

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

Board of Education Agenda  
Special Board Meeting  
Monday, August 8, 2011  
Roosevelt Elementary School – LRC  
1001 South Fairview Avenue

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

**Monday, August 8, 2011**

## 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>  |  |
|           | <ul style="list-style-type: none"><li>• <b>Board Adjourns to a Committee-of-the-Whole: Discussion of Hiring Practices in District 64</b></li></ul>  |  |
| 7:30 p.m. | <ul style="list-style-type: none"><li>• <b>Board Adjourns from Committee-of-the-Whole and Resumes Special Board Meeting</b></li><li>• <b>Public Comments</b></li><li>• <b>Presentation and Adoption of Board Goals for 2011-13</b><ul style="list-style-type: none"><li>-- Board of Education President      <b>Action Item 11-08-1</b></li></ul></li><li>• <b>Presentation and Adoption of Updates on Board of Education Operating Principles</b><ul style="list-style-type: none"><li>-- Board of Education President      <b>Action Item 11-08-2</b></li></ul></li><li>• <b>Review of Plans for Institute Day &amp; Opening Day of School</b><ul style="list-style-type: none"><li>-- Superintendent</li></ul></li><li>• <b>Discussion of Policy 7:30 – Student Assignment and Intra-District Transfer</b><ul style="list-style-type: none"><li>-- Superintendent</li></ul></li><li>• <b>Discussion of Cashless Lunch System</b><ul style="list-style-type: none"><li>-- Board of Education President</li></ul></li><li>• <b>First Reading of Policy Issue 75, February 2011</b><ul style="list-style-type: none"><li>-- Superintendent</li></ul></li><li>• <b>Consent Agenda</b><ul style="list-style-type: none"><li>-- Board President<ul style="list-style-type: none"><li>• <b>Personnel Report</b><ul style="list-style-type: none"><li>- July 11, 2011 Resubmitted</li><li>- August 8, 2011</li></ul></li></ul></li></ul></li></ul> | <ul style="list-style-type: none"><li>A-1</li><li>A-2</li><li>A-3</li><li>A-4</li><li>A-5</li><li>A- 6</li><li>A-7</li></ul> |

- Bills and Payroll
- Approval of 2011-12 Technology Budget Purchases
  1. Annual Computer Purchase
  2. 2011-2012 SMART Board Purchase
- Destruction Audio Closed Minutes (none)

• **Approval of Minutes**

**Action Item 11-08-4**

**A-8**

-- Board President

- Regular Meeting .....July 11, 2011
- Committee-of-the-Whole Minutes .....July 11, 2011
- Minutes of Board Retreat .....July 29, 2011
- Minutes of Board Retreat .....July 30, 2011

• **Other Items of Information**

**A-9**

-- Superintendent

- Upcoming Agenda
- Memorandum of Information
  - Participation in a Research Study of Childhood Obesity and Physical Activity Levels
  - Loss Control Reports
  - 2011-12 Health Insurance Renewal
- Minutes of Board Committees (none)
- Other

• **Adjournment**

Next Meeting:

**Monday, August 22, 2011**

6:30 Committee-of-the-Whole

7:30 p.m Regular Board Meeting

Raymond Hendee ESC

164 S. Prospect Avenue

Park Ridge, IL 60068

August 22, 2011

Committee of the Whole – 6:30 p.m.

Regular Board Meeting – 7:30 p.m.

- Approval of 2011-12 Health Insurance Plan
- Approval of July Financials
- Update on Summer Construction Projects (memo of information)
- Update on Architect Evaluation Timeline for Field and Carpenter Schools
- Department of Student Learning Focus Areas
- Community Finance Committee (CFC) Planning Discussion
- Update on Strategic Plan for 2011-12 (memo of information)

September 12, 2011 – Emerson (Multipurpose Room)

Committee-of-the-Whole – 6:00 p.m.

- Review 2011-12 Tentative Budget Prior to Board Adoption on September 26, 2011
- Facility Master Plan: Roles, Goals and Controls Workshop

September 19, 2011

Closed Session – 6:30 p.m.

September 26, 2011 - Franklin

Public Hearing on the Budget – 7:20 p.m.

Regular Board Meeting – 7:30 p.m.

- Adoption of FY12 Budget
- Sixth Day of Enrollment Report

- Approval of August Financials • Update on Summer Construction Projects
- Administrative Type 75 Compensation Reporting Act • IMRF Compensation Reporting
- Approval of Lighting Replacement in District 64 Schools

#### October 24, 2011 - Washington

Regular Board Meeting – 7:30 p.m.

- Approval of Bid for Snow Removal Equipment
- Report on Levy • Student Achievement • Presentation – Township Treasurer
- Approval of September Financials • Report on Educational Ends and MAP Results

#### November 14, 2011 - Carpenter

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

Regular Board Meeting – 7:30 p.m.

- Approval of October Financials • Resolution to Approve 2011 Proposed Tax Levy

#### December 12, 2011

Regular Board Meeting – 7:30 p.m.

- Approval of November Financials • Adoption of Final 2011 Levy
- Strategic Plan Progress Report
- 

#### January 23, 2012 - Jefferson

Regular Board Meeting – 7:30 p.m.

- Approval of December Financials

#### TBD

- Adopt Tentative Calendars for 2012-13 & 2013-14
- Acceptance of Roosevelt PTO Gift
- Review of Summer Construction Projects

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

**Presentation and Adoption of Board Goals for 2011-13**

**ACTION ITEM 11-08-1**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, adopt the Board Goals for 2011-13.

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

AYES:

NAYS:

PRESENT:

ABSENT:

## MEMORANDUM

To: Board of Education  
From: John Heyde  
Date: August 8, 2011  
Subject: Board Goals

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As you know, during its July 29-30 retreat, the Board tentatively identified four board goals to guide the Board for the next two years. These goals addressed the following topics:

- Continued implementation of the District's strategic plan;
- Adoption of a facilities master plan;
- Managing the District's finances; and
- Reinvigorating communication / increasing transparency.

The complete text of the tentative board goals are set out in Attachment 1.

In addition, Board members supported identifying a set of more specific measures that would accompany the goals and allow the Board to determine, at the end of the 2011-13 time period, whether the Board goals have been met. Because time was not available during the retreat to develop these measures, Board members agreed to defer discussion of the measures until this evening's meeting, with the goal of voting to approve the Board goals and measures at the August 22, 2011 meeting.

Attachment 2 is a table listing a set of proposed measures for the Board goals for the Board's discussion at this evening's meeting. The proposed measures are the result of discussion among superintendent Phil Bender, public information coordinator Bernadette Tramm, and me last week. This discussion also included consideration of ideas that individual Board members had provided to me during the week last week.

As part of this discussion, Dr. Bender and Ms. Tramm also suggested some revisions to the text of the goals themselves. I have presented their suggested language revisions in Attachment 2 in "redline / strikeout" form, so that you can see the differences between the wording as originally conceived during the retreat and as proposed to be modified. In addition, I have included a "clean version" of their suggested revisions at the bottom of Attachment 1.

The major questions for discussion this evening are:

1. Are the proposed language revisions for the goals acceptable to the Board?
2. Do Board members have any other suggested revisions to the text of the goals?
3. Does the Board agree with the proposed measures?

In discussing the measures, it is not necessary that the Board have decided all of the actions it will want to take to further the Board goals. For example, in the area of communications /

transparency, Board members and members of the public have suggested numerous ways the Board could increase the exchange of information with the public. We will dedicate space on the agenda over the next several Board meetings to discuss each of the Board goals in more detail. Those discussions will be the best time to propose specific measures to meet the Board goals.

Finally, as we discussed at the retreat, we plan to come up with a visual representation of the Board goals and how they relate to each other. We expect to propose such a “visual” over the next couple of weeks. In addition, once we adopt the Board goals, we will then consider and adopt superintendent goals for the 2011-12 year.

I look forward to discussing the board goals and proposed measures at this evening’s meeting.

J.M.H.

## **ATTACHMENT 1**

### **TENTATIVE BOARD GOALS AS ARTICULATED AT BOARD RETREAT**

1. This Board will continue to support and monitor the successful implementation of the District Strategic Plan.
2. This Board will adopt a facilities master plan that includes a prioritized list of projects and an anticipated timeline and means of funding.
3. This Board will manage our costs to maintain the District's sound financial condition.
4. This Board will reinvigorate the exchange of information with stakeholders concerning Board and District activities.

### **BOARD GOALS WITH PROPOSED LANGUAGE REVISIONS**

1. This Board will continue to support the successful implementation of the District Strategic Plan.
2. This Board will adopt a facilities master plan that includes a prioritized list of projects, an anticipated timeline for completion, and identified means of funding.
3. This Board will adopt annual budgets that will maintain the District's sound financial condition through 2016-17.
4. This Board will enhance the transparency of its operations by expanding its outreach to all stakeholders.

## ATTACHMENT 2

### Park Ridge-Niles School District 64 Board of Education Goals with Proposed Measures 2011-13

August 8, 2011

Board Goals	Measures
This Board will continue to support and <del>monitor</del> the successful implementation of the District Strategic Plan.	<ul style="list-style-type: none"> <li>The Board will monitor progress and budget on action plans scheduled for implementation each trimester during 2011-12 and 2012-13.</li> <li>The Board will approve an annual schedule and provide resources to support implementation of action plans for 2012-13 and 2013-14.</li> </ul>
This Board will adopt a facilities master plan that includes a prioritized list of projects, and an anticipated timeline <u>for completion</u> , and <u>identified</u> means of funding.	<ul style="list-style-type: none"> <li>The Board will approve "Phase 1" of the facilities master plan by June 30, 2012.</li> <li>The board will approve "Phase 2" of the facilities master plan by June 30, 2013.</li> <li>The board will identify the magnitude and timing of financial resources to be committed to the facilities master plan.</li> </ul>
This Board will <del>manage our costs to</del> <u>adopt annual budgets that will maintain the District's sound financial condition through 2016-17.</u>	<ul style="list-style-type: none"> <li>The Board will adopt budgets for 2011-12 and 2012-13 so that the fund balance policy can be maintained through 2016-17 as forecast through the annual long-term financial projections.</li> <li>The Board will invite community input on financial issues through the Community Finance Committee and other means.</li> <li>The Board will work with administration to provide financial information in varying formats to meet stakeholder needs.</li> </ul>
This Board will <del>reinvigorate the exchange of information with</del> <u>enhance the transparency of its operations by expanding its outreach to all stakeholders concerning Board and District activities.</u>	<ul style="list-style-type: none"> <li>The Board will increase ways to engage stakeholders about Board decision-making, District goals and educational programs by: [insert examples after further discussion].</li> </ul> <p>(Possible ways to engage stakeholders include: providing videotapes of meetings on the website; preparing email highlights of Board</p>



	meetings; creating a new District 64 news blog; conducting “listening posts” at on-site school meetings; participating at PTO/A meetings each year; expanding materials on the Board meeting website; conducting a community survey; regularly communicating about Strategic Plan activities and facility master planning; and similar means.)
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**Presentation and Adoption of Updates on Board of Education Operating Principles**

**ACTION ITEM 11-08-2**

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, adopt the Board of Education Operating Principles that were reaffirmed on July 30, 2011.

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

AYES:

NAYS:

PRESENT:

ABSENT:

**Park Ridge-Niles School District 64**  
**Board of Education Operating Principles**  
*Reaffirmed July 30, 2011*

**Operating Principle 1: Positive Relationships**

We recognize it is essential to remain positive in working together.

- We will look for and recognize the positive contributions of each individual and shall refrain from speaking negatively about others.
- We will seek ways to turn obstacles into opportunities.
- We will maintain a sense of hope, optimism and humor in working together.

**Operating Principle 2: Open Communication**

We are committed to communication that promotes openness and understanding.

- We believe the most effective communication requires high levels of trust.
- We will establish and maintain open channels of formal and informal communication.
- We will be honest and direct with each other.
- Information required by statute to be discussed in closed session and so discussed will remain confidential.
- Information pertinent to Board business should be shared with all Board members in a timely manner.

**Operating Principle 3: Quality Interaction**

We are responsible for quality interaction with each other as team members. Conflict is a natural and inevitable feature of working together. The management of conflict is an opportunity to improve the quality of our interactions and relationships.

- We are each accountable to the team for our own actions.
- We will encourage and remain receptive to divergent views of other members.
- When conflict occurs, the focus will be on the issue, not the person.
- We will work to influence one another directly and in supportive ways.
- Should concerns about another team member arise, the person with the concern will share privately his/her views with the individual.

**Operating Principle 4: Collaborative Decision-Making**

The team is committed to using a collaborative decision-making process.

- We will define the objective, i.e., what is being decided.
- We will provide opportunity for input from persons affected by the decision.
- We will gather all pertinent facts concerning the situation.
- We will allow time for reflection throughout the process.
- We will organize and analyze the collected data.
- We will encourage the consideration of multiple solutions and their implications.
- We will encourage compromise and seek consensus.
- We will make a timely decision.
- We will provide a plan to implement the decision.
- We will communicate the decision to those affected.
- We will support the decision and its effective implementation.
- We will evaluate the decision in terms of its effectiveness.

### **Operating Principle 5: Handling Public Concerns**

We – as a Board and as individual Board members – will handle public concerns of both individuals and groups in tactful, orderly and effective ways.

- We will listen to the concern, and, if appropriate, ask questions or summarize the concern to check and confirm understanding.
- We will ask if the issue has been discussed with the person immediately responsible or the immediate supervisor.
- We will express appreciation to the individual for presenting the concern.
- We will affirm the desire to reach a satisfactory solution through the appropriate channels.
- We will ask the person to report back on the progress or resolution of the concern when appropriate.
- We will outline the next step(s) that the Board or Board member will take and assure the person that someone will contact him or her to address the concern.
- We will inform the Superintendent of the concern when appropriate.

### **Operating Principle 6: Board and Committee Meetings**

We choose to conduct our meetings in an open and orderly fashion and in a manner consistent with our operating principles.

- Board meeting agendas are developed cooperatively between the Board President, Vice President and Superintendent with input from other administrators and Board members as appropriate. (Committee meeting agendas are similarly developed between the committee members and the respective administrators.)
- Board and committee agendas and support materials/ documents (including minutes of past meetings) are distributed in advance to encourage informed discussion.
- Surprises at meetings from Board members and/or administrators are counterproductive.
- Any changes in the prepared agenda for Board meetings will be mutually determined by the Board President and Superintendent prior to the meeting. (All Board members and/or committee members shall have an opportunity to accept or reject those changes.)
- The Board values citizen input and will provide a forum for such input at each meeting.
- At the end of the discussion, the Board will summarize issues and articulate next steps as well as clarify understandings of the discussion.

### **Operating Principle 7: Continuous Improvement**

We are committed to an ethic of continuous improvement.

- We will regularly examine our progress towards meeting established goals.
- We will biennially review, evaluate and establish new goals.

### **Operating Principle 8: Accountability**

The Board recognizes that it is accountable to the community and other stakeholders.

- We will communicate the State of the District on an annual basis.
- We will conduct open, transparent and frequent communications with the community.
- We will encourage public engagement.

**Review of Plans for Institute Day & Opening Day of School**




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


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164 S. Prospect Avenue

Park Ridge, IL 60068-4079

(847) 318-4300

FAX (847) 318-4351

www.d64.org

August 2, 2011

Dear Staff Members:

We hope this letter finds you enjoying the last few weeks of the summer and looking forward to welcoming our students back to school for a new year of learning and growth.

The opening Institute Day is scheduled for **Friday, August 19**. The day will begin for all teachers, teacher assistants and administrators with a District-wide program at Emerson School in the multipurpose room. We strongly encourage you to carpool to save energy and reduce congestion. These areas will be available for parking: Emerson and Jefferson schools; south side of Emerson entrance drive; Jefferson playground on Greendale Avenue; Cumberland Avenue as posted; and on neighborhood streets north and east of both schools as posted.

Beginning at 8:00 a.m., the Elementary Learning Foundation (ELF) will host "coffee and..." in the lobby. ELF Chair Teresa George will offer a welcome greeting, as will PREA President Erin Breen, Board of Education President John Heyde and Superintendent Bender. We will then hear a motivating message from national speaker, Mark Scharenbroich. Mark's message is designed to support you as an educator in your efforts to work collaboratively in reaching and teaching every child and in our District's efforts to effectively respond to change. The remainder of the day will be spent at your building. Please consult the attached agenda for specifics.

Best wishes for a successful and rewarding year!

Sincerely,

Philip V. Bender, Ph.D.  
Superintendent

Diane Betts  
Assistant Superintendent  
for Student Learning

Sandra Stringer, Ed.D.  
Assistant Superintendent  
for Human Resources

PB:mw

Attachment: Institute Day Program  
cc: Administrative Council

CARPENTER  
SCHOOL  
300 N. Hamlin  
318-4370

FIELD  
SCHOOL  
707 N. Wisner  
318-4385

FRANKLIN  
SCHOOL  
2401 Manor Ln  
318-4390

ROOSEVELT  
SCHOOL  
1001 S. Fairview  
318-4235

JEFFERSON  
SCHOOL  
8200 Greendale  
Niles, Illinois  
318-5360

WASHINGTON  
SCHOOL  
1500 W. Stewart  
318-4360

LINCOLN  
MIDDLE SCHOOL  
200 S. Lincoln  
318-4215

EMERSON  
MIDDLE SCHOOL  
8101 N. Cumberland  
Niles, Illinois  
318-8110

**Discussion of Policy 7:30 – Student Assignment and Intra-District Transfer**

TO: Board of Education

FROM: Phil Bender

DATE: August 8, 2011

RE: BACKGROUND INFORMATION ON DISTRICT TRANSFERS

This memo will attempt to identify issues associated with policy 7:30, Student Assignment and /intra-District Transfer. For clarification, our discussion will center on item 2 of the policy, 'Transfer Within the District' (Attachment 2). Policy 7:30 states that a parent "...may request a transfer for their child to a District school other than the one assigned. A request should be directed to the Superintendent, who, at his or her sole discretion, may grant the request when the parent/guardian demonstrates that the student could be better accommodated at another school, provided space is available." If such request is granted, parent/guardian is responsible for transportation. Many of the issues we are presented with are coming from an area that was commonly referred to as the 'Optional Attendance Area' that was placed into effect during 2000, but later removed at the January 28, 2008 regular Board meeting.

## BACKGROUND

In 2000 the District Facilities Committee, upon completion of the new Emerson Middle School, recommended to the Board that an optional area be created called the Lincoln/Emerson "Optional Attendance Area" (Attachment 1). The area was north of Touhy, east of Hamlin, west of Busse, and south of Cherry. In 2008 the superintendent recommended that the optional attendance area be eliminated to improve safety and decrease enrollment variability, and the Board approved the recommendation at its January 28, 2008 meeting. The 2008 recommendation allowed for current middle schoolers at Lincoln to finish and for siblings of those students to enroll at Lincoln. The term 'grandfathering' was specifically not used so as not to send the wrong impression. The recommendation made it clear that families would not be allowed to continue if there was 'significant' elapsed time between enrollments. Nonetheless, it appears that requests have been granted since 2008 to allow children in the former Optional Attendance Area to attend Lincoln, and even to allow elementary-aged children in this area to attend Washington, rather than Carpenter.

## PRESENT

Currently, over 50 requests have been made for the coming school year for transfer within the District. Of these requests, I had initially denied 18 on the ground that the parent/guardian had not demonstrated that their child could be better accommodated at another building. In these 18 cases, the parents' reason for wanting to transfer to a different school or maintain a previously-granted transfer were generally based upon proximity to the requested school and/or the



desire to stay in a school to which a previous transfer had been granted because of friends, family involvement, etc. In contrast, the transfer applications I had already approved were based upon IEP recommendations or a child being in his/her final year of attendance at a school. Increasing student enrollment at some schools gives cause for concern as it relates to budgetary issues, although this factor does not, in and of itself, drive the transfer policy in totality (Attachment 3 & 4).

## RECOMMENDATION

In attempting to promote good will and bring a successful resolution to the issues, the Superintendent of Schools makes the following recommendations:

1. Allow families who have requested AND currently have children enrolled in a school outside of their home school to continue at their new school through 5<sup>th</sup> or 8<sup>th</sup> grade. An elementary school student will subsequently attend the middle school that feeds into that elementary school. However, once this decision is made, it is understood that these families are now in a new home school area from which they cannot change. These families will no longer need to apply each year to renew their transfer. However, their new school would become their "home school," and the District would not grant a transfer back to the original home school (absent an educational need such as an IEP recommendation). By "families" in the previous sentences, it is meant that the transfer will apply to both the original child transferred and any younger siblings. Parents/guardians will be asked to sign off on these conditions, along with the transportation form.
2. The plan described in #1 does not apply to families who change home schools due to a move from one address to another within the district. In general, those families will be asked to move to the home school for their new address. However, I will exercise discretion in particular cases, which might include a child having only one more year in a school or a situation in which a move is temporary and the family has demonstrated plans to move back into the area served by their previous home school.
3. Other than these families, I do not plan to exercise my discretion under the policy to allow any transfers solely on the basis of proximity to a school other than a family's home school or because a family prefers a school other than the home school. I will interpret "better accommodated at another school" to require an educational reason why a school other than the home school would best serve a child's needs.

These recommendations allow for families who have become integrated in a school community to retain their membership in that community, but successfully bringing an end to any new requests to change schools based solely on location preferences (Attachment 2).



# NEWS

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## COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64 Park Ridge-Niles

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164 S. Prospect Avenue

Park Ridge, IL 60068-4079

(847) 318-4300

FAX: (847) 318-4351

For information, contact:

Superintendent Sally Pryor, 847-318-4300

Bernadette Tramm, Public Information Coordinator, 847-318-4343

FOR IMMEDIATE RELEASE

January 14, 2008

### **District 64 Board to Consider Dropping Optional Attendance Area for Middle Schools**

The Park Ridge-Niles School District 64 Board of Education will decide later this month whether to permanently eliminate an optional attendance area for middle schools effective with the 2008-09 school year. The policy allowed students from Carpenter Elementary School who reside within an option zone to petition to attend nearby Lincoln Middle School, rather than the more distant Emerson. The optional area is bounded by Cherry on the north, Touhy on the south, Busse on the east, and Hamlin on the west.

Superintendent Sally Pryor cited both safety as well as administrative concerns in recommending that the choice be discontinued. It had been authorized annually since 2000. She noted that congestion along Touhy Avenue has increased over seven years, making it more difficult for students crossing Touhy to travel to Lincoln. She noted that parents who opt for Lincoln are advised that busing is not available and that they are responsible for their student's safety going to and from school. "During this past year, we have worked with the City of Park Ridge to share the cost of a crossing guard at Western and Touhy. However, unless students are actually going to the intersection to cross Touhy, safety concerns remain," she stated.

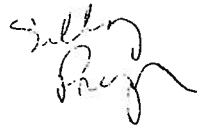
In addition, Dr. Pryor pointed out that a shift of students from Emerson to Lincoln has sometimes delayed a decision to add another section at Emerson until late in the summer or after school has begun. "This has resulted in additional staff time and work in revising schedules and hiring staff late in the summer or early fall," she noted.

Dr. Pryor recommended that Carpenter School families in the option area whose students currently attend Lincoln be allowed to finish their middle school experience there. Younger siblings would be allowed to enroll at Lincoln only if they are joining a sibling already there. "We do not recommend 'grandfathering' entire families," Dr. Pryor added.

Dr. Pryor reported that only a handful of Carpenter students actually opt to make the switch to Lincoln in any year. The Board will take final action on the recommendation at the January 28 meeting.

# # #

TO: Board Members  
FROM: Sally Pryor, Superintendent  
DATE: January 14, 2008  
RE: Optional Attendance Area



## BACKGROUND

At the time that Emerson Middle School was opened, the District's Facilities Planning Committee made a recommendation on what was called the Lincoln/Emerson "Optional Attendance Area". This area includes the area bounded by north of Touhy, east of Hamlin, west of Busse and south of Cherry. The option area has been in existence for the past seven years.

