MINN. STAT. § 412.311*; *MINN. STAT. § 365.37*; *MINN. STAT. § 123B.52*.

Finally, there are no Minnesota laws prohibiting the joint exercise of the District's power and there are no relevant laws expressly prohibiting the joint exercise of the District's power. Accordingly, purchases of goods and services through the NJPA are permitted under the ICA and GJPA.

TIPS

Following nearly identical reasoning as the NJPA, considering the facts and procedures on the TIPS website, it is our opinion that the District may also purchase goods and services through TIPS without bidding. TIPS is recognized as a political subdivision of Texas and operates as the Region VIII Education Service Center, an entity commissioned by the Texas State Legislature. *TEX. EDUC. CODE § 8.001 et seq.* TIPS aims to provide competitively procured contracts with quality vendors to save members time and financial resources by avoiding bidding requirements and providing pricing based on national, high-profile contracts. To solicit new vendor contracts, TIPS develops a request for proposals and posts two consecutive weeks of notice of the deadline to submit bids in USA Today. Upon receiving the bids, TIPS evaluates the proposals and awards the contract to the vendor offering the best value to TIPS members.

As stated above, under both the ICA and GJPA, the entity with which the District seeks to jointly contract through must be a public agency or a governmental unit. *5 ILCS 220/3*; *30 ILCS 525/2(a)*. TIPS operates as the Region VIII Education Service Center, a political subdivision of Texas commissioned by the Texas State Legislature. *TEX. EDUC. CODE § 8.008*. Thus, TIPS meets each respective definition of both a governmental unit and a public agency.

Second, the GJPA requires the entity to competitively solicit bids and proposals while providing adequate notice. *30 ILCS 525/2(a)*; *30 ILCS 525/4*. Like the NJPA, the procurement procedures for TIPS are governed by state statute, which provides that all contracts exceeding \$50,000 must be awarded to the vendor providing the best value to the district following, among other methods, a competitive bidding process. *TEX. EDUC. CODE § 44.031*. Similar to the NJPA, TIPS utilizes its competitive request for proposal procurement process for all contracts, regardless of estimated value. Further, TIPS posts notice in USA Today for two consecutive weeks prior to the bid deadline.

Third, the GJPA requires a contract to be awarded to the lowest responsible bidder. *30 ILCS 525/4*. Here, TIPS awards contracts based on the best value to its member organizations. Using

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February 23, 2018
Page 5

an evaluation rubric that considers price, vendor reputation, quality of the vendor's services, and the extent to which a vendor can meet member organization needs. While this award criteria is not in name the lowest responsible bidder, the considerations closely mirror those considerations contemplated in the GJPA for awarding contracts to the lowest responsible bidder. *30 ILCS 525/4*. Accordingly, TIPS satisfies the procurement award standard of the GJPA.

Finally, there are no Texas laws prohibiting the joint exercise of the District's power and there are no relevant laws expressly prohibiting the joint exercise of the District's power. Thus, the purchase of goods and services through TIPS are permitted under the ICA and GJPA.

Conclusion

For the reasons stated above, it's our opinion that the District, a member of the NJPA and TIPS, may purchase goods and services through either the NJPA or TIPS without bidding because each entity meets the requirements of being a governmental unit, the contracts for goods and services for each entity are competitively solicited, adequate notice is provided, the contracts are awarded to vendors that are the lowest responsible bidder or provide the most value, and there are no laws prohibiting the joint exercise of the parties' powers.

Should you have any questions or concerns, please do not hesitate to contact us.

Sincerely,

HODGES, LOIZZI, EISENHAMMER,
RODICK & KOHN LLP



Jack A. Jablonsky

JAJ
487040_1

To: Board of Education
Dr. Laurie Heinz, Superintendent
From: Luann Kolstad, Chief School Business Official
Ron DeGeorge, Director of Facility Management
Date: May 21, 2018
Re: Approval of Washington School Playground Bid

The approval of the Washington School Playground Bid was moved from the April 23, 2018 Board of Education meeting agenda for approval to the May 21, 2018 Special Board of Education meeting to give Studio GC Architects the time necessary to properly vet out the bidders. The new playground at Washington School is being funded by the Washington PTO through generous donations from Washington families and local businesses.

The playground is being purchased through the National Joint Powers Alliance purchasing cooperative, which has been vetted out by the District's legal counsel Hodges Loizzi. Using a purchasing cooperative means that the District does not need to go out for a formal bid, because this has already been done through the purchasing cooperative. However, to determine the best fit and most competitive price, the District requested bids for this project. Equipment from three different playground manufacturers was specified in the five bids received.

Bids for the Washington Playground at Washington Elementary School were received at 12:00 p.m. on April 17, 2018. The District received bids from five contractors. The lowest responsible bidder is Team Reil with a bid in the amount of \$87,772. As a follow-up to the bid opening, Studio GC met with Team Reil to review the scope of the project (Attachment 1).

Related to this work, the District will incur architectural (7.5%) and construction management (2.0%) fees of \$8,338 for this project. In the past with large playground equipment installations, the District has picked up the installation portion of the project so that we have total oversight/control of the work being performed on our property. The contractor will be abiding by all rules as they pertain to work being done on school district properties, including paying Prevailing Wage.

ACTION ITEM 18-05-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Washington Playground Bid on behalf of the Washington School PTO in the amount of \$87,772.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

5/21/18

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Date: May 21, 2018
Re: Discussion of Mission Statement for School Resource Officer (SRO)
Intergovernmental Agreements

At the March 12, 2018 regular Board of Education meeting, the Board determined that it would schedule a further discussion at the next regular Board meeting regarding finalizing the mission statement for the SRO Intergovernmental Agreements (IGAs).

As directed, the Board's legal counsel has updated the draft IGAs to incorporate the proposed mission statement as Exhibit A of the draft IGAs. The mission statement should be consistent with the SRO duties found on Exhibit C of each IGA.

(NOTE: The draft IGAs are included as attachments to Appendix 10.)

Legal counsel will be present at tonight's meeting to help guide the Board through its review in an effort to reach consensus on a final draft of this mission statement.

To: Board of Education
From: Dr. Laurie Heinz, Superintendent
Date: May 21, 2018
Re: Discussion of Revisions to the Draft School Resource Officer (SRO) Intergovernmental Agreements

At the March 12, 2018 regular Board of Education meeting, the Board reached consensus on remaining discussion items and directed the Board's legal counsel to prepare an updated "redline" copy of the Intergovernmental Agreements (IGAs) with the City of Park Ridge (Attachment 1) and the Village of Niles (Attachment 2) for the proposed School Resource Officer (SRO) pilot program.

Legal counsel will be present at tonight's meeting to help guide the Board through its review of these draft "redline" agreements. Counsel will review for the Board the proposed revisions received from the Niles attorney and the Park Ridge attorney. It is hoped that the Board can reach consensus so that the agreements can be finalized.

Following this discussion, legal counsel will review with the Board the next steps in the process for seeking approvals from the Niles attorney and Niles Village Board and the Park Ridge attorney and Park Ridge City Council.

After these approvals, the respective IGAs would be returned to the District 64 Board for final approval and plans for the pilot SRO program could then be finalized.

**INTERGOVERNMENTAL AGREEMENT
BY AND BETWEEN
THE BOARD OF EDUCATION OF PARK RIDGE-NILES COMMUNITY
CONSOLIDATED SCHOOL DISTRICT NO. 64
AND
THE CITY OF PARK RIDGE
FOR A SCHOOL RESOURCE OFFICER PROGRAM**

THIS INTERGOVERNMENTAL AGREEMENT is made by and between the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois (“Board” or “District”) and the City of Park Ridge, an Illinois Municipal Corporation (“City”) (collectively, the “Parties”).

WITNESSETH:

WHEREAS, the Board operates Lincoln Middle School (“School”), located at 200 South Lincoln Avenue, Park Ridge, Illinois 60068, which is within the City’s jurisdiction; and

WHEREAS, the City operates the Park Ridge Police Department (“Police Department”), which provides police services within the City’s jurisdiction; and

WHEREAS, the mission statement of the Parties is contained in Exhibit A, which is attached hereto and incorporated herein by reference; and

WHEREAS, Article VII, Section 10 of the 1970 Constitution of the State of Illinois and the *Intergovernmental Cooperation Act* (5 ILCS 220/1 *et seq.*), provides that units of local government and school districts may contract with one another to perform any activity authorized by law; and

WHEREAS, the City and the Board are public agencies pursuant to Section 2 of the *Intergovernmental Cooperation Act*, (5 ILCS 220/2); and

WHEREAS, the Board desires to have the services of one of the City’s police officers to perform the duties of a School Resource Officer (“SRO”) at the School; and

WHEREAS, the City and the Board have determined it to be in the best interests of both Parties to enter into this Agreement.

NOW THEREFORE, in consideration of the mutual promises, covenants, conditions, and other valuable consideration, the receipt and sufficiency whereof is herein acknowledged, the parties hereto agree as follows:

1. Incorporation of Recitals. The recitals set forth above are hereby incorporated into and made a part of this Agreement.

2. **Term.** This Agreement shall commence on the date of the last party to execute this Agreement and shall continue in full effect until June 30, 2019. The District or City may terminate this Agreement prior to its expiration for its convenience by providing at least sixty (60) days' advanced written notice to the other party of its intent to terminate.

3. **Assignment and Selection of the SRO.** The City shall assign ~~one~~ ~~one or more~~ police officers to act as an SRO at the School. To select the police officer(s), the City shall provide the Superintendent of the District (or her/his designee) with a list of its police officers who meet the minimum qualifications set forth in Exhibit ~~A~~~~B~~, which is attached hereto and incorporated herein by reference. The Superintendent may request to conduct interviews with the qualified officers. Each party may select up to five (5) individuals to serve on an advisory committee to participate in the interviews and provide the Superintendent and Chief of Police with input about the candidates. The Superintendent (or his/her designee) and the Chief of Police (or her/his designee) will then mutually select the police officer(s) who will serve as the SRO. Such selection shall be subject to approval of the Board of Education. At any time during the term of this Agreement, the City shall replace the SRO with another police officer who has been selected in accordance with the procedure set forth in this Paragraph 3, if the District provides the City with a written request setting forth the rationale for the requested replacement.

4. **Employment of the SRO.** The SRO shall remain an employee of the City and shall be subject to the administration, supervision, and control of the City, except as such administration, supervision and control are subject to the terms and conditions of this Agreement. The City shall at all times be considered the SRO's employer and the City shall retain direction and control of the work and conduct of the SRO and shall be solely responsible for payment and provision to the SRO of salary and any other benefits, including overtime, to which the SRO is entitled as an employee of the City. The City is responsible for making necessary tax and other withholdings from the SRO's pay, and for making all necessary tax and other employment-related payments and filings. The SRO shall be covered by the City's worker's compensation insurance.

Because the SRO is an employee of the City, the City, in its sole discretion, shall have the power and authority to hire, discharge and discipline the SRO.

5. **Compensation.** The Board agrees to pay the City at a rate of Sixty-Five Dollars ~~and Thirty Cents~~ (\$65.30) per hour for each hour worked by an SRO at the School. The total annual cost paid by the District is estimated to be Twenty Thousand Dollars (\$20,000). On a monthly basis, the City shall send the District's Chief School Business Official an invoice for the amount owed by the District for the prior month, which invoice shall provide the amounts due in detail. The District shall pay the amounts due in accordance with the *Local Government Prompt Payment Act* (50 ILCS 505/1 *et seq.*).

6. **SRO Work Schedule.** While on-duty at the School and serving in the capacity as SRO, the SRO shall wear his/her Police Department issued uniform and provide services at the School two (2) days per week, for approximately four (4) hours each day, on dates and time that are mutually agreed upon in writing by the Parties. Any adjustment to the SRO's schedule shall be subject to the agreement of the City and the District. ~~If, for any reason, the SRO is absent on~~

~~a day that he/she is assigned to work at the School, the City shall assign another police officer who meets the qualifications listed on Exhibit A to temporarily perform the SRO duties, subject to the same compensation as provided in section 5 of this Agreement.~~

7. Duties of the SRO. The SRO shall only perform the duties described on Exhibit ~~CB~~, which is attached hereto and incorporated herein by reference. The City shall provide each SRO with a copy of this Agreement, including Exhibit ~~BC~~, and shall require the SRO to provide a signed acknowledgement that he/she has received and reviewed this Agreement. Upon request, the City shall provide the District with a copy of said signed acknowledgement.

8. Program Review. Prior to June 30, 2019, the Parties will meet to review the SRO program at the School and discuss the Parties' intent for the following school year. The City shall cooperate with the District to prepare a report for the Board's review, with a recommendation to keep, modify, or terminate the SRO program.

9. Compliance with Board Policies and Procedure. The SRO shall comply with applicable Board policies (including but not limited to, 5:230 Maintaining Student Discipline and 7:190 Student Behavior, which are attached hereto as Exhibit ~~DE~~) and procedures, as well as the annual Student-Parent Handbook (Chapter 6 of said Handbook is attached hereto as Exhibit ~~DE~~), in the course of his/her duties, and any other operating procedures that are agreed upon by the Parties, provided that copies of these policies have been provided to the SRO in advance.

~~**10. Complaint Procedure.** The SRO shall be considered an "agent" of the District for purposes of the District's Uniform Grievance Procedure, as set forth in Board Policy 2:260. As such, the District will process complaints received about the SRO in accordance with the Uniform Grievance Procedure. The City will process any complaints received about the SRO in accordance with the City's standard complaint procedure.~~

140. Data Collection. The District's administration will establish and memorialize criteria for evaluating the impact of the SRO program and will collect data during the term of this Agreement for the Board to analyze.

101. Compliance with Laws. The Parties shall comply with all applicable laws, ordinances, rules, regulations and codes in performing their respective obligations hereunder.

142. Access to Records.

a. **District Records.** The Parties acknowledge and agree that all student, personnel, medical, and District-related business records generated by District employees or students shall be the property of the District. The Parties agree to comply with all state and federal laws, including, but not limited to, the *Illinois School Student Records Act* (105 ILCS 10/1 *et seq.*), the *Illinois Mental Health and Developmental Disabilities Confidentiality Act* (740 ILCS 110/1 *et seq.*), the federal *Family Educational Rights and Privacy Act* (20 U.S.C. § 1232g; 34 C.F.R. Part 99), *Health Insurance Portability and Accountability Act of 1996* (45 C.F.R. Parts 160 and 164), the *Illinois Personnel Records Review Act* (820 ILCS 40/1 *et seq.*), and all rules and regulations governing the release of student, personnel, and medical records. To the extent

the SRO has access to student records to perform his/her duties, he/she shall not divulge such records to any person or entity who is not a party to this Agreement without the District's consent or as otherwise permitted or required by law. Notwithstanding the termination of this Agreement for any reason, the confidentiality provisions of this paragraph will continue in full force and effect following such termination.

b. City Records. The Parties acknowledge and agree that all records generated by the SRO in connection with the performance of services under this Agreement shall be the property of the City and may constitute law enforcement records. In accordance with law, all records generated and maintained solely by the SRO and the City shall not constitute student records.

c. Other Applicable Agreements. This Agreement shall be interpreted in conjunction with other applicable agreements in effect between the District and the City, including the Intergovernmental Agreement for the Reciprocal Reporting of Criminal Offenses Committed by Students, which is attached hereto as Exhibit ~~EF~~.

132. Insurance. Each Party shall keep in force at all times during the term of this Agreement, Commercial General Liability Insurance, on an occurrence basis, with limits of not less than \$3,000,000 per occurrence and in the aggregate. Within seven (7) days of the last Party's execution of this Agreement, each Party shall furnish to the other a certificate of the insurance evidencing the insurance required under this Agreement. Each party may satisfy the insurance obligations under this Paragraph by utilizing excess or umbrella insurance. For purposes of this Paragraph, insurance may be provided through a self-insured intergovernmental risk pool or agency or through the Party's self-insurance. Each Party shall name the other party's Indemnitees (as defined in Paragraph 13) as additional insureds on all insurance required hereunder. To the fullest extent permitted by each insurance policy and without invalidating any coverage thereunder, the Parties waive any right of subrogation that they or any of their agents may have against any of the other Party's Indemnitees.

143. Mutual Indemnification. The District shall indemnify and hold the City and its officers, agents, and employees ("City Indemnitees") harmless from any and all liabilities, losses, costs, demands, damages, actions or causes of action, including reasonable attorney's fees arising out of, proximately caused by or incurred by reason of any of negligent acts or omissions of the District and its employees related to this Agreement; subject, however, to any defenses or limitations of liability permitted under the *Local Governmental and Governmental Employees Tort Immunity Act* (745 ILCS 10/1 *et seq.*), or otherwise provided by law.

The City shall indemnify, defend and hold the District, its individual Board member, agents, and employees ("District Indemnitees") harmless of and from any and all liabilities, losses, costs, demands, damages, actions or causes of action, including reasonable attorneys' fees arising out of, proximately caused by or incurred by reasons of any negligent act or omission by the SRO, or breach of this Agreement; subject, however, to any defenses or limitations of liability permitted under the *Local Governmental and Governmental Employees Tort Immunity Act* (745 ILCS 10/1 *et seq.*), or otherwise provided by law.

156. Notices. Any notices required under this Agreement may be sent to the respective parties at the following respective addresses:

To the Board:

Park Ridge-Niles Community Consolidated School District No. 64
164 South Prospect Avenue
Park Ridge, Illinois 60068
Attn: Superintendent

With a copy to:

Kerry Burnet Pipal
Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP
3030 Salt Creek Lane, Ste. 202
Arlington Heights, IL 60005

To the City:

Park Ridge Police Department
505 Butler Place
Park Ridge, IL 60068
Attn: Chief of Police Frank Kaminski

With a copy to:

Ancel Glink, P.C.
140 S. Dearborn Street, Suite 600
Chicago, IL 60603

or at such other addresses as the parties may indicate in writing to the other either by personal delivery, courier, overnight delivery with proof of delivery, or by registered mail, return receipt requested, with proof of delivery thereof. Mailed notices shall be deemed effective on the day of deposit; all other notices shall be effective when delivered.

156. Complete Understanding and Amendments. This Agreement sets forth all the terms and conditions, and agreements and understandings between the Parties relative to the subject matter hereof. No modifications, amendments, or waiver of any provision hereto shall be valid and binding unless in writing and signed by all Parties.

176. Successors and Assigns. This Agreement shall be binding upon, apply and inure to the benefit of each Party and their respective legal representatives, successors and assigns.

187. Governing Law. This Agreement and the rights and responsibilities of the parties hereto shall be interpreted and enforced in accordance with the laws of the State of Illinois.

| **1918. Authority to Execute.** Each signatory hereto represents and warrants that he/she has the proper and necessary corporate authority to execute this Agreement and bind his/her entity to the terms and conditions of this Agreement.

| **2019. Waiver.** The failure of either party to demand strict performance of the terms and conditions of this Agreement on any one occasion shall not be deemed a waiver to demand strict performance on any future occasion.

SIGNATURE PAGE FOLLOWS

IN WITNESS WHEREOF, the parties hereto have set their hands and seals all as of the day and year first written above.

**CITY OF PARK RIDGE, an Illinois
Municipal Corporation**

**BOARD OF EDUCATION OF PARK
RIDGE-NILES COMMUNITY
CONSOLIDATED SCHOOL DISTRICT
NO. 64, COOK COUNTY, ILLINOIS**

By: _____

By: _____

Its: _____

Its: _____

Dated: _____

Dated: _____

ATTEST:

ATTEST:

By: _____

By: _____

Its:

Its: Secretary

Dated: _____

Dated: _____

EXHIBIT A

MISSION STATEMENT

Vision: District 64 School Resource Officers of the City of Park Ridge and Village of Niles, will act as educational resources to teachers, parents, and students, help build awareness of community policing and help school staff promote a safe and secure learning environment for both staff and students. Through such collaborative efforts, we will strive to build positive relationships between youth and local police officers. We believe these relationships will help enable us to solve as well as prevent problems within our schools and larger communities.

Program Objectives: SROs will serve as valuable resources for their schools and are trained to fulfill several roles:

- **Advisor:** SROs will establish open, and trusted forms of two-way communication with students, parents/guardians, and staff members. They will endeavor to create an environment for students to discuss behaviors that impact their environment. Additionally, they will serve as mentors and problem solvers who will provide guidance on various issues to students, parents, and school administrators and act as a liaison to support services both inside the school environment and outside in the community.
- **Role Model:** SROs will serve as a positive role model for students to reinforce sound decision-making and good judgment, respect for self and others, and foster a sincere concern for the school community and the community at large.
- **Classroom Instructor/Teaching Partner:** SROs will offer an additional educational resource by sharing their expertise in the classroom through co-teaching. SRO classroom presentation topics may include, but are not limited to: bullying and aggression; Internet safety; drug and opioid abuse; good citizenship (i.e., Bill of Rights, Constitution, etc.); and state law and municipal code emphasizing student concerns (e.g., vaping ordinance, bicycle/roller blading restrictions in public areas, etc.); and Healthy Living Month and SEL/Second Steps lessons.
- **Safety/Emergency Needs:** SROs are sworn officers in their communities. They will regularly work at the direction of school administration and serve as a natural extension of D64's comprehensive Safety & Security Plans, except in exigent circumstances.

