

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

**Board of Education Agenda  
Monday, May 10, 2010  
Roosevelt Elementary School - LRC  
1001 South Fairview Avenue**

*Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, 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, May 10, 2010**

<b>TIME</b>		<b>APPENDIX</b>
6:30 p.m.	<b>Meeting of the Board Convenes</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Introductions</li> <li>• Opening Remarks from President of the Board</li> </ul>	
6:30 p.m.	• <b>Board Recesses and Adjourns to a Closed Meeting</b>	
7:00 p.m.	• <b>Board Adjourns from Closed Meeting and Convenes a Committee of the Whole: Finance</b>	
7:30 p.m.	• <b>Board Adjourns from Committee of the Whole: Finance and Resumes Regular Meeting</b>	
7:30-7:35 p.m.	• <b>Approval of Carpenter School Principal</b> -- Superintendent <span style="float: right;"><b>Action Item 10-05-1</b></span>	A-1
7:35-7:40 p.m.	• <b>Public Comments</b>	
7:40-8:00 p.m.	• <b>Update on Implementation of District Goals at Roosevelt</b> -- Principal	A-2
8:00-8:05 p.m.	• <b>Approval of District 64 Strategic Plan</b> -- Superintendent <span style="float: right;"><b>Action Item 10-05-2</b></span>	A-3
8:05-8:15 p.m.	• <b>Approval of Implementation Schedule and Budget for the Strategic Plan 2010-11</b> -- Superintendent <span style="float: right;"><b>Action Item 10-05-3</b></span>	A-4
8:15-8:20 p.m.	• <b>1<sup>st</sup> Reading of Policy Issue 71, February 2010 and Policy 1:30</b> -- Superintendent	A-5
8:20-8:30 p.m.	• <b>Update on Green Team Accomplishments</b> -- Superintendent	A-6

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|-----------------|--|----------------------------|------------|
| 8:30-8:35 p.m.  | <ul style="list-style-type: none"> <li>• <b>Consent Agenda</b></li> <li>-- Board President               <ul style="list-style-type: none"> <li>• Personnel Report</li> <li>• Bills and Payroll</li> <li>• Approval of Instructional Materials for Writing 1<sup>st</sup>-5<sup>th</sup></li> <li>• Destruction of Audio Closed Minutes (none)</li> </ul> </li> </ul>  | <b>Action Item 10-05-4</b> | <b>A-7</b> |
| 8:35-8:40 p.m.  | <ul style="list-style-type: none"> <li>• <b>Approval of Minutes</b></li> <li>-- Board President               <ul style="list-style-type: none"> <li>• Open Minutes of April 26, 2010</li> <li>• Committee of the Whole: Strategic Plan Minutes of April 26, 2010</li> </ul> </li> </ul>   | <b>Action Item 10-05-5</b> | <b>A-8</b> |
| 8:40--8:45 p.m. | <ul style="list-style-type: none"> <li>• <b>Other Items of Information</b></li> <li>-- Superintendent               <ul style="list-style-type: none"> <li>• Upcoming Agenda</li> <li>• Memorandum of Information                   <ul style="list-style-type: none"> <li>- none</li> </ul> </li> <li>• Minutes of Board Committees                   <ul style="list-style-type: none"> <li>- none</li> </ul> </li> <li>• Board of Education-Retreat, July 2010</li> </ul> </li> </ul> |                            | <b>A-9</b> |
| 8:45 p.m.       | <ul style="list-style-type: none"> <li>• <b>Adjournment</b></li> </ul>   |                            |            |

**Next Regular Meeting: Monday, May 24, 2010 – 7:30 p.m.**  
 Emerson Middle School – Multipurpose Room  
 8101 N. Cumberland Avenue, Niles

May 24

- Committee of the Whole: Finance (Board Reviews Draft of the 2010-11 Tentative Budget)
- Recognition of Student Awards
- Recognition of Tenure Teachers
- ELF Grant Awards
- Update on Implementation of District Goals at Emerson
- Approval of Staff Development Wednesday Calendar
- Discussion on Facilities Committee: Goals and Responsibilities
- Approval of Final Calendar for 2009-10
- Approval of Policy Issue 71, February 2010 and Policy 1:30
- Approval of Bid Award: Summer Painting Project

June 14, 2010

- Committee of the Whole: Finance (Board Reviews Draft of the 2010-11 Tentative Budget)
- First Reading of Policy 8:25
- Judith L. Snow Awards
- 2010-2011 P.E. Supply Purchase (Memo of Information)
- Bid for Xeroxgraphic Paper

June 28, 2010

- Board Adopts 2010-11 Tentative Budget
- Board Places Tentative Budget on Public Display for 30 days Prior to Public Hearing and Final Budget Adoption
- Approval of Policy 8:25
- Resolution for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution for Transfer of Interest Funds from Debt Service Fund to Educational Fund
- Resolution for Prevailing Wage
- Custodial Supply Bid 2010-2011 (Memo of Information)
- Bid for Printer Ink Cartridges 2010-2011 (Memo of Information)

TBD

- Background Information on Employee Wellness (Memo of Information)
- Committee of the Whole: Wellness

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 Buildings and Grounds 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

Appendix 1

**Approval of Carpenter Elementary School Principal**

**ACTION ITEM 10-05-1**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Marcy Canel as the new Principal at Carpenter Elementary School beginning July 1, 2010 through June 30, 2011.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

**Timeline  
Carpenter Principal Search**

April 6, 2010	Paper Screening
April 12 - 15	Screening Interviews
April 22 - 27	Interview Teams PREA, Parents, Non-Certified
April 27 - 30	Superintendent Interviews, Background Check(s), Site Visit

SS/jk

## **Board of Education Presentation on School's Work Toward Improving Learning of the Whole Child**

School: Roosevelt

Date of Board Presentation: May 10, 2010

The purpose of these Board presentations is to bring to life a tangible example(s) of how each school is working within the context of implementation of Response to Intervention (RtI) or implementation of the new Reading Framework to improve learning opportunities for students.

### **Board of Education Goal: Improving Achievement Levels of the Whole Child**

#### **District Goals:**

##### **A. Implementation of Early Intervening Services/Response to Intervention**

- ☒ Analysis and use of data to determine student needs
- ☒ Differentiation to meet student needs through development of learning supports and/or extensions

##### **B. Meeting Student Needs through Implementation of District 64 Reading Framework**

Understand and implement:

- ☐ Reading To instructional activities
- ☒ Reading With instructional activities
- ☐ Reading By instructional activities

#### **Overview of Presentation:**

*Dr. Dwyer and Mr. Petrolino will show a five-minute i-Movie to highlight the year in the academic life of one second grade Roosevelt student, "Billy". Our mini-documentary highlights the way we utilize the new reading framework combined with our team approach to institute Response to Intervention. Our presentation will touch on both district goals listed above.*

*Finally, our presentation will demonstrate how the reading framework and our early literacy interventions made all of the difference for a specific student. We are proud to share "Billy's Story" with everyone.*

**Approval of District 64 Strategic Plan**

**ACTION ITEM 10-05-2**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the District 64 Strategic Plan, including Beliefs, Mission, Objectives, Parameters, Strategies and Action Plans.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

TO: Board of Education

FROM: Sally Pryor

DATE: May 10, 2010

SUBJECT: Approval of District 64 Strategic Plan

At the April 26 meeting, administration presented the strategic plan for final review. The plan includes beliefs, mission, objectives, parameters, strategies and action plans as shown on Attachment 1. We believe the plan overall will be a "*Journey of Excellence*" for District 64.

This is the same plan that was presented to the Board on February 22 by the Strategic Planning Team, which was responsible for drafting the plan. The 27-member team represents a "microcosm" of our community, including parents, teachers, support staff, building and District administrators, and community members. The planning team drafted the key elements of the plan during an intensive, three-day session in April 2009 led by facilitator Dr. Howard Feddema of the Cambridge Group. That draft plan was presented to the Board in May 2009 and widely shared with all members of the community and District 64 staff. In fall 2009, more than 100 volunteers served as members of the five Action Teams, which created the action plans and detailed steps needed to carry out the five strategies in the plan. The Strategic Planning Team met again in February 2010 to incorporate the work of the Action Teams into the plan before officially presenting this final, complete version to the Board on February 22.

We believe this exciting plan captures the hopes and vision we share for the education of our students as we enter a new decade. It is with a great sense of pride and accomplishment that we recommend that the Board approve the plan, which is expected to guide District 64 from 2010-11 through at least 2014-15.

**Park Ridge-Niles School District 64****Strategic Plan****BELIEFS**

... An expression of  
fundamental values; ethical  
code, overriding convictions,  
inviolable principles.

**We believe that...**

All people have inherent worth.

Quality education benefits everyone.

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

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

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

A safe, nurturing environment is essential to learning.

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

High expectations and a positive attitude result in higher performance.

Both cooperation and healthy competition are necessary to achieve excellence.

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

People are responsible for their actions and honoring their commitments.

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

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

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

Change is inevitable and challenges us to grow.



## **MISSION**

**...A declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.**

## **OBJECTIVES**

**... An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.**

## **PARAMETERS**

**...Boundaries within which the organization will accomplish its mission; self-imposed limitations.**

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

All students will meet or exceed the District's targeted benchmarks for critical thinking, creative expression and problem solving.

Each student will identify, set and achieve personally challenging goals related to academics, civil behavior, talents, and interests.

We will always maintain safe, supportive learning environments.

We will not tolerate behavior that is demeaning or disrespectful to any individual or group.

School improvement plans will always be consistent with the strategic plan of the District.

No new program or service will be accepted unless it is consistent with the strategic plan, benefits clearly justify the costs, and provisions are made for professional development and program evaluation.

No program or service will be retained unless it provides an optimal contribution to the mission and benefits continue to justify the cost.

Student performance on the Illinois Standards Achievement Tests (ISATs) will always compare favorably with other high-achieving districts.

Absent dire unforeseen financial circumstances, the District will honor its commitment to not seek a referendum before 2017.

We will always maintain programming that addresses the academic, social-emotional and physical development of the whole child.

# **Park Ridge-Niles School District 64**

## **Strategic Plan**

### **Action Plans List**

**Strategy I: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.**

- Action Plan 1: Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.
- Action Plan 2: Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.
- Action Plan 3: Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.
- Action Plan 4: Utilize available technology to manage our schools more efficiently and effectively.
- Action Plan 5: Utilize technology to inform and communicate with the community.
- Action Plan 6: Build appropriate network infrastructure to support the advanced use of technology throughout the District.
- Action Plan 7: Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.
- Action Plan 8: Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.

**Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents, and interests.**

- Action Plan 1: Grades K-2 students will set goals with adult guidance.
- Action Plan 2: Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.
- Action Plan 3: Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.

**Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.**

- Action Plan 1: Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.

## Action Plans List

- Action Plan 2: Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.
- Action Plan 3: Improve the collaborative relationship between District 64 and families who do not speak English.

**Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.**

- Action Plan 1: Establish Power Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.
- Action Plan 2: Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.
- Action Plan 3: Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.
- Action Plan 4: Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 5: Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 6: Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 7: Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 8: Implement differentiated lessons in all areas of core curriculum.
- Action Plan 9: Encourage students to use creative expression, critical thinking and problem solving throughout their day.
- Action Plan 10: Develop a District philosophy and corresponding communication tools (e.g., report cards, conferences, other mechanisms) that provide clear information regarding each student's individual performance in relation to the District standards.
- Action Plan 11: Use data over time as an indicator for instructional change.

**Strategy V: We will develop and implement a protocol to ensure staff and community members understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.**

- Action Plan 1: Put into practice a protocol for designing, implementing and assessing proposed changes.

**Approval of Implementation Schedule and Budget for the Strategic Plan 2010-11**

**ACTION ITEM 10-05-3**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the Implementation Schedule and \$195,000 Budget for the Strategic Plan 2010-11.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_

AYES:

NAYS:

PRESENT:

ABSENT:

TO: Board of Education

FROM: Sally Pryor

DATE: May 10, 2010

SUBJECT: District 64 Strategic Plan 2010-11 Implementation and Revised Budget

### **2010-11 Action Plan Implementation Schedule**

At the April 26 Committee-of-the-Whole meeting, administration presented a set of action plans recommended for implementation in 2010-11. In all, 20 of the total 26 action plans are being scheduled for at least some initial activity. Specific details about the steps that will be undertaken in each of the 20 action plans getting underway in the new school year were discussed. A chart describing the sequencing of each action plan over the five-year period 2010-11 through 2014-15 also was reviewed, indicating how each plan would move from readiness activities, to implementation with support, and full implementation.

Administration also discussed the ongoing initiatives already in place or foreseen that will impact both teaching staff as well as building and District administrators in 2010-11 and future years.

Administration recommends that the Board adopt the action plan implementation schedule for 2010-11 as presented on April 26. Attachment 1 includes all the materials presented on April 26 including the details of those plans.

### **Revised 2010-11 Strategic Planning Budget Request**

Administration initially requested a budget of \$283,000 as a one-time expense for the scheduled 2010-11 activities; no personnel would be added. That budget request is now being reduced by \$88,000 to a total of \$195,000.

Based on Board discussion at the April 26 meeting, District administrators met to consider the Board's comments regarding earmarking more already budgeted teacher release days toward strategic planning, and determining the appropriate sequencing of the technology infrastructure action plan.

The District's administrative team has carefully reviewed the sequencing of the infrastructure work and believes that accomplishing this work in 2010-11 is appropriate. The funding will primarily be used to maintain a reliable and robust local area network connection within each school building. Key components of the District's existing network infrastructure were purchased used and are 6-10 years old, and replacement equipment is scarce. The network already must support heavy usage, including student assessments completed on computers (MAP testing), frequent accessing of student assessment data to guide instruction (Inform and AIMSweb), and the student information system (PowerSchool).

In addition, demands on the District's technology infrastructure are already expected to increase immediately in 2010-11 and in subsequent years. Classroom demands, for example, will rise as Smart boards proliferate; the technology budget for 2010-11 will double the current number in the District. Further, the strategic plan activities for 2010-11 include finalizing the technology curriculum scope and sequence (Action Plan 1) and

increasing staff technology proficiency (Action Plan 2), both of which are expected to expand usage in the immediate future.

Therefore, administration believes that infrastructure work must be completed in 2010-11 to reliably support both the current level of usage and to sustain the expanded activity envisioned in Strategy 1 to “accelerate the advanced use of technology as an integral component of the educational program and to effectively manage our system.”

Administration also continues to be mindful of the economic uncertainties regarding state education funding and the nation’s economy. Therefore, we also further reviewed and adjusted the pacing of the proposed expenditures, so that a significant portion could be delayed until late winter of 2011. At that time, additional information will be known about fall 2010 property tax receipts, expected future year District 64 revenues, and state education funding. Administration could still bring to the Board a recommendation to delay these planned expenditures, if necessary, at that time.

The revised proposal includes the following changes:

- Reduce the strategic planning budget for 2010-11 to \$195,000;
- Earmark a \$250,000 private donation received in the current fiscal year for technology infrastructure related to the strategic plan in 2010-11; and,
- Modify the timing of a significant portion of these expenditures until winter 2011.

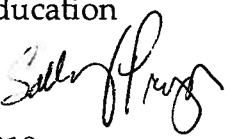
The revised strategic planning portion of the budget request is included as Attachment 2.

The two proposed reductions to the original strategic plan budget request include:

- Strategies 1, 2 and 4 – Use of release days – Some release days currently planned in the 2010-11 budget will be redirected to strategic planning. Additional time will be used on Staff Development Wednesdays and Institute Days, which are provided for in the District’s ongoing Educational Fund budget. This will be a savings of \$30,000.
- Strategy 1 (Action Plan 6) – Technology infrastructure – Planned infrastructure projects can be carried out by a combination of three sources of funding: the department’s planned 2010-11 budget; adding the private donation received during this fiscal year to the department’s 2010-11 budget; and, the strategic planning budget for 2010-11. By adjusting the pacing of the work as mentioned above, the funding required directly from the strategic planning budget can be reduced by \$58,000.