The committee recommended that the District follow specific criteria in making a determination on whether or not students in the option area would be allowed to attend Lincoln rather than Emerson. The criteria for the decision approved by the Board was that "If the incoming projected sixth grade class at Lincoln will exceed a projected enrollment of 270 as seventh graders, then attendance at Lincoln by the Carpenter option attendance area will not be possible for that incoming year as sixth graders." The Facilities Planning Committee recommended that the decision concerning the option area be reviewed annually. Administration has done this and made a recommendation to the Board.

## RECOMMENDATION

It is our recommendation that the designation of an option area with the criteria recommended in 2000 be eliminated. There are several reasons for our recommendation:

1. **Safety.** Although we have consistently advised parents that busing was not available and they were responsible for their student's safety going to and from school, students in the option area need to cross Touhy to reach Lincoln Middle School. With the increased congestion on Touhy, this is a concern. During this past year, we have worked with the City to share the cost of a crossing guard at Western and Touhy. However, unless students are actually going to the intersection to cross Touhy, safety concerns remain.
2. **Enrollment Variability.** The option area has often resulted in a shift of numbers from Emerson to Lincoln. This has sometimes resulted in delaying a decision to add another section at Emerson until late in the summer or after school had begun. This has resulted in additional staff time and work in revising schedules and hiring staff late in the summer or early fall.

It is our recommendation that any families with students currently in the option area be allowed to finish their middle school experience at Lincoln and that siblings of those students be allowed to enroll at Lincoln as long as these enrollments overlapped. We do not recommend grandfathering families when there will be a span of time between student enrollments at Lincoln.

Should you have any questions or require additional information, please feel free to contact me.

SP:ki

**Subject:** A Message from Superintendent Sally Pryor

**Date:** Thursday, January 24, 2008 11:21:24 AM

**Sender:** Sally Pryor <SPryor@D64.ORG>

**To:** carpenter@d64list.org

Dear Carpenter Parents,

The School District 64 Board of Education is expected to decide at its Monday, January 28 meeting whether to permanently eliminate an optional attendance area for Lincoln Middle School effective with the 2008-09 school year. This change is being recommended for Board approval based on both safety as well as administrative concerns. The policy allowed students from Carpenter Elementary School who reside within an option zone to petition to attend nearby Lincoln Middle School, rather than Emerson. The optional area is bounded by Cherry on the north, Touhy on the south, Busse on the east, and Hamlin on the west.

Carpenter School families in the option area whose students currently attend Lincoln would be allowed to finish their middle school experience there. Younger siblings would be allowed to enroll at Lincoln only if they are joining a sibling already there. Entire families will not be "grandfathered."

The Board of Education is expected to take final action on the recommendation at the January 28 meeting, which will be held at 7:30 p.m. at Field School (707 N. Wisner). Parents are invited to address the Board at that time, or to send comments by e-mail, phone or letter in advance.

For further information, please consult a news release attached to the January 24 Take Home or on the District 64 Web site: [http://](http://www.d64.org/news/news_option_area_08.pdf)

[www.d64.org/news/news\\_option\\_area\\_08.pdf](http://www.d64.org/news/news_option_area_08.pdf)

Superintendent Sally Pryor  
847-318-4300 [spryor@d64.org](mailto:spryor@d64.org)

**Subject:** A Message from Superintendent Sally Pryor

**Date:** Thursday, January 24, 2008 11:21:24 AM

**Sender:** Sally Pryor <spryor@d64.org>

**To:** carpenter@d64list.org

Dear Carpenter Parents,

The School District 64 Board of Education is expected to decide at its Monday, January 28 meeting whether to permanently eliminate an optional attendance area for Lincoln Middle School effective with the 2008-09 school year. This change is being recommended for Board approval based on both safety as well as administrative concerns. The policy allowed students from Carpenter Elementary School who reside within an option zone to petition to attend nearby Lincoln Middle School, rather than Emerson. The optional area is bounded by Cherry on the north, Touhy on the south, Busse on the east, and Hamlin on the west.

Carpenter School families in the option area whose students currently attend Lincoln would be allowed to finish their middle school experience there. Younger siblings would be allowed to enroll at Lincoln only if they are joining a sibling already there. Entire families will not be "grandfathered."

The Board of Education is expected to take final action on the recommendation at the January 28 meeting, which will be held at 7:30 p.m. at Field School (707 N. Wisner). Parents are invited to address the Board at that time, or to send comments by e-mail, phone or letter in advance.

For further information, please consult a news release attached to the January 24 Take Home or on the District 64 Web site: [http://www.d64.org/news/news\\_option\\_area\\_08.pdf](http://www.d64.org/news/news_option_area_08.pdf)

Superintendent Sally Pryor  
847-318-4300 [spryor@d64.org](mailto:spryor@d64.org)

**Policy 7:30****DRAFT****Students****Student Assignment and Intra-District Transfer****Attendance Areas**

The School District is divided into school attendance areas. The Superintendent will review the boundary lines annually and recommend any changes to the School Board. The Superintendent or designee shall maintain a map of the District showing current school attendance areas. Students living in a given school attendance area will be assigned to that school. Homeless children shall be assigned according to Board policy 6:140, *Education of Homeless Children*.

**Transfers Within the District**

A student's parent(s)/guardian(s) may request a transfer for their child to a District school other than the one assigned. A request should be directed to the Superintendent, who, at his or her sole discretion, may grant the request when the parent(s)/guardian(s) demonstrate that the student could be better accommodated at another school, provided space is available. Convenience of school location will not be a consideration. If a request is granted, the parent/guardian shall be responsible for transportation. The provisions in this section have no applicability to transfers pursuant to: (1) Title I covered in Board policy 6:15, *School Accountability*, or (2) the Unsafe School Choice Option covered in Board policy 4:170, *Safety*.

**Class Assignments**

The Superintendent or designee shall assign students to classes.

LEGAL REF.: 105 ILCS 5/10-21.3, 5:10-21.3a and 5/10-22.50.

CROSS REF.: 4:170 (Safety), 6:15 (School Accountability) 6:30 (Organization of Instruction), 6:140 (Education of Homeless Children)

ADOPTED: October 27, 1997

REVISED: November 25, 2002

REVISED: November 24, 2003

REVIISED: June 30, 2008

# Park Ridge - Niles School District 64

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## Class Size Guidelines

Determining average class sizes in District 64 is a critical decision that the District's administration and, ultimately, the Board of Education make. Obviously, every parent and teacher would like class sizes to be as small as possible, so that teachers can devote as much attention as possible to every student. At the same time, teacher compensation makes up approximately 78 percent of the District's annual budget. To lower class sizes, the District has to hire additional teachers. The Board of Education is responsible for making the final judgment about the trade-off between the desire for low class size and the financial resources that taxpayers provide.

This trade-off is reflected in the community's diverse opinions. On one hand, parents and teachers are concerned that classes can become so "crowded" that effective instruction is at risk. On the other hand, taxpayers understand the fiscal implications of reducing class sizes and wonder why class sizes cannot be higher.

The Board of Education manages class size by adopting class size guidelines for each grade. As part of a budget reduction initiative, the Board departed from longstanding policy to increase class sizes in grades 3-8 beginning with the 2004-05 school year. These guidelines remained in place through the 2006-07 school year:

Grade Level	Class Size Guideline
K-2	24
3-4	27
5-8	29

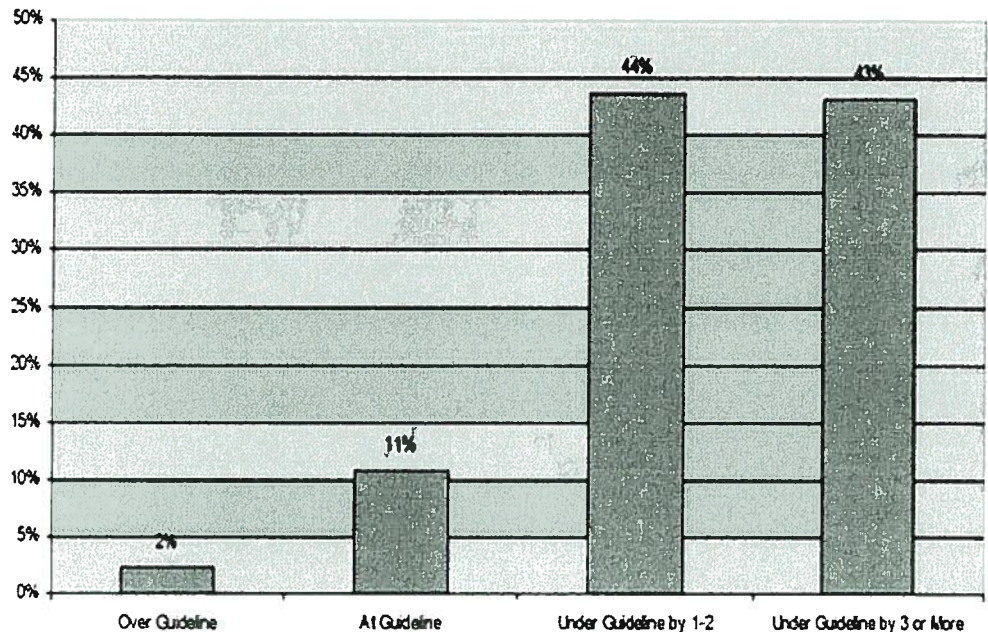
Class size figures generally refer to homeroom classes. At the elementary schools (grades K-5), students typically learn core academic subjects, such as math, social studies, language arts, reading, and science in their homerooms from one teacher. Special subjects, such as physical education, music, art, and foreign language, may be conducted in different rooms, but the homeroom sections stay together. Some students may participate in "pullout" services during the day, such as support services for special education, academic support or gifted (Channels of Challenge program). As a result, the number of students in a classroom at any given time may be less than the listed number of students in the homeroom.

At the middle schools (grades 6-8), teams of teachers are responsible for homeroom and core academic subjects. Students in grades 7 and 8 also participate in elective classes. Implementing the class size guideline at these grade levels is not as straightforward.

For 2006-07 (as of February 28), 23 homerooms or 13% of the 176 total homerooms were over or at the guideline level. District-wide, 44% of homerooms were below the guideline by one or two students. Another 43% had three or more students below the guideline. These results also can be reviewed by school or by grade level.



Homeroom Sizes Compared to Grade-Level Guidelines



Click image for larger view

During the planning for a new school year, enrollment figures sometimes show that homeroom sizes will exceed the grade level guideline at a particular school. The District will then add an additional teacher to bring down the number of students in each homeroom to conform to class size guidelines. When the guideline is crossed during the school year as transfer students enroll, the District follows an established procedure to evaluate the impact.

Why are class size guidelines so important? As class size increases, teachers are less able to identify and meet their students' academic and social-emotional needs and thus accomplish the District's strategic plan goal of meeting the needs of the whole child. Differentiation of instruction is more difficult to provide in large size classrooms, and less time is available for each student to demonstrate his or her understanding and to receive individualized feedback.

Active, engaged learning experiences become more difficult to deliver due to less physical space being available in the classroom. More time also is needed for management tasks and classroom discipline. Teachers have also found that as class size increases, it is more difficult for students to develop a sense of community with their classmates and to feel connected to their teacher or their peers. Finally, it decreases the opportunity for teachers to provide the level of ongoing communication that parents expect.

In addition to these academic considerations, the physical limitations of the school facility itself are a significant factor. In some of the District's older buildings, the size of the individual classrooms may limit the number of students who can be safely accommodated. The overall capacity of the building to accommodate homerooms and provide space for other instructional needs is a concern as well.

The Board sets the class size guidelines based on careful review of educational research and the professional judgment of the District's staff. In recent years, the Board also has adjusted the guidelines to reflect changing financial realities. In spring 2004, the Board of Education approved an increase in the class size guidelines to reflect the District's tightening financial situation. This action increased the guideline by one student in grades 3-8. Because of the



geographic distribution of students among schools, however, many homerooms in the District have fewer students than the guideline. The District operated under the higher guidelines for three school years – 2004-05 through 2006-07.

The successful passage of a referendum in April 2007 allowed the Board of Education to authorize a reduction in class sizes to return to the levels long in place before the 2004-05 budget reductions. In addition, the Board further lowered the guideline for kindergarten. Effective with the 2007-08 school year, the guidelines are as follows:

Grade Level	Class Size Guideline
K	22
1-2	24
3-4	26
5-8	28

For further discussion and information, please visit:

- Research: Impact of Class Size on Pupil Performance
- Implementing Guidelines at Middle School
- Homeroom Sizes – Overall Results
- Homeroom Sizes Compared to Grade-Level Guidelines, by School
- Homeroom Sizes Compared to Grade-Level Guidelines, by Grade
- Decision Process to Conform to Class Size Policy

The District reserves the right to limit the number of job shared positions.

**M. Flextime Scheduling**

If the Board decides to schedule full-time special area teachers (e.g., certificated LRC staff, social workers, etc.) at times other than the normal school day where services to students may be provided before and/or after the normal work day, any such flextime assignments shall be (1) voluntary; (2) not exceed the total number of hours scheduled in the regular school day; and (3) scheduled in one contiguous block of time, unless otherwise agreed. This paragraph shall not be applicable to regular classroom teachers.

If a regular full-time classroom teacher wishes to initiate a flextime schedule for a limited period of time to provide services to students, he/she may submit a request to his/her building principal who will review the request and decide whether it should be granted. Any such limited flextime schedule shall not exceed the total number of hours scheduled in the regular school day and shall be scheduled in one contiguous block of time, unless otherwise agreed.

Prior to the initial implementation of a flextime assignment for a full-time teacher pursuant to either of the above paragraphs, the administration will give the PREA reasonable notification of any planned flextime assignment(s) and, if the PREA requests, meet and confer with respect to the matter.

**N. Range of Class Size**

The Board will endeavor to continue the range of class size (exclusive of special education classes) in effect during the 1984-85 school year. Upon reasonable request, the Superintendent or designee will meet with two (2) representatives of the Association and the affected teacher(s) to discuss the effects of class size in excess of said range, including any unique quantitative, qualitative, safety, or historical circumstances, the impact of mainstreaming students served under programs mandated by IDEA and, where appropriate, the circumstances involving gifted and ESL (English as a second language) students. It is further agreed that special consideration will be given to regular K-2 classrooms and at the middle school to core classes that go above 28. If a meeting is requested because the middle school core classes go above 28, one (1) meeting will be held per trimester per school. Among the options that may be considered are: (a) use of supplemental learning facilities, (b) subsequent adjustment of class size, (c) reassignment of pupils to other teachers in the same building, and (d) redesign of course structure for selected students in the affected courses.

If the Association feels that the Board has acted arbitrarily or capriciously with respect to this Article, it may file a grievance in accordance with the Grievance Procedure.

**O. Curriculum**

The Association recognizes the rights and responsibility of the Board to adopt and evaluate instructional programs and materials. Committee findings with respect to curriculum and recommendations shall be shared with affected teacher group(s) before the Board takes final action with respect to any such findings and recommendations.


**CLASS SIZE GOALS**

**SIDE LETTER OF UNDERSTANDING  
between  
the PREA and the BOARD OF EDUCATION  
for the 2009-2012 COLLECTIVE BARGAINING AGREEMENT**

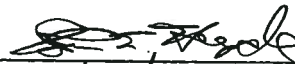
The Board of Education as presently constituted remains committed to working toward the Class Size Goals adopted by the Board during the 1995-96 school year and subject to the constraints identified by the Board when it adopted the Class Size Goals.

This Side Letter shall not be subject to the grievance and arbitration provisions set forth in the parties' Collective Bargaining Agreement.

**PARK RIDGE EDUCATION  
ASSOCIATION**

By   
Date 9/8/09

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

By   
Date 9/8/09

**Discussion of Cashless Lunch System**

**First Reading of: Policy Issue 75, February 2011**

Policy 2:140	School Board – Communications To and From the Board
Policy 2:250	School Board – Access to District Public Records
Policy 3:50	General School Administration – Administrative Personnel Other Than the Superintendent
Policy 3:60	General School Administration – Administrative Responsibility of the Building Principal
Policy 4:15	Operational Services – Identity Protection
Policy 5:40	General Personnel – Communicable and Chronic Infectious Disease
Policy 5:50	General Personnel – Drug-and Alcohol-Free Workplace
Policy 5:150	General Personnel – Personnel Records
Policy 5:200	Professional Personnel – Terms and Conditions of Employment and Dismissal
Policy 5:285	Educational Support Personnel – Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers
Policy 6:100	Instruction – Using Animals in the Educational Program
Policy 6:150	Instruction – Home and Hospital Instruction
Policy 6:160	Instruction – English Language Learners
Policy 6:190	Instruction – Extracurricular and Co-Curricular Activities
Policy 6:250	Instruction – Community Resource Persons and Volunteers
Policy 6:255	Instruction – Assemblies and Ceremonies
Policy 7:260	Students – Exemption from Physical Activity
Policy 7:280	Students – Communicable and Chronic Infectious Disease
Policy 8:10	Community Relations – Connection with the Community
Policy 8:90	Community Relations – Parent Organizations and Booster Clubs
Policy 8:95	Community Relations – Parental Involvement

## School Board

### Communications To and From the Board <sup>1</sup>

~~The School Board welcomes communications from the community.~~ Staff members, parents, and community members should submit questions or communications for the School Board's consideration to the Superintendent. <sup>2</sup> The Superintendent shall provide the Board with a summary of these questions or communications and provide, as appropriate, his or her feedback regarding the matter. If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take private action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members individually, whether sent by letter, email, or other means.

### Board Member Use of Electronic ~~Mail~~ Communications <sup>3</sup>

~~Email~~ For purposes of this section, *electronic communications* includes, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. <sup>4</sup> *Electronic communications* to, by, and among Board members, in their capacity as Board members, shall not be used for the purpose of discussing District business. ~~Email~~ *Electronic communications* among Board members shall be limited to: <sup>5</sup> (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. ~~Email~~ *Electronic communications* may contain:

- Agenda item suggestions

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 the portion of this policy concerning board member use of ~~email~~ *electronic communications*.

The first paragraph is a matter of local board discretion; however, as presented, it is in alignment with the IASB's "Foundational Principles of Effective Governance," available at: [www.iasb.com/principles\\_popup.cfm](http://www.iasb.com/principles_popup.cfm).

<sup>2</sup> ~~As an alternative for a board that wants its board president to accept questions or communications, replace "Superintendent" with "Board President who will inform the Board."~~

~~A board may also want to insert the following optional sentence to inform the community why some communications or questions may ultimately be referred to the superintendent.~~

~~The Board President will direct questions or communications regarding staff or programs to the Superintendent.~~

<sup>3</sup> With some exceptions, the Open Meetings Act requires that a board conduct its deliberations and business during meetings that the public may attend. A meeting means "any gathering, whether in person or by video or audio conference, telephone call, electronic means (such as, without limitation, electronic mail, electronic chat, and instant messaging), or other means of contemporaneous interactive communication, of a majority of a quorum of the members of a public body held for the purpose of discussing public business." <sup>5</sup> ILCS 120/1.02 ~~is amended by P.A. 94-1058, eff. 1-1-07.~~ Thus, ~~an email any electronic communication~~ discussing district business that circulates among a majority of a quorum of the board may qualify as a meeting for purposes of the Open Meetings Act and may be illegal. ~~A violation of the Open Meetings Act is a Class C misdemeanor (5 ILCS 120/4).~~

~~Most of the Electronic communications, most commonly email messages, between or among board members need not be preserved. The Local Records Act, 50 ILCS 205/1 et seq., governs retention of district records; its definition of "public record" is narrower than the definition in the Freedom of Information Act. Email These communications must be retained only when it contains they contain: (1) evidence of the district's organization, function, policies, procedures, or activities, or (2) informational data appropriate for preservation. While this is a slippery slope without definitive parameters, email electronic communication among board members that is permissible under this policy may generally be deleted; consult the board's attorney for a more thorough analysis and a legal opinion.~~

<sup>4</sup> ~~This sample electronic communications definition is optional and may be amended to reflect other recent methods of electronic communication. It uses the statutory examples given for the term electronic means at 5 ILCS 120.1.02 (see fn 3 above) along with more recent general terms for methods of electronic and contemporaneous interactive communications.~~

<sup>5</sup> Complying with these restrictions will help avoid an Open Meetings Act violation.

- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual responses to questions posed by community members, subject to the other limitations in this policy

LEGAL REF.: 5 ILCS 120/~~4~~ et seq.

CROSS REF.: 2:220 (School Board Meeting Procedure), 3:30 (Chain of Command), 8:110 (Public Suggestions and ~~Complaints~~ Concerns)

## School Board

### Access to District Public Records 1

Full access to the District's *public records* is available to any person as provided in the Illinois Freedom of Information Act (FOIA), this policy, and implementing procedures.

### Freedom of Information Officer 2

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

### Definition 3

The District's *public records* are defined as records, reports, forms, writings, letters, memoranda, books, papers, maps, photographs, microfilms, cards, tapes, recordings, electronic data processing records, electronic communications, recorded information and all other documentary materials pertaining to the transaction of public business, regardless of physical form or characteristics, having been prepared by or for, or having been or being used by, received by, in the possession of, or under the control of the School District.

### Requesting Records 4

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

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

<sup>1</sup> The Illinois Freedom of Information Act (FOIA) governs the subject matter in this policy (5 ILCS 140/, amended by P.A. 96-542). *Two laws limit the disclosure of employee performance evaluations (see fn 6).* State law does not explicitly require boards to adopt a policy on access to their records. However, a board policy is the logical instrument to memorialize the actions that are required to implement FOIA.

<sup>2</sup> Each board must designate one or more official(s) or employee(s) to act as its freedom of information officer(s) (5 ILCS 140/3.5, added by P.A. 96-542). Amend this sentence to identify by job title the freedom of information officer or use one of the following:

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

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

The School Code requires the FOIA report described in the second sentence of this section (105 ILCS 5/10-16); it is optional, however, for districts governed by a board of school directors.

<sup>3</sup> The definition is quoted from 5 ILCS 140/2(c), amended by P.A. 96-542. Substitute the following alternative for this paragraph if desired: "The definition of *public records*, for purposes of this policy, is the definition contained in Section 2(c) of FOIA without amendment."

<sup>4</sup> This section restates 5 ILCS 140/3(c), amended by P.A. 96-542. Districts may, but are not required to, accept oral requests. Compliance with an oral request may stave off the formal written request and permit more flexibility in the response. Add this option if the district wants to accept oral requests: "Oral requests may be accepted provided personnel are available to handle them." The response to an oral request should be documented. Districts may provide a request form for convenience but may not require its use. See 2:250-E1, *Written Request for District Records*.



other than to identify when the request is for a commercial purpose or when requesting a fee waiver. All requests for inspection and copying shall immediately be forwarded to the District's Freedom of Information Officer or designee.

### Responding to Requests

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

1. The requested material does not exist; <sup>5</sup>
2. The requested material is exempt from inspection and copying by the Freedom of Information Act; <sup>6</sup> or
3. Complying with the request would be unduly burdensome. <sup>7</sup>

Within 5 business days after receipt of a request for access to a public record, the Freedom of Information Officer shall comply with or deny the request, unless the time for response is extended as specified in Section 3 of FOIA. The Freedom of Information Officer may extend the time for a response for up to 5 business days from the original due date. If an extension is needed, the Freedom of Information Officer shall: (1) notify the person making the request of the reason for the delay, and (2) either inform the person of the date on which a response will be made or agree with the person in writing on a compliance period. <sup>8</sup>

When responding to a request for a record containing both exempt and non-exempt material, the Freedom of Information Officer shall redact exempt material from the record before complying with the request. <sup>9</sup>

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

<sup>6</sup> 5 ILCS 140/7 and 140/7.5, amended/added by P.A. 96-542, describe numerous explicit exceptions to the presumption that all public records are available for public inspection. Each record is "presumed to be open to inspection or copying" and the district will have "the burden of proving by clear and convincing evidence that it is exempt," (5 ILCS 140/1.2 and 140/11(f), added/amended by P.A. 96-542). A person who prevails in a court proceeding to enforce FOIA will be awarded attorney fees; the public body may incur a civil penalty of between \$2,500 and \$5,000 for a willful or intentional violation of FOIA or other action in bad faith (5 ILCS 140/11(i) and (j), amended by P.A. 96-542). School officials should seek the board attorney's advice concerning the denial of a record request.

