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

Regular Board Meeting Agenda  
Monday, February 22, 2016  
Washington School – Gym  
1500 Stewart Avenue  
Park Ridge, IL 60068

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

### TIME

### APPENDIX

#### 6:00 p.m. Meeting of the Board Convenes

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

#### • Board Recesses and Adjourns to Closed Session

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity [5 ILCS 120/2 (c)(1)]; collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)] and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2(c)(8)].

#### 7:00 p.m. • Board Adjourns from Closed Session and Resumes Regular Meeting

Or at  
conclusion of  
closed session  
whichever is  
later

- Pledge of Allegiance and Welcome
- Washington School Principal/Students

#### • Public Comments

- State of Illinois Education Funding Reallocation
- State Representative Marty Moylan

A-1

- Report on February 5 Institute Day
- Assistant Superintendent for Student Learning

A-2

- **Board Authorizes 2016-17 Staffing Plan** **A-3**  
 -- Chief School Business Official/ **Action Item 16-02-1**  
 Assistant Superintendent for Human Resources
  
- **Approval: Reorganization of Special Education Administrative Model** **A-4**  
 -- Director of Student Services **Action Item 16-02-2**
  
- **Follow-up – Comprehensive Safety & Security Plan Update** **A-5**  
 -- Chief School Business Official/Superintendent
  
- **Update on Secured Vestibules/21<sup>st</sup> Century Classrooms** **A-6**  
 -- Superintendent/ CSBO/FGM Representative
  
- **Financing Options Proposal for Summer 2016 Construction** **A-7**  
 -- Chief School Business Official
  
- **First Reading of Policies from PRESS Issue 89 and 90** **A-8**  
 -- Superintendent
  
- **Consent Agenda** **Action Item 16-02-3** **A-9**  
 -- Board President
  - Personnel Report
  - Bills, Payroll and Benefits
  - Approval of Financial Update for the Period Ending January 31, 2016
  - Approval of Policies from PRESS Issue 88 and 89 and Policy 2:230
  - Approval of Intergovernmental Agreement for Shared Vision/O&M Services
  - Destruction Audio Closed Minutes (none)
  
- **Approval of Minutes** **Action Item 16-02-4** **A-10**  
 -- Board President
  - Closed Session Meeting -----February 8, 2016
  - Regular Board Meeting -----January 26, 2016
  - Closed Session Meeting -----January 26, 2016
  - Closed Session Meeting -----January 20, 2016
  - Special Board Meeting -----January 20, 2016
  - Special Board Meeting -----January 11, 2016
  
- **Other Discussion and Items of Information** **A-11**  
 -- Superintendent
  - Upcoming Agendas
  - Freedom of Information Act (FOIA) Request
  - District Committee Update (Elementary Learning Foundation)
  - Memorandum of Information (none)
  - Minutes of Board Committees (none)
  - Other
    - Update on Compliance Audit
- **Adjournment**

Next Meeting: **Thursday, March 3, 2016**  
 Closed Session Meeting – 6:00 p.m.

Special Board Meeting – 7:00 p.m. (or at conclusion of closed whichever is later)  
**Hendee Educational Service Center**  
164 S. Prospect Avenue  
Park Ridge, IL 60068

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

Upcoming Meetings and Topics  
As of February 17, 2016

**March 3, 2016 – Hendee Educational Service Center**

Closed Session Meeting – 6:00 p.m.

Special Board Meeting – 7:00 p.m. (or at the conclusion of closed session whichever is later)

- Formation of Board Finance and Building/Sites Committee
- Approval of Bids for Summer 2016 Project
- Approval of Fee Study Recommendation for School Year 2016-17

**March 21, 2016 – Lincoln School – Gym**

Closed Session – 6:30 p.m.

Regular Board Meeting – 7:00 p.m.

*(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)*

- Pledge of Allegiance and Welcome
- Approval of Health Life Safety Five-year Completion Plan
- Update on Elementary Lunch Service
- Website Analytics Report
- NGSS Science Curriculum Update
- Overview of Core Plus Work
- Presentation of Tentative Calendar for 2017-18
- Consent Agenda
  - Resolution # \_\_\_ to Transfer Funds Between Education and Debt Service Fund for VoIP
  - Resolution # \_\_\_ to Transfer Funds Between Education and Debt Service Fund for Copier
  - Resolution(s) Reduction in Force List (tentative)
  - Resolution # \_\_\_ Non-Reemployment of part-Time Educational Support Personnel Employees (tentative)
  - Resolution # \_\_\_ Dismissal of First or Second or Third -Year Probationary Teachers for Reasons Other than Reduction-in-Force (tentative)
  - Resolution #-- Honorable Dismissal of Teachers (tentative)
  - Resolution #\_\_\_ Dismissal of Probationary Educational Support Personnel Employees (tentative)
  - Approval of Financial Update for the Period Ending February 29, 2016
  - Adopt Tentative Calendar for 2017-18 School Year
    - Approval of Policies from PRESS Issue 89 and 90
- Registration and Residency Update (memo of information)
- Healthy Living Month – memo

**April 11, 2016 – Jefferson School – Multipurpose Room**

Committee of the Whole: Tech – 7:00 p.m.

