

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

Board of Education Agenda

Tuesday, January 28, 2014
Rescheduled Regular Board Meeting
Jefferson School – Multipurpose Room
8200 Greendale
Niles, IL 60714

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

Tuesday, January 28, 2014

TIME

APPENDIX

7:30 p.m.	Meeting of the Board Convenes <ul style="list-style-type: none">• Roll Call• Introductions• Opening Remarks from President of the Board	
	<ul style="list-style-type: none">• Public Hearing on Issuance of Bonds-- Business Manager	A-1
	<ul style="list-style-type: none">• Pledge of Allegiance and Welcome-- Coordinator Extended Day and Preschool Services/Students/Teachers	
	<ul style="list-style-type: none">• Public Comments	
	<ul style="list-style-type: none">• Recognition of Blue Ribbon Award-- Superintendent/Former IAHPERD President	A-2
	<ul style="list-style-type: none">• Board Goal/Communications # 1 - District 64 Website Study-- Director of Technology/Public Information Coordinator	A-3
	<ul style="list-style-type: none">• Report on Social Emotional Learning Programming-- Director of Special Education/Pupil Services	A-4
	<ul style="list-style-type: none">• Further Discussion and Update on Student Registration Fees-- Business Manager	A-5
	<ul style="list-style-type: none">• Discussion of Administrative Team Recommendation on Outdoor Education- Assistant Superintendent for Student Learning	A-6
	<ul style="list-style-type: none">• First Reading of Policies from PRESS Issue 82--Superintendent	A-7
	<ul style="list-style-type: none">• Update on Superintendent Search-- Board President	A-8

- **Approval of the Employment of Business Manager Rebecca Allard for 2014-15 School Year** A-9
 - Superintendent Action Item 14-01-1
- **Consent Agenda -** Action Item 14-01-2 A-10
 - Board President
 - Personnel Report
 - Bills - December 17, 2013
 - Bills – January 13, 2014
 - Bills, Payroll and Benefits – January 28, 2014
 - Approval of Financial Update for the Period Ending December 31, 2013
 - Approval of Extension of Child Care with Confidence Lease 2014-15
 - Adopt Final Calendar for 2014-15 & Tentative Calendars for 2015-16 & 2016-17
 - Approval of Policies from PRESS Issues 79, 80 and 81
 - Destruction of Audio Closed Minutes (none)
- **Approval of Minutes** Action Item 14-01-3 A-11
 - Board President
 - Special Board Meeting Minutes..... January 15, 2014
 - Closed Session Minutes..... January 10, 2014
 - Special Board Meeting Minutes..... January 9, 2014
 - Closed Session Minutes..... January 9, 2014
 - Regular Board Meeting Minutes..... December 16, 2013
 - Closed Session Minutes..... December 16, 2013
 - Closed Session Minutes..... December 13, 2013
 - Closed Session Minutes..... December 12, 2013
 - Special Board Meeting Minutes..... December 9, 2013
 - Closed Session Minutes..... December 9, 2013
- **Board Member Liaison Report** A-12
 - Board of Education
 - Elementary Learning Foundation
 - ED-RED
- **Other Discussion and Items of Information** A-13
 - Superintendent
 - Upcoming Agendas
 - Freedom of Information Act (FOIA) Requests
 - Board Committee Minutes
 - Traffic Safety Committee Minutes of December 10, 2013
 - Board Advanced Technology Committee of December 10, 2013
 - Memoranda of Information
 - Follow-up on Collection of Current Years Student Fees
 - Baseline Concussion Testing – Proposed Spring Pilot
 - Other
 - Security Update
- **Adjournment to Closed Session**
 - Appointment, Employment, Compensation, or Performance of a Specific Employee [5 ILCS 120/2(c)(1)]
 - The placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2 (c) (10)]

Next Meeting: Thursday, January 30, 2014
6:00 – 9:00 p.m.- Committee-of-the-Whole: Curriculum
Field School – LRC
707 Wisner Avenue
Park Ridge, IL 60068

January 30, 2014 – Field School – LRC

Committee-of-the-Whole: Curriculum – 6:00 – 9:00 p.m.

February 10, 2014 – Field School – North Gym

Committee-of-the-Whole: Finance – 6:30 p.m.

- Annual Financial Projections Update

Special Board Meeting – 7:30 p.m.

- Adoption of Resolution # Directs the Business Manager Under the Direct Supervision of the Superintendent to Begin Preparation of a Tentative Budget for the 2014-15 Fiscal Year in Accordance with Board Policy 4:10 Fiscal and Business Management and the Illinois School Code 105 ILCS 5/17-1
- 2014-15 Staffing Report
- Discussion on the Economic (Financial) Dashboard
- Preliminary Options for Technology Funding
- Consent Agenda (Bills)

February 24, 2014 – Field School – North Gym

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Approval of Field HVAC Contract
- Approve Parameters Resolution Authorizing Bond Sale With Approval of Board President, Superintendent, and Business Manager
- Board Authorizes 2014-15 Staffing Plan
- Award Contract for Regular & Summer School Transportation Services 2014-15
- Progress Report on Board Goal/Student Learning #2 – 21st Century Learning
- Approval of January Financials Ending January 31, 2014
- Approval of Policies from PRESS Issue 82
- Follow-up on Collection of Current Years Student Fees (memo of info.)

March 24, 2014 – Lincoln School – Gym

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Update on Board Goal/Student Learning #2 – 21st Century Learning
- Approval of February Financials Ending February 28, 2014
- Healthy Living Month (memo)
- Follow-up on Collection of Current Years Student Fees (memo of info.)

April 14, 2014 – Field School – North Gym

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

April 28, 2014 – Franklin School – Gym

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Update on Board Goal/Student Learning #4 – Instructional Technology Coach (ITC) Impact
- Approval of March Financials Ending March 31, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)
- Bid for P.E. Uniforms (memo of info.)

May 5, 2014 – Field School – North Gym

Committee-of-the-Whole

May 19, 2014 – Emerson School – Multipurpose Room

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Recognition of Student Awards
- Recognition of Tenured Teachers
- ELF Grant Awards
- Approval of RFP Copier Bid (consent)
- Approval of Final Calendar for 2013-14 (consent)
- Approval of April Financials Ending April 30, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)

June 9, 2014 – Field School - North Gym

Committee-of-the-Whole

June 23, 2014 – Field School – North Gym

Regular Board Meeting – 7:30 p.m.

- Resolution # for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution # for Transfer of Interest Funds from Debt Service to Educational Fund
- Resolution # for Prevailing Wage
- Request for Quotes – P.E. Supplies
- Update on Summer Construction Projects
- Approval of May Financials Ending May 31, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)

TBD

- Approval of Superintendent
- Review/Release of Closed Minutes
- Approval of Balance of Policies from PRESS Issue 82
- Report on English Language Learners and Changing Needs
- Discussion on Class Size Determination Process
- Approval of Facility Master Plan Phase II
- Progress Report on 2013-14 District-wide Priorities & Strategic Plan Activities
- 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.

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

TO: Philip Bender, Superintendent
Board of Education

FROM: Rebecca J. Allard, Business Manager

SUBJECT: Public Hearing on Issuance of Bonds

DATE: January 28, 2014



The following process should be followed to conduct a public hearing:

Board President	Announce that the next agenda item for the Board is a public hearing to receive public comments on the proposal to sell \$8,600,000 Working Cash Fund Bonds for the purpose of increasing the working cash fund to fund D64 capital improvement projects and explained that all persons desiring to be heard would have an opportunity to be heard.
Board President	Ask fellow Board members if they have any comments regarding the bond sale.
Board President	Ask if there are community members who want to present written testimony.
Board President	Ask if there are community members who want to present oral testimony.
Board President	Announce that all persons desiring to be heard had been given the opportunity to present written and oral testimony in respect to the proposed issuance of the Bonds.
Board President	Ask for a motion to close the public hearing
Board Secretary	Takes a roll call vote
Board President	Declares the motion carried and that the public hearing is closed.

**NOTICE OF PUBLIC HEARING CONCERNING THE INTENT OF
THE BOARD OF EDUCATION OF
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NUMBER 64,
COOK COUNTY, ILLINOIS
TO SELL \$8,600,000 WORKING CASH FUND BONDS**

PUBLIC NOTICE IS HEREBY GIVEN that Community Consolidated School District Number 64, Cook County, Illinois (the "*District*"), will hold a public hearing on the 28th day of January, 2014, at 7:30 o'clock P.M. The hearing will be held in the Jefferson School Building, 8200 North Greendale Avenue, Niles, Illinois. The purpose of the hearing will be to receive public comments on the proposal to sell bonds of the District in the amount of \$8,600,000 for the purpose of increasing the working cash fund of the District.

By order of the President of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois.

DATED the 16th day of December, 2013.

Terry Cameron
Secretary, Board of Education,
Community Consolidated School District
Number 64, Cook County, Illinois

MINUTES of a rescheduled regular public meeting of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, held in the Jefferson School Building, 8200 North Greendale Avenue, Niles, Illinois, in said School District at 7:30 o'clock P.M., on the 28th day of January, 2014.

* * *

The meeting was called to order by the President, and upon the roll being called, Anthony H. Borrelli, the President, and the following members were physically present at said location: _____

The following members were allowed by a majority of the members of the Board of Education in accordance with and to the extent allowed by rules adopted by the Board of Education to attend the meeting by video or audio conference: _____

No member was not permitted to attend the meeting by video or audio conference.

The following members were absent and did not participate in the meeting in any manner or to any extent whatsoever: _____

At 7:30 o'clock P.M., the President announced that the next agenda item for the Board of Education was a public hearing (the "*Hearing*") to receive public comments on the proposal to sell \$8,600,000 Working Cash Fund Bonds (the "*Bonds*") for the purpose of increasing the working cash fund of the District and explained that all persons desiring to be heard would have an opportunity to present written or oral testimony with respect thereto.

The President opened the discussion and explained that the reasons for the proposed issuance of the Bonds were as follows: _____

Whereupon the President asked for additional comments from the members of the Board of Education. Additional comments were made by the following:

(If no additional comments were made,
please so indicate with the word "none.")

Written testimony concerning the proposed issuance of the Bonds was read into the record by the Secretary and is attached hereto as *Exhibit I*.

(If no written testimony was received,
please so indicate with the word "none.")

Whereupon the President asked for oral testimony or any public comments concerning the proposed issuance of the Bonds. Statements were made by the following:

(If no additional statements were made,
please so indicate with the word "none.")

The President then announced that all persons desiring to be heard had been given an opportunity to present oral and written testimony with respect to the proposed issuance of the Bonds.

Member _____ moved and Member _____ seconded the motion that the Hearing be finally adjourned.

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion.

Upon the roll being called, the following members voted AYE: _____

The following members voted NAY: _____

Whereupon the President declared the motion carried and the Hearing was finally adjourned.

Other business not pertinent to the conduct of the Hearing was duly transacted at said meeting.

Upon motion duly made, seconded and carried, the meeting was adjourned.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF MINUTES

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois (the "*Board*"), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 28th day of January, 2014, insofar as the same relates to a public hearing concerning the intent of the Board to sell \$8,600,000 Working Cash Fund Bonds.

I do further certify that the deliberations of the Board at said meeting were conducted openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 96 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 96-hour period preceding said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended, and the Bond Issue Notification Act of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Acts and said Code and with all of the procedural rules of the Board in the conduct of said meeting.

I do further certify that notice of said public hearing was posted at least 96 hours before said public hearing at the principal office of the Board, that at least one copy of said notice was continuously available for public review during the entire 96-hour period preceding said public hearing and that attached hereto as *Exhibit B* is a true, correct and complete copy of said notice as so posted.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 28th day of January, 2014.

Secretary, Board of Education

Park Ridge-Niles School District 64,
Cook County, Illinois

Financing Options

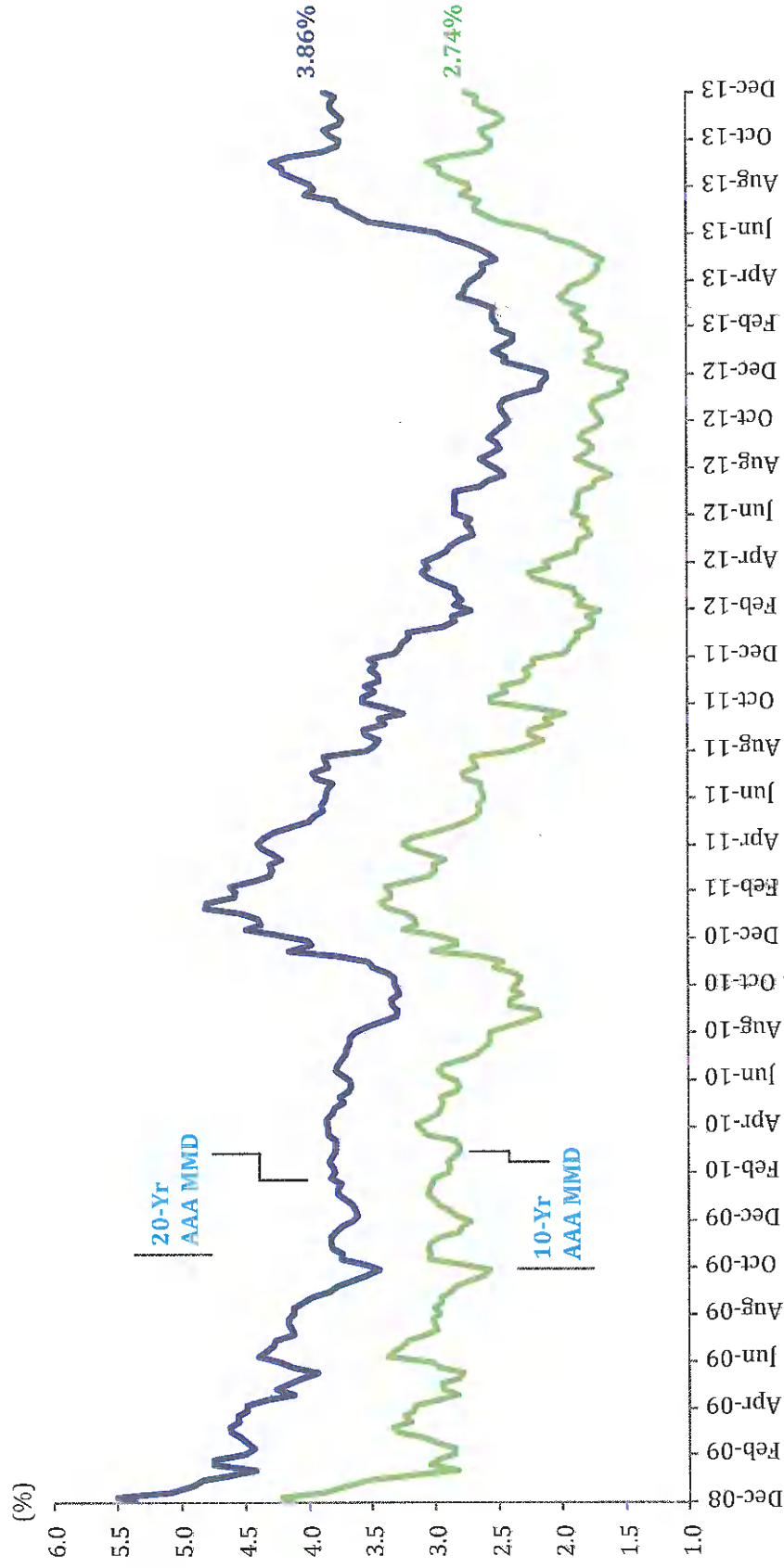
December 16, 2013

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Market Overview

Historical AAA MMD Interest Rates

AAA Municipal Market Data ("MMD") During the Past Five Years

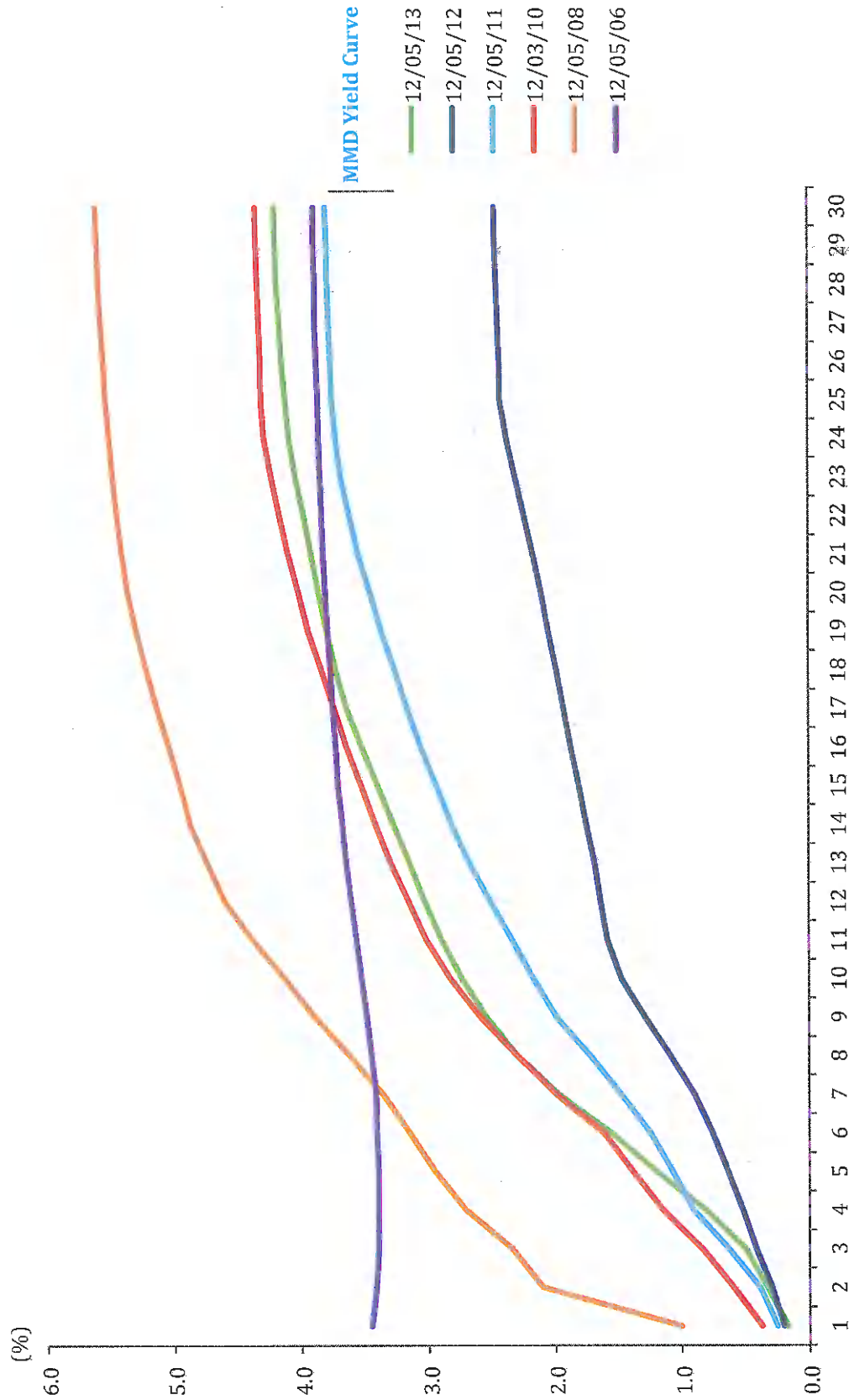


Note: Reflects market conditions as of December 5, 2013
Source: Thomson Financial

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Municipal Yield Curve Comparison

AAA MMD Curves During the Past Seven Years



Note: Reflects market conditions as of December 5, 2013
Source: Thomson Financial

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Outstanding Bonds and Financing Options

Outstanding Bonds

Dated	December 1, 2008	November 1, 2001
Issue	G.O. REFUNDING SCHOOL BONDS	G.O. SCHOOL BONDS
Series	2008	2001
Original Par	\$2,555,000	\$17,065,000
Earliest Call	NON-CALLABLE	NON-CALLABLE
Maturity	December 1,	December 1,
Credit Ratings (Moody/S&P/Fitch)		
Fiscal Year Ending June 30,		
2013	AA	Aaa FSA Insured (A1 Underlying)
2014		
2015		
2016		
2017		
Total		
Callable	\$0	\$0
Non-Callable	\$1,780,000	\$11,160,000
Total Outstanding	\$1,780,000	\$11,160,000
Purpose/ Notes	REFUNDING OF SERIES 1997 BONDS	REFUNDING OF SERIES 1997 BONDS
Underwriter	William Blair & Company	William Blair & Company
Bond Counsel	Chapman and Cutler	Chapman and Cutler

William Blair

Non-Referendum Limited Bonds

- The District can issue bonds without a referendum to fund this plan, if the debt service payments fit within the District's Debt Service Extension Base. This amount increases with CPI annually.
- The types of limited bonds the District can issue include:

Working Cash Fund Bonds	Life Safety Bonds	Funding Bonds
✓ Can be used either for capital or operating; requires a petition period and public hearing	✓ Proceeds must be used for life safety projects only which are approved by the State and Regional Superintendent of Schools; requires public hearing	✓ Can be used to refund debt obligations of the District such as lease or debt certificates; requires petition period and public hearing

Proposed Projects

- The District is considering several capital projects for summer of 2014 and 2015 estimated to cost up to \$8.6M.
- The District can issue limited tax working cash or life safety bonds for these projects.
- The following options assume the bonds are sold in March of 2014 and uses today's interest rates for "Aa" rated bond issues.
- In order to keep the debt payments and tax rate stable, a small amount of outstanding bonds are restructured.

Outstanding Debt Service

Calendar Year	Levy Year	Equalized Assessed Valuation	Debt Service % Change	Extension Base (1994 Levy)	CPI % Increase in DSEB	Remaining Debt Base Available	Outstanding Referendum Debt Service	Total Tax Rate
2012	2011	1,843,115,448	-8.6%	1,836,201	1.5%		2,987,250	0.16
2013	2012	1,705,216,205	-7.5%	1,891,287	3.0%	1,891,287	2,988,064	0.18
2014	2013	1,705,216,205	0.0%	1,923,439	1.7%	1,923,439	3,140,375	0.18
2015	2014	1,705,216,205	0.0%	1,959,985	1.9%	1,959,985	3,137,975	0.18
2016	2015	1,705,216,205	0.0%	1,999,184	2.0%	1,999,184	3,143,100	0.18
2017	2016	1,739,320,529	2.0%	2,039,168	2.0%	2,039,168		
2018	2017	1,739,320,529	0.0%	2,079,951	2.0%	2,079,951		
2019	2018	1,739,320,529	0.0%	2,121,550	2.0%	2,121,550		
2020	2019	1,774,106,940	2.0%	2,163,981	2.0%	2,163,981		
2021	2020	1,774,106,940	0.0%	2,207,261	2.0%	2,207,261		
2022	2021	1,774,106,940	0.0%	2,251,406	2.0%	2,251,406		
2023	2022	1,809,589,078	2.0%	2,296,434	2.0%	2,296,434		
2024	2023	1,809,589,078	0.0%	2,342,363	2.0%	2,342,363		
2025	2024	1,809,589,078	0.0%	2,389,210	2.0%	2,389,210		
2026	2025	1,845,780,860	2.0%	2,436,995	2.0%	2,436,995		
2027	2026	1,845,780,860	0.0%	2,485,734	2.0%	2,485,734		
2028	2027	1,845,780,860	0.0%	2,535,449	2.0%	2,535,449		
2029	2028	1,882,696,477	2.0%	2,586,158	2.0%	2,586,158		
2030	2029	1,882,696,477	0.0%	2,637,881	2.0%	2,637,881		
Total							\$9,421,450	

Proposed 2014 \$8.6M Limited Tax Working Cash Fund Bonds-No Tax Increase

Tax Year	Equalized Assessed Valuation	% Change	Debt Service Extension Base (1994 Levy)	CPI Increase in DSEB	Less: Restructured			Proposed \$8.6M Plus Restructuring		Remaining Debt Base Available	Proposed Total Debt Service	Proposed Tax Rate	Taxes Paid for Debt on \$400,000 Value Home(1)
					Referendum Outstanding Debt Service	Current Tax Rate for Debt Service	Referendum Series 2001 Debt Service	Series 2014 Debt Service					
2011	1,843,115,448	-8.6%	1,836,201	1.5%	2,987,250	0.16				1,836,201	2,987,250	0.16	\$182.82
2012	1,705,216,205	-7.5%	1,891,287	3.0%	2,988,064	0.18				1,891,287	2,988,064	0.18	\$197.66
2013	1,705,216,205	0.0%	1,923,439	1.7%	3,140,375	0.18	(201,575)	201,524		1,520,341	3,140,324	0.18	\$207.73
2014	1,705,216,205	0.0%	1,959,985	1.9%	3,137,975	0.18	(272,500)	268,698		1,418,787	3,134,173	0.18	\$207.33
2015	1,705,216,205	0.0%	1,999,184	2.0%	3,143,100	0.18	(269,025)	268,698		1,999,511	3,142,773	0.18	\$207.89
2016	1,739,320,529	2.0%	2,039,168	2.0%				2,038,698		470	2,038,698	0.12	\$132.22
2017	1,739,320,529	0.0%	2,079,951	2.0%				2,077,150		2,801	2,077,150	0.12	\$134.71
2018	1,739,320,529	0.0%	2,121,550	2.0%				2,121,500		50	2,121,500	0.12	\$137.59
2019	1,774,106,940	2.0%	2,163,981	2.0%				2,162,850		1,131	2,162,850	0.12	\$137.52
2020	1,774,106,940	0.0%	2,207,261	2.0%				1,586,200		621,061	1,586,200	0.09	\$100.85
2021	1,774,106,940	0.0%	2,251,406	2.0%						2,251,406	0	-	
2022	1,827,330,148	3.0%	2,296,434	2.0%						2,296,434	0	-	
2023	1,827,330,148	0.0%	2,342,363	2.0%						2,342,363	0	-	
2024	1,827,330,148	0.0%	2,389,210	2.0%						2,389,210	0	-	
2025	1,882,150,052	3.0%	2,436,995	2.0%						2,436,995	0	-	
2026	1,882,150,052	0.0%	2,485,734	2.0%						2,485,734	0	-	
2027	1,882,150,052	0.0%	2,535,449	2.0%						2,535,449	0	-	
2028	1,938,614,554	3.0%	2,586,158	2.0%						2,586,158	0	-	
2029	1,938,614,554	0.0%	2,637,881	2.0%						2,637,881	0	-	
2030	1,938,614,554	0.0%	2,690,639	2.0%						2,690,639	0	-	
					\$9,421,450		(\$743,100)	\$10,725,318			\$19,403,668		

ALL IN TIC - 2.4210%

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Proposed Financing Schedule

Proposed Financing Schedule

<u>Date</u>	<u>Activity</u>	<u>Responsibility</u>	<u>Status</u>
Regular Meeting 18-Nov-13	Discuss plan of financing	District/WBC	
9-Dec-13	Resolution of Intent sent to District to be included in Board Packet	C&C	
Regular Meeting 16-Dec-13	Pass Resolution of Intent to issue working cash bonds and set public hearing regular meeting regarding working cash fund bonds	District/WBC	
18-Dec-13	Publish Resolution of Intent in local newspaper beginning petition door period	WBC	
8-Jan-14	Publish Bond Hearing Notice in the local newspaper (Must appear in the paper more than 7 days, but no more than 30 days prior to the Public Hearing.)	WBC	
17-Jan-14	Petition period expires	District	
23-Jan-14	Post Notice of Public Hearing at District Office	District	
Regular Rescheduled Meeting 28-Jan-14	Public Hearing on Issuance of Bonds	District/WBC	

Proposed Financing Schedule (continued)

<u>Date</u>	<u>Activity</u>	<u>Responsibility</u>	<u>Status</u>
Week of February 3	Distribute Preliminary Official Statement (POS) for Review	All Parties	
Week of February 10th	Rating Agency Meeting/Conference Call	District/WBC	
17-Feb-14	Bond Resolutions delivered to District for inclusion in the Board packets	C&C	
Regular Meeting 24-Feb-14	Approve parameters bond resolution authorizing bond sale with approval of Board President, Superintendent and Business Manager	District/WBC	
25-Feb-14	File parameters resolution with the County Clerk to get on the 2013 levy	WBC	
March, 2014	Project bids come in determining the final size of the financing	District	
March-April	Price bonds at most opportune market conditions, with approval of Board delegates	District/WBC	
Ongoing	Process documentation	C&C/WBC	
3-Mar-14	Mail Final Official Statement & Closing Memo	WBC	
13-Mar-14	Close bond issue	All Parties	
<div> <div>Park Ridge-Niles CCSD 64</div> <div>William Blair & Company, Underwriter</div> <div>Chapman and Cutler, Bond Counsel/Disclosure Counsel</div> </div>			
<div> <div>District</div> <div>WBC</div> <div>C&C</div> </div>			

*Preliminary, subject to change.

William Blair

Notice and Disclaimer

The accompanying information was obtained from sources which William Blair & Company, L.L.C. believes to be reliable but does not guarantee its accuracy and completeness.

The material has been prepared solely for informational purposes and is not a solicitation of an offer to buy or sell any security or instrument or to participate in any trading strategy. Historical data is not an indication of future results.

The opinions expressed are our own unless otherwise stated.

Per Rule G-23 we are providing the information contained in this proposal for discussion purposes in anticipation of serving as an underwriter. In our capacity as underwriter, our primary role will be to purchase the Bonds as a principal in a commercial, arm's length transaction and we will have financial and other interests that differ from yours. We will not be acting as a municipal advisor, financial advisor or fiduciary.

Additional information is available upon request.

Contact Information:

Elizabeth M. Hennessy
Partner
ehennessy@williamblair.com
Phone: (312) 364-8955
Fax: (312) 236-0174

William Blair & Company
222 West Adams
Chicago, Illinois 60606
www.williamblair.com

William Blair

Appendix 2

To: Board of Education

From: Philip Bender, Superintendent

Date: January 28, 2014

Re: Recognition of Blue Ribbon Award

IAHPERD President and District 64 retired physical education teacher, Holly Gansz will present to the Emerson Physical Education Department a plaque designating their accomplishment in their earning the Blue Ribbon Award. Physical education teachers that will be present to receive this honor are: Lisa Nelson, Emmy Pasier, Kelly VanHorn, and Aaron Schauer.

This award was initially announced with a memorandum of information at the June 24, 2014 Board meeting. A copy of this memo is attached.

MEMORANDUM OF INFORMATION

#024

2012-13

To: Board of Education

From: Philip Bender, Superintendent

Date: June 24, 2013

Re: Blue Ribbon Award for Emerson Middle School Physical Education Department

It is my honor to announce that Emerson Middle School's Physical Education program has been selected to receive the 2013 Blue Ribbon Program Award from the Illinois Association of Health, Physical Education, Recreation and Dance (IAHPERD). Emerson will enjoy Blue Ribbon status for five years through 2018.

Emerson is joining Lincoln Middle School's Physical Education Department in becoming a Blue Ribbon program. Lincoln's recognition period is 2009 – 2014.

District 64's two middle schools are now among an elite group of only 22 middle schools/junior highs in Illinois to have received this honor since the program's inception in 1999.

The Blue Ribbon was awarded after an in-depth, rigorous review based on Emerson's "exemplary quality and commitment" to state and national standards in physical education. Emerson's physical education teachers worked together to prepare comprehensive documentation about their outstanding curriculum; instruction; facilities, equipment and financing; medical and safety practices; and administration of the physical education program.

Following a thorough evaluation of its application, a team of educators visited the school for a full day to observe the program in action and interview students, parents, teachers and administrators.

Emerson now will proudly display the Blue Ribbon banner, and will be recognized at the upcoming IAHPERD convention in November and invited to lead a 2014 conference session. In addition, the Illinois State Board of Education will be notified that Emerson is a program demonstrating best practices.

District 64 is extremely proud that both our middle schools are recognized among the very best in modeling excellence in physical education, which is so critical to the health and well being of our youth.

We congratulate the entire Emerson community for the vision, determination and expertise needed to receive this extraordinary recognition.

To: Board of Education
Dr. Philip Bender, Superintendent

From: Dr. Terri Bresnahan, Director of Technology
Bernadette Tramm, Public Information Coordinator

Date: January 28, 2014

Re: Board Goal/ Communications #1 - District 64 Website Study

Background

Based on an extended dialogue at the Board of Education's Committee-of-the-Whole: Communications meeting on September 19 and further discussions at several meetings through the fall, the Board of Education on December 16 adopted six goals for Communications as part of its 2013-15 consensus goals, which also include the areas of Student Learning, Facilities and Finance.

