

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

**Board of Education Agenda
Monday, August 24, 2015
Jefferson School – Multipurpose Room
8200 Greendale Avenue
Niles, IL 60714**

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

Monday, August 24, 2015

TIME

APPENDIX

7:00 p.m. **Meeting of the Board Convenes**

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

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

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the 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 [5 ILCS 120/2 (c)(1)] and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2 (c)(11)].

7:30 p.m. • **Board Adjourns from Closed Session and Resumes Regular Board Meeting**

7:30 p.m. • **Public Comments**

• **District Institute Day & Opening Day Report**

- Superintendent

A-1

• **Follow-up Discussion on Superintendent Evaluation/5-Year Strategic Plan Calendar**

- Superintendent

A-2

• **Discussion on Board Advance Dates**

- Superintendent

A-3

• Final Report of Summer Construction Projects	A-4
-- Chief School Business Official	
• Discussion on Financial Forecasting	A-5
-- Chief School Business Official	
• District Dashboard Update	A-6
-- Director of Innovation and Instructional Technology	
• Year 1 Web Review	A-7
-- Director of Innovation and Instructional Technology	
• 2015-16 Budget Focus: O & M, Transportation and Tort	A-8
-- Chief School Business Official	
• First Reading of Policies from PRESS Issue 88, May 2015 and Policies 1:30, 7:60 and 8:20	A-9
-- Superintendent	
• Consent Agenda	A-10
-- Board President	Action Item 15-08-5
• Personnel Report	
• Bills, Payroll, and Benefits	
• Approval of July Financials Ending July 31, 2015	
• Destruction of Audio Closed Minutes (none)	
• Approval of Minutes	A-11
-- Board President	Action Item 15-08-6
• Regular Board Meeting Minutes.....	August 10, 2015
• Closed Session Minutes.....	August 10, 2015
• Board Member Liaison Report	A-12
-- Board of Education	
• Traffic Safety Meeting August 11, 2015	
• Elementary Learning Foundation Meeting August 19, 2015	
• Other Discussion and Items of Information	A-13
-- Superintendent	
• Upcoming Agenda	
• Memorandum of Information (none)	
• Minutes of Board Committees	
- Traffic Safety Minutes August 11, 2015	
• Other	
- Change in Start time for Remainder of Regular Board Meetings 2015-16	
• Approval of Settlement Agreement with a Tenured Teacher	A-14
-- Superintendent	Action Item 15-08-7

- **Approval of Resolution Authorizing Issuance of Notice of Remedial Warning to a Tenured Teacher**

Action Item 15-08-8

A-15

- **Adjournment**

Next Meeting: **Thursday, August 27, 2015**
Closed Session – 6:00 p.m.
Special Board Meeting – 6:30 p.m.
Jefferson School – Multipurpose Room
8200 Greendale
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.

Upcoming Meetings and Topics
As of August 20, 2015

August 27, 2015 – Jefferson School - Multipurpose Room

Closed Session Meeting – 6:00 p.m.

Special Board Meeting – 6:30 p.m.

September 21, 2015 – Jefferson School - Multipurpose Room

Committee-of-the-Whole: Finance – 7:00 p.m.

- Board Reviews Final Draft of 2015-2016 Budget Prior to Adoption
- Financial Projections
- Discussion of Bonding and Related Projects

September 28, 2015 – Roosevelt School – North Gym

Regular Board Meeting – 7:00 p.m.

(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)

- Board Conducts a Public Hearing on the 2015- 2016 Final Budget Prior to Adoption
- Adoption of FY16 District 64 Budget
- Sixth Day of Enrollment
- Update on Re-verification
- Update on Educational Ends
- Discussion and Prioritization of Health Life Safety Survey and Master Facility Plan
- Discussion on Committee and Meeting Structure
- Discussion of New Board Finance Committee Structure
- Board Member School Visits
- Annual Recognition of Schools
- ISBE Report: Administrator & Teacher Salary and Benefits – School Year 2014-15 (memo)

Public Hearing on the Budget – 7:15 p.m.

October 5, 2015 – Jefferson School - Multipurpose Room

Committee-of-the-Whole: Master Facilities Plan – 6:30 p.m.

October 26, 2015 – Field School – South Gym

Regular Board Meeting – 7:00 p.m.

(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)

- Board Reviews the 2015 Proposed Tax Levy
- Resolution #__ to Approve 2015 Proposed Tentative Tax Levy and Establishment of Public Hearing
- Board Discussion on Financial Projection Assumptions
- Presentation of State School Report Cards & Discussion of PARCC and 5E Survey Results from 2014-15
- Approval of Health Life Safety Recommendations for a Five-year Plan
- Background of PREA Contract and Salary Schedule

TBD

- Approval of Policies from PRESS Issue 88, May 2015
- Discussion: Fee Study
- Discussion: Board Policy 4:130 - Should the District Offer Reduced Lunch
- Discussion: Board Policy 4:150 – Should the Board continue to grant authority up to \$25,000 for renovations or permanent alterations Buildings and Grounds
- Approval of Ten-year Health Life Safety Survey

The above are subject to change.

District Institute Day & Opening Day Report

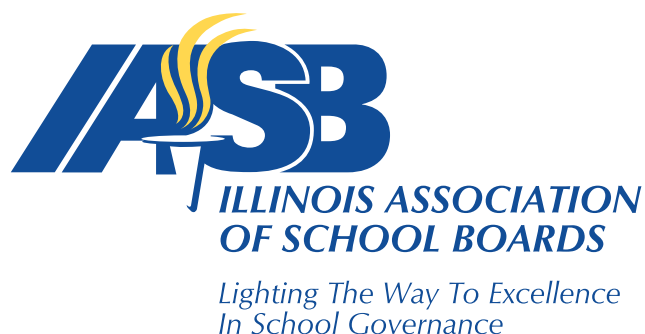
Superintendent Laurie Heinz will report on the District Institute Day and the opening day of school.

Follow-up Discussion on Superintendent Evaluation/5-Year Strategic Plan Calendar

Superintendent Laurie Heinz will continue the discussion from the August 10, 2015 Board meeting on this topic.

The Superintendent Evaluation Process

*Strengthening the Board-
Superintendent Relationship*



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The Superintendent Evaluation Process

Strengthening the Board-Superintendent Relationship



About This Guide

The purpose of this guide is to help the school board develop a superintendent evaluation process that supports effective leadership for the district. There is no one method to evaluate a superintendent; therefore IASB suggests a “best practices” approach. The objective is to establish a process that promotes district improvement and provides professional development and growth opportunity.

For a school board that has not yet established a process for evaluating the superintendent, this guide will suggest steps to follow. Developing such a process for the first time will admittedly require substantial time and effort from both the board and superintendent. However, the time and energy will, no doubt, be worth it in the long run by clarifying expectations, establishing a framework for productive discussions, and strengthening the board/superintendent relationship. For a board that already has a process in place, this guide will provide an opportunity for the board to review and assess its current practices in order to make any refinements that may be desired.

Introduction

As trustee for its community, the school board needs to recognize how critical the board-superintendent relationship is to the ultimate success of its district's schools. The *Foundational Principles of Effective Governance* serves as the Illinois Association of School Boards' primary document to explain the role of school board members in their district. (The complete document is contained in **Appendix D**.) The third principle — The Board Employs a Superintendent — imposes the following duties on the board:

- The board employs and evaluates one person — the superintendent — and holds that person accountable for district performance and compliance with written board policy.
- An effective school board develops and maintains a productive relationship with the superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written board policy.

Having hired the superintendent as its chief executive officer, the board delegates authority to him or her to operate the district and provide leadership to staff. Delegating authority empowers the superintendent and staff to pursue board ends — its mission, vision and goals — single mindedly and without hesitation. Having delegated the authority, the board has the responsibility to monitor performance, ensuring that the district is making progress towards its ends and is in compliance with written board policy. The superintendent evaluation process is the most visible and arguably the most important monitoring work in which the board can engage.

Why then do boards sometimes feel the superintendent evaluation process to be so daunting? Some board members feel intimidated in assessing the performance of a trained, professional educator, who often has advanced degrees and considerable experience. Some board members view the process as dissatisfying because they believe it does not allow them the opportunity for an open and honest dialogue. Still, others are afraid of conflict and avoid the process all together.

William Nemir, director of leadership team services for the Texas Association of School Boards with over 30 years of experience working with boards and superintendents, writes, “board member dread is usually a sign that the board's evaluation process is not fully developed — that the board and superintendent have not done the necessary ‘up-front’ work at the beginning of the process to clarify expectations of the superintendent and build those expectations clearly into the evaluation instrument.”

This guide will assist the local school board in addressing these and other challenges with a fresh look at superintendent evaluation. It is designed to assist a board and superintendent in fully developing their superintendent evaluation process — a process that should be fully owned and led collaboratively by the board of education *and* the superintendent. This allows the board to monitor superintendent performance, guide the district toward continuous improvement, and develop and maintain an effective relationship between the superintendent and the entire board of education.



SCHEDULE EVALUATION ON CALENDAR

Why Conduct a Superintendent Evaluation?

The school board that fully understands its governance role will see four compelling reasons for conducting regular superintendent evaluations: (1) a means for ensuring accountability, (2) an opportunity to strengthen the board-superintendent relationship, (3) a structured way for the board to impact superintendent professional development, and (4) as a tool in determining salary and contract considerations.

Reason No. 1: Accountability.

A focus on performance starts at the top. The board, as trustee for its community, has the responsibility to keep the district focused on achieving the goals it has articulated, based on the community's aspirations and vision for its schools. Additionally, its fiduciary responsibility obligates the board to ensure that its schools are well-run and effectively managed.

Reason No. 2: Board-superintendent relationship.

An effective board continually works to maintain a professional relationship with its superintendent. In their day-to-day relationship, board members and the superintendent are generally collegial and friendly. However, the board, as employer of its chief executive officer, ultimately has the obligation to judge performance. Fundamental fairness requires that the superintendent know what is expected and "how am I doing?" A thorough evaluation process allows the board to answer that question and to address any weaknesses or discuss any differences in a professional manner and in an appropriate forum.

Reason No. 3: Superintendent professional development.

Superintendents, like most professionals in positions of leadership, are always looking for ways to improve their craft and receive constructive feedback on their performance. The board, as employer, has an obligation to provide its district's chief executive officer with such opportunities for his or her own professional growth, as well as ensuring that the superintendent has the skills necessary to lead the district. A thorough evaluation process will help align professional development activities with mutually agreed upon superintendent performance goals.

Reason No 4: Contractual and Compensation Considerations.

The superintendent's evaluation often assists the board in making informed decisions about the superintendent's contract and compensation. In addition, by law, the board and superintendent must include performance goals in any multi-year contract and the board must evaluate the superintendent's performance toward those goals. (For more on *Superintendent Employment and the Law*, see **Appendix B.**) However, the evaluation process and contract and compensation issues do not necessarily need to occur in conjunction with each other. The board that views the superintendent evaluation as a part of the overall district planning process rather than merely a means of "justifying" contract renewal will view the evaluation as more than a precursor to contract discussions.

How to Effectively Start the Process

Defined Roles, Responsibilities and Relationships

In order for a superintendent evaluation process to be effective, all parties must know their roles, the roles of the other players and the responsibilities they have to one another. A strong relationship between the board and the superintendent is one wherein each party values the other's contributions, practices open communication and understands the complex nature of our educational system.

For the board:

Members need to know the unique role they play as employer to the superintendent. First, the board has a responsibility to speak with "one clear voice" to the superintendent regarding its expectations for his or her work. Second, as trustees for the community, the board has the obligation to ensure the superintendent is meeting the goals the board had established and is operating the district in compliance with written board policy.

In addition, the board as employer has certain obligations to its most important employee. In some respects, the board fulfills the "human resources" function for the superintendent. Board members need to be

An Important Prerequisite

Before the board can effectively engage in the development of a superintendent evaluation process, it is extremely important that the board undertake an examination of its own performance.

A board that takes responsibility for its own work and behavior, reviews its role and decision-making processes, examines its own strengths and weaknesses and holds itself accountable, creates a climate of continuous improvement which is essential for a successful relationship with and appraisal of the superintendent.

Best practice suggests that a board engage in an annual self-evaluation sometime prior to the annual formal superintendent evaluation. (See *Sample Calendar for Superintendent Evaluation Activities*, **Appendix C.**)

IASB field services directors are available to facilitate such a discussion, and will make every effort to meet the specific needs of the board. The Illinois Open Meetings Act allows boards to meet in closed session for the purpose of self-evaluation, "when meeting with representative of statewide association of which the public body is a member." ILCS 120/2(c)(16).

aware of the legal aspects of the employment relationship – many of which may be spelled out in the superintendent's contract. The board is responsible for the fair treatment of the superintendent and must comply with all federal and state laws regarding employment. Board members also must understand that in their role as supervisor, they cannot not individually or collectively abuse their authority in any way. Every board member is responsible to the governing team and needs to exhibit trustworthy behavior or the entire board-superintendent relationship and the district will suffer.

Boards are charged with the responsibility to evaluate superintendent performance. So what is superintendent performance? Performance implies *results* or *impact*, which means that focus on performance starts at the top. The board, as trustee for its community, has the responsibility to keep the district focused on achieving the goals it has articulated for its schools, to confirm the administration is in compliance with written board policy, and to assure the community its schools

Sample Policy — Superintendent

Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities.

The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated.

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent shall have a valid administrative certificate and Superinten-

dent Endorsement issued by the State Educator Preparation and Licensure Board.

Evaluation

The Board will evaluate, at least annually, the Superintendent's performance and effectiveness, using standards and objectives developed by the Superintendent and Board that are consistent with the Board's policies and the Superintendent's contract. A specific time should be designated for a formal evaluation session with all Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits.

Compensation and Benefits

The Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the Board and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control.

From PRESS sample policy 3:40, Illinois Association of School Boards, May 2012

are well-run. The board must have consensus. The top administrator cannot effectively work when given multiple directives. Speaking with one voice is an absolute necessity in order for the superintendent evaluation process to succeed.

Clarity is of equal importance to consensus. Only a school board that effectively articulates its expectations can engage in meaningful evaluation of the superintendent's performance. A board that gives the superintendent a largely free hand with no clear guidance is one that does not set expectations. Without expectations, there is no way to gauge performance.

For these objectives to be achieved, the board needs to create a climate where continuous improvement is possible. In order to achieve continuous improvement, however, the board needs to nurture a climate where risk-taking is encouraged. The superintendent should feel comfortable admitting when something is not working and make mid-course corrections. Therefore, an effective superintendent evaluation process should be designed to allow for such corrections.

For the superintendent:

Understanding the board's role in clarifying district purpose, prioritizing goals, and establishing desired outcomes is key. The board has a responsibility to clarify intended student outcomes and monitor organizational effectiveness. While good school leaders are "wired" to lead, they should know that the role of the board is to determine mission, vision and goals, and monitor progress. Effective superintendents understand the alignment needed between monitoring the progress of the school system and evaluating the work of the top administrator. Supporting and encouraging the work of the board throughout the evaluation process is not self-serving; rather, it is important in modeling accountability for the entire district.

For the board and the superintendent:

Both parties should understand and appreciate that superintendent evaluation is an opportunity to grow the relationship and continually improve. It is typical for superintendent evaluation to be followed by discussions related to contract renewal and salary issues, but that should not be the main focus. The evaluation process ought to bring about a discussion of what is going well, what needs to improve and how to focus on the future.

When a board and superintendent view the evaluation process as an opportunity for professional growth for the superintendent and as an opportunity to facilitate growth of the superintendent-board relationship, much of the apprehension on both sides is diminished and the superintendent evaluation process becomes a natural extension of the district planning process.



AGREE ON EXPECTATIONS

Setting Expectations

Written Documents Provide the Foundation

The basis of a high quality board-superintendent relationship and a productive superintendent evaluation is a set of documents designed to formalize the relationship, detail the responsibilities of the superintendent, and express the expectations of the board. The agreements contained within these documents are yet another expression of the board speaking with one voice. Documents that contain these agreements include the following:

- **A copy of the superintendent's employment contract.** An employment contract covering multiple years must, by Illinois law, include specific performance based components. (See **Appendix B, Superintendent Employment and the Law**). The academic improvement goals contained in the contract can be among those addressed in the evaluation process. Conversely, academic improvement goals developed for the evaluation process may be used in writing a new multi-year contract. The contract may also contain other requirements for evaluating the superintendent that need to be followed. Boards should always consult their school attorney regarding contractual issues.
- **A job description** describes or contains the superintendent's leadership and management responsibilities. Some job descriptions merely enumerate the chief executive's responsibilities for each area of district operations, while others may contain standards for each area of responsibility. Regardless of how specific it is, the job description should be a tool to aid board members as they think about their expectations for the superintendent.
- **A copy of the district's mission and vision statements and the goals** intended to drive the superintendent's work. Goals for the superintendent typically are extensions of district goals and should be carefully aligned with them. Goals should be primarily forward-focused. Goal-setting is discussed in more detail below.
- **School board policies** express the board's expectations for the district, delegate authority to the superintendent, describe the limitations placed on executive authority, and regulate the board-superintendent relationship. Compliance with board policies is a legitimate focal point

in superintendent appraisal. As part of the on-going evaluation process, the board may ask the superintendent to provide evidence of compliance with written board policies.

- **School district plans** may have been developed by the board, with involvement of the community and/or staff in order to give the district some direction. These are often referred to as “strategic plans.” The board and superintendent will need to ask if the plans are still relevant. Do they contain goals for the superintendent?
- **Professional standards** have been developed for the superintendency at both the national and state levels. The board may wish to incorporate either the Interstate School Leaders Licensure Consortium (ISLLC) Standards for superintendents or the American Association of School Administrators (AASA) Professional Standards for Superintendents as part of the evaluation process. Alternatively, it may want to create its own set of expectations, influenced by district priorities, available staff resources and other location considerations. (**Appendix A** offers a sample of the types of professional standards a board might wish to consider.)

A Suggested Framework

The roles and responsibilities of the superintendent are many and varied. He or she is ultimately responsible for everything that goes on in the district — from student learning to well-maintained buildings and grounds. These roles and responsibilities require a variety of skills, characteristics, expertise, knowledge, and activities. Therefore, in determining the expectations on which the superintendent’s performance will be measured, it is useful to devise categories within which expectations and specific targets can be set.

The four categories below may provide a useful framework: (Eadie, 2005)

1. Board-superintendent relations
2. Implementation of the district’s strategic initiatives (mission/vision/goals)
3. District leadership and management
4. Community (external) relations

Category No. 1: Board-superintendent relations. One of the major responsibilities of the superintendent is to support the board in doing its work. This may include assisting the board in building its own capacity as a governing board — through providing professional development opportunities, keeping the board abreast of developments at the local, state or national level that may impact its work, and most significantly, ensuring the board has the best information possible to make informed decisions.

Category No. 2: Implementation of the district’s strategic initiatives. The board sets the district’s direction and articulates that direction in its mission, vision and goals statements (ends). These ends statements then become the cornerstone of the board’s written policy manual. A few policies will be pure “ends” policies, but “ends” language may appear throughout the policy manual in policies

that serve primarily another purpose, such as delegating authority or setting executive limitations. The board then monitors progress towards these ends and compliance with written board policy, using data as the means for its assessment. The board that has received monitoring reports from the superintendent throughout the year will find most of this piece of the evaluation complete. District performance equates to superintendent performance. District goal setting is addressed in more detail below.

Category No. 3: District leadership and management. In addition to implementing the board's strategic goals and objectives, the superintendent is charged with operating the district efficiently and effectively. Managing operations is relatively easy to assess because efficiency and cost-effectiveness can be measured. For example, a budget recommendation is either balanced or it's not. A building project comes in on time or on budget, or it does not. While leadership is perhaps a subjective quality and more difficult to assess, it is at the heart of an individual's ability to bring a group of people together around a common objective.

A well-designed evaluation instrument also provides the board an opportunity to assess leadership and management skills. Beyond simply achieving outcomes, the superintendent can and should be expected to conduct his/her duties in a moral and ethical manner. In addition, the board may also choose to evaluate the superintendent's skills by his method and manner, style and tone used with staff, students, board and the public. The superintendent can be held accountable for creating a positive school climate and culture only when the school board is clear about these expectations.

Category No. 4: Community (external) relations. The board should expect its superintendent to represent the district within the community, to carry the district's message and advocate on its behalf. What this interaction looks like will differ from community to community, but could include media relations, participation in local civic groups, or forming partnerships with other governmental bodies such as the city council or park district.

The expectations that fall within each of these categories may already be articulated in the documents discussed above. For example, most policy manuals will contain several policies regarding board-superintendent relations and community relations. A well-crafted job description will contain expectations about the superintendent's leadership and management responsibilities. A district's mission, vision and goals may be contained within a district's strategic plan and/or policy manual.

Sample Policy — School District Philosophy

The School District, in an active partnership with parents and community, will promote excellence in a caring environment in which all students learn and grow. This partnership shall empower all students to develop a strong self-esteem

and to become responsible learners and decision-makers. The School District is committed to developing and using a visionary and innovative curriculum, a knowledgeable and dedicated staff, and sound fiscal and management practices.

From PRESS sample policy 1:30, Illinois Association of School Boards, June 2011



DEVELOP/ REVIEW DISTRICT GOALS

Development of Written District Goals

An effective superintendent evaluation process begins with a clear set of written expectations for the district, articulated as written district goals. If the school board does not have district goals that are up-to-date and relevant, it would be a good idea to engage in a goal setting process. Goal setting in its simplest form involves three big questions:

Question No. 1: Where are we now?

Here the board assesses current needs and problems and anticipates future challenges.

Question No. 2: Where do we want to go?

Here the board determines what it wants its schools to do for students and/or what it wants in place in the district in one to five years.

Question No. 3: How shall we get there?

Here the board adopts its goals and the superintendent and staff create plans for reaching these goals.

Although goal setting is beyond the scope of this guide, a board should expect to devote time and effort to the process and to involve a wide range of district stakeholders. Goals for the district need to be aligned with the community's aspirations for the schools and be reasonably appropriate for the district's resources.

When a board has engaged in a thoughtful goal setting process for the district, whether they are broad, comprehensive long-term goals or specific annual goals, then the question can be asked, "What can we as a board expect of the superintendent over the next 12 months to help the district fulfill these goals?" Where a district has only broad goals, superintendent goals and targets will need to be developed that are appropriate for the evaluation instrument.

For example, a board may have a long-term goal "to provide facilities that create an environment that enhances learning." An appropriate goal statement for a superintendent might be to "present a facilities plan that supports the technology and other needs of the district's high school curriculum."

Setting District Goals and Direction

IASB field services directors are available to assist the board in the goal-setting process.



AGREE ON INDICATORS

Agreement on Key Performance Indicators

As previously addressed, there are a number of documents which may contain potential expectations of the superintendent. However, for the process to be fair, the superintendent and board must discuss and reach agreement on what the board will reasonably expect of the superintendent in terms of results. Nothing will erode the board-superintendent relationship more quickly than the board evaluating the superintendent for something for which he or she had no idea he or she was being held accountable.

Further, the board and superintendent also need to agree on what measurements will be used to determine whether a particular goal has been met, or whether the administration is in compliance with board policy. For goals, the board needs to ask, “What will success look like?” For policies, the board needs to ask “What assurances do we have that the policy is being implemented?” A measure may be quantitative (e.g. did we decrease truancy by 2 percent?) or qualitative (e.g. is our facilities plan effective?)

The performance review of each goal and expectation should be based on enough data and informed opinion to avoid personal biases and “gut feelings.” Because the evaluation will provide the foundation for planning the next year’s goals, conclusions need to be based on the most informed judgments possible. As part of the goal-setting process, the board and superintendent will need to agree on what data the board will need in order to monitor performance. Data collection efforts could include surveys, data from the Illinois Interactive Report Card (IIRC), periodic performance updates, etc.

In addition, the superintendent should feel free to ask the school board: “What evidence will you require of me to demonstrate that I have achieved my goals or fulfilled your expectations?”

School Board Accountability: Monitoring District Performance

IASB offers an in-district workshop to assist boards in learning and developing an effective process for monitoring district performance. Working with their own district goals and policy manuals, boards have an opportunity to identify monitoring criteria, identify indicators of district progress towards these goals and compliance with board policy and to develop a district “monitoring calendar.”