Overall, the requested strategic planning budget for 2010-11 is \$88,000 lower than originally requested on April 26.

Administration, therefore, recommends that the Board approve a budget of \$195,000 for strategic plan activities in 2010-11.

TO: Board of Education  
FROM: Sally Pryor   
DATE: April 26, 2010  
SUBJECT: Recommendation on District 64 Strategic Plan 2010-11 Implementation

### **Background**

At a Committee-of-the-Whole meeting on February 22, the members of the Strategic Planning Team presented the final recommended Strategic Plan to the Board. The plan included a set of 26 action plans designed to implement the five strategies in the Strategic Plan. The action plans were developed by five separate Action Teams of volunteers, who worked through the fall to research and develop steps needed to implement each strategy. The entire set of plans is intended to be five years' worth of work. The Strategic Planning Team also made a recommendation to the Superintendent on the specific action plans that should be considered for implementation during 2010-11, the plan's first year.

With the presentation of the full plan, the work of the Strategic Planning Team and five Action Teams was completed. The Board at the regular meeting on February 22 officially recognized 120 volunteers representing all stakeholders in our vital partnership who participated in the process, including staff, parents and community members.

### **Current Activities**

District 64 now has bridged from the planning phase to the beginning of actual implementation of the plan. This marks the transition from the work of willing volunteers to the responsibility of the Board to approve the plan and the District's administration to budget and implement the action plans.

Following the February meeting, the District's administrative team began meeting to: analyze the Strategic Planning Team's recommendations for 2010-11; consider the feasibility in light of other ongoing initiatives; and, develop a detailed budget. Both full-day and half-day sessions were held to focus attention solely on the strategic plan. Through this analysis, the administrative team gained a detailed understanding of the full implications of all the steps identified to implement each action plan.

As part of this work, the administrative team also met with consultant Joe Kaplan, one of the members of Action Team 5 ("Providing Support and Tools for Change") who is a professional in this field. Mr. Kaplan worked with the administrative group on how to help expand connections, create higher trust relationships through collaboration, become engaged in change, and stay focused on success as the plan is implemented in coming years. The administrative team also carefully reviewed the change protocol brought forward as the sole action plan for Strategy 5.

Through this work, the administrative team has come to understand that the plan will be a journey and that all members of the vital partnership must be engaged in some aspect of the plan's implementation. Therefore, we propose calling the Strategic Plan overall a *Journey of Excellence*.

### **Proposal for 2010-11 Action Plans**

The administration now recommends implementation of a set of action plans for 2010-11. All of the plans that were recommended by the Strategic Planning Team are included. In addition, administration has identified several other action plans that either are closely linked to items already slated for implementation or are needed to lay the groundwork for future years. In all, 20 of the total 26 action plans are being scheduled for at least some initial activity in 2010-11.

The chart in Attachment 1 identifies the sequencing of each action plan over the five-year period 2010-11 through 2014-15. The color-coding indicates how each plan moves from readiness activities, implementation with support, and full implementation. For 2010-11, we have identified timing for the start of activities according to trimesters. Timing in future years is less precise, as described below.

Attachment 1 also shows the ongoing initiatives already in place or foreseen that will impact both teaching staff as well as building and District administrators in 2010-11 and future years.

Attachment 2 presents more details about each of the 20 action plans that are scheduled to get underway in the upcoming school year. Budget needs are also identified by strategy. In all, administration is requesting a one-time expenditure of \$283,000 for Strategic Plan related activities in the coming school year.

### **Plans for Staff Involvement**

To accomplish the work required in 2010-11 in each of the strategies and related action plans, the administration discussed various options for engaging staff and other members of our vital partnership. Ideas were discussed with the full Administrative Council, curriculum specialists and the Park Ridge Education Association (PREA) Executive Board.

To involve everyone in this *Journey of Excellence*, we plan to have all District 64 certified staff and administrators work on implementation of some aspect of the Strategic Plan. Staff members' interests, talents and passions will be taken into consideration as we plan their involvement in activities going forward. In addition to using release time during the day for certified staff to work on the strategic plan, we are proposing that some Staff Development Wednesdays and Institute Days also will be used for this work. In this way, we hope to reduce the amount of time teachers are out of the classroom, while still moving forward with the plans.

### **Budget Implications**

The budget of \$283,000 is a one-time expense; no personnel will be added. The financial projections presented by the District's outside consultant on February 8 developed a "strategic staffing case" estimating new, annual expenditures of up to \$500,000 for action plan implementation with no adverse impact on the long-range financial forecast and fund balance policy objectives.

Administration, therefore, believes the \$283,000 requested for first year strategic planning implementation can be added to the 2010-11 budget now being prepared with no significant impact. As a further fail-safe, because the costs are not linked to hiring of personnel, strategic planning activities could be delayed during the year, should an urgent need to curtail spending arise unexpectedly. Further, a budget will be developed each



year to cover the action plans to be scheduled giving maximum control over planned expenditures.

### **Implementation in Future Years**

As noted on Attachment 1, the administrative team has developed a tentative implementation schedule for all the action plans over the five years of the plan through 2014-15. Each spring, administration will prepare a detailed recommendation on the work to be completed on the action plans for the next school year along with a budget for these tasks. This recommendation and budget will be presented to the Board for review and approval.

Action plans that have staffing components, such as technology coaches in Strategy 1 and differentiation coaches in Strategy 3, would be carefully reviewed and discussed using the regular procedures typically followed by administration when requesting any staffing change.

For example, a Committee-of-the-Whole ideally would be scheduled in January or February 2011 to share options developed by the administration for the 2011-12 school year strategic planning activities. This would allow the activities and budget to be considered within the District's overall financial needs and in light of other existing initiatives. The same procedure will be repeated for each year of the plan.

In addition, it is likely that the strategic plan would be officially reviewed after about two years as recommended in the Cambridge Strategic Services model. This formal review allows the plan to be adjusted based on the experiences to date in implementing the action plans and to reflect societal changes that may have impacted the District since the plan was adopted.

### **Monitoring Progress**

A regular cycle of reporting on progress toward activities in each action plan and budgeted expenditures also will be established. As part of our facilitation services with Cambridge, the District receives access to software for performance reporting. We expect to utilize these formats to track progress and share regular reports with the Board and community, most likely at periodic Committee-of-the-Whole meetings.

In addition, we envision that the change protocol identified in Strategy 5 will be embedded into the execution of most of the other action plans. In this way, a standard protocol to design, implement and assess proposed changes can become an expected component of the readiness activities period prior to implementation of each action plan.

### **Next Steps**

Following the in-depth discussion at the April 26 meeting, administration intends to bring forward two separate motions for adoption at the May 10 meeting:

- **Approval of District 64 Strategic Plan** – This includes the full plan consisting of Beliefs, Mission, Objectives, Parameters, Strategies and Action Plans as shown on Attachment 3. This is the same plan presented to the Board on February 22, with no changes. As recommended by Cambridge, the specific steps that appear under each Action Plan are not included for the Board's approval. This gives some administrative flexibility in the execution of the plans while focusing the Board's oversight on achievement of results. The approval on May 10 will be the only time the Board will

approve the full Strategic Plan until a formal update is completed in about two years, as previously noted.

- **Approval of 2010-11 Implementation Schedule and Budget** – This approval will include the strategies and action plans identified for initial activity in the coming year as identified on Attachment 2, along with the total budget request of \$283,000.

### **Transforming the Plan into Reality**

On June 16-17, planning facilitator Dr. Howard Feddema will return to work with all District 64 administrators, our internal facilitator, and incoming Superintendent Philip Bender to begin the important process of fusing accountability for the action plans into the mutual accountabilities of all administrators. Specific responsibilities for implementation of the 2010-11 components also will be assigned to each administrator. These will become part of each administrator's goals and subsequent evaluation for the coming year. This process integrates the strategic plan into each administrator's ongoing operational responsibilities to concentrate the District's efforts on our mission and beliefs.

Communications outreach also is being developed to share the approved Strategic Plan and the 2010-11 activities with staff, parents and community members. As we know, a *Journey of Excellence* will require the collaboration of all our partners to be successful.

### **Summary**

I would like to thank the members of the current and previous Boards for your enthusiasm and support of the strategic planning effort, and to the many volunteers who contributed time and expertise this past year. District 64 is fortunate to have the willingness and support of all members of the partnership as well as the financial resources to begin what will be a transformative journey. The approval of the Strategic Plan and the specific projects for 2010-11 will set a course for continued excellence in our schools well into the future. What an exhilarating time to be in District 64!

**Park Ridge-Niles School District 64**  
**"A Journey of Excellence" – Strategic Plan Implementation Schedule**

YELLOW = Readiness Activities

ORANGE = Implement with Support

GREEN = Fully Implement

Strategy	Action Plan	2010-11	2011-12	2012-13	2013-14	2014-15
<b>1. Accelerating the Advanced Use of Technology</b>	1 Curriculum scope & sequence					
	2 Staff proficiency standards					
	3 Assistance/peer coaches					
	4 Management of schools					
	5 Communications w/community					
	6 Network infrastructure					
	7 TIC (Tech Implem Comm)					
	8 BATC (Bd Adv Tech Comm)					
<b>2. Building a Model for Personal Student Goals</b>	1 Grades K-2					
	2 Grades 3-5					
	3 Grades 6-8					
<b>3. Collaboration within Our Partnership</b>	1 Involve partners					
	2 Service learning					
	3 Non English-spkg families					
<b>4. Expectations for Student Learning and Instructional Practices</b>	1 Develop Power Standards					
	2 Hiring differentiation experience					
	3 Staff dev on differentiation					
	4 & 5 Differentiation peer coaches					
	6 Pre/post common assessments					
	7 Develop differentiated lessons					
	8 Implement differentiated lessons					
	9 Critical/creative/pbm-solving skills					
	10 Student progress reporting					
	11 Data-driven instruction					
<b>5. Providing Support and Tools for Change</b>	1 Utilize change protocol					
<b>Existing Initiatives</b>	Rtl					
	Rtl: Special Ed Eligibility					
	Implement K-5 reading framework					
	Implement new gds 1-5 writing pgm					
	Implement MS reading framework/curriculum					
	Teach learning strategies (all content areas)					
	Gifted identification review					
	*Special Ed study (CFC)					
	Update teacher evaluation tool					
	Plan/hire for admin retirements					
	*Admin staffing study (CFC)					
	Wellness Benefit Fair					
	RFPs: Bus, Insurance					
	Conversion to Skyward					
	New Superintendent orientation					

\* Board of Education discussion 4-26-10

Strategy I: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.				
Action Plan	Activities	Timeline	Budget	
1	Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.	<ul style="list-style-type: none"> <li>Finalize scope and sequence of technology skills</li> <li>Identify and/or develop learning activities and projects that technology skills can be integrated with</li> <li>Develop assessments to measure tech skills</li> <li>Determine equipment and on-line resource needs for delivering curriculum</li> </ul>	Fall 2010 – Expand Tech Action Team comprised of teachers, technologists and community members and begin work  June 2011 – Complete curriculum and assessments	Funds will be used to pay substitutes to release teachers to work on curriculum development and to purchase necessary equipment and on-line resources to have consistently deliver curriculum.
2	Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.	<ul style="list-style-type: none"> <li>Establish minimum levels of staff proficiency needed to implement new curriculum</li> <li>Survey staff on current levels of proficiency</li> <li>Develop staff development plan to support teachers in acquiring technology proficiency</li> </ul>	Spring 2011 – Tech Action Team determines specific proficiencies, develops and administers survey  Summer 2011 – Plan staff development opportunities for 2011-12	Funds will be used to pay substitutes to release teachers to work on staff proficiencies and staff development plan.
3	Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.	<ul style="list-style-type: none"> <li>Determine staffing needs to support implementation of new curriculum</li> <li>Develop job responsibilities for technology coaches</li> </ul>	Spring 2011 – Plan for technology coaches	(Funds to employ technology coaches will not be needed until 2011-12.)
6	Build appropriate network infrastructure to support the advanced use of technology throughout the District.	Complete the purchase and installation of network infrastructure upgrades	Spring & Summer 2010 – Purchase and begin installation of equipment	(Funding will be drawn from District 2009-10 budget and private donation; the remainder is included in this strategic plan budget 2010-11.)
7	Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.	<ul style="list-style-type: none"> <li>Investigate, design and staff the committee</li> <li>Develop a review and monitoring procedure for implementation of new technology curriculum</li> </ul>	Winter 2011 – Form committee and define committee's responsibilities  Spring 2011 – Develop procedures for review and monitoring	Funds will be used to release teachers serving on TIC.
8	Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.	<ul style="list-style-type: none"> <li>Investigate, design and staff the committee</li> <li>Develop a procedure for investigating new technologies</li> <li>Determine how and when to communicate ideas to Board and TIC</li> </ul>	Spring 2011 – Begin development of committee	No funds required.
				<b>TOTAL STRATEGY I: \$193,000</b>

Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents and interests.				
Action Plan		Activities	Timeline	Budget
1	Grades K-2 students will set goals with adult guidance.	K-2, 3-5 and 6-8 committees will begin to create developmentally appropriate formats and procedures for student goal setting	Fall 2010 - Form committees and define committees' responsibilities  Winter & Spring 2011 – Committees develop format for goal setting	Funds will be used to pay substitutes to release teachers to work on goal setting format.
2	Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.			
3	Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.			
TOTAL STRATEGY II: \$20,000				

Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.				
Action Plan		Activities	Timeline	Budget
1	Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.	<ul style="list-style-type: none"> <li>Inform community about strategic plan</li> <li>Establish a District/Community team</li> <li>Identify current partnerships</li> <li>Conduct focus groups</li> </ul>	Winter 2011 – Begin to develop District/Community team  Spring 2011 – Conduct focus groups	Funds will be used for meeting expenses and publications.
3	Improve the collaborative relationship between District 64 and families who do not speak English.	<ul style="list-style-type: none"> <li>Conduct needs assessment</li> <li>Utilize available technologies to begin offering communications on website in Polish and Spanish</li> </ul>	Spring 2011 – Begin work to determine needs and possibilities	Funds will be used to conduct needs assessment and purchase resources for translation.
TOTAL STRATEGY III: \$5,000				

Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.			
Action Plan	Activities	Timeline	Budget
1	Establish Power Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.	<p>Fall 2010 – Determine who will work in each curricular area and provide training</p> <p>Winter &amp; Spring 2011 – Committee works on identifying Power Standards</p> <p>Summer 2011 – Prepare to share Power Standards with parents &amp; community</p>	Funds will be used to pay substitutes to release teachers to work on identifying Power Standards.
2	Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.	<ul style="list-style-type: none"> <li>Establish hiring standards for differentiation</li> <li>Adapt hiring practices to recruit candidates with strong backgrounds in differentiation</li> </ul> <p>Winter 2011 – Establish hiring standards for differentiation and make changes to application, interview questions, etc.</p> <p>Spring &amp; Summer 2011 – Utilize new hiring practices for differentiation</p>	Funds will be used to revise District on-line application process.
3	Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.	<ul style="list-style-type: none"> <li>Plan staff development to provide an overview of differentiated instruction</li> <li>Develop staff survey to assess specific staff development needs for differentiation</li> </ul> <p>Spring &amp; Summer 2011 – Plan staff development that will be provided in 2011-12</p>	None.
4, 5	Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.	<ul style="list-style-type: none"> <li>Determine staffing needs for peer coaches to support implementation of differentiation</li> <li>Develop job responsibilities for differentiation coaches</li> </ul> <p>Spring 2011 – Plan for differentiation coaches</p>	(Funds to employ differentiation coaches will not be needed until 2011-12.)
6	Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.	<p>Fall 2010 – Train curriculum committees how to develop common assessments as part of the Power Standards work</p> <p>Winter &amp; Spring 2011 – Committees works on developing common assessments</p>	No additional funds will be needed to develop common assessments as part of the Power Standards project.
9	Encourage students to use creative expression, critical thinking and problem solving throughout their day.	<p>Winter &amp; Spring 2011 – Committee works on incorporating these as part of Power Standards work</p>	No additional funds will be needed to develop as part of the Power Standards project.