The Board's Communications Goal #1 states: *"The District will strengthen the website as a convenient source of information for parents and community members."*

- *Administration has contracted for a functional analysis by a consultant to review the current website and utilize community surveys/interview groups to prepare a comprehensive report and recommendations for further consideration of possible upgrades, currently targeted to be presented at the January 27, 2014 Board meeting. (The meeting date was later changed to January 28.)*
- *Administration subsequently will budget and plan implementation of website recommendations selected for further action from this report in 2013-14 and 2014-15."*

Strategic Analysis of Current Website: American Eagle

To better meet the expectations of our users, District 64 partnered with American Eagle this fall to complete an in-depth functional analysis of the District website (both the District site and all eight school sites linked to it). The analysis included three main components:

- **Online survey:** The survey was intended to gain an understanding of how the District and school sites are currently being experienced by key audiences (parents, staff, and community members), what their main goals or focus of visiting the sites are, and to gather input on the quality of content and its usability. The survey included both multiple-choice questions as well as several opportunities for open-ended responses. The survey link was emailed to all current District 64 families, all District employees, and posted on the main District website; the District's news releases about the survey opportunity also were carried in local news outlets. It was available for 16 days in mid-November. In all, 720 respondents took the survey.
- **Focus groups:** The purpose of the focus groups was to invite members of eight core audiences to directly voice their needs regarding communication, information and functionality from the District, school and teacher websites. Eight, one-hour groups were conducted in December and the first week of January. The eight groups included representatives from: full Board of Education (during the December 9

special meeting); parents; community members; administrators; teachers and certified staff members; non-certified staff members; webmasters and Technology Implementation Committee members; PTO/ A and Elementary Learning Foundation leaders. All but one group had 6-9 participants.

- **Website metrics:** The final area of the study was mining of analytic data from two sources to provide insights and direction for questions in the online survey as well as the focus groups. Performance data from all of 2013 was tracked through Google Analytics, a third-party reporting tool. In addition, 30 days of behavior (beginning at the end of November) was monitored through ClickTale, also a third-party reporting tool. American Eagle notes that ClickTale goes beyond Google Analytics to visualize and measure in-page behavior through video recordings of site visitor interactions and heat maps, which display mouse movements, attention and scroll reach.

The complete Strategic Analysis Report with a detailed review of findings from all three components is included as Attachment 1.

Based on this comprehensive study, American Eagle identified six key recommendations:

- **“Redesign and restructure D64.org** – *Americaneagle.com recommends a complete redesign and implementation of a new CMS platform for the current D64.org website. This will incorporate a more user-centric approach, adopt and apply consistent standards and provide clearer navigation through the District and subsequent school websites.*
- **Redesign and restructure individual school websites** – *While individual designs are needed, a consistent experience and structure needs to be carried across all school websites. While these individual school websites need to convey a small level of district information, the tools that they need for content are for the most part the same for each site.*
- **Establish website guidelines for teachers** – *Numerous survey and focus group participants communicated on the differences that exist between teacher websites. With the lack of a platform that all the teachers can effectively utilize for their teacher pages, combinations of various methods and technologies have been implemented. Americaneagle.com recommends that guidelines are developed for teachers, and a single tool is provided for teachers to utilize to provide and ensure the teacher websites as serving a consistent experience, and is easily found.*
- **Improve search and findability** – *In addition to the revamped navigation; improving the user’s ability to find information is critical. A strong, flexible taxonomy and tagging to enable users to search and find relevant results is critical to the success of the redesigned district websites.*
- **Improve calendar functionality** – *The most discussed functionality throughout the focus groups was the calendar. From the district calendar events to school specific events. This was the most talked about function to improve.*
- **Implement a mobile (tablet & phone) solution** – *This functionality was expressed by a few focus groups, mainly parents and the board of education; however Americaneagle.com also highly recommends implementing a mobile solution for the district and school websites. A responsive design solution is ideal, as it provides the ability to have a mobile friendly version of the website, while managing only one version of the content.”*

Action Step #1 - Accelerate Schedule, Selection of New CMS Provider

District 64 was notified in late December that PowerIT, the current Content Management System (CMS) provider, would be terminating its services at the end of this school year. PowerIT will carry out its existing contract through June 30, 2014. This resulted in the acceleration of the District's plan to transition to a new CMS provider.

Using the evaluation from American Eagle and a set of criteria based on best practices, a team consisting of the Director of Technology (Terri Bresnahan), Public Information Coordinator (Bernadette Tramm) and the District Webmaster (Allison Blum) conducted a review of alternate CMS providers. As District 64's primary manager for our current CMS provider, Ms. Blum conducted a thorough evaluation of robustness of services offered and reviewed all technical qualifications.

The review process included webinars, reference checks, and formal proposals from four of the leading CMS providers for school organizations. The team used the following criteria to determine which provider would best meet the needs of District 64:

- customer service
- key features (calendars, "searchability", directory, etc.)
- ease of use to add/edit content
- design focus
- responsive design
- user-driven experience
- "out of box" programming with custom features

In addition, a cost comparison also was completed to evaluate the options:

CMS Provider	Setup & Transition Fees (2013-14)	1- Year Annual Cost	Total Cost 2014-15 for Website Hosting	One-Time Design/ Branding Costs
American Eagle	\$47,000	\$6,300	\$53,300	\$4,200
eSchoolView	\$9,850	\$8,652	\$18,502	\$4,200
eChalk	\$6,750 (\$750 per site)	\$6,210 - \$21,540	\$12,960 - \$28,290	\$4,200
CampusSuite	\$9 (\$1 per site)	\$9,671 - \$17,204	\$9,680 - \$17,213	\$4,200

Based on the evaluation criteria and proposals received, the team is recommending CampusSuite as the District's new CMS provider. Additionally, through the website evaluation process, the need for District and school logos that would enhance the District 64 "brand" was identified. In order to achieve a customized look while using an economical "out-of-box" solution, the District is also recommending contracting services with a third-party graphic designer (costs included in the table above).

Action Step #2 - Plan and Implement the Transition

Initial communication to all stakeholders (District's Administrative Team, PREA leadership, the Technology Implementation Committee, and all staff) has been made regarding the website transition. The team will begin its work with CampusSuite and the third-party designer to plan for the design and development phase of the process.

Additional support for the District Webmaster will be considered to allow for the dedicated time this project will require. A page-by-page review will need to be conducted to determine which content should be transferred, deleted or rewritten. As this is an effort that requires input from various stakeholders, a phased-in approach will be used to allow for the addition of content over the course of the coming year.

Action Step #3 - Preparing for Launch

The team will work with CampusSuite to ensure a completion date of June 1. This will allow time for proofing and testing prior to the termination of PowerIT on June 30. A plan for training and support for content managers and creators will be developed to support them through this transition. A clear communication plan will also be coordinated as the process begins.

In anticipation of the demands of the District's new website, the team will review the technical personnel needs required to support a robust and current website. Any staffing recommendations for 2014-15 will be included in the District's staffing plan to be presented to the Board in February.

Action Step #4 - Grow and Improve

The development of the site will be a fluid process that will continue throughout the summer and into future years. Once the site is launched, it will be important to have additional training and support for end users and content creators. A timeline for those opportunities will be developed as the process is finalized.

Feedback from stakeholders will be gathered on a regular basis to ensure that the District's communications' goals are met. Continuous improvement will be an expectation as the site grows to meet the needs of the District 64 community.

STRATEGIC ANALYSIS REPORT

Presented to: District 64

americaneagle.com
REDEFINING THE INTERNET

January 15th, 2014

Terri Bresnahan
Park Ridge School District 64
164 South Prospect Avenue
Park Ridge, IL 60068

Terri,

Thank you for allowing Americaneagle.com to assist the Park Ridge School District 64 with an online strategy plan for the district's online presence (currently at www.d64.org). We appreciate the opportunity to present the following report for your review.

As you will see, we've taken an approach that analyzes the district's websites, online survey and focus group results. Of course, the most important perspective is that of the end user. We strongly believe there is great potential to improve online services and offerings in ways that will be meaningful to the District's core audiences of parents, students, employees and local community organizations and members.

Thank you again for this opportunity. We look forward to reviewing this report with the District 64 team.

Regards,

Tim Ahlenius
Senior Strategist

Paul Ross
Senior Strategist

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EXECUTIVE SUMMARY

The Park Ridge and Niles Community School District 64 (District 64) engaged Americaneagle.com to perform an in-depth analysis through analytical research, an online survey, and eight (8) one hour focus groups to determine the different needs and uses for all of the websites. Ultimately, this information will assist in strategic direction for a website redesign and provide starting blocks of information for that future project.

District 64 is the public school district serving the communities of Park Ridge and Niles in Illinois with an early childhood/special education school, five (5) elementary schools and two (2) middle schools. The online experience for the main district website and the individual school websites has grown over the years, and has reached a point, where the platform utilized is no longer sufficient for the communication needs.

District 64 is interested in working to develop a strategy to increase their online experience, both through the ways that information is communicated and what information should be focused on. The district wishes to investigate and gain an understanding of how the websites are perceived, and what information is most critical to the different website audiences.

RESEARCH OBJECTIVES

Americaneagle.com's strategic approach included reviewing the District's communication goals, the current websites, assist in the creation of an online survey, analyze of the survey results, and the administration of focus groups consisting of the core audience voices that the District desired input from.

The strategic process started with initial kickoff meetings with the District 64 team, to discuss the desired outcomes, and establish a timeline for the strategy project. After receiving access to the Google Analytics data for the district and school websites, Americaneagle.com assisted in the setup of a free service for additional analytical data gathering through a third party service, ClickTale. These two sources of analytical information regarding the usage of the district and school websites was analyzed and used in tandem with the creation of the online survey questions that Americaneagle.com assisted the District 64 team in creating. After the online survey was created and published in the beginning of November, Americaneagle.com and the District 64 team worked on scheduling the individual focus group meetings.

Americaneagle.com continued to use information from the Analytics services and the online survey, along with key insights gathered from the District 64 team to structure the agenda's and aiding questions for the focus groups. Throughout the month of December, and a final focus group held in first full week of January, eight (8) focus groups were conducted. These focus groups were built out of the core audiences that the District 64 team wanted to ensure representatives from that core audience would be able to voice their thoughts and ideas regarding the District's websites.

Focus Group	# Of Participants
Teachers & Certified Staff	9
Non-Certified Staff	7
Administrative Council	6
Webmasters & TIC	7
Parents	9
Board of Education	8
PTO/A Leaders	2

KEY RECOMMENDATIONS

Americaneagle.com is making the following key recommendations, which are supported through the analytics analysis, online survey results, and focus group findings, which are fully detailed later in this report:

- **REDESIGN and RESTRUCTURE D64.org** – Americaneagle.com recommends a complete redesign and implementation of a new CMS platform for the current D64.org website. This will

incorporate a more user-centric approach, adopt and apply consistent standards and provide clearer navigation through the District and subsequent school websites.

- **REDESIGN and RESTRUCTURE Individual School Websites** – While individual designs are needed, a consistent experience and structure needs to be carried across all school websites. While these individual school websites need to convey a small level of district information, the tools that they need for content are for the most part the same for each site.
- **ESTABLISH website guidelines for teachers** – Numerous survey and focus group participants communicated on the differences that exist between teacher websites. With the lack of a platform that all the teachers can effectively utilize for their teacher pages, combinations of various methods and technologies have been implemented. Americaneagle.com recommends that guidelines are developed for teachers, and a single tool is provided for teachers to utilize to provide and ensure the teacher websites as serving a consistent experience, and is easily found.
- **IMPROVE Search and Findability** – In addition to the revamped navigation; improving the user's ability to find information is critical. A strong, flexible taxonomy and tagging to enable users to search and find relevant results is critical to the success of the redesigned district websites.
- **IMPROVE Calendar Functionality** – The most discussed functionality throughout the focus groups was the calendar. From the district calendar events to school specific events. This was the most talked about function to improve.
- **IMPLEMENT a Mobile (tablet & phone) Solution** – This functionality was expressed by a few focus groups, mainly parents and the board of education; however Americaneagle.com also highly recommends implementing a mobile solution for the district and school websites. A responsive design solution is ideal, as it provides the ability to have a mobile friendly version of the website, while managing only one version of the content.

SUCCESS FACTORS

How to measure success based on key recommendations here are the factors to consider.

During the strategy activities, the District team identified success factors, which Americaneagle.com composed below, along with factors identified via expertise and observation throughout the process. Americaneagle.com recommends that the District use its success factors as a guide in decision-making:

1. External and internal users are finding the information they're seeking with a more personalized experience based on their browsing history.
2. Improved Calendar functionality
3. The District and Schools have the ability to push out more targeted communications based on user data captured via the websites
4. Improved Search Engine is directing searchers to specific content quickly
5. Implement a workflow structure to support the growth and maintenance of the online presences
6. Staff are trained/educated on the effect their content development has on search and usability

Furthermore, the District will need to determine to what level they wish to measure success. In cases where the success factor is subjective, the District may desire to benchmark existing processes and costs in order to obtain measurements of success results.

An example of a way to determine how to measure success is to conduct a post-launch survey after the website redesigns have been completed and in use for several months to gauge the users assessment of the new tools, content, and overall experience.

FINDINGS & RECOMMENDATIONS

The following section of the strategy provides Americaneagle.com's District 64 website specific recommendations based on the findings through Analytics, Online Survey Results and Focus Group's conducted. The recommendations have been developed with the District's communication objectives in mind as well as its constraints, and culture.

OBJECTIVES OF ANALYTICS ANALYSIS

The objectives of the Analytics Analysis were to utilize the data from the two analytics sources (Google Analytics and ClickTale) to provide insights and direction for questions in the online survey, as well as the focus groups. The analytical data provides information into the usage of the website, popular areas, ways that people navigate to the site, and much more. This analytical analysis is provided at a higher level, as the data was used to assist with the formation of the questions and is included in this report to add to the perspective for the recommendations that are being made throughout this document.

Google Analytics is a third-party reporting tool that provides powerful digital analytics for anyone with a web presence, large or small. Google Analytics provides an incredible depth of data points.

ClickTale is a third-party reporting tool that provides information beyond what Google Analytics is capable of tracking. ClickTale allows you to visualize and measure in-page behavior. The main features of ClickTale are video recordings of site visitor interactions and heat maps, which display mouse movements, attention, and scroll reach.

SUMMARY OF ANALYTICS ANALYSIS

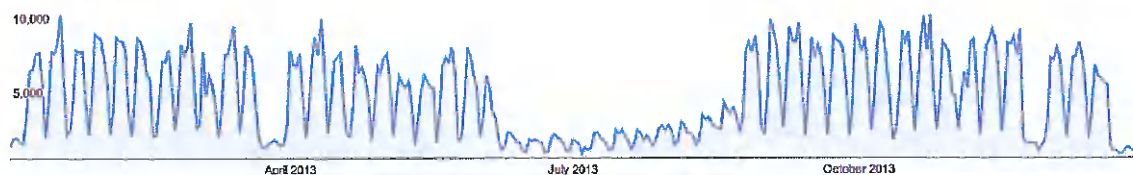
Overall the analytics analysis identified that the district and school websites are being used on a frequent basis. The core areas of use are the expected individual school sites, along with middle school teacher team pages, which are the funnel to homework assignments for students.

Of the core use, the exit pages identified that the typical users were coming for specific information and leaving immediately. While these exits quickly lead to lower time on site statistics, the achievement of delivering information that is desired and then a user leaving is an important factor to remember when reviewing the details.

Both the statistics and behavioral reports showed these same conclusions, and it is highly recommended that a regular analytics analysis is completed each school year to review the utilization and behaviors that site visitors express to continue making educated improvements to the websites.

GOOGLE ANALYTICS ANALYSIS

PERFORMANCE



Americaneagle.com reviewed the period of January 1, 2013 to December 31, 2013. As anticipated, there were large drop-offs during the four (4) main vacation times: Spring Break, Summer, Thanksgiving and Winter Break. There was also a substantial build-up of traffic prior to the first day of school on August 27th. During this registration/information acquiring period, it may be more critical for the site to be updated and performing at its best over any other period of the year. This observation is based on prior experience of dealing with user impressions. A website that quickly provides the current information expected and performs well will be revisited with more frequency.

Most Viewed Pages

While the most visited page was the District 64 Home Page (identified as the "f" above), the majority of visited pages and time spent on pages was on the individual School site pages. Of the visits to the School sites, a majority of the visits were to Teacher websites. Users are most likely and gathering information along the way down the funnel from the District Site to Teacher websites— it's an informative path not just a navigational one.

Page		Pageviews	% Pageviews
1. /		452,680	15.28%
2. /subsite/ems		187,271	5.65%
3. /subsite/lms		141,122	4.76%
4. /subsite/ems/page/teams/c-c-928		79,174	2.67%
5. /subsite/lms/page/team-webpages-30862		62,864	2.12%
6. /subsite/wes		42,936	1.45%
7. /a/d64.org/lincoln-staff-portal/		40,089	1.35%
8. /subsite/res		38,906	1.31%
9. /subsite/fie		36,256	1.22%
10. /subsite/ces		28,793	0.97%

Figure 1 - Most Viewed Pages

Americaneagle.com recommends that the District 64 team set up IP address blocking within the Google Analytics control panel for the district offices and the individual schools. Due to the fact that the school computers are being used by students, this can skew the actual statistics about the website traffic.

Landing Pages

The landing page report shown below is displaying the top 10 URLs to the District website that have generated the most visits as the first page of the site that site visitors came to. These pages were either bookmarked or clicked on from a search engine result. Based on the feedback in the focus groups, the main reason for the homepage (represented by "/") is due to the ease of typing in, "d64.org" into their web browser, and some even still perform a search for each time.

The individual schools are listed below and staff portals, which are all expected areas of frequent visits. A recommendation for restructuring in the future is to convert the URLs for the schools into a more readable format, which will benefit both end users and administrators running reports.

	Landing Page ?		Acquisition		Behavior	
			Visits ? ↓	% New Visits ?	New Visits ?	Bounce Rate ?
			1,031,931 % of Total: 100.00% (1,031,931)	15.29% Site Avg: 15.11% (1.17%)	157,741 % of Total: 101.17% (155,923)	44.64% Site Avg: 44.64% (0.00%)
<input type="checkbox"/>	1. /		345,971	15.65%	54,130	41.25%
<input type="checkbox"/>	2. /subsite/lms		76,403	12.09%	9,239	41.27%
<input type="checkbox"/>	3. /subsite/ems		76,180	17.28%	13,161	32.44%
<input type="checkbox"/>	4. /a/d64.org/lincoln-staff-portal/		25,258	1.39%	351	59.30%
<input type="checkbox"/>	5. /a/d64.org/roosevelt-staff-portal/		16,309	0.80%	130	54.46%
<input type="checkbox"/>	6. /a/d64.org/emstaff/		15,469	0.67%	104	58.95%
<input type="checkbox"/>	7. /subsite/wes		15,385	20.77%	3,196	31.71%
<input type="checkbox"/>	8. /subsite/fie		11,762	23.90%	2,811	35.61%
<input type="checkbox"/>	9. /subsite/res		11,127	22.37%	2,489	32.98%
<input type="checkbox"/>	10. /a/d64.org/lincoln-staff-portal/?pi=1		7,561	1.94%	147	51.87%

Figure 2 - Landing Pages

Exit Pages

The bounce rate for the District 64 Home page is low (41%). This may suggest that a lot of users are utilizing it as a bookmark or jump-to page in order to navigate somewhere else within the District sub-sites. The Exit Pages are spread-out which may imply that users have very specific pages & resources they are coming to the site for.

Page	Exit	Pageviews	% Exit
	1,031,924 % of Total: 100.00% (1,031,924)	2,962,339 % of Total: 100.00% (2,962,339)	34.83% Site Avg: 34.83% (0.00%)
1. /	160,436	452,680	39.86%
2. /subsite/lms	45,790	141,122	32.45%
3. /subsite/ems	44,248	167,271	26.45%
4. /subsite/lms/page/team-webpages-30862	29,829	62,864	47.45%
5. /a/d64.org/lincoln-staff-portal/	21,847	40,089	54.00%
6. /subsite/ems/page/teams/c-c-928	15,234	79,174	19.24%
7. /a/d64.org/emstaff/	13,673	24,869	54.90%
8. /subsite/lms/page/parent-portal-796	12,338	16,897	73.02%
9. /a/d64.org/roosevelt-staff-portal/	12,147	23,959	50.70%
10. /subsite/dist/page/power-school-log-834	11,969	16,096	74.36%

Figure 3 - Exit Pages

Mobile Devices

Mobile use is at approximately 15%. This may not accurately reflect the intended mobile use. It has been documented in the study that many users attempted to use the site from a mobile device and found it too difficult or did not work well. This 15% may include a large population of users that came only once but never returned again through a mobile device.

Device Category	Acquisition		
	Visits	% New Visits	New Visits
	1,031,932 % of Total: 100.00% (1,031,931)	15.33% Site Avg: 15.11% (1.45%)	158,190 % of Total: 101.45% (155,923)
1. desktop	878,146	14.06%	123,438
2. mobile	83,272	25.40%	21,152
3. tablet	70,514	19.29%	13,600

Figure 4 - Mobile Devices

UTILIZATION FROM CLICKTALE




OVERVIEW

The utilization reports from ClickTale shed significant statistics on how site visitors are truly engaging with the eshop.club21global.com website. The following heat maps are from the ClickTale reporting tool, and each one has a description about what the screenshot is specifically showing. One important note to keep in mind is that the heat map and other data from ClickTale is a random selection of a percentage of site traffic.

The date range that was utilized was since the ClickTale service was implemented on www.d64.org on November 27th, 2013 through December 27th, 2013 (30 days).

SITE HEALTH

ClickTale provides reports in regards to the Site Health, based on the percentage of data that is captured through the ClickTale tracking code. The following are the most relevant statistics from these reports:

 Pageviews per Visitor	On average a visitor to www.d64.org views 7.81 pages 25% of visitors are seeing a single page.
 Engagement Time	Visitors average engagement time is 14 sec.
 Load Time	The average loading time is 1.49 sec.

HEAT MAPS

There are four types of heat maps that ClickTale provides for analysis:

1. **Mouse Movement**
 - a. View where visitors move their mouse (strongly correlated with eye movements), a method for analyzing site usability.
2. **Clicks**
 - a. See everywhere your visitors click on the page, whether it's a link, image or text track and optimize visitor behavior.
 - b.
3. **Attention**
 - a. See how much attention a specific website area receives from your visitors. Find out what content your visitors care about the most, what they read, and what they ignore.
4. **Scroll Reach**
 - a. See how far down visitors scroll, where the page fold lies and at what point they abandon the page. Discover which pages need to be shortened, and which could be lengthened.

DISTRICT 64 HOMEPAGE MOUSE MOVEMENTS

Key Takeaway

Minimal use of the remaining homepage elements reveals a direct action to be taken to make the navigation choices more prominent. Breaking-out specific school links will help visitors get to their destination faster. More current and relevant District content on the landing page will be a better utilization of this page and create more interest.

Analysis

Current analysis revealed mouse movement was mostly limited to a few navigation links; Schools, Staff and Job Opportunities. Site visitors remained at the top of the page and utilized the navigation on the left rail.

A small percentage of concentration was utilized for search and calendar. The high request for a functional calendar and the low reported use is a direct consideration to dedicate a higher visual priority to a more usable calendar/event system.

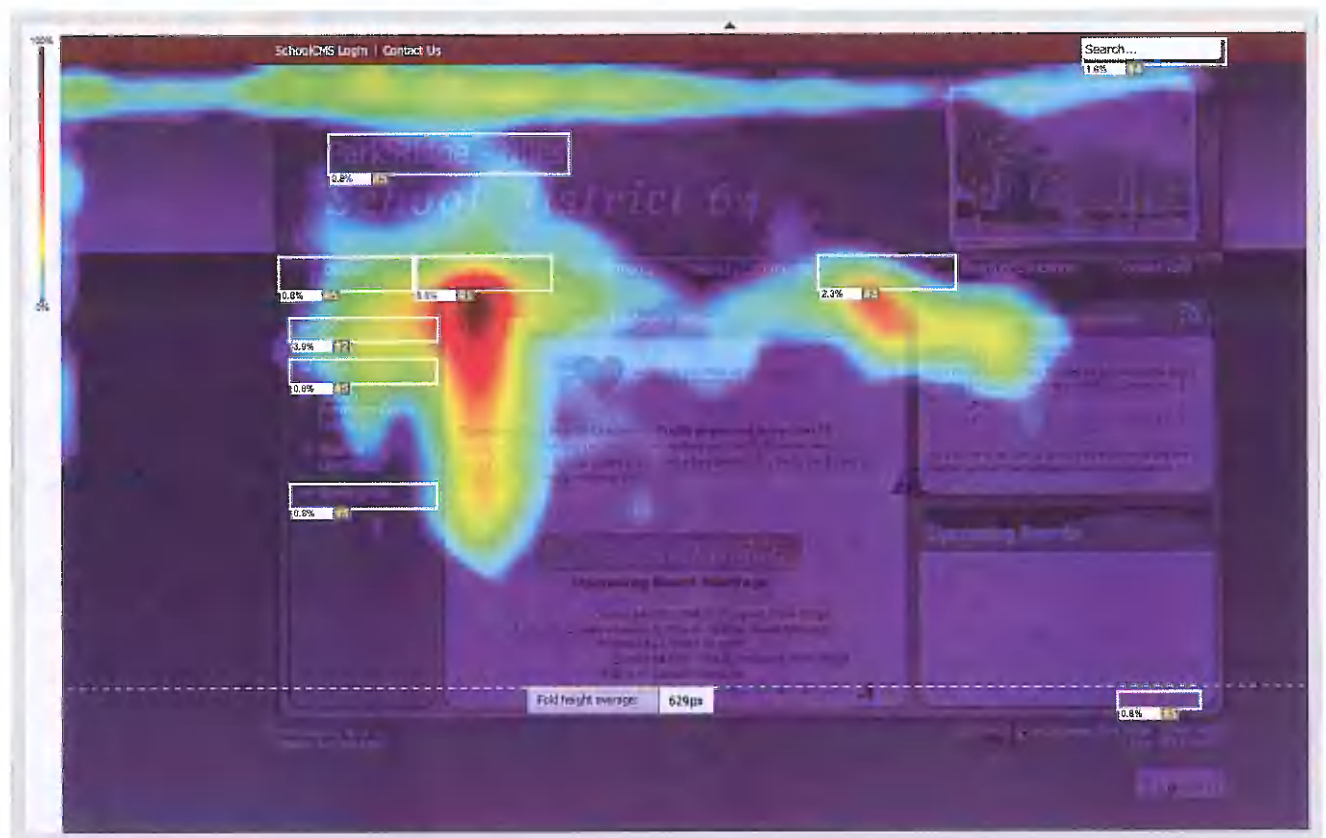


Figure 5 - D64 Homepage Mouse Movements Heat map

DISTRICT 64 HOMEPAGE ATTENTION HEAT MAP

Key Takeaway

Minimal attention to the lower elements is a direct consideration to re-architect the information display of the homepage. Visitors are not finding value in the content display or structure of this page.

Analysis

Current analysis revealed that even though the lower homepage elements were visible, site visitors did not pay attention or engage with them. This page would benefit from an information architecture exercise based on available survey results and analysis.

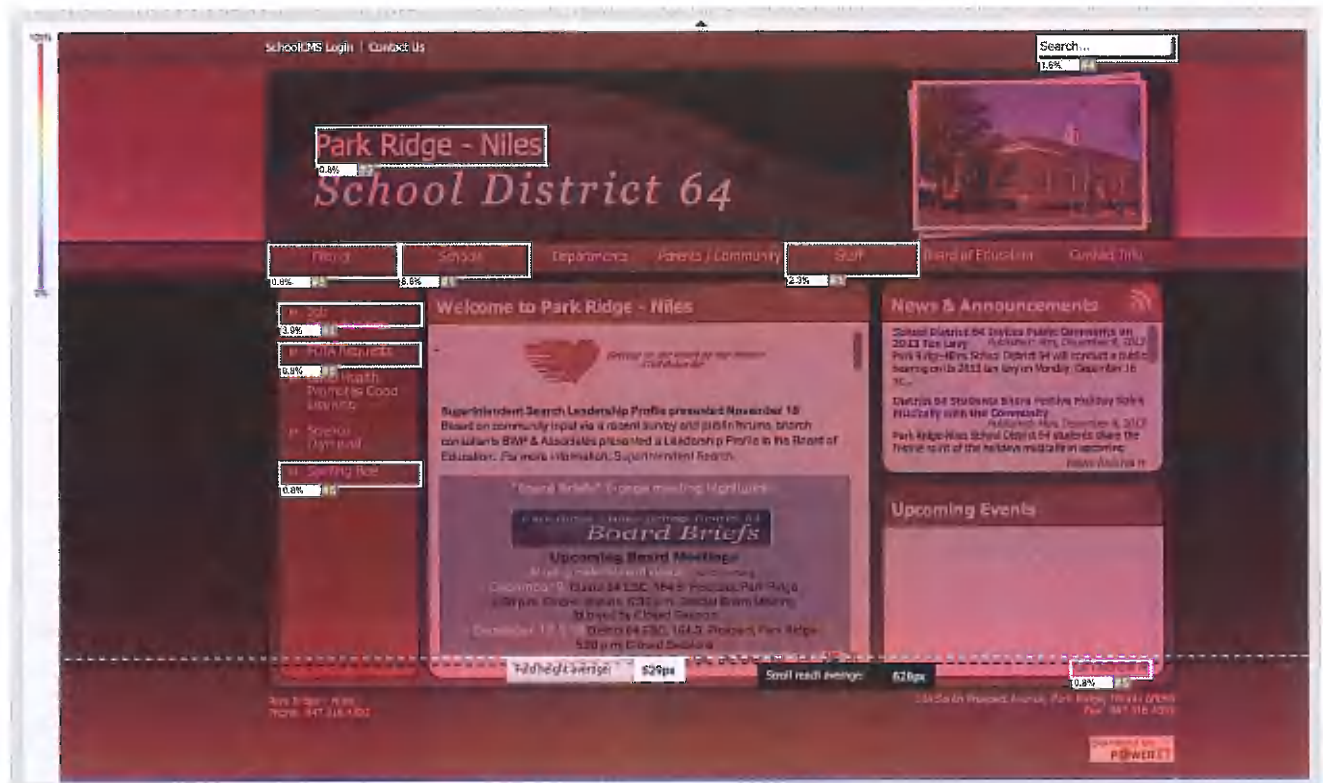


Figure 6 - D64 Homepage Attention Heat map

SCHOOL-LEVEL HOMEPAGE MOUSE MOVEMENT

Key Takeaway

Minimal use of the remaining homepage elements reveals a direct action to be taken to make the school-level navigation choices more prominent and accessible. Pushing more relevant and requested information/content to this page for the primary audiences visiting this site would ease user fatigue and frustration.

Analysis

Current analysis revealed mouse movement was centralized to a concentration of left-hand navigation links. Site visitors remained at the top of the page, and utilized the navigation heavily on the left rail.