For more information, boards should contact their IASB field services director.

The school board should also keep in mind that information comes with a price tag. Even when information is available from internal sources, the process of gathering and compiling it into a comprehensible form takes staff time and energy. When each board member wants to see something different, generating all of the information can be cost prohibitive. Therefore, members of the board need to reach agreement on a precise description of the information that the superintendent will be asked to provide. And that agreement should take into account the amount of staff time that can be devoted to the task. This is a critical area in which the board must again “speak with one voice.”

Note: When a board has not engaged in a district planning and goal setting process, it may be necessary for the board and superintendent to agree on an interim evaluation mechanism until such planning is undertaken. This is a situation a superintendent new to a district often faces. An interim evaluation instrument could be based on the requirements contained in the superintendent’s contract, job description and state or national professional standards. After district goals have been established and superintendent goals that align with the district goals have been created, the focus of the evaluation can move towards measurement of how the superintendent performed via these goals. As an initial step, the board and superintendent might agree on a small number of goals for the superintendent that express the board’s most immediate priorities to serve as a focus for district improvement and for the superintendent’s evaluation.



AGREE ON AN INSTRUMENT

Put It in Writing and Develop an Instrument

The school board hasn't spoken until it puts its expectations in writing and into an evaluation instrument. While it is tempting to want to start the process by "borrowing" an instrument from another district or other source, a board that views the superintendent evaluation as part of the overall district planning process recognizes the need to develop an instrument based on its own unique priorities, expectations and needs.

Using a template from another source or from the collection of samples available from an IASB field services director is certainly acceptable; however, we caution board members against using the content contained within the instrument. As previously stated, the expectations and goals for superintendent performance are unique to each community and are a foundation to an evaluation process.

Crafting the language to express expectations and goals should be a collaborative process, owned by the full board and superintendent. In addition, an evaluation instrument should never be "set in stone," but may need to be modified as the board-superintendent relationship develops, or as situations or circumstances may warrant.

What to include:

An evaluation instrument will normally include one or all of the following components:

- progress towards district goals
- performance against professional standards
- performance on other expectations

Progress towards district goals. As discussed earlier, the board generally adopts broad, comprehensive long-term goals or specific annual goals. For the evaluation instrument, superintendent goals and targets will need to be developed for the twelve-month period under review.

Before board members complete their individual rating forms, the superintendent must provide a

report demonstrating evidence of completion or progress towards the goal. The form may include room for the superintendent's report or the report may be provided as a separate document.

Performance against professional standards. The board may wish to measure the superintendent's performance against the Interstate School Leaders Licensure Consortium (ISLLC) Standards for superintendents or the American Association of School Administrators (AASA) Professional Standards for Superintendents. These are both comprehensive documents: the board may wish to include those items judged most significant and relevant.

Performance on other expectations. There may be expectations contained in the superintendent's job description or contract, or otherwise agreed upon, which are not reflected in district goals. These would need to be incorporated into the instrument as well.

Rating process

Evaluation instruments generally include numeric rating scales, narratives or a combination of both.

A numeric rating scale is more valuable if it includes descriptors, e.g. "Exceeds" expectations," "Meets expectations," or "Below expectations." Many practitioners prefer a system with multiple gradations of performance such as the 9-point Likert-type rating scale, as it reduces the effect of one rating that may not be consistent with the majority cast. Whenever a numeric scale is used, it is valuable to add a "Comment" section, so that the evaluator may add an explanation of the rating given. Numeric rating scales are commonly used when evaluating performance against professional standards.

A narrative format may be particularly appropriate when the evaluator is assessing progress towards district goals. Although the superintendent will provide data to demonstrate progress or completion of a particular goal, individual board members may want to add their own observations.

Summative report

It may be helpful to develop a summation sheet to assist the board president or evaluation committee chair who collates the individual board member results. Ultimately, the final report that the superintendent receives needs to reflect the consensus of the board.

Signature section

It is common to have a section at the end of the instrument where the board president and superintendent provide their signatures and date that the evaluation was reviewed with the superintendent. This is the copy that will be placed in the superintendent's personnel file.



ANNUAL PERFORMANCE REVIEW

The Annual Performance Review

In the annual performance review, the school board compares the superintendent's results with the board's expectations. One year prior, the board and superintendent will have already reached a clear agreement on and documented:

- the board's expectations of the superintendent
- the factors that the board will evaluate in measuring the superintendent's performance against those expectations
- the information that the board will want to see in evaluating the superintendent's performance

If the board has diligently come to consensus and spoken with clarity regarding its expectations and has been monitoring progress towards district goals, the annual performance review will in all likelihood go smoothly. The board and superintendent have a clear idea of what will be evaluated and the performance information that will be shared and examined. The performance review should produce real growth for the district's leadership. Keep in mind, however, that the performance review is no time to make changes in expectations or to ask for different kinds of measurements. The superintendent should be informed far in advance how the board plans to gather and use evaluative information. Unless the superintendent has misinterpreted the board's original request for information, the board needs to live with what it said it wanted in terms of results and information for measuring those results.

A Note on Public Meetings

The Illinois Open Meetings Act permits the school board to hold closed meetings to consider the performance of specific employees. There is no exception to public meetings that is generally applicable to goal setting or planning.

The work of planning a process for evaluating

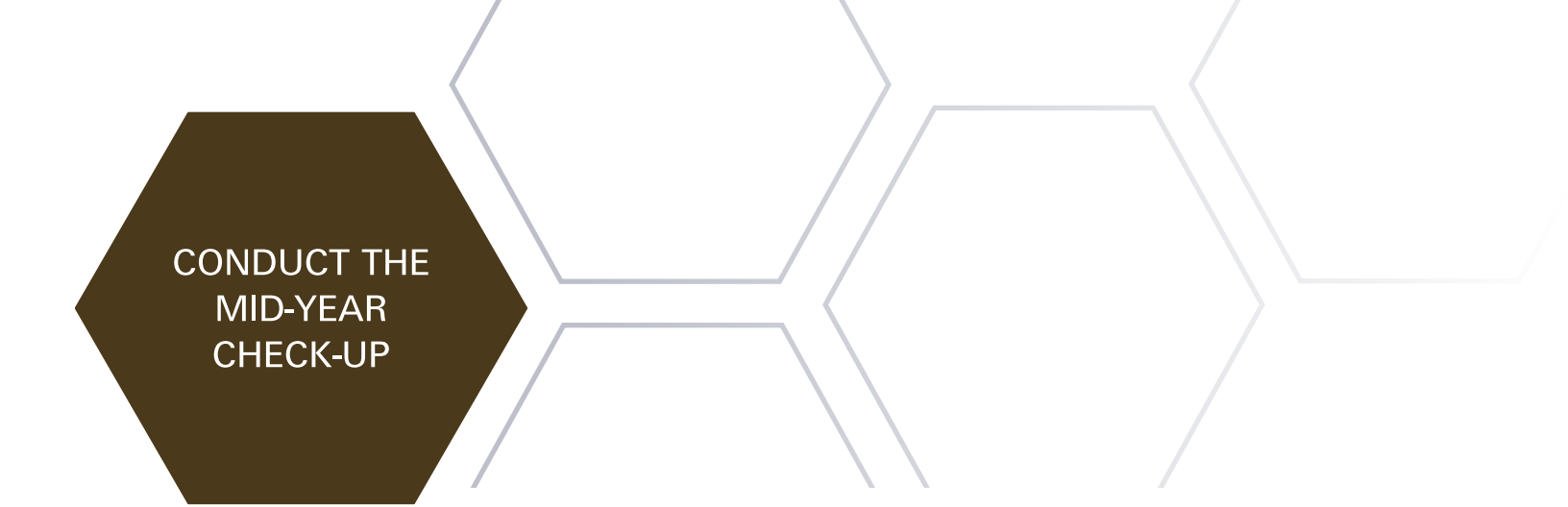
the superintendent's performance, therefore, needs to be carried out in public meetings. On the other hand, any discussion involving the superintendent's actual performance or the board's evaluation of the superintendent can and should be conducted in a closed meeting.

This is not a legal opinion; for legal advice, each school board should contact its own attorney.

When the time comes to assess the superintendent's performance against the expectations agreed to with the board, who takes the initiative? While there are many approaches that can be taken, the following could be considered best practice:

- The superintendent presents to the school board his or her own self-assessment of performance on each of the goals and expectations that have been agreed to. The superintendent should provide evidence of some tangible progress toward the agreed-upon expectations.
- Individual board members complete the evaluation forms. The forms are collected by the board president, or perhaps an evaluation committee chair, who compiles the ratings and/or feedback.
- The board then meets to discuss and come to a consensus regarding superintendent performance. The ratings are compiled into a single document.
- The board president or evaluations chairman meets with the superintendent to present the final evaluation to the superintendent.
- The entire board meets with the superintendent, so that he or she has the opportunity to hear from all board members. If board members disagree about superintendent performance, it is important that superintendent hear all points of view. However, the board president will want to remind everyone that the "one voice" whose direction the superintendent will be expected to follow is that of the majority.
- A written summary of the evaluation should be given to the superintendent with a copy retained by the board in a confidential "superintendent's personnel file."
- If the evaluation instrument or process needs to be modified to reflect additional or modified expectations as well as updated goals, this is the time to do so.

Decisions regarding the superintendent's compensation and benefits and contract renewal issues may be considered at this time.



CONDUCT THE MID-YEAR CHECK-UP

Conduct the Mid-Year Check-Up

While this guide describes an annual formal evaluation process, boards are encouraged to engage in a less formal, semi-annual evaluation. Typically, the superintendent presents an update on his or her own progress to date on each of the goals and expectations that have been agreed to. This is an opportunity for both the board and superintendent to determine if any adjustments to the yearly plan are required, due to unforeseen circumstances or a shift in district priorities. It is also an opportunity for the board to express to the superintendent any concerns about his or her performance to date, so the superintendent can react and make corrections where appropriate prior to the formal annual review.



FOCUS ON THE FUTURE

Focus on the Future

Once the annual formal review is complete, the cycle begins anew. The board and superintendent will want to review district goals and objectives and any guiding statements regarding district mission and philosophy. If revision of any of these “ends” documents seems appropriate, the board may want to establish steps to involve stakeholders in the process.

The superintendent will then develop superintendent goals for the coming year. The board and superintendent will agree on the goals and measures of progress. These may be written into the superintendent’s performance contract, if appropriate.



Bringing it All Together – Final Thoughts

As trustee for the community, the board has an obligation to evaluate the individual to whom it has entrusted its most important assets — its children and its money. In addition, as employer, the board has an obligation to let its chief executive officer know what is expected of him or her, to give feedback regarding on performance, and to offer opportunities for continuous improvement.

The process begins with a clear understanding of roles, responsibilities, and relationships. The employment of the superintendent is based on concepts outlined in the contract, job description, district goals, and board policy. The board and superintendent reach consensus regarding expectations and measures and document then in an evaluation instrument. Time is scheduled for this work on the board's annual agenda calendar, taking into account dates by which certain decisions have to be made, most notably decisions regarding the superintendent's compensation and contract status. Ideally, at least one opportunity for a more informal superintendent evaluation is scheduled to allow for mid-year corrections and a discussion regarding progress towards goals. An annual summative evaluation takes place in executive session. After the formal evaluation process is complete, the board may want to review the superintendent's job description and employment contract to determine whether they are current and relevant. If appropriate, the board may act on superintendent's compensation or contract. At this point, the board and superintendent focus on the future, establishing goals, expectations and measures for the following year.

A board and superintendent that have taken the time to develop a mutually agreed upon process for evaluation will have taken great strides towards strengthening the district's leadership team and moving the district forward to even higher levels of achievement and success.

Appendix A

Educational Leadership Policy Standards (ISLLC 2008)

The Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders is a set of high-level policy standards for education leadership. These standards are intended to provide guidance to state policymakers as they work to improve education leadership preparation, licensure, evaluation, and professional development. The list of six standards can be found at: www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf

Standard 1:

An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2:

An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Standard 3:

An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4:

An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5:

An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6:

An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

Appendix B

Superintendent Employment and the Law

The legal backdrop shaping the board-superintendent relationship is explained below in a Q&A format. Boards should consult their attorney before taking any action concerning a superintendent's employment:

Q: What process should a board use to employ a new superintendent?

A: During or even before a search for a superintendent, a board should meet with the board attorney. Together with the attorney, the board should identify terms for the superintendent's contract. They should spend some time identifying performance components for a contract that align with the board's goals for the district and that the board may use as the basis for evaluating the superintendent. After this discussion, the attorney will draft a contract to present to the applicant(s) whom the board select(s) as finalist(s).

Q: Must a district employ a superintendent?

A: Yes. All except very small school districts are required to employ a full-time superintendent. A superintendent may serve in two professional capacities, provided that full-time equivalency results in a maximum of one full-time position.

Q: Where are the superintendent's duties and responsibilities found?

A: They are in four primary places: the School Code, Illinois State Board of Education rules, board policies, and superintendent's employment contract. The board has considerable authority to shape these duties and responsibilities through its policy-making function and the superintendent's contract.

Q: Must the board enter into a contract with the superintendent?

A: Yes. A district must employ a superintendent under either a contract for a period not exceeding one year or a performance-based contract for a period not exceeding five years.

Q: Why would a board offer a superintendent a single-year contract?

A: Boards have used a contract for one year or less to fill an interim position. Other reasons certainly exist depending on the circumstances. Superintendents employed under a one-year contract gain tenure rights, meaning that they will have the same due process rights as a licensed teacher.

Q: What are the requirements for a multi-year contract?

A: A multi-year contract is called a "performance-based contract" because it must be linked to student performance and academic improvement. To accomplish this, each performance-

based contract must include the goals and indicators of student performance and academic improvement. The school board determines and uses these to measure the superintendent's performance and effectiveness.

Q: How does a board extend a multi-year contract?

A: The board must make a finding that the superintendent met the contract's performance goals before it may extend or roll-over the contract, although the parties may enter into a new contract. Superintendents employed under a multi-year contract do not receive tenure but they do not lose any previously acquired tenure credit with the district.

Q: Who supervises and evaluates the superintendent?

A: The school board! The School Code requires the school board "to direct, through policy, its superintendent in his or her charge of the administration of the school district." The statute also requires the school board to evaluate the superintendent in his or her "administration of school board policies and his or her stewardship of the assets of the district."

Q: Can a board dismiss a superintendent during his or her contract?

A: To dismiss an individual during the term of a contract, the school board must have sufficient cause (e.g., prove breach of contract) and provide thorough due process procedures.

Q: How does a board non-renew a superintendent contract?

A: Unless the employment contract specifically provides a different date, notice of the board's intent to not renew a contract (either annual or multi-year) must be given by April 1 of the year in which the contract expires. If notice is not given, the contract automatically extends for one more year. Notice must be served in writing and state the specific reason for the non-renewal.

Legal References:

105 ILCS 5/10-16.7, 10-21.4, 10-23.8, and 21-7.1.

23 Ill. Admin. Code 1.310.

PRESS sample policy 3:40, *Superintendent*.

Appendix C

Sample Calendar for Superintendent Evaluation Activities

In establishing a schedule for evaluating the superintendent, the board should take into account the dates by which certain decisions need to be made, most notably decisions regarding the superintendent's contract and contractual status.

May/June

Board and superintendent agree on district goals for the year.

June/July

Superintendent creates superintendent goals which support district goals, including indicators of success. Board approves these superintendent goals. The board and superintendent agree on any additional expectations for which the superintendent will be held accountable.

August

Through the budgeting process, resources are allocated to support district goals.

Fall

The board evaluates its own processes and effectiveness through a board self-evaluation.*

The board and superintendent conduct a less-formal semi-annual evaluation to monitor progress to-date.

January/February

The Superintendent provides the board with a self-assessment of performance on each of the goals and expectations that had been agreed to.

Individual board members complete evaluation forms. The forms are collected by the board president or evaluations committee chair, and results compiled.

Board meets to discuss and come to consensus regarding superintendent performance.

Board president (or committee) meets with superintendent to present the final evaluation.

February/March

The entire board meets with the superintendent so that he or she has the opportunity to hear all points of view.

A written summary of the evaluation is given to the superintendent and a copy retained by the board in a confidential "superintendent's personnel file."

March/April

Decisions regarding the superintendent's compensation and benefits and contract renewal may be considered.

If the evaluation form or process needs to be modified, this is the time to do so.

May/June

The process repeats. The board and superintendent revisit district goals and modify as appropriate.

**A board self-evaluation can occur any time before the annual formal superintendent evaluation process.*

Foundational Principles of Effective Governance

As the corporate entity charged by law with governing a school district, each School Board sits in trust for its entire community. The obligation to govern effectively imposes some fundamental duties on the Board:

1. The Board Clarifies the District Purpose.

As its primary task, the Board continually defines, articulates and re-defines district ends to answer the recurring question — who gets what benefits for how much? Effective ends development requires attention to at least two key concerns: student learning and organizational effectiveness.

- Ends express the benefits the school district should deliver, thereby providing the entire system with clarity of purpose and a clear direction. A School Board rarely creates district ends; rather, it most often detects them through listening and observing.
- Ends reflect the district's purpose, direction, priorities and desired outcomes and are recorded in statements of core values/beliefs, mission, vision and goals.
- In effective school districts, every part of the organization is aligned with the ends articulated by the School Board in written Board policy.
- Well-crafted ends enable the School Board to effectively and efficiently monitor district performance and assess organizational success (Principle 5).

2. The Board Connects With the Community.

The School Board engages in an ongoing two-way conversation with the entire community. This conversation enables the Board to hear and understand the community's educational aspirations and desires, to serve effectively as an advocate for district improvement and to inform the community of the district's performance.

- Community engagement, also called public engagement or civic engagement, is the process by which school boards

actively involve diverse citizens in dialogue, deliberation and collaborative problem solving around common concerns.

- Effective community engagement is essential to create trust and support among community, Board, Superintendent and staff.
- A Board in touch with community-wide concerns and values will serve the broad public good rather than being overly influenced by special interests.
- The School Board must be aggressive in reaching out to the community – the district's owners – to engage people in conversations about education and the public good. In contrast, people who bring customer concerns to Board members should be appropriately directed to the superintendent and staff.

3. The Board Employs a Superintendent.

The Board employs and evaluates one person — the Superintendent — and holds that person accountable for district performance and compliance with written Board policy.

- An effective School Board develops and maintains a productive relationship with the Superintendent.
- The employment relationship consists of mutual respect and a clear understanding of respective roles, responsibilities and expectations. This relationship should be grounded in a thoughtfully crafted employment contract and job description; procedures for communications and ongoing assessment; and reliance on written policy.
- Although the Board is legally required to approve all employment contracts, the Board delegates authority to the Superintendent

to select and evaluate all district staff within the standards established in written Board policy.

4. The Board Delegates Authority.

The Board delegates authority to the Superintendent to manage the district and provide leadership for the staff. Such authority is communicated through written Board policies that designate district ends and define operating parameters.

- Ultimately, the School Board is responsible for everything, yet must recognize that everything depends upon a capable and competent staff.
- “Delegates authority to” means empowering the Superintendent and staff to pursue Board ends single mindedly and without hesitation. A Board that does (or re-does) staff work disempowers the staff. High levels of Superintendent and staff accountability require high levels of delegation.
- Delegation is difficult for anyone accustomed to direct action. However, to appropriately stay focused on the big picture and avoid confusing the staff, members of the School Board must discipline themselves to trust their Superintendent and staff and not involve themselves in day-to-day operations.

5. The Board Monitors Performance.

The Board constantly monitors progress toward district ends and compliance with written Board policies using data as the basis for assessment.

- A School Board that pursues its ends through the delegation of authority has a moral obligation to itself and the community to determine whether that authority is being used as intended.

- Unless the Board is clear about what it wants, there is no valid way to measure progress and compliance.
- A distinction should be made between monitoring data (used by the Board for accountability) and management data (used by the staff for operations).
- The constructive use of data is a skill that must be learned. The Board should have some understanding of data, but will typically require guidance from the staff.

6. The Board Takes Responsibility For Itself.

The Board, collectively and individually, takes full responsibility for Board activity and behavior — the work it chooses to do and how it chooses to do the work. Individual Board members are obligated to express their opinions and respect others’ opinions; however, Board members understand the importance of the Board ultimately speaking with one clear voice.

- The School Board’s role as trustee for the community is unique and essential to both the district and community.
- While the Board must operate within legal parameters, good governance requires the Board be responsible for itself, its processes and contributions. Board deliberations and actions are limited to Board work, not staff work.
- The Board seeks continuity of leadership, even as it experiences turnover in membership. The Board accomplishes this by using written Board policies to guide Board operations, by providing thorough orientation and training for all members, and by nurturing a positive and inviting Board culture.

Appendix E

References

- Council of Chief State School Officers. (2008). Educational Leadership Policy Standards: 2008. Retrieved from www.ccsso.org/Documents/2008/Educational_Leadership_Policy_Standards_2008.pdf
- Eadie, Doug. Prescription for success. *American School Board Journal*, August 2008, 46-47.
- Nemir, William. (1998). "Evaluation as a tool: How to develop a goals-based superintendent evaluation system. *Texas Lone Star*, September 1998, 34-38.

Additional Resources

- Performance-Based Superintendent Employment Contracts: A "How to" Guide*, Illinois Association of School Boards, 1998, 6 pages.
- The Key Work of School Boards Guidebook*, National School Boards Association, 2000, 95 pages.
- The Key Work of School Boards Guidebook*, National School Boards Association, 2nd edition, 2009
- Professional Standards for the Superintendency*, American Association of School Administrators, 1993, 16 pages.
- Guidelines for a Superintendent's Contract*, Illinois Association of School Boards and Illinois Association of School Administrators, 1997, 4 pages.
- Coming to Order: A Guide to Successful School Board Meetings*, Illinois Association of School Boards, 2006, 92 pages. Third printing with revisions, 2011
- Developing Superintendent Performance Goals*, Texas Association of School Boards, 2006, 27 pages.
- A New Board Member's Guide to Superintendent Evaluation*, Texas Association of School Boards, 2007, 37 pages.
- A President's Guide to Facilitating Superintendent*, Texas Association of School Boards, 2006, 31 pages.
- Focusing the Superintendent Evaluation on Results*, Texas Association of School Boards, 2007, 23 pages.
- Indiana Superintendent Evaluation Process*, A Joint Project by the Indiana School Boards Association and the Indiana Association of Public School Superintendents, 2012 revision, 42 pages.
- Educational Leadership Policy Standards: ISLLC 2008*, The Council of Chief State School Officers, 2008, 24 pages.

DRAFT FOR DISCUSSION - AUGUST 10, 2015
SUPERINTENDENT EVALUATION TOOL 2015-16

NAME _____

EVALUATOR _____ DATE _____

Standard 1: Vision

Promotes the success of every student by facilitating the articulation, implementation, and stewardship of a vision for learning that is shared and supported by all stakeholders.

The superintendent will:

1. Develop year-by-year action plan for 2020 Vision Strategic Plan implementation
2. Deploy year 1 of 2020 Vision Strategic Plan
3. Foster a growth mindset of continuous improvement
4. Suggest District improvement ideas to the Board of Education
5. Act as the spokesperson for the District

Evidence to support growth in goal area:

- Significant progress toward completion of year 1 Strategic Objectives and related strategies, outcomes and measures of 2020 Vision Strategic Plan
- Balanced Scorecard Shows Growth Towards Targets (colors)
- Create Podcasts regarding Six Strategic Objectives shared with staff, parents, and community
- Public presentations - Parent University, PTO/A meetings, Rotary/Kiwanis/Chamber, other community forums
- Annual Report (mailed newsletter) - introduction to Strategic Plan
- Financial Report (e-publication) for 2014-15 school year - emphasizes investments in student learning and achieving the 2020 Vision Strategic Plan

- Superintendent newsletter - includes a monthly spotlight on 2020 Vision Plan features
- List of improvement suggestions brought forth

***NOTE - RATING SCALE TO BE INCLUDED AFTER EVERY STANDARD:** 4) Distinguished - Consistently Exemplary Performance; 3) Proficient - Consistently Strong Performance; 2) Needs Improvement - Inconsistently Demonstrates; 1) Unsatisfactory - Demonstrates Unacceptable Performance)

Standard 2: Teaching and Learning

Promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional programs conducive to student learning and staff professional growth.

