



COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 Park Ridge-Niles

164 S. Prospect Avenue

Park Ridge, IL 60068-4079

(847) 318-4300

FAX: (847) 318-4351

NOTICE OF BOARD MEETINGS

October 27, 2014 – Field School – South Gym

6:30 p.m. – Closed Session Meeting

7:00 p.m. – Tour of Field School HVAC Project

7:30 p.m. – Regular Board Meeting

November 17, 2014 – Franklin School – Gym

7:30 p.m. – Regular Board Meeting

December 15, 2014 – Jefferson School – Multipurpose Room

7:15 p.m. – Public Hearing on Levy

7:30 p.m. – Regular Board Meeting

January 26, 2015 – Jefferson School – Multipurpose Room

7:30 p.m. – Regular Board Meeting

February 9, 2015 – Jefferson School – Multipurpose Room

Committee-of-the-Whole

February 23, 2015 – Washington School – Gym

7:30 p.m. – Regular Board Meeting

March 23, 2015 – Lincoln School – Gym

7:30 p.m. – Regular Board Meeting

Beginning July 1, 2014, all meetings are held at Jefferson School, 8200 Greendale Avenue, Niles unless otherwise noted.

Board Secretary

Vick Lee MW

10/22/14

c: Pioneer Press Chicago Tribune Northwest Bureau
Principals PREA B. Tramm

Park Ridge Journal & Topics

All action items included
in this packet are subject to
final Board approval.

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

**Board of Education Agenda
Monday, October 27, 2014
Regular Board Meeting
Field Elementary School – South Gym
707 Wisner Avenue
Park Ridge, IL 60068**

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, October 27, 2014

TIME

APPENDIX

6:30 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none">• Roll Call• Introductions• Opening Remarks from President of the Board• Board Recesses and Adjourns to Closed Session<ul style="list-style-type: none">-- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)].• Board Adjourns from Closed Session and Resumes Regular Board Meeting	
7:00 p.m.	Tour of Field School HVAC Project	
7:30 p.m.	Pledge of Allegiance and Welcome <ul style="list-style-type: none">-- Field Elementary School Principal/Students/PTO• Public Comments• Review of 2014 Proposed Tax Levy<ul style="list-style-type: none">-- Chief School Business Official• District 207 2015-16 Calendar and District 64's Plan<ul style="list-style-type: none">-- Superintendent• Fall 2014 Student Achievement Report and Illinois Report Card<ul style="list-style-type: none">-- Assistant Superintendent for Student Learning• Technology Roll-out Update<ul style="list-style-type: none">-- Director of Innovation and Instructional Technology• Discussion and Approval of Field Phase II Construction Management Services<ul style="list-style-type: none">-- Chief School Business Official/ Director of Facility Management	<div>A-1</div> <div>A-2</div> <div>A-3</div> <div>A-4</div> <div>A-5</div> <div>Action Item 14-10-2</div>

• **RETA Security Check-in and Timeline Discussion** **A-6**
-- Director of Facility Management

• **First Reading From PRESS Policy Issue 86, August 2014** **A-7**
-- Superintendent/Board President

• **Consent Agenda** **Action Item 14-10-3** **A-8**
-- Board President

- Personnel Report
- Bills, Payroll and Benefits
- Approval of Financial Update for the Period Ending September 30, 2014
- Resolution #1126 Authorizing Intervention in Proceedings before the State of Illinois Property Tax Appeal Board
- Approval of Letter of Understanding Between the PRTAA and the Board of Education for the 2012-2016 Collective Bargaining Agreement
- Resolution # 1127 Dismissal for Reduction-in-Force Reasons of Part-time Educational Support Personnel Employee(s)
- Acceptance of Donation
- Destruction Audio Closed Minutes (none)

• **Approval of Minutes** **Action Item 14-10-4** **A-9**
-- Board President

- Closed Session Minutes..... October 20, 2014
- Regular Board Meeting Minutes..... September 22, 2014
- Closed Session Minutes..... September 22, 2014
- Special Board Meeting Minutes..... September 18, 2014

• **Board Member Liaison Report** **A-10**
-- Board of Education

- Elementary Learning Foundation
- IASB Fall Meeting
- PTO/A Presidents Meeting
- ED-RED

• **Other Discussion and Items of Information** **A-11**
-- Superintendent

- Upcoming Agenda
- Freedom of Information Act (FOIA) Requests
- Memoranda of Information
 - Follow-up on Collection of Student Fees
 - Whole Foods Fundraiser Donation
 - INSPRA Golden Achievement Award
 - Request for Statement of Interest and Request for Statement of Qualifications and Performance Data for Architectural Services
- Minutes of Board Committees (none)
- Other

• **Adjournment**

Next Regular Meeting: **Monday, November 17, 2014**

Regular Board Meeting – 7:30 p.m.
Franklin Elementary School – Gym
2401 Manor Lane
Park Ridge, IL 60068

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

Upcoming Meetings and Topics
As of October 23, 2014

November 17, 2014 – Franklin School –Gym

Regular Board Meeting – 7:30 p.m.

- Resolution # _____ to Approve 2014 Proposed Tentative Tax Levy and Establishment of Public Hearing
- Summer Interim Session 2014 Report
- Presentation and Approval of Summer Interim Session 2015 Dates & Fees
- Discussion of Master Facility Study/10-Year Life Safety
- Presentation Instructional Technology Coaches (ITC)
- Senate Bill 16
- Discussion of New Chief School Business Official
- Annual Audit Report FY14
- Discussion District 64 2015-16 Calendar
- Board Member Appreciation/Recognition Day – November 15, 2014
- Approval of October Financials Ending October 31, 2014
- Approval of Policies from PRESS Issue 86, August 2014
- Approval of Bid for Maintenance Vehicle Leasing Agreement
- Approval of Bid for Tractor Leasing Agreement
- Follow-up on Collection of Student Fees (memo of information)
- CEC System Overview Assessment and Strategic Planning (memo of information)

December 15, 2014 – Jefferson School – Multipurpose Room

Public Hearing on 2014 Tax Levy – 7:15 p.m.

Regular Board Meeting – 7:30 p.m.

- Board Adopts the 2014 Tax Levy
- Recognition of Blue Ribbon Award - IAHPERD
- Collective Bargaining Calendar
- Decision on Instructional Technology Coaches (ITC)
- Triple I Conference Report
- Progress Report on 2014-15 District-wide Priorities & Strategic Plan Activities
- Report on English Language Learners (ELL) and Changing Needs
- Recommendation/Approval of Architect
- Approval of November Financials Ending November 30, 2014
- 2014 District 64 Employee Campaign for Park Ridge Community Fund (memo of information)

January 26, 2015 – Jefferson School – Multipurpose Room

Regular Board Meeting – 7:30 p.m.

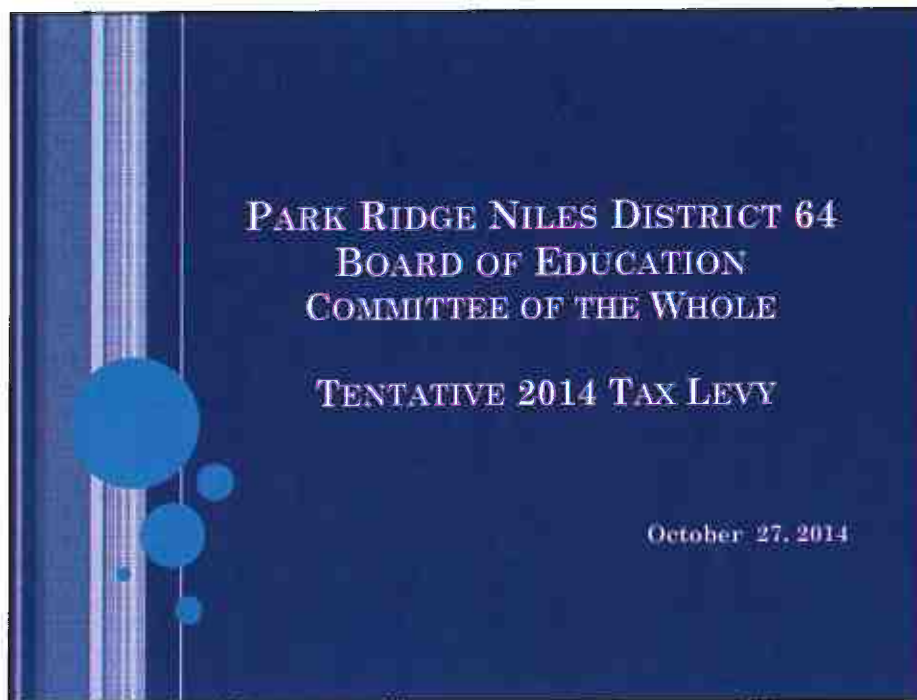
- Appointment of Chief School Business Official
- Discussion of Superintendent Merit Award Program
- Discussion: 2015 Student Fees
- Discussion on Class Size Determination Process
- PEAC Update
- Website Walk Thru
- Report on Architect Interviews
- Approval of December Financials Ending December 31, 2014

TBD

- Plans for Community Finance Committee
- Approval of Field Phase 2 Project

- Approval of Summer 2015 Capital Improvement Projects
- Approval to Bid Field Phase II Summer 2015
- Board of Education Photo Session
- Discussion on Committee and Meeting Structures
- Update on Food Service Contract

The above are subject to change.



IMPORTANT TO REMEMBER

- All information being presented is based on estimates...
- The 2014 Equalized Assessed Valuation (EAV) will not be known until August 2015...
- The amount of taxes that District 64 receives will be limited by the :

Property Tax Extension Limitation Law (PTELL) formula:

$$\text{The Limiting Rate} = \frac{\text{Prior year actual tax extension} * 1.5\% \text{ (CPI-U as of December 2013)}}{(\text{Total EAV} - \text{New Construction})}$$

$$\text{The Limiting Rate} * \text{Total EAV} = \text{D64 Tax Extension}$$

- The tax rate is a calculated number based on the result under PTELL and the actual EAV...

LEVY REQUEST VS. ACTUAL LEVY INCREASE

Levy Year	CPI Used in PTELL	Board Approve Levy Request	Actual Levy Increase
2013	1.70	4.98%	2.50%
2012	3.00	4.74%	3.10%
2011	1.50	4.99%	1.70%
2010	2.70	4.99%	3.60%
2009	0.10	4.59%	0.80%
2008	4.10	2.18%	1.50%
2007	2.50	Referendum Driven	14.40%
2006	3.40	Referendum Driven	19.10%
2005	3.30	13.41%	9.20%

BACKGROUND – TAX LEVY

- The primary source of District 64's revenues is local property taxes.
 - 85.0% property taxes
 - 7.0% other local revenues
 - 6.0% from state sources
 - 2.0% from federal sources

BACKGROUND – TAX LEVY

- For District 64 to collect property taxes, the District must file a resolution with Cook County stating the amount, by fund, that the District needs.
- The calculation of the levy amount is subject to the Property Tax Extension Limitation Law (PTELL). The legislation is generally referred to as the *tax cap*.
- The timing of the levy extension, tax collection and school year can complicate the process.

TIMING

- 2014
 - January to June
 - Fiscal 2014
 - School Year 2013-2014
 - Tax Year 2013—First Installment Due in March
 - Assessment 2013 (May – June)
 - July to December
 - Fiscal 2015
 - School Year 2014-2015
 - Tax Year 2013—Second Installment Due (August -December)
 - Levy 2014 (December)
- 2015
 - January to June
 - Fiscal 2015
 - School Year 2014-2015
 - Tax Year 2014—First Installment Due in March
 - Assessment 2014 (May – June)
 - July to December
 - Fiscal 2016
 - School Year 2015-2016
 - Tax Year 2014—Second Installment Due (August-December)
 - Levy 2015 (December)

2014 LEVY CALCULATION—EAV (EQUALIZED ASSESSED VALUE)

Consumer Price Index (December 2013):	1.50%
Actual EAV for 2013 (Total)	1,399,438,847
Estimated % Increase (Reassessment of existing property)	0.0%
Estimated New Construction (2014)	4,088,993
Estimated Total EAV	1,403,524,840
Estimated Change from Prior Year	0.3%

EQUALIZED ASSESSED VALUATION

	Actual 2011 Tax Extension	Actual 2012 Tax Extension	Actual 2013 Tax Extension	2014 Tax Extension Used for Budgeting	Levy Amount 2014 Tax Extension
	2011	2012	2013	2014	2014
New Construction	5,731,156	3,376,836	5,451,990	4,088,993	4,088,993
Reassessment	1,837,384,292	1,701,540,370	1,393,986,857	1,399,435,847	1,399,435,847
Total EAV	1,843,115,448	1,705,216,205	1,399,438,847	1,403,524,840	1,403,524,840
% Increase in EAV	-8.6%	-7.5%	-24.1%	0.3%	0.3%
Tax Cap CPI Factor	1.50%	3.00%	1.70%	1.50%	1.50%

LEVY REQUEST

Fund	Tax Dollars				
	2011 Actual Tax Extension	2012 Actual Tax Extension	2013 Actual Tax Extension	2014 Levy Budget Planning	2014 Levy Request
Education	\$44,061,698	\$47,251,541	\$48,433,179	\$48,433,179	\$50,200,990
Special Ed	\$523,689	\$397,315	\$411,435	\$1,529,842	\$1,606,181
Tort	\$726,892	\$593,415	\$616,753	\$616,753	\$616,753
O&M	\$8,318,803	\$8,178,216	\$7,611,547	\$7,611,547	\$7,611,547
Transportation	\$1,483,786	\$890,730	\$1,027,188	\$1,027,188	\$1,027,188
IMRF	\$953,862	\$792,925	\$1,323,869	\$1,323,869	\$1,323,869
Social Security	\$963,862	\$792,925	\$821,470	\$821,470	\$821,470
Working Cash	\$519,209	\$397,315	\$411,435	\$411,435	\$411,435
Sub-Total (Capped Funds)	\$57,541,801	\$59,394,382	\$60,655,876	\$61,774,283	\$63,618,433
% of Change in Capped Levy Dollars	1.8%	3.2%	2.1%	1.8%	4.9%
Bond & Interest	\$2,987,250	\$2,988,064	\$3,313,381	\$3,313,381	\$3,313,381
% of Change in Non- Capped Levy Dollars	-0.1%	0.0%	10.9%	0.0%	0.0%
Grand Total	\$60,529,051	\$62,382,448	\$63,969,257	\$65,087,664	\$66,931,814
% of Change in Total Levy Dollars	1.7%	3.1%	2.5%	1.7%	4.6%

IMPORTANT POINTS

- Regardless of how large the levy request is...District 64 will only receive a **1.5%** increase plus the taxes associated with new construction.
 - The District is limited by PTELL not the Taxpayer
- Reductions as a result of the levy calculation under PTELL will reduce the Education Fund tax extension.
- The County Clerk will add a 3% loss factor to the final extension.
- The Debt Service tax levy is determined at the time the bonds are sold.

NEXT STEPS

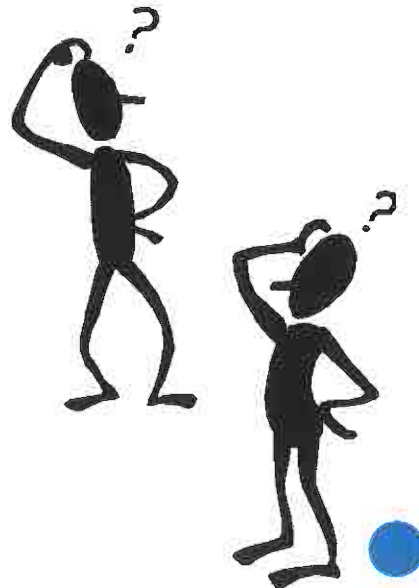
- The Board of Education approves the tentative levy.
- As required by law, a notice of levy will be published in the paper (December 4) and a public hearing will be held on December 15.
- The Board will approve the final levy on December 15.
- The levy must be filed with Cook County prior to the last Tuesday of December (30th).
- The budget process for the 2015-2016 school year officially begins in January.



QUESTIONS

COMMENTS

CONCERNS



TO: Board of Education
Laurie Heinz, Superintendent

FROM: Rebecca J. Allard, Chief School Business Official

DATE: October 27, 2014

SUBJECT: 2014 Proposed Tax Levy

At the September 9, 2013, Board meeting the Consensus Goals 2013-15, were adopted by the Board of Education. Finance goal #1, as stated, is *the District will continue to levy in accordance with past practice to maximize revenue under the Property Tax Extension Limitation Law (PTELL) formula*. The following memorandum and the attached Exhibits are in accordance with the past practice of adopting a tax levy that will maximize revenue for the District.

By law, the District must file a tax levy by the last Tuesday of December (30th). If the levy increases by more than 105%, School Districts must hold a Truth in Taxation hearing to explain the increases. The District must notify the public of the Truth in Taxation hearing not less than 20 days prior to the adoption of the aggregate levy as to the estimated levy request. Notice of the Truth in Taxation hearing must be published in a newspaper of general circulation no more than 14 days or less than 7 days prior to the date of the public hearing (*Chap. 120. Par.866. ILL. Rev. Stats.*). The Truth in Taxation hearing for the 2014 levy should be held in conjunction with the regular board meeting currently scheduled for Monday, December 15, 2014 at 7:15 P.M.

The tax levy sets forth the maximum receipts that can be received from property taxation in a given year. The levy is filed by fund, but limited, in aggregate, by the *Property Tax Extension Limitation Law (PTELL)* (excluding the Debt Service Fund). The attached spreadsheet (Exhibit I) provides a review of the 2011, 2012, and the 2013 actual tax extension and both the 2014 levy used for budget planning and the 2014 actual levy request (shaded).

Each year a Truth in Taxation hearing has been held to request a levy that exceeded 5%. Although the 2014 levy request is less than 5%, it is recommended that the District hold a Truth in Taxation hearing to inform the community of the District's intent to levy taxes. Last year the cost to publish the required newspaper notification was \$331.

Historically, a school district will request an amount in excess of what it actually anticipates for only one reason, to maintain the maximum tax rates the district is entitled to. Therefore, the recommendation for the Truth in Taxation hearing is to request an increase in the “capped” funds of 4.9%.

Summarized below are the tax rate ceilings that the District is permitted to levy by fund in the funds that are affected by the *PTELL*.

Fund	Tax Rate Ceiling	2013 Actual Tax Rates
Education	\$3.50	\$3.4609
Special Education	\$0.40	\$0.0294
Tort Immunity	Based on need	\$0.0440
Operations & Maintenance	\$0.55	\$0.5439
Transportation	Based on need	\$0.0734
I.M.R.F.	Based on need	\$0.0946
Social Security	Based on need	\$0.0587
Working Cash	\$0.05	\$0.0294
Life Safety	\$0.10	\$0.0000

The following explains the types of expenditures that the tax extension may fund:

Capped Funds:

Education Fund and Special Education Levies (Fund 10)

The most varied and the largest volume of transactions are recorded in the Educational Fund. This is because the Educational Fund covers transactions that are not specifically covered in another fund. Certain expenditures that must be charged to this fund include the direct costs of instructional, health and attendance services, lunch programs, all costs of administration and related insurance costs.

The special education levy is a sub-fund of the education fund and is calculated separately from the education fund. This levy supports special education services.

Operations and Maintenance Levy (Fund 20)

The salaries of janitors, engineers, and other custodial employees and all costs of fuel, lights, gas, water, telephone service, and custodial supplies and equipment shall be charged to this fund. In addition, all costs of maintaining, improving, or repairing school buildings and property, renting buildings and property for school buildings shall be charged to the Operations and Maintenance Fund.

Transportation Levy (Fund 40)

If a school district pays for transporting pupils for any purpose, the Transportation Fund must be created. Costs of transportation, including the purchase of vehicles are to be paid from this fund. Moneys received for transportation purposes from any source must be deposited into this fund.

Municipal Retirement/Social Security Levies (Fund 50)

This fund is created if a separate tax is levied for the purpose of providing resources for the school district's share of retirement benefits for covered employees or a separate tax is levied for the purpose of providing resources for the district's share of Social Security and Medicare only payments for covered employees.

Tort Levy (Fund 80)

The tort fund is used to the cost of workers' compensation and property & liability insurance coverage. In addition, this fund is permitted to cover all costs associated with risk management, if the District has a risk management plan.

Non- Capped Funds:

Bond and Interest Levy (Fund 30)

Bonds are generally issued to finance the construction of buildings, but may also be issued for other purposes. Taxes are levied to provide cash to retire these bonds and to pay the interest on them. To protect the bondholders, these tax collections must be accounted for in the Bond and Interest Fund. School districts must maintain a separate bond and interest fund for each bond issue.

Summary:

The 2014 tax levy request is \$66,931,814 and represents a 4.6% increase over the 2013 actual tax extension: 4.9% increase in the “capped funds” and a zero increase in Debt Service Fund. The Tax Cap Formula will limit the actual amount extended.

It is important to note that the above amount can be decreased at the December 15, 2014, Board of Education meeting, when the Board officially adopts the 2014 levy, but cannot be increased from the amount approved at the November 17, 2014 Board Meeting.

Exhibit I provides a review of the 2011, 2012 and the 2013 actual tax extension and both the 2014 levy used for budget planning and the 2014 actual levy request (green shaded).

Exhibit II is a resolution regarding the estimated amounts necessary to levy for the tax year 2014. Included in the resolution is a copy of the notice that will appear in Park Ridge Advocate and the Niles Spectator on Thursday, December 4, 2014.

Exhibit III – Certificate of Tax Levy (ISBE 50-02)

Park Ridge - Niles School District 64**Estimated: 2014 Tax Extension**

	Actual 2011 Tax Extension	Actual 2012 Tax Extension	Actual 2013 Tax Extension	2014 Tax Extension Used for Budgeting	Levy Amount 2014 Tax Extension
	2011	2012	2013	2014	2014
New Construction	5,731,156	3,375,835	5,451,990	4,088,993	4,088,993
Reassessment	1,837,384,292	1,701,840,370	1,393,986,857	1,399,435,847	1,399,435,847
Total EAV	1,843,115,448	1,705,216,205	1,399,438,847	1,403,524,840	1,403,524,840
% Increase in EAV	-8.6%	-7.5%	-24.1%	0.3%	0.3%
Tax Cap CPI Factor	1.50%	3.00%	1.70%	1.50%	1.50%
Fund	Tax Rates				
Education	2.3906	2.7710	3.4609		
Special Ed	0.0284	0.0233	0.0294		
Tort	0.0394	0.0348	0.0440		
O&M	0.4513	0.4796	0.5439		
Transportation	0.0805	0.0581	0.0734		
IMRF	0.0518	0.0465	0.0946		
Social Security	0.0518	0.0465	0.0587		
Working Cash	0.0282	0.0233	0.0294		
Bond & Interest	0.1621	0.1752	0.2368		
Total	3.2841	3.6583	4.5711		
Change in Rate	11.3%	11.4%	25.0%		
Fund	Tax Dollars				
Education	\$44,061,698	\$47,251,541	\$48,433,179	\$48,433,179	\$50,200,990
Special Ed	\$523,689	\$397,315	\$411,435	\$1,529,842	\$1,606,181
Tort	\$726,892	\$593,415	\$615,753	\$615,753	\$615,753
O&M	\$8,318,803	\$8,178,216	\$7,611,547	\$7,611,547	\$7,611,547
Transportation	\$1,483,786	\$990,730	\$1,027,188	\$1,027,188	\$1,027,188
IMRF	\$953,862	\$792,925	\$1,323,869	\$1,323,869	\$1,323,869
Social Security	\$953,862	\$792,925	\$821,470	\$821,470	\$821,470
Working Cash	\$519,209	\$397,315	\$411,435	\$411,435	\$411,435
Sub-Total (Capped Funds)	\$57,541,801	\$59,394,382	\$60,655,876	\$61,774,283	\$63,618,433
% of Change in Capped Levy Dollars	1.8%	3.2%	2.1%	1.8%	4.9%
Bond & Interest	\$2,987,250	\$2,988,064	\$3,313,381	\$3,313,381	\$3,313,381
% of Change in Non- Capped Levy Dollars	-0.1%	0.0%	10.9%	0.0%	0.0%
Grand Total	\$60,529,051	\$62,382,446	\$63,969,257	\$65,087,664	\$66,931,814
% of Change in Total Levy Dollars	1.7%	3.1%	2.5%	1.7%	4.6%

**RESOLUTION #XXXX REGARDING ESTIMATED AMOUNTS
NECESSARY TO BE LEVIED FOR THE YEAR 2014**

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

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

WHEREAS, the 2014 proposed tentative aggregate property levy is not more than 105% of the prior year's extension; a Truth in Taxation Hearing is not required but recommended.

WHEREAS, it is hereby determined that the estimated amounts of money necessary to be raised by taxation for the year 2014 upon the taxable property of the district are as follows:

Educational Purposes	\$50,200,990
Operations and Maintenance Purposes	\$7,611,547
Transportation Purposes	\$1,027,188
Illinois Municipal Retirement Fund Purposes	\$1,323,869
Social Security/Medicare Purposes	\$821,470
Tort Immunity Purposes	\$615,753
Special Education Purposes	\$1,606,181
Working Cash Purposes	\$411,435
TOTAL	\$63,618,433

; and

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

WHEREAS, the aggregate amount of property taxes extended for debt services purposes for 2013 was \$3,313,381 and it is hereby determined that the estimated amount of taxes to be levied for bond and interest purposes for 2014 is \$3,313,381.

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

Section 1: The aggregate amount of taxes estimated to be levied in the "capped" funds for the year 2014, is \$63,618,433.

Section 2: The aggregate amount of taxes estimated to be levied for debt service for the year 2014, is \$3,313,381.

Section 3: The aggregate amount of taxes estimated to be levied for the year 2014, is \$66,931,814.

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

NOTICE FOR NEWSPAPER PUBLICATION

**NOTICE OF PROPOSED PROPERTY TAX INCREASE FOR
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64**

- I. A public hearing to approve a proposed property tax levy for Community Consolidated School District No. 64 for 2014 will be held on Monday, December 15, 2014, at 7:15 p.m. at the Jefferson School, 8200 Greendale, Niles, Illinois 60714.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Rebecca J. Allard, Chief School Business Official, 164 S. Prospect Avenue, Park Ridge, IL at (847) 318-4324.

- II. The corporate and special purpose property taxes extended or abated for the year 2013 were \$60,655,876.

The proposed corporate and special purpose property taxes to be levied for 2014, are \$63,618,433. This represents a 4.9% increase over the previous year.

- III. The property taxes extended for debt service for 2013 were \$3,313,381.

The estimated property taxes to be levied for debt service for 2014 are \$3,313,381. This represents a zero increase over the previous year.

- IV. The total property taxes extended or abated for 2013 were \$63,969,257.

The estimated total property taxes to be levied for 2014, are \$66,931,814. This represents a 4.6% increase over the previous year's total levy.

Section 4: This resolution shall be in full force and effect forthwith upon its passage.

President
Board of Education
COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64
Cook County, Illinois

Secretary

ADOPTED this 17th day of November, 2014

Original: ☒ X
Amended: ☐

ILLINOIS STATE BOARD OF EDUCATION
School Business Services Division
217/785-8779

Exhibit III

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the County Clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name	District Number	County
Park Ridge Niles Community Consolidated	0--64	Cook

Amount of Levy

Educational	\$ 50,200,990	Fire Prevention & Safety *	\$ 0
Operations & Maintenance	\$ 7,611,547	Tort Immunity	\$ 615,753
Transportation	\$ 1,027,188	Special Education	\$ 1,606,181
Working Cash	\$ 411,435	Leasing	\$
Municipal Retirement	\$ 1,323,869	Other	\$
Social Security	\$ 821,470	Other	\$
		Total Levy	\$ 63,618,433

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of 50,200,990 dollars to be levied as a special tax for educational purposes; and
the sum of 7,611,547 dollars to be levied as a special tax for operations and maintenance purposes; and
the sum of 1,027,188 dollars to be levied as a special tax for transportation purposes; and
the sum of 411,435 dollars to be levied as a special tax for a working cash fund; and
the sum of 1,323,869 dollars to be levied as a special tax for municipal retirement purposes; and
the sum of 821,470 dollars to be levied as a special tax for social security purposes; and
the sum of 0 dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and
the sum of 615,753 dollars to be levied as a special tax for tort immunity purposes; and
the sum of 1,606,181 dollars to be levied as a special tax for special education purposes; and
the sum of 0 dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and
the sum of 0 dollars to be levied as a special tax for ; and
the sum of 0 dollars to be levied as a special tax for ; and
on the taxable property of our school district for the year .

Signed this 15 day of DEC 20 14 .
(President)

(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full

(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No. _____, _____ County, Illinois, on the equalized assessed value of all taxable property of said school district for the year _____, was filed in the office of the County Clerk of this County on _____.

In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon.

The total levy, as provided in the original resolution(s), for said purposes for the year _____, is \$ _____.

(Signature of County Clerk)

(Date)

(County)

EXPLANATION

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax annually, for educational purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax annually, for operations and maintenance purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax annually, for transportation purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax known as a Working Cash Fund Tax upon all the taxable property of the district, annually (Section 20-3 of the School Code).

The school board of any school district may levy a tax for municipal retirement purposes in a sum sufficient to provide all the contributions required of the school district by including the amount to be levied for such purposes in the Certificate of Tax Levy for other school taxes, or such district may file with the county clerk a separate certificate or resolution setting forth the amount of tax to be levied for such purpose (40 ILCS 5/7-171).

The school board of any school district may levy a tax for social security (includes Medicare only) purposes in a sum sufficient to provide all the contributions required of the school district by including the amount to be levied for such purposes in the Certificate of Tax Levy for other taxes, or such district may file with the county clerk a separate certificate or resolution setting forth the amount of tax to be levied for such purpose (40 ILCS 5/21-110, 21-110.1).

The school board of any school district having a population of less than 500,000 inhabitants may levy a tax upon all the taxable property of the district at the value as equalized or assessed by the Department of Revenue for the purposes of professional surveys, alterations, and reconstruction for fire prevention, safety, energy conservation, disabled accessibility, school security, and specified repair purposes upon meeting certain statutory conditions (Section 17-2.11 of the School Code).

The school board of any school district may levy a tax upon all the taxable property within the district for tort immunity purposes in a sum sufficient to pay the costs of purchasing such insurance or sufficient to pay any tort judgment, settlement, or insurance imposed upon it under the Local Government and Governmental Employees Tort Immunity Act including liabilities under the Workers' Compensation Act, Occupational Diseases Act, or the Unemployment Insurance Act 745 ILCS 10/9-107 and Section 17-2.5 of the School Code).

The school board of any school district may levy, with voter approval, a tax upon the full, fair cash value as equalized or assessed by the Department of Revenue within the district for capital improvement purposes (which levy is in addition to that for building purposes) and such funds are to be levied, accumulated, and spent only in accordance with Section 17-2.3 of the School Code.

The school board of any school district having a population of less than 500,000 inhabitants, by proper resolution, may levy an annual tax upon the full, fair cash value as equalized or assessed by the Department of Revenue for special education purposes including the purposes authorized by Section 10-22.31b and Section 17-2.2a of the School Code.

The school board of any school district having a population of less than 500,000 inhabitants, with voter approval, may levy a tax annually, for summer school purposes, upon all the taxable property of the district at the value, as equalized or assessed by the Department of Revenue (Section 17-2.1 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may, by proper resolution, levy an annual tax upon the value as equalized or assessed by the Department of Revenue for a period of not more than five years for area vocational education building purposes including the purposes authorized by Section 10-22.31b of the School Code, upon the condition that there are not sufficient funds available in the operations and maintenance fund of the district to pay the cost thereof. Such tax shall not be levied without the prior approval of the State Superintendent of Education and prior approval by a majority of the electors voting upon the proposition at a general or special election (Section 17-2.4 of the School Code).

The school board of any school district having a population of less than 500,000 inhabitants may levy an annual tax not to exceed 0.05% upon the taxable property, as equalized or assessed by the Department of Revenue, for the purposes of leasing educational facilities or computer technology or both, and for temporary relocation expense (Section 17-2.2c of the School Code).

The school board of any school district, upon determining that a surplus of funds is available, shall adopt a resolution or ordinance reducing the tax levy of such district for the year for which the resolution or ordinance is adopted. The district shall certify the action to the county clerk who shall abate the levy in accordance with the provision of the ordinance (35 ILCS 200/18-20).

The Truth in Taxation Law affects all units of local government, school districts, and community colleges, including home rule units, who are authorized to levy property taxes. For the requirements of the law, refer to 35 ILCS 200/18-55 et seq.

To: Board of Education

From: Dr. Laurie Heinz

Date: October 27, 2014

Re: District 207 2015-16 Calendar and District 64's Plan

As reported to the Board previously, District 64's Calendar Committee met on October 2, which is much earlier than we would usually convene our committee. A representative from Maine Township High School District 207 was on hand, and shared their decision-making process with us. The goal for the high school is to structure the school year so that students will complete the first semester prior to Winter Break. The direct impact is that the school year begins much earlier in August than in previous years; it also impacts the Winter Break schedule, other holiday observances, and the end of the school year.