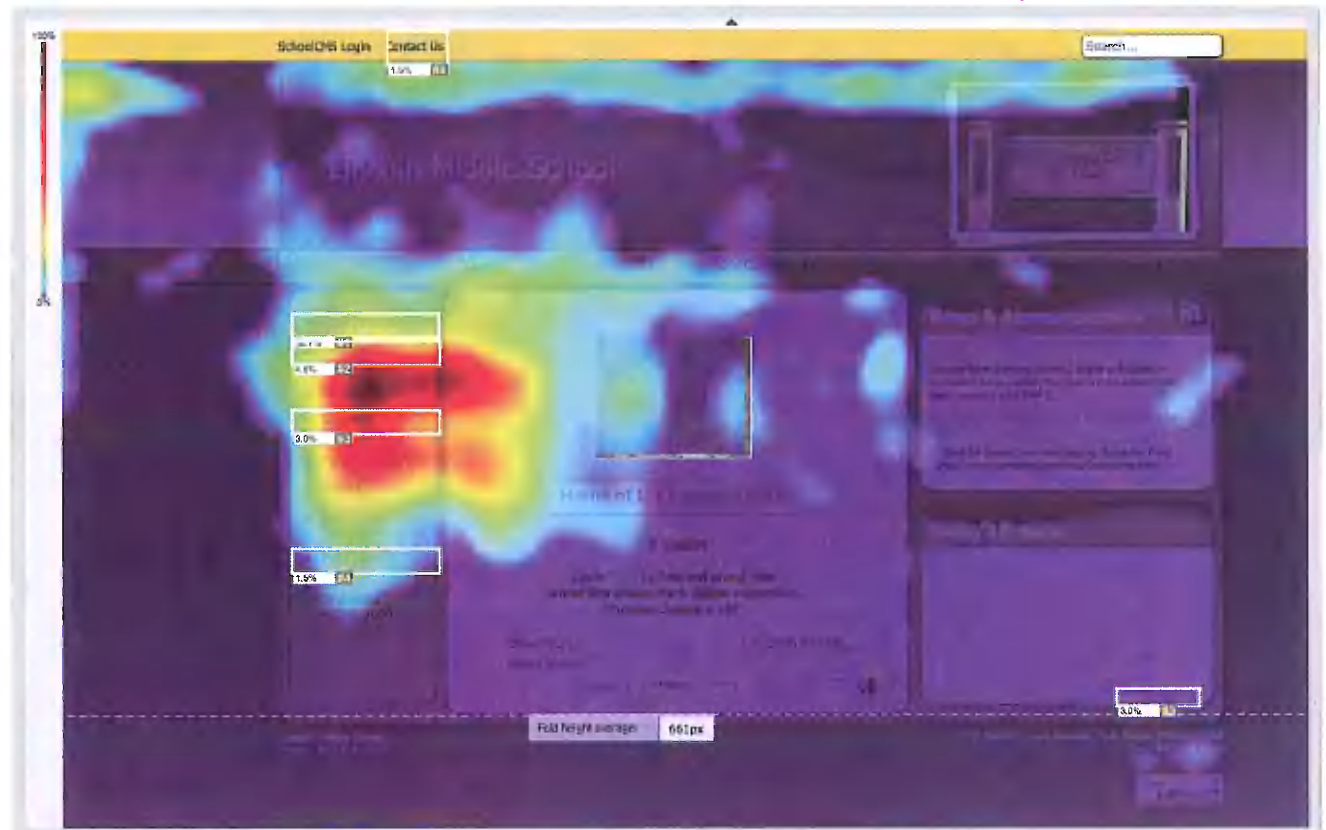


Figure 7 - School-Level Homepage Mouse Movement Heat map

SCHOOL-LEVEL HOMEPAGE ATTENTION HEAT MAP

Key Takeaway

Minimal attention to the lower elements is a direct consideration to re-architect the information display of the homepage. Visitors are not finding value in the content display or structure of this page.

Analysis

Current analysis revealed that even though the lower homepage elements were visible, site visitors did not pay attention or engage with them, except for the Calendar. This page would benefit from an information architecture exercise based on available survey results and analysis.

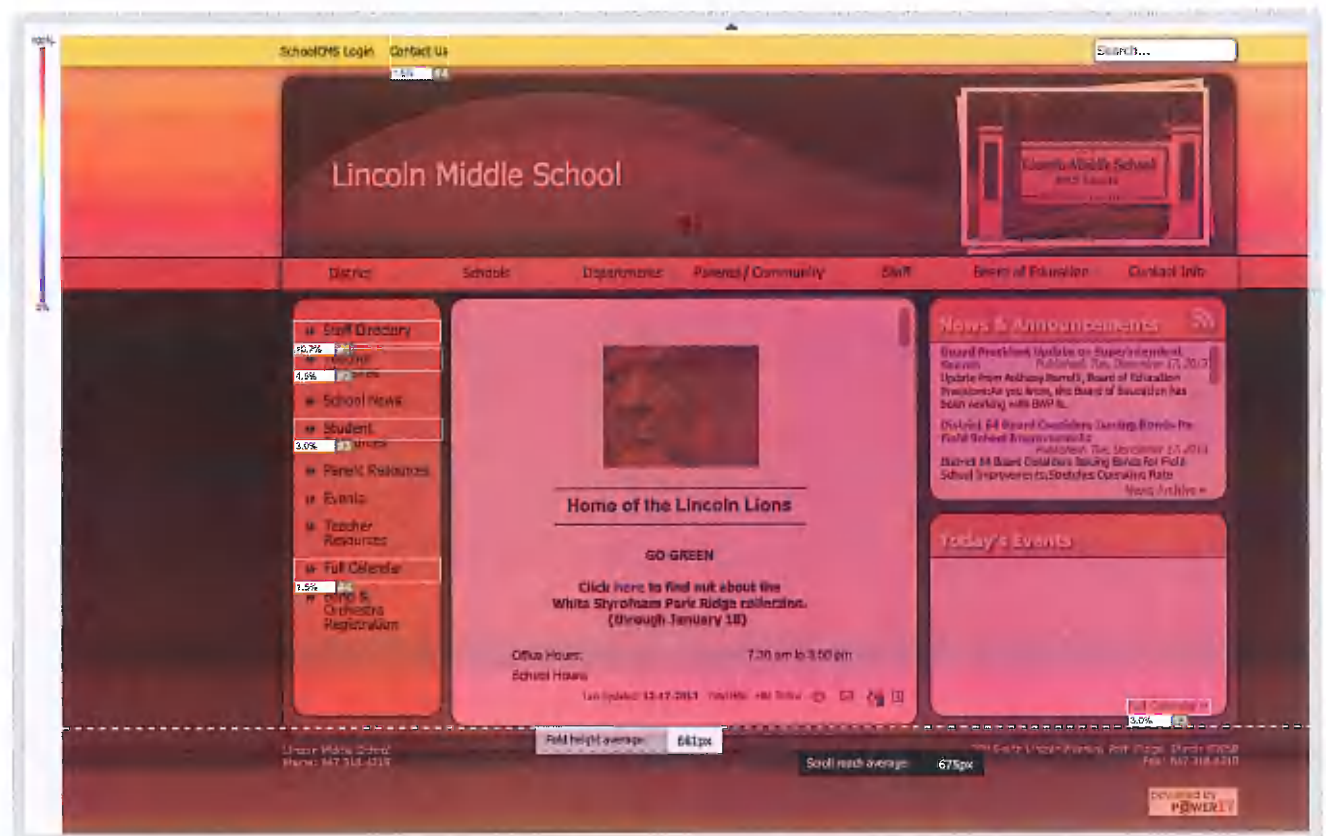


Figure 8 - School-Level Homepage Attention Heat map

ONLINE SURVEY

OBJECTIVES OF THE ONLINE SURVEY

The objectives of the survey were to gain an understanding of how the District 64 and individual school sites are being experienced by its primary three audiences: Parents, District 64 Employees and Community Members, what their main goals or focus of visiting these sites are and their input on the quality of content and usability.

SUMMARY OF THE ONLINE SURVEY FINDINGS

The online survey was sent out via email to 3,271 families, all district employees and posted on the main district website for people to participate in. The online survey was available for a period of 16 days, November 11th, 2013 through November 26th, 2013. There were a total of 720 respondents. The survey produced many valuable insights and also served to provide direction for the focus groups that followed.

Americaneagle.com found many responses to have similar feedback, regardless of the audience that was surveyed. The approach of this report will be to characterize what was most critical to users overall and to highlight individual audience's feedback in order to support these experiences.

Respondents

Out of the 720 respondents who took the survey:

- **543** or **75%** were Parents of currently enrolled student
- **178** or **25%** were a District 64 employee
- **87** or **12%** were Park Ridge-Niles community members
- **6** or **less than 1%** responded as "Other" (mostly students)

There was a small population, 5-10%, that crossed-over or belonged to multiple audiences types.

Frequency of Site Use

Across all users, the majority of visits (over 65%) occur on at least a weekly basis (see figure 9). When looking at just District 64 Employees, 64% use the site on a daily basis. There was no significant change based on individual audiences or what they were looking for.

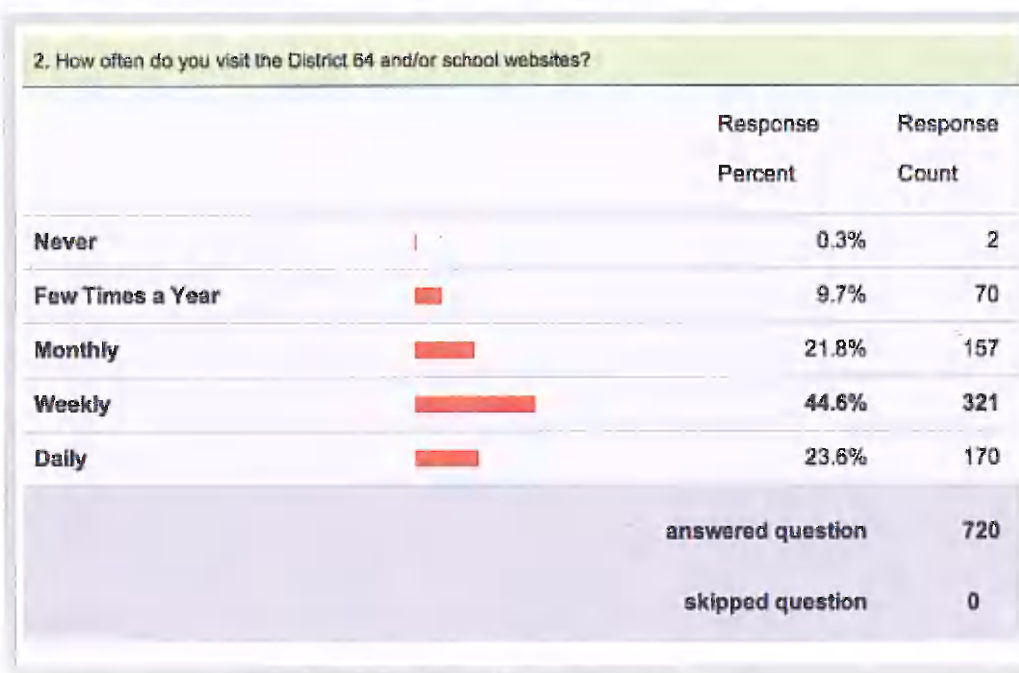


Figure 9 - Frequency of Site Use by All Respondents

There were 10% less D64 Employees looking for Board of Education Information. This could be accounted for by the amount of employees that engage in board business/ activities. Likewise, there was a 10% increase for Parents looking for Parent or Student resources.

IMPORTANCE OF RESOURCES AND OTHER CONTENT

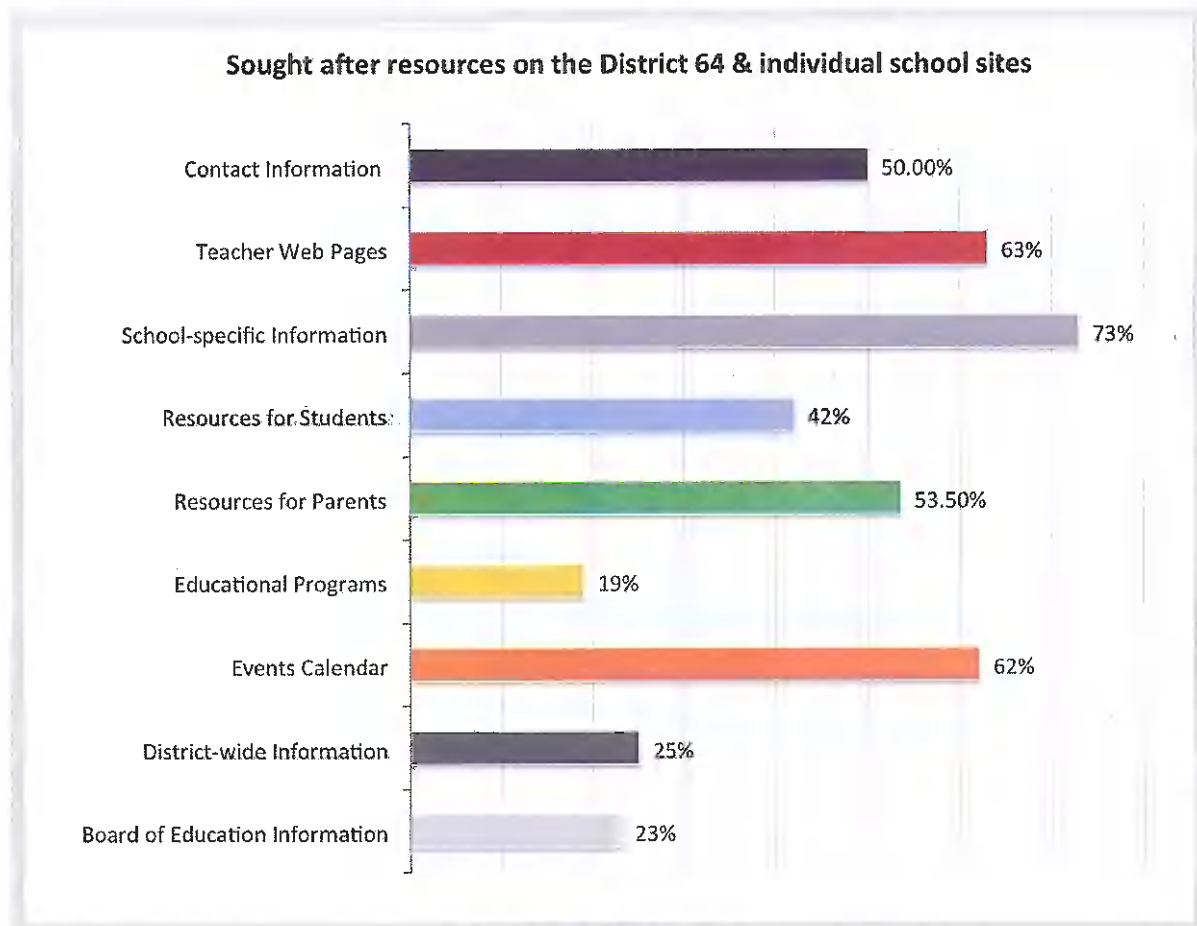


Figure 10 - Site Resources

Contact Information

Teacher Web Pages: (e.g., assignments, etc.)

School-specific Information: (e.g., principal announcements, newsletters, PTO/A, etc.)

Resources for Students: (e.g., online resources, curricular links, clubs, etc.)

Resources for Parents: (e.g., lunch menu, health services, child care, bus, registration, pay fees, etc.)

Educational Programs: (e.g., curriculum, special education, foreign language, etc.)

Events Calendar: (e.g., music concerts, sports, conferences, etc.)

District-wide Information: (e.g., budget, finances, strategic plan, facilities, etc.)

Board of Education Information: (e.g., meeting dates, agenda items, videos of meetings, etc.)

In the survey results shown above (see figure 10 - Site Resources), respondents were asked to "Select all that apply". As might be expected, those groups, which had higher stakes in their own resources, e.g. – Parents who marked "Resources for Parents", answered in their own categories. With the exception of only a few of these categories that do not apply, an overwhelming majority of the information and content that users felt should be made available through the web site were later described as information that was either missing from the calendar or would be preferred to be accessed through the calendar.

FINDING INFORMATION

The initial responses to the ease of finding information begin to tell the story of the site's usability concerns. At first, these numbers might seem somewhat encouraging (see figure 11: "Findability"). Take into consideration that these are experienced users of the site. The vast majority of Parents, District 64 Employees and Community Members utilizing the site on a weekly to daily basis find the site only manageable to somewhat easy to use. The District 64 Employee audience accounts for the skew in the higher percentage of users that find the site easier to use. When looking at their more frequent or daily use, it's understandable that they have become more familiar with how to navigate the site.

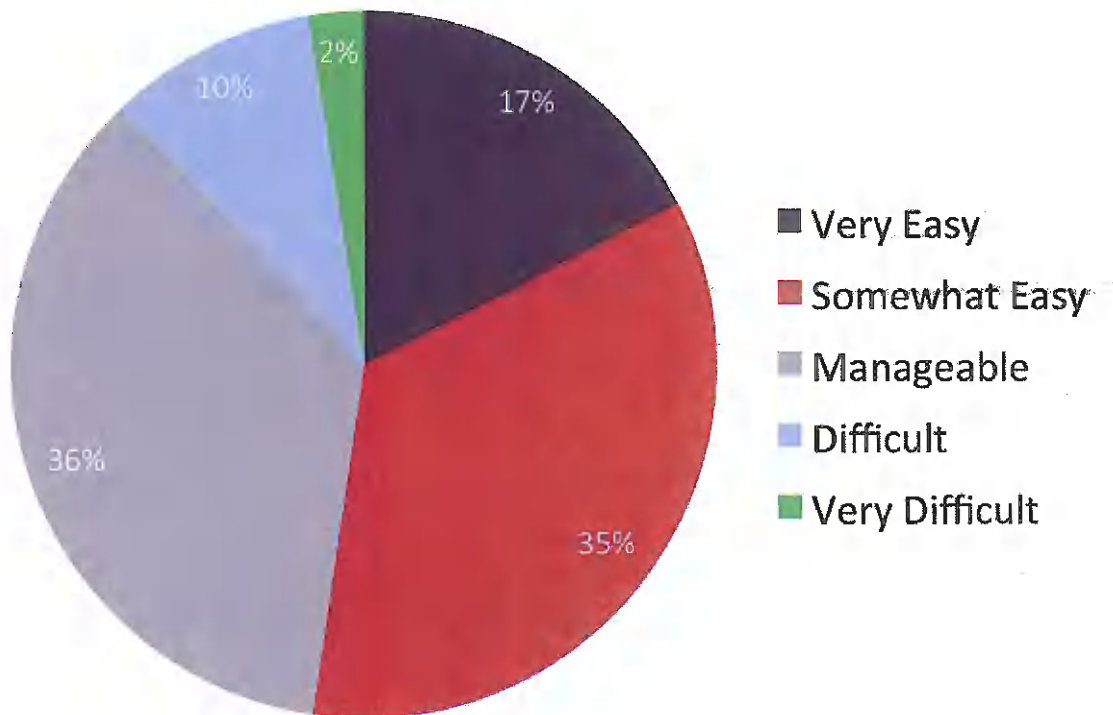


Figure 11 - "Findability" - the effort of locating

RESPONDENTS VIEW ON THE QUALITY OF CONTENT AND SITE FEATURES

The majority of users found the content of the site and site features satisfactory. The content was seen as excellent at least 1/3 of the time by all audiences. The site features, in contrast, were seen as needing improvement by a 1/3 of the overall audience. The least satisfaction and most improvement were seen in the Calendar/Events and Search functions of the site.

5. How would you rate the information you are looking for on the website?				
	Excellent	Satisfactory	Needs Improvement	Rating Count
Easy to Understand	33.6% (242)	55.6% (400)	10.8% (78)	720
Complete	28.1% (202)	55.1% (397)	16.8% (121)	720
Current	29.2% (210)	53.8% (387)	17.1% (123)	720
Useful	34.3% (247)	55.3% (398)	10.4% (75)	720
answered question				720
skipped question				0

Figure 12 - Quality of Content

6. How would you rate your experience with the following website features?				
	Excellent	Satisfactory	Needs Improvement	Rating Count
Search Tool	17.0% (119)	54.5% (382)	28.5% (200)	701
Calendar/Events	22.6% (161)	49.4% (351)	28.0% (199)	711
Directory/Contact Information	32.3% (229)	53.0% (376)	14.8% (105)	710
answered question				720
skipped question				0

Figure 13 - Experience of Site Features

IMPORTANCE OF INFORMATION TO SITE VISITORS

All audiences rated the Calendar/Events and News for the District and school sites at 90% or above in terms of being important. Where the information was central or critical to an audience, the respondents' rated those items with far less neutrality or level of non-importance. It would appear that each group is prioritizing the importance of information that is most relevant to that group and may be relying on the Calendar/Events tool and News presentation to get it. While this may be expected, there may be some indication that they have learned to get what they can from the site.

When looking at the survey feedback as a whole, usability concerns or the lack of an updated user-friendly experience may be causing the effect for site visitors to not further explore other important areas and content of the site(s).

HOW THE DISTRICT 64 AND SCHOOL SITES CAN BE IMPROVED?

Respondents were asked the open-ended question of how the District 64 & school sites could be improved. There were approximately 225 responses for each site. Responses were grouped and labeled into corresponding categories below. (See figure 6 & 7)

Respondents' view of needed improvements at the District 64 level

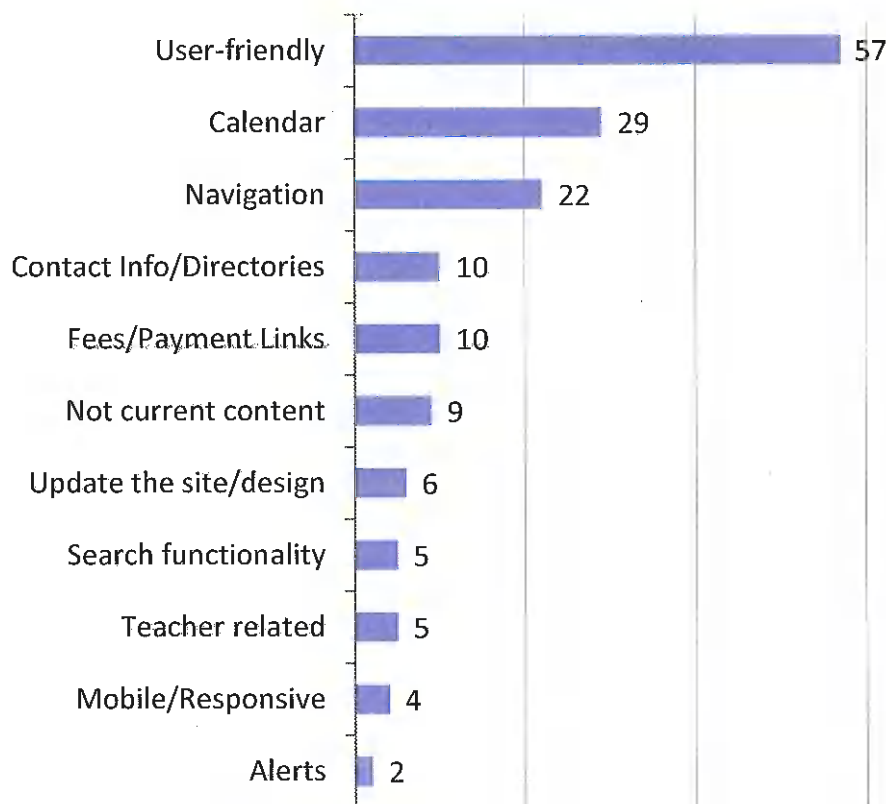


Figure 14 - Improvements at the District Level

An overwhelming amount of responses were focused on the site being more user-friendly, using the exact phrase. Here are several quotes that were provided through the open comment areas of the online survey:

- *"The website is pretty bad. It is not user friendly and we always have to look around for what we need. It should be much easier to navigate! This is a pretty common complaint among parents I talk to!"*

- *"Needs to be more user friendly-difficult to navigate."*
- *"I use technology every day for work and in my daily life. I believe that D64 has one of the most convoluted web-sites I have to visit on a regular basis."*

The term "user-friendly" was generally used by respondents to express some level of frustration of their experience with the site. Many of these responses were associated with navigation. Many of the navigation comments were associated with not being able to find an event or contact information and so on. This points to a usability issue that encompasses the whole site design. It's not just a calendar issue or in ability to navigate or that the design is outdated.

While the initial question that was asked revolved around making suggestions for improvement, a majority of responses were complaints that had a frustrated and negative tone. Most of these complaints were about poor performance site-wide. This indicates that the respondents desire a large baseline improvement rather than seeing lone improvements.

Respondents' view of needed improvements at the School-level

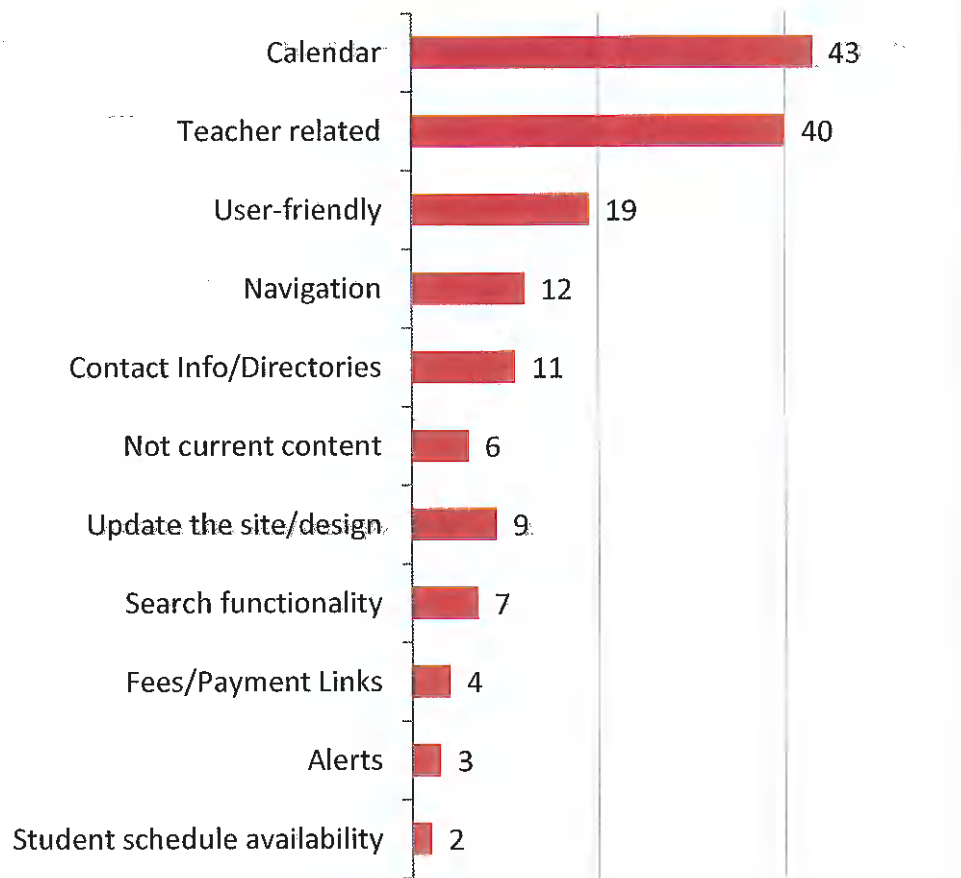


Figure 15 - Improvements at the School level

At the School level, the majority voice was concerned and frustrated with poor listings of events and the lack of a usable calendar. Respondents are attempting to use the site/calendar system as a daily/weekly communication portal and the content and tools simply do not exist for them.

- *"More information! There are often things going on at the school that doesn't show up on the calendar. Feel very unconnected to the school and think the website should be used for parent school connections."*

- "Just being updated with school events on the calendar that is on the website. It is blank when there are functions during or after school. Very frustrating."
- "The calendar is my big issue."

There was also a lot of concern about Teacher websites. From the comments, there seems to be a considerable disconnect between:

- Consistent existence and links to Teacher websites
- Expected use and information display for Parents and Students (i.e. homework)
- The format and direction of one Teacher website to the next

RESPONDENTS VIEW ON MOBILE (PHONE AND TABLET) USE

We asked respondents 2 sets of questions regarding mobile use. The first one was in reference to the use of a smartphone app, if made available. There was a clear difference between the Parent and D64 Employee audience responses. Parents were far more in favor of the use of a smart phone app - see figure 8.

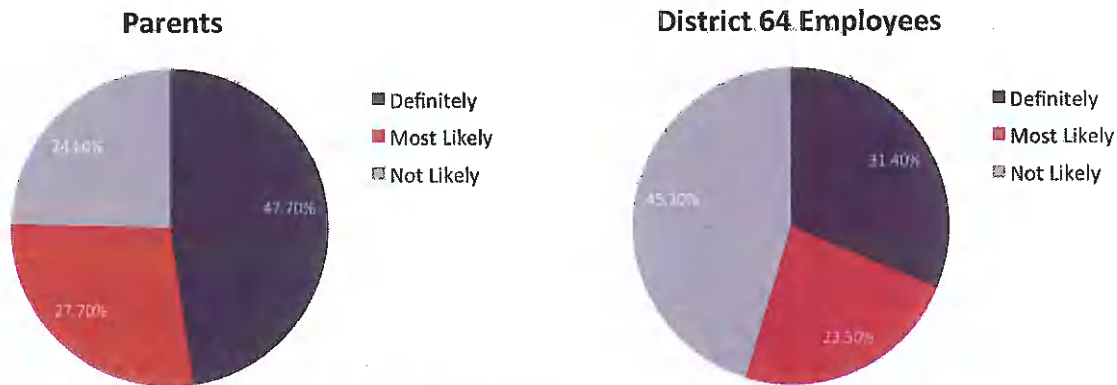


Figure 16 - Likelihood of Smartphone App Use

The discrepancy between parents and District 64 employees view on mobile is due to the fact that parents are looking for daily/weekly information on the go, while District 64 employees are typically accessing the websites from a work environment, which is typically a laptop or desktop computer. With increasing popularity in tablets and website access overall from mobile devices, the concept of providing a mobile site is important for both audience's needs.

The second question was in reference to how often they access the website from their mobile device (phone or tablet). All audiences answered close to 50% on having looked at the site from their mobile device several times. At 20%, Parents had the highest use of accessing the site from their phone or tablet more often than their desktop/laptop computer.

Some of the feedback from the focus groups combined with these results may suggest that the current use of the site from a mobile device may have more to do with the lack of the existing platform not supporting a mobile site version. Several Parents, for example, stated and agreed that "I'd liked to use it from my (mobile device) but I can't. It doesn't work". An important fact to note is that the site was never built for mobile, and the comments surrounding the use of mobile devices to access the site, is a great indication of why to plan for a new mobile optimized site with the recommended redevelopment. Additionally, the use of smartphones and tablets is closer to or greater than 50%.

FOCUS GROUPS

The following section of the strategy provides Americaneagle.com's findings through the focus groups that were conducted. These focus groups surrounded usability, functionality, and content of the district's websites. Each focus group was also asked to complete a basic survey regarding Internet usage habits, as a baseline for the experience of the group participants for level of experience with Internet usage.

OBJECTIVES OF THE FOCUS GROUPS

As the core portion of the strategic online analysis for District 64, eight (8) in-person focus groups were conducted. The purpose of these focus groups was to identify core group voices to be heard and have an opportunity to voice their needs regarding communication, information and functionality from the District, School and Teacher websites. These focus groups brought forth information that added to the requirements definitions for business and technical needs of the websites.

Members were asked to participate in the focus groups through the District 64 team that Americaneagle.com coordinated the strategy with.

SUMMARY OF FOCUS GROUP FINDINGS

Overall the focus groups resonated with a clear desire for an overhauled online experience for all three sections of websites: District site, individual school sites and individual teacher websites.

Top 3 Most Discussed Areas throughout All Focus Groups

1. Navigation and findability (ease of finding information)
2. Functionality (improved tools) (1. Calendar, 2. Search, 3. District Directory)
3. Content (simplified, reduce duplication, administration, workflow)

Americaneagle.com noted many similarities in responses across the different focus groups, whether a member of a group belong to just that group or multiple groups. For the purposes of this strategy, the results of all participants will serve as the basis for discussion and recommendations, unless there are noteworthy discrepancies, in which case these will be highlighted.

INDIVIDUAL GROUP RESULTS

The focus groups were divided into eight (8) core audiences that represented voices that were important for the District to hear regarding the current online experience. With the group sizes consisting from six (6) to nine (9) individuals per focus group, while a small percentage of the District's core audience groups, the findings still provide useful insight as to the user perspective of what is most critical to support the core groups online needs.

These individual focus groups findings are reported on below, with each group's specific needs highlighted. The majority of the groups covered needs that were specific to district, school or teacher websites, and those are detailed out within each focus group results. These focus group results should help form the District's online strategy and can help guide a tactical approach as well. However, they should not be held as the authoritative source for the District's strategy for several reasons: they are but a sampling of user perspective at a given point in time and views change; surveys in general are subjective, not scientific, and finally, the District's strategy should not be rigid. Instead, as with its online properties themselves, the district's strategy should continue to evolve and progress based on iterative cycles of trial, evaluation, and improvement.