The superintendent will:

1. Oversee development of a comprehensive, rigorous, and coherent curriculum
2. Drive growth in student performance in alignment with Strategic Plan Balanced Scorecard targets
3. Ensure high impact instructional approaches are used throughout the District by providing differentiated professional development offerings
4. Act as the District's "Lead Learner"
5. Set expectations for Core Plus Committee to provide equity and access to all students across the learning continuum
6. Set expectations for Mastery Learning Committee to utilize assessment and standards-based reporting on student progress
7. Provide clear explanation and communication regarding curricular decisions to Board, staff, students, and community
8. Ensure alignment of curriculum, instruction, and assessment
9. Develop building-level instructional leadership and increase capacity of staff
10. Promote the use of appropriate technologies to support teaching and learning
11. Maintain a regular physical presence in schools

Evidence to demonstrate growth in goal area:

- Create and adopt a Research-Design-Implement-Monitor (RDIM) curriculum "refresh" cycle for all subject areas
- Scorecard Targets (Strategic Objectives 1-4)
 - Monitors Status & Growth Setting Targets Against High Performing Norms
 - Create Virtual Benchmark Group
- Progress Toward Status and Growth Targets in 2015-16
- Support Year Two Refinement of 1:1 Technology Initiative
- Monitor Professional Development Participation Rates and Track Growth Over Time
- Progress toward Science curriculum aligned to the NGSS and proposal for new resources presented to the Board for adoption
- Scheduled bi-monthly "Walk & Talks" at schools
- Expanded Principal mentoring program and initiating Assistant Principal academies

Standard 3: Organization, Finance and Facilities

Ensures effective management of the organization, operations, and District resources in order to create a safe, efficient, and effective learning environment.

The superintendent will:

1. Maintain a safe, caring, and orderly learning environment in all schools
2. Obtain, allocate, and efficiently utilize human, fiscal, and technological resources
3. Keep the Board of Education informed of the District's financial status
4. Set expectations for financial projections modeling to provide flexible tool
5. Work to set clear priorities for limited resources to achieve 2020 Vision Strategic Plan goals, keeping in mind the Board's desire not to go out for referendum before 2020-21
6. Present financing options to fund Health Life Safety/Master Facilities Plan implementation over five years
7. Develop financial scenarios to identify impact of spending decisions and potential legislative actions (related to Standard 5)
8. Collaborate with first responders within Park Ridge-Niles to ensure Crisis/Safety Plans are up-to-date, schools are in compliance with drill requirements, and staff training occurs annually
9. Set expectations for District-wide maintenance/custodial practices so that all learning environments meet the same standards for cleanliness, safety and maintenance

Evidence to demonstrate growth in goal area:

- Report on financing options for HLS/MFP
- Present and Submit to ISBE the 10-year Health Life Safety Survey
- Hire, orient and regularly meet with new Director of Facility Management
- Orient and regularly meet with new CSBO
- Master Facilities Plan - recommendation for 2016 summer projects (secured vestibules/LRC/flexible auditorium spaces)
- Master Facilities Plan - recommendation for 5-year implementation
- Utilize new forecasting tool flexibly to evaluate impact of potential changes in revenues and/or expenditures on 2020-21 referendum goal
- District-wide "best practices" and expectations for facility management

Standard 4: Ethics

Act with integrity and fairness in an ethical manner.

The superintendent will:

1. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
2. Uphold Board policy
3. Maintain Board Policy manual current with PRESS recommendations
4. Maintain transparent and honest relationships with the Board of Education and staff
5. Communicate regularly with the Board of Education and staff
6. Explore and develop ways to find common ground in dealing with difficult and divisive issues
7. Evaluate the potential moral and legal consequences of decision-making
8. Encourage sensitivity to the changing demographics of the community
9. Inspire Board members' growth and collegiality

Evidence to demonstrate growth in goal areas

- Maintain up-to-date Board policies and Administrative Procedures (AP)
- Transfer AP to electronic format for ease of administrative use
- Lead internal policy review team and meet with Board representatives, and regularly present policy revisions for Board adoption
- Weekly Superintendent memos to Board and more frequently for urgent matters
- Co-plan annual Board "Advance" with Board President
- Encourage Board participation in IASB training, ED-RED, North Cook, and Triple I Conference
- Implementation of residency verification procedures

Standard 5: Social & Political Environments

Understand, respond to, and influence of political, social, economic, legal, and cultural environments.

The superintendent will:

1. Maintain awareness of current legal and political issues
2. Inform the Board of Education of social and political issues that impact our District
3. Connect to local professional organizations
4. Prepare for the potential pitfalls of change initiatives

Evidence to demonstrate growth in goal area:

- Maintain Memberships in Kiwanis, Rotary and Chamber
- Maintain Professional Memberships in ED-RED and FED-RED
 - Use IASA Capital Updates to keep Board apprised of legislative happenings

Standards 6: Policy and Governance

Works with the Board to formulate District policy.

The superintendent will:

1. Understand and articulate the system of public school governance and differentiate between policy making and administrative roles
2. Establish procedures for Superintendent/Board interpersonal and working relationships and demonstrate clear understanding of appropriate roles and responsibilities
3. Promote shared-decision making throughout the organization
4. Ensure compliance with all local, state, and federal laws
5. Use legal counsel in governance and procedure to avoid civil and criminal liabilities as appropriate
6. Meet legal deadlines for PERA/SB 50
7. Help prepare the Board for “win-win” collective bargaining with PREA and PRTAA

Evidence to demonstrate growth in goal areas:

- Maintain PRESS Policies
 - Update digital host for both policies and Administrative Procedures
- Continue 1:1 meetings with members of the Board of Education
- Provide Board with an overview of collective bargaining
- Recommend Alternate Methodology for Bargaining
- Provide Board with thorough orientation to current PREA CBA
- Revise Teacher Evaluation Tool aligned to PERA legislation
- Develop Student Growth Metrics -- Pre-PERA
- Provide Board with updates on current or pending litigation

Standard 7: Communication and Community Relations

Articulates District vision and purpose, handles media relations, solicits community feedback, and builds consensus for community support.

The superintendent will:

1. Clearly articulate District vision, mission, and priorities to community and media, focusing on new 2020 Vision Strategic Plan
2. Develop formal and informal techniques to gain external perceptions of District
3. Demonstrate effective oral and written communication skills
4. Promote involvement of all stakeholders
5. Establish effective school/community relations and school/business partnerships
6. Be visible at school activities
7. Develop and maintain an approachable style

Evidence to demonstrate growth in goal area:

- Development of a digital District 64 Financial Dashboard
- Publish an annual Financial Report (late fall) and Annual Report (summer/fall)
- Conduct a Climate Survey and report results to Board of Education
- Formulate a plan for greater outreach to PTO/A groups and local community organizations
- Continue monthly Superintendent Newsletters
- Launch Superintendent Community Relations Council

Commendations/Recognition:

Areas for Growth:

Key Evaluation Dates:

Goal Setting Date: August 2015

Mid-Year Update Date: January 2016

End-of-Year Self-Assessment Date: Early June 2016

Annual Evaluation Conference Date: Late June 2016

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____

As of 08/10/2015

JOB DESCRIPTION

Title: Superintendent of Schools

Reports To: Board of Education

Supervises: Assistant Superintendents
Directors
Principals

Primary Function: Chief Administrative Officer of the District

Specific Duties and Responsibilities:

1. Attend and participate in all meetings of the Board and its committees, except when the Superintendent's employment or salary is under consideration.
2. Prepare and submit to the Board recommendations relative to all matters requiring Board action, placing before the Board such necessary and helpful facts, information, and reports as are needed to ensure the making of informed decisions.
3. Advise the Board on the need for new or revised policies and see that all policies of the Board are implemented.
4. Report to the Board such matters as deemed material to the understanding and proper management of the schools, or as the Board may request.
5. Formulate school objectives, policies, plans, and programs; and prepare (or cause to be prepared) and present facts and explanations necessary to assist the Board in its duty of legislating for the schools.
6. Communicate directly or through delegation all actions of the Board relating to personnel matters to all employees; and receive from employees all communications to be made to the Board.
7. Recommend to the Board for final action the promotion, salary changes, demotion, or dismissal of any employee.
8. Submit to the Board a clear and detailed explanation of any proposed procedure which would involve either departure from established policy or the expenditure of substantial sums of resources.
9. Recommend to the Board sales of all property no longer required by the Board, and supervise the proper execution of such sales.
10. Make recommendations to the Board concerning the transportation of pupils in accordance with the law and the requirements of safety.

Superintendent of Schools –continued

11. Make recommendations with reference to the location and size of new school sites and of additions to existing sites; the location and size of new buildings on school sites; the plans for new school buildings; all appropriations for sites and buildings; and improvements, alterations, and changes in the buildings and equipment of the district.
12. Act on own discretion if action is necessary in any matter not covered by Board policy, report such action to the Board as soon as practical, and recommend policy in order to provide guidance in the future.
13. Supervise the implementation of all constitutional or statutory laws, state and charter regulations, and Board policies.
14. Make all administrative decisions within the school necessary to the proper function of the school district.
15. Exercise power to make such rules and give such instructions to school employees and students as may be necessary to implement Board policy.
16. Delegate at own discretion to other employees of the Board the exercise of any powers of the discharge of any duties with the knowledge that the delegation of power or duty does not relieve the superintendent of final responsibility for the action taken under such delegation.
17. Serve as ex officio member of committees.
18. Administer as chief school executive, the development and maintenance of a positive educational program designed to meet the needs of the community and to carry out the policies of the Board.
19. Conduct a periodic evaluation of the total school program and advise the Board on recommendations for any improvements.
20. Recommend to the Board for its adoption all courses of study, curriculum guides, and major changes in texts and time schedules to be used in schools.
21. Study and revise, together with the staff, all curriculum guides and courses of study, on a continuing basis.
22. Supervise methods of teaching, supervision, and administration in effect in the schools.
23. Plan and direct a program for selection and assignment of the best qualified teachers and personnel.
24. Administer provisions of the School Code as they apply to personnel, practice teacher agreements between the district and participating colleges and universities, and sabbatical leave and leave of absence policies.

Superintendent of Schools –continued

25. Recommend for appointment, election, or employment all employees of the Board and assign, transfer, and recommend for dismissal any and all employees of the Board.
26. Assign and define the duties of all personnel, subject to Board approval where appropriate.
27. Hold such meetings of teachers and other employees as necessary for the discussion of matters concerning the improvement and welfare of the schools.
28. Suspend any employee for just cause, and report such suspension to the Board at the next meeting thereafter for final action.
29. Report to the Board the case of any employee whose service is unsatisfactory, and recommend appropriate action.
30. Keep informed on Federal and State regulations as they relate to students and work closely with the appropriate administrators to assure compliance.
31. Direct the preparation of the annual budget for adoption by the Board, and administer the budget as enacted by the Board, acting at all times in accordance with legal requirements and adopted Board policies.
32. Approve vacation schedules for all salaried district employees.
33. Establish and maintain efficient procedures and effective controls for all expenditures of school funds in accordance with the adopted budget, subject to direction and approval of the Board.
34. Provide suitable instructions and regulations to govern the use and care of school properties.
35. Maintain directly or through delegation such personnel records, pupil accounting records, business records, and other records which are required by law and by Board policy.
36. File, or cause to be filed, all reports required by the State and the School Code.
37. Recommend the establishment or alteration of attendance boundaries for all schools in the interest of good administration of the instructional program, and approve the special transfer of students from one school to another only when, in the superintendent's opinion, conditions in each case warrant such action.
38. Attend, or delegate a representative to attend, all meetings of municipal agencies at which matters pertaining to the public schools appear on the agenda or are expected to be raised.
39. Attend such conventions and conferences as are necessary to keep abreast of latest educational trends.

Superintendent of Schools –continued

40. Represent the schools before the community and maintain, through cooperative leadership, a program of publicity and public relations that keeps the public informed as to the activities, needs, and successes of the schools.
41. Keep the public informed about modern educational practices, educational trends, and the policies, practices and problems in the district's schools.
42. Confer periodically with professional and lay groups concerning the school program, and transmit to the Board suggestions gained from such conferences.
43. Perform such other tasks as may be assigned by the Board.

Discussion on Board Advance Dates

Board President Anthony Borrelli and Superintendent Laurie Heinz will engage the Board in conversation to determine a time to hold the Board Advance.

Final Report of Summer Construction Projects

Chief School Business Official Luann Kolstad will present a final report of any outstanding construction items from Summer 2015.

Discussion on Financial Forecasting

Chief School Business Official Luann Kolstad will be previewing the new financial portion of the dashboard and also review with the Board the current assumptions we are using in our financial forecasts.

To: Board of Education
From: Mary Jane Warden, Director of Innovation & Instructional Technology
Allison Blum, District Technologist/Webmaster
Date: August 24, 2015
Re: District Dashboard Update

This report focuses on a new public dashboard display to be added to the District 64 Website. (This report is separate from and different than the Business Office financial forecasting model that the Board has requested from the District, which is contained in its own report. It is also separate from the Year 1 Web Review report.)

What Is a Dashboard?

Dashboards organize and present information in a way that is easy to read in a more real-time appearance. We have conducted extensive research on different tools that can be used and for different price points. Price points are based on various features, including manipulation or consolidation of multiple data sources, user interactivity, web licensing, levels of user access, ease of use, and formatting elements. Our aim was to find an appropriate and affordable tool that matched our reporting needs.

What *Are* Our Needs?

Similar to an automobile dashboard, our need is to be able to quickly gauge multiple sources of data over the course of time. As we progress in our growth mindset, the District is continuing to strengthen the Website as a convenient source of information for parents and community members in our efforts to be increasingly more transparent about all facets of our work. The District also would like to monitor progress toward meeting strategic objectives in our Vision 2020 Strategic Plan and provide key indicators of financial performance, student learning, as well as other measures.

Recommendation of Dashboard Tool

After our research and several product demonstrations, we are recommending CYFE as our dashboard tool. CYFE meets our current needs for dashboard display with a robust graphical interface in a cost effective manner. It also allows for a high level of customization in both data consolidation and design. Other school districts like Oak Lawn-Hometown District 123 have been using CYFE for years and give positive reviews about the product.

First Iteration of the District 64 Dashboard

At the August 24, 2015 Board of Education meeting, we will share with you our first iteration of the D64 Dashboard. You can also view the display at dashboard.d64.org. It is important to note that there is no additional “real estate” on the main navigation bar for an entirely separate main pull down option. Therefore, we must determine the most logical location to layer the dashboard tab. At this time, we recommend linking to the dashboard through multiple locations: “About”

menu on the District site (Note that this menu includes the Strategic Plan 2020 and other important District-wide topics); “Board of Education” menu on the District site; Department “quick links” for Business Services, Student Learning, Superintendent, and Communications; and resource tabs for Parents, Staff, Community on all sites (District and 8 schools).

The initial displays will include the following information:

- Fund Balance/Days Cash on Hand
- Financial Profile
- Revenues and Expenses
- 6th Day Enrollment by Building
- 6th Day Enrollment by Grade Level

Next Steps

Our next steps in the development of the D64 Dashboard will be focused on embedding the complete array of performance indicators for the *Vision 2020 Strategic Plan* “balanced scorecard.” We anticipate this will be done by creating a separate “tab” within the dashboard for each of the six Strategic Objectives, so that the information and metrics are clearly available to measure progress on each set of strategies. For example, student learning performance data will be available soon for PARCC testing, and we will be adding MAP performance data as well. Historical data is being assembled so it can be brought into a visual display.

On an ongoing basis, we will be refining the source of data for each metric and identifying the individual(s) responsible for providing the content for the displays. Training and support for these individuals will be needed as this rollout advances.

We look forward to touring the new dashboard with the Board at the August 24 meeting.

To: Board of Education
 From: Mary Jane Warden, Director of Innovation & Instructional Technology
 Bernadette Tramm, Public Information Coordinator
 Allison Blum, District Web Technologist
 Date: August 24, 2015
 Re: Year 1 Web Review

This report focuses on the District 64 website during its first year of operation, and plans for the coming year. A mid-year report was presented on February 23, 2015. (The specifics of the new District dashboard tool being added to the District 64 website are addressed in a separate report. The Business Office financial forecasting model also is covered in a separate report.)

“Model” Website within the Education Field

The redesigned District 64 website has been in operation for just over one year. It was launched after the close of school in late June 2014.

District 64’s new website is a source of pride for the District. Throughout the first year, parents, teachers, and community members have noted the engaging site -- with vibrant photos of students and classrooms -- and the many easy-to-use features, particularly for “on the go” viewing by mobile phone. We also continue to receive very positive response for its user-driven design and numerous fresh features that represent the best practice in District/school web design and performance.

Here are some of the accolades:

- The District 64 website is prominently featured on the [“5 Tips for Great School Website Design” blog](#). The design blog features multiple screenshot samples of the District 64 website and lengthy commentary about the many user-friendly features, such as our useful homepage and our quick links: **Quick links** – Does your site lead users to the most frequently requested features? Quick links can cut through the clutter, saving readers’ time by getting them where they want to go, fast. Park Ridge Niles School District, an 8-school district in Illinois, uses quick links and a slider for a clean look.”
- Several custom features for our site are the “new normal” for Campus Suite. In particular, the “non-emergency” banner that can be dropped into the photo area was a custom feature created especially for District 64 at our request; it has now been adapted as a standard feature. (Its use contrasts with the “emergency banner” that drops down at the top of every page throughout the website and is reserved for critical announcements.)
- Professional colleagues in the education field admire our site and endeavor to model theirs after it. They have requested information about how our site was created, the research conducted, and have asked for referrals to our content management system provider and design team.
- We also just received word that the District 64 Website has been selected as a winner in the 2015 Illinois Chapter of the National School Public Relations Association’s

Communications Contest. The award will be presented on September 18 at a state-wide ceremony. Judging of submissions is conducted by judges from NSPRA chapters around the nation, which this year included chapters in New York, Ohio, Wisconsin, Iowa and Nebraska. We are very proud of this recognition from communications professionals who specialize in meeting the challenges in the education field.

Research-Driven Design

Why does our new website look the way it does? The answer is: research. Our users told us what they want to find and how they want to use our website. The new website took a year of effort to develop during the 2013-14 school year. The critical first step was research.

District 64 partnered with American Eagle in fall 2013 to complete an in-depth functional analysis of the existing District website (both the District site and all eight school sites linked to it). Board members had a special opportunity to provide input through a focus group (see below).

The analysis included three main components: an online survey; focus groups; and website metrics:

- **Online survey - 720 respondents:** The survey provided information on how the District and school sites were being experienced by key audiences (parents, staff, and community members), what their main goals or purpose for visiting the sites were, to gather input on the quality of content and its usability. The survey included both multiple choice questions as well as several opportunities for open-ended responses. The survey link was emailed to all current District 64 families, all District employees, and posted on the main District website; the District's news releases about the survey opportunity also were carried in the local news outlets. It was available for 16 days in mid-November 2013. In all, 720 respondents took the survey.
- **Focus groups for Board Members and 7 other core audiences:** Led by American Eagle staff, focus groups were conducted with eight core audiences to allow them to voice their needs directly regarding communication, information and functionality from the District, school and teacher websites. Eight, one-hour focus groups were conducted in December 2013 and the first week of January 2014. The eight groups included: the Board of Education; parents; community members; administrators; teachers and certified staff members; non-certified staff members; webmasters and Technology Implementation Committee members; and PTO/A and Elementary Learning Foundation leaders.
- **Website metrics:** The final area of the study was mining of analytic data from two sources to provide insights and direction for questions in the online survey as well as the focus groups. Performance data from all of 2013 was tracked through Google Analytics, a third-party reporting tool. In addition, 30 days of behavior (beginning at the end of November 2013) was monitored through ClickTale, also a third-party reporting tool. (ClickTale goes beyond Google Analytics to visualize and measure in-page behavior through video recordings of site visitor interactions and heat maps, which display mouse movements, attention and scroll reach.) This allowed us to track what information visitors were seeking and with what frequency.

The American Eagle report yielded six specific recommendations for the new website, which directly shaped the design of the new site (see section below).

The District's working group also completed a series of action steps leading to the selection of a new Content Management System (CMS) provider -- Campus Suite. A third-party graphic designer also was selected to create the comprehensive new look and integrate custom features identified through the American Eagle research. The entire development schedule was accelerated due to the unexpected termination of services on June 30, 2014 by the District's previous CMS provider (PowerIT).

The research findings and progress reports were discussed with the Board at the January 28, 2014 and March 24, 2014 meetings. A demonstration and preview of the site was shared with the Board on June 9, 2014 prior to the launch.

Also prior to the launch in late June 2014, our working group completed a month-long process of transferring existing materials to the new website; uploading of fresh calendar information and latest news items; and conducting extensive previews and preliminary training. These sessions included previews for the Technology Implementation Committee, Administrative Council, building webmasters, and PTO/A Presidents group. In addition, separate training sessions were conducted for the Principals/Assistant Principals and building webmasters. School secretaries were trained on calendar/event features. The Instructional Technology Coaches also worked one-on-one with any teachers who still utilized websites provided by the outgoing website provider to ensure a seamless transition with their web presence at the end of the 2013-14 school year.

Key Features of the Redesigned Website

All key features recommended in the American Eagle research report were addressed in the design and development of the new website:

- ***User-focused experience.*** This is delivered through “I want to...”/“Tell me about...” resource panels for 4 categories of frequent users (parents, students, community, staff), which are customized for every school and the District webpage.
- ***Enhanced search capability.*** The search feature is prominently located, powered by Google, and permits searches within pdf documents.
- ***Consistent layout across District and school sites.*** Each school's basic architecture mirrors the District site. Page designs and color combinations are prescribed.
- ***Prominent access to calendars/events.*** The calendar information is prominently displayed in a continuous rotation, and is customized for each school.
- ***“Responsive” design.*** The site automatically changes when viewed from a cell phone (or other device) so that it is always convenient and easy to use.
- ***Clear navigation.*** An 8-color wheel helps guide visitors to the schools or District.
- ***Short menus.*** Menus are kept short according to best practice. Quick links on each page give access to subpages.

- ***School information separate from District information.*** Each school site provides information about its own building; the District website hosts Superintendent, Departments, Board and general information.

Year 1 Accomplishments

Continuous improvement is a key feature of our website as we add new content, update existing materials to keep them fresh and relevant, and bring new features online. It is a cooperative effort among the many District 64 administrators, departments, schools, teachers and others who contribute content to the website directly or through the Webmaster or Public Information Coordinator.

During our first year of operation, we have focused in these areas:

- **New Principal “blogs” for every school** have become a popular way to stay in touch with parents building-by-building. In addition, the blog posts feed immediately to each school’s social media presence on Facebook, further expanding their reach.
- **New Photo galleries** are being introduced and expanded. In addition to providing the array of student photos appearing on each home page, the website also can present galleries of photos to showcase various activities and events.
- **New Google calendars for all eight schools and the District** automatically feed into the “calendar” area of the website. Webmaster Blum trains and supports school secretaries to ensure consistency in listings across the District.
- **Frequent updates to resource panels (“I want to...”/“Tell me about...”) highlight changing interests through the year.** For example, currently panels are focused on “back to school” needs.
- **More prominent “Translate” tool** - The Google translate feature has been relocated from the bottom of each page to the top. This change is intended to make it easier for users needing translation services to find that tool when placed in a more prominent location. This change is in line with the District’s growing language diversity among its families.
- **Extensive training** has been provided for those who create or manage content. This is a continuous process to ensure not just the basics of operation of the site (how pages are created, how to add content, resize photos, create blog posts, etc.), but more advanced features. Webmaster Blum provided both group and/or 1:1 training for all principals, all eight school webmasters, and all staff members who maintain specific areas of the site, and continues to provide “on-call” support.

Looking Ahead

For the 2015-16 school year, we are focusing on:

- **Adding a New District Dashboard** - We have researched options to add a dashboard to provide key indicators of financial performance, student learning, and other measures. (This feature is covered in a separate report presented at the August 24 Board meeting.)
- **Adding a New Feature: Directory by Titles** - Based on input from users, an additional directory format has been introduced to offer a directory list by title for the schools. For example, the directory for an elementary school now shows teachers grouped by grade level.