During the meeting, the representative noted that District 207 administration was in the process of developing an alternate calendar for its Board's consideration that would make several adjustments to the previously announced 2015-16 calendar. That revised draft calendar was presented to its Board earlier this month; we understand a revised version is scheduled for adoption at its November 3 meeting.

Given the further changes under consideration by District 207, the Calendar Committee felt it would be prudent to delay surveying our stakeholders until the District 207 calendar for 2015-16 was confirmed. However, the District 64 Calendar Committee went forward to create a draft survey. We utilized a previous survey conducted in 2008 on calendar issues as a base. The current version of the draft survey designed for parents appears as Attachment 1; a similar survey with a different demographic selection area would be prepared for staff members. We also plan to communicate extensively with stakeholders to encourage participation in the survey so that their opinions may be heard.

Timeline and Next Steps

Assuming that District 207 does take action on November 3, we intend to move ahead with surveying our parents and staff as soon as possible. The Calendar Committee currently is scheduled to meet again on Tuesday, November 11.

We will report again to the Board at the November 17 meeting.

PRELIMINARY DRAFT UNDER DEVELOPMENT

District 64 Calendar Survey - 2015-16

Welcome to the District 64 calendar survey for parents! **[NOTE - SEPARATE VERSION FOR STAFF WILL BE PREPARED TO CAPTURE DIFFERENT DEMOGRAPHIC DATA.]**

Maine Township High School District 207 has made significant changes in its school calendar, beginning in 2015-16. The primary reason is for high school students to complete their first semester final exams before Winter Break. District 64 is offering this opportunity for families to express their opinion on how closely District 64's calendar should be aligned with District 207.

The results of this survey will be included in a report presented by the Calendar Committee to the Board of Education before the 2015-16 calendar for District 64 is adopted. The survey should take only a few minutes to complete. Your responses are anonymous.

1. Please check the schools in 2014-15 that your children currently attend through grade 12 (check all that apply):

Younger/not yet attending school

Jefferson

Carpenter

Field

Franklin4

Roosevelt

Washington

Emerson

Lincoln

High School

College

2. In the past, District 64 has tried to align its calendar as closely as possible with that of our public high schools (Maine South/East). How important is it for you to have the two calendars aligned for these dates:

Rank the following in order of importance with 1 being the most important to be aligned, and 5 being the least important to be aligned.

	1	2	3	4	5
Start of School					

PRELIMINARY DRAFT UNDER DEVELOPMENT

Thanksgiving					
Winter Break					
Spring Break					
End of School					

3. **Start Date** District 207 students are returning to school for classes on **Monday, August 17, 2015**
[NOTE: DATE WILL BE CONFIRMED WHEN DISTRICT 207 BOARD TAKES FINAL ACTION.]

Keep in mind that District 64 legally must schedule ____ days of school each year. Changes to the start date might require trade-offs, such as **XXXXXXX** **[NOTE - ONCE DISTRICT 207 CALENDAR IS KNOWN, THE APPROPRIATE INFORMATION WILL BE ADDED HERE.]**

What start date would you prefer. Please rank these in order of preference: (1 being preferred, 3 being least favored) **[NOTE: DATES IN THIS SECTION WILL BE CONFIRMED WHEN DISTRICT 207 BOARD TAKES FINAL ACTION.]**

	1	2	3
District 64 should start classes on the same day, Monday, August 17 as the District 207 high schools.			
District 64 should start later that week on Friday, August 21.			
District 64 should start the week after, on Monday, August 24			

4. **Thanksgiving Break** To avoid “choppy” weeks in November, District 64 currently combines days used for Parent-Teacher Conferences and other holidays to schedule a full week off from school at Thanksgiving.

Please indicate your preferences:

	Absolute necessity	Very important	Somewhat important	Unnecessary
How important is it to have a full week off at Thanksgiving?				

PRELIMINARY DRAFT UNDER DEVELOPMENT

How important is it to avoid “choppy” week and preserve full weeks of school in November?				
---	--	--	--	--

5. **Winter Break** usually is taken as 10 days off at the end of December and early January. District 64 often has taken this time as two complete weeks off (Monday-Friday). **[NOTE: THIS QUESTION WILL BE MODIFIED BASED ON WHAT DISTRICT 207 SCHEDULE LOOKS LIKE.]**

Please rank your preferred option as 1, and your second option as 2:

	1	2
2 complete weeks off from Monday through Friday (total of 10 days)		
2 weeks off that could be split starting mid-week and returning mid-week (total of 10 days)		

6. **Holidays** District 64 typically observes several holidays during the school year.

A.

	Yes	No
Is it important for District 64 to align the holidays it observes with Maine South/East?		

- B. If District 64 aligns its holidays, which are the most important to align with Maine South/East?

Rank the following in order of importance with 1 being the most important to be aligned, and 6 being the least.

	1	2	3	4	5	6
Columbus Day (October)						
Veterans Day (November)						
Martin Luther King, Jr. Day (January)						

PRELIMINARY DRAFT UNDER DEVELOPMENT

Lincoln's Birthday (February)						
Presidents' Day (February)						
Casimir Pulaski Day (March)						

7. **End Date** For the upcoming school year, District 207 is ending school on **Friday, May 27, 2016**. How important is it for District 64 to align with District 207's ending date. Changes to the end date for District 64 might require trade-offs, such as **XXXXXXX [NOTE - ONCE DISTRICT 207 CALENDAR IS KNOWN, THE APPROPRIATE INFORMATION WILL BE ADDED HERE.]**

What end date would you prefer. Please rank these in order of preference: (1 being preferred, 3 being least favored)

	1	2	3
End the same week as District 207			
End early in June			
End mid-June			

Please remember to press the "Submit" button before exiting this survey!
Thank you for participating!

#

TO: District 64 Board of Education

FROM: Dr. Lori Lopez, Assistant Superintendent for Student Learning

DATE: October 27, 2014

RE: Fall 2014 Student Achievement Report and Illinois Report Card

Background

This Fall Student Achievement Report provides the Board of Education and the community with information about District 64 performance on the Educational Ends assessments, the Fall 2014 MAP Reading and Math assessments, and the Spring 2014 ISAT Math and Science. Also included is information about MAP growth goals, the new Illinois Student Growth Score, the Illinois Report Card, and future areas of focus in District 64.

Executive Summary

Section 1: Educational Ends Assessments

- District 64 has maintained strong performance in all Educational Ends areas. Of the 75 indicators reviewed during the 2013-14 school year, 82% reflect on-target performance, 14% reflect performance within 10% of the target, and 4% reflect performance outside of the target range.
- The Educational Ends assessments are currently being revised so that they accurately reflect our learning priorities.

Section 2: Performance on the Fall 2014 MAP Assessment/MAP Growth Goals

- In Reading, District 64 continues to demonstrate exceptional performance on both status and growth measures. Short-term, our proposed growth goals for 2014-15 are to maintain our performance in 3rd and 5th grade, achieve growth at the 90th percentile in 4th and 6th grade, and achieve growth at the 80th percentile in 7th grade. Our three-year goal is to achieve growth at the 90th percentile or higher at all grade levels and maintain this growth going forward.
- In Math, District 64 continues to demonstrate solid performance on status measures and has identified opportunities for improvement related to growth measures. Short-term, our proposed growth goals for 2014-15 are to achieve growth at the 50th percentile in 4th and 5th grade, achieve growth at the 60th percentile in 3rd grade, and achieve growth at the 70th percentile in 6th and 7th grade. Our three-year goal is to achieve growth at the 75th percentile or higher across all grade levels.

Section 3: Performance on the ISAT/Illinois Student Growth Scores

- Because of District 64's participation in the PARCC Field Testing last spring, we do not have complete grade-level ISAT data available for analysis and comparison in Reading, with the exception of 7th grade.
- District 64 performance on the ISAT-Science continues to be exceptional. In 2014, 91% of 4th graders met or exceeded standards and 96% of 7th graders met or exceeded standards.
- Over the past three years, the percentage of middle school students meeting and exceeding standards on the ISAT-Math has increased. Similar to Math MAP results, ISAT-Math

performance identifies opportunities for growth in 3rd-5th grade where the percentage of students meeting and exceeding standards has decreased by 3 to 12 percentage points.

Section 4: The Illinois Report Card

The Illinois Report Card will be available on October 31 at illinoisreportcard.com and on the District 64 website. In addition to information about student characteristics and performance, the Illinois Report Card displays information about school programs, school learning conditions, student academic growth, school performance trends, and the 2013 Illinois 5Essentials Survey data.

Section 5: Future Areas of Focus

- This spring, the PARCC Assessment will replace the ISAT and will create a new baseline for student achievement in District 64 and Illinois.
- To achieve our short- and long-term student achievement goals, our action steps include focusing on individual student growth and high-impact instructional strategies that support differentiation, including formative assessment and Response to Intervention.

Section 1: District 64 Educational Ends Assessments

Description of the Educational Ends

Over 10 years ago, the Educational Ends were created in response to the question, “What do we want our students to learn as a result of their District 64 educational experience?” The Educational Ends broadly define the goals District 64 has established for learning in each area of a child’s development. In addition to academic skills, the Educational Ends reflect the value District 64 places on higher-order thinking, problem-solving skills, social and emotional development, physical development, experiences in the Arts, and positive attitudes toward learning. The Educational Ends are measured by standardized tests (e.g., MAP) as well as locally developed assessments and other indicators. Specific grade levels have been identified for “benchmark” assessments rather than assessing each grade level.

District Scorecards have been developed to communicate summative data regarding achievement of the Educational Ends. The Scorecards reflect performance over a six-year period. The last column of each Scorecard, “Current Status,” provides data results for all six years. Each cell in this column is color-coded to reflect the level of performance from the most recent year (2013 - 2014). Green cells indicate on-target performance. Yellow cells indicate performance within 10% of our target. Red cells identify our greatest opportunities for growth and indicate that our performance is not within 10% of the target. The Educational Ends Scorecards for each area can be found on the District website at: <http://www.d64.org/learning/educational-ends-learning.cfm>

The Board has identified the revision of the Educational Ends statements, targets, and assessments as an ongoing goal for District 64. As a result of the District’s work with Priority Standards and the Common Core State Standards, some of our Educational Ends assessments are in the process of being adapted to more accurately measure our learning outcomes. More information about this will be shared at future Board meetings.

Educational Ends Assessment Data

An analysis of the District Scorecards over the past six years shows that, overall, we are maintaining strong performance in all curricular areas. Highlights of our 2013-14 performance include:

- Third graders have significantly improved their performance on reading fluency measures over time with an all-time high of 87% of students meeting the target in 2014. For the second year in a row, more than 90% of 5th graders achieved their reading fluency target.
- In Physical Education, the percentage of 3rd grade students scoring at the target level on the “Locomotor Skills Assessment” has consistently exceeded the target.
- In Science, 8th graders have met or exceeded the target on the IPS Final Activity for the past three years.

The table on the following page shares information about our performance on Educational Ends assessments for the past six years. Of the 75 indicators reviewed during the 2013-14 school year:

- 82% reflect on-target performance
- 14% reflect performance within 10% of the target
- 4% reflect performance outside of the target range

Educational Ends Assessments 2009-2014

Educational Ends Area	08-09		09-10		10-11		11-12		12-13		13-14		08-09		09-10		10-11		11-12		12-13		13-14	
	Green	Red	Green	Red	Green	Red	Green	Red	Green	Red	Green	Red	Yellow	Red	Yellow	Red	Yellow	Red	Yellow	Red	Yellow	Red	Yellow	Red
Language Arts	8	10	8	7	7	7	5	2	2	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0
Math	9	9	8	9	7	7	6	1	0	3	1	3	3	4	1	2	0	0	0	0	0	0	1	1
Foreign Language	7	4	6	2	4	5	5	1	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0
Instrumental Music	2	3	3	3	3	3	2	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
General Music	6	6	6	3	3	3	3	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Physical Education	13	0	13	12	11	11	11	0	2	0	1	2	2	0	0	0	0	0	0	0	0	0	0	0
Science	9	6	8	7	8	7	7	1	2	1	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Social Studies	2	1	2	2	0	2	2	4	7	5	2	3	2	3	1	2	0	0	0	0	0	0	1	1
Health	4	2	2	4	3	3	3	2	1	5	2	3	0	2	2	1	0	0	0	0	0	0	2	2
Visual Arts	5	6	6	5	0	6	6	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Critical Thinking	11	11	12	13	13	11	11	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Social Emotional	16	15	15	17	14	14	14	2	4	4	2	2	5	1	0	0	0	0	0	0	0	0	0	0
# of Assessments	92	73	89	84	73	75	75	15	19	20	11	14	13	13	5	7	1	1	0	0	0	0	4	4
Percent	77%	75%	77%	88%	79%	82%	82%	13%	17%	17%	11%	15%	14%	11%	5%	6%	1%	0%	0%	0%	0%	4%	4%	4%

Section 2: Performance on the Fall 2014 MAP Assessment/MAP Growth Goals

Description of the MAP (Measures of Academic Progress) Assessment

The MAP is a computerized adaptive test. This means that the test responds dynamically to each student. The difficulty of each question is determined by the student's response to the previous question. Adaptive testing captures a child's current level of knowledge, and thus more accurately measures what a child currently knows and needs to learn next.

MAP assessments can measure academic growth over time, independent of grade level or age. MAP results are reported using a RIT scale. RIT stands for Rasch unit, which is a measurement scale developed to simplify the interpretation of test scores. It is an equal-interval scale, like feet and inches, so a student's educational growth can be calculated from year to year similar to how a child's height can be measured from year to year. In addition to RIT scores, national norms are available for comparison to individual or group results. In District 64, 2nd graders take the Reading and Math MAP in the wintertime. Third-seventh graders take the Reading and Math MAP in the fall and spring. Eighth graders take the Reading, Math, and Language Usage MAP tests in the fall.

Status & Growth Targets

It is important to look at our performance through the lenses of both status and growth. Status is a comparison of the District 64 mean RIT at each grade level to the national mean RIT. At a previous Board meeting, we discussed comparing this mean RIT to a benchmark group comprised of local districts with similar demographics and resources. We are in the process of creating this benchmark group and sharing data. More information about this will be shared at a future Board meeting. This information will potentially be used to craft goals related to status.

NWEA has established targets for a student's "expected growth" based on a student's grade level and fall RIT score. An analysis of students' fall-to-spring growth enables school districts to determine whether all students are making academic progress regardless of where they are performing in relation to the target. Expected growth is an important measure, especially for students who are performing significantly below the target and those who are performing significantly above it.

In August of 2013, the Board identified individual student growth as a goal for District 64. This fall, District administration consulted with NWEA and District 64 teachers to identify and seek feedback on proposed growth goals. NWEA has provided schools with a tool that enables us to better understand our growth by framing it as a national percentile. We can use this tool to compare the performance of our schools to the performance of schools across the country – in terms of both status and growth.

In 2010, Illinois adopted the Common Core as the Illinois Learning Standards in English Language Arts and Math. Teachers and administrators across the state fully implemented the new standards during the 2013-14 school year. For three years prior to full implementation, District 64 educators participated in extensive professional development related to both the CCSS Reading and Math. Last school year was the first year that we administered the Common Core-aligned MAP in both Reading and Math. In addition to this, last year was the first year of implementation for our newly adopted K-8 math resources. Our 2013-14 data offers a new baseline for reflecting on our performance and goals.

MAP Spring 2014 Reading Achievement

In Reading, District 64 continues to demonstrate exceptional performance on both status and growth measures. The average percentile rank for the *mean RIT* in 3rd through 7th grade ranges from the 92nd to the 97th percentile. The average percentile rank for *fall to spring growth* in 3rd through 7th grade ranges from the 76th to the 93rd percentile. Short-term, our proposed growth goals for 2014-15 are to maintain our performance in 3rd and 5th grade, achieve growth at the 90th percentile in 4th and 6th grade, and achieve growth at the 80th percentile in 7th grade. Within three years, we would like to achieve growth at the 90th percentile or higher at all grade levels and maintain this growth going forward.

Reading: 2014 Status & Growth Performance

Grade Level	STATUS: What is our average percentile rank for the <i>mean RIT</i> at this grade level?	GROWTH: What is our average percentile rank for <i>growth</i> at this grade level?	Proposed Growth Goal for 2014-15	3-Year Growth Goal
3	97	93	Maintain	Maintain
4	97	83	90	Maintain
5	96	92	Maintain	Maintain
6	96	87	90	Maintain
7	92	76	80	90

MAP Spring 2014 Math Achievement

In Math, District 64 continues to demonstrate solid performance on status measures and has identified opportunities for improvement related to growth measures. The average percentile rank for the *mean RIT* in 3rd through 7th grade ranges from the 82nd to the 92nd percentile. The average percentile rank for *fall to spring growth* in 3rd through 7th grade ranges from the 33rd to the 66th percentile. Short-term, our proposed growth goals for 2014-15 are to achieve growth at the 50th percentile in 4th and 5th grade, achieve growth at the 60th percentile in 3rd grade, and achieve growth at the 70th percentile in 6th and 7th grade. Within three years, we would like to achieve growth at the 75th percentile or higher across all grade levels.

Math: 2014 Status & Growth Performance

Grade	STATUS: What is our average percentile rank for the <i>mean RIT</i> at this grade level?	GROWTH: What is our average percentile rank for <i>growth</i> at this grade level?	Proposed Growth Goal for 2014-15	Proposed 3-Year Growth Goal
3	88	55	60	75
4	85	33	50	75
5	82	34	50	75
6	92	66	70	75
7	89	65	70	75

Fall 2014 MAP: Baseline Results

Over the past four years, our fall baseline data has not been significantly different from year to year at any grade level. That is, our mean RIT at each grade level has been within three RIT points of our 2014 baseline RIT. As noted in previous reports, District 64's mean RIT continues to be between the 60th-70th percentile in Math and the 68th-73rd percentile in Reading.

MAP Math & MAP Reading – 2014 Fall Baseline Data

Grade	Math	Percentile Rank	Reading	Percentile Rank
3	195.5	61	197.2	68
4	208.9	64	208.4	72
5	216.8	60	214.7	70
6	224.2	61	220.5	72
7	233.1	68	225.1	73

Section 3: Performance on the ISAT/Illinois Student Growth Scores

ISAT Overview

The ISAT is a standardized criterion-referenced assessment that is used to measure student learning in relation to the Illinois Learning Standards. All 3rd through 8th graders are tested in Reading and Math. These assessments include multiple-choice questions as well as extended-response questions that require students to explain their thinking in writing. In addition, 4th and 7th grade students are tested in Science.

A numerical score is derived for each student's performance on the various subject tests. Based on expected grade-level performance, scores are assigned to one of four performance levels: Exceeds Standards (ES), Meets Standards (MS), Below Standards (BS), and Academic Warning (AW).

District 64 ISAT Reading Achievement

Beginning this spring, the ISAT will be discontinued and replaced by the PARCC Assessment. In Spring 2014, selected students in grades 3, 4, 5, 6, and 8 participated in the PARCC field test for English Language Arts and were exempt from ISAT testing. Because of this, with the exception of 7th grade, data on ISAT Reading is not available for comparison to previous years'

performance. In 7th grade, student performance has remained consistent with that of previous years: 27% exceeding standards, 57% meeting standards, 16% below standards, and less than 1% of students at the Academic Warning level.

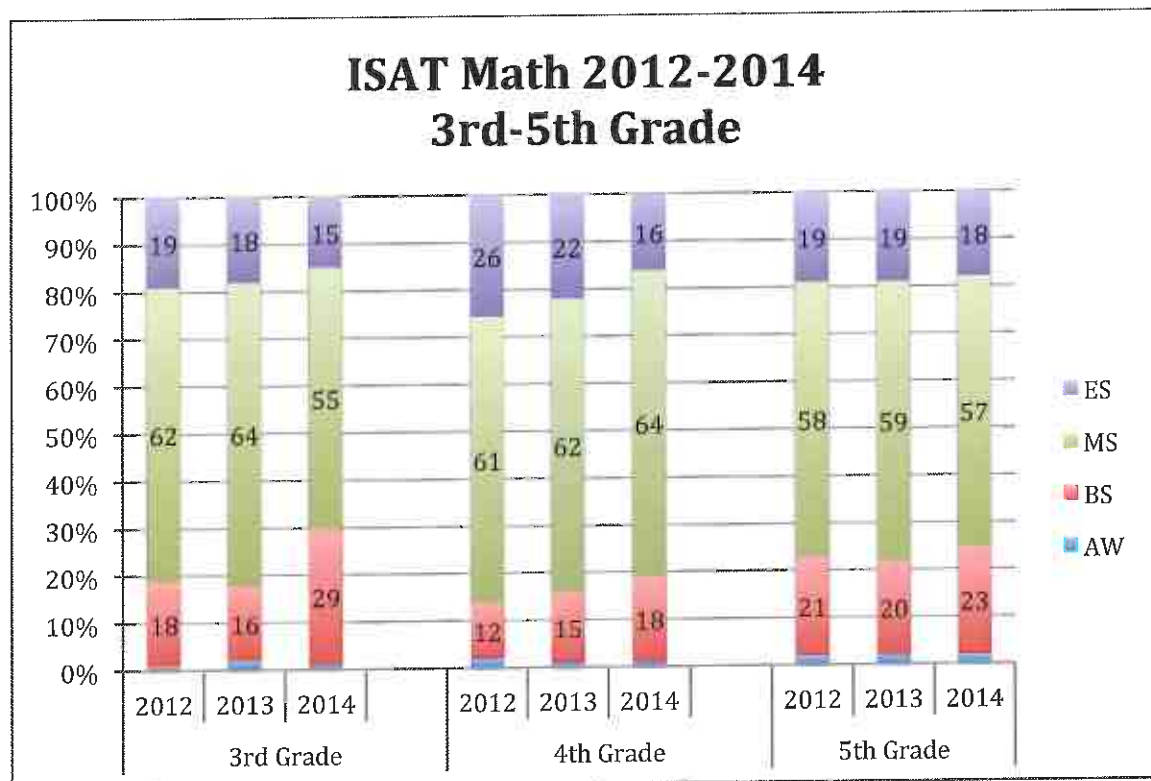
District 64 ISAT Math Achievement

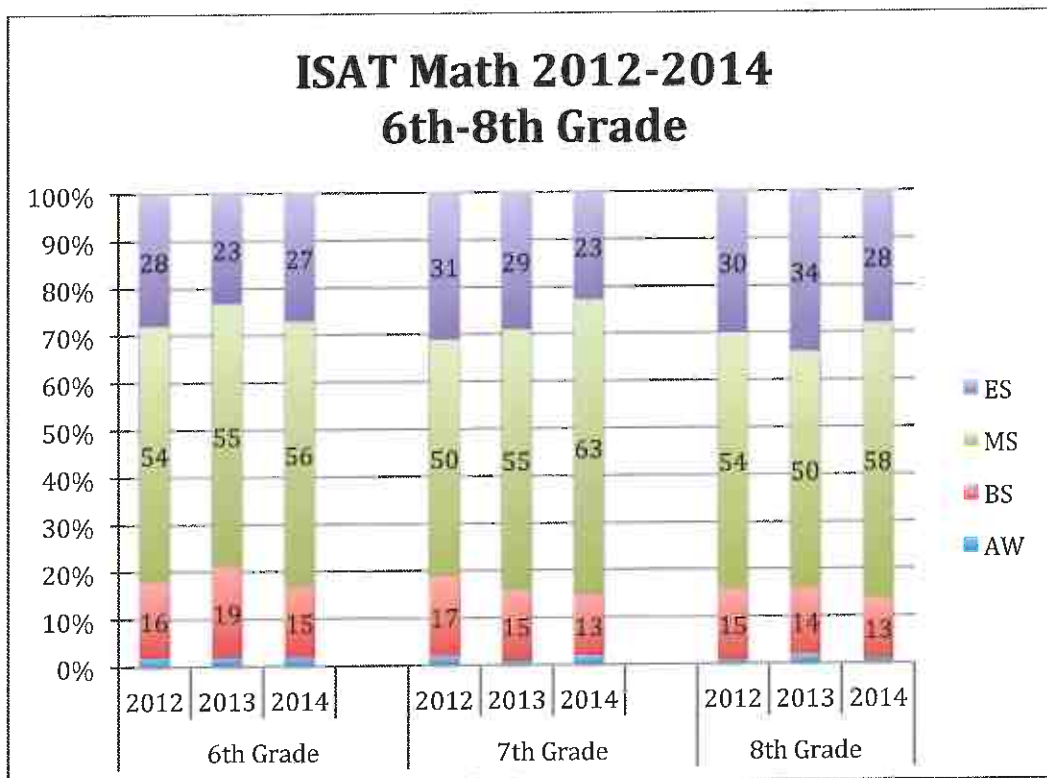
The table below shares student performance data at each grade level as well as the District's overall performance on the ISAT Math.

**Percentage of Students "Meeting and Exceeding" Standards on the Math ISAT
2012-2014**

	2012	2013	2014
3 rd Grade	81	82	70
4 th Grade	87	84	80
5 th Grade	77	78	75
6 th Grade	82	78	83
7 th Grade	81	84	86
8 th Grade	84	84	86
Overall District Performance	82	82	80

The following charts present ISAT Math data for each grade level for the past three years. Each chart shows the percentage of students in each performance category: Academic Warning (AW), Below Standards (BS), Meets Standards (MS) and Exceeds Standards (ES).





As the data indicates, over the past three years, the percentage of middle school students meeting and exceeding standards on the ISAT-Math has increased. Similar to Math MAP results, ISAT-Math performance identifies opportunities for growth in 3rd-5th grade where the percentage of students meeting and exceeding standards has decreased by 3 to 12 percentage points.

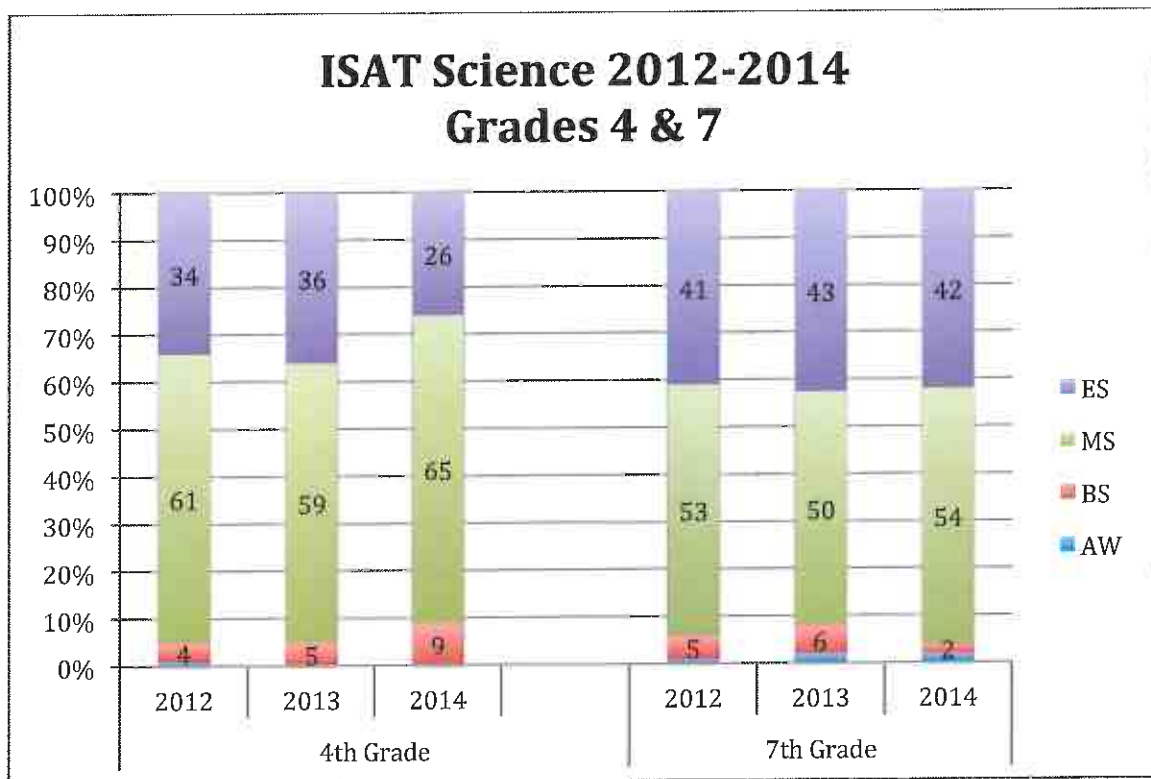
District 64 ISAT Science Achievement

Similar to Math and Reading, performance on the ISAT Science assessment remains strong with the majority of District 64 students meeting or exceeding standards over the past four years:

Percentage of Students “Meeting and Exceeding” Standards on the Science ISAT 2012-2014

	2012	2013	2014
4 th Grade	95	95	90
7 th Grade	94	92	95

The following chart presents the 4th and 7th grade ISAT Science data for the past three years. Each chart shows the percentage of students in each performance category: Academic Warning (AW), Below Standards (BS), Meets Standards (MS) and Exceeds Standards (ES). At this point, we are unsure whether the Illinois State Board of Education plans to continue with statewide Science testing in Spring 2015.



Illinois Student Growth Score

The U.S. Department of Education has granted Illinois a waiver from NCLB legislation requirements, which means Illinois no longer reports the AYP status of schools and districts. The Illinois Report Card will include information about student growth based on two years of performance on the state assessment. Each district and school has been assigned a “growth score.” The growth score shows the average amount of growth for students in a district or school. School and district growth scores are calculated by averaging individual student growth metrics. This growth measure is expressed as a number between 0 and 200. A value above 100 represents positive growth and/or consistently high achievement; a value below 100 represents negative growth and/or consistently low achievement. Individual student growth metrics will not be shared with students and parents.

The average growth value assigned to District 64 this year is 104 for Reading and 108 for Math. This is higher than the State average, which is 99 for Reading and 103 for Math.

Section 4: The Illinois Report Card

The Illinois State Board of Education annually releases the Illinois Report Card, which shows performance on a range of indicators for each school, district, and the state. The School Report Card will be available on October 31 at illinoisreportcard.com and on the District 64 website. In addition to information about student characteristics and performance, the Illinois Report Card displays information about:

- Athletic, extracurricular, and afterschool programs

- School learning conditions
This section includes information about teacher retention, principal turnover, student mobility, truancy, student attendance, average class size, total school days, and average district spending per pupil.
- Student academic growth and school performance trends
- Survey participation rates and links to Illinois 5Essentials Survey data
The Illinois 5Essentials Survey measures five dimensions of school organizational culture: Effective Leaders, Collaborative Teachers, Involved Families, Supportive Environment, and Ambitious Instruction. Research shows that schools that are ranked strongly on three or more of these dimensions are ten times more likely to improve student learning. The information included on the 2014 Report Card is from Spring 2013. The survey, which is administered every other year, will be administered again in Spring 2015.

Section 5: Future Areas of Focus

Implementation of the PARCC Assessment

This spring, the PARCC Assessment will replace the ISAT and will create a new baseline for student achievement in District 64 and Illinois. These 3rd - 8th grade assessments will include two components: Performance-Based Assessments and End-of-Year Assessments. The Performance-Based Assessments will be administered in March. For these assessments, students will apply their knowledge to a complex problem and produce a product. In ELA, students will complete a research simulation task and a task focused on analyzing literature. In Math, students will be asked to solve problems involving the key knowledge and skills for their grade level.

The End-of-Year Assessments will be administered in May. The results will be combined with the Performance-Based Assessment results to produce a student's summative assessment score. The assessments will focus on reading and comprehending complex texts in ELA/Literacy. In Math, the End-of-Year Assessments will focus on demonstrating conceptual understanding of the grade-level standards.

Future Areas of Focus

To achieve our short- and long-term student achievement goals, our action steps include:

- ✓ Maintain our focus on individual student growth and the high-impact instructional strategies that support differentiation, including formative assessment.
- ✓ Continue to support teachers with the use of data to inform instruction. The Response to Intervention model is a research-based process that incorporates the review of data to identify student needs, differentiate instruction, and improve student learning.
- ✓ Continue to evaluate the Educational Ends and determine their alignment to the District 64 Priority Standards and the Common Core State Standards. Refine the Educational Ends assessments so that they provide information that most accurately reflects our learning priorities.
- ✓ Through teacher collaboration and job-embedded coaching opportunities, continue to provide support for the implementation of the Common Core State Standards.

As a school community, we have created an educational program that reflects the value District 64 places on core academic content, higher-order thinking, problem-solving skills, social and emotional development, physical development, experiences in the Arts, and positive attitudes toward learning. Our students continue to earn competitive scores on standardized assessments and demonstrate strong achievement in all curricular areas through the Educational Ends framework.

Maintaining our focus on individual student growth and differentiation promotes learning at all levels. The impact of this initiative on student learning will be measured through the targets outlined in this report and identified in Board Consensus Goal 1b. District 64 provides a quality education of which our community, School Board, staff, and students can be proud.