SUMMARY OF COMMUNITY FOCUS GROUP FINDINGS

Overall the community focus group consisted of local businesses, public organizations and community groups. Within this group the discussions centered primarily on the businesses/organizations and how they interact and utilize or share content efforts with the school district. There were numerous points where the representatives mentioned utilizing the district site primarily, with occasional use of the school sites for information.

Top 3 Most Discussed Topics:

1. Calendar of Events
2. Ways to inform about volunteer opportunities
3. Navigation and quick info

Unique Topic for this Focus Group: The unique topic that was addressed by the community focus group was around the posting of volunteer involvement opportunities. Local businesses and organizations may have opportunities to share for students and their parents to participate in, or to assist the district or schools with an effort that they are putting on for a charitable drive or other event.

Notable Quotes

- *"My experience is that people do a lot of homework these days, checking out communities and schools prior to choosing where to move."*
- *"If the district had special initiatives or projects, the local businesses and organizations may like to get involved and assist with those initiatives."*
- *"I think there's so much information on there, but it is really hard to decipher and get to what's important."*
- *"People don't even know, it's hard to reach people, used to be the take home, then the paper, then email. Struggle for volunteers, there's so much information and the [current] organization doesn't get cut through for the general public."*
- *"The homepage is where people are opening your front door and people are finding everything. You need your hot buttons, announcements, etc. For easy discovery by the person."*
- *"You just plugin in a search, and you think you are calling it the right thing, and nothing comes up, nothing comes up, and you ask someone else, and they can point it out directly, but it isn't named with something that someone outside the district would know what it was called."*
- *"For some reason the private schools are left out of so much communication between the public and the school districts. It would be great to collaborate on those efforts together."*
- *"Not everything is accessible online, like a field trip form. Those items are not consistent of being available online. This inconsistency makes it very hard to set the expectation to use the website, as there isn't a consistency."*

PARENTS' FOCUS GROUP

SUMMARY OF PARENTS' FOCUS GROUP FINDINGS

Overall the parents' focus group concentrated their discussions on the school and teacher websites, with several discussion points reflecting the district site and improvements to be made.

Top 3 Most Discussed Topics:

1. Improve Usability/Functionality of Calendar
2. Improve Online Payments
3. Navigation and usability consistencies between school sites

Unique Topic for this Focus Group: The unique topic that was addressed by the parent's focus group was around the use of a Mobile version of the District and school websites. As parent's are always on the go, and in-between work and home, going to sporting and club activities for their kids, they are more likely to access from their mobile or tablet devices then their desktop or laptop computers.

Notable Quotes

- *"The primary reason I use the site is to get contact information and schedules from the calendars."*
- *"I only use the District site to get Board of Education information, and the rest of my time is on school sites."*
- *"I get confused when looking for event information and the dates are confusing as to what site [school vs. district] to go to."*
- *"The ability to download the calendar would be great, as then I don't have to print or go and look it up every time."*

- *"It's hard to use my phone or iPad to access the websites. It would be great if I could."*
- *"It is very hard to find information when using the site(s). I just keep clicking and hope I find what I am looking for."*
- *"The fees links are buried and difficult to find on the website."*
- *"The inconsistency between schools and how they communicate to parents is frustrating. I have two children at two different schools and the communication from each is very different. Consistency would be appreciated."*
- *"One teacher uses Google Drive, another posts to their webpage, the differences in methods used is confusing to both parents and students. "*

NON-CERTIFIED STAFF FOCUS GROUP

SUMMARY OF NON-CERTIFIED STAFF FOCUS GROUP FINDINGS

Overall the non-certified staff focus group discussed improvements on the navigation for finding information on the websites, as well as consistency between school sites.

Top 3 Most Discussed Topics:

1. Navigation Improvements
2. Reduction and improvement of content
3. Directory of Staff with enhanced functionality

Unique Topic for this Focus Group: The unique topic that the non-certified staff discussed was the options for a quick information area that will allow for parents to quickly find information that is most recent and relevant.

Notable Quotes

- *"On the first page a large welcome and who we are would be great for communicating about the district or the school."*
- *"At a glance information and quick links would be an area to have immediately on the website for quick access."*
- *"In looking at other sites, I find that the district website is overwhelming and cluttered. There is so much on it you don't really know where to look."*
- *"To try and find something in a drop down menu, forget about it, I just go to the search."*

WEBMASTERS & TIC FOCUS GROUP

SUMMARY OF WEBMASTERS & TIC FOCUS GROUP FINDINGS

Overall the webmasters and Technology Information Committee discussed the administration of the websites, and their involvement in maintaining and ideas for the functionality both front end and back end. New ideas were discussed and this team is recommended to be involved with future website discussions.

Top 3 Most Discussed Topics:

1. Updated CMS for management
2. Improve Search functionality
3. Navigation

Unique Topic for this Focus Group: Teacher websites and the technology and support for educating staff on how to setup and maintain were a unique topic that this focus group discussed.

Notable Quotes

- *"If you know what you are looking for it's not hard."*

- *"Did you look in the website or the portal?" There are so many steps."*

BOARD OF EDUCATION FOCUS GROUP

SUMMARY OF BOARD OF EDUCATION FOCUS GROUP FINDINGS

Overall the Board of Education focus group discussion surrounded the communication from the district to the multiple audiences of the website. Key areas that were mentioned in the other focus groups were also addressed surrounding the navigation and functionalities of specific tools on the websites.

Top 3 Most Discussed Topics:

1. Improve Navigation
2. Improve User Experience
3. Dashboard Concept for District Stats

Unique Topic for this Focus Group: The board members expressed a great interest in improving their section of the website for the communication needs to the community and parents of District 64.

Notable Quotes

- *"The landing page could have more meaningful content..."*
- *"We want to use our front page to get more information density onto that page."*
- *"If we are going to do something going forward, we need to make sure that the mobile experience is on equal footing as the desktop experience."*
- *"The message needs to be consistent across all systems...I think that people need to hear the message from multiple systems to get the point across."*

ADMINISTRATIVE COUNCIL FOCUS GROUP

SUMMARY OF ADMINISTRATIVE COUNCIL FOCUS GROUP FINDINGS

Overall the Administrative Council focus group focused on outward communication to parents. The ability for them to communicate through the websites was a key portion of the discussions, and the user experience improvements for numerous areas throughout the websites.

Top 3 Most Discussed Topics:

1. Calendar Functionality
2. Navigation Improvements
3. Teacher websites Consistencies

Unique Topic for this Focus Group: An idea about how to have a more interactive message was to have a principal video message posted on the homepage of every school site, and a superintendent message on the district site.

TEACHERS & CERTIFIED STAFF FOCUS GROUP

SUMMARY OF TEACHERS & CERTIFIED STAFF FOCUS GROUP FINDINGS

Overall the teachers and certified staff discussed two key areas: inconsistencies and communication from the school and teacher websites, and the needs of information from the district to the focus group participants as employees.

Top 3 Most Discussed Topics:

1. Calendar functionality
2. Navigation
3. Teacher websites

Unique Topic for this Focus Group: The most unique discussion topic surrounded the audience breakdown concept for the navigation.

Notable Quotes:

- *"I only update my teacher page [website] once a year because of how difficult the tool is to use."*
- *"I would like a shared media library, so that we have one location to go and get images/videos/music from."*
- *"No matter what info I am looking for it is hard to find."*
- *"I try the search and hope for good results."*

PTO/A PRESIDENTS' FOCUS GROUP

SUMMARY OF PTO/A FOCUS GROUP FINDINGS

Overall the PTO/A focus group discussed the communication from the PTO/A and ELF to the parents and district/school contacts. These efforts are in need of an overall plan to facilitate efficient distribution of information as appropriate. Additional discussions surrounded the use of the sites as parents of students for the District and school sites, which provided additional support to findings from other focus groups and the online survey as well.

Top 3 Most Discussed Topics:

1. Communication Inconsistencies
2. Difficulty in finding information
3. Teacher websites

Unique Topic for this Focus Group: The most unique discussion topic surrounded the communication needs/efforts of the PTO's.

Notable Quotes:

- *"I feel that there is a lack of consistency in how I am supposed to communicate the PTO announcements."*
- *"New parents are very confused between the district and school sites."*

CORE RECOMMENDATIONS

After researching your existing websites, meeting with the District team and completing the survey and focus group studies, Americaneagle.com has put together the following recommendations for the functionality of the new websites.

ISSUES & CONCERNS

1. The website's technology is outdated and needs to be upgraded to modern systems and a modern front-end display.
2. There are currently numerous search, navigation and usability concerns.
3. There are a number of possible outlets to expand your online presence in order to keep people coming back to your website for more which you are not taking advantage of. The most obvious being social media.
4. There are numerous separate systems for managing teacher websites. The existing CMS, Webby, Google Sites, and others, should be consolidated onto the same platform.
5. There are significant user experience concerns between the district, school and teacher websites.

CORE RECOMMENDATIONS

1. **Work with an outside design firm:** We recommend working with an outside design firm to help develop a full redesign of the brand, including logos, website graphics, and culminating in style guides for all future visual representations of the District. While the actual functionality of the website has been maintained well by internal staff, it is clear that an outside designer's assistance is needed in developing a modern look and feel to the website. This outside design firm should help you develop graphics for the district, schools and possibly templates for teacher websites as well.
2. **New Content Management System (CMS)** - We are recommending the new site be built on a fully scalable CMS. Many new/modern CMS's make updating content simple and easy. Most have workflow built in in order to allow various users to have various access based on their permissions. The current website is built on an outdated CMS. As you move forward it is recommended to move onto a system, which is fully customizable and can grow quite simply as you expand the sites over time.
3. **Core Recommended Feature Improvements-** Throughout this strategy numerous tools and features were discussed and analyzed. While there are numerous tools and functionality needs to discuss, the place for that resides within a redesign project. The following are the Core recommended feature improvements based on the strategy results for the most discussed or mentioned areas of the district websites:
 - o Navigation
The navigation improvement stems from a strategic plan for the sitemap to implement. This sitemap is recommended to be built out at the individual district website, and then school website levels. For the school websites, a consistent structure should be utilized for the elementary and the middle schools as appropriate based on the different content that is provided by each "type" of school.
 - o Calendar
The Calendar tool was one of the most discussed points within the survey and focus groups. There are numerous feature improvements that were discussed, and the following is a list of the most impactful and requested:
 1. Filter Options for District, Schools, Activities (Clubs, Sports, Intramurals)
 2. Search Option for typing in a keyword
 3. Downloadable Calendar file to have events shown on computer, tablet or phone calendar application
 4. Multiple views: Month, Week, Day
 5. An updated interface
 6. Printer Friendly Version

- Search

The search tool was also a highly discussed point within the focus groups, and numerous points were made about the results needing to be improved on search experiences that site users had. The following is a list for key areas to ensure a new search tool has in place:

1. Auto Suggest – displays suggested keywords based on what is being typed into the search field.
2. Misspelling Recommendations – displays recommended correct spelling of search terms
3. Faceted Results – Displays a breakdown of site sections and content types for results

RESOURCES & NEXT STEPS

It is important for the District to realize that updating its content management model, implementing a new CMS, redesigning the district, school and teacher websites are not simply components of a project. What the District has before it is a long-term commitment to improving the existing websites and user experience significantly and positioning the entire online experience from the District for future growth.

This is an ongoing effort with an initial period of significant resource consumption followed by an enduring commitment to feed and maintain the District's presence online. Provided the proper project management is in place, the District should expect the first few phases of a comprehensive redesign effort to take between 6 and 12 months. However it is also understood that the District desires to improve its online presence before the next school year starts in the fall of 2014. This accelerated timeframe may affect the project's overall costs. Consequently, Americaneagle.com recommends the District budget accordingly for the redevelopment efforts, accounting for a substantial amount of work to occur in the initial phase, with additional work to follow throughout 2015 and possibly beyond. The initial budget should provide the District with the resources necessary to substantially improve its web presence and be positioned to further support the commitment to additional improvements over time. Additionally, Americaneagle.com recommends the District include additional funding in each subsequent year to complete work on additional phases and to avoid the typical, "it's done – so we can leave it alone for four years" perspective that we have seen in other organizations.

POSSIBLE PHASED APPROACH

As the District plans its redesign project timeline, Americaneagle.com recommends that it should avoid setting a pre-determined project deadline without first outlining the effort and resources required to complete the defined scope of the project. To help set the stage for success, the details should be outlined in an approved, realistic plan with the deadline set accordingly. The District should avoid cutting corners in order to meet a pre-determined deadline to increase the likelihood of success.

In order to meet the District's desired timing for a Phase 1 launch, Americaneagle.com recommends that the District first determine the content and functionality absolutely required, and then hold to the defined scope. Americaneagle.com cautions that the District actively resists scope creep to help ensure success in meeting a tight deadline. The project management function must have adequate authority, knowledge, control, and time to deliver this project to meet the timeline constraint. It is important to recognize that well-intentioned solution providers may yield to a client's request to increase scope without extending the timeline – after all, solution providers are in the position of wanting to please their clients. However, despite good intentions on the part of a solution provider and client, increasing project scope without adequate adjustment of a project's timeline or resources can have negative impact on a tight deadline.

Further, one of the most, if not *the* most time-consuming aspects of launching a redesign on a new platform has to do with content: content migration, development, tagging and placement. Americaneagle.com believes that the District would save a considerable amount of time by starting with a thin approach to content for Phase I. It is better to have fewer well-written, well-placed, and searchable content than attempt to include all of the content at launch. In addition, less important content can be added incrementally and the District would not have to wait for a Phase II to be completed. This effort requires a very well organized assessment and prioritization of the existing content to define what is most critical. The District can utilize the results from this strategy project with data from the online survey, Google Analytics, ClickTale and the Focus Groups to help guide in this effort as well.

Finally, whether the District uses a phased approach or proceeds with a full redesign, expectations can be set that the sites do not have to be fully complete or "perfect" at launch, as the very nature of websites lend themselves to continual growth and evolution – therefore, it is never truly in a perfect stat. Instead, what is most important is that the content and functionality the sites do have serves the District's core audiences well.

RESOURCES

It is equally important for the District to consider the required level of staff time to maintain a website that represents the district, an individual school, or a teacher's class well and fulfills the needs of each audience. During the initial commitment, there will be several periods when the designated website team's time may be fully consumed – content inventory, taxonomy development, and CMS implementation project management. These periods may last one to two months at a time, and potentially more.

In order to benefit the most, and help streamline the website redevelopment process, the following are steps that the District can begin today:

- Communicate decisions district wide with respect to the redesign of the websites
- Determine and appoint the internal team(s), staffing and final decision-makers that will lead each of the following efforts:
 - Content Assessment, including content purging and meta-data tagging
 - Content editing for the content that must be carried over to the new sites
 - Website redevelopment roles
 - Project Manager
 - Website Development Team
 - Subject Matter Expert Team (District Site, Individual School Sites, Teacher websites)
 - Ongoing website maintenance
- Complete and review the content audit of the current website
- Remove the content flagged as a result of the audit
- Develop the District and School taxonomy's and a list of keywords for content tagging
- Outline a schedule for content tagging
 - For example: prioritizing by most recent, most read, topics, etc.
- Draft simple workflow processes for District and School websites
- Rewrite and re-organize content

The cost of implementing the above tasks is primarily a matter of time and resources, both to plan and accomplish, in order to bring them to completion. Depending on the level of dedicated resources, Americaneagle.com believes that the above would require roughly four to six months of effort – bearing in mind, of course, the fact that the website will require ongoing maintenance in all of these areas.

The next step will be for the District to review and discuss Americaneagle.com's recommendations internally in order to determine the online strategy direction that District 64 wants to pursue. Once that direction has been established, Americaneagle.com is available to assist the District with creating an implementation plan, project management and the implementation of a new CMS platform.

Americaneagle.com greatly appreciates having the opportunity to work with District 64 and assisting to increase the success of its online presence.

APPENDICES

The attached documents show the results from the online survey as well as the completed focus groups.

APPENDIX A

- **Redesign Task Checklist:** This appendix below provides a checklist of typical tasks associated with implementing a new site design and structure.

APPENDIX B

- **Online Survey:** This document is the full online survey details that were collected. This data was used in the analysis and conclusions detailed in this document.

APPENDIX C

- **Focus Group Survey:** This document is the full focus group survey details that were collected after each focus group was completed. This data was used in the analysis and conclusions detailed in this document.

APPENDIX A: REDESIGN TASK CHECKLIST

Americaneagle.com is providing the below checklist of typical tasks associated with implementing a new site design and structure. District 64 should work with its selected vendor to finalize this task list and assign responsibilities.

Develop New Information Architecture

- Content gap analysis is completed
- ~~Current site content is cleaned up and old content removed~~
- Develop content taxonomy and final navigational structure
- Organize remaining content and web services
- Complete wireframe usability testing

Develop New Visual Designs for District, Schools and Teacher Websites

- Integrate marketing/branding standards
- Identify the individual school brandings
- Identify capabilities needed for teacher websites
- Reflect the primary purpose of the new website
- Consider template management options
- Develop testing criteria
- Complete cross-browser testing
- Complete visual layout usability testing

Initial Platform Implementation

- Development users activated
- Develop site structure within application
- Integrate visual templates
- Configure page elements
- Configure administrative user levels
- ~~Configure author and approval levels~~
- Integrate one top and second level page for each section of district site
- Integrate one top and second level page for each section of individual school sites
- Develop testing criteria
- Fully test application and visual presentation of content
- Fully test security for authoring and editing elements and templates

Content Implementation and Integration

- Identify and assign team members to each section of the site
- Provide the necessary training
- Assign timeline to each team member
- Assist in migration as needed
- Develop testing criteria
- Fully test application and visual presentation of content
- Fully test security for authoring and editing elements and templates
- Integrate with Teacher and Parent Portal as appropriate
- Utilize inherent functionalities of Teacher and Parent portals, implementing new visual templates as necessary
- Develop integration scripts necessary to communicate with 3rd party systems as necessary

Launch of New Sites

- Check all content for placement and validity
- Run link checker to ensure all links work well
- Complete any remaining content edits, removal or additions
- Complete a soft launch to IP address
- Invite focus group participants, key stakeholders and other users to preview the site
- Implement final revisions as needed from preview input
- Complete final tests

- Switch DNS for new live site

Develop Reference Materials

- Technical documentation for software, hardware, hosting, etc.
- Information architecture standards
- Authoring and approval policy
- Visual design standards
- Communication Style Standards
- Subject Matter expert reference manual
- Content maintenance and management policy
- Privacy and security policy
- Data integrity policy between website and any 3rd party integrations
- Criteria for evaluating new services and content areas

Other Items for Consideration

- Develop marketing and communications plan surrounding site launch
- Develop 3 year technology plan to ensure ongoing growth
- Alignment of district goals and strategy with district, school and teacher websites

Social & Emotional Learning (SEL)

District 64 Park Ridge-Niles

2013-14



Getting to the Heart of the Matter
Civil Behavior

Civil Behavior, Social & Emotional Learning (SEL)

- ▶ **What** is Social & Emotional Learning (SEL)?
- ▶ **Why** do we integrate and teach civil behavior, social and emotional competencies?
- ▶ **What are the priorities** and expectations for our schools this school year **2013-14?**



Social & Emotional Learning (SEL)



*Getting to the Heart of the Matter
Civil Behavior*

What is Social & Emotional Learning ?

“SEL involves the processes of developing
social and emotional competencies in
children...” www.casel.org



Social & Emotional Learning (SEL)

Effective SEL Processes and Programming:

- ▶ Best learning emerges within **supportive relationships** that make learning challenging, engaging and meaningful;
- ▶ Grounded in evidence and belief that **SEL skills can be taught and are critical to being a good student, citizen, worker;**
- ▶ Student engagement in positive activities **in and out of the classroom**
- ▶ Broad **parent and community involvement** in program planning, implementation and evaluation
- ▶ **Begins in preschool and continues** through high school

www.casel.org



Social Emotional Learning (SEL)



*Getting to the Heart of the Matter
Civil Behavior*

Why Does District 64 integrate civil behavior, social and emotional learning within its' curriculum ?



Civil Behavior, Social & Emotional Learning (SEL)

Why?

- ▶ Aligns with our Dist 64 Mission, Beliefs & History
- ▶ Consistent with National and State models and standards
- ▶ Evidence supports positive social, emotional, behavioral growth & improved classroom behavior
- ▶ Evidence supports correlations with positive academic outcomes



*Getting to the Heart of the Matter
Civil Behavior*

Social & Emotional Learning: Consistent with our Dist 64 Mission and Beliefs

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

www.d64.org



*Getting to the Heart of the Matter
Civil Behavior*

Social & Emotional Learning: Consistent with National and State Competencies

www.casel.org

National Model – CASEL –

5 SEL competencies:

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Building
5. Responsible Decision Making

Social & Emotional Learning Core Competencies



Illinois Social & Emotional Learning Goals and Standards

Established for Elementary through high school

- ▶ Goal 1: Develop **self-awareness** and **self-management** skills to achieve school and life success
- ▶ Goal 2: Use **social awareness** and **interpersonal skills** to establish and maintain positive relationships
- ▶ Goal 3: Demonstrate **decision-making skills** and responsible behaviors in personal, school and community contexts.

http://www.isbe.state.il.us/ils/social_emotional/standards.htm

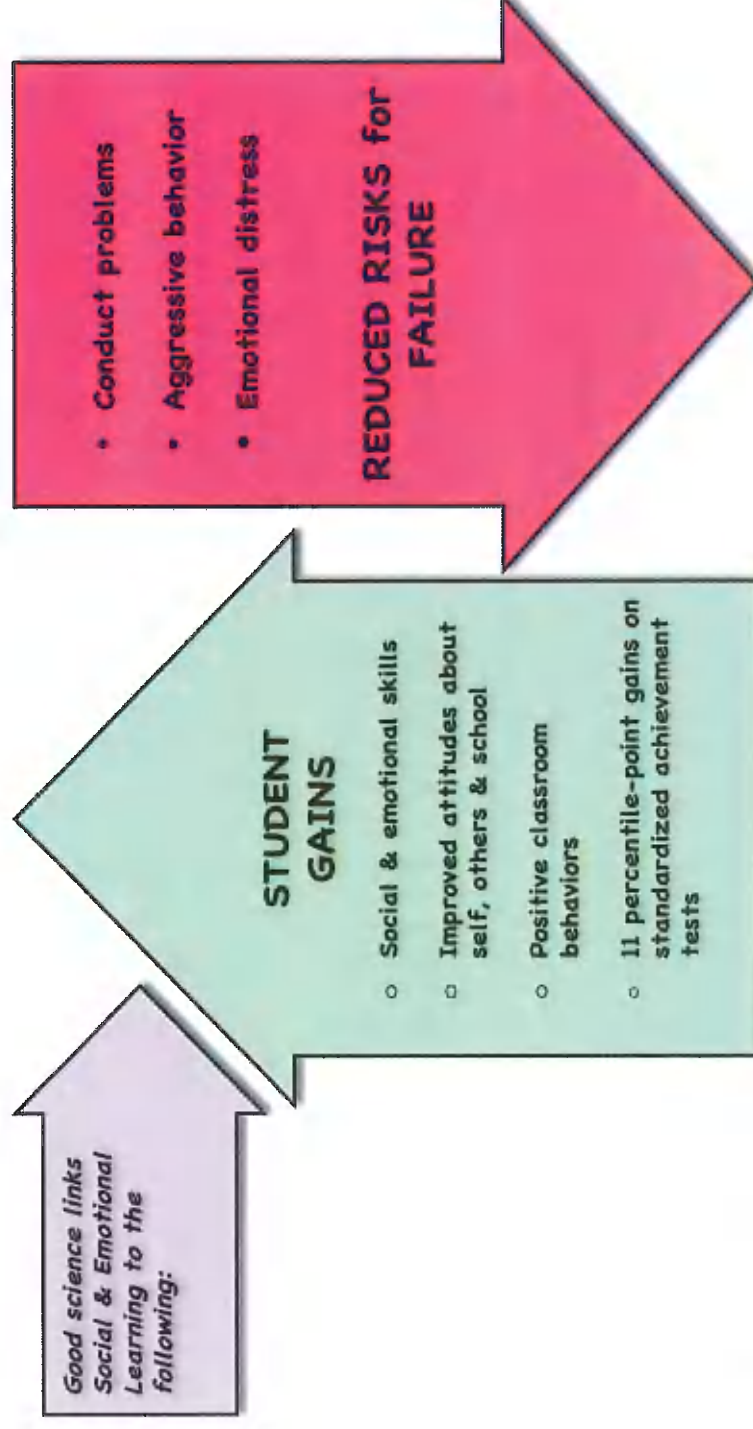
How does our District compare with National Model and State Standards?

National (CASEL)	Illinois SEL Goals/ Standards	District 64 Social Emotional Educational Ends
Self-Awareness	Self-Awareness	Emotional Awareness & Self Assessment
Self-Management	Self-Management	Self-Control, Stress Management, Motivation, Goal Setting
Social Awareness	Social Awareness	Respect and Tolerance
Relationship Building	Interpersonal Skills	Leadership, Effective Communication, Conflict Management, Building Bonds, Work/Collaboration with teams & others
Responsible Decision Making	Decision Making Skills	Decision Making Skills



*Getting to the Heart of the Matter
Civil Behavior*

Benefits of Social & Emotional Learning



Source: Durlak, J., Weissberg, R., Dymnicki, A., Taylor, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
www.casel.org

District 64 Continuous Improvement:

Social Emotional Learning & Civil Behavior 2013-14 Guiding Question

How do we provide instruction, monitor, and intervene to insure all students' make growth in the areas of social emotional learning and civil behavior?



*Getting to the Heart of the Matter
Civil Behavior*

How do we instruct, monitor and intervene in the area of SEL & Civil Behavior?

Many effective practices and programs are already in place across our schools...

The following outlines consistent expectations for all of our schools in the area of SEL & Civil Behavior for 2013-14...



Getting to the Heart of the Matter
Civil Behavior



Getting to the Heart of the Matter *Civil Behavior*

To this
world you
May be
just one
person;
but to one
person —
you
May be the
world.



PHOTO BY [illegible]

Building-Level, Site-Based Expectations: 2013-14

- ▶ Each District 64 school will continue or re-establish their **building-level Behavior/SEL Team** comprised of administrator, teacher(s), school social worker, school psychologist and other staff as determined by school.



*Getting to the Heart of the Matter
Civil Behavior*



Building Level, Site-Based Expectations 2013-14

The Behavior Team, along with staff collaboration, will develop an action plan to include and implement the following:

1. **Behavior Matrix** to teach and reinforce behavior expectations for all students
2. Identify and implement **Tier 1 SEL programming** (i.e., assemblies and lessons to teach expectations and skills, etc.)
3. Screening and review of all student's needs – **Social Skills Improvement System (SSIS)** – October and April – to be reviewed by grade level/core teams.
4. **Check-In Check-Out (CICO)**
5. Increase interventions as identified by building team within 3-Tier Model
6. Increase effectiveness of interventions for individual students who may be struggling
7. Continued staff development related to evidence-based approaches
8. Continued training and implementation of FBA/BIP

Checklist: District 64 RTI Social Emotional Learning Expectations SY 2013-14

Team Formation

- ▶ Building will continue or re-establishes **behavior team** including building administration, psychologist, social worker, counselor, special education teacher, general education teacher, and additional members as determined by building
- ▶ Building behavior team determines school Behavior Matrix
- ▶ Ongoing explicit instruction and reinforcement of targeted behaviors
- ▶ Building behavior team identifies SEL programs from District provided options
- ▶ Behavior team/school will develop 3 Tier SEL action plan and professional development plan utilizing District provided template

3-Tier Model

Universal Screener Assessment

- ▶ Grades 1-8 - Conduct **Social Skills Improvement System (SSIS)** screenings (October 1st-15th and April 1st-15th)
- ▶ View SSIS powerpoint as a building- Note: Powerpoint to be viewed by staff for administration and data review information. (See google doc folder entitled D64 SEL Team)
- ▶ Grade level teams review data and develop intervention plans
- ▶ Tier 2 and 3 students given consideration for more intensive interventions indicated on District protocol
- ▶ **Check In/Check Out** - implement program and collect data related to effectiveness. Note: CICO training and program manual and materials available in Behavior Team resources (see google doc folder entitled D64 SEL Team)
- ▶ **Functional Behavior Assessment and Behavior Intervention Plan**- All special education teachers and support staff should be able to draft an FBA or BIP. General education teachers should be aware of key components of FBA and BIP. (See google doc folder entitled D64 SEL Team)

D64 Building SEL Team 2013-14 Action Plan and Template

Guiding Question:	How do we provide instruction, monitor, and intervene to insure all students' make growth in the competencies areas of social emotional learning and civil behavior?
Evidence of Learning:	District-Wide Implementation for D64 RIJ SEL Expectations for 2103-2014

Learning Targets (What will teachers know and be able to do as a result of their experiences?)	Teaching and Learning Events (How will we support teachers with mastering the Learning Targets?)	Resources and Support Needed See: Building SEL Team folder in Google Docs	Who will coordinate?	What is the outcome and/or product?
1. All teachers will participate in a building SEL action plan orientation and provide feedback	<u>August</u> Determine behavior team members		How will building ensure that all staff (building administration, psychologist, social worker, counselor, special education teacher, general education teacher) are integral team members?	
2. All teachers will have an understanding of the building Behavior Matrix framework and instructional programming for implementation	<u>September</u> Behavior Matrix- Ongoing Behavior team develops draft Action Plan District SEL Team to meet 3x/year (beg, mid and spring) Check In/Check Out			
3. All teachers will complete the SSIS for all students twice a year	<u>October</u> SSIS Administration Oct. 1-15 Staff reviews SEL action plan at building meeting			
4. All teachers will have an understanding of Functional	TBD- Beginner and Advanced (Tier 1 and 3) Here is what an			

Action Plan (Con't)

Behavior Assessment and Behavior Intervention Plans	FBA looks like and how it is used			
5. All teachers will participate in Building in-service on District SEL programs	November Behavior Matrix- Ongoing Suggestion: use building meeting/MS core team meeting to review SSIS by teams and develop interventions			
6. All teachers will review SSIS data and related District SEL data to inform SEL instruction	December Behavior Matrix- Ongoing			
7. All teachers will have an understanding of Check In/Check Out Program	January Behavior Matrix- Ongoing			
	February Behavior Matrix- Ongoing			
	March - June Behavior Matrix- Ongoing SSIS Administration April 1-15			

Resources and Supports for Social Emotional Learning

- ▶ **Resources & Materials:**
- ▶ Note: Insert Link to Portal (when available)
- ▶ Action Plan Template
- ▶ Behavior Matrix resources/templates
- ▶ District 64 Behavior Interventions (Inventory)
- ▶ CICO resource kit
- ▶ SSIS resource kit
- ▶ Top 5 Behavior Challenges & Interventions
- ▶ FBA/BIP packet and organizers
- ▶ Erin's Law – lesson and student handbook



*Getting to the Heart of the Matter
Civil Behavior*

SEL Resources and Support

District Level SEL Behavior Team

- ▶ Comprised of all social workers, counselors, psychologists, facilitators and designated administrators
- ▶ meet 3 times during the 2013-14
- ▶ share and celebrate progress, identify any barriers and solutions, share and plan across schools



*Getting to the Heart of the Matter
Civil Behavior*

SEL Resources and Support

School-Level Teams and Supports

- ▶ School Behavior Team
- ▶ Grade Level/Core Problem Solving Team
- ▶ Individual Problem Solving Team
- ▶ IEP Team



*Getting to the Heart of the Matter
Civil Behavior*



Getting to the Heart of the Matter
Civil Behavior


Together We...



Make
A
Difference

For our kids i

TO: Philip Bender, Superintendent
Board of Education

FROM: Rebecca J. Allard, Business Manager 

SUBJECT: Update: Student Registration Fees

DATE: January 28, 2014

At the December 16, 2013, Board of Education meeting, the Board reviewed a report on student fees and student participatory fees (attached is a copy of the report). The consensus of the Board was:

- Student fees do not cover the total cost of D64 student materials. Currently, student fees cover about 57% of the student supplies & material expense.
- To maintain the current district-wide revenue in the student fee area, the current registration fees would remain at the same level for Kindergarten (\$84), Grades 1 – 5 (\$227) and Middle School (\$315).
- The Board delayed the discussion on student participatory fees until a future date.

The Board directed the administration to return in January with samples of what the student fee statements would look like. Attached to this memorandum are two options for the Board to review. Option I is a simplified breakdown of the current student registration fees. Option II is an a la carte menu of fees that will be selected based on each students grade level and course selection. The administrative recommendation is to move forward with Option I.