- **District 64 Board Videos on YouTube** - District 64's website page for each Board meeting continues to provide a complete agenda for the meeting, including time markers that are individually identified by agenda item. However, we switched to YouTube as our video host. Undertaken as part of the District's migration to Google Apps for Education, this switch has allowed us to streamline our video processing timeline. In addition, our [YouTube Channel "District 64 Park Ridge-Niles"](#) is now searchable on the web and available for viewers worldwide to subscribe.
- **Expanded Web Presence Expectations for Staff** - Referring back to the American Eagle research, survey respondents and focus group participants communicated about the differences that exist between teacher websites. To provide a more consistent experience for users, District 64 has provided specific guidelines for a Web presence for teachers and administrators this year. Teacher or team websites are all linked through the staff directory listings. The District is providing a template for a Google website page, which can be used as a helpful reference; other web-page templates are still acceptable. Many teacher/team websites already exceed these expectations and provide a wide array of helpful and current information for parents and students. The goal of the guidelines, therefore, is to provide a clear baseline, so that each teacher/team site will contain at a minimum the following:
 - By September 15: District and/or school branding; link back to school and/or District homepage; "Meet the Teacher" mini bio; up-to-date teacher contact information linked to the District 64 Staff Directory
 - By November 1: Classroom calendar and/or ongoing updates of classroom events updated at least monthly; links to academic online resources for easy student access (including, but not limited to online textbooks)
 - By beginning of Trimester 3 (March 2, 2016): Homework expectations or assignments or upcoming projects (major assignments that will require dedicated time)
 - Future: Learning outcomes for units of study (This is directly related to a 2020 Vision Strategic Plan goal.)

Community Survey Planned in 2015-16

District 64 community members participated in three surveys in 2014-15: a calendar survey about realigning the school year to be in step with changes adopted by Maine Township District 207; the 5Essentials Survey mandated by the Illinois State Board of Education for parents, staff and middle school students; and the community-wide survey distributed by our Strategic Planning Committee. This year, the District plans to conduct a community-wide survey independently as part of the 2020 Vision Strategic Plan, Strategic Objective 6. Communication is expected to be covered in this survey.

To: Laurie Heinz, Superintendent
Board of Education

APPENDIX 8

From: Luann Kolstad, Chief School Business Official

Subject: 2015-16 Budget Focus: O&M, Transportation and Tort

Date: August 24, 2015

As discussed at the August 10, 2015 Committee of the Whole meeting, the administration is bringing back to the board the Operations and Maintenance, Transportation and Tort Funds for a more deeper look at these budgets. To help with understanding the budget line items, budgets have been downloaded from Skyward into Excel so that a Notes column could be added. This column helps both the board and the administration to understand where outliers or major changes have occurred in the budget from year-to-year. In future years, the Tentative Budget will be presented in this manner too.

To preference our discussion, the administration has been working to bring the District's Chart-of-Accounts into alignment with the Illinois Program Accounting Manual (IPAM). This format of accounting codes directly ties into both the Annual Budget and the Annual Financial Report (AFR) documents that are submitted to the state on an annual basis. Both of these documents are also available on the District website. Any line items that remain in CAPITAL letters are ones that we are still working on converting, or there will be no budget allocated going forward.

Below is a chart showing the variance and percentage change between the 2014-15 Adopted Budget and the Tentative Budget being reviewed today. I also added a column with the adopted 2015-16 Tentative Budget for reference.

Fund	2014-15 Adopted Budget	2015-16 Tentative Budget August 24, 2015	Variance	% Change	2015-16 Tentative Budget August 10, 2015
20 - O&M	\$5,252,127	\$5,452,017	\$199,890	3.81%	\$5,511,495
40 - Trans.	\$1,881,450	\$1,837,850	-\$43,600	-2.32%	\$2,105,450
80 - Tort	\$1,027,539	\$743,126	-\$284,413	-27.68%	\$840,626

Operations & Maintenance Budget – Fund 20

In the Operations & Maintenance (O&M) Fund, administration has moved expenditures to the appropriate fund. Please see the Notes column for this information. Expenditures from Tort have also been moved into the O&M budget. Much like the other funds, expenditures have been placed in functions for better monitoring of costs associated with it. We now have the following functions in O&M:

2533 – Construction Services. There is a small budget in O&M for construction services. This year, there were notes from Becky to increase the budget from \$50K to \$250K. This account will be used for small projects that come up during the school year that cannot wait until Summer 2016. Going forward, this can be left in O&M or moved to Fund 60, Capital Projects.

2541- O&M Service Area Direction. This function covers expenditures associated with the Director of Facilities, his assistant and a small general supplies budget used for uniforms for the staff and miscellaneous supplies.

2542 –Care and Upkeep of Buildings. This is your largest function within O&M. In this function we have both custodial and maintenance salaries, benefits, services and supplies. It should be noted that in 2014-15 the District incurred over \$200K in overtime costs for custodians and maintenance workers. New procedures have been implemented which will greatly reduce the expenditures within this function. With the exception of an emergency, or snow plowing, overtime should be the exception, not the rule. The Tentative Budget has been reduced by \$60K.

2543 – Care & Upkeep of Grounds. This function covers all activities associated with maintaining our lawns, landscape, trees, mulch for playgrounds, playground repairs, driveways, sidewalks snow removal and supplies associated with these areas. The lease for John Deere tractors is also in this function. All overtime for snow removal will be recorded here so that we have an accurate picture of what this is costing the District.

In the recent past, the District has relied on the PTO/PTA groups to fund replacement and repair of equipment. As equipment ages on the playgrounds, the board needs to consider establishing a larger budget so as to not incur a liability. In addition, pretty much all of the parking lots are in desperate need of replacement. This will be high on our list of priority projects for next summer. Many are to the point we cannot even repair them.

2544 – Care and Upkeep of Equipment. This function covers all equipment, especially items that exceed the capital threshold such as boilers, air handling units, roof top units, etc. There is a large repair and maintenance line item here for these items.

2545 – Care and Upkeep of Vehicles. The new trucks purchased by the District will be charged here along with fuel for our trucks. Although there is not a current budget here for any repair and maintenance of the vehicles, any expenditures incurred this year will be charged to this function so that we can establish a budget for next year.

2546 – Security Services. Costs associated with the cameras, monitoring systems and any associated supplies will be charged to this area.

2573 – Warehouse Services. The District currently has a warehouse in the basement of Washington School. In the past supplies were purchased in large bulk and then distributed from this location. Administration will be reviewing the procedures associated with this practice.

Tort Budget – Fund 80

In the Tort Fund, administration has reallocated expenditures to the correct funds. Districts want to stay well within the guidelines for Tort Funds so as to limit their exposure to PTAB objections. Please see the spreadsheet regarding expenditures that have been moved to the appropriate fund.

The Workmen's Compensation premium has increased by approximately \$110K, this is due to a higher amount of claims. Typically insurance companies use a rolling average of three years worth of claims. Administration has not had time to sit down with the workmen's compensation vendor to review our history at this time.

Unemployment Insurance has been reduced. Currently the District does not have any former employees receiving unemployment compensation. Property and Liability insurance premiums have gone down by approximately \$5K.

Transportation Budget – Fund 40

The Transportation Budget covers all aspects of the District's Transportation Program, including an allocation of salaries and benefits for an administrative support staff member and a certified staff member. The school code allows the District to claim these costs on the annual Transportation Claim.

The District was able to reduce 12 routes this year by filling the buses at 110%, diligently tracking down information on students that attend Beyond the Bell Daycare, parents drive them daily, etc. We were also able to accommodate all paid riders that submitted a request. All buses are operating within District procedures, 2 per seat at middle school, 2-3 per seat at grade school, trips of 30 minutes or less. We also reduced kindergarten midday runs by three. Based on the route rates stated in the contract, we are saving approximately \$152K over last year's contracted amount.

During the 2014-15 fiscal year, the District purchased Versatrans e-Link for up to 4500 students, which allows the school buildings and administration to monitor where the buses are at all times using GPS. We are in the process of getting training set-up for the secretaries and administrators. The District also upgraded the Map and provided onsite training at the District offices. The cost for the onsite training is in Professional Services. Additional funds have been placed in Professional Services to cover additional training for staff as needed.

The administration is proposing that we add this year Versatrans Onscreen for up to 30 vehicles. This program will allow parents to track their student's buses, alleviating a lot of telephone calls to the District office, buildings and providing parents with a level of security knowing where their child is on the bus. In addition, this information will provide the administration with actual busload counts, not needing to rely on the drivers to count students when requested.

The following is a breakdown of costs:

	One-Time Cost	Annual Cost
Current Annual Costs for Versatrans		
Versatrans e-Link for up to 4500 students		\$1,135
Versatrans Routing & Planning Hosting (2-Users)		\$1,650
Versatrans e-Link Hosting		\$500
Proposed Enhancements		
Versatrans Onscreen for up to 30 vehicles - software	\$3,734	
Versatrans Onscreen for up to 30 vehicles - Maintenance		\$1,110
TT GPS Installation Training (We will install devices on buses)	\$2,500	
TT GPS Support and Maintenance - Mapping Fee		\$9,000
Actual GPS devices for buses	\$7,030	
Versatrans Onscreen Hosting for up to 30 vehicles		\$750
Versatrans Onscreen Setup	\$995	
Total	\$14,259	\$14,145

The Web Based Programs/Renewals is set at \$33,100 because the new map was expensed in 2015-16.

Park Ridge - Niles School District 64
2015-16 Tentative Operations Maintenance Budget

Account	Object	2014-15 Adopted Budget	2014-15 FY Activity	2015-16 Adopted Budget	Notes
20E000 2533 3190 00 000000	Professional Services	\$ 20,000	\$ 1,085	\$ 20,000	Engineering, Architect Misc. Services
20E--- 2533 3--- -- -----	*Purchased Services	\$ 20,000	\$ 1,085	\$ 20,000	
20E000 2533 5530 00 000000	Capital Equipment >\$1,500		\$ 951	\$ 250,000	Capital Equip./Projects needed outside of normal construction time
20E--- 2533 5--- -- -----	*Capital Expenditures >\$1,500		\$ 951	\$ 250,000	
20E--- 2533 ----- -- -----	*Construction Services	\$ 20,000	\$ 2,036	\$ 270,000	
20E000 2540 3410 00 000000	Telephone Expense	\$ 270,000	\$ 133,879		Moved to Ed Fund
20E000 2540 3411 00 000000	COMMUNICATION EXP.		\$ 130,176		Moved to Ed Fund
20E000 2540 3520 00 000000	LEGAL NOTICES	\$ 500	\$ 904		Budget Removed
20E000 2540 3900 00 000000	OTHER PURCH. SERVICES	\$ 1,500	\$ 939		Budget Removed
20E209 2540 3900 00 000000	OTHER PURCH. SERVICES		\$ 350		Budget Removed
20E--- 2540 3--- -- -----	*Purchased Services	\$ 272,000	\$ 266,249		
20E000 2540 4805 00 000000	TECH WIRING SUPPLIES	\$ 10,000	\$ 275		Removed budget
20E207 2540 4900 00 000000	MISC SUPPLIES		\$ 677		
20E--- 2540 4--- -- -----	*Supplies <\$700	\$ 10,000	\$ 953		
20E000 2540 7000 00 000000	Equipment \$700 - \$1,500		\$ 88,741		Reallocated from Capital Assets
20E--- 2540 7--- -- -----	*Equipment \$700 - \$1,500		\$ 88,741		
20E--- 2540 ----- -- -----	*Operations & Maintenance	\$ 282,000	\$ 382,424		

Park Ridge - Niles School District 64
2015-16 Tentative Operations Maintenance Budget

Account	Object	2014-15	2014-15	2015-16	Notes
		Adopted Budget	FY Activity	Adopted Budget	
20E101 2541 1040 00 000000	Exempt Staff Salaries	\$ 127,011	\$ 127,611	\$ 137,864	Director of Facilities
20E101 2541 1080 00 000000	Admin. Support Salaries	\$ 32,649	\$ 33,083	\$ 34,350	Admin Support
20E000 2541 1320 00 191000	Overtime Salaries	\$ 20,000	\$ 10,994	\$ -	
20E101 2541 1320 00 000000	Overtime Salaries		\$ 266	\$ 1,000	Admin Support OT
20E--- 2541 1--- -- -----	*Salaries	\$ 179,660	\$ 171,954	\$ 173,214	
20E000 2541 2210 00 000000	Life Insurance			\$ 170	
20E000 2541 2220 00 000000	Health Insurance			\$ 25,700	
20E000 2541 2230 00 000000	Dental Insurance			\$ 750	
20E000 2541 2240 00 000000	Long Term Disability	\$ 200	\$ 166	\$ 120	
20E--- 2541 2--- -- -----	*Employee Benefits	\$ 200	\$ 166	\$ 26,740	
20E000 2541 3120 00 000000	Professional Development	\$ 3,500	\$ 1,236	\$ 3,500	Director of Facilities
20E--- 2541 3--- -- -----	*Purchased Services	\$ 3,500	\$ 1,236	\$ 3,500	
20E101 2541 4100 00 000000	General Supplies	\$ 15,000	\$ 12,934	\$ 16,000	Uniforms, general supplies
20E--- 2541 4--- -- -----	*Supplies <\$700	\$ 15,000	\$ 12,934	\$ 16,000	
20E--- 2541 ---- -- -----	*O&M Service Area Direction	\$ 198,360	\$ 186,291	\$ 219,454	

Park Ridge - Niles School District 64
2015-16 Tentative Operations Maintenance Budget

Account	Object	2014-15	2014-15	2015-16	Notes
		Adopted Budget	FY Activity	Adopted Budget	
20E000 2542 1010 00 000000	Summer Workers	\$ 56,500	\$ 52,637	\$ 56,500	
20E101 2542 1020 00 000000	Custodial Salaries	\$ 1,779,500	\$ 189,499	\$ 23,800	
20E201 2542 1020 00 000000	Custodial Salaries			\$ 176,700	
20E203 2542 1020 00 000000	Custodial Salaries		\$ 180,758	\$ 198,200	
20E205 2542 1020 00 000000	Custodial Salaries		\$ 162,892	\$ 170,500	
20E207 2542 1020 00 000000	Custodial Salaries		\$ 245,045	\$ 231,000	
20E209 2542 1020 00 000000	Custodial Salaries		\$ 131,825	\$ 145,600	
20E220 2542 1020 00 000000	Custodial Salaries		\$ 104,429	\$ 107,300	
20E301 2542 1020 00 000000	Custodial Salaries		\$ 338,762	\$ 354,200	
20E303 2542 1020 00 000000	Custodial Salaries		\$ 319,122	\$ 327,200	
20E000 2542 1030 00 000000	Maintenance Salaries	\$ 349,100	\$ 336,156	\$ 361,000	
20E000 2542 1250 00 000000	Custodial Substitutes	\$ 37,900	\$ 25,759	\$ 36,300	
20E000 2542 1320 00 000000	Overtime Salaries	\$ 13,000	\$ 21,959	\$ 14,172	
20E101 2542 1320 00 000000	Overtime Salaries	\$ 85,000	\$ 4,992	\$ 50,000	Reduced budget for \$60K
20E201 2542 1320 00 000000	Overtime Salaries		\$ 19,461		
20E203 2542 1320 00 000000	Overtime Salaries		\$ 18,717		
20E205 2542 1320 00 000000	Overtime Salaries		\$ 18,145		
20E207 2542 1320 00 000000	Overtime Salaries		\$ 31,791		
20E209 2542 1320 00 000000	Overtime Salaries		\$ 15,670		
20E220 2542 1320 00 000000	Overtime Salaries		\$ 7,845		
20E301 2542 1320 00 000000	Overtime Salaries		\$ 35,936		
20E303 2542 1320 00 000000	Overtime Salaries		\$ 20,259		
20E--- 2542 1--- -- -----	*Salaries	\$ 2,321,000	\$ 2,281,660	\$ 2,252,472	
20E000 2542 2210 00 000000	Life Insurance	\$ 2,600	\$ 1,826	\$ 1,800	
20E000 2542 2220 00 000000	Health Insurance	\$ 362,200	\$ 367,517	\$ 320,000	
20E000 2542 2230 00 000000	Dental Insurance	\$ 15,600	\$ 14,833	\$ 13,400	
20E000 2542 2250 00 000000	Health Insurance Waiver	\$ 1,100	\$ 720	\$ 720	
20E--- 2542 2--- -- -----	*Employee Benefits	\$ 381,500	\$ 384,896	\$ 335,920	
20E000 2542 3120 00 000000	Professional Development	\$ 2,000		\$ 2,000	Custodial, maintenance PD
20E000 2542 3160 00 000000	Web Based Programs/Renewals	\$ 6,000		\$ 6,000	School Dude
20E000 2542 3190 00 000000	Professional Services	\$ 60,000	\$ 55,914	\$ 66,000	
20E000 2542 3210 00 000000	Garbage/Recycling/Pest Serv.	\$ 49,370	\$ 45,259	\$ 60,370	
20E000 2542 3230 00 000000	Repair & Maintenance Services	\$ 98,277	\$ 131,723	\$ 111,277	

Park Ridge - Niles School District 64
2015-16 Tentative Operations Maintenance Budget

Account	Object	2014-15	2014-15	2015-16	Notes
		Adopted Budget	FY Activity	Adopted Budget	
20E000 2542 3250 00 000000	Rental Equipment/Land	\$ 4,340	\$ 3,840	\$ 4,340	ESC parking rental
20E000 2542 3320 00 000000	Travel/Mileage Expenses	\$ 4,600	\$ 1,490	\$ 4,600	
20E000 2542 3700 00 000000	Water/Sewer Fees	\$ 98,000	\$ 115,478	\$ 116,861	
20E--- 2542 3--- -- -----	*Purchased Services	\$ 322,587	\$ 353,705	\$ 371,448	
20E000 2542 4100 00 000000	General Supplies	\$ 15,000	\$ 4,213	\$ 15,000	
20E000 2542 4650 00 000000	Natural Gas	\$ 250,000	\$ 229,635	\$ 250,000	
20E000 2542 4660 00 000000	Electricity	\$ 460,000	\$ 502,339	\$ 500,000	
20E000 2542 4810 00 000000	Painting Supplies	\$ 11,000	\$ 8,208	\$ 11,000	
20E000 2542 4840 00 000000	Plumbing Supplies	\$ 17,000	\$ 18,805	\$ 15,000	
20E000 2542 4850 00 000000	Custodial Supplies	\$ 91,000	\$ 88,300	\$ 91,000	
20E000 2542 4860 00 000000	Electrical Supplies	\$ 17,843	\$ 9,422	\$ 7,500	
20E000 2542 4870 00 000000	Maintenance Supplies	\$ 44,968	\$ 34,874	\$ 54,968	
20E--- 2542 4--- -- -----	*Supplies <\$700	\$ 906,811	\$ 869,317	\$ 944,468	
20E000 2542 5530 00 000000	Capital Equipment >\$1,500	\$ 110,000	\$ 37,190	\$ 110,000	Furniture for district
20E--- 2542 5--- -- -----	*Capital Expenditures >\$1,500	\$ 110,000	\$ 37,190	\$ 110,000	
20E--- 2542 ----- -- -----	*Care & Upkeep of Buildings	\$ 4,041,898	\$ 3,926,767	\$ 4,014,308	

Park Ridge - Niles School District 64
2015-16 Tentative Operations Maintenance Budget

Account	Object	2014-15 Adopted Budget	2014-15 FY Activity	2015-16 Adopted Budget	Notes
20E000 2543 1030 00 000000	Maintenance Salaries	\$ 145,210	\$ 145,205	\$ 150,200	
20E000 2543 1320 00 000000	Overtime Salaries	\$ 8,000	\$ 11,716	\$ 25,000	Inc. for snow removal
20E--- 2543 1--- -- -----	*Salaries	\$ 153,210	\$ 156,921	\$ 175,200	
20E000 2543 2210 00 000000	Life Insurance			\$ 100	
20E000 2543 2220 00 000000	Health Insurance			\$ 22,000	
20E000 2543 2230 00 000000	Dental Insurance			\$ 750	
20E--- 2543 2--- -- -----	*Employee Benefits			\$ 22,850	
20E000 2543 3230 00 000000	Repair & Maintenance Services	\$ 40,000	\$ 79,244	\$ 28,000	
20E000 2543 3260 00 000000	Equipment Leasing		\$ 6,961	\$ 10,442	John Deere Tractors
20E--- 2543 3--- -- -----	*Purchased Services	\$ 40,000	\$ 86,205	\$ 38,442	
20E000 2543 4100 00 000000	General Supplies	\$ 27,000	\$ 28,170	\$ 27,000	Mulch, etc.
20E--- 2543 4--- -- -----	*Supplies <\$700	\$ 27,000	\$ 28,170	\$ 27,000	
20E--- 2543 ---- -- -----	*Care & Upkeep of Grounds	\$ 220,210	\$ 271,296	\$ 263,492	
20E000 2544 3230 00 000000	Repair & Maintenance Services	\$ 212,000	\$ 259,825	\$ 220,000	
20E--- 2544 3--- -- -----	*Purchased Services	\$ 212,000	\$ 259,825	\$ 220,000	
20E000 2544 4100 00 000000	General Supplies	\$ 20,000	\$ 10,333	\$ 20,000	
20E--- 2544 4--- -- -----	*Supplies <\$700	\$ 20,000	\$ 10,333	\$ 20,000	
20E000 2544 5530 00 000000	Capital Equipment >\$1,500	\$ 90,000	\$ 33,464	\$ 40,000	Maintenance equip. as needed
20E--- 2544 5--- -- -----	*Capital Expenditures >\$1,500	\$ 90,000	\$ 33,464	\$ 40,000	
20E--- 2544 ---- -- -----	*Care & Upkeep of Equipment	\$ 322,000	\$ 303,622	\$ 280,000	

Park Ridge - Niles School District 64
2015-16 Tentative Operations Maintenance Budget

Account	Object	2014-15	2014-15	2015-16	Notes
		Adopted Budget	FY Activity	Adopted Budget	
20E000 2545 4640 00 000000	Gasoline/Diesel Fuel	\$ 16,500	\$ 12,161	\$ 16,500	District vehicles
20E--- 2545 4--- -- -----	*Supplies <\$700	\$ 16,500	\$ 12,161	\$ 16,500	
20E000 2545 5530 00 000000	Capital Equipment >\$1,500		\$ 34,840	\$ 128,750	New vehicles approved by board.
20E--- 2545 5--- -- -----	*Capital Expenditures >\$1,500		\$ 34,840	\$ 128,750	
20E--- 2545 ----- -- -----	*Care & Upkeep of Vehicles	\$ 16,500	\$ 47,001	\$ 145,250	

Park Ridge - Niles School District 64
2015-16 Tentative Operations Maintenance Budget

Account	Object	2014-15 Adopted Budget	2014-15 FY Activity	2015-16 Adopted Budget	Notes
20E000 2546 3190 00 000000	Professional Services	\$ 86,205	\$ 79,471	\$ 141,205	Monitoring
20E--- 2546 3--- -- -----	*Purchased Services	\$ 86,205	\$ 79,471	\$ 141,205	
20E000 2546 4100 00 000000	General Supplies	\$ 17,000	\$ 7,684	\$ 20,000	Swipe Cards
20E--- 2546 4--- -- -----	*Supplies <\$700	\$ 17,000	\$ 7,684	\$ 20,000	
20E--- 2546 ---- -- -----	*Security Services	\$ 103,205	\$ 87,155	\$ 161,205	
20E000 2573 1030 00 000000	Maintenance Salaries	\$ 37,954	\$ 37,960	\$ 39,300	
20E000 2573 1320 00 000000	Overtime Salaries		\$ 6,747	\$ -	Prior years OT for custodial subbing
20E--- 2573 1--- -- -----	*Salaries	\$ 37,954	\$ 44,707	\$ 39,300	
20E000 2573 2210 00 000000	Life Insurance			\$ 50	
20E000 2573 2220 00 000000	Health Insurance			\$ 5,900	
20E000 2573 2230 00 000000	Dental Insurance			\$ 375	
20E--- 2573 2--- -- -----	*Employee Benefits			\$ 6,325	
20E--- 2573 ---- -- -----	*Warehouse Services	\$ 37,954	\$ 44,707	\$ 45,625	
20E000 4190 3910 00 000000	CROSSING GUARDS	\$ 10,000	\$ 13,282		Moved to Fund 10
20E--- 4190 3--- -- -----	*Purchased Services	\$ 10,000	\$ 13,282		
20E--- 4190 ---- -- -----	*CROSSING GUARDS	\$ 10,000	\$ 13,282		
	Contingency Fund			\$ 52,683	
20----- -- -- -- --	*Operations & Maintenance Fund	\$ 5,252,127	\$ 5,264,582	\$ 5,452,017	