Two State laws limit the disclosure of employee personnel evaluations:

1. The Personnel Record Review Act prohibits the disclosure of performance evaluations (§20 ILCS 40.11, amended by P.A. 96-1483).
2. The School Code prohibits the disclosure of public school teacher, principal, and superintendent performance evaluations except as otherwise provided in the certified employee evaluation laws (105 ILCS 5/24A-7.1, added by P.A. 96-861).

Appellate decisions from the former FOIA may be, but are not necessarily, relevant to several exemptions. See Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App.1, 2002)(student records are *per se* prohibited from disclosure); Copley Press, Inc. v. Peoria Sch. Dist., 834 N.E.2d 558 (Ill.App.3, 2005)(upheld a board's denial of a request for the superintendent's evaluation); and Gekas v. Williamson, 912 N.E.2d 347 (Ill.App.4, 2009)(all investigatory records for an employee are disclosable, despite a finding that the allegations were unfounded and no discipline was imposed).

<sup>7</sup> 5 ILCS 140/3(g), amended by P.A. 96-542.

<sup>8</sup> 5 ILCS 140/3(e) and (f), amended by P.A. 96-542.

<sup>9</sup> 5 ILCS 140/7, amended by P.A. 96-542. Redacting exempt portions is permitted, but not required, except that contractors' employees' address, telephone numbers, and social security numbers must be redacted before disclosure (5 ILCS 140/2.10, amended by P.A. 96-542). Reviewing past responses to FOIA requests will promote uniform treatment of requests for similar records.

### Copying Fees 10

Persons making a request for copies of public records must pay any applicable copying fee. The Freedom of Information Officer shall, as needed, recommend a copying fee schedule for the Board's approval. Copying fees, except when fixed by statute, are reasonably calculated to reimburse the District's actual cost for reproducing and certifying public records and for the use, by any person, of its equipment to copy records. No fees shall be charged for the first 50 pages of black and white, letter or legal sized copies. No fee shall be charged for electronic copies other than the actual cost of the recording medium.

### Access 11

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

Many public records are immediately available from the District's website including, but not limited to, a description of the District and the methods for requesting a public record. 12

### Preserving Public Records

Public records, including email messages, shall be preserved and cataloged if: (1) they are evidence of the District's organization, function, policies, procedures, or activities, (2) they contain informational data appropriate for preservation, (3) their retention is required by State or federal law, or (4) they are subject to a retention request by the Board Attorney (e.g. a litigation hold), District auditor, or other individual authorized by the School Board or State or federal law to make such a request. 13 Unless

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10 5 ILCS 140/6, amended by P.A. 96-542. The statute contains additional limitations on fees, including a prohibition on charging for the costs of any search for and review of the records or other personnel costs. The fee for black and white, letter or legal sized copies may not exceed 15 cents per page.

11 Public bodies may adopt rules for the time and places where records will be made available (5 ILCS 140/3(h), amended by P.A. 96-542). Amend this sentence to reflect where records will be made available.

12 Web-posting of high-interest records is an easy way to reduce paperwork. FOIA requires that the records identified in this sentence be posted at each administrative office, made available for copying, and posted on the district website, if any (5 ILCS 140/4, amended by P.A. 96-542). Many other records are required to be web-posted and this sentence may be amended to include them. If the district does not have a website, change this sentence as follows: "Some public records are available for immediate access including a description of the District and the methods for requesting a public record, and a list of all types or categories of records under its control." For a list of required web-postings, see exhibit 2:250-E2, *Immediately Available District Public Records*. Using the district's website is also a convenient way to comply with FOIA's requirement to identify documents that are *immediately* available (5 ILCS 140/3.5(a), added by P.A. 96-542). However, lawyers disagree as to whether having material web-posted suffices for having it *immediately* available without also having printed copies on-hand to distribute *immediately* on request. Although not required to be web-posted, a list of all types or categories of records under its control must be prepared and made available (5 ILCS 140/5). See 2:250-API, *Access to and Copying of District Public Records*.

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

Categorizing email messages is complicated because two laws apply and the rules differ when a board member is a party. See sample policy 2:140, *Communications To and From the Board*, for a discussion of email between or among board members. When employees or agents are using email for school purposes, the email messages may be *public records*, but will not necessarily be subject to disclosure depending on the topic discussed. FOIA's list of exemptions from disclosure determines whether these emails are subject to disclosure. For exemptions, see 5 ILCS 140/7 and 140/7.5, amended/added by P.A. 96-542.

its retention is required as described in items numbered 3 or 4 above, a public record, as defined by the Illinois Local Records Act, may be destroyed when authorized by the Local Records Commission. 14

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

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

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

The Prevailing Wage Act (820 ILCS 130/5) requires contractors, while participating on public works, to keep records of all laborers, mechanics, and other workers employed by them on the project and to submit this record monthly to the public body. The public body in charge of the project must keep these records for a period of not less than 3 years. These records must be made available in accordance with FOIA except that contractors' employees' address, telephone numbers, and social security numbers must be redacted before disclosure (5 ILCS 140/2.10, amended by P.A. 96-542).

14 50 ILCS 205/. Preservation and destruction of documents is covered in 2:250-AP-2, *Protocols for Record Preservation and Development of Retention Schedules*. See also the Ill. Secretary of State's website for information on preserving and destroying records, [www.cyberdriveillinois.com/departments/archives/records\\_management/recman.html](http://www.cyberdriveillinois.com/departments/archives/records_management/recman.html).

2:250

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## General School Administration

### Administrative Personnel Other Than the Superintendent <sup>1</sup>

#### Duties and Authority

The School Board establishes District administrative and supervisory positions in accordance with the District's needs and State law ~~and regulations~~. The general duties and authority of each administrative or supervisory position are approved by the Board, upon the Superintendent's recommendation, and contained in the respective position's job description. <sup>2</sup> In the event of a conflict, State law and/or the administrator's employment agreement shall control.

#### Qualifications

All administrative personnel shall be appropriately certificated and shall meet all applicable requirements contained in State law and Illinois State Board of Education rule. <sup>3</sup>

#### Evaluation

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

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

~~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.

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

<sup>3</sup> 105 ILCS 5/21-7.1 ~~contains and its implementing rule 23 Ill.Admin.Code §1.705 contain~~ administrative certificate requirements. The following option may be added at the end of this paragraph:

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

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

<sup>4</sup> Administrative personnel must be evaluated (105 ILCS 5/24A-1 and 5/24A-4, ~~amended by P.A.s 96-861 and 96-1423~~).

<sup>5</sup> The professional growth reporting requirements in this paragraph are optional. ~~Administrators who evaluate employees must participate at least once every 2 years in an in-service workshop on evaluation provided by ISBE (105 ILCS 5-24A-3). Continuing However, continuing professional education is required for administrative certificate renewal (105 ILCS 5/21-7.1(c), amended by P.A. 96-56.~~

~~A school board must require the administrators who evaluate employees to participate in an in-service training on the evaluation of certificated personnel that is provided or approved by ISBE (105 ILCS 5-24A-3 and 105 ILCS 5-24A-20(a)(4), amended by P.A. 96-861). This in-service training is also referred to as evaluation training. Administrative personnel must participate in this training (1) before they evaluate, and (2) at least once during each certificate renewal cycle (*Id.*).~~

### Administrative Work Year

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

### Compensation and Benefits

The Board will consider the Superintendent's recommendations when setting compensation for individual administrators. These recommendations should be presented to the Board no later than the March Board meeting or at such earlier time that will allow the Board to consider contract renewal and nonrenewal issues. <sup>7</sup>

Unless stated otherwise in individual employment contracts, all benefits and leaves of absence available to teaching personnel are available to administrative personnel. <sup>8</sup>

LEGAL REF: 105 ILCS 5/10-21.4a, 5/21-7.1, 5/24A-1, 5/24A-3, 5/24A-4, and 5/24A-~~420~~.  
23 Ill.Admin.Code §§1.310 and 1.705.

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

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*After September 1, 2012, administrators who evaluate employees may not do so until successful completion of a pre-qualification evaluator training program provided or approved by ISBE (105 ILCS 5/24A-3(b), amended by P.A. 96-861), ISBE and the Performance Evaluation Advisory Council must develop this pre-qualification evaluator training program as required by 105 ILCS 5/24A-20(a)(3), amended by P.A. 96-861. The program's purpose is to ensure that an evaluator's rating properly aligns to the performance indicators required by the Performance Evaluation Reform Act of 2010 (Id).*

<sup>6</sup> Legal holidays are provided by 105 ILCS 5/24-2. State law does not provide for vacation periods. See policy 5 330, *Sick Days, Vacation, Holidays, and Leaves*, for a sample vacation policy.

<sup>7</sup> State law does not address when salary issues should be presented to, or considered by, the board. The March deadline was chosen because the contract year is typically July 1 - June 30 and districts need adequate time to consider non-renewals and demotions before giving statutory notice. Alternatively, the policy could require that recommendations be presented "in a timely manner."

<sup>8</sup> State law does not require that administrative and teaching personnel receive identical benefits and leaves of absence, but it does set the minimum in days and type for all certificated personnel. See policy 5:250, *Leaves of Absence*, for the leaves of absence provided by State law.



## General School Administration

### Administrative Responsibility of the Building Principal <sup>1</sup>

The School Board, upon the recommendation of the Superintendent, employs Building Principals as the chief administrators and instructional leaders of their assigned schools. <sup>2</sup> The primary responsibility of a Building Principal is the improvement of instruction. <sup>3</sup> Each Building Principal shall perform all duties as described in ~~the~~ School Code as well as such other duties as specified in his or her employment agreement or as ~~agreed upon by the Superintendent may assign, that are consistent with the Building Principal's education and Superintendent training.~~ <sup>4</sup>

The Superintendent or designee shall develop and maintain a principal evaluation plan that complies with Section 24A-15 of ~~the~~ School Code. <sup>5</sup> Using that plan, the Superintendent or designee shall

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<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> 105 ILCS 5/10-21.4a.

<sup>3</sup> Required by 105 ILCS 5/10-21.4a.

<sup>4</sup> An alternative follows: "...or as ~~the Superintendent may assign, that are consistent with~~ agreed upon by the Building Principal's education and training Superintendent."

The principal's duties are generally described in 105 ILCS 5/10-21.4a. In addition, 105 ILCS 127/ ~~1-47 et seq.~~ requires the principal or designee to report to the police violations of the Controlled Substance Act occurring in a school or on school property, on a public way within 1000 feet of a school, or any conveyance used to transport students. See also 105 ILCS 5/10-20.14 and administrative procedure 7:190-AP3, *Guidelines for Reciprocal Reporting of Criminal Offenses Committed by Students*. State law requires a principal or teacher to notify the parents/guardians during school registration or parent-teacher conferences that information about sex offenders ~~and violent offenders against youth~~ is available to the public as provided in the Sex Offender Community Notification Law, 730 ILCS 152/ ~~141 et seq., as amended by P.A. 94-091, eff. 1-1-97, and Child Murderer and Violent Offender Against Youth Registration Act, 730 ILCS 154.~~ The county clerk may appoint high school principals or their designees as deputy registrars who may accept voter registrations of eligible students in the high school (10 ILCS 5/4-6.2).

<sup>5</sup> 105 ILCS 5/24A-15, ~~as added~~ amended by P.A. 94-1039 96-861. A board may want to add the components of the evaluation plan; the following optional provision contains the mandatory requirements:

The plan shall provide that the evaluation of a Building Principal:

1. Be performed by the Superintendent or designee, or an individual appointed by the Board who holds a registered Type 75 State administrative certificate;
2. Be in writing;
3. Take place by ~~February~~ March 1 of each year for a Building Principal on a single-year contract and by ~~February~~ March 1 of the final year of a contract for a Building Principal on a multi-year contract;
4. Include a description of the Building Principal's duties and responsibilities and the standards to which the Building Principal is expected to conform;
5. Consider the Building Principal's specific duties, responsibilities, management, and competence as a Building Principal;
6. Specify the Building Principal's strengths and weaknesses, with supporting reasons;
7. ~~Align with the Illinois Professional Standards for School Leaders or~~ research-based District standards established by administrative rule;
8. On and after September 1, 2012 provide for the use of data and indicators on student growth as a significant factor in rating performance; and
9. Provide that one copy of the evaluation must be included in the Building Principal's personnel file and one copy of the evaluation must be given to the Building Principal.

Significant factor: as used in #8 in the optional provision, will need to be defined by ISBE rules after collaboration with the Performance Evaluation Advisory Council (PEAC) (105 ILCS 5.24A-7, amended by P.A. 96-861). See [www.isbe.net/peac](http://www.isbe.net/peac) for the most recent information about ISBE and PEAC's implementation of the Performance Evaluation Act.

evaluate each Building Principal. <sup>6</sup> The Superintendent or designee may conduct additional evaluations. <sup>7</sup>

The Board and each Building Principal shall enter into an employment agreement that conforms to Board policy and State law. <sup>8</sup> The terms of an individual employment contract, when in conflict with ~~the evaluation plan or~~ this policy, will control.

LEGAL REF.: 10 ILCS 5/4-6.2.  
105 ILCS 5/2-3.53a, 5/10-20.14, 5/10-21.4a, and 5/24A-15.  
105 ILCS 127/1 ~~et seq.~~  
23 Ill.Admin.Code Part 35.

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

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<sup>6</sup> Required by 105 ILCS 5/10-21.4a and 105 ILCS 5/24A-15, ~~as added~~ amended by P.A. 94-1039 96-861.

<sup>7</sup> 105 ILCS 5-2-3.53a, as added by P.A. 94-1039, established Implementation of a principal mentoring program. Any individual who in any given year is hired as a principal on or after July 1, 2007 must participate in a new principal mentoring program during his or her first year as a principal in accordance with the requirements established ~~or dependent upon an appropriation sufficient to provide services to all first-year principals (105 ILCS 5-2-3.53a, amended by P.A. 96-373 and 23 Ill.Admin.Code Part 35).~~ Sufficient funding is based on the anticipated number of participants and the total amount of the appropriation for the mentoring. Each principal in his or her first year of employment must participate in mentoring activities during years when the program is implemented. If sufficient appropriations exist, principals in their second year of employment may elect to participate in a second year of mentoring if the principal has completed the mentoring program in the previous school year.

<sup>8</sup> 105 ILCS 5/10-23.8a and 5/10-23.8b govern principal contracts.

## Operational Services

### Identity Protection 1

The collection, storage, use, and disclosure of social security numbers by the School District shall be consistent with State and federal laws. The goals for managing the District's collection, storage, use, and disclosure of social security numbers are to: 2

1. Limit all activities involving social security numbers to those circumstances that are authorized by State or federal law.
2. Protect each social security number collected or maintained by the District from unauthorized disclosure.

The Superintendent is responsible for ensuring that the District complies with the Identity Protection Act, 5 ILCS 179/. Compliance measures shall include each of the following: 3

1. All employees having access to social security numbers in the course of performing their duties shall be trained to protect the confidentiality of social security numbers. Training should include instructions on the proper handling of information containing social security numbers from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle information or documents that contain social security numbers shall have access to such information or documents.
3. Social security numbers requested from an individual shall be provided in a manner that makes the social security number easily redacted if the record is required to be released as part of a public records request.
4. When collecting a social security number or upon request by an individual, a statement of the purpose(s) for which the District is collecting and using the social security number shall be provided. 4
5. All employees must be advised of this policy's existence and a copy of the policy must be made available to each employee. The policy must also be made available to any member of the public, upon request.

No District employee shall collect, store, use, or disclose an individual's social security number unless specifically authorized by the Superintendent. 5

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1 The Identity Protection Act, 5 ILCS 179/, requires that this subject matter be covered in policy and controls its content. The Act places greater limits on the use of SSNs than federal law. The Act defines *identity-protection policy* as "any policy created to protect social security numbers from unauthorized disclosure." Thus, the policy will be sufficient if it focuses exclusively on protecting the privacy and confidentiality of social security numbers. Each district must implement its identity-protection policy before 6/1/2011 (5 ILCS 179/35). *Social security number* is not capitalized in the Identity Protection Act (5 ILCS 179/5).

2 The list of goals is optional; it may be deleted, augmented, or otherwise amended.

3 Items 1-4 in this numbered list must be covered in board policy (5 ILCS 179/35(a)). Item #5 is not required to be in the policy but districts are required to do it (5 ILCS 179/35(b)). These compliance measures are covered in administrative procedure 4:15-AP, *Protecting the Privacy of Social Security Numbers*.

4 See 4:15-E2, *Exhibit - Statement of Purpose for Collection of Social Security Numbers*.



LEGAL REF.: 5 ILCS 179/, Identity Protection Act.

CROSS REF: 2:250 (Access to District Public Records), 5:150 (Personnel Records), 7:340 (Student Records)

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<sup>5</sup> This sentence is optional. Its intent is to inform employees of the need to have proper authority before collecting, storing, using, or disclosing SSNs. A board may attach a sanction to the paragraph by adding the following option: "An employee who has substantially breached the confidentiality of social security numbers may be subject to disciplinary action or sanctions up to and including dismissal in accordance with District policy and procedures."

## General Personnel

### Communicable and Chronic Infectious Disease <sup>1</sup>

The Superintendent shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies. <sup>2</sup>

An employee with a communicable or chronic infectious disease is encouraged to inform the Superintendent immediately and grant consent to being monitored by the District's Communicable and Chronic Infectious Disease Review Team. The Review Team, if used, provides information and recommendations to the Superintendent concerning the employee's conditions of employment and necessary accommodations. The Review Team shall hold the employee's medical condition and records in strictest confidence, except to the extent allowed by law. <sup>3</sup>

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. <sup>4</sup> An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.; 29 C.F.R. §1630.1 et seq.

*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. This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. This policy concerns a topic on which a board should seek legal advice before proceeding.

<sup>2</sup> District employment is contingent upon satisfactory results of a physical examination and freedom from communicable diseases (105 ILCS 5/24-5). The U.S. Supreme Court, however, has held that the Rehabilitation Act prohibits discrimination against a person handicapped by a communicable disease, provided that person is "otherwise qualified" to perform the job. School Bd. of Nassau County, Fla. v. Arline, 107 S.Ct. 1123 (1987) (teacher with tuberculosis was protected by the Rehabilitation Act). The decision supports the position that an HIV-positive employee or applicant who is "otherwise qualified" to perform the job must be reasonably accommodated despite having AIDS.

The Americans With Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325, may also protect an HIV-positive employee or applicant (42 U.S.C. §12102(2)(A)). The ADAAA made significant changes to the Americans with Disabilities Act's definition of disability by broadening the scope of coverage thus overturning a series of U.S. Supreme Court decisions that interpreted the Americans with Disabilities Act of 1990 in a way that made it difficult to prove that impairments were a disability. EEOC's regulations, 29 C.F.R. Part 1630, can be found at: [www.eeoc.gov/laws/types/disability\\_regulations.cfm](http://www.eeoc.gov/laws/types/disability_regulations.cfm). Boards should consult with their attorneys regarding how the ADAAA and its implementing regulations impact the employment of an individual with a communicable disease who is otherwise qualified to perform the job.

<sup>3</sup> This paragraph is optional. While not required by law, the creation and use of a Communicable and Chronic Infectious Disease Review Team could greatly assist a district's efforts to review data on an employee who has a communicable or infectious disease. Its members are appointed by the superintendent according to board policy, 2:150, *Committees*.

The Americans with Disabilities Act (ADA) specifies that only an employee's direct supervisor and someone who would need to know in the event of an emergency may have access to an employee's medical records (42 U.S.C. §12112(d)). The Review Team's ability to operate may depend on the employee's waiver of the ADA's confidentiality provisions.

<sup>4</sup> Required by 42 U.S.C. §12101 et seq.

Rehabilitation Act of 1973, 29 U.S.C. §791; 34 C.F.R. §104.1 et seq.  
Department of Public Health Act, 20 ILCS 2305/6.  
105 ILCS 5/24-5.  
Personnel Record Review Act, 820 ILCS 40/1 et seq.  
Control of Communicable Diseases, 77 Ill.Admin.Code Part 690.

CROSS REF.: 2:150 (Committees), 5:30 (Hiring Process and Criteria), 5:180 (Temporary  
Illness or Temporary Incapacity)

## **General Personnel**

### **Drug- and Alcohol-Free Workplace** <sup>1</sup>

All District workplaces are drug- and alcohol-free workplaces. All employees shall be prohibited from:

1. Unlawful manufacture, dispensing, <sup>2</sup> distribution, possession, use, or being under the influence <sup>3</sup> of a controlled substance while on District premises or while performing work for the District, and
2. Distribution, consumption, use, possession, or being under the influence <sup>4</sup> of alcohol while on District premises or while performing work for the District. <sup>5</sup>

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

As a condition of employment, each employee shall: <sup>6</sup>

1. Abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than 5 calendar days after such a conviction.

In order to make employees aware of dangers of drug and alcohol abuse, the District will: <sup>7</sup>

1. Provide each employee with a copy of the District Drug- and Alcohol-Free Workplace policy;
2. Post notice of the District Drug- and Alcohol-Free Workplace policy in a place where other information for employees is posted; <sup>8</sup>

*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. 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.

The federal Drug-Free Workplace Act applies only to the specific programs receiving federal funds (41 U.S.C. §701 <sup>et seq.</sup>). This policy, however, makes its requirements applicable to all employees in order to avoid confusion during implementation and to avoid complications when obtaining federal funds.

The federal "Safe and Drug-Free Schools and Communities Act" provides funds, upon application, for drug and violence prevention programs; it does not contain policy mandates. Illinois also has a Drug Free Workplace Act (30 ILCS 580/1-<sup>et seq.</sup> ~~The State act~~). <sup>11</sup> applies to districts with 25 or more employees working under a state contract or a grant of \$5,000 or more.

<sup>2</sup> "Manufacture" and "dispensing" are prohibited by the federal and State Workplace Acts.

<sup>3</sup> "Being under the influence" is not required by law; "use" may cover this. "Being under the influence of" is more difficult to prove and implies the use of testing; it may be omitted.

<sup>4</sup> *Id.*

<sup>5</sup> Optional; alcohol is not addressed in either the federal or State Drug-Free Workplace Acts.

<sup>6</sup> Required by the State and federal Drug-Free Workplace Acts.

<sup>7</sup> Required by the State and federal Drug-Free Workplace Acts (30 ILCS 580/3).

3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations; <sup>9</sup>
4. Enlist the aid of community and State agencies with drug and alcohol informational and rehabilitation programs to provide information to District employees;
5. Establish a drug-free awareness program to inform employees about:
  - a. The dangers of drug abuse in the workplace,
  - b. Available drug and alcohol counseling, rehabilitation, re-entry, and any employee assistance programs, and
  - c. The penalties that the District may impose upon employees for violations of this policy.

#### District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. <sup>10</sup> Alternatively, the School Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction. <sup>11</sup>

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction. <sup>12</sup>

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12114.  
 Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15.  
 Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et seq.  
 Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et seq.  
 Drug-Free Workplace Act, 30 ILCS 580/1 et seq.

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<sup>8</sup> As an alternative, replace the phrase "in a place where other information for employees is posted" with the district's local method (e.g., staff intranet, Internet, etc.).

<sup>9</sup> Grants may be available from the State Board of Education for developing a drug-free awareness program (105 ILCS 5/2-3.93). The drug-free awareness program requirement can be met by developing a brochure on drug abuse or by contacting local, State, or national anti-drug abuse organizations for materials. The materials should be distributed to employees along with a list of places employees may call for assistance.

<sup>10</sup> An employee who currently uses illegal drugs is not protected under the Americans with Disabilities Act (ADA) when the district acts on the basis of such use (42 U.S.C. §12114). Drug abusers and alcoholics may still be protected as "handicapped" under the Rehabilitation Act of 1973 (29 U.S.C. §706 et seq.) or the Illinois Human Rights Act (775 ILCS 5/1-101 et seq.; 56 Ill.Admin.Code §2500.20). The Rehabilitation Act, however, excludes from protection "an alcohol or drug abuser whose current use of alcohol or drugs prevents such individual from performing the duties of the job in question or whose employment . . . would constitute a direct threat to the property or the safety of others," (29 U.S.C. §706 (7)(B)).