The following are the pros and cons of each option:

Option I	
Pros	Cons
Simplified fee structure	Lack of specific detail
Clarity of fees due and families are able to budget a specific amount each year.	
No need for additional staff to reconcile payment of student fees	
Student class schedules do not need to be completed prior to paying fees.	

Option II	
Pros	Cons
Perception of transparency	A la carte menu of fees can cause confusion of what fees are due
	<p>Two 10 month – Level III (4 hours per day) secretaries will be needed at the Middle Schools to reconcile payment of student fees and a 10 month – Level III (4 hours per day) secretary will be needed at the ESC:</p> <ul style="list-style-type: none"> • Student requested schedule changes would cause refunds and additional charges. • Need for student interventions will cause a schedule change causing refunds.

The following statement appears on the D64 WEB Page with a similar statement in the Student Handbook regarding the payment of student fees.

As an Illinois public school district, District 64 provides free educational instruction and services. The District does assess student fees for various school activities and supplies. As a guiding principle, student fees are assessed to defray costs, not to "make a profit." Elementary school fees help to defray the costs associated with: textbooks, supplies, technology, and activities. Middle School fees help defray those costs along with electives and extra-curricular. A fee notice is prepared each spring for the coming year and distributed in the final report card. Payment is due by August 1.

In order that no student is denied educational services due to the inability of parents or guardians to pay, the District waives fees for students who meet certain eligibility criteria. A student is eligible if the family's income is below the levels established by the Federal government. The waiver includes the required grade level student fee; middle school interscholastic athletics fee; instrumental music and chorus fee; field trips; and, lunches. Children who receive these benefits are treated the same as other students; there is no discrimination based on race, color, national origin, age, sex or disability.

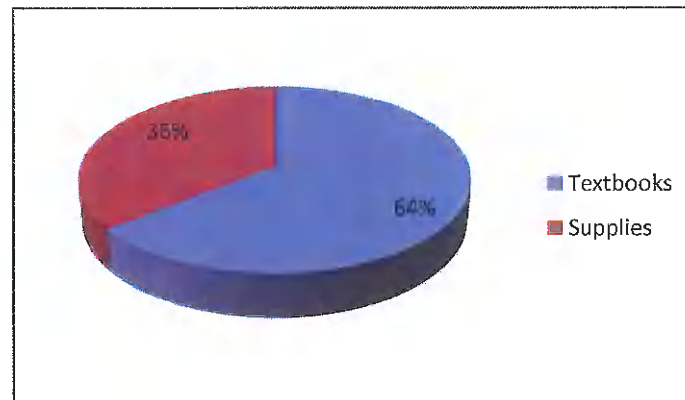
Park Ridge - Niles School District 64

Option I - Registration Fees

Student fees do not cover the total cost of student materials

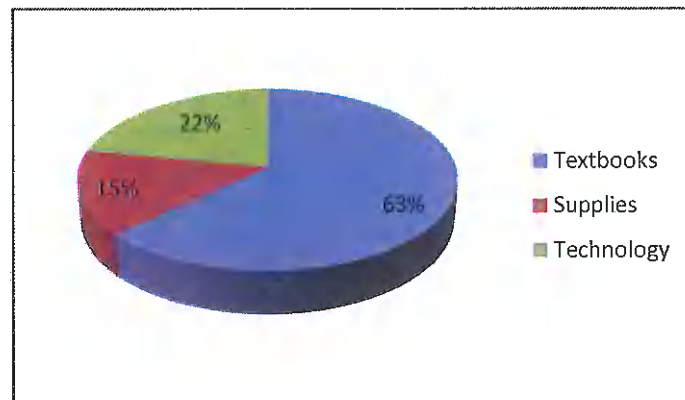
Kindergarten Registration Fee

\$84.00



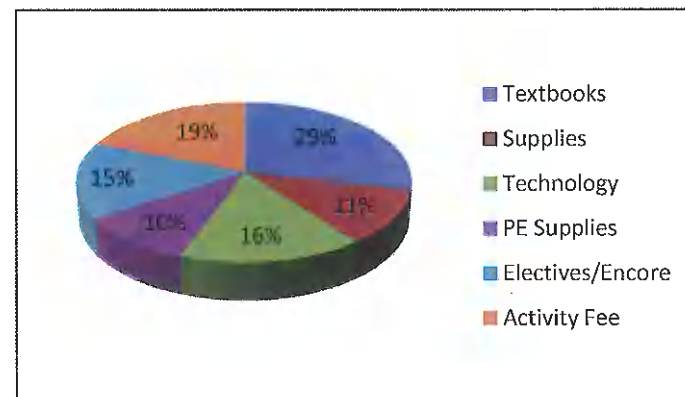
Grades 1 - 5 Registration Fee

\$227.00



Middle School Registration Fee

\$315.00



The percentage distribution is reflective of the estimated costs associated with the type of expense of the total fees.

Park Ridge - Niles School District 64**Option II - Registration Fees**

Student fees do not cover the total cost of student materials

Kindergarten Registration Fee **\$84.00**

Textbooks	\$54.00
Supplies	\$30.00

Grades 1 - 5 Registration Fee **\$227.00**

Textbooks	\$143.00
Supplies	\$34.00
Technology	\$50.00

Middle School Registration Fee

6th Grade Textbooks	\$90.00
Grade 7 -8 Textbooks	\$72.00
Supply Fee (<i>all grades</i>)	\$35.00
Technology Fee (<i>all grades</i>)	\$50.00
Activity Fee (<i>all grades</i>)	\$60.00
C of C Calculator (<i>8th grade</i>)	\$14.00

Middle School Electives/ Encore

Art	\$8.00
C of C LA Workbook (<i>all grades</i>)	\$7.00
Crafts/Printmaking	\$12.00
Electronic Keyboard	\$12.00
Exploring the Physical World	\$11.00
FACS for Outdoors	\$17.00
Foods	\$20.00
Foreign Language (<i>6th grade</i>)	\$6.00
French	\$32.00
Fun with FACS	\$17.00
Guitar	\$18.00
Gym Suites	\$12.00
Home Economics (<i>6th grade</i>)	\$10.00
Industrial Arts	\$29.00
Industrial Arts (<i>6th grade</i>)	\$18.00
Marine Biology	\$8.00
Multi media Magic	\$32.00
Music Theater Workshop	\$5.00
Painting/Drawing	\$12.00
PE	\$20.00
Photography	\$33.00
Plastics	\$29.00
Sculpture/Ceramics	\$12.00
Sewing	\$17.00
Spanish	\$19.00
Web Page Wonders	\$6.00
Wilderness Living	\$17.00
Woods	\$29.00

The above fee breakdown is not reflective of the total cost associated with student materials.

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

FROM: Dr. Lori Hinton, Assistant Superintendent for Student Learning
District 64 Principal and Assistant Principal Team

DATE: January 28, 2014

RE: Recommendation for Future Outdoor Education Activities

Background

Members of the School Health Team and Principal/Assistant Principal Team recently expressed growing student safety concerns about the overnight component of the 5th Grade Outdoor Education Program. At the November 18, 2013 Board Meeting, the Board of Education invited District Administration to share a recommendation about this topic.

An Outdoor Education Task Force was created to address these concerns and seek consultative feedback from all fifth grade teachers regarding a recommendation for future outdoor education field trips. The Outdoor Education Task Force is comprised of: one fifth grade teacher from each elementary school, one administrator from each school, one representative from the School Health Team, and the Assistant Superintendent for Student Learning. Based on consultative feedback from this Task Force, the Administrative Team has outlined a recommendation regarding the overnight component of this program.

The Administrative Team is seeking Board approval to modify the Outdoor Education Program by eliminating the overnight component. It is our belief that changing the overnight component of the program will not significantly impact the essential curricular goals of the program, while acknowledging changing sensitivity to liability and privacy concerns.

The Administrative Team is communicating this information directly to the Board in an effort to be transparent and proactive about concerns and recommendations. It is important to note that not all stakeholders are in agreement about this change to the overnight component. The overnight component is highly valued by some stakeholders, including parents, students and some staff members. Other stakeholders, including the Administrative Team, the School Health Team, and some staff members, feel that its positive aspects do not outweigh the growing potential for serious student health, safety and privacy challenges that are inherent in an overnight stay.

History

The Outdoor Education program was originally funded through an ELF Grant at two elementary schools in 1995. Participation was later expanded to include all

elementary schools. The students originally went to White Pines in Oregon, Illinois until 2008 (Franklin and Washington) and 2009 (Carpenter, Field and Roosevelt). Due to concerns about the cost, distance, and remote facility with limited cell phone service, it was decided to change venues. After a pilot by Franklin and Washington in 2009, all schools then changed to Camp Duncan in 2010. The current trip is two nights and two and one half days.

Supervision

Certified staff supervise students during all classes and activities. However, staff supervision ends when students return to their cabins for the overnight portion of the program and begins in the morning when students return to outdoor education activities.

Overnight, students sleep in cabins of 16-22 students and are supervised by two parent chaperones in each cabin. Criminal background checks and training for parent volunteers are provided prior to the Outdoor Education Program. Training topics include: schedule of events, student safety, cabin rules and procedures, and student medical needs.

Program Goals

The Outdoor Education Program provides significant opportunities for students in the areas of environmental awareness, team building (civil behavior), problem solving and interdisciplinary connections, and cooperative learning. The program goals are:

- To integrate learning processes and apply concepts learned in the classroom in their natural environment.
- To promote democratic human relationships among students and between students and teachers, focusing on the development of self-reliance, self-esteem, and cooperation.
- To develop an awareness, appreciation and understanding of the natural environment where children actively participate in the identification and resolution of real problems affecting the ecosystem.

General Benefits of the Outdoor Education Program

Based on feedback from the Outdoor Education Task Force members, all stakeholders value the Outdoor Education experience and generally agree that the benefits include the opportunity for: students to express their talents and interests outside of the school setting, students to build relationships with all peers, teachers to build a deeper relationship and understanding of student interests and learning styles, student opportunity to demonstrate problem-solving and leadership skills in a unique setting, and the creation of a positive class "culture" that impacts student learning in all future settings.

General Challenges of the Outdoor Education Program

Based on feedback from the Outdoor Education Task Force members, any concerns expressed by stakeholders were related to the overnight component. Concerns

identified included: 1) inconsistency and lack of experience in terms of overnight student supervision and discipline by parent volunteers; 2) issues related to the privacy and confidentiality of student health issues; and, 3) issues related to the overnight treatment of students with health issues.

Feedback from District 64 Staff Regarding the Overnight Component

While stakeholders generally agree on the benefits of the Outdoor Education Program, there is diversity of opinion related to the overnight component. The information below summarizes each team's perspective on the overnight component.

Fifth Grade Teams

Feedback from fifth grade teachers reflected a range of opinions about the overnight component of the outdoor education program. While some teachers identified the concerns related to student safety, other teachers did not see this as an issue. Fifth grade teachers who embrace the overnight component of the program feel that this is critical to the success of the overall outdoor education experience. Again, fifth grade teachers who were concerned about the overnight component identified: 1) inconsistency in terms of overnight student supervision and discipline despite chaperone training, 2) issues related to the privacy and confidentiality of student health issues, 3) issues related to the overnight treatment of students with health issues.

School Health Team

The School Health Team believes that the overnight component compromises student safety from a health perspective. There are increasing numbers of students with health concerns that include severe food allergies, Type 1 diabetes, seizure disorders, asthma, medications, and injuries that often require close observation and treatment during the night. Giving parent chaperones the responsibility of monitoring students at night and making decisions regarding necessity of treatment and appropriate care places students' health and safety at risk. In addition, despite our best efforts to ensure the privacy of individual students' health information, chaperones are privy to confidential, often sensitive health concerns and conditions.

Principal and Assistant Principal Team

The Principal/Assistant Principal Team also feels that the overnight component of the Outdoor Education Program compromises student safety. While the team greatly values the support and leadership of parent volunteers, the team also recognizes that variance in supervision styles and parents' experiences with supervising large groups of students in a cabin setting creates challenges. The Team also has concerns related to the privacy and confidentiality of health information of individual students. Finally, a very limited number of parents opt to not send their children because of the overnight component. While this does not impact a significant number of students, it is important to note that we do not have 100% program participation each year.

Recommendation from Administrative Team

The Outdoor Education Program is a valuable part of the District 64 curriculum. It provides students with opportunities to extend their learning both academically and socially-emotionally. It is the recommendation of the Administrative Team that the program continue without the overnight component due to the supervision, health, and safety concerns that have been identified. The Team believes that the curricular goals of the program can be met without the overnight component of the program.

Specifically, the Administrative Team recommends:

- Removing the overnight component from the Outdoor Education Program
- Continuing to implement an Outdoor Education Program at Camp Duncan in an alternative format to address the current program's curricular objectives
- Reconvening the Outdoor Education Task Force to redesign the Outdoor Education Program without the overnight component (at a similar or reduced cost to families)

Next Steps

This recommendation is time sensitive in that final reservations for the 2014-15 Outdoor Education Program must be made within the next month. The Administrative Team is seeking Board approval for the above recommendations at the February 10, 2014 Board Meeting. If you have questions about this recommendation, please do not hesitate to contact me.

First Reading of Policies from PRESS Issue 82

Policy 2:105	School Board – Ethics and Gift Ban	Issue 82
Policy 2:120	School Board – Board member Development	Issue 82
Policy 2:170 No Change	School Board – Procurement of Architectural, Engineering, and Land Surveying Services	Issue 82
Policy 4:20	Operational Services – Fund Balances	Issue 82
Policy 5:20 No Change	General Personnel – Workplace Harassment Prohibited	Issue 82
Policy 6:30	Instruction – Organization of Instruction	Issue 82
Policy 6:120 No Change	Instruction – Education of Children with Disabilities	Issue 82
Policy 6:230 No Change	Instruction – Library Media Program	Issue 82
Policy 7:15	Students – Student and Family Privacy Rights	Issue 82
Policy 7:30 No Change	Students – Student Assignment and Intra-District Transfer	Issue 82
Policy 7:165	Students – School Uniforms N/A	Issue 82
Policy 7:210 No Change	Students – Expulsion Procedures	Issue 82
Policy 7:330	Students – Student Use of Buildings – Equal Access N/A	Issue 82
Policy 7:340	Students – Student Records	Issue 82

1/28/14

School Board

Ethics and Gift Ban

Prohibited Political Activity

The following precepts govern political activities being conducted by District employees and School Board members:

1. No employee shall intentionally perform any "political activity" during any "compensated time," as those terms are defined herein. No Board member or employee shall intentionally use any District property or resources in connection with any political activity.
2. At no time shall any Board member or employee intentionally require any other Board member or employee to perform any political activity: (a) as part of that Board member's or employee's duties, (b) as a condition of employment, or (c) during any compensated time off, such as, holidays, vacation, or personal time off.
3. No Board member or employee shall be required at any time to participate in any political activity in consideration for that Board member or employee being awarded additional compensation or any benefit, whether in the form of a salary adjustment, bonus, compensatory time off, continued employment or otherwise; nor shall any Board member or employee be awarded additional compensation or any benefit in consideration for his or her participation in any political activity.

A Board member or employee may engage in ~~activities~~ **any activity** that: (1) ~~are~~ **is** otherwise appropriate as part of his or her official duties, or (2) ~~are~~ **is** undertaken by the individual on a voluntary basis that are not prohibited by this policy.

Limitations on Receiving Gifts

Except as permitted by this policy, no Board member or employee, and no spouse of or immediate family member living with ~~any~~ **a** Board member or employee, shall intentionally solicit or accept any "gift" from any "prohibited source," as those terms are defined herein, or that is otherwise prohibited by law or policy. No prohibited source shall intentionally offer or make a gift that violates this policy.

The following are exceptions to the ban on accepting gifts from a prohibited source:

1. Opportunities, benefits, and services that are available on the same conditions as for the general public.
2. Anything for which the Board member or employee, or his or her spouse or immediate family member, pays the fair market value.
3. Any: (a) contribution that is lawfully made under the Election Code, or (b) activities associated with a fund-raising event in support of a political organization or candidate.

4. Educational materials and missions.
5. Travel expenses for a meeting to discuss business.
6. A gift from a relative, meaning those people related to the individual as father, mother, son, daughter, brother, sister, uncle, aunt, great aunt, great uncle, first cousin, nephew, niece, husband, wife, grandfather, grandmother, grandson, granddaughter, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half brother, half sister, and including the father, mother, grandfather, or grandmother of the individual's spouse and the individual's fiancé or fiancée.
7. Anything provided by an individual on the basis of a personal friendship unless the recipient has reason to believe that, under the circumstances, the gift was provided because of the official position or employment of the recipient or his or her spouse or immediate family member and not because of the personal friendship. In determining whether a gift is provided on the basis of personal friendship, the recipient shall consider the circumstances under which the gift was offered, such as: (a) the history of the relationship between the individual giving the gift and the recipient of the gift, including any previous exchange of gifts between those individuals; (b) whether to the actual knowledge of the recipient the individual who gave the gift personally paid for the gift or sought a tax deduction or business reimbursement for the gift; and (c) whether to the actual knowledge of the recipient the individual who gave the gift also at the same time gave the same or similar gifts to other Board members or employees, or their spouses or immediate family members.
8. Food or refreshments not exceeding \$75 per person in value on a single calendar day; provided that the food or refreshments are: (a) consumed on the premises from which they were purchased or prepared; or (b) catered. "Catered" means food or refreshments that are purchased ready to consume which are delivered by any means.
9. Food, refreshments, lodging, transportation, and other benefits resulting from outside business or employment activities (or outside activities that are not connected to the official duties of a Board member or employee), if the benefits have not been offered or enhanced because of the official position or employment of the Board member or employee, and are customarily provided to others in similar circumstances.
10. Intra-governmental and inter-governmental gifts. *Intra-governmental gift* means any gift given to a Board member or employee from another Board member or employee, and *inter-governmental gift* means any gift given to a Board member or employee ~~by~~ **from** an officer or employee of another governmental entity.

11. Bequests, inheritances, and other transfers at death.
12. Any item or items from any one prohibited source during any calendar year having a cumulative total value of less than \$100.

Each of the listed exceptions is mutually exclusive and independent of every other.

A Board member or employee, his or her spouse or an immediate family member living with the Board member or employee, does not violate this policy if the recipient promptly takes reasonable action to return a gift from a prohibited source to its source or gives the gift or an amount equal to its value to an appropriate charity that is exempt from income taxation under Section 501(c)(3) of the Internal Revenue Code.

Enforcement

The Board President and Superintendent shall seek guidance from the Board attorney concerning compliance with and enforcement of this policy and State ethics laws. The Board may, as necessary or prudent, appoint an Ethics Advisor for this task.

Written complaints alleging a violation of this policy shall be filed with the Superintendent or Board President. If attempts to correct any misunderstanding or problem do not resolve the matter, the Superintendent or Board President shall, after consulting with the Board attorney, either place the alleged violation on a Board meeting agenda for the Board's disposition or refer the complainant to Board policy 2:260, *Uniform Grievance Procedure*. A Board member who is related, either by blood or by marriage, up to the degree of first cousin, to the person who is the subject of the complaint, shall not participate in any decision-making capacity for the Board. If the Board finds it more likely than not that the allegations in a complaint are true, it shall notify the State's Attorney and/or consider disciplinary action for the employee.

Definitions

Unless otherwise stated, all terms used in this policy have the definitions given in the State Officials and Employees Ethics Act, 5 ILCS 430/1-5.

Political activity means:

1. Preparing for, organizing, or participating in any political meeting, political rally, political demonstration, or other political event.
2. Soliciting contributions, including but not limited to the purchase of, selling, distributing, or receiving payment for tickets for any political fundraiser, political meeting, or other political event.
3. Soliciting, planning the solicitation of, or preparing any document or report regarding anything of value intended as a campaign contribution.

4. Planning, conducting, or participating in a public opinion poll in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
5. Surveying or gathering information from potential or actual voters in an election to determine probable vote outcome in connection with a campaign for elective office or on behalf of a political organization for political purposes or for or against any referendum question.
6. Assisting at the polls on Election Day on behalf of any political organization or candidate for elective office or for or against any referendum question.
7. Soliciting votes on behalf of a candidate for elective office or a political organization or for or against any referendum question or helping in an effort to get voters to the polls.
8. Initiating for circulation, preparing, circulating, reviewing, or filing any petition on behalf of a candidate for elective office or for or against any referendum question.
9. Making contributions on behalf of any candidate for elective office in that capacity or in connection with a campaign for elective office.
10. Preparing or reviewing responses to candidate questionnaires.
11. Distributing, preparing for distribution, or mailing campaign literature, campaign signs, or other campaign material on behalf of any candidate for elective office or for or against any referendum question.
12. Campaigning for any elective office or for or against any referendum question.
13. Managing or working on a campaign for elective office or for or against any referendum question.
14. Serving as a delegate, alternate, or proxy to a political party convention.
15. Participating in any recount or challenge to the outcome of any election.

With respect to an employee whose hours are not fixed, "compensated time" includes any period of time when the employee is on premises under the control of the District and any other time when the employee is executing his or her official duties, regardless of location.

Prohibited source means any person or entity who:

1. Is seeking official action by: (a) a Board member, or (b) an employee, or by the Board member or another employee directing that employee;
2. Does business or seeks to do business with: (a) a Board member, or (b) an employee, or with the Board member or another employee directing that employee;

3. Conducts activities regulated by: (a) a Board member, or (b) an employee or by the Board member or another employee directing that employee;
4. Has an interest that may be substantially affected by the performance or non-performance of the official duties of the Board member or employee;
5. Is registered or required to be registered with the Secretary of State under the Lobbyist Registration Act, except that an entity does not become a prohibited source merely because a registered lobbyist is one of its members or serves on its board of directors; or
6. Is an agent of, a spouse of, or an immediate family member living with a prohibited source.

~~Gift~~ means any gratuity, discount, entertainment, hospitality, loan, forbearance, or other tangible or intangible item having monetary value including but not limited to, cash, food and drink, and honoraria for speaking engagements related to or attributable to government employment or the official position of a Board member or employee.

LEGAL REF.: 5 ILCS 430/1-1 et seq.
10 ILCS 5/9-25.1.

CROSS REF.: 5:120 (Ethics).

ADOPTED: May 24, 2004

REVISED: October 27, 2008

School Board

Board Member Development ¹

The School Board desires that its individual members learn, understand, and practice effective governance principles. ² The Board is responsible for Board member orientation and development. Board members have an equal opportunity to attend State and national meetings designed to familiarize members with public school issues, governance, and legislation.

The Board President and/or Superintendent shall provide all Board members with information regarding pertinent education materials, publications, and notices of training or development.

Mandatory Board Member Training ³

Each Board member is responsible for his or her own compliance with the mandatory training laws that are described below:

1. Each Board member ~~taking office after June 13, 2011~~ must complete at least 4 hours of professional development leadership training in education and labor law, financial oversight and accountability, and fiduciary responsibilities within the first year of his or her first term. ~~that begins after that date.~~ ⁴ This requirement is applicable to Board members who are elected after June 13, 2011 or who are appointed to fill a vacancy of at least one year's duration after that date.
2. Each Board member ~~who was in office on January 1, 2012~~ must complete training on the Open Meetings Act ~~within one year of that date. Each Board member taking office after January 1, 2012 must complete this training~~ no later than 90 days after taking the oath of office for the first time. After completing the training, each Board member must file a copy of ~~his or her~~ the certificate of completion with ~~his or her Board~~ the Board. Training on the Open Meetings Act is only required once. ⁵
3. ~~After the District's implementation of the Performance Evaluation Reform Act (PERA) evaluations;~~ Each Board member must complete a training program on PERA evaluations under the Performance Evaluation Reform Act (PERA) before participating in a vote on a tenured teacher's dismissal ~~based on an~~ using the optional alternative evaluative evaluation

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

¹ State law governs the mandatory board member training provisions in this sample policy.

² The IASB *Foundational Principles of Effective Governance* is available online at www.iasb.com.

³ A board may omit the description of mandatory training requirements by deleting "that are described below" and deleting the numbered list.

⁴ 105 ILCS 5/10-16a, added by P.A. 97-8.

⁵ 5 ILCS 120/1.05(b) and (c), amended by P.A. 97-504. IASB is an authorized provider of this training.

dismissal process. This dismissal process is available after the District's PERA implementation date. ⁶

The Superintendent or designee shall maintain on the District website a log identifying the complete training and development activities of each Board member, including both mandatory and non-mandatory training. ⁷

Board Self-Evaluation

The Board will conduct periodic self-evaluations with the goal of continuous improvement. ⁸

New Board Member Orientation ⁹

The orientation process for newly elected or appointed Board members includes:

1. The Board President or Superintendent, or their designees, shall give each new Board member a copy of or online access to the Board Policy Manual, the Board's regular meeting minutes for the past year, and other helpful information including material describing the District and explaining the Board's roles and responsibilities.
2. The Board President or designee shall schedule one or more special Board meetings, or schedule time during regular meetings, for Board members to become acquainted and to review Board processes and procedures.
3. The Board President may request a veteran Board member to mentor a new member. ¹⁰
4. All new members are encouraged to attend workshops for new members conducted by the Illinois Association of School Boards.

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

⁶ 105 ILCS 5/24-16.5, added by P.A. 97-8. This mandatory training requirement will be phased-in as districts phase-in teacher evaluations that incorporate student growth, otherwise known as Performance Evaluation Reform Act (PERA) evaluations. The implementation timeline for PERA evaluations varies from district to district but will be one of the following: (a) the date in an applicable grant agreement; (b) beginning Sept. 1, 2015 for those districts whose student performance ranks in the lowest 20% among all districts of their type; and (c) beginning Sept. 1, 2016 for all remaining districts. After the implementation of PERA evaluations, a district may use an optional alternative evaluative dismissal process using the PERA evaluation. Before voting on a dismissal based upon an optional alternative evaluative dismissal process, a board member must complete a training program on PERA evaluations. IASB is an authorized provider of this training. For more information about PERA, see PERA Overview for School Board Members, iasb.com/law/pera.cfm.

⁷ 105 ILCS 5/10-16a, added by P.A. 97-8, requires each school district to post on its website, if any, the names of all board members who have completed the minimum of 4 hours of training described in #1. Recognizing that a board may want to highlight all training and development achievements, the sample policy extends this reporting requirement to all training and development activities. For a website reporting template, see 2:120-E2, *Website Listing of Development and Training Completed by Board Members*.

A board may choose to strictly follow the statute by using the following alternative: "The Superintendent or designee shall post on the District website the names of all Board members who have completed the professional development leadership training described in number 1, above."

⁸ Boards are not required to conduct self-evaluations, but may hold a closed meeting with representatives of a State association authorized under Article 23 of the School Code for the purpose of discussing self-evaluation practices and procedures, or professional ethics (5 ILCS 120/2(B)(6)).

⁹ New board member orientation is a critical step in helping new board members become effective and in promoting a smooth functioning *new team*. The first paragraph should be customized to add references to the IASB policy services that the district receives (e.g., **PRESS**, **PRESS Online**, **School Board Policies Online**, and **PRESS Plus**).

¹⁰ See 2:120-E1, *Guidelines for Serving as a Mentor to a New School Board Member*.

Candidates

The Superintendent or designee shall invite all current candidates for the office of Board member to attend: (1) Board meetings, except that this invitation shall not extend to any closed meetings, and (2) pre-election workshops for candidates.

LEGAL REF.: 5 ILCS 120/1.05 and 120/2.
105 ILCS 5/10-16a and 5/24-16.5.

CROSS REF.: 2:80 (Board Member Oath and Conduct), 2:125 (Board Member Expenses),
2:200 (Types of School Board Meetings)

School Board

School Architect, Engineers, and Land Surveyors

The Board of Education may select architects, engineers, and land surveyors to provide professional services to the District based on demonstrated competence and qualifications, and in accordance with State law.

The person or representative from the firm selected shall meet with the Superintendent and the Board of Education to discuss responsibilities and scope of services.

LEGAL REF.: Shivley v. Belleville Township High School District 201, 769 N.E.
2nd 1062 (5th Dist., Ill. App. 2002) appeal denied

50 ILCS 510/0.01 et seq.

105 ILCS 5/10-20.21.

40 U.S.C. § 541.

ADOPTED: October 27, 1997

REVISED: May 27, 2003

Operational Services

Fund Balances

The Superintendent or designee shall maintain fund balances adequate to ensure the District's ability to maintain levels of service and pay its obligations in a prompt manner in spite of unforeseen events or unexpected expenses. The Superintendent or designee shall inform the Board whenever it should discuss drawing upon its reserves or borrowing money.

The District's operating fund balances shall end each fiscal year with four (4) month of operating expenditures for the fiscal year then ended. Expenses shall be measured against a cumulative total of operating funds that include: education, operations and maintenance, transportation, Illinois municipal retirement, capital projects, tort immunity, and working cash.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits)

DATED: October 27, 2008

REVISED: January 9, 2012

General Personnel

Workplace Harassment Prohibited

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

Sexual Harassment Prohibited

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

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct which has the effect of humiliation, embarrassment or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

Making a Complaint; Enforcement

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

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

Employees should report claims of harassment to the Nondiscrimination Coordinator and/or use the Board policy 2:260, *Uniform Grievance Procedure*. Employees may choose to report to a person of the employee's same sex.

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

Whom to Contact with a Report or Complaint

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

Nondiscrimination Coordinator:

Name Joel T. Martin
Address 164 S. Prospect, Park Ridge, IL
Telephone No. 847-318-4305

Complaint Managers:

Name	<u>Dr. Lori Hinton</u>	<u>Dan Walsh</u>
Address	<u>164 S. Prospect, Park Ridge, IL</u>	<u>2401 Manor Lane, Park Ridge, IL</u>
Telephone No.	<u>847-318-4303</u>	<u>847-318-4390</u>

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

LEGAL REF.: Title VII of the Civil Rights Act, 42 U.S.C. § 2000e et seq., 29 C.F.R. § 1604.11.

Title IX of the Education Amendments, 20 U.S.C. § 1681 et seq. 34 C.F.R. §1604.11

Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/5-102, and 5/-102.2.

56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.

Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998).

Faragher v. City of Boca Raton, 118 S.Ct. 2275(1998).

Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).

Harris v. Forklift Systems, 114 S.Ct. 367 (1993).

Jackson v. Birmingham Board of Education, 125 S.Ct. 1497 (2005)

Meritor Savings Bank v. Vinson, 106 S.Ct. 2399 (1986).

Oncale v. Sundown Offshore Services, 118 S.Ct. 998 (1998).

Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).

Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 908 N.E.2d 39 (Ill., 2009).

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

ADOPTED: October 27, 1997

REVISED: April 12, 1999

REVISED: July 8, 2003

REVISED: June 30, 2008

REVISED: May 24, 2010

REVISED: June 25, 2012

NO CHANGE

Instruction

Organization of Instruction

The School District has instructional levels for grades **pre-k** through 8. The Superintendent shall annually present to the School Board a plan for organizing instructional levels and assigning them to school facilities in order to:

1. Support the District's educational program,
2. Maximize facility usage without undue overcrowding, and
3. Provide substantially comparable instructional programs across the District.

Students, for instructional purposes, may be placed in groups within a school that do not necessarily follow grade level designations. For purposes of attendance reporting and other records, however, each student is assigned a grade-level placement.

The District maintains a half-day kindergarten with an instructional program that fulfills the District's curriculum goals and objectives and the requirements of the State law.

LEGAL REF.: 105 ILCS 5/10-20.19a, 5/10-20.37, and 5/10-22.18.
23 Ill.Admin.Code §1.420.

CROSS REF.: 6:40 (Curriculum Development), 6:170 (Title I Programs), 7:30 (Student Assignment), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:100 (Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students)

ADOPTED: October 27, 1997

REVISED: August 17, 2004

REVISED: June 30, 2008

Instruction

Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education's *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education's *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.
Individuals With Disabilities Education Improvement Act of 2004, 20
U.S.C. §1400 et seq.
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
23 Ill.Admin.Code Part 226.

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

ADOPTED: October 27, 1997

REVISED: June 14, 1999

REVISED: October 22, 2001

REVISED: January 26, 2009

Instruction

Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with, (1) State law and Illinois State Board of Education rule, and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

LEGAL REF.: 23 Ill.Admin.Code §1.420(o).