**April 25, 2016 – Carpenter School – South Gym**

Closed Session – 6:30 p.m.

Regular Board Meeting – 7:00 p.m.

*(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)*

- Pledge of Allegiance and Welcome
- Approval of Elementary Lunch Program
- Adopt Tentative Calendar for 2017-18



### Future Meeting Topics

- Approval of Student-Parent Handbook 2016-17 (4/16)
- Board Meeting Dates for 2016-17 (4/25/16 memo of information)
- Update on 2020 Vision Strategic Plan (6/27/16)
- Curriculum Update
- Update on Food Service Contract
- Discussion: Board Policy 4:150 – Should the Board continue to grant authority up to \$25,000 for renovations or permanent alterations Buildings and Grounds
- Approval of Ten-year Health Life Safety Survey

The above are subject to change.

State of Illinois Education Funding Reallocation

State Representative Marty Moylan will speak to the Board about a potential funding scenario currently being discussed in Springfield.

# *Illinois* SCHOOL BOARD *News Blog*

Wednesday, February 10, 2016

## ISBE Briefs

### **FY 17 ed budget requested**

The Illinois State Board of Education (ISBE) has released its Fiscal Year 2017 budget recommendation calling for an additional \$262.1 million in funds and increasing the Foundation Level to \$6,327 per student. The Foundation Level has not been raised since FY 2010 and hasn't been fully funded at the statutorily required \$6,119 amount since FY 2012.

In order to align ISBE's goals of providing an equitable distribution of education dollars, the state board has suggested reallocating the \$305 million line item for special education into the General State Aid (GSA) formula. Superintendent Tony Smith says that the change will ensure GSA funds will be distributed on a more equitable basis. If approved, the formula adjustment would benefit 77 percent of Illinois students in districts with the least wealth and the greatest number of low-income pupils. School districts that generate greater local resources and have a smaller amount of low-income students would receive a smaller portion of GSA funding. Losses for those schools would amount to less than one percent of their district's operating revenue.

**(Impact on Park Ridge-Niles School District 64 =  
LOSS of \$308,130 – see spreadsheet attached)**



# ILLINOIS STATE BOARD OF EDUCATION

## District Detail Report

### January 6, 2016

### Exhibit G

Based upon the design of the GSA Formula, school districts with lower amounts of local wealth and higher concentrations of low-income students are to receive a greater amount of GSA on a per pupil basis as compared to school districts with higher amounts of local wealth and lower concentrations of low-income students. Due to the design, the GSA Formula is the most equitable funding mechanism in current statute and it measures a child's need based upon two distinct and separate measures. The Superintendent's Recommendation follows the principle of equitably distributing resources benefiting 77% of the students in school districts with the least amount of local wealth and the highest concentrations of low-income students in alignment with the design of the General State Aid Formula.