The ADA neither authorizes nor prohibits drug testing; it allows the results of such tests to be used as the basis for disciplinary action (42 U.S.C. §12114; 29 C.F.R. §1630.16 (c)). Drug tests may still violate other laws, e.g., Title VI and the Rehabilitation Act (42 U.S.C. §2000e et seq.; and 29 U.S.C. §706 et seq.).

<sup>11</sup> Required by both the federal and State Drug-Free Workplace Acts.

<sup>12</sup> Id.

## General Personnel

### Personnel Records 1

The Superintendent or designee shall manage the maintenance of personnel records in accordance with State and federal law and School Board policy. Records, as determined by the Superintendent, are retained for all employment applicants, employees, and former employees given the need for the District to document employment-related decisions, evaluate program and staff effectiveness, and comply with government recordkeeping and reporting requirements. Personnel records shall be maintained in the District's administrative office, under the Superintendent's direct supervision.

Access to personnel records is available as follows:

1. An employee will be given access to his or her personnel records according to State law and guidelines developed by the Superintendent. ~~2 No one else may have access to an~~
2. An employee's personnel files and personal information except for: (1) a supervisor or other management employee who has an employment or business-related reason to inspect the record; or (2) anyone who has is authorized to have access.
3. Anyone having the respective employee's written consent may have access.
4. Access will be granted to anyone authorized by State or federal law to have access.
5. All other requests for access to personnel information are governed by Board policy 2.250, Access to District Public Records. 3

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

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

This policy is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. When a policy's subject matter is superseded by a bargaining agreement, the board policy can state, "Please refer to the current [insert name of ~~professional~~ any applicable CBA]."

**2** An employee has the right to view his or her personnel file contents, with a few exceptions (Ill. Personnel Record Review Act, 820 ILCS 40/ ~~et seq.~~). Thus, personnel files should contain only factual and accurate job-related information. In addition, the Personnel Record Review Act identifies records that may not be kept, that is, a record of an employee's associations, political activities, publications, communications, or non-employment activities as well as records identifying an employee as the subject of an investigation by DCFS if the investigation resulted in an unfounded report as specified in the Abused and Neglected Child Reporting Act.

**3** Unless a specific exemption is available, personnel file information is available to anyone making a FOIA request (5 ILCS 140/). Specific exemptions protect the following:

1. Private information meaning "unique identifiers, including a person's social security number, driver's license number, employee identification number, biometric identifiers, personal financial information, passwords or other access codes, medical records, home or personal telephone numbers, and personal email addresses. Private information also includes home address and personal license plates, except as otherwise provided by law or when compiled without possibility of attribution to any person." This exemption is subject to prior review by the Public Access Officer.
2. Personal information "the disclosure of which would constitute a clearly unwarranted invasion of personal privacy" (5 ILCS 140/7(b) and (c)).

The Personnel Record Review Act prohibits the disclosure of a performance evaluation under FOIA (820 ILCS 40/11, amended by P.A. 96-1483). The treatment of a request for a disciplinary report, letter of reprimand, or other disciplinary action depends on the age of the responsive record. If the responsive record is more than 4 years old, the request should be denied unless the disclosure is permitted by the Act (5 ILCS 140/7.5(q); 820 ILCS 40/8). If the responsive record is 4 years old or less, the district should provide the record and must notify the employee in written form or through email, if available (820 ILCS 40/7, amended by P.A. 96-1212).

The School Code prohibits the disclosure of school teacher, principal, and superintendent performance evaluations except as otherwise provided in the certified employee evaluation laws (105 ILCS 5/24A-7.J, added by P.A. 96-861).



The Superintendent or designee shall manage a process for responding to inquiries by a prospective employer concerning a current or former employee's job performance. 4 The Superintendent shall execute the requirements in the Abused and Neglected Child Reporting Act whenever another school district asks for a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS. 5

When requested for information about an employee by an entity other than a prospective employer, the District will only confirm position and employment dates unless the employee has submitted a written request to the Superintendent or designee.

LEGAL REF.: 745 ILCS 46/10.  
820 ILCS 40/1 et seq.  
23 Ill.Admin.Code §1.660.

CROSS REF.: 2:250 (Access to District's Public Records), 7:340 (Student Records)

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The Health Insurance Portability and Accountability Act (HIPAA) created national standards to protect individuals' medical records and other personal health information. If a district is a covered entity (i.e., offers a self-insured group health plan or flexible spending account), it must establish clear procedures to protect the employee's health information (45 C.F.R. §164.502). Such districts should consult their attorneys and insurance provider for assistance.

4 The Employment Record Disclosure Act (745 ILCS 46/10) provides conditional immunity to employers responding to a reference request; it states: "Any employer or authorized employee or agent acting on behalf of an employer who, upon inquiry by a prospective employer, provides truthful written or verbal information, or information that it believes in good faith is truthful, about a current or former employee's job performance is presumed to be acting in good faith and is immune from civil liability for the disclosure and the consequences of the disclosure." This immunity statute does not, however, create an exemption to the requirements in the Personnel Record Review Act. The Review Act requires an employer to give an employee written notice before divulging a "disciplinary report, letter of reprimand, or other disciplinary action to a third party," (820 ILCS 40/7). An employment application may contain a waiver of this notice (Id.).

5 325 ILCS 5/4 requires a superintendent, upon being asked for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DCFS. For more information, see 5:150-AP, *Personnel Records*.

## Professional Personnel

### Terms and Conditions of Employment and Dismissal <sup>1</sup>

The ~~School Board delegates authority and responsibility to the~~ Superintendent to shall manage the terms and conditions for the employment of professional personnel. The Superintendent shall act reasonably and comply with State and federal law as well as any applicable collective bargaining agreement in effect. The Superintendent is responsible for making dismissal recommendations to the Board consistent with the Board's goal of having a highly qualified, high performing staff. <sup>2</sup>

#### Duty Free Lunch

~~Teachers employed for at least 4 hours per day shall receive a duty free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.~~

#### Holidays

~~Teachers shall be paid for, but shall not be required to work on, legal school holidays.~~

### School Year and Day

Teachers shall work according to the school calendar adopted by the Board, which shall have a minimum of 176 student attendance days and a minimum of 180 teacher work days, including teacher institute days. <sup>3</sup>

Teachers are required to work the school day adopted by the Board. <sup>4</sup> ~~Teachers employed for at least 4 hours per day shall receive a duty-free lunch equivalent to the student lunch period, or 30 minutes, whichever is longer.~~ <sup>5</sup>

The District accommodates employees who are nursing mothers according to provisions in the ~~Nursing Mothers in the Workplace Act~~ State and federal law. <sup>6</sup>

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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 or federal law controls this policy's content. This policy contains items on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. The local collective bargaining agreement may contain provisions that exceed these requirements. When a policy's subject matter is superseded by a bargaining agreement, the board policy can state, "Please refer to the current ~~Professional Agreement between the Classroom Teachers' Association and the School Board~~ insert name of any applicable CBA."

<sup>2</sup> This paragraph is consistent with the IASB's "Foundational Principles of Effective Governance." Boards have 3 options for using this paragraph: (1) use it as an introduction to the rest of the policy, (2) use it alone leaving the specific other topics for administrative implementation, or (3) do not use it.

<sup>3</sup> 105 ILCS 5/10-19. ~~See policy 6:20, School Year Calendar and Day. Unless a district receives a waiver or modification pursuant to Sec. 2-3.25g, teachers are not required to work on a legal school holiday (105 ILCS 5/24-2). A holiday will not cause a deduction from an employee's time or compensation (Id.). See policy 5:330, Sick Days, Vacation, Holidays, and Leaves, for a holiday listing as well as a discussion of the case finding the State-mandated school holiday on Good Friday unconstitutional.~~

<sup>4</sup> The length of the school day is left to the board's discretion absent an individual or collective bargaining contract. With several exceptions, the student attendance day must include at least 5 class hours of direct teacher supervision (105 ILCS 5/18-8).

<sup>5</sup> 105 ILCS 5/24-9.

<sup>6</sup> ~~740 ILCS 137/ 820 ILCS 260/ et seq. The following is for an administrative procedure or staff handbook.~~



## Salary

Teachers shall be paid according to the salary schedule adopted by the Board, but in no case less than the minimum salary provided by ~~the~~ the School Code. 7 Teachers shall be paid at least monthly on a 10- or 12-month basis. 8

## Assignments and Transfers

The Superintendent is authorized to make teaching, study hall, extra class duty, and extracurricular assignments. 9 In order of priority, assignments shall be made based on the District's needs and best interests, employee qualifications, and employee desires.

## Dismissal

The District will follow State law when dismissing a teacher. 10

An employee who is a nursing mother may take reasonable unpaid breaks each day to express breast milk. The employee's supervisor shall help the employee arrange a break schedule accommodating the nursing mother while minimizing disruption. The break time must, if possible, run concurrently with any break time already provided to the employee. The supervisor shall make reasonable efforts to provide a location in close proximity to the work area, other than a toilet stall, where an employee can express her milk in private.

An employer is not required to provide break time if to do so would unduly disrupt its operations. A school employer would find this difficult to demonstrate. Thus, the sample AP omits this provision. La Leche's web site contains additional information on breast feeding and a summary of legal ramifications. <http://www.laleche.org>, and 29 U.S.C. §207(r). See 5.10-AP, *Workplace Accommodations for Nursing Mothers*, for language appropriate for a personnel handbook.

7 105 ILCS 5/10-20.7, 5/10-21.1, and 5/24-1. Minimum salary is found in 105 ILCS 5/24-8. The board's authority to set salaries has been significantly eroded by mandatory collective bargaining (115 ILCS 5/1-et seq.). State law requires:

1. An itemized compensation report for every employee holding an administrative certificate and working in that capacity must be annually presented to the board and published on the district's website, if any, on or before October 1 (105 ILCS 5/10-20.50, added by P.A. 96-434 and recodified by P.A. 96-1000).
2. A salary information report for the superintendent and all administrators and teachers must be annually given to ISBE on or before July 1 (105 ILCS 5/10-20.47, added by P.A. 96-266 and recodified by P.A. 96-1000).

8 105 ILCS 5/24-21.

9 Districts are required to have a policy on the distribution of the listed assignments (23 Ill.Admin.Code §1.420(d); inclusion in a collective bargaining agreement, however, should fulfill this requirement.

Absent an individual or collective bargaining agreement, the board has unilateral discretion to assign or retain a teacher to or in an extracurricular duty. *Betebner v. Bd. of Educ.*, 84 N.E.2d 569 (Ill.App.4, 1949); *Dist. 300 Educ. Assoc. v. Bd. of Educ.*, 334 N.E.2d 165 (Ill.App.2, 1975); *Lewis v. Bd. of Educ.*, 537 N.E.2d 435 (Ill.App.5, 1989).

10 State personnel laws include:

Non-tenure Teacher Discharge	105 ILCS 5/24-11
Reduction in Force	105 ILCS 5/24-12
Tenured Teacher Discharge Where Cause Remediable	105 ILCS 5/24-12 (prior warning required) 105 ILCS 5/24-12 (procedural mandates) 105 ILCS 5/10-22.4 (general authority)
Tenured Teacher Discharge Where Cause Irremediable	105 ILCS 5/24-12 (no prior warning required) 105 ILCS 5/24-12 (procedural mandates) 105 ILCS 5/10-22.4 (general authority)
Tenured Teacher Discharge Unsatisfactory Evaluation	105 ILCS 5/24A-5, amended by P.A.s 96-861 and 96-1423 (participation in remediation plan) 105 ILCS 5/24-12 (no prior warning required if causes were subject of prior remediation plan) 105 ILCS 5/24-12 (procedural mandates) 105 ILCS 5/10-22.4 (general authority)
Educational Support Personnel Employees (non-certificated)	105 ILCS 5/10-23.5
Probationary Teacher (non-tenure teacher)	105 ILCS 5/24-11

## Evaluation

The District's teacher evaluation system will be conducted under the plan ~~filed with the Illinois~~ developed pursuant to State ~~Board of Education law~~. 11

On an annual basis, the Superintendent will provide the Board with a written report which outlines the results of the District's teacher evaluation system.

LEGAL REF.: 105 ILCS 5/10-19, 5/18-8, 5/24-2, 5/24-8, 5/24-9, 5/24-21, 5/24A-4, and 5/24A-5.  
820 ILCS 260/1 ~~et seq.~~  
Cleveland Board of Education v. Loudermill, 105 S.Ct. 1487(1985).

CROSS REF.: 5:290 (Employment Termination and Suspensions), 6:20 (School Year Calendar and Day)

Various components of a RIF (e.g., impact and decision to RIF) and an evaluation plan (e.g., development, implementation, and impact) may be subject to mandatory collective bargaining. Central City Educ. Assoc. v. IELRB, 599 N.E.2d 892 (Ill. 1992). Districts should contact their attorneys on this matter.

Volunteer firefighters may not be fired for responding to an emergency (~~P.A. 93-1427~~ 50 ILCS 748). The successful dismissal of a professional employee requires early assistance from the district's attorney. The plethora of ~~recent~~ decisions include:

1. Baird v. Warren Community Unit School District No. 205, ~~84-43-3634~~ 389 F.3d 685 (7th Cir., 2004)(because board members denied a dismissed superintendent procedural due process rights, they were denied qualified immunity);
2. Joliet Township High School District v. ISBE, 770 N.E.2d 711(Ill.App.3, 2002)(a teacher's misuse of sick leave was remediable misconduct for which a warning was required before the teacher could be dismissed);
3. Community Consolidated School District No. 54 v. Spangler, 767 N.E.2d 452 (Ill.App.1, 2002)(teacher failed to satisfactorily complete remediation plan; hearing officer found that the unsatisfactory rating was unwarranted because the offenses were not serious);
4. Lifton v. Board of Education of City of Chicago, 318 F.Supp.2d 674 (N.D.Ill., 2004)(issuance of warning resolution was not pretext for retaliating against teacher for exercise of her free speech rights and she was not entitled to due process before issuance of warning);
5. Younge v. Board of Education of City of Chicago, 788 N.E.2d 1153 (Ill.App.1, 2003)(reporting to work under the influence of marijuana was irremediable);
6. Buchna v. ISBE, 795 N.E.2d 1045 (Ill.App.3, 2003)(district required to rate teacher's performance according to statutory classifications of "excellent," "satisfactory," and "unsatisfactory" State law).

11 All certificated school district employees must be evaluated and remedial action taken when appropriate (105 ILCS 5/24A-1 ~~et seq.~~ amended by P.A.s 96-861 and 96-1423). Each school district must develop "in cooperation with" its teachers or, where applicable, the exclusive bargaining representative of its teachers, an evaluation plan for all ~~tenured~~ teachers. The term "~~teacher~~" includes administrators. 105 ILCS 5/24A-4, amended by P.A. 96-861 ~~no longer requires a district to file its evaluation plan with ISBE.~~

~~By September 1, 2012, teacher evaluation plans must require: (1) non-tenured teacher evaluations once every school year, (2) tenured teacher evaluations once every two school years, (3) ratings of tenured teachers as: excellent, proficient, needs improvement or unsatisfactory, and (4) tenured teachers who receive a needs improvement or unsatisfactory rating to follow either a professional development or remediation plan respectively.~~

~~By September 1, 2016, all school districts must incorporate student growth as a significant factor in teacher evaluations. Depending upon the circumstances, some districts must incorporate student growth in teacher evaluations before this date, e.g., districts receiving school improvement grants, etc. For a timeline when individual districts must incorporate student growth as a significant factor for teacher evaluations see [www.isbe.state.il.us/PEAC/pdf/timeline\\_no\\_rtr\\_0910.pdf](http://www.isbe.state.il.us/PEAC/pdf/timeline_no_rtr_0910.pdf), and consult the board attorney. Significant factor will need to be defined by ISBE rules after collaboration with the Performance Evaluation Advisory Council (PEAC). See [www.isbe.net/peac/](http://www.isbe.net/peac/) for the most recent information about ISBE and PEAC's implementation of P.A. 96-861.~~

## **Educational Support Personnel**

### **Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers** <sup>1</sup>

The District shall adhere to federal law and regulations requiring a drug and alcohol testing program for school bus and commercial vehicle drivers.

This program shall comply with the requirements of ~~the Code of Federal Regulations, Title 49 §382 et seq.~~ federal law. The Superintendent or designee shall adopt and enact regulations consistent with the federal regulations, defining the circumstances and procedures for the testing. <sup>2</sup>

LEGAL REF.:      49 U.S.C. §~~2717~~ 31301 et seq., Alcohol and Controlled Substances Testing (Omnibus Transportation Employee Testing Act of 1991).  
                          49 C.F.R. Parts 40 (Procedures for Transportation Workplace Drug and Alcohol Testing Programs), 382 (Controlled Substance and Alcohol Use and Testing), and 395 (Hours of Service of Drivers).

CROSS REF.:      4:110 (Transportation), 5:30 (Hiring Process and Criteria), 5:280 (Duties and Qualifications)

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

The federal Omnibus Transportation Testing Act of 1991 requires that all persons subject to commercial driver's license requirements be tested for alcohol, marijuana, cocaine, amphetamines, opiates (including heroin), and phencyclidine (PCP). State law also requires testing for bus driver permit applicants who are not subject to the federal Omnibus Transportation Testing Act of 1991 (625 ILCS 5/6-106.1). State law also allows for drug and alcohol testing for any driver on a public roadway; i.e., implied consent (625 ILCS 5/11-501.1). Drug testing by government entities constitutes a search of an individual, thereby invoking State and federal constitutional law. In determining whether post-employment testing of a school bus driver is permissible, a court will balance the privacy interests of the employee against the district's interest. International Brotherhood of Teamsters v. Department of Transportation, 932 F.2d 1292 (9th Cir. 1991). For districts that employ staff members in positions requiring a commercial driver's license, see the U.S. Dept. of Transportation - Office of the Secretary, Office of Drug and Alcohol Policy and Compliance's guidance and best practices document titled "What Employers Need to Know About DOT Drug and Alcohol Testing," available at: [www.dot.gov/ost/dapc/documents/EmployerGuidelinesOctober012010.pdf](http://www.dot.gov/ost/dapc/documents/EmployerGuidelinesOctober012010.pdf).

<sup>2</sup> Additional provision for districts that contract-out their transportation services:

This policy shall not be implemented, and no administrative procedures will be needed, until it is reasonably foreseeable that the District will hire staff for a position(s) requiring a commercial driver's license.

## Instruction

### Using Animals in the Educational Program <sup>1</sup>

Animals may be brought into school facilities for educational purposes according to procedures developed by the Superintendent assuring: (a) the animal is appropriately housed, humanely cared for, and properly handled, and (b) students will not be exposed to a dangerous animal or an unhealthy environment. <sup>2</sup>

Experiments on living animals are prohibited; however, behavior studies that do not impair an animal's health or safety are permissible. <sup>3</sup> The dissection of dead animals or parts of dead animals shall be allowed in the classroom only when the dissection exercise contributes to or is a part of an illustration of pertinent study materials. All dissection of animals shall be confined to the classroom and must comply with The the School Code.

Students who object to performing, participating in, or observing the dissection of animals are excused from classroom attendance without penalty during times when such activities are taking place. <sup>4</sup> No student will be penalized or disciplined for refusing to perform, participate in, or observe a dissection. The Superintendent or designee shall inform students of: (1) their right to refrain from performing, participating in, or observing dissection, and (2) which courses contain a dissection unit and which of those courses offers an alternative project. <sup>5</sup>

LEGAL REF.: 105 ILCS 5/2-3.122, 5/27-14, and 112/4 ~~et seq.~~

CROSS REF.: 6:40 (Curriculum Development)

ADMIN PROC.: 6:120 AP3 (Service Animal Access Requests), 6:120 AP3.1.1 (Request for a Service Animal to Accompany a Student in School Facilities)

*(The examples are not intended to be part of an adopted policy; they should be removed before the policy is adopted.)*

<sup>1</sup> State or federal law controls this policy's content.

<sup>2</sup> This paragraph is optional and is not controlled by State or federal statute or rule.

<sup>3</sup> This sentence's first clause is required by 105 ILCS 5/27-14; the clause after the semi-colon is a reasonable interpretation that will allow the use of mouse-mazes.

<sup>4</sup> State law prohibits schools from penalizing a student who refuses to perform, participate in, or observe dissection (105 ILCS 112/25).

<sup>5</sup> ISBE's guidelines for helping schools give notice to students, parents, teachers, and administrators are available at [www.isbe.net/files/science-mandates.htm](http://www.isbe.net/files/science-mandates.htm). State law does not require that objecting students receive an alternative project. Instead, it says that the student may be given an alternative project that provides the student, through means other than dissection, with knowledge similar to that expected to be gained during the dissection project.



## Instruction

### Home and Hospital Instruction <sup>1</sup>

A student who is absent from school for an extended period of time or ongoing intermittent absences, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. <sup>2</sup> Appropriate educational services from qualified staff shall begin as soon as eligibility is established. <sup>3</sup> Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction (1) before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as, and (2) for up to 3 months after the child's birth or a miscarriage. <sup>4</sup>

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, 5/18-4.5, and 5/18-8.05.  
23 Ill.Admin.Code §§1.610 and 226.300.

CROSS REF.: 6:120 (Education of Children with Disabilities), 7:10 (Equal Educational Opportunity), 7:280 (Communicable and Chronic Infectious Disease)

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. The following State laws and ISBE rules govern homebound and hospital instruction: 105 ILCS 5/14-13.01(a), amended by P.A. 96-257 (reimbursement for home and hospital instruction along with factors to qualify for it); 105 ILCS 5/18-4.5 (governs reimbursement for home and hospital instruction); 105 ILCS 5/18-8.05 (an instructional session of one clock hour may be counted as ½ day of attendance, however, a student must receive 4 or more instructional clock hours to count as a full day of attendance); 23 Ill.Admin.Code §226.300 (home/hospital service for a special education student); ISBE General State Aid Claim form.

<sup>2</sup> 105 ILCS 5/14-13.01(a), amended by P.A. 96-257 and 23 Ill.Admin.Code §226.300 require, at a minimum, all students to provide a written statement from a physician licensed to practice medicine in all of its branches stating the existence of a medical condition, the impact on the student's ability to participate in education, and the anticipated duration or nature of the child's absence from school. A student with health needs may be protected by the Individuals with Disabilities Education Act (20 U.S.C. §1401(3)) or Section 504 of the Rehabilitation Act (29 U.S.C. §794(a)).

<sup>3</sup> Id. 23 Ill.Admin.Code §226.300(g) also requires home or hospital instructors to meet the requirements listed in 23 Ill.Admin.Code §1.610; i.e., proper certification as required by 105 ILCS 5-21-1 and 23 Ill.Admin.Code §25.464.

<sup>4</sup> 105 ILCS 5/10-22.6a, Number (2) does not require a physician's written statement.

## Instruction

### English Language Learners <sup>1</sup>

The District offers opportunities for resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Language Learners that will:

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners. <sup>2</sup>
2. Appropriately identify students with limited English-speaking ability. <sup>3</sup>
3. Comply with State law regarding the Transitional Bilingual Educational Program ~~and (TBE)~~ <sup>4</sup> Transitional Program of Instruction (TPI), whichever is applicable. <sup>4</sup>
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to serve them. <sup>5</sup>
5. Determine the appropriate instructional program and environment for English Language Learners. <sup>6</sup>
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. <sup>7</sup>

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

<sup>1</sup> State or federal law controls this policy's content. The assessment and accountability provisions in NCLB and State law include limited English proficient students (20 U.S.C. §6312-6319 and 34 C.F.R. Part 200). NCLB also provides funding to support schools' efforts to help children who are limited English proficient "develop high levels of academic attainment in English and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet," (20 U.S.C. §6801 *et seq.*). Reimbursement for programs is contingent on the submission and approval of a program plan and request for reimbursement in accordance with the requirements in 105 ILCS 5/14C-12 and 23 Ill.Admin.Code Part 228. This policy uses "English Language Learners" (ELL) rather than "Limited English Proficient" – the labels are interchangeable for the purpose of this policy.

For purposes of this policy, "English Language Learners" is synonymous with the State law definition of "children of limited English-speaking ability," that is, all children in grades pre-K through 12 who, (1) were not born in the U. S., whose ~~native language~~ <sup>native language</sup> is a language other than English, and who are incapable of performing ordinary class work in English; or (2) were born in the U. S. of parents possessing no or limited English-speaking ability and who are incapable of performing ordinary class work in English (105 ILCS 5/14C-2, as amended by P.A. 95-793, 23 Ill.Admin.Code §228.10).