CROSS REF.: 6:60 (Curriculum Content), 6:170 (Title I Programs), 6:210 (Instructional Materials)

ADOPTED: October 27, 1997

REVISED: November 13, 2006

REVISED: January 26, 2009

Students

Student and Family Privacy Rights ¹

Surveys ²

All surveys requesting personal information from students, as well as any other instrument used to collect personal information from students, must advance or relate to the District's educational objectives as identified in School Board policy 6:10, *Educational Philosophy and Objectives*, or assist students' career choices. This applies to all surveys, regardless of whether the student answering the questions can be identified and regardless of who created the survey.

Surveys Created by a Third Party ³

Before a school official or staff member administers or distributes a survey or evaluation created by a third party to a student, the student's parent(s)/guardian(s) may inspect the survey or evaluation, upon their request and within a reasonable time of their request.

This section applies to every survey: (1) that is created by a person or entity other than a District official, staff member, or student, (2) regardless of whether the student answering the questions can be identified, and (3) regardless of the subject matter of the questions.

Survey Requesting Personal Information ⁴

School officials and staff members shall not request, nor disclose, the identity of any student who completes any survey or evaluation (created by any person or entity, including the District) containing one or more of the following items:

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

¹ State or federal law requires this subject matter be covered by policy. State or federal law controls this policy's content. The No Child Left Behind Act significantly changed the Protection of Pupil Rights Act, a/k/a/ the Hatch Amendments. The Protection of Pupil Rights Act requires any school district, "that receives funds under any applicable program [to] develop and adopt policies, in consultation with parents, regarding [statutory privacy rights]." (20 U.S.C. §1232h(c)(1). *Any applicable program* generally refers to any federal program administered by the U.S. Department of Education (20 U.S.C. §1221(c). *Consultation with parents* is not defined; boards are advised, at minimum, to publicize the issue and request public comment during the policy's adoption.

² This paragraph is not dictated by law. It, however, contains the principles to guide staff and should be carefully considered and re-crafted by each board. Note that IASB sample board policy 6:10, *Educational Philosophy and Objectives*, is very broad and will thus justify surveys covering many subjects. However, it would prohibit the collection of information for marketing or selling (see f/n 13 of this policy); ~~this delete~~ reference ~~must be struck~~ if the board wants the option of selling personal information ~~that is~~ collected from students, such as in the following:

A survey requesting personal information from students, as well as any other instrument used to collect personal information from students, must have a business, educational, or marketing justification.

Another alternative is to strictly restrict the subjects on which students may be surveyed, as in the following:

All surveys requesting information from students, as well as any other instrument used to collect personal information from students, must be for the purpose of monitoring the quality of the District's educational programs or assisting students' career choices.

³ Required by 20 U.S.C. §§1232h(c)(1)(A)(i) and 1232h(c)(2)(A)(ii).

⁴ Required by 20 U.S.C. §1232h(c)(1)(B). Consult the board attorney to review the survey or questions before administering it. Given the current political climate, attorneys in the field are voicing concern about the increase in schools and staff requesting inappropriate information from a student, e.g., the number of people and/or families living in his or her home and/or whether firearms are present in the student's home.

1. Political affiliations or beliefs of the student or the student's parent/guardian.
2. Mental or psychological problems of the student or the student's family.
3. Behavior or attitudes about sex.
4. Illegal, anti-social, self-incriminating, or demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those with lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian.
8. Income other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

The student's parent(s)/guardian(s) may:

1. Inspect the survey or evaluation upon, and within a reasonable time of, their request, ⁵ and/or
2. Refuse to allow their child or ward to participate in the activity described above. ⁶ The school shall not penalize any student whose parent(s)/guardian(s) exercised this option.

Instructional Material ⁷

A student's parent(s)/guardian(s) may inspect, upon their request, any instructional material used as part of their child/ward's educational curriculum within a reasonable time of their request.

The term "instructional material" means instructional content that is provided to a student, regardless of its format, printed or representational materials, audio-visual materials, and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments. ⁸

Physical Exams or Screenings ⁹

No school official or staff member shall subject a student to a non-emergency, invasive physical examination or screening as a condition of school attendance. The term *invasive physical examination* means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

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

⁵ Id.

⁶ 20 U.S.C. §1232h(c)(2)(A)(ii).

⁷ Required by 20 U.S.C. §1232h(c)(1)(C)(i).

⁸ 20 U.S.C. §1232h(c)(6)(A).

⁹ The Protection of Pupil Rights Act states that student's parent(s)/guardian(s) may refuse to allow their child or ward to participate in "non-emergency, invasive physical examination or screening." (20 U.S.C. §1232h(c)(2)(A)(ii)). This does not necessarily mean, however, that schools have authority to conduct invasive physical examinations or screenings of students. In order to avoid misunderstandings, the sample policy prohibits physical examinations and screenings of students as those terms are defined in the policy (and federal law).

A board that wants to retain this option must strike the first sentence and replace it with the following:

A student's parent(s)/guardian(s) may refuse to allow their child or ward to participate in any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance, (b) administered by the school and scheduled by the school in advance; and (c) not necessary to protect the immediate health and safety of the student, or of other students.

The above paragraph does not apply to any physical examination or screening that:

1. Is permitted or required by an applicable State law, including physical examinations or screenings that are permitted without parental notification. ¹⁰
2. Is administered to a student in accordance with the Individuals with Disabilities Education Act (20 U.S.C. §1400 et seq.). ¹¹
3. Is otherwise authorized by Board policy. ¹²

Selling or Marketing Students' Personal Information Is Prohibited ¹³

No school official or staff member shall market or sell personal information concerning students (or otherwise provide that information to others for that purpose). The term *personal information* means individually identifiable information including: (1) a student or parent's first and last name, (2) a home or other physical address (including street name and the name of the city or town), (3) a telephone number, (4) a Social Security identification number or (5) driver's license number or State identification card. ¹⁴

The above paragraph does not apply: (1) if the student's parent(s)/guardian(s) have consented; or (2) to the collection, disclosure or, use of personal information collected from students for the exclusive purpose of developing, evaluating or providing educational products or services for, or to, students or educational institutions, such as the following: ¹⁵

- ~~1. College or other postsecondary education recruitment, or military recruitment.~~
- ~~1. 2.~~ Book clubs, magazines, and programs providing access to low-cost literary products.
- ~~2. 3.~~ Curriculum and instructional materials used by elementary schools and secondary schools.
- ~~3. 4.~~ Tests and assessments to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments.
- ~~4. 5.~~ The sale by students of products or services to raise funds for school-related or education-related activities.
- ~~5. 6.~~ Student recognition programs.

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

¹⁰ 20 U.S.C. §1232h(c)(4)(B)(ii).

¹¹ 20 U.S.C. §1232h(c)(5)(A)(ii).

¹² If a board adopted a drug-testing program for extracurricular participants, that policy should be referenced here and added to this policy's cross-references. (See the optional program in 7:240, *Conduct Code for Participants in Extracurricular Activities*.)

¹³ The Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/, prohibits the sale of personal information concerning a child under the age of 16, with a few exceptions, unless the parent(s)/guardian(s) have consented. Federal law [20 USC §1232h(c)(1)(E)] is similar but not identical. In order to effectuate both laws, the sample policy prohibits the sale or marketing of *personal information* unless the parents/guardians have consented.

¹⁴ 20 U.S.C. §1232h(c)(6)(E); Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/. See f/n 6 in 7:340, Student Records, for a discussion about managing FOIA requests for items (1)-(3) under personal information in this paragraph.

¹⁵ Id.

Under no circumstances may a school official or staff member provide a student's *personal information* to a business organization or financial institution that issues credit or debit cards. ¹⁶

Notification of Rights and Procedures ¹⁷

The Superintendent or designee shall notify students' parents/guardians of:

1. This policy as well as its availability upon request from the general administration office.
2. How to opt their child or ward out of participation in activities as provided in this policy.
3. The approximate dates during the school year when a survey requesting personal information, as described above, is scheduled or expected to be scheduled. ¹⁸
4. How to request access to any survey or other material described in this policy.

This notification shall be given parents/guardians at least annually, at the beginning of the school year, and within a reasonable period after any substantive change in this policy.

The rights provided to parents/guardians in this policy transfer to the student when the student turns 18 years old, or is an emancipated minor. ¹⁹

LEGAL REF.: 20 U.S.C. §1232h, Protection of Pupil Rights.
325 ILCS 17/, Children's Privacy Protection and Parental Empowerment Act.
105 ILCS 5/10-20.38.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:210 (Instructional Materials), 6:260
(Complaints About Curriculum, Instructional Materials, and Programs), 7:130
(Student Rights and Responsibilities)

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

¹⁶ 105 ILCS 5/10-20.38.

¹⁷ The details in this section are specified in and required by 20 U.S.C. §1232h(c)(2). This information should be in the student handbook.

¹⁸ If the board chose to keep the option of marketing personal information received from students and/or conducting physical exams, add the following to this list as appropriate: "collection of personal information from students for marketing and physical examinations or screenings."

¹⁹ 20 U.S.C. §1232h(c)(5)(B).

Students

Student Assignment and Intra-District Transfer

Attendance Areas

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

Transfers Within the District

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

Class Assignments

The Superintendent or designee shall assign students to classes.

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

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

ADOPTED: October 27, 1997

REVISED: November 25, 2002

REVISED: November 24, 2003

REVISED: June 30, 2008

REVISED: December 12, 2011

NO CHANGE

Students

Expulsion Procedures

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

1. Before a student may be expelled, the student and his or her parent(s)/guardian(s) shall be provided a written request to appear at a hearing to determine whether the student should be expelled. The request shall be sent by registered or certified mail, return receipt requested. The request should include:
 - a. The reasons for the proposed expulsion as well as the conduct rule the student is charged with violating.
 - b. The time, date, and place for the hearing.
 - c. A short description of what will happen during the hearing.
 - d. A statement indicating that The School Code allows the School Board to expel a student for a definite period of time not to exceed 2 calendar years, as determined on a case by case basis.
 - e. A request that the student or parent(s)/guardian(s) inform the District if the student will be represented by an attorney and, if so, the attorney's name.
2. Unless the student and parent(s)/guardian(s) indicate that they do not want a hearing or fail to appear at the designated time and place, the hearing will proceed. It shall be conducted by the School Board or a hearing officer appointed by it. If a hearing officer is appointed, he or she shall report to the Board the evidence presented at the hearing and the Board shall take such final action as it finds appropriate.
3. During the expulsion hearing, the Board or hearing officer shall hear evidence concerning whether the student is guilty of the gross disobedience or misconduct as charged. The student and his or her parent(s)/guardian(s) may be represented by counsel, offer evidence, present witnesses, cross-examine witnesses who testified, and otherwise present reasons why the student should not be expelled. After presentation of the evidence or receipt of the hearing officer's report, the Board shall decide the issue of guilt and take such action as it finds appropriate.

LEGAL REF.: 105 ILCS 5/10-22.6(a).
Goss v. Lopez, 95 S.Ct. 729 (1975).

CROSS REF.: 7:130 (Student Rights and Responsibilities), 7:190 (Student Discipline), 7:200 (Suspension Procedures), 7:230, (Misconduct by Students with Disabilities)

ADOPTED: October 27, 1997

REVISED: January 26, 2009

NO CHANGE

Students

Student Records

School student records are confidential ~~and~~. Information from them shall not be released other than as provided by law. A school student record is any writing or other recorded information concerning a student and by which a student may be identified individually that is maintained by a school or at its direction or by a school employee, regardless of how or where the information is stored, except ~~for certain records kept as provided in a staff member's sole possession; records maintained by State or federal law as summarized below: enforcement officers working in the school; video and other electronic recordings that are created in part for law enforcement, security, or safety reasons or purposes; and electronic recordings made on school buses.~~

1. Records kept in a staff member's sole possession.
2. Records maintained by law enforcement officers working in the school.
3. Video and other electronic recordings (including without limitation, electronic recordings made on school buses) that are created in part for law enforcement, security, or safety reasons or purposes. The content of these recordings may become part of a school student record to the extent school officials create, use, and maintain this content, or it becomes available to them by law enforcement officials, for disciplinary or special education purposes regarding a particular student.
4. Any information, either written or oral, received from law enforcement officials concerning a student less than the age of 17 years who has been arrested or taken into custody.

State and federal law grants students and parents/guardians certain rights, including the right to inspect, copy, and challenge school student records. The information contained in school student records shall be kept current, accurate, clear, and relevant. All information maintained concerning a student receiving special education services shall be directly related to the provision of services to that child. The District may release directory information as permitted by law, but a parent/guardian shall have the right to object to the release of information

regarding his or her child. However, the District will comply with an *ex parte* court order requiring it to permit the U.S. Attorney General or designee to have access to a student's school records without notice to, or the consent of, the student's parent/guardian.

The Superintendent shall fully implement this policy and designate an *official records custodian* for each school who shall maintain and protect the confidentiality of school student records inform staff members of this policy, and inform students and their parents/guardians of their rights regarding school student records.

LEGAL REF.: Chicago Tribune Co. v. Chicago Bd. of Ed., 773 N.E.2d 674 (Ill.App.1, 2002).

Owasso I.S.D. No. I-011 v. Falvo, 122 S.Ct. 934 (2002).

Family Educational Rights and Privacy Act, 20 U.S.C. §1232g; 34 C.F.R. Part 99.

Children's Privacy Protection and Parental Empowerment Act, 325 ILCS 17/.

105 ILCS 5/10-20.21b, 20.37,s 20.40, 5/14-1.01 et seq. and 10/.

50 ILCS 205/7.

23 Ill.Admin.Code Parts 226 and 375.

CROSS REF.: 5:100 (Staff Development Program), 5:130 (Responsibilities Concerning Internal Information), 7:15 (Student and Family Privacy Rights), 7:220 (Bus Conduct)

ADMIN PROC.: 7:15-E (Notification to Parents of Family Privacy Rights), 7:340-AP1 (School Student Records), 7:340 AP1, E1 (Notice to Parents', Guardians, and Student of Their Rights Concerning a Student's School Records), 7:340-AP1,E3 (Letter to Parents Concerning Military Recruiters and Postsecondary Institutions Receiving Student Directory Information), 7:340-AP2 (Storage and Destruction of School Student Records), 7:340-AP2, E1 (Schedule for Destruction of School Student Records)

REVISED: April 12, 1999
REVISED: June 11, 2001
REVISED: November 25, 2002
~~REVISED: August 17, 2004~~
REVISED: November 13, 2006
REVISED: January 28, 2008
REVISED: January 26, 2009

Update on Superintendent Search

Approval of the Employment of Business Manager Rebecca Allard for 2014-15 School Year

ACTION ITEM 14-01-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the employment of Business Manager Rebecca Allard for 2014-15 School Year Pursuant to the Compensation and Terms of the Formal Employment Contract.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Consent Agenda

ACTION ITEM 14-01-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of January 28, 2014, which includes the Personnel Report; Bills - December 17, 2013; Bills – January 13, 2014; Bills, Payroll, and Benefits – January 28, 2014; Approval of Financial Update for the Period Ending December 31, 2013; Approval of Extension of Child Care with Confidence Lease 2014-15; Adopt Final Calendar for 2014-15 & Tentative Calendars for 2015-16 & 2016-17; Approval of Policies from PRESS Issues 79, 80, and 81; and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report
January 28, 2014

Denise Roman	Employ as Lunchroom Supervisor at Franklin School effective December 16, 2013 - \$12.00.
Timothy Kearns	Employ as Night Custodian at Lincoln School effective January 6, 2014 - \$17.03.
Jane Berg	Employ as Before School Program at Field School effective December 11, 2013 - \$12.00.
Teresa Lippert	Employ as Lunch Program Supervisor at Field School effective August 27, 2013 - \$12.00.
David Billings	Change of assignment from Night Custodian at Lincoln School to District Warehouse/Delivery effective November 25, 2013.
Ashley Wasserman	Change of assignment from Special Needs Assistant at Emerson School to a Special Needs Teacher at Roosevelt School effective January 6, 2014 - \$30,482.92.
Agnes Walsh Adamik	Retirement as Early Childhood Special Education Teacher effective June 2015 at Jefferson School.
Charlene Boss	Retirement as 2nd Grade Teacher effective June 2015 at Franklin School.
Linda Currey	Retirement as TPI Assistant effective June 13, 2014 at Carpenter School.
Eugenia Kotis	Retirement as 4th Grade Teacher effective June 2015 at Washington School.
Ruth Kovac	Retirement as Instructional Resource Assistant effective June 13, 2014 at Emerson School.
Susan Luif	Retirement as Early Childhood Special Education Teacher effective June 2015 at Jefferson School.
Marlene Stankiewicz	Retirement as LRC Assistant effective June 13, 2014 at Emerson School.
Jill Benson	Revision from December 16, 2013 Personnel Report, retirement date is June 2015.

Personnel Report
January 28, 2014

Alice Summers	Declined as Lunch Program Supervisor at Field effective September 6, 2013.
---------------	----------------------------------------------------------------------------

APPROVAL OF BILLS

The following bills are presented for approval:

Bills

10 - Education Fund -----	\$ (175.00)
20 - Operations and Maintenance Fund -----	\$ -
30 - Debt Services -----	\$ -
40 - Transporation Fund -----	\$ -
50 - Retirement (IMRF/SS/MEDICARE) -----	\$ -
60 - Capital Projects -----	\$ -
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 115944

Total: \$ (175.00)

APPROVAL OF BILLS

The following bills are presented for approval:

Bills

10 - Education Fund -----	\$ 728,130.18
20 - Operations and Maintenance Fund -----	\$ 166,643.57
30 - Debt Services -----	\$ 200.00
40 - Transportation Fund -----	\$ 12,820.31
50 - Retirement (IMRF/SS/MEDICARE) -----	\$ -
60 - Capital Projects -----	\$ 188,042.75
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 115998 - 116114

Total: \$ 1,095,836.81

APPROVAL OF BILLS AND PAYROLL

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

Bills

10 - Education Fund -----	\$ 160,667.88
20 - Operations and Maintenance Fund -----	\$ 30,117.81
30 - Debt Services -----	\$ -
40 - Transportation Fund -----	\$ 112,692.52
50- Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ -
80 - Tort Immunity Fund -----	\$ -
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 116139 - 116244

Total: \$ 303,478.21

Payroll and Benefits for Month of December, 2013

10 - Education Fund -----	\$ 3,757,558.56
20 - Operations and Maintenance Fund -----	\$ 218,928.12
40 - Transportation Fund -----	\$ -
50 - IMRF/FICA Fund -----	\$ 178,681.36
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 9689 - 9808

Direct Deposit: 900045402 - 900046985

Total: \$ 4,155,168.04

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

THIRD AMENDMENT TO LEASE AND LICENSE AGREEMENT BY AND BETWEEN PARK RIDGE-NILES COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64, COOK COUNTY, ILLINOIS AND CHILD CARE WITH CONFIDENCE, INC.

THIS THIRD AMENDMENT (the "Amendment") to that certain Lease and License Agreement dated as of July 1, 2011 (the "Lease") by and between the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois ("Landlord") and Child Care with Confidence, Inc., an Illinois not-for-profit corporation ("Tenant").

WHEREAS, the parties intend by this Amendment to amend the Lease as herein provided and otherwise desire to confirm and ratify the Lease.

NOW THEREFORE, in consideration of the mutual covenants contained herein and in consideration of the rents, covenants and agreements on the part of Landlord and Tenant to be observed and performed, Landlord and Tenant hereby agree as follows:

1. The Lease Term is extended for a one (1) year period commencing on July 1, 2014 and terminating on June 30, 2015. Landlord and Tenant may meet and confer prior to the expiration of the Lease Term to discuss a further renewal and extension of the Lease Term upon such terms and conditions as are mutually agreeable to the parties. In the absence of such an agreement to further renew and extend the Lease Term, the Lease shall terminate on June 30, 2015.
2. The Rental amount will be increased annually by the CPI-U issued in December prior to the effective date of the lease. The CPI-U is the factor used in the Property Tax Extension Limitation Law (PTELL).
3. Tenant agrees to pay Landlord a rental amount of Thirty thousand five-hundred four dollars (\$30,504) per year for its use of the Leased Space and the Licensed Space for the Lease Term.

4. As amended hereby, the Lease is in full force and effect and hereby ratified.
5. In the event of any conflict between the terms of this Amendment and the Lease, as it existed prior to this Amendment, the terms of this Amendment shall control.
6. Any capitalized term used herein but not defined herein shall have the meaning specified in the Lease.
7. Each individual signing this Amendment represents and warrants that such person is authorized to execute the Amendment and that the Amendment shall be binding on the Landlord or Tenant, as the case shall be.
8. This Amendment shall be effective upon, and deemed dated on, the date executed by the latter to sign of Landlord or Tenant.

LANDLORD:

BOARD OF EDUCATION, PARK RIDGE-
NILES COMMUNITY CONSOLIDATED
SCHOOL DISTRICT NO. 64, Cook County,
Illinois,

By: _____
President

Attest: _____
Secretary

Dated: _____, 2014

Address:
Superintendent
Park Ridge-Niles Comm. Cons. School
District No. 64
164 S. Prospect Ave.
Park Ridge, IL 60068

TENANT:

CHILD CARE WITH CONFIDENCE, INC.,
an Illinois not-for-profit corporation,

By: _____
President

Dated: _____, 2014

Address:
Ms. Lois Fisher
Child Care with Confidence, Inc.
8200 Greendale Ave.
Niles, IL 60714

Tentative School Calendar for 2014-15

Institute Day – August 25, 2014

First Day for Students – August 26, 2014

Winter Break – Begin December 22, 2014 – Return January 5, 2015 – aligns with District 207

Spring Break – Begin March 30, 2015 – Return April 7, 2015 – aligns with District 207

Last Day – June 11, 2015

Notes:

- School begins for students on Tuesday.
- Return from Winter Break on Monday.
- Students are not in attendance the Monday following Spring Break (April 6, 2015).

Tentative School Calendar for 2015-16

Institute Day – August 24, 2015

First Day for Students – August 25, 2015

Winter Break – Begin December 21, 2015 – Return January 4, 2016 – aligns with District 207

Spring Break – Begin March 28, 2016 – Return April 4, 2016 – aligns with District 207

Last Day – June 9, 2016

Notes:

- School begins for students on Tuesday.
- Return from Winter Break on Monday.
- Students are not in attendance the Friday preceding Spring Break (March 25, 2016).

Tentative School Calendar for 2016-17

Institute Day – August 22, 2016

First Day for Students – August 23, 2016

Winter Break – Begin December 26, 2016 – Return January 9, 2017 – aligns with District 207

Spring Break – Begin March 27, 2017 – Return April 3, 2017 – aligns with District 207

Last Day – June 8, 2017

Notes:

- School begins for students on Tuesday.
- Return from Winter Break on Monday.
- Students are not in attendance the Friday preceding Spring Break (March 24, 2017).

**SCHOOL DISTRICT 64 PARK RIDGE-NILES
2014-15**

AUGUST

Mon	Tue	Wed	Thr	Fri	Total
TI	(26	27	28	29	4
			Total		4

(4)

SEPTEMBER

Mon	Tue	Wed	Thr	Fri	Total
HOL	2	3	4	5	4
8	9	10	11	12	5
15	16	17	18	19	5
22	23	24	25	26	5
29	30				2
			Total		21

(25)

OCTOBER

Mon	Tue	Wed	Thr	Fri	Total
		1	2	3	3
6	7	8	9	10	5
HOL	14	15	16	17	4
20	21	22	23	24	5
27	28	29	30	31	5
			Total		22

(47)

NOVEMBER

Mon	Tue	Wed	Thr	Fri	Total
3	TI	5	6	7	4
10	XH	12	13	14	5
17	18	19	20	21	5
FPT	NIA	NIA	HOL	NIA	0
			Total		14

(61)

DECEMBER

Mon	Tue	Wed	Thr	Fri	Total
1	2	3	4	5	5
8	9	10	11	12	5
15	16	17	18	19	5
NIA	NIA	NIA	HOL	NIA	0
NIA	NIA	NIA			0
			Total		15

(76)

JANUARY

Mon	Tue	Wed	Thr	Fri	Total
			HOL	NIA	0
5	6	7	8	9	5
12	13	14	15	16	5
HOL	20	21	22	23	4
26	27	28	29	30	5
			Total		19

(95)

FEBRUARY

Mon	Tue	Wed	Thr	Fri	Total
2	3	4	5	TI	4
9	10	11	XH	13	5
HOL	17	18	19	20	4
23	24	25	26	27	5
			Total		18

(113)

MARCH

Mon	Tue	Wed	Thr	Fri	Total
XH	3	4	5	6	5
9	10	11	12	13	5
16	17	18	19	20	5
23	24	25	26	27	5
NIA	NIA				0
			Total		20

(133)

APRIL

Mon	Tue	Wed	Thr	Fri	Total
		NIA	NIA	HOL	0
FPT	7	8	9	10	4
13	14	15	16	17	5
20	21	22	23	24	5
27	28	29	30		4
			Total		18

(151)

MAY

Mon	Tue	Wed	Thr	Fri	Total
				1	1
4	5	6	7	8	5
11	12	13	14	15	5
18	19	20	21	22	5
HOL	26	27	28	29	4
			Total		20

(171)

JUNE

Mon	Tue	Wed	Thr	Fri	Total
1	2	3	4	5	5
8	9	10	11		4
			Total		9

(180)

JULY

Mon	Tue	Wed	Thr	Fri	Total

School Begins:	8/26/14
School Closes:	6/11/15
Pupil Attendance Days:	180
Approved Institute Days:	3
Approved All Day Parent/Teacher:	2
Conference Days:	
TOTAL (185 days or more):	185

UPCOMING ELECTIONS

Primary Election	3/18/14
General Election	11/4/14
Primary Election	2/24/15
General Election	4/7/15

SCHOOL HOLIDAYS

Labor Day	9/1/14
Columbus Day	10/13/14
Veterans' Day	11/11/14 XH
Thanksgiving Day	11/27/14
Christmas Day	12/25/14
New Year's Day	1/1/15
M.L. King Day	1/19/15
Lincoln's Birthday	2/12/15 XH
Presidents' Day	2/16/15
Pulaski Day	3/2/15 XH
Good Friday	4/3/15
Memorial Day	5/25/15

CALENDAR LEGEND

Legal School Holidays	HOL
Institutes	TI
Not in Attendance	NIA
School Begins	(
School Closes)
Half-day Inservice	XHI
Full-day Parent/Teacher Conf.	FPT
Attendance Day - Holiday Waiver	XH
Half-day School Improvement	XHS

**SCHOOL DISTRICT 64 PARK RIDGE-NILES
2015-16**

AUGUST					
Mon	Tue	Wed	Thr	Fri	Total
TI	(25	26	27	28	4
31					1
			Total		5

(5)

SEPTEMBER					
Mon	Tue	Wed	Thr	Fri	Total
	1	2	3	4	4
HOL	8	9	10	11	4
14	15	16	17	18	5
21	22	23	24	25	5
28	29	30			3
			Total		21

(26)

OCTOBER					
Mon	Tue	Wed	Thr	Fri	Total
			1	2	2
5	6	7	8	9	5
HOL	13	14	15	16	4
19	20	21	22	23	5
26	27	28	29	30	5
			Total		21

(47)

NOVEMBER					
Mon	Tue	Wed	Thr	Fri	Total
2	TI	4	5	6	4
9	10	XH	12	13	5
16	17	18	19	20	5
FPT	NIA	NIA	HOL	NIA	0
30					1
			Total		15

(62)

DECEMBER					
Mon	Tue	Wed	Thr	Fri	Total
	1	2	3	4	4
7	8	9	10	11	5
14	15	16	17	18	5
NIA	NIA	NIA	NIA	HOL	0
NIA	NIA	NIA	NIA		0
			Total		14

(76)

JANUARY					
Mon	Tue	Wed	Thr	Fri	Total
				HOL	0
4	5	6	7	8	5
11	12	13	14	15	5
HOL	19	20	21	22	4
25	26	27	28	29	5
			Total		19

(95)

FEBRUARY					
Mon	Tue	Wed	Thr	Fri	Total
1	2	3	4	TI	4
8	9	10	11	XH	5
HOL	16	17	18	19	4
22	23	24	25	26	5
29					1
			Total		19

(114)

MARCH					
Mon	Tue	Wed	Thr	Fri	Total
	1	2	3	4	4
XH	8	9	10	11	5
14	15	16	17	18	5
21	22	23	24	HOL	4
NIA	NIA	NIA	NIA		0
			Total		18

(132)

APRIL					
Mon	Tue	Wed	Thr	Fri	Total
				NIA	0
4	5	6	7	8	5
11	12	13	14	15	5
18	19	20	21	22	5
25	26	27	28	29	5
			Total		20

(152)

MAY					
Mon	Tue	Wed	Thr	Fri	Total
2	3	4	5	6	5
9	10	11	12	13	5
16	17	18	19	20	5
23	24	25	26	27	5
HOL	31				1
			Total		21

(173)

JUNE					
Mon	Tue	Wed	Thr	Fri	Total
		1	2	3	3
6	7	8	9	FPT	4
			Total		7

(180)

JULY					
Mon	Tue	Wed	Thr	Fri	Total

School Begins: 8/25/15
School Closes: 6/9/16
Pupil Attendance Days: 180
Approved Institute Days: 3
Approved All Day Parent/Teacher: 2
Conference Days:
TOTAL (185 days or more): 185

UPCOMING ELECTION	
General Election	11/8/16
Consolidated Election (local)	4/4/17

SCHOOL HOLIDAYS	
Labor Day	9/7/15
Columbus Day	10/12/15
Veterans' Day	11/11/15 XH
Thanksgiving Day	11/26/15
Christmas Day	12/25/15
New Year's Day	1/1/16
M.L. King Day	1/18/16
Lincoln's Birthday	2/12/16 XH
Presidents' Day	2/15/16
Pulaski Day	3/7/16 XH
Good Friday	3/25/16
Memorial Day	5/30/16

CALENDAR LEGEND	
Legal School Holidays	HOL
Institutes	TI
Not in Attendance	NIA
School Begins	(
School Closes)
Half-day Inservice	XHI
Full-day Parent/Teacher Conf.	FPT
Attendance Day - Holiday Waiver	XH
Half-day School Improvement	XHS

**SCHOOL DISTRICT 64 PARK RIDGE-NILES
2016-17**

AUGUST					
Mon	Tue	Wed	Thr	Fri	Total
TI	(23	24	25	26	4
29	30	31			3
			Total		7

(7)

SEPTEMBER					
Mon	Tue	Wed	Thr	Fri	Total
			1	2	2
HOL	6	7	8	9	4
12	13	14	15	16	5
19	20	21	22	23	5
26	27	28	29	30	5
			Total		21

(28)

OCTOBER					
Mon	Tue	Wed	Thr	Fri	Total
3	4	5	6	7	5
HOL	11	12	13	14	4
17	18	19	20	21	5
24	25	26	27	28	5
31					1
			Total		20

(48)

NOVEMBER					
Mon	Tue	Wed	Thr	Fri	Total
	1	2	3	4	4
7	TI	9	10	XH	5
14	15	16	17	18	5
FPT	NIA	NIA	HOL	NIA	0
28	29	30			3
			Total		17

(65)

DECEMBER					
Mon	Tue	Wed	Thr	Fri	Total
			1	2	2
5	6	7	8	9	5
12	13	14	15	16	5
19	20	21	22	23	5
NIA	NIA	NIA	NIA	NIA	0
			Total		17

(82)

JANUARY					
Mon	Tue	Wed	Thr	Fri	Total
NIA	NIA	NIA	NIA	NIA	0
9	10	11	12	13	5
HOL	17	18	19	20	4
23	24	25	26	27	5
30	31				2
			Total		16

(98)

FEBRUARY					
Mon	Tue	Wed	Thr	Fri	Total
		1	2	TI	2
6	7	8	9	10	5
13	14	15	16	17	5
HOL	21	22	23	24	4
27	28				1
			Total		18

(116)

MARCH					
Mon	Tue	Wed	Thr	Fri	Total
		1	2	3	3
XH	7	8	9	10	5
13	14	15	16	17	5
20	21	22	23	FPT	4
NIA	NIA	NIA	NIA	NIA	0
			Total		17

(133)

APRIL					
Mon	Tue	Wed	Thr	Fri	Total
					0
3	4	5	6	8	5
10	11	12	13	HOL	4
17	18	19	20	21	5
24	25	26	27	28	5
			Total		19

(152)

MAY					
Mon	Tue	Wed	Thr	Fri	Total
1	2	3	4	5	5
8	9	10	11	12	5
15	16	17	18	19	5
22	23	24	25	26	5
HOL	30	31			2
			Total		22

(174)

JUNE					
Mon	Tue	Wed	Thr	Fri	Total
			1	2	2
5	6	7	8		4
			Total		6

(180)

JULY					
Mon	Tue	Wed	Thr	Fri	Total

School Begins: 8/23/16
School Closes: 6/8/17
Pupil Attendance Days: 180
Approved Institute Days: 3
Approved All Day Parent/Teacher: 2
Conference Days:
TOTAL (185 days or more): 185

UPCOMING ELECTIONS

General Election 11/8/16
Consolidated Election (local) 4/4/17

SCHOOL HOLIDAYS

Labor Day 9/5/16
Columbus Day 10/10/16
Veterans' Day 11/11/16 XH
Thanksgiving Day 11/24/16
Christmas Day 12/25/16
New Year's Day 1/1/17
M.L. King Day 1/16/17
Lincoln's Birthday 2/12/17 XH
Presidents' Day 2/20/17
Pulaski Day 3/6/17 XH
Good Friday 4/14/17
Memorial Day 5/29/17

CALENDAR LEGEND

Legal School Holidays HOL
Institutes TI
Not in Attendance NIA
School Begins (
School Closes)
Half-day Inservice XHI
Full-day Parent/Teacher Conf FPT
Attendance Day - Holiday Waiver XH
Half-day School Improvement XHS

Approval of Policies from PRESS Policy Issues 79, 80 and 81

1 st Reading December 16, 2013	Policy 2:110	Issue 80	School Board – Qualifications, Term and Duties of Board Officers
1 st Reading December 16, 2013	Policy 2:210	Issue 80	School Board – Organizational School Board Meeting
1 st Reading December 16, 2013	Policy 2:30	Issue 80	School Board – School District Elections
1 st Reading December 16, 2013	Policy 4:100	Issue 80	Operational Services – Insurance Management
1 st Reading December 16, 2013	Policy 4:110	Issue 80	Operational Services – Transportation
1 st Reading December 16, 2013	Policy 4:140	Issue 81	Operational Services – Waiver of Student Fees
1 st Reading December 16, 2013	Policy 4:15	Issue 81	Operational Services – Identity Protection
1 st Reading December 16, 2013	Policy 4:70	Issue 80	Operational Services – Resource Conservation
1 st Reading December 16, 2013	Policy 5:30	Issue 80	General Personnel – Hiring Process and Criteria
1 st Reading December 16, 2013	Policy 5:50	Issue 81	General Personnel – Drug-and Alcohol-Free Workplace: Tobacco Prohibition
1 st Reading December 16, 2013	Policy 5:80	Issue 79	Court Duty
1 st Reading December 16, 2013	Policy 6:110	Issue 80	Instruction – Programs for Students At Risk of Academic Failure and/or Dropping Out of School and Graduation Incentives Program
1 st Reading December 16, 2013	Policy 6:170	Issue 81	Instruction – Title 1 Programs DELETED
1 st Reading December 16, 2013	Policy 6:190	Issue 81	Instruction – Extracurricular and Co-Curricular Activities
1 st Reading December 16, 2013	Policy 6:20	Issue 80	Instruction – School Year Calendar and Day
1 st Reading December 16, 2013	Policy 6:210	Issue 80	Instruction – Instructional Materials

1 st Reading December 16, 2013	Policy 6:270	Issue 80	Instruction – Guidance and Counseling Program
1 st Reading December 16, 2013	Policy 7:70	Issue 80	Students – Attendance and Truancy
1 st Reading December 16, 2013	Policy 8:20	Issue 81	Community Relations – Community Use of School Facilities
1 st Reading December 16, 2013	Policy 8:25	Issue 81	Community Relations – Advertising and Distributing Materials in Schools Provided by Non-School Related Entities

1/28/14

Approval of Minutes

ACTION ITEM 14-01-3

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 December 9, 2013, January 9, 2014, and January 15, 2014; Closed Session Meetings on December 9, 12, 13, 16, 2013 and January 9, and 10, 2014; and Regular Board Meeting on December 16, 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 Meeting held at 6:30 p.m.
December 9, 2013
Raymond Hendee Educational Service Center
164 S. Prospect Avenue, Park Ridge, IL**

Board President Anthony Borrelli called the meeting to order at 6:04 p.m. Other Board members present were Dathan Paterno, Scott Zimmerman, John Heyde, Vicki Lee and Terry Cameron. Board member Dan Collins participated by telephone beginning at 6:07 p.m. Also present were Superintendent Philip Bender, Assistant Superintendents Joel T. Martin and Lori Hinton, Director of Special Education/Pupil Services Jim Even, Director of Facility Management Scott Mackall, Business Manager Becky Allard, Public Information Coordinator Bernadette Tramm and one member of the public.

