

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

**Board of Education Agenda**

**Monday, October 28, 2013  
Regular Board Meeting  
Washington Elementary School – South Gym  
1500 Stewart Avenue  
Park Ridge, IL 60068**

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

**Monday, October 28, 2013**

**TIME**

**APPENDIX**

- |           |  |  |
|-----------|--|--|
| 6:30 p.m. | <ul style="list-style-type: none"><li><b>Meeting of the Board Convenes</b></li><li>• Roll Call</li><li>• Introductions</li><li>• Opening Remarks from President of the Board</li></ul>   |  |
| 6:30 p.m. | <ul style="list-style-type: none"><li>• <b>Board Convenes to a Committee-of-the-Whole: Student Achievement</b></li></ul>   |  |
| 7:30 p.m. | <ul style="list-style-type: none"><li>• <b>Board Adjourns from Committee-of-the-Whole: Student Achievement and Resumes Regular Board Meeting</b></li><li>• <b>Pledge of Allegiance and Welcome</b><br/>-- Washington Elementary School Principal/Students/PTO</li><li>• <b>Public Comments</b></li><li>• <b>Approval of the Design Documents for the Field School Project</b><br/>-- Director of Facility Management/<br/>Fanning Howey</li><li>• <b>Report and Discussion on Transition of Before and After School Child Care Program to Park District Effective 2014-15</b><br/>-- Principal Roosevelt School/Coord., Ext. Day &amp; Pre-School Serv./<br/>Park Ridge Park District/Business Manager</li><li>• <b>Progress Update on Board Goal/ Student Learning #1B – Student Growth Metrics</b><br/>-- Assistant Superintendent for Student Learning/<br/>Director of Special Education/Pupil Services</li><li>• <b>Report on Board Goal/ Facilities #2 – Kasarda Demographic Study</b><br/>-- Business Manager</li><li>• <b>First Reading of Policies from PRESS Policy Issues 79 and 80</b><br/>-- Superintendent</li></ul> | <p>A-1</p> <p>A-2</p> <p>A-3</p> <p>A-4</p> <p>A-5</p> |

- **Recommendation/Approval for Collection of Student Fees** **A-6**  
-- Business Manager **Action Item 13-10-3**
  
- **Update on Superintendent Search** **A-7**  
-- Assistant Superintendent for Human Resources
  
- **Discussion of Consensus Goals and Communication COW Recap** **A-8**  
-- Superintendent
  
- **Consent Agenda** **Action Item 13-10-4** **A-9**  
-- Board President
  - Personnel Report
  - Bill – October 8, 2013
  - Bills – October 15, 2013
  - Bills, Payroll and Benefits – October 28, 2013
  - Approval of Financial Update for the Period Ending September 30, 2013
  - Approval of Energy Management Consultant - Constellation New Energy
  - Acceptance of Donation
  - Destruction Audio Closed Minutes (none)
  
- **Approval of Minutes** **Action Item 13-10-5** **A-10**  
-- Board President
  - Special Board Meeting Minutes.....October 8, 2013
  - Closed Session Minutes.....October 8, 2013
  - Special Board Meeting Minutes.....September 28, 2013
  - Regular Board Meeting Minutes.....September 23, 2013
  - Closed Session Minutes.....September 23, 2013
  - Special Board Meeting Minutes.....September 19, 2013
  - Committee-of-the-Whole: Communications ..September 19, 2013
  - Closed Session Minutes.....September 19, 2013
  
- **Board Member Liaison Report** **A-11**  
-- Board of Education
  - Elementary Learning Foundation
  - IASB Fall Meeting
  - Traffic Safety Meeting
  - PTO/ A Presidents Meeting
  - Board & Administration Communication – New Finance Report
  - ED-RED
  
- **Other Discussion and Items of Information** **A-12**  
-- Superintendent
  - Upcoming Agenda
  - Freedom of Information Act Requests (FOIA)
  - Memoranda of Information
    - Elementary Milk
    - National School Lunch Program (NSLP)
    - Update on Board Goal/ Graphic 2013-15
    - Before School Entry Procedures
  - Minutes of Board Committees
    - Wellness Committee Minutes of September 24, 2013
  - Other
  
- **Adjournment to Closed Session**

- Discipline, Performance of Specific Employees [5 ILCS 120/2(c)(1)]
- Collective Negotiations [5 ILCS 120/2(c)(2)]

Next Regular Meeting: **Monday, November 18, 2013**  
 Regular Board Meeting – 7:30 p.m.  
**Carpenter School – South Gym**  
 300 N. Hamlin Avenue  
 Park Ridge, IL 60068

**November 18, 2013 – Carpenter School – South Gym**

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

- Review 2013 Proposed Tax Levy

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Review of Security Survey
- Board Sets Date of Public Hearing for 2013 Tax Levy
- FY13 Audit Report
- Discussion on Capital Projects Financing
- Summer Interim Session 2013 Report
- Presentation and Approval of Summer Interim Session 2014 Dates and Fees
- Update on Board Goal/Student Learning #3 – Technology Metrics
- Approval of Transition of Before and After School Child Care Program to Park District effective 2014-15
- Presentation of Leadership Profile for Superintendent's Search
- Approval of October Financials Ending October 31, 2013
- Approval of Policies from PRESS Issue 79 and 80

**December 9, 2013 – Hendee Educational Service Center**

Special Board Meeting – 6:30 p.m.

Closed Session

**December 12, 2013 – Hendee Educational Service Center**

Closed Session – 5:30 p.m.

**December 13, 2013 – Hendee Educational Service Center**

Closed Session – 5:30 p.m.

**December 16, 2013 – Field School – South Gym**

Public Hearing on 2013 Tax Levy -

Regular Board Meeting – 7:30 p.m.

- Resolution # to Adopt Final 2013 Tax Levy
- Resolution of Intent to Issue Working Cash Bonds and Set Public Hearing
- Report on Student Fees and Student Extracurricular Fees Study
- Approval of the Construction Documents for the Field School Project and Approval to Bid for the Field School Project
- Update on PARCC Implementation
- Present Final Calendar for 2014-15 & Tentative Calendars for 2015-16 & 2016-17
- Approval of November Financials Ending November 30, 2013

**January 27, 2014 – Jefferson School**

Public Hearing on Issuance of Bonds – 7:15 p.m.

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Adopt Final Calendar for 2014-15 & Tentative Calendars for 2015-16 & 2016-17
- Report on Social Emotional Learning Programming

- Approval of December Financials Ending December 31, 2013

#### February 24, 2014 – Field School – North Gym

- Pledge of Allegiance and Welcome
- Approve Parameters Resolution Authorizing Bond Sale With Approval of Board President and Business Manager
- Approval of January Financials Ending January 31, 2014

#### Upcoming Topics

- Pledge of Allegiance and Welcome – 3/24/14
- Update on Board Goal/Student Learning #2 – 21<sup>st</sup> Century Learning 3/24/14
- Approval of February Financials Ending February 28, 2014 – 3/24/14
- Pledge of Allegiance and Welcome – 4/28/14
- Update on Board Goal/Student Learning #4 – for Instructional Technology Coach (ITC) Impact - 4/28/14
- Approval of March Financials Ending March 31, 2014 – 4/28/14
- Pledge of Allegiance and Welcome – 5/19/14
- Approval of April Financials Ending April 30, 2014 – 5/19/14
- Approval of May Financials Ending May 31, 2014 – 6/23/14

#### TBD

- Approval of Superintendent
- Presentation of Website Review
- Discussion on Class Size Determination Process
- Progress Report on 2013-14 District-wide Priorities & Strategic Plan Activities
- Report on English Language Learners and Changing Needs
- Recognition/Plans for Community Finance Committee
- Intergovernmental Agreements District 62 and NSSEO
- Approval of Facility Master Plan Phase II

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.

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

To: Board of Education  
Philip Bender, Superintendent

From: Scott Mackall, Director of Facility Management  
Keri VanSant, Fanning Howey

Date: October 28, 2013

Subject: Approval of the Design Documents for the Field School Project

The Administration is seeking Board approval of the design documents for the Field School Project. Summaries for the 2014 Mechanical Improvements, 2015 Health/Life Safety Improvements, and the combined project are provided in the Board packet.

#### **Field Elementary School 2014 Mechanical Improvements**

The Administration and Fanning Howey are seeking Board approval to continue to move forward with the production of Construction Documents for the Mechanical Improvements Project at Field Elementary School, proposed to take place during Summer 2014.

Pending additional Board approval, Bid Documents is tentatively scheduled to be released on Wednesday, January 8, 2014, with the Bid Opening tentatively scheduled for Thursday, February 6, 2014. This timeframe should allow for a potential Contract Award by the Board at a Regular Board Meeting on February 24, 2014, pending a review of the submitted Bid Proposals and a recommendation by Fanning Howey. Attachment 1

#### **Field Elementary School 2015 Health/Life Safety Improvements**

The Administration and Fanning Howey are seeking Board approval to continue to move forward with the production of Construction Documents for the Health/Life Safety Improvements Project at Field Elementary School, proposed to take place during Summer 2015.

Pending additional Board approval, Bid Documents will be issued at the Board's discretion. An estimated timeframe for a potential bidding process for this work could be to issue Bid Documents late in 2014, or early January 2015, with the intent to award a contract or contracts by March 2015. The issuance of Bid Documents for this project remains flexible, as long as the project is still proposed to take place Summer 2015. Attachment 2

## Field Elementary School Summary

The summary sheet for the Field Elementary School Design Development Construction Cost Projection is Attachment 3.

### ACTION ITEM 13-10-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve moving from Design Documents to Construction Documents. Fanning Howey's fees for the project are fixed at this point. The amount is:

2014 Mechanical Improvements (Project No. 213012.02)	\$456,674
2015 Health/Life Safety Improvements (Project No. 213012.03)	<u>\$175,376</u>
Total Fee:	\$632,050

This fee is through Construction and Project Closeout.

The votes were cast as follows:

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

AYES:

NAYS:

PRESENT:

ABSENT:

10/28/13

Field Elementary School  
Fanning Howey

2014 Summer HVAC

**FIELD ELEMENTARY SCHOOL**  
**Park Ridge, Illinois**

<b>Design Development Construction Cost Projection</b>		<b>2014 Summer HVAC Improvements</b>		
			<b>System</b>	<b>System Cost</b>
		<b>%</b>	<b>Cost/GSF</b>	<b>Totals</b>
Demolition & Removals		1.05%	\$ 0.64	48,703
Substructure		0.30%	\$ 0.18	13,945
Structural Frame		1.94%	\$ 1.19	90,430
Roofing		0.24%	\$ 0.15	11,250
Exterior Walls		1.02%	\$ 0.63	47,740
Interior Subdivision		0.58%	\$ 0.36	27,024
Vertical Circulation		0.04%	\$ 0.02	1,735
Wall Finishes		0.30%	\$ 0.19	14,101
Floor Finishes		0.01%	\$ 0.01	675
Ceiling Finishes		1.21%	\$ 0.74	56,430
Building Specialties		0.01%	\$ 0.01	595
Casework & Wood Trim		1.15%	\$ 0.71	53,750
Equipment		0.02%	\$ 0.01	1,078
Fire Protection		0.29%	\$ 0.18	13,448
Plumbing		4.11%	\$ 2.51	191,341
HVAC		50.44%	\$ 30.88	2,350,047
Electrical Systems		15.36%	\$ 9.40	715,556
Site Development		2.14%	\$ 1.31	99,648
		<b>80.22%</b>	<b>\$ 49.11</b>	<b>3,737,496</b>
Construction Contingency - Specification Allowance	10.00%	8.02%	\$ 4.91	373,750
General Conditions		4.72%	\$ 2.89	220,000
General Contractor's Overhead & Profit	6.50%	6.04%	\$ 3.70	281,531
Contractor's Payment & Performance Bonds	1.00%	0.99%	\$ 0.61	46,128
<b>Sub Total</b>		<b>100.0%</b>	<b>\$ 61.22</b>	<b>4,658,904</b>
Design Contingency	6.00%		\$ 3.67	279,534
Escalation Contingency	3.00%		\$ 1.95	148,153
<b>TOTAL CONSTRUCTION HARD COST</b>			<b>\$ 66.84</b>	<b>\$ 5,086,591</b>
Shift Work Adjustment Allowance			\$ 4.60	350,000
<b>TOTAL ADJUSTED CONSTRUCTION HARD COST</b>			<b>\$ 71.44</b>	<b>\$ 5,436,591</b>



Field Elementary School  
Fanning Howey

2015 Summer Health-Life Safety

**FIELD ELEMENTARY SCHOOL**

Park Ridge, Illinois

<b>Design Development Construction Cost Projection</b>		<b>2015 Summer Health/Life Safety Improvements</b>		
		<b>%</b>	<b>System Cost/GSF</b>	<b>System Cost Totals</b>
Demolition & Removals		3.14%	\$ 0.62	47,527
Substructure		0.00%	\$ -	-
Structural Frame		0.00%	\$ -	-
Roofing		29.63%	\$ 5.90	448,895
Exterior Walls		42.95%	\$ 8.55	650,756
Interior Subdivision		0.50%	\$ 0.10	7,582
Vertical Circulation		0.00%	\$ -	-
Wall Finishes		0.01%	\$ 0.00	155
Floor Finishes		0.00%	\$ -	-
Ceiling Finishes		1.68%	\$ 0.34	25,500
Building Specialties		0.00%	\$ -	-
Casework & Wood Trim		0.01%	\$ 0.00	83
Equipment		0.00%	\$ -	-
Fire Protection		0.00%	\$ -	-
Plumbing		0.00%	\$ -	-
HVAC		0.00%	\$ -	-
Electrical Systems		0.00%	\$ -	-
Site Development		0.00%	\$ -	-
		<b>77.92%</b>	<b>\$ 15.51</b>	<b>1,180,498</b>
Construction Contingency - Specification Allowance	10.00%	7.79%	\$ 1.55	118,050
General Conditions		7.26%	\$ 1.45	110,000
General Contractor's Overhead & Profit	6.50%	6.04%	\$ 1.20	91,556
Contractor's Payment & Performance Bonds	1.00%	0.99%	\$ 0.20	15,001
<b>Sub Total</b>		<b>100.0%</b>	<b>\$ 19.91</b>	<b>1,515,104</b>
Design Contingency	6.00%		\$ 1.19	90,906
Escalation Contingency	5.00%		\$ 1.06	80,301
<b>TOTAL CONSTRUCTION HARD COST</b>			<b>\$ 22.16</b>	<b>\$ 1,686,311</b>
Shift Work Adjustment Allowance			\$ -	-
<b>TOTAL ADJUSTED CONSTRUCTION HARD COST</b>			<b>\$ 22.16</b>	<b>\$ 1,686,311</b>

Field Elementary School  
Fanning Howey

Summary

**FIELD ELEMENTARY SCHOOL**  
**Park Ridge, Illinois**

**Design Development Construction Cost Projection**

**Summary**

**BASE BID CONSTRUCTION COSTS**

2014 Summer Improvements - HVAC	\$	5,436,591
2014/2015 Summer Improvements - Exterior	\$	1,686,311
<b>TOTAL BASE BID CONSTRUCTION COSTS</b>	<b>\$</b>	<b>7,122,902</b>

**ALTERNATES**

2014 HVAC Scope - Ceiling tiles 2'x4' (in lieu of 2'x2' tiles)	Deduct	\$	(5,500)
2014 HVAC Scope - H/LS Emergency power wiring, ATS, etc. for lighting	ADD	\$	24,730
2015 H/LS Scope - Unfaced R-38 batt insulation (in lieu of sprayed fiberglass)	ADD	\$	18,600



Park Ridge-Niles School District 64  
Board of Education  
October 28, 2013

## **Jefferson Program: History**

- After School Program at Jefferson School  
32 years ago  
25 students  
3 staff members

## Jefferson Program: Now

- Total Enrollment: 250+
- Daily Enrollment: varies from 168 - 200
- Enrollment varies by school:
  - Carpenter: 58
  - Field: 80
  - Franklin: 68
  - Roosevelt: 2\*
  - Washington: 40
  - Emerson/Lincoln: 5

## Beyond the Bell Pilot



- Fall 2012 - Initial Proposal
- December 2012 - Approval of 1-year Beyond the Bell pilot program at Roosevelt School
- August 2013 - Beyond the Bell begins at Roosevelt School

## Roosevelt School: Then and Now

### After School Program Participation

- **2012-13** at Jefferson After School Program  
66 total students enrolled (October 2012 data)  
43 - 56 students attended daily (October 2012 data)
- **2013-14** at Beyond the Bell at Roosevelt  
171 total students enrolled  
75 - 85 students attend daily  
85 - 106 students for Wednesday (early dismissal)



## Roosevelt Pilot Survey Results



- Sept. 23 presentation from Dr. Dwyer about BTB activities at Roosevelt
- 100% survey response rate (112 families)

## Roosevelt Pilot Survey Results (continued)



1. I am pleased with the Beyond the Bell program. **94% Excellent; 6% Good**

2. I like the option for my child to participate in after school functions. **89% Excellent; 11% Good**

3. I feel the Beyond the Bell Program provides a balance of work and play. **83% Excellent; 17% Good**

## Roosevelt Pilot Survey Results (continued)



4. I feel that the time allocated for homework is appropriate. **73% Excellent; 27% Good**

5. The Beyond the Bell staff is very approachable and responsive to my child and his/her needs.

**86% Excellent; 12% Good; 1% Average**

6. I would recommend the Beyond the Bell Program to other families. **87% Excellent; 11% Good  
2% Average**

## Jefferson Survey Results

- 165 surveys distributed
- 80 (48%) surveys returned
- Overall results
  - 40% preferred to continue at Jefferson
  - 56% preferred program at their local school
  - 3% had no preference

## Jefferson Survey Results (continued)

- Results by school (Jefferson/local school)

Carpenter (16): 25%/63%

Field (15): 27%/67%

Franklin (20): 50%/50%

Washington (20): 30%/70%

No School Identified (8): 87%/12%



## Vision for 2014-15

- Enrollment of approximately 100 students before and after school
- Both quiet and open homework areas offered with homework helpers
- Accommodate needs of other student groups or school activities at each location (e.g., Scouts, sports, Market Day, etc.)
- Use of outdoor spaces and adjacent parks



## Plans for 2014-15 Carpenter School

**Location:** gym, adjacent kitchen, adjoining hallways, playgrounds

**Pick up/drop off:** Hamlin

**Alternate spaces:** LRC

**Storage area:** kitchen cabinets





## Plans for 2014-15 Field School

**Location:** gym, adjacent kitchen, adjoining hallways, playgrounds

**Pick up/drop off:** Wisner

**Alternate spaces:** Northeast Park, outdoor stage, reading garden, auditorium

**Storage area:** kitchen cabinets



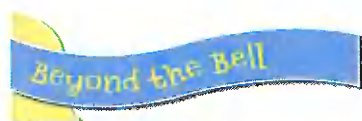
## Plans for 2014-15 Franklin School

**Location:** gym, adjacent kitchen, adjoining hallways, playgrounds

**Pick up/drop off:** Manor Lane circle drive

**Alternate spaces:** auditorium, Northwest Park

**Storage area:** kitchen cabinets



## **Plans for 2014-15 Washington School**

**Location:** gym, adjacent kitchen, adjoining hallways, playgrounds

**Pick up/drop off:** Stewart

**Alternate spaces:** auditorium, LRC, Centennial Park

**Storage area:** kitchen cabinets, PE storage

## **Recommendation for 2014-15**

- Park District to assume full responsibility for the on-site before and after school program at all 5 elementary schools
- No change to AM and PM Jefferson Extended Day Kindergarten Programs
- Kindergartners will return to their home school for care from 3:30 - 6:00 p.m.
- Park District will offer care on days when there are no classes (e.g., holidays, staff development days and record days)

## **Benefits to Students**

- Safety of students
- Convenient pick-up for parents
- More students accommodated
- New opportunities at home school
- More time for homework or recreation
- Familiar surroundings
- Additional support for special needs students

## **Other Considerations**

- Impact on Jefferson staff
- Social ties strengthened at home school, not District-wide
- Increased requests for PM kindergarten at home schools (?)
- Park District Grade 6 'Tween Time

## **Parent Support**

Brief comments from Roosevelt BTB families  
and organization leader at prospective school

## **Next Steps**

### **November 18**

Action Item to expand Beyond the Bell before  
and after school program to Carpenter, Field,  
Franklin, and Washington Schools effective  
2014-15 school year



**Q & A**

TO: Board of Education

FROM: Dr. Philip Bender, Superintendent  
Joel Martin, Asst. Supt. for Human Resources  
Dr. Kevin Dwyer, Roosevelt School Principal  
Leslye Lapping, Coordinator, Preschool & Extended Day Services  
Bernadette Tramm, Public Information Coordinator  
Becky Allard, Business Manager  
Brian Imhoff, Assistant Business Manager

DATE: October 28, 2013

SUBJECT: Report and Discussion on Transition of Before and After School Child Care Program to Park District Effective 2014-15

### **Introduction**

At the December 10, 2012 meeting, the Board of Education approved a one-year pilot program for 2013-14 at Roosevelt School to offer on-site child care after school, and transfer responsibility for both before and after school child care at Roosevelt to the Park Ridge Park District.

District 64 introduced the proposal to move to a school-based concept for both its before and after school elementary child care programs as a way to better meet student needs and open the program to more families. Approval of the pilot capped more than two years of research of practices in surrounding communities. Previously, only the before school care was provided locally at each elementary school.

On approval in December 2012, administration stated its intent to return to the Board in fall 2013 to seek authorization to expand the program to the four remaining elementary schools beginning with the 2014-15 school year under the supervision of the Park District.

### **Background**

#### **▪ Before School Program**

The program has been school-based since its founding in 1983. The program was taken over by District 64 from a non-profit corporation in the 2007-08 school year at the same time the District transitioned the elementary paid lunch supervision program to its direct control. Currently, approximately 187 students are served at the four elementary schools (Carpenter, Field, Franklin and Washington) beginning at 7:00 a.m. daily until the start of school. Parents may register a child to attend daily for the year.

#### **▪ After School Program**

The Jefferson after school program has been in existence for 30 years. Students in grades K-6 are bused from the four elementary schools (Carpenter, Field, Franklin and Washington) and Lincoln Middle School to Jefferson; Emerson Middle School students walk. The program is offered from after school until 6:00 p.m., with three pick-up times offered and priced accordingly. The program started with three staff members and approximately 30 students. Currently, 256 students are enrolled in the program, which is supervised by 25 part-time staff members under the direction of two administrators.

Demand for after school services at Jefferson remains high and enrollment is limited due to the capacity of the building to accommodate the program and to maintain a low staff-to-student ratio. In spite of having one less elementary school participating in the After School Program this year, there has been a waiting list for Mondays and Wednesdays. That list was as high as 13 students; all of those children have now been offered a spot in the program.

Faced with this growing need, Superintendent Philip Bender and Leslye Lapping, Coordinator of Extended Day & Preschool Services, three years ago began exploring the possibility of moving to a school-based concept for after school care as a way to better meet student needs and open the program to more families. Their research of practices in surrounding communities also pointed out that schools commonly forge partnerships with their local park districts to meet the before school and after school child care needs of families. Such collaborations allow each organization to focus on their core missions, avoid redundant offerings, and provide greater benefits to community members.

As a result of this review, District 64 opened conversations with the Park Ridge Park District in 2012 to explore interest in partnering to meet the before and after school needs of students. These discussions ultimately led to the pilot underway this year.

#### **Review of Roosevelt School “Beyond the Bell” Pilot 2013-14**

To reflect its partnership with District 64 and acknowledge the opportunities for students both before and after the instructional school day, the Park District created a new name to identify its child care opportunities: “Beyond the Bell.”

Board members were previously updated on the operations of the program:

- August 26 – Update from Superintendent Bender and copy of Beyond the Bell Parent Handbook distributed
- September 23 – Update from Roosevelt Principal Kevin Dwyer and photo tour of the program and facilities.

During the fall, both the Park District and District 64 have closely monitored the Roosevelt programs. Feedback and program evaluation has been sought from parents on all aspects of Beyond the Bell (BTB). Survey responses were received from 100% of the 112 families now participating in the program.

Survey data indicates overwhelmingly positive support for the quality and programming offered to Roosevelt students in both the before and after school programs, such as:

- 94% of parents responded with an excellent rating: “I am pleased with the BTB program.”
- 87% of parents responded with an excellent rating: “I would recommend the BTB program to other families.”
- 89% of parents responded with an excellent rating: “I like the option for my child to participate in after school functions.”

Attachment #1 provides the detailed analysis of all questions and free responses from the Park District survey.

In addition, families of students from the other four elementary schools attending Jefferson programs also have been invited to share their feedback on the proposal. Survey data indicates strong interest in transitioning to school-based care, with 57% of parents responding with a preference for students remaining at their neighborhood



school for after school care. Avoiding the bus trip to Jefferson and saving time by remaining at their local school were important features. Attachment #2 provides the detailed analysis of the questions from the Jefferson survey.

Further, District 64 and the Park District have assembled responses to the most frequently asked questions on Facilities and Impact on Jefferson Programs/Other Concerns. This material is included as Attachment #3.

### **Recommendation**

As we consider the needs of students first and foremost, the benefits of students remaining at their home schools for both before and after school care are quite significant:

- familiar surroundings
- new opportunities to participate with classmates in their own school's extracurricular programs, such as Scouts and athletic clubs
- enhanced safety by remaining on site
- no time riding a bus means more time for activities
- additional support for special needs students (MNASR 1:1 aide)
- shorter time getting home at pick-up
- ability to accommodate more students
- flexible enrollment and payment plans

Administration concludes that the "Beyond the Bell" program clearly offers a viable opportunity to collaborate with the Park District that will allow each organization to focus on its core mission, avoid redundant offerings, and provide greater benefits to students, parents and the community. Therefore, administration recommends Board approval of this transition for 2014-15.

### **Plans for Expansion to All Elementary Schools in 2014-15**

Detailed planning for expansion of the program in 2014-15 is well underway. The following steps have already been taken:

- The Park District has met with principals of Carpenter, Field, Franklin and Washington schools to review in detail the plans for how the on-site after school care program would be accommodated. Site maps for each school have been prepared identifying the areas to be used. (Attachment #4)
- In addition, the after school groups using these spaces also have been identified and contacted at each school, including Scout groups and PTO/A activities.
- The current Intergovernmental Agreement in place has been examined and can be used to go forward at this time, according to the Park District's legal counsel. However, District 64 may wish to further consult its legal counsel to determine whether a separate intergovernmental agreement specifically covering the permanent transfer of Beyond the Bell from District 64 to the Park District would be prudent.
- The current Extended Day Kindergarten Program – both A.M. and P.M. – at Jefferson School will remain the same. Child care beginning at 7:00 a.m. for kindergartners attending the A.M. Extended Day session at Jefferson will continue to be offered. Kindergartners who are enrolled in the P.M. Extended Day session at Jefferson will be bused back to their home school if they are enrolled in the Beyond the Bell program. It is hoped, however, that many if not all of these students will be accommodated in the scheduled afternoon kindergarten at their home school to avoid a return bus ride.
- After school care for grade 6 students will be eliminated. District 64 currently serves only 5 students at this grade level. However, the Park District is willing to explore



the possibility of creating a 'Tween Time program at a Park District location or one or both middle schools, based on sufficient interest. Advance notice to grade 5 parents who were planning on utilizing this option should make it possible for the Park District to explore whether the demand is sufficient to support a new program geared for teens.

- The Park District will maintain its pricing for both before and after school care in 2014-15. The cost will remain: \$5.50 per day flat fee for before care; \$8.50 per day flat fee for after care; or \$14.00 per day flat fee for the combined program. Students may register for 1-5 days, with no minimum days to participate in the program; registration is accepted on an ongoing basis as space permits.

### **Financial and Staffing Implications**

District 64 has analyzed the budget impact of the proposed transition. (Attachment #5) Overall, the District 64 budget will see a decrease in revenue from the loss of program fees collected from participants. Expenditures also will be reduced primarily for part-time staff needed to operate the program.

District 64 is very sensitive to the impact on the loyal part-time staff members who work in the before school and after school programs. The Park District has committed to interviewing all current District 64 staff that may be interested in transitioning to the Park District programs; however, they would most likely be compensated at a lower rate of pay. Again, it is hoped that advance notice will help ease the impact of this change. In all, approximately 41 District 64 staff members would expect to see their hours of employment by District 64 reduced; these staff members hold other positions during the day as well, such as lunch supervision, teacher assistants, or substitutes. Only 6 staff members who do not currently hold other positions for District 64 would be without employment.

### **Outreach Activities**

Moving forward, the Park District and District 64 have developed a coordinated plan of outreach to parents and children to provide information about the transition and the features of the Park District's operation of the program. Steps already planned include:

- Ongoing email communication to current Jefferson parents
- Onsite outreach to current Jefferson participants by Park District – fall 2013/ winter 2014
- Family visits to Roosevelt pilot program – fall 2013/ winter 2014
- PTO/ A Presentations by Park District – winter 2014
- District 64 Kindergarten registration – February 4 & 6, 2014
- Park District registration begins – March 2014
- "Beyond the Bell" Program begins at all elementary schools – August 26, 2014  
(tentative calendar 2014-15 – subject to final adoption by Board of Education)

Additional communication to participants in the Before School program and other opportunities for outreach will be added during the spring.

### **Next Steps**

Following the opportunity for discussion at the October 28 meeting, administration will ask for formal Board approval at the November 18 meeting to transfer the before and after school programs at all five elementary schools effective with the 2014-15 school year to the Park District.