11	Use data over time as an indicator for instructional change.	<ul style="list-style-type: none"> <li>Provide additional training on data analysis</li> <li>Establish District and school improvement goals for the year based on multi-year data</li> <li>Help grade level teams and departments set improvement goals based on beginning of the year student data</li> </ul>	Summer 2010 – Provide training on data analysis for building QITs Fall 2010 – Support QITs and grade level teams and departments in development of improvement goals	Funds will be used to provide release time for training and support.
TOTAL STRATEGY IV: \$55,000				

Strategy V: We will develop and implement plans to ensure staff and community members, understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.				
Action Plan	Activities	Timeline	Budget	
1	<ul style="list-style-type: none"> <li>Put into practice a protocol of designing, implementing and assessing proposed changes.</li> <li>Develop specifics of change protocol</li> <li>Utilize change protocol to plan implementation of each strategy</li> <li>Introduce Strategic Plan and work that needs to be accomplished using change protocol</li> </ul>	Summer 2010 – Finish development of change protocol Fall 2010 – Communicate strategic plan to all stakeholders and engage involvement in 2010-11 Strategic Plan work	Funds will be used for publications and resources related to communications efforts.	
TOTAL STRATEGY V: \$10,000				

**TOTAL BUDGET REQUIRED FOR ALL 2010-11 WORK: \$283,000**

**Park Ridge-Niles School District 64****Strategic Plan****BELIEFS**

... An expression of  
fundamental values; ethical  
code, overriding convictions,  
inviolable principles.

**We believe that...**

All people have inherent worth.

Quality education benefits everyone.

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

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

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

A safe, nurturing environment is essential to learning.

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

High expectations and a positive attitude result in higher performance.

Both cooperation and healthy competition are necessary to achieve excellence.

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

People are responsible for their actions and honoring their commitments.

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

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

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

Change is inevitable and challenges us to grow.



## **MISSION**

**...A declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.**

## **OBJECTIVES**

**... An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.**

## **PARAMETERS**

**...Boundaries within which the organization will accomplish its mission; self-imposed limitations.**

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

All students will meet or exceed the District's targeted benchmarks for critical thinking, creative expression and problem solving.

Each student will identify, set and achieve personally challenging goals related to academics, civil behavior, talents, and interests.

We will always maintain safe, supportive learning environments.

We will not tolerate behavior that is demeaning or disrespectful to any individual or group.

School improvement plans will always be consistent with the strategic plan of the District.

No new program or service will be accepted unless it is consistent with the strategic plan, benefits clearly justify the costs, and provisions are made for professional development and program evaluation.

No program or service will be retained unless it provides an optimal contribution to the mission and benefits continue to justify the cost.

Student performance on the Illinois Standards Achievement Tests (ISATs) will always compare favorably with other high-achieving districts.

Absent dire unforeseen financial circumstances, the District will honor its commitment to not seek a referendum before 2017.

We will always maintain programming that addresses the academic, social-emotional and physical development of the whole child.

## **Park Ridge-Niles School District 64**

### **Strategic Plan**

#### **Action Plans List**

**Strategy I: We will accelerate the use of advanced technology as an integral component of the educational program and to effectively manage our system.**

- Action Plan 1: Implement the Technology Scope and Sequence Curriculum that is under development by the District 64 Technology Action Team.
- Action Plan 2: Ensure that all staff adhere to a minimum standard of technology proficiency and continually advance their technology acumen.
- Action Plan 3: Provide resources to assist educators to create, maintain and integrate educational experiences with various technologies as the medium.
- Action Plan 4: Utilize available technology to manage our schools more efficiently and effectively.
- Action Plan 5: Utilize technology to inform and communicate with the community.
- Action Plan 6: Build appropriate network infrastructure to support the advanced use of technology throughout the District.
- Action Plan 7: Implement a District 64 "Technology Implementation Committee" (TIC), modeled on similar functions in the private sector and at the state and federal levels, to ensure value-driven technology implementation.
- Action Plan 8: Form a "Board Advanced Technology Committee" (BATC) to advise and alert the Board of Education about advanced technology issues.

**Strategy II: We will develop and implement a system for setting, measuring and achieving personally challenging goals for each student related to academics, civil behavior, talents, and interests.**

- Action Plan 1: Grades K-2 students will set goals with adult guidance.
- Action Plan 2: Grades 3-5 students will set and reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.
- Action Plan 3: Grades 6-8 students will set, monitor and regularly reflect upon goals in 4 categories: academic, civil behavior, talents, and interests. Adult guidance will be used in this process with the goal of the student taking more responsibility over time.

**Strategy III: We will develop and implement plans to ensure all members of our vital partnership (staff, families, community members and organizations) are working collaboratively to help us achieve our mission.**

- Action Plan 1: Expand the involvement of all members of our partnership in order to provide a rich, more powerful and diverse student learning experience.

### **Action Plans List**

- Action Plan 2: Establish service learning for all students in District 64 through authentic educational experiences, which will inspire students to become engaged learners in their community.
- Action Plan 3: Improve the collaborative relationship between District 64 and families who do not speak English.

**Strategy IV: We will define and clarify expectations for student learning, ensure all staff effectively differentiate instruction, and use assessment data to support students in meeting or exceeding the District's targeted benchmarks.**

- Action Plan 1: Establish Power Standards for each grade level in all core, encore and specials areas, critical thinking, creative expression and problem solving.
- Action Plan 2: Develop hiring practices that ensure new certified staff have exposure to differentiation through experience and/or education.
- Action Plan 3: Create staff development opportunities for all staff to increase their knowledge of and experience with differentiation.
- Action Plan 4: Develop a peer coaching program and begin implementation for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 5: Fully implement peer coaching for the infusion of flexible grouping and other methods of differentiation.
- Action Plan 6: Develop pre and post common assessments that will allow teachers to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 7: Develop differentiated lessons to adapt instruction and expectations to individual learning styles and levels.
- Action Plan 8: Implement differentiated lessons in all areas of core curriculum.
- Action Plan 9: Encourage students to use creative expression, critical thinking and problem solving throughout their day.
- Action Plan 10: Develop a District philosophy and corresponding communication tools (e.g., report cards, conferences, other mechanisms) that provide clear information regarding each student's individual performance in relation to the District standards.
- Action Plan 11: Use data over time as an indicator for instructional change.

**Strategy V: We will develop and implement a protocol to ensure staff and community members understand, are committed to, and have the tools to carry out changes within the system that are needed to achieve our mission and objectives.**

- Action Plan 1: Put into practice a protocol for designing, implementing and assessing proposed changes.

## Attachment #2

### Revised 2010-11 Strategic Planning Budget

	April 26 Board Presentation	May 10 Board Presentation	Notes
<b>Strategy I – Technology</b>			
Release Days	\$30,000	\$20,000	\$10,000 reduction by use of Wednesdays and Institute Days
Curricular Resources	\$30,000	\$30,000	
Infrastructure Upgrade	\$133,000	\$75,000	Offset by \$58,000 from 2010-11 Technology Budget
<b>Total</b>	<b>\$193,000</b>	<b>\$125,000</b>	
<b>Strategy II – Goal Setting</b>			
Release Days	\$20,000	\$15,000	\$5,000 reduction by use of Wednesdays and Institute Days
<b>Total</b>	<b>\$20,000</b>	<b>\$15,000</b>	
<b>Strategy III – Partnership</b>			
<b>Total</b>	<b>\$5,000</b>	<b>\$5,000</b>	No change
<b>Strategy IV – Student Learning</b>			
Release Days			\$15,000 reduction by use of Wednesdays and Institute Days and use of some 2010-11 Staff Dev
Other Resources	\$49,000	\$34,000	Release Day Budget
	\$6,000	\$6,000	
<b>Total</b>	<b>\$55,000</b>	<b>\$40,000</b>	
<b>Strategy V – Change Protocol</b>			
<b>Total</b>	<b>\$10,000</b>	<b>\$10,000</b>	No Change
<b>GRAND TOTAL</b>	<b>\$283,000</b>	<b>\$195,000</b>	<b>REDUCTION: \$88,000</b>

First Reading of Policy Issue 71, February 2010 and Policy 1:30

Enclosed is Policy Issue 71, February 2010 and Policy 1:30. If accepted, it will be returned for Board Adoption at the May 24, 2010 Board meeting.

## Operational Services

### Revenue and Investments <sup>1</sup>

#### Revenue

The Superintendent or designee is responsible for making all claims for property tax revenue, State Aid, special State funds for specific programs, federal funds, and categorical grants.

#### Investments

*The Maine Township School Treasurer shall act as the Chief Investment Officer.*  
~~The Superintendent shall either appoint a Chief Investment Officer or serve as one.~~ <sup>2</sup> The Chief Investment Officer shall invest money that is not required for current operations, in accordance with this policy and State law. <sup>3</sup>

The Chief Investment Officer and Superintendent shall use the standard of prudence when making investment decisions. They shall use the judgment and care, under circumstances then prevailing, that persons of prudence, discretion, and intelligence exercise in the management of their own affairs, not for speculation, but for investment, considering the safety of their capital as well as its probable income. <sup>4</sup>

#### Investment Objectives <sup>5</sup>

The objectives for the School District's investment activities are:

1. Safety of Principal - Every investment is made with safety as the primary and over-riding concern. Each investment transaction shall ensure that capital loss, whether from credit or market risk, is avoided.
2. Liquidity - The investment portfolio shall provide sufficient liquidity to pay District obligations as they become due. In this regard, the maturity and marketability of investments shall be considered.
3. Rate of Return - The highest return on investments is sought, consistent with the preservation of principal and prudent investment principles.
4. Diversification - The investment portfolio is diversified as to materials and investments, as appropriate to the nature, purpose, and amount of the funds.

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

<sup>1</sup> Each district must have an investment policy (30 ILCS 235/2.5); its detail and complexity must be appropriate to the nature of the funds, the funds' purpose, and the amount of the public funds within the investment portfolio.

<sup>2</sup> 30 ILCS 235/2.5(a)(7). Districts having a chief business official may use this alternative: "The Chief Business Official shall serve as the District's Chief Investment Officer." If a Township Treasurer manages the district funds, substitute this sentence: "The Township Treasurer shall serve as the Chief Investment Officer."

<sup>3</sup> Township and school treasurers are authorized by 105 ILCS 5/8-7 to enter into agreements regarding the deposit, investment, and withdrawal of district funds.

<sup>4</sup> The policy must include a standard of care (30 ILCS 235/2.5(a)(2)).

<sup>5</sup> The policy must address safety, liquidity, return (30 ILCS 235/2.5(a), as well as diversification (30 ILCS 235/2.5(a)(4)). These objectives also serve as investment guidelines (30 ILCS 235/2.5(a)(3)). How these are addressed is at the board's discretion.

### Authorized Investments <sup>6</sup>

The Chief Investment Officer may invest District funds in one or more of the following:

1. Bonds, notes, certificates of indebtedness, treasury bills, or other securities now or hereafter issued, that are guaranteed by the full faith and credit of the United States of America as to principal and interest.
2. Bonds, notes, debentures, or other similar obligations of the United States of America, its agencies, and its instrumentalities.

The term "agencies of the United States of America" includes: (i) the federal land banks, federal intermediate credit banks, banks for cooperative, federal farm credit banks, or any other entity authorized to issue debt obligations under the Farm Credit Act of 1971 and Acts amendatory thereto, (ii) the federal home loan banks and the federal home loan mortgage corporation, and (iii) any other agency created by Act of Congress.

3. Interest-bearing savings accounts, interest-bearing certificates of deposit or interest-bearing time deposits or any other investments constituting direct obligations of any bank as defined by the Illinois Banking Act.
4. Short term obligations of corporations organized in the United States with assets exceeding \$500,000,000 if: (i) such obligations are rated at the time of purchase at one of the 3 highest classifications established by at least 2 standard rating services and that mature not later than 270 days from the date of purchase, (ii) such purchases do not exceed 10% of the corporation's outstanding obligations, and (iii) no more than one-third of the District's funds may be invested in short term obligations of corporations.
5. Money market mutual funds registered under the Investment Company Act of 1940, provided that the portfolio of any such money market mutual fund is limited to obligations described in paragraph (1) or (2) and to agreements to repurchase such obligations.
6. Short term discount obligations of the Federal National Mortgage Association or in shares or other forms of securities legally issuable by savings banks or savings and loan associations incorporated under the laws of this State or any other state or under the laws of the United States. Investments may be made only in those savings banks or savings and loan associations, the shares, or investment certificates that are insured by the Federal Deposit Insurance Corporation. Any such securities may be purchased at the offering or market price thereof at the time of such purchase. All such securities so purchased shall mature or be redeemable on a date or dates prior to the time when, in the judgment of the Chief Investment Officer, the public funds so invested will be required for expenditure by the District or its governing authority.
7. Dividend-bearing share accounts, share certificate accounts, or class of share accounts of a credit union chartered under the laws of this State or the laws of the United States; provided, however, the principle office of any such credit union must be located within the State of Illinois. Investments may be made only in those credit unions the accounts of which are insured by applicable law.

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

<sup>6</sup> The policy must contain a "listing of authorized investments" (30 ILCS 235/2.5(a)(1). Investments from which a board may choose are all listed in this policy (see 30 ILCS 235/2, amended by P.A. 96-741). Alternatively, a board may refer to that law by stating: "The Chief Investment Officer may invest any District funds in any investment as authorized in 30 ILCS 235/2, and Acts amendatory thereto."

8. A Public Treasurers' Investment Pool created under Section 17 of the State Treasurer Act. The District may also invest any public funds in a fund managed, operated, and administered by a bank, subsidiary of a bank, or subsidiary of a bank holding company or use the services of such an entity to hold and invest or advise regarding the investment of any public funds.
9. The Illinois School District Liquid Asset Fund Plus.<sup>7</sup>
10. Repurchase agreements of government securities having the meaning set out in the Government Securities Act of 1986, as now or hereafter amended or succeeded, subject to the provisions of said Act and the regulations issued there under. The government securities, unless registered or inscribed in the name of the District, shall be purchased through banks or trust companies authorized to do business in the State of Illinois.

Except for repurchase agreements of government securities that are subject to the Government Securities Act of 1986, as now or hereafter amended or succeeded, the District may not purchase or invest in instruments that constitute repurchase agreements, and no financial institution may enter into such an agreement with or on behalf of the District unless the instrument and the transaction meet all of the following requirements:

- a. The securities, unless registered or inscribed in the name of the District, are purchased through banks or trust companies authorized to do business in the State of Illinois.
- b. The Chief Investment Officer, after ascertaining which firm will give the most favorable rate of interest, directs the custodial bank to "purchase" specified securities from a designated institution. The "custodial bank" is the bank or trust company, or agency of government, that acts for the District in connection with repurchase agreements involving the investment of funds by the District. The State Treasurer may act as custodial bank for public agencies executing repurchase agreements.
- c. A custodial bank must be a member bank of the Federal Reserve System or maintain accounts with member banks. All transfers of book-entry securities must be accomplished on a Reserve Bank's computer records through a member bank of the Federal Reserve System. These securities must be credited to the District on the records of the custodial bank and the transaction must be confirmed in writing to the District by the custodial bank.
- d. Trading partners shall be limited to banks or trust companies authorized to do business in the State of Illinois or to registered primary reporting dealers.
- e. The security interest must be perfected.
- f. The District enters into a written master repurchase agreement that outlines the basic responsibilities and liabilities of both buyer and seller.
- g. Agreements shall be for periods of 330 days or less.
- h. The Chief Investment Officer informs the custodial bank in writing of the maturity details of the repurchase agreement.
- i. The custodial bank must take delivery of and maintain the securities in its custody for the account of the District and confirm the transaction in writing to the District. The custodial

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<sup>7</sup> The Illinois School District Liquid Asset Fund Plus is an Illinois trust organized to permit Illinois school districts, community colleges, and educational service regions to pool their investment funds to obtain the highest possible investment yield consistent with maintaining liquidity and preserving capital, and to engage in cooperative cash management activities resulting in more efficient financial resource utilization. The program was developed in cooperation with the Illinois Association of School Boards, the Illinois Association of School Business Officials, and the Illinois Association of School Administrators. To receive marketing information and the name of the marketing representative, contact: PMA Financial Network, Inc., Illinois School District Liquid Asset Fund Plus, [www.isdlafplus.com](http://www.isdlafplus.com), 27545 Diehl Road, Warrenville, Illinois 60555; or call 1-866-747-4477.



undertaking shall provide that the custodian takes possession of the securities exclusively for the District; that the securities are free of any claims against the trading partner; and that any claims by the custodian are subordinate to the District's claims to rights to those securities.