Range of Gain/ (Loss)      \$ Per Pupil      % of Operating Revenue

Maximum Loss	\$	(106)	-0.9%
Maximum Gain	\$	436	5.2%
Median	\$	270	2.1%

District Name	County	Organization Type	FY 16 Actual Receipts * @ \$6,119 FLEVEL	FY 16 Simulated Receipts @ \$6,327 FLEVEL	Gain / Loss	Gain / Loss Per Student	Gain / Loss as % of Operating Revenue	Formula Type **	Low Income %	Maintenance of Effort ***
SUNSET RIDGE SCHOOL DIST 29	COOK	Elementary	\$164,776	\$115,281	(\$49,495)	(\$105)	-0.4%	Flat Grant	7.5%	\$78,467
NORTHBROOK/GLENVIEW SCH DIST 30	COOK	Elementary	\$387,149	\$274,351	(\$112,798)	(\$105)	-0.5%	Flat Grant	10.6%	\$154,165
WEST NORTHFIELD SCHOOL DIST 31	COOK	Elementary	\$489,430	\$401,355	(\$88,075)	(\$101)	-0.5%	Flat Grant	36.7%	\$118,163
GLENVIEW C C SCHOOL DIST 34	COOK	Elementary	\$2,646,442	\$2,311,852	(\$334,590)	(\$74)	-0.5%	Alternate Method	26.2%	\$610,200
GLENCOE SCHOOL DIST 35	COOK	Elementary	\$406,577	\$279,737	(\$126,840)	(\$104)	-0.5%	Flat Grant	3.2%	\$155,089
WINNETKA SCHOOL DIST 36	COOK	Elementary	\$554,270	\$381,698	(\$172,572)	(\$103)	-0.5%	Flat Grant	2.7%	\$349,872
AVOCA SCHOOL DIST 37	COOK	Elementary	\$252,574	\$179,910	(\$72,663)	(\$106)	-0.5%	Flat Grant	12.4%	\$64,620
KENILWORTH SCHOOL DIST 38	COOK	Elementary	\$163,015	\$113,179	(\$49,836)	(\$100)	-0.4%	Flat Grant	2.5%	\$59,081
WILMETTE SCHOOL DIST 39	COOK	Elementary	\$1,581,896	\$1,327,221	(\$254,676)	(\$74)	-0.5%	Alternate Method	4.2%	\$420,955
SCHAUMBURG C C SCHOOL DIST 54	COOK	Elementary	\$10,382,252	\$9,624,464	(\$757,788)	(\$61)	-0.4%	Alternate Method	44.9%	\$1,359,795
MOUNT PROSPECT SCHOOL DIST 57	COOK	Elementary	\$1,105,784	\$965,171	(\$140,613)	(\$72)	-0.7%	Alternate Method	18.0%	\$282,483
COMM CONS SCH DIST 59	COOK	Elementary	\$8,392,817	\$8,219,647	(\$173,170)	(\$28)	-0.2%	Alternate Method	65.9%	\$844,679
DES PLAINES C C SCH DIST 62	COOK	Elementary	\$5,729,899	\$5,626,521	(\$103,378)	(\$25)	-0.1%	Alternate Method	66.5%	\$827,139
EAST MAINE SCHOOL DIST 63	COOK	Elementary	\$5,294,104	\$5,294,576	\$472	\$0	0.0%	Alternate Method	73.6%	\$371,105
PARK RIDGE C C SCHOOL DIST 64	COOK	Elementary	\$2,094,292	\$1,786,162	(\$308,130)	(\$75)	-0.4%	Alternate Method	13.0%	\$608,353
EVANSTON C C SCHOOL DIST 65	COOK	Elementary	\$5,417,311	\$4,960,044	(\$457,267)	(\$65)	-0.4%	Alternate Method	40.4%	\$954,533
GOLF ELEM SCHOOL DIST 67	COOK	Elementary	\$418,119	\$372,785	(\$45,334)	(\$72)	-0.5%	Alternate Method	36.7%	\$75,698
SKOKIE SCHOOL DIST 68	COOK	Elementary	\$1,758,185	\$1,627,382	(\$130,802)	(\$74)	-0.5%	Flat Grant	58.1%	\$260,327
SKOKIE SCHOOL DIST 69	COOK	Elementary	\$2,913,970	\$3,244,812	\$330,842	\$196	1.3%	Foundation	61.2%	\$182,783
MORTON GROVE SCHOOL DIST 70	COOK	Elementary	\$570,639	\$513,103	(\$57,536)	(\$69)	-0.5%	Alternate Method	35.4%	\$110,778
NILES ELEM SCHOOL DIST 71	COOK	Elementary	\$378,911	\$333,170	(\$45,741)	(\$90)	-0.5%	Flat Grant	47.9%	\$55,389
SKOKIE FAIRVIEW SCHOOL DIST 72	COOK	Elementary	\$373,760	\$308,568	(\$65,192)	(\$100)	-0.6%	Flat Grant	37.7%	\$112,624
EAST PRAIRIE SCHOOL DIST 73	COOK	Elementary	\$459,834	\$424,890	(\$34,944)	(\$61)	-0.5%	Alternate Method	42.0%	\$70,159
SKOKIE SCHOOL DIST 73-5	COOK	Elementary	\$866,306	\$814,110	(\$52,196)	(\$54)	-0.3%	Alternate Method	47.4%	\$152,319
LINCOLNWOOD SCHOOL DIST 74	COOK	Elementary	\$804,674	\$695,841	(\$108,833)	(\$93)	-0.5%	Flat Grant	45.1%	\$156,935
EVANSTON TWP H S DIST 202	COOK	High School	\$2,106,872	\$1,890,826	(\$216,046)	(\$70)	-0.3%	Alternate Method	34.8%	\$480,959
NEW TRIER TWP H S DIST 203	COOK	High School	\$1,364,128	\$952,432	(\$411,695)	(\$102)	-0.4%	Flat Grant	5.2%	\$598,199
MAINE TOWNSHIP H S DIST 207	COOK	High School	\$4,270,595	\$3,840,509	(\$430,086)	(\$69)	-0.3%	Alternate Method	34.7%	\$816,985
TOWNSHIP H S DIST 211	COOK	High School	\$7,864,224	\$7,079,266	(\$784,957)	(\$68)	-0.3%	Alternate Method	31.6%	\$1,176,088
TOWNSHIP HIGH SCHOOL DIST 214	COOK	High School	\$7,677,668	\$6,876,778	(\$800,890)	(\$71)	-0.3%	Alternate Method	33.8%	\$1,297,944
NILES TWP COMM HIGH SCH DIST 219	COOK	High School	\$3,560,946	\$3,266,404	(\$294,543)	(\$63)	-0.2%	Alternate Method	42.4%	\$554,811
NORTHFIELD TWP HIGH SCH DIST 225	COOK	High School	\$2,261,480	\$1,880,691	(\$380,789)	(\$80)	-0.3%	Alternate Method	16.6%	\$569,581
SAFE SCH - WEST COOK ISC 2	COOK	Regional	\$579,517	\$622,450	\$42,933	\$436	0.0%	Lab & Alternative	0.0%	\$0
ALOP SCH-INTERMEDIATE SERVICE CEN	COOK	Regional	\$2,927,805	\$3,144,709	\$216,903	\$436	0.0%	Lab & Alternative	0.0%	\$0
ROSEMONT ELEM SCHOOL DIST 78	COOK	Elementary	\$219,434	\$200,795	(\$18,639)	(\$75)	-0.4%	Flat Grant	55.2%	\$31,387
PENNOYER SCHOOL DIST 79	COOK	Elementary	\$367,547	\$343,102	(\$24,445)	(\$59)	-0.5%	Alternate Method	47.1%	\$41,542
NORRIDGE SCHOOL DIST 80	COOK	Elementary	\$925,146	\$857,217	(\$67,929)	(\$62)	-0.7%	Alternate Method	44.3%	\$116,316
SCHILLER PARK SCHOOL DIST 81	COOK	Elementary	\$2,462,188	\$2,732,705	\$270,517	\$196	1.6%	Foundation	71.4%	\$148,627
MANNHEIM SCHOOL DIST 83	COOK	Elementary	\$4,719,329	\$4,761,181	\$41,851	\$17	0.1%	Alternate Method	78.7%	\$394,184
FRANKLIN PARK SCHOOL DIST 84	COOK	Elementary	\$1,938,732	\$1,930,714	(\$8,018)	(\$7)	0.0%	Alternate Method	70.9%	\$167,089
RHODES SCHOOL DIST 84-5	COOK	Elementary	\$1,264,914	\$1,276,089	\$11,175	\$17	0.1%	Alternate Method	78.8%	\$74,775
RIVER GROVE SCHOOL DIST 85-5	COOK	Elementary	\$1,760,131	\$1,938,174	\$178,043	\$275	2.5%	Foundation	75.1%	\$88,622
UNION RIDGE SCHOOL DIST 86	COOK	Elementary	\$662,648	\$643,386	(\$19,262)	(\$36)	-0.3%	Alternate Method	60.6%	\$65,543
BERKELEY SCHOOL DIST 87	COOK	Elementary	\$10,685,255	\$11,399,788	\$714,534	\$280	2.3%	Foundation	89.4%	\$416,339