# Constant Contact Survey Results

Attachment 1

**Survey Name:** Beyond the Bell Survey - October 2013

**Response Status:** Partial &  
Completed

**Filter:** None

Oct 09, 2013 9:53:25 AM

1. For each of the following statements, please indicate your level of agreement.					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Poor	Unacceptable
I am pleased with the Beyond the Bell program.	94%	6%	0%	0%	0%
I feel that the time allocated for homework is appropriate.	73%	27%	0%	0%	0%
I am pleased with the snack options.	62%	33%	4%	0%	0%
I feel the equipment and supplies are suitable for Beyond the Bell.	85%	15%	0%	0%	0%
I feel there is adequate space usage for the Beyond the Bell program.	78%	17%	4%	0%	0%
There is a good balance of activities offered during Beyond the Bell.	85%	15%	0%	0%	0%
The Beyond the Bell page on the park district website is user friendly.	49%	49%	2%	0%	0%
I am informed about most of the activities that Beyond the Bell provides.	57%	35%	7%	2%	0%
I like the option for my child to participate in after school functions.	89%	11%	0%	0%	0%
I feel the Beyond the Bell program provides a balance of work and play.	83%	17%	0%	0%	0%
2. For each of the following statements, please indicate your level of agreement.					
Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Excellent	Good	Average	Poor	Unacceptable
I feel that discipline at the site is positive and effective.	76%	20%	4%	0%	0%
My child has made friendships at Beyond the Bell.	65%	25%	9%	0%	0%
The Beyond the Bell staff is very approachable and responsive to my child and his/her needs.	86%	12%	1%	0%	0%
Staff is friendly and outgoing.	88%	12%	0%	0%	0%
There is good communication between the staff and myself.	78%	18%	4%	0%	0%
I feel that staff is safely and actively monitoring all areas of the program, including homework and outdoor play.	80%	16%	4%	0%	0%
Staff alerts me to any concerns or issues that arise in a timely manner.	80%	14%	4%	1%	0%
My child enjoys going to Beyond the Bell.	83%	13%	4%	0%	0%
I would recommend the Beyond the Bell program to other families.	87%	11%	3%	0%	0%
3. Please list any additional comments on the ratings given to questions above in the space provided.					

See attached comments:

Beyond the Bell has worked out very well for our children. They enjoy going and the environment is much more manageable than at Jefferson.
I cannot praise Beyond the Bell enough as a wonderful before and after school care option. Please continue with this program at Roosevelt past the pilot year! I hope this becomes a permanent option where I can send my younger child to Beyond the Bell when he starts school there in a few years.
It is hard for me to judge, since my son does not tell me a lot and he is having a hard time adjusting to the longer days. So my answers would most likely change after another month or two. But he has not really done any homework there. I am not sure if this is because he doesn't want to or if he doesn't know where to go for it. He has also having some separation issues and tends to play by himself. The staff responded well and he is now joining in the activities more.
Mary Bart and her staff are AMAZING!!! Please keep this program going!
My family couldn't be happier with Beyond the Bell. I have two children in the program and they are both disappointed when we pick them up early, that speaks volumes to me. It means so much that they are in a safe, meaningful environment. The fact that they do not have to travel to another location is also key. This is especially important with the approaching Chicago winter.
One thing I would like is to know the snacks are nutritional. The are in the Jefferson morning program and occasionally have cookies, etc. I would like to be able to coordinate more on their daily nutrition. But regardless, we are soooooo pleased with the program!!!
My daughter is in the morning program, so I feel many of these questions are associated to the afternoon program. My daughter doesn't arrive until about 8am & I wish she could get more outdoor time.
I rated most statements as average, because I had to choose one. However, I drop my child off & really don't see any other part of the program, so I am unable to answer truthfully. An area for improvement is at drop off. The location is awkward for parking and having your child cross the street. When there is snow, there will be fewer spaces to pull over. I liked being able to pull into the parking lot & dropping off my child. He did not have to worry about crossing the street & I did not have to worry about finding a place to pull over and park.
First of all, I think Mary I great! I wish she greets us every morning. She is always so energetic and friendly to my daughter Ava. Many of the options above were not applicable since we just do before school care so I selected Average. (Maybe next survey have a NA) My only suggestion is to have some of the other staff open the car doors. There are just a few people that don't do that and that would help for the younger shy kiddos. We only use the program for about 30 minutes so the large increase was a little bit of a surprise but I like that there are several staff members working. I liked how the staff had matching shirts at the beginning of the year. It would be nice if they wore similar outfits now. At times I have dropped my daughter off and it was confusing when parents were standing outside too. I was not sure who was with beyond the bell. I do love the drop off system, it is much safer than last year. Overall, very happy with the program.
Great job Mary, Will & Beyond the Bell Staff!
my child enjoys going to the morning portion of beyond the bell. staff is very friendly and nice.
Overall, I am pleased with the program. My only two concerns are that the snacks are not always healthy options and that there have been times when I have not been notified that my child sustained an injury while at Beyond the Bell.
Healthier snacks please! My daughter is starving when I pick her up and cookies or processed foods just don't provide any nutrition. Or let kids bring food and allow for a space for kids to eat their own food.
I rated the top questions as "good" since I don't feel knowledgeable enough to give them a higher rating. I do know that my children love it and the staff is great!
My child only attends mornings at this point. I cannot comment on homework or snack. But, she eagerly leaves the car and loves the staff!
Given that this program has only started a month ago, I felt that I couldn't answer all the questions to the best of my knowledge, and therefore, was only able to respond with "Good." My only concern would be with the snack options...I don't believe we were ever told what those options would be. But, overall I do value the program and would love to see it continue on and expand to the other D64 schools. I do hope you guys get positive feedback as well as constructive comments and will continue on with the Beyond the Bell program. I would highly recommend the Beyond the Bell program to other families! Thank you and thanks for having Roosevelt be the pilot school.

my daughter requires medication during her time at beyond the bell. staff has been really helpful with this.
I love that my son does not have to travel from his home school to attend aftercare. It is affordable and a good use of available space. The staff have been so friendly to both myself and my son. I will be so disappointed if Beyond the Bell does not continue next year.
My kids are always disappointed when I show up. They wish they could stay longer. Staff very engaged.
Beyond the bell needs to be @ all the district schools!
I really love the diverse activities my child has to choose from during beyond the bell. My son is new to Roosevelt School this year and has transitioned very well to both the classroom and the before/after school program. He seems to really like the Beyond the Bell employees that work at his school. They are always friendly when greeting me at the door and take the children's safety very seriously.
Being a working parent, it is wonderful to know that my child is in a safe, fun environment after school hours until I come to pick him up. This program has also helped my son with his social skills, he loves this program and so do we, i will definitely recommend this to other families!!!
This is the greatest thing that happened to us. Our son was nervous on the first day of school but came home ecstatic because of it. The staff are marvelous and great with the kids. :-) The study and play aspects give it a good balance. My son even does crafts! Congratulations and hope you keep on going. Beyond the Bell is a tremendous relief and joy for us parents!
We are new to this school and this program. My children often complain that we are picking them up too early and that they want to stay later at beyond the bell. That pretty much says it all. They also love the crafts which I think are excellent. If my children are happy it makes me feel comfortable and not worry about them. The staff is also very outgoing and positive.
My boys love going to Beyond the Bell. They are part of the morning care and the afternoon care. They tell me all about the different activities they take part in. As a working parent I really appreciate the homework help that the staff provides. And when I pick them up I enjoy seeing their excited flushed faces, because I know they have been active, engaged and well taken care of. Thank you. I cannot say enough good things about this program.
I love the kiss and go drop off. Works great. I would love to see that extended to the pick up and be able to call in and have the kids walk to the car...espeically for the winter.I would also like to commend the amount of staff that I see. There is never a shortage of staff and they are always engaged and playing with the kids. The parents notice that and really appreciate that!
My daughter loves Beyond the Bell so much that she wants me to pick her up as the very last person. she tells me all about the staff and what she does each day even more than what she does at school. We just moved to Park Ridge last spring, and Roosevelt was the only school district i wanted to move in to because i knew of the pilot program and was excited to have her staying at the school all day instead of being bused elsewhere. I don't think i would have considering BtB had it not been available this way. It has been a great program so far and i look forward to seeing how the rest of the fall/year goes.
We love Beyond the Bell at Roosevelt. My son begs me not to pick him up early even though I could be there easily by 4:30. The convenience and quality of this program is top notch. We would be very disappointed if it were not available at Roosevelt next year. As an educator myself (in neighboring District 62), I can attest to the fact that this program is exceptionally well run and positive for all participants.
My son truly enjoys going to Beyond the Bell. I asked him if there is anything he would like to change, and he told me noway, I really love it mom.....That in itself told me volumes. I really hope this continues for next year...We really couldnt be happier.
My son misses some of the art projects that were offered at Jefferson. He was really excited when fuse beads were available this week. There was also coloring program (I can't recall the name) that was an additional fee, but he really enjoyed it.
It would be great if the district could install air conditioning in the south gym. Or maybe the track-a-thon could help pay for this if it is deemed necessary for gym classes, lunch and beyond the bell.
Great program - am looking forward to when they can offer other activities after school like piano, karate, etc
My daughter Scarlett has had a very hard time adjusting to school this year and the Beyond the Bell staff have gone above and beyond to make her feel comfortable and to keep me in the loop with respect to her progress. I truly can't say enough good things about Mary Bart, Will, Mrs. Romano and the rest of the staff. They are amazing, and we appreciate all that they've done for us.
Keep the program

I am so very happy with this program! I was worried before my kids started (I have 2 in the program) because they have only been with a sitter at my house. They LOVE it so much! Several times I have come to pick them up and they ask me to come back when it's over. It makes me so happy to know they are having such a fun time. The staff has been wonderful and friendly and I feel like they really know my children. We would be very disappointed if this program doesn't continue.
With cold weather approaching, are there indoor activities planned since all students will be inside?
Seems like my kids enjoy the program. Works great!
Overall very happy, I'm not aware of activities and how things are set up so I did not answer excellent.
I am a single dad and am very happy with the way my children are so engaged with the program.
I am also happy that they do not have ride the bus
My husband and I are happy that our daughters do not ride the bus anymore after school.
We love that we are greeted in the morning with huge smiles. We love Mary Barts!
Not aware of the options to participate in after school functions.
Love Mary Bart and her staff. They always do a great job.
I could not be more thrilled with the program! We have a sense of balance in our house.
Our children want to go to school early for beyond the bell.
I wish snacks would be a little bit healthier-fruits-veggies
Mary Bart does a really good job with the staffing and the program
My sister is at the other school and can't wait for her children to have this opportunity.
We are thrilled to have our daughter's homework all done when we pick her up.
Everyone is nice and kid friendly.
You are all doing well so far.
Looking forward to adding programs in the winter! Love the staff-they really care and pay attention to the kids!
Please continue this program for the next 10 years.
Thanks for a really nice program.
We are very happy with Beyond the Bell in everyway.

## Jefferson After School Program Survey Results October 2013

### Overall Results

Total Surveys Distributed: 165  
 Total Returned: 80  
 % Participation: 48%  
 Continue at Jefferson: 32 (40%)  
 Attend program at neighborhood school: 45 (56%)  
 No preference: 3 (4%)

### Responses by School

	Continue at Jefferson	Attend at Neighborhood School	Not Sure
Carpenter (16)	4 (25%)	10 (63%)	2 (13%)
Field (15)	4 (27%)	10 (67%)	1 (6%)
Franklin (20)	10 (50%)	10 (50%)	
Washington (20)	6 (30%)	14 (70%)	
No School Identified (8)	7 (87%)	1 (12%)	

### Comments

*I would prefer that my child/children continue to attend the Jefferson After Care School Program.*

Carpenter

- I love the Jefferson After School Program. I am so impressed with the staff, security and programs offered to my child. I also like that my children interact with students from other schools. If there was full time kindergarten offered in District 64, I would prefer picking up all my children from their home school. However, since I will have more children going to extended day kindergarten in years to come, I would prefer the option of the Jefferson program. I feel strongly that a full day kindergarten should be a top priority in District 64, and that the wonderful program at Jefferson should be left alone.

Field

- We love the staff at Jefferson!
- I love this program – please continue.



- I'm truly indifferent – I have a kindergartner so she attends Jefferson anyway.

#### Franklin

- I feel that the numbers at Jefferson open up more opportunities for things such as homework room, art, outside and other activities. The people at Jefferson are more involved professionally and academically than I believe the Park District will be.
- Both of my daughters have very close friends at Jefferson and they would not be happy not to be able to see them. They both love the Jefferson After School Program.
- I like the opportunity for my child to have so many spaces to participate in. She just loves it and the staff is outstanding.
- My son has attended Jefferson, and has had a great experience. The teachers and staff are great, and he has had the opportunity to meet kids from so many other schools during his time at Jefferson – which I think will help when he moves from Franklin to Emerson. I think that an individual school program will be more limited, and may not have the experienced staff that has worked at the Jefferson After School Program.
- Jefferson is such a wonderful space. The kids have enough room to play/study/interact with each other, complete art projects, etc. I don't see how any of the schools could compete with it. I would like Jefferson to continue to be our After School Option.

#### Washington

- Love Jefferson, wouldn't recommend a better program. Don't fix what isn't broke.
- Very good program with exceptional staff.
- Even though Jefferson is across town, we love the program and love having our kids meet children from other schools.

#### No School Identified

- We are very pleased with the quality, care, and professionalism at Jefferson, and the varied activities and programs currently offered.
- I want to know the cost if it moves to the home school. That has never been discussed.
- Jefferson is such a wonderful space. The kids have enough room to play, study, interact with each other, complete art projects...etc. I don't see how any of the schools could compete with it. I would like Jefferson to continue to be our After School Option.
- Jefferson is amazing!!
- I don't quite understand how all activities will be divided at neighborhood schools as it is all in the gym versus separate rooms at Jefferson.

*I would prefer that my child/children attend an After School Program located at our neighborhood school.*

#### Carpenter

- This is a tough choice for me. The Jefferson program and staff is great but to avoid the extra time associated with the bus and my safety concerns I would vote for a

program at Carpenter. I do realize that this will compromise the staff and programming available.

- My son doesn't like the bus.
- I love the program here at Jefferson. My daughter loves it. My only complaint is that it's farther than I would like to drive only because it is so far from my job and it's difficult to get there by 6:00 pm. But, otherwise, it's a great place.
- I will like to have pilot program at Carpenter School where my son is currently located. Will be easier and save time for homework and enjoying more home time with my son. (saving time on picking him up – traffic rush hours) Thank you for considering my opinion as well.
- It will be so much easier for us to have the before and after school hours at Carpenter.
- It's convenience for me to pick up and drop off.

#### Field

- Either option is fine.
- Unless the cost is so much more. I also worry about the variety of activities.
- Having the after school program at Field would be a great convenience for us! Also, it would take away the bus component, which has always worried me.
- If they can attend after school at Field this year, that would be great, otherwise, Jefferson is also fine. Next year when one will be at Emerson and the other at Field for easier pick up. Home school is preferred long term.
- This would be very nice and will help simplify lives of working parents and children. I am all for it. I would also like hot lunches 5 days a week as an option.
- It would be easier overall for pick up, and then if I need to pick up by 4:00, I'm not waiting for my son to arrive on the bus.
- Honestly it doesn't matter.
- The Jefferson program has been working well for our child but if we can go to an afternoon program at our own school, we definitely would be in favor of it.

#### Franklin

- I vote yes for neighborhood schools.
- I love the activities at Jefferson, however, the traffic to get there after work makes me arrive just before 6:00. I could pick my son up much earlier by 30 minutes or so if he was at Franklin.
- Having an after school program at Franklin would be much more convenient and ease my nerves about my kindergarten child taking a bus everyday.
- I prefer the program at the neighborhood school because it is closer to home. It also seems to be going well at Roosevelt.
- Based on cost. If cost stays the same that would be great to be at their own school.
- Easier for family due to elementary school location.
- We have been very pleased with the Jefferson program, but would appreciate the convenience of having care at our home school.

#### Washington

- It is extremely important my son attend after school at his local school. I struggle to get to Jefferson on time.
- We would like to have this program in our neighborhood.



- We would love the convenience of the kids being at their home school. We must also say that the staff at Jefferson have always been top notch and I would want them to be part of the new staffing at the schools.
- This change to our neighborhood school would greatly benefit my boys. They would be home sooner and I would appreciate not driving across town. They feel Jefferson is very crowded and don't really enjoy the "organized chaos" because there are so many kids at one location.
- Primary reason is Washington is closer to home with less travel.
- Only because we live near our school and the traffic and distance at 5:30 are turning out to be a hassle.
- I am very happy with Jefferson and like that she sees friends from other schools, but, the bus ride is too long from Washington.
- The staff at Jefferson is wonderful – a little bit closer to home would be better.
- If costs are same or lower than fees paid at Jefferson.
- It is more convenient to pick him up at Washington than Jefferson. He enjoys the different activities at Jefferson and I would look for something similar with after school at his home school.

#### No School Identified

- Who wouldn't want the convenience of being at their home school? However, the staff and materials at Jefferson are priceless. Will the staff be transferring to Beyond the Bell? Will the art supplies, games, books and other materials be transferred to the local schools? Do the schools have the flexibility of different locations to play/carry on activities with enough room? Jefferson provides a great deal to us. Not to mention (again) the kids LOVE the staff.

#### Neither Jefferson nor home school selected:

- I am not sure, depends on program offered. I like the convenience of same school pick up but appreciate change of venue for the kids.
- I love Jefferson but being in your own school will be nice and quicker for pick-up. It depends on the cost difference and quality of the other program.

**"Beyond the Bell" Before and After School Program with the Park Ridge Park District  
Frequently Asked Questions & Answers (Updated October 28, 2013)**

**Facilities**

The Park District has met with principals of Carpenter, Field, Franklin and Washington schools to review in detail the plans for how the on-site after school care program would be accommodated beginning in 2014-15. Site maps for each school have been prepared identifying the areas to be used.

1. How will the presence of the program impact other groups/activities that take place after school? *Specific arrangements will be made at each school, however, each school has enough space for the program and other activities to take place simultaneously.*
2. Will the programs at the other schools look exactly the same as the program at Roosevelt School? *No, the program at each elementary school will look a little different based on the layout of the school, room configurations, etc.*
3. Where will the equipment be stored? *There will be a place in each school where the Park District will be able to store equipment.*
4. Where will the children be during inclement weather? *The children will be in the school building if the weather conditions prevent outside play. The same is currently true at Jefferson School.*
5. At Jefferson the students have accessible lockers. Where will the students keep their coats and boots? *This will be determined at each individual school. Each child will be given a specific location to store their belongings.*
6. Safety concerns were explained for Roosevelt, but what about secure areas for the other schools? *All schools in District 64 are secure and access is restricted to specific entrances. Access and pick-up will be worked out at each school based on the building's layout and the projected location of the program.*

**Impact on Jefferson Programs/Other Concerns**

1. Will the Jefferson School Program for Extended Day Kindergarten exist in future years? *Yes, in fact the requests for AM Extended Day Kindergarten at Jefferson are expected to increase as a result of this. Home schools are expected to receive more requests for PM Kindergarten assignment.*
2. How will Extended Day Kindergarten link up with After School Care at home schools? *If there is a kindergarten student in the PM Extended Day Kindergarten at Jefferson who needs to return to the After School Program at their home school, that child will be transported by District 64.*
3. Will an expanded Beyond the Bell program lead to the need for additional kindergarten sections? *It is not expected that a school-based after school child care program will result in the need for additional kindergarten classrooms.*
4. What will be the student's point of view of the program? *Roosevelt Pilot program results show that the current students greatly enjoy the pilot Beyond the Bell program.*
5. How will this impact Jefferson's Summer Camp Program? *There will be a Summer Camp Program at Jefferson School in 2014.*
6. How will this impact District 64's Summer School "Worlds of Wonder" program? *This will not impact the District 64 Summer School Program.*
7. Will District 64 continue to offer child care on holidays and teacher Institute Days? *No. If Beyond the Bell expands to the five elementary schools and Jefferson no longer has an after school program, then District 64 will no longer offer child care on holidays and teacher institute days. The Park District already offers programming during these times, and expects to accommodate any additional demand.*

#### Attachment 4

Due to security concerns, site maps are not provided online.

**PARK RIDGE-NILES SCHOOL DISTRICT 64**  
**PROFIT/LOSS ANALYSIS OF 2012-13 CHILD CARE PROGRAMS**

---

	Jefferson After School Program	Elementary Before School Programs*	Total
Revenues	411,157.40	136,373.50	547,530.90
Expenses			
Admin Salaries	107,318.00	33,489.86	140,807.86
Program Salaries	193,950.07	72,117.47	266,067.54
Admin Benefits	25,523.79	14,991.21	40,515.00
Program Benefits	40,518.52	8,330.85	48,849.37
Supplies	12,378.22	7,744.00	20,122.22
Transportation	28,800.00	-	28,800.00
Total Expenses	408,488.60	136,673.39	545,161.99
Net Profit/(Loss)	2,668.80	(299.89)	2,368.91

\* Excludes Roosevelt School, which is run by the Park District in 2013-14

## Appendix 3

### Progress Update on Board Goal / Student Learning #1B – Student Growth Metrics

TO: Members of the Board of Education  
Dr. Philip Bender, Superintendent

FROM: Dr. Lori Hinton, Assistant Superintendent for Student Learning  
Mr. Jim Even, Director of Special Education/Pupil Services

DATE: October 25, 2013

RE: Background for Discussion on Board Goal/Student Learning 1b

At the August 2013 Study Session, the Board of Education provided District Administration with direction related to the improvement of student achievement. Specifically, the Board requested that District 64 staff collaborate to accomplish three tasks as part of Board Goal 1:

- 1a: Continue to review and refine the Educational Ends statements, targets, and assessments.
- 1b: By November 1, 2013 develop student growth goals measured by Type 1 (MAP), Type 2, and Type 3 assessments.**
- 1c: Maintain competitive scores on the state assessment (e.g., ISAT, PARCC).

The purpose of this memo is to provide background for the discussion that will occur at the October 28, 2013 Board Meeting related to Board Goal 1b.

### **Type 1, Type 2, and Type 3 Assessments**

Board Goal 1b seeks to evaluate our performance based on three different types of assessments: Type 1, Type 2, and Type 3 assessments.

- Type 1 assessments are scored by a non-district entity and administered either statewide or beyond Illinois (MAP, ISAT/PARCC). Board Goal 1b specifically identifies the MAP assessment as the Type 1 assessment for evaluating our performance. At the Board Study Session in August 2013, the Board expressed the desire to set targets related to the percentage of students meeting their individual growth targets. We currently administer the MAP assessment in Grades 3-7 in the fall and spring. We administer the MAP in the fall of Grade 8 only and in the winter of Grade 2 only.
- Type 2 assessments are used on a district-wide basis by all teachers in a given grade or subject area. Type 2 assessments may be publisher-created or teacher-created. Another name for a Type 2 assessment is a "common formative assessment." We have several Type 2 assessments in place in the District in a

number of subject areas. For example, we use running records at the elementary level to measure our students' reading fluency and comprehension. At this time, these assessments measure student proficiency toward a common achievement target but do not measure individual student growth. To address Board Goal 1b, these assessments will need to be modified or new assessments will need to be created.

- Type 3 assessments are similar to Type 2 assessments in terms of their rigor. However, Type 3 assessments are not administered district-wide. Because of this, they have limited use for systems-level assessment. At this time, we recommend removing these types of assessments from Board Goal 1b. While they provide valuable information to individual classroom teachers, they cannot be used to measure student growth across a grade-level.

### **Student Growth Targets on MAP**

Board Goal 1b specifically identifies the MAP assessment as the Type 1 assessment for evaluating our performance. At the Board Study Session in August 2013, the Board expressed the desire to set targets related to the percentage of students meeting their individual growth targets.

NWEA has established targets for a student's "expected growth" over the course of the year on the MAP assessment. This expected growth is projected based on a student's baseline RIT (Rasch unIT) score and grade level. MAP results are reported using a RIT scale. This is an equal-interval scale, like feet and inches, so a student's educational growth can be calculated from year to year similar to how a child's height can be measured from year to year.

According to NWEA, a district is experiencing "average growth" when 50% of students meet or exceed their growth targets. An NWEA 2006 Growth Norm Study suggests that a district is experiencing "ambitious growth" when 63% of students meet or exceed their growth targets. A district where 70% or more of students are meeting or exceeding their growth targets is experiencing "aggressive growth." Districts with 70% or more of students meeting or exceeding their growth targets are performing in the 90th-95th percentile for growth. Given this, a target of 70% is a challenging goal to achieve. Because of the structure of the assessment, targets in excess of 70% are unlikely, if not impossible, to achieve.

In the past, District 64 has not focused on growth targets as a measure of systemic improvement. Despite this, the percentage of students meeting their growth targets on the MAP in District 64 represents "above average growth." In fact, our District is approaching what can be described as "ambitious growth" in Math. The percentage of students meeting their growth targets in Reading has remained relatively stable over the past five years, with an average of 56.3%. The percentage of students currently

meeting their growth targets in Math appears to be trending upward, with a five-year average of 60%.

There is a distinction between *growing* as an individual student and *meeting your growth target on the MAP assessment* as an individual student. Outside of the MAP assessment, student growth in District 64 is reflected in a variety of assessments. One example of this is in our competitive ISAT scores where 83% of our students meet and exceed standards in Reading and 82% of student meet or exceed standards in Math. Using prior years' cut scores, these percentages equate to 94% of students meeting and exceeding standards in Reading and 96% of students meeting or exceeding standards in Math.

### **The Educational Ends Framework vs. Board Goal 1b**

As discussed at the August 2013 Board Study Session, the Educational Ends broadly define the goals District 64 has established for learning in each area of a child's development. In addition to core academic areas, the Educational Ends assess many other important domains, including experiences in the Arts, physical development, higher-order thinking, problem-solving skills, social and emotional development, and positive attitudes toward learning. The Educational Ends are measured by standardized tests (e.g., ISAT and MAP) as well as locally developed assessments, performance activities, report card data, and information from student surveys. Specific grade levels have been identified for "benchmark" assessments rather than assessing each grade level.

The Educational Ends Framework is somewhat cumbersome because it is *comprehensive*; the framework addresses various assessments in each area of the curriculum. Board Goal 1b has a single focus: individual student growth. Board Goal 1b clearly communicates our current student learning initiative to all of our stakeholders. Our long-term goal related to the MAP assessment is to achieve individual student growth at the 95th percentile (70% of students meeting or exceeding their growth targets). Outside of the MAP assessment, our long-term goal is individual student growth for 100% of our students. This growth can be demonstrated through the Educational Ends assessments and alternate assessments in Special Education.

### **Current District 64 Capacity and Focus**

Current professional development in District 64 has been guided by the Strategic Plan focus on the implementation of the Common Core State Standards. Last year and this year, staff is engaged in professional development to more deeply understand the CCSS in Reading, Writing, Speaking/Listening, Content Area Literacy and Math. Staff is also focused on the changes to instruction that support the CCSS. In conjunction with this, all K-5 staff and 6-8 math teachers are implementing the new K-8 math program that was adopted last school year.



In the past, District 64 has not focused on growth targets as a measure of systemic improvement. Currently, use of student growth targets varies across the district by school and team. In addition to our current focus on the CCSS, professional development will be required for all staff to learn how to use growth target data to design and differentiate instruction.

### **High-Yield Instructional Strategies**

In recent years, significant educational research has focused on “high yield instructional strategies” – research-based strategies that have been proven to significantly increase student learning. One of the most powerful of these strategies is formative assessment, a strategy that enables teachers to assess student learning “in the moment” in order to change the direction of instruction as needed. Formative assessment supports differentiation of instruction and enables teachers to target the growth of individual students. Last year, 70 teacher leaders at both the elementary and middle school levels participated in formative assessment training. This year, formative assessment training has been expanded to include an additional 120 teachers. By the end of next year, all teachers in District 64 will have had access to this professional development opportunity.

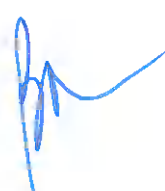
Another high-yield instructional strategy is the Response to Intervention model. Over the past five years, District 64 educators have invested considerable effort into using data to inform instruction. We have become more skilled at reviewing data to identify student needs, and make curricular changes and programmatic adjustments. Incorporating the review of individual student growth targets into this process will further our ability to differentiate lessons for small groups of students, and, ultimately, improve student learning.

To: Philip Bender, Superintendent  
Board of Education

From: Rebecca Allard, Business Manager

Date: October 28, 2013

Subject: Demographic Trends and Enrollment Projections  
September 2013 Updated Report  
Prepared by John D. Kasarda, Ph.D., Consulting Demographer



John D. Kasarda, Ph.D., Consulting Demographer prepared the attached report, *Demographic Trends and Enrollment Projections*, for the District 64 Board of Education. In December 2004 and November 2009, Dr. Kasarda presented a similar analysis of the District. This report updates the population and housing trends within District 64 and assesses the implications on future enrollments. Dr. Kasarda forecasts relatively stable overall District enrollment for the next ten years.

You will note that Dr. Kasarda analyzes enrollment projections using three scenarios:

- Series A - Deflated *Series B* by 15%
- Series B - Most likely outcome
- Series C - Inflated *Series B* by 15%

The accuracy of the Series B projection is demonstrated in the following table, when evaluating the last four years of actual enrollments compared to the report prepared in December 2009.

Series B Projection			
2009			
School Year	Report Projection	Actual Enrollment	Difference
2010-11	4,283	4,325	42
2011-12	4,280	4,277	-3
2012-13	4,289	4,327	38
2013-14	4,318	4,391	73

The following table projects enrollment changes at the elementary schools:

Elementary Enrollment Projections						
School Year	Carpenter	Field	Franklin	Roosevelt	Washington	<i>Total Change</i>
2014-15	12	2	(6)	10	1	<i>19</i>
2015-16	8	17	5	1	(11)	<i>20</i>
2016-17	(8)	10	4	(25)	14	<i>5</i>
2017-18	0	16	(10)	5	12	<i>23</i>
2018-19	(11)	9	1	(27)	6	<i>(22)</i>

The following table projects enrollment changes at the middle schools:

Middle School Enrollment Projections			
School Year	Emerson	Lincoln	<i>Total Change</i>
2014-15	23	(9)	<i>14</i>
2015-16	(22)	(19)	<i>(41)</i>
2016-17	(9)	(10)	<i>(19)</i>
2017-18	6	(6)	<i>0</i>
2018-19	29	24	<i>53</i>

Nothing in the above charts, leads me to believe that enrollment changes will have a major change in staffing during the next five years.