- j. The obligations purchased by the District may only be sold or presented for redemption or payment by the fiscal agent bank or trust company holding the obligations upon the written instruction of the Chief Investment Officer.
- k. The custodial bank shall be liable to the District for any monetary loss suffered by the District due to the failure of the custodial bank to take and maintain possession of such securities.

- 11. Any investment as authorized by the Public Funds Investment Act, and Acts amendatory thereto. Paragraph 11 supersedes paragraphs 1-10 and controls in the event of conflict.

Except as provided herein, investments may be made only in banks, savings banks, savings and loan associations, or credit unions that are insured by the Federal Deposit Insurance Corporation or other approved share insurer. <sup>8</sup>

Selection of Depositories, Investment Managers, Dealers, and Brokers <sup>9</sup>

The Chief Investment Officer shall establish a list of authorized depositories, investment managers, dealers and brokers based upon the creditworthiness, reputation, minimum capital requirements, qualifications under State law, as well as a long history of dealing with public fund entities. The Board will review and approve the list at least annually.

In order to be an authorized depository, each institution must submit copies of the last 2 sworn statements of resources and liabilities or reports of examination that the institution is required to furnish to the appropriate State or federal agency. <sup>10</sup> Each institution designated as a depository shall, while acting as such depository, furnish the District with a copy of all statements of resources and liabilities or all reports of examination that it is required to furnish to the appropriate State or federal agency. <sup>11</sup>

The above eligibility requirements of a bank to receive or hold public deposits do not apply to investments in an interest-bearing savings account, interest-bearing certificate of deposit, or interest-bearing time deposit if: (1) the District initiates the investment at or through a bank located in Illinois, and (2) the invested public funds are at all times fully insured by an agency or instrumentality of the federal government. <sup>12</sup>

The District may consider a financial institution's record and current level of financial commitment to its local community when deciding whether to deposit funds in that financial institution. The District may consider factors including: <sup>13</sup>

- 1. For financial institutions subject to the federal Community Reinvestment Act of 1977, the current and historical ratings that the financial institution has received, to the extent that those ratings are publicly available, under the federal Community Reinvestment Act of 1977;

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

<sup>8</sup> 30 ILCS 235/2.

<sup>9</sup> The policy must address these topics (30 ILCS 235/2.5(a)(11)).

<sup>10</sup> 30 ILCS 235/6.

<sup>11</sup> *Id.*

<sup>12</sup> 30 ILCS 235/6.5.

<sup>13</sup> This paragraph is optional, but is authorized by 30 ILCS 235/8.

2. Any changes in ownership, management, policies, or practices of the financial institution that may affect the level of the financial institution's commitment to its community;
3. The financial impact that the withdrawal or denial of District deposits might have on the financial institution;
4. The financial impact to the District as a result of withdrawing public funds or refusing to deposit additional public funds in the financial institution; and
5. Any additional burden on the District's resources that might result from ceasing to maintain deposits of public funds at the financial institution under consideration.

#### Collateral Requirements 14

All amounts deposited or invested with financial institutions in excess of any insurance limit shall be collateralized in accordance with the Public Funds Investment Act, 30 ILCS 235/6(d). The Superintendent or designee shall keep the Board must approve each informed of collateral agreements.

#### Safekeeping and Custody Arrangements 15

The preferred method for safekeeping is to have securities registered in the District's name and held by a third-party custodian. Safekeeping practices should qualify for the Governmental Accounting Standards Board Statement No. 3 Deposits with Financial Institutions, Investments (including Repurchase Agreements), and Reverse Repurchase Agreements, Category I, the highest recognized safekeeping procedures.

#### Controls and Report 16

The Chief Investment Officer shall establish a system of internal controls and written operational procedures to prevent losses arising from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Chief Investment Officer shall provide a quarterly investment report to the Board. The report will: (1) assess whether the investment portfolio is meeting the District's investment objectives, (2) identify each security by class or type, book value, income earned, and market value, (3) identify those institutions providing investment services to the District, and (4) include any other relevant information. The investment portfolio's performance shall be measured by appropriate and creditable industry standards for the investment type. 17

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14 Collateral requirements are permissive; if used, guidelines regarding their use must be included in the policy (30 ILCS 235/2.5(a)(5)). The requirements for collateral agreements are in 30 ILCS 235/6(d). ~~amended by P.A. 95-334~~. The sample policy ~~makes it clear~~ contains one guideline, that is, that the board ~~must approve~~ be kept informed of collateral agreements. An ~~additional~~ optional guideline follows: "In addition, the financial institution must provide the Board with a copy of its board of directors' meeting minutes evidencing that the board of directors approved the collateral agreement."

15 The policy must address safekeeping and custody arrangements (30 ILCS 235/2.5(a)(5)). Registration requirements are in 30 ILCS 235/3.

16 The policy must provide for internal controls, periodic review, and at least quarterly written investment reports (30 ILCS 235/2.5(a)(6), (9), and (10)). The operational procedures to prevent losses are best addressed by each district in consultation with its auditor and legal counsel. See 4:80, *Accounting and Audits*, and 4:80-AP, *Checklist for Internal Controls*.

17 The policy must include performance measures (30 ILCS 235/2.5(8)).

The Board will determine, after receiving the Superintendent's recommendation, which fund is in most need of interest income and the Superintendent shall execute a transfer. This provision does not apply when the use of interest earned on a particular fund is restricted. <sup>18</sup>

**Ethics and Conflicts of Interest** <sup>19</sup>

The Board and District officials will avoid any investment transaction or practice that in appearance or fact might impair public confidence. Board members are bound by the Board policy 2:100, *Board Member Conflict of Interest*. No District employee having influence on the District's investment decisions shall:

1. Have any interest, directly or indirectly, in any investments in which the District is authorized to invest,
2. Have any interest, directly or indirectly, in the sellers, sponsors, or managers of those investments, or
3. Receive, in any manner, compensation of any kind from any investments in that the agency is authorized to invest.

LEGAL REF.: 30 ILCS 235/  
105 ILCS 5/8-7, 5/10-22.44, 5/17-1, and 5/17-11.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

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<sup>18</sup> 105 ILCS 5/10-22.44. "Chief Business Official" may replace "Superintendent." Interest income earned on any funds for IMRF, Tort Immunity Act, Fire Prevention, Safety and Environmental Energy, and Capital Improvement Act are restricted to the respective fund. *Id.*

<sup>19</sup> The policy must address these topics (30 ILCS 235/2.5(a)(12)). The conflict of interest prohibition is in 30 ILCS 235/2.

## Operational Services

### Purchases and Contracts <sup>1</sup>

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. <sup>2</sup> 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 ~~not included in the~~outside budget parameters require prior Board approval, except in an emergency. <sup>3</sup>

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. <sup>4</sup>
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. 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

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<sup>1</sup> State or federal law controls this policy's content. Many laws 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 (820 ILCS 130/4, amended by P.A. 96-437).

<sup>2</sup> This end statement should be amended according to local board discretion.

<sup>3</sup> 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.

<sup>4</sup> See 4:60-AP1, *Purchases*, P.A. 95-990. While raised the statute specifically allows mandatory bidding threshold as provided herein; a board to may set a lower amount by policy but should first seek the advice of its attorney because such action may expand a board's vulnerability to a bidding challenge; a board should seek the advice of its attorney before doing this. P.A. 96-392 added an exception to mandatory bidding for contracts providing for the transportation of students with special needs or disabilities. P.A. 96-841 added a process for electronic bid opening; however, bids for construction purposes are prohibited from being opened electronically.

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. <sup>5</sup>

6. The purchase of paper and paper products must comply with 105 ILCS 5/10-20.19c and Board policy 4:70, *Resource Conservation*. <sup>6</sup>

The Superintendent or designee shall ~~manage~~: (1) execute the execution of reporting and website posting mandates in State law concerning District contracts, including: (1) complying with requirements concerning listing certain expenditures in the Annual Statement of Affairs, (2) listing on the District's website all contracts in excess of \$25,000 and any contracts with an exclusive bargaining representative, and (3) monitoring <sup>2</sup> monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided. <sup>7</sup>

LEGAL REF.: 105 ILCS 5/10-20.19c, 5/10-20.21, 5/10-22.34c, and 5/19b-1 et seq.  
820 ILCS 130/0-01 et seq.

CROSS REF.: 2:100 (Board Member Conflict of Interest), 4:70 (Resource Conservation), 4:150 (Facility Management and Building Programs)

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<sup>5</sup> The mandates in this sub-section are required by 105 ILCS 5/10-20.21.

<sup>6</sup> 105 ILCS 5/10-20.19c, ~~as amended by P.A. 95-741.~~

<sup>7</sup> As an alternative, a board may list the mandates as follows, with or without the legal citations in parenthesis:

The Superintendent or designee shall execute the reporting and website posting mandates in State law concerning District contracts, including, but not limited to: (a) listing expenditures as required in the Annual Statement of Affairs (105 ILCS 5/10-17, [www.isbe.state.il.us/sfms/afr/asp.htm](http://www.isbe.state.il.us/sfms/afr/asp.htm)); (b) listing on the District's website all contracts in excess of \$25,000 (105 ILCS 5/10-20.44, added by P.A. 95-707); (c) posting on the District's website, on or before October 1 of each year, an itemized salary compensation report for administrators and any contract with an exclusive bargaining representative (105 ILCS 5/10-20.46, added by P.A. 96-434); and (d) annually reporting to ISBE, on or before July 1, the salaries and benefits for administrators and teachers (105 ILCS 5/10-20.46, amended by P.A. 96-266).

## Operational Services

### Activity Funds <sup>1</sup>

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. <sup>2</sup>

The Superintendent or designee shall ~~be~~ <sup>(1)</sup> be responsible for supervising student activity funds in accordance with Board policy, 4:80, *Accounting and Audits* ~~and~~ <sup>;</sup> State law; ~~and (2) have all of the responsibilities listed in 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. <sup>3</sup> 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. <sup>4</sup>

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 with a similar purpose. <sup>5</sup>

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)

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

<sup>1</sup> 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.

<sup>2</sup> 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.

<sup>3</sup> 105 ILCS 5/8-2.

<sup>4</sup> 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.

<sup>5</sup> 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."



## Operational Services

### Transportation <sup>1</sup>

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school, unless the School Board has certified to the Illinois State Board of Education that adequate public transportation is available, 2 or (2) within one and one-half miles from his or her assigned school where walking to school or to a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. 3 A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. 4 Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. 5 Non-public school students shall be transported in accordance with State law. 6 Homeless students shall be transported in accordance with the McKinney Homeless Assistance Act. 7

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

<sup>1</sup> State or federal law controls this policy's content. A district that chooses to consider locations other than individual students' residences as pick-up and drop-off locations must adopt a policy establishing this practice to receive State reimbursement (23 Ill.Admin.Code §120.30). Each district must have a pre-trip and post-trip inspection policy (625 ILCS 5/12-816, amended by P.A. 96-818). An ISBE rule requires boards to "institute policies and practices that promote the safety and well-being of school bus passengers," (23 Ill.Admin.Code §1.510). See the cross references for such policies and procedures.

<sup>2</sup> The following districts must provide free transportation as described in the sample policy: community consolidated districts, community unit districts, consolidated districts, consolidated high school districts, and combined school districts if the combined district includes any district that was previously required to provide transportation (105 ILCS 5/29-3 and 23 Ill.Admin.Code §1.510(a)). Districts that are not required to provide free transportation may do so (Id.). Districts may provide transportation within 1-1/2 miles and may charge for such transportation (105 ILCS 5/29-2). To qualify for State reimbursement, districts electing to provide transportation when they are not required to do so must afford the same service to all students in that same situation (23 Ill.Admin.Code §1.510(b)).

Optional provision: (105 ILCS 5/29-3.1)

The District may provide transportation to and from school-sponsored activities and may charge for such transportation.

<sup>3</sup> 105 ILCS 5/29-3 and 23 Ill.Admin.Code §1.510.

<sup>4</sup> Required by 105 ILCS 5/29-3. If a petition is filed, the district must conduct a study and forward its findings to the Illinois Department of Transportation for review.

<sup>5</sup> 34 C.F.R. §300.34 and 23 Ill.Admin.Code §§226.750, 206(5), 226.910, and 226.960.

<sup>6</sup> 105 ILCS 5/29-3.2 and 5/29-4.

<sup>7</sup> 42 U.S.C. §11431 et seq., amended by the No Child Left Behind Legislation of 2001. This federal legislation requires a district to provide transportation to a homeless student at the request of the parent/guardian (or in the case of an unaccompanied youth, the Liaison for Homeless Children), to and from the school of origin [42 U.S.C. §11432(g)(1)(J)(iii)]. The term *school of origin* means the school that the student attended when permanently housed or the school in which the student was last enrolled [42 U.S.C. §11432(g)(3)(G)]. Transportation must be arranged as follows:

1. If the homeless student continues to live in the area served by the school district in which the school of origin is located, the student's transportation to and from the school of origin shall be provided or arranged by the district in which the school of origin is located [42 U.S.C. §11432(g)(1)(J)(iii)(I)].
2. If the homeless student's living arrangements in the area served by the district of origin terminate and the student, though continuing his or her education in the school of origin, begins living in an area served by another school district, the district of origin and the district in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the local educational agencies are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally [42 U.S.C. §11432(g)(1)(J)(iii)(II)].

If a student is at a location within the District, other than his or her residence, for child care purposes at the time for transportation to and/or from school, that location may be considered for purposes of determining the 1½ miles from the school attended. Unless the Superintendent or designee establishes new routes, pick-up and drop-off locations for students in day care must be along the District's regular routes. The District will not discriminate among types of locations where day care is provided, which may include the premises of licensed providers, relatives' homes, or neighbors' homes. 8

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In ~~fixing~~ setting the routes, the pick-up and discharge points should be as safe ~~and convenient~~ for students as possible. 2

No school employee may transport students in school or private vehicles unless authorized by the administration. 10

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. 11 The strobe light on a school bus may be illuminated any time a bus is bearing one or more students. 12 The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving. 13

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers. 14

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8 This paragraph may be deleted if a district will not seek State reimbursement for transportation to and from locations other than individual students' residences. As a condition for receiving State reimbursement, an ISBE rule requires boards to have a policy with the provisions in this paragraph (23 Ill.Admin.Code §120.30). This rule also contains the non-discrimination language.

9 The paragraph is optional. As an alternative, a board may state that pick-up and discharge points "should be as safe and convenient as possible."

10 Optional. This presents an opportunity for each board to discuss this issue with the superintendent and direct the superintendent to include it in the curriculum for the required in-service on educator ethics, teacher-student conduct, and school employee-student conduct for all personnel (105 ILCS 5/10-22.39, amended by P.A. 96-431). See 5:120, *Ethics* (f/n 2), and 5:100 *Staff Development* (f/n 3), for more detailed discussions. Include policies 5:100, *Staff Development* and 5:120, *Ethics*, in the cross references when this sentence is used.

11 625 ILCS 5/13-109.

625 ILCS 5/11-1414.1, amended by P.A. 96-410, requires districts to transport students to and from any curriculum-related school activity in a school bus or vehicle as defined at 625 ILCS 5/1-182, amended by P.A. 96-410. This transportation includes: (1) to and from home and school, (2) tripper or shuttle services between school attendance centers, (3) to and from a vocational or career center or other trade-skill development site, (4) to and from a regional safe school, (5) to and from a school-sponsored alternative learning program, and (6) trips directly related to the regular curriculum of a student for which he or she earns credit.