EXHIBIT BA

QUALIFICATIONS OF THE SRO

The SRO must, at a minimum, possess the following qualifications:

1. Be a sworn peace officer in good standing with the Police Department;
2. Be off probation as a police officer with the Police Department;
3. Have experience working with youths;
4. Have completed the following training regarding the duties and responsibilities of a school resource officer:
 - a. Certification through the Illinois Law Enforcement Training and Standards Board as a Juvenile Police Officer under 705 ILCS 405/1-3(17);
 - b. The Basic School Resource Officer Course provided by the National Association of School Resource Officers; and
 - c. Basic Crisis Intervention Team training by the Illinois Law Enforcement Training and Standards Board.
5. Have strong verbal, written, and interpersonal skills, including public speaking;
6. Be able to function as a strong role model for students in the District; and
7. Possess an even temperament and set a good example for students.

In addition to the requirements listed above, the following are preferred qualifications of the SRO:

1. Possess a bachelor's degree in education, social work, or a related field; and
2. Have completed the following training regarding the duties and responsibilities of a school resource officer:
 - a. Training in restorative justice; and
 - b. Advanced Crisis Intervention Team (Juvenile) training by the Illinois Law Enforcement Training and Standards Board.

EXHIBIT CB

DUTIES AND RESPONSIBILITIES OF THE SRO

The SRO shall perform the following duties and responsibilities to the best of his/her skill and ability when serving in the capacity of SRO. The SRO will communicate and coordinate his/her duties and responsibilities with the School principal (or in the absence of the School principal, the School administrator who is acting as principal).

Education Responsibilities

1. Work collaboratively with the School's administrators and staff to plan and schedule appropriate lessons to students in areas such as drug and alcohol prevention, online safety, cyber bullying, Healthy Living Month, Red Ribbon Week and Second Step/Social-Emotional Learning, civil rights and legal topics, as approved by the School principal.
2. Provide training for the School's staff on topics of interest and importance to the staff related to the officer's expertise, as approved by the School principal.
3. Encourage open dialogue to provide students with a voice regarding issues that impact the School and the community.

Resource Responsibilities

1. Establish positive rapport with all students.
2. Serve as a positive role model.
3. Be available to students, staff, parents, School and community organizations as a resource.
4. Consult with the School's administrators and staff on strategies for dealing with behaviorally at-risk students, as requested and directed by the School principal.
5. Work collaboratively with the School's administrators and PTO to arrange and participate in parent/community education as needed.
6. Serve as liaison between the School and the Police Department.
7. Maintain office hours for consultation with staff and students as needed.
8. Provide a safe environment for students to discuss at-risk behaviors.
9. Serve as a resource for Building Crisis Teams when schedule permits.

Security Responsibilities

1. Maintain a high level of visibility during arrival, lunch, passing periods and departure as schedule permits.
2. Follow building and district behavior policies.
3. Meet with building administrators to advise them of potential situations occurring or that are rumored to occur at or on school grounds.

The SRO will keep an activity log documenting his/her education, resource and security activities, which will be available to the District upon request. The SRO will provide a summary of the activity log that will become part of the end-of-year report provided to the Board of Education. The District may, at its option, communicate updates about the SRO pilot program to parents and the larger School community via social media, newsletter, or other means of communication.

The duties and responsibilities enumerated in this Exhibit CB are exhaustive, and the SRO shall not perform any duties or responsibilities while serving as SRO on School property, including but not limited to, searches and interviews of students, without the School principal's (or in the absence of the School principal, the School administrator who is acting as principal) consent and at the School principal's (or in the absence of the School principal, the School administrator who is acting as principal) direction. The parties do not intend for the SRO to participate in student discipline unless: (1) there are exigent circumstances necessitating the SRO's participation, or (2) the Principal has expressly requested the SRO's participation. In the latter instance, Before authorizing the SRO's participation in the discipline of a special education student, the Principal must consult with the student's case manager or the District's Director of Special Education before requesting the SRO's participation in the discipline of a special education student. Further, absent exigent circumstances, ~~the~~ SRO shall not knowingly participate in the discipline of a special education student without the express consent of the Principal.

DISTINGUISHING DISCIPLINARY MISCONDUCT TO BE HANDLED BY SCHOOL OFFICIALS FROM CRIMINAL OFFENSES TO BE HANDLED BY POLICE DEPARTMENT:

The Parties acknowledge that police officers are responsible for criminal law issues, not school discipline issues. Thus, absent exigent circumstances, incidents involving public order offenses shall be considered school discipline issues to be solely handled by School officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of a criminal citation, ticket, or summons, filing of a delinquency petition, referral to a probation officer, or actual arrest). If the SRO becomes aware of a student discipline issue, he/she shall refer the issue to the School principal or assistant principal.

Moreover, students shall not be arrested by the SRO when he or she is serving in that capacity at the School, except where exigent circumstances exist. Further, the School principal or assistant principal shall be consulted prior to an arrest of a student where practicable and the student's parent or guardian shall be notified of a child's arrest immediately, unless otherwise directed by the Police Department. If the SRO encounters a student fight, he/she shall respond to it in accordance with the District's existing practices and procedures, including an emphasis on de-escalation.

EXHIBIT DE

BOARD POLICIES

5:230 MAINTAINING STUDENT DISCIPLINE AND 7:190 STUDENT BEHAVIOR

Professional Personnel

5:230 Maintaining Student Discipline

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other certificated employees, and persons providing a student's related services(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the School Board policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal or Assistant Principal and discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures. School teams that are trained in non-violent crisis intervention will respond to unsafe student behavior.

Teachers shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Teachers may use reasonable physical redirection as needed to keep students, school personnel, and others safe, or for self-defense.

LEGAL REF.:

[105 ILCS 5/24-24.](#)

[23 Ill.Admin.Code §1.280](#)

CROSS REF.: 2:150 (Committees), 7:190 (Student Discipline), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: October 27, 1997

REVISED: November 18, 2013, September 18, 2017

Park Ridge-Niles School District 64

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

- On, or within sight of, school grounds before, during, or after school hours or at any time;
- Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to or from school or a school activity, function, or event; or
- Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - d. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - e. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, audio and/or video recording device, personal digital assistant (PDA), or other wearable technology in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept

powered-off and in their lockers during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, (as described in Board policy [7:180](#), *Prevention of and Response to Bullying, Intimidation, and Harassment*), bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, public display of affection, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the expression of gender or sexual orientation or preference.
12. Teen dating violence, as described in Board policy [7:185](#), *Teen Dating Violence Prohibited*.
13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (*such as calling 911*); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet social media site against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy [7:220](#), *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy [7:200](#), *Suspension Procedures*. A student who has been suspended will also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy [7:210](#), *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program for disciplinary purposes upon written agreement with the student's parent(s) or following a Board of Education hearing.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alike" drugs or weapons, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon or "look alikes" as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alikes" of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal or Assistant Building Principal, or designee is authorized to impose the same disciplinary measures as teachers. In addition, provided the appropriate procedures are followed, the Superintendent, Building Principal, or Assistant Principal or designee may issue in-school suspensions; may issue out-of-school suspensions to students guilty of gross disobedience or misconduct (including all school functions) for up to ten consecutive school days; and may suspend students from riding the school bus for up to ten consecutive school days. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

Student Handbook

The Superintendent, with input from the PTO/A Presidents committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment. Students and their parents/guardians must acknowledge receipt of the student handbook in some form upon receipt of the handbook.

LEGAL REF.:

Gun-Free Schools Act, [20 U.S.C. §7151 et seq.](#)

Pro-Children Act of 1994, [20 U.S.C. §6081.](#)

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), [5/31-3](#), and [110/3.10](#).

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: [2:150](#) (Committees), [2:240](#) (Board Policy Development), [5:230](#) (Maintaining Student Discipline), [6:110](#) (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), [7:70](#) (Attendance and Truancy), [7:130](#) (Student Rights and Responsibilities), [7:140](#) (Search and Seizure), [7:150](#) (Agency and Police Interviews), [7:160](#) (Student Appearance), [7:170](#) (Vandalism), [7:180](#) (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:185](#) (Teen Dating Violence Prohibited), [7:200](#) (Suspension Procedures), [7:210](#) (Expulsion Procedures), [7:220](#) (Bus Conduct), [7:230](#) (Misconduct by Students with Disabilities), [7:240](#) (Conduct Code for Participants in Extracurricular Activities), [7:270](#) (Administering Medicines to Students), [7:310](#) (Restrictions on Publications), [8:30](#) (Visitors to and Conduct on School Property)

ADOPTED: October 27, 1997

REVISED: August 24, 1998, April 12, 1999, December 13, 1999, October 23, 2000, June 11, 2001, January 14, 2002, September 9, 2002, May 24, 2004, June 25, 2007, September 24, 2007, January 28, 2008, May 11, 2009, December 14, 2009, November 15, 2010, June 11, 2012, June 24, 2013, May 19, 2014, August 22, 2016, September 18, 2017

EXHIBIT ED

CHAPTER 6 OF STUDENT-PARENT HANDBOOK

Chapter 6

Student Behavior

Social-Emotional Learning

Meeting the academic as well as social-emotional health needs of all students is an important objective within the 2020 Vision Strategic Plan. District 64 helps students develop awareness and the skills needed to be respectful and caring members of their homes, schools, and communities. Our efforts are aligned with the State of Illinois social-emotional learning standards, and include reinforcing the traits of respect and responsibility in our preschool/elementary students and in developing self-awareness, self-motivation and social skills for middle school students.

Each school has a program that includes instruction in these skills and concepts at times when they occur naturally in the curriculum. Teachers and staff determine how to best incorporate these into the curriculum and culture at each school. Life skills related to behavior are taught in the classroom through natural connections to the curriculum in all subjects as well as in every part of the school environment.

To reinforce these expectations, each school has developed an acronym that reflects its building's culture and has created a program to recognize exemplary behavior. School acronyms are shown on the individual roster pages.

Student Behavior

The goals and objectives of Board policy 7:190, *Student Behavior*, are to provide effective discipline practices that:

- Ensure the safety and dignity of students and staff
- Maintain a positive, weapons-free, and drug-free learning environment
- Keep school property and the property of others secure
- Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution, and
- Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:


1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

**Emerson Middle School
Students**

Additional guidelines are found
in the Student Planner.



**Cell phones and other
electronic devices are to be
powered off and kept in the
student's locker during the
school day. "Smart" watches
are included in this policy,
and also must be kept in the
student's locker during the
school day.**

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance, or other substance that is prohibited by this policy.
 - h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other wearable technology in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and in their lockers during the regular school day unless: (a) the supervising teacher grants

permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a legal search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying (as described in Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*), bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, public display of affection (PDA), offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the expression of gender or sexual orientation or preference.
12. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet social media site against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a

Passwords to students' accounts on social networking websites

According to the Right to Privacy in the School Setting Act, District 64 may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. District 64 may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on a student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination.

threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive intervention and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student’s parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

Search Policy & Procedure

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. Though permission is not necessary, in the event a search is necessary, an attempt will be made to inform parents, as referenced in Board policy 7:140.

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.

Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study provided the student’s parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure may be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended will also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion*

Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program for disciplinary purposes upon written agreement with the student's parent(s) or following a Board of Education hearing.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes" drugs or weapons, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

Board Policy 7:170

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period of at least one calendar year, but not more than two calendar years: 1. A firearm, meaning any gun, rifle, shotgun, weapon or "look-alikes" as defined by Section 921 of Title 18 of the United States Code (18 USC 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1). 2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look-alikes" of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm. This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Only the School Board may expel a student. This authority may not be delegated. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal or Assistant Building Principal, or designee is authorized to impose the same disciplinary measures as teachers. In addition, provided the appropriate procedures are followed, the Superintendent, Building Principal or Assistant Principal, or designee may issue in-school suspensions; may issue out-of-school suspensions to students guilty of gross disobedience or misconduct (including all school functions) for up to 10 consecutive school days; and may suspend students from riding the school bus for up to 10 consecutive school days. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

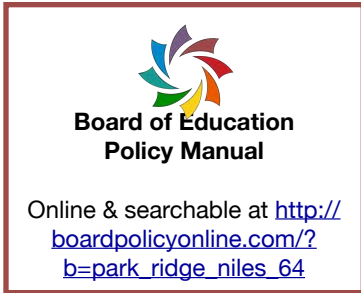
Student Handbook

The Superintendent, with input from the PTO/A Presidents committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Out-of-School Suspension

According to Board policy 7:200, the Superintendent or designee shall implement out-of-school suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.



3. A phone call to the student's parent(s)/guardian(s) is made.
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall: (a) Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension; (b) Include information about the opportunity to make up work missed during the suspension for equivalent academic credit; (c) Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; (d) Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and (e) Depending upon the length of the out-of-school suspension, include the following applicable information: (i) For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose: a) A threat to school safety, or b) A disruption to other students' learning opportunities. (ii) For a suspension of 4 or more school days, an explanation: a) That other appropriate and available behavioral and disciplinary interventions have been exhausted, b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and c) That the student's continuing presence in school would either: i) Pose a threat to the safety of other students, staff, or members of the school community, or ii) Substantially disrupt, impede, or interfere with the operation of the school. (iii) For a suspension of 5 or more school days, the information listed in section 4.e.ii above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

Expulsion

According to Board policy 7:210, the Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall: a) include the time, date, and place for the hearing; b) briefly describe what will happen during the hearing; c) detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion; d) list the student's prior suspension(s); e) state that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis; f) ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by Board approved hearing officer. The hearing officer shall report to the Board the evidence presented at the hearing and the Board shall take such final

action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board.

3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or substantial disruption to the educational environment would make it difficult to educate students posed by the student. The student and his or her parent(s)/ guardian(s) may be represented by counsel, offer evidence, present witnesses, cross examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. In determining the length of the student's expulsion, the Board also shall consider: a) the egregiousness of the student's conduct; b) the history of the student's past conduct; c) the likelihood that such conduct will affect the delivery of education for other students; d) the severity of the punishment; and e) the student's best interests.
5. If the Board acts to expel the student, its written expulsion decision shall: a) Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school; b) Provide a rationale for the specific duration of the recommended expulsion, as well as the rationale for any suspension that preceded the expulsion; c) Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student; d) Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school; e) Document whether available and appropriate support services were offered or provided during the suspension and, if they were not offered or provided, document that none were available.
6. Upon expulsion, the District may refer the student to appropriate and available support services.

Restrictions on Publications

School-Sponsored Publications and Websites

School-sponsored publications, productions, and websites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission. All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated. The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a publication includes, without limitation: (1) written or electronic print material, and (2) audio-visual material, on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or on-line (e.g., any website, social networking site, database for information retrieval, etc.), or (3)

information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing "on campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180 (*Prevention of and Response to Bullying, Intimidation, and Harassment*) in addition to any response required by this policy 7:310.

EXHIBIT FE

**INTERGOVERNMENTAL AGREEMENT FOR THE RECIPROCAL REPORTING OF
CRIMINAL OFFENSES COMMITTED BY STUDENTS**

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**INTERGOVERNMENTAL AGREEMENT
BY AND BETWEEN
THE BOARD OF EDUCATION OF
PARK RIDGE-NILES COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64
AND
CITY OF PARK RIDGE
FOR THE
RECIPROCAL REPORTING OF CRIMINAL OFFENSES
COMMITTED BY STUDENTS**

THIS INTERGOVERNMENTAL AGREEMENT is by and between the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois (hereinafter referred to as "School District" or "District") and the City of Park Ridge, an Illinois Municipal Corporation (hereinafter referred to as the "City" or the "Department") (collectively the "Parties").

WITNESSETH:

WHEREAS, the City operates the Park Ridge Police Department, which has responsibility for law enforcement within the boundaries of the School District or a portion thereof; and

WHEREAS, the School District and the Department have mutually determined that it would be in the best interest of the safety and welfare of students and employees of the School District to have a reciprocal reporting system between the School District and the Department regarding criminal offenses committed by students enrolled in the School District; and

WHEREAS, this Agreement is authorized by the Illinois Constitution of 1970 and the *Intergovernmental Cooperation Act* (5 ILCS 220/1 *et seq.*), providing for the execution of agreements and implementation of cooperative ventures between public agencies of the State of Illinois; and

WHEREAS, Section 10-20.14 of the *School Code* (105 ILCS 5/10-20.14) mandates and authorizes that the School District's parent-teacher advisory committee develop and maintain, along with the School Board, a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students; and

WHEREAS, the *Family Educational Rights and Privacy Act* (20 USC 1232g(b)) provides that confidential student record information may be disclosed without parental consent to state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to State statute if (1) the allowed reporting or disclosure concerns the juvenile justice system and such system's ability to effectively serve, prior to adjudication, the student whose records are released; and (2) the officials and authorities to whom such information is disclosed certify in writing to the educational agency or institution that the information will not be disclosed to any other party except as provided under State law without the prior written consent of the parent of the student; and

WHEREAS, in furtherance of the foregoing, the *Illinois School Student Records Act* (105 ILCS 10/6(a)(6.5)) provides that confidential student record information may be disclosed without parental consent to juvenile authorities when necessary for the discharge of their official duties who request information prior to the adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided by law or order of court; and further defines juvenile authorities, which definition includes, but is not limited to, judges, probation officers, law enforcement officers and prosecutors, and individuals authorized by court; and

WHEREAS, the Parties wish to memorialize the authority and parameters of their exchanges of information and the necessary written certification pursuant to the foregoing State and federal laws.

NOW, THEREFORE, in consideration of the foregoing, as well as the mutual covenants and agreements hereinafter set forth, the School District and the Department hereby agree as follows:

1. Liaison. The District's parent-teacher advisory committee shall designate an administrative contact person to act as a liaison between the School District and the Department for the purpose of reciprocal reporting of eligible criminal offenses committed by students ("Appropriate School Official"). The Department shall likewise designate an administrative contact person to act as a liaison between the Department and the School District for the purpose of reciprocal reporting of eligible criminal offenses committed by students.

2. Criminal Offenses/Reporting and Records Disclosure.

a. Whenever the School District receives information that a student may have committed a criminal offense on school grounds, off school grounds, at a school sponsored activity, or against school personnel, the Appropriate School Official may notify the Department liaison, subject to any limitations imposed by law. To the extent that such information is contained in a school student record, the School District will provide prior written notice to the student's parents, or the student if applicable, as may be required by law.

b. Whenever the Department receives information that a student may have committed a criminal offense, as limited by Paragraphs 2.d and 2.e of this Agreement, the Department liaison shall notify the School District liaison. In addition, the Department shall notify the School District liaison if the Department or an officer believes that there is an imminent threat of physical harm to students, school personnel or others who are present in the school or on school grounds.

c. Upon request of the School District, the Department shall provide access to the Appropriate School Official to the criminal records of students, subject to the limitations in Paragraph 2.e of this Agreement.

d. The Department's provision of and the School District's access to the

Department's records relating to a minor who has been arrested before his or her 18th birthday, for purposes of inspection and copying of said records, shall be limited to records of minors enrolled in the School District who have been arrested or taken into custody for any of the following offenses:

- (i) any violation of Article 24 of the *Criminal Code of 1961* or the *Criminal Code of 2012* (i.e., weapons violations);
- (ii) a violation of the *Illinois Controlled Substances Act*;
- (iii) a violation of the *Cannabis Control Act*;
- (iv) a forcible felony as defined in Section 2-8 of the *Criminal Code of 1961* or the *Criminal Code of 2012* (e.g., murder, criminal sexual assault, robbery, burglary, arson, kidnapping, aggravated battery and any other felony that involves the use or threat of physical force or violence);
- (v) a violation of the *Methamphetamine Control and Community Protection Act*;
- (vi) a violation of Section 1-2 (harassment through electronic communications) of the *Harassing and Obscene Communications Act*;
- (vii) a violation of the *Hazing Act* (recategorized and renumbered as Section 12C-50 of the *Criminal Code*); or
- (viii) a violation of Section 12-1 (assault), 12-2 (aggravated assault), 12-3 (battery), 12-3.05 (aggravated battery), 12-3.1 (battery of an unborn child; aggravated battery of an unborn child), 12-3.2 (domestic battery), 12-3.4 (violation of an order of protection), 12-3.5 (interfering with the reporting of domestic violence), 12-5 (reckless conduct), 12-7.3 (stalking), 12-7.4 (aggravated stalking), 12-7.5 (cyberstalking), 25-1 (mob action), or 25-5 (unlawful contact with streetgang members) of the *Criminal Code of 1961* or the *Criminal Code of 2012*.