<sup>2</sup> This policy's first sentence and the first numbered paragraph both allow a school board to consider the goals for its English Language Learners programs; a board should amend the sample policy accordingly.

<sup>3</sup> Districts must administer a home language survey to each student entering the district's schools for the first time for the purpose of identifying students of non-English background (23 Ill.Admin.Code §228.15). ISBE's website contains useful information about communicating with parents/guardians, including sample Home Language Surveys and program letters in many languages ([http://www.isbe.net/bilingual/letters/the\\_mission](http://www.isbe.net/bilingual/letters/the_mission)).

For purposes of identifying students eligible to receive special education, districts must administer non-discriminatory procedures to English Language Learners coming from homes in which a language other than English is used (105 ILCS 5/14-8.02).

<sup>4</sup> 105 ILCS 5/14C-3 and 23 Ill.Admin.Code §228.25.

<sup>5</sup> 20 U.S.C. §§6312-6319 and 6801 *et seq.*; 34 C.F.R. Part 200; 105 ILCS 5/14C-1 *et seq.*; and 23 Ill.Admin.Code Part 228.

<sup>6</sup> 23 Ill.Admin.Code §228.25.

7. Include English Language Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. <sup>8</sup>
8. Provide information to the parents/guardians of English Language Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. <sup>9</sup>

Parent Involvement <sup>10</sup>

Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Language Learners programs.

LEGAL REF.: 20 U.S.C. §§6312-6319 and 6801.  
34 C.F.R. Part 200.  
105 ILCS 5/14C-1 et seq.  
23 Ill.Admin.Code Part 228.

CROSS REF.: 6:15 (School Accountability), 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program)

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<sup>7</sup> 23 Ill.Admin.Code §228.15(c).

<sup>8</sup> 34 C.F.R. Part 200.

<sup>9</sup> 20 U.S.C. §7012(a) and 23 Ill.Admin.Code §228.40.

<sup>10</sup> 20 U.S.C. §7012(e) and 23 Ill.Admin.Code ~~§Part 228 34-54.~~

## Instruction

### Extracurricular and Co-Curricular Activities <sup>1</sup>

The Superintendent must approve an activity in order for it to be considered a District-sponsored extracurricular or co-curricular activity, using the following criteria:

1. The activity will contribute to the leadership abilities, social well-being, self-realization, good citizenship, or general growth of student-participants.
2. Fees assessed students are reasonable and do not exceed the actual cost of operation.
3. The District has sufficient financial resources for the activity.
4. ~~Student body desires are considered.~~
4. Requests from students.
5. The activity will be supervised by a school-approved sponsor.

Non-school sponsored student groups are governed by School Board policy, 7:330, *Student Use of Buildings - Equal Access*. <sup>2</sup>

### Academic Criteria for Participation

For students in kindergarten through 8th grade, <sup>3</sup> selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies. Students must satisfy all academic standards and must comply with the activity's rules and the student conduct code.

For high school students, <sup>4</sup> ~~selection of members or participants is at the discretion of the teachers, sponsors, or coaches, provided that the selection criteria conform to the District's policies.~~ Participation in co-curricular activities is dependent upon course selection and successful progress in those courses. In order to ~~be eligible to participate in any school-sponsored or school-supported~~

*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 school board in a district that maintains any of grades 9-12 must have a *no pass-no play* policy (105 ILCS 5/10-20.30). State or federal law controls some aspects of this policy's content. The criteria for determining whether to sponsor a specific activity is a local board decision, except that an ISBE rule requires that the desires of the student body be considered (23 Ill.Admin.Code §1.420).

As State law does not define extracurricular or co-curricular, a board may desire to explain these terms in the policy, such as by including the following option at the beginning of the policy:

Extracurricular or co-curricular activities are school-sponsored programs for which some or all of the activities are outside the instructional day. They do not include field trips, homework, or occasional work required outside the school day for a scheduled class. *Co-curricular activity* refers to an activity associated with the curriculum in a regular classroom and is generally required for class credit. *Extracurricular activity* refers to an activity that is not part of the curriculum, is not graded, does not offer credit, and does not take place during classroom time; it includes competitive interscholastic activities and clubs.

<sup>2</sup> *Non-curriculum related* extracurricular activities that meet during non-instruction time in secondary schools trigger the Equal Access Act, 20 U.S.C. §4071 *et seq.* The Equal Access Act prohibits the school from denying fair opportunity or *equal access* to any students who wish to conduct a meeting within a limited open forum on the basis of the religious, political, philosophical, or other content of the speech at such a meeting. The U.S. Supreme Court interpreted "non-curriculum related student group" as any student group that does not directly relate to the body of courses offered by the school. Board of Education of Westside Community School Dist. v. Mergens, 110 S.Ct. 2356 (1990).

<sup>3</sup> High school districts should omit this paragraph.

<sup>4</sup> Elementary districts should omit this paragraph.



athletic or extracurricular activity, a student must maintain an overall \_\_\_\_ grade point average. <sup>5</sup> Any student-participant failing to meet these academic criteria shall be suspended from the activity for \_\_\_\_ calendar days or until the specified academic criteria are met, whichever is longer. <sup>6</sup>

LEGAL REF.: 105 ILCS 5/10-20.30 and 5/24-24.

CROSS REF.: 4:170 (Safety), 7:40 (Nonpublic School Students, Including Parochial and Home-Schooled Students), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:300 (Extracurricular Athletics), 7:330 (Student Use of Buildings - Equal Access), 8:20 (Community Use of School Facilities)

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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>5</sup> Each board in a district that maintains any of grades 9-12 must have a *no pass-no play* policy (105 ILCS 5/10-20.30). The policy must specify a minimum grade point average (left blank in the sample policy) AND/OR a minimum grade in each course, such as *passing* (see alternatives below). The policy must provide a suspension period – stated in sample policy as “\_\_\_\_ calendar days or until the specified academic criteria are met, whichever is longer.” The procedure for implementing this policy is an administrative, management function. Alternatives follow:

Alternative 1: ...a student must maintain an overall \_\_\_\_ grade point average and a passing grade [or minimum grade of \_\_\_\_] in each course the student is enrolled.

Alternative 2: ...a student must maintain a passing grade [or minimum grade of \_\_\_\_] in each course the student is enrolled.

Alternative 3: ...a student must satisfy the Illinois High School Association's scholastic standing requirements [doing passing work in at least 20 credit hours of high school work per week].

<sup>6</sup> Alternatives include:

Alternative 1: ...shall be suspended from the activity for \_\_\_\_ calendar days. [omitting the rest of the sentence.]

Alternative 2: ...shall be suspended from the activity until the specified academic criteria are met.

## Instruction

### Community Resource Persons and Volunteers 1

The School Board encourages the use of resource persons and volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

Resource persons and volunteers may be used: 2

1. For non-teaching duties not requiring instructional judgment or evaluation of students; 3
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities; 4
3. To assist with academic programs under a certificated teacher's immediate supervision; 5
4. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; or 6
5. As supervisors, chaperones, or sponsors for non-academic school activities. 7

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. 8

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

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

2 How volunteers are used should be determined locally.

3 105 ILCS 5/10-22.34(a)(1).

4 105 ILCS 5/10-22.34(a)(2).

5 105 ILCS 5/10-22.34(b).

6 105 ILCS 5/10-22.34b, last paragraph.

7 105 ILCS 5/10-22.34a.

8 Sex Offender Registration Act, 730 ILCS 150/1 ~~et seq.~~ ~~as amended by P.A. 94-045~~; Child Murderer and Violent Offender Against Youth Registration Act, 730 ILCS 154/1 ~~et seq.~~ ~~as added by P.A. 94-045~~.

This paragraph exceeds the requirements in State law. There is no statutory screening requirement and the only legal restriction is the statute prohibiting 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 specifically permitted by statute (720 ILCS 5/11-9.3). However, two databases provide an easy way for schools to screen for sex offenders and violent offenders against youth, i.e.: the Illinois Sex Offender Registry, [www.isp.state.il.us/sor](http://www.isp.state.il.us/sor) and the Violent Offenders Against Youth Database maintained by the State Police ~~when available~~, [www.isp.state.il.us/cnyo](http://www.isp.state.il.us/cnyo). See Child Murder and Violent Offender Against Youth Community Notification Law, 730 ILCS 154/75 - 105 ~~as added by P.A. 94-045~~; Sex Offender Community Notification Law, 730 ILCS 152/101 ~~et seq.~~ ~~as amended by P.A. 94-045~~. The sample administrative procedures 4:170-AP1, *Safety*, and 6:250-AP, *Securing and Screening Resource Persons and Volunteers*, fulfill the requirement for the superintendent to develop a screening process. This alternative paragraph goes further by forbidding the use of any convicted felon:

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, or has otherwise been convicted of a felony, is prohibited from being a resource person or volunteer.

This alternative paragraph reflects the minimum requirement of State law:

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.  
730 ILCS 152/101 et seq. and 154/75-105.

CROSS REF.: 4:170 (Safety), 5:280 (Duties and Qualifications), 8:30 (Visitors to and Conduct on School Property), 8:95 (Parental Involvement)

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A person who is a "child sex offender," as defined by the Criminal Code, is prohibited from being a resource person or volunteer.

6:250

## Instruction

### Assemblies and Ceremonies <sup>1</sup>

Assemblies must be approved by the Superintendent or designee and be consistent with the District's educational objectives.

The District shall not endorse or otherwise promote invocations, benedictions, and group prayers at any school assembly, ceremony, or other school-sponsored activity. <sup>2</sup>

LEGAL REF.: Lee v. Weisman, 112 S.Ct. 2649 (1992).  
Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000).  
Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir., 1992),  
*reh'g denied*, 983 F.2d 234 (5th Cir., 1992) and *cert. denied*, 113 S.Ct. 2950 (1993).

CROSS REF.: 6:70 (Teaching About Religion), 6:80 (Teaching About Controversial Issues)

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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 or federal law controls this policy's content.

<sup>2</sup> School-sponsored prayers or invocations at athletic events, graduation, and performances violate the First Amendment to the U.S. Constitution. Lee v. Weisman, 112 S.Ct. 2649 (1992). Even permitting students to deliver a "brief invocation and/or message" as part of pre-game ceremonies at football games is unconstitutional when the district retains control of the message's content. Santa Fe Independent School District v. Doe, 120 S.Ct. 2266 (2000), and Workman v. Greenwood Cmty. Sch. Corp., 2010 WL 1780043 (S.D.Ind., 2010). Using a student-led message to solemnize a school event is problematic, especially when the student-led message was historically a prayer or when the purpose is to solemnize an athletic event as opposed to an event like graduation. However, the Supreme Court denied review of the Fifth Circuit Court of Appeals decision affirming a school board's policy that allowed nonsectarian and nonproselytizing student-led prayer during graduation ceremonies. Jones v. Clear Creek Independent School District, 977 F.2d 963 (5th Cir., 1992), *cert. denied*. In that case, high school seniors were permitted to choose student volunteers to deliver nonsectarian, nonproselytizing invocation at graduation ceremonies. The following is the policy upheld in that case:

1. The use of an invocation and/or benediction at the high school graduation exercise shall rest within the discretion of the graduating senior class, with the advice and counsel of the senior class principal [class sponsor];
2. The invocation and benediction, if used, shall be given by a student volunteer; and
3. Consistent with the principle of equal liberty of conscience, the invocation and benediction shall be nonsectarian and nonproselytizing in nature.

A board should consult its attorney before adopting such a policy.

## **Students**

### **Exemption from Physical Activity** <sup>1</sup>

In order to be excused from participation in physical education, a student must present an appropriate excuse from his or her parent/guardian or from a person licensed under the Medical Practice Act. <sup>2</sup> The excuse may be based on medical or religious prohibitions. State law prohibits a school board from honoring parental excuses based upon a student's participation in athletic training, activities, or competitions conducted outside the auspices of the School District. <sup>3</sup>

Special activities in physical education will be provided for ~~students~~ a student whose physical or emotional condition, as determined by a person licensed under the Medical Practice Act, prevents ~~their~~ his or her participation in the physical education course. <sup>4</sup>

LEGAL REF.: 105 ILCS 5/27-6.  
225 ILCS 60/, Medical Practice Act.  
23 Ill.Admin.Code §1.420(p).

CROSS REF.: 6:60 (Curriculum Content), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions)

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

<sup>1</sup> An ISBE rule requires boards to have a policy defining the types of parental excuses that will be accepted in order for a student to be exempted from P.E. (23 Ill.Admin.Code §1.420(p). State or federal law controls this policy's content.

<sup>2</sup> Medical Practice Act is found in 225 ILCS 60/~~et seq.~~

<sup>3</sup> 23 Ill.Admin.Code §1.420(p).

<sup>4</sup> Required by 105 ILCS 5/27-6 and 23 Ill.Admin.Code §1.420(p).

## **Students**

### **Communicable and Chronic Infectious Disease 1**

A student with or carrying a communicable and/or chronic infectious disease has all rights, privileges, and services provided by law and the School Board's policies. 2 The Superintendent will develop procedures to safeguard these rights while managing health and safety concerns.

LEGAL REF.: 105 ILCS 5/10-21.11.  
410 ILCS 315/2a.  
23 Ill.Admin.Code §§ 1.610 and 226.300.  
77 Ill.Admin.Code §Part 690.400 et seq.  
Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.  
Rehabilitation Act, Section 504, 29 U.S.C. §794(a).

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

<sup>1</sup> 105 ILCS 5/10-21.11 requires all districts to have a policy on the appropriate manner of managing children with chronic infectious diseases. State or federal law controls this policy's content. This policy concerns an area in which the law is unsettled in that competing interests (protecting the afflicted student's rights while protecting the health and safety of the student body) have not been completely resolved.

<sup>2</sup> A student with a contagious disease is probably a *handicapped individual* under Section 504 of the Rehabilitation Act (29 U.S.C. §794(a)). See *School Board of Nassau Co. v. Arline*, 107 S.Ct. 1123 (1987) (teacher with tuberculosis was handicapped under section 504); *Thomas v. Atascadero Unified School District*, 662 F.Supp. 376 (C.D. Cal., 1986) (a child with AIDS was a *handicapped person* under Section 504; *District 27 Community School Board v. Board of Education of the City of New York*, 502 N.Y.S.2d 325 (1986)).

Students with contagious diseases may also qualify for special education under the Individuals With Disabilities Education Act (20 U.S.C. §1400 et seq.) Each school district, independently or in cooperation with other districts, must provide a comprehensive program of special education that meets the needs of children ages 3 to 21 with exceptional characteristics as identified in State law, specifically including physical or health impairments (105 ILCS 5/14).

Decisions to place a student in a class outside regular classes due to infectious disease must be based on medical evaluations indicating a need to protect the health and safety of others. *Community High School District 155 v. Denz*, 463 N.E.2d 998 (Ill.App.2, 1984).

Cases involving contagious diseases are highly fact-specific. Generally, the appropriate treatment of a student depends on the severity of the disease and the risk of infecting others, but in all cases, the board attorney should be consulted.

## Community Relations

### Connection with the Community

in conjunction with the Board

The Superintendent is the District's chief spokesperson and shall plan and implement a District public relations program that will: 1

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. Secure adequate financial support for a sound educational program.
4. Help the community feel a more direct responsibility for the quality of education provided by their schools.
5. Earn the community's good will, respect, and confidence.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep the news media provided with accurate information.

The public relations program should include:

1. Regular news releases concerning District programs, policies, and activities, that will be sent to the news media.
2. News conferences and interviews, as requested or needed. Individuals may speak for the District only with prior approval from the Superintendent. 2
3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
- 5 X Other efforts that highlight the District's programs and activities. 3

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers)

4. Website that offers access to a wide array of information about the District and its schools.

(b) The notes are not intended to be part of the adopted policy; they should be removed before the policy is adopted.

1 These objectives are examples only and should be customized for each district.

2 In alignment with the IASB "Foundational Principles of Effective Governance," the school board president is the board's spokesperson (see 2:110, *Qualifications, Term, and Duties of Board Officers*) and the superintendent is the district's spokesperson.

3 Examples of such programs include senior citizens' brunches, realtors' luncheons, and building tours.



## **Community Relations**

### **Parent Organizations and Booster Clubs**

Parent organizations and booster clubs are invaluable resources to the District's schools. While parent organizations and booster clubs have no administrative authority and cannot determine District policy, the School Board welcomes their suggestions and assistance.

Parent organizations and booster clubs are recognized by the Board and permitted to use the District's name, a District school's name, or a District school's team name, or any logo attributable to the District provided they first receive the Superintendent or designee's express written consent. Consent to use one of the above-mentioned names or logos will generally be granted if the organization or club has by-laws containing the following:

1. The organization's or club's name and purpose, such as, to enhance students' educational experiences, to help meet educational needs of students, to provide extra athletic benefits to students, to assist specific sports teams or academic clubs through financial support, or to enrich extracurricular activities.
2. The rules and procedures under which it operates.
3. An agreement to adhere to all Board policies and administrative procedures.
4. A statement that membership is open and unrestricted, meaning that membership is open to parents/guardians of students enrolled in the school, District staff, and community members.<sup>1</sup>
5. A statement that the District is not, and will not be, responsible for the organization's or club's business or the conduct of its members.
6. An agreement to maintain and protect its own finances.
7. A recognition that money given to a school cannot be earmarked for any particular expense. Booster clubs may make recommendations, but cash or other valuable consideration must be given to the District to use at its discretion. The Board's legal obligation to comply with Title IX by providing equal athletic opportunity for members of both genders will supersede an organization or club's recommendation.<sup>2</sup>

Permission to use one of the above-mentioned names or logos may be rescinded at any time and does not constitute permission to act as the District's representative. At no time does the District accept responsibility for the actions of any parent organization or booster club regardless of whether it was

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<sup>1</sup> An alternative follows:

An agreement not to engage in discrimination based on someone's innate characteristics or membership in a suspect classification.

<sup>2</sup> Booster clubs are understandably selective in their support. However, by accepting booster club assistance that creates vast gender differences, a board may face claims that it has violated Title IX. Title IX's focus is on equal funding opportunities, equal facility availability, similar travel and transportation treatment, comparable coaching, and comparable publicity (34 C.F.R. Part 106).



recognized and/or permitted to use any of the above-mentioned names or logos. <sup>3</sup> The Superintendent shall designate an administrative staff member to serve as the liaison to parent organizations or booster clubs. The liaison will serve as a resource person and provide information about school programs, resources, policies, problems, concerns, and emerging issues. Building staff will be encouraged to participate in the organizations.

CROSS REF.: 8:80 (Gifts to the District)

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<sup>3</sup> Booster clubs present potential liabilities to a school district beyond loss of funds because they seldom are properly organized (they generally are not incorporated or otherwise legally recognized), carry no insurance, raise and handle large sums, and club members hold themselves out as agents of the school (after all, no funds could be raised but for the school connection). A disclaimer, such as the one presented here, may not be sufficient. A district may take several actions, after discussion with its attorney, to minimize liability, such as adding a requirement to item 6 above that the club: (1) operate under the school's authority (activity accounts); or (2) be properly organized and demonstrate fiscal responsibility by being a 501(c)(3) organization, obtaining a bond, and/or arranging regular audits. Ultimately, the best way to minimize liability is to be sure that the district's errors and omissions insurance covers parent organizations and booster clubs.

8:90

## **Community Relations**

### **Parental Involvement**

In order to assure collaborative relationships between students' families and the District, and to enable parents/guardians to become active partners in their children's education, the Superintendent shall: ~~develop administrative procedures to~~

1. Keep parents/guardians thoroughly informed about their child's school and education.
2. Encourage parents/guardians to be involved in their child's school and education.
3. Establish effective two-way communication between parents/guardians and the District.
4. Seek input from parents/guardians on significant school-related issues.
5. Inform parents/guardians on how they can assist their children's learning.

The Superintendent shall periodically report to the School Board on the implementation of this policy.

CROSS REF.: 6:170 (Title I Programs), 6:250 (Community Resource Persons and Volunteers), 8:10 (Connection with the Community), 8:90 (Parent Organizations and Booster Clubs)

ADMIN. PROC.: 6:170-E1 (District Level Parental Involvement Compact in Title I Programs), 6:170-E2 (School Level Parental Involvement Compact in Title I Programs)

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

**Monday, August 22, 2011**

## TIME

## APPENDIX

6:30 p.m.

## Meeting of the Board Convenes

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

• **Board Adjourns to a Committee-of-the-Whole: Health Insurance**

7:30 p.m.

- **Board Adjourns from Committee-of-the-Whole and Resumes Special Board Meeting**

- **Public Comments**

- **Update on Architect Evaluation Timeline for Field and Carpenter Schools**

A-1

-- Superintendent and Fanning Howey

- **Approval of 2011-2012 Health Insurance Plan**

**A-2**

-- Business Manager

### Action Item 11-08-5

- **Consent Agenda**

### Action Item 11-08-6

A-3

-- Board President

- Personnel Report
- Bills
- Approval of Financial Update for the Period Ending July 31, 2011
- Approval of Policy Issue 75, February 2011
- Destruction Audio Closed Minutes (none)

- **Approval of Minutes**

### Action Item 11-08-7

A-4

-- Board President

- Special Board Meeting Minutes.....August 8, 2011
- Committee-of-the-Whole Minutes .....August 8, 2011

- **Other Items of Information**

A-5

-- Superintendent

- Upcoming Agenda
- Memorandum of Information

- Update on Summer Construction Projects
- Update on Strategic Plan for 2011-12
- Department of Student Learning Focus Areas
- Minutes of Board Committees
  - Traffic Safety Meeting Minutes of August 16, 2011
- Other
  - Update on Institute Day & Opening Day of School

• **Adjournment**

Next Meeting: **Monday, September 12, 2011**  
 6:00 Committee-of-the-Whole  
 8101 N. Cumberland Avenue  
 Niles, IL 60714

September 12, 2011 – Emerson (Multipurpose Room)

Committee-of-the-Whole – 6:00 p.m.

- Review 2011-12 Tentative Budget Prior to Board Adoption on September 26, 2011
- Facility Master Plan: Roles, Goals and Controls Workshop

September 19, 2011

Closed Session – 6:30 p.m.

September 26, 2011 - Franklin

Public Hearing on the Budget – 7:20 p.m.

Regular Board Meeting – 7:30 p.m.

- Adoption of FY12 Budget • Sixth Day of Enrollment Report
- Approval of August Financials
- Update on Summer Construction Projects
- Administrative Type 75 Compensation Reporting Act • IMRF Compensation Reporting
- Approval of Lighting Replacement in District 64 Schools

October 24, 2011 - Washington

Regular Board Meeting – 7:30 p.m.

- Approval of Bid for Snow Removal Equipment
- Report on Levy • Student Achievement • Presentation – Township Treasurer
- Approval of September Financials
- Report on Educational Ends and MAP Results

November 14, 2011 - Carpenter

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

Regular Board Meeting – 7:30 p.m.

- Approval of October Financials
- Resolution to Approve 2011 Proposed Tax Levy

December 12, 2011

Regular Board Meeting – 7:30 p.m.

- Approval of November Financials
- Adoption of Final 2011 Levy
- Strategic Plan Progress Report

January 23, 2012 - Jefferson

Regular Board Meeting – 7:30 p.m.

- Approval of December Financials

## TBD

- Adopt Tentative Calendars for 2012-13 & 2013-14
- Acceptance of Roosevelt PTO Gift
- Review of Summer Construction Projects

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

TO: Board of Education

FROM: Margaret Petkofski, RN, Facilitator, School Health Services

DATE: August 8, 2011

RE: Participation in a Research Study of Childhood Obesity and Physical Activity Levels

Childhood obesity in the United States is rising dramatically and is now the focal point for many new health initiatives. We are pleased to announce that the Cook County Department of Public Health (CCDPH), in partnership with Centers for Disease Control and Prevention and Children's Memorial Hospital, has invited additional District 64 schools to participate in a research study to collect information about childhood obesity. Data collected will be used to inform the efforts of CCDPH and improve the health of children in Cook County.