105 ILCS 5/29-6.3, amended by P.A. 96-410, requires districts to transport students to and from specified interscholastic or school-sponsored activities in: (1) a school bus (see definition in above paragraph), (2) a vehicle manufactured to transport not more than 10 persons including the driver, or (3) a multifunction school-activity bus manufactured to transport not more than 15 persons including the driver (defined at 625 ILCS 5/1-148.3a-5, added by P.A. 96-410). These activities do not require student participation as part of the education services of the district and are not associated with the regular class-for-credit schedule or required 5 clock hours of instruction.

12 625 ILCS 5/12-815.

13 625 ILCS 5/12-821(b), amended by both P.A. 95-176 and 96-410, requires districts that own school busses (P.A. 95-176) and multifunction school activity busses (P.A. 96-410) to establish procedures for accepting comment calls and responding to them. In accordance with good governance principles, this duty is delegated to the superintendent. For a sample procedure, see 4:110-AP2, *Pre-Trip and Post-Trip Inspection; Bus Driving Comments*.

14 105 ILCS 5/10-20.21a, requires all contracts for providing charter bus services to transport students to or from interscholastic athletic or interscholastic or school sponsored activities to contain clause (A) except that a contract with an out-of-state company may contain clause (B) or clause (A). The clause must be set forth in the contract's body in at least 12 points typeface and all upper case letters:



### Pre-Trip and Post-Trip Vehicle Inspection 15

The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.

(A) "ALL OF THE CHARTER BUS DRIVERS WHO WILL BE PROVIDING SERVICES UNDER THIS CONTRACT HAVE, OR WILL HAVE BEFORE ANY SERVICES ARE PROVIDED:

(1) SUBMITTED THEIR FINGERPRINTS TO THE DEPARTMENT OF STATE POLICE IN THE FORM AND MANNER PRESCRIBED BY THE DEPARTMENT OF STATE POLICE. THESE FINGERPRINTS SHALL BE CHECKED AGAINST THE FINGERPRINT RECORDS NOW AND HEREAFTER FILED IN THE DEPARTMENT OF STATE POLICE AND FEDERAL BUREAU OF INVESTIGATION CRIMINAL HISTORY RECORDS DATABASES. THE FINGERPRINT CHECK HAS RESULTED IN A DETERMINATION THAT THEY HAVE NOT BEEN CONVICTED OF COMMITTING ANY OF THE OFFENSES SET FORTH IN SUBDIVISION (C-1)(4) OF SECTION 6-508 OF THE ILLINOIS VEHICLE CODE; AND

(2) DEMONSTRATED PHYSICAL FITNESS TO OPERATE SCHOOL BUSES BY SUBMITTING THE RESULTS OF A MEDICAL EXAMINATION, INCLUDING TESTS FOR DRUG USE, TO A STATE REGULATORY AGENCY."

(B) "NOT ALL OF THE CHARTER BUS DRIVERS WHO WILL BE PROVIDING SERVICES UNDER THIS CONTRACT HAVE, OR WILL HAVE BEFORE ANY SERVICES ARE PROVIDED:

(1) SUBMITTED THEIR FINGERPRINTS TO THE DEPARTMENT OF STATE POLICE IN THE FORM AND MANNER PRESCRIBED BY THE DEPARTMENT OF STATE POLICE. THESE FINGERPRINTS SHALL BE CHECKED AGAINST THE FINGERPRINT RECORDS NOW AND HEREAFTER FILED IN THE DEPARTMENT OF STATE POLICE AND FEDERAL BUREAU OF INVESTIGATION CRIMINAL HISTORY RECORDS DATABASES. THE FINGERPRINT CHECK HAS RESULTED IN A DETERMINATION THAT THEY HAVE NOT BEEN CONVICTED OF COMMITTING ANY OF THE OFFENSES SET FORTH IN SUBDIVISION (C-1)(4) OF SECTION 6-508 OF THE ILLINOIS VEHICLE CODE; AND

(2) DEMONSTRATED PHYSICAL FITNESS TO OPERATE SCHOOL BUSES BY SUBMITTING THE RESULTS OF A MEDICAL EXAMINATION, TESTS FOR DRUG USE, TO A STATE REGULATORY AGENCY."

15 625 ILCS 5/12-816(a), amended by P.A. 96-818, requires school districts to have a school bus pre- and post-trip inspection policy with the components as contained in this policy. See also 23 Ill.Admin.Code §1.510(i)(3) and 92 Ill.Admin.Code §440-3. For a sample procedure, see 4:110-AP2, *Pre-Trip and Post-Trip Inspection; Bus Driving Comments*. School district contracts with a private sector school bus company must require the company to have a pre- and post-trip inspection policy that is equivalent to this section of the policy (625 ILCS 5/12-816(b), amended by P.A. 96-818).

Each school bus must contain an operating two-way radio while the school bus driver is in possession of a school bus (625 ILCS 5/12-813, amended by P.A. 96-818). The two-way radio must be turned on and adjusted in a manner that would alert the driver of an incoming communication request. Two-way radios may not be as effective as cell phones: they do no good when the bus driver is out of the bus with children (the radio is in the bus but the driver is with the children on a field trip, for example) and their range may be inferior to that of cell phones. Bus drivers may still have cell phones although they are generally prohibited from using them while the bus is in motion (625 ILCS 5/12-813.1). Four important exceptions allow a driver to use a cell phone while operating a bus: (1) in an emergency situation to communicate with an emergency response operator; a hospital; a physician's office or health clinic; an ambulance service; a fire department, fire district, or fire company; or a police department; (2) in the event of a "mechanical breakdown or other mechanical problem;" (3) if "a cellular radio telecommunication device ... has a digital two-way radio service capability owned and operated by the school district, when that device is being used as a digital two-way radio;" and (34) when the bus is parked (625 ILCS 5/12-813.1(c)).

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
 105 ILCS 5/10-22.22 and 5/29-1 et seq.  
 105 ILCS 45/1-15.  
 625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-815, 5/12-816, 5/12-821, and  
 5/13-109.  
 23 Ill.Admin.Code §§1.510 and 226.935 750; Part 120.  
 92 Ill.Admin.Code §440-3.

CROSS REF.: 4:170 (Safety), 5:100 (Staff Development), 5:120 (Ethics), 5:280 (Educational  
 Support Personnel - Duties and Qualifications), 6:140 (Education of Homeless  
 Children), 7:220 (Bus Conduct)

ADMIN. PROC.: 4:110-AP2 (Pre-Trip and Post-Trip Inspection; Bus Driving Comments), 4:170-  
AP3 (School Bus Safety Rules), 4:170-E3 (Emergency Medical Information for  
Students Having Special Needs or Medical Conditions Who Ride School Buses),  
 6:140-AP (Education of Homeless Children)

## Operational Services

### Safety <sup>1</sup>

#### Safety Program

All District operations, including the education program, shall be conducted in a manner that will promote the safety of everyone on District property or at a District event. <sup>2</sup>

The Superintendent or designee shall develop and implement a comprehensive safety and crisis plan incorporating both avoidance and management guidelines. <sup>3</sup> The comprehensive safety and crisis plan shall specifically include provisions for: injury prevention; bomb threats, weapons, and explosives on campus; school safety drill program; <sup>4</sup> tornado protection; instruction in safe bus riding practices; <sup>5</sup> emergency aid; post-crisis management; and, responding to medical emergencies at an indoor and outdoor physical fitness facility. <sup>6</sup> During each academic year, each school building that houses school children must conduct a minimum of: <sup>7</sup>

1. Three school evacuation drills,
2. One bus evacuation drill, and
3. ~~Two~~ <sup>One</sup> severe weather and shelter-in-place drill.
4. One law enforcement drill

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

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

<sup>2</sup> This simple end statement should be discussed (what effect or impact will this district statement have on the students and the community?) and altered accordingly before board adoption.

<sup>3</sup> See administrative procedure 4:170-AP1, *Comprehensive Safety and Crisis Program*.

<sup>4</sup> See the School Safety Drill Act, 105 ILCS 128/.

<sup>5</sup> Required by 105 ILCS 128/20(b) and 105 ILCS 5/10-20.14 for all students.

<sup>6</sup> The Physical Fitness Facility Medical Emergency Preparedness Act, 210 ILCS 74/, amended by P.A. 95-712, broadened the definition of physical fitness facility to include outdoor facilities. Entities operating a "physical fitness facility" must adopt and implement a written plan for responding to medical emergencies that occur at the facility during the time that the facility is open for use by its members or by the public." The term "physical fitness facility" does not include use by the public unless the activity is directly supervised by an employee of the district (210 ILCS 74/5.25). However this issue is an unsettled area of the law. In such situations, the district, perhaps along with the third party user, may remain responsible for compliance with the Act and providing AEDs and trained users on site. Consult the board attorney regarding this issue and how to manage compliance with the Act. Administrative procedures, consistent with the Ill. Dept. of Public Health rules (77 Ill.Admin.Code Part 527), must support this policy in order to comply with the law.

A school with a physical fitness facility must ensure that there is a trained AED user on staff during staffed business hours (210 ILCS 74/15 (b), amended by P.A. 96-748). "During staffed business hours" is not well defined and may change based upon the school's various circumstances. "Physical fitness facility" excludes any activity or program organized by a private or not-for-profit organization and organized and supervised by a person or persons other than the employees of the school (210 ILCS 74/5.25, amended by P.A. 96-873). Schools with an outdoor physical fitness facility must have an AED on site and a trained AED user available only during activities or events sponsored and conducted or supervised by a person or persons employed by the school (210 ILCS 74/15(b-15), amended by P.A. 96-873). Consult the board attorney about AED issues and how to manage compliance with the Act and its implementing rules.

Insert the following language if a board wants to define "physical fitness facility" in the policy:

The term "physical fitness facility" excludes any activity or program organized by a private or not-for-profit organization and organized and supervised by a person or persons other than the employees of the school.

<sup>7</sup> Required by the School Safety Drill Act, 105 ILCS 128/. 105 ILCS 5/2-3.12 authorizes fire officials to conduct routine fire safety checks, provided written notice is given to the principal requesting to schedule a mutually agreed upon time. No more than 2 routine inspections may be made in a calendar year.

When contacted by the appropriate local law enforcement agency with a request to conduct and participate in a law enforcement drill, the Superintendent or appropriate designee must conduct a law enforcement drill during the academic year. <sup>8</sup> The law enforcement drill must be conducted according to the District's comprehensive safety and crisis plan and it may be conducted on days and times that students are not present in the building. <sup>9</sup>

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to use any available cellular telephone. A school bus driver is prohibited from operating a school bus while using a cellular telephone, except: (1) during an emergency situation, (2) to call for assistance if there is a mechanical problem, (3) where a cellular telephone is owned by the School District and used as a digital two-way radio, and (4) when the school bus is parked. <sup>10</sup>

#### Convicted Child Sex Offender and Notification Laws <sup>11</sup>

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender meets either of the following two exceptions:

1. The offender is a parent/guardian of a student attending the school and has notified the Building Principal of his or her presence at the school for the purpose of: the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion; and notifies the Building Principal of his or her presence at the school, or

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<sup>8</sup> A law enforcement drill is not mandatory for every school building that houses school children; 105 ILCS 128/20 (c), amended by P.A. 95-1015, does not contain the same language in 105 ILCS 128/20 (a), (b), and (d) that requires during each academic year, school evacuation, bus evacuation, and severe weather and shelter-in-place drills shall be conducted at *each school building that houses school children*. 105 ILCS 128/20 (c) requires the appropriate local law enforcement agency to contact the appropriate school administrator during each calendar year; however, schools must conduct the law enforcement drill during each academic year.

<sup>9</sup> 105 ILCS 128/20 (c); footnote 3 *supra*.

<sup>10</sup> Cell phone use is addressed in 105 ILCS 5/10-20.28 (allows boards to regulate student use of cell phones; also see 7:190, *Student Discipline*) and 625 ILCS 5/12-610.1(e), amended by P.A. 96-131 (prohibits wireless telephone use at any time while operating a motor vehicle on a roadway in a school speed zone except for emergency purposes). 625 ILCS 5/12-813.1, amended by P.A. 96-818, requires a school bus to have a two-way radio and prohibits a school bus driver from operating a school bus while using a cellular telephone, except: (1) during an emergency situation, (2) to call for assistance if there is a mechanical problem, (3) where a cellular telephone is owned by the School District and used as a digital two-way radio, and (4) when the school bus is parked. See fn 15 of policy 4.110, *Transportation*, for a more detailed discussion of two-way radios and cellular telephone use.

<sup>11</sup> Four laws are relevant to this section:

- Paragraphs 1-3 contain the requirements in the Criminal Code, 720 ILCS 5/11-9.3, regulating a child sex offender's presence on school property;
- Paragraph 4 concerns the Sex Offender Community Notification Law, 730 ILCS 152/101 *et seq.*, and Child Murderer and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75-105;
- Paragraph 5 contains the requirements in The School Code concerning mandatory criminal history records check on those contractors' employees who have a "direct, daily contact with students," (105 ILCS 5/10-21.9(f). Sample policy 5:30, *Hiring Process and Criteria*, and administrative procedure 5:30-AP2, *Investigations*, address the State law listing criminal offenses listed at 105 ILCS 5.21-23a. Being that being convicted of one will disqualify an individual from school district employment (105 ILCS 5/10-21.9, amended by P.A. 96-431).

An Illinois federal court denied a father's request to enjoin a school's policy that prohibited him, as a child sex offender, from attending his children's school activities in Doe v. Paris Union School Dist., No. 05-2249, 2006 WL 44304 (C.D.Ill., 2006).

2. The offender received ~~Has~~ permission to be present from the School Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity. 12

If a student is a sex offender, the Superintendent or designee shall develop guidelines for managing his or her presence in school. 13

The Superintendent shall develop procedures for the distribution and use of information from law enforcement officials under the Sex Offender Community Notification Law and the Child Murderer and Violent Offender Against Youth Community Notification Law. The Superintendent or designee shall serve as the District contact person for purposes of these laws. 14 The Superintendent and Building Principal shall manage a process for schools to notify the parents/guardians during school registration that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law. 15 This notification must occur during school registration and at other times as the Superintendent or Building Principal determines advisable.

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12 720 ILCS 5/11-9.3. The statute assigns the child sex offender the "duty to remain under the direct supervision of a school official." In order to ensure this happens and to protect students, the sample policy requires the superintendent, or designee who is a certified employee, to supervise a child sex offender whenever the offender is in a child's vicinity. See also policy 8:30, *Visitors to and Conduct on School Property*.

13 Aside from rumor and notoriety, there are 3 ways that school officials may learn that an enrolled student is a sex offender or a violent offender against youth, that is:

1. By being informed by the student or the student's parent/guardian.
2. Through the Illinois State Police Sex Offender Database, [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor). A juvenile sex offender is listed there after the juvenile becomes 17 years old and will be listed for the remaining registration period (730 ILCS 150/2). The database is updated daily and allows searching by name, city, county, zip code, compliance status, or any combination thereof.
3. From receiving a notification from a law enforcement agency that a juvenile sex offender or juvenile violent offender against youth is enrolled in a school. The law enforcement agency having jurisdiction to register the juvenile must provide a copy of the offender registration form to the building principal and guidance counselor designated by the principal; the school must keep the registration form separately from the student's school records (730 ILCS 152/121).

If a sex offender is enrolled in a school, guidelines for managing the sex offender's presence in school should be prepared. The components will depend on the situation but generally should include asking the parent/guardian of a sex offender below the age of 17 years for permission to share the information with certain staff for the protection of both the student and other students. In addition, the guidelines should include a supervision plan providing supervision for the student during all aspects of his or her school day. Finally, the guidelines must respect the privacy of juvenile records and comply with the Ill. School Student Records Act, 105 ILCS 10/. The board attorney should be consulted.