To: District 64 Board of Education

From: Lori Lopez, Assistant Superintendent for Student Learning

Date: February 22, 2016

Re: Report on February 5, 2016 Institute Day

Each District-Directed early release Wednesday and Staff Development Day, professional development activities are planned for over 31 teams. Professional development is facilitated by the Curriculum Specialists, Middle School Department Chairpersons, Instructional Technology Coaches, Library Information Specialists, other teacher leaders, and educational consultants. Professional development activities are aligned with the goals of the new Strategic Plan.

On Friday, February 5, all District 64 staff participated in a full day of professional development activities. For many teams, activities focused on differentiation meet the needs of all learners. Differentiation is a high-impact strategy identified in the Strategic Plan. Highlights from February 5 include:

- Third-fifth grade teachers, Special Education teachers, and Channels of Challenge teachers participated in a half-day workshop focused on understanding the PARCC assessment. Teams of teachers reviewed student samples from last spring's PARCC and analyzed the criteria for success.
- Elementary teachers selected from a number of half-day menu options facilitated by the Instructional Technology Coaches and Curriculum Specialists. Topics included formative assessment, planning for differentiated instruction, designing rigorous performance tasks similar to PARCC questions, using technology to support classroom management, and digital citizenship.
- The Jefferson PreK Team collaborated with a curriculum consultant to learn more about developing high quality centers, and facilitating language, cognitive, and social development.
- Middle School Core teachers focused on curriculum mapping and differentiation of instruction. Encore and Elective Departments continued their work with curriculum mapping and assessment design. One of the objectives of the Strategic Plan is a completed Curriculum Map and Pacing Guide for each area of the District 64 curriculum.
- Psychologists, Social Workers, and Counselors attended a full-day session to explore how to support students who are unsuccessful with typical behavior interventions. This is a topic they have explored over the course of the past year.

Following each Staff Development Day, the District Staff Development Committee administers a survey to all staff to evaluate the effectiveness of professional development. Based on survey

results, the Staff Development Committee makes recommendations for future activities. In addition, all presenters access the data to reflect upon their session content, strengths, and opportunities for growth.

Board Authorizes 2016-17 Staffing Plan

ACTION ITEM 16-02-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the recommended 2016-17 Staffing Plan presented and discussed at the February 8, 2016 and revised for the February 22, 2016 Board of Education meeting.

The votes were cast as follows:

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

AYES:

NAYS:

PRESENT:

ABSENT:

To: Board of Education  
Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official  
Joel Martin, Assistant Superintendent for Human Resources

Date: February 22, 2016

Subject: Revised Enrollment Projections for 2016-17 School Year and Discussion on Staffing 2016-17

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### **Change in Enrollment Projection Methods**

Projecting student enrollment is the first step in predicting staffing needs. This year the District began using a new method for projecting enrollment called the cohort survival method. The cohort survival method is a more reliable projection than a straight rollover projection because it takes into account live birth data and previous enrollment experience to determine whether enrollment will increase or decrease each year.