The study will be conducted in September 2011 and again in early spring 2012. The randomly selected schools include Roosevelt, Carpenter, Lincoln, and Emerson. The stipend for the study is \$1500.00 per school, half payable this fall and the remainder in spring 2012. The principal investigator of the study, Maryann Mason, PhD., may be contacted for questions regarding the research project.

A similar research project, completed at Washington School in May, was approved by the Board of Education on April 25, 2011. (Memorandum of Information 2010-#030)

Study protocol is as follows:

- School health staff will assist research staff in collection of current student data from the Certificate of Child Health Examination. Data will include date of examination and date of birth to determine age, gender, height, weight, school name, town, zip code, and other chronic conditions associated with obesity risk. No identifying information will be included in the data provided to the research team, and no records will be removed from the school site. There will be no interaction with students.
- Participating grade levels during the September 2011 phase of the study include first and seventh. Grade levels in spring 2012 include kindergarten and sixth grade.

We believe that our participation in this research study will generate valuable health data that will be helpful in the identification and prevention of childhood obesity. The stipends can be used to promote good nutrition and fitness for students and staff.

Attachment 1 includes all materials related to the study.

*Making suburban Cook County a healthier place to live, work and play*



## **Frequently Asked Questions: Body Mass Index (BMI) Data Collection**

**Q:** Why are you doing this data collection?

**A:** As you may know, obesity is the fastest growing epidemic in Cook County and in many other areas of the country. Because of this, the Center of Disease Control and Prevention has awarded multiple cities around the country money to work on fighting this epidemic. Here in Cook County, we are using this grant in schools and communities to help provide healthier options, whether it is more exercise or healthier foods. Collecting BMI data is just one step in the fight against obesity in our children.

**Q:** Is there any interaction with the students?

**A:** No, there is no interaction with the students. All of the data is collected at the school from the Certificate of Child Health Examination Form.

**Q:** Why are you only collecting from Kindergarten, 6<sup>th</sup>, and 9<sup>th</sup> grades?

**A:** We are collecting from Kindergarten, 6<sup>th</sup>, and 9<sup>th</sup> grades because these are the years that the Child Health Examination Form is required and we are looking for the most recent and up to date data.



**Q:** Are you abiding to HIPAA regulations?

**A:** Yes, we are abiding to HIPAA regulations. Our Institutional Review Board (IRB) at Children's Memorial Hospital requires us to abide by HIPAA regulations. We do not collect any identifiable information from the students.

**Q:** Do you require parental permission?

**A:** No, we do not require parental permission. After thorough review, the IRB approved the study as it (1) poses no physical threat to participants as there is no interaction with human subjects and (2) no individually-identifiable information will be collected. The US Department of Health and Human Services allows waivers of consent under certain circumstances, as long as the reasoning for a waiver meets the following criteria: (1) the research involves no more than *minimal risk* (meaning the chance of harm as a result of this research is not greater than those encountered in daily life) to the subjects, (2) the waiver will not adversely affect the rights and welfare of the subjects, (3) the research could not practicably be carried out without the waiver, and (4) if appropriate, the subjects will be provided with additional pertinent information after participation. Since we do meet these criteria, this study is eligible for the waiver of consent.

**For more information, please contact:**

Kimberly Shlaes, MAT - Schools Liaison

[Kshlaes@childrensmemorial.org](mailto:Kshlaes@childrensmemorial.org)

Phone: 312-573-7830

Maria Kroll – Project Coordinator

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Sarah Welch, MPH - Evaluation Manager

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Phone: 312-573-7767

Maryann Mason, PhD – Lead Evaluator, School-based Evaluation

[Mmason@childrensmemorial.org](mailto:Mmason@childrensmemorial.org)

Phone: 312-573-7771


*Making suburban Cook County a healthier place to live, work and play*



## **Communities Putting Prevention to Work School-Based Evaluation**

### **BMI: School Responsibilities**

- Have Certificate of Child Health Examination (CCHE) forms for K, 6<sup>th</sup> and/or 9<sup>th</sup> grade students from the 2010-2011 and 2011-2012 school years available for Research Assistant (RA).
- Assist RAs with data collection:
  - RAs will enter the data from the hardcopy CCHE forms into an Excel spreadsheet (including the name of person entering the data for quality assurance purposes) for K, 6<sup>th</sup>, and/or 9<sup>th</sup> grade students in 2010-2011 and 2011-2012 school years.
- Provide RAs with CCHE forms and a place to sit while he/she enters the data into the Excel spreadsheet.
- Data to be entered:
  - Date of measurement and date of birth (to calculate age), gender, height (and unit of measure), weight (and unit of measure), school name, town, zip code,



and other chronic conditions (i.e., asthma, diabetes, cardiovascular illness, etc.) associated with obesity risk.

- No identifying information included in the data provided to the research team will be recorded (e.g. name, birthdate, address etc.) by the research team.
- No records will be removed from the school sites.

**For more information, please contact:**

Kimberly Shlaes, MAT - Schools Liaison

[Kshlaes@childrensmemorial.org](mailto:Kshlaes@childrensmemorial.org)

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Maryann Mason, PhD – Lead Evaluator, School-based Evaluation



[Mmason@childrensmemorial.org](mailto:Mmason@childrensmemorial.org)  
Phone: 312-573-7771

# MEMORANDUM OF INFORMATION

002

2011-12

To: Board of Education  
Philip Bender, Superintendent

From: Rebecca Allard, Business Manager

Date: August 8, 2011

Subject: LOSS CONTROL REPORTS:  
Athletic Liability Survey on June 29, 2011  
Playground Safety Audit: June 13 – 16, 2011

Attached are two reports for the Board's review; there is no action is required.

During the month of June District 64 used its loss control days through the insurance cooperative for the purpose of determining the condition of the elementary playground areas and the middle school interior and exterior physical education spaces. The two reports attached provide the information identified during those visits.

District maintenance staff will be addressing the conditions identified in the report during the next several months.

If you have questions regarding these reports please contact me at (847) 318-4324 or by email.



**Gallagher Bassett Services, Inc.**

July 19, 2011

Ms. Rebecca Allard  
Business Manager  
Park Ridge School District 64  
164 S. Prospect Avenue  
Park Ridge, IL 60068

**RE: Athletic Liability Survey on June 29, 2011**

Dear Ms. Allard:

The purpose of this letter is to confirm my visit to Park Ridge School District 64 on June 29, 2011. The purpose of the visit was to survey the gym and outdoor facilities at four schools. This service was requested in addition to the playground surveys, completed by Gallagher Bassett Risk Control, in a separate report. The primary contacts during the visit were Mr. Scott Mackall, Mr. Brian Schumacher and you.

The following schools were visited by Mr. Schumacher and myself:

- *Lincoln Middle School*
- Emerson Middle School
- Carpenter Elementary
- Washington Elementary

During the survey, the overall condition of the playing surfaces, both indoor and outdoor, were good. We did note a few asphalt concerns at Carpenter Elementary School that were reviewed with Mr. Mackall and yourself. It was understood that some major repairs are scheduled for next year. In the meantime, the small pot holes should be filled with patch until the asphalt is repaired or replaced.

We discussed the need to pad the walls behind the backboards in the gymnasiums if the walls are located within six feet of the baseline. This should be considered if basketball is played during Physical Education classes or after school. The baskets in question were primarily the side to side courts. Several photographs demonstrate the concern in the recommendation portion of the report.

During the closing meeting, we discussed the climbing ropes, rings, and netting in the gymnasiums. Concern was expressed regarding the padding used under the apparatuses. One climbing rope extended at least 14 feet to the ceiling. Many high school pole vault athletes would consider that height a major accomplishment. The concern is a three foot shock mat is used along with other padding for such heights in high school pole vaulting. The District should properly pad the elevated activities or consider finding an alternative activity to demonstrate upper body strength and agility.

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Ms. Rebecca Allard  
July 19, 2011  
Page 2

Enclosed with this report is a list of recommendations and photographs to help minimize the athletic risk at Park Ridge School District 64. It was a pleasure to survey the facilities and if you have any questions, please do not hesitate to contact me.

Sincerely,



Gordon M. Padera, ARM  
Executive Vice President

GMP/kc

Cc: Mr. Scott Mackall, District 64  
Mr. Gary Smith, GB-RCCS

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*The information contained in this report was obtained from sources which to the best of the writer's knowledge are authentic and reliable. Gallagher Bassett Services, Inc. makes no guarantee of results, and assumes no liability in connection with either the information herein contained, or the safety suggestions herein made. Moreover, it cannot be assumed that every acceptable safety procedure is contained herein, or that abnormal or unusual circumstances may not warrant or require further or additional procedures.*

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# PARK RIDGE SCHOOL DISTRICT 64

## HAZARD SURVEY RECOMMENDATIONS

June 29, 2011

### Lincoln School

**Rec. #**  
11-06-01

### Recommendation



Protective padding should be installed on the walls behind the backboards if the baseline is less than six feet to the wall. The padding should be mounted four inches or less from the floor and extend to six feet.

11-06-02



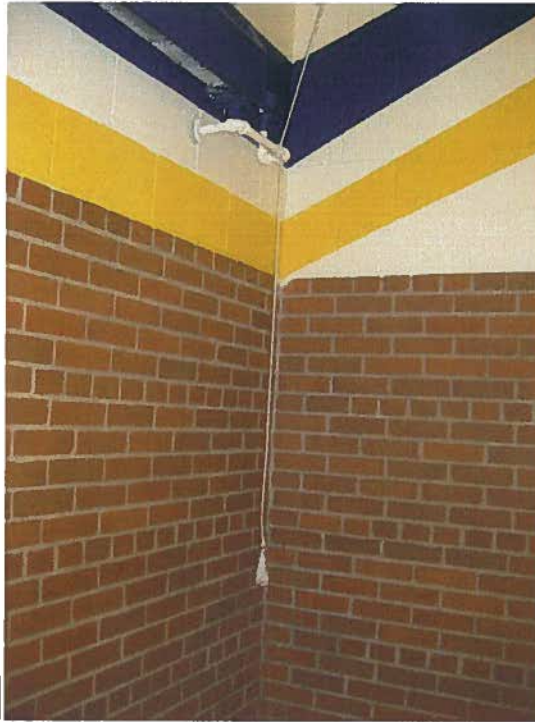
The excess latches and hooks should be removed from the wall if no longer in use. This could be a potential contact hazard to a student.

11-06-03



The electrical panel should not be used as a means to turn on and off the lighting system. The electrical control panels in public areas should be locked to control unauthorized access.

11-06-04



The rope should be raised so students cannot hang or tug onto the rope. The rope is tied off to a water pipe and this practice should be discontinued.

11-06-05



The faceplate on the electrical receptacle should be secured to prevent accidental entrance by student. The receptacle is located by the bleachers.



11-06-06



The bleacher board should be repaired or replaced. The board could cause a laceration or a sliver.

11-06-07



The protective cover for the light fixture in the equipment storage area should be secured to prevent accidental light breakage.

11-06-08



The metal and Velcro strips should be removed from the wall if no longer in use. The edges can be sharp upon contact.

11-06-09

Children were using plastic hockey sticks to hit volleyballs prior to the start of organized camp. Equipment should only be used for its intended purpose. A teacher assistant was present but was texting during this activity. (No Photo as it involved children.)

11-06-10



The side-by side kick ball fields should not be used simultaneously. The overlap of students could create a contact hazard to the participants.



11-06-11



The bottom of the fence is curling inward creating a potential sharp edge at ankle height to students. The fence should be tightened to prevent the curling. This was noted near the outdoor basketball backboard.

11-06-12



The end caps were missing on the first base bleacher. The end caps help prevent direct contact to the aluminum edges.

11-06-13



The first base side player bench on the Northeast playing field needs to be replaced. The damaged wood could cause lacerations or splinters.

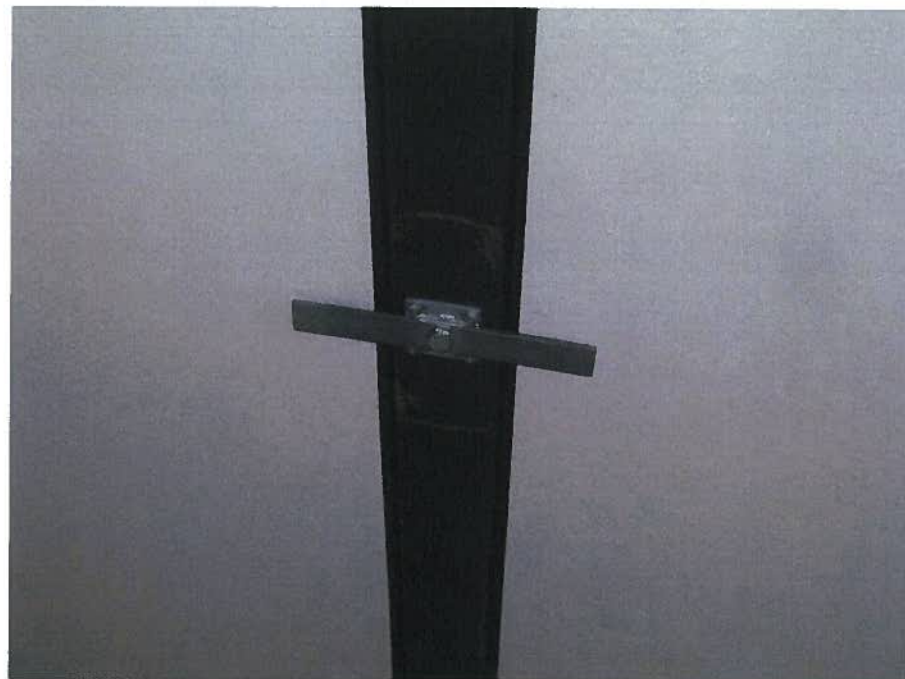
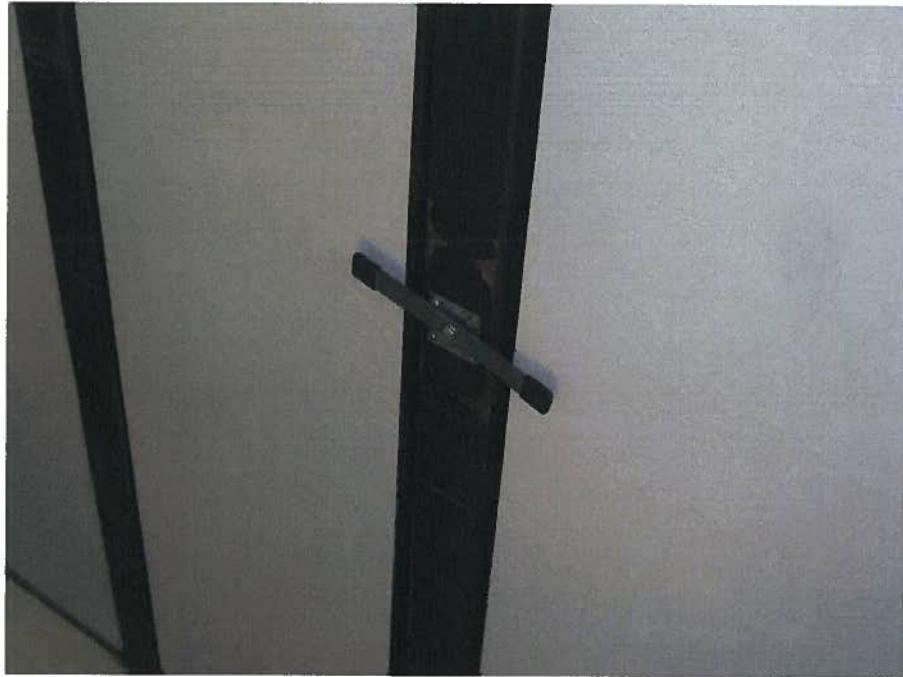
11-06-14



The long jump pit asphalt surface is not flush with the cement boarder around the pit. This could create a trip hazard. The jumping point (line) is prior to cement boarder which minimized the trip hazard in an organized class. However, it cannot be determined how it is used when school is not in session.

## Carpenter Elementary

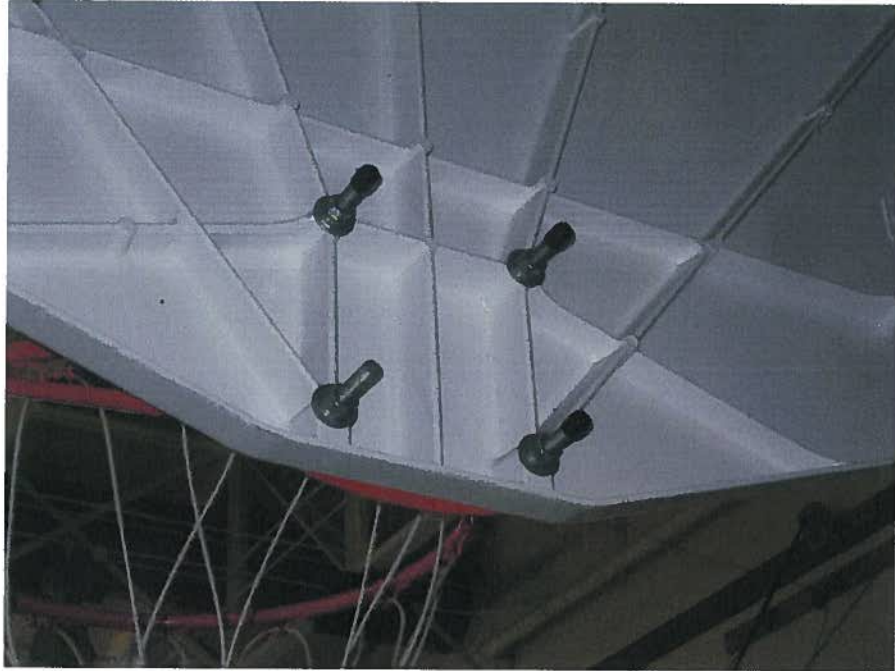
11-06-15



The rubber covers should be placed on all the table latches to help minimize accidental contact with the 90 degree metal edge.



11-06-16



The plastic cap was missing on one bolt under the backboard. The cap should be replaced.

11-06-17



Good use of padding on the edges of wall protrusions. However, behind the back boards could use better protection. See next recommendation.

11-06-18



Protective padding should be placed on both sides of the basketball court if the court is used for actual games in gym. The padding should extend to within four inches of the floor surface.

11-06-19



Electrical control panels should have a minimum clearance of 36 inches. Materials should not be stored in front of the control panel.

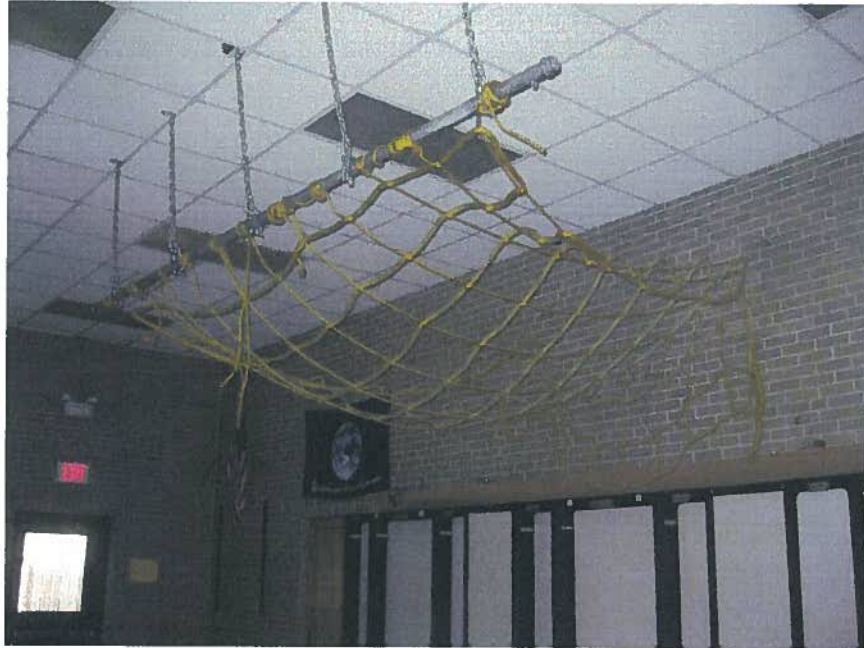
Good  
Padding



Excellent use of padding on this wall.



11-06-20



The District should evaluate the use of climbing ropes in the gymnasium. A maximum height should be established for climbing the rope. This height is greater than high school high jump competition, thus the padding should be equivalent to the IHSA standard. A minimum padding of three feet is required for pole vaulting and high jumping.

11-06-21



The basketball rim should be removed from the brick wall. We could not identify the need for this basketball rim.

11-06-22



Several holes and significant cracks were noted on the playground area. The District should consider patching the holes until the lot is replaced.



11-06-23



The fencing should be inspected to make sure it is properly secured to the poles. This fencing was noted by a baseball backstop.

### **Emerson School**

11-06-24



Protective padding should be installed on the bleachers and walls behind the backboards if the baseline is less than six feet to the wall. The padding should be mounted four inches or less from the floor and extend to six feet or the height of the bleachers.

Good  
Padding



Excellent use of padding on the wall.

11-06-25



The mirror on the girls' locker room should be properly secured to the locker.

Good lock  
down of nets



The soccer nets were properly stored when not in use. Connecting the nets together discourages children from playing with them and minimizes tipping of the nets.



## Washington

11-06-26



The District should evaluate the use of climbing ropes and rings in the gymnasium. A maximum height should be established for climbing the rope. This height is greater than high school high jump competition, thus the padding should be equivalent to the IHSA standard. A minimum padding of three feet is required for pole vaulting and high jumping.



11-06-27



Protective padding should be placed on both sides of the basketball court if the court is used for actual games in gym. The padding should extend to within four inches of the floor surface.

11-06-28



The full wall behind the backboard should be padded if the backboard is used for a basket ball game or competition.

11-06-29



Electrical control panels should have a minimum clearance of 36 inches. Materials should not be stored in front of the control panel.

11-06-30



The base fastened to the ground should be removed from the grounds near the playground. The base presents a possible trip hazard.





**Gallagher Bassett Services, Inc.**

June 28, 2011

**DIRECT RESPONSES TO:**

Jonathan Wilson  
Gallagher Bassett Services, Inc.  
Two Pierce Place  
Itasca, IL 60143  
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Fax: (630) 285-4145  
E-Mail: [jonathan\\_wilson@gbtpa.com](mailto:jonathan_wilson@gbtpa.com)

Ms. Rebecca Allard  
Park Ridge School District #64  
164 S. Prospect Avenue  
Park Ridge, IL 60068

**RE: Community Consolidated School District #64  
Playground Safety Audit  
June 13<sup>th</sup> - June 16<sup>th</sup>**

Dear Ms. Allard:

This letter serves as confirmation for the Safety and Risk Control visit made to the Park Ridge School District #64 during the dates of June 13<sup>th</sup> through June 16<sup>th</sup>. The purpose of this visit was to conduct a safety audit for the playgrounds of the Park Ridge School District.

The playground safety audit provided an opportunity to identify risks and make recommendations which may reduce loss potential within your District. These recommendations were generated as a result of the playground tour that I had conducted on the above mentioned dates. It is my hope that these recommendations may increase the level of safety for your students using the playgrounds for both their mental and physical growth. During my audit, key areas were focused on for specific safety requirements. The types of testing consisted of:

- Measuring the playground surfacing material for adequate impact absorption.
- Measuring the use zones and spacing between equipment to prevent high impact collisions.
- Measuring the spacing of swings to prevent child to child collision or impact with the support structure.
- Inspecting the playground structures for head and neck entrapments.
- Checking structure hardware for tightness, thread length and locking pins.
- Inspecting rubberized components for cracks and pinch points.
- Inspecting attaching hardware for general condition and corrosion.
- Overall evaluation of the types of equipment compared to the intended age bracket.

In addition to the physical inspection completed, a number of procedural observations were made during the audit that may be aided with safety training with your staff. Such topics could include daily maintenance issues and inspections that should be completed by your maintenance and custodial staff members. Also, during the audit, many playground supervisors were found standing in small groups carrying out personal conversations with little focus of the children. This type of behavior should be prohibited and supervisory staff should be asked to complete a training course in supervisor safety.