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

BOARD ADJOURNS TO CLOSED SESSION

At 6:08 p.m., it was moved by Board member Zimmerman and seconded by Board member Paterno to adjourn to closed session to discuss matters related to student disciplinary case [5 ILCS 120/2 (c)(9)] and discipline of specific employee [5 ILCS 120/2(c)(1)].

Board
Adjourns to
Closed Session

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

The Board adjourned from closed session at 6:52 p.m. and immediately resumed the special meeting. In addition to those mentioned previously, also present were three members of the public.

PUBLIC COMMENTS

Board President Borrelli invited comment on items not on the agenda; none were received.

Public
Comments

APPROVAL OF STUDENT DISCIPLINARY ACTION – EXPULSION OF STUDENT 13-14(1)

Board President Borrelli reported that the matter had been resolved and that no Board action was required.

Approval of Student
Disciplinary Action
– Expulsion of
Student 13-14(1)

REVIEW OF BOND RESOLUTION

Business Manager Allard presented the resolution documents for issuance of working cash bonds that the Board will be asked to approve at the regular business meeting on December 16. She reported that a 10% contingency had been added to the amount presented at the last meeting to accommodate any increase in the costs for capital improvements at Field School, since the work will occur during two summers, 2014 and 2015. She noted that architects Fanning Howey considered this additional contingency amount adequate. Ms. Allard then reviewed the financing schedule provided to the Board by financing underwriter William Blair & Co. She confirmed that the documents would be reviewed by the District's own legal counsel in addition to bond counsel Chapman and Cutler. Ms. Allard then reviewed the proposed debt service schedule, noting that the Board would need to finalize the repayment schedule prior to the sale. Ms. Allard and Director of Facility Management Mackall responded to Board member questions about the scope of the work to be undertaken over the next two summers at Field and decision points for the Board going forward. Ms. Allard confirmed that the Board can reduce the amount of bonds to be issued, but cannot increase it once the resolution is formally passed. Board members also mentioned other facility projects that will need attention as well as other funding needs in the future, however the consensus was to focus this working cash bond issuance on the identified Field projects.

Review of Bond
Resolution

BOARD MEMBER GUIDED DISCUSSION ON WEBSITE FEATURES/IMPROVEMENTS

Public Information Coordinator Tramm described the website review currently being undertaken with consultant American Eagle. She noted that a final report on website features and recommendations for moving forward would be presented to the Board at the January meeting. She then introduced American Eagle senior strategists Tim Ahlenius and Paul Ross to conduct the focus group discussion on content and features for the District and school websites. Board members offered their views about content, features and suggestions for improvements; Mr. Ahlenius and Mr. Ross noted the Board's thoughts would be included in the summary of the eight focus groups they are conducting with key stakeholders.

Board Member
Guided Discussion
on Website
Features/
Improvements

DISCUSSION/APPROVAL TO MOVE THE JANUARY 27, 2014 REGULAR BOARD MEETING TO JANUARY 28, 2014 AT JEFFERSON SCHOOL

Superintendent Bender noted that the proposed date change would allow Board members and administrators to attend the

Discussion/ Approval
to Move the January 27,
2014 Regular Board
Meeting to January 28,
2014 at Jefferson School

ED-RED legislative dinner and presentation on state pension reform scheduled for January 27. Given the legislation passed recently by the state and signed by the Governor, Dr. Bender suggested it would be important for Board members to have the opportunity to participate.

ACTION ITEM 13-12-2

Action Item
13-12-2

It was moved by Board member Heyde and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve to move the January 27, 2014 Regular Board Meeting to January 28, 2014 at Jefferson School.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

UPDATE ON CARPENTER SCHOOL HVAC

Update on
Carpenter
School

Facility Director Mackall reported on the combined efforts of architects Fanning Howey, the HVAC contractor, and District staff to rebalance, regulate and monitor the operation of the new heating system at the school to ensure a high level of comfort for students and staff throughout the school day.

BOARD ADJOURNS TO CLOSED SESSION

Board
Adjourns to
Closed Session

At 8:39 p.m., it was moved by Board member Paterno and seconded by Board member Lee to adjourn to closed session to discuss Appointment, Employment, Compensation, or Performance of a Specific Employee [5 ILCS 120/2 (c)(1)] and not to return to open session tonight, and to reconvene in closed sessions on December 12 and on December 13 to discuss Appointment, Employment, Compensation, or Performance of a Specific Employee [5 ILCS 120/2 (c)(1)].

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Special Meeting held at 5:30 p.m.
January 9, 2014
Hendee Educational Service Center
164 S. Prospect Avenue
Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 5:46 p.m. Other Board members present were Dan Collins, Dathan Paterno, John Heyde, and Vicki Lee. Board members Terry Cameron and Scott Zimmerman arrived during the meeting. Also present were Director of Special Education/Pupil Services Jim Even, Business Manager Becky Allard, and two members of the public.

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

PUBLIC COMMENTS

Public
Comment

There were no public comments.

ADJOURNMENT TO CLOSED SESSION

Adjournment
to Closed
Session

At 5:47 p.m., it was moved by Board member Heyde and seconded by Board member Paterno to adjourn to closed session to discuss the appointment, employment, compensation or performance of a specific employee [5 ILCS 120/2(c)(1)]. The votes were cast as follows:

AYES: Collins, Paterno, Borrelli, Heyde, Lee

NAYS: None

PRESENT: None

ABSENT: Cameron, Zimmerman

The motion carried.

Board member Zimmerman arrived at 6:10 p.m. Board member Cameron arrived at 6:15 p.m.

Board President Borrelli recessed the closed session at 10:24 p.m. and reconvened the closed session on Friday, January 10, 2014 at 5:45 p.m. at the same location.

At 10:24 p.m., it was moved by Board member Zimmerman and seconded by Board member Paterno to adjourn, which was approved by voice vote.

Adjournment

President

Secretary

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Special Meeting held at 7:30 p.m.
January 15, 2014
Hendee Educational Service Center
164 S. Prospect Avenue
Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 7:36 p.m. Other Board members present were Dathan Paterno, Scott Zimmerman, John Heyde, Vicki Lee and Terry Cameron; Board member Dan Collins attended by telephone. Also present were Assistant Superintendent Joel Martin and Business Manager Becky Allard.

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

PUBLIC COMMENT

There were no public comments.

Public
Comment

ADJOURNMENT TO CLOSED SESSION

At 7:38 p.m., it was moved by Board member Heyde and seconded by Board member Paterno to adjourn to closed session to discuss the appointment, employment, compensation or performance of a specific employee [5 ILCS 120/2(c)(1)]. The votes were cast as follows:

Adjournment
to Closed
Session

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

At 10:00 p.m., it was moved by Board member Zimmerman and seconded by Board member Heyde to adjourn, which was approved by voice vote.

Adjournment

President

Secretary

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Regular Board of Education Meeting held at 7:30 p.m.
December 16, 2013
Field Elementary School – South Gym
707 Wisner Avenue
Park Ridge, IL 60068**

Board President Anthony Borrelli called the meeting to order at 6:31 p.m. Other Board members in attendance were Dathan Paterno, Scott Zimmerman, John Heyde, Vicki Lee, and Terry Cameron. Board member Dan Collins joined the meeting at 6:37 p.m. Also present were Superintendent Philip Bender, Assistant Superintendent Joel T. Martin, Director of Facility Management Scott Mackall, Business Manager Becky Allard, Director of Special Education Pupil Services Jim Even, Public Information Coordinator Bernadette Tamm, and three members of the public.

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

BOARD ADJOURNS TO CLOSED SESSION

At 6:32 p.m., it was moved by Board member Zimmerman and seconded by Board member Paterno to adjourn to closed session to discuss matters related to appointment, employment, compensation, discipline or performance of Specific Employee [5 ILCS 120/2(c) (1)] and Collective Negotiations [5 ILCS 120/2(c) (2)].

Board
Adjourns to
Closed Session

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: Collins

The motion carried.

Board member Collins joined the meeting at 6:37 p.m.

The Board adjourned from closed session at 7:05 p.m. and took a short recess. In addition to those noted above, also present were Assistant Superintendent Lori Hinton, Director of Technology Terri Bresnahan, and approximately 40 members of the public.

Dr. Bender thanked the Field Elementary School string ensemble led by teacher Erica Charous for performing a short concert of holiday music during the recess.

PUBLIC HEARING ON TAX LEVY

At 7:20 p.m., Board President Borrelli convened to a public hearing on the tax levy.

Public
Hearing on
Tax Levy

Business Manager Allard noted the Board had previously adopted a 2013 tentative levy, which includes a 4.97% increase for the education and other "capped" funds totaling \$62.3 million and a 5.1% increase for debt service of \$3.1 million, for a total 2013 levy that is 4.98% greater than the 2012 tax extension. For budget purposes, she noted that the District anticipates that it may actually receive only about 2% from the levy now being requested.

Board President Borrelli invited public comments. None were received.

At 7:22 p.m., the Board adjourned from the public hearing and resumed the regular meeting.

PUBLIC COMMENTS

Board President Borrelli invited comment on items not on the agenda; none were received.

Public
Comments

UPDATE ON SUPERINTENDENT SEARCH

Board President Borrelli reported that the Board last week interviewed six candidates presented by the administrative search firm BWP & Associates, and that the Board is in the process of determining two finalists to be invited back for a full day of interviews with staff, administrators, community members and the Board following winter break. He thanked the members of the Board for the many extra hours devoted to this effort and also acknowledged Assistant Superintendent Martin for supporting the Board's work.

Update on
Superintendent
Search

APPROVAL OF NOTICE OF REMEDIAL WARNING

ACTION ITEM 13-12-3

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, adopt the Resolution Authorizing Issuance of a Notice of Remedial Warning to be issued to Norita (Dee Dee) Kramer.

Approval of
Notice of
Remedial
Warning

Action Item
13-12-3

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

APPROVAL OF UNPAID SUSPENSION OF AN EMPLOYEE

Approval of Unpaid
Suspension of an
Employee

ACTION ITEM 13-12-10

Action Item
13-12-10

It was moved by Board member Zimmerman and seconded by Board member Lee that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve a 3-day unpaid suspension for Norita (Dee Dee) Kramer pursuant to Board Policy 5:240, Suspension.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

PRESENT FINAL CALENDAR FOR 2014-15 & TENTATIVE CALENDARS FOR 2015-16 & 2016-17

Present Final
Calendar for 2014-15
& Tentative
Calendars for 2015-
16 & 2016-17

Dr. Bender reported on the recommendations of the Calendar Committee for the proposed 2014-15 school year calendar and drafts of two additional years. He noted that the only change from past practice is that the Monday following Easter – Monday, April 6, 2015 – would be a day of non-attendance to align with District 207. Dr. Bender noted the proposed calendar had also been discussed with the Park Ridge Education Association. Dr. Bender further noted that District 207 in future years is considering advancing the start of school so that the first semester would conclude prior to winter break; Dr. Bender said District 64 would follow progress on this potential change. He reported that the calendars would be presented for approval at the January meeting.

RESOLUTION #1106 TO ADOPT FINAL 2013 TAX LEVY

Resolution #1106
to Adopt Final
2013 Tax Levy

As she stated at the public hearing, Business Manager Allard again noted that the final levy is subject to the Property Tax Extension Limitation Law (PTELL) and that the limitations will not be known until July-August when Cook County does its final tax extension calculations. Although

District 64 is asking for a 4.97% increase, Ms. Allard noted that the District anticipates actually receiving about a 2% increase.

ACTION ITEM 13-12-4

Action Item
13-12-4

It was moved by Board member Heyde and seconded by Board member Cameron that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, adopt Resolution #1106 Providing For A Levy of Taxes For The Year 2013. This resolution and supporting documentation will be filed with the Cook County Clerk's office.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

RESOLUTION #1107 OF INTENT TO ISSUE WORKING CASH BONDS AND SET PUBLIC HEARING

Resolution #1107 of
Intent to Issue Working
Cash Bonds and Set
Public Hearing

Business Manager Allard reported that since June, the Board has discussed the possibility of issuing working cash bonds to fund Field School capital improvement projects. She noted that the Board's formal action this evening would set the process in motion. She reported that the maximum request is for \$8.6 million in working cash bonds, and that the Board could reduce this amount as the actual bids are received for the project.

Board President Borrelli announced that in view of the current financial condition of the District, the Board of Education would consider the adoption of a resolution declaring its intention to issue working cash fund bonds pursuant to Article 20 of the School Code and directing that notice of such intention be published.

Board Secretary Cameron then read by title Resolution #1107 declaring the intention to issue Working Cash Fund Bonds of Community Consolidated School District Number 64, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, and directing that notice of such intention be published in the manner provided by law.

ACTION ITEM 13-12-5

Action Item
13-12-5

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 Resolution #1107

declaring the intention to issue Working Cash Fund Bonds for the purpose of increasing the Working Cash fund and directing that such notice be published in the manner provided by law.

Board member Collins noted he would not support the motion as the funds would be directed toward air conditioning at Field School.

The votes were cast as follows:

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

NAYS: Collins

PRESENT: None.

ABSENT: None.

The motion carried.

**APPROVAL OF THE CONSTRUCTION DOCUMENTS
FOR THE FIELD SCHOOL PROJECT AND APPROVAL TO
BID FOR THE FIELD SCHOOL PROJECT**

Approval of the
Construction Documents
for the Field School Project
and Approval to Bid for the
Field School Project

Keri Van Sant of architects Fanning Howey reviewed the timeline for the Field School project, including approval of construction documents for summer 2014 mechanical improvements and the release of bid documents for that work. She noted the timeframe would allow for a potential contract award by the Board at the February 24 meeting, pending a scope review of the submitted bid proposals and a recommendation by Fanning Howey. Ms. Van Sant reported that estimated construction costs are anticipated to be within a range of \$5.2-\$5.4 million for the summer 2014 work. Ms. Van Sant and Facility Director Mackall responded to Board member questions about the scope of work to be undertaken at Field included in their report materials.

ACTION ITEM 13-12-6

Action Item
13-12-6

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 Construction Documents for the Field 2014 Mechanical Improvements and release bid documents for the 2014 Mechanical Improvements on Wednesday, January 8, 2014 with the bid opening scheduled for February 6, 2014.

The votes were cast as follows:

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

NAYS: Collins

PRESENT: None.

ABSENT: None.

The motion carried.

REPORT ON STUDENT REGISTRATION AND PARTICIPATORY FEES

Report on Student
Registration and
Participatory Fees

Board President Borrelli provided background on the Board's previous reviews of student fees, and invited Board members to provide administration with specific guidance on what the Board would find helpful in this type of analysis. Business Manager Allard reported that in June 2013, the Business Office had presented three areas of study for this report, including required student registration fee; extracurricular, participatory fees; and the instrumental music fee. She noted that the analysis had been done using data from the 2012-13 school year.

Ms. Allard reported first on the category of the required student registration fee, which includes \$1.7 million of expenses and approximately \$974,000 of revenues collected, producing a revenue/expense ratio of 57.3%. Ms. Allard pointed to one of the spreadsheets in her report, which itemized the \$1.7 million in expenditures by curricular or expense area against the type of expenditure, such as textbooks, equipment, software, general supplies and so on.

Board members then engaged in a wide-ranging discussion. Board members agreed that providing additional information or explanation as to why some types of expenditures are eligible for the collection of fees to parents why others are not would be helpful. Consensus also was gained on providing a breakdown of how District 64's required student fee is allocated by percentage for each major area, such as textbooks or technology. Board members pointed out that both the previous and current Community Finance Committee (CFC) studies noted that District 64 fees were higher than those charged by most other school districts, but that previous Boards had sought to balance fees charged to current parents against the burden borne by all taxpayers. Board members then discussed the idea of "un-bundling" fees into the format they used to appear in prior to the change recommended in the 2009 CFC study to simplify fees into one combined amount for either kindergarten, elementary or middle school. The Board considered requesting two or three options for how the billing could be done going forward, along with the associated costs and labor involved in each option and problems arising with collection of fees under each scenario. The Board also discussed whether it would be more effective instead to report that the study had been completed; that the District is recapturing 57% of expenses; and to provide an explanation of the types of items being covered by the fees by showing the percentage for each area in a short report provided to parents with the fee bill for this year. There was also limited discussion about exploring accounting changes that would make tracking fee revenues and expenditures easier.

The Board deferred discussion of the other two components of the fee study – extracurricular, participatory fees and instrumental music fees – to another meeting.

Board President Borrelli recognized a member of the public wishing to comment:

- Katie Ranalli, a CFC member, urged the Board to consider whether spending is needed for consumable materials, assignment notebooks, and other items that appear to be not fully used.

Board members then discussed how additional research could be done on the use of consumables and ways to eliminate waste independent of the fee study.

RESOLUTION #1108 REGARDING THE SCHOOL DISTRICT TO PAY CERTAIN INVOICES PRIOR TO BOARD APPROVAL AT THE JANUARY 28, 2014 REGULAR BOARD OF EDUCATION MEETING

Resolution #1108 Regarding the School District to Pay Certain Invoices Prior to Board Approval at the January 28, 2014 Regular Board of Education Meeting

Business Manager Allard noted that due to the span of time before the next regular Board meeting, District 64 requires authorization to pay bills of a due date up to and including January 28, 2014, such as health insurance premiums, construction payments and other invoices needing payment in a timely manner.

ACTION ITEM 13-12-7

Action Item
13-12-7

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, adopt Resolution #1108 regarding the School District to pay certain invoices prior to Board Approval.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

DISCUSSION OF BOARD GOAL/COMMUNICATIONS #3 – BOARD OPERATING PLAN (WORKING DRAFT)

Discussion of Board Goal/Communications #3 – Board Operating Plan (Working Draft)

Business Manager Allard shared a working draft of the Board Operating Plan, which will be updated further at a meeting this Thursday with Board member Collins. Board members then offered various suggestions for additional information to be included, and discussed how the document could be formatted to appear on the website as a

dashboard to track performance toward Board goals and also be provided in print form. Ms. Allard and Board member Collins will continue fine-tuning the draft for further Board review, prior to a final version targeted to be available at the February 10 meeting.

FIRST READING OF POLICIES FROM PRESS ISSUES 79, 80, AND 81

First Reading of
Policies From Press
Issues 79, 80, and 81

Dr. Bender and Board policy liaisons Heyde and Paterno reported that they had suggested no substantive changes from the versions presented by PRESS.

CONSENT AGENDA

Consent
Agenda

A. PERSONNEL REPORT

Bridget Murphy	Employ as Level 4 - 10 month School Secretary at Franklin School effective January 13, 2014 - \$18.65 per hour.
Gabriela Munoz-Lo	Resign as Lunchroom Supervisor at Field School effective November 19, 2013.
Jill Benson	Retirement as Language Arts Teacher effective June 12, 2014-Emerson School.
Terri Bresnahan	Resign as Director of Technology effective June 30, 2014.

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

B. BILLS, PAYROLL, AND BENEFITS

Bills

10 – Education Fund -----	\$ 978,418.81
20 – Operations and Maintenance Fund -----	158,977.12
30 – Debt Services -----	428.00
40 – Transportation Fund -----	258,341.41
50 – Retirement (IMRF/SS/Medicare)-----	-
60 – Capital Projects -----	403,509.12
80 – Tort Immunity Fund -----	4,116.25
90 – Fire Prevention and Safety Fund -----	-

Checks Numbered: 115656-115956

Total: \$1,803,790.71

Payroll and Benefits for Month of November, 2013

10 - Education Fund -----	\$ 3,853,674.12
20 - Operations and Maintenance Fund -----	226,148.84
40 - Transportation Fund -----	-
50 - IMRF/FICA Fund -----	184,132.24
80 - Tort Immunity Fund-----	-

Checks Numbered: 9569 – 9688

Direct Deposit: 900043675 - 900045401

Total \$ 4,263,955.20

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

C. APPROVAL OF FINANCIAL UPDATE FOR THE PERIOD ENDING
NOVEMBER 30, 2013

Monthly updates may be viewed on the District 64 website www.d64.org >
Departments > Business Services > Financial Data.

D. APPROVAL OF CONTRACT FOR AUDIT SERVICES IN 2013-14

E. RE-ADOPTION OF BOARD GOALS 2013-15

F. APPROVAL OF INTERGOVERNMENTAL AGREEMENT FOR THE COST-
SHARING OF PTAB APPEAL INTERVENTION COSTS

G. ACCEPTANCE OF DONATION

H. DESTRUCTION OF CLOSED MINUTES

ACTION ITEM 13-12-8

Action Item
13-12-8

It was moved by Board member Paterno and seconded by Board member Heyde that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of December 16, 2013, which includes the revised Personnel Report; Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending November 30, 2013; Approval of Contract for Audit Services in 2013-14; Re-adoption of Board Goals 2013-15; Approval of Intergovernmental Agreement for the cost-sharing of PTAB Appeal Intervention Costs; Acceptance of Donation; and Destruction of Audio Closed Minutes.

The votes were cast as follows:

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

NAYS: None.

PRESENT: None.

ABSENT: None.

The motion carried.

APPROVAL OF MINUTES

Approval of
Minutes

Board member Heyde noted that the amended minutes for the November 18 regular meeting had been distributed to the Board.

ACTION ITEM 13-12-9

It was moved by Board member Lee and seconded by Board member Zimmerman that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Committee-of-the-Whole: Communications Meeting on November 18, 2013; Committee-of-the-Whole: Finance Meeting on November 18, 2013; amended minutes of the Regular Board Meeting on November 18, 2013; and Closed Session Meeting on November 18, 2013.

The votes were cast as follows:

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

NAYS: None.

PRESENT: Collins

ABSENT: None.

The motion carried.

BOARD MEMBER LIAISON REPORT

Board Member
Liaison Report

Board member liaisons reported on recent activities of the Board Advanced Technology Committee; ED-RED; the Triple I Conference; and the PTO/A Presidents' group. Dr. Bender also reported on the recent Elementary Learning Foundation and Traffic Safety Committee meetings, and Business Manager Allard reported on the Insurance Committee meeting. Board President Borrelli reported that the Board had reached out to express its interest in maintaining open communication with the Park Ridge Education Association (PREA), and invited Board member Cameron to report further on this initiative. Board member Cameron described a recent informal meeting he had with the PREA President to explore the opportunity for PREA to represent their thoughts and opinions directly to the Board on specific topics. Board President Borrelli noted that the Board seeks to make decisions with as much knowledge as possible and that hearing opinions and concerns from PREA would be helpful. He noted that further updates would be provided as conversation continues.

OTHER DISCUSSION AND ITEMS OF INFORMATION

Other Discussion
and Items of
Information

Board President Borrelli quickly reviewed the topics in the memos of information concerning follow-up on collection of prior year student fees, follow up on collection of current year's student fees, and an update on the Infosnap online registration; and also noted the proposed timeline for follow up on security recommendations.

Board President Borrelli then called upon a member of the public seeking to speak:

- A member of the community commented on annual property tax increases and inquired about how to gain a better understanding of how property tax increases occur and the District's budgeting process; Business Manager Allard asked him to contact her to review his property tax bills and so she could provide more detailed information about the overall process. He further inquired about why data on the sixth day of enrollment is tracked; Ms. Allard responded that it is used for financial projections and other calculations.

ADJOURNMENT

Adjournment

At 9:27 p.m., it was moved by Board member Heyde and seconded by Board member Zimmerman, that the meeting be adjourned, which was approved by voice vote.

President

Secretary

Board Member Liaison Report

- Elementary Learning Foundation
- Traffic Safety Meeting

**Monday, February 10, 2014
Special Board Meeting
Field Elementary School – North Gym
707 N. Wisner Avenue
Park Ridge, IL 60068**

Monday, February 10, 2014

APPENDIX

- | | | |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| 6:30 p.m. | Meeting of the Board Convenes <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from President of the Board | |
| 6:30 p.m. | <ul style="list-style-type: none"> • Board Recesses and Adjourns to a Committee-of-the-Whole: Finance | |
| 7:30 p.m. | <ul style="list-style-type: none"> • Board Adjourns from a Committee-of-the-Whole: Finance and Resumes Special Board Meeting • Public Comments • Adoption of Resolution # Directs the Business Manager Under the Direct Supervision of the Superintendent to Begin Preparation of a Tentative Budget for the 2014-15 Fiscal Year in Accordance with Board Policy 4:10 <u>Fiscal and Business Management</u> and the <u>Illinois School Code 105 ILCS 5/17-1</u> | A-1 |
| | -- Business Manager | Action Item 14-02-1 |
| | <ul style="list-style-type: none"> • 2014-15 Staffing Report | A-2 |
| | -- Business Manager | |
| | <ul style="list-style-type: none"> • Discussion on the Economic (Financial) Dashboard | A-3 |
| | -- Business Manager/ Board Member | |
| | <ul style="list-style-type: none"> • Preliminary Options for Technology Funding | A-4 |
| | -- Directory of Technology | |
| | <ul style="list-style-type: none"> • Consent Agenda - | Action Item 14-02-2 |
| | -- Board President | A-5 |
| | • Bills | |

• **Adjournment**

Next Meeting: **Monday, February 24, 2014**
Regular Board Meeting 7:30 p.m.
Field School – North Gym
707 Wisner Avenue
Park Ridge, IL 60068

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

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Approval of Field HVAC Contract
- Approve Parameters Resolution Authorizing Bond Sale With Approval of Board President, Superintendent, and Business Manager • Board Authorizes 2014-15 Staffing Plan
- Award Contract for Regular & Summer School Transportation Services 2014-15
- Progress Report on Board Goal/Student Learning #2 – 21st Century Learning
- Approval of January Financials Ending January 31, 2014
- Approval of Policies from PRESS Issue 82
- Follow-up on Collection of Current Years Student Fees (memo of info.)

March 24, 2014 – **Lincoln School – Gym**

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Update on Board Goal/Student Learning #2 – 21st Century Learning
- Approval of February Financials Ending February 28, 2014
- Healthy Living Month (memo)
- Follow-up on Collection of Current Years Student Fees (memo of info.)

April 14, 2014 – **Field School – North Gym**

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

April 28, 2014 – **Franklin School – Gym**

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Update on Board Goal/Student Learning #4 – Instructional Technology Coach (ITC) Impact
- Approval of March Financials Ending March 31, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)
- Bid for P.E. Uniforms (memo of info.)

May 5, 2014 – **Field School – North Gym**

Committee-of-the-Whole

May 19, 2014 – **Emerson School – Multipurpose Room**

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Recognition of Student Awards
- Recognition of Tenured Teachers
- ELF Grant Awards
- Approval of RFP Copier Bid (consent)
- Approval of Final Calendar for 2013-14 (consent)

- Approval of April Financials Ending April 30, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)

June 9, 2014 – Field School - North Gym
Committee-of-the-Whole

June 23, 2014 – Field School – North Gym

Regular Board Meeting – 7:30 p.m.

- Resolution # for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution # for Transfer of Interest Funds from Debt Service to Educational Fund
- Resolution # for Prevailing Wage
- Request for Quotes – P.E. Supplies
- Update on Summer Construction Projects
- Approval of May Financials Ending May 31, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)

TBD

- Approval of Superintendent
- Review / Release of Closed Minutes
- First Reading of Balance of Policies from PRESS Issue 82
- Approval of Balance of Policies from PRESS Issue 82
- Report on English Language Learners and Changing Needs
- Discussion on Class Size Determination Process
- Approval of Facility Master Plan Phase II
- Progress Report on 2013-14 District-wide Priorities & Strategic Plan Activities
- 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.