The District and individual school report cards prepared by the State of Illinois will be available on the District's website at the end of October. The annual reports include a wide variety of information about our students, the instructional setting, finances, academic performance, performance on state assessments, and adequate yearly progress. Printed copies of the report cards are available on request by phoning the Department for Student Learning at 847-318-4300. The website link is: www.d64.org > Departments > Student Learning > State Report Card.

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Mary Jane Warden, Director of Innovation and Instructional Technology

Date: October 27, 2014

Re: District 64 Technology Update - 21st Century Learning Plan Progress Report

Background

In the spring of 2010, District 64 adopted a five-year Strategic Plan. A central focus of that plan was to: *accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.* From the work of the Board Advanced Technology Committee (BATC), the Technology Integration Committee (TIC) and District leadership, the 21st Century Learning Plan was designed in pursuit of this central focus and comprised of these components:

- A learning ecosystem with the use of technology as a tool for learning
- The teaching and practice of 21st century skills -- communication, collaboration, creativity, and critical thinking
- Equitable access to technology
- Job-embedded and high quality professional development in support of teachers
- A proficient infrastructure of technical support as the ecosystem of devices expands

We Are in Orbit

The 1:1 Learning Initiative was launched at the start of the school year with approximately 3,300 Chromebooks and 210 iPads deployed to students and classrooms. Ongoing discussions among all staff -- school leadership, teacher teams, departments, parents and community members -- have occurred as operations and systems are adjusted, streamlined, and modified to promote the best conditions for a 21st century learning environment.

Communication has been a key element in the process of implementation. The District is making great efforts in regular informational updates to the community at large through Board of Education reports, the Superintendent's newsletter, Principal newsletters, information broadcasts, various meetings and forums. Our first edition 1:1 Parent-Student Handbook was distributed in early October and details various policies, procedures, and practices. This handbook was a collaborative effort and will continue to be as we experience our first year in a 1:1 learning environment. The handbook is also available on our website.

Creating a school-home connection for learning is essential to the "anytime, anywhere" environment. Our partnership with parents on this front is essential in joining efforts in helping our students become 21st century citizens. One way that the District is building this partnership is providing Parent University workshops. These workshops will cover a variety of

topics throughout the school year. Our first one -- Chromebook 101 -- was held at Roosevelt last month, with more than 80 parents and community members in attendance.

Technology Support

In the implementation of the 1:1 Chromebook initiative, we have introduced a tremendous amount of devices into our learning environment. To better track these issues in support of all devices, a work ticket system -- called Samanage -- was put into place. With the huge uptick in the number of devices in our system, the number of requests for support has increased concurrently. We have had 1,540 incidents logged in the system in eight weeks. Our Building Technology Team and specifically the Technologists have been investing extensive amounts of time, energy, and problem solving in support of maintaining our new 1:1 learning environments. Not only are we supporting 3300 new devices, we are also supporting 3300 more active users. We monitor this workflow carefully to see if there are patterns developing, and are reshaping infrastructures to troubleshoot solutions on a larger scale. However, the sheer volume of devices added to our system is a substantial strain on our current capacity.

School Device Protection Plan

Our technology work ticket system has logged 232 incidents related to Chromebooks, 168 of which are hardware related. We have been observing a 4% faulty hardware rate, and are in regular communication with Dell to determine if this is typical. Our building Technology Departments (Library Resource Centers) are seeing on average 20 incidents of repair or malfunction on a weekly basis (higher at the middle schools than elementary).

Our Technology Department's first priority in this area is to limit downtime for students. The Technology Department has been working to put various safeguards, components and procedures in place to achieve a sustainable system of support. As the year continues we will be tracking incidents, repairs, replacements, and expenses/costs and will then report out our findings. Keep in mind, there is a 21st century learning piece to device management that our students (and parents at home) are experiencing in the midst of this. In our digital age, students are adding a different nuance to self-responsibility by practicing what it means to be a "responsible digital citizen." This is reinforced through coaching and instruction in the classroom, and by support of parents at home.

21st Century Learning Assessment Plan

The District is in the process of solidifying a plan to assess and gauge changes to our learning ecosystem and the progress towards the central focus. The administrative team is proposing a multi-dimensional approach to gathering data to monitor our growth progress towards technology integration into curriculum and instruction.

The following table notes the tools being used:

Data Collection Tools

Tool	Frequency	Target Group	Target Data
BrightBytes Questionnaires	Fall 2014 /Spring 2015	Grades 3-8 Students/Staff/ Parents	Based on the CASE framework and correlated to the NETS-T measuring a 21st century learning environment
Action Research	Ongoing	Staff/Students	High-impact learning experiences
Data in a Day (DIADs) <i>- in development</i>	Trimesters	Staff/Students	Observation of the 4C's in learning environments
iPad Surveys - <i>in development</i>	Fall/Spring	K-2 Staff	Feedback based on learning experiences using iPads
Focus Groups - <i>in development</i>	Winter	Students	Reflections and feedback about a 21st century learning environment experience
District-developed Parent Surveys - <i>in development</i>	Annually	All Parents	Feedback from parents related to District technology initiatives

The data will be collected, reviewed, and then shared with stakeholders on an ongoing basis. It will also be used to assist in the District's annual technology planning process and progress monitoring.

As part of the 1:1 Learning Initiative assessment, last year the LoTi Survey was used as the data collection tool to measure teacher proficiency levels with 21st century learning. In March of last spring, results and conclusions from the data was shared regarding teacher fluency with using digital tools and resources. Teachers showed a 13% growth over the course of the 2013-14 year in digital fluency. This was attributed to the District's provision of a job-embedded professional development approach based on the use of an Instructional Technology Coach at each school building. In the spring data assessment, 93% of teachers surveyed showed a moderate to high level of technology skills fluency.

For the 2014-15 school year, administrative leadership investigated a different tool to assess a broader picture of our 21st century learning environment. The District partnered with Clarity BrightBytes, a software and research company, to assist us in constructing a complete picture of technology use and integration at school and at home within our District. For over a decade, BrightBytes researchers and data scientists have collaborated with educational researchers, K-12 practitioners, and higher-ed statisticians across the nation to develop the

“CASE” framework, linking education with 21st century learning outcomes. C-A-S-E refers to four domains: Classroom, Access, Skills, and Environment.

The research-based framework of CASE outlines the essential factors schools need to improve learning through the use of technology as described in those four domains (Attachment 1). These four domains are the essential factors needed for successful implementation of technology in the classroom. The questionnaires administered to teachers, students, and parents were derived from success indicators in each of these domains.

This September, the District gathered baseline data from stakeholders: students, teachers, and parents through these questionnaires. The Administrative Team met with BrightBytes Educational Research Partner, Lisa DeRoy, to walk through the questionnaire results. This information was then shared with the Administrative Council. In turn, each building administrator has been using this data to facilitate conversations around 21st century learning with their own building tech teams and in the coming months, their teachers.

District 64’s score is based on the four domains of the CASE framework. For each domain, the score represents the level of maturity and readiness (ranging on a five-step scale from Beginning, Emerging, Proficient, Advanced to Exemplary):

CASE Domain	Score	Conclusions
C = Classroom <i>How teachers and students use technology in the classroom</i>	Emerging	Area of improvement is the integration of the 4C’s by teachers into the design of the learning environment or in the learning process.
A = Access <i>Degree to which technologies are available to students and teachers</i>	Exemplary	With the recent deployment of our 1:1 Chromebooks in 3-8 and additional iPads in K-2, access to technology is exemplary of anytime, anywhere access.
S = Skills <i>Assess whether students and teachers have the foundational technology skills to perform essential tasks</i>	Advanced	Our teachers and students report a high level of foundational technology skills. Teachers report that they feel proficient in their online and multimedia skills. Our teachers and students are great “consumers” of technology.
E = Environment	Proficient	While our policies/procedures, technical support, and beliefs are

School/District's provision of technology support, teacher professional development, and policies that promote and support the use of technology to enhance learning		proficient to advanced, the area of teacher professional development is a critical area to invest staff, time, and energy in.
--	--	---

Based on the four-part CASE framework, District 64's overall score is at the **Proficient level of effectiveness in classroom technology integration as it relates to student learning.** Ultimately, our aim in integrating technology is to enhance student learning to foster the 21st century skills of communication, collaboration, creativity, and critical thinking -- the four C's.

From these metrics, we can see that our focus must be in the area of professional development in order to establish the best conditions in our learning environment to positively impact student learning. Just as our administrative team presented at our Back to School Institute Day, we are charged with re-designing learning now that we have a 1:1 learning environment.

Both the LoTi survey and the BrightBytes questionnaires affirmed that our teachers have proficient/moderate to exemplary/high fluency in technology skills (earning an **Advanced** ranking). The surveys also indicate that teachers are **Emerging** in their integration of the four C's in relation to instructional practice and design. With the full implementation of 1:1 devices in grades 3-8 (**Exemplary** in that domain), teachers can now move forward in their daily instructional practice and design with the support of high quality, job-embedded professional development. It is essential, therefore, that we further invest our energies and resources in pursuit of impactful professional development -- action research, research-based instruction, and coaching in best practice.

Critical roles like our Instructional Technology Coaches as job-embedded peer coaching, our Principals who are the school-based instructional leaders, our Building Technology Teams bringing unified support, our Administrative Team as change agents -- these are the building blocks of support to our all-important teachers in their growth as educators delivering high impact, technology-infused instruction in the modern age.

In summary, the overarching goal for the District as derived from the Bright Bytes data is to move from **Emerging to **Proficient** in the Classroom domain.** In order to do this, teachers will design activities/lessons that use technology to give students opportunities to practice the four C's. An article from this month's edition of Harvard Education provides insights into how teachers are using technology as a tool in their instruction to foster the four C's (Attachment 2).

In the spring, the Bright Bytes questionnaires will be administered again to measure this growth. The District will continue to be committed to accomplishing this through professional development through the times available during early release/Institute Days (workshops and guided design development) and job-embedded support (instructional technology coaching).



INTRODUCTION TO THE CASE FRAMEWORK



In order to prepare students for college, the workforce, and the 21st century in general, state and national standards have been developed to inform technology use for K-12 education. Many states require their schools to file technology plans to address their technology needs, including goals, strategies, and professional development plans. The CASE Technology Report helps schools write technology plans and meet state standards.

CASE is a research-based framework over a decade by educational researchers, K-12 practitioners, and higher-ed statisticians. CASE stands for Classroom, Access, Skills, and Environment. Taken together, these four areas encompass all of the factors that determine the effectiveness of technology in improving student achievement. Your score in each area falls into one of five categories: Beginning, Emerging, Proficient, Advanced, or Exemplary. These categories represent your school's maturity and readiness related to technology use and its impact on student outcomes within each area.

BEGINNING 800-899

EMERGING 900-999

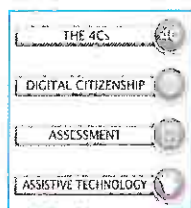
PROFICIENT 1000-1099

ADVANCED 1100-1199

EXEMPLARY 1200-1299

HOW YOUR SCORE IS DETERMINED

CLASSROOM



Measuring technology's effectiveness means examining how much time students spend using technology and what they do with it. The classroom section displays how teachers and students are using technology in the classroom. This includes looking for evidence of The 4Cs (communication, collaboration, critical thinking, and creativity), use of and involvement with assistive technology, digital citizenship, and assessment.

ACCESS



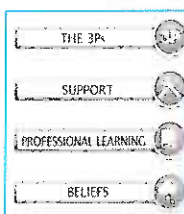
It's crucial that teachers and students have access to modern hardware, software, and Internet access. Clarity highlights the degree to which these technologies are available to teachers and students both at home and at school. Access at school captures availability of Internet-connected devices to teachers and students, as well as important peripherals, such as projectors, interactive whiteboards, and digital video cameras. Access at home measures connectivity, including access to computers, tablets and Internet access, as well as tools like smartphones, gaming systems, and e-Readers.

SKILLS



Teacher and Student skills are critical to the effective use of technology for improving learning. The Skills section communicates whether teachers and students have the foundational skills needed to navigate their devices, download files or perform other essential tasks, whether they have the ability to leverage online environments for access to streams of information and social networks, and whether they know how to use multimedia to create presentations for global audiences.

ENVIRONMENT



Environmental factors can turbo-charge a technology program or they can bring it to a screeching halt. These factors include The 3Ps (policies, practices, and procedures), the availability and quality of technical support, professional learning opportunities, and community beliefs around using technology for learning. These factors determine the success of every technology solution, and are particularly important when implementing solutions that require the community's commitment.

Volume 30, Number 5
September/October 2014

Tech Is Changing Teaching, Finally

by DAVE SALTMAN

The news comes fast, and breathless, with each passing week: a major school district will spend tens of millions of dollars to buy computing devices for every schoolchild. Other teachers are asking students to watch short videos on the subject matter at home and to come prepared to work in the classroom on what would normally be considered homework.

Still others are encouraging students to post to blogs, text each other, or create social media profiles for famous people. Some schools are allowing students to bring their own devices, such as smartphones, and even do work on them.

As the calls grow for integrating technology into the classroom in ever more impactful ways, it behooves us to look at what the teachers who are recognized in this regard—and for their teaching overall—are actually doing in the classroom. With technology so woven into life, and with so many teachers developing, exploring, learning, and instructing, using some form of technology—from smart boards to smart pens—an examination of these teachers' experiences in adopting and integrating technology into their practices seems timely and needed.

So from February through December of 2013, I interviewed nine award-winning teachers working at different grade levels, in different parts of the country, in districts both large and small to find out: How did they become so expert in using technology? With the myriad of tools, apps, and programs out there, how did they choose what to learn and incorporate into their practice? What did they learn about themselves and their students in the process?

These are not teachers with vast technology budgets. On the contrary, many have struggled to obtain the technology they are working with, and their acquisition and upgrade efforts have often been slow and incremental. But one way or another they have acquired it, or at least enough of it to begin using it on a regular basis. In addition, all of these teachers have solid and widely available Internet connections, as well as a growing collection of hardware that in every case approximates, if not in actuality, a class set of devices. All control some form of accessible, virtual space for use in teaching.

What I found from these interviews was surprising—and not so surprising.

Advancing Their Pedagogy

Rather than using technology as an end in itself, these educators are using technology to advance their pedagogy, which includes all of the foundational pillars that one would expect of good teachers: solid introductions, scaffolding of materials, modeling, hooking their students' interest and engaging them in the material, varying instruction, and other such aspects.

In much the same way that someone with a kitchen outfitted with the latest gadgetry is not, *de facto*, a great chef, neither do these teachers rely upon technology to be superior teachers. Instead, they are superior teachers using technology to affect learning, and to amplify their underlying pedagogy and exceptional teaching skills.

In Columbia, S.C., for example, Christopher Craft uses the guided experiential learning approach to help students in his sixth-grade STEM class build their own apps. The students have built apps to capture the progress of soccer teams, the work of a local dance academy, and the world of *Little House on the Prairie*, the series by Laura Ingalls Wilder. Still, technology is secondary to his relationship with his students, he says. "It's never about the technology, it's about the learning," says Craft. "The more efficient we teachers can be, the more we can focus on kids and custom-tailoring the learning to our kids."

I found that many of the teachers organized their teaching, and their use of technology, around a number of similar tasks—some of them standard teaching tasks, such as assessing, and some more in tune with Common Core standards, such as fostering collaboration and communication among and between students. Virtually all of these teachers value instructing their students in digital literacy skills.

Interacting with Content

One important task—fostering interaction with the content itself, rather than passive consumption of it—is ubiquitous. Many of these teachers, if not all of them, would reject the idea that they are spending time consciously integrating technology, as opposed to looking for more compelling, engaging, and efficient ways of delivering instruction and content. They see themselves as providing their students with the venues and platforms—along with the motivation—to interact with that content.

"I'm really interested in how students communicate and collaborate," explains Joshua Silver, who has won multiple awards for his

innovative teaching in New Mexico. "I don't want them to be downloaders; I want them to be uploaders, which requires them to produce something, and that product is something to share with other people." Silver's students use technology as well as paper to produce their own public service announcements for a unit on words and influence; Facebook pages for the character Macbeth; and effective, clearly written instruction manuals for an item chosen from one of the texts they are reading.

"I think it's important to note that my curriculum is often very traditional. In the eyes of many, probably too traditional. We read lots of classic literature, as I'd imagine many classes are doing. With that, though, I find ways to use the technology. So, my core curriculum hasn't really changed. What has, though, is the delivery method," says Silver.

Similarly, Amber Kowatch attributes her evolution as a teacher to the iPad. Second graders in her Ludington, Mich., classroom use their iPads to answer questions on how they learn best, to test their math skills with games, and to upload sentences using vocabulary words and book reports to the class wiki or blog, among many other things. Prior to the iPad, "I never gave my students a chance to show what they knew. I wasn't that kind of teacher," says Kowatch. "This is how much the iPad has changed me. My kiddos have opportunities they never had before."

Teaching is changing, where it stood stock-still for many years.

The rueful joke about the retired doctor entering a hospital after many years and finding it to be unrecognizable, while the retired teacher finds school to be utterly familiar, may soon lose some of its currency, if the practices of teachers like Craft, Silver, and Kowatch spread further and wider.

Dave Saltman is a teacher and writer based in California and the author of **Teachers Talking Tech: Creating Exceptional Classrooms with Technology**, which will be published by Harvard Education Press in November 2014.



Also By This Author

- [Retooling Shop Class](#)
- [Teachers Writing It Their Way](#)
- [Star Apps Lift Learners Through the Clouds](#)
- [Flipping for Beginners](#)
- [Turning Digital Natives into Digital Citizens](#)
- [Student-Directed Learning Comes of Age](#)
- [Eight Tech Trends for Librarians \(and Teachers too!\)](#)
- [Nine Hot Web Tools for Students](#)
- [Top 10 Web Tools for Teachers](#)
- [Like Teacher, Like Student](#)

ADOPTION OF FIELD PHASE II CONSTRUCTION MANAGEMENT SERVICES

According to the Illinois School Code [105 ILCS 5/10-20.21](#), construction management services fall under the exception to the bidding statute for "individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part." It is not the title "construction manager" that allows avoidance of the bidding requirement, but rather the role the construction manager plays in the construction process. **To meet the professional skill exception**, the construction manager should not furnish equipment, building labor or materials and **must serve as an advisor to the owner and have discretion in managing the project**.

The District Administration recommends that the Board of Education engage Nicholas & Associates, in accordance with the requirements of the School Code, as District 64's Construction Manager. The estimated cost of engaging Nicholas & Associates for the Field Phase II project (\$1.5 million) is \$75,000.

ACTION ITEM 14-10-2

I move the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, engage Nicholas & Associates, in accordance with the requirements of the School Code, as District 64's Construction Manager.

Moved By:_____ Seconded By:_____

AYES:

NAYS:

PRESENT:

ABSENT:

10/27/14

To: Board of Education
Laurie Heinz, Superintendent

From: Rebecca Allard, Chief School Business Official

Subject: Discussion & Approval of Field Phase II Construction Management Services

Date: October 27, 2014

According to the Illinois School Code [105 ILCS 5/10-20.21](#), construction management services fall under the exception to the bidding statute for "individuals possessing a high degree of professional skill where the ability or fitness of the individual plays an important part." It is not the title "construction manager" that allows avoidance of the bidding requirement, but rather the role the construction manager plays in the construction process. **To meet the professional skill exception**, the construction manager should not furnish equipment, building labor or materials and **must serve as an advisor to the owner and have discretion in managing the project**.

District 64 engaged Nicholas & Associates, Inc. to bring the Carpenter HVAC project to closure. Significant progress has been made since Nicholas & Associates has collaborated with The Farnsworth Group, Fanning Howey, F.E. Moran and D64.

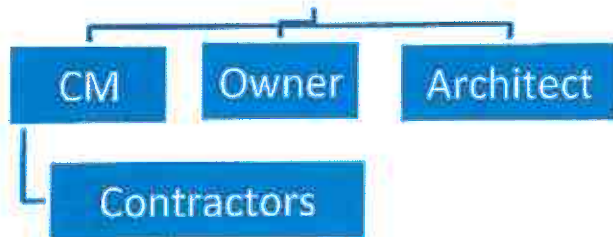
Construction Management involves services in all phases of the project: pre-construction, bidding, contract award, construction, and post-construction, including cost estimating, project scheduling, value engineering, contractor prequalification, bid tabulation, punch list preparation, payout preparation and disbursement, waiver review, full time on-site field supervision, contract preparation and distribution, owner occupancy assistance and project close-out and follow up.

A Construction Manager joins the District, Architect and Engineer to create a professional team that starts early in the project and continues through completion. Their purpose on this team is to represent the Owner by providing checks and balances to ensure the project proceeds within both budget and schedule.

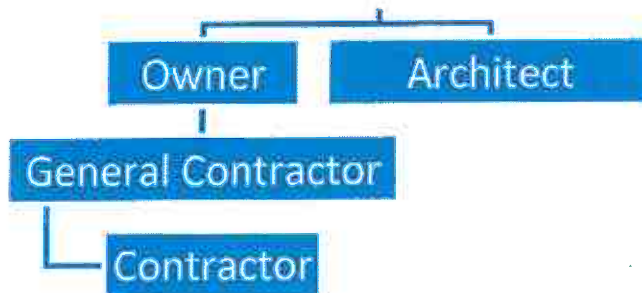
Nicholas & Associates expertise in both the construction and design components of a project will allow them to make adjustments along the way that will ensure that the project's maximum value and that the ultimate desired outcome is realized.

The attached materials from Nicholas & Associates, Inc. outline the services they provide under construction management. Fees associated with any construction manager are determined based on the project. The use of a construction manager does not increase the cost of the project because of the manner in which the project is bid. The following graph demonstrates the difference between a project being completed under a construction manager and a project completed under a general contractor.

Construction Management



General Contractor



Recommendation:

The District Administration recommends that the Board of Education engage Nicholas & Associates, in accordance with the requirements of the School Code, as District 64's Construction Manager. The estimated cost of engaging Nicholas & Associates for the Field Phase II project (\$1.5 million) is \$75,000.

Construction Management does not increase the cost of the project but is a replacement of costs from the Field 2014 summer projects, such as the general contractors' overhead & profit. In addition, District 64 will be eliminating almost \$40,000 in overtime costs. The overtime expense allowed the general contractor in the buildings on both evenings and weekends. The Construction Manager will monitor all contractors when they are in the building.



NICHOLAS & ASSOCIATES, INC.

1001 Feehanville Drive
Mt. Prospect, IL 60056

Phone 847.394.6200
Fax 847.394.6205

September 15, 2014

Ms. Rebecca J. Allard
Chief School Business Official
Community Consolidated School District 64
164 S. Prospect Avenue
Park Ridge, IL 60068-4079

RE: Construction Management Services & Fee Schedule

Dear Ms. Allard,

Based upon our recent discussions for the Carpenter School HVAC Project & the upcoming 2015 Field School Phase 2 Project, below is a Fee Structure format that we have used for our other SD Clients.

Nicholas & Associates will provide our typical Construction Management services for the various projects as requested. Our fees will be based on the following schedule:

Professional Fee & Compensation based on Project size

1. \$1,000 thru \$100,000.....9.0%
2. \$101,000 thru \$500,000.....8.0%
3. \$501,000 thru \$1,000,000.....7.0%
4. \$1,001,000 thru \$5,000,000.....5.0%
5. Over \$5,000,000.....As Agreed

Fixed General Conditions: These are quantified expenses for the Project that consists of the services provided by the Project Manager (\$100/hr.), Site Superintendent (\$90/hr.) & Safety Director (\$80/hr.). The fixed General Conditions expenses are based on a specific project duration from pre-construction thru project closeout.

Reimbursable General Conditions (Pass Thru Invoice w/o mark-up): On-Site Construction Trailer with reasonable Furnishings; Rubbish and Trash Removal; Temporary Partitions; Temporary Toilets; Temporary Fencing; Temporary Roads; Temporary Utilities, Surveying, Testing Services, Winter Protection, Street Cleaning; Daily Cleanup; Final Cleanup; Performance Bonds, and Insurance.

Nicholas & Associates looks forward to working with Community Consolidated School District 64 on all of your construction & capital projects. We trust you will find that this fee proposal clearly identifies our services; however, should you require any additional information, please feel free to contact our offices.

Sincerely,
Nick Papanicholas, Jr.
Nicholas & Associates, Inc.

COMPANY OVERVIEW

Nicholas & Associates Inc. / Nepco, Inc.
1001 Feehanville Drive
Mt. Prospect, Illinois 60056
(847) 394-6200
(847) 394-6205 Fax
www.nicholasquality.com

Contact:
Nick Papanicholas Jr.
Vice President
847-878-6302
nickjr@nicholasquality.com

COMPANY HISTORY

After years of experience in the construction trades, Nick Papanicholas formed Nicholas & Associates, Inc. a general contracting firm, in 1978. Nicholas & Associates, Inc. is a family owned and operated Construction Management/General Contracting firm that specializes in public school construction. Nicholas & Associates was incorporated in the State of Illinois on April 2, 1985. In April 2005, the firm relocated to our current office location on Feehanville Drive in Mt. Prospect, a building which we renovated to accommodate our growing business needs. In 2013 we opened an office in Waukesha, WI to better serve our Wisconsin clients.

Nicholas & Associates, Inc. owns a fully licensed Architectural & Engineering firm as well as an Architectural Door & Hardware Distributor. These subsidiaries offer Nicholas & Associates, Inc. support on all of our educational construction projects without the need to bring in outside consultants.

Over 50% of the construction completed by Nicholas & Associates/Nepco, Inc. since 1996 has been through the Construction Manager method. Nepco, Inc. was established in 2001 to provide a vehicle for the increasing number of projects in which construction management services are requested. Over \$500 million in Construction Management projects have been completed since 2001. We have held contracts both as Construction Manager as Agent and Construction Manager at Risk.

Our current staff of 42 full time employees are allocated as follows:

Administrative	6	Office	12
Architects/Engineers	4	Field	18
LEED/AP	2		

Nicholas & Associates/Nepco, Inc. is very proud of our many years of service to a wide variety of clients. Because we pride ourselves on a professional approach when awarded a contract, we tailor our team members to the needs of that particular project. Quality assurance becomes one of the highest priorities and it can only be achieved through the most experienced personnel that have the desire and dedication to commit their efforts to obtain the most successful completion of the project. This translates into adherence to budget, conformance to time-line scheduling, and will result in a smoother project completion. We've built our organization on dependability and thirty four solid years of providing general contracting and construction management services. We are confident that Nicholas & Associates/Nepco, Inc. has the capability and experience to provide you with the type of construction services that is demanded and required for this type of project.



NICHOLAS & ASSOCIATES, INC.

COMPANY OVERVIEW

High School Experience – Past 7 Years

Client	High School	Location	Volume	Year Completed
Glenbrook High Schools District 225 •	Glenbrook North HS	Northbrook, IL	\$80,000,100	On Going
Glenbrook High Schools District 225 •	Glenbrook South HS	Glenview, IL	\$35,000,000	On Going
Township High School District 211 •	Conant HS	Hoffman Estates, IL	\$27,000,000	On Going
Township High School District 211 •	Hoffman Estates HS	Hoffman Estates, IL	\$30,000,000	On Going
Township High School District 211 •	Palatine HS	Palatine, IL	\$25,000,000	On Going
Township High School District 211 •	Fremd HS	Palatine, IL	\$8,000,000	On Going
Township High School District 211 •	Schaumburg HS	Schaumburg, IL	\$15,000,000	On Going
New Trier Township High School District 203 •	New Trier HS - West Campus	Northfield, IL	\$6,500,000	On Going
Evanston Township High School District 202	Evanston HS	Evanston, IL	\$8,200,000	2012
Lyons Township High School District 204	Lyons HS - South Campus	Western Springs, IL	\$17,800,000	2007
Kaneland Community Unit School District 302 •	Kaneland HS	Elburn, IL	\$37,000,000	2012
Consolidated High School District 230	Andrew HS	Tinley Park, IL	\$2,500,000	2011
Consolidated High School District 230	Stagg HS	Palos Hills, IL	\$2,000,000	2011
Consolidated High School District 230	Sandburg HS	Orland Park, IL	\$2,500,000	2011
DeKalb Community School District 428 •	DeKalb HS (New)	DeKalb, IL	\$75,000,000	2011
DeKalb Community School District 428 •	DeKalb HS (Existing)	DeKalb, IL	\$8,000,000	2011
Decatur Public School District 61	Eisenhower HS	Decatur, IL	\$34,000,000	On Going
Oswego Community Unit School District 308	Oswego East HS	Oswego, IL	\$20,500,000	2013
Geneva Community Unit School District 304	Geneva HS	Geneva, IL	\$1,000,000	2012
Leyden High School District 212	East Leyden HS	Franklin Park, IL	\$5,000,000	2007
Community High School District 218	Eisenhower HS	Blue Island, IL	\$3,500,000	2007
Glenbard Township High School District 87	Glenbard South HS	Glen Ellyn, IL	\$2,500,000	2012
Mendota Township High School District 280	Mendota HS	Mendota, IL	\$4,400,000	2011
Evergreen Park High School District 231	Evergreen Park HS	Evergreen Park, IL	\$1,300,000	2013
Homewood Flossmoor High School District 233	Homewood Flossmoor HS	Flossmoor, IL	\$26,000,000	On Going

• = Construction Management Contract



NICHOLAS & ASSOCIATES, INC.

COMPANY OVERVIEW

K-8 Experience – Past 7 Years

Client	Location	Volume	Year Completed
Evanston/Skokie Community Unit School District 65 •	Evanston & Skokie, IL	\$60,000,000	On Going
Deerfield Public Schools District 109 •	Deerfield, IL	\$30,000,000	On Going
Community Consolidated School District 59 •	Arlington Hts., Mount Prospect, Elk Grove, IL	\$50,000,000	On Going
Northbrook School District 27 •	Northbrook, IL	\$23,000,000	2010
Mount Prospect School District 57 •	Mount Prospect, IL	\$6,000,000	On Going
Plainfield Community Consolidated School District 202	Plainfield, IL	\$21,000,000	2007
Crete-Monee Community Unit School District 201	Monee, IL	\$9,000,000	2007
Community Consolidated School District 181	Clarendon Hills, IL	\$8,000,000	2007
Bourbonnais Elementary School District 53	Bourbonnais, IL	\$12,000,000	2007
Cook County School District 104 •	Summit, IL	\$24,000,000	2007
Kaneland Community Unit School District 302 •	Sugar Grove, IL	\$38,000,000	2010
DeKalb Community School District 428 •	DeKalb, Cortland, Malta, IL	\$18,000,000	2011
West Chicago Elementary School District 33	West Chicago, IL	\$23,000,000	2013
Community Consolidated School District 15	Palatine, Rolling Meadows, IL	\$2,100,000	On Going
Prairie Hills School District 144	Markham, IL	\$34,200,000	2012
Schaumburg School District 54 •	Schaumburg, IL	\$26,500,000	On Going
Skokie School District 68 •	Skokie, IL	\$3,000,000	On Going
Wilmette Public School District 39 •	Wilmette, IL	\$2,500,000	On Going
Bannockburn School District 109 •	Bannockburn, IL	\$1,000,000	On Going

• = Construction Management Contract



NICHOLAS & ASSOCIATES, INC.

PROJECT APPROACH

TEAMWORK

The philosophy Nicholas & Associates/Nepco, Inc. has built its success upon is the commitment to "taking pride in its professionalism and doing the right thing for the client and the project". We believe that every project has three very important elements that are required to function as one unit; a partnership between an Owner with a dream and trust in their team members, an Architect with a comprehensive and creative design and a Contractor that possesses extensive expertise and knowledge in construction to form one unified team. The success of the project is directly dependent upon the working relationship of the partnership throughout the duration of the project. The Contractor's responsibility also filters down to the various contractors involved throughout the duration of the project. Within this environment the Construction Manager develops a unified team with one goal, to achieve a facility that exceeds the program requirements.

SCHEDULING

Construction scheduling is done by the Project Manager and Superintendent assigned to the project. We determine duration of tasks by a combination of input from the awarded trade contractors and previous experience with similar projects. Nicholas & Associates/Nepco, Inc. utilizes Microsoft Project Manager for the construction schedules. Schedules are developed bi-weekly during the pre-construction phase and updated monthly during the construction phase to ensure critical and final completion dates are met. All updated schedules will be provided to the Architect, Owner, and Contractors at weekly meetings to ensure the project is delivered on time. Utilizing short term schedules allows an immediate overview of the progress of the project, to avoid critical issues that may develop in the course of building a facility that will satisfy the community's desires and needs. New facilities are developed with planning and public awareness, the community expects the facility to be ready for use on a scheduled date. Nicholas & Associates/Nepco, Inc will keep that commitment to the community.