14 Law enforcement officials must notify school districts of the names, addresses, and offenses of registered offenders residing in their respective jurisdictions who have committed sex offenses and violent offenses against youth (see footnote 9). These laws are silent with regard to what, if anything, districts do with the information. The Sex Offender Community Notification Law, however, provides immunity for "any person who provides, or fails to provide, information relevant to the procedures set forth in this Law," (730 ILCS 152/130).

Naming a contact person will facilitate communication and cooperation with local law enforcement agencies. Any school official may be used as the contact person and boards may wish to have a contact person from each building. See administrative procedure 4:170-AP2, *Criminal Offender Notification Laws*, for sample implementing procedures.

15 State law requires a principal or teacher to notify the parents/guardians during school registration or parent-teacher conferences that information about sex offenders is available to the public as provided in the Sex Offender Community Notification Law, 730 ILCS 152/101 *et seq.* In an effort to keep this policy aligned with good governance practices, the responsibility is given to the superintendent and building principal to manage. While State law allows the notification to be made during registration or parent-teacher conferences, the sample policy makes a notification mandatory just during registration to be sure that all parents/guardians are informed.

All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following: 16

The contractor shall not send to any school building or school property any employee or agent who would be prohibited from being employed by the District due to a conviction of a crime listed in 105 ILCS 5/10-21.9, or who is listed in the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database. The contractor shall obtain a fingerprint-based criminal history records check before sending any employee or agent to any school building or school property. Additionally, at least quarterly, the contractor shall check if an employee or agent is listed on the Statewide Sex Offender Registry or the Statewide Violent Offender Against Youth Database.

#### Unsafe School Choice Option 17

The unsafe school choice option allows students to transfer to another District school or to a public charter school within the District. The unsafe school choice option is available to:

1. All students attending a persistently dangerous school, as defined by State law and identified by the Illinois State Board of Education.
2. Any student who is a victim of a violent criminal offense, as defined by 725 ILCS 120/3, that occurred on school grounds during regular school hours or during a school-sponsored event.

The Superintendent or designee shall develop procedures to implement the unsafe school choice option.

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16 105 ILCS 5/10-21.9(f) requires a criminal history background investigation to be performed on those contractors' employees who have a "direct, daily contact with students." State law places the same restrictions on contractors' employees that it does on district employees. Board policy should address these issues:

- Who performs the background checks? It is virtually impossible to screen all contractors' employees. Thus, a contractor should warrant that none of its employees who may have contact with a student at school has committed an offense that would prohibit district employment.
- On whom are the checks performed? State law requires the check on those who have a "direct, daily contact with students." The sample policy is more comprehensive by requiring checks for any contractor's employee who may work in any school building or on school property - after all, the burden is on the contractor to do the checking.
- How is compliance assured? This sample policy requires the inclusion of a clause in district contracts prohibiting the use of any sex offender on school property. As an alternative, a board can convert the contract clause to a policy statement, but note that having a clause in the contract more easily enforces compliance. ~~Delete the~~ the ~~striked-out portion and add the underscored words following~~ to convert the contract clause into a policy statement:

~~All contracts with the School District that may involve an employee or agent of the contractor having any contact, direct or indirect, with a student, shall contain the following:~~

~~The District contractors shall not send . . .~~

See administrative procedure 5:30-AP2, *Investigations*.

17 A policy provision is required on this topic (105 ILCS 5/10-21.3a). See also 20 U.S.C. §7912. ISBE maintains a list of persistently dangerous schools. Districts having only one school or attendance center may substitute the following provision for this paragraph:

The unsafe school choice option provided in State law permits students to transfer to another school within the district in certain situations. This transfer option is unavailable in this District because the District has only one school or attendance center. A student who would otherwise have qualified for the choice option, or such a student's parent/guardian, may request special accommodations from the Superintendent or designee.

### Student Insurance 18

The Board shall annually designate a company to offer student accident insurance coverage. The Board does not endorse the plan nor recommend that parents/guardians secure the coverage, and any contract is between the parents/guardians and the company. Students participating in athletics, cheerleading, or pompons must have school accident insurance unless the parents/guardians state in writing that the student is covered under a family health insurance plan.

### Emergency Closing

The Superintendent is authorized to close the schools in the event of hazardous weather or other emergencies that threaten the safety of students, staff members, or school property. 19

LEGAL REF.: 105 ILCS 5/10-20.28, 5/10-21.3a, 5/10-21.9, and 128/  
210 ILCS 74/  
625 ILCS 5/12-813.1.  
720 ILCS 5/11-9.3.  
730 ILCS 152/101 et seq.

CROSS REF.: 5:30 (Hiring Process and Criteria), 6:190 (Extracurricular and Co-Curricular Activities), 6:250 (Community Resource Persons and Volunteers), 7:220 (Bus Conduct), 7:300 (Extracurricular Athletics), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

ADMIN. PROC.: 4:170-AP2 (Criminal Offender Notification Laws), 4:170-AP3 (School Bus Safety Rules), 4:170-AP6 (Responding to Medical Emergencies Occurring at Physical Fitness Facilities), 5:30-AP2 (Investigations)

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18 This subhead is optional. 105 ILCS 5-22-15 allows districts to purchase insurance on athletes. A form on which parents/guardians check-off whether they want school accident insurance or already have the student covered by other health insurance will suffice for purposes of this policy. Requiring students participating in athletics to have accident insurance is a best practice because: (1) waivers of liability do not prevent a student from bringing suit, and (2) waivers of liability are not favored by Illinois courts.

19 When adverse weather conditions force a school's closing or a delayed start, the district may count a partial day of attendance as a full day for State aid purposes, provided: (1) at least one hour of instruction was provided, and (2) the superintendent provides the Regional Superintendent with a written report in support of the partial day within 30 days (105 ILCS 5/18-12, amended by P.A. 96-734).

## **General Personnel**

### **Sexual Harassment Workplace Harassment Prohibited 1**

The School District expects the workplace environment to be productive, respectful, and free of unlawful harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policy 7:20, *Harassment of Students Prohibited*.

### **Sexual Harassment Prohibited 2**

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

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working

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<sup>1</sup> State or federal law controls this policy's content. Federal law requires districts to take action to eliminate sexual harassment (29 C.F.R. §1604.11(f); 34 C.F.R. §106.9). Harassment based on a protected status is a form of discrimination that violates many State and federal laws (see the policy's Legal References).

Workplace harassment policies have typically focused on sexual harassment since it receives the most attention. However, the broad prohibitions against discrimination in State and federal civil rights laws will cover harassing conduct that is motivated by animus against any protected status. See *Porter v. Erie Foods International, Inc.*, 576 F.3d 629 (7th Cir. 2009) (recognizing a cause of action for race harassment). For a list of protected statuses, see policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. This policy prohibiting harassment has a separate section on sexual harassment because of the extensive statutory and case law regarding it.

If the perpetrator is a supervisor and s/he demotes, discharges, or takes other negative job action against the victim, the employer is liable. When no job injury occurs, the employer may raise the existence of an anti-harassment policy as a defense. Lack of knowledge of a supervisor's misconduct is no defense. See *Burlington Industries v. Ellerth*, 118 S.Ct. 2257 (1998); *Faragher v. City of Boca Raton*, 118 S.Ct. 2275 (1998) and *Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n*, 908 N.E.2d 39 (Ill., 2009) (holding the Ill. Human Rights Act, 775 ILCS 5/2-102(D), imposes strict liability on the employer, regardless of whether the employer knew of the offending conduct, when an employee has been sexually harassed by supervisory personnel regardless of whether the harasser has any authority over the complainant). Lack of knowledge may, however, be a defense when the perpetrator and victim are co-workers.

Not all harassing conduct is unlawful discrimination, even if it is disruptive and hurtful. If a board wants to include language in this policy prohibiting employees from engaging in intimidating or offensive conduct that is *not* a civil rights violation, it should consult the board attorney.

<sup>2</sup> The Ill. Human Rights Act (775 ILCS 5/2-102(D) provides that sexual harassment is a civil rights violation:

For any employer, employee, agent of any employer, employment agency or labor organization to engage in sexual harassment; provided, that an employer shall be responsible for sexual harassment of the employer's employees by non-employees or non-managerial and non-supervisory employees only if the employer becomes aware of the conduct and fails to take reasonable corrective measures.



environment.<sup>3</sup> Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

#### Making a Complaint, Enforcement 4

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy 2:260, *Uniform Grievance Procedure*).

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in ~~sexually~~ the harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of ~~sexual~~ harassment to the Nondiscrimination Coordinator and/or use the ~~School~~ Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex. ~~Initiating a complaint of sexual harassment shall not adversely affect the complainant's employment, compensation, or work assignments.~~

There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

#### Whom to Contact with a Report or Complaint 5

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

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<sup>3</sup> This definition is from State and federal law (775 ILCS 5/2-101(E) and 29 C.F.R. §1604.11). The harassing conduct must be severe or pervasive enough so as to create an alter the conditions of the employee's work environment that a reasonable person would find by creating a hostile or abusive situation. *Williams v. Waste Management*, 361 F.3d 1021 (7th Cir. 2004). The surrounding circumstances, expectations, and relationships will distinguish between teasing or roughhousing and conduct ~~which~~ that a reasonable person would find severely hostile or abusive. In addition, while same-sex gender harassment claims are actionable, the victim must show that s/he suffered disadvantageous employment conditions to which members of the other sex were not exposed. *Oncale v. Sundown Offshore Services*, 118 S.Ct. 998 (1998).

<sup>4</sup> See *Berry v. Delta Airlines*, 260 F.3d 803, 811 (7th Cir.2001) ("If an employer takes reasonable steps to discover and rectify the harassment of its employees ... it has discharged its legal duty.")

In addition to violating other civil rights laws, a school district violates the public accommodations article in the Ill. Human Rights Act if it fails to take corrective action to stop severe or pervasive harassment (775 ILCS 5-5-102 and 5-5-102.2, amended by P.A. 96-814).

<sup>5</sup> Title IX regulations require districts to identify the name, address, and telephone number of the person who is responsible for coordinating the district's compliance efforts. A policy should not be adopted with a person's name in it; rather, the identifying information can be added and amended as necessary.

**Nondiscrimination Coordinator:**

Sandra Stricker  
Name

164 S. Prospect  
Address

\_\_\_\_\_  
Telephone

**Complaint Managers:**

Diane Betts  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone

Don Walsh  
Name

\_\_\_\_\_  
Address

\_\_\_\_\_  
Telephone

The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks. 6

LEGAL REF.: Title VII of the Civil Rights Act, 42 U.S.C. §2000e et seq., 29 C.F.R. §1604.11.  
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.; 34 C.F.R. §1604.11.  
Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/5-102, and 5/25-102.2.  
(D)  
56 Ill. Admin. Code Parts 2500, 2510, 5210, and 5220.  
Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998).  
Faragher v. City of Boca Raton, 118 S.Ct. 2275 (1998).  
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).  
Harris v. Forklift Systems, 114 S.Ct. 367 (1993).  
Jackson v. Birmingham Board of Education, 125 S.Ct. 1497 (2005).  
Meritor Savings Bank v. Vinson, 106 S.Ct. 2399 (1986).  
Oncale v. Sundown Offshore Services, 118 S.Ct. 998 (1998).  
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).  
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 908 N.E.2d 39 (Ill., 2009).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:10 (Equal Employment Opportunity and Minority Recruitment), 7:20 (Harassment of Students Prohibited)

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6 A district must notify employees of the grievance procedure and the person(s) designated to coordinate the district's compliance with Title IX (34 C.F.R. §§106.8(a)). The Nondiscrimination Coordinator can be the same individual for both this policy and policy 7:10, *Equal Educational Opportunities*, as well as the Complaint Manager in policy 2:260, *Uniform Grievance Procedure*. A comprehensive faculty 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 board. Any "working conditions" contained in the handbook may be subject to mandatory collective bargaining.

## Students

### School Admissions and Student Transfers To and From Non-District Schools 1

#### Age [Elementary or Unit Districts only]

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. ~~2 Children who enter~~ A child entering first grade must be 6 years of age on or before September 1 of that school term. 3 Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be 6 years old on or before December 31. 4 A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age. 5

Parents/guardians may request early admission for a child. 6 The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.

#### Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent.

Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. ~~the If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy of the certified copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. Upon the failure of~~ If a person enrolling a

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<sup>1</sup> State law requires some of the subject matter contained in this sample policy to be covered by policy and controls this policy's content. Boards must adopt a policy on school admissions (105 ILCS 5/10-21.2) and restricting a student from transferring from another school while under a suspension or expulsion from that school (105 ILCS 5/10-22.6).

<sup>2</sup> 105 ILCS 5/10-20.12. The district may, however, establish a kindergarten for children between the ages of 4 and 6 years old (105 ILCS 5/10-20.19a and 5/10-22.18). Any child between the ages of 7 and 17 must attend public or private school, with certain exceptions allowed for physical and mental disability, lawful employment, or other reasons as specified by statute (105 ILCS 5/26-1).

<sup>3</sup> Optional sentence.

<sup>4</sup> Required by 105 ILCS 5/10-20.12, amended by P.A. 96-864. Use the following alternative in a district operating on a full year school basis:

To be eligible for admission, a child must be at least 5 years old within 30 days after the commencement of that school term. Based upon an assessment of the child's readiness, a child may attend first grade if he or she attended a non-public preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will attain age 6 within 4 months after the commencement of the term.

<sup>5</sup> 105 ILCS 5/14-1.02 and 5/14-1.03a. An ISBE rule states: "Each school district shall be responsible for actively seeking out and identifying all children from birth through age 21 within the district (and those parentally-placed private school children for whom the district is responsible under 34 C.F.R. §300.131) who may be eligible for special education and related services." (23 Ill. Admin. Code §226.100). Note that after a child is determined to be eligible for special education services, the child must be placed in the appropriate program no later than the beginning of the next school semester (105 ILCS 5/14-8.02(b)).

<sup>6</sup> 105 ILCS 5/10-20.12. Districts that do not permit early admission should omit this paragraph.

student fails to provide a certified copy of the student's birth certificate, the ~~Building~~ Principal Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case ~~shall~~ will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the ~~Principal Superintendent or designee~~ shall so refer the case. The ~~Principal Superintendent or designee~~ shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content. 7

2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*. 8

### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. 9 Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

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7 Two laws govern this requirement. Missing Children Records Act (325 ILCS 50) ~~et seq.~~ and the Missing Children Registration Law (325 ILCS 55) ~~et seq.~~ A We reconciled their differences as much as possible but chiefly used the language from the Registration Law because it has the clearest explanation. The statutory enforcement requirements, as nonsensical as they may seem, are quoted in the policy.

According to the State Police, a certified copy of the student's birth certificate is the only acceptable proof of the child's identity and age (20 Ill.Admin.Code §1290.60(a)). The Missing Children's Records Act ~~as amended by P.A. 95-292~~ requires schools to make prompt copies of these certified copies. Once made, ~~the~~ schools need not request another certified copy with respect to that child for any other year in which the child is enrolled in that school or other entity. While the Act does not mandate where the copy should be kept, it is appropriate for placement in the student's temporary record. See 23 Ill.Admin.Code §375.10. The school person who receives the copy of the certified birth certificate should initial and date the document. That way, if there is a question or an investigation (which can happen even years after enrollment) there will not be an issue as to who received the document and the date it was processed.

A district must also "flag" a student's record on notification by the State police of the student's disappearance and report to the State police any request for a "flagged" student record.

8 Each school must maintain records for each student that reflect compliance with the examinations and immunizations required by 105 ILCS 5/27-8.1 ~~as amended by P.A. 95-122 and P.A. 95-674~~; 23 Ill.Admin.Code §1.530(a). A Tuberculosis skin test is required if the student lives in an area designated by the Dept. of Public Health as having a high incidence of Tuberculosis.