The Kasarda Report can be viewed on the District website at [www.d64.org](http://www.d64.org)  
>Departments>Business Services>Long-Range Information, it is titled  
"Demographic Trends & Enrollment Projections Report – Dr. John Kasarda,  
September 2013. "

## Appendix 5

### First Reading of Policies from PRESS Policy Issue 79 and Issue 80

Policy 3:40	Issue 79	Superintendent - Duties and Authority
Policy 3:70	Issue 79	General School Administration – Succession of Authority
Policy 4:45	Issue 80	Operational Services – Insufficient Fund Checks
Policy 4:60	Issue 80	Operational Services – Purchases and Contracts
Policy 4:120	Issue 79	Operational Services – Food Services
Policy 4:180	Issue 79	Operational Services – Pandemic Preparedness
Policy 5:60	Issue 79	General Personnel - Expenses
Policy 5:70	Issue 79	General Personnel – Religious Holidays
Policy 5:110	Issue 79	General Personnel – Recognition for Service
Policy 5:130	Issue 79	General Personnel – Responsibilities Concerning Internal Information
Policy 5:140	Issue 79	General Personnel – Solicitations By or From Staff
Policy 5:230	Issue 79	Professional Personnel – Maintaining Student Discipline
Policy 5:280	Issue 79	Educational Support Personnel – Duties and Qualifications
Policy 5:320	Issue 79	Educational Support Personnel - Evaluation
Policy 6:40	Issue 79	Instruction – Curriculum Development
Policy 6:70	Issue 79	Instruction – Teaching About Religions
Policy 6:80	Issue 79	Instruction – Teaching About Controversial Issues
Policy 6:145	Issue 79	Instruction – Migrant Students
Policy 6:180	Issue 79	Instruction – Extended Instructional Programs
Policy 6:260	Issue 79	Instruction – Complaints About Curriculum, Instructional Materials, and Programs
Policy 7:50	Issue 79	Students – School Admissions and Student Transfers To and From Non-District Schools
Policy 7:130	Issue 79	Students – Student Rights and Responsibilities
Policy 7:140	Issue 79	Students – Search and Seizure
Policy 7:160	Issue 79	Students – Student Appearance
Policy 7:250	Issue 79	Students – Student Support Services
Policy 7:275	Issue 79	Students – Orders to Forgo Life-Sustaining Treatment
Policy 7:180		Students – Preventing Bullying, Intimidation, and Harassment

## General School Administration

### Superintendent 1

#### Duties and Authority

The Superintendent is the District's executive officer and is responsible for the administration and management of the District schools in accordance with School Board policies and directives, and State and federal law. District management duties include, without limitation, preparing, submitting, publishing, and posting reports and notifications as required by State and federal law. <sup>2</sup> The Superintendent is authorized to develop administrative procedures and take other action as needed to implement Board policy and otherwise fulfill his or her responsibilities. The Superintendent may delegate to other District staff members the exercise of any powers and the discharge of any duties imposed upon the Superintendent by Board policies or by Board vote. The delegation of power or duty, however, shall not relieve the Superintendent of responsibility for the action that was delegated. <sup>3</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 law controls this policy's content. Unless the district has only one school with less than 4 teachers, the board must employ a superintendent (105 ILCS 5/10-21.4). This statute assigns some specific duties to the superintendent including to: (1) make recommendations to the board concerning the budget, building plans, the locations of sites, the selection, retention, and dismissal of teachers and all other employees, the selection of textbooks, instructional material, and courses of study, (2) report to the board, ISBE, and chief administrative official any employee named in an abused child report, and (3) keep or cause to be kept the records and accounts as directed and required by the board, aid in making reports required by the board, and perform such other duties as the board may delegate to him/her. 105 ILCS 5/10-16.7 requires boards to direct, through policy, the superintendent, in his or her charge of the district's administration.

According to 105 ILCS 5/10-23.8, a superintendent may be employed under: (1) a one-year contract, in which case he or she gains and retains tenure rights, or (2) a multi-year performance-based contract, in which case he or she waives all tenure rights. A multi-year performance-based contract must contain specific student performance and academic improvement goals and indicators; see *Superintendent Performance Contracts*, available at [www.iasb.com/law/perfcont.cfm](http://www.iasb.com/law/perfcont.cfm).

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

<sup>2</sup> Among the required reports/notices added in 2009 are:

1. ~~An itemized compensation report for every employee holding an administrative certificate and working in that capacity that must annually be 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. 96-542, recodified by P.A. 96-1000).~~
2. ~~A description of the district and its records that must be prominently displayed at the administrative office and posted on the district website (5 ILCS 140/4).~~
3. ~~A salary information report for the superintendent and all administrators and teachers that is annually given to ISBE on or before July 1 (105 ILCS 5/10 20.47, added by P.A. 96-266, recodified by P.A. 96-1000).~~
4. ~~A written notification to the State Superintendent and applicable regional superintendent that a certificate holder was dismissed or resigned as a result of an intentional act of abuse or neglect (105 ILCS 5/10 21.9(e-5)).~~

See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*, for an annotated list of documents and reports that must be posted on the district's website, if the district has a website. While not comprehensive, see the IASB's *Annual School Calendar* for ~~more the~~ required reports **that do not need web-posting, available at** [www.iasb.com/law/cal10.cfm](http://www.iasb.com/law/cal10.cfm).

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

## Qualifications

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

## Evaluation

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

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

## Compensation and Benefits

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

LEGAL REF.: 105 ILCS 5/10-16.7, 5/10-20.47, 5/10-~~20.50~~, ~~5/10-21.4~~, 5/10-23.8, 5/21-7.1, ~~5/21B-20~~, ~~5/21B-25~~, 5/24-11, and 5/24A-3.  
23 Ill.Admin.Code §§1.310, 1.705, and 29.130.

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

---

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

<sup>4</sup> Residency requirements, if desired, should be included in a superintendent's employment contract. 105 ILCS 5/21-7.1(e)(4) governs administrative certificates and superintendent endorsements: until June 30, 2013, 105 ILCS 5/21B-20 and 5/21B-25, added by P.A. 97-607, will govern professional educator licenses and superintendent endorsements. See also 23 Ill.Admin.Code §§25.360, 29.100 and 29.130.

<sup>5</sup> 105 ILCS 5/10-16.7 requires a board to evaluate the superintendent. While greater detail may be added to this paragraph (e.g., a timeline, self-evaluation provision, and discussion requirements), a board must be sure that this policy provision and the superintendent's contract are consistent.

<sup>6</sup> The reporting requirements in this paragraph are optional, but school boards must "require evaluators to participate in an in-service training on the evaluation of certified personnel provided or approved by [ISBE] prior to undertaking any evaluation and at least once during each certificate renewal cycle," (105 ILCS 5/24A-3, amended by P.A. 96-861). This Public Act also requires, "[a]ny evaluator undertaking an evaluation after September 1, 2012 [to] first successfully complete a pre-qualification program provided or approved by [ISBE]." Administrators must satisfy the continuing professional development requirements of 105 ILCS 5/21-7.1, amended by P.A. 97-607 and scheduled for repeal on June 30, 2013, to renew their administrative certificates.



## **General School Administration**

### **Succession of Authority**

If the Superintendent, Building Principal, or other administrator is temporarily unavailable, the succession of authority and responsibility of the respective office shall follow a succession plan, developed by the Superintendent and approved by the School Board. <sup>1</sup>

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 3:30 (Chain of Command)

---

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

<sup>1</sup> This policy is at the local board's discretion. A board may find it unreasonable and unnecessary to approve the succession plan in the event of an administrator's temporary absence and, if so, should delete this requirement. ~~If a principal is absent due to extended illness or leave, an assistant principal may be assigned as acting principal for a period not to exceed 60 school days (105 ILCS 5/10-21.4a).~~

## Operational Services

### Insufficient Fund Checks ~~Insufficient Fund Checks and Debt Recovery~~

#### Insufficient Fund Checks 1

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

#### Delinquent Debt Recovery 2

~~The Superintendent is authorized to seek collection of delinquent debt owed the District. The Superintendent or designee shall execute the requirements in any intergovernmental agreement between the District and the Illinois Office of the Comptroller (Comptroller) that has the purpose of debt recovery. The intergovernmental agreement establishes the terms under which the District may request, and the Comptroller will execute, a deduction (offset) of the amount of a debt owed the District from a future payment that the State makes to an individual or entity responsible for paying the debt. The Comptroller will pay the amount deducted to the District and the District will credit that amount against the balance owed to the District until the debt is paid. The Superintendent or designee is responsible, without limitation, for each of the following:~~

- ~~1. Providing notice and due process to the individual or entity against whom a claim is made. Written notice must be given the individual or entity responsible for paying a debt before the debt is certified to the Comptroller for offset. The notice must state the claim's amount, the reason for the amount due, the claim's date or time period, and a description of the process to challenge the claim. An individual or entity challenging a claim shall be provided an informal proceeding to refute the claim's existence, amount, or current collectability; the decision following this proceeding shall be reviewable. An appeal of the denial of a fee waiver request shall be handled according to 4:140, *Waiver of Student Fees*.~~

*W/A*  
*Don't not*  
*9/1/13*

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

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

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

2. Certifying to the Comptroller that the debt is past due and legally enforceable, and notifying the Comptroller of any change in the status of an offset claim.
3. Responding to requests for information from the Comptroller to facilitate the prompt resolution of any protest received by the Comptroller.

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

## Operational Services

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

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

#### Standards for Purchasing and Contracting

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

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

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

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

1. Supplies, materials, or work involving an expenditure in excess of \$25,000 must comply with the State law bidding procedure, 105 ILCS 5/10-20.21, unless specifically exempted. <sup>4</sup>
2. Construction, lease, or purchase of school buildings must comply with State law and Board policy 4:150, *Facility Management and Building Programs*.
3. Guaranteed energy savings must comply with 105 ILCS 5/19b-1 *et seq.*
4. Third party non-instructional services must comply with 105 ILCS 5/10-22.34c.
5. Goods and services that are intended to generate revenue and other remunerations for the District in excess of \$1,000, including without limitation vending machine contracts, sports

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

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

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

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

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

and other attire, class rings, and photographic services, must comply with 105 ILCS 5/10-20.21. The Superintendent or designee shall keep a record of: (1) each vendor, product, or service provided, (2) the actual net revenue and non-monetary remuneration from each contract or agreement, and (3) how the revenue was used and to whom the non-monetary remuneration was distributed. The Superintendent or designee shall report this information to the Board by completing the necessary forms that must be attached to the District's annual budget. <sup>5</sup>

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

The Superintendent or designee shall: (1) execute the reporting and website posting mandates in State law concerning District contracts, and (2) monitor the discharge of contracts, contractors' performances, and the quality and value of services or products being provided. <sup>7</sup>

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

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

---

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

<sup>5</sup> 105 ILCS 5/10-20.21(b-5).

<sup>6</sup> 105 ILCS 5/10-20.19c.

<sup>7</sup> This is an optional provision. The numerous reporting and website posting mandates are in 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. As an alternative to the policy's default language, a board may insert the underscored:

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

## Operational Services

### Food Services <sup>1</sup>

Good nutrition shall be promoted in the District's meal programs and in other food and beverages that are sold to students during the school day. The Superintendent shall manage a food service program that complies with this policy and is in alignment with School Board policy 6:50, *School Wellness*. Food or beverage items sold to students as part of a reimbursable meal under the School Breakfast Program or the National School Lunch Program must consist of nutritious, well-balanced, and age-appropriate meals that reflect food and nutrition requirements specified by the U.S. Dept. of Agriculture. The type and amounts of food and beverages sold to students before school and during the regular school day in any school that participates in the School Breakfast Program or the National School Lunch Program shall comply with any applicable mandates in the Illinois State Board of Education's School Food Service rule and the federal rules implementing the National School Lunch Act and Child Nutrition Act. <sup>2</sup>

The food service program shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture in the food service areas during meal periods. All revenue from the sale of any food or beverages sold in competition with the School Breakfast Program or National School Lunch Program to students in food service areas during the meal period shall accrue to the nonprofit school lunch program account. <sup>3</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. The requirements contained in this policy are mandatory only for those districts that participate in programs under the National School Lunch Act and Child Nutrition Act.

ISBE's so called "junk food" rule limits the type and amounts of food and beverages that may be sold to students in grades 8 or below before school and during the regular school day in any school that participates in the School Breakfast Program or the National School Lunch Program (23 Ill.Admin.Code §305.15(a)).

This policy's first sentence provides an opportunity for a school board to consider goals for the food service program and, if appropriate, amend the sentence. For example, a board may want to address the role of parents, alignment with curriculum, or the purpose of vending machines.

<sup>2</sup> This sentence may be omitted by a high school district because the State rule, 23 Ill.Admin.Code. §305.15(a), only restricts foods and beverages sold to students before school and during the regular school day in grades 8 or below.

<sup>3</sup> This paragraph concerns the requirements for food and beverages sold in competition to the school's food service. The federal rule, 7 C.F.R. §210.11, requires school districts to:

[E]stablish such rules or regulations as are necessary to control the sale of foods in competition with lunches served under the program. Such rules or regulations shall prohibit the sale of foods of minimal nutritional value, as listed in appendix B of this part, in the food service areas during the lunch periods.

The State rule, 23 Ill.Admin.Code §305.15(e), requires that the revenue from all food sold in competition with the School Breakfast Program or National School Lunch Program to students in food service areas during the meal period accrue to the nonprofit school lunch program account.

LEGAL REF.: B. Russell National School Lunch Act, 42 U.S.C. §1751 et seq.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
~~42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.~~  
7 C.F.R. Parts 210 and 220, Nutrition Standards in the National School Lunch and  
School Breakfast Programs.  
105 ILCS 125/  
23 Ill.Admin.Code Part 305, School Food Service.

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:50 (School Wellness)



## Operational Services

### Pandemic Preparedness <sup>1</sup>

The School Board recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety if an ~~influenza~~ pandemic occurs. <sup>2</sup> A pandemic ~~influenza~~ is a worldwide outbreak of a virus for which there is little or no natural immunity and no vaccine; it spreads quickly to people who have not been previously exposed to the new virus. <sup>3</sup>

To prepare the School District community for a pandemic, the Superintendent or designee shall: <sup>4</sup> (1) learn and understand the roles that the federal, State, and local government would play in an epidemic; (2) form a pandemic planning team consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic ~~influenza~~ school action plan; and (3) build awareness of the final plan among staff, students, and community.

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

<sup>1</sup> This policy is optional. A pandemic is a worldwide outbreak of a disease for which there is little or no natural immunity. During an influenza pandemic, a new influenza virus will cause thousands or even millions of people to contract the disease and, in turn, spread the illness to others because people have not been previously exposed to the new virus. Seasonal influenza viruses are similar to those already circulating among people. See, *School Guidance During an Influenza Pandemic*, December 2006; Illinois State Board of Education opening letter to School Officials dated November 2006 from Dr. Randy J. Dunn and Dr. Eric Whitaker. This letter may be found online at:

[www.isbe.net/regionaloffices/pdf/sppg\\_letter.pdf](http://www.isbe.net/regionaloffices/pdf/sppg_letter.pdf) or [www.idph.state.il.us/pandemic\\_flu/school\\_guide/sppg\\_letter.pdf](http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_letter.pdf).

According to the Centers for Disease Control guidance, schools serve as an "amplification point" of flu epidemics. *School Superintendent's Insider*, April 2007. School officials should be preparing for a flu pandemic as a U.S. Health and Human Services Pandemic Influenza Plan estimates that about 30 percent of the general population would become ill in a pandemic. The agency estimates among school aged children the figure would be higher, about 40 percent. Sources: *NSBA and School Board News* 3/14/ 2006.

Boards are authorized to adopt a policy on pandemic preparedness even though State and federal law provide little guidance. State law grants boards broad authority to formulate, adopt, and modify school board policies, at the board's sole discretion, subject only to mandatory collective bargaining agreements and State and federal law. 105 ILCS 5/10-20.5 and 115 ILCS 5/1 et seq. See 2:20, *Powers and Duties of the School Board* and also 2:240, *Board Policy Development*.

<sup>2</sup> Multiple stakeholders have important roles in pandemic influenza preparedness and response. Stakeholders include federal departments and agencies, public health organizations, State and local health departments and laboratories, private health care organizations, influenza vaccine and antiviral manufacturers, and vaccine distributors and vaccinators. Effective response to an influenza pandemic requires planning, infrastructure, and action at many levels and by many groups. *Illinois Pandemic Influenza Preparedness and Response Plan*, Version 2.05, October 10, 2006, page 38, which is located at: [http://www.idph.state.il.us/pandemic\\_flu/planning.htm](http://www.idph.state.il.us/pandemic_flu/planning.htm) [www.idph.state.il.us/pandemic\\_flu/planning.htm](http://www.idph.state.il.us/pandemic_flu/planning.htm).

<sup>3</sup> See <http://pandemicflu.gov/plan/individual/familyguide.html> [www.hss.energy.gov/healthsafety/guidepandemic.pdf](http://www.hss.energy.gov/healthsafety/guidepandemic.pdf).

<sup>4</sup> 105 ILCS 5/10-16.7. The school board directs, through policy, the superintendent in his or her charge of the district's administration.

## Emergency School Closing <sup>5</sup>

In the case of a pandemic, any decision for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the District's local health department, emergency management agencies, and ~~Regional Office of Education.~~ <sup>6</sup> *Insert A*

LEGAL REF.: 105 ILCS 5/10-16.7 and 5/10-20.5.  
Ill. Dept. of Public Health Act (Part 1), 20 ILCS 2305/2(b).  
Ill. Emergency Management Agency Act, 20 ILCS 3305.  
Ill. Educational Labor Relations Act, 115 ILCS 5/4-et seq.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board), 4:170 (Safety), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

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

<sup>5</sup> Local health departments, emergency medical agencies and the Regional Office of Education may direct a school to close during a pandemic. See, *School Guidance During an Influenza Pandemic, December 2006*; Illinois State Board of Education opening letter to school officials dated November 2006 from Dr. Randy J. Dunn and Dr. Eric Whitaker. This letter is online at: [www.idph.state.il.us/pandemic\\_flu/school\\_guide/sppg\\_letter.pdf](http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_letter.pdf). Since this letter was written, several Illinois schools faced an H1N1 outbreak in 2009. During that outbreak, ISBE directed schools with a statement titled *Closing School in Response to H1N1* that outlined "the decision to close school must be made locally by the school district and in conjunction and support with the relevant local public health department. The impact of pandemic influenza may vary from region to region. Therefore, it is crucial that district administrators rely on the advice and recommendations of their local public health department." See [www.isbe.net/htmls/decide\\_closing.htm](http://www.isbe.net/htmls/decide_closing.htm).

The Ill. Dept. of Public Health is also authorized to order a place to be closed and made off-limits to the public to prevent the probable spread of a dangerously contagious or infectious disease (20 ILCS 2305/2(b)).

The Governor also has emergency powers upon his or her declaration of a disaster, which includes among other things public health emergencies (20 ILCS 3305/4 and 3305/7). Upon such proclamation, the Governor has and may exercise for a period not to exceed 30 days several emergency powers (Id.).

<sup>6</sup> Use this alternative for districts in suburban Cook County: replace "Regional Office of Education" with "appropriate Intermediate Service Center." Use this alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Service Center." P.A. 96-893 abolished the Regional Office of Education for Suburban Cook County and transferred its duties and powers to Intermediate Service Centers.

## General Personnel

### Expenses <sup>1</sup>

The School Board shall reimburse employees for expenses necessary for the performance of their duties, provided the expenses have been approved by the Superintendent or designee. If the anticipated expense amount exceeds budgeted amounts, prior Board approval is required.

Employees must submit to the Superintendent an itemized, signed voucher showing the amount of actual expenses, attaching receipts to the voucher, if possible. Expense vouchers shall be presented to the Board in its regular bill process.

→ detailed

LEGAL REF.: 105 ILCS 5/10-22.32.

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 5/10-22.32 states that "[t]he school board may advance to teachers and other certified employees the anticipated actual and necessary expenses incurred in attending meetings which are related to that employee's duties and will contribute to the professional development of that employee." This policy expands beyond those two categories of employees, and the limited purpose of attending meetings, to reimburse all employees for approved expenses necessary for the employee to perform his or her duties.

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. If a local collective bargaining agreement contains a provision on expenses, it will supersede this policy and the board policy should state, "Please refer to the Professional Agreement between the \_\_\_\_\_ Association and the Board." following current Agreement: factual title of Collective Bargaining Agreement (not including dates)."

## General Personnel

### Religious Holidays <sup>1</sup>

*Insert A*  
The Superintendent shall grant an employee's request for time off to observe a religious holiday if the employee gives at least 5 days prior notice and the absence does not cause an undue hardship. <sup>2</sup>

Employees may use earned vacation time, or personal leave to make up the absence, provided such time is consistent with the District's operational needs. A per diem deduction may also be requested by the employee. <sup>3</sup>

LEGAL REF.: Religious Freedom Restoration Act, 775 ILCS 35/15.  
Illinois Human Rights Act, 775 ILCS 5/2-101 and 5/2-102.

### A

When an employee's religion requires worship or observance that cannot be performed other than during school hours, and observance is not otherwise provided in the school calendar, up to two (2) days with pay may be taken annually. Any such days taken may be deducted from unused sick leave days, personal business days, or vacation days.

*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 is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. ~~When If a policy's subject matter is superseded by a local collective bargaining agreement, the school contains a provision on religious holidays, it will supersede this policy and the board policy can should~~ state, "Please refer to the Professional following current Agreement ~~between the Association and the School Board~~": [actual title of Collective Bargaining Agreement (not including dates)]."

<sup>2</sup> "Religion" includes "all aspects of religious observance and practice, as well as belief, unless an employer demonstrates that it is unable to reasonably accommodate an employee's or prospective employee's religious observance or practice without undue hardship on the conduct of the employer's business," (775 ILCS 5/2-101(F)). School employers may require employees to provide up to 5 days notice before being absent for a religious holiday (775 ILCS 5/2-102(E)).

<sup>3</sup> Not provided by law and optional.

## General Personnel

### Recognition for Service <sup>1</sup>

The School Board will periodically recognize those District employees who contribute significantly to the educational programs and welfare of the students.

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

~~<sup>1</sup> Nothing in this policy is required by law and districts should customize it to meet their needs.~~

School districts and communities can honor local people for their contributions to local elementary and secondary schools through the annual Those Who Excel/Illinois Teacher of the Year Program. Awards of Excellence, Merit, Recognition, and Honorable Mention are generally given in seven categories – classroom teacher, ~~principal (certified), educational service personnel (noncertificated), early career educator,~~ school administrator, school board members/community volunteer, student support personnel, ~~educational service personnel, (certificated), and parent/community member team.~~ Award of Excellence winners in the classroom teacher category are eligible to become finalists for Illinois Teacher of the Year. Nominations for the awards are sent to the Illinois State Board of Education (ISBE) by June 15. An awards banquet is held in the fall. Questions regarding the program should be directed to ISBE, Public Affairs Information at 217/782-4648. Other information is available online at: [www.isbe.net/those\\_who\\_excel.htm](http://www.isbe.net/those_who_excel.htm).

## General Personnel

### Responsibilities Concerning Internal Information <sup>1</sup>

District employees are responsible for maintaining: (1) the integrity and security of all internal information, and (2) the privacy of confidential records, including but not limited to: student school records, personnel records, and the minutes of, and material disclosed in, a closed School Board meeting. Internal information is any information, oral or recorded in electronic or paper format, maintained by the District or used by the District or its employees. The Superintendent or designee shall manage procedures for safeguarding the integrity, security, and, as appropriate, confidentiality of internal information.

*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 and federal law control the content of this policy to the extent that: (1) the unauthorized disclosure of student school records is prohibited by the Family Educational Rights and Privacy Act, 20 U.S.C. §1232g, and the Illinois School Student Records Act, 105 ILCS 10/, (2) 5 ILCS 140/7 protects school security and response plans and maps from disclosure, (3) if a district offers a self-insured group health plan or flexible spending account, it must establish clear procedures to protect the employees' health information (45 C.F.R. §164.502), (4) private information, personal information, and personnel file information is exempt from a request for disclosure under the Freedom of Information Act (5 ILCS 140/7), and (5) the Ill. Personnel Record Review Act governs the release of an employee's disciplinary action (820 ILCS 40/). These are just examples of the laws requiring the safekeeping of district and school records.

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. When if a policy's subject matter is superseded by a local collective bargaining agreement, contains a provision on these responsibilities, it will supersede this policy and the board policy can should state, "Please refer to the following current [insert name Agreement: [actual title of CBA]." Collective Bargaining Agreement (not including dates)]."

This sample policy's intent is to safeguard district records accessed or created by employees. This includes protecting the district from unauthorized release of confidential records or the destruction of records. While the legal guidance is sparse, districts should take steps to avoid security breaches. Some districts may have more legal obligations than others. School districts that are considered "covered entities" under the Health Insurance Portability and Accountability Act (HIPAA) are required to comply with the HIPAA Security Rule. Furthermore, districts that allow foreign exchange students to attend their schools may need to put safeguards in place in order to protect data that is transferred to the Student and Exchange Visitor Information System (SEVIS).

To help maintain the integrity of records, districts should prevent their over-accumulation. Not all internal information must be preserved even if it is a *public record* for purposes of the Freedom of Information Act, 5 ILCS 140/. According to the Local Records Act, 50 ILCS 205/, a record must be retained only when it contains: (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, recorded information may generally be deleted that are conversational or personal, meeting notices, spam, email of a transient nature, duplicate material sent from other staff members, and draft material. However, no district record, no matter its form, may be destroyed if it is subject to a litigation hold. See administrative procedure 2:250-AP2, *Protocols for Record Preservation and Development of Retention Schedules*. For guidance on Board member use and retention of email, see 2:140-E, *Guidance for Board Member Communications, Including Email Use*.

LEGAL REF.: Family Educational and Privacy Rights Act, 20 U.S.C. §1232g.  
Uses and Disclosures of Protected Health Information: General Rules, 45 C.F.R.  
§164.502.  
Ill. Freedom of Information Act, 5 ILCS 140/~~1-et seq.~~  
Local Records Act, 50 ILCS 205/~~1-et seq.~~  
105 ILCS 10/~~1-et seq.~~  
Personnel Record Review Act, 820 ILCS 40/~~1-et seq.~~

CROSS REF.: 2:140 (Communications To and From the Board), 2:250 (Access to District  
Public Records), 5:150 (Personnel Records), 7:340 (Student Records)



## General Personnel

### Solicitations By or From Staff <sup>1</sup>

District employees shall not solicit donations or sales, nor shall they be solicited for donations or sales, on school grounds without prior approval from the Superintendent, ~~or designee.~~

CROSS REF.: 8:90 (Parent Organizations and Booster Clubs)

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

~~<sup>1</sup> 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. If a local collective bargaining agreement contains a provisions on solicitations by or from staff this issue, it will supersede this policy and the ~~school~~ board policy should state, "Please refer to the Professional following current Agreement between the \_\_\_\_\_ Association and the School Board."; [actual title of Collective Bargaining Agreement (not including dates)]."~~

## Professional Personnel

### Maintaining Student Discipline <sup>1</sup>

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

When a student's behavior is unacceptable, the teacher should first discuss the matter with the student. If the unacceptable behavior continues, the teacher should consult with the Building Principal and/or discuss the problem with the parent(s)/guardian(s). A teacher may remove any student from the learning setting whose behavior interferes with the lessons or participation of fellow students. <sup>2</sup> A student's removal must be in accordance with Board policy and administrative procedures.

Teachers shall not use disciplinary methods that may be damaging to students, such as ridicule, sarcasm, or excessive temper displays. Corporal punishment (including slapping, paddling, or prolonged maintenance of a student in physically painful positions, and intentional infliction of bodily harm) may not be used. Teachers may use reasonable force as needed to keep students, school personnel, and others safe, or for self-defense or defense of property. <sup>3</sup>

LEGAL REF.: 105 ILCS 5/24-24.  
23 Ill.Admin.Code §1.280.

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

**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 is consistent with the minimum requirements of State law. The local collective bargaining agreement may contain provisions that exceed these requirements. ~~When a If this~~ policy's subject matter is superseded by a bargaining agreement, the board policy can state, "Please refer to the Professional following current Agreement ~~between the Classroom Teachers' Association and the School Board.~~" [actual title of Collective Bargaining Agreement (not including dates)]."

<sup>2</sup> Teachers must be given the authority to remove disruptive students from the classroom (105 ILCS 5/24-24).

<sup>3</sup> Required by 105 ILCS 5/24-24. See sample policy 7:190, *Student Discipline*, for a discussion of corporal punishment.

## Educational Support Personnel

### Duties and Qualifications 1

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to School Board policies as they may be changed from time to time at the Board's sole discretion.

#### Paraprofessionals and Teacher Aides 2 Assistants

~~"Paraprofessionals" and "teacher aides"~~ <sup>assistants</sup> are noncertificated personnel with supervised instructional duties; the terms are synonymous. Service as a ~~paraprofessional or teacher aide~~ <sup>assistant</sup> requires a "statement of approval" <sup>assistant</sup> issued by the Illinois State Board of Education (ISBE), unless the individual holds certification any certificate indicative of completion of at least a bachelor's degree, or a professional provisional vocational certificate, is completing an approved clinical experience, and/or is student teaching.