COMMUNICATION

Nicholas & Associates/Nepco, Inc. believes that communication between the project team is essential to a successful project. Our project managers and field superintendents work closely on a daily basis with all parties involved in the project. Weekly meetings with the Owner and the Architect are required to ensure a smooth transmission of information. Daily meetings with all trade contractors on the job are critical for a well coordinated project and to maintain the proposed construction schedule. Our project manager and field superintendent will meet with the trade contractors weekly to go over upcoming work and status of submittals and deliveries. We will coordinate the work of the trade contractors with the activities of the Owner and Architect to complete the project in accordance with objectives, cost, time and quality.

QUALITY CONTROL

During the pre-construction services stage, Nicholas & Associates/Nepco, Inc. pre-qualifies all contractors that will be considered and personally contacted to ensure their ability to perform their segment of the work. To assure quality control during construction, we are very visual throughout the construction activities and progress of the contractor's workmanship to assure that it is being performed in accordance with the requirements and in compliance with the contract plans and specifications. Weekly job meetings are established with contractors to assist in the resolution of any questions or situations that may arise. A Daily Quality Control log along with photographs will be kept by the Superintendent to record all quality issues and resolutions.



NICHOLAS & ASSOCIATES, INC.

PROJECT APPROACH

SAFETY

It is the policy of Nicholas & Associates/Nepco, Inc. to provide a healthy and safe job site and to abide by all occupational safety and health regulations as they pertain to the industry. Projects are monitored by our OSHA certified construction safety advisor for compliance with all safety regulations. The Nicholas & Associates/Nepco, Inc. Safety Program booklet is a written description of the company's safety program setting forth the minimum requirements with which all personnel must comply. A copy of the document can be submitted upon request. To date, there have been no OSHA citations on any construction management project conducted by Nicholas & Associates/Nepco, Inc.

Experience Modification Rating

2012-13 - 1.12

2011-12 - 0.92

CONSTRUCTION MANAGEMENT

The key to successful management of the construction process is the placement of responsibility in the hands of those who are best equipped to manage this process. At Nicholas & Associates/Nepco, Inc., we recognize that every project and every client have very specific requirements and needs to obtain and fulfill their capital projects and goals. Because we operate under a wide variety of contract approaches, we carefully examine the contracting method to be utilized for each individual project. Construction management services will add value to the project by providing the resources and expertise needed to manage quality, cost, schedule, scope, and construction activities to help the Owner achieve their objectives.

The principal value of utilizing Nicholas & Associates/Nepco, Inc.'s construction management services lies in the process in which it is performed. Working in harmony with the Owner and Architect, the team's first goal is to develop a non-adversarial relationship with a mutual understanding of and respect for the team members' business processes, responsibilities, and their parameters to provide a valuable contribution to the project.

PRE-CONSTRUCTION PHASE

Services that are provided as a function of the pre-construction/masterplanning stage would include:

- Develop an initial cost estimate from both schematic and design development documents
- Value engineering to determine the most effective use of available funds
- Establish a quality control plan
- Enhance the design and construction quality
- Develop a written scope of work for all trades
- Consideration of alternate materials, systems, and processes
- Constructability review
- Establish a construction schedule to avoid delays, changes, and/or claims
- Prepare milestone cost estimate and dates to ensure compliance with the budget and construction schedule
- Establish a list of pre-qualified contractors
- Communicate with the Architect and Owner regularly to ensure proper exchange of critical information



NICHOLAS & ASSOCIATES, INC.

PROJECT APPROACH

BIDDING PHASE

During the bid process, Nicholas & Associates/Nepco, Inc. will handle all facets of securing an adequate number of bids in each trade, review, interview, and make a recommendation of the apparent lowest responsible bidders for the Owners acceptance.

Services that are provided as a function of the bidding stage would include:

- Establish a bid time and date in conjunction with the Owner
- Pre-qualify contractors - AIA A305 Statements
- Issue Advertisement to Bid and publish in local newspaper
- Distribute the bidding documents
- Respond to bidders questions and clarifications
- Conduct pre-bid conference to clarify the project needs
- Ensure sufficient bids received to establish competitive bidding in all trades
- Public opening of bids and read aloud
- Coordinate any bidding irregularities with Owner and Owners legal council
- Evaluate and compare all bids for their completeness
- Conduct personnel interviews with apparent low bidders to confirm their understanding of their scope of work
- Prepare bid tabulation for review to the Board of Education
- Make recommendation of apparent lowest responsible bidder
- Attend Owner's approval meeting to respond to questions
- Issue Notice to Proceed letters to awarded contractors

CONSTRUCTION PHASE

With the previous phases completed, Nicholas & Associates/Nepco, Inc. will begin the process to get the construction underway. We will now become your eyes and ears and most of all your major team member during this phase of the project.

Services that are provided as a function of the construction stage would include:

- Assure that all contractors fully understand the intent of design and their requirements at every stage
- Prepare all required contracts between Owner and Contractors
- Secure all Certificates of Insurance, Performance Bonds for material, labor, and payments.
No contractor is permitted on-site until these items are in place.
- Coordinate utility improvements
- Mobilize construction site and field superintendent
- Conduct pre-construction meeting with all contractors
- Hold weekly construction meetings with Owner and Architect.
- Document all discussions and distribute copy of minutes to all participants
- Manage and review all shop drawings and submittals
- Submit timely and clear reports on the construction activities
- Monitor the construction process for anticipated difficulties, resolve issues early, & keep work flowing
- Ensure construction is being completed per plans and specifications
- Maintain field change on as built set
- Conduct regularly scheduled OSHA meetings with contractors
- Conduct weekly visits from our Safety Director



NICHOLAS & ASSOCIATES, INC.

PROJECT APPROACH

CONSTRUCTION PHASE

- Prepare pencil copy of payout request for Owner and Architects to review. Submit formal copy with Waivers of Lien
- Process and track all change orders
- Coordinate installation of Owner's equipment performed by own forces and/or award through other contracts
- Ensure public safety is first and foremost throughout the projects duration

POST CONSTRUCTION PHASE

Nicholas & Associates/Nepco, Inc. will begin close-out procedures in advance of substantial completion of the project. At this time, we will start gathering as much information as possible to have ready by project completion.

Services that are provided as a function of the post-construction stage would include:

- Prepare punch list in conjunction with Owner and Architect.
- Field superintendent maintains an accurate set of as-built documents on the job site .
- Each trade contractor is to submit their own as-built documents for assembly.
- A meeting is arranged with the Architect to review all of the marked up documents to then transfer to the original documents so that an accurate representation of the final modifications have been recorded for future reference.
- Upon determination of final completion we will provide notice to the Owner and Architect that the work is ready for final inspection.
- Arrangement of all building and fire department inspections will be made and final certificate of occupancy will be obtained.
- All guarantees, affidavits, releases, bonds, and waivers will be secured and transmitted to the Owner.
- We will meet with the Owner's maintenance personnel to direct the checkout of utilities, operational systems and equipment readiness.
- All keys, record drawings, warranties, and maintenance manuals will be turned over to the Owner.

Our experience has been that the close-out of every project is a very critical phase of a successful project. Nicholas & Associates/ Nepco, Inc. will not allow any contractor to receive their final payment until their entire punch list has been completed and signed off on. Prior to the first year anniversary date of occupancy we will visit the site to ensure that any item in need of attention is completed under the warranty coverage.



NICHOLAS & ASSOCIATES, INC.

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Scott Mackall, Director of Facility Management

Date: October 27, 2014

Subject: RETA Security Check-In and Timeline Discussion

District 64 retained RETA Security to provide a Physical Security Report in August 2013. The District reviewed the recommendations and began implementation during the 2013-14 school year, as previously shared with the Board.

Attachment 1 describes the current status of each recommendation.

Board of Education - October 27, 2014

Update/Status Report of November 2013 RETA Security Report

	Identified RETA Security Item	Anticipated and/or Completion Date of RETA Security Item	Comments
1.0	Pursue the installation of secured main entry vestibules	TBD	Installation of secured entrances will be evaluated during the Facility Master Planning Process
1.1	Revisit positioning of main entry monitors	Summer 2014	Entry monitors were repositioned with the upgrade in video surveillance (Item 9.0).
2.0	Improve visitor management procedures	Summer 2014	New procedures were implemented during the implementation of the new Raptor Visitor Management System throughout the District.
2.1	Adopt a credential exchange practice or purchase a visitor management software	Summer 2014	The Raptor Visitor Management System has been installed at all schools and training was completed.
3.0	Continue to replace classroom locking mechanisms with those that have interior locking capabilities	Summer 2015 & ongoing	The Facility Management Department has been in contact with hardware manufacturers for locking systems. The Facility Department is also looking at re-keying each building to create one master key system District-wide. This will provide additional security, but at an additional cost. The District currently has several keys not only for the District but at the school level as well. We anticipate bringing a recommendation forward to the Board in the spring.

4.0	All telephones should be labeled with emergency dialing instructions	Ongoing	The labels have been printed, the delay is that different phones have different dialing requirements depending on location within the buildings. Currently there are two different ways that phones are programmed to dial 911; therefore, each phone has to be tested individually by calling 911 to confirm. A Voice over Internet Protocol (VoIP) system would be a welcome upgrade from a security point of view; we anticipate bringing a recommendation forward to the Board this spring.
5.0	Adopt one standard for two-way radios	Summer 2014	All schools have been equipped with two-way radios, and staff have been trained on their use.
5.1	Cease use of walkie-talkies	Summer 2014	Walkie-Talkies have been removed from all security-related use at the schools.
5.2	Consider the use of a repeater	Summer 2014	The District reviewed the need for a repeater and found the cost to outweigh the advantages.
6.0	Optimize intercom systems	Summer 2014	The District reviewed the use of the intercom system at the schools, and found they are being used in a very effective manner.
6.1	Remove intercom volume controls	Spring 2015	The recommendation is to remove the volume control on the intercom systems. This will ensure that communications are heard. The District will begin the review in the spring of 2015.
7.0	Consider installing Sonitrol panic buttons in each main office	Summer 2014	In discussions with the Park Ridge Police Department, they recommend calling 911 directly as a faster and safer method. Installing a panic button to Sonitrol would route the request through the Sonitrol office to receive the notification, confirm the need by calling the designated contact person for that building, and then dispatch the local Police.
8.0	Improve student monitoring	Summer 2014	Cameras have been installed to monitor playgrounds and student entrances at all buildings. Hallway cameras have been placed in middle school hallways to monitor students during class changes.

8.1	Train and equip recess monitors	Summer 2014	Recess monitors have been equipped with two-way radios for improved communication with the school offices
8.2	Train and equip crossing guards	Summer 2014	Crossing guards currently pick up a two-way radio when they arrive and return it to the office after arrival and dismissal.
9.0	Update and standardize video surveillance systems	Summer 2014	Interior and exterior cameras have been installed at all buildings, and staff have been trained on their use.
10.0	Continue to develop emergency plans	Fall 2014	Classroom emergency folders have been updated and delivered to all schools.
11.0	Identify and label tornado shelter areas	Winter 2014-15	Review areas to create and mount signs as needed in each building.
12.0	Continue collaboration with the Park Ridge Park District	Summer 2014 & Ongoing	Each elementary building is working closely with the before and after school Beyond the Bell program, and will maintain open lines of communication.

First Reading of Policies from PRESS Issue 86

Policy	Issue	Title	District Policy Committee Change/No Change	Board Policy Committee Change/No Change
Policy 2:20	Issue 86	School Board – Powers and Duties of the School Board; Indemnification	N/C	C
Policy 2:50	Issue 86	School Board – Board Member Term of Office	N/C	N/C
Policy 2:60	Issue 86	School Board – Board Member Removal from Office	N/C	N/C
Policy 2:80	Issue 86	School Board – Board Member Oath and Conduct	N/C	N/C
Policy 2:200	Issue 86	School Board – Types of School Board Meetings	N/C	N/C
Policy 2:220	Issue 86	School Board – School Board Meeting Procedure	N/C	N/C
Policy 2:230	Issue 86	School Board – Public Participation at School Board Meetings and Petitions to the Board	N/C	N/C
Policy 2:240	Issue 86	School Board – Board Policy Development	N/C	N/C
Policy 4:40	Issue 86	Operational Services – Incurring Debt	N/C	N/C
Policy 4:55	Issue 86	Operational Services – Use of Credit and Procurement Cards	N/C	N/C
Policy 4:60	Issue 86	Operational Services – Purchases and Contracts	N/C	N/C
Policy 4:90	Issue 86	Operational Services – Activity Funds	N/C	C
Policy 5:30	Issue 86	General Personnel – Hiring Process and Criteria	C	C
Policy 5:260	Issue 86	Professional Personnel – Student Teachers	N/C	N/C
Policy 5:310	Issue 86	Educational Support Personnel – Compensatory Time-Off N/A		

Policy 7:20	Issue 86	Students – Harassment of Students Prohibited	N/C	C
Policy 7:170	Issue 86	Students – Vandalism	N/C	N/C
Policy 7:200	Issue 86	Students – Suspension Procedures	N/C	C
Policy 8:100	Issue 86	Community Relations – Relations with Other Organizations and Agencies N/A		

10/22/14

School Board

Powers and Duties of the School Board: Indemnification

The major powers and duties of the School Board include, but are not limited to:

1. Organizing the Board after each consolidated election by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with State and federal law. 1

1.2. Formulating, adopting, and modifying Board policies, at its sole discretion, subject only to mandatory collective bargaining agreements and State and federal law. 2

2.3. Employing a Superintendent, and ^{active or recommendation of superintendent} other personnel, making employment decisions, dismissing personnel, and establishing an equal employment opportunity policy that prohibits unlawful discrimination. 3

3.4. Directing, through policy, the Superintendent, in his or her charge of the District's administration. 4

4.5. Approving the annual budget, tax levies, major expenditures, payment of obligations, annual audit, and other aspects of the District's financial operation; and making available a statement of financial affairs as provided in State law. 5

5.6. Entering contracts using the public bidding procedure when required. 6

~~6. Indemnifying, protecting, and insuring against any loss or liability of the School District, Board members, employees, and agents as provided or authorized by State law.~~

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. School board powers listed in the School Code are not exclusive, meaning that a board may exercise "all other powers not inconsistent with this Act that may be requisite or proper for the maintenance, operation, and development of any school or schools under the jurisdiction of the board," (105 ILCS 5/10-20). This policy's intent is to list the *major* statutory powers and duties – not all of them. See also 105 ILCS 5/10-20.5 and 5/10-21.

For power/duty #1, see 105 ILCS 5/10-16 and 5/10-16.5; and policies 2:80, *Board Member Oath and Conduct*, and 2:210, *Organizational School Board Meeting*. Boards that elect officers for 1-year terms and/or hold organizational meetings yearly, should use the following rather than the default text:

1. Annually organizing the Board by electing officers and establishing its regular meeting schedule and, thereafter, taking action during lawfully called meetings to faithfully fulfill the Board's responsibilities in accordance with Board policy and State and federal law.

2 105 ILCS 5/10-20.5 and policy 2:240, *Board Policy Development*. 5/10-21 and 115 ILCS 5/1 *et seq.* (Illinois Educational Labor Relations Act).

3 105 ILCS 5/10-21.4 (employing superintendent); 5/10-20.7 and 5/10-21.1 (teachers); 5/10-21.9 (criminal history records checks); 5/10-22.34 (non-certificated personnel); 5/10-22.4 (dismissing teachers for cause); and 5/10-23.5 and 5/24-12 (reduction in force). See the policies in the **PRESS** Policy Reference Manual Sections 3, General School Administration, and 5, Personnel.

4 105 ILCS 5/10-16.7.

5 105 ILCS 5/10-20.19 and 5/17-1 *et seq.* See policies in the **PRESS** Policy Reference Manual Section 4, Operational Services.

6 105 ILCS 5/10-20.21. See policy 4:60, *Purchases and Contracts*.

7. Providing, constructing, controlling, and maintaining adequate physical facilities; making school buildings available for use as civil defense shelters; and establishing a resource conservation policy. ⁷
8. Establishing an equal educational opportunities policy that prohibits unlawful discrimination. ⁸
9. Approving the curriculum, textbooks, and educational services. ⁹
10. Evaluating the educational program and approving School Improvement and District Improvement Plans. ¹⁰
11. Presenting the District report card and School report card(s) to parents/guardians and the community; these documents report District, School, and student performance. ¹¹
12. Establishing and supporting student discipline policies designed to maintain an environment conducive to learning, including deciding individual student suspension or expulsion cases brought before it. ¹²
13. Establishing attendance units within the District and assigning students to the schools. ¹³
14. Establishing the school year. ¹⁴
15. Requiring a moment of silence to recognize veterans during any type of school event held at a District school on November 11. ¹⁵
16. Providing student transportation services: pursuant to State law. ¹⁶
17. Entering into joint agreements with other boards to establish cooperative educational programs or provide educational facilities. ¹⁷
18. Complying with requirements in the Abused and Neglected Child Reporting Act. Specifically, each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse. ¹⁸

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

⁷ For the first clause, see 105 ILCS 5/10-20.6, 5/10-20.12, 5/10-22.10, 5/10-22.35A, and 5/10-22.36; and policy 4:150, *Facility Management and Building Programs*. For the second clause, see 105 ILCS 5/10-22.35. For the third clause, see 105 ILCS 5/10-20.19c; and policy 4:70, *Resource Conservation*.

⁸ Many civil rights laws guarantee equal educational opportunities; see policy 7:10, *Equal Educational Opportunities*.

⁹ 105 ILCS 5/10-20.8. See policies in Section 6, *Instruction*.

¹⁰ 105 ILCS 5/2-3.25d and 105 ILCS 5/27-1. See policies 6:10, *Educational Philosophy and Objectives*; and 6:15, *School Accountability*.

¹¹ 105 ILCS 5/10-17a. This statute details the requirements for *presenting* the district report card and school report card(s), including presenting them at a regular school board meeting and posting them on the district's website.

¹² 105 ILCS 5/10-22.6. See policies 7:190, *Student Discipline*; 7:200, *Suspension Procedures*; and 7:210, *Expulsion Procedures*.

¹³ 105 ILCS 5/10-21.3 and 5/10-22.5. See policy 7:30, *Student Assignment and Intra-District Transfer*.

¹⁴ 105 ILCS 5/10-19 and 23 Ill.Admin.Code §1.420. See policy 6:20, *School Year Calendar and Day*.

¹⁵ Recognizing veterans on Nov. 11 is required by 105 ILCS 5/10-20.46.

¹⁶ 105 ILCS 5/10-22.22. See policy 4:110, *Transportation*.

¹⁷ 105 ILCS 5/10-22.31a. See policy 1:20, *District Organization, Operations, and Cooperative Agreements*.

¹⁸ 325 ILCS 5/4. *Abuse* and *neglect* are defined in 325 ILCS 5/3; for a disabled adult student see 20 ILCS1305/1-17(b).

19. Communicating the schools' activities and operations to the community and representing the needs and desires of the community in educational matters. **19**

Indemnification 20

To the extent allowed by law, the Board shall defend, indemnify, and hold harmless School Board members, employees, volunteer personnel (pursuant to 105 ILCS 5/10-22.34, 10-22.34a and 10-22.34b), mentors of certified staff (pursuant to 105 ILCS 5/2-3.53a, 2-3.53b, and 105 ILCS 5/21A-5 et. seq.), and student teachers who, in the course of discharging their official duties imposed or authorized by law, are sued as parties in a legal proceeding. Nothing herein, however, shall be construed as obligating the Board to defend, indemnify, or hold harmless any person who engages in criminal activity, official misconduct, fraud, intentional or willful and wanton misconduct, or acts beyond the authority properly vested in the individual.

LEGAL REF.: 105 ILCS 5/2-3.25d, 5/10, 5/17-1, and 5/27-1.
115 ILCS 5/
325 ILCS 5/4.

CROSS REF.: 1:10 (School District Legal Status), 1:20 (District Organization, Operations, and Cooperative Agreements), 2:10 (School District Governance), 2:80 (Board Member Oath and Conduct), 2:140 (Communications To and From the Board), 2:210 (Organizational School Board Meeting), 2:240 (Board Policy Development), 4:60 (Purchases and Contracts), 4:70 (Resource Conservation), 4:100 (Insurance Management), 4:110 (Transportation), 4:150 (Facility Management and Building Programs), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:90 (Abused and Neglected Child Reporting), 6:10 (Educational Philosophy and Objectives), 6:15 (School Accountability), 6:20 (School Year Calendar and Day), 7:10 (Equal Educational Opportunities), 7:30 (Student Assignment and Intra-District Transfer), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:210 (Expulsion Procedures), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

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

19 See policy 8:10, *Connection with the Community*.

20 105 ILCS 5/10-20.20 (duty to indemnify) and 5/10-22.3 (duty to insure against loss or liability). These statutes identify the same individuals for protection except that the indemnification statute includes mentors of certified staff members. See policy 4:100, *Insurance Management*.

Public officials or employees who are sued or incur loss because of the performance of their duties imposed or authorized by law on behalf of the public entity are entitled to indemnification. McQuillan on Municipal Corporations §12.137 (3rd ed.). Public employees who must defend themselves in actions based upon the performance of official duties are entitled to indemnification. Wayne Twsp Bd of Auditors v. Ludwig, 507 N.E.2d 199 (Ill. App. 2d, 1987). The public's interest is served by indemnifying public officials and employees in the performance of their official duties in order to recruit and retain qualified public employees and officials.

School Board

Board Member Qualifications ¹

A School Board member must be, on the date of election or appointment, a United States citizen, at least 18 years of age, a resident of Illinois and the District for at least one year immediately preceding the election, and a registered voter.

Reasons making an individual ineligible for Board membership include holding an incompatible office and certain types of State or federal employment. ² A child sex offender, as defined in State law, is ineligible for School Board membership. ³

LEGAL REF.: Ill. Constitution, Art. 2, ¶ 1; Art. 4, ¶ 2(e); Art. 6, ¶ 13(b).
105 ILCS 5/10-3 and 5/10-10.

CROSS REF.: 2:30 (School Board Elections), 2:70 (Vacancies on the School Board - Filling Vacancies)

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. Election qualifications are found in 105 ILCS 5/10-3 and 5/10-10, ~~amended by P.A. 96-538~~. Except for possible residency requirements, there are no general eligibility qualifications for appointment to a board; this sample policy, however, applies the election qualifications to appointments. This is possible because the board controls the appointment process. See policy 2:70, *Vacancies on the School Board - Filling Vacancies*.

Boards may describe additional residency requirements, if any, in the following optional sentence: "On the date of election or appointment, Board members must also meet the following residential requirement: *[insert]*."

105 ILCS 5/10-10 allows a board to appoint a student to the board to serve in an advisory capacity for a term the board determines. The student may not vote or attend any closed board meeting. A board that desires to appoint a student member may include this paragraph at the end of this policy, adding the manner the student member is selected as appropriate:

The Board will annually appoint a student member to serve in an advisory capacity. The student member will not have any voting privileges and may not attend executive sessions of the Board.

² Prohibitions on simultaneously holding more than one public office, known as the doctrine of incompatibility of offices, arise from the constitutional concept of separation of offices. Appellate decisions have held that incompatibility arises if the duties of one office would necessarily prevent the office holder from faithfully performing all the duties of the other office. Express statutory prohibitions involving a school board member and another office are rare but do exist. For example, a school trustee may not also be a board member (105 ILCS 5/10-3 and 5/10-10, ~~amended by P.A. 96-538~~). Dual office holding is discussed in the Ill. Council of School Attorneys' publications, *Answers to FAQs, Conflict of Interest and Incompatible Offices*, www.iasb.com/law/conflict.cfm, and *Answers to FAQs, Vacancies on the Board of Education*, www.iasb.com/law/vacancies.cfm.

³ 105 ILCS 5/10-3 and 5/10-10, ~~amended by P.A. 96-538~~. The definition of child sex offender is found in 720 ILCS 5/11-9.3 and is contained in administrative procedure 8:30-AP, *Definition of Child Sex Offender*.

School Board

Board Member Term of Office ¹

The term of office for a School Board member begins immediately after both of the following occur:

1. The election authority canvasses the votes and declares the winner(s); this occurs within 21 days after the consolidated election held on the first Tuesday in April in odd-numbered years.
2. The successful candidate takes the oath of office as provided in Board policy 2:80, *Board Member Oath and Conduct*. ²

The term ends 4 years later when the successor assumes office. ³

LEGAL REF.: 10 ILCS 5/2A-1.1, 5/22-17, and 5/22-18.
105 ILCS 5/10-10, 5/10-16, and 5/10-16.5.

CROSS REF.: 2:30 (School District Elections), 2:80 (Board Member Oath and Conduct), 2:210 (Organizational School Board Meeting)

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

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

² The oath requirement is mandated by 105 ILCS 5/10-16.5.

³ All local canvassing boards were abolished in 2006. The appropriate "election authority"² (county clerk or election commission, if one was established under Article 6A of the Election Code) canvasses the vote for school district elections (10 ILCS 5/1-8). The election authority is responsible for school board member elections (10 ILCS 5/1-3(8)). Any provision in the School Code to the contrary is superseded and ineffective.

The election authority must canvass the vote within 21 days after the election (10 ILCS 5/22-17 and 5/22-18). Within 28 days after the consolidated election, boards must hold an organizational meeting to elect electing officers and fix a time and place for the regular meetings (105 ILCS 5/10-16).

The board, by resolution, may submit the question of increasing the term to 6 years to the district's voters (105 ILCS 5/9-5).

School Board

Board Member Removal from Office ¹

If a majority of the School Board determines that a Board member has willfully failed to perform his or her official duties, it may request the Regional Superintendent to remove such member from office. ²

LEGAL REF.: 105 ILCS 5/3-15.5.

CROSS REF.: 2:70 (Vacancies on the School Board - Filling Vacancies)

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 Neither the voters nor the board has the authority to recall or remove a board member from office. The Regional Superintendent has the power to remove any board member from office for willful failure to perform official duties (105 ILCS 5/3-15.5). The "majority of the board" requirement in this policy has no legal significance other than being standard operating procedure. The Regional Superintendent may act on his or her initiative.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center." **P.A. 96-893 The Ill. Gen. Assembly** abolished the Regional Office of Education for Suburban Cook County and transferred its duties and powers to Intermediate Service Centers.

A quo warranto action is a rarely used method to remove a board member from office. This type of lawsuit is generally used to remove someone who holds office unlawfully, among other things (735 ILCS 5/18-101). These actions are generally brought by the Ill. Atty. Gen. (AG) or the appropriate State's Attorney. If neither of them brings the suit, it may be brought by a plaintiff after (1) he or she requests the AG and State's Attorney to bring a quo warranto lawsuit, (2) they fail to do it, and (3) the circuit court with jurisdiction grants permission for the plaintiff to file the lawsuit (see the Niekamp case below). After receiving a court's permission to bring the suit, a plaintiff must post a bond when filing the proceeding. If the lawsuit is unsuccessful, the plaintiff must pay the defendant's attorney fees and costs. Depending upon the violation, the law allows the court to impose a \$25,000 fine or remove the board member from office. Notable cases involving quo warranto actions against school board members in Illinois include:

- 1. Ballard v. Niekamp, 961 N.E.2d 288 (Ill. App. 4, 2011) (affirming the ousting of a school board member for holding an incompatible office; the fellow school board members brought a quo warranto action asking the court to remove him from the school board).**
- 1-2. Parker v. Lyons, et al., 2012 IL App (3d) 110140-U (potential school board candidate had two felony convictions; the trial court allowed the State's quo warranto action barring him from running for the school board); People ex rel. Lyons v. Parker, 940 F.Supp.2d 832 (Ill. 2012) (petition for leave to appeal denied); Parker v. Illinois, 133 S.Ct. 1828 (2013) (petition for writ of certiorari to the Appellate Court of Illinois, Third District, denied).**

School Board

Board Member Oath and Conduct

Each School Board member, before taking his or her seat on the Board, shall take the following oath of office: ¹

I, (name), do solemnly swear (or affirm) that I will faithfully discharge the duties of the office of member of the Board of Education (or Board of School Directors, as the case may be) of (name of School District), in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear (or affirm) that:

I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting; and

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

The Board President will administer the oath in an open Board meeting; in the absence of the President, the Vice President will administer the oath. If neither is available, the Board member with the longest service on the Board will administer the oath. ²

The Board adopts the Illinois Association of School Boards' *Code of Conduct for Members of School Boards*. ³ A copy of the *Code* shall be displayed in the regular Board meeting room.

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

¹ Although the policy is not required by State or federal law, each board member, before taking his or her seat on the board, must take an oath in substantially the form given in the statute as reprinted in this sample policy (105 ILCS 5/10-16.5). This policy contains the verbatim oath because many of its provisions have policy implications. However, if a board prefers to remove the oath from the policy, it should replace the first sentence with this alternative:

Each Board member, before taking his or her seat on the Board, shall take the oath of office as prescribed in Section 10-16.5 of the School Code.

² Optional - State law allows the board to determine how the oath is administered (105 ILCS 5/10-16.5). Use the following alternative if a board does not want anyone to administer the oath:

Each Board member who is taking office shall read the oath during an open meeting and swear or affirm to follow it as indicated in the oath.

³ Although national and state associations have developed codes of conduct, each board may find it helpful, as part of its self-evaluation process, to consider what behavior members expect from each other. The resulting ethics statement may serve as an important step in new member orientation. For IASB resources, see:

www.iasb.com/training/sch_bd_resources.cfm and www.iasb.com/training/schoolboardgovernancebooklet.pdf

LEGAL REF.: 105 ILCS 5/10-16.5.

CROSS REF.: 1:30 (School District Philosophy), 2:20 (Powers and Duties of the School Board; Indemnification), 2:50 (Board Member Term of Office), 2:100 (Board Member Conflict of Interest), 2:105 (Ethics and Gift Ban), 2:210 (Organizational School Board Meeting)

OK

School Board

Types of School Board Meetings ¹

General

For all meetings of the School Board and its committees, the Superintendent or designee shall satisfy all notice and posting requirements contained herein as well as in the Open Meetings Act. This shall include mailing meeting notifications to news media that have officially requested them and to others as approved by the Board. ² Unless otherwise specified, all meetings are held in the District's main office. ³ Board policy 2:220, *School Board Meeting Procedure*, governs meeting quorum requirements.

The Superintendent is designated on behalf of the Board and each Board committee to receive the training on compliance with the Open Meetings Act that is required by Section 1.05(a) of that Act. The Superintendent may identify other employees to receive the training. ⁴ Each Board member must complete a course of training on the Open Meetings Act as required by Section 1.05(b) or (c) of that Act. ⁵

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

¹ State law controls this policy's content. The provisions of the Open Meetings Act (OMA) do not apply to collective bargaining negotiations and grievance arbitrations as provided in 115 ILCS 5/18.

² 5 ILCS 120/2.02. These responsibilities may be given to anyone.

³ State law only requires that meetings be held in a location convenient and open to the public and no open meeting is allowed to be held on a legal holiday unless the regular meeting day falls on that holiday (5 ILCS 120/2.01). **According to an Ill. Atty. Gen. Public Access Counselor Opinion**, a board may not meet in a private residence because it would not be convenient and open to the public (**Public Access Opinion 12-8**). **A board meeting 26 miles away from its regular location, while open to the public, was inconvenient because "the public, as a practical matter, would be deterred from attending it" (PAO 13-14).** Any person may record an open meeting (5 ILCS 120/2.05). See policy 2:220, *School Board Meeting Procedure*.

⁴ Each board must designate at least one employee or member to receive training on compliance with OMA (5 ILCS 120/1.05). Revise this paragraph if the board designates other individual(s) to receive the training. A list of designated individual(s) must be submitted to the Attorney General's Public Access Counselor. The designated individual(s) must successfully complete an electronic training curriculum administered by the Attorney General's Public Access Counselor within 30 days after that designation, and thereafter must successfully complete an annual training program. The OMA does not specify duties for the designated individuals who receive the training but presumably they would assist the board in its OMA compliance efforts.

⁵ 5 ILCS 120/1.05(b) applies to training administered by the Attorney General's office; 1.05(c) applies to training administered by IASB (**both subparts added by P.A. 97-504**). **Board members seated on or before 1-1-2012 must complete the training by 1-1-2013 (Id.).** Board members elected or appointed after 1-1-2012 must complete the training not later than 90 days after taking the oath of office (**Id.**). Even before this law, compliance with the OMA has always been considered a shared responsibility of board members. Failing to complete the OMA training does not affect the validity of an action taken by the board nor is it considered a criminal violation (5 ILCS 120/1.05(b) and 120/4. However, a person found to have violated any other provisions of the OMA is guilty of a Class C misdemeanor punishable by a \$1500 fine or 30 days in jail (5 ILCS 120/4).