The information derived from the law enforcement records shall be kept separate from and shall not become a part of the official school record of that child and shall not be a public record. The information shall be used solely by the Appropriate School Official to protect the safety of students and employees in the school. If the designated law enforcement and school officials deem it to be in the best interest of the minor, the student may be referred to in-school or community based social services if those services are available. "Rehabilitation services" may include interventions by school support personnel, evaluation for eligibility for special education, referrals to community-based agencies such as youth services, behavioral healthcare service providers, drug and alcohol prevention or treatment programs, and other interventions as deemed appropriate for the student.

e. Except as provided in Paragraphs 2.d. and 2.g, the Department's provision of and the School District's access to the Department's information relating to a minor who is the subject of a current police investigation that is directly related to school safety shall consist of oral information only, and not written law enforcement records, and shall be used solely by the Appropriate School Official to protect the safety of students and employees in the school and aid in the proper rehabilitation of the child. The information derived orally from the local law enforcement officials shall be kept separate from and shall not become a part of the official school record of the child and shall not be a public record. For purposes of this paragraph, "investigation" means an official systematic inquiry by the Department or any other law enforcement agency into actual or suspected criminal activity.

The limitations of this paragraph and Paragraph 2.e shall be expanded or further restricted in accordance with any subsequent amendments to the *Juvenile Court Act of 1987* (705 ILCS 405/1-7, 5-905) or other laws.

f. Pursuant to 705 ILCS 405/5-901(1)(b)(v), court files of juvenile delinquency proceedings, redacted to remove any information identifying the victim or alleged victim of any sex offense, will be disclosed to the School District if the District provides educational, medical or mental health services to the juvenile and disclosure is necessary for the discharge of the District's official duties.

g. Notwithstanding the restrictions in Paragraph 2.e above on the provision of and access to the Department's records, in accordance with Section 22-20 of the *School Code* (105 ILCS 5/22-20), the Department shall report to the Principal or School District liaison, if identified as designee for the School District's principals, whenever a child enrolled therein is detained for proceedings under the *Juvenile Court Act of 1987* (705 ILCS 405/1-1 *et seq.*), as heretofore and hereafter amended, or for any criminal offense or any violation of a municipal ordinance. The report shall include the basis for detaining the child, circumstances surrounding the events which led to the child's detention, and status of proceedings. The report shall be updated as appropriate to notify the Principal or School District liaison of developments and the disposition of the matter. The information transmitted to the School District pursuant to this paragraph shall be kept separate from and shall not become a part of the official school record of such child and shall not be a public record. Such information shall be used solely by the appropriate school official or officials whom the School District has determined to have a legitimate educational or safety interest to aid in the proper rehabilitation of the child and to protect the safety of the students and employees in the school.

h. Nothing contained in this Agreement is intended to prevent the sharing or disclosure of information or records relating or pertaining to juveniles subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders and such sharing is otherwise allowed by law.

i. If the Department commences use of body cameras by its law enforcement officers in accordance with the *Law Enforcement Officer-Worn Body Camera Act* (50 ILCS 701/10-1 *et seq.*), it shall promptly provide the District with a copy of the Department's written

policy regarding the use of body cameras adopted in accordance with the foregoing Act, and the District and Department shall determine appropriate procedures for flagging recordings related to incidents in the schools for retention by the Department and for access by the District as otherwise allowed by law. If the Department and District have a school resource officer agreement in place, they shall discuss the implementation of the body camera policy with regard to the school resource officer(s) serving in the District schools pursuant to that agreement.

3. Confidentiality. Any and all information received by the School District as a result of this Agreement shall be kept confidential by the School District as and to the extent required by law. In accordance with the *Illinois School Student Records Act* (105 ILCS 10/1 *et seq.*) and the regulations implementing the federal *Family Educational Rights and Privacy Act* (34 C.F.R. Part 99), any and all information constituting student records or education records under those laws that is received by the Department as a result of this Agreement shall be kept confidential by the Department and shall not be disclosed by the Department to another party without the prior written consent of the parent of the student (or consent of the student if he or she has assumed rights under the law), except as provided under state and federal law.

4. Term. The parties to this Agreement understand and agree that this Agreement shall commence the day and year on which the Agreement is signed by all parties. This Agreement shall remain in effect from year-to-year thereafter, as may be modified pursuant to Paragraph 6 of this Agreement, until terminated by written notice of either party.

5. Notices. Any and all notices required hereunder shall be sent to:

To the District:

Park Ridge-Niles Community Consolidated School District No. 64
164 South Prospect Avenue
Park Ridge, Illinois 60068
Attn: Superintendent

To the City:

Park Ridge Police Department
505 Butler Place
Park Ridge, IL 60068
Attn: Chief of Police

Notice shall be made by the United States certified mail, postage prepaid, return receipt requested, or by personal delivery of any such notice.

6. Modification. The agreements, covenants, terms and conditions herein contained may be modified only through written mutual consent of the parties hereto.

7. Assignment. Neither party may assign, transfer or otherwise convey its rights or obligations under this Agreement without the prior written consent of the other party.

8. Termination of Prior Agreement. The Intergovernmental Agreement for Reciprocal Reporting of Criminal Offenses Committed by Students between the Parties, dated February 18, 2014, is hereby terminated by mutual agreement.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the day and year the Agreement is fully executed by both Parties.

**CITY OF PARK RIDGE, an Illinois
Municipal Corporation**

**BOARD OF EDUCATION OF PARK
RIDGE-NILES COMMUNITY
CONSOLIDATED SCHOOL DISTRICT
NO. 64, COOK COUNTY, ILLINOIS**

By: _____

By: _____

Its: _____

Its: _____

Dated: _____

Dated: _____

ATTEST:

ATTEST:

By: _____

By: _____

Its:

Its: Secretary

Dated: _____

Dated: _____

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**INTERGOVERNMENTAL AGREEMENT
BY AND BETWEEN
THE BOARD OF EDUCATION OF PARK RIDGE-NILES COMMUNITY
CONSOLIDATED SCHOOL DISTRICT NO. 64
AND
THE VILLAGE OF NILES
FOR A SCHOOL RESOURCE OFFICER PROGRAM**

THIS INTERGOVERNMENTAL AGREEMENT is made by and between the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois (“Board” or “District”) and the Village of Niles, an Illinois Municipal Corporation (“Village”) (collectively, the “Parties”).

WITNESSETH:

WHEREAS, the Board operates Emerson Middle School (“School”), located at 8101 North Cumberland Avenue, Niles, Illinois 60714, which is within the Village’s jurisdiction; and

WHEREAS, the Village operates the Niles Police Department (“Police Department”), which provides police services within the Village’s jurisdiction; and

WHEREAS, the mission statement of the Parties is contained in Exhibit A, which is attached hereto and incorporated herein by reference; and

WHEREAS, Article VII, Section 10 of the 1970 Constitution of the State of Illinois and the *Intergovernmental Cooperation Act* (5 ILCS 220/1 *et seq.*), provides that units of local government and school districts may contract with one another to perform any activity authorized by law; and

WHEREAS, the Village and the Board are public agencies pursuant to Section 2 of the *Intergovernmental Cooperation Act*, (5 ILCS 220/2); and

WHEREAS, the Board desires to have the services of one of the Village’s police officers to perform the duties of a School Resource Officer (“SRO”) at the School; and

WHEREAS, the Village and the Board have determined it to be in the best interests of both Parties to enter into this Agreement.

NOW THEREFORE, in consideration of the mutual promises, covenants, conditions, and other valuable consideration, the receipt and sufficiency whereof is herein acknowledged, the parties hereto agree as follows:

1. Incorporation of Recitals. The recitals set forth above are hereby incorporated into and made a part of this Agreement.

2. **Term.** This Agreement shall commence on the date of the last party to execute this Agreement and shall continue in full effect until June 30, 2019. The District or the Village may terminate this Agreement prior to its expiration for its convenience by providing the other party at least sixty (60) days' advanced written notice of its intent to terminate.

3. **Assignment and Selection of the SRO.** The Village shall assign one police officer to act as the primary SRO at the School. To select the police officer, the Village shall provide the Superintendent of the District (or his/her designee) with a list of its police officers who meet the minimum qualifications set forth in Exhibit **BA**, which is attached hereto and incorporated herein by reference. The Superintendent may request to conduct interviews with the qualified officers. The Parties will mutually select members of an advisory committee to participate in the interviews and provide the Superintendent and Chief of Police with input about the candidates. The Superintendent (or his/her designee) and the Chief of Police (or his/her designee) will then mutually select the police officer who will serve as the primary SRO and a police officer who will serve as a substitute SRO in the event of the primary SRO's absence. Such selections shall be subject to the approval of the Board of Education. At any time during the term of this Agreement, the Village shall replace the SRO with another police officer who has been selected in accordance with the procedure set forth in this Paragraph 3, if 1) the District provides the Village with a written request setting forth the rationale for the requested replacement or 2) the Village provides the District with written notice that the Village has internal reasons with replacing the officer.

4. **Employment of the SRO.** The SRO shall remain an employee of the Village and shall be subject to the administration, supervision, and control of the Village, except as such administration, supervision and control are subject to the terms and conditions of this Agreement. The Village shall at all times be considered the SRO's employer and the Village shall retain direction and control of the work and conduct of the SRO and shall be solely responsible for payment and provision to the SRO of salary and any other benefits, including overtime, to which the SRO is entitled as an employee of the Village. The Village is responsible for making necessary tax and other withholdings from the SRO's pay, and for making all necessary tax and other employment-related payments and filings. The Village shall also maintain payroll, attendance, and performance evaluation records of the SRO. The SRO shall be covered by the Village's worker's compensation insurance.

Because the SRO is an employee of the Village, the Village, in its sole discretion, shall have the power and authority to hire, discharge and discipline the SRO. With regard to disciplinary actions related to services provided under this Agreement, the Village shall consult with the Board on such disciplinary actions; however, the Village shall have the sole discretion and power to discipline the SRO.

5. **Compensation.** The Board agrees to pay the Village at a rate of Forty-Six Dollars and Two Cents (\$46.02) per hour for each hour worked by an SRO at the School. The total annual cost paid by the District is estimated to be Thirteen Thousand Dollars (\$13,000). On a monthly basis, the Village shall send the District's Chief School Business Official an invoice for the amount owed by the District for the prior month, which invoice shall provide the amounts

due in detail. The District shall pay the amounts due in accordance with the *Local Government Prompt Payment Act (50 ILCS 505/1 et seq.)*.

6. SRO Work Schedule. The SRO shall wear his/her Police Department issued uniform and provide services at the School three (3) days per week, for approximately four (4) hours on two of the days, and for approximately two (2) hours on the third day, on dates and time that are mutually agreed upon in writing by the Parties. Any adjustment to the SRO's schedule shall be subject to the agreement of the Village and the District. If, for any reason, the SRO is absent on a day that he/she is assigned to work at the School, the substitute police officer selected under Paragraph 3 shall temporarily perform the SRO duties, at no additional cost to the District. Provided, however, that such temporary assignment is not intended to supplant the replacement selection process set forth in Paragraph 3.

7. Duties of the SRO. The SRO shall only perform the duties described on Exhibit **BC**, which is attached hereto and incorporated herein by reference. The Village shall provide each SRO with a copy of this Agreement, including Exhibit **BC**, and shall require the SRO to provide a signed acknowledgement that he/she has received and reviewed this Agreement. Upon request, the Village shall provide the District with a copy of said signed acknowledgement.

8. Program Review. Prior to June 30, 2019, the Parties will meet to review the SRO program at the School and discuss the Parties' intent for the following school year. The Village shall cooperate with the District to prepare a report for the Board's review, with a recommendation to keep, modify, or terminate the SRO program.

9. Compliance with Board Policies and Procedure. The SRO shall comply with applicable Board policies (including but not limited to 5:230 Maintaining Student Discipline and 7:190 Student Behavior, which are attached hereto as Exhibit **DE**) and procedures, as well as the annual Student-Parent Handbook (Chapter 6 of said Handbook is attached hereto as Exhibit **DE**), in the course of his/her duties, and any other operating procedures that are agreed upon by the Parties. The District shall provide the SRO with the aforementioned policies, procedures and handbooks. [In the event that there is a need to promote the public safety or in the case of exigent circumstances, the SRO shall not be obligated to this provision.](#)

10. Complaint Procedure. The SRO shall be considered an "agent" of the District for purposes of the District's Uniform Grievance Procedure, as set forth in Board Policy 2:260. As such, the District will process complaints received about the SRO in accordance with the Uniform Grievance Procedure. The City will process any complaints received about the SRO in accordance with the City's standard complaint procedure.

11. Data Collection. The District's administration will establish and memorialize criteria for evaluating the impact of the SRO program and will collect data during the term of this Agreement for the Board to analyze.

12. Compliance with Laws. The Parties shall comply with all applicable laws, ordinances, rules, regulations and codes in performing their respective obligations hereunder.

13. Access to Records.

a. District Records. The Parties acknowledge and agree that all student, personnel, medical, and District-related business records generated by District employees or students shall be the property of the District. The Parties agree to comply with all state and federal laws, including, but not limited to, the *Illinois School Student Records Act* (105 ILCS 10/1 *et seq.*), the *Illinois Mental Health and Developmental Disabilities Confidentiality Act* (740 ILCS 110/1 *et seq.*), the federal *Family Educational Rights and Privacy Act* (20 U.S.C. § 1232g; 34 C.F.R. Part 99), *Health Insurance Portability and Accountability Act of 1996* (45 C.F.R. Parts 160 and 164), the *Illinois Personnel Records Review Act* (820 ILCS 40/1 *et seq.*), and all rules and regulations governing the release of student, personnel, and medical records. To the extent the SRO has access to student records to perform his/her duties, he/she shall not divulge such records to any person or entity who is not a party to this Agreement without the District's consent or as otherwise permitted or required by law. Notwithstanding the termination of this Agreement for any reason, the confidentiality provisions of this paragraph will continue in full force and effect following such termination.

b. Village Records. The Parties acknowledge and agree that all records generated by the SRO in connection with the performance of services under this Agreement shall be the property of the Village and may constitute law enforcement records. In accordance with law, all records generated and maintained solely by the SRO and the Village shall not constitute student records.

c. Other Applicable Agreements. This Agreement shall be interpreted in conjunction with other applicable agreements in effect between the District and the Village, including the Intergovernmental Agreement for the Reciprocal Reporting of Criminal Offenses Committed by Students, which is attached hereto as Exhibit ~~EE~~. [In the event that this Agreement conflicts with the Village's obligations to the SRO under the MAP labor agreement and/or the terms of the labor agreement between the Village of Niles and MAP the terms of the MAP Agreement effective as of the date in question shall govern.](#)

14. Insurance. Each Party shall keep in force at all times during the term of this Agreement, Commercial General Liability Insurance, on an occurrence basis, with limits of not less than \$3,000,000 per occurrence and in the aggregate. Within seven (7) days of the last Party's execution of this Agreement, each Party shall furnish to the other a certificate of the insurance evidencing the insurance required under this Agreement. Each party may satisfy the insurance obligations under this Paragraph by utilizing excess or umbrella insurance. For purposes of this Paragraph, insurance may be provided through a self-insured intergovernmental risk pool or agency. Each Party shall name the other party's Indemnitees (as defined in Paragraph 13) as additional insureds on all insurance required hereunder. To the fullest extent permitted by each insurance policy and without invalidating any coverage thereunder, the Parties waive any right of subrogation that they or any of their agents may have against any of the other Party's Indemnitees.

15. Mutual Indemnification. The District shall indemnify and hold the Village and its officers, agents, and employees ("Village Indemnitees") harmless from any and all liabilities,

losses, costs, demands, damages, actions or causes of action, including reasonable attorney's fees arising out of, proximately caused by or incurred by reason of any of negligent acts or omissions of the District and its employees related to this Agreement; subject, however, to any defenses or limitations of liability permitted under the *Local Governmental and Governmental Employees Tort Immunity Act* (745 ILCS 10/1 *et seq.*), or otherwise provided by law.

The Village shall indemnify, defend and hold the District, its individual Board member, agents, and employees ("District Indemnitees") harmless of and from any and all liabilities, losses, costs, demands, damages, actions or causes of action, including reasonable attorneys' fees arising out of, proximately caused by or incurred by reasons of any negligent act or omission by the SRO, or breach of this Agreement; subject, however, to any defenses or limitations of liability permitted under the *Local Governmental and Governmental Employees Tort Immunity Act* (745 ILCS 10/1 *et seq.*), or otherwise provided by law.

16. Notices. Any notices required under this Agreement may be sent to the respective parties at the following respective addresses:

To the Board:

Park Ridge-Niles Community Consolidated School District No. 64
164 South Prospect Avenue
Park Ridge, Illinois 60068
Attn: Superintendent

With a copy to:

Kerry Burnet Pipal
Hodges, Loizzi, Eisenhammer, Rodick & Kohn LLP
3030 Salt Creek Lane, Ste. 202
Arlington Heights, IL 60005

To the Village:

Niles Police Department
7000 Touhy Avenue
Niles, IL 60714
Attn: Chief of Police

With a copy to:

Village of Niles
D. Danielle Grcic
1000 Civic Center Drive
Niles, Illinois 60714

or at such other addresses as the parties may indicate in writing to the other either by personal delivery, courier, overnight delivery with proof of delivery, or by registered mail, return receipt requested, with proof of delivery thereof. Mailed notices shall be deemed effective on the day of deposit; all other notices shall be effective when delivered.

17. Complete Understanding and Amendments. This Agreement sets forth all the terms and conditions, and agreements and understandings between the Parties relative to the subject matter hereof. No modifications, amendments, or waiver of any provision hereto shall be valid and binding unless in writing and signed by all Parties.

18. Successors and Assigns. This Agreement shall be binding upon, apply and inure to the benefit of each Party and their respective legal representatives, successors and assigns.

19. Governing Law. This Agreement and the rights and responsibilities of the parties hereto shall be interpreted and enforced in accordance with the laws of the State of Illinois.

20. Authority to Execute. Each signatory hereto represents and warrants that he/she has the proper and necessary corporate authority to execute this Agreement and bind his/her entity to the terms and conditions of this Agreement.

21. Waiver. The failure of either party to demand strict performance of the terms and conditions of this Agreement on any one occasion shall not be deemed a waiver to demand strict performance on any future occasion.

IN WITNESS WHEREOF, the parties hereto have set their hands and seals all as of the day and year first written above.

VILLAGE OF NILES, an Illinois Municipal Corporation

BOARD OF EDUCATION OF PARK RIDGE-NILES COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64, COOK COUNTY, ILLINOIS

By: _____

By: _____

Its: _____

Its: _____

Dated: _____

Dated: _____

ATTEST:

ATTEST:

By: _____

By: _____

Its:

Its: Secretary

Dated: _____

Dated: _____

EXHIBIT A

MISSION STATEMENT

Vision: District 64 School Resource Officers of the City of Park Ridge and Village of Niles, will act as educational resources to teachers, parents, and students, help build awareness of community policing and help school staff promote a safe and secure learning environment for both staff and students. Through such collaborative efforts, we will strive to build positive relationships between youth and local police officers. We believe these relationships will help enable us to solve as well as prevent problems within our schools and larger communities.

Program Objectives: SROs will serve as valuable resources for their schools and are trained to fulfill several roles:

- **Advisor:** SROs will establish open, and trusted forms of two-way communication with students, parents/guardians, and staff members. They will endeavor to create an environment for students to discuss behaviors that impact their environment. Additionally, they will serve as mentors and problem solvers who will provide guidance on various issues to students, parents, and school administrators and act as a liaison to support services both inside the school environment and outside in the community.
- **Role Model:** SROs will serve as a positive role model for students to reinforce sound decision-making and good judgment, respect for self and others, and foster a sincere concern for the school community ~~but~~ and the community at large.
- **Classroom Instructor/Teaching Partner:** SROs will offer an additional educational resource by sharing their expertise in the classroom through co-teaching. SRO classroom presentation topics may include, but are not limited to: bullying and aggression; Internet safety; drug and opioid abuse; good citizenship (i.e., Bill of Rights, Constitution, etc.); and state law and municipal code emphasizing student concerns (e.g., vaping ordinance, bicycle/roller blading restrictions in public areas, etc.); and Healthy Living Month and SEL/Second Steps lessons.
- **Safety/Emergency Needs:** SROs are sworn officers in their communities. They will regularly work at the direction of school administration and serve as a natural extension of D64's comprehensive Safety & Security Plans, except in exigent circumstances.

EXHIBIT B

QUALIFICATIONS OF THE SRO

The SRO must, at a minimum, possess the following qualifications:

1. Be a sworn peace officer in good standing with the Police Department;
2. Have at least five (5) years of experience working as a police officer with the Police Department;
3. Have experience working with youths;
4. Have completed the following training regarding the duties and responsibilities of a school resource officer:
 - a. Certification through the Illinois Law Enforcement Training and Standards Board as a Juvenile Police Officer under 705 ILCS 405/1-3(17);
 - b. The Basic School Resource Officer Course provided by the National Association of School Resource Officers; and
 - c. Basic Crisis Intervention Team training by the Illinois Law Enforcement Training and Standards Board.
5. Have strong verbal, written, and interpersonal skills, including public speaking;
6. Be able to function as a strong role model for students in the District; and
7. Possess an even temperament and set a good example for students.

In addition to the requirements listed above, the following are preferred qualifications of the SRO:

1. Possess a bachelor's degree in education, social work, or a related field; and
2. Have completed the following training regarding the duties and responsibilities of a school resource officer:
 - a. Training in restorative justice; and
 - b. Advanced Crisis Intervention Team (Juvenile) training by the Illinois Law Enforcement Training and Standards Board.