A ~~paraprofessional or teacher aide~~ <sup>assistant</sup> in a targeted assistance program that is paid with federal funds under Title I, Part A, or in a school-wide program that is supported with such funds, shall hold a "statement of approval," issued by the ISBE, for this purpose. 3

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not ~~paraprofessionals or teacher aides~~ <sup>assistants</sup> and the requirements in this section do not apply. In addition, individuals who are completing their clinical experiences and/or student teaching do not need to comply with this section, provided they otherwise qualify for instructional duties under ISBE rules. 4

### Noncertificated Personnel Working with Students and Performing Non-Instructional Duties

Noncertificated personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (e.g., computers, video, and audio) detention and discipline areas, and school-sponsored extracurricular activities; 5
2. As supervisors, chaperones, or sponsors for non-academic school activities; or 6
3. For non-teaching duties not requiring instructional judgment or student evaluation. 7

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

1 State or federal law controls this policy's content. This policy contains an item on which 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.

2 23 Ill.Admin.Code §25.510; 23 Ill.Admin.Code §1.630(b)(2). Important: Speech-Language paraprofessional approval phase-out. After the 2013-2014 school year, districts and special education joint agreements will no longer be able to seek approval from ISBE to use speech language paraprofessionals to provide speech-language services when they are unable to hire certified speech-language pathologists. Educators currently serving as speech language paraprofessionals who wish to continue providing speech-language services after the 2013-2014 school year will need to obtain certification as a certified speech-language pathologist (23 Ill.Admin.Code §§25.45 and 25.252), speech-language pathologist intern (23 Ill.Admin.Code §25.255), or speech-language pathology assistant (105 ILCS 5/14-6.03). For more information, see ISBE's Weekly Message from Feb. 27, 2012, at: [www.isbe.net/board/archivemessages/2012/message\\_022712.pdf](http://www.isbe.net/board/archivemessages/2012/message_022712.pdf).

3 23 Ill.Admin.Code §25.510(d).

4 105 ILCS 5/10-22.34(d); 23 Ill.Admin.Code §1.630(f).

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

6 105 ILCS 5/10-22.34a.

7 105 ILCS 5/10-22.34(a)(1); 23 Ill.Admin.Code §1.630(a).

Nothing in this policy prevents a noncertificated person from serving as a guest lecturer or resource person under a certificated teacher's direction, and with the administration's approval. 8

#### Coaches and Athletic Trainers

~~Athletic coaches and trainers shall have the qualifications required by any association in which the School District maintains a membership. The coach for an extracurricular athletic activity sponsored or sanctioned by the Illinois High School Association (IHSA) at or above the ninth grade level must have completed the IHSA's educational program and competency testing on preventing abuse of performance-enhancing substances. 9~~ Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health. 10 ~~Anyone performing athletic training services shall be licensed under the Illinois Athletic Trainers Practice Act, be an athletic trainer aide performing care activities under the on-site supervision of a licensed athletic trainer, or otherwise be qualified to perform athletic trainer activities under State law. 11~~

#### Bus Drivers

~~All school bus drivers must have a valid school bus driver permit. 12 The Superintendent or designee shall inform the Illinois Secretary of State, within 30 days of being informed by a school bus driver,~~

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

8 105 ILCS 5/10-22.34b, last paragraph; 23 Ill.Admin.Code §1.630(d). Noncertificated personnel may be used to provide specialized instruction in a field that an individual is particularly qualified by reason of specialized knowledge or skill (23 Ill.Admin.Code §1.630(g)). Districts that frequently use noncertificated individuals to provide such instruction may consider adding the following optional sentence:

When appropriate, the Superintendent may seek approval from the responsible Regional Superintendent for a noncertificated individual to provide specialized instruction, that is not otherwise readily available in the school environment, in the field that the individual is particularly qualified by reason of specialized knowledge or skill.

9 ~~Required by 105 ILCS 25/2, added by P.A. 96-132, recodified by P.A. 96-1000.~~ A district should consult the handbooks and by-laws of the appropriate associations, e.g., the Illinois High School Association, the Southern Illinois Junior High School Athletic Association, and the Illinois Elementary School Association.

#### An optional sentence follows:

~~The coach for an extracurricular athletic activity sponsored or sanctioned by the Illinois High School Association (IHSA) at or above the ninth grade level must have completed the IHSA's educational program and competency testing on preventing abuse of performance-enhancing substances.~~

~~Until July 1, 2011, 105 ILCS 25/2(c) required this training for coaches. As of the publication date for this material, IHSA did not include this requirement in its by-laws Qualification for Coaches, sub-sections 2.071-2.079 or its annual Administrative Procedures, Guidelines and Policies document. Both are available at: [www.ihsa.org/AbouttheIHSA/ConstitutionBylawsPolicies.aspx](http://www.ihsa.org/AbouttheIHSA/ConstitutionBylawsPolicies.aspx).~~

10 Optional and may be amended. The first requirement identifies a basic competency and the second two requirements are intended to ensure coaches are trained emergency responders. For AED training program requirements, see Automated External Defibrillator Act (410 ILCS 4/15) and Automated External Defibrillator Code (77 Ill.Admin.Code Part 525).

11 225 ILCS 5/3 and 5/4.

12 The regional superintendent is authorized to conduct school bus driver instruction courses and investigate whether persons hired to operate school buses have valid school bus driver permits (105 ILCS 5/3-14.23).

School bus driver permits are issued by the Secretary of State (625 ILCS 5/6-106.1). Districts must conduct a pre-employment interview with bus driver candidates, distribute bus driver applications and medical forms, and submit the applicant's fingerprint cards to the State Police for criminal background investigations. Districts must also certify in writing to the Secretary of State that all pre-employment conditions were completed, including an Illinois-specific criminal background investigation through the State Police and the submission of necessary fingerprints to the Federal Bureau of Investigation for criminal history information (Id.). The applicant presents this certification to the Secretary of State when submitting the school bus driver permit application (Id.).

A school bus driver operating a school bus at the time of an accident is deemed by the implied consent law to agree to submit to tests at the direction of a law enforcement officer of the driver's breath, blood, or urine to determine the presence of alcohol, or other drugs, in the person's system (625 ILCS 5/6-516).

~~that the bus driver permit holder has been called to active duty. 13 New bus drivers and bus drivers who are returning from a lapse in their employment are subject to the requirements contained in Board policy 5:30, *Hiring Process and Criteria* and Board policy 5:285, *Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers*.~~

LEGAL REF.: No Child Left Behind Act of 2001, 20 U.S.C. §6319(c).  
34 C.F.R. §§200.58 and 200.59.  
105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b, and 25/2.  
625 ILCS 5/6-104 and 5/6-106.1.  
23 Ill.Admin.Code §§25.510, 25.520.

CROSS REF.: 4:110 (Transportation), 4:170 (Safety), 5:30 (Hiring Process and Criteria), 5:35 (Compliance with the Fair Labor Standards Act), 5:285 (Drug and Alcohol Testing for School Bus and Commercial Vehicle Drivers), 6:250 (Community Resource Persons and Volunteers)

---

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

Anyone driving a bus chartered to transport students to or from interscholastic athletic or interscholastic or school sponsored activities must have a valid school bus driver permit; this does not apply to any driver employed by a public transportation provider when the bus is on a regularly scheduled route for transporting other fare paying passengers (625 ILCS 5/6-104(d-5)).

**13** This sentence is optional but the notification is required by 625 ILCS 5/6-106.1(h). "Active duty" is defined in the statute as active duty pursuant to an executive order of the U.S. President, an act of the Congress, or an order of the Governor. Upon notification, the Secretary of State will characterize the permit as inactive until a permit holder renews the permit pursuant to 625 ILCS 5/6-106.1(b).

## Educational Support Personnel

### Evaluation 1

The Superintendent is responsible for designing and implementing a program for evaluating the job performance of each educational support staff member according to standards contained in School Board policies as well as in compliance with State law and any applicable collective bargaining agreement. The standards for the evaluation program shall include, but not be limited to:

1. Each employee shall be evaluated annually, preferably before the annual salary review.
2. The direct supervisor shall provide input.
3. The employee's work quality, promptness, attendance, reliability, conduct, judgment, and cooperation shall be considered.
4. The employee shall receive a copy of the annual evaluation.
5. All evaluations shall comply with State and federal law and any applicable collective bargaining agreement.

CROSS REF.: 5:10 (Equal Employment Opportunity and Minority Recruitment), 5:150 (Personnel Records)

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

<sup>1</sup> 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. A collective bargaining agreement may contain provisions which supersede the policy, in which case, the policy should state: "Please refer to the following current ~~insert name of Agreement: [actual title of the Educational Support Personnel CBA].~~ State law does ~~Collective Bargaining Agreement (not address evaluation of educational support personnel including dates)]."~~

~~State law does not address evaluation of educational support personnel, except to require a district to report on the annual ISBE salary and benefit survey whether the district's salary program, policies or provisions are based upon merit or performance evaluation of individual educational support personnel for the school year covered by the survey (105 ILCS 5/2-3.103, amended by P.A. 96-1423). The survey is provided by ISBE to each school district.~~

~~The numbered items are at the local board's discretion. One important consideration for evaluations involves accurate job descriptions. They assist with meaningful evaluations, wage and salary surveys, and help provide an equitable wage and salary structure.~~



## Instruction

### Curriculum Development <sup>1</sup>

#### Adoption <sup>2</sup>

The Superintendent shall recommend a comprehensive curriculum that is aligned with:

1. The District's educational philosophy and goals,
2. Student needs as identified by research, demographics, and student achievement and other data,
3. The knowledge, skills, and abilities required for students to become life-long learners,
4. The minimum requirements of State and federal law and regulations for curriculum and graduation requirements, <sup>3</sup>
5. The curriculum of non-District schools that feed into or from a District school, provided that the necessary cooperation and information is available, <sup>4</sup>
6. The Illinois State Learning Standards and any District learning standards, and
7. Any required State or federal student testing.

The School Board will adopt, upon recommendation of the Superintendent, a curriculum that meets the above criteria. <sup>5</sup>

#### Experimental Educational Programs and Pilot Projects <sup>6</sup>

The Superintendent may recommend experimental educational programs and/or pilot projects for Board consideration. Proposals must include goals, material needs, anticipated expenses, and an evaluation process. The Superintendent shall submit to the Board periodic progress reports for programs that exceed one year in duration and a final evaluation with recommendation upon the program's completion.

---

*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> This section is not dictated by State or federal law, but reflects board work regarding curriculum. Each board should dwell over this section to ensure it articulates the board's intent.

<sup>3</sup> State law mandates certain courses of study, but local school boards may set requirements exceeding State law-mandated courses of study (105 ILCS 5/10-20.8 and 5/27-1 *et seq.*).

<sup>4</sup> Alternative for unit districts:

5. The curriculum District-wide and articulated across all grade levels.

<sup>5</sup> The following is an alternative for boards that do not want the sample language's degree of delegation:

The School Board will consider the Superintendent's recommendation and adopt a curriculum that meets the above criteria.

<sup>6</sup> Experimental educational programs may require the approval of the State Board of Education and an agreement with the affected exclusive bargaining agent (105 ILCS 5/10-19). State law addresses pilot programs for teachers in relation to clinical schools, restructuring, and providing special assistance and support to beginning teachers (105 ILCS 5/2-3.52A).



### Single-Gender Classes and Activities 7

The Superintendent may recommend a program of nonvocational single-gender classes and/or activities to provide diverse educational opportunities and/or meet students' identified educational needs. Participation in the classes or activities must be voluntary, both genders must be treated with substantial equality, and the program must otherwise comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*. The Superintendent must periodically evaluate any single-gender class or activity to ensure that: (1) it does not rely on overly broad generalizations about the different talents, capabilities, or preferences of either gender, and (2) it continues to comply with State and federal law and with Board policy 7:10, *Equal Educational Opportunities*.

### Development 8

The Superintendent shall develop a curriculum review program to monitor the current curriculum and promptly suggest changes to make the curriculum more effective, to take advantage of improved teaching methods and materials, and to be responsive to social change, technological developments, student needs, and community expectations.

The Superintendent shall report to the Board as appropriate, the curriculum review program's efforts to:

1. Regularly evaluate the curriculum and instructional program.
2. Ensure the curriculum continues to meet the stated adoption criteria.
3. Include input from a cross-section of teachers, administrators, parents/guardians, and students, representing all schools, grade levels, disciplines, and specialized and alternative programs.
4. Coordinate with the process for evaluating the instructional program and materials.

### Curriculum Guides and Course Outlines

The Superintendent shall develop and provide subject area curriculum guides to appropriate staff members.

---

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

7 The U.S. Dept. of Education (DOE) amended its Title IX regulation to make it easier for schools to have single-sex classes and extracurricular activities (34 C.F.R. Part 106). Title IX generally protects students from discrimination on the basis of sex. However, ~~citing recent research suggesting that some students benefit in single-sex classes,~~ the DOE added flexibility to its rules on single-sex classes and activities ~~back in 2006, citing research that suggests that some students benefit in single-sex classes.~~ The rules are very specific and should be ~~consulted~~ reviewed with the board attorney when designing single-sex classes or activities.

8 The last two sections of this policy provide a process for the board to monitor the extent that its ends for curriculum development are being pursued. However, a board may be concerned that these sections offend the board's efforts to delegate authority to the superintendent to manage the district. If so, these sections should be deleted. See the IASB's "Foundational Principles of Effective Governance," [http://www.iasb.com/pdf/found\\_prin.pdf](http://www.iasb.com/pdf/found_prin.pdf) [www.iasb.com/principles\\_popup.cfm](http://www.iasb.com/principles_popup.cfm).

LEGAL REF.: 34 C.F.R. Part 106.  
105 ILCS 5/10-20.8 and 5/10-19.

CROSS REF.: 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 6:70 (Teaching About Religions), 6:80 (Teaching About Controversial Issues) 6:100 (Using Animals in the Educational Program), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program), 6:120 (Education of Children with Disabilities), 6:130 (Program for the Gifted), 6:140 (Education of Homeless Children), 6:145 (Migrant Students), 6:150 (Home and Hospital Instruction), 6:160 (English Language Learners), 6:170 (Title I Programs), 6:180 (Extended Instructional Programs), 7:15 (Student and Family Privacy Rights)

## Instruction

### Teaching About Religions <sup>1</sup>

The School District's curriculum may include the study of religions as they relate to geography, history, culture, and the development of various ethnic groups. The study of religions shall give neither preferential nor derogatory treatment to any single religious belief or to religion in general. The study of religions shall be treated as an academic subject with no emphasis on the advancement or practice of religion. <sup>2</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> Conducting or sponsoring religious practices in public schools violates the First Amendment to the U.S. Constitution. A school district may not provide for religious instruction on public school property. (*McCullum v. Board of Educ.*, 333 U.S. 203 (1948); reciting a prayer (*Engel v. Vitale*, 370 U.S. 421 (1962); bible reading and prayer (*School Dist. of Abington Twp v. Schempp*, 374 U.S. 203 (1963) and *Chamberlin v. Dade Co. Board of Public Instruction*, 377 U.S. 402 (1964); posting of the Ten Commandments (*Stone v. Graham*, 449 U.S. 39 (1980); a moment of silence for "meditation and prayer." (*Wallace v. Jaffree*, 472 U.S. 38 (1985).

See also *Kitzmiller v. Dover Area School Dist.*, 400 F.Supp.2d 707 (M.D.Pa., 2005). This decision struck a policy on the teaching of intelligent design in high school biology class. The policy required students to hear a statement mentioning intelligent design as an alternative to Darwin's theory of evolution. The court held that it amounted to an endorsement of religion in violation of the Establishment Clause and violated the Establishment Clause.

The Establishment clause, however, permits teaching about religion as part of a balanced, secular education. Thus, the study of the Bible or religion is permissible when presented objectively as part of a secular education. *School Dist. of Abington v. Schempp*, 374 U.S. 203 (1963).

Generally, holiday observations will survive constitutional scrutiny if they advance society's cultural and religious heritage or provide an opportunity for students to perform a full range of music, poetry, and drama that is likely to interest the students and their audience. *Florey v. Sioux Falls School Dist.*, 619 F.2d 1311 (8th Cir. 1980), approved a school board policy concerning holiday observations. That policy acknowledged that the school district would not promote a religious belief or non-belief. The policy allowed the historical and contemporary values and origins of religious holidays to be explained in an unbiased and objective manner. Furthermore, it permitted the use of religious music, art, literature, and symbols if presented in an objective manner and as part of the cultural and religious heritage of the particular holiday. The Court believed that Christmas programs, including Christmas carols, allowed students to learn about this country's customs and cultural heritage. Of course, a student who objects to participating in such programs must be accommodated.

Public schools are prohibited from appearing to endorse or promote religion through religious holiday displays. Whether a particular display endorses or promotes religion will depend upon the particular context in which it appears. A display that is purely religious and located prominently may send the message that the school is endorsing religion. Mixing secular symbols with the religious symbols and injecting cultural and historical messages into the holiday display will more likely make it acceptable. *Allegheny County v. Pittsburgh ACLU*, 446 A.2d 334, appeal after remand, 471 A.2d 128, cert. denied, 488 U.S. 815 (1989).

See also *Skoros v. City of New York*, 437 F.3d 1 (2d Cir., 2006). This decision upheld a holiday display policy restricting displays to "secular" symbols, including Christmas trees, menorahs, and the star and crescent, but not allowing displays of a crèche or nativity scene. The ruling was not on the question of whether a public school ever could include a crèche in a display. Instead, the case upheld the board's decision to classify Christmas trees, menorahs, and the star and crescent as either secular or as being both religious and secular, whereas a crèche "is solely a religious symbol."

LEGAL REF.: School Dist. of Abington Twp v. Schempp, 374 U.S. 203 (1963).  
Allegheny County v. ACLU Pittsburgh Chapter, 492 U.S. 573, 109 S.Ct. 3086, 106  
L.Ed.2d 472 (1989).

CROSS REF.: 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:60  
(Curriculum Content), 6:255 (Assemblies and Ceremonies)

## Instruction

### Teaching About Controversial Issues <sup>1</sup>

The Superintendent shall ensure that all school-sponsored presentations and discussions of controversial or sensitive topics in the instructional program, including those made by guest speakers, are:

- Age-appropriate. Proper decorum, considering the students' ages, should be followed.
- Consistent with the curriculum and serve an educational purpose. <sup>2</sup>
- Informative and present a balanced view.
- Respectful of the rights and opinions of everyone. Emotional criticisms and hurtful sarcasm should be avoided.
- Not tolerant of profanity or slander. Disruptive conduct is prohibited and may subject a student to discipline.

The District specifically reserves its right to stop any school-sponsored activity that it determines violates this policy, is harmful to the District or the students, or violates State or federal law.

CROSS REF.: 6:40 (Curriculum Development), 6:255 (Assemblies and Ceremonies)

---

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

<sup>1</sup> 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. Before adopting this policy, a school board should review the scope of any clause on academic freedom contained in a collective bargaining agreement.

While this sample policy and its contents are discretionary with each board, its implementation should respect the constitutional rights of students and teachers to free speech and free association. The intent of this policy is to inform students, staff members, and the community that the board has established standards for the teaching and discussion of controversial topics in order to avoid culture wars from being fought in school.

<sup>2</sup> Public employee First Amendment issues involve the balance between the importance of the speech and the district's interest in maintaining order and effective school operations. The First Amendment "does not entitle primary and secondary teachers, when conducting the education of captive audiences, to cover topics, or advocate viewpoints, that depart from the curriculum adopted by the school system." See Mayer v. Monroe County Community School Corp., 474 F.3d 477 (7th Cir. 2007). Nor is the First Amendment likely to entitle a teacher to protection for purely personal speech that does not touch on a matter of public concern. See Pickering v. High School Dist. 205, 391 U.S. 563 (1968). However, when public employees speak as private citizens on their own time about matters of public concern, they may face only those speech restrictions that are necessary for their employers to operate efficiently and effectively (Garcetti v. Ceballos, 547 U.S. 410 (2006)).

## Instruction

### Migrant Students 1

When the  
need arises,

± The Superintendent will develop and implement a program to address the needs of migrant children in the District.

This program will include a means to:

1. Identify migrant students and assess their educational and related health and social needs.
2. Provide a full range of services to migrant students including applicable Title I programs, special education, gifted education, vocational education, language programs, counseling programs, and elective classes.
3. Provide migrant children with the opportunity to meet the same statewide assessment standards that all children are expected to meet.
4. Provide advocacy and outreach programs to migrant children and their families and professional development for District staff.
5. Provide parents/guardians an opportunity for meaningful participation in the program.

### Migrant Education Program for Parents/Guardians Involvement

Parents/guardians of migrant students will be involved in and regularly consulted about the development, implementation, operation, and evaluation of the migrant program.

Parents/guardians of migrant students will receive instruction regarding their role in improving the academic achievement of their children.

LEGAL REF.: 20 U.S.C. §6391 et seq.  
34 C.F.R. §200.80 et seq.  
~~105 ILCS 5/14B-6.~~

CROSS REF.: 6:170 (Title I Programs)

~~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. The first sentence of this policy allows a school board to consider the goals for its migrant education program and to amend the sample policy accordingly. The Migrant Education Program is a federally funded program authorized under Title I, Part C, of NCLB (20 U.S.C. §6391 et seq.). To qualify for the program, a migrant child must have moved within the last 3 years across state or school district lines with a parent or guardian or on his/her own to obtain qualifying temporary or seasonal work in agriculture or fishing. Although most of the requirements are directed to State agencies, local school districts that receive State money for these programs will be held to many of the same requirements by the State. For additional information, see NCLB, Non-Regulatory Guidance, "Education of Migratory Children," 10-23-03, at: [www.ed.gov/programs/mep/mepguidance2003.doc](http://www.ed.gov/programs/mep/mepguidance2003.doc)  
~~<http://www.ed.gov/programs/mep/mepguidance2003.doc>; ISBE's collection of material about the Migrant Education Program in Illinois is available at [www.jsbe.net/bilingual/htmls/migrant.htm](http://www.jsbe.net/bilingual/htmls/migrant.htm).~~

## Instruction

### Extended Instructional Programs <sup>1</sup>

The District may offer the following programs in accordance with State law and the District's educational philosophy:

- Jefferson*
1. ~~Nursery schools~~ for children between the ages of 2 and 6 years. <sup>2</sup>
  2. Before-and after-school programs for students in grades K-6. <sup>3</sup>
  3. Child care and training center for pre-school children and for students whose parents work. <sup>4</sup>
  4. Model day care program in cooperation with the State Board of Education. <sup>5</sup>
  5. Tutorial program. <sup>6</sup>
  6. ~~Adult education program.~~ <sup>7</sup>
  7. ~~Pre-apprenticeship programs.~~ <sup>8</sup>
  8. <sup>7</sup> Outdoor education program. <sup>9</sup>
  9. <sup>8</sup> Summer school, whether for credit or not. <sup>10</sup>
  10. ~~Independent study, whether for credit or not.~~ <sup>11</sup>
  11. ~~10 Chemically dependent prevention program for students who are, or whose parents/guardians are, chemically dependent.~~ <sup>12</sup>
  12. ~~11~~ Activities to address intergroup conflict. <sup>13</sup>
  13. ~~12 Volunteer service credit program.~~ <sup>14</sup>
  14. ~~13~~ Vocational academy. <sup>15</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. However, all programs listed in this policy are optional. The district may charge a fee for programs numbered 1-4, 6, and 9.

<sup>2</sup> 105 ILCS 5/10-23.2.

<sup>3</sup> 105 ILCS 5/10-22.18b.

<sup>4</sup> 105 ILCS 5/10-22.18a.

<sup>5</sup> 105 ILCS 5/10-22.18c.

<sup>6</sup> 105 ILCS 5/10-22.20c.

<sup>7</sup> 105 ILCS 5/10-22.20. A school board may appoint a director of adult education (105 ILCS 5/10-22.20b).

<sup>8</sup> ~~105 ILCS 5/10-22.21a~~

<sup>9</sup> 105 ILCS 5/10-22.29.

<sup>10</sup> 105 ILCS 5/10-22.33A and 5/10-22.33B and 23 Ill. Admin. Code §4-133. Each course offered for high school graduation must provide at least 60 hours of classroom instruction for the equivalent of one semester of high school course credit (105 ILCS 5/27-22.1). 105 ILCS 5/10-22.33B authorizes districts to conduct a "high quality" summer school program. Students at risk in language arts or mathematics may be required to attend such programs.

<sup>11</sup> Independent study allows students to expand their knowledge in curricular areas not offered as part of the district's basic program.

<sup>12</sup> 105 ILCS 110/3.

<sup>13</sup> 105 ILCS 5/27-23.6. The statutory objectives of such a program are to "improve intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict." A board that incorporates activities to address intergroup conflict shall inform the public. Requirements for disseminating information about these activities are in 105 ILCS 5/27-23.6.

<sup>14</sup> 105 ILCS 5/27-22.3.



LEGAL REF.: 105 ILCS 5/10-22.18a, 5/10-22.18b, 5/10-22.18c, 5/10-22.20, 5/10-22.20b,  
5/10-22.20c, 5/10-22.22a, ~~5/10-22.29~~, 5/10-22.33A, 5/10-22.33B, 5/10-23.2,  
5/27-22.1, 5/27-22.3, 5/27-23.6, 110/3, and 433/4 ~~et seq.~~

CROSS REF.: 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions),  
6:320 (High School Credit for Proficiency)

---

15 Vocational Academies Act (105 ILCS 433/). The Act's purpose is to "integrate workplace competencies and career and technical education with core academic subjects." School districts are permitted to partner with community colleges, local employers, and community-based organizations to establish a vocational academy that functions as a 2-year school within a school for grades 10 through 12. Grant funds may be available from ISBE.

## Instruction

### Complaints About Curriculum, Instructional Materials, and Programs

*may* Persons with suggestions or complaints about curriculum, instructional materials, and programs ~~should~~ complete a curriculum objection form and/or use the Uniform Grievance Procedure. A parent/guardian may request that his/her child be exempt from using a particular instructional material or program by completing a curriculum objection form. <sup>1</sup>

CROSS REF.: 2:260 (Uniform Grievance Procedure), 8:110 (Public Suggestions and Concerns)

---

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

<sup>1</sup> A school district is not required to automatically accommodate a student's or his/her parents' religious beliefs by allowing the student to opt out of reading required materials or programs. A student is entitled to accommodation only if a district's requirement *burdens* his/her free exercise of religion and the requirement is not justified by a *compelling state interest*. *Mozert v. Hawkins Co. Board of Educ.*, 827 F.2d 1058 (6th Cir., 1987). A student's free exercise right would unlikely be burdened by compelling the student to be exposed to ideas with which his/her religion disagrees. On the other hand, compelling a student to perform an act which violates the student's religious beliefs would burden his/her free exercise right and the school district would need to justify the requirement with a compelling state interest in order to be able to enforce it.

## Students

### School Admissions and Student Transfers To and From Non-District Schools <sup>1</sup>

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

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

INSERT A

#### Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent. Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student

---

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

<sup>2</sup> 105 ILCS 5/10-20.12. The district may, however, establish a kindergarten for children between the ages of 4 and 6 years old (105 ILCS 5/10-20.19a and 5/10-22.18). Any child between the ages of 7 and 17 (unless the child has already graduated from high school) must attend public or private school, with certain exceptions allowed for physical and mental disability, lawful employment, or other reasons as specified by statute (105 ILCS 5/26-1). The phrase "a child between the ages of 7 and 17" is liberally construed to fully carry out the true intent and meaning of the General Assembly (5 ILCS 70/1.01), which is to ensure that students graduate from high school (105 ILCS 5/26-1). Therefore "the ages of 7-17" means a child is 17 until his or her 18<sup>th</sup> birthday.

<sup>3</sup> Optional sentence.

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

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

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

<sup>6</sup> 105 ILCS 5/10-20.12. Districts that wish to permit early admission may add the following optional paragraph:

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

Districts that implement this option should also consider implementing specific and objective criteria for early admissions and address such issues as who pays the costs for assessments, etc.

A

Parents/guardians may request early admission for a child. The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly. Parents/guardians may obtain an early admission application from the Department of Pupil Services. The application requires an evaluation. The District may charge a fee to conduct the evaluation. Alternatively, parents/guardians may supply a private evaluation, subject to the District's review.

will be enrolled without a birth certificate. 7 When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content. 8

2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*. 9

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is either deployed to active duty or expects to be deployed to active duty during the school year. 10

### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. 11 Board policy 6:140, *Education of*

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

7 Presenting a certified copy of a student's birth certificate is a missing children's law enforcement issue that may not be used for denying enrollment. Consult the board attorney if a student cannot produce a certified copy of his or her birth certificate and wishes to provide a passport, visa or other governmental documentation of identity. To balance the tension between the missing children's laws reporting requirements and Plyler v. Doe, many attorneys advise not to report a student's failure to produce a birth certificate; however always consult the board attorney for assistance based upon the specific facts of the enrollment situation (see f/n 8 below).

8 Two almost identical laws govern this requirement: Missing Children Records Act (325 ILCS 50/) and Missing Children Registration Law (325 ILCS 55/). We reconciled their differences as much as possible but chiefly used the language from the Registration Law because it has the clearest explanation. The statutory enforcement requirements, as nonsensical as they may seem, are quoted in the policy. **Important:** Schools cannot deny admission based upon immigration (illegal) status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. See Plyler v. Doe, 102 S.Ct. 2382 (1982). See also f/n 12 below.

According to the State Police, a certified copy of the student's birth certificate is the only acceptable proof of the child's identity and age (20 Ill.Admin.Code §1290.60(a)). For more discussion about acceptable proof of identity, see f/n 1 in 7:50-AP, *School Admissions and student Transfers To and From Non-District Schools*. The Missing Children's Records Act requires schools to make prompt copies of these certified copies. Once made, schools need not request another certified copy with respect to that child for any other year in which the child is enrolled in that school or other entity. While the Act does not mandate where the copy should be kept, it is appropriate for placement in the student's temporary record. See 23 Ill.Admin.Code §375.10. The school person who receives the copy of the certified birth certificate should initial and date the document. That way, if there is a question or an investigation (which can happen even years after enrollment) there will not be an issue as to who received the document and the date it was processed.