Regular Meetings

The Board announces the time and place for its regular meetings at the beginning of each fiscal year. ⁶ The Superintendent shall prepare and make available the calendar of regular Board meetings. The regular meeting calendar may be changed with 10 days' notice in accordance with State law. ⁷

A meeting agenda shall be posted at the District's main office and the Board's meeting room, or other location where the meeting is to be held, at least 48 hours before the meeting. ⁸

Closed Meetings ⁹

The Board and Board committees may meet in a closed meeting to consider the following subjects:

1. The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1). ¹⁰
2. Collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2).
3. The selection of a person to fill a public office, as defined in the Open Meetings Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office,

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

⁶ The OMA and the School Code have different provisions regarding the establishment of a regular meeting schedule. The OMA requires each public body to prepare and make available a regular meeting schedule at the beginning of each calendar or fiscal year (5 ILCS 120/2.03). The School Code states that this task is accomplished during the organizational meeting. By *announcing* the schedule at the beginning of each calendar or fiscal year and by *fixing* the schedule at the organizational meeting, a board can implement both laws. Note that the phrase in this sample policy, "at the beginning of each fiscal year," can be changed to "at the beginning of each calendar year."

⁷ Regular meeting dates may be changed by giving at least 10 days' notice in a newspaper of general circulation and posting a notice at the district's main office (5 ILCS 120/2.03). Districts with a population of less than 500, in which no newspaper is published, may give the 10 days' notice by posting a notice in at least 3 prominent places within the district, in addition to posting a notice at the district's main office (*Id.*). Notice shall also be given to those news media having filed an annual request to receive notifications (*Id.*).

⁸ 5 ILCS 120/2.02(a). The posting location may need modification to comply with the law's requirement that the agenda be posted at the district's main office. For agenda requirements, see policy 2:220, *School Board Meeting Procedure*.

OMA also requires that "any required notice and agenda be *continuously available* for public viewing during the entire 48-hour period preceding the meeting." Emphasis added, 5 ILCS 120/2.02(c). The requirement for *continuously available* is satisfied if the district posts any required notice and agenda on its website. However, to comply with the legislative intent, posting on the district website does not replace the posting described in this sentence. See Rep. Pihos remarks reported in *New open-meetings law; is hard-copy posting of agendas still required?*, Sept. 2012, Illinois Bar Journal.

For districts that do not post board meeting agendas on a website (because they do not have a website maintained by a fulltime staff member), add the following sentence:

The agenda shall be continuously available for public review during the entire 48-hour period preceding the meeting.

If a notice or agenda is not continuously available for the full 48-hour period due to actions outside of the district's control, the lack of availability does not invalidate any meeting or action taken.

⁹ The reasons for closed meetings are frequently addressed in court decisions and Attorney General opinions; only a few of these decisions/opinions are mentioned in the footnotes.

¹⁰ According to a Public Access Counselor *opinion*, "The exception is not intended to allow private discussion of fiscal matters, notwithstanding that they may directly or indirectly impact the employees of the public body," (*Public Access Opinion* 12-11).

when the public body is given power to remove the occupant under law or ordinance. 5 ILCS 120/2(c)(3).

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
8. Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8).
9. Student disciplinary cases. 5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
11. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
13. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16). ¹¹
14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

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

¹¹ IASB field services directors are available to facilitate a board self-evaluation.

The Board may hold a closed meeting, or close a portion of a meeting, by a majority vote of a quorum, taken at an open meeting. The vote of each Board member present, and the reason for the closed meeting, will be publicly disclosed at the time of the meeting and clearly stated in the motion and the meeting minutes. ¹²

A single motion calling for a series of closed meetings may be adopted when such meetings will involve the same particular matters and are scheduled to be held within 3 months of the vote. ¹³

No final Board action will be taken at a closed meeting. ¹⁴

Reconvened or Rescheduled Meetings

A meeting may be rescheduled or reconvened. Public notice of a rescheduled or reconvened meeting shall be given in the same manner as that for a special meeting, except that no public notice is required when the original meeting is open to the public and: (1) is to be reconvened within 24 hours, or (2) an announcement of the time and place of the reconvened meeting was made at the original meeting and there is no change in the agenda. ¹⁵

Special Meetings

Special meetings may be called by the President or by any 3 members of the Board by giving notice thereof, in writing, stating the time, place, and purpose of the meeting to remaining Board members by mail at least 48 hours before the meeting, or by personal service at least 24 hours before the meeting. ¹⁶

Public notice of a special meeting is given by posting a notice at the District's main office at least 48 hours before the meeting and by notifying the news media that have filed a written request for notice. A meeting agenda shall accompany the notice. ¹⁷

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

¹² 5 ILCS 120/2a. Provided the open meeting was properly noticed, no additional notice is required to close the meeting. A motion to close a meeting can be as simple as, "I move that the Board hold [go into] a closed session to discuss [state one of the closed meeting grounds with reference to the specific section authorizing the closed meeting]."

The adequacy of a motion to go into closed session was discussed in Henry v. Anderson and Champaign Community Unit School Dist. No. 4, 827 N.E.2d 522 (Ill.App.4, 2005). A statutory citation is not required in the motion to go into closed session, but the OMA does require a reference to the specific exception. The *litigation* exception is tricky. If the litigation has been filed and is pending, the motion to go into closed session need only state that the board will discuss litigation that has been filed and is pending. If the litigation has not been filed, the board must: (1) find that the litigation is probable or imminent, and (2) record and enter into the minutes the basis for that finding.

¹³ *Id.*

¹⁴ 5 ILCS 120/2(e). **See also PAOs 13-03 and 13-07.**

¹⁵ 5 ILCS 120/2.02.

¹⁶ 105 ILCS 5/10-16 (2 members of a board of directors; 105 ILCS 5/10-6). Lawyers disagree whether 3 members may call a special meeting without violating the OMA, although there is general agreement that no violation occurs if 3 members call a special meeting while they are participating in a lawful board committee meeting with the matter on the agenda.

¹⁷ 5 ILCS 120/2.02. News media that gave the board an address or telephone number within the district's territorial jurisdiction must be given notice in the same manner as given board members.

OMA requires that "any required notice and agenda be *continuously available* for public viewing during the entire 48-hour period preceding the meeting." Emphasis added, 5 ILCS 120/2.02(c). The requirement for *continuously available* is satisfied if the district posts any required notice and agenda on its website. Posting on the district website does not replace the posting described in this paragraph. See f/n 8.

For districts that do not post board meeting notices and agendas on a website (because they do not have a website maintained by a fulltime staff member), add the following sentence:

The notice and agenda shall be continuously available for public review during the entire 48-hour period preceding the meeting.

All matters discussed by the Board at any special meeting must be related to a subject on the meeting agenda. ¹⁸

Emergency Meetings

Public notice of emergency meetings shall be given as soon as practical, but in any event, before the meeting to news media that have filed a written request for notice. ¹⁹

Posting on the District Website ²⁰

In addition to the other notices specified in this policy, the Superintendent or designee shall post the following on the District website: (1) the annual schedule of regular meetings, which shall remain posted until the Board approves a new schedule of regular meetings; (2) a public notice of all Board meetings; and (3) the agenda for each meeting which shall remain posted until the meeting is concluded.

LEGAL REF.: 5 ILCS 120/, Open Meeting Act.
5 ILCS 140/, Freedom of Information Act.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:110 (Qualifications Term, and Duties of Board Officers), 2:120 (Board Member Development), 2:210 (Organizational School Board Meetings), 2:220 (School Board Meeting Procedure), 2:230 (Public Participation at School Board Meetings and Petitions to the Board), 6:235 (Access to Electronic Networks)

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

¹⁸ Lawyers disagree whether the Open Meetings Act mandates this restriction, i.e., whether it restricts board *discussions* to items related to an item on the special meeting agenda. The Act limits board *action* to items on the agenda (5 ILCS 120/2.02(c); it states that the validity of any action taken “which is germane to a subject on the agenda shall not be affected by other errors or omissions in the agenda,” (5 ILCS 120/2.02(a). For agenda requirements, see policy 2:220, *School Board Meeting Procedure*.

¹⁹ 5 ILCS 120/2.02(a).

²⁰ Required *only if* the district has a website that is maintained by a full-time staff member; if not, this section may be omitted (5 ILCS 120/2.02). Note that 5 ILCS 120/2.02(b) requires that a notice of *all* meetings be posted on the district website, but only notices of *regular* meetings must remain posted until the *regular* meeting is concluded. As this is an obvious oversight, it is wise to leave the notice of every meeting on the website until after the meeting occurred. The agenda must remain on the district website until the meeting is concluded (*Id.*).

School Board

School Board Meeting Procedure ¹

Agenda

The School Board President is responsible for focusing the Board meeting agendas on appropriate content. ² The Superintendent shall prepare agendas in consultation with the Board President. The President shall designate a portion of the agenda as a consent agenda for those items that usually do not require discussion or explanation before Board action. Upon the request of any Board member, an item will be withdrawn from the consent agenda and placed on the regular agenda for independent consideration. ³

Each Board meeting agenda shall contain the general subject matter of any item that will be the subject of final action at the meeting. ⁴ Items submitted by Board members to the Superintendent or the President shall be placed on the agenda for an upcoming meeting. ⁵ District residents may suggest inclusions for the agenda. ⁶ The Board will take final action only on items contained in the posted agenda; items not on the agenda may still be discussed. ⁷

The Superintendent shall provide a copy of the agenda, with adequate data and background information, to each Board member at least 48 hours before each meeting, except a meeting held in

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

¹ State law requires boards to have a policy concerning: (1) the public's right to record meetings (5 ILCS 120/2.05), and (2) if applicable, attendance by video or audio means (5 ILCS 120/7). Boards are not mandated to have a policy on the remaining topics covered in this policy. The following items are matters of local discretion: agenda preparation and contents, process for board members to have items placed on agenda, receipt and handling of residents' requests for agenda inclusions, and order of business.

² Appropriate agenda content includes: establishing board processes, clarifying the district's purpose, delegating authority, defining operating limits, monitoring district progress, and taking legally required board action. See *IASB Foundational Principles of Effective Governance*.

³ To comply with the Open Meetings Act's mandate that minutes contain a "summary of discussion on all matters proposed, deliberated, or decided," a board should include a list of consent items in the agenda.

⁴ 5 ILCS 120/2.02(c), amended by P.A. 97-827 (eff. 1-1-2013). The Ill. Appellate Court held that the Open Meetings Act prohibits a board from voting on a matter at a regular meeting that is not on the pre-meeting published agenda (*Rice v. Board of Trustees of Adams County*, 762 N.E.2d 1205 (Ill.App.4, 2002)).

⁵ An alternative follows:

Any Board member may submit suggested agenda items to the Board President for his or her consideration.

⁶ See policy 2:230, *Public Participation at School Board Meetings and Petitions to the Board*. In districts governed by a board of school directors, an appointed board official must give a person requesting consideration of a matter by the board a formal written response no later than 60 days after receiving the request. The response must establish a meeting before the board or list the reasons for denying the request (105 ILCS 5/10-6).

Options follow to restrict the addition of new agenda items; the phrases between [] may be used together, separately, or eliminated.

Discussion items may be added to the agenda [at the beginning of a regular meeting] [upon unanimous approval of those Board members present].

⁷ An opinion from the Ill. Public Access Counselor found no violation of the OMA when a board removed an item from the agenda within the 48-hour notice time period (PAO 14-3). Removals inform the public that the board does not plan to proceed on the topic.

the event of an emergency. **8** The meeting agenda shall be posted in accordance with Board policy 2:200, *Types of School Board Meetings*.

The Board President shall determine the order of business at regular Board meetings. Upon consent of a majority of members present, the order of business at any meeting may be changed.

Voting Method

Unless otherwise provided by law, when a vote is taken upon any measure before the Board, with a quorum being present, a majority of the votes cast shall determine its outcome. **9** A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, is counted for the purposes of determining whether a quorum is present. A vote of *abstain* or *present*, or a vote other than *yea* or *nay*, or a failure to vote, however, is not counted in determining whether a measure has been passed by the Board, unless otherwise stated in law. The sequence for casting votes is rotated. **10**

On all questions involving the expenditure of money and on all questions involving the closing of a meeting to the public, a roll call vote shall be taken and entered in the Board's minutes. An individual Board member may request that a roll call vote be taken on any other matter; the President

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 require this, except that 105 ILCS 5/10-16 requires members to receive a written notice of a special meeting that includes the meeting's purpose.

9 In most situations, the failure of a member to vote has the effect of acquiescence or concurrence with the majority of votes cast. *Prosser v. Village of Fox Lake*, 438 N.E.2d 134 (1982); *People v. Bertrand*, 2012 IL App (1st) 111419 (9-28-2012). For example, a motion passes with a vote of 2 *yeas*, 1 *nay*, and 4 *abstentions*. A motion fails with a vote of 2 *yeas*, 3 *nays*, and 2 *abstentions*. A motion fails with a vote of 3 *yeas*, 3 *nays*, and one *abstain* because there is no majority. Exceptions include when a statute requires the *affirmative vote* of a majority or extra. Statutory exceptions include the following board actions:

1. Dismissing a teacher for any reason other than reduction of staff or elimination of that position requires approval by the majority of all members (105 ILCS 5/24-12).
2. Directing the sale of district real property or buildings thereon must be approved by at least 2/3 of the board members (105 ILCS 5/5-22).
3. Making or renewing a lease of school property to another school district or municipality or body politic and corporate for a term longer than 10 years, or to alter the terms of such a lease whose unexpired term exceeds 10 years, requires approval by at least 2/3 of the board's full membership (105 ILCS 5/10-22.11).
4. Leasing any building, rooms, grounds, and appurtenances to be used by the district for school or administration purposes for a term longer than 10 years, or to alter the terms of such a lease whose unexpired term exceeds 10 years, requires approval by at least 2/3 of the board's full membership (105 ILCS 5/10-22.12).
5. Obtaining personal property by lease or installment contract requires approval by an affirmative vote of at least 2/3 of the board members. *Personal property* includes computer hardware and software and all equipment, fixtures, and improvements to existing district facilities to accommodate computers (105 ILCS 5/10-22.25a).
6. Adopting a supplemental budget after a successful referendum requires approval by a majority of the full board (105 ILCS 5/17-3.2).
7. Petitioning the circuit court for an emergency election requires approval by a majority of the members (10 ILCS 5/2A-1.4).
8. Expending funds in emergency situation in the absence of required bidding requires approval by at least 3/4 of the board (105 ILCS 5/10-20.21).
9. Exchanging school building sites requires approval by at least a 2/3 majority of the board (105 ILCS 5/5-23).
10. Waiving the administrative cost cap requires approval by an affirmative vote of at least 2/3 of the board (105 ILCS 5/17-1.5).
11. Authorizing an advisory question of public policy to be placed on the ballot at the next regularly scheduled election requires approval by a majority of the board (105 ILCS 5/9-1.5).

10 Voting sequence is at the board's discretion. A board may indicate how frequently it changes the voting sequence by adding *after each vote*, *monthly*, or *annually* to the end of the sentence. All board members, including officers, may make motions and vote.

or other presiding officer may approve or deny the request but a denial is subject to being overturned by a majority vote of the members present. ¹¹

Minutes

The Board Secretary shall keep written minutes of all Board meetings (whether open or closed), which shall be signed by the President and the Secretary. ¹² The minutes include: ¹³

1. The meeting's date, time, and place;
2. Board members recorded as either present or absent;
3. A summary of the discussion on all matters proposed, deliberated, or decided, and a record of any votes taken;
4. On all matters requiring a roll call vote, a record of who voted *yea* and *nay*;
5. If the meeting is adjourned to another date, the time and place of the adjourned meeting;
6. The vote of each member present when a vote is taken to hold a closed meeting or portion of a meeting, and the reason for the closed meeting with a citation to the specific exception contained in the Open Meetings Act authorizing the closed meeting;
7. A record of all motions, including individuals making and seconding motions;
8. Upon request by a Board member, a record of how he or she voted on a particular motion; ¹⁴ and
9. The type of meeting, including any notices and, if a reconvened meeting, the original meeting's date.

The minutes shall be submitted to the Board for approval or modification at its next regularly scheduled open meeting. Minutes for open meetings must be approved within 30 days after the meeting or at the second subsequent regular meeting, whichever is later. ¹⁵

At least semi-annually in an open meeting, the Board: (1) reviews minutes from all closed meetings that are currently unavailable for public release, and (2) decides which, if any, no longer require confidential treatment and are available for public inspection. ¹⁶ The Board may meet in a prior

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

¹¹ This paragraph's first sentence contains the requirements in 105 ILCS 5/10-7. The second sentence is optional and may be deleted or amended. Other optional provisions include:

- Option 1: Any Board member may include a written explanation of his or her vote in the District file containing individual Board member statements; the explanation will not be part of the minutes.
- Option 2: Any Board member may request that his or her vote be changed before the President announces the result.

¹² 105 ILCS 5/10-7 and 5 ILCS 120/2.06. The minutes are the only record showing that the board took official action, including necessary prerequisites to make such action legally sufficient. A non-member recording secretary or clerk may be given these responsibilities (105 ILCS 5/10-14).

¹³ All items listed are required to be recorded in minutes **except** items 7-9; other items may be included at the board's discretion (5 ILCS 120/2.06 and 120/2a; 105 ILCS 5/10-7). **The Ill. Public Access Counselor found a board's vague reference to a personnel matter insufficient to meet the requirements of #3 (PAO 13-07).**

¹⁴ The intent behind this optional item is to give an individual member a means of recording his or her support or opposition to a motion that was taken by oral vote; it will record that the individual took an alternative position to that of the majority without having the minutes recite unnecessary detail.

¹⁵ Required by 5 ILCS 120/2.06(b).

¹⁶ Required by 5 ILCS 120/2.06(c). While board notes from closed sessions may be confidential under the Freedom of Information Act, they may be discoverable by the opposing party in a lawsuit. *Bobkoski v. Cary School Dist.* 26, 141 F.R.D. 88 (N.D. Ill., 1992).

The failure to strictly comply with the semi-annual review does not cause the written minutes or related verbatim record to become public, provided that the board, within 60 days of discovering its failure to strictly comply, reviews the closed session minutes and reports the result of that review in open session (5 ILCS 120/2.06).

closed session to review the minutes from closed meetings that are currently unavailable for public release. ¹⁷

The Board's meeting minutes must be submitted to the Board Treasurer at such times as the Treasurer may require. ¹⁸

The official minutes are in the custody of the Board Secretary. ¹⁹ Open meeting minutes are available for inspection during regular office hours within 10 days after the Board's approval; ²⁰ they may be inspected in the District's main office, in the presence of the Secretary, the Superintendent or designee, or any Board member. Minutes from closed meetings are likewise available, but only if the Board has released them for public inspection. The minutes shall not be removed from the Superintendent's office except by vote of the Board or by court order.

The Board's open meeting minutes shall be posted on the District website within 10 days after the Board approves them; the minutes will remain posted for at least 60 days. ²¹

Verbatim Record of Closed Meetings

The Superintendent, or the Board Secretary when the Superintendent is absent, shall audio record all closed meetings. ²² If neither is present, the Board President or presiding officer shall assume this responsibility. After the closed meeting, the person making the audio recording shall label the recording with the date and store it in a secure location. The Superintendent shall ensure that: (1) an audio recording device and all necessary accompanying items are available to the Board for every closed meeting, and (2) a secure location for storing closed meeting audio recordings is maintained close to the Board's regular meeting location. ²³

After 18 months have passed since being made, the audio recording of a closed meeting is destroyed provided the Board approved: (1) its destruction, and (2) minutes of the particular closed meeting. ²⁴

Individual Board members may listen to verbatim recordings when that action is germane to their responsibilities. In the interest of encouraging free and open expression by Board members during closed meetings, the recordings of closed meetings should not be used by Board members to confirm or dispute the accuracy of recollections. ²⁵

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

¹⁷ 5 ILCS 120/2 allows boards to discuss the confidentiality needs of closed meeting minutes in closed meetings.

¹⁸ Required by 105 ILCS 5/10-7.

¹⁹ Optional provision: "A copy of the minutes is kept in a secure location appropriate for valuables."

²⁰ Required by 5 ILCS 120/2.06.

²¹ Posting on the website is required *only if* the district has a website that is maintained by a full-time staff member; if not, this sentence may be omitted (5 ILCS 120/2.06(b)).

²² Boards must keep a verbatim record of their closed meetings in the form of an audio or video recording (5 ILCS 120/2.06). This sample policy uses audio recording only; a board that uses a video recording should amend this policy.

The interests of continuity, efficiency, and ease of holding someone accountable suggest that the superintendent be made responsible for making and storing the verbatim recordings. If the superintendent is not present, e.g., during discussions concerning the superintendent's contract, the tasks should be given to a board member.

²³ Alternatively, use: "is maintained within the District's main office."

²⁴ This paragraph paraphrases 5 ILCS 120/2.06(c). No notification to, or the approval of, a records commission or the State Archivist is needed if a recording is destroyed under the conditions listed.

²⁵ This sentence is optional. Intra-board conflicts may escalate if the recording is used to confirm or dispute who-said-what.

Quorum and Participation by Audio or Video Means 26

A quorum of the Board must be physically present at all Board meetings. A majority of the full membership of the Board constitutes a quorum.

Provided a quorum is physically present, a Board member may attend a meeting by video or audio conference if he or she is prevented from physically attending because of: (1) personal illness or disability, (2) employment or District business, or (3) a family or other emergency. If a member wishes to attend a meeting by video or audio means, he or she must notify the recording secretary or Superintendent at least 24 hours before the meeting unless advance notice is impractical. The recording secretary or Superintendent will inform the Board President and make appropriate arrangements. A Board member who attends a meeting by audio or video means, as provided in this policy, may participate in all aspects of the Board meeting including voting on any item.

Rules of Order

Unless State law or Board-adopted rules apply, the Board President, as the presiding officer, will use Robert's Rules of Order, Newly Revised (10th Edition), as a guide when a question arises concerning procedure. 27

Broadcasting and Recording Board Meetings

Any person may record or broadcast an open Board meeting. 28 Special requests to facilitate recording or broadcasting an open Board meeting, such as seating, writing surfaces, lighting, and access to electrical power, should be directed to the Superintendent at least 24 hours before the meeting.

Recording meetings shall not distract or disturb Board members, other meeting participants, or members of the public. The Board President may designate a location for recording equipment, may restrict the movements of individuals who are using recording equipment, or may take such other steps as are deemed necessary to preserve decorum and facilitate the meeting.

LEGAL REF.: 5 ILCS 120/2a, 120/2.02, 120/2.05, and 120/2.06.
105 ILCS 5/10-6, 5/10-7, 5/10-12, and 5/10-16.

CROSS REF.: 2:200 (Types of School Board Meetings), 2:150 (Committees), 2:210 (Organizational School Board Meeting), 2:230 (Public Participation at School Board Meetings and Petitions to the Board)

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

26 5 ILCS 120/2.01 and 120/7. See also 105 ILCS 5/10-6 and 5/10-12. In order to allow attendance by video or audio means, a board must adopt a policy conforming to the restrictions in the Open Meetings Act. The statute requires the board member who wishes to attend remotely to notify the "recording secretary or clerk of the public body." The policy includes the superintendent as a possible person to receive the notice. Everything in this section is required aside from provisions on the length of notification that is given the secretary and the process for accommodating the request. Alternatively, a board may: (1) prohibit members from participating by video or audio means by omitting this section, (2) add other requirements, or (3) alter the 24 hour notification. Note that the statute does not contemplate someone either *approving* or *denying* a request, only that the request be accommodated if the notification is provided.

27 Boards are not required to follow any particular rules of order. Rules, however, must be in writing and available for public inspection, in order to have any legal effect (105 ILCS 5/10-20.5).

28 The public's right to record meetings must be addressed in board policy (5 ILCS 120/2.05). However, a provision requiring advance notice to record a meeting is invalid (~~Public Access Opinion~~ 12-10).

School Board

Public Participation at School Board Meetings and Petitions to the Board ¹

At each regular and special open meeting, members of the public and District employees may comment to or ask questions of the School Board, subject to reasonable constraints. ²

The individuals appearing before the Board are expected to follow these guidelines: ³

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President.
2. Identify oneself and be brief. Ordinarily, comments shall be limited to 5 minutes. In unusual circumstances, and when an individual has made a request in advance to speak for a longer period of time, the individual may be allowed to speak for more than 5 minutes.
3. Observe the Board President's decision to shorten public comment to conserve time and give the maximum number of individuals an opportunity to speak.
4. Observe the Board President's decision to determine procedural matters regarding public participation not otherwise covered in Board policy.
5. Conduct oneself with respect and civility toward others and otherwise abide by Board policy, 8:30, *Visitors to and Conduct on School Property*. ⁴

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

¹ The Open Meetings Act (OMA) and the School Code grant any person the right to address a school board during any open meeting (5 ILCS 120/2.06; 105 ILCS 5/10-6 (board of directors) and 5/10-16 (board of education). **The Open Meetings Act** requires public bodies to have rules (a policy) on public comment (Id.).

² **Prohibiting public comment and/or restricting public comment to written filings violates the mandates and overarching purpose of the OMA (Roxana CUSD No. 1 v. EPA, 998 N.E.2d 961 (Ill.App.4, 2013)).**

³ State law does not provide specific rules and these guidelines may be amended. The guidelines for public comment should be reviewed with the board attorney. Restrictions on public comment during board meetings must respect free speech rights guaranteed by the First Amendment. Do not use viewpoint-based restrictions on public comment time unless approved by the board attorney. Many decisions address the tension between free speech and rules for public comment during meetings. See, for example:

Lowery v. Jefferson Co. Bd of Educ., 586 F.3d 427 (6th Cir., 2009)(upheld a rule prohibiting speakers from being frivolous, repetitive, or harassing).

Steinburg v. Chesterfield County Planning Commission, 527 F.3d 377 (4th Cir., 2008), *cert. denied* (upheld removal of a man from a public meeting for behaving in a hostile manner).

Norse v. City of Santa Cruz, 586 F.3d 697 (9th Cir. 2009)(upheld community member's removal from city council meeting after community member gave Nazi salute in presiding officer's direction).

Fairchild v. Liberty Indep. School Dist., 597 F.3d 747 (5th Cir., 2010)(upheld a policy banning discussion of personnel matters during public comment; the rationale turned, at least in part, on the Texas open meetings law).

Bach v. School Board of the City of Virginia Beach, 139 F.Supp.2d 738 (E.D.Va., 2001)(struck down a rule that prohibited personal attacks during public comments at meetings).

Mnyofu v. Rich Tp. High School Dist., 2007 WL 1308523 (N.D.Ill., 2007)(school boards may impose guidelines for running meetings to maintain effectiveness).

⁴ See Nuding v. Cerro Gordo Community Unit School Dist., 730 N.E.2d 96 (Ill.App. 4, 2000)(board was authorized to ban parent from attending all school events and extracurricular activities by 105 ILCS 5/24-24; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting).

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet. ⁵

LEGAL REF.: 5 ILCS 120/2.06.
105 ILCS 5/10-6 and 5/10-16.

CROSS REF.: 2:220 (School Board Meeting Procedure), 8:10 (Connection with the Community), 8:30 (Visitors to and Conduct on School Property)

Initiating lawsuits against citizens over their uncivil public comments is tricky. Always consult the board attorney, and in some instances, a board member may need to consult his or her own private attorney. The Ill. Citizen Participation Act (CPA) (735 ILCS 110/15) provides citizens a mechanism to stop lawsuits brought against them for their public comments. The law, referred to as “anti-SLAPP legislation,” prohibits public officials from suing citizens for “any act or acts in furtherance of [their] rights of petition, speech, association, or to otherwise participate in government.” SLAPP means “Strategic Lawsuits Against Public Participation.”

The CPA does not bar public officials from seeking relief when they can allege that (a) the citizen’s comments were “not genuinely aimed at procuring favorable government action, result, or outcome,” and/or (b) the citizen engaged in defamation or another intentional tort causing the public official damage (*Sandholm v. Kuecker*, 962 N.E.2d 418 (Ill., 2012)).

⁵ A board of directors must reply to a written request for consideration of a matter within 60 days from the board’s receipt of the request (105 ILCS 5/10-6). Boards of education may treat petitions or correspondence according to a uniform, locally developed process.

School Board

Board Policy Development 1

The School Board governs using written policies. Written policies ensure legal compliance, establish Board processes, articulate District ends, delegate authority, and define operating limits. Board policies also provide the basis for monitoring progress toward District ends. 2

Policy Development

Anyone may propose new policies, changes to existing policies, or deletion of existing policies. Staff suggestions should be processed through the Superintendent. Suggestions from all others should be made to the Board President or the Superintendent.

A Board Policy Committee will consider all policy suggestions and provide information and recommendations to the Board. 3

The Superintendent is responsible for: (1) providing relevant policy information and data to the Board, (2) notifying those who will implement or be affected by or required to implement a proposed policy and obtaining their advice and suggestions, and (3) having policy recommendations drafted into written form for Board deliberation. The Superintendent shall seek the counsel of the Board Attorney when appropriate.

Policy Adoption and Dissemination

Policies or policy revisions will not be adopted at the Board meeting at which they are first introduced, except when: (1) appropriate for a consent agenda because no Board discussion is required, or (2) necessary or prudent in order to meet emergency or special conditions or to be legally compliant. 4 Further Board consideration will be given at a subsequent meeting(s) and after opportunity for community input. The adoption of a policy will serve to supersede all previously adopted policies on the same topic.

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

1 State law requires this subject matter be covered by policy (105 ILCS 5/10-20.5 and 5/10-16.7). 105 ILCS 5/10-16.7 requires the board to make all employment decisions pertaining to the superintendent as well as "to direct, through policy, the superintendent in his or her charge of the administration of the school district, including, without limitation, considering the recommendations of the superintendent concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of employees, and the selection of textbooks, instructional material, and courses of study." Rather than being a laundry list of mandated written board policies, this list provides items on which boards must make decisions after considering the superintendent's recommendations. The statute also requires the "board [to] evaluate the superintendent in his or her administration of board policies and his or her stewardship of the assets of the district." Boards have broad incidental powers to adopt all necessary policies. *Thomas v. Board of Education of Community Unit School Dist. 1*, 453 N.E.2d 150 (Ill.App. 5, 1983).

2 See the IASB's *Foundational Principles of Effective Governance*, available on line at: www.iasb.com/principles-popup.cfm
www.iasb.com/pdf/found_prin.pdf.

3 Optional. See policy 2:150, *Committees*.

4 State law does not require a first reading before a board adopts a policy. The use of a consent agenda allows a board to vote on a matter without discussion. Policies or policy revisions may be appropriate for a consent agenda when providing for legal compliance; correcting grammar, spelling or punctuation; or clarifying pre-existing policy language. A board member may make a motion to remove any item from the consent agenda to the regular agenda for discussion. See policy 2:220, *School Board Meeting Procedure*.

The Board policies are available for public inspection in the District's main office during regular office hours. ⁵ Copy requests should be made pursuant to Board policy 2:250, *Access to District Public Records*.

Board Policy Review and Monitoring

The Board will periodically review its policies for relevancy, monitor its policies for effectiveness, and consider whether any modifications are required. The Board may use an annual policy review and monitoring calendar. ⁶

Superintendent Implementation

The Board will support any reasonable interpretation of Board policy made by the Superintendent. ⁷ If reasonable minds differ, the Board will review the applicable policy and consider the need for further clarification.

In the absence of Board policy, the Superintendent is authorized to take appropriate action.

Suspension of Policies

The Board, by a majority vote of members present at any meeting, may temporarily suspend a Board policy except those provisions that are controlled by law or contract. The failure to suspend with a specific motion does not invalidate the Board action.

LEGAL REF.: 105 ILCS 5/10-20.5.

CROSS REF.: 2:150 (Committees), 2:250 (Access to District Public Records), 3:40 (Superintendent)

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

⁵ This sentence must be customized to include where and how policies are available, such as, through Board Policies Online or the district's website.

⁶ Optional.

⁷ The board delegates authority to the superintendent through written board policy. The board will not substitute its judgment for that of the superintendent when the superintendent acts reasonably and in good faith based upon his or her policy interpretation. See the IASB's *Foundational Principles of Effective Governance*, available on line at: www.iasb.com/principles-popup.cfm ~~www.iasb.com/pdf/found_prin.pdf~~

Operational Services

Incurring Debt ¹

The Superintendent shall provide early notice to the School Board of the District's need to borrow money. The Superintendent or designee shall prepare all documents and notices necessary for the Board, at its discretion, to: (1) issue State Aid Anticipation Certificates,² tax anticipation warrants,³ working cash fund bonds,⁴ bonds,⁵ notes,⁶ and other evidence of indebtedness,⁷ or (2) establish a line of credit with a bank or other financial institution. ⁸ The Superintendent shall notify the State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law. ⁹

LEGAL REF.: 30 ILCS 305/2 and 352/1 et seq.
50 ILCS 420/.
105 ILCS 5/17-16, 5/17-17, 5/18-18, and 5/19-1 et seq.

CROSS REF.: 4:10 (Fiscal and Business Management)

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. School districts are subject to a statutory debt limitation (105 ILCS 5/19-1(a); other provisions in 5/19-1 contain exceptions. Not all forms of indebtedness are subject to the statutory debt limitations. Before incurring any debt, the board must be certain that the debt will be within the district's debt limitation.