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Ms. Rebecca Allard  
June 28, 2011  
Page 2

I would like to thank Mr. Rick Grobart for his accompaniment during the audit. I appreciate your time and focus on these issues, it is apparent that your District cares a great deal about maintaining a safe and enjoyable learning environment for its students. If you have any questions or comments, please feel free to contact me at (630) 936-3048.

Sincerely,

A handwritten signature in black ink that reads "Jon Wilson". The signature is fluid and cursive, with the first name "Jon" and last name "Wilson" clearly legible.

Jon Wilson  
Loss Control Consultant

JW/cr

cc: Mr. Scott Mackall, Park Ridge School District  
Mr. Gary Smith, Gallagher Bassett Services, Inc.  
Mr. Edd Neill, Gallagher Bassett Services, Inc.  
Mr. Jim Lang, Gallagher Bassett Services, Inc.  
Mr. Rick Grobart, Gallagher Bassett Services, Inc.

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## GALLAGHER BASSETT RISK CONTROL CONSULTING SERVICES



### COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64

### GEORGE B. CARPENTER ELEMENTARY SCHOOL



### ***PHYSICAL HAZARD SURVEY RECOMMENDATIONS*** **JUNE 13, 2011**



<i>Status</i>	<i>Description</i>
New	Brand new recommendation. Target date for integration to be set by client.
Not Yet Completed	Previous recommendation in process, estimated completion date set on-site when repeat deficiency identified.
Completed	Recommendation from previous meeting completed.




Rec. #	Recommendation	Target Date	Status
11-06-01	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. The structure should be checked for missing hardware under the playground platforms and staircases. When replaced, playground hardware should have no more than two exposed threads. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-02	<p>Consideration should be given to replacing any attaching hardware or clevises showing signs of corrosion. Corrosion of the equipment could lead to premature failure of the moveable part resulting in fall related injuries. Rust can also be very abrasive and cause scrapes or cuts to students using the equipment. The equipment set should be replaced with components finished in a rust resistant coating that will be durable enough to withstand the daily weather and physical stresses that are placed upon the unit.</p> 		New
11-06-03	<p>Consideration should be given to replacing the fraying ropes used on the flexible bridge. Worn or fraying support ropes could potentially break at any time causing a student to fall. Impact injuries could result if the child's head were to come into contact with the structure or with the underlying low surfacing level and/or handrails. The ropes should be replaced immediately. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New





Rec. #	Recommendation	Target Date	Status
11-06-04	<p>It is recommended that plastic or aluminum caps be placed on the edges of the flexible bridge. Currently the edges of the bridge are unprotected leaving exposed sharp corners. This exposure could lead to the possibility of laceration type injuries. The caps should be installed as soon as possible to prevent related injuries.</p> 		New
11-06-05	<p>Consideration should be given to replacing the chain climber used on the playground structure showing signs of cracking. Worn or cracking support chain cause pinch related injuries or could potentially break at any time causing a student to fall. Impact injuries could result if the child's head were to come into contact with the structure or with the underlying low surfacing level. The chains should be replaced as soon as possible to prevent related injuries. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-06	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. Under current standards, playground hardware should have no more than two exposed threads. Longer bolts should be replaced or ground down to meet current standards. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New
11-06-07	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is provided in areas of high impact. Students frequently kick or drag the fill material out from under the swing set causing the distance between the swing seat and the ground to increase. This is potentially dangerous if a student were to fall from the swing seat. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the swing seat and the fill material should exceed 12 inches but accommodate the age group of students using the swings. Fill material should be also matted directly up to the edge of the playground border. Low fill material could result in trip/fall related injuries for students entering and exiting the play area. Please see the following photographs that highlight some of the hazards involving the level of fill material. <b>Note:</b> It is recommended that a larger load a playground fill material be used on the playground to maintain proper impact absorption. Fill material should comply with restrictions set forth in ASTM F-1292-04. In addition, wood chip used should be an engineered wood fiber. Using recycled or shredded wood chips from a local park district can develop mold or fungus when wet. Engineered chips are treated against these conditions.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-08	<p>It is recommended that the playground be treated for weeds during the off times of the school year. A documented and routine weed treatment plan will go a long way in prolonging the life of the fill material and equipment. It is important to send out a reminder or newsletter to the student's parents designating the times that treatment are to take place to keep students off of the grounds. This will reduce the likelihood of students coming into contact with hazardous chemicals.</p> 		New
11-06-09	<p>It is recommended that portions slide be re-installed to eliminate gaps between the different sections of the slide. Under current Consumer Product Safety Commission guidelines, slide sections are supposed to mate directly together with little or no gap. Gaps between the slide sections allow areas for student's fingers to get stuck while they enter the slide funnel. Closing this gap reduces the likelihood of a student injury resulting from the equipment.</p> 		New
11-06-10	<p>It is recommended that the rubber covers used on the spring rocker be replaced immediately. The rubber covers used on the rocker are designed to prevent hands and fingers from entering into the spring portion of the unit. Crush injuries could result from the current condition found on the rocker. The covers should be replaced immediately to prevent severe injuries.</p> 		New



Rec. #	Recommendation	Target Date	Status
11-06-11	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. The slides should be checked for missing and/or loose hardware under and above the slide. When replaced, playground hardware should have no more than two exposed threads. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New
11-06-12	<p>Consideration should be given to removing any signs of graffiti on the playground equipment. Allowing the continuous destruction of school property by way of vandalism displays a negative public perception as to the schools standpoint on gang related activity. While this form of vandalism is not physically harmful, graffiti often contains violent or sexually explicit references that are inappropriate for students of this age bracket. Having a continuous plan of action for graffiti will help to improve a positive image of the school district and increase the level of confidence that parents place on the district to keep a safe and controlled environment for their children.</p> 		New




## GALLAGHER BASSETT RISK CONTROL CONSULTING SERVICES



### COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64

### FRANKLIN ELEMENTARY SCHOOL



### ***PHYSICAL HAZARD SURVEY RECOMMENDATIONS*** **JUNE 13, 2011**



<i>Status</i>	<i>Description</i>
New	Brand new recommendation. Target date for integration to be set by client.
Not Yet Completed	Previous recommendation in process, estimated completion date set on-site when repeat deficiency identified.
Completed	Recommendation from previous meeting completed.



<b>Rec. #</b>	<b>Recommendation</b>	<b>Target Date</b>	<b>Status</b>
11-06-01	<p>Consideration should be given to replacing the timbers used to border the playground. During the inspection, the timbers were found to be in poor condition with many sharp points that could cause significant injury to a student if they were to fall on the timber. The timbers should be replaced by a plastic material similar to that used in the other playgrounds throughout the district.</p> 		New


Rec. #	Recommendation	Target Date	Status
11-06-02	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is provided in areas of high impact. Students frequently kick or drag the fill material out from under the swing set causing the distance between the swing seat and the ground to increase. This is potentially dangerous if a student were to fall from the swing seat. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the swing seat and the fill material should exceed 12 inches but accommodate the age group of students using the swings. Fill material should be also matted directly up to the edge of the playground border. Low fill material could result in trip/fall related injuries for students entering and exiting the play area. Please see the following photographs that highlight some of the hazards involving the level of fill material. <b>Note:</b> It is recommended that a larger load a playground fill material be used on the playground to maintain proper impact absorption. Fill material should comply with restrictions set forth in ASTM F-1292-04. In addition, wood chip used should be an engineered wood fiber. Using recycled or shredded wood chips from a local park district can develop mold or fungus when wet. Engineered chips are treated against these conditions.</p> 		New
11-06-03	<p>Consideration should be given to replacing the chain climber used on the playground structure showing signs of cracking. Worn or cracking support chain cause pinch related injuries or could potentially break at any time causing a student to fall. Impact injuries could result if the child's head were to come into contact with the structure or with the underlying low surfacing level. The chains should be replaced as soon as possible to prevent related injuries. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New



Rec. #	Recommendation	Target Date	Status
11-06-04	<p>Consideration should be given to replacing the protective rubber coating on the chute to the roller slide. During my visit, portions of the structure were exposed posing a potential hazard to students using the slide. It is recommended that the exposed areas be covered by a rubber edge guard to offer additional protection for students as well as reduce further wear on the structure. This repair may be proven cost effective as it will eliminate the need for replacing the entire slide.</p> 		New
11-06-05	<p>Consideration should be given to refinishing parts of the playground structure. Corrosion of the equipment could be harmful if a rust chip or paint chip were to be ingested. Rust can also be very abrasive and cause scrapes or cuts to students using the equipment. The structure should be finished in a rust resistant coating that will be durable enough to withstand the daily weather and physical stresses that are placed upon the structure. In addition, the roller slide is subject to large amounts of sun and the exposed metal portions of the slide are very hot which can lead to burn injuries.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-06	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. Under current standards, playground hardware should have no more than two exposed threads. Longer bolts should be replaced or ground down to meet current standards. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New
11-06-07	<p>Swing sets and playground structures require a use zone at a minimum clearance of 6 feet per structure. This currently puts students in danger of coming into contact with other students using the fixed climber. In addition, children exiting the swings may land in areas outside of the protective fill material where the ground is cushioned to prevent injuries from high impact falls. The swing set or the fixed climber should be relocated to another part of the playground to eliminate the overlapping use zones currently in place. Overlapping use zones are a common cause of playground incidents due to the impact associated with children colliding at higher speeds.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-08	<p>Consideration should be given to removing any signs of graffiti on the playground equipment. Allowing the continuous destruction of school property by way of vandalism displays a negative public perception as to the schools standpoint on gang related activity. While this form of vandalism is not physically harmful, graffiti often contains violent or sexually explicit references that are inappropriate for students of this age bracket. Having a continuous plan of action for graffiti will help to improve a positive image of the school district and increase the level of confidence that parents place on the district to keep a safe and controlled environment for their children.</p> 		New
11-06-09	<p>It is recommended that attaching components of the moveable bridge be secured to ensure proper operation. During the inspection, the eyelets and chains used to hold the bridge were found to be loose. This condition could potentially cause a student to fall. Impact injuries could result if the child's head were to come into contact with the structure or with the underlying low surfacing level and/or handrails. The ropes should be replaced immediately. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-10	<p data-bbox="337 275 1136 451">It is recommended that branches and tree limbs within reach of the highest point of the playground structure be trimmed back. Low lying branches are often used by children for hanging and swinging. This type of activity could lead to a significant fall injury due to the high of the structure. Weekly monitoring of the branches should be performed to ensure that safety of children.</p> 		New





## GALLAGHER BASSETT RISK CONTROL CONSULTING SERVICES


### COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64

### JEFFERSON ELEMENTARY SCHOOL



### PHYSICAL HAZARD SURVEY RECOMMENDATIONS




JUNE 14, 2011




Status	Description
New	Brand new recommendation. Target date for integration to be set by client.
Not Yet Completed	Previous recommendation in process, estimated completion date set on-site when repeat deficiency identified.
Completed	Recommendation from previous meeting completed.

Rec. #	Recommendation	Target Date	Status
11-06-01	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is provided in areas of high impact. Students frequently kick or drag the fill material out from under the swing set causing the distance between the swing seat and the ground to increase. This is potentially dangerous if a student were to fall from the swing seat. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the swing seat and the fill material should exceed 12 inches but accommodate the age group of students using the swings. Fill material should be also matted directly up to the edge of the playground border. Low fill material could result in trip/fall related injuries for students entering and exiting the play area. Please see the following photographs that highlight some of the hazards involving the level of fill material. <b>Note:</b> It is recommended that a larger load a playground fill material be used on the playground to maintain proper impact absorption. Fill material should comply with restrictions set forth in ASTM F-1292-04. In addition, wood chip used should be an engineered wood fiber. Using recycled or shredded wood chips from a local park district can develop mold or fungus when wet. Engineered chips are treated against these conditions.</p> 		New







Rec. #	Recommendation	Target Date	Status
11-06-02	<p>Consideration should be given to adjusting the spacing of the swing mounting brackets to comply with current Consumer Product Safety Commission standards. Swings should be set at a distance of no less than 30 inches from the swing chain to the side pole of the swing structure. The gap between swing mounting brackets should measure 24 inches apart. The distance between swings on a structure should measure no less than 20 inches. Swing sets that fail to meet these measurements are out of compliance. The current measurements at Blackhawk are: 27 inches from the pole to the swing chain, 21 inches from bracket to bracket and 20 inches between swings.</p> 		New
11-06-03	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. Under current standards, playground hardware should have no more than two exposed threads. Longer bolts should be replaced or ground down to meet current standards. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-04	<p>It is recommended that the locking support pins for the playground structure be replaced immediately to prevent injuries. During my visit, the high playing surface of the structure were found to be missing their locking pins allowing the main playing surface to slowly slide down the side poles of the structure. The playing surface should be adjusted and the pins should be reinstalled as soon as possible.</p> 		New
11-06-05	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is being provided in areas of high impact. Students frequently kick or drag the fill material out from under slide chutes causing the distance between the chute and the ground to increase. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the chute and the fill material should not exceed 15 inches.</p> 		New
11-06-06	<p>It is recommended that the staircase to the playground structure be replaced. Under current Consumer Product Safety Commission guidelines, each structure must have at least one simple means of entrance to the play area. The current staircase may be too complex for some children and should be replaced with a simple staircase.</p> 		New




Rec. #	Recommendation	Target Date	Status
11-06-07	<p>It is recommended that periodic inspections of the undersides of the playground structures be complete to ensure proper safety. During my inspection, a bee's nest was found to be present under the structure near the walking bridge. Insects can bite or sting children causing allergic reactions that can cause severe illness or even fatalities. Nests should be removed and the equipment should be properly treated where applicable.</p> 		New
11-06-08	<p>Consideration should be given to removing the playhouse from the playground. The house is constructed of an outdated material that is showing signs of age by cracking and allowing many sharp points that could cause cuts or splinters to students using the beam. The aged and/or flawed wood may indicate that the structural integrity of the house is now compromised and could fail under the load of students using the beam.</p> 		New
11-06-09	<p>It is recommended that wood chips used within the pre-kindergarten playground should be an engineered wood fiber. Using recycled or shredded wood chips from a local park district can develop mold or fungus when wet. Engineered chips are treated against these conditions. In addition, the size and shape of the mulch currently used creates a serious safety hazard. Large chips with sharp edges are often used as fake knives or swords that can lead to laceration and puncture type injuries.</p> 		New






Rec. #	Recommendation	Target Date	Status
11-06-10	<p>The old wooden house structure used on the pre-kindergarten playground poses a possible head entrapment hazard. In compliance with current Consumer Product Safety Commission guideline, all opening should be smaller than 3 ½ inches or larger than 9 inches. The current openings on the structure allow for a child's body to pass through the spaces in between planks but not the child's head. This could potentially cause significant neck injuries or even strangulation.</p> 		New
11-06-11	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is being provided in areas of high impact. Students frequently kick or drag the fill material out from under slide chutes causing the distance between the chute and the ground to increase. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the chute and the fill material should not exceed 11 inches.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-12	<p>It is recommended that any tires used on the playground be drilled with small ventilation holes to allow for proper water drainage. During my visit, tires were found containing large amounts of water and leaves. Water and wet leaves have the potential developing mold and other funguses that can be potentially harmful to children. Playground supervisors should also be asked to routinely tip the tires over prior to use to ensure that all water has been drained out.</p> 		New
11-06-13	<p>It is recommended that supervision efforts be reinforced to ensure that playground equipment is being used properly. During my visit, children were found improperly using part of the playground structure. Tubes and slides do not make sufficient platforms and are often a leading cause of fall related injuries. Staff should be asked to enforce that students not play or use equipment in an unintended manner to reduce the possibility of head or neck injuries related to falls.</p> 		New



Rec. #	Recommendation	Target Date	Status
11-06-14	<p>It is recommended that effort be placed on restructuring or correcting hazards related to the layout of the playground. Currently, that playground surrounding timbers pose a possible fall hazard. Play areas should be easily accessible by students of the designated age bracket. In addition, the timbers were found to be in poor condition with many sharp points that could cause significant injury to a student if they were to fall on the timber. The timbers should be replaced by a plastic material similar to that used in the other playgrounds throughout the district.</p> 		New
11-06-15	<p>It is recommended that the locking support pins for the playground structure be replaced immediately to prevent injuries. During my visit, the high playing surface of the structure were found to be missing their locking pins allowing the main playing surface to slowly slide down the side poles of the structure. The playing surface should be adjusted and the pins should be reinstalled as soon as possible.</p> 		New
11-06-16	<p>It is recommended that drainage holes be drilled in the bottom of the sandboxes used on the pre-kindergarten playground. During my visit, the sand boxes were found to be completely filled with moldy smelling water. Standing water has the potential to develop fungus and/or mold posing numerous health threats to children. The drainage system should be evaluated or plans for removing the box should be completed as soon as possible to prevent related injuries.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-17	<p>It is recommended that play equipment designed for use in homes be removed from the playground. Play components made from plastic products are not designed to withstand the stress brought on by activities conducted by numerous children. As result, the products found within the play area during my visit showing significant signs or wear and tear. The sea-saws were found to have broken or damaged seat components that could lead to a significant fall injuries or severe laceration/pinch injury due to the damaged seat. The other sea-saw was found to be missing one of its handles causing children to hold on to the seat portion while operating.</p> <div data-bbox="342 575 716 852">  </div> <div data-bbox="748 575 1118 852">  </div>		New
11-06-18	<p>It is recommended that any low lying areas be filled in with dirt to level out play areas for children. During my visit, areas of the playground surfacing near the sand boxes were found to be in need of additional fill material to prevent trip/fall related injuries. Trip/fall injuries are a leading cause of all playground incidents, addition effort should be spent examining the play surfaces for large holes or other areas where trip/fall injuries can occur.</p> <div data-bbox="492 1062 961 1411">  </div>		New




## GALLAGHER BASSETT RISK CONTROL CONSULTING SERVICES

### COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64



### WASHINGTON ELEMENTARY SCHOOL


### ***PHYSICAL HAZARD SURVEY RECOMMENDATIONS*** **JUNE 14, 2011**

<i>Status</i>	<i>Description</i>
New	Brand new recommendation. Target date for integration to be set by client.
Not Yet Completed	Previous recommendation in process, estimated completion date set on-site when repeat deficiency identified.
Completed	Recommendation from previous meeting completed.

<b>Rec. #</b>	<b>Recommendation</b>	<b>Target Date</b>	<b>Status</b>
11-06-01	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. Under current standards, playground hardware should have no more than two exposed threads. Longer bolts should be replaced or ground down to meet current standards. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New



Rec. #	Recommendation	Target Date	Status
11-06-02	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is being provided in areas of high impact. Students frequently kick or drag the fill material out from under slide chutes causing the distance between the chute and the ground to increase. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the chute and the fill material should not exceed 15 inches.</p> 		New
11-06-03	<p>Consideration should be given to replacing the chain climber used on the playground structure showing signs of cracking. Worn or cracking support chain cause pinch related injuries or could potentially break at any time causing a student to fall. Impact injuries could result if the child's head were to come into contact with the structure or with the underlying low surfacing level. The chains should be replaced as soon as possible to prevent related injuries. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-04	<p>Consideration should be given to replacing the chain on the climber wall showing signs of cracking. Worn or cracking support chain cause pinch related injuries or could potentially break at any time causing a student to fall. Impact injuries could result if the child's head were to come into contact with the support post or with the underlying low surfacing level. The chains should be replaced as soon as possible to prevent related injuries. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New






## GALLAGHER BASSETT RISK CONTROL CONSULTING SERVICES



### COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64



### ROOSEVELT ELEMENTARY SCHOOL

### ***PHYSICAL HAZARD SURVEY RECOMMENDATIONS*** **JUNE 15, 2011**



<i>Status</i>	<i>Description</i>
New	Brand new recommendation. Target date for integration to be set by client.
Not Yet Completed	Previous recommendation in process, estimated completion date set on-site when repeat deficiency identified.
Completed	Recommendation from previous meeting completed.



Rec. #	Recommendation	Target Date	Status
11-06-01	<p>Consideration should be given to refinishing parts of the playground structure. Corrosion of the equipment could be harmful if a rust chip or paint chip were to be ingested. Rust can also be very abrasive and cause scrapes or cuts to students using the equipment. The structure should be finished in a rust resistant coating that will be durable enough to withstand the daily weather and physical stresses that are placed upon the structure. In addition, the roller slide is subject to large amounts of sun and the exposed metal portions of the slide are very hot which can lead to burn injuries.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-02	<p>Consideration should be given to replacing the protective rubber coating on the main entrance staircase to the playground structure and the glider platform. During my visit, portions of the metal structures were exposed posing a potential hazard to students using the staircase to enter the structure. It is recommended that the exposed areas be covered by a rubber edge guard to offer additional protection for students as well as reduce further wear on the structure. This repair may be proven cost effective as it will eliminate the need for replacing the entire staircase.</p> 		New
11-06-03	<p>Consideration should be given to refinishing parts of the playground structure. Corrosion of the equipment could be harmful if a rust chip or paint chip were to be ingested. Rust can also be very abrasive and cause scrapes or cuts to students using the equipment. The structure should be finished in a rust resistant coating that will be durable enough to withstand the daily weather and physical stresses that are placed upon the structure. In addition, the bar climber is subject to large amounts of sun and the exposed metal portions of the slide are very hot which can lead to burn injuries.</p> 		New


Rec. #	Recommendation	Target Date	Status
11-06-04	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is provided in areas of high impact. Students frequently kick or drag the fill material out from under the swing set causing the distance between the swing seat and the ground to increase. This is potentially dangerous if a student were to fall from the swing seat. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the swing seat and the fill material should exceed 12 inches but accommodate the age group of students using the swings. Fill material should be also matted directly up to the edge of the playground border. Low fill material could result in trip/fall related injuries for students entering and exiting the play area. Please see the following photographs that highlight some of the hazards involving the level of fill material. <b>Note:</b> It is recommended that a larger load of playground fill material be used on the playground to maintain proper impact absorption. Fill material should comply with restrictions set forth in ASTM F-1292-04. In addition, wood chip used should be an engineered wood fiber. Using recycled or shredded wood chips from a local park district can develop mold or fungus when wet. Engineered chips are treated against these conditions.</p> 		New
11-06-05	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. Under current standards, playground hardware should have no more than two exposed threads. Longer bolts should be replaced or ground down to meet current standards. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New



Rec. #	Recommendation	Target Date	Status
11-06-06	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is being provided in areas of high impact. Students frequently kick or drag the fill material out from under slide chutes causing the distance between the chute and the ground to increase. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the chute and the fill material should not exceed 15 inches.</p> 		New
11-06-07	<p>It is recommended that the drainage system for the south playground be reevaluated to ensure the safety of students and visitors. During my visit, a significant amount of water was found to be present on the grounds after only a small amount of rain. Bacteria and mold can often be found in standing water and is harmful to children. Additional mulch and small drains should be installed in the playground surfacing to ensure that water is absorbed or redirected out of the play area.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-08	<p>Consideration should be given to replacing the chain climber used on the playground structure showing signs of cracking. Worn or cracking support chain cause pinch related injuries or could potentially break at any time causing a student to fall. Impact injuries could result if the child's head were to come into contact with the structure or with the underlying low surfacing level. The chains should be replaced as soon as possible to prevent related injuries. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New
11-06-09	<p>It is recommended that all playground hardware be checked to ensure proper tightness and that it complies with current Consumer Product Safety Commission guidelines. Under current standards, playground hardware should have no more than two exposed threads. Longer bolts should be replaced or ground down to meet current standards. Incorrect hardware use can lead to a number of related injuries including entanglement hazards. Entanglement hazards are currently the lead cause of playground fatalities.</p> 		New



Rec. #	Recommendation	Target Date	Status
11-06-10	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is being provided in areas of high impact. Students frequently kick or drag the fill material out from under stair cases causing the distance between the steps and the ground to increase. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the stairs and the fill material should not exceed 12 inches.</p> 		New




## GALLAGHER BASSETT RISK CONTROL CONSULTING SERVICES



### COMMUNITY CONSOLIDATED SCHOOL DISTRICT #64



### FIELD ELEMENTARY SCHOOL

### ***PHYSICAL HAZARD SURVEY RECOMMENDATIONS*** **JUNE 15, 2011**

<i>Status</i>	<i>Description</i>
New	Brand new recommendation. Target date for integration to be set by client.
Not Yet Completed	Previous recommendation in process, estimated completion date set on-site when repeat deficiency identified.
Completed	Recommendation from previous meeting completed.