Park Ridge - Niles School District 64
2015-16 Tentative Transportation Budget

Account Number	Object	2014-15	2014-15	2015-16	Notes
		Adopted Budget	FY Activity	Adopted Budget	
40E101 2550 1080 00 000000	Admin. Support Salaries	\$ 11,500	\$ 11,038	\$ 11,500	
40E101 2550 1100 00 000000	Certified Staff Salaries	\$ 3,000	\$ 2,400	\$ 3,000	
40E--- 2550 1--- -- -----	*Salaries	\$ 14,500	\$ 13,438	\$ 14,500	
40E000 2550 2120 00 000000	HEALTH INSURANCE	\$ 1,800	\$ 1,635	\$ 1,800	
40E000 2550 2140 00 000000	DENTAL INSURANCE	\$ 200	\$ 100	\$ 200	
40E000 2550 2300 00 000000	LIFE INSURANCE	\$ 50	\$ 13	\$ 50	
40E--- 2550 2--- -- -----	*Employee Benefits	\$ 2,050	\$ 1,748	\$ 2,050	
40E000 2550 3160 00 000000	Web Based Programs/Renewals	\$ 7,500	\$ 17,965	\$ 33,100	Versatrans Software
40E000 2550 3190 00 000000	Professional Services			\$ 7,500	Versatrans On-Site Training
40E000 2550 3300 00 000000	Contracted Transportation	\$ 1,128,500	\$ 1,354,501	\$ 935,000	
40E000 2550 3308 00 430000	Title I Transportation			\$ 38,400	
40E000 2550 3309 00 430000	Homeless Transportation			\$ 25,000	
40E000 2550 3310 00 000000	Transportation Special Ed.	\$ 660,000	\$ 721,856	\$ 660,000	
40E000 2550 3311 00 000000	Field Trips-Non Reimbursable	\$ 32,200	\$ 43,181	\$ 32,200	
40E000 2550 3312 00 000000	Field Trips-Instrumental Music	\$ 4,000	\$ 3,085	\$ 4,000	
40E000 2550 3313 00 000000	Field Trips-Reimbursable	\$ 6,000	\$ 6,686	\$ 6,000	
40E403 2550 3314 00 000000	EXTENDED DAY FIELD TRIP	\$ 6,300	\$ 3,099		
40E000 2550 3315 00 000000	Interscholastic Transportation	\$ 13,100	\$ 8,190	\$ 13,100	
40E000 2550 3316 00 000000	Field Trips-Chorus	\$ 2,000	\$ 1,697	\$ 2,000	
40E000 2550 3317 00 000000	Summer School Transportation	\$ 5,300	\$ 1,123		
40E--- 2550 3--- -- -----	*Purchased Services	\$ 1,864,900	\$ 2,161,381	\$ 1,756,300	
40E--- 2550 ----- -- -----	Transportation	\$ 1,881,450	\$ 2,176,567	\$ 1,772,850	
40E000 3700 3300 00 000000	Contracted Transportation			\$ 65,000	
40E--- 3700 3--- -- -----	*Purchased Services			\$ 65,000	
40E--- 3700 ----- -- -----	Private/Paraochial Service			\$ 65,000	
40----- ----- -- -----	*Transportation Fund	\$ 1,881,450	\$ 2,176,567	\$ 1,837,850	

Park Ridge - Niles School District 64
2015-16 Tentative Tort Budget

Account	Object	2014-15 Adopted Budget	2014-15 FY Activity	2015-16 Adopted Budget	Notes
80E000 2310 3230	Repair & Maintenance Services	\$ 3,444			
80E000 2310 3234	SECURITY/FIRE SERVICE AGREEMENT	\$ 55,000	\$ 52,468		Moved to Fund 20 - Security
80E000 2310 3920	Criminal Background Checks	\$ 15,000	\$ 15,990		Moved to Fund 10 - Human Resources
80E--- 2310 3--- --	*Purchased Services	\$ 73,444	\$ 68,458		
80E000 2310 4100	General Supplies	\$ 15,000	\$ 11,407		Moved to Fund 20 - Security (Lanyards, Swipe Cards)
80E--- 2310 4--- --	*Supplies <\$700	\$ 15,000	\$ 11,407		
80E000 2310 5320	CLASSROOM & OFFICE EQUIPMENT	\$ 250,000	\$ 243,406		No Budget for 2015-16 (Cameras, Etc.)
80E--- 2310 5--- --	*Capital Expenditures >\$1,500	\$ 250,000	\$ 243,406		
80E000 2310 7000	Equipment \$700 - \$1,500		\$ 4,635		No Budget for 2015-16
80E--- 2310 7--- --	*Equipment \$700 - \$1,500		\$ 4,635		
80E--- 2310 ---- --	*Board of Education	\$ 338,444	\$ 327,905		
80E000 2362 3840	Workmen's Compensation	\$ 473,916	\$ 464,666	\$ 574,292	Increase in claims past 3 years
80E000 2363 2920	Unemployment Insurance	\$ 40,400	\$ 12,682	\$ 5,000	Decrease in individuals claiming unemployment
80E000 2364 3810	Property Insurance	\$ 154,005	\$ 154,878	\$ 147,503	
80E000 2364 3830	School Board Legal Liability	\$ 14,774	\$ 14,774	\$ 16,331	
80E--- 2364 ---- --	*Property/Liability Insurance	\$ 168,779	\$ 169,652	\$ 163,834	
80E000 2367 3860	LOSS PREVENTION	\$ 1,000	\$ 1,757		Moved to Fund 10 - Human Resources (Hepatitis Shots)

Park Ridge - Niles School District 64
2015-16 Tentative Tort Budget

Account	Object	2014-15		2014-15		2015-16	Notes
		Adopted Budget		FY Activity		Adopted Budget	
80E000 2367 3870	BLDG APPRAISAL	\$ 5,000		\$ 2,334			Moved to Fund 10 - Fiscal Services (Annual Appraisal Update for Audit)
80E--- 2367 3--- --	*Purchased Services	\$ 6,000		\$ 4,091			
80E--- 2367 ---- --	*LOSS PREVENTION	\$ 6,000		\$ 4,091			
80-----	*Tort Fund	\$ 1,027,539		\$ 978,996		\$ 743,126	

First Reading of Policies of Policies from PRESS Issue 88, May 2015 and Policies 1:30, 7:60 and 8:20

Policy	Issue	Title	District Policy Committee Change/No Change	Board Policy Committee Change/No Change
1:30	Revision	School District Organization – School District Philosophy	C	N/C
2:250	88	School Board – Access to District Public Records	N/C	C
3:40	88	General School Administration – Superintendent	C	N/C
3:50	88	General School Administration – Administrative Personnel Other Than the Superintendent	N/C	C
3:60	88	General School Administration – Administrative Responsibility of the Building Principal	N/C	N/C
4:45	88	Operational Services – Insufficient Fund Checks and Debt Recovery	N/C	N/C
6:60	87	Instruction – Curriculum Content	C	N/C
7:60	Revision	Students – Residence	C	N/C
8:20	Revision	Community Relations – Community Use of School Facilities	C	N/C

8/24/15

School District Organization

School District Philosophy

Mission

~~The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.~~

The mission of District 64 is to inspire every child to discover, learn, achieve, and care.

Beliefs

We believe that:

~~All people have inherent worth.~~

~~Quality education benefits everyone.~~

~~Everyone within our community is responsible for the education and development of our children.~~

~~The family environment has a major influence on the development of a child.~~

~~All people can be successful learners and continue to learn throughout their lives.~~

~~A safe, nurturing environment is essential to learning.~~

~~People grow through a variety of experiences, opportunities and adversities.~~

~~High expectations and a positive attitude result in higher performance.~~

~~Both cooperation and healthy competition are necessary to achieve excellence.~~

~~Effort, perseverance and self-discipline are necessary for people to achieve their personal best.~~

~~People are responsible for their actions and honoring their commitments.~~

~~Honesty and integrity are essential to build and sustain trusting relationships.~~

~~Everyone benefits from contributing to the well-being of others.~~

~~Understanding diversity is essential to thrive in an interdependent, global community.~~

~~Change is inevitable and challenges us to grow.~~

Vision Statement

District 64 seeks to inspire all students to discover their strengths, embrace learning, achieve personal excellence, and demonstrate care. Students thrive in a rich, rigorous, and innovative curriculum delivered by highly qualified teachers. Each student learns and grows in a safe, nurturing environment. In collaboration with students, parents, teachers and the community, District 64 provides opportunities for each learner to investigate, be successful, be resilient, and become inspired and empowered as they contribute to our global society.

CROSS REF: 6:10 (Educational Philosophy and Objectives)

ADOPTED: October 27, 1997

REVISED: May 24, 2010

REVISED: December 11, 2011

School Board

Access to District Public Records ¹

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures. The Superintendent or designee shall: (1) provide the Board with sufficient information and data to permit the Board to monitor the District's compliance with FOIA and this policy, and (2) report any FOIA requests during the Board's regular meetings along with the status of the District's response. ²

Freedom of Information Officer ³

The Superintendent shall serve as the District's Freedom of Information Officer and assumes all the duties and powers of that office as provided in FOIA and this policy. The Superintendent may delegate these duties and powers to one or more designees, but the delegation shall not relieve the Superintendent of the responsibility for the action that was delegated. ~~The Superintendent or designee(s) shall report any FOIA requests and the status of the District's response to the Board at each regular Board meeting.~~

Definition ⁴

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary ~~materials~~ material pertaining to the transaction of public business, regardless of physical form or characteristics,

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

¹ The Illinois Freedom of Information Act (FOIA) governs the subject matter in this policy (5 ILCS 140/). School districts are required to make public records available to any person for inspection or copying, unless they fall within an exception (5 ILCS 140/3(a)). The f/n's only discuss sections of FOIA that are relevant to school districts. State law does not explicitly require boards to adopt a policy on access to their records. However, a board policy is the logical instrument to memorialize the actions that are required to implement FOIA. The laws limiting the disclosure of employee evaluations are discussed in f/n 7.

Any person denied access to a public record may request a review by the Ill. Public Access Counselor (PAC) established in the office of the Attorney General (5 ILCS 140/9.5). As a result of the review, the PAC may issue an opinion binding on the requester and public body. IASB reports on the opinions relevant to school districts on its website at Recent Decisions.

² This sentence allows a board to monitor the district's compliance with FOIA. This is an important duty as illustrated by FOIA's provision stating: "It is a fundamental obligation of government to operate openly and provide public records as expeditiously and efficiently as possible." The School Code requires the FOIA report described in #2 (105 ILCS 5/10-16); it is optional, however, for districts governed by a board of school directors.

³ Each board must designate one or more official(s) or employee(s) to act as its freedom of information officer(s) (5 ILCS 140/3.5) (referred to in the f/n's as FOIA Officer). A board may replace Superintendent in this paragraph with another job title, or may replace the paragraph with one of the alternatives below:

Alternative 1: The Board will appoint an employee to serve as the District's Freedom of Information Officer. That appointee assumes all the duties and powers of that office as provided in FOIA and this policy.

Alternative 2: The Superintendent shall appoint an employee, who may be himself or herself, to [continue as with alternative 1].

⁴ The definition is quoted from 5 ILCS 140/2(c). Substitute the following alternative for this paragraph if desired: "The definition of *public records*, for purposes of this policy, is the definition contained in Section 2(c) of FOIA without amendment."

having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

Requesting Records 5

A request for inspection and/or copies of public records must be made in writing and may be submitted by personal delivery, mail, telefax, or email directed to the District's Freedom of Information Officer. Individuals making a request are not required to state a reason for the request other than to identify when the request is for a commercial purpose or when requesting a fee waiver.

All requests The Superintendent or designee shall instruct District employees to immediately forward any request for inspection and copying shall immediately be forwarded of a public record to the District's Freedom of Information Officer or designee.

Responding to Requests

The Freedom of Information Officer shall approve all requests for public records unless:

1. The requested material does not exist; 6
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; 7 or
3. Complying with the request would be unduly burdensome. 8

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. 9 The Freedom of Information Officer may extend the time for a response for up to 5 business days from the original due date. 10 If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the extension, and (2) either inform the person of the date on which a response will be made, or agree with the person in writing on a compliance period. 11

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5 This section restates 5 ILCS 140/3(c). Districts may, but are not required, to, accept oral requests. Compliance with an oral request may stave off the formal written request and permit more flexibility in the response. Add this option if the district wants to accept oral requests: "Oral requests may be accepted provided personnel are available to handle them." The response to an oral request should be documented. Districts may provide a request form for convenience but may not require its use. See 2:250-B1, *Written Request for District Public Records*.

6 FOIA does not require a public body to create a record (5 ILCS 140/1).

7 5 ILCS 140/7 and 140/7.5 describe numerous explicit exceptions to the presumption that all public records are available for public inspection. Each record is "presumed to be open to inspection or copying" and the district will have "the burden of proving by clear and convincing evidence that it is exempt," (5 ILCS 140/1.2 and 140/11(f)). A person who prevails in a court proceeding to enforce FOIA will be awarded attorney fees; the public body may incur a civil penalty of between \$2,500 and \$5,000 for each occurrence of a willful or intentional violation of FOIA or other action in bad faith (5 ILCS 140/11(i) and (j)). School officials should seek the board attorney's advice concerning the denial of a record request.

Two State laws limit the disclosure of employee personnel evaluations:

1. The Personnel Record Review Act prohibits the disclosure of performance evaluations (820 ILCS 40/11).
2. The School Code prohibits the disclosure of public school teacher, principal, and superintendent performance evaluations except as otherwise provided in the certified employee evaluation laws (105 ILCS 5/24A-7.1).

8 5 ILCS 140/3(g).

9 5 ILCS 140/3(d). Reasons for extensions are addressed at 5 ILCS 140/3(e).

10 5 ILCS 140/3(e).

11 5 ILCS 140/3(f). A board may replace the default paragraph with the following alternative: "The Freedom of Information Officer shall respond to record requests according to the time periods described in Section 3 of FOIA."

~~Notwithstanding the above, the Freedom of Information Officer shall respond~~ The time periods are extended for responding to requests for records made for a commercial purposes and to purpose, requests by a recurrent requesters(requester, or voluminous requests, as those terms are defined in Section 2 of FOIA. ~~) according to~~ The time periods for responding to those requests are governed by Sections 3.1 ~~and, 3.2, and 3.6~~ of FOIA. 12

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request. 13

Copying Fees 14

Persons making a request for copies of public records must pay any and all applicable copying fee fees. The Freedom of Information Officer shall ~~as needed, recommend establish~~ a copying fee schedule that complies with FOIA and this policy and is subject to the Board's review. The fee schedule shall include copying fees and all other fees to the maximum extent they are permitted by FOIA, including without limitation, search and review fees for the Board's approval: responding to a request for a commercial purpose and fees, costs, and personnel hours in connection with responding to a voluminous request.

Copying fees, except when fixed by statute, are shall be reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. In no case shall the copying fees exceed the maximum fees permitted by FOIA. If the District's actual copying costs are equal to or greater than the maximum fees permitted by FOIA, the Freedom of Information Officer is authorized to use FOIA's maximum fees as the District's fees. No copying fee fees shall be charged for: (1) the first 50 pages of black and white, letter or legal sized copies No copying fee shall be charged for , or (2) electronic copies other than the actual cost of the recording medium, except if the response is to a voluminous request, as defined in FOIA.

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

12-A The timelines are extended to respond to a: (1) recurrent requester is (defined in 5 ILCS 140/Sec. 2(g) .The timelines are relaxed for responding to and complying with a ; (2) request from a recurrent requester, provided the district follows the statutory requirements in 5 ILCS 140/3.2. A with a commercial purpose is (defined in 5 ILCS 140/Sec. 2(c-10). The ; and (3) voluminous request (defined in Sec. 2(h). To use the extended timelines, a district must follow the requirements in Sec. 3.1 for responding to a recurrent requester; Sec. 3.2 for responding to and complying a request with a commercial request are relaxed, provided the district follows the statutory requirements in 5 ILCS 140/3.1 purpose; and Sec. 3.6 (added by P.A. 98-1129) for responding to a voluminous request. See the administrative procedure, 2:250-API, Access to and Copying of District Public Records, for additional information.

13 5 ILCS 140/7. Redacting exempt portions is permitted, but not required, except that contractors' employees' addresses, telephone numbers, and social security numbers must be redacted before disclosure (5 ILCS 140/2.10). Reviewing past responses to FOIA requests will promote uniform treatment of requests for similar records.

14 ~~5 ILCS 140/6. The statute contains additional limitations on fees, including a prohibition on charging a search or review fee, unless the request is for a commercial purpose. See f/n 16. The fee for black and white, letter or legal sized copies may not exceed 15 cents per page. 5 ILCS 140/6, amended by P.A. 98-1129. The first paragraph's intent is to be efficient and avoid paraphrasing a complex law. The procedure 2:250-API, Access to and Copying of District Public Records, contains a fee schedule identifying the maximum fees permitted.~~

Section 6(a) states: "If a request is not a request for a commercial purpose or a voluminous request, a public body may not charge the requester for the costs of any search for and review of the records or other personnel costs associated with reproducing the records." (Emphasis added.) This implies that a search and review fee may be charged when responding to a request for a commercial purpose or a voluminous request. However, Sec. 6(b) states that the search and review fee described in Sec. 6(f) may be charged only to someone making a commercial request. Sec. 6(f) contains the maximum amounts that may be charged for search and review but does not explain when they may be charged. The FOIA Officer will need to consult the board attorney concerning fees.

Fees for Responding to a Request for a Commercial Purpose

~~In addition to copying fees, persons making a request for a commercial purpose, as defined in FOIA, must pay a fee of \$10 for each hour spent by personnel in searching for and retrieving the record. However, no fees shall be charged for the first 8 hours spent by personnel in searching for or retrieving a requested record. The District also charges the actual cost of retrieving and transporting public records from an off-site storage facility when the public records are maintained by a third-party storage facility under contract with the District. Whenever the District charges any fees to a requester making a commercial request, the Freedom of Information Officer shall provide the requester with an accounting of all fees, costs, and personnel hours in connection with the request for public records.~~

A fee reduction is available if the request qualifies under Section 6 of FOIA. The Freedom of Information Officer shall set the amount of the reduction taking into consideration the amount of material requested and the cost of copying it. 15

Provision of Copies and Access to Records

~~The inspection and copying of~~ A public record that is the subject of an approved access request is permitted will be available for inspection or copying at the District's administrative office during regular business hours, unless other arrangements are made by the Freedom of Information Officer. 16

Many public records are immediately available from the District's website including, but not limited to, ~~a description of the District and the methods for requesting a public record, the process for requesting a public record.~~ 17 The Freedom of Information Officer shall direct a requester to the District's website if a requested record is available there. If the requester is unable to reasonably access the record online, he or she may resubmit the request for the record, stating his or her inability to reasonably access the record online, and the District shall make the requested record available for inspection and copying as otherwise provided in this policy. 18

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

15 5 ILCS 140/6(c) makes it mandatory to furnish records "without charge or at a reduced charge" if the request is in the public interest as defined by FOIA. If a board wants to indicate when a reduction is available by paraphrasing the statute, it may substitute the following alternative for the default paragraph:

A fee reduction is available if the person requesting the record states a specific purpose for the request and indicates that a fee reduction is in the public interest by having as its principal purpose the preservation of the general public's health, safety, welfare, or legal rights and is not for the principal purpose of personal or commercial benefit. The Freedom of Information Officer shall set the amount of the reduction, taking into consideration the amount of material requested and the cost of copying it.

16 Public bodies may adopt rules for the times and places where records will be made available (5 ILCS 140/3(h)). A board may amend this sentence to reflect other times and/or places where records will be made available.

17 5 ILCS 140/4. A district may reduce FOIA requests by posting records on its website. Many records are required to be web-posted, see 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records. If the district does not have a website, change this sentence as follows: "Some public records are available for immediate access including a description of the process for requesting a public record, and a list of all types or categories of records under its control."

For a list of required web-postings, see exhibit 2:250-E2, Immediately Available District Public Records and Web-Posted Reports and Records. Using the district's website is also a convenient way to comply with FOIA's requirement to identify documents that are immediately available (5 ILCS 140/3.5(a)). Although not required to be web-posted, a list of all types or categories of records under its control must be prepared and made available (5 ILCS 140/5). See 2:250-API, Access to and Copying of District Public Records.

18 5 ILCS 140/8.5, added by P.A. 98-1129.

Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g., a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. ¹⁹ Unless its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission. ²⁰

LEGAL REF.: 5 ILCS 140/, Illinois Freedom of Information Act.
105 ILCS 5/10-16 and 5/24A-7.1.
820 ILCS 40/11.
820 ILCS 130/5.

CROSS REF.: 2:140 (Communications To and From the Board), 5:150 (Personnel Records),
7:340 (Student Records)

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

¹⁹ The Local Records Act, 50 ILCS 205/3, requires the preservation of records described in items #1-3. The preservation of records described in item #3 is also required by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, and the Ill. School Student Records Act, 105 ILCS 10/, among other laws. An example of a record described in item #4 is a record subject to a *litigation hold* or a document preservation requirement pursuant to Federal Rules of Civil Procedure, Rules 16 and 26.

Categorizing email messages is complicated because two laws apply and the rules differ when a board member is a party. See sample policy 2:140, *Communications To and From the Board*, for a discussion of email between or among board members. When employees or agents are using email for school purposes, the email messages may be *public records*, but will not necessarily be subject to disclosure depending on the topic discussed. FOIA's list of exemptions from disclosure determines whether these emails are subject to disclosure. For exemptions, see 5 ILCS 140/7 and 140/7.5.

Not all email messages between or among employees must be preserved, even if they are *public records* for purposes of FOIA. The definition of *public record* in the Local Records Act, 50 ILCS 205/3, is narrower than its definition in FOIA. Thus, staff email, like all district records, must be retained only when it contains material described in #1-4. While this is a slippery slope without definitive parameters, employee email that is conversational or personal, or contains brainstorming may generally be deleted.

The Prevailing Wage Act (820 ILCS 130/5, amended by P.A.s 98-328 and 98-482) requires contractors, while participating in public works, to keep certified payroll records of all laborers, mechanics, and other workers employed by them on the project and to submit this record no later than the 15th of the month to the public body. The public body in charge of the project must keep the records submitted before 1-1-14 for a period of not less than 3 years. Records submitted on or after 1-1-14 must be kept for a period of 5 years. Records may be retained in paper or electronic format. These records must be made available in accordance with FOIA except that contractors' employees' addresses, telephone numbers, and social security numbers must be redacted before disclosure (5 ILCS 140/2.10).

²⁰ 50 ILCS 205/. Preservation and destruction of documents is covered in 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. See also the Ill. Secretary of State's website for information on preserving and destroying records, www.cyberdriveillinois.com/departments/archives/records_management/recman.html.

General School Administration

Superintendent 1

Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. ² The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities. The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated. ³

Qualifications

The Superintendent must be of good character and of unquestionable morals and integrity. The Superintendent shall have the experience and the skills necessary to work effectively with the Board, District employees, students, and the community. The Superintendent ~~shall~~ **must** have **and maintain** a ~~valid administrative certificate~~ **Professional Educator License** with ~~the a~~ superintendent endorsement issued by the **Illinois** State Educator Preparation and Licensure Board. ⁴

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

¹ State law controls this policy's content. Unless the district has only one school with fewer than 4 teachers, the board must employ a superintendent (105 ILCS 5/10-21.4). This statute assigns some specific duties to the superintendent including to: (1) make recommendations to the board concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of teachers and all other employees, the selection of textbooks, instructional material, and courses of study, (2) report to the board, ISBE, and chief administrative official any employee named in an abused child report, and (3) keep or cause to be kept the records and accounts as directed and required by the board, aid in making reports required by the board, and perform such other duties as the board may delegate to him/her. 105 ILCS 5/10-16.7 requires boards to direct, through policy, the superintendent, in his or her charge of the district's administration.