It's important to remember that every set of enrollment projections contains many assumptions that could cause actual enrollment to vary. The cohort survival method does not take into account the housing market, new building developments, and community age demographics. However, the cohort survival method is a relatively easy calculation that can be performed by District staff at no cost with the ability to update the projections more frequently as enrollment changes occur within the schools.

### **Cohort survival method Terminology**

To understand the cohort survival method there is some terminology that needs to be defined. A cohort is a group of students within a grade level (e.g. kindergarten).

A survival ratio is calculated based on how the enrollment for a cohort changes as the cohort advances to the next grade level. For example:

- If the enrollment for the kindergarten cohort remains identical when it moves to 1st grade in the following year, the cohort is assigned a survival ratio of 1 for that year.
- If the enrollment for the kindergarten cohort increases when it moves to 1st grade in the following year, it is assigned a survival ratio of greater than 1 for that year.
- If the enrollment for the kindergarten cohort decreases when it moves to 1st grade in the following year, it is assigned a survival ratio of less than 1 for that year.

By including multiple years of data in the analysis, the District can calculate an average survival ratio for cohorts as they advance from one grade to the next.



## **Projecting Kindergarten Enrollment**

The most difficult part of enrollment projections is predicting the kindergarten cohort. The District uses live birth data from the Cook County Department of Public Health for the zip codes served by the District (60068 and 60714). The number of births is compared to the number of kindergarten students that enroll in the District five years later to calculate a survival ratio. Because there is a five-year lag between a child's birth and enrollment in the District and the County is often behind on publishing live birth data, enrollment projections become very unreliable more than 2-3 years in the future.

## **District 64 Trends**

The District developed the current projections by using ten years of historical enrollment data. Although there were certainly some years that were outliers, the survival ratios for cohorts were typically consistent. In general, the District experiences the following enrollment trends:

- An increase in enrollment of about 12% between kindergarten and 1st grade
- An increase in enrollment of about 4% between 1st and 2nd grade
- An increase in enrollment of between 1% and 3% for remaining grades

Even though all of these trends represent increases in enrollment, there is still potential for a decrease in enrollment if the incoming kindergarten cohort is smaller than the graduating 8th grade cohort it is replacing.

Normally, we use our Fall Housing Numbers that are generated on September 30<sup>th</sup> to project our enrollment for the following year. After comparing the Fall Housing Numbers to the December 31, 2015 enrollment, we decided to use the December 31<sup>st</sup> numbers because several students disenrolled during that timeframe related to residency issues.

The enrollment projections predict a decrease in enrollment of only two students from the 2015-16 school year. However, based on what grades/schools these students are in, we are predicting an increase of three sections and three potential "bubbles" that we will be watching.

## **Reduction in Force**

In preparation for budget development, we are continually analyzing staffing needs. The Administration continues to review current staffing for efficiencies and any proposed changes in certified and classified staff will be made in accordance with collective bargaining agreements (CBAs), the Illinois School Code, and any other applicable state and federal laws. Actual employment, dismissals or reductions in force of staff occurs when the Board of Education approves personnel reports in the consent agenda or is asked to pass specific resolutions as an action item (e.g. reduction in force resolutions).

With the exception of staff listed on the attached chart it is anticipated that all other current positions will be factored into the 2016-17 budget.

The District's enrollment projections anticipate an increase of three sections for the 2016-17 school year (Washington 2<sup>nd</sup> grade, Franklin 4<sup>th</sup> grade and Lincoln 7<sup>th</sup> grade). Additionally, there are three "bubble sections" or cohorts that are within three students of exceeding the class size guide. These bubble sections are viewed as having the potential to exceed the District's class size guideline prior to the start of a school year. If a bubble section exceeds class size guidelines prior to the start of the school year, the District will hire a teacher. In addition, when a new section is added at a grade level, the District also will need to add special sections (Art, Music, P.E., Spanish). This results in an increase in the number of the current staff's FTE beyond just the 1 teacher hired for the new section.

Due to the fact that the District is using the cohort survival method for the first time, the Administration is asking for authorization to hire the appropriate staff should the need arise. The Administration will not move forward with any additional hiring of staff until enough students have officially enrolled and proven residency to cause the class size guideline to be exceeded. Once the registration period begins for 2016-17, the District will have a better idea of any additional teaching staff that may be needed.

As stated above the cohort survival method of projecting enrollment is not calling for a decrease in overall sections for the 2016-17 school year. As a result of that prediction, the Administration will not be recommending a reduction in force (RIF) of K-8 teachers strictly based on enrollment projections. However, the District may need to RIF teachers to account for staff returning from leaves, returning to full-time from part-time, the end of job-shares, or changes in enrollment in other programs to name but a few. Annually the District releases its entire non-tenured part-time staff, as we are unable to identify if there will be a need for part-time staff for the 2016-17 school year at this time. If we did not dismiss this group of employees we would be obligated to re-hire them at the same part-time status for the following school year.