Rec. #	Recommendation	Target Date	Status
11-06-01	<p>Consideration should be given to replacing the protective rubber coating on the main entrance staircase to the playground structure. During my visit, portions of the metal structure were exposed posing a potential hazard to students using the staircase to enter the structure. It is recommended that the exposed areas be covered by a rubber edge guard to offer additional protection for students as well as reduce further wear on the structure. This repair may be proven cost effective as it will eliminate the need for replacing the entire staircase.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-02	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is being provided in areas of high impact. Students frequently kick or drag the fill material out from under slide chutes causing the distance between the chute and the ground to increase. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the chute and the fill material should not exceed 15 inches.</p> 		New
11-06-03	<p>It is recommended that attaching components of the moveable bridge be secured to ensure proper operation. During the inspection, the eyelets and chains used to hold the bridge were found to be loose. This condition could potentially cause a student to fall. Impact injuries could result if the child's head were to come into contact with the structure or with the underlying low surfacing level and/or handrails. The ropes should be replaced immediately. Until parts are replaced, the equipment should be rendered out of service. A sign or caution tape could be used temporarily deter students from using the equipment.</p> 		New

Rec. #	Recommendation	Target Date	Status
11-06-04	<p>It is recommended that the level of playground fill material be routinely checked to ensure that an adequate level of protection is provided in areas of high impact. Students frequently kick or drag the fill material out from under the swing set causing the distance between the swing seat and the ground to increase. This is potentially dangerous if a student were to fall from the swing seat. The fill material should be raked back underneath high impact areas as needed, in some cases this could be several times throughout the day. In compliance with the Consumer Product Safety Commission, the distance between the swing seat and the fill material should exceed 12 inches but accommodate the age group of students using the swings. Fill material should be also matted directly up to the edge of the playground border. Low fill material could result in trip/fall related injuries for students entering and exiting the play area. Please see the following photographs that highlight some of the hazards involving the level of fill material. <b>Note:</b> It is recommended that a larger load a playground fill material be used on the playground to maintain proper impact absorption. Fill material should comply with restrictions set forth in ASTM F-1292-04. In addition, wood chip used should be an engineered wood fiber. Using recycled or shredded wood chips from a local park district can develop mold or fungus when wet. Engineered chips are treated against these conditions.</p> 		New
11-06-05	<p>Consideration should be given to replacing any attaching hardware or clevises showing signs of corrosion. Corrosion of the equipment could lead to premature failure of the moveable part resulting in fall related injuries. Rust can also be very abrasive and cause scrapes or cuts to students using the equipment. The equipment set should be replaced with components finished in a rust resistant coating that will be durable enough to withstand the daily weather and physical stresses that are placed upon the unit.</p> 		New



To:              Board of Education

From:          Phillip Bender, Superintendent  
                  Rebecca J. Allard, Business Manager  
                  Sandra Stringer, Assistant Superintendent – Human Resources

Date:            August 8, 2011

Subject:        2011-12 Employee Health and Dental Insurance Plans

Every August, administration presents for Board approval a proposal for the annual renewal for the District employee benefit plan and associated costs. This year, administration is preparing two proposals for the Board's consideration. Except for the cost both proposals have the same plan of benefits.

- The first proposal from Hub International is to continue with the current stand-alone program with Blue Cross Blue Shield.
- The second proposal is to participate in a self-insured school insurance cooperative, Northern Illinois Health Insurance Plan (NIHIP). The NIHIP guarantees the current plan of benefits.

The following summary provides an overview of the insurance providers by type of benefit:

<b>Type of Benefit</b>	<b>2010-11 Providers of Employee Coverage's</b>	<b>HUB International 2011-12 Providers of Employee Coverage's</b>	<b>NIHIP 2011-12 Providers of Employee Coverage's</b>
PPO Medical	Blue Cross Blue Shield	Blue Cross Blue Shield	Blue Cross Blue Shield
PPO Mail-in Prescription Program	Prime Mail	Prime Mail	MEDCO
HMO Medical	HMO Illinois	HMO Illinois	HMO Illinois
Dental Insurance	UNICARE	Dearborn National	Dearborn National
Life Insurance	UNICARE	Sun Life	ING
Long Term Disability (LTD)	UNICARE	Sun Life	Sun Life
Voluntary LTD	UNICARE	Sun Life	Sun Life



## **Comparison of Proposals**

Although this memorandum of information provides more detail regarding the NIHIP proposal than the HUB proposal, this should not be misinterpreted as preference given one plan over the other. The HUB proposal represents the current plan of employee benefits. This memorandum is intended to provide information on the alternative proposal.

As detailed on Attachment I, the combined medical and dental increase for the Hub International proposal is 8.8% greater than the current year costs. The NIHIP proposal is 6.9% greater than 2010-11. This translates into a difference of \$103,082 between the two proposals.

### **▪ Coverage**

- Both proposals represent the current PPO plan of benefits.
- Health care reform requires all plans to have an open enrollment period. The NIHIP proposal will phase open enrollment in during 2011-12.
- Mail order prescriptions: The Hub International proposal continues the use of PrimeMail and the NIHIP proposal uses Medco. Blue Cross Blue Shield of Illinois coordinates with both programs.
- Dental: Under both proposals the District's dental provider will be changed to, Dearborn National. There is no change in the plan of benefits. The NIHIP proposal allows for the employee to purchase family dental insurance.

### **▪ Other considerations**

- District 64 is required to fulfill a three-year commitment. Once the three-year commitment is achieved a notice of withdrawal must be submitted within 120 days of the annual renewal date.
- The collective bargaining process will dictate PPO plan changes; again the NIHIP proposal guarantees the current plan of benefits.

## **Background Information on Proposals**

- Hub International has acted as District 64's insurance consultant for several years, and has partnered with our insurance committee to provide a comprehensive plan of employee benefits with the goal of reducing and or maintaining costs.
- Attachment II provides a thorough overview of NIHIP. In summary, NIHIP is a school district cooperative of 27 elementary and secondary districts in Lake, Kane, Cook and McHenry counties. It has been operating since December 1, 1983, and currently covers 5,718 school district employees under the health insurance program.

NIHP is member driven cooperative and is managed by a seven-member Executive Board of district administrators. The Executive Board hires an insurance consultant, Gallagher Benefit Services (GBS), to provide the professional management of the cooperative. The Executive Board meets monthly. The general NIHIP Board consists of one administrator from each member district and is required to meet at least two-times per year.

The underwriting/financial arrangements are detailed in the attachment. Several points to consider are:

- Reserve Account – NIHIP’s rate proposal is based on District 64 maintaining a reserve account to fund our “incurred but not yet reported” (IBNR) claim liability. **The NIHIP proposed PPO rates provide for the reserve fund; any funding remaining from this reserve are D64 funds not the carrier or the cooperatives.**
- The cooperative has a strong cash position and is very stable. In fact, NIHIP has had excess funds the past several years and is looking at the best way distribute the funds to the member districts. This opportunity does not exist with District 64’s current carrier.
- Lower Fixed Expenses – The fixed expenses of the cooperative purchasing are lower than what an individual district can obtain on their own.
- Common Plan Designs – NIHIP has common plan designs for PPOs and HMOs to select from. **District 64 is guaranteed the current plan of benefits until such time collective bargaining dictates a change.**

In terms of the actual plan being offered:

- NIHIP provides the Hope Health newsletter four times per year to member districts in addition to providing the Wellness Screening and Flu Shots at no cost to member districts.
- NIHIP retains Gallagher Benefit Services (GBS) to provide consulting services. GBS is available to assist the member districts with all employee communication, attend all insurance meetings and assist the Board during collective bargaining.

Because NIHIP requires a three-year commitment, it is also important to consider its track record of increases:

- Banding Formula – The increases for the NIHIP pool are based on a total amount of claims, fixed expenses and administrative expenses for the entire group. To determine each individual district renewal, a banding formula is applied. The banding formula can be plus or minus 10% above or below the average. The experience for each member district is capped at \$50,000 for any specific individual member. Both of these features help smooth out any experience swings to keep the increase closer to the average increase.
- NIHIP has experienced cooperative increases of 2006-07 (-1.8%); 2007-08 (0.8%); 2008-09 (3.8%); 2009-10 (0.9%); and 2010-11 (3.9%).
- NIHIP individual member districts have experienced rate increases ranging from a decrease of 2.2% to an increase of 21.7% (Attachment III). An individual district experiences an increase or decrease based on their experience.
- NIHIP also offers built-in networking opportunities. As there are 27 districts in the cooperative, District 64 would have knowledge of what benefit plans and rates the other districts have in force, and could compare issues with this peer group.
- In a fully insured environment, District 64’s experience currently is blended with other similar-sized groups to determine the portion of the needed annual rate increase. This process would be very similar within the cooperative, and in addition, District 64 would know the other districts in the group that our experience is being pooled with.

## **Evaluation of Proposals**

There are advantages and disadvantages to any change. The advantage to accepting the Hub International proposal is that the anxiety with any change will be eliminated. The District also will be free to seek other proposals in the future. District 64 also would maintain total control of its program. The biggest issue for groups deciding if they want to participate within any insurance cooperative is loss of complete control. Each member district only has one vote on the general board.

The disadvantage to accepting the Hub International proposal is that District 64 will pay approximately \$103,000 more in health and dental insurance costs over the alternative. Given its long-standing relationship, District 64 gave Hub International the opportunity to match the NIHIP Blue Cross Blue Shield rates. Hub International was unable to further reduce the Blue Cross Blue Shield rates.

In addition to the cost savings, the advantages of accepting the NIHIP proposal are that District 64 will have access to lower life insurance rates (from \$0.13 per \$1,000 of insurance currently to \$0.063), saving an additional \$19,000 over the 2010-11 costs and approximately \$27,000 over the Hub International proposal for 2011-12.

Ultimately, if the Board approves District 64's participation in NIHIP, the annual savings will exceed \$125,000 for 2011-12 (medical/ dental insurance savings plus life insurance). The disadvantages to joining NIHIP are the three-year commitment and the loss of individual control by joining a cooperative.

## **District 64 Insurance Committee and Next Steps**

The Park Ridge Education Association (PREA) collective bargaining agreement addresses the insurance committee in two areas of the contract.

### **ARTICLE XII "Professional Compensation and Benefits"**

- I.9. Insurance Changes:** *The Board shall have the right to change insurance carriers or otherwise provide for coverage as long as the level of benefits is substantially the same or better. Before the Board changes insurance carriers or otherwise provides for coverage, the Association shall be given advance notice and an opportunity to present its views through its participation in the District Insurance Committee.*
- I.10. Health Insurance Committee:** *The Health Insurance Committee ("Committee") will be continued during the term of this Agreement for the purpose of reviewing avenues and options to contain or decrease the cost of current and future health insurance and to make recommendations concerning same. The Committee will continue to be comprised of, but not limited to, a teacher representative from each building. The chair of the Committee shall be a District administrator designated by the Superintendent who shall be responsible for scheduling meetings and preparing written information for each meeting. The Committee will meet as necessary but at least two times per year. The work of the Committee shall be collaborative in order to promote a wide range of views and opinions as insurance options are reviewed. It shall have access to necessary information in order to do this. The Committee chair will provide these materials to committee members; however, the chair will protect the confidentiality of the individual plan participants as required by applicable law. The Committee may meet with consultants as needed.*

The Insurance Committee will meet on Friday, August 19, 2011, at 2:30 p.m. to review the two proposals. Board members Collins and Zimmerman are members of the insurance committee and will participate in the discussion.

Administration will present a recommendation for Board discussion at the August 22 regular meeting, and request adoption of a health/dental plan. This cost information will then be updated in the final District 64 budget for 2011-12 scheduled for adoption on September 26.

## Park Ridge - Niles Community Consolidated School District 64

## Comparison of Medical / Dental Insurance Rates

	# of Staff Participating	2010-11		2011-12 Hub International Proposal				2011-12 NIHIP Proposal			
		Monthly Rates	Annual Cost	2011-12 Proposed Monthly Rates	Annual Cost	\$ Increase	% Increase	2011-12 Proposed Monthly Rates	Annual Cost	\$ Increase	% Increase
Medical PPO											
Employee	271	\$602.34	\$1,958,810	\$664.98	\$2,162,515	\$203,705	10.40%	\$656.07	\$2,133,540	\$174,730	8.92%
Employee + 1	63	\$1,188.99	\$898,876	\$1,312.64	\$992,356	\$93,479	10.40%	\$1,295.04	\$979,050	\$80,174	8.92%
Family	90	\$1,702.83	\$1,839,056	\$1,879.92	\$2,030,314	\$191,257	10.40%	\$1,854.72	\$2,003,098	\$164,041	8.92%
Medical HMO											
Employee	20	\$427.43	\$102,583	\$427.43	\$102,583	\$0.00	0.00%	\$437.37	\$104,969	\$2,386	2.33%
Employee + 1	4	\$843.76	\$40,500	\$843.76	\$40,500	\$0.00	0.00%	\$863.38	\$41,442	\$942	2.33%
Family	24	\$1,208.37	\$348,011	\$1,208.38	\$348,013	\$2.88	0.00%	\$1,236.46	\$356,100	\$8,090	2.32%
Medical Dental											
Employee	529	\$31.75	\$201,549	\$29.53	\$187,456	(\$14,093)	-6.99%	\$29.53	\$187,456	(\$14,093)	-6.99%
Employee + 1	4	\$61.27	\$2,941	\$56.98	\$2,735	(\$206)	-7.00%	\$56.98	\$2,735	(\$206)	-7.00%
Family	9	\$98.40	\$10,627	\$91.51	\$9,883	(\$744)	-7.00%	\$91.51	\$9,883	(\$744)	-7.00%
		Net Cost		\$5,876,356		\$473,401	8.76%	\$5,818,274		\$415,320	7.69%
		Consulting Expense		\$45,000		\$5,400	13.64%	\$0.00		(\$39,600)	-100.00%
		Total Cost		\$5,921,356		\$478,801	8.80%	\$5,818,274		\$375,720	6.90%
										</	





## NIHIP Organizational Outline July 2011

### I. General Description

NIHIP is a school district cooperative for both elementary and secondary school districts in the Lake, Kane, Cook and McHenry Counties. NIHIP began operations December 1, 1983. Basic Life, AD&D, Medical, and Dental coverage are available through NIHIP.

#### A. Geographic/Physical Characteristics

1. There are no geographic boundaries to limit potential members.
2. The Cooperative currently consists of 27 school districts.
3. Approximate number of covered employees in June 2011:

<u>Coverage</u>	<u>Employees</u>	<u>Dependents</u>	<u>% EES with Deps</u>
PPO	7,028	1,713	24.4%
HMO	2,129	960	45%
<b>Total Health</b>	<b>5,718</b>		
Dental	4,920	1877	38%
Life	8,933		

All 27 NIHIP members participate in the Basic Life, AD&D, and Medical programs. 16 NIHIP members currently participate in the dental program.

#### B. Governance

1. Each member assigns a school administrator designated by the District's Board of Education to sit on the NIHIP General Board of Directors.
2. A contract and bylaws which are administered through the General Board of Directors govern the operations of the cooperative.
3. The following two officer positions are one-year terms.
  - (a) Chairperson
  - (b) Secretary

4. Initially, new districts joining NIHIP must agree to remain members of NIHIP for at least a three-year period.

## **II. Underwriting/Financial Arrangements**

### **A. New Member Underwriting**

Initial funding rates are based upon plan design and prior claims experience.

### **B. Renewal Underwriting**

Risk is spread among the membership by first determining the average percentage funding adjustment necessary to meet the Cooperative's maximum cash liabilities, claims and administrative expenses.

### **C. Individual Member District Annual Rate Adjustments**

Once the average cooperative-wide funding adjustment has been determined, a banding formula is employed to further spread member risk based on the 24-month paid loss ratios of the individual districts. The loss ratios are based on claims not to exceed \$50,000 per specific individual. *(The specific claim cost between \$50,000 and \$160,000 are shared on a per head basis).* The banding formula of plus or minus 10% is then applied to the loss ratio to determine the final rate increase.

### **D. Excess Reinsurance**

Specific stop loss insurance is purchased to protect the Cooperative from claims in excess of \$150,000 per person, per plan year. Aggregate insurance of 125% of expected claims is also purchased. The stop loss vendor is ING.

### **E. Internal Accounting of Member Surpluses and Deficits**

Districts receive a monthly financial report which includes an accounting of all premium collection and plan costs. The report also reflects any terminal reserve accounts held by the Districts. Monthly reports are sent to each District identifying their claim versus premium position plan year to date.

### **F. Reserves**

The Incurred But Not Reported (IBNR) claim liability is the individual district's responsibility. The District may set up an individual reserve account within NIHIP or separately outside of NIHIP. The aggregate stop-loss liability is funded by NIHIP. Any excess reserves can be allocated at the discretion of the Executive Committee.

### **III. Benefit Plan Design**

#### **A. Individual Member Plans**

##### **PPO Plan Options**

NIHIP offers common PPO and High Deductible plans for Districts to choose from. The plans have varying deductibles, copays and out-of-pocket structures.

##### **HMO Plans**

NIHIP Districts have the option to choose between two HMO plans with varying copay amounts. Districts may also offer the smaller Blue Advantage network.

#### **B. Cooperative Restrictions**

Extra contractual claim payments must be authorized by the Executive Committee.

### **IV. Administration**

#### **A. Billing**

1. Self-billed Format - Each member's rates reflect all aspects of the Cooperative's operating costs (claims, utilization review, PPO fees, claims administration fees, excess health insurance, etc.). Each district submits their monthly self-billed premium statement to the Cooperative Treasurer.
2. Invoicing of Administration and Reinsurance Expense - The Treasurer is billed for all financial obligations including claim payments, utilization review services, consulting services, reinsurance premiums, COBRA administration, wellness screenings, etc.

#### **B. Claims Administration**

Experience reporting is maintained on a client and plan-specific level.

#### **C. Administration Staffing**

The Cooperative employs Stevenson High School as its treasurer for record keeping, auditing, and investment purposes. Further, it retains the services of Ancel, Glink, Diamond, Cope & Bush, P.C. as its legal counsel.

Also retained by the Cooperative is Evoy, Kamschulte, Jacobs & Co. of Waukegan, Illinois, to annually audit the Cooperative's financial statements.

## **V. Managed Health Care**

### **A. HMO Activity**

Effective September 1, 1997, a common HMO plan was implemented with HMO Illinois. The HMO moved to a self-funded arrangement effective September 1, 2001. Effective September 1, 2004, a second HMO plan was added.

### **B. PPO Activity**

All districts currently have employees participating in the NIHIP PPO plans. The PPO plans are available to all member districts. The PPO network is Blue Cross Blue Shield of Illinois.

### **C. Utilization Review Activity**

As the plan administrative services provider, Blue Cross Blue Shield of Illinois provides utilization review, case management and hospital certification services.

### **D. Wellness Programs**

All members have access to the Blue Care Connection and Blue Points programs through Blue Cross Blue Shield of Illinois. In addition all member employees receive the Hope Health newsletter four times per year. NIHIP offers a free wellness screening including blood draw and health risk assessment and flu shots to its PPO and HMO covered employees. Non-covered employees may participate at their own expense. Covered dependents wishing to participate in the screenings and flu shots have the option to submit the charges against their annual wellness benefit.

GBS also provides wellness consulting services to the Districts on a district specific basis.

## **VI. Flexible Benefits**

Flexible Spending Plans, allowed under Section 125 of the IRS Code are available to interested school districts. NIHIP has a preferred pricing arrangement through Discovery Benefits and COBRAsource.

## **VII. COBRA Practices**

Administrative services are provided through COBRAsource.

## **VIII. GBS Service to Individual Members**

### **A. Consulting Services Provided to Each District**

- 1. Plan Design/Cost Containment**
- 2. Benefit Communications**
- 3. Employee Meetings/Insurance Committee Meetings**
- 4. Health Trends/Education**
- 5. Individual District Advice/Consulting**

**Gallagher Benefit Services is compensated through a fee arrangement negotiated with NIHIP. There are no commissions in the medical, dental or life plans.**



**HISTORICAL RATE ADJUSTMENTS<sup>1</sup>**  
**For PPO/Indemnity Medical Plans**

<b>Plan Year</b>	<b>Average</b>
7/1/87 to 6/30/88	0.0%
7/1/88 to 6/30/89	12.0%
7/1/89 to 6/30/90	55.0%
7/1/90 to 6/30/91	20.0%
7/1/91 to 6/30/92	19.4%
7/1/92 to 6/30/93	12.0%
7/1/93 to 6/30/94	14.0% <sup>2</sup>
7/1/94 to 6/30/95	3.4%
7/1/95 to 6/30/96	3.3%
7/1/96 to 8/31/97	0.9% <sup>3</sup>
9/1/97 to 8/31/98	0.0%
9/1/98 to 8/31/99	3.1% <sup>4</sup>
9/1/99 to 8/31/00	14.6%
9/1/00 to 8/31/01	17.5%
9/1/01 to 8/31/02	38.6%
9/1/02 to 8/31/03	24.9%
9/1/03 to 8/31/04	23.8%
9/1/04 to 8/31/05	22.0%
9/1/05 to 8/31/06	9.9%
9/1/06 to 8/31/07	-1.8%
9/1/07 to 8/31/08	.8%
9/1/08 to 8/31/09	3.8%
9/1/09 to 8/31/10	.9%
9/1/09 to 8/31/10	3.9%

<sup>1</sup> Rate adjustments reflect overall average increase prior to the application of the "banding formula" to determine individual district adjustments.

<sup>2</sup> Adjustment includes a 10% claim margin.

<sup>3</sup> Adjustment applies for 14 months (anniversary changed from 7/1 to 9/1).

<sup>4</sup> Average adjustment would have been 5.3% in the absence of a special reserve adjustment to modify increase.

**LIST OF MEMBERS**  
**(As of 7/1/11)**

- Adlai Stevenson High School District 125
- Aptakisic-Tripp CCSD 102
- Big Hollow School District 38
- Barrington CUSD 220
- Burlington CCUSD 301
- Community High School District 128
- Fox River Grove School District 3
- Gavin School District 37
- Geneva CUSD 304
- Gurnee School District 56
- Hawthorn School District 73
- Johnsburg School District 12
- Kildeer CSSD 96
- Lake County Area Vocational System
- Lake Forest Elementary District 67
- Lake Forest High School District 115
- Libertyville Public School District 70
- Lincolnshire-Prairie View SD 103
- Mundelein School District 75
- New Trier High School District 203
- Nippersink School District 2
- Richmond-Burton High School District 157
- Ridgewood High School District 234
- Rondout School District 72
- Round Lake Area Schools 116
- SEDOM
- Wauconda CUSD118

NIHIP Rate Increases												
	Pool Average		Stevenson		CHSD 128		Geneva		Mundelein		New Trier	
	PPO	HMO	PPO	HMO	PPO	HMO	PPO	HMO	PPO	HMO	PPO	HMO
2008/2009	3.8%	10.3%	-0.2%	7.3%	4.8%	10.3%	n/a	n/a	3.8%	13.3%	3.8%	10.3%
2009/2010	0.9%	6.4%	0.9%	3.4%	0.9%	11.4%	3.9%	4.4%	-0.1%	11.4%	-1.1%	6.4%
2010/2011	11.7%	11.9%	10.7%	9.9%	11.7%	16.9%	12.7%	11.9%	7.7%	20.9%	8.7%	11.9%
2011/2012	3.9%	5.6%	-0.1%	1.6%	3.9%	3.6%	5.9%	5.6%	1.9%	8.6%	0.9%	5.6%

Plan Yr	PPO		HMO	
	Highest	Lowest	Highest	Lowest
2008/2009	8.8%	-2.2%	13.3%	7.3%
2009/2010	5.9%	-4.1%	11.4%	1.4%
2010/2011	21.7%	3.7%	21.9%	1.9%
2011/2012	12.9%	-3.1%	15.6%	-4.4%

Note: In 2008, the HMO banding formula was only 3% up or down from the average. That has been changed to 10% up or down from the average.