9 Required by 105 ILCS 45/ ~~et seq.~~ and the McKinney Homeless Assistance Act, 42 U.S.C. §11431 ~~et seq.~~, ~~as~~ amended by the No Child Left Behind Act. See §11432(g)(3)(C)(i).

## Student Transfers To and From Non-District Schools 10

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

## Foreign Students [High School or Unit Districts only] 11

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

10 105 ILCS 5/2-3.13a requires each transferor (original) school to keep documentation of transfers in the student's record. An ISBE rule provides: "If within 150 days after a student leaves a school, that school or school district has not received a request for the student's record, or been presented with other documentation that the student has enrolled in another school, then the student shall be counted in the school's or school district's calculation of its annual dropout rate," (23 Ill.Admin.Code §375.75(d).

105 ILCS 5/10-22.6 requires boards to adopt a policy restricting a student from transferring from another school while under a suspension or expulsion from that school. A board has 2 basic options: under option one, it may comply with the minimum requirements of State law by refusing to allow a student transferring from any public school to attend classes until the period of any suspension or expulsion has expired when the penalty was for: (1) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act, (2) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or (3) battering a staff member of the school. Under option two, a board may require a student who was suspended or expelled for any reason from any public or private school in this or any other state to complete the entire term of the suspension or expulsion before being admitted to the school district. The sample policy uses the second, more simple, more comprehensive alternative. Under either option, however, a board may allow placement of the student in an alternative school program established under Article 13A for the remainder of the suspension or expulsion, as reflected in the following optional addition:

Upon the Superintendent or designee's recommendation, the Board may allow a student who was suspended or expelled from any public or private school to be placed in an alternative school program established under Article 13A of The School Code for the remainder of the suspension or expulsion.

11 Generally, a citizen of a foreign country who wishes to enter the U.S. must first obtain either: (1) a nonimmigrant visa (for temporary stay for tourism, medical treatment, business, temporary work, or study), or (2) an immigrant visa for permanent residence. Common visas presented by foreign students are:

1. J-1 nonimmigrant visas for participants in educational and cultural exchange programs designated by the U.S. Department of State, Exchange Visitor Program, and Designation Staff. These students are enrolled provided they otherwise qualify for admission.
2. F-1 nonimmigrant student visa. F-1 visas are not issued for attendance at an elementary or middle school (K-8). Before obtaining an F-1 student visa, the individual must submit evidence that the school district has been reimbursed for the unsubsidized per capita cost of the education. These students are enrolled provided they otherwise qualify for admission. However, attendance at U.S. public high schools cannot exceed a total of 12 months.
3. B-2 visitor nonimmigrant visas. There is disagreement over whether these students must be enrolled tuition free. Their "visitor" visa is evidence of non-resident status. Call INS or the district's attorney for guidance.
4. The qualified school-age child of an alien who holds another type of visa (i.e., A, E, H, I, L, etc.), other than a visitor visa. These students are enrolled provided they otherwise qualify for admission. Likewise, dependents of foreign nationals on long-term visas are enrolled provided they otherwise qualify for admission.
5. No immigration documentation. Plyler v. Doe, 102 S.Ct. 2382 (1982). A school cannot deny admission based upon immigration (illegal) status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. Thus, undocumented aliens are enrolled, provided they otherwise qualify for admission.
6. Immigrant visa. These students are enrolled provided they otherwise qualify for admission.

The Student and Exchange Visitor Information System (SEVIS) is an Internet-based system that provides tracking and monitoring, with access to accurate and current information on nonimmigrant students (F and M visas) and exchange visitors (J visa), and their dependents (F-2, M-2, and J-2). See §641, Illegal Immigration Reform and Immigrant Responsibility Act. Section 641 is an exception to the Family Educational Rights and Privacy Act. See 8 C.F.R. §214.1(h). SEVIS enables schools and program sponsors to transmit electronic information and event notifications, via the Internet, to the INS and Department of State throughout a student's or exchange visitor's stay. SEVIS will provide system alerts, event notifications, and reports to the end-user schools and programs, as well as for INS and DOS offices.

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. 12

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. 13 F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

The Board may limit the number of exchange students admitted in any given year. Exchange students must comply with District immunization requirements. Once admitted, exchange students become subject to all District policies and regulations governing students.

Re-enrollment 14 [*High School or Unit Districts only*]

Re-enrollment shall be denied to any individual 19 years of age or above who has dropped out of school and who could not earn sufficient credits during the normal school year(s) to graduate before his or her 21st birthday. However, at the Superintendent's or designee's discretion and depending on program availability, the individual may be enrolled in a graduation incentives program established under 105 ILCS 5/26-16 or an alternative learning opportunities program established under 105 ILCS 5/13B-1 (see 6:110, *Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program*). Before being denied re-enrollment, the District will offer the individual due process as required in cases of expulsion under policy 7:210, *Expulsion Procedures*. A person denied re-enrollment will be offered counseling and be directed to alternative educational programs, including adult education programs that lead to graduation or receipt of a GED diploma. This section does not apply to students eligible for special education under the Individuals with Disabilities Education Improvement Act or accommodation plans under the Americans with Disabilities Rehabilitation Act, Section 504.

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According to federal regulations, students who apply for F-1, M-1, F-3, or M-3 visas must pay a \$100 fee, and students who apply for J-1 visas must pay a \$35 fee, to the Department of Homeland Security. The regulations describe when and how the fee is to be paid, who is exempt from the fee, and the consequences for failure to pay (8 C.F.R. Parts 103, 214, and 299).

**Important:** Admitting students on an F-1 visa may require the district to admit students transferring from another district under NCLBA's school choice provisions. See policy 7:60, *Residence*.

12 State law allows, but does not require, boards to waive nonresident tuition for these students (105 ILCS 5/10-22.5a).

13 Exchange students on F-1 visas must pay the full-unsubsidized public education costs before entering the U.S. (8 U.S.C. §1101). Boards may not waive the fee.

14 105 ILCS 5/26-2(b). The requirements in this section are provided in State law, that is: (1) it is mandatory that a district deny re-enrollment as provided in this section, (2) it is permissive whether to enroll the individual in a district graduation incentives program or alternative learning opportunities program (although depending on circumstances, a student below the age of 20 may be entitled to enroll in a graduation incentives program), (3) it is mandatory to provide due process before denying re-enrollment, (4) it is mandatory to offer the individual who is denied re-enrollment counseling and to direct that person to alternative educational programs, and (5) it is mandatory that this section not apply to students eligible for special education.

105 ILCS 5/26-2(c) allows a district to deny enrollment to a student 17 years of age or older for one semester for failure to meet minimum academic or attendance standards if certain conditions are met. See policy 7:70, *Attendance and Truancy*.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
 Family Educational Rights and Privacy Act, 20 U.S.C. §1232.  
 Illegal Immigrant and Immigrant Responsibility Act of 1996, 8 U.S.C. §1101.  
 Individuals With Disabilities Education Improvement Act, 20 U.S.C. §1400 et seq.  
 42Rehabilitation Act, Section 504, 29 U.S.C. §794. ~~42404 et seq.~~  
 105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2,  
 5/27-8.1, and 10/8.1, 45/.  
 325 ILCS 50/ and 55/.  
 410 ILCS 315/2e.  
 325 ILCS 55/1 ~~et seq.~~ and 50/1 ~~et seq.~~  
 20 Ill.-Admin.Code ~~§Part 1290-et seq.~~ Missing Person Birth Records and School  
 Registration.  
 23 Ill.Admin.Code ~~§Part 375-et seq.~~ Student Records.

CROSS REF.: 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of  
 Academic Failure and/or Dropping out of School and Graduation Incentives  
 Program), 6:140 (Education of Homeless Children), 6:310 (Credit for Alternative  
 Courses and Programs, and Course Substitutions), 7:50 (School Admissions and  
 Student Transfers To and From Non-District Schools), 7:60 (Residence), 7:70  
 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations;  
 Immunizations; and Exclusion of Students), 7:340 (Student Records)

## Community Relations

### Visitors to and Conduct on School Property <sup>1</sup>

The following definitions apply to this policy:

**School property** - School buildings and grounds, all District buildings and grounds, vehicles used for school purposes, and any location used for a School Board meeting, school athletic event, or other school-sponsored event.

**Visitor** - Any person other than an enrolled student or District employee.

All visitors to school property are required to report to the Building Principal's office and receive permission to remain on school property. All visitors must sign a visitors' log, show identification, and wear a visitor's badge. When leaving the school, visitors must return their badge. On those occasions when large groups of parents and friends are invited onto school property, visitors are not required to sign in but must follow school officials' instructions. Persons on school property without permission will be directed to leave and may be subject to criminal prosecution. <sup>2</sup>

Any Except as provided in the next paragraph, any person wishing to confer with a staff member should contact that staff member by telephone or email to make an appointment. Conferences with teachers are held, to the extent possible, outside school hours or during the teacher's conference/preparation period.

Requests to access a school building, facility, and/or educational program, or to interview personnel or a student for purposes of assessing the student's special education needs, should be made at the appropriate building. Access shall be facilitated according to guidelines from the Superintendent or designee. <sup>3</sup>

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<sup>1</sup> State or federal law controls this policy's content. Boards may make and enforce reasonable rules of conduct and sportsmanship for school events and deny future admission to school events to violators for up to one year provided a notice and hearing are given (105 ILCS 5/24-24). 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.

<sup>2</sup> This paragraph is up to the local board's discretion. Many public school buildings were built before school security was the concern it is now. A first step in creating a secure environment is to manage access to school buildings. Along with limiting the entrances that may be used, school officials should post signs with instructions for visitors and a warning to trespassers. Signs may be as simple as "Visitors Must Report to Office" and "No Trespassing - Violators will be Prosecuted." Applicable criminal trespass laws include: 720 ILCS 5/21-3 (criminal trespass to real property); 5/21-5 (criminal trespass to State supported land); 5/21-9 (criminal trespass to a place of public amusement). This sample policy classifies board members as visitors, even though visiting schools is a power/duty (105 ILCS 5/10-20.6); students may not recognize them and be afraid to see an adult visitor without a badge.

The following optional provisions must be modified according to local conditions:

- Option 1: The Superintendent or designee may post certain school facilities for the community's use on non-school days when they are not being used for school purposes.
- Option 2: The Superintendent or designee shall manage a program to allow community use of the following facilities on non-school days, during the daylight, provided they are not being used for school purposes: tennis courts, playground, and track.

<sup>3</sup> 105 ILCS 5/14-8.02(g-5), added by P.A. 96-657. See administrative procedure 6:120-AP2, Access to Classrooms and Personnel, and exhibit 6:120-AP2, E1, Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes.



The School District expects mutual respect, civility, and orderly conduct among all people on school property or at a school event. No person on school property or at a school event (including visitors, students, and employees) shall:

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person; <sup>4</sup>
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language;
3. Possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device; <sup>5</sup>
4. Damage or threaten to damage another's property; <sup>6</sup>
5. Damage or deface school property; <sup>7</sup>
6. Violate any Illinois law, <sup>8</sup> or town or county ordinance;
7. Smoke or otherwise use tobacco products; <sup>9</sup>
8. Consume, possess, distribute, or be under the influence of alcoholic beverages or illegal drugs; <sup>10</sup>
9. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner); <sup>11</sup>
10. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board;
11. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive; <sup>12</sup>
12. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding; <sup>13</sup>
13. Violate other District policies or regulations, or a directive from an authorized security officer or District employee; or
14. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

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<sup>4</sup> See e.g., 720 ILCS 5/12-9 (threats to public officials); 720 ILCS 5/9-1, 5/12-4.2, 5/24-1.2 (crimes against school employees); 720 ILCS 5/12-2 (assaulting a sports official or coach).

<sup>5</sup> See e.g., 705 ILCS 405/5-407; 720 ILCS 5/24-9; and 725 ILCS 5/110-4, 5/110-10 (firearms in schools); 720 ILCS 5/24-1.2, 5/24-3 (discharge of firearm near school); 705 ILCS 405/5-130, 405/5-805 (minor 15 years or older who commits aggravated battery with a firearm at school is tried as an adult).

<sup>6</sup> See e.g., 720 ILCS 5/2-19.5, 5/16-1, 5/18-1, 5/19-1, 5/21-1, and 5/21-1.3 (property damage penalties).

<sup>7</sup> See e.g., 720 ILCS 5/21-1.3, 5/21-4.

<sup>8</sup> See e.g., 720 ILCS 5/11-14, 5/11-15, 5/11-16, 5/11-18, and 5/11-19 (prostitution near schools); 720 ILCS 5/21.3-5 (soliciting students to commit illegal act).

<sup>9</sup> Required by 105 ILCS 5/10-20.5b and 410 ILCS 82/1 et seq. Federal law prohibits smoking inside schools (20 U.S.C. §6081); districts failing to comply with the federal no-smoking ban risk a civil penalty of up to \$1000 per violation per day.

<sup>10</sup> See e.g., 720 ILCS 5/70/407 (delivery of controlled substance on or within 1000 feet of a school).

<sup>11</sup> See e.g., 720 ILCS 5/21.2-1 et seq. amended by P.A. 96-807 (interference with a public institution of education).

<sup>12</sup> See e.g., 625 ILCS 5/11-605 (speed limit) and 625 ILCS 5/11-1414 (passing a stopped school bus on school property). 625 ILCS 5/12-610.1(e), amended by P.A. 96-131, prohibits wireless telephone use while operating a motor vehicle on a roadway in a school speed zone except for emergency purposes.

<sup>13</sup> The pivotal question in a negligence case is whether the defendant acted reasonably. A ban on roller-blading demonstrates that the district took reasonable steps to reduce the risk of injury.

#### Convicted Child Sex Offender 14

State law prohibits a child sex offender from being present on school property or loitering within 500 feet of school property when persons under the age of 18 are present, unless the offender is:

1. A parent/guardian of a student attending the school and the parent/guardian is: (i) attending a conference at the school with school personnel to discuss the progress of his or her child academically or socially, (ii) participating in child review conferences in which evaluation and placement decisions may be made with respect to his or her child regarding special education services, or (iii) attending conferences to discuss other student issues concerning his or her child such as retention and promotion and notifies the Building Principal of his or her presence at the school; or
2. Has permission to be present from the Board, Superintendent, or Superintendent's designee. If permission is granted, the Superintendent or Board President shall provide the details of the offender's upcoming visit to the Building Principal.

In all cases, the Superintendent, or designee who is a certified employee, shall supervise a child sex offender whenever the offender is in a child's vicinity.

#### Exclusive Bargaining Representative Agent 15

Authorized agents of an exclusive bargaining representative, upon notifying the Building Principal's office, may meet with a school employee (or group of employees) in the school building during free-times of such employees.

#### Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. <sup>16</sup> The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year. <sup>17</sup>

#### Procedures to Deny Future Admission to School Events or Meetings

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a

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<sup>14</sup> 720 ILCS 5/11-9.3. The statute assigns the child sex offender the "duty to remain under the direct supervision of a school official." In order to ensure this happens and to protect students, the sample policy requires the superintendent, or designee who is a certified employee, to supervise a child sex offender whenever the offender is in a child's vicinity. See also the Sex Offender Community Notification Law (730 ILCS 152/101 *et seq.*); Child Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105); policy 4:170, *Safety*; and administrative procedure 4:170-AP2, *Criminal Offender Notification Laws*.

<sup>15</sup> 105 ILCS 5/24-25. Omit this section if it is covered in a collective bargaining agreement.

<sup>16</sup> 105 ILCS 5/24-25.

<sup>17</sup> 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); *Jordan ex rel. Edwards v. O'Fallon Tp. High School Dist.*, 706 N.E.2d 137 (Ill.App.5, 1999)(105 ILCS 5/24-24 did not give a high school athlete the right, under the due process clause, to a notice and hearing before he could be suspended from participating in interscholastic athletics; the statute expands the schools' authority to ban people from attending school events for breaching conduct and sportsmanship code).

hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain: <sup>18</sup>

1. The date, time, and place of the Board hearing;<sup>1</sup>
2. A description of the prohibited conduct;<sup>2</sup>
3. The proposed time period that admission to school events will be denied;<sup>3</sup> and
4. Instructions on how to waive a hearing. <sup>19</sup>

LEGAL REF.: Nuding v. Cerro Gordo Community Unit School Dist., 730 N.E.2d 96 (Ill.App.4, 2000).