### **Occupational Therapist Hire**

Currently the District outsources 1.0 FTE of Occupational Therapist (OT) work to a third party contractual agency. The Administration is recommending that we hire our own OT for the 2016-17 school year and discontinue the outsourced services. There are two clear advantages that a District 64 OT can provide rather than a contractual agency. The quality of services for District 64 students would be better due to an increased level of collaboration with other team members. In addition, contractual agencies are expensive and the District would be able to achieve a minimum savings of \$15,000 for the next school year.

This report was revised from the February 8, 2016 report to reflect the elimination of **Reduction of .5 Private Parochial Special Education Teacher** as discussed.

**Park Ridge - Niles Community Consolidated School District 64**  
**2016-17 Staff Requests**

Position	FTE Change	Comments	Cost Impact	Employee Category
<b>Enrollment Changes</b>				
PREA - Teacher	0.00	No reduction in grades 1-8 due to enrollment fluctuations	\$0	PREA
PREA - Teacher	3.00	Classes that have exceeded the class size guide using the cohort survival method	\$168,000	PREA
PREA - Teacher	3.00	Classes within 3 of exceeding the class size guide (bubbles)	\$168,000	PREA
PREA - Teacher	2.50	"Bubble" sections for specials (Art, Music, P.E., etc.) should extra section be needed	\$140,000	PREA
			<u>\$476,000</u>	
<b>Student Learning Support</b>				
Occupational Therapist	1.00	Hire D64 employee to replace third party contractor	<u>(\$15,000)</u>	Exempt
			<u>(\$15,000)</u>	
<b>Summary of Board Approved Positions</b>				
			<i>Total Estimated Salary Impact</i>	<b>\$461,000</b>
			<i>Total Estimated Benefit Impact</i>	<b>\$92,200</b>
			<i>Total Estimated Cost</i>	<b><u>\$553,200</u></b>

Approval: Reorganization of Special Education Administrative Model

This topic was presented for discussion at the regular December Board meeting (Attachment 1). At tonight's meeting we are asking the Board to approve that recommendation.

ACTION ITEM 16-02-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the administration's recommendation to reorganize the Special Education Administration Model for the 2016-2017 school year by eliminating two (2) full-time Facilitator positions and replacing them with two (2) full-time Special Education Coordinator positions requiring administrative licenses.

The votes were cast as follows:

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

AYES:

NAYS:

PRESENT:

ABSENT:

To: Board of Education  
From: Jane Boyd, Director of Student Services  
Date: December 14, 2015  
Re: Proposed Reorganization of Special Education Administrative Model

**History**

Two years ago, at the recommendation of the former Director of Special Education/Pupil Services Jim Even, a proposal was made to eliminate one Facilitator position and replace it with an Assistant Director of Special Education/Pupil Services (now referred to as the Assistant Director of Student Services).

With the addition of a second administrator, the District has benefitted from increased collaboration, enhanced capacity to provide explicit special education professional development and leadership, and the ability to provide direct administrative oversight across our eight schools. Additionally, at the direction of Superintendent Laurie Heinz, the Director co-authored and oversees more than \$300,000 of annual new Title I funds. The Director was able to initiate this grant submission by delegating other supervisory tasks to the licensed Assistant Director. Special Education administrators also spend a significant amount of time working with the schools, families, and IEP teams for students who have been out placed from the District; serve as our homeless liaison; and oversee our English Language program.

As we look to continually improve the special education offerings, we revisited the findings from the Consortium for Education Change (CEC) study that was completed last winter. Findings identified areas of strength and opportunities for improvement within the Special Education department. An area of concern noted by the CEC study is compliance with federal and state mandates related to the Area Program Model and the Least Restrictive Environment. Districts that are out of compliance may be subject to financial ramifications, such as loss of funding.

Finally, as reviewed with the Board of Education at the April 27, 2015 meeting, the academic achievement of our students in special education has lagged behind benchmark districts. Although this performance has improved during the 2014-15 school year, this critical sub-group continues to be performing below the state average in both reading and math.

**Current Leadership Model & Rationale for Recommendation**

As with so many areas in education, the role of special education administrators continues to provide greater degrees of leadership and oversight for activities, such as the addition of 504 and medical care plans.

Our 2020 Vision Strategic Plan also foresees ambitious goals within Strategic Objective 3:

*Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students.*

Instructional accommodations, modifications, and differentiation all center on addressing the individual learning needs of students, supporting their mastery of content standards and related indicators.

In addition, Response to Intervention (RtI), which includes providing access to general education classes for special education students, is a long-standing No Child Left Behind (NCLB) and Illinois State Board of Education (ISBE) mandate that is still being fully implemented in our District. Full implementation represents a significant change in our District, and will need strong and consistent leadership by Special Education administrators to fully accomplish. Although the District has accomplished a great deal in this area, there remains significant work to do to standardize protocols and processes to support at risk learners across the District.

District 64 currently utilizes PREA members as Facilitators and supports a peer to peer leadership model for special education staff. While this model has benefits, it is not an appropriate model when substantive changes are needed for program improvement. It is challenging for peers to initiate and hold one another accountable for significant change. We are fortunate to have an experienced, dedicated special education staff in District 64 who are committed to student learning. For many years, our Facilitators have provided an invaluable service to staff and students, but as we move toward more substantive change and growth within the Department, leaders with administrative licensure and authority are needed to provide second order change.