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

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

10 While this paragraph for optional in this policy, it states a requirement in 105 ILCS 5/22-65, added by P.A. 97-505. Each school district must report this enrollment information as aggregate data to ISBE (Id.).

*Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

## Student Transfers To and From Non-District Schools 12

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

## Foreign Students ~~[High School or Unit Districts only]~~ 13

<sup>11</sup> Required by 105 ILCS 45/ and the McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq., amended by the No Child Left Behind Act. See §11432(g)(3)(C)(i).

<sup>12</sup> 105 ILCS 5/2-3.13a requires each transferor (original) school to keep documentation of transfers in the student's record. It also requires "notification [by the transferee (recipient) school] of the transfer on or before July 31 following the school year during which the student withdraws from the transferor school or school district or the student shall be counted in the calculation of the transferor school's or school district's annual student dropout rate." ~~P.A. 96-1423 supersedes the ISBE rule that provides: "If within 150 days after a student leaves a school, that school or school district has not received a request for the student's record, or been presented with other documentation that the student has enrolled in another school, then the student shall be counted in the school's or school district's calculation of its annual dropout rate," (23 Ill.Admin.Code §375.75(d)).~~ ISBE rule, 23 Ill.Admin.Code §375.75(e), as amended on 1-24-2012, is consistent with this requirement. The amended rule also requires the transferring school or district to maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record.

Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student's last school district (105 ILCS 5/10-8.1). See also 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

~~105 ILCS 5/10-22.6 requires boards to adopt a policy restricting a student from A board has 2 basic options for students transferring from another school while under into the district who are serving a suspension or expulsion from that school. A board has 2 basic options:~~ Under option one, it may comply with the minimum requirements of State law section 2-3.13a by refusing to allow a student transferring from any public school to attend classes until the period of any suspension or expulsion has expired when the penalty was for: (1) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act, (2) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or (3) battering a staff member of the school. Under option two, a board may require a student who was suspended or expelled for any reason from any public or private school in this or any other state to complete the entire term of the suspension or expulsion before being admitted to the school district. The sample policy uses the second, more simple, more comprehensive alternative. ~~Under either option, however, a board may allow placement of the student in an alternative school program established under Article 13A for the remainder of the suspension or expulsion, as reflected in the following optional addition:~~

A board may adopt a policy providing that if a student is suspended or expelled for any reason from any school, anywhere, the student must complete the suspension's or expulsion's entire term in an alternative school program under Article 13A or an alternative learning opportunities program under Article 13B before being admitted into the school district if there is no threat to the safety of students or staff in the alternative program (105 ILCS 5/2-3.13a; 5/10-22.6, amended by P.A. 97-495). If a board wants to provide for this alternative, it may add the following to either of the above options:

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

<sup>13</sup> Generally, a citizen of a foreign country who wishes to enter the U.S. must first obtain either: (1) a nonimmigrant visa (for temporary stay for tourism, medical treatment, business, temporary work, or study), or (2) an immigrant visa for permanent residence. Common visas presented by foreign students are:

1. J-1 nonimmigrant visas for participants in educational and cultural exchange programs designated by the U.S. Department of State, Exchange Visitor Program, and Designation Staff. These students are enrolled provided they otherwise qualify for admission. For information about J-1 visas and the Exchange Visitor Program, see [j1visa.state.gov/programs](http://j1visa.state.gov/programs).



The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. <sup>14</sup>

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. <sup>15</sup> F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

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

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

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

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

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

<sup>14</sup> State law allows, but does not require, boards to waive nonresident tuition for these students (105 ILCS 5/10-22.5a).

<sup>15</sup> Exchange students on F-1 visas must pay the full-unsubsidized public education costs before entering the U.S. (8 U.S.C. §1101). Boards may not waive the fee.



Re-enrollment 16 [*High School or Unit Districts only*]

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

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
Family Educational Rights and Privacy Act, 20 U.S.C. §1232.  
Illegal Immigrant and Immigrant Responsibility Act of 1996, 8 U.S.C. §1101.  
Individuals With Disabilities Education Improvement Act, 20 U.S.C. §1400 et seq.  
Rehabilitation Act, Section 504, 29 U.S.C. §794.  
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2, 5/27-8.1, 10/8.1, 45/, and 70/.  
325 ILCS 50/ and 55/.  
410 ILCS 315/2e.  
20 Ill.Admin.Code Part 1290, Missing Person Birth Records and School Registration.  
23 Ill.Admin.Code Part 375, Student Records.

CROSS REF.: 6:30 (Organization of Instruction), 6:110 (Programs for Students At Risk of Academic Failure and/or Dropping out of School and Graduation Incentives Program), 6:140 (Education of Homeless Children), 6:300 (Graduation Requirements), 6:310 (Credit for Alternative Courses and Programs, and Course Substitutions), 7:60 (Residence), 7:70 (Attendance and Truancy), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:340 (Student Records)

---

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

**16** 105 ILCS 5/26-2(b). The requirements in this section are provided in State law, that is: (1) it is mandatory that a district deny re-enrollment as provided in this section, (2) it is permissive whether to enroll the individual in a district graduation incentives program or alternative learning opportunities program (although depending on circumstances, a student below the age of 20 may be entitled to enroll in a graduation incentives program), (3) it is mandatory to provide due process before denying re-enrollment, (4) it is mandatory to offer the individual who is denied re-enrollment counseling and to direct that person to alternative educational programs, and (5) it is mandatory that this section not apply to students eligible for special education.

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

## Students

### Student Rights and Responsibilities <sup>1</sup>

All students are entitled to enjoy the rights protected by the U.S. and Illinois Constitutions and laws for persons of their age and maturity in a school setting. <sup>2</sup> These rights include the right to voluntarily engage in individually initiated, non-disruptive prayer that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, is not sponsored, promoted, or endorsed in any manner by the school or any school employee. <sup>3</sup> Students should exercise these rights reasonably and avoid violating the rights of others. Students who violate the rights of others or violate District policies or rules will be subject to disciplinary measures. <sup>4</sup>

LEGAL REF.: 20 U.S.C. §7904.  
105 ILCS 20/5.  
Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

CROSS REF.: 7:140 (Search and Seizure), 7:150 (Agency and Police Interviews), 7:160 (Student Appearance), 7:190 (Student Discipline)

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

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

<sup>2</sup> In 1969 the U.S. Supreme Court changed the relationship between schools and students by finding that students "do not shed their constitutional rights at the schoolhouse door." Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

<sup>3</sup> 105 ILCS 20/5. In addition, ~~the No Child Left Behind Act of 2001~~ federal law requires districts to certify that "no [district] policy... prevents, or otherwise denies participation in, constitutionally protected prayer in both public elementary and secondary schools," (20 U.S.C. §7904). The State provides certification instructions and the U.S. Dept. of Education provides guidance on constitutionally protected prayer in public schools ("Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools," [http://www.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)); [www.ed.gov/policy/gen/guid/religionandschools/prayer\\_guidance.html](http://www.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)).

<sup>4</sup> Consult the board attorney to ensure the district's non-discrimination coordinator and complaint managers are trained to appropriately respond to allegations of discrimination based upon bullying and/or sexual violence under Title IX's sexual harassment umbrella. The U.S. Dept. of Education's guidance states that while acts of sexual violence are crimes, they may also be discrimination under Title IX. See *Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts*, 111 LRP 23852 (OCR 04/04/11), at [www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html).

## Students

### Search and Seizure <sup>1</sup>

In order to maintain order and security in the schools, school authorities are authorized to conduct reasonable searches of school property and equipment, as well as of students and their personal effects. "School authorities" includes school liaison police officers. <sup>2</sup>

#### School Property and Equipment as well as Personal Effects Left There by Students

School authorities may inspect and search school property and equipment owned or controlled by the school (such as, lockers, desks, and parking lots), as well as personal effects left there by a student, without notice to or the consent of the student. Students have no reasonable expectation of privacy in these places or areas or in their personal effects left there. <sup>3</sup>

The Superintendent may request the assistance of law enforcement officials to conduct inspections and searches of lockers, desks, parking lots, and other school property and equipment for illegal

*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 concerns an area in which the law is unsettled. Consult the board's attorney with questions about implementing this policy and searching students or seizing their possessions.

According to Fourth Amendment cases, a search by the police requires "probable cause" supported by a warrant. However, in a U.S. Supreme Court decision, cited in every student search case, the Court upheld the warrantless search of a student. A search is: (1) justified at its inception when there are reasonable grounds for suspecting the search of a particular student will turn up evidence that the student violated the law or school rules, and (2) permissible in its scope when it is reasonably related to the search's objective and not excessively intrusive. T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).

<sup>2</sup> The Ill. Supreme Court upheld a search conducted by a school liaison officer, saying: "Decisions ... that involve police officers in school settings can generally be grouped into three categories: (1) those where school officials initiate a search or where police involvement is minimal, (2) those involving school police or liaison officers acting on their own authority, and (3) those where outside police officers initiate a search. Where school officials initiate the search or police involvement is minimal, most courts have held that the reasonable suspicion test [applies]. ... The same is true in cases involving school police or liaison officers acting on their own authority. ... However, where outside police officers initiate a search, or where school officials act at the behest of law enforcement agencies, the probable cause standard has been applied. In the present case, the record shows that Detective Ruettiger was a liaison police officer on staff at the Alternate School, which is a high school student with behavioral disorders. ... We hold that the reasonable suspicion standard applies under these facts." People v. Dilworth, 661 N.E.2d 310 (Ill., 1996).

<sup>3</sup> A State statute allows school officials to inspect the personal effects left by a student on property owned or controlled by the school, e.g., lockers, desks, and parking lots (105 ILCS 5/10-22.6(e)). This law does not mean that school officials have an excuse for unjustifiably opening students' possessions looking for contraband (see footnote 1). See Doe v. Little Rick School Dist.riet, 380 F.3d 349 (8th Cir., 2004) (Searches conducted pursuant to the following policy were unconstitutional: "[B]ook bags, backpacks, purses and similar containers are permitted on school property as a convenience for students," and "if brought onto school property, such containers and their contents are at all time subjects to random and periodic inspections by school officials.")).

The Fourth Amendment protects individuals from searches only when the person has a legitimate expectation of privacy. While case law supports that lockers, as school property, may be searched without individualized suspicion of wrongdoing, many cases suggest that in order to search a student's possessions left in the locker, school officials need individualized suspicion of wrongdoing. This paragraph, as well as 105 ILCS 5/10-22.6(e), attempts to avoid Fourth Amendment protection for personal property left by students on school property by telling students not to expect privacy in these places or in their personal property left there. **This is an unsettled area of the law and should be reviewed with the school board's attorney.**

Option for high school and unit districts:

This paragraph applies to student vehicles parked on school property. In addition, Building Principals shall require each high school student, in return for the privilege of parking on school property, to consent in writing to school searches of his or her vehicle, and personal effects therein, without notice and without suspicion of wrongdoing.

drugs, weapons, or other illegal or dangerous substances or materials, including searches conducted through the use of specially trained dogs. <sup>4</sup>

### Students <sup>5</sup>

School authorities may search a student and/or the student's personal effects in the student's possession (such as, purses, wallets, knapsacks, book bags, lunch boxes, etc.) when there is a reasonable ground for suspecting that the search will produce evidence the particular student has violated or is violating either the law or the District's student conduct rules. <sup>6</sup> The search itself must be conducted in a manner that is reasonably related to its objective and not excessively intrusive in light of the student's age and sex, and the nature of the infraction. <sup>7</sup>

When feasible, the search should be conducted as follows: <sup>8</sup>

1. Outside the view of others, including students,
2. In the presence of a school administrator or adult witness, and
3. By a certificated employee or liaison police officer of the same sex as the student.

Immediately following a search, a written report shall be made by the school authority who conducted the search, and given to the Superintendent.

### Seizure of Property

If a search produces evidence that the student has violated or is violating either the law or the District's policies or rules, such evidence may be seized and impounded by school authorities, and disciplinary action may be taken. When appropriate, such evidence may be transferred to law enforcement authorities. <sup>9</sup>

---

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

<sup>4</sup> 105 ILCS 5/10-22.6(e). The sample policy may be amended to name other staff members who are authorized to request law enforcement aid.

<sup>5</sup> For more information about searches, seizures and interviews of students, see *Guidelines for Interviews of Students at School by Law Enforcement Authorities*, published by the Ill. Council of School Attorneys and available at: [www.iasb.com/law/icsaguidelines.cfm](http://www.iasb.com/law/icsaguidelines.cfm).

<sup>6</sup> TLO, 105 S. Ct. at 743. An unsubstantiated tip from a student may serve as the grounds for a search. *People v. Pruitt*, 662 N.E.2d 540 (Ill.App.1, 1996).

<sup>7</sup> 105 ILCS 5/10-22.6(e) and TLO, 105 S. Ct. at 735.

<sup>8</sup> Optional; these are practical guidelines that will help to ensure that all searches comply with constitutional requirements. State or federal law requires nothing in this paragraph. For an alternative to intrusive pat-down searches and guidelines on strip searches, see *Cornfield v. Consolidated High School Dist. No. 230*, 991 F.2d 1316 (7th Cir. 1993). There, school officials had reason to believe that a high school student was concealing illegal drugs in his crotch area. Believing a pat down to be excessively intrusive and ineffective at detecting drugs, the school officials required the student to change into his gym clothes in a locked locker room while male school officials observed him. The search was upheld. But see, *Stuczynski v. Bremen High School*, 423 F.Supp.2d 823 (N.D.Ill., 2006) (The requisite individualized, reasonable suspicion to conduct a strip search was missing where the only reason for the strip search was the dean's belief that the students were the last students in a locker room before the money was reported missing.). See also, *Safford Unified School Dist. v. Redding*, 129 S. Ct. 2633 (2009) (finding a strip search of student was not justified under the circumstances even though the asst. principal had reasonable suspicion but still awarded qualified immunity to the asst. principal because the law was unclear).

A school district may randomly conduct a mass search by using a metal detector. *People v. Pruitt*, 662 N.E.2d 540 (Ill.App.1, 1996). The use of a metal detector must be according to the district's standards for when and how metal detector searches are to be conducted.

The U.S. Supreme Court upheld a random drug testing policy for student athletes and extracurricular participants, (*Vernonia School Dist. #1J v. Acton*, 115 S.Ct. 2386 (1995); and *Independent School Dist. #1 of Pottawatomie County v. Earls*, 122 S.Ct. 2559 (2002)). The circumstances justifying random drug searches do not exist for the entire student body; thus, random drug tests of the student body would probably not survive constitutional scrutiny.

<sup>9</sup> See 105 ILCS 5/10-22.6(e).

LEGAL REF.: 105 ILCS 5/10-20.14, 5/10-22.6, and 5/10-22.10a.  
Cornfield v. Consolidated High School Dist. No. 230, 991 F.2d 1316 (7th Cir., 1993).  
People v. Dilworth, 661 N.E.2d 310 (Ill., 1996), *cert. denied*, 116 S.Ct. 1692 (1996).  
People v. Pruitt, 662 N.E. 2d 540 (Ill.App.1, 1996), *app. denied*, 667 N.E. 2d 1061 (Ill.App.1, 1996).  
T.L.O. v. New Jersey, 105 S.Ct. 733 (1985).  
Vernonia School Dist. ~~et~~ 47J v. Acton, 115 S.Ct. 2386 (1995).  
Safford Unified School Dist. No. 1 v. Redding, 129 S. Ct. 2633 (2009).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:150 (Agency and Police Interviews), 7:190 (Student Discipline)

## Students

### Student Appearance <sup>1</sup>

A student's appearance, including dress and grooming, must not disrupt the educational process, interfere with the maintenance of a positive teaching/learning climate, or compromise reasonable standards of health, safety, and decency. Procedures for handling students who dress or groom inappropriately will be developed by the Superintendent and included in the Student Handbook. <sup>2</sup>

LEGAL REF.: 105 ILCS 5/10-22.25b.  
Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:165 (School Uniform), 7:190 (Student Discipline)

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

<sup>1</sup> State or federal law controls this policy's content. 105 ILCS 5/10-22.25b specifically authorizes a school board to adopt a school uniform or dress code policy. **There are hundreds of decisions on dress codes and uniform policies making it imperative that a board contact its attorney for assistance in applying the law to specific fact situations.**

Generally, if a student's dress has sufficient communicative content, it will warrant First Amendment protection. If protected, a school's ability to regulate the dress will be analyzed according to Tinker v. Des Moines Independent School District, 89 S.Ct. 733 (1969) – it may be regulated only if it would substantially disrupt school operations or interfere with the right of others. ~~However, in upholding In Board of Educ. of City of Chicago, 2006 WL 623651 (N.D.Ill., 2006), earlier decision, 326 F.Supp.2d 916 (N.D.Ill., 2004), an Illinois federal court upheld a school's authority to punish students for wearing t-shirts portraying a one-handed boy; an Illinois federal; the court said: "A school need not tolerate student speech that is inconsistent with the school's basic educational mission even though the First Amendment would protect similar speech or expressive conduct outside of the school setting."~~ Brandt v. Board of Educ. of City of Chicago, 2006 WL 623651 (N.D.Ill., 2006); ~~earlier decision, 326 F.Supp.2d 916 (N.D.Ill., 2004).~~ This holding is suspect after the Seventh Circuit decision in Brandt v. Zamecnik v. Indian Prairie School Dist. #204, 636 F.3d 874 (7th Cir. 2011). There the court held that the school district violated students' free speech rights by forbidding them from wearing during school hours a T-shirt saying "Be Happy, Not Gay."

A school may regulate student dress that does not have sufficient communicative content to receive free speech protection, provided the regulation is not arbitrary or excessive. Although many courts have ruled similarly with respect to grooming (e.g., hair length, and non-earring piercings), the Seventh Circuit, the federal appellate court that governs Illinois, has struck down school regulations governing hair length and earrings (See Boden v. Kahl, 419 F.2d 1034 (7th Cir., 1969); Crews v. Cloncs, 432 F.2d 1259 (7th Cir., 1970) (exclusion of long-haired student from class constituted denial of equal protection to male students); Arnold v. Carpenter, 459 F.2d 939 (7th Cir., 1972); Holsapple v. Woods, 500 F.2d 49 (7th Cir., 1974); Olesen v. Board of Education, 676 F.Supp. 820, 822 (N.D.Ill.1987) (male students have a liberty interest in wearing an earring to school). But see Blau v. Fort Thomas Public Sch. Dist., 401 F.3d 381 (6th Cir. 2005) (upheld a Kentucky middle school's student dress code that prohibited visible body piercing other than ears). A school's uniform policy was upheld in Alwood v. Belleville Township High School Dist., 2005 WL 2001317 (S.D.Ill., 2005).

<sup>2</sup> A comprehensive Student Handbook can provide notice to parents and students of the school's conduct rules, extracurricular and athletic participation requirements, and other important information. The Handbook can be developed by the building principal, but should be reviewed and approved by the superintendent and board.



## Students

### Student Support Services <sup>1</sup>

The following student support services may be provided by the School District: <sup>2</sup>

1. Health services supervised by a qualified nurse. <sup>3</sup> The Superintendent or designee may implement procedures to further a healthy school environment and prevent or reduce the spread of disease, including head lice (*Pediculus Humanus Capitis*).
2. Educational and psychological testing services and the services of a psychologist as needed. In all cases, written permission to administer a psychological examination must be obtained from a student's parent(s)/guardian(s). The results will be given to the parent(s)/guardian(s), with interpretation, as well as to the appropriate professional staff.
3. The services of a social worker. A student's parent(s)/guardian(s) must consent to regular or continuing services from a social worker.
4. Guidance and counseling services.

The Superintendent or designee shall develop protocols for responding to students with social, emotional, or mental health problems that impact learning ability. <sup>4</sup> The District, however, assumes no liability for preventing, identifying, or treating such problems.

This policy shall be implemented in a manner consistent with State and federal laws, including the Individuals with Disabilities Education Act, 42 U.S.C. §12101 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.

<sup>2</sup> All districts are required to conduct a comprehensive needs assessment to determine the scope of student personnel services needs (23 Ill.Admin.Code §1.420(q)).

<sup>105 ILCS 5/2-3.142 created the Ensuring Success in School Task Force.</sup> This task force developed recommendations for policies, procedures, and protocols for school boards to adopt to address the education and related needs of students who are parents, expectant parents, or victims of domestic or sexual violence. The intent of the recommendations is to ensure these student populations' ability to: (1) stay in school, (2) stay safe at school and (3) successfully complete their education. A copy of this report is available at: [www.povertylaw.org/advocacy/women-and-family/essa-task-force/essa-task-force-report](http://www.povertylaw.org/advocacy/women-and-family/essa-task-force/essa-task-force-report). School boards and superintendents may want to create their own study groups to discuss implementation of the task force's recommendations for policies, procedures and protocols.

<sup>3</sup> Any nurse first employed on or after 7-1-76, whose duties require teaching or the exercise of instructional judgment or educational evaluation of students, must be certified. A non-certified registered professional nurse may perform nursing services (105 ILCS 5/10-22.23 and 5/21-25; 23 Ill.Admin.Code §1.760).

<sup>4</sup> Required by the Children's Mental Health Act of 2003, 405 ILCS 49/.



LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/~~4-et seq.~~  
Mental Health and Developmental Disabilities Confidentiality Act, 740 ILCS 110/.

CROSS REF.: 6:65 (Student Social and Emotional Development), 6:270 (Guidance and Counseling Program), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students), 7:280 (Communicable and Chronic Infectious Diseases), 7:340 (Student Records)

## Students

### Orders to Forgo Life-Sustaining Treatment <sup>1</sup>

Written orders from parent(s)/guardian(s) to forgo life-sustaining treatment for their child or ward must be signed by the child's physician and given to the Superintendent. This policy shall be interpreted in accordance with the Illinois Health Care Surrogate Act (755 ILCS 40/1-~~et seq.~~). <sup>2</sup>

Whenever an order to forgo life-sustaining treatment is received, the Superintendent shall convene a multi-disciplinary team that includes the child's parent(s)/guardian(s) and physician, as well as school personnel designated by the Superintendent. <sup>3</sup> The team shall determine specific interventions to be used by school staff members in the event the child suffers a life-threatening episode at school or a school event. The District personnel shall convey orders to forgo life-sustaining treatment to the appropriate emergency or healthcare provider.

LEGAL REF.: [Health Care Surrogate Act, 755 ILCS 40/1-~~et seq.~~](#)  
[Cruzan v. Director, Missouri Department Dept. of Health](#), 497 U.S. 261 (1990).  
[In re: C.A., a minor](#), 603 N.E.2d 1171 (Ill.App.1, 1992).

*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 concerns an area in which the law is unsettled in that there is no statute or binding decision resolving competing interests and providing direction to schools for handling "do not resuscitate" orders.

<sup>2</sup> The Health Care Surrogate Act grants parents the authority to decide whether to forgo life-sustaining treatment on behalf of their minor child in certain situations (755 ILCS 40/20). The child must suffer a "qualifying condition," which means the existence of a terminal condition, permanent unconsciousness, or incurable or irreversible condition. These terms are defined in the Act.

The Act does not address the obligation of school staff members to comply with orders to forgo life-sustaining treatment, including "do not resuscitate" orders. Rather, the Act is silent regarding directives on life-sustaining care outside a health care facility or performed by a non-health care provider. The law does, however, indicate who should be the ultimate decision maker – the parent(s)/guardian(s). School officials should use the Act, after consulting the school board's attorney, as a guideline.

<sup>3</sup> Implementing orders to forgo life-sustaining care implicates the laws prohibiting discrimination on the basis of a disability (IDEA, 20 U.S.C. §1401; section 504, 29 U.S.C. §794; ADA, 42 U.S.C. §12101). A school agreeing to abide by such an order does so because of the disability's severity; a less severely disabled or non-disabled student would be treated differently. The U.S. Dept. of Education's Office of Civil Rights approved a policy that provided for a multi-disciplinary team to develop individually designed interventions. School staff members must use these interventions that might require honoring an order to forgo life-sustaining care (21 IDELR 83, 3-31-94). This sample policy balances the interests of the parents with the district's obligation under federal law by using such a team.

## Students

### Preventing Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and protecting students from their harmful effects are important District goals.

Bullying, intimidation, and harassment are prohibited in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.

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

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

Bullying, intimidation, and/or harassment may take various forms, including without limitation: threats, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying.

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
  - a. *7:20, Harassment of Students Prohibited.* This policy prohibits any person from harassing, intimidating, or bullying a student.
  - b. *7:190, Student Discipline.* This policy prohibits students from engaging in hazing, bullying, or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force,

Madelyn Wsol 10/23/13 8:05 AM

**Deleted:** is an important District goal.

Madelyn Wsol 10/10/13 10:58 AM

**Deleted:** Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited

Madelyn Wsol 10/10/13 10:59 AM

**Deleted:**

Madelyn Wsol 10/10/13 10:57 AM

**Formatted:** Bullets and Numbering

Madelyn Wsol 10/23/13 8:06 AM

**Deleted:** based

Madelyn Wsol 10/10/13 10:59 AM

**Deleted:** on an actual or perceived characteristic that is identified in the policy. Each of those characteristics is also identified in this policy's second paragraph.

Madelyn Wsol 10/10/13 10:59 AM

**Formatted:** Font:italic

noise, coercion, threats, intimidation, fear, harassment, or other comparable conduct.

- c. 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (i) accessing and/or distributing at school any written, printed, or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written, printed, or electronic material, including photographs and Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.
- d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use. It subjects any individual to the loss of privileges, disciplinary action, and/or appropriate legal actions for violating the District's *Authorization of Electronic Network Access*.

Full implementation of the above policies includes: (a) conducting a prompt and thorough investigation of alleged incidents of bullying, intimidation, or harassing behavior, or similar conduct; (b) providing each student who violates one or more of these policies with appropriate consequences and remedial action; (c) protecting students against retaliation for reporting such conduct; and (d) contacting legal authorities, if appropriate, if any act of bullying, intimidation, or harassment breaks the law.

2. Examines the appropriate steps to understand and rectify conditions that foster bullying, intimidation, and harassment; this contemplates taking action to eliminate or prevent these disruptive behaviors beyond traditional punitive disciplinary actions.
3. Includes bullying prevention and character instruction in all grades in accordance with State law and Board policy 6:60, *Curriculum Content*. This includes incorporating student social and emotional development into the District's educational program as required by State law and in alignment with Board policy 6:65, *Student Social and Emotional Development*.
4. Fully informs staff members of the District's goal to prevent students from engaging in bullying and the measures being used to accomplish it. This includes: (a) communicating the District's expectation – and the State law requirement – that teachers and other certificated employees maintain discipline and (b) establishing a process for staff members to fulfill their obligation to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.

Madelyn Wsol 10/10/13 2:41 PM

Deleted: ,

Madelyn Wsol 10/10/13 2:41 PM

Deleted: ,

Madelyn Wsol 10/10/13 2:31 PM

Deleted: and

5. Encourages all members of the school community, including students, parents, volunteers, and visitors, to report alleged acts of bullying, intimidation, harassment, and other acts of actual or threatened violence.
6. Actively involves students' parents/guardians in the remediation of the behavior(s) of concern. This includes ensuring that all parents/guardians are notified, as required by State law, whenever their child engages in bullying, intimidation, or harassment.
7. Communicates the District's expectation that all students conduct themselves with a proper regard for the rights and welfare of other students. This includes a process for commending or acknowledging students for demonstrating appropriate behavior.
8. Annually communicates this policy to students and their parents/guardians. This includes annually disseminating information to all students and parents/guardians explaining the serious disruption caused by bullying, intimidation, or harassment and that these behaviors will be taken seriously and are not acceptable in any form.
9. Engages in ongoing monitoring that includes collecting and analyzing appropriate data on the nature and extent of bullying in the District's schools and, after identifying appropriate indicators, assesses the effectiveness of the various strategies, programs, and procedures and reports the results of this assessment to the Board along with recommendations to enhance effectiveness.
10. Complies with State and federal law and is in alignment with Board policies. This includes prompting the Board to update the policy beginning every 2 years after its initial adoption and filing this policy with the Illinois State Board of Education after the Board adopts or updates it.

This policy is not intended to infringe upon any right, protected by the Constitution or laws of the United States or Illinois, to free expression or the free exercise of religion (including expression of religiously-based views).

Madelyn Wsol 10/10/13 2:33 PM

Deleted: aggressive behavior

Madelyn Wsol 10/10/13 10:57 AM

Deleted: This policy is not intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.

Madelyn Wsol 10/23/13 8:08 AM

Deleted: to

Madelyn Wsol 10/23/13 8:09 AM

Deleted: free

Madelyn Wsol 10/23/13 8:09 AM

Deleted: expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 or 4 of Article 1 of the Ill. Constitution.

LEGAL REF.: 405 ILS 49/ Children's Mental Health Act.  
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.  
23 Ill.Admin.Code §§1.240 and §1.280.