Pro-Children Act of 1994, 20 U.S.C. §7181 et seq.  
105 ILCS 5/10-20.5b, 5/24-24, and 5/24-25.  
720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 6:120 (Education of Children with Disabilities), 6:250  
(Community Resource Persons and Volunteers), 7:190 (Student Discipline), 8:20  
(Community Use of School Facilities)

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<sup>18</sup> Id. If a violator is a student, the hearing should be held in a closed meeting (5 ILCS 120/2). If, however, the violator is not a student, the hearing must be held in an open session.

<sup>19</sup> The hearing requirement is for the violator's benefit and, consequently, the violator should be able to waive it.

## Policy 1:30 – School District Organization

### School District Philosophy

#### Vision

~~The District 64 School Community works together for educational excellence and will always be growing, changing, and improving.~~

#### Mission

~~The purpose of the District 64 School Community is to enable all students to achieve their fullest potential as they develop the skills, knowledge, and attitudes to live successful, socially responsible lives in a changing global society.~~

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

#### Beliefs \*

- ~~•Students are our primary focus.~~
- ~~•Schools are safe, supportive, and inviting places.~~
- ~~•Responsibilities for students' development are shared among parents, staff, community, and the students themselves.~~
- ~~•Trust, communication, and continuous improvement are shared responsibilities.~~
- ~~•Continuous education for all is vital.~~

~~\*These important beliefs are not listed in any specific rank order.~~

We believe that:

All people have inherent worth.

Quality education benefits everyone.

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

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

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

A safe, nurturing environment is essential to learning.

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

High expectations and a positive attitude result in higher performance.

Both cooperation and healthy competition are necessary to achieve excellence.

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

People are responsible for their actions and honoring their commitments.

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

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

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

Change is inevitable and challenges us to grow.

CROSS REF:	6:10 (Educational Philosophy and Objectives)
ADOPTED:	October 27, 1997
Revised:	<u>May 24, 2010</u>

To: Board of Education

From: Sally Pryor

Date: May 10, 2010

Re: Update on Green Team Committee Accomplishments

### **Background**

The Green Team Committee was convened officially on October 30, 2008 as authorized by the Board to coordinate environmental sustainability efforts at our schools and on the District level. The committee works to identify ways to enhance and build upon environmentally friendly initiatives already in place, and to develop and coordinate the accomplishment of specific goals throughout the District. Members include parent and District 64 staff representatives from all schools and offices, community representatives, and building and District administrators. I have served as chairman.

The entire group met seven times during the 2009-10 school year. Three subcommittees were formed this year and also met as needed around three major goal areas: recycling; community awareness and school support; and, special projects.

### **Recycling Activities**

The committee made great strides this year in its efforts to establish recycling in all school lunchrooms, following the District's transition to new waste haul vendors: Groot Industries, Inc. for our Niles buildings and Lakeshore Waste Services LLC for the Park Ridge buildings. These vendors incorporate single stream recycling in their services. The District was able to purchase large, red barrels to clearly help students separate recyclables from food waste. The committee provided guidance on the steps needed to publicize the availability of recycling at all schools, encourage compliance, and educate students and staff on the new procedures for recycling at all District 64 schools. A recycling "do's and don'ts" tip sheet was developed and widely publicized to give standard instructions to students and parents.

In conjunction with this effort, the committee also encouraged and sponsored multiple "waste-free" lunches at the schools. A helpful tip sheet describing how to pack a waste free lunch also was prepared and distributed to parents. School committees further supported the effort through publicity, measuring the waste on a "typical" day vs. a waste free day, and similar activities to engage students.

In addition, the committee met with a representative of the Abitibi paper retriever program, which places the distinctive green and yellow paper recycling bins outdoors at schools. Five schools now participate in this fund-raising program. A list of local places to conveniently recycle a wide variety of items, such as CFL bulbs, eyeglasses and ink cartridges, was researched and distributed to families. Classroom recycling efforts also expanded and the District has purchased appropriate bins for use in the schools. Most of the schools also applied for and received \$200 recycling grants from the Solid Waste Agency of Northern Cook County (SWANCC).

### **Communications Efforts**

An extremely important component of our efforts this year was to share information about projects being undertaken at each location to encourage "buy in" and increase participation. Sharing successes and concerns allowed schools to learn from each other and help problem-solve as a group, which is one of the strengths of forming a District-level committee. In addition, the Green Team has conducted an extensive outreach effort; representatives from the community awareness subcommittee made presentations at each PTO/ A meeting and distributed materials to parents via the school newsletters.

The Green Team's page on the District 64 Web site also was enhanced. In addition to publicizing current projects, this year teacher resource materials were added. These monthly tip sheets help incorporate Green Team topics. Each one-page guide includes a short list of facts, several suggested discussion ideas and Web sites for more information. In the future, we hope to add a "bulletin board" area where ideas being implemented in each of the schools can be shared.

Finally, three representatives from the Park Ridge Recreation and Park District met with the committee to present information on its green initiatives and to discuss ways the two organizations can work together to involve the community in supporting green efforts.

### **Annual Special Projects**

In addition to working to achieve these overall goals, the committee also regularly sponsors special projects to nurture a "greener" culture in our District.

Several projects were conducted in both 2009 and 2010:

- Cell phone recycling – January – Working in coordination with the non-profit Cell Phones for Soldiers organization, used cell phones were collected at all District 64 schools during the month of January.
- Healthy Living Month – April – schools planned activities in support of Neat to Use Your Feet Week, TV Turn-off Week, and Earth Day. In addition, committee members staffed a special table at the Park District's Earth Day celebration at Maine Park. The Green Team's booth featured information about the shoe recycling project, along with hands-on activities to show how something useful can be made from what would usually be thrown away.
- Athletic shoe recycling – April/ May – All District 64 locations participated in this project sponsored by SWANCC as part of Nike's Reuse-a-Shoe program. More than 1,500 pairs of shoes have been collected for recycling through this project.

The committee also has sponsored successful awareness and fund-raising projects in the spring each year:

- 2009 reusable grocery cart shopping bag – Students were invited to design a logo to promote recycling in District 64. The Green Team selected 21 finalists, which then were displayed at all the schools giving students and teachers an opportunity to vote on their favorite design. In all, more than 2,600 votes were cast. The winning design was the planet earth encircled by the phrases "Please Save Me! Think Green!" contributed by a Roosevelt School grade 4 student. The design was featured in white on the green nylon bags.

- 2010 "Buy a Tee, Plant a Tree" T-shirts – A green tree logo was imprinted on a natural cotton T-shirt to focus on "greening" our schools by planting trees to coincide with Arbor Day. Funds were used to help purchase trees for all schools; Lurvey Landscape Supply and Garden Center and the Chad Finney Landscaping Group, Inc., also contributed trees and planting services, respectively, as reported to the Board at the April 26 meeting.

A sampling of additional activities sponsored by some of the school committees is described on Attachment 1.

### **Looking Ahead**

The Green Team continues to set a brisk pace and has already accomplished a great deal in just two years of operation. At the May meeting, each subcommittee identified goals to guide its work in the coming year. These goals will be prioritized and action plans developed at the first meeting in 2010-11.

I thank all the members of the committee for their enthusiasm and eagerness to help promote environmental awareness and green practices throughout District 64, and know that their work will continue full speed ahead under the leadership of the new chairman, Director of Buildings & Grounds Roy Jensen.

**Park Ridge-Niles School District 64  
2009-10 Green Team Committee**

**School Activities – Partial List**

**Jefferson School**

Jefferson extended day kindergartners learned how to reduce, reuse, and recycle from Leslie Handler from SWANCC. The kindergartners have been recycling materials at lunch and have had several waste-free lunch days. We also have a re-use bin for paper scraps for art projects throughout the year. For the first time, Jefferson summer campers will each receive their own reusable water bottle to reduce the use of disposable drink containers.

**Field School**

The focus this year was on increasing student participation. Two student Green Teams were formed: the fourth grade "VIP" (Very Important Planet) and the fifth grade "1 Planet, 33 Hearts" teams; each team was comprised of about 30 students. The teams were an instrumental part of all our projects this year. The students on each team successfully worked together to plan their own activities as well as to support the District initiatives.

The year began with the implementation of mixed recycling in the lunchrooms. Student volunteers worked to educate other students by making posters of recyclable items and standing near the garbage and recycling cans offering advice. Both student green teams worked to publicize our four Waste Free Lunch Days. Parent and teacher volunteers supported these days by passing out raffle tickets to those students who participated. Our SWANCC grant was used to purchase prizes for these raffles. The raffle prizes were items that could be used to help kids pack a waste free lunch every day.

In addition, both teams worked to make posters and announcements for projects, such as Cell Phones for Soldiers and the Nike Reuse a Shoe Drive. The fourth grade VIP team also wrote letters to senators, the Illinois Environmental Protection Agency and Department of Natural Resources sharing their concerns and ideas on how to protect our planet. These students also wrote poems that they shared at the Tree Planting Ceremony on May 4. The fifth grade 1 Planet, 33 Hearts team made "treasures from trash" by reusing garbage for crafts. Furthermore, these students worked in groups to prepare presentations for other students during the week of Earth Day. Every classroom in the school had a visit from a group of students who presented either a skit, game or movie educating students about some aspect of environmental awareness.

**Lincoln Middle School**

The school continued moving forward on its efforts to promote waste-free lunches this year. Our sixth graders once again ran the school's white paper recycling program. One team of eighth graders also sold close to 700 compact fluorescent light bulbs to cut down on greenhouse gas emissions as well as earn money for Haiti earthquake relief.

**Roosevelt School**

Roosevelt School has experienced many successes this year in its effort to "Go Green." This was the first year Roosevelt School launched a mixed recycling program. Each



classroom was equipped with mixed recycling bins, in addition to the paper collection bins, which are emptied weekly by students. The teachers and staff were on board, too, and with our combined efforts, the entire school has cut down on a great deal of waste. The students and faculty have become more educated about the importance of mixed recycling and are working together to make sure plastics, glass, and aluminum are reused, rather than tossed in the trash.

In addition to the green District-wide programs, Roosevelt launched a school-wide magazine drive. With the help of a few Roosevelt parents, old magazines and junk mail were collected in classrooms for recycling. Classrooms with most bags filled were recognized for their great achievement.

Finally, Roosevelt Green Team members decided to use the school's behavior incentive program to encourage "green" efforts. Roosevelt's school rules are the Four Bee's: Be Respectful, Be Responsible, Be Caring, and Be Safe. Students who took part in "green" behaviors, such as walking to school, packing a waste-free lunch, or reusing materials, were given a green "Bee." Students hung their special green bees on a tree in front of our school office to showcase students' environmentally responsible efforts. The celebration concluded with a raffle, where winning bees were given rewards.

### **Washington School**

Washington started out the year by creating a Student Green Committee, a student idea-driven club to help support green initiatives. This student team was instrumental in making recycling at lunch successful by educating their fellow students on what can and cannot be recycled. Waste during lunch was cut by 33% through the efforts of all students in support of Waste Free Lunch during the month of April. Washington also supported the Maine Park Earth Day by placing collection bins designed by the Student Green Committee to organizations, including Red Door Animal Shelter (old blankets and towels), Kids Enjoy Exercise Now (sports equipment), Shoes for Soles (gently used shoes), and children's books for a local Head Start program. TV Turn-Off week was busy with Monday night Recycle Bingo, Tuesday Yoga, Wednesday rollerblading/roller skating night, Thursday forest and reading garden clean up, and Friday make a plate night activities for students and their families.

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

Board of Education Agenda  
Monday, May 24, 2010  
Emerson Middle School – Multipurpose Room  
8101 N. Cumberland Avenue, Niles

*Please note that the starting times after the first session are estimates. If a session ends earlier than expected, the next session scheduled may convene immediately. In addition, 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, May 24, 2010**

TIME		APPENDIX
6:30 p.m.	<b>Meeting of the Board Convenes</b> <ul style="list-style-type: none"> <li>• Roll Call</li> <li>• Introductions</li> <li>• Opening Remarks from President of the Board</li> </ul>	
6:30 p.m.	• <b>Board Recesses and Adjourns to a Committee of the Whole: Finance</b>	
7:30 p.m.	• <b>Board Adjourns from Committee of the Whole: Finance and Resumes Regular Meeting</b>	
7:30-7:35 p.m.	• <b>Public Comments</b>	A-1
7:35-7:50 p.m.	• <b>Recognition of Student Awards</b> -- Board President	A-2
7:50-8:00 p.m.	• <b>Recognition of Tenure Teachers</b> -- PREA President	A-3
8:00-8:10 p.m.	• <b>ELF Grant Awards</b> -- Superintendent	A-4
8:10-8:25 p.m.	• <b>Update on Implementation of District Goals at Emerson</b> -- Principal	A-5
8:25-8:30 p.m.	• <b>Consent Agenda</b> <div style="float: right;">Action Item 10-05-07</div> -- Board President <ul style="list-style-type: none"> <li>• Personnel Report</li> <li>• Bills</li> <li>• Approval of Final Calendar for 2009-2010</li> <li>• Approval of Policy Issue 71, February 2010 and Policy 1:30</li> <li>• Approval of Bid Award: Summer Painting Project</li> <li>• Destruction of Closed Minutes</li> </ul>	A-6

- |                |  |                             |            |
|----------------|--|-----------------------------|------------|
| 8:30-8:35 p.m. | <ul style="list-style-type: none"> <li>• <b>Approval of Minutes</b></li> <li>-- Board President             <ul style="list-style-type: none"> <li>• Open and Closed Minutes of May 10, 2010</li> <li>• Committee of the Whole: Finance Minutes of May 10, 2010</li> </ul> </li> </ul>   | <b>Action Item 10-05-08</b> | <b>A-7</b> |
| 8:35-8:40 p.m. | <ul style="list-style-type: none"> <li>• <b>Other Items of Information</b></li> <li>-- Superintendent             <ul style="list-style-type: none"> <li>• Upcoming Agenda</li> <li>• Memorandum of Information                 <ul style="list-style-type: none"> <li>- None</li> </ul> </li> <li>• Minutes of Board Committees                 <ul style="list-style-type: none"> <li>- Wellness Committee Minutes of April 27, 2010</li> <li>- Green Team Minutes of May 3, 2010</li> <li>- Traffic Safety Minutes of May 18, 2010</li> </ul> </li> </ul> </li> </ul> |                             | <b>A-8</b> |
| 8:40 p.m.      | <ul style="list-style-type: none"> <li>• <b>Adjournment</b></li> </ul>   |                             |            |

Next Regular Meeting: **Monday, June 14, 2010 – 7:30 p.m.**  
 Raymond Hendee ESC  
 164 S. Prospect Avenue  
 Park Ridge, IL 60068

June 14, 2010

- Committee of the Whole: Finance (Board Reviews Draft of the 2010-11 Tentative Budget)
- First Reading of Policy 8:25      • 2010-2011 P.E. Supply Purchase (Memo of Information)
- Judith L. Snow Awards      • Bid for Xeroxgraphic Paper
- Approval of Staff Development Wednesday Calendar
- Discussion on Facilities Committee: Goals and Responsibilities

June 28, 2010

- Board Adopts 2010-11 Tentative Budget
- Board Places Tentative Budget on Public Display for 30 days Prior to Public Hearing and Final Budget Adoption      • Custodial Supply Bid 2010-2011 (Memo of Information)
- Approval of Policy 8:25      • Bid for Printer Ink Cartridges 2010-2011 (Memo of Information)
- Resolution for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution for Transfer of Interest Funds from Debt Service Fund to Educational Fund
- Resolution for Prevailing Wage

TBD

- Background Information on Employee Wellness (Memo of Information)
- Committee of the Whole: Wellness

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 Buildings and Grounds 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