ISBE is required, subject to an annual appropriation by the General Assembly, to establish a new superintendent mentoring program. With limited exceptions, any individual serving as a first-time superintendent in Illinois must participate in the mentoring program for 2 school years (105 ILCS 5/2-3.53b). The ISBE-selected provider will assign a mentor to a new superintendent based on similarity of grade level or type of district, learning needs, and geographical proximity. The mentor must not be required to evaluate the new superintendent on the basis of the mentoring relationship.

² See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, for an annotated list of documents and reports that must be posted on the district's website, if the district has a website. While not comprehensive, see the IASB's *Annual School Calendar* for the required reports that do not need web-posting, available on the IASB website, iasb.com/law/.

³ This paragraph strengthens the policy's connection to the IASB's *Foundational Principles of Effective Governance*. It allows the superintendent broad delegation authority even when a policy fails to specifically provide for delegation.

⁴ **105 ILCS 5/21B-20 and 5/21B-25** govern Professional Educator Licenses and superintendent endorsements. See also 23 Ill.Admin.Code §§25.355 (2019 **rule only states the year**), 25.360, (through 8-31-2019), 29.100 (**Ill. Professional School Leader Standards**), and 29.130. (**Superintendent Standards**).

Evaluation

The Board will evaluate, at least annually, the Superintendent's performance and effectiveness, using standards and objectives developed by the Superintendent and Board that are consistent with the Board's policies and the Superintendent's contract. ⁵ A specific time should be designated for a formal evaluation session with all Board members present. The evaluation should include a discussion of professional strengths as well as performance areas needing improvement.

The Superintendent shall annually present evidence of professional growth through attendance at educational conferences, in-service training, or similar continuing education pursuits. ⁶

Compensation and Benefits ⁷

The Board and the Superintendent shall enter into an employment agreement that conforms to Board policy and State law. This contract shall govern the employment relationship between the Board and the Superintendent. The terms of the Superintendent's employment agreement, when in conflict with this policy, will control.

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.47, 5/10-21.4, 5/10-23.8, ~~5/21-7.1~~, 5/21B-20, 5/21B-25, 5/24-11, and 5/24A-3.
23 Ill.Admin.Code §§1.310, 1.705, and 29.130.

CROSS REF: 2:20 (Powers and Duties of the School Board; Indemnification), 2:130 (Board-Superintendent Relationship), 2:240 (Board Policy Development), 3:10 (Goals and Objectives)

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

⁵ 105 ILCS 5/10-16.7 requires a board to evaluate the superintendent. See [The Superintendent Evaluation Process](#) on the IASB website. While greater detail may be added to this paragraph (e.g., a timeline, self-evaluation provision, and discussion requirements), a board must be sure that the policy and the superintendent's contract are consistent.

⁶ The reporting requirements in this paragraph are optional, but school boards must "require evaluators to participate in an in-service training on the evaluation of licensed personnel provided or approved by [ISBE] prior to undertaking any evaluation and at least once during each license renewal cycle," (105 ILCS 5/24A-3).

⁷ According to 105 ILCS 5/10-23.8, a superintendent must be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators; see [Superintendent Performance Contracts](#), published by IASB. Residency requirements, if desired, should be included in a superintendent's employment contract.

The employment contract should be *in writing* even though the School Code does not require it to be written. Contact the board attorney for assistance. An administrator who is not working under a written contract is presumed to have a contract of one year's duration. [Schaumburg Community Consolidated School Dist. v. TRS, 985 N.E.2d 305 \(Ill.App.4, 2013\)\(interpreting 105 ILCS 5/10-23.8a\)](#). The Ill. Statute of Frauds may make it impossible to execute an *oral* multi-year administrator contract or to *orally* extend a multi-year written contract (740 ILCS 80/1).

The Open Meetings Act requires all Ill. Municipal Retirement Fund (IMRF) employers, which includes school boards, to: (1) within 6 business days after approving a budget, web-post each employee's total compensation package if it exceeds \$75,000 per year; and (2) at least 6 days before approval, web-post an employee's total compensation package if it is \$150,000 or more (5 ILCS 120/7.3). Conflicting opinions concern whether school districts must comply with these posting requirements for their employees who do not participate in IMRF. Contact the board attorney for advice.

Annually by Oct. 1, each school board must report to ISBE the base salary and benefits of the superintendent, administrators, and teachers it employs (105 ILCS 5/10-20.47). Before this annual reporting to ISBE, the information must be presented at a regular school board meeting and then posted on the district's website, if any.

General School Administration

Administrative Personnel Other Than the Superintendent ¹

Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with the District's needs and State law. This policy applies to all administrators other than the Superintendent, including without limitation, Building Principals. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description. ² In the event of a conflict, State law and/or the administrator's employment agreement shall control.

Qualifications

All administrative personnel shall be appropriately certificated licensed and shall meet all applicable requirements contained in State law and Illinois State Board of Education rule rules. ³

Evaluation

The Superintendent or designee shall evaluate all administrative personnel and make employment and salary recommendations to the Board. ⁴

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

¹ State or federal law controls this policy's content. 105 ILCS 5/10-23.8a requires each principal, assistant principal, and other school administrator to be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

² Job descriptions are advisable, but optional. See policy 5:30, *Hiring Process and Criteria*, for a discussion of job descriptions. An ISBE rule (23 Ill.Admin.Code §1.310) allows *divided service*, meaning that a superintendent or principal may be employed by two school districts or serve in 2 professional capacities provided that full-time equivalency results in a maximum of one full-time position. In districts with an enrollment of 100 or fewer, an individual may serve as superintendent/principal and teach up to ½ day.

³ ~~105 ILCS 5/21-7.1 and its implementing rule 23 Ill.Admin.Code §1.705 contain administrative certificate requirements; 105 ILCS 5/21B-20 and 5/21B-25 govern Professional Educator Licenses and administrative, principal, and chief school business official endorsements. The requirements for supervisory or administrative staff are in 23 Ill.Admin.Code §1.705; the requirements for endorsements are in 23 Ill.Admin.Code Part 25, Subpart E. Standards for Administrative Endorsements are in 23 Ill.Admin.Code Part 29.~~

The following option may be added at the end of this paragraph:

Administrative personnel must reside in the District within a specified period as provided in their applicable initial employment agreement.

State law (105 ILCS 5/24-4.1) prohibiting residency requirements for teachers does not apply to non-instructional personnel, e.g., assistant principals. Owen v. Kankakee School Dist., 632 N.E.2d 1073 (Ill.App.3, 1994). A board may impose residency requirements on a principal or assistant principal only if the individual's initial contract with the district made residency an express condition of employment or continued employment as a principal (105 ILCS 5/10-21.4a). Residency within a district may not be considered in determining a principal's compensation, assignment, or transfer (Id.).

Administrators shall annually present evidence to the Superintendent of professional growth through attendance at educational conferences, additional schooling, in-service training, and Illinois Administrators' Academy courses, or through other means as approved by the Superintendent. ⁵

Administrative Work Year

The work year for administrators shall be the same as the District's fiscal year, July 1 through June 30, unless otherwise stated in the employment agreement. In addition to legal holidays, administrators shall have vacation periods as approved by the Superintendent. All administrators shall be available for work when their services are necessary. ⁶

Compensation and Benefits

The Board and each administrator shall enter into an employment agreement that complies with Board policy and State law. ⁷ The terms of an individual employment contract, when in conflict with this policy, will control.

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the

⁴ All licensed school district employees must be evaluated (105 ILCS 5/24A-1, 23 Ill.Admin.Code §1.320). Each district must implement a performance evaluation plan for its principals and assistant principals (105 ILCS 5/24A-15, 23 Ill.Admin.Code §50.300). The statutory deadline for evaluating principals and assistant principals depends on whether the individual's employment contract is for one year or multiple years: (1) the evaluation of individuals on a single year contract must take place annually by March 1, and (2) the evaluation of individuals on a multi-year contract must take place by March 1 of the contract's final year (105 ILCS 5/24A-15). Individual contracts may require an earlier deadline. 105 ILCS 5/24A-3 requires that an individual who conducts an evaluation of a teacher, principal, or assistant principal, (1) be prequalified before undertaking any evaluation, and (2) participate in a regularly scheduled retraining program.

⁵ The professional growth reporting requirements in this paragraph are optional. However, professional development activities are required for license renewal. 105 ILCS 5/21B-45 contains the license renewal process.

A school board must require the administrators who evaluate employees to complete training on the evaluation of licensed personnel that is provided or approved by ISBE (105 ILCS 5/24A-3 and 5/24A-20(a)(4)). Any prequalification process or retraining program developed and used by a school district must, at a minimum, meet the requirements of 23 Ill.Admin.Code Part 50, Subpart B. Administrative personnel must participate in this training (1) before they evaluate, and (2) at least once during each certificate renewal cycle (*Id.*).

⁶ Legal holidays are provided by 105 ILCS 5/24-2.

⁷ According to 105 ILCS 5/10-23.8a, a principal, assistant principal, and any other school administrator must be employed under either: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights but does not lose any previously acquired tenure credit with the district. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators.

The employment contract should be in writing even though the School Code does not require it to be written. Contact the board attorney for assistance. An administrator who is not working under a written contract is presumed to have a contract of one year's duration. Schaumburg Community Consolidated School Dist. v. TRS, 985 N.E.2d 305 (Ill.App.4, 2013)(interpreting 105 ILCS 5/10-23.8a). The Ill. Statute of Frauds may make it impossible to execute an oral multi-year administrator contract or to orally extend a multi-year written contract (740 ILCS 80/1).

The Open Meetings Act requires all Ill. Municipal Retirement Fund (IMRF) employers, which includes school boards, to: (1) within 6 business days after approving a budget, web-post each employee's total compensation package if it exceeds \$75,000 per year; and (2) at least 6 days before approval, web-post an employee's total compensation package if it is \$150,000 or more (5 ILCS 120/7.3). Conflicting opinions concern whether school districts must comply with these posting requirements for their employees who do not participate in IMRF. Contact the board attorney for advice.

Annually by Oct. 1, each school board must report to ISBE the base salary and benefits of the superintendent, administrators, and teachers it employs (105 ILCS 5/10-20.47). Before this annual reporting to ISBE, the information must be presented at a regular school board meeting and then posted on the district's website, if any.

April

March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues. ⁸

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel. ⁹

LEGAL REF: 105 ILCS 5/10-21.4a, ~~5/21-7.1~~ 5/10-23.8a, ~~5/24A-1~~ 5/10-23.8b, ~~5/24A-3~~, ~~5/24A-4~~ 5/21B, and 5/24A. ~~-20~~
23 Ill.Admin.Code §§1.310, 1.705, and ~~1.705~~ 50.300; and Parts 25 and 29.

CROSS REF: 3:60 (Administrative Responsibility of the Building Principal), 5:30 (Hiring Process and Criteria), 5:250 (Leaves of Absence)

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

⁸ State law does not address when the board should consider salary issues ~~should be presented to, or considered by, the board.~~ The March deadline was chosen because the ~~contract year is typically July 1—June 30 and districts need adequate time to consider non-renewals and demotions before giving~~ statutory notice. deadline for reclassification is April 1 of the year in which a principal or assistant principal's contract expires unless the contract provides for an earlier deadline (105 ILCS 5/10-23.8b). Alternatively, the policy could require that recommendations be presented "in a timely manner."

⁹ State law does not require that administrative and teaching personnel receive identical benefits and leaves of absence, but it does set the minimum in days and type for all certificated personnel. ~~See policy 5:250, Leaves of Absence, for the leaves of absence provided by State law.~~

General School Administration

Administrative Responsibility of the Building Principal ¹

Duties and Authority

The School Board, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools, and may employ Assistant Principals. The primary responsibility of a Building Principal is the improvement of instruction. ² Each Building Principal shall perform all duties as described in State law as well as such other duties as specified in his or her employment agreement or as the Superintendent may assign, that are consistent with the Building Principal's education and training. ³

~~The Board and each Building Principal and Assistant Principal shall enter into an employment agreement that conforms to Board policy and State law. The terms of an individual employment contract, when in conflict with this policy, will control.~~

Each Building Principal and Assistant Principal shall complete State law requirements to be a prequalified evaluator before conducting an evaluation of a teacher or assistant principal. ⁴

Evaluation Plan

The Superintendent or designee shall implement an evaluation plan for Principals and Assistant Principals that complies with Section 24A-15 of the School Code and relevant Illinois State Board of

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

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

² Required by 105 ILCS 5/10-21.4a.

³ An alternative follows: "...or as agreed upon by the Building Principal and Superintendent."

The principal's duties are generally described in 105 ILCS 5/10-21.4a and 5/24A-15(c-5). However, many other statutes impose additional duties, e.g., 105 ILCS 127/ (requires principals to report to the police any violations of the Controlled Substance Act occurring at specified locations); 105 ILCS 5/10-20.14 (requires reciprocal reporting of criminal offenses committed by students); and 730 ILCS 152/ and 154/ (requires notification to parents/guardians that information about sex offenders and violent offenders against youth is available). The county clerk may appoint high school principals or their designees as deputy registrars to accept voter registrations of eligible students (10 ILCS 5/4-6.2). The Firearm Concealed Carry Act requires a principal to notify the State Police whenever he or she determines that a student (or any person) poses a "clear and present danger to himself, herself or to others" (430 ILCS 66/105, ~~added by P.A. 98-63~~; 405 ILCS 5/6-103.3, amended by P.A. 98-63). Lawyers disagree whether this requirement violates the federal Family Educational Rights and Privacy Act. Contact the board attorney for advice.

⁴ This ~~optional sentence~~ restates ~~State law~~ (105 ILCS 5/24A-3; ~~and~~ 23 Ill.Admin.Code Part 50, Subpart E, ~~Training for Evaluators~~). ~~Individuals who evaluate teachers, principals, or assistant principals must: (1) be prequalified, and (2) participate in a regularly scheduled retraining program. The prequalification and retraining programs must be either developed or approved by ISBE.~~

105 ILCS 5/24A-5 permits a first-year principal to evaluate a teacher; however, a new 2-year evaluation plan must be established for any tenured teacher who is evaluated by a first-year principal (105 ILCS 5/24A-5, amended by P.A. 98-470).

~~Anyone who has not previously been a principal in Ill. must participate in ISBE's new principal mentoring program; however, implementation of a principal mentoring program in any given year is dependent upon an appropriation (105 ILCS 5/2-3.53a; 23 Ill.Admin.Code Part 35). Annually by June 1, each superintendent must report to the State Superintendent the expected number of 1st-year and 2nd-year principals along with information specified in 23 Ill.Admin.Code §35.20.~~

Education rules. 5 Using that plan, the Superintendent or designee shall evaluate each Building Principal and Assistant Principal. 6 The Superintendent or designee may conduct additional evaluations.

Qualifications and Other Terms and Conditions of Employment

Qualifications and other terms and conditions of employment are found in Board policy 3:50, Administrative Personnel Other Than the Superintendent.

LEGAL REF.: 10 ILCS 5/4-6.2.
105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, 5/10-23.8a, 5/10-23.8b, and 5/24A-15.
105 ILCS 127/.
23 Ill.Admin.Code Parts 35 and 50, Subpart D.

CROSS REF.: 3:50 (Administrative Personnel Other Than the Superintendent), 5:250 (Leaves of Absence)

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

5 Each district must implement a performance evaluation plan for its principals and assistant principals (105 ILCS 5/24A-15, 23 Ill.Admin.Code §50.300). A board may substitute this alternative for the first sentence: "The Superintendent or designee shall implement a principal and assistant principal evaluation plan that complies with State law." The statutory deadline for evaluating principals and assistant principals depends on whether the individual's employment contract is for one year or multiple years: (1) the evaluation of individuals on a single year contract must take place annually by March 1, and (2) the evaluation of individuals on a multi-year contract must take place by March 1 of the contract's final year (105 ILCS 5/24A-15). Individual contracts may require an earlier deadline.

6 Required by 105 ILCS 5/10-21.4a and 5/24A-15. For a principal who also serves as the district superintendent, the evaluator must be appointed by the school and not be the person whose performance as principal is being evaluated (23 Ill.Admin.Code §50.300). In addition, the evaluator must hold a valid professional educator license endorsed for superintendent issued under Article 21B and have completed the prequalification process and any retraining, as applicable. Add this option if appropriate: "...or, in the absence of the Superintendent or his or her designee, an individual appointed by the School Board who holds a registered-Type 75-State-administrative-certificate, valid professional educator license endorsed for superintendent."

Implementation of a principal mentoring program in any given year is dependent upon an appropriation sufficient to provide services to all first-year principals (105 ILCS 5/2-3.53a; 23 Ill.Admin.Code Part 35). Sufficient funding is based on the anticipated number of participants and the total amount of the appropriation for the mentoring. Annually by June 1, each superintendent must report to the State Superintendent the expected number of 1st-year or 2nd-year principals along with information about them (23 Ill.Admin.Code §35.20). Each principal in his or her first year of employment must participate in mentoring activities during years when the program is implemented. If sufficient appropriations exist, principals in their second year of employment may elect to participate in a second year of mentoring if the principal has completed the mentoring program in the previous school year.

Operational Services

Insufficient Fund Checks and Debt Recovery

Insufficient Fund Checks ¹

The Superintendent or designee is responsible for collecting up to the maximum fee authorized by State law for returned checks written to the District that are not honored upon presentation to the respective bank or other depository institution for any reason. The Superintendent is authorized to contact the ~~District's Board~~ Attorney whenever necessary to collect the returned check amount, fee, collection costs and expenses, and interest.

Delinquent Debt Recovery ²

The Superintendent is authorized to seek collection of delinquent debt owed the District to the fullest extent of the law. ³

~~To participate in the-~~ A Local Debt Recovery Program may be available through the Illinois Office of the Comptroller (IOC) in the future. To participate in it, an intergovernmental agreement (IGA) between the District and the IOC must be in existence. The IGA establishes the terms under which the District may refer a delinquent debt owed it over to the IOC for an offset (deduction). ~~The~~ IOC may execute an offset of, in the amount of the delinquent debt owed to the District, from a future payment that the State makes to an individual or entity responsible for paying the delinquent debt.

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

¹ State law controls this policy's content. 810 ILCS 5/3-806 authorizes a \$25.00 collection fee whenever a check is not honored upon presentation because the individual does not have an account with the bank, the individual does not have sufficient funds in his or her account, or the individual does not have sufficient credit with the bank.

This fee may be considered punitive considering several banks rarely charge this amount for an insufficient funds check. To allow more flexibility for the superintendent and his or her designees to charge the full collection fee of \$25.00, a portion thereof, or none of it, the first sentence states "up to the maximum fee." Boards choosing to allow this flexibility should discuss equal protection issues with the board attorney. As a general rule, any flexibility should be applied with uniform rules to all individuals and/or groups to avoid triggering the Constitution's Equal Protection Clause.

Boards that wish to charge the maximum fee in all circumstances should delete the words *up to* in the first sentence: "The Superintendent or designee is responsible for collecting ~~up to~~ the maximum fee authorized by State law for returned checks written to the District that are not honored upon presentation to the respective bank or other depository institution for any reason."

² This section is optional but because the policy's title refers to debt recovery, at least the first sentence should be retained. The Ill. Office of the Comptroller (IOC) operates an Offset System for collecting debt owed to the State, political subdivisions of the State, and school districts by persons receiving payments from the State. Seeking debt recovery through an offset of a future payment the State makes to a debtor is optional. The requirements in this policy for obtaining an offset are either in statute or the IOC's intergovernmental agreement (IGA) (15 ILCS 405/10.05 and 10.05d, ~~amended by P.A. 97-632~~). The first step to participate is to enter into the IGA with the IOC's office. Contact a Local Debt Recovery Program (LDRP) manager with the IOC to join. Program managers work one-on-one with districts. The LDRP's general number is 312/814-2488 and email is ldrp@mail.ioc.state.il.us. Contact the board attorney for advice and assistance.

While this paragraph is not a prerequisite to participation in the Offset Program, it will help the board's monitoring function by identifying the Program's important components. Moreover, it serves as an element of due process by informing the public and the district's debtors that the district will collect debt through the Offset Program.

³ There are methods other than the IOC's Local Debt Recovery Program to collect delinquent debts owed to the school district, i.e., small claims court, private collection agencies, etc. If the district decides it will not ever seek to enter the IOC's Local Debt Recovery Program, keep the first sentence and delete everything after it.

The Superintendent or designee shall execute the requirements of the IGA. While executing the requirements of the IGA, the Superintendent or designee is responsible, without limitation, for each of the following:

1. Providing a District-wide, uniform, method of notice and due process to the individual or entity against whom a claim for delinquent debt payment (*claim*) is made. Written notice and an opportunity to be heard must be given to the individual or entity responsible for paying a delinquent debt before the claim is certified to the IOC for offset. The notice must state the claim's amount, the reason for the amount due, the claim's date or time period, and a description of the process to challenge the claim. An individual or entity challenging a claim shall be provided an informal proceeding to refute the claim's existence, amount, or current collectability; the decision following this proceeding shall be reviewable. If a waiver of student fees is requested as a challenge to paying the claim, and the waiver of student fees is denied, an appeal of the denial of a fee waiver request shall be handled according to 4:140, *Waiver of Student Fees*. If no waiver of student fees is requested, reviews regarding payment of the claim shall be handled according to this policy before certification to the IOC for offset.
2. Certifying to the IOC that the debt is past due and legally enforceable, and notifying the IOC of any change in the status of an offset claim for delinquent debt.
3. Responding to requests for information from the IOC to facilitate the prompt resolution of any administrative review requests received by the IOC.

LEGAL REF.: 15 ILCS 405/10.05 and 10.05d.
810 ILCS 5/3-806.

Instruction

Curriculum Content ¹

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, ² (f) social studies, (g) art, (h) music, ³ and (i) drug and substance abuse prevention. ⁴ A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level. ⁵
2. In grades 9 through ~~12~~, subjects include: (a) language arts, (b) ~~writing intensive course~~, (c) science, (d) mathematics, ⁶ (e) social studies including U.S. history, (f) ~~foreign language~~, (g) music, (h) art, (i) ~~driver and safety education~~, and (j) ~~vocational education~~. ⁷

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¹ Districts must have a policy on physical education (23 Ill.Admin.Code §1.420(p). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content. 23 Ill.Admin.Code §1.420 recommends that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

² 105 ILCS 5/2-3.156, added by P.A. 97-704, eff. 1-1-2013, requires ISBE to coordinate, adapt and develop middle and high school math curriculum models. There is no consistent definition for *middle school* or *high school* in either State or federal law. Districts are not required to use ISBE's models and may develop their own mathematics curricula.

The purpose of the math curriculum models will be to aid school districts and teachers in implementing the Common Core Standards. The ISBE has adopted new Math and English Language Arts (ELA) standards for K-12 education referred to as the "New Ill. State Learning Standards Incorporating the Common Core." The goal of incorporating the Common Core Standards into the State Goals for Learning is to better prepare Ill. students for success in college and the workforce in a competitive global economy. www.isbe.net/common_core/default.htm.

The terms Common Core Standards and the "New Ill. State Learning Standards Incorporating the Common Core" are synonymous. Referencing the Ill. Learning Standards includes them both. That is because they are incorporated by reference into ISBE's rules and State Goals for Learning. A district that wants to include the term *Common Core Standards* in its policy may do so; however, districts should understand that referring to the Common Core Standards only will cover only math and ELA learning standards and goals and not any other subject areas that the Ill. Learning Standards cover. The best practice is to continue using Ill. Learning Standards, which includes the Common Core Standards.

³ 23 Ill.Admin.Code §1.430.

⁴ 105 ILCS 5/27-13.2. House Resolution 824 (2014) urges all schools in Illinois to educate youth about the dangers of using heroin and the rising numbers of accidental deaths from heroin overdoses (1) through comprehensive drug education programs, including the Drug Abuse Resistance Education (DARE) program, and (2) especially on Ill. Heroin Abuse Awareness Day, November 4, 2014. No guidance on age appropriate instruction for heroin abuse is provided in the resolution.