CROSS REF.: 2:240 (Board Policy Development), 5:230 (Maintaining Student Discipline), 6:60 (Curriculum Content), 6:65 (Student Social and Emotional Development), 7:20 (Harassment of Students Prohibited), 7:190 (Student Discipline), 7:220 (Bus Conduct), 7:230 (Misconduct by Students with Disabilities), 7:240 (Conduct Code for Participants in Extracurricular Activities), 7:285 (Food Allergy Management Program), 7:310 (Restrictions on Publications and Written or Electronic Material)

DATED: January 28, 2008

REVISED: February 22, 2010

REVISED: November 15, 2010

Madelyn Wsol 10/10/13 2:38 PM

Deleted:

RECOMMENDATION / APPROVAL FOR COLLECTION OF STUDENT FEES

The Administrative recommendation for the collection of unpaid student fees:

1. Business Office will send collection letters monthly.
2. Principals will include in newsletters a notice to all parents reminding them that all student fees are due and payable.
3. Effective April 1 all unpaid student fee accounts will be forwarded to a collection agency. The approximate cost for the collection of unpaid fees is \$3,000 per year. The actual cost will vary based on the number of accounts placed for collection.
  - a. Two companies were contacted for price quotes: Transworld Systems (\$3,125) and AmerAssist (\$3,000) based on an estimate of 250 accounts.
  - b. Although the Illinois Debt Recovery Program is a cost free option, there is no guarantee that the District will recoup the fees. The State would have to owe the debtor money and D64 would only collect if no other creditor has a higher priority.

ACTION ITEM 13-10-3

I move that the Board of Education of Community Consolidated School District #64, Park Ridge-Niles, Illinois, approve the collection of student fees presented in the attached memo.

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

AYES:

NAYS:


PRESENT:

ABSENT:

10/28/13



To: Dr. Phil Bender, Superintendent  
Board of Education

From: Rebecca Allard, Business Manager 

Subject: Recommendation – Collection of Unpaid Student Fees

Date: October 28, 2013

The following chart represents the change in the payment of 2013-14 student fees. Since the September report, collection letters were sent out on September 30; the numbers below do not include students who qualify for fee waivers:

Building	October 17, 2013		September 10, 2013		Change
	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	
Carpenter	42	\$7,865	90	\$14,588	\$6,723
Field	55	\$10,396	101	\$14,372	\$3,976
Franklin	62	\$12,055	107	\$15,936	\$3,881
Roosevelt	74	\$14,287	123	\$23,116	\$8,829
Washington	61	\$11,475	98	\$16,335	\$4,860
Jefferson	3	\$252	18	\$1,764	\$1,512
Emerson	119	\$33,158	190	\$41,396	\$8,238
Lincoln	109	\$31,549	167	\$40,834	\$9,285
<b>Total</b>	<b>525</b>	<b>\$121,037</b>	<b>894</b>	<b>\$168,341</b>	<b>\$47,304</b>

Going forward, the following is the Administrative recommendation for the collection of unpaid student fees:

1. Business Office will send collection letters monthly.
2. Principals will include in newsletters a notice to all parents reminding them that all student fees are due and payable.
3. Effective April 1 all unpaid student fee accounts will be forwarded to a collection agency. The approximate cost for the collection of unpaid fees is \$3,000 per year. The actual cost will vary based on the number of accounts placed for collection.
  - a. Two companies were contacted for price quotes: Transworld Systems (\$3,125) and AmerAssist (\$3,000) based on an estimate of 250 accounts.
  - b. Although the Illinois Debt Recovery Program is a cost free option, there is no guarantee that the District will recoup the fees. The State would have to owe the debtor money and D64 would only collect if no other creditor has a higher priority.

To: Dr. Phil Bender, Superintendent  
Board of Education

From: Rebecca Allard, Business Manager

Subject: Review of Unpaid Student Fees

Date: September 23, 2013

The following chart represents the lost income from unpaid student fees; the numbers below do not include students who qualify for fee waivers:

Building	2011-12 School Year		2012-13 School Year		2013-14 School Year
	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students
Carpenter	16	\$3,632	14	\$3,178	90
Field	17	\$3,859	19	\$4,313	101
Franklin	19	\$4,313	19	\$4,313	107
Roosevelt	28	\$6,356	31	\$7,037	123
Washington	14	\$3,178	22	\$4,994	98
Jefferson	1	\$84	2	\$168	18
Emerson	33	\$10,395	52	\$16,380	190
Lincoln	29	\$9,135	39	\$12,285	167
Totals	157	\$40,952	198	\$52,668	894
<i>Percent of 6<sup>th</sup> Day Enrollment</i>	3.7%		4.6%		20.4%
<i>Percent of Budgeted Registration Fees</i>		4.2%		5.4%	

The 2013-14 numbers are typical for this time of the year, unpaid student fee notices will be sent by October 31, January 31, and April 30.

The business office is investigating the use of a collection agency for the collection of unpaid fees for the 2011-12 and the 2012-13 school years.

Update on Superintendent Search

TO: Board of Education

FROM: Dr. Philip Bender, Superintendent

RE: Discussion of Consensus Goals and Communication COW Recap

DATE: October 28, 2013

I wish to engage Board members and my administrative team in a discussion about how we move through the Consensus Goals adopted in Student Learning, Facilities and Finance; how we establish similar Consensus Goals for the Board's fourth area – Communications; and how we continue the implementation of our District 64 Strategic Plan and District-wide priorities. The following thoughts will serve as the basis for what I hope will be a rich discussion.

### **CONSENSUS GOALS FOR 2013-15**

On the weekend of August 16-17, the Board of Education engaged in a lengthy and in-depth study session to discuss, and then craft, Consensus Goals to direct the District for the next two years in three focus areas: Student Learning, Facilities and Finance. Administration worked side by side with the Board in defining these goals and what metrics would be used to adequately evaluate the success levels of these goals. A complete list of the Consensus Goals in these three areas accompanies this memo. (Attachment 1)

Administration has begun providing updates on these three goal areas, and is clearly identifying such reports as they appear on Board meeting agendas.

### **DRAFT COMMUNICATION TOPICS**

On the evening of September 19, the Board of Education, along with central office administration, conducted a Committee-of-the-Whole to discuss communication practices throughout District 64. From that evening, a comprehensive list of topics discussed was assembled by administration and sent to the Board of Education for review and comment. The DRAFT list of communication topics accompanies this memo. (Attachment 2)

Clearly, many exciting ideas and topics to enhance communications were identified in that COW. However, before moving forward on these ideas, I would suggest that we follow a course similar to how the Board and administrative team together defined the Consensus Goals in the other three areas at the August study session. We need to proceed in an organized fashion, so that some type of prioritization can occur to ultimately define the direction the Board as a whole wishes to proceed.

### **STRATEGIC PLAN & DISTRICT-WIDE PRIORITIES**

This year represents year four of the five-year Strategic Plan. As you know, hundreds of community volunteers including administration, teachers, parents and community members contributed their time and expertise to craft what is now the Strategic Plan for District 64. Much has been accomplished from the plan, many items of which are now

specifically included in the Consensus Goals. Nevertheless, there is still a lot of work that is continuing, which falls also on the workload of District administration and teachers. I believe we must take note of what needs to be done and leverage it in such a way so as not to overburden those who are directly responsible for its success.

## **NEXT STEPS**

From my perspective, the Board needs to engage in a further discussion of the Communications ideas generated at the COW to determine what Consensus Goals it would like to set in this area from among the topics covered. This fourth goal area would then be added to the three original ones (Student Learning, Finance, Facilities), and the Board Consensus Goals 2013-15 would be re-adopted at a future Board meeting.

The Board could do it jointly at a short COW meeting, which would give an opportunity for all members and the administrative team to contribute their views, as was done at the August study session for the other three areas.

Or, it might be worthwhile to consider having a smaller team, comprised of two Board members and three administrative members, to meet separately to discuss the communications ideas and report back to the full Board with a recommendation on the Board Consensus Goals for Communication and the specific activities and metrics.

In either case, we must have a clear direction – based on Board consensus – to proceed effectively in the fourth goal area.

## **FINAL THOUGHTS**

In addition, I again stress that while adding this fourth focus area on Communications, the Board and administrative team must recognize the demands placed on teachers and administration generated from the Board Consensus Goals overall, as well as the ongoing Strategic Plan and District-wide Priorities. Therefore, I would highly encourage the Board as we move forward to consider that strategies and timelines may have to be adjusted to accommodate meaningful, rich discussion with all stakeholders. True collaboration is the only effective means by which change can successfully occur. District 64 is no different. I highly encourage the Board to engage in this rich discussion as we move forward so that together, we can accomplish the Consensus Goals over the next two years.

## **DISTRICT 64 BOARD OF EDUCATION CONSENSUS GOALS 2013-15**

*Adopted September 9, 2013*

### **Student Learning**

1. The Administration will:
  - Continue to review and refine the Educational Ends statements, assessments, and targets.
  - By November 1, 2013 develop student growth goals measured by Type 1 (MAP), Type 2, and Type 3 assessments.
  - Maintain competitive scores on the state assessment (e.g., ISAT, PARCC).
2. By the spring of 2014, the Board will approve a plan that articulates 21<sup>st</sup> Century Learning including a recommendation on the need and value of a 1:1 computing model; how it may be funded; how it will integrate with the curriculum; and how we plan to measure and monitor its implementation and success.
3. By December 2013 the administration will have identified a method to determine among the staff the level of technological ability in using and applying technology in the classroom.
4. By spring of 2014 the administration will develop an assessment of the impact of technology coaches in the classroom.

### **Facilities**

1. The Administration will obtain the capacity for each school by the 6th day of enrollment.
2. The Administration will present to the Board a new demographic study prepared by Dr. John Kasarda.
3. The District will continue with present projects under consideration in the Facility Master Plan Phase 1.

### **Finance**

1. The District will continue to levy in accordance with past practice to maximize revenue under the Property Tax Extension Limitation Law (PTELL) formula.
2. For the school year 2013-14, the District-wide student fees will remain the same.
3. Any positive balance to the Operating Fund at the end of the year should be earmarked to extend the assumed time of the next operating fund referendum and not utilized to pay for new expenses.
4. The District will honor the 2013-14 capital projects budget allocation of \$5 million, while also using debt extension bonds going forward for further capital improvements.
5. The District will demonstrate fiscal discipline to ensure meeting the Board's original goal of not returning to the community for an operating fund referendum prior to 2017 while making every attempt to extend that time necessary to seek an operating fund referendum to no earlier than 2020-21.
6. The Board believes in strong fiscal discipline.

10/3/13 WORKING DRAFT

## Park Ridge-Niles School District 64 Communications Action Items 2013-14

*(from Committee-of-the-Whole: Communications September 19, 2013)*

**The list below is intended to capture only new communications items, and is not intended to be a summary of all communication in these areas.**

### Teachers

Our shared expectation for communication will focus on providing a more consistent experience for parents across the District to access information about classroom/team learning activities by supporting teachers to more fully utilize available technology tools (website, email messaging, etc.).

- Based on NETS for Teachers 3b and 3c, the Technology Implementation Committee, which includes the Instructional Technology Coaches (ITC), will develop a goal to support teachers in developing digital tools to communicate and collaborate with students, peers, parents and community members on an ongoing, timely basis, such as teacher/team websites, teacher/team blogs, etc.
- Support for teachers to achieve this goal will be provided by the ITC.

### Principals/Schools

Our shared expectation for communication will focus on providing a more consistent experience for parents across the District through school newsletters, email messaging, and coordination with school PTO/As.

- School administrators will work together to develop a goal for the regular school newsletters to provide more substantive content; develop similar formats; and offer clear email notices to parents with direct links.
- A goal for the future will be to build the capacity needed to transform the individual school newsletters into fully electronic email newsletters (see District newsletter item below).
- The Superintendent, Public Information Coordinator and school administrators will work collaboratively with PTO/A Presidents to identify key District and school issues and provide updates to parents in multiple ways.
- A goal for the future will be to review the many ways pupil progress is shared and available to parents during the year (e.g., conferences, Parent Portal, etc.), and to determine the importance parents place on each opportunity.

### Areas/Programs

Our shared expectation for communication will focus on defining whether additional support is needed for outreach to families speaking languages other than English.

- The Director of Special Education/Pupil Services will provide an update on current ELL statistics based on fall 2013 enrollment to be shared with the Board in a weekly Superintendent Update.
- The department will report on the Transitional Program of Instruction (TPI) to the Board in early 2014.



### **Superintendent/District**

Our shared expectation for communication will focus on expanding the quantity and depth of information regularly provided to all members of the community, and for expanding opportunities for inviting stakeholder input.

- The Public Information Coordinator will develop a goal to create a new, periodic electronic newsletter in early 2014 to be distributed via a subscriber-based email service offering short news items linking to further information.
- The Public Information Coordinator will develop a goal to create a new, annual community survey on communications and opinions of District 64, consisting of both a standard set of questions to provide longitudinal comparison as well as changing, topical questions reflecting current issues within the District. The survey will be developed for 2014 and timed to not overlap with input being sought on other District issues (e.g., website design, superintendent leadership profile, etc.).
- Administration will explore the use of informal, online forums to solicit input from parents and other members of the community on specific topics during defined time periods as another means of increasing stakeholder input.

### **Board**

Our shared expectation for communication will focus on expanding awareness of the Board's consensus goals and improving access to Board meeting news and reports.

- The Board goals graphic (Version 2) and key statements summarizing the four areas will be presented for discussion at the October 28 regular meeting.
- Administration will work to incorporate references to the Board goals wherever appropriate (e.g., Board agendas, reports, news releases, etc.).
- The Public Information Coordinator will set a goal to ensure that the newly launched "Board Briefs" meeting summaries are distributed promptly and widely within the community.
- Administration will set a goal to work toward drafting a three-page Board "Operating Plan" format (macro economic summary, strategy summary, results and forecasted projections) to coincide with the release of the District's annual update to financial projections at the February 10, 2014 meeting.
- The administration will provide a proposal to the Board by early 2014 on providing Board report packets electronically and improving the "search" feature of Board reports on the District website.

### **Website**

Our shared expectation for communication is to strengthen the website as a convenient source of information for parents and community members.

- Administration will contract for a functional analysis by a third party vendor to review the current website and utilize community surveys/interview groups to prepare a recommendation for further consideration of possible upgrades by early 2014.
- Administration will open a new "Fast Facts" page on the website to offer easy-to-understand "infographic" displays of data on finances, student learning, facilities and other topics by December 1 (to incorporate 2013 student learning data).

Consent Agenda

ACTION ITEM 13-10-4

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of October 28, 2013, which includes the Personnel Report; Bill – October 8, 2013; Bills – October 15, 2013; Bills, Payroll, and Benefits – October 28, 2013; Approval of Financial Update for the Period Ending September 30, 2013; Approval of Energy Management Consultant – Constellation New Energy; Acceptance of Donation; and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

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

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report  
October 28, 2013

Angela Baker	Employ as Day Care Assistant at Jefferson School effective October 28, 2013 - \$15.17 per hour.
Miguel Marcos	Employ as District Manager of Technology at Jefferson School effective October 30, 2013 - \$76,000.00.
Kellie Murphy	Employ as Secretary Level III at ESC effective November 5, 2013 - \$17.06 per hour.
Colleen DeWitt	Request Maternity/FMLA as 1st grade Teacher at Washington School effective March 13, 2014 – May 15, 2014 (tentative).
Elizabeth Norman	Request Maternity/FMLA as 3rd grade Teacher at Carpenter School effective February 10, 2014 – May 12, 2014 (tentative).
Jill Besenjak	Resign as Lunch Program Supervisor at Field School effective September 6, 2013.

## APPROVAL OF BILLS

The following bills are presented for approval:

### Bills

10 - Education Fund -----	\$ 12,771.96
20 - Operations and Maintenance Fund -----	\$ -
30 - Debt Services -----	\$ -
40 - Transportation Fund -----	\$ -
50 - Retirement (IMRF/SS/MEDICARE) -----	\$ -
60 - Capital Projects -----	\$ -
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 114988

Total: \$ 12,771.96

## APPROVAL OF BILLS

The following bills are presented for approval:

### Bills

10 - Education Fund -----	<u>\$ 1,152,570.41</u>
20 - Operations and Maintenance Fund -----	<u>\$ 195,387.27</u>
30 - Debt Services -----	<u>\$ -</u>
40 - Transportation Fund -----	<u>\$ 188,496.02</u>
50 - Retirement (IMRF/SS/MEDICARE) -----	<u>\$ -</u>
60 - Capital Projects -----	<u>\$ 138,039.00</u>
80 - Tort Immunity Fund -----	<u>\$ 19,873.21</u>
90 - Fire Prevention and Safety Fund -----	<u>\$ -</u>

Checks Numbered: 115014 - 115234

Total: \$ 1,694,365.91

## APPROVAL OF BILLS AND PAYROLL

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

### Bills

10 - Education Fund -----	\$ 126,335.69
20 - Operations and Maintenance Fund -----	\$ 70,933.62
30 - Debt Services -----	\$ -
40 - Transportation Fund -----	\$ 14,753.56
50- Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ -
80 - Tort Immunity Fund -----	\$ 4,065.44
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 115258 - 115376

Total: \$ 216,088.31

### Payroll and Benefits for Month of September, 2013

10 - Education Fund -----	\$ 3,803,694.53
20 - Operations and Maintenance Fund -----	\$ 220,157.63
40 - Transportation Fund -----	\$ -
50 - IMRF/FICA Fund -----	\$ 182,369.83
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 9322 - 9454

Direct Deposit: 900040276 - 900042072

Total: \$ 4,206,221.99

This report can be viewed  
on the District 64 website  
[www.d64.org](http://www.d64.org) on the  
Financial Data-Current  
link.



To: Dr. Phil Bender, Superintendent  
Board of Education

From: Rebecca Allard, Business Manager

Subject: Recommendation – Constellation New Energy  
Procurement of Natural Gas and Electricity

Date: October 28, 2013



On September 23, 2013, the Board of Education reviewed a proposal by the Administration and Constellation New Energy about the procurement of natural gas and electricity. Further, the presentation informed the Board that a recommendation would be forthcoming extending the current contract with Constellation New Energy with a reduction in the management fee of 20%.

With the assistance of Constellation New Energy, the District can expect to see a savings of approximately \$26,098 in management fees for electricity and natural gas.

**Recommendation:**

Extend the current contracts with Constellation New Energy for a period of three years, for the procurement of electricity and natural gas for an estimated savings of \$26,098.

To: Dr. Phil Bender, Superintendent  
Board of Education

From: Rebecca Allard, Business Manager  
Scott Mackall, Director of Facility Management and Transportation Services

Subject: Procurement of Natural Gas and Electricity

Date: September 23, 2013

District 64 has purchased natural gas and electricity direct since the utilities were deregulated. Past utility contracts have been awarded on a fixed price for the length of the contract. The current market for utilities is extremely volatile and the fixed contract may not be in the best interest of District 64 going forward. The contract for electricity expires on December 31, 2013 and the contract for natural gas expires on March 31, 2014.

A meeting was held with Constellation New Energy, on Friday, September 6, to review current contracts and pending expiration dates. Under the *Illinois School Code (105 ILCS 5/10-20-21 and 105 ILCS 5/28a-5 et seq)* contracts for the purchase of natural gas and electricity are exempt from bidding when the cost is less than that offered by a public utility .

During the September 6<sup>th</sup> meeting, the discussion focused on how District 64 could reduce its energy costs. First, Constellation has agreed to reduce the management fees by 20%. Further, they have agreed to work with the District to aggressively manage its approach to the procurement of natural gas and electricity. Attached is an *Energy Update* provided by Constellation.

On October 28, 2013, the administration will recommend an extension to the current natural gas and electricity contracts with Constellation New Energy to provide a more aggressive risk management approach to the procurement of both utilities. District 64 will move forward with a partner that has a history of reducing utility costs with a combination of fixed contracts and spot purchasing to reduce the overall utility cost to District 64.

### Acceptance of School Supplies

District 64 has received a donation through a Franklin School parent, consisting of cases of new school supplies i.e. folders, pencil boxes, 3 ring binders, erasers, calculators, etc. These supplies will be used in the classroom. We want to thank the individual for their contribution to School District 64.

Approval of Minutes

ACTION ITEM 13-10-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Special Board Meetings on October 8, September 28, and September 19, 2013; Regular Board Meeting on September 23, 2013; Closed Session Meetings on October 8, September 23, and September 19, 2013; and Committee-of-the-Whole: Communications Meeting on September 19, 2013.

The votes were cast as follows:

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

AYES:

NAYS:

PRESENT:

ABSENT:

**BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64  
Minutes of the Special Board of Education Meeting held at 7:00 p.m.  
October 8, 2013  
Hendee Educational Service Center  
164 S. Prospect Avenue  
Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 7:00 p.m. Other Board members in attendance were Dathan Paterno, Scott Zimmerman, Terry Cameron, John Heyde and Vicki Lee. Board member Dan Collins arrived in progress at 7:09 p.m. Also present were Assistant Superintendent for Human Resources Joel T. Martin and one member of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at:

<http://www.d64.org/subsite/dist/page/board-education-meetings-984>

**PUBLIC COMMENTS**

Public  
Comments

None were received.

**BOARD ADJOURNS TO CLOSED SESSION**

Board  
Adjourns to  
Closed Session

At 7:08 p.m., it was moved by Board President Borrelli and seconded by Board member Paterno to adjourn to closed session to discuss matters related to dismissal of a specific employee [5 ILCS 120/2 (c)(1)].

The votes were cast as follows:

AYES: Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: Collins

The motion carried.

The Board adjourned from closed session at 7:26 p.m. and resumed as a special Board meeting. In addition to the persons listed above, also present at the special meeting were two additional members of the public. Board President Borrelli thanked Assistant Superintendent Martin for assisting the Board in recent weeks to review and select a search firm to conduct the superintendent search.

**CONSENT AGENDA**

Consent Agenda

**A. PERSONNEL REPORT**

Special Board Meeting Minutes  
October 8, 2013

Margie Moskak	Employ Lunch Program Supervisor at Washington School effective October 2, 2013 – \$12.00 per Hour.
Rachel Labuz	Request Leave of Absence, Request Maternity/FMLA as Instructional Technology Coach Teacher at Washington School effective November 10, 2013 – December 20, 2013 (tentative).
Cassie Prejzner	Request Leave of Absence, Request Maternity/FMLA as 4th grade Teacher at Washington School effective March 17, 2014 – May 5, 2014 (tentative).
Caroline Schaab	Request Leave of Absence, Request Maternity/FMLA as Instructional Technology Coach Teacher at Roosevelt School effective December 29, 2013 – February 24, 2014 (tentative).
Scott Prim	Termination as District Substitute Custodian effective October 8, 2013–Washington School.

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

ACTION ITEM 13-10-1

Action Item  
13-10-1

It was moved by Board member Heyde and seconded by Board member Zimmerman that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of October 8, 2013, which includes the personnel report.

The votes were cast as follows:

AYES: Paterno, Collins, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

**DISCUSSION ON SUPERINTENDENT SEARCH**

Discussion on  
Superintendent  
Search

Board President Borrelli invited Dr. Mark Friedman and Steve Griesbach of BWP & Associates to lead a planning discussion regarding the superintendent search. Dr. Friedman began with a detailed review of a suggested timeline calendar, including outreach to candidates during a proposed 6-week advertising and recruiting campaign

suggested to begin the week of October 14. The closing day for applications is expected to be November 29. He then explored opportunities for community input to prepare a Leadership Profile of the new superintendent via an online survey and in person focus groups with various stakeholders, tentatively scheduled for the week of October 28. The Leadership Profile would then be submitted to the Board the week of November 18.

The Board also identified a timeline for working with the search firm to review semi-finalists in mid-December. The Board tentatively identified scheduling interview training on December 9, with as many as six semi-finalists to be interviewed during closed sessions on December 12 and 13. The second round of interviews most likely with two finalists would be conducted the first week after Winter Break in January, with each finalist spending a day in the District to meet staff, tour buildings, and attend a dinner meeting with the Board. Following those interviews, Dr. Friedman noted the Board would want to schedule a site visit to the first choice candidate's district as soon as possible, with two Board members to make the visit. Offering a contract would follow thereafter.

After reviewing this timeline, Board members then worked with Dr. Friedman and Mr. Griesbach to develop general parameters for the search, including that a doctoral degree is preferred but not required; being a sitting superintendent is not a requirement; residency in Park Ridge is not a requirement; salary would be regionally competitive; and, strong experience in high-achieving districts in communities that are similar socio-economically is a more important filter than stating a preference for candidates from any particular geographic area.

The Board also reviewed the various stakeholders to be considered for the focus groups and online survey. Dr. Friedman said the firm would bring 3-4 people to facilitate the groups, so that all the input in-person could be scheduled in one day. The online survey would be available throughout this period so it is open to all community members. The Board then reviewed the search firm's contract, and discussed the use of additional candidate assessments along with reference and background checks.

Turning to other business, Board President Borrelli noted a request from Carpenter School teacher Sue Douglass for a Board member to speak to students about their roles as elected officials. Board member Collins volunteered to participate.

#### **ADJOURNMENT TO CLOSED SESSION**

Adjournment to  
Closed Session

At 9:41 p.m., it was moved by Board President Borrelli and seconded by Board member Zimmerman to adjourn to closed session to discuss matters related to the performance of a specific individual [5 ILCS 120/2 (c) (1)].

The votes were cast as follows:

AYES: Paterno, Collins, Zimmerman, Borrelli, Cameron, Heyde, Lee



Special Board Meeting Minutes  
October 8, 2013

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

The special Board meeting adjourned from closed session at 10:28 p.m.

---

President

---

Secretary

DRAFT

**BOARD OF EDUCATION**  
**COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64**  
**Minutes of the Special Board of Education Meeting held at 8:00 a.m.**  
**September 28, 2013**  
**Emerson Middle School – Multipurpose Room**  
**8101 N. Cumberland**  
**Niles, IL 60714**

Board President Anthony Borrelli called the meeting to order at 8 a.m. Other Board members in attendance were Dan Collins, Dathan Paterno, John Heyde, and Vicki Lee. Board member Scott Zimmerman arrived at 8:23 a.m. Board member Terry Cameron was not in attendance. Also present were Assistant Superintendent for Human Resources Joel T. Martin, Business Manager Becky Allard and one member of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at:

<http://www.d64.org/subsite/dist/page/board-education-meetings-984>

**INTERVIEW ADMINISTRATIVE SEARCH FIRMS FOR  
SUPERINTENDENT SEARCH**

Interview  
Administrative Search  
Firms for  
Superintendent Search

Board members heard presentations from representatives of four search firms. Following each presentation, Board members had a lengthy opportunity to ask questions. As each group was excused, Board members thoroughly discussed strengths and weaknesses of each firm.

The first firm was Hazard, Young, Attea & Associates of Rosemont, IL, presented by Dr. Barbara West and Dr. Alan Leis. At 8:57 a.m., the Board took a brief break before beginning its discussion of the firm's merits.

At 9:26 a.m., the Board took a brief break and returned to welcome the second presentation by School Exec Connect of Highland Park, IL, represented by Dr. Harry Rossi and Dr. Gary Zabilka. The Board took a brief break at 10:22 a.m. before beginning its discussion of this firm's merits.

At 10:55 a.m., the Board took a short break and returned to welcome the third firm of BWP & Associates of Libertyville, IL, represented by Dr. Mark Friedman, Dr. Bruce Brown and Steve Griesbach. At 11:55 a.m., the Board took a lunch break and returned at 12:22 p.m. for discussion.

At 12:37 p.m., the Board welcomed its final presentation from PROACT Search LLC given by Eva Prokop and Dr. Margaret Longo. At 2:00 p.m., the Board took a brief break before returning for discussion.

Board members then shared their preferences on which firm would best meet the Board's needs to guide the search; discussion focused primarily on BWP & Associates and School Exec Connect.

**APPROVAL OF SELECTED ADMINISTRATIVE SEARCH  
FIRM FOR SUPERINTENDENT SEARCH**

Approval of Selected  
Administrative Search Firm  
for Superintendent Search

**ACTION ITEM 13-09-10**

It was moved by Board member Collins and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the selection of BWP & Associates search firm to conduct the Superintendent Search.

Action Item  
13-09-10

The votes were cast as follows:

AYES: Collins, Paterno, Zimmerman, Heyde, Lee

NAYS: Borrelli

PRESENT: None.

ABSENT: Cameron

The motion carried.

**ADJOURNMENT**

Adjournment

At 2:34 p.m., it was moved by Board member Heyde and seconded by Board member Paterno to adjourn the meeting. The motion passed by voice vote.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

**BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64  
Minutes of the Regular Board Meeting held at 7:30 p.m.  
September 23, 2013  
Roosevelt Elementary School – North Gym  
1001 S. Fairview  
Park Ridge, IL 60068**

Board President Borrelli called the meeting to order at 7:30 p.m. Other Board members present were Dathan Paterno, Scott Zimmerman, Vicki Lee, John Heyde, and Terry Cameron; Board member Dan Collins was absent. Also present were Superintendent Philip Bender, Assistant Superintendents Lori Hinton and Joel T. Martin, Business Manager Becky Allard, Director of Special Education/Pupil Services James Even, Director of Technology Terri Bresnahan, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm and approximately 45 members of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at: <http://www.d64.org/subsite/dist/page/board-education-meetings-984>

**PLEDGE OF ALLEGIANCE AND WELCOME/  
"BEYOND THE BELL PROGRAM UPDATE"**

Pledge of Allegiance  
and Welcome  
/"Beyond the Bell"  
Program Update

Principal Kevin Dwyer introduced Roosevelt Scouts to lead the Pledge and the Roosevelt Pledge of Respect. Assistant Principal Sia Albans reported on more than 50 students who participated in a summer reading project, 20 minutes daily, and came in monthly to check in with Dr. Dwyer. Co-President Jen Rabito described the many ways PTO supports the school, including an effort to raise \$35,000 at the annual student Track-a-thon this week to benefit the reading environment in the library, playground upgrades, and classroom curriculum materials. Dr. Dwyer then updated the Board about the "Beyond the Bell" before and after school child care program being piloted at Roosevelt this year under the supervision of the Park Ridge Park District. He reported that enrollment in the program has exceeded expectations and shared photos of the engaging, collaborative and fun activities offered to students each day. Dr. Dwyer thanked Park District Coordinator Mary Bart and acknowledged program members present. He reviewed the steps ahead to report a recommendation to the Board at the October 28 meeting to transfer operation of the program at all elementary schools to the Park District effective 2014-15. Board President Borrelli thanked Dr. Dwyer, the PTO President, scouts and the school for its warm welcome.