### **Comparison to Area Districts**

Through our benchmarking research, it appears that larger elementary school districts (with enrollments of at least 4,000 students) employ anywhere from three to six administrators within a Special Education Department. These special education departments typically include: a Director of Student Services; an Assistant Director; and between two to four Coordinators that work under an administrator license, which allows them to evaluate staff and to help drive change initiatives, to name a few tasks. Our research also found that smaller elementary districts typically have only a Director of Student Services and may have one other administrator (typically a Coordinator) within the department.

### **District Size/Special Education Administrators**

<b>District Number/Name</b>	<b>Student Enrollment</b>	<b>Administrators</b>	<b>Administrative Titles</b>
D21 Wheeling	7,000	3	Director, Integrated Services Coordinator, EC Administrator
D59 Arlington Heights	7,000	6	Assistant Superintendent, 3 Coordinators, 2 EC Administrators
D65 Evanston	7,000	6	Assistant Superintendent, 5 Coordinators
D25 Arlington Heights	6,256	4	Assistant Superintendent, 3 Coordinators
D34 Glenview	4,896	6	Executive Director, 5 Coordinators
D62 Des Plaines	4,800	5	Assistant Superintendent, Assistant Director, 3 coordinators
D181 Hinsdale	4,000	7	Assistant Superintendent, 1 Director of Learning, 5 Pupil Service Administrators
D64 Park Ridge-Niles	4,400	2	Director, Assistant Director

In addition to administrators, typical special education departments consist of: counselors; nurses, occupational therapists, physical therapists, school psychologists, special education teachers, speech pathologists, social workers, and special education assistants.

#### **Administrative Recommendation**

It is the recommendation of the administrative team that the two full-time special education Facilitators currently working in this capacity be replaced with two full-time special education Coordinators. The Coordinators would hold administrative licenses. We are recommending that the current shared position of .5 Facilitator and .5 Channels of Challenge Lead position remain the same. The employees currently serving as Facilitators will be considered for the new positions as well as being eligible for any other positions in our District that they are currently

certified to perform. The administration is committed to ensuring that this change will be cost neutral for the District.

We would like to assure the Board that during our analysis, the administrative team considered other possibilities. One such alternative was to replace two Facilitator positions with one administrator, which would result in an approximate \$66,000 savings to the District. This option would move more special education leadership responsibilities to the elementary principals and assistant principals. Administration is concerned about the amount of additional work and responsibility this will place on our already busy building leaders, not to mention the degree of training needed to ensure special education rules, regulations and procedures are followed. For these reasons, this alternative is not being forwarded as a recommendation to the Board.

### **Next Steps**

With the Board's approval, administration will move forward with this reorganization for the 2016-17 school year.



To: Board of Education  
Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official

Subject: Follow-up: Comprehensive Safety & Security Plan Update

Date: February 22, 2016

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The administration's next steps are to meet with NIPSTA at their campus in Glenview. This meeting is taking place on Thursday, February 25, 2016. We will be formalizing our timeline, plans and expectations for our ongoing work with NIPSTA. NIPSTA will also shows us their Emergency Operations Center that would be used to train our incident command teams.

To: Board of Education  
 Dr. Laurie Heinz, Superintendent  
 From: Luann Kolstad, Chief School Business Official  
 Teri Wright, FGM Architects  
 Date: February 22, 2016  
 Subject: Discussion: Update on Secured Vestibules/21<sup>st</sup> Century Classrooms

At the February 22 Board meeting, Teri Wright of FGM Architects will update the Board on the unique opportunity presented by the secured vestibules work recommended for summer 2016 to simultaneously launch our efforts to create 21st century learning spaces. As part of the office reconfiguration required for the secured entries, several of the school site plans require that classroom spaces and offices be interchanged. This rearrangement presents an ideal moment for District 64 to also move ahead in implementing the 2020 Vision Strategic Plan, specifically Strategic Objective 5: Provide safe and secure learning spaces to support 21st century learning.

Ms. Wright will report on the plans to create these optimal learning spaces in a total of four elementary classrooms at Field, Roosevelt (two), and Washington schools. ***This work would only be undertaken in combination with the secured vestibule reconfiguration work recommended for summer 2016.*** She will review the flexible furniture options and other features, such as finishes and new dimmable LED lighting. These new classrooms would provide functional, collaborative and flexible classroom spaces that support 21st century learning.

In addition to these 21<sup>st</sup> century classrooms, FGM will update the Board on the energy-saving measures that also would be implemented in conjunction with the secured vestibule projects, both in the classrooms and reconfigured office spaces. These measures would include LED lighting and occupancy sensors.

Historically, schools were built for permanence, structure, and stability. District 64 schools stand beautifully in the midst of neighborhoods and have withstood the test of time for up to 87 years. The schools were originally built in the Industrial Age with the “cells-and-bells” model – every classroom being identical, the space available for limited variations of desk arrangement, the teacher at the front of the classroom from where all the content flows. Industrial Age classrooms were built for a “sage-on-a-stage” model. In contrast to the Industrial Age, we are striving for a different type of classroom in the Information Age.