² 50 ILCS 420/1 et seq. and 105 ILCS 5/18-18.

³ 105 ILCS 5/17-16.

⁴ 105 ILCS 5/20-2, 5/20-4, and 5/20-5; 30 ILCS 305/2.

⁵ 105 ILCS 5/19-1 et seq. ~~and 20 ILCS 3105/1A-8.~~

⁶ 50 ILCS 420/0.01 et seq. A district may borrow money and issue bonds for the purposes stated in 105 ILCS 5/19-3, provided the board properly adopted an election referendum and subsequently the voters approved the proposition (10 ILCS 5/28-2). Districts have the authority to issue bonds for certain purposes without a referendum, e.g., School Fire Prevention and Safety Bonds, Working Cash Fund Bonds, Funding Bonds, and Insurance Reserve Bonds.

⁷ Other types of indebtedness include funding bonds and refunding bonds (105 ILCS 5/19-1 et seq.).

⁸ 105 ILCS 5/17-17.

⁹ 105 ILCS 5/19-1.

Operational Services

Use of Credit and Procurement Cards ¹

The Superintendent and employees designated by the Superintendent are authorized to use District credit and procurement cards to simplify the acquisition, receipt, and payment of purchases and travel expenses incurred on the District's behalf. Credit and procurement cards shall only be used for those expenses that are for the District's benefit and serve a valid and proper public purpose; they shall not be used for personal purchases. Cardholders are responsible for exercising due care and judgment and for acting in the District's best interests.

The Superintendent or designee shall manage the use of District credit and procurement cards by employees. It is the Board's responsibility, through the audit and approval process, to determine whether District credit and procurement card use by the Superintendent is appropriate.

In addition to the other limitations contained in this and other Board policies, District credit and procurement cards are governed by the following restrictions: ²

1. Credit and/or procurement cards may only be used to pay certain job-related expenses or to make purchases on behalf of the Board or District or any student activity fund, or for purposes that would otherwise be addressed through a conventional revolving fund. ³
2. The Superintendent or designee shall instruct the issuing bank to block the cards' use at unapproved merchants.
3. Each cardholder, other than the Superintendent, may charge no more than \$500 in a single purchase and no more than \$1000 within a given month without prior authorization from the Superintendent. ⁴

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

¹ If district employees or board members are issued credit and/or procurement cards, an ISBE rule requires this subject matter to be covered in policy and specifies its content (23 Ill.Admin.Code §100.70(d)). Add the following optional new paragraph if the district issues credit cards to board members:

The District may from time-to-time issue and/or authorize Board members to use District credit cards to simplify the payment of actual and necessary expenses as authorized in Board policy 2:125, *Board Member Expenses*. The Board will determine whether a Board member's use of a District credit card is appropriate through the expense approval process and the annual audit. All other components of this policy apply to a Board Member's use of a District credit card.

² The policy's restrictions, numbered 1-10, correspond to the items that ISBE requires to be covered. Each item may be customized as long as the following items are covered as per 23 Ill.Admin.Code §100.70(d):

1. Identifies the allowable types of purchases;
2. Provides for the issuing bank to block the cards' use at unapproved merchants;
3. Limits the amount a cardholder can charge in a single purchase or within a given month;
4. Provides specific guidelines on purchases via telephone, fax, and the Internet;
5. Indicates the consequences for unauthorized purchases;
6. Requires cardholders to sign a statement affirming that they are familiar with the board's credit card policy;
7. Requires review and approval of purchases by someone other than the cardholder or user;
8. Requires submission of original receipts to document purchases; and
9. Forbids the use of a card to make purchases in a manner contrary to the requirements of Section 10-20.21 of the School Code [105 ILCS 5/10-20.21].
10. Indicates how financial or material rewards or rebates are to be accounted for and treated.

³ This limitation is from the introductory sentence in 23 Ill.Admin.Code §100.70(d).

4. The Superintendent or designee must approve the use of a District credit or procurement card whenever such use is by telephone, fax, and the Internet. Permission shall be withheld when the use violates any Board policy, is from a vendor whose reputation has not been verified, or would be more expensive than if another available payment method were used.
5. The consequences for unauthorized purchases include, but are not limited to, reimbursing the District for the purchase amount, loss of cardholding privileges, and, if made by an employee, discipline up to and including discharge.
6. All cardholders must sign a statement affirming that they are familiar with this policy. ⁵
7. The Superintendent shall implement a process whereby all purchases using a District credit or procurement card are reviewed and approved by someone other than the cardholder or someone under the cardholder's supervision.
8. Cardholders must submit the original, itemized receipt to document all purchases.
9. No individual may use a District credit or procurement card to make purchases in a manner contrary to State law, including, but not limited to, the bidding and other purchasing requirements in 105 ILCS 5/10-20.21, or any Board policy.
10. The Superintendent or designee shall account for any financial or material reward or rebate offered by the company or institution issuing the District credit or procurement card and shall ensure that it is used for the District's benefit.

LEGAL REF.: 105 ILCS 5/10-20.21.
23 Ill.Admin.Code §100.70(d).

CROSS REF.: 4:50 (Payment Procedures), 4:60 (Purchases and Contracts), 4:80 (Accounting and Audits), 4:90 (Activity Funds)

⁴ The dollar caps are at the local board's discretion. An alternative follows: "The Superintendent shall limit the amount each cardholder may charge in a single purchase or within a given month and inform the issuing bank of these limitations."

⁵ See Exhibit 4:55-E, *Cardholder's Statement Affirming Familiarity with Requirements for Using District Credit and/or Procurement Cards*.

Operational Services

Purchases and Contracts ¹

The Superintendent shall manage the District's purchases and contracts in accordance with State law, the standards set forth in this policy, and other applicable School Board policies.

Standards for Purchasing and Contracting

All purchases and contracts shall be entered into in accordance with State law. The Board Attorney shall be consulted as needed regarding the legal requirements for purchases or contracts. All contracts shall be approved or authorized by the Board.

All purchases and contracts should support a recognized District function or purpose as well as provide for good quality products and services at the lowest cost, with consideration for service, reliability, and delivery promptness, and in compliance with State law. ² No purchase or contract shall be made or entered into as a result of favoritism, extravagance, fraud, or corruption.

Adoption of the annual budget authorizes the Superintendent or designee to purchase budgeted supplies, equipment, and services, provided that State law is followed. Purchases of items outside budget parameters require prior Board approval, except in an emergency. ³

When presenting a contract or purchase for Board approval, the Superintendent or designee shall ensure that it complies with applicable State law, including but not limited to, those specified below:

1. Supplies, materials, or work involving an expenditure in excess of \$25,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted. ⁴
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with 105 ILCS 5/19b-1 et seq.
4. Third party non-instructional services must comply with 105 ILCS 5/10-22.34c. ⁵

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

¹ State law controls this policy's content. 105 ILCS 10-20.21 contains bidding plus other requirements. Other laws also govern district contracts. For example, the Prevailing Wage Act requires, among other things, that a district specify in all contracts for public works that the prevailing wage rate must be paid (820 ILCS 130/). When a district awards work to a contractor without a public bid, contract, or project specification, the district must provide the contractor with written notice on the purchase order or a separate document indicating that not less than the prevailing rate of wages shall be paid to all laborers, workers, and mechanics performing work on the project. In addition, the district must notify all contractors of any rate changes by the Dept. of Labor. The law allows a district to discharge this duty by including the following language in all contracts: "Any prevailing rate of wages as they are revised by the Dept. of Labor shall apply to this contract. You are notified that any rate changes to the prevailing wage rate are available on the Dept.'s official website." (820 ILCS 130/4, amended by P.A. 97-964, eff. 1-1-13, and see 4:60-E, *Notice to Contractors* for sample language).

² This end statement should be amended according to local board discretion.

³ An optional addition follows: "Notwithstanding the above, the Superintendent shall not commit to any single, non-customary purchase or expenditure, excluding personnel, of greater than \$_____ without prior Board approval." This optional provision's intent is to provide an internal control as well as to keep the board involved when the district is making a large purchase or expenditure, e.g., copiers, computers, textbooks, or something that might not happen every year. It is intended to cover purchases/expenditures regardless of whether they were previously budgeted.

⁴ See 4:60-AP1, *Purchases*, for bidding exemptions and the requirements for electronic bid opening. A board may set a lower bidding threshold by policy but should first seek its attorney's advice because such action may expand a board's vulnerability to a bidding challenge.

5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports and other attire, class rings, and photographic services, must comply with 105 ILCS 5/10-20.21. The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget. ⁶
6. The purchase of paper and paper products must comply with 105 ILCS 5/10-20.19c and Board policy 4:70, *Resource Conservation*. ⁷

7. Each contractor with the District is bound by each of the following:

- a. In accordance with 105 ILCS 5/10-21.9(f): (1) prohibit any of its employees who is or was found guilty of a criminal offense listed in 105 ILCS 5/21B-80 to have direct, daily contact at a District school or school-related activity with one or more student(s); and (2) require each of its employees who will have direct, daily contact with student(s) to cooperate during the District's fingerprint-based criminal history records check on him or her. ⁸
- b. In accordance with 105 ILCS 5/24-5: (1) concerning each employee who begins providing services in the District after June 16, 2014, provide the District with evidence of physical fitness to perform the duties assigned and freedom from communicable disease if the employee will have direct, daily contact with one or more student(s); and (2) require any new or existing employee who has and will have direct, daily contact with one or more student(s) to complete additional health examinations as required by the District and be subject to additional health examinations, including tuberculosis screening, as required by the Illinois Department of Public Health rules or order of a local health official. ⁹

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided. ¹⁰

⁵ Concerning collective bargaining requirements, see *McLean Co. Unit Dist. 5 v. AFSCME & IELRB*, 2014 Ill.App. (4th), No. 4-13-0294 (6-4-2014)(good faith bargaining on the decision to subcontract requires notice of the consideration of the subcontract before it is finalized; meeting with the union to provide an opportunity to discuss and explain the decision; providing information to the union; and giving consideration to any counterproposal the union makes).

⁶ 105 ILCS 5/10-20.21(b-5).

⁷ 105 ILCS 5/10-20.19c.

⁸ The implementation process is in 4:60-AP3, *Administrative Procedure - Criminal History Records Check of Contractor Employees*.

⁹ P.A. 98-716, effective 7-16-2014, expanded the scope of 105 ILCS 5/24-5 by adding a definition of employee that includes contractors' employees for whom a criminal history records check is required. As of Aug. 2014, the Ill. Dept. of Public Health does not require school employees to be screened for tuberculosis other than workers in child day care and preschool settings (77 Ill.Admin.Code §696.140(a)(3). Before requesting a contractor's employee for a health examination, contact the board attorney concerning this action's legality under other personnel laws, including the Americans with Disabilities Act.

¹⁰ This is an optional provision. The numerous reporting and website posting mandates are in 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. As an alternative to the policy's default language, a board may insert the underscored:

LEGAL REF.: 105 ILCS 5/10-20.19c, 5/10-20.21, 5/10-21.9, 5/10-22.34c, and 5/19b-1 et seq., and 5/24-5.
820 ILCS 130/.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs), 4:175 (Convicted Child Sex Offender, Criminal Background Check and/or Screening; Notifications)

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts and maintain a status report for monthly presentation to the Board, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided.

Operational Services

Activity Funds ¹

The School Board, upon the Superintendent or designee's recommendation, establishes student activity funds to be managed by student organizations under the guidance and direction of a staff member for educational, recreational, or cultural purposes. ²

The Superintendent or designee shall be responsible for supervising student activity funds in accordance with Board policy, 4:80, *Accounting and Audits*; State law; and the Illinois State Board of Education rules for student activity funds. The Board ~~will appoint a treasurer for each fund~~ to serve as the fund's sole custodian and be bonded in accordance with the School Code. ³ The treasurer shall have all of the responsibilities specific to the treasurer listed in the Illinois State Board of Education rules for school activity funds, including the authority to make loans between activity funds. ⁴

Unless otherwise instructed by the Board, a student activity fund's balance will carry over to the next fiscal year. An account containing student activity funds that is inactive for 12 consecutive months shall be closed and its funds transferred to another student activity fund or authorized fund with a similar purpose. ⁵

*the Chief School Business
Officer* ←

LEGAL REF.: 105 ILCS 5/8-2 and 5/10-20.19.
23 Ill.Admin.Code §§100.20 and 100.80.

CROSS REF.: 4:80 (Accounting and Audits), 7:325 (Student Fund-Raising Activities)

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. See 105 ILCS 5/10-20.19 and 23 Ill.Admin.Code §100.80. ISBE's rules in Part 125 (Student Activity Funds and Convenience Accounts) were in effect only through 6-30-08 after which they were replaced by Part 100. The rules in Part 100 do not provide for "convenience accounts." Another policy, 7:325, *Student Fund-Raising Activities*, contains the elements required by State law for a policy on student fund-raising activities.

² Student activity funds are established to account for money used to support the activities of student organizations and clubs, e.g., homeroom, yearbook, class year, choral or band group, class projects, student clubs, student council, and student-sponsored bookstore (23 Ill.Admin.Code §100.20). The funds are under the school board's control giving it a fiduciary responsibility to safeguard them along with district assets.

³ 105 ILCS 5/8-2. A board's insurance carrier can assist the board with obtaining bonds for these individuals.

⁴ ISBE's rule permits the activity fund treasurer to make loans between funds "if and as authorized by the board's policy," (23 Ill.Admin.Code §100.80). A board that does not want to allow loans between activity funds should choose one of these alternatives:

Alternative 1: The treasurer shall have all of the authority and responsibilities specific to the treasurer listed in the Illinois State Board of Education rules for school activity funds, except that the treasurer is not authorized to make loans between activity funds.

Alternative 2: The treasurer shall have all of the authority and responsibilities specific to the treasurer listed in the Illinois State Board of Education rules for school activity funds, except that the treasurer must have the Board's approval before making a loan between activity funds.

⁵ The authority for this paragraph's first sentence is 23 Ill.Admin.Code §100.80(c); the second sentence is up to the local board's discretion. The following option may be inserted after the first sentence: "However, money remaining in the any Senior Class fund after graduation will automatically transfer to the next year's class."

General Personnel

Hiring Process and Criteria ¹

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunity and minority recruitment. ² The Superintendent is responsible for recruiting personnel and making hiring recommendations to the Board. ³ If the Superintendent's recommendation is rejected, the Superintendent must submit another. ⁴ No individual will be employed who has been convicted of a criminal offense listed in Section 5/21B-80 of the School Code. ⁵

All applicants must complete a District application in order to be considered for employment. ⁶

Job Descriptions

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict. ⁷

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. This policy contains an item on which impact bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

² See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Districts may not classify a job as either a male or female job (29 C.F.R. §1604.5, 34 C.F.R. §106.55).

³ Boards must consider the superintendent's recommendations concerning, among other things, "the selection, retention, and dismissal of employees," 105 ILCS 5/10-16.7. The board may want to use this alternative sentence:

All personnel decisions are made by the Board, but only on the recommendation of the Superintendent.

Subject to an applicable collective bargaining agreement in effect on June 13, 2011, a board that fills a "new or vacant teaching position" must select a candidate based on: (1) certifications, (2) qualifications, (3) merit and ability (including performance evaluation, if available), and (4) relevant experience (105 ILCS 5/24-1.5). The statute does not define "new or vacant teaching positions." The requirement does not apply to filling vacant positions under 105 ILCS 5/24-12, **amended by P.A. 98-648** (reduction in force **and recall**). Consult the board attorney about these issues.

⁴ An additional optional sentence follows:

The Superintendent may select personnel on a short-term basis for a specific project or emergency condition before the Board's approval.

⁵ 105 ILCS 5/10-21.9(c), amended by P.A. 97-607.

⁶ Any person who applies for employment as a teacher, principal, superintendent, or other certificated employee who willfully makes a false statement on his or her application for employment, material to his or her qualifications for employment, which he or she does not believe to be true, is guilty of a Class A misdemeanor (105 ILCS 5/22-6.5). District employment applications must contain a statement to this effect (Id.).

Each employment application for a certificated position must state the following (Id.):

Failure to provide requested employment or employer history which is material to the applicant's qualifications for employment or the provision of statements which the applicant does not believe to be true may be a Class A misdemeanor.

⁷ Job descriptions will become the basis for categorizing a teacher into one or more positions that the teacher is qualified to hold for reduction in force (RIF) dismissal and recall purposes (105 ILCS 5/24-12(b)). A board should consult with its attorney to review its current list of job descriptions and discuss the district's specific responsibilities.

Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. ⁸ The Superintendent or designee shall notify an applicant if the applicant is identified in either database. ⁹ The School Code requires the Board President to keep a conviction record confidential and share it only with the Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for purposes of clarifying the information, the Department of State Police and/or Statewide Sex Offender Database. ¹⁰

Each newly hired employee must complete an Immigration and Naturalization Service Form as required by federal law. ¹¹

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in Section 5/21B-80 of the School Code or who falsifies, or omits facts from, his or her employment application or other employment documents.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following: ¹²

A job description is evidence of a position's *essential functions* (29 C.F.R. §1630.2(n)). The Americans with Disabilities Act protects individuals who have a disability and are qualified, with reasonable accommodation, to perform the *essential functions* of the job (42 U.S.C. §12101, amended by the ADA Amendments Act (ADAAA), Pub. L. 110-325). Determining which functions are essential may be critical to determining if an individual with a disability is qualified. An individual is qualified to perform a job even though he or she is unable, due to a disability, to perform tasks which are incidental to the job. Only when an individual is unable to perform the *essential functions* of a job may a district deny the individual employment opportunities (29 C.F.R. §1630.2(m)). For a particular function to be essential: (1) the employer must actually require employees in the position to perform it, and (2) the position would be *fundamentally altered* if the function were removed (*Id.*). Whether a particular function is essential is a factual determination.

Important: The ADAAA makes significant changes to the ADA's definition of disability that broadens the scope of coverage and overturns a series of U.S. Supreme Court decisions that made it difficult to prove that an impairment was a disability. The final regulations were by a bipartisan vote and approved on March 25, 2011. There is information about the regulations and a link to them at: www.eeoc.gov/laws/regulations/adaaa_fact_sheet.cfm. Consult the board attorney regarding how these amendments impact the district's hiring processes.

⁸ The policy's requirements on criminal records checks are mandated by 105 ILCS 5/10-21.9. See administrative procedure 5:30-AP2, *Investigations*, for the process and positions requiring criminal background investigation. The Statewide Sex Offender Database (a/k/a Sex Offender Registry) is available at: www.isp.state.il.us/sor. The Statewide Murderer and Violent Offender Against Youth Database is available at: www.isp.state.il.us/cmvo/.

⁹ *Id.*

¹⁰ 105 ILCS 5/10-21.9(b). The School Code continues to define the board president's role in conducting criminal background investigations and receiving the results of these investigations, including the results for employees of district contractors (105 ILCS 5/10-21.9). Many districts delegate this task in the hiring process to a human resources department.

Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center." The Regional Office of Education for Suburban Cook County was abolished and its duties and powers transpired to the intermediate service center for the area by P.A. 96-893.

¹¹ Immigration Reform and Control Act, 8 U.S.C. §1324a *et seq.* Consult with the board attorney regarding the district's rights and responsibilities under all Illinois laws if the district uses any electronic employment verification system, including *E-Verify* and/or the Basic Pilot Program (820 ILCS 55/). This statute urges employers who voluntarily use *E-Verify* (formerly known as the Basic Pilot/Employment Eligibility Verification Program) to consult the Ill. Dept. of Labor's website for current information on the accuracy of *E-Verify* and to review and understand their legal responsibilities relating to the use of any electronic employment verification systems. See f/n 2 in 5:150-AP, *Personnel Records*, for a more detailed discussion of *E-Verify* issues.

¹² As an alternative to describing the prohibited investigations, a board may substitute this sentence:

1. The ~~District~~ uses an applicant's ~~credit history~~ or report from a ~~consumer reporting agency~~ only when a satisfactory ~~credit history~~ is an established ~~bona fide occupational requirement~~ of a particular position. ¹³
2. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act. ¹⁴
3. The District does not request of an applicant or employee access in any manner to his or her social networking website, including a request for passwords to such sites. ¹⁵
4. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law, including without limitation, investigation into or inquiry concerning: (1) credit history or report unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; (2) claim(s) made or benefit(s) received under Workers' Compensation Act; and (3) access to an employee's or applicant's social networking website, including a request for passwords to such sites.

The default policy provision and the alternative stated above – whichever is selected – may be made a prohibition rather than a duty of the superintendent; to do this, delete the stricken text as follows: “The Superintendent shall ensure that the District does not engage ...”

¹³ Employee Credit Privacy Act, 820 ILCS 70/. This Act allows inquiries into an applicant's credit history or credit report or ordering or obtaining an applicant's credit report from a consumer reporting agency when a satisfactory credit history is an *established bona fide occupational requirement* of a particular position. The Act identifies circumstances that permit a satisfactory credit history to be a job requirement, such as, the position's duties include custody of or unsupervised access to cash or marketable assets valued at \$2,500 or more.

¹⁴ Right to Privacy in the Workplace Act, 820 ILCS 55/10(a).

¹⁵ *Id.*, 820 ILCS 55/10, added by P.A. 97-875 (known as the Facebook Password Law) and amended by P.A. 98-501. The exception for a *professional account* added by P.A. 98-501 is so limited that it appears to be unavailable to school employers. A *professional account* is defined as “an account, service, or profile created, maintained, used, or accessed by a current or prospective employee for business purposes of the employer.” Bracketed explanations follow the statutory language:

“Provided that the password, account information, or access sought by the employer relates to a professional account, and not a personal account, nothing in this subsection shall prohibit or restrict an employer from complying with a duty to screen employees or applicants prior to hiring”

[When read with the definition of *professional account*, it is implausible that an applicant would have an account, service, or profile for business purposes of a school employer.]

“... or to monitor or retain employee communications as required under Illinois insurance laws or federal law or by a self-regulatory organization as defined in the [Securities Exchange Act].”

[This clause appears to be inapplicable to school districts.]

The statute specifically permits an employer to: (1) maintain workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and (2) monitor usage of the employer's (district's) electronic equipment and electronic mail. The statute also states that it does *not prohibit* an employer from obtaining information about an applicant or an employee that is in the public domain or that is otherwise obtained in compliance with the statute. Finally, the statute does not apply to other types of personal technology that employees may use to communicate with students or other individuals, such as, personal email or text messages on a personal phone. Consult the board attorney about these issues.

Physical Examinations 16

~~New employees~~ **Each new employee** must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease, ~~including tuberculosis. All The~~ physical fitness ~~examinations and tests for tuberculosis examination~~ must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination ~~and tuberculin test~~ performed no more than 90 days before submitting evidence of it to the **Board District**.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity. ¹⁷ The Board will pay the expenses of any such examination.

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

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

~~16 105 ILCS 5/24-5, amended by P.A. 98-716. According to this statute, "[a] new or existing employee may be subject to additional health examinations, including tuberculosis screening, as required by rules adopted by the Ill. Dept. of Public Health or by order of a local public health official." As of Aug. 2014, the Ill. Dept. of Public Health does not require school employees to be screened for tuberculosis other than workers in child day care and preschool settings (77 Ill.Admin.Code §696.140(a)(3)).~~

~~The last sentence of the first paragraph exceeds State law requirements and may be deleted.~~

~~Note that while examination by a spiritual leader/practitioner is sufficient for purposes of leaves, the statute does not permit an examination by a spiritual leader/practitioner for initial employment exams. This difference may present a constitutional issue; contact the board attorney for an opinion if an applicant wants to use an examination by a spiritual leader/practitioner.~~

~~Federal law limits pre-employment medical inquiries to whether the applicant is able to perform job-related functions; required medical examinations of applicants is forbidden (American with Disabilities Act [ADA], 42 U.S.C. §12112(d)(2), as amended by the ADAAA, Pub. L. 110-325); see also f/n 7 for an explanation regarding the ADAAA. Districts may condition an employment offer on taking and passing medical inquiries or physical exams, provided that all entering employees in the same classification receive the same conditional offer.~~

¹⁷ The State law (105 ILCS 5/24-5) allowing boards to require physicals of current employees "from time to time," has been superseded by federal law (ADA, 42 U.S.C. §12112(d)(4), as amended by the ADAAA, Pub. L. 110-325). The ADA allows medical inquiries of current employees only when they are job-related and consistent with business necessity or part of a voluntary employee wellness program (*Id.*). Districts may deny jobs to individuals with disabilities who pose a direct threat to the health or safety of others in the workplace, provided that a reasonable accommodation would not either eliminate the risk or reduce it to an acceptable level (42 U.S.C. §12113; 29 C.F.R. Part 1630.2(r)). See f/n 7 for an explanation regarding the ADAAA.

See the f/n 16 for a discussion of examinations by spiritual leaders/practitioners.

LEGAL REF.:

105 ILCS 5/10-21.9 and 5/24-5.
Employee Credit Privacy Act, 820 ILCS 70/.
Right to Privacy in the Workplace Act, 820 ILCS 55/.
Americans with Disabilities Act, 42 U.S.C. §12112, 29 C.F.R. Part 1630.
Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/21B-10, 5/21B-80, 5/10-22.34, 5/10-22.34b, 5/22-6.5, and 5/24-1 et seq.
820 ILCS 55/ and 70/.
Duldulao v. St. Mary of Nazareth Hospital, 483 N.E.2d 956 (Ill.App.1, 1985), *aff'd in part and remanded* 505 N.E.2d 314 (Ill., 1987).
Kaiser v. Dixon, 468 N.E.2d 822 (Ill.App.2, 1984).
Molitor v. Chicago Title & Trust Co., 59 N.E.2d 695 (Ill.App.1, 1945).

CROSS REF.:

3:50 (Administrative Personnel Other Than the Superintendent), 4:175 (Convicted Child Sex Offender, Criminal Background Check and/or Screen: Notifications), 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:40 (Communicable and Chronic Infectious Disease), 5:90 (Abused and Neglected Child Reporting), 5:125 (Personal Technology and Social Media; Usage and Conduct), 5:220 (Substitute Teachers), 5:280 (Educational Support Personnel - Duties and Qualifications)

Professional Personnel

OK

Student Teachers ¹

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. ~~Prior to a student teacher beginning any field experiences in the District, the Superintendent or designee will ensure that the District performs a complete criminal history records check pursuant to 105 ILCS 5/10-21.9; i.e. background check or background investigation. No individual who has been convicted of a criminal offense listed in Section 5/21B-80 of the School Code is permitted to student teach or complete field or other clinical experience.~~

Before permitting an individual to student teach or participate in any field experience in the District, the Superintendent or designee shall ensure that:

1. The District performed a complete criminal history records check as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to 105 ILCS 5/24-5. ²

A complete criminal history records check pursuant to 105 ILCS 5/10-21.9 shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/1), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law (730 ILCS 152/101 et seq.); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105, amended by 97-154).

Each student teacher must provide written authorization for, and pay the costs of, his or her criminal history records check (including any applicable vendor's fees), and the Superintendent or designee will provide each student teacher with a copy of his or her report. ³

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

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

This sample policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions which exceed these requirements. When a policy's subject matter is superseded by a bargaining agreement, the school board policy may state, "Please refer to the current Professional Agreement between the Classroom Teachers' Association and the Board of Education."

² The requirements for physical fitness and freedom from communicable disease apply to student teachers as of 7-16-2014 (105 ILCS 5/24-5, amended by P.A. 98-716).

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities. A teacher may be eligible for Continuing Professional Development Units (CPDU) for supervising a student teacher or teacher education candidate in clinical supervision. ⁴

LEGAL REF.: Adam Walsh Child Protection and Safety Act, P.L. 109-248.
Uniform Conviction Information Act, 20 ILCS 2635/1.
105 ILCS 5/21-14(e)(3)(E)(viii), and 5/10-22.34, and 5/24-5.
23 Ill.Admin.Code §25.875.

CROSS REF.: 5:190 (Teacher Qualifications), 4:175 (Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notifications)

³ 105 ILCS 5/10-21.9(g), amended by P.A.s 97-154 and 97-607, require a student teacher to undergo a fingerprint-based State and national criminal history records check and checks of the Statewide Sex Offender Registry and Statewide Murderer and Violent Offender Against Youth Registry prior to participating in any field experiences in the school. The statutory phrase "...prior to participating in any field experiences" involves student teaching only. For information about criminal history records checks for students doing field or clinical experience other than student teaching, see the subhead **Students Doing Field or Clinical Experience other than Student Teaching** in 4:175-AP1, *Criminal Offender Notification Laws; Screening*.

20 ILCS 2635/7(A) requires the student teacher's written authorization and a district to provide a copy of the reports, and 105 ILCS 5/10-21.9 requires the student teacher to pay for the costs of the criminal history records check. *LiveScan* is the recommended equipment for criminal history records checks. The language in this policy does not distinguish whether the district uses an authorized *LiveScan* vendor or owns or leases its own *LiveScan* equipment. Delete "(including applicable vendor's fees)" if the district owns or leases its own *LiveScan* equipment.

For more guidance and information on navigating the records laws surrounding criminal history records checks, along with a *LiveScan* vendor directory, see ISBE's non-regulatory guidance document, *Criminal History Records Information (CHRI) Checks for Certified and Non-certified School Personnel*, available at: www.isbe.net/pdf/guidance_chr.pdf.

⁴ 105 ILCS 5/21-14(e)(3)(E)(viii); 23 Ill.Admin.Code §25.875.

Students

Harassment of Students Prohibited ¹

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate, or bully a student on the basis of actual or perceived: race; color; nationality ~~origin~~; ~~military status~~; ~~unfavorable discharge status from military service~~; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, ~~sexual~~, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, stalking, ~~sexual violence~~, causing psychological harm, threatening or causing physical harm, threatened or actual destruction of property, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above. ²

Insert A Following Page

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

¹ State or federal law requires this subject matter be covered by policy and controls this policy's content. Each district must have a policy on bullying (105 ILCS 5/27-23.7, amended by P.A. ~~98-669~~); see 7:180, *Preventing Prevention of and Response to Bullying, Intimidation, and Harassment*.

This policy's list of protected classifications is identical to the list in 7:180, *Preventing Prevention of and Response to Bullying, Intimidation, and Harassment*. The protected classifications are found in 105 ILCS 5/27-23.7(a); 775 ILCS 5/1-103; and 23 Ill.Admin.Code §1.240. ~~The bullying statute also includes unfavorable discharge from military service (105 ILCS 5/27-23.7(1), amended by P.A. 96-952); it is not included because of its irrelevance to students in K-12.~~

The list of protected classifications in sample policy 7:10, *Equal Educational Opportunities*, is different – it does not contain the classifications that are exclusively identified in the bullying statute (105 ILCS 5/27-23.7).

The Ill. Human Rights Act and an ISBE rule prohibit schools from discriminating against students on the basis of *sexual orientation* and *gender identity* (775 ILCS 5/5-101(11); 23 Ill.Admin.Code §1.240). *Sexual orientation* is defined as the "actual or perceived heterosexuality, homosexuality, bisexuality, or gender related identity, whether or not traditionally associated with the person's designated sex at birth," (775 ILCS 5/1-103(O-1). *Gender identity* is included in the definition of sexual orientation in the Act. The Act permits schools to maintain single-sex facilities that are distinctly private in nature, e.g., restrooms and locker rooms (775 ILCS 5/5-103). 775 ILCS 5/1-102(A), added *order of protection status* to its list of protected categories. The Ill. Human Rights Act's jurisdiction is specifically limited to: (1) failing to enroll an individual, (2) denying access to facilities, goods, or services, or (3) failing to take corrective action to stop severe or pervasive harassment of an individual (775 ILCS 5/5-102.2).

² This list of examples of prohibited conduct is optional. While hate speech is not specifically mentioned in this paragraph, any hate speech used to harass or intimidate is banned. Hate speech without accompanying misconduct may be prohibited in response to actual incidences when hate speech interfered with the educational environment. *West v. Derby Unified Sch. Dist.*, 206 F.3d 1358 (10th Cir. 2000).

A

For purposes of this policy, the term *bullying* means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student in reasonable fear of harm to the student's person or property.
2. Causing a substantially detrimental effect on the student's physical or mental health.
3. Substantially interfering with the student's academic performance.
4. Substantially interfering with the student's ability to participate in or benefit from the services, activities, or privileges provided by a school.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. ³ Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and/or engages in other verbal or physical conduct, including sexual violence, of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities. The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.

Making a Complaint; Enforcement

Students are encouraged to report claims or incidences of bullying, harassment, sexual harassment, or any other prohibited conduct to the Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students, or a Complaint Manager. A student may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

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

³ Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in any educational program or activity receiving federal financial assistance (20 U.S.C. §1681). For purposes of Title IX, sexual harassment of students includes acts of sexual violence. Consult the board attorney to ensure the non-discrimination coordinator and complaint managers are trained to appropriately respond to allegations of discrimination based upon sexual violence under Title IX's sexual harassment umbrella. ~~The U.S. Dept. of Education has issued guidance indicating that while acts of sexual violence are crimes, they may also be discrimination under Title IX. Many attorneys agree these guidance documents are a "heads-up" to schools to ensure appropriate responses and training. The Several~~ guidance documents highlight appropriate responses to sexual violence under Title IX. See f/n 3 in policy 2:260, *Uniform Grievance Procedure* for a listing and links to these documents.