**PUBLIC COMMENTS**

Public  
Comments

Board President Borrelli invited comments on items not on the agenda this evening. Comments were received from:

- Roosevelt parent Beth Woods addressed the Board about the food policy regarding snacks and party treats, and urged the District to adopt a consistent policy to allow only fruits and vegetables if anything is allowed.
- Parent Katie Ranalli, a District 71 teacher, also addressed the Board about the food policy, and noted the responsibility placed on teachers to monitor permission forms and the possible consequences to a student if a mistake is made.

#### **DISCUSSION ON PROCUREMENT OF NATURAL GAS AND ELECTRICITY**

Discussion on  
Procurement of  
Natural Gas and  
Electricity

Business Manager Allard recommended the District pursue a more aggressive risk management approach in its utility procurement to replace the current electricity contract expiring on December 31, 2013 and the natural gas on March 31, 2014, which are overseen by Facility Director Mackall. Monica Schmidt from Constellation New Energy reported on its work with school districts to manage energy costs. She noted that in the past, District 64 had utilized a 100% fixed price for both natural gas and electricity, but that a diversified approach of spot purchasing and fixed contracts would be more favorable. She noted that Constellation was offering to reduce its management fees by 20%.

Board members then discussed the current energy markets and the ability for the District to gain flexibility through a more highly managed approach that allows for greater flexibility in capturing advantages in market fluctuations. Ms. Allard noted she would bring the recommendation to the Board at the October 28 meeting to name Constellation as a business partner for energy procurement.

#### **ADOPTION OF FY14 DISTRICT 64 BUDGET**

Adoption of FY14  
District 64 Budget

Ms. Allard reported that Board action at this time is the result of internal work on the budget since January and Board review since the first draft was presented in May. She noted that no changes had been made since the August 26 draft, and that the Board tonight was asked to approve the budget in its legal form as required by the Illinois State Board of Education.

Board President Borrelli invited public comment; no comments were offered.

#### **ACTION ITEM 13-09-6**

Action Item  
13-09-6

It was moved by Board member Cameron and seconded by Board member Zimmerman that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, adopt the Budget for the Fiscal Year beginning July 1, 2013 and ending June 30, 2014, as presented.

The votes were cast as follows:

AYES: Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee



NAYS: None.

PRESENT: None.

ABSENT: Collins

The motion carried.

## **SIXTH DAY OF ENROLLMENT REPORT**

Sixth Day of  
Enrollment  
Report

Business Manager Allard reviewed the class size guidelines by grade level, and announced that the 2013-14 enrollment on the 6<sup>th</sup> day of school is 64 more students than last year. She noted that the enrollment is 73 students more than the "most likely" series B projections from consulting demographer Dr. John Kasarda, and that the Board had authorized an update to the December 2009 analysis. Ms. Allard responded to Board member questions about enrollment changes and how the new enrollment study figures will be integrated into the annual financial projections update in February. Dr. Bender also noted that more students entered middle schools this year, and that the District later this fall will review how the 28-student guideline assigned to homerooms translates into fluctuating class sizes during the day, particularly for social studies and science.

## **DISCUSSION: NON-PAYMENT OF STUDENT FEES**

Discussion:  
Non-Payment of  
Student Fees

Business Manager Allard reported on the lost income from unpaid required student fees in the past two years, and for the current year to date. For 2011-12, about 3.7% of enrolled students at a cost of about \$41,000 did not pay, and 4.6% or \$53,000 did not pay in 2012-13; the preliminary number for the current year is about 20.4%, which is typical for this time of year. She described the District's practices to collect the funds owed, and noted the Business Office is investigating the use of a collection agency to collect unpaid fees from the two prior years. She noted the figures presented did not include students who qualify for fee waivers.

Ms. Allard then responded to Board member questions about current practices for working with parents and for follow-up on collections, and how a collection agency would work. Board members shared their concerns regarding equity if families do not face consequences for non-payment and discussed ideas for stepped up outreach to those in arrears. Dr. Bender noted his work with a collection agency in a previous district and the need to remain sensitive to families who may be in genuine need. Based on this discussion, administration will return with a further proposal for the Board's consideration on how to proceed.

## **DISCUSSION: TIMELINE OF PROPOSED BOND SALE TO FUND CAPITAL PROJECTS**

Discussion:  
Timeline of  
Proposed Bond  
Sale to Fund  
Capital Projects

Business Manager Allard presented a proposed preliminary timeline for a bond sale to fund the Field School HVAC capital project, as outlined in the Board's 2013-15 consensus goal to utilize

debt extension bonds going forward for further capital projects. The schedule identifies the multiple steps in the process, beginning with an in-depth discussion at the November 18 meeting based on more accurate project design costs now being prepared by the District's architects, followed by passage of a resolution of intent at the December 16 meeting. The timeline also details the public notice and hearing requirements that must be fulfilled, which would occur in early 2014 in order for the bonds to be issued in March-April. Ms. Allard responded to Board member questions about the steps in the process, the potential size and structure of the bond issuance, how repayment would begin after the District's final bonds related to Emerson Middle School are retired in 2016-17, its impact on taxpayers, and the possibility of splitting the issuance over two years since the work itself is likely to occur in both summer 2014 and 2015.

**RESOLUTION #1104 REGARDING THE SCHOOL DISTRICT TO PAY CERTAIN INVOICES PRIOR TO BOARD APPROVAL AT THE OCTOBER 28, 2013 REGULAR BOARD OF EDUCATION MEETING**

Resolution #1104  
Regarding the School District to Pay Certain Invoices Prior to Board Approval at the October 28, 2013 Regular Board of Education Meeting

Business Manager Allard reported that the District is still processing orders and invoices for materials and supplies received over the summer, and that the span until the October 28 Board meeting is quite lengthy. She requested the Board authorize the District to pay bills of a due date up to and including October 15, 2013; the two largest would be for construction payments related to summer 2013 projects and employee health insurance. She responded to Board member questions about current practices and avoiding late fees.

**ACTION ITEM 13-09-7**

Action Item  
13-09-7

It was moved by Board member Lee and seconded by Board member Heyde that the Board of Education of Community Consolidated School District 64, Park Ridge - Niles, Illinois, adopt Resolution #1104 regarding the School District to pay certain invoices prior to Board approval.

The votes were cast as follows:

AYES: Lee, Heyde, Cameron, Borrelli, Zimmerman, Paterno

NAYS: None.

PRESENT: None.

ABSENT: Collins

The motion carried.

**CONSENT AGENDA**

Consent  
Agenda

A. PERSONNEL REPORT



John Crowl	Employ as Special Needs Assistant at Franklin School effective September 12, 2013 - \$17,946.11.
Christopher Hylton	Employ as (.22) Music Teacher at Emerson School effective November 22, 2013 - \$6,663.60.
Megan Magnuson	Employ as Special Needs Assistant at Field School effective September 18, 2013 - \$17,551.69.
Louise Wacker	Employ as Before School Supervisor at Field School effective September 6, 2013 - \$12.00 per hour.
Julie Chalberg	Request Leave of Absence, Request Maternity/FMLA as 1st grade Teacher at Field School effective November 29, 2013 - December 2, 2013 (tentative).
Theresa Moore	Request Leave of Absence, Maternity/FMLA as Special Needs Assistant at Lincoln School effective October 25, 2013 - June 13, 2014 (tentative).
Jamie Brown	Resign as Instructional Resource Assistant at Washington School effective September 13, 2013.
Julia Mitchell	Retire as Pre-School Assistant at Jefferson School effective June 30, 2014.

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

## B. BILLS, PAYROLL AND BENEFITS

### Bills

10 - Education Fund-----	\$ 785,346.67
20 - Operations and Maintenance Fund -----	162,286.94
30 - Debt Services-----	-
40 - Transportation Fund -----	-
50 - Retirement (IMRF/SS/MEDICARE)-----	-
60 - Capital Projects -----	821,936.54
80 - Tort Immunity Fund -----	10,831.92
90 - Fire Prevention and Safety Fund -----	-

Checks Numbered: 114799 - 114960

Total: \$1,780,402.07

Accounts Payable detailed list can be viewed on the District 64 website [www.d64.org](http://www.d64.org)  
> Departments > Business Services.

Payroll and Benefits for Month of August 2013

10 - Education Fund -----	\$2,180,860.55
20 - Operations and Maintenance Fund -----	358,508.71
40 - Transportation Fund -----	-
50 - IMRF/FICA Fund -----	160,550.38
80 - Tort Immunity -----	-

Checks Numbered: 9231 – 9321

Direct Deposit: 900039351 - 900040275

Total: \$2,699,919.64

C. APPROVAL OF FINANCIAL UPDATE FOR THE PERIOD ENDING  
AUGUST 31, 2013

D. ANNUAL APPLICATION FOR RECOGNITION OF SCHOOLS

E. DESTRUCTION OF AUDIO CLOSED MINUTES

ACTION ITEM 13-09-8

Action Item  
13-09-8

It was moved by Board member Zimmerman and seconded by Board member Paterno that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of September 23, 2013, which includes the Personnel Report; Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending August 31, 2013; Annual Application for Recognition of Schools; and Destruction of Audio Closed Minutes.

The votes were cast as follows:

AYES: Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: Collins

The motion carried.

**APPROVAL OF MINUTES**

Approval of  
Minutes

Superintendent Bender noted one typographical correction to the September 9 regular Board meeting minutes and provided Board members with the corrected page.

ACTION ITEM 13-09-9

Action Item  
13-09-9

It was moved by Board member Paterno and seconded by Board member Lee that the Board of Education of Community

Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the: Special Board Meeting of September 9, 2013 as amended; Closed Session of September 9, 2013; Closed Session of August 26, 2013; Committee-of-the-Whole of August 26, 2013; and Regular Board Meeting of August 26, 2013.

The votes were cast as follows:

AYES: Lee, Heyde, Cameron, Borrelli, Zimmerman, Paterno

NAYS: None.

PRESENT: Zimmerman

ABSENT: Collins

The motion carried.

#### **BOARD MEMBER LIAISON REPORT**

Board Member  
Liaison Report

Board members Cameron and Lee reported on the Elementary Learning Foundation plans for the Casino Night fund-raiser in January and its mission to raise funds and give them away to support innovative education. Board member Lee also reported on information presented at a recent ED-RED legislative briefing on various education topics. Dr. Bender noted that District 64 is one of only 89 Illinois districts that offer only half-day Kindergarten.

#### **OTHER DISCUSSION AND ITEMS OF INFORMATION**

Other Discussion  
and Items of  
Information

Dr. Bender noted the inclusion in the packet of a FOIA request and the annual ISBE administrator and teacher salary and benefits report for 2013. Facility Director Mackall reviewed the status of summer 2013 projects at Field, Franklin, Lincoln and Carpenter, and provided photographs of work areas. He also provided an update on a security survey of all schools being prepared by an outside consultant, which will be presented to the Board later this fall. He also reported that at the request of Board President Borrelli, he had contacted the Village of Niles regarding any restrictions on District 64 to place an electronic sign at Emerson Middle School and had also contacted the Niles Public Library to determine its 2008 sign cost \$30,000. Mr. Mackall estimated that a sign for Emerson would likely cost between \$12,000-\$30,000 depending on its overall design and electronic features.

#### **ADJOURNMENT TO CLOSED SESSION**

At 9:12 p.m. it was moved by Board President Borrelli and seconded by Board member Zimmerman to adjourn to closed session to discuss performance of specific employees [5 ILCS 120/2(c)(1)] and collective negotiations [5 ILCS 120/2(c)(2)] not to reconvene in open session.

The votes were cast as follows:

AYES: Paterno, Zimmerman, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: Collins

The motion carried.

The regular Board meeting adjourned from closed session at 10:27 p.m.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64

Minutes of the Committee-of-the-Whole: Communications  
held at 6:30 p.m. on September 19, 2013  
Field School - North Gym  
707 N. Wisner, Park Ridge, IL

Board President Anthony Borrelli called the meeting to order at 6:34 p.m. Other Board members in attendance were Dathan Paterno, John Heyde, Vicki Lee and Terry Cameron. Board member Scott Zimmerman was absent. Board member Dan Collins arrived during the meeting at 7:55 p.m. Also present were Superintendent Philip Bender, Assistant Superintendents Joel T. Martin and Lori Hinton, Business Manager Becky Allard, Director of Special Education/Pupil Services James Even, Director of Facility Management Scott Mackall, Public Information Coordinator Bernadette Tramm and one member of the public.

Board President Borrelli stated the purpose of the meeting was to have a wide-ranging discussion regarding the District's communications outreach. Dr. Bender began by noting that communications is a shared responsibility and that Board members, the administrative team, principals, teachers and many others are vital to the task of linking District 64 with staff, parents and taxpayers each and every day. He noted that communications encompasses more than just the website or email blasts, but rather it addresses how stakeholders learn about and feel connected to District 64 on an ongoing basis.

Ms. Tramm then called upon different administrators to update the Board on the current capacity of the District's communications and to highlight some of the most important tools already in place. Dr. Hinton began with a review of some of the outreach teachers utilize; Assistant Superintendent Martin reviewed school-based communications; Dr. Hinton then discussed communications from several departments regarding student learning and pupil services; Ms. Allard reported on communications activities of the Business Office; Dr. Bender reviewed District-level communications and communications through his office; and Ms. Tramm then reviewed key Board communications activities, especially those focused on Board meetings including videos and Board Brief highlights. Board members and administrators discussed each area in turn and reached consensus on several areas of improvement, including: providing a more consistent experience for parents across the District to access information about classroom/team learning activities by supporting teachers to more fully utilize available technology tools; similarly providing a more consistent experience for parents across the District about schools through school newsletters, email messaging, and coordination with school PTO/As; defining whether additional support is needed for outreach to families speaking languages other than English; expanding the quantity and depth of information regularly provided to all members of the community, and expanding opportunities for inviting stakeholder input; and on expanding awareness of the Board's consensus goals and improving access to Board meeting news and reports.

Ms. Tramm then reviewed a community engagement spectrum suggested from the Illinois Association of School Boards, which identifies several different levels of outreach that reflect how much input and participation from the community the Board is seeking on a particular topic. The level of public participation increases through the



four stages: inform, consult, involve and collaborate. She provided examples of the kinds of subjects that would benefit from a deeper level of engagement. Board members and administrators identified several ideas for further action.

Ms. Tramm then presented two versions of a graphic depicting the Board's recently adopted consensus goals; the Board requested that version 2 be brought forward for further discussion at an upcoming Board meeting.

Discussion then moved to a specific review of the District's website. Ms. Tramm outlined various options for improving the design, shared an initial evaluation by an outside firm and briefly related how the website currently is operated. The Board discussed having a functional analysis completed by an outside consultant to identify desired features and pinpoint areas for improvement. There was Board consensus to pursue this option. Ms. Tramm then previewed a new "Fast Facts" page on the website to provide key metrics presented as infographics about District finances, student learning, facilities, and other areas, as recommended previously by a Community Finance Committee study group. Board member Collins presented a new proposal for a three-page operating plan document, including a macro economic summary, strategy summary, results and forecasted projections. The document is intended to help track Board goals in a handy format, and may also be used on the website. Administration will work to advance the draft in coming months, with a target of having the final version available to coincide with the District's annual update to financial projections at the February 10, 2014 meeting.

In the interests of time, a discussion about electronic delivery of the Board packet and how packets are presented on the website was deferred; it was recommended that the topic be presented to the Board via memo at an upcoming regular meeting. A discussion on branding also was set aside due to time constraints.

Administration will provide the Board with a detailed list of the proposed communications activities that received consensus support at the meeting and the timelines that were proposed.

Board President Borrelli adjourned from the Committee-of-the-Whole at 9:38 p.m., and following a brief break, resumed as a special Board meeting.

---

President

---

Secretary

**BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64  
Minutes of the Special Board of Education Meeting held at 9:30 p.m.  
September 19, 2013  
Field Elementary School – North Gym  
707 N. Wisner Avenue  
Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 6:00 p.m. Other Board members in attendance were Dathan Paterno, John Heyde, Vicki Lee and Terry Cameron. Board member Scott Zimmerman was absent. Board member Dan Collins arrived during the meeting at 7:55 p.m. Also present were Superintendent Philip Bender, Assistant Superintendent Joel T. Martin, Director of Facility Management Scott Mackall, Business Manager Becky Allard, Public Information Coordinator Bernadette Tramm, and one member of the public.

Board of Education meetings are videotaped and may be viewed in their full length from the District's website at:

<http://www.d64.org/subsite/dist/page/board-education-meetings-984>

**BOARD ADJOURNS TO CLOSED SESSION**

At 6:02 p.m., it was moved by Board member Heyde and seconded by Board member Paterno to adjourn to closed session to discuss matters related to performance of specific employee [5 ILCS 120/2 (c)(1)].

Board  
Adjourns to  
Closed Session

The votes were cast as follows:

AYES: Paterno, Borrelli, Cameron, Heyde, Lee

NAYS: None.

PRESENT: None.

ABSENT: Collins, Zimmerman

The motion carried.

The Board adjourned from closed session at 6:34 p.m. and immediately convened a Committee-of-the-Whole: Communications meeting. In addition to those mentioned previously, also present were Assistant Superintendent Lori Hinton and Director of Pupil Services James Even.

At 9:38 p.m., the Board adjourned from the Committee-of-the-Whole and following a brief break, resumed as a special Board meeting.

**PUBLIC COMMENTS**

None were received.

Public  
Comments



**APPROVAL TO ACCEPT FORMAL RESIGNATION  
AGREEMENT**

Approval to Accept  
Formal Resignation  
Agreement

Following discussion, at 9:50 p.m. Board President Borrelli called for a short break to allow Board members to review documents. The meeting resumed at 9:53 p.m.

**ACTION ITEM 13-09-5**

Action Item  
13-09-5

It was moved by Board member Paterno and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the formal resignation agreement between Park Ridge-Niles District 64 and Laurie Guccione.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

**ADJOURNMENT TO CLOSED SESSION**

Adjournment  
To Closed  
Session

At 9:55 p.m., it was moved by Board member Heyde and seconded by Board member Paterno to adjourn to closed session to discuss matters related to employment of specific employee [(5 ILCS 120/2(c)(1))] and collective negotiations [(5 ILCS 120/2(c)(2))] with no action to be taken and not to return to open session.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

The special Board meeting adjourned from closed session at 10:55 p.m.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary

Board Member Liaison Report

- Elementary Learning Foundation
- IASB Fall Meeting
- Traffic Safety Meeting
- PTO/ A Presidents Meeting
- Board & Administration Communication – New Finance Report
- ED-RED

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

## **Board of Education Agenda**

**Monday, November 18, 2013  
Regular Board Meeting  
Carpenter Elementary School – South Gym  
300 N. Hamlin Avenue  
Park Ridge, IL 60068**

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

**Monday, November 18, 2013**

### **TIME**

### **APPENDIX**

- |           |  |   |
|-----------|--|---|
| 7:00 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>   |   |
| 7:00 p.m. | • <b>Board Convenes to a Committee-of-the-Whole: Finance</b>   |   |
| 7:30 p.m. | <b>• Board Adjourns from a Committee-of-the-Whole: Finance and Resumes Regular Board Meeting</b> <ul style="list-style-type: none"> <li>• <b>Pledge of Allegiance and Welcome</b> <ul style="list-style-type: none"> <li>-- Carpenter Elementary School Principal/Students/PTO/Board Member Appreciation</li> </ul> </li> <li>• <b>Public Comments</b></li> <li>• <b>Review of Security Survey</b> <ul style="list-style-type: none"> <li>-- Paul Timm, RETA Security</li> </ul> </li> <li>• <b>Board Sets Date of Public Hearing for 2013 Tax Levy</b> <ul style="list-style-type: none"> <li>-- Business Manager</li> </ul> </li> <li>• <b>Annual Audit Report FY13</b> <ul style="list-style-type: none"> <li>-- Assistant Business Manager</li> </ul> </li> <li>• <b>Discussion on Capital Projects Financing</b> <ul style="list-style-type: none"> <li>-- Business Manager</li> </ul> </li> <li>• <b>Summer Interim Session 2013 Report</b> <ul style="list-style-type: none"> <li>-- Assistant Superintendent for Student Learning</li> </ul> </li> <li>• <b>Presentation and Approval of Summer Interim Session 2014 Dates &amp; Fees</b></li> </ul> | <p><b>A-1</b></p> <p><b>A-2</b></p> <p><b>A-3</b></p> <p><b>A-4</b></p> <p><b>A-5</b></p> <p><b>A-6</b></p> |
|           | <b>Action Item 13-11-1</b>   |   |

-- Assistant Superintendent for Student Learning

- **Update on Board Goal/Student Learning #3 – Technology Metrics** A-7
- Director of Technology

- **Approval of Transition of Before and After School Child Care Program to Park District Effective 2014-15** A-8

-- Business Manager/ Assistant Superintendent for Human Resources

- **Presentation of Leadership Profile for Superintendent's Search** A-9
- BWP & Associates Ltd.

- **Consent Agenda -** Action Item 13-11-2 A-10

-- Board President

- Personnel Report
- Bills, Payroll and Benefits
- Approval of Financial Update for the Period Ending October 31, 2013
- Acceptance of Annual Audit Report FY13
- Approval of Policies from PRESS Issues 79 and 80
- Destruction of Audio Closed Minutes (none)

- **Approval of Minutes** Action Item 13-11-3 A-11

-- Board President

- COW: Student Achievement Minutes..... October 28, 2013
- Regular Board Meeting Minutes..... October 28, 2013
- Closed Session..... October 28, 2013

- **Board Member Liaison Report** A-12

-- Board of Education

- Elementary Learning Foundation
- PTO/ A Presidents Meeting

- **Other Items of Information** A-13

-- Superintendent

- Upcoming Agenda
- Memorandum of Information (none)
- Minutes of Board Committees
- Wellness Committee Minutes of November 12, 2013
- Traffic Safety Committee Minutes of October 22, 2013
- Other (none)

- **Adjournment**

**Next Meeting:** Monday, December 9, 2013  
6:30 p.m. – Special Board Meeting  
– Closed Session  
Hendee Educational Service Center  
164 S. Prospect Avenue  
Park Ridge, IL 60068

December 9, 2013 – Hendee Educational Service Center

Special Board Meeting – 6:30 p.m.  
Closed Session

December 12, 2013 – Hendee Educational Service Center  
Closed Session – 5:30 p.m.

December 13, 2013 – Hendee Educational Service Center  
Closed Session – 5:30 p.m.

December 16, 2013 – Field School – South Gym

Public Hearing on 2013 Tax Levy -

Regular Board Meeting – 7:30 p.m.

- Resolution # to Adopt Final 2013 Tax Levy
- Resolution of Intent to Issue Working Cash Bonds and Set Public Hearing
- Report on Student Fees and Student Extracurricular Fees Study
- Approval of the Construction Documents for the Field School Project and Approval to Bid for the Field School Project
- Update on PARCC Implementation
- Present Final Calendar for 2014-15 & Tentative Calendars for 2015-16 & 2016-17
- Approval of November Financials Ending November 30, 2013

January 27, 2014 – Jefferson School

Public Hearing on Issuance of Bonds – 7:15 p.m.

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Adopt Final Calendar for 2014-15 & Tentative Calendars for 2015-16 & 2016-17
- Report on Social Emotional Learning Programming
- Approval of December Financials Ending December 31, 2013

February 24, 2014 – Field School – North Gym

- Pledge of Allegiance and Welcome
- Approve Parameters Resolution Authorizing Bond Sale With Approval of Board President and Business Manager
- Approval of January Financials Ending January 31, 2014

Upcoming Topics

- Pledge of Allegiance and Welcome – 3/24/14
- Update on Board Goal/Student Learning #2 – 21<sup>st</sup> Century Learning 3/24/14
- Approval of February Financials Ending February 28, 2014 – 3/24/14
- Pledge of Allegiance and Welcome – 4/28/14
- Update on Board Goal/Student Learning #4 – for Instructional Technology Coach (ITC) Impact - 4/28/14
- Approval of March Financials Ending March 31, 2014 – 4/28/14
- Pledge of Allegiance and Welcome – 5/19/14
- Approval of April Financials Ending April 30, 2014 – 5/19/14
- Approval of May Financials Ending May 31, 2014 – 6/23/14

TBD

- Approval of Superintendent
- Presentation of Website Review
- Discussion on Class Size Determination Process
- Approval of Facility Master Plan Phase II
- Progress Report on 2013-14 District-wide Priorities & Strategic Plan Activities
- Report on English Language Learners and Changing Needs
- Recognition/Plans for Community Finance Committee
- Intergovernmental Agreements District 62 and NSSEO

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

DRAFT



OCT 03 2013

**\*\*Note to Requester:** Retain a copy of this request for your files. If you eventually need to file a Request for Review with the Public Access Counselor, you will need to submit a copy of your FOIA request.

Request Submitted By: \_\_\_\_\_ E-mail X U.S. Mail \_\_\_\_\_ Fax \_\_\_\_\_ In Person \_\_\_\_\_

Street Address: 1104 N. Greenwood

City/State/County Zip (required): Park Ridge IL 60068

Telephone (Optional): 113-297-5622 E-mail (Optional) hartx62@gmail.com

Fax (Optional): \_\_\_\_\_

Records Requested: \*Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

I am requesting a breakdown of "Student Fees" that the District requires each student to pay

Do you want copies of the documents? YES or NO

--Do you want electronic copies or paper copies?

—If you want electronic copies, in what format?

Is this request for a Commercial Purpose? YES or NO

(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? YES or ~~NO~~

If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-

Date Requested \_\_\_\_\_

Date Due \_\_\_\_\_



PARK RIDGE-NILES SCHOOL DISTRICT 64  
164 S. PROSPECT AVENUE  
PARK RIDGE, IL 60068

RECEIVED

OCT 04 2013

BOARD OF EDUCATION  
DISTRICT 64

**\*\*Note to Requester:** Retain a copy of this request for your files. If you eventually need to file a Request for Review with the Public Access Counselor, you will need to submit a copy of your FOIA request.

Date Requested: 10/4/13

Request Submitted By: E-mail U.S. Mail Fax ☒ In Person

Name of Requester: Noreen Hart

Street Address: 1104 N. Greenwood

City/State/County Zip (required): Park Ridge IL 60068

Telephone (Optional): 113-297-5622 E-mail (Optional): hartx6@gmail.com

Fax (Optional): \_\_\_\_\_

Records Requested: \*Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

Please provide "Student fee" breakdown for the  
year 2005-06.

Do you want copies of the documents? ☒ YES or NO

--Do you want electronic copies or paper copies? Both

--If you want electronic copies, in what format? PDF

Is this request for a Commercial Purpose? YES or ☒ NO

(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? YES or ☒ NO

If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-

Date Requested \_\_\_\_\_

Date Due \_\_\_\_\_

## RECEIVED

OCT 04 2013

BOARD OF EDUCATION  
DISTRICT 64

**\*\*Note to Requester:** Retain a copy of this request for your files. If you eventually need to file a Request for Review with the Public Access Counselor, you will need to submit a copy of your FOIA request.

Date Requested: 10/4/13

Request Submitted By: \_\_\_\_\_ E-mail   +   U.S. Mail \_\_\_\_\_ Fax   X   In Person \_\_\_\_\_

Name of Requester: Noreen Hart

Street Address: 1104 N. Greenwood

City/State/County Zip (required): Park Ridge IL 60068

Telephone (Optional): 113-291-5622 E-mail (Optional) hertx6@gmail.com

Fax (Optional): \_\_\_\_\_

Records Requested: \*Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

Please provide a "Student Fee" breakdown for the year 2006-07

Do you want copies of the documents? YES or NO

--Do you want electronic copies or paper copies?

-If you want electronic copies, in what format?

Is this request for a Commercial Purpose? YES or NO

(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 54ILCS140.3.1(c)).

Are you requesting a fee waiver? YES or NO

If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-

Date Requested \_\_\_\_\_

Date Due \_\_\_\_\_

278

RECEIVED

PARK RIDGE-NILES SCHOOL DISTRICT 64  
164 S. PROSPECT AVENUE  
PARK RIDGE, IL 60068

OCT 04 2013

BOARD OF EDUCATION  
DISTRICT 64

\*\*Note to Requester: Retain a copy of this request for your files. If you eventually need to file a Request for Review with the Public Access Counselor, you will need to submit a copy of your FOIA request.

Date Requested: 10/4/13

Request Submitted By: \_\_\_\_\_ E-mail \_\_\_\_\_ U.S. Mail \_\_\_\_\_ Fax ☒ In Person

Name of Requester: Noreen Hart

Street Address: 1104 N. Greenwood

City/State/County Zip (required): Park Ridge IL 60068

Telephone (Optional): 773-297-5622 E-mail (Optional): hartx62@gmail.com

Fax (Optional): \_\_\_\_\_

Records Requested: \*Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

Please provide a "student fee" breakdown for the year 2007-08.

Do you want copies of the documents? ☒ YES or NO

--Do you want electronic copies or paper copies? both

--If you want electronic copies, in what format? PDF

Is this request for a Commercial Purpose? ☒ YES or NO

(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? ☒ YES or NO

If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-

Date Requested \_\_\_\_\_

Date Due \_\_\_\_\_

OCT 04 2013

**BOARD OF EDUCATION  
DISTRICT 64**

Date Requested: 10/4/13

Name of Requester: Noreen Hart

Name of Requester: Nathan Thum  
Street Address: 1104 N. Greenwald

City/State/County Zip (required): Jack Lake IL 60068

Telephone (Optional): 113-297-5622 E-mail (Optional) hartx6@prol.com  
Fax (Optional): \_\_\_\_\_

Fax (Optional): \_\_\_\_\_

Records Requested: \*Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

Please provide a "Student Fee" breakdown for the year 2008-09.