EXHIBIT CB

DUTIES AND RESPONSIBILITIES OF THE SRO

The SRO shall perform the following duties and responsibilities to the best of his/her skill and ability. He/she shall perform police duties as assigned by the Police Department during periods when school is not in session and when not otherwise assigned to school activities. The SRO will communicate and coordinate his/her duties and responsibilities with the School principal (or in the absence of the School principal, the School administrator who is acting as principal).

Education Responsibilities

1. Work collaboratively with the School's administrators and staff to plan and schedule appropriate lessons to students in areas such as drug and alcohol prevention, online safety, cyber bullying, Healthy Living Month, Red Ribbon Week and Second Step/Social-Emotional Learning, civil rights and legal topics, as approved by the School principal.
2. Provide training for the School's staff on topics of interest and importance to the staff related to the officer's expertise, as approved by the School principal.
3. Encourage open dialogue to provide students with a voice regarding issues that impact the School and the community.

Resource Responsibilities

1. Establish positive rapport with all students.
2. Serve as a positive role model.
3. Be available to students, staff, parents, School and community organizations as a resource.
4. Consult with the School's administrators and staff on strategies for dealing with behaviorally at-risk students, as requested and directed by the School principal.
5. Work collaboratively with the School's administrators and PTO to arrange and participate in parent/community education as needed.
6. Serve as liaison between the School and the Police Department.
7. Maintain office hours for consultation with staff and students as needed.
8. Provide a safe environment for students to discuss at-risk behaviors.
9. Serve as a resource for Building Crisis Teams when schedule permits.

Security Responsibilities

1. Maintain a high level of visibility during arrival, lunch, passing periods and departure as schedule permits.
2. Follow building and district behavior policies.
3. Meet with building administrators to advise them of potential situations occurring or that are rumored to occur at or on school grounds.

The SRO will keep an activity log documenting his/her education, resource and security activities, which will be available to the District upon request. The SRO will provide a summary of the activity log that will become part of the end-of-year report provided to the Board of Education. The District may, at its option, communicate updates about the SRO pilot program to parents and the larger School community via social media, newsletter, or other means of communication.

The duties and responsibilities enumerated in this Exhibit ~~CB~~ are exhaustive, and the SRO shall not perform any duties or responsibilities while on School property, including but not limited to, searches and interviews of students, without the School principal's (or in the absence of the School principal, the School administrator who is acting as principal) consent and at the School principal's (or in the absence of the School principal, the School administrator who is acting as principal) direction. The parties do not intend for the SRO to participate in student discipline unless there are exigent circumstances necessitating the SRO's participation, or the Principal has expressly requested the SRO's participation. Before authorizing the SRO's participation in the discipline of a special education student, the Principal must consult with the student's case manager or the District's Director of Special Education. The SRO shall not knowingly participate in the discipline of a special education student without the express consent of the Principal.

DISTINGUISHING DISCIPLINARY MISCONDUCT TO BE HANDLED BY SCHOOL OFFICIALS FROM CRIMINAL OFFENSES TO BE HANDLED BY POLICE DEPARTMENT:

The Parties acknowledge that police officers are responsible for criminal law issues, not school discipline issues. Thus, absent exigent circumstances, incidents involving public order offenses shall be considered school discipline issues to be solely handled by School officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of a criminal citation, ticket, or summons, filing of a delinquency petition, referral to a probation officer, or actual arrest). If the SRO becomes aware of a student discipline issue, he/she shall refer the issue to the School principal or assistant principal.

Moreover, students shall not be arrested at the School, except where exigent circumstances exist. Further, the School principal or assistant principal shall be consulted prior to an arrest of a student where practicable and the student's parent or guardian shall be notified of a child's arrest immediately, unless otherwise directed by the Police Department.

If the SRO encounters a student fight, he/she shall respond to it in accordance with the District's existing practices and procedures, including an emphasis on de-escalation.

EXHIBIT DE

BOARD POLICIES

5:230 MAINTAINING STUDENT DISCIPLINE AND 7:190 STUDENT BEHAVIOR

Professional Personnel

5:230 Maintaining Student Discipline

Maintaining an orderly learning environment is an essential part of each teacher's instructional responsibilities. A teacher's ability to foster appropriate student behavior is an important factor in the teacher's educational effectiveness. The Superintendent shall ensure that all teachers, other certificated employees, and persons providing a student's related services(s): (1) maintain discipline in the schools as required in the School Code, and (2) follow the School Board policies and administrative procedures on student conduct, behavior, and discipline.

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student, if appropriate. If the unacceptable behavior continues, the teacher should consult with the Building Principal or Assistant Principal and discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. A student's removal must be in accordance with Board policy and administrative procedures. School teams that are trained in non-violent crisis intervention will respond to unsafe student behavior.

Teachers shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Teachers may use reasonable physical redirection as needed to keep students, school personnel, and others safe, or for self-defense.

LEGAL REF.:

[105 ILCS 5/24-24.](#)

[23 Ill.Admin.Code §1.280](#)

CROSS REF.: 2:150 (Committees), 7:190 (Student Discipline), 7:230 (Misconduct by Students with Disabilities)

ADOPTED: October 27, 1997

REVISED: November 18, 2013, September 18, 2017

Park Ridge-Niles School District 64

7:190 Student Behavior

The goals and objectives of this policy are to provide effective discipline practices that: (1) ensure the safety and dignity of students and staff; (2) maintain a positive, weapons-free, and drug-free learning environment; (3) keep school property and the property of others secure; (4) address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution; and (5) teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in *prohibited student conduct*, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:

- On, or within sight of, school grounds before, during, or after school hours or at any time;
- Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
- Traveling to or from school or a school activity, function, or event; or
- Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling, or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana, and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - d. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - e. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - f. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug, controlled substance, or other substance that is prohibited by this policy.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.

4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, audio and/or video recording device, personal digital assistant (PDA), or other wearable technology in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept

powered-off and in their lockers during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, (as described in Board policy [7:180](#), *Prevention of and Response to Bullying, Intimidation, and Harassment*), bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, public display of affection, offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the expression of gender or sexual orientation or preference.
12. Teen dating violence, as described in Board policy [7:185](#), *Teen Dating Violence Prohibited*.
13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (*such as calling 911*); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet social media site against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive interventions and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student's parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties. Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy [7:220](#), *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy [7:200](#), *Suspension Procedures*. A student who has been suspended will also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy [7:210](#), *Expulsion Procedures*. A student who has been expelled may also be restricted from being on school grounds and at school activities.
13. Transfer to an alternative program for disciplinary purposes upon written agreement with the student's parent(s) or following a Board of Education hearing.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alike" drugs or weapons, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than two calendar years:

1. A firearm, meaning any gun, rifle, shotgun, weapon or "look alike" as defined by Section 921 of Title 18 of the United States Code ([18 U.S.C. § 921](#)), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act ([430 ILCS 65](#)), or firearm as defined in Section 24-1 of the Criminal Code of 1961 ([720 ILCS 5/24-1](#)).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look alike" of any firearm as defined above.

The expulsion requirement under either paragraph one or two above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal or Assistant Building Principal, or designee is authorized to impose the same disciplinary measures as teachers. In addition, provided the appropriate procedures are followed, the Superintendent, Building Principal, or Assistant Principal or designee may issue in-school suspensions; may issue out-of-school suspensions to students guilty of gross disobedience or misconduct (including all school functions) for up to ten consecutive school days; and may suspend students from riding the school bus for up to ten consecutive school days. The Board may suspend a student from riding the bus in excess of ten school days for safety reasons.

Student Handbook

The Superintendent, with input from the PTO/A Presidents committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment. Students and their parents/guardians must acknowledge receipt of the student handbook in some form upon receipt of the handbook.

LEGAL REF.:

Gun-Free Schools Act, [20 U.S.C. §7151 et seq.](#)

Pro-Children Act of 1994, [20 U.S.C. §6081.](#)

[410 ILCS 130/](#), Compassionate Use of Medical Cannabis Pilot Program.

[410 ILCS 647/](#), Powdered Caffeine Control and Education Act.

[430 ILCS 66/](#), Firearm Concealed Carry Act.

[105 ILCS 5/10-20.5b](#), [5/10-20.14](#), [5/10-20.28](#), [5/10-20.36](#), [5/10-21.7](#), [5/10-21.10](#), [5/10-22.6](#), [5/10-27.1A](#), [5/10-27.1B](#), [5/24-24](#), [5/26-12](#), [5/27-23.7](#), [5/31-3](#), and [110/3.10](#).

[23 Ill.Admin.Code §1.280.](#)

CROSS REF.: [2:150](#) (Committees), [2:240](#) (Board Policy Development), [5:230](#) (Maintaining Student Discipline), [6:110](#) (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), [7:70](#) (Attendance and Truancy), [7:130](#) (Student Rights and Responsibilities), [7:140](#) (Search and Seizure), [7:150](#) (Agency and Police Interviews), [7:160](#) (Student Appearance), [7:170](#) (Vandalism), [7:180](#) (Prevention of and Response to Bullying, Intimidation, and Harassment), [7:185](#) (Teen Dating Violence Prohibited), [7:200](#) (Suspension Procedures), [7:210](#) (Expulsion Procedures), [7:220](#) (Bus Conduct), [7:230](#) (Misconduct by Students with Disabilities), [7:240](#) (Conduct Code for Participants in Extracurricular Activities), [7:270](#) (Administering Medicines to Students), [7:310](#) (Restrictions on Publications), [8:30](#) (Visitors to and Conduct on School Property)

ADOPTED: October 27, 1997

REVISED: August 24, 1998, April 12, 1999, December 13, 1999, October 23, 2000, June 11, 2001, January 14, 2002, September 9, 2002, May 24, 2004, June 25, 2007, September 24, 2007, January 28, 2008, May 11, 2009, December 14, 2009, November 15, 2010, June 11, 2012, June 24, 2013, May 19, 2014, August 22, 2016, September 18, 2017

EXHIBIT ED

CHAPTER 6 OF STUDENT-PARENT HANDBOOK

Chapter 6

Student Behavior

Social-Emotional Learning

Meeting the academic as well as social-emotional health needs of all students is an important objective within the 2020 Vision Strategic Plan. District 64 helps students develop awareness and the skills needed to be respectful and caring members of their homes, schools, and communities. Our efforts are aligned with the State of Illinois social-emotional learning standards, and include reinforcing the traits of respect and responsibility in our preschool/elementary students and in developing self-awareness, self-motivation and social skills for middle school students.

Each school has a program that includes instruction in these skills and concepts at times when they occur naturally in the curriculum. Teachers and staff determine how to best incorporate these into the curriculum and culture at each school. Life skills related to behavior are taught in the classroom through natural connections to the curriculum in all subjects as well as in every part of the school environment.

To reinforce these expectations, each school has developed an acronym that reflects its building's culture and has created a program to recognize exemplary behavior. School acronyms are shown on the individual roster pages.

Student Behavior

The goals and objectives of Board policy 7:190, *Student Behavior*, are to provide effective discipline practices that:

- Ensure the safety and dignity of students and staff
- Maintain a positive, weapons-free, and drug-free learning environment
- Keep school property and the property of others secure
- Address the causes of a student's misbehavior and provide opportunities for all individuals involved in an incident to participate in its resolution, and
- Teach students positive behavioral skills to become independent, self-disciplined citizens in the school community and society.

When and Where Conduct Rules Apply

A student is subject to disciplinary action for engaging in prohibited student conduct, as described in the section with that name below, whenever the student's conduct is reasonably related to school or school activities, including, but not limited to:


1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including, but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

**Emerson Middle School
Students**

Additional guidelines are found
in the Student Planner.



**Cell phones and other
electronic devices are to be
powered off and kept in the
student's locker during the
school day. "Smart" watches
are included in this policy,
and also must be kept in the
student's locker during the
school day.**

1. Using, possessing, distributing, purchasing, or selling tobacco or nicotine materials, including without limitation, electronic cigarettes.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, selling or offering for sale:
 - a. Any illegal drug or controlled substance, or cannabis (including medical cannabis, marijuana and hashish).
 - b. Any anabolic steroid unless it is being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's or licensed practitioner's instructions. The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. Any substance inhaled, injected, smoked, consumed, or otherwise ingested or absorbed with the intention of causing a physiological or psychological change in the body, including without limitation, pure caffeine in tablet or powdered form.
 - g. "Look-alike" or counterfeit drugs, including a substance that is not prohibited by this policy, but one: (a) that a student believes to be, or represents to be, an illegal drug, controlled substance, or other substance that is prohibited by this policy; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance, or other substance that is prohibited by this policy.
 - h. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession.
4. Using, possessing, controlling, or transferring a "weapon" as that term is defined in the Weapons section of this policy, or violating the Weapons section of this policy.
5. Using or possessing an electronic paging device.
6. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other wearable technology in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Prohibited conduct specifically includes, without limitation, creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person through the use of a computer, electronic communication device, or cellular phone. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and in their lockers during the regular school day unless: (a) the supervising teacher grants

permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

7. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
8. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a legal search.
9. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, altering report cards, and wrongfully obtaining test copies or scores.
10. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to a staff person or another student, or urging other students to engage in such conduct. Prohibited conduct specifically includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying (as described in Board policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*), bullying using a school computer or a school computer network, or other comparable conduct.
11. Engaging in any sexual activity, including without limitation, public display of affection (PDA), offensive touching, sexual harassment, indecent exposure (including mooning), and sexual assault. This does not include the expression of gender or sexual orientation or preference.
12. Teen dating violence, as described in Board policy 7:185, *Teen Dating Violence Prohibited*.
13. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
14. Entering school property or a school facility without proper authorization.
15. In the absence of a reasonable belief that an emergency exists, calling emergency responders (such as calling 911); signaling or setting off alarms or signals indicating the presence of an emergency; or indicating the presence of a bomb or explosive device on school grounds, school bus, or at any school activity.
16. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
17. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
18. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
19. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, vandalism, and hazing.
20. Making an explicit threat on an Internet social media site against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
21. Operating an unmanned aircraft system (UAS) or drone for any purpose on school grounds or at any school event unless granted permission by the Superintendent or designee.
22. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a

Passwords to students' accounts on social networking websites

According to the Right to Privacy in the School Setting Act, District 64 may not request or require a student to provide a password or other related account information in order to gain access to the student's account or profile on a social networking website. District 64 may conduct an investigation or require a student to cooperate in an investigation if there is specific information about activity on a student's account on a social networking website that violates a school disciplinary rule or policy. In the course of an investigation, the student may be required to share the content that is reported in order to make a factual determination.

threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term “possession” includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student’s person; (b) contained in another item belonging to, or under the control of, the student, such as in the student’s clothing, backpack, or automobile; (c) in a student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of positive intervention and supports, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or psychological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board’s authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally or in part on the refusal of the student’s parent/guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student.

Disciplinary Measures

Search Policy & Procedure

School authorities may inspect and search school property and equipment owned or controlled by the school (such as lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. Though permission is not necessary, in the event a search is necessary, an attempt will be made to inform parents, as referenced in Board policy 7:140.

School officials shall limit the number and duration of expulsions and out-of-school suspensions to the greatest extent practicable, and, where practicable and reasonable, shall consider forms of non-exclusionary discipline before using out-of-school suspensions or expulsions. School personnel shall not advise or encourage students to drop out voluntarily due to behavioral or academic difficulties.

Potential disciplinary measures include, without limitation, any of the following:

1. Notifying parent(s)/guardian(s).
2. Disciplinary conference.
3. Withholding of privileges.
4. Temporary removal from the classroom.
5. Return of property or restitution for lost, stolen, or damaged property.
6. In-school suspension. The Building Principal or designee shall ensure that the student is properly supervised.
7. After-school study provided the student’s parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure may be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
8. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure, giving the student and/or parent/guardian the choice.
9. Seizure of contraband; confiscation and temporary retention of personal property that was used to violate this policy or school disciplinary rules.
10. Suspension of bus riding privileges in accordance with Board policy 7:220, *Bus Conduct*.
11. Out-of-school suspension from school and all school activities in accordance with Board policy 7:200, *Suspension Procedures*. A student who has been suspended will also be restricted from being on school grounds and at school activities.
12. Expulsion from school and all school activities for a definite time period not to exceed 2 calendar years in accordance with Board policy 7:210, *Expulsion*

Procedures. A student who has been expelled may also be restricted from being on school grounds and at school activities.

13. Transfer to an alternative program for disciplinary purposes upon written agreement with the student's parent(s) or following a Board of Education hearing.
14. Notifying juvenile authorities or other law enforcement whenever the conduct involves criminal activity, including but not limited to, illegal drugs (controlled substances), "look-alikes" drugs or weapons, alcohol, or weapons or in other circumstances as authorized by the reciprocal reporting agreement between the District and local law enforcement agencies.

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property.

Board Policy 7:170

The above list of disciplinary measures is a range of options that will not always be applicable in every case. In some circumstances, it may not be possible to avoid suspending or expelling a student because behavioral interventions, other than a suspension and expulsion, will not be appropriate and available, and the only reasonable and practical way to resolve the threat and/or address the disruption is a suspension or expulsion.

Corporal punishment is prohibited. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school may be expelled for a period of at least one calendar year, but not more than two calendar years: 1. A firearm, meaning any gun, rifle, shotgun, weapon or "look-alikes" as defined by Section 921 of Title 18 of the United States Code (18 USC 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1). 2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including "look-alikes" of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent's determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm. This policy's prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Re-Engagement of Returning Students

The Superintendent or designee shall maintain a process to facilitate the re-engagement of students who are returning from an out-of-school suspension, expulsion, or an alternative school setting. The goal of re-engagement shall be to support the student's ability to be successful in school following a period of exclusionary discipline and shall include the opportunity for students who have been suspended to complete or make up work for equivalent academic credit.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student's parent/guardian. "School grounds" includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment, or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Only the School Board may expel a student. This authority may not be delegated. Teachers, other certificated [licensed] educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal or Assistant Building Principal, or designee is authorized to impose the same disciplinary measures as teachers. In addition, provided the appropriate procedures are followed, the Superintendent, Building Principal or Assistant Principal, or designee may issue in-school suspensions; may issue out-of-school suspensions to students guilty of gross disobedience or misconduct (including all school functions) for up to 10 consecutive school days; and may suspend students from riding the school bus for up to 10 consecutive school days. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

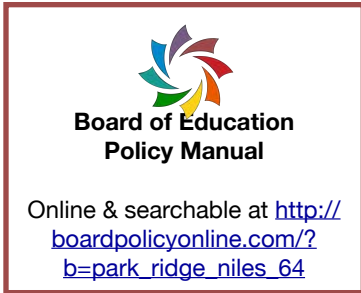
Student Handbook

The Superintendent, with input from the PTO/A Presidents committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval. A student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

Out-of-School Suspension

According to Board policy 7:200, the Superintendent or designee shall implement out-of-school suspension procedures that provide, at a minimum, for each of the following:

1. A conference during which the charges will be explained and the student will be given an opportunity to respond to the charges before he or she may be suspended.
2. A pre-suspension conference is not required, and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.



3. A phone call to the student's parent(s)/guardian(s) is made.
4. A written notice of the suspension to the parent(s)/guardian(s) and the student, which shall: (a) Provide notice to the parent(s)/guardian(s) of their child's right to a review of the suspension; (b) Include information about the opportunity to make up work missed during the suspension for equivalent academic credit; (c) Detail the specific act of gross disobedience or misconduct resulting in the decision to suspend; (d) Provide rationale or an explanation of how the chosen number of suspension days will address the threat or disruption posed by the student or his or her act of gross disobedience or misconduct; and (e) Depending upon the length of the out-of-school suspension, include the following applicable information: (i) For a suspension of 3 school days or less, an explanation that the student's continuing presence in school would either pose: a) A threat to school safety, or b) A disruption to other students' learning opportunities. (ii) For a suspension of 4 or more school days, an explanation: a) That other appropriate and available behavioral and disciplinary interventions have been exhausted, b) As to whether school officials attempted other interventions or determined that no other interventions were available for the student, and c) That the student's continuing presence in school would either: i) Pose a threat to the safety of other students, staff, or members of the school community, or ii) Substantially disrupt, impede, or interfere with the operation of the school. (iii) For a suspension of 5 or more school days, the information listed in section 4.e.ii above, along with documentation by the Superintendent or designee determining what, if any, appropriate and available support services will be provided to the student during the length of his or her suspension.
5. A summary of the notice, including the reason for the suspension and the suspension length, must be given to the Board by the Superintendent or designee.
6. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. Whenever there is evidence that mental illness may be the cause for the suspension, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate. If the suspension is upheld, the Board's written suspension decision shall specifically detail items (a) and (e) in number 4, above.