The sample policy's definition of *sexual harassment* does not distinguish between *welcome* and *unwelcome* behaviors - each is prohibited if it has a result described in sub-paragraph 1 or 2. See Mary M. v. North Lawrence Community School Corp., 131 F.3d 1220 (7th Cir., 1997) (An eighth grade student did not need to show that a school employee's sexual advances were *unwelcome* in order to prove sexual harassment.).

School districts are liable for damage awards for an employee's sexual harassment of a student in limited situations. Liability occurs only when a district official who, at a minimum, has authority to institute corrective action, has actual notice of and is deliberately indifferent to the employee's misconduct. Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998). Schools are liable in student-to-student sexual harassment cases when school agents are deliberately indifferent to sexual harassment, of which they have actual knowledge, that is so severe, pervasive, and objectively offensive that it can be said to deprive the victims of access to the educational opportunities or benefits provided by the school. Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999). The Ill. Dept. of Human Rights now has jurisdiction over allegations that a school failed to take corrective action to stop severe or pervasive harassment of an individual based upon a protected category (775 ILCS 5/5-102.2).

An allegation that a student was a victim of any prohibited conduct perpetrated by another student shall be referred to the Building Principal, Assistant Building Principal, or Dean of Students for appropriate action.

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. ⁴ At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

DR. LORI LOPEZ
Name
164 S. PROSPECT AVENUE
Address
lopez@d64.org
Email
847-318-4303
Telephone

Complaint Managers:

JANE BOYD
Name
164 S. PROSPECT AVENUE
Address
JBOYD@d64.org
Email
847-318-4332
Telephone

JOEL MARTIN
Name
164 S. PROSPECT AVENUE
Address
JMARTIN@d64.org
Email
847-318-4305
Telephone

The Superintendent shall use reasonable measures to inform staff members and students of this policy, such as, by including it in the appropriate handbooks. ⁵

Any District employee who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in conduct prohibited by this policy will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy. Any person making a knowingly false accusation regarding prohibited conduct will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

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

⁴ Title IX regulations require districts to identify the person, address, and telephone number of the individual responsible for coordinating the district's compliance efforts. Each district must communicate its bullying policy to students and their parents/guardians (105 ILCS 5/27-23.7); see 7:180, *Preventing Prevention of and Response to Bullying, Intimidation, and Harassment*.

⁵ In addition to notifying students of the Uniform Grievance Procedure, a district must notify them of the person(s) designated to coordinate the district's compliance with Title IX (34 C.F.R. Part 106.8(a)). A comprehensive student handbook can provide required notices, along with other important information to recipients. The handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and school board.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments.
34 C.F.R. Part 106.
105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Workplace Harassment Prohibited),
7:10 (Equal Educational Opportunities), 7:180 (Preventing Prevention of and
Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating
Violence Prohibited), 7:190 (Student Discipline), 7:240 (Conduct Code for
Participants in Extracurricular Activities)

Students

Vandalism ¹

The School Board will seek restitution from students and their parents/guardians for vandalism or other student acts that cause damage to school property. ²

LEGAL REF.: 740 ILCS 115/.

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline)

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

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

² The Parental Responsibility Law makes parents/guardians of unemancipated minors who are 11 through 18 years of age liable for actual damages. Parents/guardians may be liable up to \$20,000 for the first act or occurrence of a willful or malicious act. If a pattern or practice of willful or malicious acts by a minor is found by a court to exist for another separate act or occurrence, parents/guardians may be liable up to \$30,000 (740 ILCS 115/5).

Students

Suspension Procedures ¹

The Superintendent or designee shall implement suspension procedures that provide, at a minimum, for the following: ²

1. Before a student may be suspended, the student shall be provided a conference during which the charges will be explained and the student will be given an opportunity to respond to the charges, *either verbally or in writing.*
2. A pre-suspension conference is not required and the student can be immediately suspended when the student's presence poses a continuing danger to persons or property or an ongoing threat of disruption to the educational process. In such cases, the notice and conference shall follow as soon as practicable.
3. Any suspension shall be reported immediately to the student's parent(s)/guardian(s). A written notice of the suspension shall state the reasons for the suspension, including any school rule that was violated, and a notice to the parent(s)/guardian(s) of their right to a review of the suspension. The School Board must be given a summary of the notice, including the reason for the suspension and the suspension length.
4. Upon request of the parent(s)/guardian(s), a review of the suspension shall be conducted by the Board or a hearing officer appointed by the Board. ³ At the review, the student's parent(s)/guardian(s) may appear and discuss the suspension with the Board or its hearing officer and may be represented by counsel. After presentation of the evidence or receipt of the hearing officer's report, the Board shall take such action as it finds appropriate.

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

¹ State law requires districts to have a policy on student discipline (105 ILCS 5/10-20.14; 23 Ill.Admin.Code §1.280). State or federal law controls this policy's content. For information about administering student discipline, see the U.S. Dept. of Education's and the U.S. Dept. of Justice's 2014 jointly released school discipline package, *Guiding Principles*, at: www2.ed.gov/policy/gen/guid/school-discipline/fag.pdf.

Boards may authorize *by policy* the superintendent, building principal, assistant building principal, or dean of students to suspend students guilty of gross disobedience or misconduct from school, including all school functions (105 ILCS 5/10-22.6(b)). See 7:190, *Student Discipline*, for such an authorization.

² Suspension procedures are required by State law (105 ILCS 5/10-22.6(b)). The right to attend school is a property right protected by the due process clause of the U.S. Constitution. *Goss v. Lopez*, 95 S.Ct. 729 (1975). Imposing a short deprivation of this property right by suspending a student for 10 or fewer days requires only minimal due process. The student must be generally informed of the reasons for the possible suspension, and be permitted to tell his/her version of the story. Making a decision to suspend before the hearing violates the basic due process requirement that the hearing be meaningful. *Sieck v. Oak Park-River Forest High School*, 807 F.Supp. 73 (N.D. Ill., E.D., 1992).

105 ILCS 5/10-22.6(b) allows a student who is suspended in excess of 20 school days to be immediately transferred to an alternative program in the manner provided in Article 13A or 13B of the School Code. A student cannot be denied transfer because of the suspension, except in cases in which such transfer is deemed to cause a threat to the safety of students or staff in the alternative program.

Consult the board attorney for assistance if a suspension will exceed 10 consecutive school days. Subsection 10-22.6(b) uses the phrase "is suspended in excess of 20 school days" even though a 20-consecutive day suspension should be treated as an expulsion. *Goss v. Lopez*, 95 S.Ct. 729 (1975). For further discussion, see f/n 34 in policy 7:190, *Student Discipline*.

³ A board may hear student disciplinary cases in a meeting closed to the public (5 ILCS 120/2(B)(3c)(9)).

LEGAL REF.: 105 ILCS 5/10-22.6(b).
Goss v. Lopez, 95 S.Ct. 729 (1975).
Sieck v. Oak Park River-Forest High School, 807 F.Supp. 73 (N.D. Ill., E.D.,
1992).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline)

Consent Agenda

ACTION ITEM 14-10-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of October 27, 2014, which includes the Personnel Report; Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending September 30, 2014; Resolution #1126 Authorizing Intervention in Proceedings before the State of Illinois Property Tax Appeal Board; Approval of Letter of Understanding Between the PRTAA and the Board of Education for the 2012-2016 Collective Bargaining Agreement; Resolution # 1127 Dismissal for Reduction-in-Force Reasons of Part-time Educational Support Personnel Employee(s); Acceptance of Donation and Destruction Audio Closed Minutes (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report
October 27, 2014

Angela Krischon	Employ as TPI Teacher at Field School effective October 28, 2014 - \$57,204.84 (prorated 141 days).
Kevin Maloney	Employ as 5-hours per day Extended Day Assistant at Jefferson School effective October 22, 2014 - \$11,834.55 (prorated 153 days).
Aneta Ostrega	Employ as Lunch Program Supervisor at Washington School effective October 15, 2014 - \$12.00.
Kaitlyn Beto	Approval of Formal Resolution Authorizing Dismissal for Reduction-In-Force Reasons of Part-Time Educational Support Personnel Employees.
Susan Cetrone	Approval of Formal Resolution Authorizing Dismissal For Reduction-In-Force Reasons of Part-Time Educational Support Personnel Employees.

APPROVAL OF BILLS AND PAYROLL

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

Bills

10 - Education Fund -----	\$ 1,401,892.46
20 - Operations and Maintenance Fund -----	\$ 252,860.24
30 - Debt Services -----	\$ -
40 - Transportation Fund -----	\$ 238,064.15
50 - Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ 142,186.63
80 - Tort Immunity Fund -----	\$ 47,914.63
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 118982 - 119402

Total: \$ 2,082,918.11

Payroll and Benefits for Month of September, 2014

10 - Education Fund -----	\$ 242,183.06
20 - Operations and Maintenance Fund -----	\$ 3,895,535.89
40 - Transportation Fund -----	\$ -
50 - IMRF/FICA Fund -----	\$ 91,876.34
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 10734 - 10824

Direct Deposit: 900061072 - 900062616

Total: \$ 4,229,595.29

This report can be viewed
on the District 64 website
www.d64.org on the
Financial Data-Current
link.

**Resolution #1126 Authorizing Intervention
in Proceedings before the
State of Illinois Property Tax Appeal Board**

Whereas, an owner or manager of a parcel or parcels of real property located within the boundaries of the State of Illinois has the right to file an appeal challenging the assessed value of the parcel or parcels of real property with the State of Illinois Property Tax Appeal Board ("PTAB"); and

Whereas, an appeal before the PTAB seeks a reduction in the assessed value of the parcel or parcels; and

Whereas, a taxing district has the right to intervene in proceedings before the PTAB in order to protect the taxing district's revenue interest in the assessed value of a parcel or parcels; and

Whereas, the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64 (the "Board") has determined that it is necessary, desirable, advantageous, and in the public interest to defend the Board's real property tax base by intervening in PTAB appeals filed on parcels within the boundaries of the Board.

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

1. The Board finds that all of the recitals contained above are true and correct, and that the same are hereby incorporated herein by reference.
2. The Board hereby authorizes Franczek Radelet P.C., as its legal representative, to: a) file a Request to Intervene in Appeal Proceedings in all 2013-15 assessment appeals filed at the PTAB for which the Board receives notice from the local county Board of Review, and b) represent the Board's interests in these proceedings.
3. All motions and resolutions or parts thereof in conflict with the provisions of this Resolution are, to the extent of such conflict, hereby repealed.
4. If any section, paragraph, clause, or provision of this Resolution shall be held invalid, the invalidity of such section, paragraph, clause, or provision shall not affect any of the other sections, paragraphs, clauses, or provisions of this Resolution.
5. This Resolution shall be in force and effect upon its adoption.

After a full and complete discussion thereof, Member _____ moved that the foregoing Resolution be adopted and Member _____ seconded the motion. The President directed the Secretary to call the roll for a vote upon the motion to adopt this Resolution. Upon a roll call vote taken, the Board of Education voted as follows:

AYES: _____

NAYS: _____

Abstaining: _____

PRESENT: _____

Absent from Meeting: _____

The President declared the motion carried and the Resolution duly adopted.

Dated: _____, 2014

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

**LETTER OF UNDERSTANDING
BETWEEN THE
PRTAA AND THE BOARD OF EDUCATION
FOR THE 2012-2016 COLLECTIVE BARGAINING AGREEMENT**

The Parties agree that during negotiations that led to the 2012-2016 Collective Bargaining Agreement, the Parties bargained over the issue of Teacher Assistant work and pay for the Monday and Tuesday of Thanksgiving. The Parties mutually agreed that Teacher Assistants would no longer be paid for the Monday and Tuesday of Thanksgiving week, which would be designated as unpaid holidays. However, the Parties further agreed that each Teacher Assistant would be granted the opportunity to obtain compensation equivalent to two (2) of their regular work days in lieu of the unpaid Monday and Tuesday of Thanksgiving week during each school year covered by the Agreement. Thus, the Teacher Assistant school year days would total 195 days, with up to two (2) optional additional days of compensation, as follows:

Paid Student Attendance Days	180
Paid Holidays	12
<u>Paid Institute Days</u>	<u>3</u>
TOTAL	195

and

Optional <u>Additional/Make Up Time</u>	<u>2</u>
TOTAL	197 possible compensation days

The Tentative Agreement appeared on page 9 of the draft (Article VI, Hours of Work and Overtime (C) Overtime Pay) of the new Agreement that was prepared by the Board's attorneys and forwarded to the Parties on April 11, 2013. See attached, reflecting the bargaining history notes in bold font preceding the text of Article VI.C. The Tentative Agreement for the 2012-2016 Agreement was reached at the Bargaining Meeting held December 18, 2012. A copy is attached to this Memorandum. Representatives from the Board and PRTAA met on (Month ___, year, to review negotiations notes and confirmed that the correct number of work and potential compensation days are as listed in this Memorandum.

The Parties hereby confirm that, during the term of the 2012-2016 contract, each Teacher Assistant will have the opportunity to receive full pay for 197 days each school year per the schema cited above. Teacher Assistants will not work and will not be paid for the Monday and Tuesday of Thanksgiving week but will have the option to work and receive pay for the equivalent of two (2) additional regular work days during the school year.

**PARK RIDGE TEACHER
ASSISTANTS' ASSOCIATION**

**PARK RIDGE-NILES COMMUNITY
CONSOLIDATED SCHOOL
DISTRICT 64**

By: _____

By: _____

Date: _____

Date: _____

RESOLUTION # 1127

DISMISSAL FOR REDUCTION-IN-FORCE REASONS OF PART-TIME EDUCATIONAL SUPPORT PERSONNEL EMPLOYEE(S)

WHEREAS, the following educational support personnel employees are currently employed on a part-time basis during the 2014-2015 school term; and

WHEREAS, the Board has determined that these part-time educational support personnel employees shall be dismissed due to the decision to discontinue their nursing services, pursuant to Section 10-23.5 of the *School Code* (105 ILCS 5/10-23.5);

NOW, THEREFORE, Be It Resolved by the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois, that:

Section 1: The following named part-time educational support personnel employee(s) shall be dismissed for reduction-in-force reasons:

SUSAN CETRONE
KAITLYN BETO

Section 2: The President and Secretary of the Board are authorized and directed to give the educational support personnel employees a written Notice of Dismissal by first class mail at least thirty (30) days before the effective date of the employees' dismissal. A copy of this Notice is attached as Exhibit A and incorporated by reference.

Section 3: The Superintendent or designee shall also deliver a copy of the Notice to the educational support personnel employees by certified mail, return receipt requested.

Section 4: This Resolution shall be in full force and effect upon its passage.

ADOPTED this 27th day of October, 2014, by the following vote:

AYES:

NAYS:

ABSENT:

ATTEST

Board President

Board Secretary

EXHIBIT A

October 28, 2014

Via First Class Mail and
[EITHER Certified Mail, Return Receipt Requested OR Personal Delivery]

RE: NOTICE OF DISMISSAL

Dear _____:

At its meeting held on October 27, 2014, the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois, pursuant to Section 10-23.5 of the *School Code*, resolved to dismiss you due to the decision to discontinue your nursing services. Your last day of employment in the District shall be November 30, 2014.

Sincerely,

Board of Education
Park Ridge-Niles Community Consolidated School District No. 64
Cook County, Illinois

ATTEST

Board President

Board Secretary

261651_1.DOC

Acceptance of Donation

District 64 has received a donation of just over \$3,000 to support healthy activities for students this year. Refer to Memorandum of Information #011, in this Board packet, for additional information. We want to thank Whole Foods in Park Ridge for their contribution to Park Ridge – Niles School District 64

Approval of Minutes

ACTION ITEM 14-10-4

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Closed Session Meeting on October 20, 2014, Regular Board Meeting of September 22, 2014, Closed Session Meeting on September 22, 2014 and Special Board Meeting on September 18, 2014.

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.
September 22, 2014
Roosevelt Elementary School – North Gym
1001 S. Fairview Avenue
Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 6:36 p.m. Other Board members in attendance were Dathan Paterno, Vicki Lee, John Heyde and Bob Johnson; Board member Dan Collins attended by phone. Board member Scott Zimmerman was not in attendance. Also present were Superintendent Laurie Heinz, Assistant Superintendent Joel T. Martin, Chief School Business Official Becky Allard, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm, and two members of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org>

BOARD ADJOURNS TO CLOSED SESSION

Board Adjourns
to Closed
Session

At 6:38 p.m., it was moved by Board President Borrelli and seconded by Board member Paterno to adjourn to closed session to discuss: 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)], collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)] and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court of 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: Collins, Paterno, Borrelli, Lee, Heyde, Johnson

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

The Board adjourned from closed session at 7:34 p.m. and resumed as a regular Board meeting at 7:41 p.m. In addition to those mentioned previously, also present were

Assistant Superintendent Lori Lopez, Director of Special Education/Pupil Services Jane Boyd, Director of Innovation & Instructional Technology Mary Jane Warden, and approximately 30 members of the public.

PLEDGE OF ALLEGIANCE AND WELCOME

Pledge of
Allegiance and
Welcome

Roosevelt School Principal Kevin Dwyer welcomed the Board to Roosevelt School. Roosevelt Scout Troop 201 led the Pledge of Allegiance followed by the Roosevelt Pledge of Respect. PTO Co-President Bridget Basquin described how funds raised from the annual track-a-thon had benefitted the library and the outdoor beautification of the school, and that the PTO had an added goal of providing new playground equipment. Dr. Dwyer then shared a video highlighting the first month of school and the many ways students are highly engaged in learning and collaboration with new technology, including the 1:1 Chromebook implementation. Board President Borrelli thanked the school for the warm welcome on behalf of the Board.

PUBLIC COMMENTS

Public
Comments

Board President Borrelli invited public comments on topics not on the agenda; comments were received as follows:

- Angela Tuebo, Field School PTO facilities committee chair, thanked the Board and administration on behalf of the PTO Board and students for supporting the new HVAC systems that were in place for the return of students and staff to the school this year.
- Aimee Kish, Franklin parent, urged the Board to move forward on a thorough consideration of full-day kindergarten.

CARPENTER CONSTRUCTION UPDATE

Carpenter
Construction Update

Facility Management Director Mackall introduced Nick Papanicholas Jr. from Nicholas & Associates. As the District's new construction manager for the Carpenter School HVAC project, Mr. Papanicholas reviewed the extensive work undertaken since their hiring to utilize the information from the Farnsworth retrocommissioning study to move forward with contractor FE Moran and architects Fanning Howey with an aggressive and coordinated effort to correct the problems the building continues to experience. He described how his team had prioritized the projects to be completed and reported on the efforts already undertaken. Mr. Papanicholas noted that the goal is to have the cooling mode systems working efficiently within four weeks and then focus on the heating. In response to Board member questions, he reported that all contractors had been very responsive so far to the deadlines for action or information in the plan.

Board President Borrelli announced that the agenda would be re-ordered to review the financial dashboard updates prior to the final budget adoption.

DISTRICT 64 FINANCIAL DASHBOARD UPDATES TO REFLECT 2014-15 BUDGET

District 64 Financial
Dashboard Updates to
Reflect 2014-15
Budget

Chief School Business Official Allard announced that the report was now more prominently displayed on the District website, and that a new page had been created within the Business Services department so that the report was clearly labeled and easy to access. She then reviewed the major updates that had been made since the last version in February to include the 2014-15 budget and the actual performance from 2013-14. She noted that the next scheduled update would be when the long-range forecast is updated in February following the release of the December CPI, which drives the property tax cap. Ms. Allard responded to Board member questions about data on the report. The Board consensus was that in addition to the planned twice year update, the report should be updated whenever the Board was asked to make major expenditure decisions that could impact the trend line of the District's long-range financial projections. Dr. Heinz noted that one of the goals for the year is to explore the possibility and costs of creating a digital dashboard that would be more responsive to real-time performance.

ADOPTION OF FY15 DISTRICT 64 BUDGET

Adoption of FY15
District 64 Budget

Ms. Allard noted that the Board was being asked to adopt a final budget, which has had lengthy discussion and review at numerous Board meetings beginning in May, through adoption of the tentative budget in July, and concluding at the September 8 public hearing and Committee-of-the-Whole meeting. She stated that the report presented to the Board at this meeting included final follow-ups requested by the Board and also to reflect information based on the June 30, 2014 audited financials. She reviewed the statement of position showing the beginning balance, budgeted revenues and budgeted expenditures, and estimated ending balance for each fund, culminating in a total all funds budget for 2014-15 revenues of \$73,720,564 and expenditures of \$78,637,869; she noted the deficit spending was caused by the timing of the bond proceeds provided to the capital projects fund in the last fiscal year but expenditures occurring during the current year. Ms. Allard noted that the budget was being presented for approval in the budget form required by the Illinois State Board of Education. Ms. Allard then responded to Board member questions about changes from previous drafts as new information on both revenues and expenditures became known through the summer.

ACTION ITEM 14-09-2

Action Item
14-09-2

It was moved by Board member Johnson and seconded by Board member Paterno that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt the Budget for the Fiscal Year beginning July 1, 2014 and ending June 30, 2015, as presented.

The votes were cast as follows:

AYES: Paterno, Borrelli, Lee, Heyde, Johnson, Collins

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

SIXTH DAY OF ENROLLMENT REPORT

Sixth Day of
Enrollment
Report

Chief School Business Official Allard reported that the total enrollment on the sixth day for grades K-8 was 4,374 students, 31 greater than the June 2014 enrollment. She noted that elementary schools have 42 more students than in June, and the middle schools have 11 fewer. Ms. Allard reported that the demographic projection prepared by Dr. John Kasarda last fall anticipated 15 fewer students than are actually enrolled when using his most likely series B scenario. In responding to Board member questions, Ms. Allard reported that District enrollment although somewhat higher than the Kasarda forecast is well below the series C "higher than anticipated" projection that is 10 percent higher, and that Dr. Kasarda's projections have been fairly accurate over the long run. The Board then discussed the need to keep careful watch on enrollment when considering future facility needs in light of the current class size guidelines. Dr. Heinz reported on the opening of an additional section at Franklin based on student needs, and noted that the Board could schedule further discussion of the timing of when decisions are made to add sections due to increased enrollment at a particular school/grade level.

ADMINISTRATION TO STUDENT RATIO COMPARISONS

Administration to
Student Ratio
Comparisons

Assistant Superintendent Martin reported on a comparison of 25 elementary school districts and their administration to pupil ratio. He noted that when ranking districts according to the highest number of students per administrator, District 64 was seventh with a ratio of 1 administrator for every 205.9 students. He noted that this ratio is well above the average of 1 administrator to every 164.4 students. During Board member discussion, it was pointed out that keeping the ratio high was Board members discussed the desirability of keeping noted that keeping the number of administrators low must be balanced against implementing the more rigorous and time-consuming teacher evaluation process required by changes in the law.

STUDENT ENROLLMENT AND STAFF ALLOCATIONS

Student Enrollment
and Staff Allocations

Assistant Superintendent Martin presented a report summarizing enrollment and teacher Full-Time Equivalent (FTS) staffing for a four-year period beginning with the 2010-11 school year through the start of the current 2014-15 year. He reviewed the year-by-year information on the staffing approval given by the Board for specific positions along with staffing contingency due to enrollment changes to maintain class size guidelines. He reported that during this period enrollment has increased by 133

students and that the District's FTE has increased by 17.7 approved by the Board in the District staffing plan and 9.03 were added due to increases in the number of class sections. Mr. Martin and Dr. Heinz responded to Board member questions about the process used to monitor grade levels sections that are considered to be on the "bubble" to exceed the District's class size guideline prior to the opening of school, and the decision-making process to add a section if enrollment goes over the guideline prior to the opening of school. Once school has begun, Dr. Heinz noted the District has the option to add a teaching assistant or could open a new section based on a careful review of student needs. Mr. Martin pointed out that adding a section at any time impacts scheduling and requires additional special sections, such as art, music, physical education, and the like.

PERA OVERVIEW AND GOAL SETTING PROCESS

PERA Overview and Goal Setting Process

Dr. Heinz shared an overview of Performance Evaluation Reform Act (PERA) legislation, which required all schools in Illinois to change how teachers' and principals' performance is measured. She noted that PERA requires districts to design and implement performance evaluation systems that assess teachers' and principals' professional skills as well as incorporate measures of student growth into the evaluation process. Dr. Heinz noted that a District committee under the leadership of Dr. Lori Lopez, Assistant Superintendent for Student Learning, had been convened in spring 2014 to begin formulating the changes necessary for the teacher evaluation process. However, she noted that implementation for principals had already begun in September 2012, and that principal evaluations are quite robust. Dr. Heinz then related the process she goes through with each principal to utilize six professional performance standards for principals to set goals during an initial conference at the start of the school year. She noted that the District's one-year roadmap has been a useful guide in working collaboratively with each principal on developing the goal areas to focus upon, and that each principal also has been able to select additional goals that are specific to their buildings. She noted that the principals maintain electronic digital portfolios aligned with the performance standards to collect artifacts on an ongoing basis. Dr. Heinz also explained the formal observations that she conducts and how these are documented and discussed with each principal, along with other informal observations. She noted that the culmination occurs with a summative conference in the spring when each principal prepares a narrative self-assessment in addition to sharing the electronic portfolio related to the six performance categories; this is followed by a final written report from Dr. Heinz. Dr. Heinz noted that the review process had become quite comprehensive. She pointed out that although other central office administrators do not fall under PERA legislation, she was working with that group to align their evaluations to similar standards. Dr. Heinz then noted the mentoring being provided to the District's new principals, and that the administrative group would be creating its own professional learning community initially through a book study. In responding to Board member questions, Dr. Heinz pointed out that student growth goals for principals are set specifically for each person but are based on an analysis of assessment data working in conjunction with Dr. Lopez to determine areas for growth. She noted that 30% of the principals' rating is tied to whether their student growth targets are met. Dr. Heinz noted

that the timing of when the evaluation is required to be conducted is prior to the spring MAP data being available, so an effort is being made by the Illinois Association of School Administrators to have this modified so that the fall data can be compared with the spring data in the same year. Dr. Heinz noted this is the third year of implementation for principals using student growth, and that PERA calls for growth data to be implemented for teacher evaluations beginning in 2016-17.

BOARD MEMBER SCHOOL VISITS

Board Member
School Visits

Board President Borrelli reported that the Board would continue its practice of conducting at least one meeting at every school again this year to continue its outreach to each school community and neighborhood. In addition, the Board will do a specific walk-through of the HVAC improvements when it meets at Field School on October 27 and Carpenter on April 27. In scheduling locations for the other meetings, Facility Management Director Mackall noted that Jefferson was selected because it did not conflict with after school programs or other community use of the gyms at the other schools; Carpenter's south gym would be a possible alternate location more centrally located within District 64 geographically.

SECURITY UPDATE

Security
Update

Facility Management Director Mackall provided an update on the implementation of the new internal and external video cameras through the Sonitrol system. He noted that installation was complete and that in conjunction with the District's technology department, staff and principals have been trained on how to use the system. Mr. Mackall noted he would be contacting the Park Ridge and Niles police departments to establish the protocol for remote viewing of the cameras. Turning to the new visitor management system, called Raptor, Mr. Mackall reported that the District had experienced some down time with the software and that troubleshooting had been done, again in conjunction with the District's technology staff. In responding to Board member questions, Mr. Mackall suggested that he confer with colleagues and also security experts at an upcoming summit meeting on whether posting external signage announcing video surveillance would be a positive deterrent. He also will review the report prepared by RETA Security to determine whether any remaining items need to be addressed further by the Board.

CONSENT AGENDA

Consent
Agenda

A. PERSONNEL REPORT

Ashley Hardiman	Employ as Special Needs Assistant at Field School effective September 9, 2014 - \$18,502.12.
-----------------	--

Rebecca Hoffman	Employ as Substitute Lunch Program Supervisor at Carpenter School effective September 9, 2014 - \$12.00.
Stacy Karabetsos	Employ as Lunch Program Supervisor at Franklin School effective September 12, 2014 - \$12.00.
Catherine Keating	Employ as Special Needs Assistant at Lincoln School effective September 19, 2014 - \$19,059.04.
Adrian Starbuck	Employ as Lunch Program Supervisor at Field School effective September 11, 2014 - \$12.00.
Keith Engeriser	Change in Assignment to (.74) - (.50) Physical Education Teacher at Emerson/Carpenter Schools to (.73.94) Physical Education Teacher at Emerson/Carpenter Schools and .06 ASC Teacher at Emerson School effective August 25, 2014 - \$36,560.44.

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

B. BILLS

10 – Education Fund -----	\$834,732.86
20 – Operations and Maintenance Fund -----	70,174.20
30 – Debt Services -----	-
40 – Transportation Fund -----	252,255.84
50 – Retirement (IMRF/SS/Medicare) -----	-
60 – Capital Projects -----	547,129.75
80 – Tort Immunity Fund -----	1,846.52
90 – Fire Prevention and Safety Fund -----	-

Checks Numbered: 118755 – 118912

Total: \$1,706,139.17

Payroll and Benefits for Month of August, 2014

10 – Education Fund -----	\$2,122,610.46
20 – Operations and Maintenance Fund -----	260,326.51
40 – Transportation Fund -----	-
50 –IMRF/FICA -----	-
80 – Tort Immunity Fund -----	-

Checks Numbered: 106835 – 10733

Total: \$2,453,310.45

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

C. APPROVAL OF FINANCIAL UPDATE FOR THE PERIOD ENDING AUGUST 31, 2014

Monthly financial report can be viewed on the District 64 website www.d64.org > Departments > Business Services.

D. ANNUAL APPLICATION FOR RECOGNITION OF SCHOOLS

E. DESTRUCTION OF AUDIO CLOSED MINUTES (NONE)

In response to questions, Ms. Allard announced that the District had experienced a notable increase in the amount of fees collected at this point in the school year compared to last year due to the launch of the Infosnap online registration system for 2014-15 in June, with almost \$108,000 more collected. She noted that first reminder letters had been sent to parents with unpaid fee balances.

ACTION ITEM 14-09-3

It was moved by Board member Heyde and seconded by Board member Paterno that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois approve the Consent Agenda, which includes the Personnel Report; Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending August 31, 2014; Annual Application for Recognition of Schools; and Destruction of Audio Closed Minutes (none).

Action Item
14-09-3

The votes were cast as follows:

AYES: Johnson, Heyde, Lee, Borrelli, Paterno, Collins

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

APPROVAL OF MINUTES

Approval of
Minutes

ACTION ITEM 14-09-4

Action Item
14-09-4

It was moved by Board member Paterno and seconded by Board member Lee

that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Committee-of-the-Whole: Finance, on September 8, 2014, Special Board Meeting on September 8, 2014, Closed Session on August 25, 2014, and Regular Board Meeting on August 25, 2014.

The votes were cast as follows:

AYES: Paterno, Borrelli, Lee, Heyde, Johnson

NAYS: None.

PRESENT: Collins

ABSENT: Zimmerman

The motion carried.

BOARD MEMBER LIAISON REPORT

Board Member
Liaison Report

Dr. Heinz reported on the recent meeting of the Elementary Learning Foundation and its preparations for the annual Casino Night fund-raiser in January. Board member Lee reported on the Sustainability Committee meeting, and described the focus on establishing waste-free lunches and to expand recycling efforts overall. She stated that she would be carrying the message forward to the PTO/A Presidents at the October meeting to engage their support of these efforts and to broaden the reach to parents. Dr. Lopez concurred that focusing on changing student behavior and education about waste-free lunches was essential. Dr. Heinz noted that for the middle schools, the food service contract bids would have to be structured to focus on this effort as well. Dr. Lopez noted that the effort would focus on supporting schools where the waste free culture and recycling is deeply implemented to sustain their efforts and to assist those schools that need additional help in expanding their programs.

APPROVAL OF SUPERINTENDENT EVALUATION TOOL 2014-15

Approval of
Superintendent
Evaluation Tool
2014-15

Board President Borrelli reported that the Board had scrutinized all details within the evaluation tool at a special meeting on Thursday, September 18, and had enlisted the assistance of a representative from the Illinois Association of School Boards in this process along with Dr. Heinz's own input. He noted that the extensive document presented for approval was the result of a lengthy process and thorough discussion. He pointed out that this tool had not been utilized before in District 64 and that it included detailed metrics for evaluation.

ACTION ITEM 14-09-5

Action Item
14-09-5

It was moved by Board member Heyde and seconded by Board member Johnson that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Superintendent Evaluation tool 2014-15.