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

Board of Education Agenda

Monday, February 24, 2014
Regular Board Meeting
Field Elementary School – North Gym
707 N. Wisner Avenue
Park Ridge, IL 60068

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

Monday, February 24, 2014

TIME

APPENDIX

- 7:30 p.m. **Meeting of the Board Convenes**
- Roll Call
 - Introductions
 - Opening Remarks from President of the Board
 - **Pledge of Allegiance and Welcome**
 - Field Elementary School Principal/Students/PTO
 - **Public Comments**
 - **Progress Report on Board Goal/Student Learning #2 – 21st Century Learning** A-1
 - Assistant Superintendent for Student Learning
 - **Approve Parameters Resolution Authorizing Bond Sale With Approval of Board President, Superintendent, and Business Manager** A-2
 - Superintendent Action Item 14-02-3
 - **Board Authorizes 2014-15 Staffing Plan** A-3
 - Business Manager Action Item 14-02-4
 - **Award Contract for Regular & Summer School Transportation Services 2014-15** A-4
 - Business Manager Action Item 14-02-5
 - **Approval of Field HVAC Contract** A-5
 - Director of Facility Management Action Item 14-02-6
 - **Consent Agenda -** Action Item 14-02-7 A-6
 - Board President
 - Personnel Report
 - Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending January 31, 2014
 - Destruction of Audio Closed Minutes

• **Approval of Minutes**

Action Item 14-02-8

A-7

-- Board President

- COW: Finance Minutes.....February 10, 2014
- Special Board Meeting Minutes.....February 10, 2014
- COW: Communications Minutes.....January 30, 2014
- Regular Board Meeting Minutes.....January 28, 2014
- Closed Session Minutes.....January 28, 2014
- Special Board Meeting Minutes.....January 24, 2014
- Closed Session Minutes.....January 24, 2014
- Closed Session Minutes.....January 15, 2014

• **Board Member Liaison Report**

A-8

-- Board of Education

- Board Advanced Technology Committee (BATC)
- ED-RED
- PTO/ A Presidents Meeting
- Elementary Learning Foundation
- Traffic Safety Meeting

• **Other Discussion and Items of Information**

A-9

-- Superintendent

- Upcoming Agenda
- Freedom of Information Act Request (FOIA)
- Memorandum of Information
- Follow-up on Collection of Current Years Student Fees
- Minutes of Board Committees
- BATC Minutes of February 13, 2014
- Other

• **Adjournment**

Next Meeting: Monday, March 24, 2014
7:30 p.m. Regular Board Meeting
Lincoln School –Gym
200 S. Lincoln Avenue
Park Ridge, IL 60068

March 24, 2014 – Lincoln School – Gym

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Update on Board Goal/ Student Learning #2 – 21st Century Learning
- Approval of February Financials Ending February 28, 2014
- Healthy Living Month (memo)
- Follow-up on Collection of Current Years Student Fees (memo of info.)

April 14, 2014 – Field School – North Gym

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

April 28, 2014 – Franklin School – Gym

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Update on Board Goal/ Student Learning #4 – Instructional Technology Coach (ITC)

Impact

- Approval of March Financials Ending March 31, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)
- Bid for P.E. Uniforms (memo of info.)

May 5, 2014 – Field School – North Gym

Committee-of-the-Whole

May 19, 2014 – Emerson School – Multipurpose Room

Regular Board Meeting – 7:30 p.m.

- Pledge of Allegiance and Welcome
- Recognition of Student Awards
- Recognition of Tenured Teachers
- ELF Grant Awards
- Approval of RFP Copier Bid (consent)
- Approval of Final Calendar for 2013-14 (consent)
- Approval of April Financials Ending April 30, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)

June 9, 2014 – Field School – North Gym

Committee-of-the-Whole

June 23, 2014 – Field School – North Gym

Regular Board Meeting – 7:30 p.m.

- Resolution # for Transfer of Interest Funds from Working Cash to Educational Fund
- Resolution # for Transfer of Interest Funds from Debt Service to Educational Fund
- Resolution # for Prevailing Wage
- Request for Quotes – P.E. Supplies
- Update on Summer Construction Projects
- Approval of May Financials Ending May 31, 2014
- Follow-up on Collection of Current Years Student Fees (memo of info.)

TBD

- Approval of Superintendent
- Review / Release of Closed Minutes
- First Reading of Balance of Policies from PRESS Issue 82
- Approval of Balance of Policies from PRESS Issue 82
- Report on English Language Learners and Changing Needs
- Discussion on Class Size Determination Process
- Approval of Facility Master Plan Phase II
- Progress Report on 2013-14 District-wide Priorities & Strategic Plan Activities
- Recognition/Plans for Community Finance Committee
- Intergovernmental Agreements District 62 and NSSEO

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From: robert waters [mailto:robertwaters@sbcglobal.net]
Sent: Friday, January 03, 2014 1:04 PM
To: Klimesh, Mary Kay
Cc: Phil Bender; James Even; Roy McCampbell; Garcia Sandy; kelly.king@illinois.gov
Subject: FOIA Request

To: Mary Kay Klimesh

We are requesting all videos of [REDACTED] Also, emails, phone records, phone messages, faxes, notes and any other correspondence between Dr. Phil Bender, Brett Balduf, Robyn Schmit & James Even from Aug. 1st, 2012 to the present. Please let us know what FOIA form we need to fill out to receive this material. Please respond to this email request A.S.A.P!! Thank you

Sincerely,

Robert & Sandra Waters

1718 S. Greenwood Ave.

Park Ridge, IL. 60068

847-720-4521

Freedom of Information Request

2014-2

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

****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: 1-8-2014

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

Name of Requester: ROBERT WATERS

Street Address: 1718 S GREENWOOD AVE.

City/State/County Zip (required): PARK RIDGE, IL. 60068

Telephone (Optional): 847-720-4521 E-mail (Optional) ROBERTWATERS@SBCGLOBAL

Fax (Optional): _____

NET

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.

(SEE ATTACHED FOR REQUESTED MATERIAL)

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?

ELECTRONIC 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 _____

FREEDOM OF INFORMATION REQUEST

Freedom of Information Office – FOIA Officer

Park Ridge-Niles School District 64

Fax Number: 847.318.4351

Hendee Educational Service Center (ESC)

141 S. Prospect Avenue

Park Ridge, Illinois, 60068

1. Date Requested: November 8, 2013
2. Request Submitted By: ☐ E-mail ☐ U.S. Mail ☐ Fax ☒ In Person
3. Name of Requester: Robert Waters
4. Street Address: 1718 S. Greenwood Avenue
5. City/State/County Zip: Park Ridge, Illinois, 60068
6. Telephone: 847.720.4521; E-mail: robertwaters@sbcglobal.net

Records Requested:

1. Requesting all records that show how much was billed by law firm Seyfarth, Shaw since January 1, 2012 to the date of this FOIA.
2. All employment contracts for Brett Balduf including salary and benefits for Brett Balduf, including but not limited to all reimbursements for seminars and education classes since hiring.
3. All employment contracts for Dr. Phil Bender including salary and benefits for Dr. Phil Bender, including but not limited to all reimbursements for seminars and education classes since hiring.
4. All employment contracts for James Even including salary and benefits for James Even, including but not limited to all reimbursements for seminars and education classes since hiring.
5. A copy of all records (including but not limited to emails, letters of reference, job application, resume, all correspondence) related to the hiring of Brett Balduf
6. A copy of all records (including but not limited to emails, letters of reference, job application, resume, all correspondence) related to the hiring of James Even.
7. A copy of all records (including but not limited to emails, letters of reference, job application, resume, all correspondence) related to the hiring of Dr. Phil Bender

8. A copy of all records (including but not limited to emails, letters of reference, job application, resume, all correspondence) related to the hiring of Robyn Schmitt.
9. A copy of the daily calendar kept for and/or by Brett Baldur in electronic format and any calendars kept in a paper format since July 1, 2011
10. A copy of the daily calendar kept for and/or by Dr. Phil Bender in electronic format and any calendars kept in a paper format since July 1, 2011
11. A copy of the daily calendar kept for and/or by James Even in electronic format and any calendars kept in a paper format since July 1, 2011
12. A copy of all emails including attachments to and from all administrators as well as all emails to and from all Board members from the District Administrators that contain the word "Waters" in electronic format for the period of time from July 1, 2012, through January 15, 2014.
13. Any and all documents related in whole or in part to Schiller Park School District 81's studies, reports, dealings with any special education services consultant engaged by Park Ridge School District 64 Board of Education including emails since 2012.
14. Copy of original RTI (Response to Intervention) plan and any amendments as well as the current RTI plan
15. All invoices, statements, or requests for payment from all law firms doing legal work for the District 64 for the period from July 1, 2012 to January 15, 2014
16. The names of any private providers contracted by Park Ridge School District 64 since January 1, 2011, to provide physical therapy services to students enrolled within the district. If the district entered into no such agreement and provided said services itself, please indicate so in writing. For the private providers please provide all contracts associated with such services.
17. The names of any private providers contracted by Park Ridge School District 64 since January 1, 2011, to provide occupational therapy services to students enrolled within the district. If the district entered into no such agreement and provided said services itself, please indicate so in writing. For the private providers please provide all contracts associated with such services.

18. The names of any private providers contracted by Park Ridge School District 64 since January 1, 2011, to provide social worker services to students enrolled within the district. If the district entered into no such agreement and provided said services itself, please indicate so in writing. For the private providers please provide all contracts associated with such services.
19. The names of any private providers contracted by Park Ridge School District 64 since January 1, 2011, to provide vision therapy services to students enrolled within the district. If the district entered into no such agreement and provided said services itself, please indicate so in writing. For the private providers please provide all contracts associated with such services.
20. The names of any private providers contracted by Park Ridge School District 64 since January 1, 2011, to provide speech services to students enrolled within the district. If the district entered into no such agreement and provided said services itself, please indicate so in writing. For the private providers please provide all contracts associated with such services.
21. The names of any private providers contracted by Park Ridge School District 64 since January 1, 2011, to provide Behavioral Plan Services to students enrolled within the district. If the district entered into no such agreement and provided said services itself, please indicate so in writing. For the private providers please provide all contracts associated with such services.
22. The number of special education students attending out-of-district placements, including special education collaborative programs. The total number of Full-Time Equivalent (FTE) special education teachers in the district, and the number who spend most of their day in in-district substantially separate classrooms. The total number of Full-Time Equivalent special education paraprofessionals in the district, and the number who spend most of their day in in-district substantially separate programs. The number of students served in in-district substantially separate programs. The number of Full-Time Equivalent (FTE) staff from all funding sources who are employed in the district as occupational therapists, speech and language therapists, and physical therapists or therapist assistants. Please list each type of therapist separately. The dollars budgeted, if any, for subcontracted occupational therapists, speech and language therapists, and physical therapists (and therapist assistants) for the 2011-2012, 2012-2013, 2013-2014 school years. Please list each type of therapist separately.

23. Copies of any and all prepaid conference registration and invoices for the annual Illinois Association of School Boards Joint Conference in 2011, 2012, and 2013.
24. Copies of any and all prepaid hotel registration invoices for the annual IASB Joint Conference in 2011, 2012 and 2013.
25. List of names and titles of district employees and Board Members attending the IASB Joint Conference in 2011, 2012, 2013 whose conference and hotel registration costs that were paid by the District
26. A copy of the Brett Balduf performance evaluations, please provide the "indicators used to evaluate and the evidence of the superintendent's performance in relationship to the indicators.
27. A copy of the James Even performance evaluations, please provide the "indicators used to evaluate and the evidence of the superintendent's performance in relationship to the indicators.
28. A copy of the Dr. Phil Bender performance evaluations, please provide the "indicators used to evaluate and the evidence of the superintendent's performance in relationship to the indicators.
29. List of all current teachers, faculty, staff of the Park Ridge School District 64 and to include the name, work mailing address, work email address and phone number
30. A copy of all credentials including who is "highly qualified" for all administrators, teachers and therapists providing services to [REDACTED]
31. Documentation related to the achievement tests given to the District students during the years 2010, 2011, 2012, & 2013. Any Communications between the testing services and District 81 regarding improper administration of the achievement tests. Any internal or external communications regarding improper administration of tests, any regarding students with accommodations having tests invalidated, any regarding the rights of students with disabilities being denied proper accommodations
32. All Title XI documentation since January 1, 2012.

33. All complaints received from, as well as all documents including correspondence with attachments provided to the US Department of Education Office for Civil Rights (OCR) by the District (or its attorneys) pertaining to any matters regarding any Park Ridge School District 64 student since January 1, 2010.
34. Copies of all current insurance policies in effect for the years of 2011, 2012, 2013 including but not limited to liability, discrimination, errors and omissions, boiler, discrimination, property and casualty, and vehicular .
35. A copy of all correspondence, memos, documents, and letters related to insurance claims made by Park Ridge School District 64 since January 1, 2008.
36. All complaints received from, as well as all documents including correspondence with attachments provided to the Illinois State Board of Education (ISBE) by the District (or its attorneys) pertaining to any matters regarding any Park Ridge School District 64 student since January 1, 2010.
37. All videos made of [REDACTED] since his enrollment in District 64.
38. All documents related to the Illinois State Board of Education evaluating and/or monitoring the special education services of Park Ridge School District 64, this includes, monitoring reports, audit reports and any related documents (written and/or electronic from/to ISBE for the period of FY 2010 to date.
39. Requesting a copy of all Due Process matters in which Park Ridge School District 64 filed the request or was a respondent in the matter including a copy of all filings in the possession of Park Ridge School District 64 since January 1, 2008.
40. All copies of all memoranda including emails from Dr. Balduf to James Even regarding [REDACTED] since January 1, 2011.

41. Provide a list or records of all provisional certificate requests from Park Ridge School District 64 to the Illinois State Board of Education since FY 2009 to current date.
42. Provide a list or records of all certificate waiver requests from Park Ridge School District 64 to the Illinois State Board of Education since FY 2009 to current date including identification of subject matter to be taught.
43. All information provided by Park Ridge School District 64 to the Illinois State Board of Education's School Incident Reporting System, dating back to January 1, 2009 to current.
44. Any and all records of communications (email (with attachments), fax, text, phone) mentioning special education audits and/or investigations of Park Ridge School District 64 from January 1, 2010 until the present with the Illinois State Board of Education.
45. Any and all records of communications (email (with attachments), fax, text, phone) mentioning audits and/or investigations of Park Ridge School District 64 from January 1, 2010 until the present with the Illinois Department of Children and Family Services (IDCFS)
46. A copy of the most current District Improvement Plan for Park Ridge School District 64.
47. A copy of all documents related to the withdrawal of Park Ridge School District 64 from the Maine Township Education CoOp including but not limited to any site visit to the District 64 schools, as well as copies of the District 64 comprehensive plans required by 105 ILCS 5114-4.01 and 23 Ill.Admin Code 226.700.
- 48.
- 49.

50. Records are being requested in electronic format.

51. The purpose of this request is not for commercial purposes.

Sincerely,

Robert Waters

IF YOU DO NOT RECEIVE A LEGIBLE COPY PLEASE CALL

847.720.4521

Jan. 22, 2014

Bernadette Tramm
Park Ridge-Niles School District 64
Hendee Educational Service Center
164 S. Prospect Ave.
Park Ridge, IL 60068

Sent via email to: bramm@d64.org

Ms. Tramm:

Pursuant to the Freedom of Information Act, I request the following information regarding student fees.

1. A list of student fees charged by the district in each of the last five school years, broken down by dollar amount and reason for fee.
2. A list of student fees collected by the district in each of the last five school years, broken down by school.
3. Number of students enrolled in each school for each of the last five school years.
4. The number of students who qualify for free and reduced lunch in each school for each of the last five school years.
5. Any written procedures, guidelines and/or rules regarding the collection of student fees.
6. Any contracts the district has entered into with any third parties regarding the collection of unpaid student fees.

I request that you provide the information in an electronic format, if they are available in such format, and send it to my email address, which is: jbullington@tribune.com. If they are not available in such format, please provide them in the format for which they are available.

Please note I am a member of the news media seeking this information in the public interest and, per statute, request fees be waived.

Please note Illinois law requires that, for a document containing both exempt and non-exempt information, the exempt information can be redacted but the non-exempt information must be released.

If you have to mail the information, please send it to:

Jonathan Bullington
Reporter
Chicago Tribune
1717 E. Penny Lane, Ste. 3
Schaumburg, IL 60173

If you have any questions, please do not hesitate to contact me.

Jonathan Bullington
Chicago Tribune
312-731-7595
jbullington@tribune.com

**PARK RIDGE-NILES SCHOOL DISTRICT 64
TRAFFIC SAFETY COMMITTEE**

Minutes of the meeting
held at 4:00 p.m. Tuesday, December 10, 2013
Franklin School, 707 N. Wisner, Park Ridge, IL 60068

Attendees:

Deputy Chief Lou Jogmen, Park Ridge Police
Ofc. Laura Kappler, Park Ridge Police
Adm. Sgt. Bob Tornabene, Niles Police
Deputy Chief Jeff Sorensen, Park Ridge Fire
Mario Portanova, Park Ridge Fire intern
Kathy Jozwiak, Park Ridge Crossing Guard Liaison
Katie Kelly, Field School Assistant Principal
Marvin Bornschlegl, Field School PTO
Leslye Lapping, Jefferson Coordinator Ext. Day/Preschool Services
Sia Albans, Roosevelt School Assistant Principal
Jessica Hutchison, Washington School Principal
Dan Walsh, Franklin School Principal
Tim Gleason, Lincoln Middle School Assistant Principal
Tim Benka, Emerson Middle School Assistant Principal
Scott Mackall, Director of Facility Management
Bernadette Tramm, Public Information Coordinator

Board Members Not in Attendance:

Terry Cameron
Dan Collins

Principal Dan Walsh called the meeting to order at 4:00 p.m., noting that Superintendent Bender was unable to attend due to illness.

Village of Niles Police

Adm. Sgt. Tornabene said police were following up on a concern that some students had been observed crossing Oakton St. mid-block instead of at the designated crosswalks at intersections. He also noted that parking or double-parking along Greendale Ave. had not been a concern until the recent inclement weather. Adm. Sgt. Tornabene also announced that District 63's Nelson School would be included in a "Today Show" report to be aired on Thursday, December 12 in the 7:30-7:45 a.m. segment; the schools' new secured entry would be featured as part of the show's coverage of changes to schools over the year since the Sandy Hook school tragedy.

City of Park Ridge

▪ **Police**

New cell phone law – Off. Kappler reported that the state's new cell phone law will go into effect on January 1, and that the department would observe an approximately two-week warning and education period prior to writing citations. She pointed out several exemptions, such as using a 2-way radio, CB radio, or a cell phone that can be activated by a single touch such as via Bluetooth. She also noted that police have been given the authority to add aggravated charges if a serious accident occurs while someone is using a cell phone while driving. Ms. Tramm noted District 64 was providing extensive support for the change, by: distributing the police flyer at all schools; including it in the December 12 school newsletters; asking principals to mention it in their updates; and planning for a School Messenger email blast over Winter Break prior to students and staff returning to school on January 6.

Ongoing enforcement – Off. Kappler reported no significant issues had arisen at the schools since the last meeting, and that police continue to do enforcement at the buildings on a rotating basis.

ACTION: Schools are to provide Off. Kappler with license plate numbers of cars observed driving or parking unsafely around the buildings, so a follow-up warning letter can be sent.

- **Fire**

Deputy Chief Sorensen had nothing unusual to report.

School Reports

- **Emerson**

Assistant Principal Benka asked that Village snowplows avoid mounding snow at school crosswalks at Oakton St. at Cumberland Ave. and at Prospect Ave., so that drivers have a clear view of students.

ACTION: Adm. Sgt. Tornabene will relay the information to Niles public works.

Facility Manager Mackall announced that a parent had proposed that a guardrail be added along the Oakton St. sidewalk near Emerson School. Adm. Sgt. Tornabene said that Oakton St. was a state road, but that the parent should work with Bob Pilot, Director of Public Works. District 64 would be supportive if it would enhance student safety.

- **Jefferson**

Coordinator Lapping reported that the inclement weather meant more Emerson students were being dropped off at 8:20 a.m. or picked up at 3:00 p.m. along Greendale Ave., and that traffic also had increased for the 12:30 p.m. drop off for pre-Kindergarten at Jefferson. Any police assistance with helping the traffic flow at those times would be appreciated.

She also pointed out that cars had been observed heading northbound on Greendale Ave. (which is one-way southbound). She also noted that cars heading southbound had been observed speeding around the curve in front of Jefferson, and inquired whether a stop sign could be added to prevent that from occurring.

ACTION: Adm. Sgt. Tornabene will bring the two items to the Village for further attention.

- **Roosevelt**

Assistant Principal Albans reported that extra surveillance at pickup/dropoff times of cars parked in no parking areas around the school, especially along Albion Ave., would be appreciated. Off. Kappler noted that police had recently ticketed for illegal parking along Talcott Rd., which cleared up a problem there.

Ms. Albans also inquired whether cars are permitted to pull into the apron area of a private driveway to turn around. Off. Kappler noted that it is not illegal to do so. A suggestion was made to remind drivers to be a good neighbor to local residents.

- **Field**

Assistant Principal Kelly says overall things are going well, although the inclement weather seems to encourage drivers to linger a bit longer, which Mr. Bornschlegl has also noted. Off. Kappler reported that tickets have been written along Elmore St. parked cars that impede the flow of buses and other traffic through the area.

- **Washington**

Principal Hutchison reported that traffic has been flowing much more smoothly now that the sewer work disrupting the street adjacent to the school has been completed for the season.

- **Carpenter**

Franklin Principal Walsh reported on behalf of Carpenter that traffic is moving well. Off. Kappler noted that police have written some tickets recently. Crossing Guard Liaison Jozwiak reported that the new guard has been reporting license plate numbers of unsafe drivers promptly to police for follow up letters.

- **Franklin**

Principal Walsh reported the school's beat officer has been extremely helpful. He thanked police for being present and for writing tickets for violations, which do have an impact on improving traffic.

He also inquired whether the police blog could be restarted, as it has been a great tool for schools to interact with police to report cars driving or parking unsafely.

ACTION: Deputy Chief Jogmen will research whether it can be resumed.

Principal Walsh announced that school secretary Babs Swanson is retiring in January, and will be replaced by Bridget Murphy beginning Monday, January 13.

- **Lincoln**

Assistant Principal Gleason reported that inclement weather has bogged down the traffic flow a bit, but generally it has been moving well around the school.

Other

- **Beat Leader Program** – Deputy Chief Jogmen asked for feedback on the effectiveness of the program. He received comments from the schools present on the helpfulness of their designated officers, which was overwhelmingly positive. Principals appreciated having the ongoing contact with a designated officer who understands the particular issues at their school and is able to develop a relationship with the staff and students, too.

ACTION: Schools are to follow up directly with Deputy Chief Jogmen with any further comments or questions about the beat leader program.

- **Holiday Sings** – A news release with the dates of the upcoming musical performances was distributed; schools would appreciate relaxation of parking on those days due to the overflow crowds expected. Police presence at the events is always welcomed.
- **Security Review** – Facility Manager Mackall reported that one of the recommendations from the recent security review completed by an outside consultant was to switch from walkie-talkies to 2-way radios for communication between the school office and crossing guards and other outdoor supervisory staff. He inquired whether these could be tied directly to a police channel. Deputy Chief Jogmen stated that Park Ridge subscribed to the Cook County Police Radio Dispatch Center, which does not allow outside users. Deputy Chief Jogmen noted that crossing guards or outdoor supervisors should always call 911 directly as the quickest way to summon assistance. Crossing Guard Liaison Jozwiak affirmed that guards are instructed during training to use their personal cell phones, if available, for this purpose.

Next Meeting

The next meeting will be held at 4:00 p.m. on Tuesday, February 11 at Lincoln Middle School (Learning Resource Center), 200 S. Lincoln, Park Ridge.

The meeting was adjourned at 4:41 p.m.

Minutes submitted by Bernadette Tramm

**Minutes of the Board Advanced Technology Committee
held at 7:00 p.m. December 10, 2013
Emerson Middle School
8101 N Cumberland, Niles**

Director of Technology Dr. Terri Bresnahan called the meeting to order at 7:05 p.m.

Also present were Gini Burns, Sara Greiner-Carolan, Allison Blum, Nancy Sweeney, Dr. Lori Hinton, John Heyde, Dr. Tony Murray, Scott Zimmerman, Scott Altman, and Dan Walsh.

Review of Chromebook Pilot Survey Data

Survey results from the first phase of the Chromebook 1:1 pilots were shared with the committee. Surveys from students and teachers were separated into grades 3-5 and grades 6-8. Surveys will continue to be administered as each phase of the pilots are completed. Overall results indicate a positive experience for both students and teachers.

Financial Options for 1:1 Initiative

The majority of the meeting time was spent working in small groups to discuss various options for financing a 1:1 implementation in District 64 with time at the end to share out ideas with the whole group. Several questions were considered during the discussion, including:

- What grade levels should participate in a 1:1 initiative?
- Who should own the devices?
- Will insurance be offered for accidental damage/ theft/loss? If so, would it be through a third party or a self-insurance plan through the District?
- How will the cost of the devices be paid? Through the District, the parents, or a combination of the two?
- How long can we expect a device to last?

A variety of financial scenarios will be presented to the Board in February as a preliminary introduction to how a 1:1 initiative might be funded.

Additionally, the committee members agreed that continuing to increase the number of iPads in K-2 classrooms should be a priority for the District. Additional data will be collected throughout this school year to determine next steps for the use of iPads.

Next Meeting

The next meeting will be scheduled after the winter break.

The meeting was adjourned at 9:15 p.m.


Minutes submitted by Dr. Terri Bresnahan

MEMORANDUM OF INFORMATION

#015

2013-2014

To: Board of Education

From: Brian Imhoff, Assistant Business Manager 

Date: January 28, 2014

Subject: Follow-up on Collection of Current Year's Student Fees

The table in Attachment 1 shows the history of the District's internal attempts to collect unpaid student fees for 2013-14. The numbers reported do not include students who qualify for fee waivers. Collection letters were sent to parents on September 30, October 30, and December 4. The December 4th letter specifically stated that failure to pay would result in the account being turned over to a collection agency in January. All unpaid fees were submitted to the collection agency on January 21st.

Review of Unpaid Student Fees 2013-14

Building	January 20, 2014		December 10, 2013		November 12, 2013		October 17, 2013		September 10, 2013		Change since Sept 10
	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	Number of Unpaid Students	Lost Revenue	
Carpenter	22	\$ 4,147	30	\$ 5,904	38	\$ 7,430	42	\$ 7,865	90	\$ 14,588	\$ 10,441
Field	23	\$ 4,740	37	\$ 7,422	42	\$ 8,084	55	\$ 10,396	101	\$ 14,372	\$ 9,632
Franklin	38	\$ 7,891	45	\$ 9,295	55	\$ 11,082	62	\$ 12,055	107	\$ 15,936	\$ 8,045
Roosevelt	44	\$ 8,708	55	\$ 11,216	67	\$ 13,092	74	\$ 14,287	123	\$ 23,116	\$ 14,408
Washington	29	\$ 5,277	37	\$ 6,714	43	\$ 8,196	61	\$ 11,475	98	\$ 16,335	\$ 11,058
Jefferson	2	\$ 117	2	\$ 138	2	\$ 138	3	\$ 252	18	\$ 1,764	\$ 1,647
Emerson	79	\$ 23,180	90	\$ 26,566	101	\$ 28,984	119	\$ 33,158	190	\$ 41,396	\$ 18,216
Lincoln	70	\$ 19,407	76	\$ 21,863	90	\$ 26,046	109	\$ 31,549	167	\$ 40,834	\$ 21,427
Total	307	\$ 73,467	372	\$ 89,118	438	\$ 103,052	525	\$ 121,037	894	\$ 168,341	\$94,874

Note: Of the unpaid total at January 20th, the District has \$3,678 committed to be paid through installment plans.

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

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

DATE: January 28, 2014

RE: Baseline Concussion Testing – Proposed Spring Pilot

Overview

The District 64 Medical Health Advisory Committee addresses issues related to student health and safety. The Medical Health Advisory Committee is made up District 64 RNs, District 64 Board Members, a District 64 Health Assistant, representatives from the District 64 Special Education Department, District 64 administrators, and representatives from the medical/health community.

Last spring, the committee discussed baseline impact testing, which has been implemented in Illinois high schools for interscholastic sports per IHSA regulations. Baseline impact testing is a computer-based pre-season exam. Results from baseline tests (or pre-injury tests) can be used and compared to a similar exam conducted during the season if an athlete has a suspected concussion. This can help inform a physician's decisions about medical care.

Currently, District 64 has a comprehensive concussion/head injury protocol in place:

- Concussion/head injury education is included in the District 64 Parent-Student Handbook and on the District 64 website. The information in the handbook was greatly expanded this year by Bernadette Tramm, District 64 Public Information Coordinator, and Margaret Petkofski, Facilitator – School Health Services.
- All interscholastic athletes must provide annual written documentation from a health care provider indicating that they are eligible for participation in interscholastic sports.
- When a student suffers a head injury at school, written information is provided to parents regarding signs and symptoms of concussions.
- Interscholastic participation forms include information about concussion symptoms.
- Students who suffer a concussion (based on a physician's diagnosis) cannot return to school without a completed District 64 Concussion Health Care Plan.

Proposed Spring Pilot

The purpose of this memo is to provide follow-up information in the event that the Board would like to pilot in-district baseline impact testing to District 64 interscholastic athletes participating in volleyball and wrestling this spring. At this point, participation in this testing would be voluntary and based on parent permission. This pilot would help us decide whether to expand testing to all interscholastic athletes next school year.

In December 2013, Dr. Borrelli, District 64 Board President, contacted Accelerated Rehabilitation Centers in Park Ridge to explore the option of providing baseline impact testing for District 64 students participating in volleyball and wrestling. Dr. Borrelli was able to secure a program in which the 45-60 minute test would be administered by Accelerated Rehabilitation Centers personnel using District technology. Testing sessions would be held at afterschool practices at each middle school. ImPACT tracks information such as memory, reaction time, speed, and concentration. Essentially the ImPACT test is a "preseason physical" of the brain. Athletes typically take a baseline exam at the start of the season before beginning any contact sport practice or competition.

Student test results would be confidentially maintained by Accelerated Rehabilitation Centers for parents' future reference upon parent request. If a concussion is suspected, parents may choose to work with Accelerated Rehabilitation Centers and their child's physician to seek a post-injury test. This process can help determine when return to play is appropriate and safe for the injured athlete. Post-injury testing would be at the discretion of the parent and the cost of all post-injury testing would be a parent expense. Per District 64 guidelines, if a student sustains an injury of this nature, parents are promptly notified.

The cost of ImPACT is \$5 per student and, for the purposes of this pilot, is included in each student's athletic fee. All athletes must complete permission slips and have appropriate signatures before any ImPACT testing will be performed. For the purposes of the pilot, participation in testing would be voluntary.

NEXT STEPS

We are seeking Board approval of the ImPACT pilot at the February 10, 2013 Board Meeting. If granted:

1. Permission slips would be finalized in consultation with the Board attorney
2. A contract would be finalized with Accelerated Rehabilitation Centers
3. ImPACT sessions will be scheduled at each middle school for students participating in volleyball (Emerson and Lincoln) and wrestling (Emerson)

TO: Board of Education
Dr. Philip Bender, Superintendent

FROM: Scott Mackall, Director of Facility Management

DATE: January 28, 2014

RE: Security Update

At the December 16 meeting, a suggested timeline was presented for January – March 2014 to begin the detailed analysis and planning required to implement the 12 recommendations from the District-wide security study recently conducted by RETA Security. The 12 areas for further review include several that are relatively quick and inexpensive opportunities to improve security, while others will require a significant investment of both time and financial resources to accomplish.

Here is a summary of activities now underway according to the timeline:

Activities to begin in January

▪ **Label all phones with emergency dialing instructions**

My office is developing a uniform phone labeling system for the District. We are surveying each school to determine how classroom teachers utilize their particular type of phone equipment to reach the school secretary / office, and will develop appropriate instructional labels.

▪ **Design a video surveillance system**

District 64 and representatives of Sonitrol, District 64's security partner, will survey the buildings on January 28-29 to identify locations for the video monitoring system. Principals and necessary staff will be involved in the process.

Activities to begin in February

▪ **Investigate the cost and feasibility of secured main vestibules**

Fanning Howey is currently evaluating each building to determine the most effective and economical way we can accommodate secure building entrances. All necessary staff, parents, and community members will be involved in the process.