Expulsion

According to Board policy 7:210, the Superintendent or designee shall implement expulsion procedures that provide, at a minimum, for the following:

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request shall: a) include the time, date, and place for the hearing; b) briefly describe what will happen during the hearing; c) detail the specific act of gross disobedience or misconduct resulting in the decision to recommend expulsion; d) list the student's prior suspension(s); e) state that the School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis; f) ask that the student or parent(s)/guardian(s) or attorney inform the Superintendent or Board Attorney if the student will be represented by an attorney and, if so, the attorney's name and contact information.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by Board approved hearing officer. The hearing officer shall report to the Board the evidence presented at the hearing and the Board shall take such final

action as it finds appropriate. Whenever there is evidence that mental illness may be the cause for the recommended expulsion, the Superintendent or designee shall invite a representative from the Department of Human Services to consult with the Board.

3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. School officials must provide: (1) testimony of any other interventions attempted and exhausted or of their determination that no other appropriate and available interventions were available for the student, and (2) evidence of the threat or substantial disruption to the educational environment would make it difficult to educate students posed by the student. The student and his or her parent(s)/ guardian(s) may be represented by counsel, offer evidence, present witnesses, cross examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.
4. In determining the length of the student's expulsion, the Board also shall consider: a) the egregiousness of the student's conduct; b) the history of the student's past conduct; c) the likelihood that such conduct will affect the delivery of education for other students; d) the severity of the punishment; and e) the student's best interests.
5. If the Board acts to expel the student, its written expulsion decision shall: a) Detail the specific reason why removing the student from his or her learning environment is in the best interest of the school; b) Provide a rationale for the specific duration of the recommended expulsion, as well as the rationale for any suspension that preceded the expulsion; c) Document how school officials determined that all behavioral and disciplinary interventions have been exhausted by specifying which interventions were attempted or whether school officials determined that no other appropriate and available interventions existed for the student; d) Document how the student's continuing presence in school would (1) pose a threat to the safety of other students, staff, or members of the school community, or (2) substantially disrupt, impede, or interfere with the operation of the school; e) Document whether available and appropriate support services were offered or provided during the suspension and, if they were not offered or provided, document that none were available.
6. Upon expulsion, the District may refer the student to appropriate and available support services.

Restrictions on Publications

School-Sponsored Publications and Websites

School-sponsored publications, productions, and websites are part of the curriculum and are not a public forum for general student use. School authorities may edit or delete material that is inconsistent with the District's educational mission. All school-sponsored communications shall comply with the ethics and rules of responsible journalism. Text that is libelous, obscene, vulgar, lewd, invades the privacy of others, conflicts with the basic educational mission of the school, is inappropriate due to the maturity of the students, or is materially disruptive to the educational process will not be tolerated. The author's name will accompany personal opinions and editorial statements. An opportunity for the expression of differing opinions from those published/produced will be provided within the same media.

Non-School Sponsored Publications Accessed or Distributed On-Campus

For purposes of this section and the following section, a publication includes, without limitation: (1) written or electronic print material, and (2) audio-visual material, on any medium including electromagnetic media (e.g., images, MP3 files, flash memory, etc.), or combinations of these whether off-line (e.g., a printed book, CD-ROM, etc.) or on-line (e.g., any website, social networking site, database for information retrieval, etc.), or (3)

information or material on electronic devices (e.g., data or voice messages delivered by cell phones, tablets, and other hand-held devices).

Creating, distributing and/or accessing non-school sponsored publications shall occur at a time and place and in a manner that will not cause disruption, be coercive, or result in the perception that the distribution or the publication is endorsed by the School District.

Students are prohibited from creating, distributing and/or accessing at school any publication that:

1. Will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities;
2. Violates the rights of others, including but not limited to material that is libelous, invades the privacy of others, or infringes on a copyright;
3. Is socially inappropriate or inappropriate due to maturity level of the students, including but not limited to material that is obscene, pornographic, or pervasively lewd and vulgar, contains indecent and vulgar language, or sexting as defined by School Board policy and Student Handbooks;
4. Is reasonably viewed as promoting illegal drug use; or
5. Is distributed in kindergarten through eighth grade and is primarily prepared by non-students, unless it is being used for school purposes. Nothing herein shall be interpreted to prevent the inclusion of material from outside sources or the citation to such sources as long as the material to be distributed or accessed is primarily prepared by students.

Accessing or distributing "on campus" includes accessing or distributing on school property or at school-related activities. A student engages in gross disobedience and misconduct and may be disciplined for (1) accessing or distributing forbidden material, or (2) for writing, creating, or publishing such material intending for it to be accessed or distributed at school.

Non-School Sponsored Publications Accessed or Distributed Off-Campus

A student engages in gross disobedience and misconduct and may be disciplined for creating and/or distributing a publication that: (1) causes a substantial disruption or a foreseeable risk of a substantial disruption to school operations, or (2) interferes with the rights of other students or staff members.

Bullying and Cyberbullying

The Superintendent or designee shall treat behavior that is *bullying* and/or *cyberbullying* according to Board policy 7:180 (*Prevention of and Response to Bullying, Intimidation, and Harassment*) in addition to any response required by this policy 7:310.

EXHIBIT FE

**INTERGOVERNMENTAL AGREEMENT FOR THE RECIPROCAL REPORTING OF
CRIMINAL OFFENSES COMMITTED BY STUDENTS**

499004_2

**INTERGOVERNMENTAL AGREEMENT
BY AND BETWEEN
THE BOARD OF EDUCATION OF
PARK RIDGE-NILES COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64
AND
NILES POLICE DEPARTMENT
FOR THE
RECIPROCAL REPORTING OF CRIMINAL OFFENSES
COMMITTED BY STUDENTS**

THIS INTERGOVERNMENTAL AGREEMENT is by and between the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois (hereinafter referred to as “School District” or “District”) and the Village of Niles, an Illinois Municipal Corporation (hereinafter referred to as the “Village” or the “Department”) (collectively the “Parties”).

WITNESSETH:

WHEREAS, the Village operates the Niles Police Department, which has responsibility for law enforcement within the boundaries of the School District or a portion thereof; and

WHEREAS, the School District and the Department have mutually determined that it would be in the best interest of the safety and welfare of students and employees of the School District to have a reciprocal reporting system between the School District and the Department regarding criminal offenses committed by students enrolled in the School District; and

WHEREAS, this Agreement is authorized by the Illinois Constitution of 1970 and the *Intergovernmental Cooperation Act* (5 ILCS 220/1 *et seq.*), providing for the execution of agreements and implementation of cooperative ventures between public agencies of the State of Illinois; and

WHEREAS, Section 10-20.14 of the *School Code* (105 ILCS 5/10-20.14) mandates and authorizes that the School District’s parent-teacher advisory committee develop and maintain, along with the School Board, a reciprocal reporting system between the School District and local law enforcement agencies regarding criminal offenses committed by students; and

WHEREAS, the *Family Educational Rights and Privacy Act* (20 USC 1232g(b)) provides that confidential student record information may be disclosed without parental consent to state and local officials or authorities to whom such information is specifically allowed to be reported or disclosed pursuant to State statute if (1) the allowed reporting or disclosure concerns the juvenile justice system and such system’s ability to effectively serve, prior to adjudication, the student whose records are released; and (2) the officials and authorities to whom such information is disclosed certify in writing to the educational agency or institution that the information will not be disclosed to any other party except as provided under State law without the prior written consent of the parent of the student; and

WHEREAS, in furtherance of the foregoing, the *Illinois School Student Records Act* (105 ILCS 10/6(a)(6.5)) provides that confidential student record information may be disclosed without parental consent to juvenile authorities when necessary for the discharge of their official duties who request information prior to the adjudication of the student and who certify in writing that the information will not be disclosed to any other party except as provided by law or order of court; and further defines juvenile authorities, which definition includes, but is not limited to, judges, probation officers, law enforcement officers and prosecutors, and individuals authorized by court; and

WHEREAS, the Parties wish to memorialize the authority and parameters of their exchanges of information and the necessary written certification pursuant to the foregoing State and federal laws.

NOW, THEREFORE, in consideration of the foregoing, as well as the mutual covenants and agreements hereinafter set forth, the School District and the Department hereby agree as follows:

1. Liaison. The District's parent-teacher advisory committee shall designate an administrative contact person to act as a liaison between the School District and the Department for the purpose of reciprocal reporting of criminal offenses committed by students. The Department shall likewise designate an administrative contact person to act as a liaison between the Department and the School District for the purpose of reciprocal reporting of criminal offenses committed by students.

2. Criminal Offenses/Reporting and Records Disclosure.

a. Whenever the School District receives information that a student may have committed a criminal offense on school grounds, off school grounds, at a school sponsored activity, or against school personnel, the School District liaison may notify the Department liaison, subject to any limitations imposed by law. To the extent that such information is contained in a school student record, the School District will provide prior written notice to the student's parents, or the student if applicable, as may be required by law.

b. Whenever the Department receives information that a student may have committed a criminal offense, as limited by Paragraphs 2.e and 2.f of this Agreement, the Department liaison shall notify the School District liaison. In addition, the Department shall notify the School District liaison if the Department or an officer believes that there is an imminent threat of physical harm to students, school personnel or others who are present in the school or on school grounds.

c. Information reported pursuant to this Agreement shall include information pertaining to activity or suspected activity which would jeopardize the safe, orderly and violence-free environment of a school, including any criminal or gang-related activity.

d. Upon request of the School District, the Department shall provide access to the criminal records of students, subject to the limitations in Paragraph 2.e of this Agreement.

e. The Department's provision of and the School District's access to the Department's records relating to a minor who has been arrested before his or her 18th birthday, for purposes of inspection and copying of said records, shall be limited to records of minors enrolled in the School District who have been arrested or taken into custody for any of the following offenses:

- (i) any violation of Article 24 of the *Criminal Code of 1961* or the *Criminal Code of 2012* (i.e., weapons violations);
- (ii) a violation of the *Illinois Controlled Substances Act*;
- (iii) a violation of the *Cannabis Control Act*;
- (iv) a forcible felony as defined in Section 2-8 of the *Criminal Code of 1961* or the *Criminal Code of 2012* (e.g., murder, criminal sexual assault, robbery, burglary, arson, kidnapping, aggravated battery and any other felony that involves the use or threat of physical force or violence);
- (v) a violation of the *Methamphetamine Control and Community Protection Act*;
- (vi) a violation of Section 1-2 (harassment through electronic communications) of the *Harassing and Obscene Communications Act*;
- (vii) a violation of the *Hazing Act* (recategorized and renumbered as Section 12C-50 of the *Criminal Code*); or
- (viii) a violation of Section 12-1 (assault), 12-2 (aggravated assault), 12-3 (battery), 12-3.05 (aggravated battery), 12-3.1 (battery of an unborn child; aggravated battery of an unborn child), 12-3.2 (domestic battery), 12-3.4 (violation of an order of protection), 12-3.5 (interfering with the reporting of domestic violence), 12-5 (reckless conduct), 12-7.3 (stalking), 12-7.4 (aggravated stalking), 12-7.5 (cyberstalking), 25-1 (mob action), or 25-5 (unlawful contact with streetgang members) of the *Criminal Code of 1961* or the *Criminal Code of 2012*.

The information derived from the law enforcement records shall be kept separate from and shall not become a part of the official school record of that child and shall not be a public record. The information shall be used solely by the appropriate school official or officials whom the school has determined to have a legitimate educational or safety interest to aid in the proper rehabilitation of the child and to protect the safety of students and employees in the school. If the designated law enforcement and school officials deem it to be in the best interest of the minor, the student may be referred to in-school or community based social services if those services are available. "Rehabilitation services" may include interventions by school support personnel, evaluation for eligibility for special education, referrals to community-based agencies such as

youth services, behavioral healthcare service providers, drug and alcohol prevention or treatment programs, and other interventions as deemed appropriate for the student.

f. Except as provided in Paragraphs 2.e. and 2.h, the Department's provision of and the School District's access to the Department's information relating to a minor who is the subject of a current police investigation that is directly related to school safety shall consist of oral information only, and not written law enforcement records, and shall be used solely by the appropriate school official or officials to protect the safety of students and employees in the school and aid in the proper rehabilitation of the child. The information derived orally from the local law enforcement officials shall be kept separate from and shall not become a part of the official school record of the child and shall not be a public record. For purposes of this paragraph, "investigation" means an official systematic inquiry by the Department or any other law enforcement agency into actual or suspected criminal activity.

The limitations of this paragraph and Paragraph 2.e shall be expanded or further restricted in accordance with any subsequent amendments to the *Juvenile Court Act of 1987* (705 ILCS 405/1-7, 5-905) or other laws.

g. Pursuant to 705 ILCS 405/5-901(1)(b)(v), court files of juvenile delinquency proceedings, redacted to remove any information identifying the victim or alleged victim of any sex offense, will be disclosed to the School District if the District provides educational, medical or mental health services to the juvenile and disclosure is necessary for the discharge of the District's official duties.

h. Notwithstanding the restrictions in Paragraph 2.e above on the provision of and access to the Department's records, in accordance with Section 22-20 of the *School Code* (105 ILCS 5/22-20), the Department shall report to the Principal or School District liaison, if identified as designee for the School District's principals, whenever a child enrolled therein is detained for proceedings under the *Juvenile Court Act of 1987* (705 ILCS 405/1-1 *et seq.*), as heretofore and hereafter amended, or for any criminal offense or any violation of a municipal ordinance. The report shall include the basis for detaining the child, circumstances surrounding the events which led to the child's detention, and status of proceedings. The report shall be updated as appropriate to notify the Principal or School District liaison of developments and the disposition of the matter. The information transmitted to the School District pursuant to this paragraph shall be kept separate from and shall not become a part of the official school record of such child and shall not be a public record. Such information shall be used solely by the appropriate school official or officials whom the School District has determined to have a legitimate educational or safety interest to aid in the proper rehabilitation of the child and to protect the safety of the students and employees in the school.

i. The Department's duty to disclose information and documents to the School District pursuant to the law and this Agreement shall be separate from and in addition to the duty of the State's Attorney to provide information to the School District pursuant to Section 5-901 of the *Juvenile Court Act of 1987* (705 ILCS 405/5-901) regarding adjudications of delinquency.

j Pursuant to the *Juvenile Court Act of 1987* (705 ILCS 405/5-901), following any adjudication of delinquency for a crime which would be a felony if committed by an adult, or following any adjudication of delinquency for a violation of Sections 24-1, 24-3, 24-3.1, or 24-5 of the *Criminal Code of 1961* or the *Criminal Code of 2012*, the State's Attorney shall ascertain whether the minor respondent is enrolled in school in the District and, if so, shall provide a copy of the sentencing order to the principal of the school. Access to such juvenile records shall be limited to the principal of the school and any guidance counselor designated by him or her.

k. Nothing contained in this Agreement is intended to prevent the sharing or disclosure of information or records relating or pertaining to juveniles subject to the provisions of the Serious Habitual Offender Comprehensive Action Program when that information is used to assist in the early identification and treatment of habitual juvenile offenders and such sharing is otherwise allowed by law.

l. If the Department commences use of body cameras by its law enforcement officers in accordance with the *Law Enforcement Officer-Worn Body Camera Act* (50 ILCS 701/10-1 *et seq.*), it shall promptly provide the District with a copy of the Department's written policy regarding the use of body cameras adopted in accordance with the foregoing Act, and the District and Department shall determine appropriate procedures for flagging recordings related to incidents in the schools for retention by the Department and for access by the District as otherwise allowed by law. If the Department and District have a school resource officer agreement in place, they shall discuss the implementation of the body camera policy with regard to the school resource officer(s) serving in the District schools pursuant to that agreement.

3. Confidentiality. Any and all information received by the School District as a result of this Agreement shall be kept confidential by the School District as and to the extent required by law. In accordance with the *Illinois School Student Records Act* (105 ILCS 10/1 *et seq.*) and the regulations implementing the federal *Family Educational Rights and Privacy Act* (34 C.F.R. Part 99), any and all information constituting student records or education records under those laws that is received by the Department as a result of this Agreement shall be kept confidential by the Department and shall not be disclosed by the Department to another party, except as provided under state and federal law, without the prior written consent of the parent of the student (or consent of the student if he or she has assumed rights under the law).

4. Term. The parties to this Agreement understand and agree that this Agreement shall commence the day and year on which the Agreement is signed by all parties. This Agreement shall remain in effect from year-to-year thereafter, as may be modified pursuant to Paragraph 6 of this Agreement, until terminated by written notice of either party.

5. Notices. Any and all notices required hereunder shall be sent to:

To the District:

Park Ridge-Niles Community Consolidated School District No. 64
164 South Prospect Avenue

Park Ridge, Illinois 60068
Attn: Superintendent

To the Village:

Niles Police Department
7000 Touhy Avenue
Niles, IL 60714
Attn: Chief of Police

Notice shall be made by the United States certified mail, postage prepaid, return receipt requested, or by personal delivery of any such notice.

6. Modification. The agreements, covenants, terms and conditions herein contained may be modified only through written mutual consent of the parties hereto.

7. Assignment. Neither party may assign, transfer or otherwise convey its rights or obligations under this Agreement without the prior written consent of the other party.

IN WITNESS WHEREOF, the parties have entered into this Agreement as of the day and year the Agreement is fully executed by both Parties.

VILLAGE OF NILES, an Illinois Municipal Corporation

BOARD OF EDUCATION OF PARK RIDGE-NILES COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64, COOK COUNTY, ILLINOIS

By: _____

By: _____

Its: _____

Its: _____

Dated: _____

Dated: _____

ATTEST:

ATTEST:

By: _____

By: _____

Its:

Its: Secretary

Dated: _____

Dated: _____

463191_1

To: Board of Education
Dr. Laurie Heinz, Superintendent
From: Luann Kolstad, Chief School Business Official
Ron DeGeorge, Director of Facility Management
Date: May 21, 2018
Subject: Approval of Asbestos Abatement Project at Carpenter Elementary School

At the April 23, 2018 Board of Education meeting, the Board approved the Carpenter Flooring Replacement Project. At that time, the Board was informed of the related asbestos abatement project that was out to bid for Carpenter School.

Bids for the asbestos abatement project at Carpenter School were received on May 14, 2018 at 11:00 a.m. The District received five bids with the lowest responsible bid in the amount of \$131,000 from Valor Technologies, Inc. of Bolingbrook, Illinois. The District's environmental consultant Thad Daniels, Director of Field Services for United Analytical Services, Inc., has recommended that the Board award the contract to Valor Technologies, Inc. (Attachment 1).

This project is being undertaken in conjunction with the mechanical replacement work at Carpenter School this summer. We are continuing our goal of completing all necessary projects in an area at one time to avoid re-working areas repeatedly. This approach saves construction money in that the contractor only mobilizes once. An additional benefit is requiring staff to pack and unpack their entire classrooms only once. The project fees that will be incurred are \$5,450 for Asbestos Project Design through the bid process. The Asbestos Project Management/Asbestos Sampling Services are estimated at \$27,738. These fees are payable to United Analytical Services, Inc.

ACTION ITEM 18-05-6

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Carpenter Asbestos Abatement project to Valor Technologies, Inc. in the amount of \$131,000.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:



Attachment 1

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.

May 15, 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 Valor Technologies, Inc. (Valor)
Asbestos Abatement Response Action Services - Summer 2018
Park Ridge Niles School District 64 - Carpenter Elementary School
East Wing Hallway & Classrooms
300 N. Hamlin Avenue, Park Ridge, IL 60068**

Dear Ms. Kolstad and Mr. DeGeorge:

On May 14, 2018, five (5) 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 five (5) responsive bids ranged from \$131,000 to \$221,000. The apparent low bidder was Valor Technologies, Inc. (Valor) of Bolingbrook, Illinois at \$131,000 and submission the required bid form elements, including, project schedule, staffing, experience and bid bond. As required in the bidding documents, Valor viewed the proposed scope of work at the pre-bid conference on May 3, 2018.

We have contacted Mr. Scott Montgomery, Vice President and Project Estimator for Valor and reviewed his bid and scope of work. Mr. Montgomery stated that he fully understands the scope of work, the very tight time frame for this project, the manpower needed for the project, current site conditions and liquidated damages. Mr. Montgomery further stated that he was comfortable and confident with the bid. In addition, UAS' review of Valor's past work experience 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, Valor.

Sincerely,
UNITED ANALYTICAL SERVICES, INC.

Thad Daniels
Director of Field Services

attachment - Bid Tabulation - 05/14/18

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

PARK RIDGE-NILES SCHOOL DISTRICT 64 - GEORGE B. CARPENTER ELEMENTARY SCHOOL
 ASBESTOS ABATEMENT -
 BID DATE: MONDAY, MAY 14, 2018 @ 11:00 A.M.
 PRE-BID MEETING DATE: FRIDAY, MAY 4, 2018 @ 4:00 P.M.