⁵ 105 ILCS 5/10-20.53.

⁶ 105 ILCS 5/2-3.156, added by P.A. 97-704, eff. 1-1-2013. See f/n 2.

105 ILCS 5/27-22, amended by P.A. 98-885, allows the substitution of an advanced placement computer science course for a year of mathematics. For specific requirements, see 6:300-E2, State Law Graduation Requirements, and 6:310, High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students.

⁷ 23 Ill.Admin.Code §1.440, 105 ILCS 5/27-22. The General Assembly encouraged school boards to implement American sign language courses into the school foreign language curriculum (105 ILCS 5/10-20.46). Senate Joint Resolution 68, 96th General Assembly, encourages school districts to explore the introduction of Arabic as a foreign language in their curriculums.

Students otherwise eligible to take a driver education course must receive a passing grade in at least 8 courses during the previous 2 semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest. ⁸ The course shall include classroom instruction on distracted driving as a major traffic safety issue. ⁹ Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle. ¹⁰ The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration. ¹¹

3. In grades 7 through ⁸12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught. ¹²
4. In kindergarten through grade ⁸12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence. ¹³
5. In grades kindergarten through ⁸12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response. ¹⁴

School districts may contract with a commercial driver training school (CDTS) for driver education by obtaining a waiver or modification of the administrative rules and regulations promulgated by the ISBE or a modification of School Code mandates (105 ILCS 5/2-3.25g, amended by P.A. 97-1025, eff. 1-1-13). See 2:20-E, *Waiver and Modification Request Resource Guide*. To qualify to contract with a school district, a CDTS must (a) hold a valid license issued by the Ill. Sec. of State, and (b) provide instructors who hold a valid Ill. teaching certificate or license (*Id.*). A district contracting with a CDTS must provide a list to ISBE of the CDTS instructors (*Id.*). The list must include the name, personal ISBE identification number, birth dates, and driver's license number of each instructor who will teach driver education (*Id.*).

⁸ 105 ILCS 5/27-24.2.

⁹ 105 ILCS 5/27-24.2.

¹⁰ 105 ILCS 5/27-17.

¹¹ The Ill. Vehicle Code, 625 ILCS 5/6-408.5, amended by P.A. 98-718, contains these requirements; they are paraphrased below and may be added to the policy or otherwise disseminated.

Before a certificate of completion will be requested from the Secretary of State, a student must receive a passing grade in at least 8 courses during the 2 semesters last ending before requesting the certificate. A certificate of completion will not be requested for any person less than 18 years of age who has dropped out of school unless the individual provides:

1. Written verification of his or her enrollment in a GED high school equivalency or alternative education program or a GED high school equivalency certificate (formerly GED certificate);
2. Written verification that before dropping out, the individual had received passing grades in at least 8 courses during the 2 previous semesters last ending before requesting a certificate;
3. Written consent from the individual's parent/guardian and the Regional Superintendent; or
4. Written waiver from the Superintendent of the School District in which the individual resides or resided at the time he or she dropped out of school, or from the chief school administrator with respect to a dropout who attended a non-public high school. A waiver may be given if the Superintendent or chief administrator deems it to be in the individual's best interests.

¹² 105 ILCS 5/27-23.3.

¹³ 105 ILCS 5/27-23.4.

¹⁴ 47 C.F.R. § 54.520(c)(1)(i) and 105 ILCS 5/27-13.3 control this section. "Grades kindergarten through 12" is used because federal law requires school districts that receive E-rate funding to certify that they have an Internet safety education policy for all minors (47 C.F.R. § 54.520(c)(1)(i)). This federal law defines *minors* as any individual who has not attained the age of 17 years (47 C.F.R. § 54.520(a)(4)).

6. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage. 15
7. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process. 16
8. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course. For exemptions and substitutions, see policies 6:310, High School Credit for Alternative Courses and Programs, and Non-District Experiences; Course Substitutions; Re-Entering Students and 7:260, Exemption from Physical Activity. 17
9. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and

105 ILCS 5/27-13.3 requires a unit on Internet safety for students in grades 3 or above. It recommends 7 topics for the unit on Internet safety and required ISBE to "make available resource materials for educating children regarding child online safety." It also invites schools to "adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12."

For boards that do not receive E-rate funds and do not want to exceed the requirements of the School Code, replace this section with the following sentence: "In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee."

15 105 ILCS 5/27-12.

Because of the negative outcomes associated with bullying in schools, the Ill. General Assembly has also found "that [school districts] should educate students, parents, and school district personnel about what behaviors constitute prohibited bullying" (105 ILCS 5/27-23.7(a), amended by P.A. 98-669). A board may want to add the following option:

Instruction in all grades should include educating students about behaviors that violate Board policy 7:180, Prevention of and Response to Bullying, Intimidation, and Harassment.

The Ill. General Assembly invited boards to "make suitable provisions for instruction in bullying prevention and gang resistance education and training in all grades and include such instruction in the courses of study regularly taught therein those grades," 105 ILCS 5/27-23.710(c). A board that shares this concern may add the following option: "In addition, in all grades, bullying prevention and gang resistance education and training must be taught."

16 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

Note that the Illinois statute does not require every student to recite the Pledge – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the Pledge. West Virginia State Board of Education v. Barnett, 319 U.S. 624 (1943); Sherman v. Community Consolidated School Dist. 21 of Wheeling Township, 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the Pledge, such as, "You may now stand to recite the Pledge." Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

17 105 ILCS 5/27-5 requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by State law.

105 ILCS 5/27-6, amended by P.A. 98-116, describes when students may be excused from daily P.E. See also 23 Ill.Admin.Code §1.420(p). 105 ILCS 5/27-7 describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

105 ILCS 5/27-6 contains an exception to the daily P.E. requirement for schools engaged in block scheduling; if this is applicable, substitute this sentence for the last sentence in this paragraph:

Unless otherwise exempted, all students are required to engage daily during the school day, except on block scheduled days for those schools in block scheduling, in a physical education course.

avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law. ¹⁸

10. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. ¹⁹
11. In grades 9 through 12, consumer education must be taught, including: financial literacy; installment purchasing; budgeting, savings, and investing; banking; simple contracts; income taxes; personal insurance policies; the comparison of prices; homeownership; and the roles of consumers interacting with agriculture, business, labor unions, and government in formulating and achieving the goals of the mixed free enterprise system. ²⁰
12. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it. ²¹
13. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, ~~including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great~~

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¹⁸ 105 ILCS 110/3 and 23 Ill.Admin.Code §1.420(n). Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act. More detailed health education program content is described in administrative procedure 6:60-AP, *Comprehensive Health Education Program*. It includes the requirements for the development of a family life and sex education program (105 ILCS 5/27-9.1 and 110/3, ~~amended by 98-441, eff. 1-1-14~~), among other health education topics including *teen dating violence* (105 ILCS 110/3, ~~10, added by P.A. 98-190 and 1~~, see 7:185, *Teen Dating Violence Prohibited* for the required "teen dating violence policy") ~~and cardiopulmonary resuscitation and automated external defibrillator use (105 ILCS 110/3, amended by P.A. 98-632).~~

Citations for letters (a) - (e) in this paragraph follow:

- (a) 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (proper nutrition) and see also policy 6:50, *School Wellness*.
- (b) *Id.* (physical fitness) and see also policy 6:50, *School Wellness*.
- (c) *Id.* (sound mind and healthy body).
- (d) 105 ILCS 5/27-13.2 (dangers and avoidance of abduction). The State Police and ISBE must develop instruction on child abduction prevention (20 ILCS 2605/2605-480).
- (e) 105 ILCS 110/3, ~~amended by P.A. 97-1147~~ and 105 ILCS 5/10-23.13, ~~added by P.A. 96-1524~~ a/k/a *Erin's Law* (child sexual abuse prevention). *Erin's Law* requires a policy addressing child sexual abuse prevention. A sentence in 6:60-AP, *Comprehensive Health Education Program* restates the basic recommendations for a child sexual abuse prevention program from page 16 of the *Erin's Law* Taskforce Final Report (Report) to Governor Quinn at: www.isbe.state.il.us/reports/erins-law-final0512.pdf. The professional educator training component of *Erin's Law* is addressed in policy 5:100, *Staff Development*. The Report also encourages parental involvement because parents play a key role in protecting children from child sexual abuse.

¹⁹ 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/ for the Vocational Education Act.

²⁰ 105 ILCS 5/27-12.1; 23 Ill.Admin.Code §1.420(k).

²¹ 105 ILCS 5/27-13.1 and 23 Ill.Admin.Code §1.420(l).

~~Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State. 22~~

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week. 23

14. In grade 7 ~~and all high school~~ courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film. 24
15. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. 25
16. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women. 26
17. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans. 27
18. ~~In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80. 28~~
19. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement. 29

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22 105 ILCS 5/27-21 and 23 Ill.Admin.Code §1.420(r).

23 Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, Dec. 8, 2004; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: "[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year"

24 105 ILCS 5/27-3.5. The Congressional Medal of Honor film is available on ISBE's website for no cost at www.isbe.net/curriculum/html/medal_of_honor.htm.

25 105 ILCS 5/27-20.3 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*.

26 105 ILCS 5/27-20.5 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*. House Resolution 365 (2013) and Senate Resolution 1073 (2014) both urges all Illinois educators to share with students of an appropriate age the story of *comfort women* when discussing the history of Asia or World War II, or the issue of human trafficking.

27 105 ILCS 527-20.4 requires the curriculum to include a *unit of instruction* on this subject but does not specify the amount of time that constitutes a *unit of instruction*.

28 105 ILCS 5/2-3.80(e) or (f).

29 105 ILCS 5/27-23.8. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. The statute requires that the instruction be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. It urges districts to request individuals with disabilities to assist with the development and delivery of this instruction and allows instruction to be supplemented by knowledgeable guest speakers.

LEGAL REF.: 5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-24.2, 435/, and 110/3.
625 ILCS 5/6-408.5.
23 Ill.Admin.Code §§1.420, 1.430, and 1.440.
Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of Division J.
Protecting Children in the 21st Century Act, Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008).
47 C.F.R. §54.520.

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:235 (Access to Electronic Networks), 6:70 (Teaching About Religions), 7:185 (Teen Dating Violence Prohibited), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:190 (Student Discipline), 7:260 (Exemption from Physical Activity)

Students

Residence

Resident Students

Only students who are residents of the District may attend a District school without a tuition charge, except as otherwise provided below or in State law. A student's residence is the same as the person who has legal custody of the student.

All returning District 64 students must re-verify residency annually prior to being admitted to attend class on the first day of school.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement of Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition. When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

If a student's family has documented plans to move into the District within 60 days of the date of enrollment, the student will be allowed to attend school by submitting payment to the School District on a per-diem basis for the number of anticipated

attendance days. The per-diem rate is the amount listed in the most recent Annual Financial Report (Illinois State Board of Education Form 50-35) per capita cost of conducting and maintaining the District's schools. When documented proof of occupancy in District 64 is provided to the business office, a reconciliation of the tuition due will be made accordingly.

Any request for exception to that portion of this policy requiring payment for the number of anticipated attendance days shall be made to the Superintendent.

Non-Resident Students

Non-resident students may not attend District schools.

Admission of Non-Resident Students Pursuant to an Agreement or Order

Non-resident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.
2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and non-resident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required to establish residency. Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedures, govern the enrollment of homeless children.

Challenging a Student's Residence Status

If the Superintendent or designee determines that a student attending school is a non-resident of the District, he or she on behalf of the Board, shall notify the person who enrolled the student of the tuition amount that is due. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by The School Code, 105 ILCS 5/10-20.12b.

- LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. § 11431 et seq. {only if the District receives Title I funds}
105 ILCS 5/10-20.12a, 5/10-20.12b, 5/10-22.5, 5/10-22.5 and 105ILCS 45
23 Ill. Admin. Code '1.240.
Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School Dist. 200, 601 N.E.2d 1264 (Ill.App. 1, 1992).
Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650 (Ill.App.1, 1997).
Kraut v. Rachford, 366 N.E.2d 497 (1st Dist. 1977).
- CROSS REF.: 6:15 (School Accountability containing "School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring"), 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy)
- ADOPTED: October 27, 1997
- REVISED: November 9, 1998
- REVISED: November 25, 2002
- REVISED: January 24, 2005
- REVISED: January 23, 2006
- REVISED: May 11, 2009
- REVISED: November 15, 2010
- REVISED: April 4, 2011

Community Relations

Community Use of School Facilities

School facilities are available to community organizations during non-school hours when such use does not: (1) interfere with any school function or affect the safety of students or employees, or (2) affect the property or liability of the School District. The use of school facilities for school purposes has precedence over all other uses. The District reserves the right to cancel previously scheduled use of facilities by community organizations and other groups. The use of school facilities requires the prior approval of the Superintendent or designee and is subject to applicable procedures.

Persons on school premises must abide by the District's conduct rules at all times.

Student groups, school-related organizations, government agencies, and non-profit organizations are granted the use of school facilities at no cost during regularly staffed hours. Fees and costs shall apply during non-regularly staffed hours and to other organizations granted use of facilities at any time. A fee schedule and other terms of use shall be prepared by the Superintendent and be subject to annual approval by the School Board.

Insert

Due to the extensive scope of work and the vacation schedule of custodial staff during the summer months as the District prepares the buildings for the start of school, use of the facilities is prohibited.

LEGAL REF.: 20 U.S.C.§ 7905.

105ILCS 5/19-2.2.

105 ILCS 5/10-20.40,5/10-22.10 and 5/29-3.5.

Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).

Lamb's Chapel v. Center Moriches Union Free School District, 113 S.Ct. 2141.

Rosenberger v. Rector and Visitors of Univ. of Va., 515 U.S. 819 (1995).

CROSS REF.: 7:330 (Student Use of Buildings – Equal Access), 8:25 (Distribution and Display of Community Flyers and Posters), 8:30 (Conduct On School Property)

ADMIN.PRO.: 8:20-AP (Community Use of School Facilities)

ADOPTED: October 27, 1997

REVISED: October 22, 2001

REVISED: November 25, 2002

REVISED: August 17, 2004

REVISED: January 28, 2008

REVISED: January 28, 2014

REVISED: March 25, 2015

Consent Agenda

ACTION ITEM 15-08-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of August 24, 2015 which includes the Personnel Report; Bills, Payroll and Benefits; Approval of July Financials Ending July 31, 2015 and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report
August 24, 2015

Stacey Carvatta	Employ as Lunch Program Head Supervisor at Field School beginning August 18, 2015 - \$13.00.
Julie Dinverno	Employ as 4th Grade Teacher at Franklin School beginning August 20, 2015 - \$47,794.18 (prorated 182 days).
Katie Elder	Employ as Special Needs Assistant at Franklin School beginning August 17, 2015 - \$20,001.15.
Fran Franceschina	Employ as Secretary for Student Services, Level III at ESC beginning August 17, 2015 - \$27,765.15.
Beth Gelfand	Employ as Special Needs Assistant at Roosevelt School effective August 17, 2015 - \$20,001.15.
Carolyn Glidden	Employ as Instructional Resource Teacher at Roosevelt School beginning August 21, 2015 - \$54,669.24 (prorated 181 days).
Janet Groll	Employ as (.40) Occupational Therapist at Jefferson School beginning August 17, 2015 - \$25,000.00.
Debra Keane	Employ as Special Needs/One-on-One Assistant at Roosevelt School effective August 17, 2015 - \$20,001.15.
Kevin Michael	Employ as Instructional Technology Coach Teacher at Carpenter School beginning August 17, 2015 - \$60,423.00.
Dawn Oda	Employ as 10-Mo Secretary Level IV at Lincoln School beginning August 24, 2015 - \$25,457.25.
Brittany Pater	Employ as (.21) PE Health/Tech Teacher at Emerson/Roosevelt School beginning August 18, 2015 - \$10,202.22.
Michelle Raclaw	Employ as (.50) C of C Teacher at Field School beginning August 17, 2015 - \$27,939.00.
Irma Rendon-Gonzalez	Employ as 10-Mo Secretary/Office Associate, Level III at Washington School beginning August 17, 2015 - \$18,296.85.
Stephanie Voys	Employ as Special Needs Assistant at Jefferson School beginning August 18, 2015 - \$19,898.58.
Michelle Wasilewski	Employ as 6th Grade Social Studies/Science Teacher at Lincoln School beginning August 17, 2015 - \$48,582.00.

Personnel Report
August 24, 2015

Jennifer Zawilla	Employ as Special Needs Assistant at Roosevelt School beginning August 18, 2015 - \$19,898.58.
Julie Flyke	Change of assignment from (.60) Speech Language Pathologist at Emerson School to fulltime Speech Language Pathologist at Emerson School effective August 17, 2015.
Heather Frieese	Change of assignment from (.57) Physical Education Teacher at Washington School to (.63) Physical Education Teacher at Washington School effective August 17, 2015.
Jackie Mayer	Change of assignment from (.89) Spanish Teacher at Carpenter School to fulltime Spanish Teacher at Carpenter School effective August 17, 2015.
Samantha Meza	Change of assignment from (.68) Physical Education Teacher at Field School to (.52) Physical Education Teacher at Field School effective August 17, 2015.
Melissa Milostan	Change of Assignment as C of C Language Arts/Math Teacher at Emerson School to C of C Math Teacher at Lincoln School effective August 17, 2015.
Joanne Mulvihill	Change of assignment from 2nd Grade Teacher at Roosevelt School to 1st Grade Teacher at Roosevelt School effective August 17, 2015.
Janet Petrielli	Change of assignment from Office Associate 4 hours 15 minutes per day at Carpenter School to Office Associate 5 hours 30 minutes per day at Carpenter School effective August 17, 2015.
Julie Voigt	Change of assignment from (.53) Art Teacher at Roosevelt School to (.445) Art Teacher at Roosevelt School effective August 17, 2015.
Susan Balek	Change of location as Special Needs Assistant at Emerson School to Special Needs Assistant at Jefferson School effective August 17, 2015.
Keith Engeriser	Change of location as Physical Education Teacher at Emerson School to Physical Education Teacher at Washington School effective August 17, 2015.
Melissa Milostan	Leave of Absence Request, Maternity/FMLA – C of C Math Teacher at Lincoln School effective January 18, 2016 – April 8, 2016 (tentative).

Personnel Report
August 24, 2015

Ashley Apa	Resign as Instructional Resource Assistant at Field School effective June 12, 2015.
Caroline Brzozowski-Charneske	Resign as Instructional Resource Assistant at Roosevelt School effective June 12, 2015.
Elizabeth Kim	Resign as Instructional Resource Assistant at Roosevelt School effective June 12, 2015.
Lisa Szykowski	Resign as Special Needs Assistant at Jefferson School effective June 12, 2015.
Amanda Affetto	Termination as Occupational Therapist for Jefferson School Effective August 17, 2015.

APPROVAL OF BILLS AND PAYROLL

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

Bills

10 - Education Fund -----	\$ 923,512.30
20 - Operations and Maintenance Fund -----	\$ 95,376.58
30 - Debt Services -----	\$ -
40 - Transporation Fund -----	\$ 5,812.38
50- Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ -
80 - Tort Immunity Fund -----	\$ 3,469.00
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 122404 - 122502

Total: \$ 1,028,170.26

Payroll and Benefits for Month of July, 2015

10 - Education Fund -----	\$ 665,079.44
20 - Operations and Maintenance Fund -----	\$ 315,287.43
40 - Transportation Fund -----	\$ -
50 - IMRF/FICA Fund -----	\$ 60,416.51
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 11722 - 11744

Direct Deposit: 900080431 -900080899

Total: \$ 1,040,783.38

This report can be viewed on the District 64 website on the Financial Data-Current link.

<http://www.d64.org/business/financial-data-current.cfm>

To: Laurie Heinz, Superintendent
Board of Education

From: Luann Kolstad, Chief School Business Official

Subject: Executive Summary – Financial Update for the Period Ending July 31, 2015

Date: August 24, 2015

Attached for your review are the following documents:

- Fund Balance Report – As of July 31, 2015
- Revenue Report – As of July 31, 2015
- Expenditure Report – As of July 31, 2015.

We have changed the format and number of documents we are supplying to the board. The administration hopes that the board finds this information much easier to review. Please let me know if you have any questions or comments.

This report can be viewed on the District 64 website on the Financial Data-Current link.

<http://www.d64.org/business/financial-data-current.cfm>

Approval of Minutes

ACTION ITEM 15-08-6

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 August 10, 2015 and Closed Session Meeting Minutes on August 10, 2015.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Regular Board of Education Meeting held at 7:30 p.m.
August 10, 2015
Jefferson School – Multipurpose Room
8200 Greendale Avenue
Niles, IL 60714**

Board President Anthony Borrelli called the meeting to order at 7:02 p.m. Other Board members in attendance were Dathan Paterno, Vicki Lee and Bob Johnson. Board member Mark Eggemann arrived during the closed session. Board member Scott Zimmerman arrived during the meeting at 10:09 p.m. Board member Tom Sotos was absent. Also present were Superintendent Laurie Heinz, Chief School Business Official Luann Kolstad, Assistant Superintendent Joel Martin, Director of Student Services Jane Boyd, Public Information Coordinator Bernadette Tramm, and three 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>.

BOARD ADJOURNS TO CLOSED SESSION

At 7:03 p.m., it was moved by Board President Borrelli and seconded by Board member Johnson 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 [5 ILCS 120/2(c)(1)].

Board Adjourns
to Closed
Session

The votes were cast as follows:

AYES: Paterno, Borrelli, Lee, Johnson

NAYS: None.

PRESENT: None.

ABSENT: Sotos, Zimmerman, Eggemann

The motion carried.

At 7:03 p.m., it was moved by Board President Borrelli and seconded by Board member Paterno to adjourn to closed session to discuss litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2 (c)(11)].

The votes were cast as follows:

AYES: Johnson, Lee, Borrelli, Paterno

NAYS: None.

PRESENT: None.

ABSENT: Eggemann, Zimmerman, Sotos

The motion carried.

The Board adjourned from closed session at approximately 7:54 p.m. and immediately resumed the regular Board meeting. Board member Eggemann had arrived during the closed session. In addition to those mentioned above, also present were Assistant Superintendent Lori Lopez, Director of Innovation & Instructional Technology Mary Jane Warden, and four members of the public.

Speaking for himself as an individual, Board President Borrelli made a personal statement in response to criticism expressed in a local blog and noted that expanded information is available on his personal website: www.borrellid64.com.

PUBLIC COMMENTS

Public
Comments

Board President Borrelli invited public comments on topics not on the agenda; none were received.

Board members agreed by consensus to alter the order of the published agenda.

APPOINTMENT OF DIRECTOR OF FACILITY MANAGEMENT

Appointment of
Director of Facility
Management

Dr. Heinz reviewed the process of selecting a new Director of Facility Management, and noted that Board member Johnson had participated on the interview team for the three final candidates before Ronald DeGeorge was selected to recommend to the Board for appointment. Dr. Heinz reported that Mr. DeGeorge has 18 years of direct experience in school district buildings and grounds management, including 16 as the supervisor in elementary District 23 Prospect Heights where he was involved in an exemplary geothermal project and greatly improved the condition of all the district's facilities. Dr. Heinz noted that his two years as a maintenance foreman in high school District 211 also broadened his school-related experience. Dr. Heinz noted that Mr. DeGeorge has a significant background in the trades, with a total of 11 years of experience in HVAC/electrical contracting work, during 8 of which he managed his own company and employees. Prior to that, he had 15 years of experience in the trucking industry and as a commercial lighting sales engineer. He has been a licensed electrician for 27 years. Dr. Heinz stated Mr. DeGeorge's work ethic was praised as outstanding and that he will bring tremendous leadership and experience to District 64. Dr. Heinz reported that the new director is entering District 64 at a crucial time over the next five years with the implementation of the Master Facility Plan and health life safety projects. She reviewed the responsibilities of the position, and noted that his ability to lead the District's maintenance team to complete health life safety and other projects internally as well as improve the ongoing work of the department will be important contributions.

ACTION ITEM 15-08-2

Action Item
15-08-2

It was moved by Board member Johnson and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Ronald DeGeorge as the Director of Facility Management effective August 25, 2015.

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Borrelli, Paterno

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman, Sotos

The motion carried.