Do you want copies of the documents? YES or NO

-Do you want electronic copies or paper copies?

--If you want electronic copies, in what format?

Bph  
PDF

Is this request for a Commercial Purpose? YES or NO

(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? YES or NO

If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-

Date Requested \_\_\_\_\_

Date Due \_\_\_\_\_

RECEIVED

PARK RIDGE-NILES SCHOOL DISTRICT 64  
164 S. PROSPECT AVENUE  
PARK RIDGE, IL 60068

OCT 04 2013  
BOARD OF EDUCATION  
DISTRICT 64

\*\*Note to Requester: Retain a copy of this request for your files. If you eventually need to file a Request for Review with the Public Access Counselor, you will need to submit a copy of your FOIA request.

Date Requested: 10/4/13

Request Submitted By:      E-mail      U.S. Mail      Fax X In Person

Name of Requester: Noreen Hart

Street Address: 1104 N. Greenwood

City/State/County Zip (required): Park Ridge, IL 60068

Telephone (Optional): 113-297-5622 E-mail (Optional): hartx6@gmail.com

Fax (Optional):                                     

Records Requested: \*Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

Please provide a "student fee" breakdown for the  
year 2009-10.

Do you want copies of the documents? YES or NO

--Do you want electronic copies or paper copies? both

--If you want electronic copies, in what format? PDF

Is this request for a Commercial Purpose? YES or NO

(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? YES or NO

If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-

Date Requested                     

Date Due                     

508



## RECEIVED

OCT 04 2013

**\*\*Note to Requester:** Retain a copy of this request for your files. If you eventually need to file a Request for Review with the Public Access Counselor, you will need to submit a copy of your FOIA request.

Fax (Optional): \_\_\_\_\_

Please provide a "Student Fee" breakdown for the year 2010-11

Date Due \_\_\_\_\_

648

PARK RIDGE-NILES SCHOOL DISTRICT 64  
164 S. PROSPECT AVENUE  
PARK RIDGE, IL 60068

BOARD OF EDUCATION  
DISTRICT 64

Date Requested: 10/4/12

Request Submitted By:            E-mail   +   U.S. Mail            Fax   X   In Person

Name of Requester: NIVEN HUF

Street Address: 1104 N. Greenwood

City/State/County Zip (required): High Ridge, IL 60068

Telephone (Optional): 715-297-5622 E-mail (Optional) haxxl6@gmail.com

Fax (Optional): \_\_\_\_\_

Records Requested: \*Provide as much specific detail as possible so the public body can identify the information that you are seeking. You may attach additional pages, if necessary.

Please provide a "Student fee" breakdown for the year 2011-12

Do you want copies of the documents? YES or NO

--Do you want electronic copies or paper copies?

-If you want electronic copies, in what format?

Is this request for a Commercial Purpose? YES or NO

(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? YES or NO

If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-

Date Requested \_\_\_\_\_

Date Due



OCT 04 2013

**DISTRICT 6 file**

Date Requested:

Name of Requester:

Street Address:

City/State/County Zip (required):

Telephone (Optional):

E-mail (Optional)

Fax (Optional):

Please provide a "Student Fee" breakdown for the year 2012-13

--If you want electronic copies, in what format?

Date Due <sup>1</sup>

**MEMORANDUM OF INFORMATION**

#003

2013-14

To: Philip Bender, Superintendent  
Board of Education

From: Rebecca J. Allard, Business Manager

Subject: Elementary Milk Program

Date: October 28, 2013



Milk is provided to all elementary students whose parents purchase milk prior to the students first day of school. The cost of milk is annualized and no refunds are given if the student is absent for any reason; the 2013-14 cost for milk is \$88.00. The District purchases milk through Arbor Management, the Middle School food service contractor.


The following is the 2012-13 income expense summary:

2012-13	<u>Carpenter</u>	<u>Field</u>	<u>Franklin</u>	<u>Roosevelt</u>	<u>Washington</u>	<u>Total</u>
Milk Revenues	9,835.05	15,978.64	8,898.44	16,280.61	16,378.38	67,371.12
Milk Expenses	12,270.28	18,001.91	12,476.46	20,102.61	23,908.42	86,759.68
	(2,435.23)	(2,023.27)	(3,578.02)	(3,822.00)	(7,530.04)	(19,388.56)
	2012-13 Cost of Milk - \$50.00 per year					

A history of milk costs is itemized below:

School Year	Unit Cost
2013-14	\$0.48
2012-13	\$0.46
2011-12	\$0.45

To: Dr. Phil Bender, Superintendent  
Board of Education

From: Rebecca Allard, Business Manager 

Subject: National School Lunch Program (NSLP)

Date: October 28, 2013

During the spring of 2009, District 64 prepared bid specifications for an a-la-carte middle school lunch program; a five-year contract was awarded to Arbor Management. The attached information was prepared by Arbor Management to assist the Board of Education in understanding the differences between the current a-la-carte lunch program and a program that operates under NSLP guidelines. Under the NSLP the PTO/A's could not sell any food during the posted student lunch times.

## **Park Ridge-Niles School CCSD 64 Foodservice Program Comparison**

### **National School Lunch Program (NSLP)**

- Elementary PTO's would have to discontinue PTO served lunches. All revenues, by regulation, must accrue directly to the District foodservice account.
- Strict menu requirements (see attached).
- For a District wide hot lunch program, additional equipment would be required to equip the elementary buildings and provide transportation to and from the middle schools.
- For an elementary "sack-lunch program", the sack lunch would have to be available to all students for purchase.
- There are significant administrative activities to oversee a NSLP, including federal audits.
- Federal reimbursements are estimated at \$60,000 (based on 18,200 free meals and 36,000 paid meals).
- Operational excess, if any, would be based on the meal rate charged. USDA regulations prohibit the guarantee of any financial performance by the foodservice contractor.

### **Current A La Carte Program**

- The only restrictions on menus & products are those dictated by the District's wellness policy.
- Minimal administrative activities to oversee elementary Milk Program
- 2012-13 federal reimbursements were \$41,779.
- Total operational excess from Middle Schools foodservice program for 2012-13 was \$76,191.
- Guaranteed annual operating excess for 2012-13 was \$55,000.
- 2012-13 cost for free meals served was \$44,813.

## Nutrition Standards in the National School Lunch and School Breakfast Programs—Jan. 2012

	Breakfast Meal Pattern			Lunch Meal Pattern		
	Grades K-5 <sup>a</sup>	Grades 6-8 <sup>a</sup>	Grades 9-12 <sup>a</sup>	Grades K-5	Grades 6-8	Grades 9-12
Meal Pattern	Amount of Food <sup>b</sup> Per Week (Minimum Per Day)					
Fruits (cups) <sup>c,d</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	5 (1) <sup>e</sup>	2½ (½)	2½ (½)	5 (1)
Vegetables (cups) <sup>c,d</sup>	0	0	0	3¼ (¾)	3¼ (¾)	5 (1)
Dark green	0	0	0	½	½	½
Red/Orange <sup>f</sup>	0	0	0	¾	¾	1¼
Beans/Peas (Legumes) <sup>f</sup>	0	0	0	½	½	½
Starchy <sup>f</sup>	0	0	0	½	½	½
Other <sup>f,g</sup>	0	0	0	½	½	¾
Additional Veg to Reach Total <sup>h</sup>	0	0	0	1	1	1½
Grains (oz eq) <sup>i</sup>	7-10 (1) <sup>j</sup>	8-10 (1) <sup>j</sup>	9-10 (1) <sup>j</sup>	8-9 (1)	8-10 (1)	10-12 (2)
Meats/Meat Alternates (oz eq)	0 <sup>k</sup>	0 <sup>k</sup>	0 <sup>k</sup>	8-10 (1)	9-10 (1)	10-12 (2)
Fluid milk (cups) <sup>l</sup>	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)	5 (1)
<b>Other Specifications: Daily Amount Based on the Average for a 5-Day Week</b>						
Min-max calories (kcal) <sup>m,n,o</sup>	350-500	400-550	450-600	550-650	600-700	750-850
Saturated fat (% of total calories) <sup>n,u</sup>	< 10	< 10	< 10	< 10	< 10	< 10
Sodium (mg) <sup>n,p</sup>	≤ 430	≤ 470	≤ 500	≤ 640	≤ 710	≤ 740
Trans fat <sup>n,v</sup>	Nutrition label or manufacturer specifications must indicate zero grams of trans fat per serving.					

<sup>a</sup>In the SBP, the above age-grade groups are required beginning July 1, 2013 (SY 2013-14). In SY 2012-2013 only, schools may continue to use the meal pattern for grades K-12 (see § 220.23).

<sup>b</sup>Food items included in each food group and subgroup and amount equivalents. Minimum creditable serving is ¼ cup.

<sup>c</sup>One quarter-cup of dried fruit counts as ½ cup of fruit; 1 cup of leafy greens counts as ½ cup of vegetables. No more than half of the fruit or vegetable offerings may be in the form of juice. All juice must be 100% full-strength.

<sup>d</sup>For breakfast, vegetables may be substituted for fruits, but the first two cups per week of any such substitution must be from the dark green, red/orange, beans and peas (legumes) or "Other vegetables" subgroups as defined in §210.10(c)(2)(iii).

<sup>e</sup>The fruit quantity requirement for the SBP (5 cups/week and a minimum of 1 cup/day) is effective July 1, 2014 (SY 2014-2015).

<sup>f</sup>Larger amounts of these vegetables may be served.

<sup>g</sup>This category consists of "Other vegetables" as defined in §210.10(c)(2)(iii)(E). For the purposes of the NSLP, "Other vegetables" requirement may be met with any additional amounts from the dark green, red/orange, and beans/peas (legumes) vegetable subgroups as defined in §210.10(c)(2)(iii).

<sup>h</sup>Any vegetable subgroup may be offered to meet the total weekly vegetable requirement.

<sup>i</sup>At least half of the grains offered must be whole grain-rich in the NSLP beginning July 1, 2012 (SY 2012-2013), and in the SBP beginning July 1, 2013 (SY 2013-2014). All grains must be whole grain-rich in both the NSLP and the SBP beginning July 1, 2014 (SY 2014-15).

<sup>j</sup>In the SBP, the grain ranges must be offered beginning July 1, 2013 (SY 2013-2014).

<sup>k</sup>There is no separate meat/meat alternate component in the SBP. Beginning July 1, 2013 (SY 2013-2014), schools may substitute 1 oz. eq. of meat/meat alternate for 1 oz. eq. of grains after the minimum daily grains requirement is met.

<sup>l</sup>Fluid milk must be low-fat (1 percent milk fat or less, unflavored) or fat-free (unflavored or flavored).

<sup>m</sup>The average daily amount of calories for a 5-day school week must be within the range (at least the minimum and no more than the maximum values).

<sup>n</sup>Discretionary sources of calories (solid fats and added sugars) may be added to the meal pattern if within the specifications for calories, saturated fat, trans fat, and sodium. Foods of minimal nutritional value and fluid milk with fat content greater than 1 percent milk fat are not allowed.

<sup>o</sup>In the SBP, calories and trans fat specifications take effect beginning July 1, 2013 (SY 2013-2014).

<sup>p</sup>Final sodium specifications are to be reached by SY 2022-2023 or July 1, 2022. Intermediate sodium specifications are established for SY 2014-2015 and 2017-2018. See required intermediate specifications in § 210.10(f)(3) for lunches and § 220.8(f)(3) for breakfast.



Implementation Timeline for Final Rule—Jan. 2012

Exhibit C-2

**Nutrition Standards in the National School Lunch and School Breakfast Programs**

ALL meal pattern and nutrition standards requirements indicated by the USDA for implementation through the 2014–2015 School Year for both the National School Lunch and School Breakfast Programs MUST be implemented for the 2012–2013 Contract Term with the only exception of the sodium targets, which must be implemented as required in subsequent Contract Terms, if applicable.

New Requirements	Implementation (School Year) for NSLP (L) and SBP (B)						
	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2022/23
<b>Fruits Component</b>							
• Offer fruit daily	L						
• Fruit quantity increase to 5 cups/week (minimum 1 cup/day)			B				
<b>Vegetables Component</b>							
• Offer vegetables subgroups weekly	L						
<b>Grains Component</b>							
• Half of grains must be whole grain-rich	L	B					
• All grains must be whole-grain rich			L, B				
• Offer weekly grains ranges	L	B					
<b>Meats/Meat Alternates Component</b>							
• Offer weekly meats/meat alternates ranges (daily min.)	L						
<b>Milk Component</b>							
• Offer only fat-free (unflavored or flavored) and low-fat (unflavored) milk	L, B						
<b>Dietary Specifications (to be met on average over a week)</b>							
• Caloric ranges	L	B					
• Saturated fat limit (no change)	L, B						
• Sodium Targets <ul style="list-style-type: none"> <li>◦ Target 1</li> <li>◦ Target 2</li> <li>◦ Final target</li> </ul>			L, B			L, B	L, B
• Zero grams of <u>trans</u> fat per portion	L	B					
<b>Menu Planning</b>							
• A single FBMP approach	L	B					
<b>Age-Grade Groups</b>							
• Establish age/grade groups: K-5, 6-8, 9-12	L	B					
<b>Offer vs. Serve</b>							
• Reimbursable meals must contain a fruit or vegetable (1/2 cup minimum)	L		B				
<b>Monitoring</b>							
• 3-year adm. review cycle		L, B					
• Conduct weighted nutrient analysis on 1 week of menus	L	B					

## Vegetable Subgroups

Exhibit C-3

Listed below are samples of commonly-eaten vegetables found in each of the required vegetable subgroups. The list is not all-inclusive.

<p><b>Dark Green Vegetables</b></p> <ul style="list-style-type: none"> <li>▪ bok choy</li> <li>▪ broccoli</li> <li>▪ collard greens</li> <li>▪ dark green leafy lettuce</li> <li>▪ kale</li> <li>▪ mesclun</li> <li>▪ mustard greens</li> <li>▪ romaine lettuce</li> <li>▪ spinach</li> <li>▪ turnip greens</li> <li>▪ watercress</li> </ul>	<p><b>Beans and Peas*</b></p> <ul style="list-style-type: none"> <li>▪ black beans</li> <li>▪ black-eyed peas (mature, dry)</li> <li>▪ garbanzo beans (chickpeas)</li> <li>▪ kidney beans</li> <li>▪ lentils</li> <li>▪ navy beans</li> <li>▪ pinto beans</li> <li>▪ soy beans</li> <li>▪ split peas</li> <li>▪ white beans</li> </ul>
<p><b>Starchy Vegetables</b></p> <ul style="list-style-type: none"> <li>▪ cassava</li> <li>▪ corn</li> <li>▪ fresh cowpeas, field peas, or black-eyed peas (not dry)</li> <li>▪ green bananas</li> <li>▪ green peas</li> <li>▪ green lima beans</li> <li>▪ plantains</li> <li>▪ potatoes</li> <li>▪ taro</li> <li>▪ water chestnuts</li> </ul>	<p><b>Other Vegetables</b></p> <ul style="list-style-type: none"> <li>▪ artichokes</li> <li>▪ asparagus</li> <li>▪ avocado</li> <li>▪ bean sprouts</li> <li>▪ beets</li> <li>▪ Brussels sprouts</li> <li>▪ cabbage</li> <li>▪ cauliflower</li> <li>▪ celery</li> <li>▪ cucumbers</li> <li>▪ eggplant</li> <li>▪ green beans</li> </ul>
<p><b>Red &amp; Orange Vegetables</b></p> <ul style="list-style-type: none"> <li>▪ acorn squash</li> <li>▪ butternut squash</li> <li>▪ carrots</li> <li>▪ hubbard squash</li> <li>▪ pumpkin</li> <li>▪ red peppers</li> <li>▪ sweet potatoes</li> <li>▪ tomatoes</li> <li>▪ tomato juice</li> </ul>	<p><b>Other Vegetables (continued)</b></p> <ul style="list-style-type: none"> <li>▪ green peppers</li> <li>▪ iceberg (head) lettuce</li> <li>▪ mushrooms</li> <li>▪ okra</li> <li>▪ onions</li> <li>▪ parsnips</li> <li>▪ turnips</li> <li>▪ wax beans</li> <li>▪ zucchini</li> </ul>

\*For more information on Beans and Peas, refer to <http://www.choosemyplate.gov/food-groups/vegetables-beans-peas.html>.

Choose My Plate.gov, United States Department of Agriculture



## SCHOOL LUNCH AND BREAKFAST

WHOLE GRAIN-RICH OUNCE EQUIVALENCY (OZ EQ)  
REQUIREMENTS FOR SCHOOL MEAL PROGRAMS<sup>1,2</sup>

GROUP A	OZ EQ FOR GROUP A
<ul style="list-style-type: none"> <li>Bread type coating</li> <li>Bread sticks (hard)</li> <li>Chow mein noodles</li> <li>Savory Crackers (saltines and snack crackers)</li> <li>Croutons</li> <li>Pretzels (hard)</li> <li>Stuffing (dry) Note: weights apply to bread in stuffing.</li> </ul>	1 oz eq = 22 gm or 0.8 oz 3/4 oz eq = 17 gm or 0.6 oz 1/2 oz eq = 11 gm or 0.4 oz 1/4 oz eq = 6 gm or 0.2 oz
GROUP B	OZ EQ FOR GROUP B
<ul style="list-style-type: none"> <li>Bagels</li> <li>Batter type coating</li> <li>Biscuits</li> <li>Breads (sliced whole wheat, French, Italian)</li> <li>Buns (hamburger and hot dog)</li> <li>Sweet Crackers<sup>4</sup> (graham crackers - all shapes, animal crackers)</li> <li>Egg roll skins</li> <li>English muffins</li> <li>Pita bread (whole wheat or whole grain-rich)</li> <li>Pizza crust</li> <li>Pretzels (soft)</li> <li>Rolls (whole wheat or whole grain-rich)</li> <li>Tortillas (whole wheat or whole corn)</li> <li>Tortilla chips (whole wheat or whole corn)</li> <li>Taco shells (whole wheat or whole corn)</li> </ul>	1 oz eq = 28 gm or 1.0 oz 3/4 oz eq = 21 gm or 0.75 oz 1/2 oz eq = 14 gm or 0.5 oz 1/4 oz eq = 7 gm or 0.25 oz
GROUP C	OZ EQ FOR GROUP C
<ul style="list-style-type: none"> <li>Cookies<sup>3</sup> (plain - includes vanilla wafers)</li> <li>Cornbread</li> <li>Corn muffins</li> <li>Croissants</li> <li>Pancakes</li> <li>Pie crust (dessert pies<sup>3</sup>, cobbler<sup>3</sup>, fruit turnovers<sup>4</sup>, and meat/meat alternate pies)</li> <li>Waffles</li> </ul>	1 oz eq = 34 gm or 1.2 oz 3/4 oz eq = 26 gm or 0.9 oz 1/2 oz eq = 17 gm or 0.6 oz 1/4 oz eq = 9 gm or 0.3 oz
GROUP D	OZ EQ FOR GROUP D
<ul style="list-style-type: none"> <li>Doughnuts<sup>4</sup> (cake and yeast raised, unfrosted)</li> <li>Cereal bars, breakfast bars, granola bars<sup>4</sup> (plain)</li> <li>Muffins (all, except corn)</li> <li>Sweet roll<sup>4</sup> (unfrosted)</li> <li>Toaster pastry<sup>4</sup> (unfrosted)</li> </ul>	1 oz eq = 55 gm or 2.0 oz 3/4 oz eq = 42 gm or 1.5 oz 1/2 oz eq = 28 gm or 1.0 oz 1/4 oz eq = 14 gm or 0.5 oz

<sup>1</sup> The following food quantities from Groups A-G, must contain at least 16 grams of whole-grain or can be made with 8 grams of whole-grain and 8 grams of enriched meal and/or enriched flour to be considered whole grain-rich.

<sup>2</sup> Some of the following grains may contain more sugar, salt, and/or fat than others. This should be a consideration when deciding how often to serve them.

<sup>3</sup> Allowed only as dessert at lunch as specified in §210.10.

<sup>4</sup> Allowed for desserts at lunch as specified in §210.10, and for breakfasts served under the SBP.

GROUP E	OZ EQ FOR GROUP E
<ul style="list-style-type: none"> <li>Cereal bars, breakfast bars, granola bars<sup>4</sup> (with nuts, dried fruit, and/or chocolate pieces)</li> <li>Cookies<sup>3</sup> (with nuts, raisins, chocolate pieces and/or fruit purees)</li> <li>Doughnuts<sup>4</sup> (cake and yeast raised, frosted or glazed)</li> <li>French toast</li> <li>Sweet rolls<sup>4</sup> (frosted)</li> <li>Toaster pastry<sup>4</sup> (frosted)</li> </ul>	1 oz eq = 69 gm or 2.4 oz 3/4 oz eq = 52 gm or 1.8 oz 1/2 oz eq = 35 gm or 1.2 oz 1/4 oz eq = 18 gm or 0.6 oz
GROUP F	OZ EQ FOR GROUP F
<ul style="list-style-type: none"> <li>Cake<sup>3</sup> (plain, unfrosted)</li> <li>Coffee cake<sup>4</sup></li> </ul>	1 oz eq = 82 gm or 2.9 oz 3/4 oz eq = 62 gm or 2.2 oz 1/2 oz eq = 41 gm or 1.5 oz 1/4 oz eq = 21 gm or 0.7 oz
GROUP G	OZ EQ FOR GROUP G
<ul style="list-style-type: none"> <li>Brownies<sup>3</sup> (plain)</li> <li>Cake<sup>3</sup> (all varieties, frosted)</li> </ul>	1 oz eq = 125 gm or 4.4 oz 3/4 oz eq = 94 gm or 3.3 oz 1/2 oz eq = 63 gm or 2.2 oz 1/4 oz eq = 32 gm or 1.1 oz
GROUP H	OZ EQ FOR GROUP H
<ul style="list-style-type: none"> <li>Cereal Grains (barley, quinoa, etc)</li> <li>Breakfast cereals (cooked)<sup>5, 6</sup></li> <li>Bulgur or cracked wheat</li> <li>Macaroni (all shapes)</li> <li>Noodles (all varieties)</li> <li>Pasta (all shapes)</li> <li>Ravioli (noodle only)</li> <li>Rice (enriched white or brown)</li> </ul>	1 oz eq = 1/2 cup cooked or 1 ounce (28 g) dry
GROUP I	OZ EQ FOR GROUP I
<ul style="list-style-type: none"> <li>Ready to eat breakfast cereal (cold, dry) 5, 6</li> </ul>	1 oz eq = 1 cup or 1 ounce for flakes and rounds 1 oz eq = 1.25 cups or 1 ounce for puffed cereal 1 oz eq = 1/4 cup or 1 ounce for granola

<sup>5</sup> Refer to program regulations for the appropriate serving size for supplements served to children aged 1 through 5 in the NSLP; and meals served to children ages 1 through 5 and adult participants in the CACFP. Breakfast cereals are traditionally served as a breakfast menu item but may be served in meals other than breakfast.

<sup>6</sup> Cereals must be whole-grain, or whole grain and enriched or fortified cereal.

**MEMORANDUM OF INFORMATION #005 2013-14**

To: Board of Education

From: Dr. Philip Bender  
Bernadette Tramm

Date: October 28, 2013

Re: Update on Board Goal/Graphic 2013-15

**Background**

At the September 19, 2013 Committee-of-the-Whole: Communications meeting, two versions of a new graphic to visualize the Board's goals for 2013-15 were presented. In addition, short sentences summarizing the goals adopted by the Board on September 9 for Student Learning, Finance and Facilities were suggested.

Version 2 of the graphic was selected by Board consensus to move forward.

The attached graphic (Attachment 1) combines the Version 2 visual with the draft summary sentences originally offered. A new draft sentence has been suggested for the fourth area, Communications, based on the discussion at the recent COW.

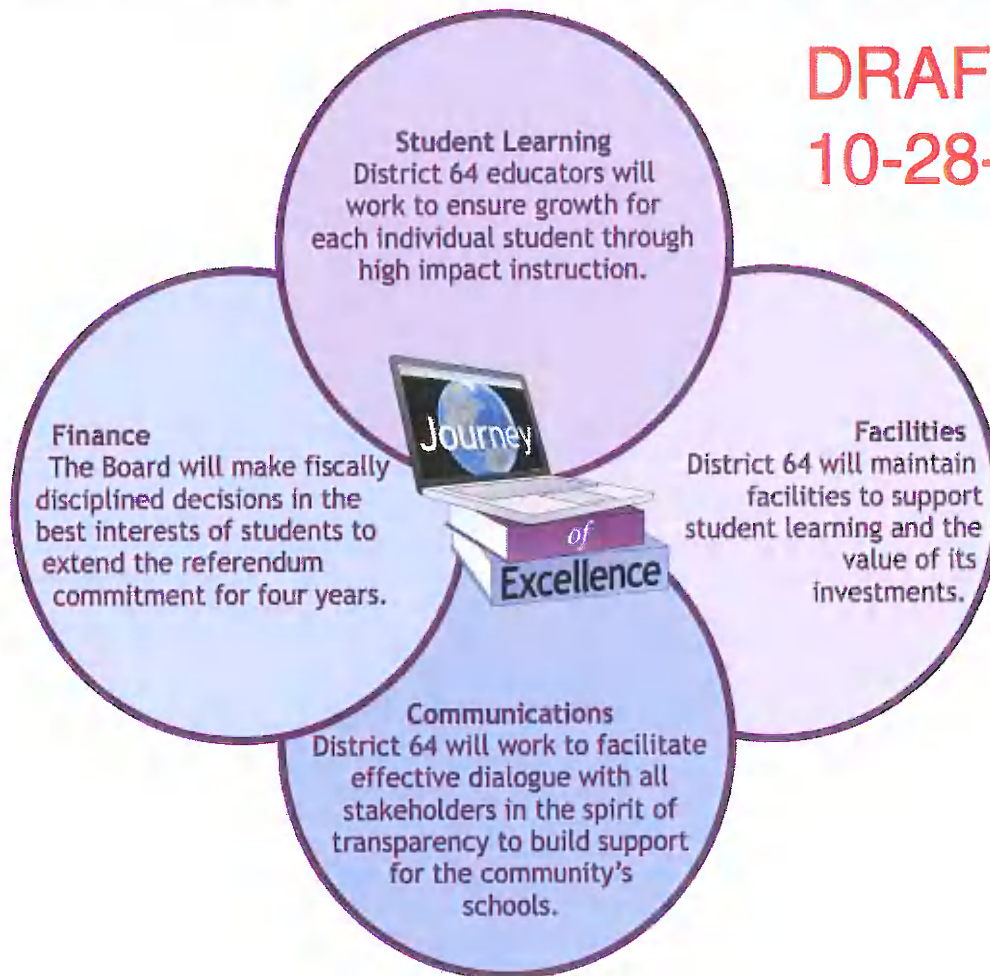
**Next Steps**

Board members are asked to discuss and reach consensus on this graphic.

Once it is finalized, the graphic will be placed on the cover of each meeting packet and added to the Board of Education Goals page of the website. A poster also will be created for display at Board meetings and at the Educational Service Center through May 2015.

## Park Ridge-Niles School District 64 Board of Education Goals 2013-15

**DRAFT**  
**10-28-13**



TO: Board of Education

FROM: Scott Mackall

DATE: October 28, 2013

RE: Before School Entry Procedures

Ensuring the security of our students and staff is a fundamental priority of our facility management procedures. Therefore, all District 64 school doors are secured.

During the school day, all District 64 schools have security systems with outside cameras at the main entrance of each school building that allow office staff to see anyone who wants to enter the building. Only school staff may open a door for a visitor.

Before the school day, students who need to enter a school have been given specific instructions as to where and how to enter the building. District 64 assigns staff members to monitor doors designated for early entry.

As part of a current review of the security procedures and equipment at all schools by an outside consultant, District 64 recently had the opportunity to examine the early entry procedure with all principals. Clear direction has now been reinforced for all schools that school doors are to remain locked at all times before school, and that the adult supervisor on duty will open the door for a student to be admitted as he or she arrives with a pass or as a regular program participant (such as instrumental music). In turn, principals have now reviewed this locked-door protocol with the adult supervisors responsible for entry duty to be sure that it is fully understood and implemented consistently.

Students arriving at the elementary schools participating in the Before School Child Care Program are greeted by program staff and enter designated doors. District 64 also has reviewed the locked door entry procedure with the site supervisors of this program.





## DISTRICT 64 WELLNESS COUNCIL

September 23, 2013

Present: P. Bender, J. Morrison, T. Gleason, K. Engle, M. Arnold, S. McDaniel, M. Lones, M. Sutschek, P. Yurkovic, N. Azark, M. Petkofski

### Building Reports:

- Dr. Bender reported that a parent, at a Board of Ed meeting, raised concerns about the fact that snacks are still being provided during school time. Her concerns related to food allergies.

It was noted that schools are inconsistent across the district, regarding food served at school guidelines. Question raised: Is it time to discontinue all snacks/treats at all K-5 schools? (These do not include snacks brought from home by students, for their own consumption.)

Review of goals for 2013-14 School Year:

Sub groups were formed to work on various activities listed below:

### •Encouraging Staff Wellness

- Pedometer challenge: school vs school---Jim and Tim
- Restroom/ Elevator Wellness signs----Kelsey and Marissa
- Badminton tournament possibility--Dan Walsh
- Middle School gym Open House for staff---Samantha, Maureen, and Michelle
- Staff Bulletin: update on Wellness Council activities-Margaret (Fatbet.net: Samantha to provide information to WC members)

• **Engaging Parents/Community**

- open gym night-K-5 level---TBA
- newsletters in Take Home--Margaret
- Caught being healthy---Paula Y. and Nicole
- Participation in community run/walk---Dr. Bender
- Make connection with Whole Foods---Marissa and Margaret

Dates for future meetings

November 12, 2013

Submitted by M. Petkofski, RN