DEPOSIT: NONE
 UAS No. 1891145-02

| VOL NO. | CONTRACTOR'S NAME AND ADDRESS/PHONE/E-MAIL | ADDENDA ACKNOWLEDGED (Yes or No) | BASE BID | REQUIRED DOCUMENTS INCLUDED |
|---------|--|----------------------------------|---------------------|-----------------------------|
| 1 | Holian Industries Tim Holian 7504 Meyer Road Spring Grove, IL 60051 Tim@holianins.com (815) 675-6683 | Yes | \$185,880.00 | Yes |
| 2 | M&O Environmental 17217 South Ashland Ave. Hazel Crest, IL 60429 Joe Schuman - (847) 346-9352 jschuman@mocompany.com | Yes | \$147,500.00 | Yes |
| 3 | Colfax Corporation 2441 Leavitt Street Chicago, IL 60647 Tim Boll (773) 489-4170 tboll@colfaxcorp.net | Yes | \$221,000.00 | Yes |
| 4 | Midway Contracting Group, LLC -7413 Duvan Drive, Unit 2A, Tinley Park, IL 60477 Dave Sharkey 708-342-1200 dave@midwaycg.com | Yes | \$155,000.00 | Yes |
| 5 | Valor Technologies, Inc., Scott Montgomery 3 North Point Court, Bolingbrook, IL 60440 scott@valortechnologies.com (630) 679-9800 | Yes | \$131,000.00 | Yes |

Approval of Recommended Personnel Report

ACTION ITEM 18-05-7

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

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report
May 21, 2018

| | |
|--------------------|--|
| Anthony Clishem | Employ as Summer School Principal at Washington School effective June 5, 2018 - \$5,115. |
| Stefanie Colon | Employ as Summer School Secretary at Washington School effective June 5, 2018 - \$2,089.00. |
| Lynn Condon | Employ as Summer School Physical Therapist at Jefferson, Lincoln and Washington Schools effective June 5, 2018 - \$45.90 hourly. |
| Dagmara Cooke | Employ as Summer School Occupational Therapist at Jefferson School effective June 5, 2018 - \$1,764.00. |
| Laura Deahler | Employ as Summer School Nurse at Lincoln School effective June 5, 2018 - \$1,806.00. |
| Jennifer Drajpuch | Employ as Summer School Speech Pathologist at Lincoln and Washington Schools effective June 5, 2018 - \$2,952.00. |
| Casey Gibbons | Employ as Summer School Special Education Teacher at Lincoln School effective June 5, 2018 - \$2,326. |
| Lisa Halverson | Employ as Summer School Principal at Jefferson School effective June 5, 2018 - \$7,538.00. |
| Queta Karstens | Employ as Summer School Nurse at Lincoln School effective June 5, 2018 - \$1,290.00. |
| Pamela Lemperis | Employ as Summer School Occupational Therapist at Lincoln and Washington Schools effective June 5, 2018 - \$3,528.00. |
| Ashley Lichter | Employ as Summer School Speech Pathologist at Jefferson School effective June 5, 2018 - \$2,952.00. |
| Jennifer Mocariski | Employ as Summer School Special Education Teacher at Lincoln School effective June 5, 2018 - \$443.00. |
| Megan Otten | Employ as Special Education Instructional Teacher at Roosevelt School effective August 16, 2018 - BA, Step 1 - \$51,101. |
| Madalyn Potts | Employ as Social Worker at Emerson School effective August 16, 2018 - MA, Step 1 - \$58,777. |
| Amanda Redmond | Employ as Summer School Special Education Teacher at Lincoln School effective June 5, 2018 - \$554.00. |

Personnel Report
May 21, 2018

| | |
|---|---|
| Susan Sirvinskas | Employ as Summer School Secretary at Lincoln School effective June 5, 2018 – \$2,089. |
| Margaret Temari | Employ as Summer School K-3 Nurse at Washington School effective June 5, 2018 – \$3,612.00. |
| Janet Van Arsdale | Employ as Assistant Principal at Washington School effective July 26, 2018 – \$88,000. |
| Paula Yurkovic | Employ as Summer School Nurse at Jefferson School effective June 5, 2018 - \$3,612.00. |
| Natalie Szeles | Employ as District Special Education Coordinator effective July 26, 2018 - \$77,500. |
| Rebecca Bard Susan Battista Caileen Bazarek Terry Broeker Evelyn Dobrdynio Jessica Flores Shannon Fuller Chris LoPresti Shirlee Pater Theresa Scordo Kathy Tsihchlis Julie Viola | Employ as Summer School Teachers at Lincoln School effective June 5, 2018 – (4 classes) - \$3,101.00 |
| Pam Karnatz Franny Keyes | Employ as Summer School Teachers at Lincoln School effective June 5, 2018 – (3 classes) - \$2,325.00. |
| Bryan Itzkowitz Michael Schaefer Aaron Schauer | Employ as Summer School Teachers at Lincoln School effective June 5, 2018 – (2 classes) - \$1,551.00. |
| Connie Espinosa Kia London Joanne Young | Employ as Summer School Teachers at Lincoln School effective June 5, 2018 – (1 class) - \$775.00. |
| Jason Friesl Debbie SanGabino Antoinette Viola | Employ as Summer School Assistants at Lincoln School effective June 5, 2018 – (4 classes) - \$1,504.00. |
| Georgette Demarinis Christy Holtz Lisa Marzec Toni Mihalopoulos | Employ as Summer School Teachers at Jefferson School effective June 5, 2018 – \$3,101.00. |

Personnel Report
May 21, 2018

| | |
|--|---|
| <p>Anna Baker Lynne Bonahoom Carol Duffy Sarah Hayes Caroline Meredith Kristen Munn MaryAnn Murray Jackie Tsevis</p> | <p>Employ as Summer School Assistants at Jefferson School effective June 5, 2018 – \$1,504.00.</p> |
| <p>Haley Amato Lisa Anderson Nathalie Baranyk Belinda Bednarz Betty Berg Catherine Cain Andrea Hetzke Emilie Hoffman Laura Isard Colleen King Kimberly Lor Diane Mandell Jackie Mayer Patty Mayer Kelly Nowak Brittany Pater Erin Roche Alex Rubenstein Brianna Santowski Bianca Scroggins Linda Thomas Molly Thornton Nancy Tierney Christine Wandell</p> | <p>Employ as Summer School Teachers at Washington School effective June 5, 2018 – (4 classes) - \$3,101.00.</p> |
| <p>Craig Hoffman Lauren Lara Meg Otten</p> | <p>Employ as Summer School Special Education Teachers at Washington School effective June 5, 2018 – (4 classes) - \$3101.00</p> |
| <p>Cindy Pasowicz Jennifer Sarmeinto Liane Skolak Roberta Stravrides Anthony Surdo Katie Walsh Leslie Wesolowski</p> | <p>Employ as Summer School Teachers at Washington School effective June 5, 2018 – (2 classes) \$1,551.00.</p> |

Personnel Report
May 21, 2018

| | |
|---|---|
| <p>Ioannis Avgerinos Megan Boyce Megan Chambers Jenny Ciupinski Isabella Fioretto Katie Kennedy Katherine Kopoulos Janet Kyeon Karin Lennon Lindsey McDill Rachel Nidea Stacy Pater Lauren Pusateri Margaret Thomas-Cary Christina Vaggelatos- Bridich Jenny Wessel</p> | <p>Employ as Summer School Assistants at Washington School effective June 5, 2018 – (4 classes) \$1,504.00.</p> |
| <p>Sara Due Nellie Konkel Donna Hapeman Danielle Bogolub Carly Hamilton Vanessa Sanchez</p> | <p>Employ as Summer School Special Education Assistants at Washington School effective June 5, 2018 - \$1504.00.</p> |
| <p>Lea O’Neil Liane Skolak Anthony Surdo Susan Sweeney</p> | <p>Employ as Summer School Assistants at Washington School effective June 5, 2018 – (2 classes) \$752.00.</p> |
| <p>Mary Alice Gilgunn</p> | <p>Leave of Absence Request Personal Business Speech Language Pathologist at Field School effective August 16, 2017 – June 5, 2019.</p> |
| <p>Craig Hoffman</p> | <p>Rehire as Special Education Resource Teacher at Washington School effective August 16, 2018 – BA, Step 2 - \$52,056.</p> |
| <p>Samantha Mesa</p> | <p>Rehire as Physical Education Teacher at Lincoln School effective August 16, 2018 – MA, Step 13 - \$76,070.</p> |
| <p>Dawn Appelhans</p> | <p>Resignation as District Occupational Therapist effective June 1, 2018.</p> |
| <p>Shari Lazor</p> | <p>Resignation as Assistant Principal at Washington School effective June 13, 2018.</p> |

Personnel Report
May 21, 2018

| | |
|------------------|--|
| Josephine Kearns | Terminate employment as Human Resources Administrative Assistant effective May 21, 2018. |
|------------------|--|

Consent Agenda

ACTION ITEM 18-05-8

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda May 21, 2018 which includes Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending April 30, 2018; Resolution #1202 to Transfer Funds from the Education Fund to the Debt Service Fund for Leases; Resolution #1203 to Transfer Funds from the Operations & Maintenance Fund to the Debt Service Fund for Debt Certificates; Approval of Final Calendar for 2017-18; Approval of Regular Board meeting Dates for 2018-19 and Destruction of Audio Closed Recordings (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

5/21/18

APPROVAL OF BILLS AND PAYROLL

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

Bills

| | |
|--|-----------------|
| 10 - Education Fund ----- | \$ 1,154,674.00 |
| 20 - Operations and Maintenance Fund ----- | \$ 218,965.99 |
| 30 - Debt Services ----- | \$ 713,229.98 |
| 40 - Transportation Fund ----- | \$ 579,674.47 |
| 50- Retirement (IMRF/SS/MEDICARE)----- | \$ - |
| 60 - Capital Projects ----- | \$ - |
| 61 - Capital Projects - 2017 Debt Certificates ----- | \$ 116,819.98 |
| 80 - Tort Immunity Fund ----- | \$ 5,560.50 |
| 90 - Fire Prevention and Safety Fund ----- | \$ - |

Checks Numbered: 129483 - 129592
ACH's Numbered: 171800417 - 171800467

Total: \$ 2,788,924.92

Payroll and Benefits for Month of April, 2018

| | |
|--|-----------------|
| 10 - Education Fund ----- | \$ 4,020,218.32 |
| 20 - Operations and Maintenance Fund ----- | \$ 232,491.64 |
| 40 - Transportation Fund ----- | \$ 1,031.04 |
| 50 - IMRF/FICA Fund ----- | \$ 78,661.68 |
| 51 - SS/Medicare ----- | \$ 91,260.59 |
| 80 - Tort Immunity Fund ----- | \$ - |

Checks Numbered: 14011 - 14070

Direct Deposit: 900133773 - 900135348

Total: \$ 4,423,663.27

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

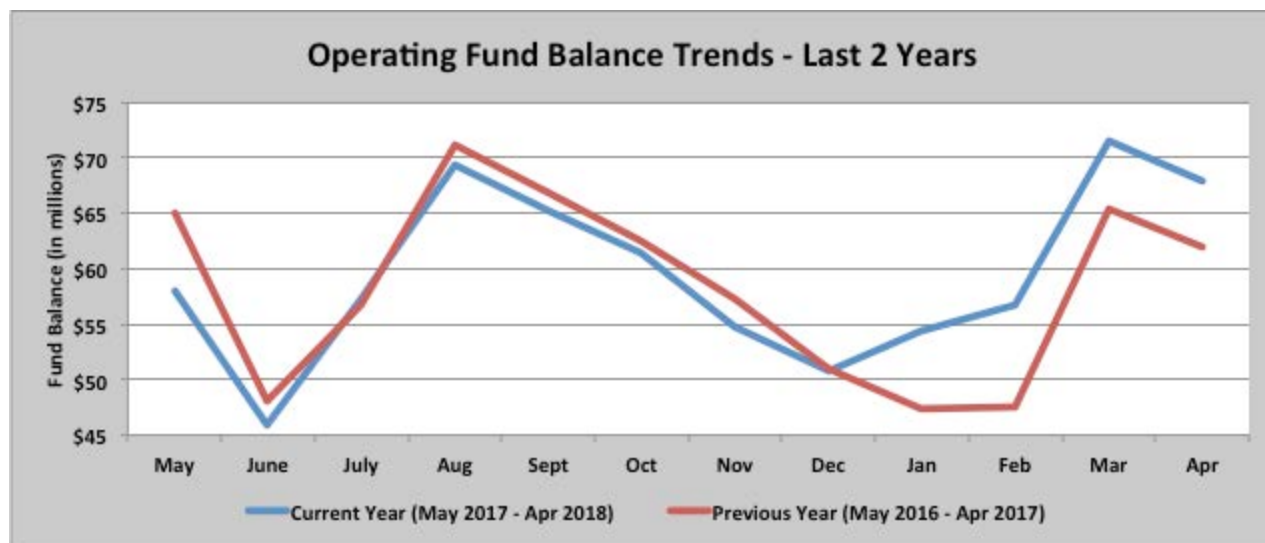
Date: May 21, 2018

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

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

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

Fund balance in the Operating Funds decreased \$3.6 million in April to a total of \$67.9 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 capital projects.
- 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 District is in a strong financial position heading into the final two months of the fiscal year. Fund balance is \$6 million higher than at this point last year. Part of the excess is due to the District transferring \$4.5 million out of its Operating Funds in 2017-18 for capital projects. The District only has about \$1 million of transfers out of the Operating Funds in 2018-19. These transfers are for debt payments and are scheduled for May 2018. The remainder of the fund balance surplus is a testament to the District's commitment to contain costs and operate within its means.

Revenue Summary - April

Total revenue for the District was 99% of budgeted revenues as of April 30. This is slightly ahead of last year's pace (97%).

The State unexpectedly released another quarter of categorical payments in April. As a result, the District received \$381,000 of State revenue this month on top of the standard \$307,000 monthly allocation for Evidence Based Funding. The District has now received 5 quarterly categorical payments this year (3 from 2016-17 and 2 from 2017-18). The District conservatively budgeted for only 3 quarters of State revenue payments this year due to the uncertainty regarding the timing of the State's distributions. As long as the remaining Evidence Based Funding installments are paid as scheduled, District 64's State revenues will exceed budgeted revenues at the end of the year by approximately \$435,000.

The District received \$493,000 of federal reimbursements in April for previously incurred grant expenditures. Federal revenue has already exceeded the budget by \$287,000. Federal grant awards provide additional programs and services for special education and at-risk students as well as professional development opportunities for teachers.

Expenditure Summary - April

After ten months of activity (or 83% of the fiscal year), the District has expended 74% of its overall budget. It is customary for spending to run about a month behind the average monthly budget pace because the first payroll for ten-month employees (teachers, teacher assistants, etc.) does not occur until late August. In addition, many of these employees elect to receive their salary spread over twelve months. The District expenses all of their summer payrolls in June so that expenses are accounted for in the correct budget year.

Table 1 below shows the year-to-date percentage of the payroll budget (salaries and benefits) that has been spent at the end of 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 |
| April 30 | 71% | 72% |
| 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 at the end of each two-month interval versus last year.

Table 2: Accounts Payable Expenditures

| Month | YTD Percent of Budget Spent | |
|-------------|-----------------------------|---------|
| | 2017-18 | 2016-17 |
| April 30 | 82% | 77% |
| 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. The primary reason is that last year’s construction budget was not fully spent, so this year’s expenses also include final payouts for work done during the 2016-17 fiscal year. A majority of the District’s capital project work from the summer of 2017 has already been completed and paid out to the contractors. Despite the quicker pace as of April, total accounts payable expenditures are expected to finish the year under budget. Exact amounts will not be known until bills are paid in May and June, but some expected areas of savings include transportation services and food services. The budget also contains a \$500,000 contingency in the Education Fund that has not been utilized to date.

Other Financing Sources/Uses Summary – April

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 April 30, 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 April 30, 2018 |
|--|--|--|---|--|---|---|
| (10) Education | \$ 26,522,419 | \$ 60,119,115 | \$ 43,554,452 | \$ 16,564,663 | \$ - | \$ 43,087,082 |
| (20) Operations & Maintenance | \$ 8,559,168 | \$ 6,219,966 | \$ 4,836,959 | \$ 1,383,007 | \$ - | \$ 9,942,175 |
| (40) Transportation | \$ 2,800,917 | \$ 4,632,747 | \$ 2,193,295 | \$ 2,439,452 | \$ - | \$ 5,240,369 |
| (50) Retirement (IMRF) | \$ 832,865 | \$ 1,054,702 | \$ 795,836 | \$ 258,866 | \$ - | \$ 1,091,731 |
| (51) Retirement (Social Security) | \$ 338,377 | \$ 1,659,563 | \$ 894,934 | \$ 764,629 | \$ - | \$ 1,103,006 |
| (70) Working Cash | \$ 5,913,179 | \$ 630,513 | \$ - | \$ 630,513 | \$ - | \$ 6,543,692 |
| (80) Tort Immunity | \$ 911,192 | \$ 591,494 | \$ 647,946 | \$ (56,452) | \$ - | \$ 854,740 |
| Total Operating Funds | \$ 45,878,117 | \$ 74,908,100 | \$ 52,923,422 | \$ 21,984,678 | \$ - | \$ 67,862,795 |
| (60) Capital Projects | \$ 4,051,425 | \$ 58,079 | \$ 587,812 | \$ (529,733) | \$ - | \$ 3,521,692 |
| (61) Capital Projects - 2017 Debt Certificates | \$ 8,985,462 | \$ 79,199 | \$ 4,200,213 | \$ (4,121,014) | \$ - | \$ 4,864,448 |
| (30) Debt Service | \$ 3,984,231 | \$ 2,451,918 | \$ 3,113,831 | \$ (661,913) | \$ - | \$ 3,322,318 |
| Total Non-Operating Funds | \$ 17,021,118 | \$ 2,589,196 | \$ 7,901,856 | \$ (5,312,660) | \$ - | \$ 11,708,458 |
| Total All Funds | \$ 62,899,235 | \$ 77,497,296 | \$ 60,825,278 | \$ 16,672,018 | \$ - | \$ 79,571,253 |

This Report Can be Viewed on the

[Financial Data Current](#)

**RESOLUTION #1202 AUTHORIZING AND
DIRECTING THE PERMANENT TRANSFER OF MONEY
FROM THE EDUCATION FUND TO THE DEBT SERVICE FUND
FOR VOIP AND COPIER LEASES**

WHEREAS, the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, has previously pledged a certain sum of money that the District received pursuant to the Education Fund levy to be used for the payment of certain long-term debt; and

WHEREAS, Section 100.50 of the Illinois State Board of Education rules, 23 Ill.Admin.Code 100.50, provides that when revenue is pledged to pay debt service on any long-term debt, the pledged money shall be transferred into the Debt Service Fund and the debt paid from that Fund.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, as follows:

Section 1. The Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are true, correct, and complete and does hereby incorporate them into this Resolution by reference.

Section 2. The Board of Education hereby authorizes and directs that \$250,877.09, previously having been pledged for the payment of long-term debt, be transferred from the District's Education Fund to the Debt Service Fund for the 2017-2018 Fiscal Year.

Section 3. The money transferred from the Education Fund shall be used to pay the long-term debt for which it was previously pledged.

Section 4. The School Treasurer for the District is hereby authorized and directed to make any and all necessary entries on the District's books and records to evidence the transfer of said pledged money.

Section 5. All resolutions or parts thereof in conflict with this Resolution are hereby repealed and this Resolution shall be in full force and effect upon its adoption.

ADOPTED this **21st** day of **May 2018**.

AYES: _____

NAYS: _____

ABSTAIN: _____

ABSENT: _____

**BOARD OF EDUCATION OF
PARK RIDGE-NILES SCHOOL DISTRICT NO. 64,
COOK COUNTY, ILLINOIS**

By: _____
President, Board of Education

ATTEST:

Secretary

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education of Park Ridge-Niles School District 64, Cook County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of a resolution entitled:

**RESOLUTION #1202 AUTHORIZING AND
DIRECTING THE PERMANENT TRANSFER OF MONEY
FROM THE EDUCATION FUND TO THE DEBT SERVICE FUND
FOR VOIP AND COPIER LEASES**

as adopted by the Board at its meeting held on the **21st** day of **May 2018**.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this **21st** day of **May 2018**.

Secretary, Board of Education

**RESOLUTION #1203 AUTHORIZING AND DIRECTING
THE PERMANENT TRANSFER OF MONEY FROM THE
OPERATIONS & MAINTENANCE FUND TO THE DEBT
SERVICE FUND
FOR DEBT CERTIFICATES**

WHEREAS, the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, has previously pledged a certain sum of money that the District received pursuant to the Operations & Maintenance Fund levy to be used for the payment of certain long-term debt; and

WHEREAS, Section 100.50 of the Illinois State Board of Education rules, 23 Ill.Admin.Code 100.50, provides that when revenue is pledged to pay debt service on any long-term debt, the pledged money shall be transferred into the Debt Service Fund and the debt paid from that Fund.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, as follows:

Section 1. The Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are true, correct, and complete and does hereby incorporate them into this Resolution by reference.

Section 2. The Board of Education hereby authorizes and directs that \$786,631.82, previously having been pledged for the payment of long-term debt, be transferred from the District's Operations & Maintenance Fund to the Debt Service Fund for the 2017-2018 Fiscal Year.

Section 3. The money transferred from the Operations & Maintenance Fund shall be used to pay the long-term debt for which it was previously pledged.