The votes were cast as follows:

AYES: Johnson, Heyde, Lee, Borrelli, Paterno, Collins

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

OTHER DISCUSSION AND ITEMS OF INFORMATION

Other Discussion
and Items of
Information

Dr. Heinz reported that the Parent University event held prior to the Board meeting tonight had attracted an estimated 100 parents. She thanked Roosevelt for the video introduction focusing on the three "I's" of interdependence, innovation and inspiration. She thanked the principal and staff at Jefferson School for their compassionate handling of the unexpected death of a student.

Turning to upcoming agendas, Dr. Heinz noted that the legal boot camp would be conducted on October 20 to provide helpful background to Board members about legal issues in education. She also announced two upcoming events including an informal coffee and conversation for community members interested in considering Board service on Tuesday, October 28, and noted that District 64 middle school students would be appearing on stage for part of the Park Ridge Civic Orchestra performance on October 29.

Dr. Heinz then responded to Board member questions concerning the timeline for further discussion regarding District 207's announced changes to the 2015-16 school calendar to complete the first semester prior to winter break by beginning school earlier in August. She noted the District 64 Calendar Committee would meet October 2 to review the high school calendar, and that the District 64 Board would discuss it on October 27. She noted that the three feeder districts were considering sending the same survey to all parents about the changes and possible impact on the elementary district schedules. The consensus of the Board was to ensure that District 64 community members would have an opportunity to express their opinion on proposed changes to the elementary calendar prior to the Board taking action on any change for 2015-16. Dr. Heinz said her goal would be to establish a process for this input so that the Board could make a decision in December, especially if major changes were going to be recommended.

ADJOURNMENT TO CLOSED SESSION

Adjournment to
Closed Session

At 10:11 p.m., it was moved by Board member Paterno and seconded by Board member Lee to adjourn to closed session to discuss: 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)]; collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)]; and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court of 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)], not to return to open session and no action to be taken.

The votes were cast as follows:

AYES: Johnson, Heyde, Lee, Borrelli, Paterno, Collins

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

The closed session was adjourned at 10:50 p.m.

President

Secretary

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64**

Minutes of the Special Meeting held at 7:00 p.m.

September 18, 2014

Hendee Educational Service Center

164 South Prospect Avenue

Park Ridge, IL 60068

Board President Anthony Borrelli called the meeting to order at 7:03 p.m. Other Board members present were Dathan Paterno, Scott Zimmerman, Vicki Lee, John Heyde, and Bob Johnson. Board member Dan Collins was not in attendance. Also present were Superintendent Laurie Heinz, Public Information Coordinator Bernadette Tramm, and two members of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org/boe/board-of-education-meetings.cfm>

SUPERINTENDENT EVALUATION TOOL DEVELOPMENT

Superintendent
Evaluation Tool
Development

Board President Borrelli welcomed Barb Toney of the Illinois Association of School Boards (IASB), who had previously worked with the Board on various governance topics at its July study session. He invited Ms. Toney to briefly review for the Board the typical process followed in developing a superintendent evaluation tool. Ms. Toney noted that building on the job description and contract, the evaluation tool is the last component to be added. She reported that Dr. Heinz had utilized the standards developed by the Interstate School Leaders Licensure Consortium (ISLIC), as recommended by IASB. Dr. Heinz noted that she had then utilized the one-year roadmap of District goals developed in cooperation with the Board and administrators earlier in the summer to identify the evidence that would be used to illustrate growth in each goal area. Ms. Toney then reported that she had reviewed the job description and contract with the proposed evaluation tool, and found them to be aligned with the evaluation tool, and that the roadmap had been captured effectively; she noted that the area of student growth would be an area for discussion this evening.

Moving to the rating language, Dr. Heinz noted that the four levels (distinguished, proficient, needs improvement, unsatisfactory) are aligned with the evaluation tools used for the other District 64 administrators. She noted that the principal evaluation tool had been revised two years ago in compliance with the Performance Evaluation Reform Act (PERA). The consensus of the Board was that this alignment was optimal and should be carried from the Superintendent's tool through the other administrators and eventually to teachers.

Ms. Toney and Dr. Heinz then led the Board through a systematic review of each of the seven standard areas, including: vision; learning and instruction; organization, finance and facilities; ethics; social and political environments; policy and governance; and communication and community relations. For each standard area, Dr. Heinz reviewed

each goal individually, and then indicated the evidence she would provide to demonstrate growth in the goal area such as specific metrics or reports. During the Board member discussion of each goal area, with Dr. Heinz making modifications to the draft to reflect the consensus of the Board.

Following this in-depth review, the Board and Dr. Heinz confirmed that the timeline for the evaluation this year would include a mid-year self-assessment in January 2015, an end of year self-assessment in early June 2015, and an annual evaluation conference in late June 2015. Ms. Toney provided guidance on how the Board could structure its use of the tool in evaluating Dr. Heinz and the process often followed by boards to share that review with a superintendent. Ms. Toney also shared ways that boards can link compensation to achievement of specific goal areas; the Board tabled that for fuller discussion at a future meeting. Ms. Toney confirmed that discussion of the evaluation instrument is held during a public meeting, but the evaluation of the superintendent is conducted in a closed session.

Board President Borrelli noted that the revised evaluation tool would be presented for final approval at the Board's next regular meeting on September 22.

DISCUSSION ON COMMITTEE AND MEETING STRUCTURES

Discussion on
Committee and
Meeting Structures

Due to the lateness of the hour, the Board agreed by consensus to defer discussion until a future meeting.

OTHER ITEMS

Other Items

The Board agreed by consensus that Board President Borrelli and Board Vice President Zimmerman would be the two current members to participate at the A-B-C's of School Board Service community outreach event on October 28. Dr. Heinz reviewed the computer needs of Board members as the District prepares to move toward electronic Board packets later this fall.

ADJOURNMENT

At 9:33 p.m., it was moved by Board member Heyde and seconded by Board member Zimmerman to adjourn, which was approved by voice vote.

Adjournment

President

Secretary

Board Member Liaison Report

- Elementary Learning Foundation
- IASB Fall Meeting
- PTO/A Presidents Meeting
- ED-RED

**Monday, November 17, 2014
Regular Board Meeting
Franklin Elementary School –Gym
2401 Manor Lane
Park Ridge, IL 60068**

Monday, November 17, 2014

APPENDIX

Meeting of the Board Convenes

- Roll Call
 - Introductions
 - Opening Remarks from President of the Board
 - **Pledge of Allegiance and Welcome**
- Franklin Elementary School Principal/Students/PTA/
School Board Members Day Appreciation

- **Presentation on Senate Bill 16**

-- Representative from ED-RED

- **Discussion of 2015 District 64 School Calendar**

-- Superintendent

- **Discussion on Residency Policy 7:60**

-- Superintendent/Board of Education

• Resolution #1128 to Approve 2014 Proposed Tentative Tax Levy and Establishment of Public Hearing Action Item 14-11-1

Chief School Business Official

• **Summer Interim Session 2014 Report**

-- Assistant Superintendent for Student Learning

• Presentation and Approval of Summer Interim Session 2015 Dates & Fees
Action Item 14-11-2

-- Assistant Superintendent for Student Learning

- **Presentation Instructional Technology Coaches (ITC)** A-7
-- Director of Innovation and Instructional Technology
- **Discussion of New Chief School Business Official** A-8
-- Assistant Superintendent for Human Resources
- **Annual Audit Report FY14** A-9
-- Assistant Business Manager
- **Consent Agenda -** Action Item 14-11-3 A-10
-- Board President
 - Personnel Report
 - Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending October 31, 2014
 - Acceptance of Annual Audit Report FY14
 - Approval of Bid for Maintenance Vehicle Leasing Agreement
 - Approval of Bid for Tractor Leasing Agreement
 - Approval of Policies from PRESS Issue 86
 - Destruction of Audio Closed Minutes
- **Approval of Minutes** Action Item 14-11-4 A-11
-- Board President
 - Regular Board MeetingOctober 27, 2014
 - Closed Session MinutesOctober 27, 2014
 - Special Board Meeting Minutes.....October 20, 2014
 - Closed Session Minutes.....October 20, 2014
- **Board Member Liaison Report** A-12
-- Board of Education
 - Elementary Learning Foundation
 - Traffic Safety
- **Other Discussion and Items of Information** A-13
-- Superintendent
 - Upcoming Agenda
 - Memorandum of Information
 - Follow-up on Collection of Student Fees
 - Minutes of Board Committees
 - Traffic Safety Committee Minutes of October 28, 2014
 - Other
- **Adjournment**

Next Meeting: Monday, December 15, 2014
 7:15 p.m. – Public Hearing on Levy
 7:30 p.m. – Regular Board Meeting
 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.

DRAFT

D64
AppsFreedom on Information Act
2014-14

Madelyn Wsol <mwsol@d64.org>

FOIA Request1 message

Brian Powers <bpowers@nctq.org>
To: btramm@d64.org, mwsol@d64.org

Mon, Sep 22, 2014 at 11:18 AM

Dear Ms. Wsol and Ms. Tramm:

I am an analyst for the National Council on Teacher Quality (NCTQ) and would like to formally file a public records request, provided for by the Illinois Freedom of Information Act (5 Ill. Comp. Stat. Secs. 140/1 to 140/11), for any information relevant to your student teaching placement process with any institutions of higher education that you work with.

The requested information is intended for the third edition of NCTQ's *Review*, the first ever in-depth study of the public and private institutions that produce 90% of new teachers. Our study is looking specifically at the quality of teacher preparation programs, including those that supply teachers to your district. Results will be published in the *US News & World Report* as a resource for district HR departments for recruiting and screening candidates.

We are seeking any of the following communications between the Park Ridge Community Consolidated School District 64 and any institution of higher education (i.e. public or private college or university) that you partner with. These could include the following:

- Signed contracts/agreements between your district and any institution of higher education governing student teaching placements
- Letters or other documents that the aforementioned institutions (or any other institutions that you work with) provide to principals explaining the desired characteristics of cooperating teachers
- Recommendation forms from principals about teachers who could be cooperating teachers or application forms from teachers nominated to be cooperating teachers
- One copy of any standardized district general documents (contracts, application forms, letters, student teaching handbooks, etc.) covering the placement process of teacher candidates for STUDENT TEACHING from teachers, principals, or persons in your central office to any of the institutions of higher education that you work with

Please email this information to bpowers@nctq.org or mail it to:

National Council on Teacher Quality
Attn: Brian Powers
1120 G Street, NW, Suite 800
Washington, DC 20005

I request that this information be sent in electronic format whenever possible. If the information needs to be mailed, however, please inform me via email that you have done so.

If possible, please also include **a list of all the institutions** that have placed student teachers in the district in the last 3 years.

Please inform me prior to processing this request if any costs you should incur will exceed \$50.

If the Park Ridge Community Consolidated School District 64 chooses to deny this request, or any part thereof, please provide a written explanation for the denial including a reference to the specific statutory exemption(s) upon which you rely. Additionally, if you claim that certain documents contain both exempt and non-exempt material, please provide all segregable non-exempt portions of otherwise exempt material and identify the material which is being withheld as exempt.

Thank you in advance for your assistance. Please feel free to contact me if you have any questions.

Sincerely,

--

Brian Powers
Analyst, Data Collection

National Council on Teacher Quality
1120 G Street, NW, Suite 800
Washington, DC 20005

bpowers@nctq.org
www.nctq.org

Freedom of Information Act
2014-15

COURTNEY N. STILLMAN
FLOSSMOOR OFFICE
cstillman@sragahauser.com

September 24, 2014

SENT BY FACSIMILE

FOIA Officer
Park Ridge- Niles School District 64
Fax: 847-318-4351

Re: Freedom of Information Request

Dear FOIA Officer:

Pursuant to the *Illinois Freedom of Information Act*, 5 ILCS 140 *et. seq.*, please send me the following public records no later than five business days from receipt of this request:

Any and all records related to any training(s), consultation(s), presentation(s), or other services of any nature whatsoever performed for the school district by Barbara T. Doyle, M.S., including, but not limited to program brochures or other information, training documents, outlines, power points, handouts and other materials, consultation proposals and/or reports, e-mail and other communications, job descriptions, curriculum vitae, announcements, advertisement, invoices, and payments.

Please send me the requested public records in electronic format, and call me if you have any questions.

Very truly yours,

SRAGA HAUSER, LLC

A handwritten signature in cursive script that reads "Courtney Stillman".

COURTNEY N. STILLMAN

cc: Teri E. Engler, Esq
Ms. Cynthia Riha, Director of Student Services, School District 123

s:\School District\sd123c\misc\Foia.9.doc

Contractors Adjustment Company
750 Lake Cook Road, Suite 158
Buffalo Grove, IL 60089
Ph 847-374-9402 Fx 847-374-9407

September 24, 2014
Park Ridge-Niles CCSD 64
www.d64/about/foia-requests.cfm
Attn: Madelyn Wsol

Project:: **Fields Elementary School**
Project Address: **707 Wisner Avenue, Park Ridge, IL 60068**
Project #:

FREEDOM OF INFORMATION REQUEST

As provided for in the *Freedom of Information Act*, please provide us with a copy of the **Payment Bond or the combined Payment/Performance Bond, the first five pages and signature page of the general/prime contractors contract with the Park Ridge-Niles CCSD 64 or any of its Agents, an accounting showing remaining funds to be paid on the project, copies of or identification of any Public Claim Against Funds and/or Payment Bond Claims and the most recent statement provided to the General/Prime Contractor.**

Our Client: **S.G. KRAUSS COMPANY**
Contracted with: **BERGEN CONSTRUCTION CORP.**
Provided: **labor and material for installation of galvanized angle and floor support steel beams and furnish loose lintel**

Your earliest attention to this matter will be greatly appreciated. Any questions can be directed to the undersigned.

Sincerely,


Robert Jones

The above has been issued for information purposes only and is not to be construed as the giving of legal advice or legal services to any company, corporation or individual.

FREEDOM OF INFORMATION REQUEST

DATE: 26 SEPT 14

TO:

NAME: F.O.I.A. OFFICER
ENTITY: PARK RIDGE-NILES SD-64
FAX #: 847-318-4351

RECEIVED

SEP 26 2014

BOARD OF EDUCATION
DISTRICT 64

REQUESTER: David C. Stachura

10130 Berceau Ave.
Schiller Park, IL 60176

PHONE: 847.671.1880
CELL: 847.828.7890
E-MAIL: dcstachura@aol.com

NUMBER OF PAGES (INCLUDING THIS COPY): 1

I WOULD LIKE TO OBTAIN COPIES OF THESE RECORDS IN:

ELECTRONIC FORMAT

REQUESTED RECORDS

A COPY OF OUR MAY 2014
AGENDA FOR YOUR MAY 2014 BOARD MEETING
A COPY OF THE CONTRACT FOR THE
DISTRICT "DIRECTOR OF COMMUNICATIONS"
OR GROSS AMOUNT OF PAY IF NO CONTRACT.

THANK YOU

I understand that the ACT permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction and not including the costs of any search review of these records.
5 ILCS 140/6. I am willing to pay fees for this request up to a maximum of \$10.00. If you estimate that the fees will exceed this limit, please inform me first.

I look forward to hearing from you in writing within five working days, as required by ACT 5 ILCS 140(3)
(Note: Will not be used for commercial purposes.)

Sincerely,


David C. Stachura

IF YOU DO NOT RECEIVE LEGIBLE COPIES PLEASE CALL

"Government is not the solution to our problem, Government is the problem."
Ronald Regan



Illinois Education Association-NEA

Libertyville Region Office

Memorandum

1860 W. Winchester Road, Suite 202 • Libertyville, IL 60048-5353 • 847/932-4140 • Fax 847.932.4144

October 9, 2014, 2014

RECEIVED

FOIA Compliance Officer
Park Ridge CCSD 64
164 S Prospect Ave
Park Ridge, IL 60068 4035

OCT 17 2014

BOARD OF EDUCATION
DISTRICT 64

Dear Sir or Madam,

Pursuant to the Freedom of Information Act and the Illinois Educational Labor Relations Act, the following is a request for the following information electronically (preferably as an Excel file if at all possible):

- Names of all non-certified support staff employees and their hire dates;
- All support staff job titles;
- Work sites and corresponding addresses;
- The number of hours scheduled to work per week (or percentage appointment);
- The number of months scheduled to work per year;
- Bargaining unit status (i.e., whether or not they are covered by a collective bargaining agreement.) and, if they are in a bargaining unit, the name of the labor organization with which that unit is affiliated;
- Copies of any contracts the district has with subcontractors currently engaged in district support staff work (e.g., transportation services, food services, custodial services, etc.)

Please note that this request is going out to numerous school districts, across a large region, for data gathering and research purposes. This effort, therefore, is not only in regard to employees in your district. Additionally, it is not related to any matters regarding employees you may have currently represented by IEA (e.g., upcoming contract talks, etc.)

Please forward this information electronically at your earliest convenience. My email address is deniece.hopkins@ieane.org. A follow-up e-mail of this request may be sent soon to facilitate this, but please allow the receipt of this letter to be the official request.

Lastly, please do not let inability to provide one or more of the specific items requested above to delay in preparing and providing the information that may be more readily accessible.

If you have any questions, don't hesitate to call. Thank you in advance for your attention to this request.

Sincerely,

Deniece Hopkins


Deniece Hopkins
IEA - NEA
1860 W. Winchester Road Ste 202
Libertyville, IL 60048-5353
(O) 847/932.4140
(F) 847/932.4144
(E) deniece.hopkins@ieane.org

MEMORANDUM OF INFORMATION

#010

2014-2015

To: Board of Education

From: Brian Imhoff, Assistant Business Manager 

Date: October 27, 2014

Subject: Follow-up on Collection of Student Fees

The District launched the Infosnap 2014-15 online registration system on June 11, 2014. With Infosnap, parents pay their school fees at the same time that they are updating student demographic, medical, and family and emergency contact information. This streamlined process made paying fees more convenient for parents.

District 64 also utilized Infosnap to send targeted, periodic communication reminders up through the first day of school to individuals that had not completed the online registration process. As a result, the District experienced a noticeable increase in the amount of fees collected before school started. A yearly comparison presented in the September 22 Board report showed that uncollected fees from the 2014-15 school year were \$107,000 less than at the same point in the 2013-14 school year.

The table in Attachment 1 shows the monthly history of the District's unpaid student fees for 2014-15 only. The numbers reported do not include students who qualify for fee waivers. In accordance with the fee collection procedures established by the Board in November 2013, District 64 mailed fee reminder letters on September 8 and October 2 to parents with unpaid balances.

Review of Unpaid Student Fees 2014-15

Building	October 21, 2014		September 16, 2014		Change Since Sept 16th
	Number of Unpaid Students	Uncollected Revenue	Number of Unpaid Students	Uncollected Revenue	
Carpenter	10	\$ 1,598	14	\$ 2,749	\$ (1,151)
Field	32	\$ 5,804	37	\$ 6,938	\$ (1,134)
Franklin	28	\$ 6,283	36	\$ 7,600	\$ (1,317)
Roosevelt	23	\$ 4,615	28	\$ 5,369	\$ (754)
Washington	17	\$ 3,351	18	\$ 3,451	\$ (100)
Jefferson	4	\$ 302	11	\$ 829	\$ (527)
Emerson	47	\$ 13,782	58	\$ 17,428	\$ (3,646)
Lincoln	50	\$ 14,073	56	\$ 16,303	\$ (2,230)
Total	211	\$ 49,808	258	\$ 60,667	\$ (10,859)

Note: Of the unpaid total at October 21st, the District has \$7,326 committed to be paid through installment plans for 38 students.

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: District 64 Wellness Council

Date: October 27, 2014

Re: Whole Funds Fund-Raiser Donation

The District 64 Wellness Council is pleased to announce a donation of just over \$3,000 to support healthy activities for students this year. The funds were raised during a Community Support Day held on March 17, 2014 at Whole Foods in Park Ridge. Whole Foods donated 5% of net sales that day to the District's Wellness Council. We are most appreciative to Whole Foods for hosting the fund-raising event and for the strong community support of our efforts.

The donation has been earmarked to support wellness activities in two areas:

▪ **Physical Education Department - \$1,800**

The donation has been used to assist in the purchase of FitnessGram. FitnessGram is a computer program that all students of District 64 will use to monitor their levels of "fitness" in the areas of Cardiovascular Endurance, Muscular Endurance, Muscular Strength, and Flexibility.

The FitnessGram program provides appropriate and meaningful tools that students and teachers will be able to use to: 1) assess levels of fitness, 2) create personal fitness goals, and 3) develop individual fitness improvement plans.

The PE Department is very pleased to have this tool available to support the physical fitness, health and well-being of our students.

▪ **Family & Consumer Science Department - \$1,200**

The donation in this department has been used to offer a series of three, healthy cooking demonstrations for our middle school students. Chef Dave Esau from Dave's Specialty Foods in Mt. Prospect will be visiting both Emerson and Lincoln middle schools once per trimester during the 2014-15 school year. During each visit, Chef Dave will speak and cook with two different classes. In addition to demonstrating and working with students to prepare tasty, healthy meals, he also talks with students about what is healthy eating, how to check ingredients so you know understand what you are eating, and why it's important to eat healthy foods.

The FACS Department is delighted to have this additional resource to help build students' understanding of healthy eating and nutrition, and awareness of the techniques to prepare healthy meals.

MEMORANDUM OF INFORMATION

#012

2014-15

TO: Board Members
Dr. Laurie Heinz, Superintendent

FROM: Bernadette Tramm, Public Information Coordinator

DATE: October 27, 2014

RE: INSPRA Golden Achievement Award

It is my pleasure to announce that District 64 has garnered the highest honor in the communications contest sponsored by the Illinois Chapter of the National School Public Relations Association (INSPRA). District 64 has been named the winner of the 2014 Golden Achievement Award of Merit for the “Tech Talk Week – Parent Education Outreach” initiative conducted in March 2014.



INSPRA offers an opportunity each year for school districts to submit communications materials for competitive judging by a panel of public relations professionals from across the country. The Golden Achievement Award is a special distinction, designed to recognize best practices in every aspect of an integrated public relations effort. It included a thorough review of the analysis; planning; execution and communication; and evaluation of the entire body of communications activities undertaken during Tech Talk Week.

Tech Talk Week was developed at the request of our Board Advanced Technology Committee (BATC). This was a focused initiative designed to invite parents into a thoughtful discussion about 21st Century learning in District 64 and the technology resources needed to support this effort. Tech Talk Week was a team effort blending the expertise of members of District 64’s communications and technology staffs, including: Roosevelt School Instructional Technology Coach Caroline Schaab; District Technologist/Webmaster Allison Blum; former Director of Technology Terri Bresnahan; and me.

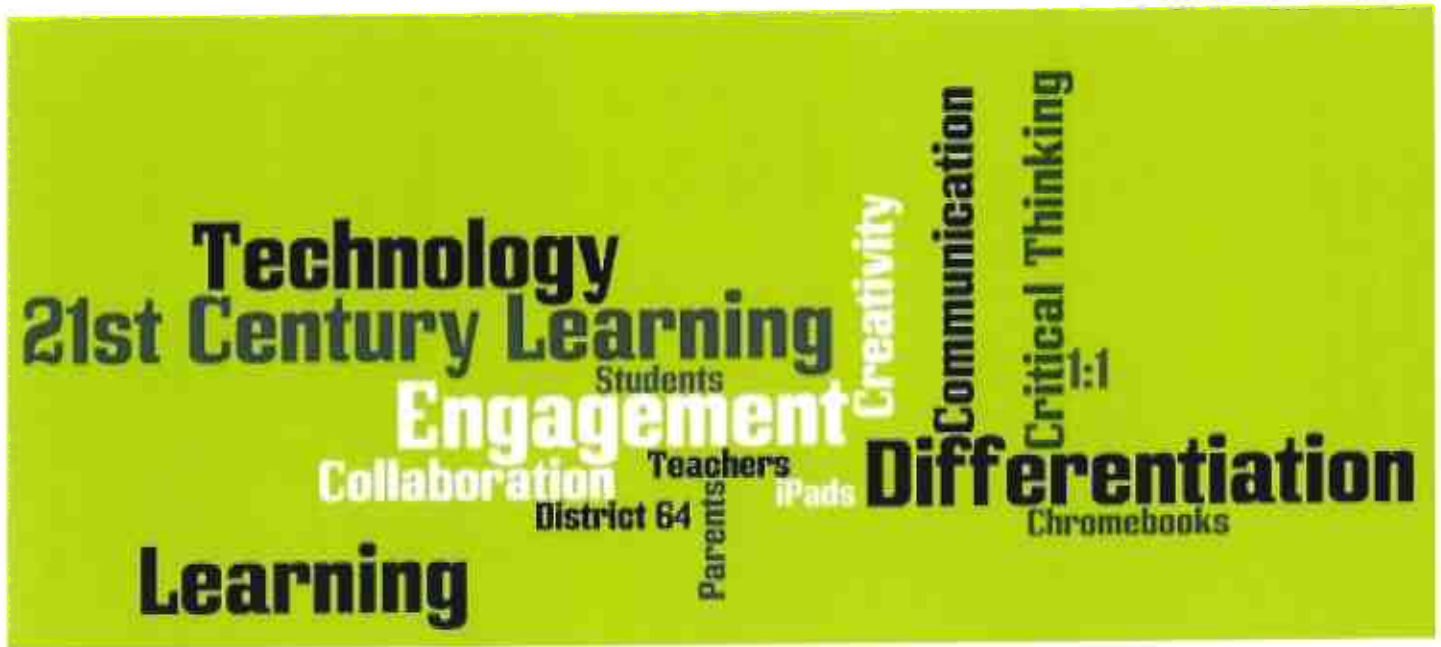
To meet this challenge, Tech Talk Week was created as a new style of parent education outreach never before undertaken in District 64. The effort was constructed around the week of March 3, which led up to the change in daylight saving time on March 9. The unified messaging was built around an invitation: *“As we countdown to daylight saving time, let’s spring ahead together to think about the future of technology for our students. Join the conversation about 21st century learning and the road to 1:1 in your child’s school.”*

The campaign itself modeled the use of advanced technology while meeting an extremely tight timeline. All elements were focused on offering parents information conveniently at times of their own choosing. A special Tech Talk Week brand was created to set it apart from other email

communication from District 64; a new wordle logo utilized all the key words related to 21st century learning that were going to be communicated over the course of the week.

Tech Talk Week was anchored by a website stocked with expanded resources, and built around five consecutive email messages and Facebook posts with embedded videos of students learning in our classrooms. Three entirely new, short videos were created to illustrate the 4 C's of 21st century learning; differentiation; and engagement. The goal was to help parents learn more about 21st century learning, how technology supports it, and the impact on their students. The week concluded with a brief survey of all parents about their willingness to partner collaboratively with District 64 to provide funding to expand this learning. Attachment 1 provides an overview of the daily activities that were created during Tech Talk Week.

The Golden Achievement Award will be displayed at the District 64 Educational Service Center.



Tech Talk Week

is coming to District 64!

As we count down to daylight saving time, let's spring ahead together to think about the future of technology for our students.

Join the conversation about 21st Century Learning and the road to 1:1 in your child's school.



Monday, March 3

What's happening now...a quick overview of how students are using technology today & how they could be using it in the future

Tuesday, March 4

The 4 C's of 21st Century Learning - what are they & what do they look like in action

Wednesday, March 5

Differentiation: how technology can help meet the needs of every child

Thursday, March 6

Engagement = more than just having fun with technology

Friday, March 7

Take a short survey to voice your thoughts about the future of 1:1 technology in District 64

Brought to you by the **District 64 Board Advanced Technology Committee** in preparation for our presentation to the Board of Education at 7:30 p.m. on March 24, 2014

Lincoln Middle School (gym), 200 S. Lincoln, Park Ridge

Visit us at <https://sites.google.com/a/d64.org/batc-recommendation/>



Follow District 64 or your school



**Request for Statement of Interest
and
Request for Statement of Qualifications
and
Performance Data
for
Architectural Services**

September 2014

Request for Qualifications – Architectural Services

The Board of Education of Park Ridge – Niles Community Consolidated School District 64 (District 64), 164 S. Prospect Avenue, Park Ridge, Illinois 60068, is requesting statements of interest, statements of qualifications, and performance data for firms interested in providing architectural services necessary to conduct the 10-year health-life safety survey and a facility master planning leading to the renovation of current facilities.

An optional pre-bid meeting will be held at the office of Rebecca J. Allard, 164 S. Prospect Avenue, Park Ridge, Illinois 60068, on Friday, October 17, 2014, at 1:00 P.M. to respond to questions.

To be considered as the architect of record for District 64, architectural firms should submit statements of interest, statements of qualifications and performance data to Rebecca J. Allard, Chief School Business Official, on behalf of the Board of Education on or before 9:00 A.M., Tuesday, October 28, 2014. Statements received after said time will neither be accepted nor considered by the owner.

Evaluation of the Statement of Qualifications will consist of an initial screening relative to the completeness, responsiveness and stated understanding of District 64. A committee consisting of District administrators & staff and District Board members in November 2014 will interview a "short list" of the selected firms, which demonstrate qualifications and experience matching District 64 needs. Rebecca Allard, Chief School Business Official, will notify those who make the "short list" by Friday, October 31, 2014. The first interviews of the selected firms will be on Tuesday and Wednesday evening, November 12th & 13th. Follow-up interviews will be scheduled when the architects who most closely meet District 64's needs have been identified. The committee shall rank its top three firms in order of qualifications and make its final recommendation to the Board of Education in December 2014. The Board's decision shall be final and not subject to recourse by any person, firm, or corporation.

All questions regarding the request for qualifications shall be directed to Rebecca Allard, Chief School Business Official via email at rallard@d64.org.

Firms must provide the following information in their Statements of Interest, Statements of Qualifications, and Performance Data. Ten copies must be provided and must be complete in order for your statement of qualifications to be considered:

I. Firm Information

- a. Indicate the name of the firm and location of all offices, specifically, including the principal place of business of the office location, within the State of Illinois, that will serve District 64. Include telephone, fax numbers, as well as the website address of your firm.
- b. Provide a brief history of your firm, including the number of years in business under the present name and number of architectural/engineering and support staff employed by your firm within the State of Illinois.
- c. List the names and the education, training, qualifications and responsibilities of the principal team members assigned to this project. The following information must be included for review:
 - i. A professional resume of principal team members;
 - ii. A professional resume of project managers;
 - iii. A professional resume of mechanical engineers, electrical engineers, civil engineers, and other personnel assigned to District 64 projects.
- d. List your firm's banking, bonding, and insurance references and limits, specifically including, but not limited to, your current levels of professional liability insurance. List a contact (name and phone number) for each reference who will attest to your firm's financial condition.
- e. Indicate if your firm is owned or partially owned by any other organization or individuals and state the name and address of said organization or individuals.
- f. Provide any additional information which distinguishes your firm from other architectural/engineering firms, especially in regards to the District 64 project.

- g. State if your firm has been terminated for cause under any architectural contract within the last five years. If so, please state the circumstances related to the termination, including but limited to, the name of the client and date of termination.

II. Architectural/Engineering Experience

- a. List all current projects for which your firm is under contract as architect. List all elementary school projects of similar size and scope (master planning and renovations of facilities) that have been completed in the last five years. For each project, include a brief description of the project, as well as the organization, name, address, phone number and contact person for each project. Indicate the original and final cost estimates; starting and completion dates; explaining reason (s) for any significant variations. Provide total costs of all change orders.
- b. Provide resumes for each principal team member noted above. Provide a list of projects each principal has worked on during the past five years. Provide at least three references, including name, company and phone number associated with each project.
- c. State if your firm has been involved in any litigation, mediation or arbitration within the last five years relating to, connected with or arising from any architectural contract or design error or omission. If so, please provide the name and case number of the action, the location of the dispute (e.g. Cook County Circuit Court, AAA Arbitration - St. Louis, etc.) the parties involved, the nature of the dispute (e.g. breach of contract claim, fraud claim, etc.), the damages sought and the status or result of the dispute.
- d. List five general contractors and three construction management references with whom your firm has worked with in the last five years. Include the company name, contact person and phone number.
- e. Describe your experience with the Illinois State Board of Education (ISBE) school construction grants.

Project Approach

- a. District 64 uses both general contractor and construction management as construction delivery methods. Describe your approach to both methods in respect to Owner/Architect/Construction Manager or General Contractor Team.
- b. Describe how a project would be managed beginning with the feasibility phase through occupancy and project evaluation.
- c. Describe your firm's quality and cost control procedures.
- d. Indicate (✓) the disciplines your firm offers in house:
 - _____ Structural Engineering
 - _____ Mechanical Engineering
 - _____ Electrical Engineering
 - _____ Civil Engineering
 - _____ CAD System
 - _____ Landscape
 - _____ Interior Design
 - _____ Cost Estimating
- e. Identify any services your firm will be coordinating through consultants. Name the consulting firm and addresses. Describe project experiences your firm has had with the consultant on similar projects.

Describe specifically how firm would approach District 64 projects detailing unique qualifications, technical capability or characteristics which qualify your firm.

rja 9/2014