DISCUSSION ON 2014 TAX LEVY RATE

Discussion on
2014 Tax Levy
Rate

CSBO Kolstad reported on the 2014 levy draft final rate and extension received from the Cook County Clerk, and reviewed the calculation of the rate in relationship to the Consumer Price Index (CPI) and the Property Tax Extension Limitation Law (PTELL). She noted that the District's Equalized Assessed Valuation (EAV) had increased slightly for 2014 over the 2013 EAV. She responded to Board members' questions and reviewed how new construction is added to the tax rolls, how it impacts the tax cap, how the Cook County multiplier works, and the calculation of the limiting rate. She reported that the Cook County Clerk had calculated District's 2014 tax extension would be just over \$61.8 million with an estimated total tax rate of 4.3744 for the operating funds plus a separate extension rate of 0.2352 for bond and interest that would generate about \$3.3 million.

DISCUSSION AND REVIEW OF UNAUDITED JUNE 30, 2015 FISCAL YEAR AND BOARD ADOPTION OF 2015-16 TENTATIVE BUDGET & ESTABLISHMENT OF PUBLIC HEARING DATE

Discussion and
Review of Unaudited
June 30, 2015 Fiscal
Year and Board
Adoption of 2015-16
Tentative Budget &
Establishment of
Public Hearing Date

CSBO Kolstad reviewed the District's financial performance for the fiscal year beginning July 1, 2014 and ending June 30, 2015. She noted that the audit would take place in September. CSBO Kolstad then provided a high level review of the unaudited revenue and expenditures by fund for the year, pointing out areas of interest leading to further discussion by Board members, CSBO Kolstad and Dr. Heinz. CSBO Kolstad reported that the detailed expenditure and revenue reports had been generated through the Skyward system, and pointed out ways she would be working to make the presentation of data more useable for the Board going forward. Turning to the statement of position, CSBO Kolstad reported the District had ended the 2014-15 fiscal year with a surplus in the operating funds of about \$1.9 million, slightly more than anticipated. Moving into the 2015-16 fiscal year, she noted the tentative budget was also anticipating an operating

fund surplus of about \$1.6 million, which is expected to bring the District's operating fund balance to 257 days or 71.1%. Ms. Kolstad noted the Board could consider designating some portion of these funds for specific purposes, for example, to be used for construction projects or facilities maintenance related to the health life safety survey and master facilities plan. She also provided a list of the items in the tentative budget that had been changed since the first draft had been shared with the Board in May, and responded to Board member questions about the 2015-16 tentative budget in its current form. CSBO Kolstad noted that she would be looking at ways to streamline the accounts within the budget so it would be easier to monitor, and suggested a number of other options for the Board's consideration such as the formation of a Board Finance Committee. Moving forward, Dr. Heinz reported that financing options for construction work would be explored in greater depth at a September Board meeting with a presentation by adviser Elizabeth Hennessey of William Blair. CSBO Kolstad and Dr. Heinz noted the Board would continue to be updated on the budget as changes are made when final enrollment and staffing are in place and other information is available, prior to the Board's adoption of a final budget on September 28 following the public hearing. CSBO Kolstad suggested breaking the budget discussion into funds and focusing on several at a time for more in-depth review at intervening Board meetings.

ACTION ITEM 15-08-1

Action Item
15-08-1

It was moved by Board member Paterno and seconded by Board member Eggemann that the 2015-16 Tentative Budget be approved and that the public hearing be established on Monday, September 28, 2015 at 7:15 p.m. to be held at Roosevelt School, 1001 S. Fairview Avenue, Park Ridge, Illinois.

The votes were cast as follows:

AYES: Paterno, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: Sotos, Zimmerman

The motion carried.

SUMMER CONSTRUCTION UPDATE

Summer
Construction
Update

The Board agreed by consensus to advance this report from later in the meeting.

CSBO Kolstad provided an update on the status of construction and maintenance activities at all the schools as reported by the District's construction manager Nicholas & Associates. Mr. Kerry Leonard from FGM Architects offered additional information about the roof replacement work at Field School and the activities needed to repair accidental storm leakage on the third floor, along with the timeline for final completion. CSBO Kolstad and Mr. Leonard also reviewed details about the status of masonry repairs at Roosevelt, the gym partition replacement and masonry repair at Washington, Roosevelt track striping, and Lincoln bathroom and window repair

projects, among other items. He also noted that a tuck-pointing estimate had been requested for the chimney at the District ESC office. Mr. Leonard reported that he and CSBO Kolstad had met with incoming Director of Facility Maintenance DeGeorge to familiarize him with the master facility plan and health life safety materials. Dr. Heinz reported administration would be working to prioritize projects and return to the Board this fall with several recommended approaches. Following further discussion, it was agreed that the Board would meet on October 5 for a Committee-of-the-Whole on the Master Facilities Plan to review recommendations.

PRELIMINARY ENROLLMENT AND STAFFING REPORT

Preliminary Enrollment and Staffing Report

Assistant Superintendent Martin distributed the most current version, which is changing daily as staffing and enrollment changes. He noted that the anticipated District enrollment is likely to be much closer to last year's than anticipated, rather than declining. He reviewed the manner in which new sections are added up to the first day of school and how this compares to practices in other districts. Assistant Superintendent Martin and Dr. Heinz affirmed that 2015-16 would be a good time to review the District's process for adding sections, and suggested that they gather information about alternate approaches used in other districts as a basis for discussion. Dr. Heinz also affirmed that the District would continue to look at enrollments and school boundaries, and that this ongoing analysis actually is a component of the new Strategic Plan. Mr. Martin continued his review by school, focusing on specific grade levels where the numbers are growing close to the point where a new section would be added. He reaffirmed that the numbers would change daily as the opening day of school nears. The official sixth day of enrollment report will be presented to the Board in September.

Board member Zimmerman arrived at 10:09 p.m.

Board President Borrelli called for a brief recess; the meeting resumed at 10:16 p.m.

REVIEW INSTITUTE DAY PLANS

Review Institute Day Plans

Dr. Heinz reviewed plans for the staff Institute Day on Monday, August 17. She noted that all staff members would be gathered together this year for the kickoff program at the Pickwick Theater. She reported the program would include presentations from Board President Borrelli, PREA President Erin Breen and others, and that the Strategic Plan would be introduced to the staff. Dr. Heinz noted that continuous improvement would be the theme for the morning and that the guest speaker would focus on developing a growth mindset. Dr. Heinz extended a warm invitation to all Board members to attend.

SUPERINTENDENT EVALUATION/5-YEAR STRATEGIC PLAN CALENDAR

Superintendent Evaluation/5-Year Strategic Plan Calendar

Board President Borrelli noted that the Board's discussion of Dr. Heinz's proposed evaluation tool for 2015-16 would be split over two meetings. Dr. Heinz noted that in her first year in District 64, she had created a one-year road map that was the foundational document in the development of her evaluation tool, in combination with the educational leadership policy standards endorsed by the Illinois Association of School Boards

(IASB) and the Illinois Association of School Administrators. She recounted that the Board had worked with an IASB facilitator last year to develop the new evaluation tool, which is more rigorous and evidence-based than previous superintendent evaluation tools used in District 64. Dr. Heinz reported that as she enters her second year, the one-year roadmap has been replaced by the new 2020 Vision Strategic Plan as the guiding document for her work over the next five years. She noted that the plan's six strategic objectives are all embedded in the evaluation tool, as the plan is implemented in stages. She reported that work was already underway to map out the implementation schedule for each objective in the Strategic Plan and the strategies associated with achieving them. Dr. Heinz then reviewed each of the seven standards individually, and provided descriptions of the evidence that would be provided to support growth in the goal area. Board members suggested further items to be included in a revised draft to be discussed at the next meeting. Board President Borrelli also suggested the Board consider discussing at the next meeting whether to tie specific remuneration for meeting performance objectives into the evaluation tool for 2015-16.

CONSENT AGENDA

Consent
Agenda

CSBO Kolstad responded to Board member questions on the permanent transfer of money between funds for capital leases.

A. PERSONNEL REPORT

Mary Jo Baldassone	Employ as Assistant Head Lunch Program Supervisor at Washington School beginning August 18, 2015 - \$13.00 per hour.
Kathy Carney-Pierucci	Employ as 10-Mo Secretary/ Office Associate, Level III at Field School beginning August 17, 2015 - \$18,296.85
Michelle Cimilluca	Employ as Special Needs Assistant at Washington School beginning August 17, 2015 - \$20,001.15.
Katherine Contreras	Employ as C of C Language Arts Teacher at Emerson School beginning August 17, 2015 - \$55,878.00.
Caitlin Cuthbertson	Employ as Special Education Teacher at Field School beginning August 17, 2015 - \$48,582.00.
Ronald DeGeorge	Employ as Director of Facility Management effective August 25, 2015 - \$137,000.00.
Evelyn Dobrydnio	Employ as .70 Science/ Health Teacher at Emerson School beginning August 17, 2015 - \$34,007.40.
Aimee Frank	Employ as .50 C of C Language Arts/Math Teacher at Emerson School beginning August 17, 2015 - \$27,939.00.

Kevin Glover	Employ as District Device Specialist at Jefferson School beginning August 24, 2015 - \$60,000.00.
Pamela Johnson	Employ as (.50) Kindergarten Teacher at Carpenter School beginning August 17, 2015 - \$34,716.50.
Eileen Kapcar	Employ as (.50) Kindergarten Teacher at Washington School beginning August 17, 2015 - \$24,291.00.
Lauren McTague	Employ as 4th Grade Teacher at Roosevelt School beginning August 17, 2015 - \$48,582.00.
Ally Brewster	Employ/ rehire as Developmental Kindergarten Teacher at Washington School beginning August 17, 2015 - \$48,582.00.
Jen Buti	Employ/ rehire as .83 (.50 Literacy and .33 C of C) Teacher at Roosevelt School beginning August 17, 2015 - \$58,384.69.
Keith Engeriser	Employ/ rehire as Physical Education Teacher at Emerson School beginning August 17, 2015 - \$52,213.00.
Rich Hobson	Employ/ rehire as .42 Spanish/ ASC Teacher at Lincoln School beginning August 17, 2015 - \$23,468.76.
Jackie Mayer	Employ/ rehire as .89 Spanish Teacher at Carpenter School beginning August 17, 2015 - \$46,469.57.
Alex Teater	Employ/ rehire as .72 Music - General Teacher at Emerson School beginning August 17, 2015 - \$36,283.68.
Linda Diekman	Change of Assignment as Library Information Specialist at Roosevelt School to Instructional Technology Coach Teacher at Roosevelt School effective August 17, 2015.
Heather Frieze	Change of Assignment as (.76) Physical Education at Washington School to (.57) Physical Education at Washington School effective August 17, 2015.
Taryn Handlon	Change of Assignment as 4th Grade Teacher at Roosevelt School to Library Information Specialist at Roosevelt School effective August 17, 2015.
Samantha Meza	Change of Assignment as Fulltime Physical Education Teacher at Field School to (.68) Physical Education Teacher at

	Field School effective August 17, 2015.
Angela Taggart	Change of Assignment from EL Teacher for Field School to .80 EL Teacher for Field and .20 EL Teacher for Emerson School beginning August 17, 2015.
Caroline Schaab	Change of Assignment from Instructional Technology Coach Teacher at Roosevelt School to 4th Grade Teacher at Field School effective August 17, 2015.
Julie Voigt	Change of Assignment as (.402) Art Teacher at Field School to (.53) Art Teacher at Field School effective August 17, 2015.
Ron Cacini	Change of Location as Physical Education Teacher at Lincoln School to Physical Education Teacher at Emerson and Lincoln School effective August 17, 2015.
Kathleen Mulroe	Change of Location as Speech Language Pathologist at Field School to Speech Language Pathologist at Carpenter School effective August 17, 2015.
Rachel Labuz	Leave of Absence Request, Maternity/FMLA – Instructional Technology Coach Teacher at Washington School effective November 5, 2015 – January 28, 2016 (tentative).
Jennifer Ostwald	Leave of Absence Request, Maternity/FMLA – Instructional Resource Teacher at Roosevelt School effective October 9, 2015 – November 19, 2015 (tentative).
Ashley Apa	Rehire as Instructional Resource Assistant at Field School beginning August 17, 2015 - \$20,457.45.
Alice Beauvais	Rehire as LRC Assistant at Emerson School beginning August 17, 2015 - \$22,031.10.
Marco Colapietro	Rehire as Special Needs Assistant at Emerson School beginning August 17, 2015 - \$22,031.10.
Roisin Dohl	Rehire as Special Needs Assistant at Washington School beginning August 17, 2015 - \$20,457.45.
Ashley Hardiman	Rehire as Special Needs Assistant at Field School beginning August 17, 2015 - \$20,457.45.
Ann Henegan	Rehire as Special Needs Assistant at Roosevelt School beginning August 17, 2015 - \$20,457.45.

Dimitra Katsoulis	Rehire as Special Needs Assistant at Field School beginning August 17, 2015 - \$20,457.45.
Catherine Keating	Rehire as Special Needs Assistant at Lincoln School beginning August 17, 2015 - \$22,031.10.
Joan Lindgren	Rehire as Special Needs Assistant at Lincoln School beginning August 17, 2015 - \$22,031.10.
Kevin Maloney	Rehire as (.71) Extended Day Assistant at Jefferson School beginning August 18, 2015 - \$15,655.74.
Kirsten Munn	Rehire as Early Childhood Assistant at Jefferson School beginning August 18, 2015 - \$20,001.15.
Kelly Nowak	Rehire as Special Needs Assistant at Roosevelt School beginning August 17, 2015 - \$20,457.45.
Cheryl Parsons	Rehire as Special Needs Assistant at Washington School beginning August 17, 2015 - \$20,457.45.
Peter Pierucci	Rehire as Extended Day Assistant at Jefferson School beginning August 17, 2015 - \$22,031.10.
Ioanna Sinatra	Rehire as Special Needs Assistant at Field School beginning August 17, 2015 - \$20,001.15.
Andi Taglia	Rehire as Special Needs Assistant at Washington School beginning August 17, 2015 - \$20,457.45.
Katherine White	Rehire as Special Needs Assistant at Roosevelt School beginning August 17, 2015 - \$20,457.45.
Katerina Baranovska	Resign as Kindergarten Developmental Teacher at Jefferson School effective June 13, 2015.
Kathleen Borner	Resign as Instructional Resource Assistant at Emerson School effective June 13, 2015.
Lisa Horn	Resign as Special Needs Assistant at Franklin School effective June 13, 2015.
Katrina O'Malley	Resign as Special Needs Assistant at Franklin School effective June 13, 2015.
Amanda Pelsor	Resign as Instructional Technology Coach Teacher at Carpenter School effective June 13, 2015.

Madga Gonzalez	Retire as 12-Month Media/DMC Secretary, Level IV at Jefferson School effective July 24, 2015.
Annie Stein	Retire as 10-Month School Secretary, Level IV at Emerson School effective June 13, 2015.
Janet Groll	Revision from July 16, 2015 Board Report – Offer Rescinded, not employed for the 2015-16 School Year.

If additional information is needed, please contact Assistant Superintendent for Human Resources Joel T. Martin.

B. BILLS

Bills

10 - Education Fund-----	\$ 759,947.64
20 - Operations and Maintenance Fund -----	199,814.74
30 - Debt Services-----	53,662.70
40 - Transportation Fund -----	36,521.37
50 - Retirement (IMRF/SS/MEDICARE)-----	-
60 - Capital Projects -----	571,302.52
80 - Tort Immunity Fund -----	312.50
90 - Fire Prevention and Safety Fund -----	-

Checks Numbered: 122199 - 122386 Total: \$1,621,561.47

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

C. APPROVAL OF RESOLUTION #1145 AUTHORIZING AND DIRECTING THE PERMANENT TRANSFER OF MONEY FROM THE EDUCATION FUND TO THE DEBT SERVICE FUND

D. APPROVAL OF INTERGOVERNMENTAL AGREEMENT BETWEEN THE NILES TOWNSHIP DISTRICT FOR SPECIAL EDUCATION 807 AND THE PARK RIDGE CONSOLIDATED COMMUNITY SCHOOL DISTRICT 64 FOR THE PROVISION OF CERTAIN SPECIAL EDUCATION SERVICES

E. RELEASE OF CLOSED MINUTES

F. DESTRUCTION OF AUDIO CLOSED MINUTES (NONE)

ACTION ITEM 15-08-3

Action Item
15-08-3

It was moved by Board member Paterno and seconded by Board member Zimmerman that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of August 10, 2015, which includes the Personnel Report, Bills, Approval of Resolution #1145 Authorizing and Directing the Permanent Transfer of Money from the Education Fund to the Debt Service Fund, Approval of Intergovernmental Agreement between Niles Township District for Special Education 807 and the Park Ridge Consolidated Community School District 64 for the Provision of Certain Special Education Services, Release of Closed Minutes, and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Borrelli, Zimmerman, Paterno

NAYS: None.

PRESENT: None.

ABSENT: Sotos

The motion carried.

APPROVAL OF MINUTES

Approval of
Minutes

ACTION ITEM 15-8-4

It was moved by Board member Zimmerman and seconded by Board member Paterno that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois approve the minutes of the Regular Board meeting on July 13, 2015, Special Board meeting on July 16, 2015, and Closed Session minutes on July 13 and July 16, 2015.

Action Item
15-08-4

The votes were cast as follows:

AYES: Paterno, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: Sotos

The motion carried.

BOARD MEMBER LIAISON REPORT

No reports were available.

Board Member
Liaison Report

OTHER DISCUSSION AND ITEMS OF INFORMATION

Other Discussion and
Items of Information

Board members and Dr. Heinz discussed upcoming agenda topics and the scheduling of future meetings, including plans for the Board's annual Advance session. Dr. Heinz also briefly highlighted several communications activities and work completed by the Department for Student Learning over the summer.

ADJOURNMENT

Adjournment

At 11:05 p.m., it was moved by Board member Zimmerman and seconded by Board member Lee to adjourn, which was approved by voice vote.

President

Secretary

DRAFT

Board Member Liaison Report

- Traffic Safety Meeting on August 11, 2015
- Elementary Learning Foundation Meeting on August 19, 2015

A-6

- **Discussion on New Board Finance Committee Structure** A-7
-- CSBO
- **Discussion on Committee and Meeting Structure** A-8
-- Superintendent
- **Board Member School Visits** A-9
-- Board President
- **Consent Agenda** A-10
-- Board President
 - Action Item 15-
 - Personnel Report
 - Bills, Payroll and Benefits
 - Approval of August Financials Ending August 31, 2015
 - Annual Application for Recognition of Schools
 - Destruction of Audio Closed Minutes
- **Approval of Minutes** A-11
-- Board President
 - Committee-of-the-Whole: FinanceSeptember 21, 2015
 - Closed SessionAugust 27, 2015
 - Special MeetingAugust 27, 2015
 - Regular Board MeetingAugust 24, 2015
 - Closed SessionAugust 24, 2015
- **Board Member Liaison Report** A-12
-- Board of Education
 - Elementary Learning Foundation Meeting August 19 and September 16
- **Other Discussion and Items of Information** A-13
 - Upcoming Agenda
 - Memorandum of Information
 - ISBE Report: Administrator & Teacher Salary and Benefits School Year 2015
 - Minutes of Board Committees (none)
 - Other (none)
- **Adjournment**

Next Meeting: **Monday, October 5, 2015**
 6:30 p.m. – Committee-of-the-Whole: Finance
 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.

Traffic Safety Agenda & Minutes on August 11, 2015 - 10:00 A.M.							
LOCATION: Roosevelt Elementary School LRC, 1001 S. Fairview Avenue, Park Ridge							
Called to order 10:04 a.m. by Dr. Laurie Heinz, Superintendent							
Attendance - see below							
Standing Agenda Items:	Participant(s)	Notes:	Decision(s)/Action(s):				
Welcome and Introductions	Dr. Laurie Heinz, Superintendent						
Board of Education Liaison	(Board member Vicki Lee)	No report					
Reports from Police and City Representatives	Park Ridge Police - Chief Frank Kaminski, Deputy Chief Lou Jogmen, Cmdr. Jason Leavitt, Off. Tom Rechlicz	Chief Kaminski reported that summer was good - no issues at Hinckley, Taste of PR, or carnival. Off. Penze					
	Niles Police - Adm Sgt. Joe Penze						
	(Park Ridge Crossing Guards - Kathy Jozwiak)	No report.					
Reports from Schools	Carpenter School - Emily Lech, Assistant Principal	Parking on Cherry and Elm	Kiss 'n Go permanent signs are ideal, but in interim, use A-frame temporary signs combined with staff to get it started. Jane will email Emily with info on where to get signs.				
	Emerson School - Tim Benka, Assistant Principal	No traffic related issues. Greendale with combination of Jefferson/Emerson will need monitoring. Principal and Assistant Principal will be actively helping with the system, targeting 6th grade parents new to the routine.	Tim will email new Director of Facility Management Ron DeGeorge with these issues.				
	Jefferson School - Lisa Halverson, Principal	Drop-off and pick-up twice a day is a continuing issue, and would like any other police presence available. Also will continue to address drivers not stopping for a school bus with its stop sign out.					
	Field School - Amanda Spychalski, Assistant Principal and rep Jane Everett	Construction finishing up and fencing down this Thursday. Will have extra staff assisting on first day to help flow.					
	Franklin School - Emily Lech, Assistant Principal	Main concern is that kindergartners enter in the front. We have a TA already assigned to be out there to closely supervise.					
	Lincoln School (Tim Gleason, Assistant Principal)	No report.					
	Roosevelt School - Sia Albans, Assistant Principal	Biggest concern is left turn onto Talcott. Hope will continue to flow well.					
	Washington School - Shari Lazor, Assistant Principal	Concerned about Stewart and Engle intersection, and would like a crossing guard there.	Police will look into the situation.				
Report from Beyond the Bell Representative	(Mary Bart)	No report.	Dr. Heinz said lists of students have been given of who is participating.				
Update from Facility Management (as needed)	Director of Facility Management	Dr. Heinz said Ron DeGeorge is the new director and will start August 25.					
Update from Communications (as needed)	Bernadette Tramm, Public Information Coordinator	New annual report will go out to Park Ridge-Niles. Handbook will be in electronic format only.	Send link to 2015-16 Handbook to all Traffic Safety members.				
Successes/Concerns							
Additional Items for Discussion							
First day of school 2015-16 school year for students	Tuesday, August 18 - full day of school with regular dismissal times						
Opening Institute Day at the Pickwick & PRPD support	Monday, August 17 - 7:45 arrival and 10:30 (approximate) dismissal	New this year, the event will be at the Pickwick. Staff will be transported by school buses, or can park Uptown on their own. Have been warned about parking time restrictions. Buses will drop off in front. Dismissal will be both in front and through the alley.					

Crisis "Go Guide" flip book		Delivery tomorrow - will be placed in every room with an "emergency" pouch	Dr. Heinz asks all Principals/Assistant Principals to review the guides with staff, and make sure it is placed inside the pouches.		
Summer Projects and MFP		Dr. Heinz says the new study is completed, and now working with the Board to develop the priorities, phasing, and funding.			
Other - Lockdown Drills		Contact 847-318-5263 Jason Leavitt for police presence at drills			
Other - Security Cameras		Police need access established.			
Other - 911 Dedication		Police said dedication of new memorial in front of City Hall will be at 8 a.m. on Sept. 11, about 45 minutes to one hour - Linda Thomas arranging for Roosevelt Chorus to perform.			
Other - Grant for Mental Health Issues		Federal grant for helping law enforcement respond to community mental health issues to build awareness and collaboration among community resources; classes in September	Cmdr. Leavitt will email Dr. Heinz with details		
Introduction of new CSBO Luann Kolstad		Provided background on her lengthy experience in building security. She noted one of her priority projects will be secured vestibules. Will be arranging meeting when new Facility Director is on board. Noted her strong belief in close cooperation between local law enforcement and the schools.			
Schedule of Next Meeting Dates & Adjournment					
Establish Next Meeting Date		Tuesday, October 27 at Field LRC			
Meet and Greet with Ron and LuAnn to be scheduled					
Camera Access to PRPD Needed	Gorman to work with PRPD on access				
9/11/2015	RO chorus students to sing and dedication				