Section 4. The School Treasurer for the District is hereby authorized and directed to make any and all necessary entries on the District's books and records to evidence the transfer of said pledged money.

Section 5. All resolutions or parts thereof in conflict with this Resolution are hereby repealed and this Resolution shall be in full force and effect upon its adoption.

ADOPTED this **21st** day of **May 2018**.

AYES: _____

NAYS: _____

ABSTAIN: _____

ABSENT: _____

**BOARD OF EDUCATION OF
PARK RIDGE-NILES SCHOOL DISTRICT NO. 64,
COOK COUNTY, ILLINOIS**

By: _____
President, Board of Education

ATTEST:

Secretary

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education of Park Ridge-Niles School District 64, Cook County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of a resolution entitled:

**RESOLUTION #1203 AUTHORIZING AND
DIRECTING THE PERMANENT TRANSFER OF MONEY
FROM THE OPERATIONS & MAINTENANCE FUND
TO THE DEBT SERVICE FUND
FOR DEBT CERTIFICATES**

as adopted by the Board at its meeting held on the **21st** day of **May 2018**.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this **21st** day of **May 2018**.

Secretary, Board of Education

**SCHOOL DISTRICT 64 PARK RIDGE-NILES
2017-18**

AUGUST

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | 1 | 2 | 3 | 4 | 0 |
| 7 | 8 | 9 | 10 | 11 | 0 |
| 14 | TI | TI | (17 | 18 | 2 |
| 21 | 22 | 23 | 24 | 25 | 5 |
| 28 | 29 | 30 | 31 | | 4 |
| | | | Total | | 11 |

(11)

SEPTEMBER

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | | | | 1 | 1 |
| HOL | 5 | 6 | 7 | 8 | 4 |
| 11 | 12 | 13 | 14 | 15 | 5 |
| 18 | 19 | 20 | 21 | 22 | 5 |
| 25 | 26 | 27 | 28 | 29 | 5 |
| | | | Total | | 20 |

(31)

OCTOBER

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| 2 | 3 | 4 | 5 | 6 | 5 |
| HOL | 10 | 11 | 12 | 13 | 4 |
| 16 | 17 | 18 | 19 | 20 | 5 |
| 23 | 24 | 25 | 26 | 27 | 5 |
| 30 | 31 | | | | 2 |
| | | | Total | | 21 |

(52)

NOVEMBER

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | | 1 | 2 | 3 | 3 |
| 6 | 7 | 8 | 9 | 10 | 5 |
| 13 | 14 | 15 | 16 | 17 | 5 |
| FPT | NIA | NIA | HOL | NIA | 0 |
| 27 | 28 | 29 | 30 | | 4 |
| | | | Total | | 17 |

(69)

DECEMBER

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | | | | 1 | 1 |
| 4 | 5 | 6 | 7 | 8 | 5 |
| 11 | 12 | 13 | 14 | 15 | 5 |
| 18 | 19 | 20 | 21 | 22 | 5 |
| HOL | NIA | NIA | NIA | NIA | 0 |
| | | | Total | | 16 |

(85)

JANUARY

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| HOL | NIA | NIA | NIA | NIA | 0 |
| 8 | 9 | 10 | 11 | 12 | 5 |
| HOL | 16 | 17 | 18 | 19 | 4 |
| 22 | 23 | 24 | 25 | 26 | 5 |
| 29 | 30 | 31 | | | 3 |
| | | | Total | | 17 |

(102)

FEBRUARY

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | | | 1 | 2 | 2 |
| 5 | 6 | 7 | 8 | XD | 4 |
| 12 | 13 | 14 | 15 | 16 | 5 |
| HOL | 20 | 21 | 22 | 23 | 4 |
| 26 | 27 | 28 | | | 3 |
| | | | Total | | 18 |

(120)

MARCH

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | | | 1 | NIA | 1 |
| 5 | 6 | 7 | 8 | 9 | 5 |
| 12 | 13 | 14 | 15 | 16 | 5 |
| 19 | TI | 21 | 22 | 23 | 4 |
| NIA | NIA | NIA | NIA | HOL | 0 |
| | | | Total | | 15 |

(135)

APRIL

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| FPT | 3 | 4 | 5 | 6 | 4 |
| 9 | 10 | 11 | 12 | 13 | 5 |
| 16 | 17 | 18 | 19 | 20 | 5 |
| 23 | 24 | 25 | 26 | 27 | 5 |
| 30 | | | | | 1 |
| | | | Total | | 20 |

(155)

MAY

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | 1 | 2 | 3 | 4 | 4 |
| 7 | 8 | 9 | 10 | 11 | 5 |
| 14 | 15 | 16 | 17 | 18 | 5 |
| 21 | 22 | 23 | 24 | 25 | 5 |
| HOL | 29 | 30 | 31 | | 3 |
| | | | Total | | 22 |

(177)

JUNE

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-------|-----|-------|
| | | | | NIA | 0 |
| 4 | 5 | 6 | 7 | 8 | 0 |
| 11 | 12 | 13 | 14 | 15 | 0 |
| 18 | 19 | 20 | 21 | 22 | 0 |
| 25 | 26 | 27 | 28 | 29 | 0 |
| | | | Total | | 0 |

(177)

JULY

| Mon | Tue | Wed | Thr | Fri | Total |
|-----|-----|-----|-----|-----|-------|
| 2 | 3 | 4 | 5 | 6 | 0 |
| 9 | 10 | 11 | 12 | 13 | 0 |
| 16 | 17 | 18 | 19 | 20 | 0 |
| 23 | 24 | 25 | 26 | 27 | 0 |
| 30 | 31 | | | | 0 |
| | | | | | |

| | |
|----------------------------------|---------|
| School Begins for Students: | 8/17/17 |
| School Closes for Students: | 5/31/18 |
| Pupil Attendance Days: | 177 |
| Approved Institute Days: | 3 |
| Approved All Day Parent/Teacher: | 2 |
| Conference Days: | |
| TOTAL (185 days or more): | 182 |
| Proposed Emergency Days | 5 |

| UPCOMING ELECTIONS | |
|--------------------------------|---------|
| Consolidated General Election | 4/4/17 |
| Gubernatorial Primary Election | 3/20/18 |
| Gubernatorial General Election | 11/6/18 |

| SCHOOL HOLIDAYS | |
|------------------------|----------|
| Labor Day | 9/4/17 |
| Columbus Day | 10/9/17 |
| Veterans' Day | 11/11/17 |
| Thanksgiving Day | 11/23/17 |
| Christmas Day | 12/25/17 |
| New Year's Day | 1/1/18 |
| M.L. King Day | 1/15/18 |
| Presidents' Day | 2/19/18 |
| Good Friday | 3/30/18 |
| Memorial Day | 5/28/18 |
| 8th Grade Promotion | 5/31/18 |

| CALENDAR LEGEND | |
|---------------------------------|-----|
| Legal School Holidays | HOL |
| Institutes | TI |
| Not in Attendance | NIA |
| School Begins | (|
| School Closes |) |
| Half-day Inservice | XHI |
| Full-day Parent/Teacher Conf. | FPT |
| Attendance Day - Holiday Waiver | XH |
| Half-day School Improvement | XHS |
| Proposed Emergency Days | XED |
| Emergency Day | XD |

Presented: 12/12/16 BOE
Adopted: 1/23/17 BOE
Final: 5/21/18



PARK RIDGE-NILES SCHOOL DISTRICT 64

164 South Prospect Avenue • Park Ridge, IL 60068 • (847) 318-4300 • F (847) 318-4351 • d64.org

REGULAR BOARD MEETINGS – 2018-19

| | |
|-----------|--|
| JULY | 16 (Jefferson) <i>Tentative</i> |
| AUGUST | 27 (Roosevelt) |
| SEPTEMBER | 24 (Field) |
| OCTOBER | 22 (Washington) |
| NOVEMBER | 12 (Franklin) |
| DECEMBER | 10 (Jefferson) |
| JANUARY | 28 (Jefferson) |
| FEBRUARY | 25 (Jefferson) (Jefferson School - Official Visit) |
| MARCH | 11 (Carpenter) |
| APRIL | 22 (Lincoln) |
| MAY | 20 (Emerson) |
| JUNE | 24 (Jefferson) |

Regular Board of Education Meetings begin at 7:00 p.m. unless noted.

5/21/18

LH:mw

Tentative Dates for 2018-19 Subject to Change



PARK RIDGE-NILES SCHOOL DISTRICT 64

164 South Prospect Avenue • Park Ridge, IL 60068 • (847) 318-4300 • F (847) 318-4351 • d64.org

COMMITTEE-OF-THE-WHOLE MEETINGS - 2018-19

| | | |
|-----------|----|---------------------------|
| SEPTEMBER | 10 | (Facilities) |
| OCTOBER | 9 | TUESDAY (Curriculum/Tech) |
| FEBRUARY | 4 | (Finance) |
| JUNE | 10 | (Budget) |

LH:mw

5/21/18

Approval of Minutes

ACTION ITEM 18-05-9

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Regular Board Meeting on March 12, 2018; Special Board Meeting on April 11, 2018; and Closed Meetings on May 2, 2018; April 23, 2018; April 11, 2018 and February 26, 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.
April 11, 2018
Lincoln Middle School - Learning Resource Center
200 S. Lincoln Avenue, Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 5:35 p.m. Other Board members in attendance were Fred Sanchez, Larry Ryles, Mark Eggemann, and Rick Biagi. Board member Eastman Tiu was absent. Also present were Superintendent Laurie Heinz; Assistant Superintendent for Human Resources Joel T. Martin; Public Information Coordinator Bernadette Tramm; Interim Director of Student Services Mike Padavic; and two 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, or through the District 64 Educational Service Center, 164 S. Prospect Ave., Park Ridge.

BOARD RECESSES AND ADJOURNS TO CLOSED SESSION

At 5:36 p.m., it was moved by Board President Borrelli and seconded by Board member Sanchez to adjourn to closed session to discuss student disciplinary cases [5 ILCS 120/2 (c)(9)].

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Tiu

The motion carried.

The Board adjourned from closed session at approximately 6:00 p.m. and resumed the special meeting at 6:05 p.m. In addition to those mentioned above, also present were: Assistant Superintendent for Student Learning Lori Lopez; Director of Innovation and Instructional Technology Mary Jane Warden; and approximately 45 members of the public.

PLEDGE OF ALLEGIANCE

Board member Larry Ryles led the Pledge.

PUBLIC COMMENTS

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Board President Borrelli invited public comments on items not on the agenda. Comments regarding the special education audit and special education services were received from District 64 parents Maura Cullen, Debbie Lovett, Stephanie Thillens and Tom Fisher.

APPOINTMENT OF DIRECTOR OF STUDENT SERVICES

Dr. Heinz reviewed with the Board her recommendation to appoint Dr. Lea Anne Frost as the new Director of Student Services effective July 1, to replace Interim Director Mike Padavic. She noted that Dr. Frost had been selected from a pool of 21 candidates through the District's standard, rigorous hiring procedure for central office administrators, which includes a multi-step screening and interview process and extensive participation from all stakeholders. Dr. Heinz thanked Board members Ryles and Sotos for their participation on the interview committees as the Board's representatives.

Dr. Heinz reported that Dr. Frost is an administrator with deep and varied experiences, who comes to District 64 with more than 20 years of experience in the field of special education, ranging from her start as a special education teacher to rising levels of responsibility and complexity as a special education program supervisor and assistant superintendent before heading multi-district cooperatives. She reported that most recently, Dr. Frost has served as Executive Director of Exceptional Children Have Opportunities (ECHO), a special education joint agreement serving students in 17 school districts at the elementary and high school levels in Chicago's south suburbs. Dr. Heinz pointed out that Dr. Frost also has a long track record of leadership roles in a host of professional educational organizations, and is the current president of the Illinois Alliance of Administrators of Special Education (IAASE) and is a member of the Illinois Attorney General's Advisory Committee on Special Education and chair of its subgroup: "Illinois State Board of Education (ISBE) as a Monitoring and Enforcement Agency." She noted that Dr. Frost holds a bachelor's degree in special education from Illinois State University, a master's from Northern Illinois University, and a doctoral degree from Roosevelt University. Dr. Heinz reported that throughout the interview process, Dr. Frost repeatedly shared how much she welcomes the chance to work hand-in-hand with our staff members and families across District 64. Dr. Heinz pointed out that Dr. Frost's warmth and empathy as a communicator coupled with her leadership skills and deep understanding of all things special education will allow her to form effective partnerships. Further, Dr. Heinz noted that the District is planning for a seamless hand-off in leadership as Dr. Frost transitions in coming months with Mr. Padavic.

ACTION ITEM 18-04-1

It was moved by Board member Ryles and seconded by Board member Sotos that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the appointment of Dr. Lea Anne Frost as the Director of Student Services beginning July 1, 2018

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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.

Board member Biagi suggested the motion be amended to include the salary to be paid. Consent was given by both Board members Ryles and Sotos, and the motion to amend was approved as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Tiu

The motion to amend was carried.

The amended motion was then moved by Board member Ryles and seconded by Board member Sotos that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the appointment of Dr. Lea Anne Frost for the annual salary of \$145,000 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:

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

NAYS: None.

PRESENT: None.

ABSENT: Tiu

The amended motion was carried.

APPOINTMENT OF CARPENTER ELEMENTARY SCHOOL ASSISTANT PRINCIPAL

Dr. Heinz thanked the Board for agreeing to add an additional assistant principal position, so that both Carpenter and Franklin schools could have a full-time assistant administrator instead of splitting one individual. Dr. Heinz reported that the candidate identified for Carpenter had accepted a principalship elsewhere, so the District would not be presenting a recommendation for Carpenter at this time.

APPOINTMENT OF FRANKLIN ELEMENTARY SCHOOL ASSISTANT PRINCIPAL

Dr. Heinz reviewed with the Board her recommendation to appoint Christa Donnelly as the new full-time Assistant Principal of Franklin School effective July 26, 2018. Dr. Heinz noted that Mrs. Donnelly had been selected after a multi-step review process from an initial pool of 112 applicants. She reported that Mrs. Donnelly is already an experienced, student-centered administrator who is well acquainted with the demands of helping lead within a fast-paced school environment, of working cooperatively with staff, and of maintaining strong connections with parents. Dr. Heinz

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reported that Mrs. Donnelly has served for four years as Coordinator for Student Services (similar to an assistant principal) in Highland Park District 112, where she also served as an extended school year administrator. Dr. Heinz noted that Mrs. Donnelly is a graduate of the University of Illinois at Urbana-Champaign, and has a master’s degree from the University of Illinois at Chicago and will receive a second master’s from Concordia University this spring. She noted that Mrs. Donnelly’s special education background is an added benefit, which has given her a keen understanding of the importance of using data to guide and plan for instruction to create positive outcomes for general as well as special education students, both academically as well as in their social emotional learning. Dr. Heinz reported that Mrs. Donnelly will be a strong partner with Franklin Principal Claire Kowalczyk to lead Franklin School forward in reaching its continuous improvement goals.

ACTION ITEM 18-04-3

It was moved by Board member Sotos and seconded by Board member Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Christa Donnelly as the Assistant Principal at Franklin Elementary School effective July 26, 2018 at a salary of \$86,000.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Tiu

The motion carried.

INTRODUCTION OF SPECIAL EDUCATION AUDIT FIRM AND OVERVIEW OF THE AUDIT PROCESS

Dr. Heinz reported that at the March 12, 2018 meeting, the Board had received an update on the selection of Lisa Harrod of LMT Consulting to conduct a comprehensive audit of District 64’s special education services. She noted that Interim Director Mike Padavic had been working with Mrs. Harrod and her team to prepare for the audit, which is getting underway immediately following this special meeting.

Mrs. Harrod then introduced herself and the members of her team, including Erin Ruff, Jaime Finkelstein, Dan Hollowell, and Jacob Emerson, providing highlights of their training, background and work in the special education field. She then discussed with the Board the comprehensive review process developed for District 64, which will invite open discussion both of celebrations and challenges to assist in moving the department forward in a positive direction. She described the schedule for the next several days, which will include initial focus groups this evening, and full days in the District on Thursday, April 12 and Monday, April 16 for visits to all schools and further

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roundtables/interviews with parents, as well as general and special education staff; class observations; randomly selected IEP file reviews; and meetings with administrators and individual Board members. She noted that online surveys also were underway with parents and staff. Mrs. Harrod said the comprehensive review was designed to engage stakeholders to talk about communication and how information is delivered; the IEP process; programming; service delivery; and challenges and areas of growth, as well as areas of strength. Dr. Heinz noted that Dr. Lea Anne Frost, the incoming Director of Student Services, would use the audit findings as a starting point for her work moving the department forward. Many of the Board members then individually shared their expectations and hopes for the audit. The consensus of the Board was to reconfirm that the audit team should provide an independent, unfettered view of the current strengths and opportunities for improvement in the District's special education program based on its research and input gathered from all stakeholder groups. Dr. Heinz confirmed that the target for delivery of the findings was tentatively the Board's May 21, 2018 meeting, but that this timing could be extended if necessary into June. Dr. Heinz noted that the report will be an important component of Dr. Frost's transition work as she prepares the department for the upcoming school year.

RECOMMENDATION AND APPROVAL OF PERSONNEL REPORT

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

Personnel Report

Christa Donnelly - Employ as Assistant Principal for Franklin School effective July 26, 2018 - \$86,000.

Dagmaris Febus - Employ as Special Education Assistant at Emerson School effective February 7, 2018 - \$15.65 hr.

Lea Anne Frost - Employ as Director of Student Services effective July 1, 2018 - \$145,000.

Juan Ibarra - Employ as Night Custodian at Roosevelt School effective March 26, 2018 - \$17.03 hr.

Rico Perez - Employ as Full time District Floater Custodian effective March 27, 2018 - \$17.03 hr.

Joanne Young - Employ as (.50) Special Education Assistant at Jefferson School effective April 5, 2018 - \$15.65 hr.

Julia Bowen - Resign as 4th Grade Teacher at Field School effective June 1, 2018.

Selam Duka - Resign as Full-time District Substitute Custodian effective March 9, 2018.

Kathleen Janousky (Schayer) - Resign as Guidance Counselor at Lincoln School effective June 1, 2018.

Marisha Lewis - Resign as Special Needs – Early Childhood Teacher at Jefferson School effective June 1, 2018.

Linda Hill - Retire as Instructional Resource Assistant at Field School effective June 1, 2018.

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Nancy Novak - Retire as Instructional Resource Assistant at Washington School effective June 1, 2018.

Carol Rickert - Retire as 12-Month Lead Secretary at Lincoln School effective June 30, 2018.

Madelyn Wsol - Retire as Administrative Assistant to the Superintendent at ESC effective June 30, 2018.

Board President Borrelli noted on the Personnel Report the retirement of Mrs. Wsol. He praised her many contributions to facilitating the Board’s functions and activities and her ongoing assistance to Board members, and offered the best wishes of the entire Board for her retirement.

ACTION ITEM 18-04-4

It was moved by Board member Sanchez and seconded by Board member Biagi that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report, including #1201 Honorable Dismissal of Teachers, 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:

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

NAYS: None.

PRESENT: None.

ABSENT: Tiu

The motion carried.

ADJOURNMENT

At 6:48 p.m., it was moved by Board President Borrelli and seconded by Board member Biagi to adjourn.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Tiu

The motion carried.

President

Secretary

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**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Regular Board of Education Meeting held at 7:00 p.m.
March 12, 2018
Carpenter School - South Gym
300 N. Hamlin Avenue, Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 6:02 p.m. Other Board members in attendance were Fred Sanchez, Larry Ryles, and Rick Biagi. Board member Mark Eggemann arrived during the closed session and Board member Eastman Tiu arrived at 8:12 p.m. Board member Tom Sotos was not in attendance. Also present were Superintendent Laurie Heinz; Chief School Business Official Luann Kolstad; Assistant Superintendent for Human Resources Joel T. Martin; Public Information Coordinator Bernadette Tramm; Board legal counsel Tony Loizzi of Hodges, Loizzi; and one member of the public.

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

BOARD RECESSES AND ADJOURNS TO CLOSED SESSION

At 6:03 p.m., it was moved by Board President Borrelli and seconded by Board member Biagi to adjourn to closed session to discuss 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)].

The votes were cast as follows:

AYES: Biagi, Borrelli, Ryles, Sanchez

NAYS: None.

PRESENT: None.

ABSENT: Tiu, Eggemann, Sotos

The Board adjourned from closed session at approximately 7:02 p.m. and immediately resumed the regular meeting. In addition to those mentioned above, also present were: Assistant Superintendent for Student Learning Lori Lopez; Interim Director of Student Services Mike Padavic; Director of Facility

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Management Ron DeGeorge; Director of Innovation and Instructional Technology Mary Jane Warden; and approximately 30 members of the public.

PLEDGE OF ALLEGIANCE AND WELCOME

Principal Brett Balduf and Assistant Principal Emily Lech welcomed the Board and community to the school. Carpenter current and former students from all levels of Girl Scouts led the Pledge of Allegiance. Principal Balduf’s presentation summarized the goals the school has been working on this year, and then focused on the ways social emotional learning is being developed through monthly themes, such as “March Manners,” as illustrated in a video of students setting goals for this theme. Board President Borrelli thanked Principal Balduf and the school for the thoughtful presentation and warm welcome.

BOARD PRESIDENT REMARKS

Board President Borrelli thanked Board members Ryles and Sotos for participating in the interviews for the Director of Student Services. He also recapped the Board’s recent participation at the Special Education Parent Group meeting on March 7 for the special education budget overview presentation.

PUBLIC COMMENTS

Board President Borrelli invited public comments on items not on the agenda, which were received as follows:

- Mikki Tejani, parent, addressed the Board regarding the process of selecting the firm for the special education audi and the personnel report.

APPROVE SETTLEMENT AGREEMENT WITH STUDENT 2017-18(2)

Board President Borrelli reported that the Board had discussed the agreement in closed session due to federal and state laws surrounding student matters.

ACTION ITEM 18-03-1

It was moved by Board President Borrelli and seconded by Board member Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the settlement agreement with the parents of student 2017-18(2).

The votes were cast as follows:

AYES: Sanchez, Ryles, Borrelli, Biagi, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: Sotos, Tiu

The motion carried.

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APPOINTMENT OF DIRECTOR OF STUDENT SERVICES

Board President Borrelli announced that the District was not ready to present a candidate for Board appointment this evening.

RECOGNITION OF TEACHERS ACHIEVING NATIONAL BOARD CERTIFICATION

Dr. Heinz and Dr. Lopez reported that District 64 is proud to announce that five educators have recently achieved prestigious National Board Certification, which is an advanced teaching credential that is recognized as the gold standard for professional educators. Five educators were recognized and congratulated by the Board: Lindsey Harrington, Emerson Middle School; Meghan Keefer, K-5 ELA Curriculum Specialist; Tracie Thomas, K-5 Math Curriculum Specialist; Kat Walsh, Carpenter School and Franklin School; and Katie Weis, Washington School. Dr. Heinz and Dr. Lopez reported that these five join a small, but growing group of D64 educators who have already received this credential, and that their efforts provide an inspiring example to their colleagues in the teaching profession. Dr. Heinz and Dr. Lopez thanked them for their dedication and perseverance through this extremely rigorous certification process.

DISCUSS REVISED SCHOOL RESOURCE OFFICERS DRAFT INTERGOVERNMENTAL AGREEMENTS AND APPROVE RELEASE TO THE CITY OF PARK RIDGE AND THE VILLAGE OF NILES

Board President Borrelli recapped the many steps the Board has completed since January working with the Board’s counsel Hodges Loizzi to review the draft Intergovernmental Agreements (IGA) and the additional guidance provided by legal counsel Ekl Williams. He noted that Board member Sanchez had also provided suggested language for a mission statement to be included in the IGA. Board counsel Tony Loizzi and colleague Kerry Pipal noted that an updated document had been created with the input of many stakeholders through the Board’s discussion and public comments received, which culminated in a robust discussion at the February 20, 2018 meeting. Mr. Loizzi stated the goal at this meeting would be for the Board to reach consensus on the proposed language revisions so that the IGA could move forward to be presented to the City of Park Ridge and Village of Niles for their final review and approval. Mr. Loizzi and Ms. Pipal led the Board through this review with changes added by Hodges Loizzi indicated in red and comments and proposed changes from Ekl Williams in blue; they noted that the Park Ridge version was used as a basis for this review and that differences in the Niles version would be pointed out as the discussion proceeded. Among the areas of focus during the discussion were: the mission statement; the number of officers permitted to be assigned to serve as SRO at the schools; an advisory committee to select officers; use of substitute officers as SROs; Board policies to be included as reference; complaint procedure; collection of data about the SRO program; qualifications of officers; parameters around the role or lack thereof of the SRO in school discipline matters; parent notification; and de-escalation procedures and staff involvement. The Board then returned for a fuller discussion of the number of officers that could serve as an SRO at each school, noting that Niles can provide one

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while Park Ridge currently cannot make that offer due to staffing concerns as laid out by Police Chief Kaminski at previous meetings with the Board. Board members shared their views on whether to accept more than one SRO from Park Ridge. Legal counsel was then directed to discuss this provision with Park Ridge as a critical point of concern, which the Board would have to reconsider if Park Ridge cannot commit to one SRO as Niles will do. Board members were asked to share their comments on the draft mission statement with Dr. Heinz so that it can be incorporated into a final “redline” IGA for review at the next regular Board meeting.

At 8:56 p.m., Board President Borrelli called for a short break; the meeting resumed at 9:08 p.m.

MID-YEAR UPDATE ON 2020 VISION STRATEGIC PLAN YEAR 3 IMPLEMENTATION

The Board consensus was to defer discussion of this report at the present time.

BOARD AUTHORIZES 2018-19 STAFFING PLAN

Dr. Martin briefly summarized his report from the February 26, 2018 regular meeting that the District is expecting enrollment to increase by 73 students for 2018-19, and that due to class size guidelines, the District recommends that the Board authorize planning for up to seven classroom teachers and four specials teachers. Dr. Martin noted that hiring does not actually occur until students have fully registered and proven residency and that every student at that grade level has been reconfirmed as returning. Dr. Martin also reviewed the recommendations for additional hiring of one assistant principal to provide a full-time assistant at both Carpenter and Franklin schools, and the addition of one special education coordinator at the elementary level.

ACTION ITEM 18-03-3

It was moved by Board member Ryles and seconded by Board member Biagi 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.

Board President Borrelli then suggested amending the motion to specifically enumerate the positions to be added as part of the plan. Board members Ryles and Biagi accepted the amendment.

It was then moved by Board President Borrelli and seconded by Board member Tiu 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 including an Assistant Principal for Carpenter School, and an increase of one special education coordinator and up to seven classroom teachers and four specials teachers should bubbles break.

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The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Sotos

The motion carried.

PRESENTATION AND APPROVAL OF STUDENT FEES FOR 2018-19

CSBO Kolstad reviewed and discussed with the Board the schedule of proposed fees for the coming year. She noted that administration is recommending that the general student fees for 2018-19 be kept at the same level for a tenth consecutive year. She reviewed the in-depth analysis of fees, which indicate 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.

Turning to the category of participatory fees, CSBO Kolstad recommended that the fee for all Interscholastic Sports and for Cross Country be raised, as these programs are running at a deficit. She noted that fee waivers are available for students whose families meet the guidelines. The consensus of the Board was to continue moving toward operation of these programs on a break-even basis. She then reviewed and discussed the detailed financial projections for the Extended Day Kindergarten program and the Community Preschool program, and recommended small increases in fees for both. Following further discussion, Board President Borrelli expressed interest in having an in-depth discussion next spring of the costs of programs for which participatory fees are collected, with a goal of continuing to move these programs to become self-sustaining.

ACTION ITEM 18-03-4

It was moved by Board member Tiu and seconded by Board member Borrelli 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:

AYES: Sanchez, Ryles, Borrelli, Eggemann, Tiu

NAYS: None.

PRESENT: None.

ABSENT: Sotos, Biagi

The motion carried.

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APPROVAL OF CONSTRUCTION BID FOR SUMMER 2018: APPROVAL OF SUMMER 2018 ASBESTOS ABATEMENT PROJECTS

CSBO Kolstad presented and discussed with the Board the bid information received for this project, which is being undertaken in conjunction with the previously approved flooring replacement project scheduled for summer 2018 at Roosevelt School. She noted that the work will be focused on hallways and the art room. She pointed out that the work would be undertaken over spring break, which will result in cost savings by avoiding the busy summer asbestos abatement season and will also allow construction contractors to begin work on the main renovation project at Roosevelt immediately after the school year ends in June. She confirmed that following the asbestos abatement, the floors would be clean concrete with appropriate floor mats in areas that may encounter wetness to avoid slip hazards until the close of school. CSBO Kolstad, Dr. Heinz, Facility Management Director DeGeorge and Board members discussed the parameters of the project, the impact of the prevailing wage requirement, future plans for flooring replacement of classrooms, remaining asbestos in the District, and the ongoing asbestos management plan.

ACTION ITEM 18-03-5

It was moved by Board member Eggemann and seconded by Board member Biagi 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 \$72,000.

The votes were cast as follows:

AYES: Eggemann, Biagi, Borrelli, Ryles, Sanchez

NAYS: None.

PRESENT: None.

ABSENT: Tiu, Sotos

The motion carried.

FIRST READING OF POLICIES FROM PRESS ISSUES

Dr. Heinz reported that as part of the ongoing updating of Board policies as recommended through the Policy Reference Education Subscription Service (PRESS) through the Illinois Association of School Boards (IASB), the Board this evening was presented with 13 policies for First Reading, including: 2:210, 2:260, 5:70, 5:80, 5:120, 6:180, 6:210, 6:235, 6:290, 7:80, 7:160, 7:305, and 8:70. She noted that both the committee of District administrators as well as Board member Tiu as a member of the Board’s Policy Committee had reviewed the recommended updates. Dr. Heinz then led the Board through the review and discussion of the proposed changes. Additional adjustments were requested for 2:210, 7:80 and 7:305. Dr. Heinz noted that the recommended changes would be made, and that the policies would move forward to approval by the Board as part of an upcoming Consent Agenda.

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RECOMMENDATION AND APPROVAL OF PERSONNEL REPORT

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

Personnel Report

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.

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 Necedal - Approval of Formal Resolution Authorizing Honorable Dismissal of Teachers.

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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.

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.

Jaclyn 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.

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- 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.

ACTION ITEM 18-03-6

It was moved by Board member Sanchez and seconded by Board member Tiu 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:

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

NAYS: None.

PRESENT: None.

ABSENT: Sotos

The motion carried.

CONSENT AGENDA

ACTION ITEM 18-03-7

It was moved by Board member Eggemann and seconded by Board member Sanchez that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the

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Consent Agenda March 12, 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:
AYES: Sanchez, Ryles, Borrelli, Biagi, Eggemann, Tiu
NAYS: None.
PRESENT: None.
ABSENT: Sotos
The motion carried.

APPROVAL OF MINUTES

ACTION ITEM 18-03-8

It was moved by Board member Eggemann and seconded by Board member Biagi 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:
AYES: Tiu, Eggemann, Biagi, Borrelli, Ryles Sanchez
NAYS: None.
PRESENT: None.
ABSENT: Sotos
The motion carried.

OTHER DISCUSSION AND ITEMS OF INFORMATION

Dr. Heinz reviewed agendas for upcoming meetings and recent FOIA requests, and provided an update on recent meetings of the Elementary Learning Foundation and PTO/A Presidents. Dr. Heinz then reviewed highlights from her written Memorandum of Information on the selection of Lisa Harrod of LMT Consulting to conduct an audit of the District’s special education services to identify areas of strength and opportunities for improvement. Dr. Heinz reported on the expected areas that LMT Consulting will delve into as part of its audit, including items in four categories: parent and staff outreach, materials review, continuum of services and process review, and professional development. Dr. Heinz confirmed that the audit was expected to provide information that will be helpful in moving the department forward, similar to the Consortium for Educational Change (CEC) audit in 2015 had laid the groundwork for development of the District 64 *2020 Vision* Strategic Plan. Dr. Heinz, Mr. Padavic and Board members further reviewed the plans for the audit, including the anticipated timeline for parent

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focus groups, parent and staff surveys, and multiple days of in-school visits to accomplish the planned review. She confirmed that active and in-depth participation of general as well as special education teachers, building and central office administration, parents, and Board members is planned. Dr. Heinz next turned to a review of the mid-year Discipline Data Report for the District, and noted that it is useful for identifying any trends that may be developing. She reported that there are no unusual spikes in activity, and pointed out that the schools utilize the information to identify where there may be needs to reinforce social emotional learning that can be coordinated through the new, District-wide *Second Step* curriculum.

Board President Borrelli permitted additional public comments, which were received as follows:

- Mikki Tejani, parent, returned to address the Board again about the selection of the audit firm and the upcoming survey process.
- Janessa Nikols, parent, addressed the Board regarding the selection of the audit firm.

Dr. Heinz confirmed that the audit process will get underway in April following spring break, and that many opportunities will be offered to parents to share their perspectives. She noted that the May 21, 2018 Board meeting was tentatively targeted for the findings report to be shared with the Board and community publicly. She noted that the audit findings will be helpful over the next several years in guiding the department’s improvement efforts.

ADJOURNMENT

At 10:39 p.m., it was moved by Board President Borrelli and seconded by Board member Tiu to adjourn.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Sotos

The motion carried.

President

Secretary

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Meeting:

Monday, June 25, 2018

Public Hearing on Resolution to Authorize a Permanent Interfund Transfer-6:45 p.m.

Regular Board Meeting – 7:00 p.m.

Jefferson School-Multipurpose Room

8200 Greendale Avenue

Niles, IL 60714

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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.

Inspire every child to



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

Regular Board Meeting Agenda
Monday, June 25, 2018
Jefferson School – Multipurpose Room
8200 N. Greendale Avenue
Niles, IL 60714

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

- 6:45 p.m. **Meeting of the Board Convenes**
 - Roll Call
 - Introductions
 - Opening Remarks from President of the Board

- 6:45 p.m. • **Board Recesses and Convenes to a Public Hearing on Resolution to Authorize a Permanent Interfund Transfer**

- 7:00 p.m. • **Board Adjourns from Public Hearing on Resolution to Authorize a Permanent Interfund Transfer and Resumes Regular Board Meeting**

- **Pledge of Allegiance**

- **Public Comments**

- **Update on Quest Foods** A-1
 -- Chief School Business Official

- **Discussion of Child Care with Confidence Lease** A-2
 -- Chief School Business Official

- **Update on Summer Construction Projects** A-3
 -- Chief School Business Official/Director of Facility Management

- **Recommendation and Approval of Personnel Report** A-4
 -- Board President Action Item 18-06-4

- **Consent Agenda** Action Item 18-06-5 A-5
 -- Board President
 - Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending May 31, 2018

- Approval of Safety Hazards (Transportation)
- Resolution #XXX to Transfer Funds from the Transportation Fund to the Education Fund
- Approval of Resolution # for Prevailing Wage
- Approval of Maine Township School Treasurer Depositories
- Destruction Audio Closed Recordings (none)

• **Approval of Minutes** Action Item 18-06-6 A-6

-- Board President

- Special Board Meeting -----June 11, 2018
- Committee of the Whole: Budget -----June 11, 2018
- Closed Session Meeting -----May 21, 2018
- Regular Meeting -----May 21, 2018
- Special Board Meeting -----May 2, 2018
- Regular Board Meeting -----April 23, 2018

• **Other Discussion and Items of Information** A-7

-- Superintendent

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

• **Adjournment**

Next Regular Meeting:

Monday, July 16, 2018
 Regular Board Meeting – 7:00 p.m.
Jefferson School-Multipurpose Room
 8200 Greendale Avenue
 Niles, IL 60714

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.

April 19, 2018


To: Ms. LuAnn Kolstad, Chief School Business Official

From: Diane M. Pejkovich

Re: Park Ridge –Niles School District 64
Washington Playground Replacement
Project No. 18009

In accordance with the Freedom of Information Act, I am requesting a complete list of the required bid documents from all bidders on the aforementioned project. This request includes the detailed bid forms submitted with pricing as well as all of the additional required documents and attachments required to be submitted as part of the overall bid package and as noted below:

- Bid Form
- Bidder's Required Bid Documents Checklist
- Bidder's Responsibility Information
- Attachment 1 To Bidder's Responsibility Information
- Financial Reports for the two consecutive, most recently available years
- References and project names of all projects
- Substitutions
- Certificate of Prevailing Wage Requirements
- Non-Collusion Affidavit
- Bidder Eligibility Certificate
- Certificate of Compliance With Illinois Drug-Free Workplace Act
- Certificate Regarding Non-Discrimination in Employment – Protected Categories
- Certificate Regarding Sexual Harassment Policy
- Certificate Regarding Criminal Background Investigations
- Documentation of a minimum of 5 continuous years in business
- Documentation that the Project Manager assigned to the project meets all necessary requirements
- Documentation that the Contractor meets all necessary requirements
- Documentation that Contractor's Insurance Rating is 1.0 or less
- Letter from President of the Company certifying absence of any filings for protection from creditors under federal bankruptcy laws and/or placement under receivership or similar restrictions in the last five years
- Letter from President of the Company certifying absence of contracts terminated by Owner for non-performance in the past five years, except where not due to the material fault of the Bidder.
- Letter from bonding company certifying absence of claims on Bidder's bond in the past five years, except where not due to material fault of the Bidder
- Completed AIA Document A305, Contractor's Qualification Statement

You may email the documents to me and contact me with any questions 

Regards,

Diane Pejkovich

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: April 26, 2018

Request Submitted by E-mail

Name of Requester: Carolina Y. Sales

Street Address: [REDACTED]

Telephone: [REDACTED]

E-mail: [REDACTED]

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.

1. The "Findings Report" and "Board of Education Memo" described in Item number 6 of the "Services to be provided by LMT" in the document attached hereto as Exhibit A.
2. All documents and records, including emails, text messages, records of in person conferences, records of telephone conferences, and voicemails relating to any communications between or among Park Ridge-Niles School District 64 and Lisa Harrod from March 11, 2017 to March 11, 2018.
3. All documents and records, including emails, text messages, records of in person conferences, records of telephone conferences, and voicemails relating to any communications between or among Park Ridge-Niles School District 64 and LMT Consulting from March 11, 2017 to March 11, 2018.
4. All documents related to the purchase of furniture for the Lincoln Middle School Learning Resource Center and Secure Vestibule from February 21, 2017 to the present.

Do you want copies of the documents? YES

--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? 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? 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 _____

**LMT CONSULTING
SCOPE OF SERVICES
Spring 2018 Engagement**

| | |
|---------------------------------|--|
| District Name and Number | Park Ridge-Niles District 64 |
| District Contact(s) | Dr. Laurie Heinz, Superintendent Mr. Mike Padavic, Interim Director of Student Services |
| Email | lheinz@d64.org mpadavic@d64.org |
| Mail | 164 S. Prospect Avenue Park Ridge, IL 60068 |

| | |
|---|---|
| Services to be provided by LMT | <ol style="list-style-type: none"> 1. Review documents related to special education programs and procedures. 2. Conduct evening parent focus group sessions. 3. Spend two days in District interviewing parents, administration, Board of Education members and staff. 4. Conduct IEP file reviews. 5. Observe Resource and Instructional classrooms. 6. Generate Findings Report as outlined within the Board of Education Memo. |
| Services/training to be performed by | Lisa Harrod and four person team of consultants from LMT Consulting |
| Cost for Services | Total projected costs = not to exceed \$15,000 |
| Deliverables | Written report to align with categories reported within Board Report. Written report to also include categories identified by LMT Consulting. |

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: 4/30/18

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): _____ E-mail (Optional) _____

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.

Any and all bids and/ or cost projections for construction and /or renovations related to
converting Jefferson school into Full Day Kindergarten.

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 _____

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: 5/3/18

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

Name of Requester: Warc Martin

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.

See attached rider.

Do you want copies of the documents? YES or NO
--Do you want electronic copies or paper copies? YES
--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 _____

RIDER

1. Any and all public records, including but not limited to complaints or request[s] for investigation, in whatever form and wherever stored, redacting the name[s] of any complainant[s], relating to any disciplinary, misconduct or inappropriate behavior allegations, investigations or actions regarding District 64 employee TIMOTHY GLEASON. Any and all public records of discipline, suspension, censure or reprimand relating to TIMOTHY GLEASON.

2. Any and all public records regarding District 64 TIMOTHY GLEASON'S State qualifications and licensing criteria for instruction of students with IEPs.

3. Any and all public records regarding the baccalaureate degree major, graduate certification or degree, including the field of discipline and/or certification, of District 64 employee TIMOTHY GLEASON.



Madelyn Wsol <mwsol@d64.org>

Re: FOIA Request

1 message

Madelyn Wsol <mwsol@d64.org>

Mon, May 7, 2018 at 7:50 AM

To: George Monical [REDACTED]

Cc: Laurie Heinz <lheinze@d64.org>, Tramm <BTramm@d64.org>

Bcc: [REDACTED]

Dear Mr. Monical:

This email serves to acknowledge receipt of your FOIA request. The District will begin the process of responding.

Sincerely,

Madelyn Wsol

*Madelyn Wsol**Administrative Assistant to the Superintendent/ FOIA Officer**Park Ridge-Niles School District 64**164 S. Prospect Avenue, Park Ridge, IL 60068**847.318.4302*

On Sat, May 5, 2018 at 11:21 PM, George Monical [REDACTED] wrote:

Hi Madelyn,

I'm looking for a complete list of teacher and administrative training records for the past five years for all teacher in all schools.

Please include the name of the school, the teacher or administrator's name, the name and description of the training and the completion date.

I am particularly looking for training in Social Emotional Learning, Restorative Justice, and Non-Violent Communication. Please don't limit the request to these topics, but I wanted to be clear about the types of training that are of primary interest to me so that these types of training are not inadvertently overlooked.

Digital copies of the records are preferred.

Thanks,

George

--

George Monical
[REDACTED]