Our 2020 Vision Strategic Plan acknowledges that students learn differently now and that as a District, we must address the changing needs of student instruction. As our Strategic Plan affirms, our teachers now are a catalyst to curiosity and inquiry. As part of our Strategic Plan, 1:1 Chrome Books were rolled out to students in grades 3-8 in 2014, while inquiry-based learning units require that students flow from activity to activity. No longer is information and facilitation done from the front, but disseminated to students through their personal learning devices. In the pursuit of real world questions, class time is not an information download, but a meeting of minds in collaborative groups in a problem solving, laboratory or design studio.

As was discussed during the Master Facilities Plan developed in spring 2015, we know that a student’s learning is enhanced by the school environment in which they learn. We are seeking to provide flexible spaces for teachers to deliver differentiated, innovative curriculum and which foster the 4 C’s among students and staff.

The opportunity to add these 21st century learning spaces -- and also introduce energy-saving measures -- are an exciting additional benefit from the recommended summer 2016 secured vestibules project. We are very pleased about the opportunity to seize this moment to create exemplary classroom spaces at three elementary schools that can serve as models for us in coming years.

### **Application for Steelcase Active Learning Center Grant**

In addition to the FGM presentation, Director of Innovation and Instructional Technology Mary Jane Warden will address the Board on an application submitted recently for an Active Learning Center grant from Steelcase. Pursuing the mission and vision of the District's 2020 Strategic Plan, an opportunity arose to innovate a classroom learning space at Lincoln Middle School as it relates to high impact instruction and inquiry-based learning.

As a grant maker, Steelcase Education seeks to identify and support leading educators and educational institutions looking to implement and expand active learning initiatives by leveraging physical learning space. The company's interest centers on advancing its understanding of the impact of active learning on pedagogy, technology and the built space, acting in one holistic ecosystem. The focus of this grant program is limited to classrooms for grades 6 – 12 or within a college or university, and located in the United States, Canada or Mexico. Annually, up to 15 grants are awarded, each providing one active learning classroom, including furniture, integrated technology, design review, installation, training and post occupancy measurement tool.

Grant applicants are required to choose one of four classroom options. In the District 64 proposal, we submitted a grant for the Multi-modal classroom. This configuration will offer vast mobility in which learning is most effective when seating can be rearranged effortlessly. A high-density classroom can then transition from lecture to team mode and back again, in seconds, without interruption. The Multi-modal classroom includes 28-32 Steelcase seating, individual whiteboards, easels and wall tracks for presentation, an instructor station, Eno flex interactive whiteboard, and group meeting seating. The grant states that this is valued at \$62,000 retail. We anticipate hearing the status of our application in early March.

To: Board of Education  
 Dr. Laurie Heinz, Superintendent  
 From: Luann Kolstad, Chief School Business Official  
 Date: February 22, 2016  
 Subject: Financing Options Proposal for Summer 2016 Construction

Elizabeth Hennessy from William Blair will be at the meeting to present District 64's financing options for summer 2016 projects along with suggested financing options for future years.

At the February 8, 2016 Board of Education meeting, the Board raised concerns regarding the use of all Debt Service Extension Base (DSEB) funds in the next two years. This would result in future Boards not having the capacity to issue debt for at least 10 years until the DSEB capacity would begin to be freed up as a result of bonds being paid off. Please see slide number 6 of Ms. Hennessy's presentation for additional information on the DSEB and Non-Referendum Limited Bonds.

### **Current Bonding Situation**

Please refer to slide number 7 from her presentation. The column labeled *Current DSEB Debt Service* represents the repayment of the 2014 bonds issued for Field School construction. These bonds will be paid off in Tax Year 2020 (Fiscal Year 2021-22), if we maintain the status quo. The far right column on the spreadsheet labeled *Current ULT Debt Service* represents the referendum bonds that were issued to build Emerson Middle School. These referendum bonds will be paid off in Tax Year 2016 (Fiscal Year 2017-18).

### **Construction Funding Needed Through 2018**

Please note that for consistency and simplicity, administration has used the same construction dollar amounts that were used in the recent QSCBs application. The only year in which we approximately know the total for summer construction is 2016; this amount is estimated at \$13M. Administration has proposed \$10M in construction for summer 2017 and \$13.4M for summer 2018 construction. Please see attached summer construction plans that were included in the QSCBs application for additional information on the specific projects. As a reminder, this schedule means that all Health Life Safety (HLS) work would be completed by summer 2018 along with a large majority of the "safe, warm and dry" Critical Infrastructure Projects.

- Summer 2016 & 2017 Funding:** Pages 10 and 11 in Ms. Hennessy's report show the proposed funding sources for summer 2016 and summer 2017. The summer 2016 proposal is to use \$8M in Working Cash and issue \$5M in non-referendum tax bonds (current DSEB). Summer 2017 would be funded with \$2M in Working Cash and \$8M in non-referendum tax bonds (current DSEB). The proposed option pays the bonds off and provides room in the DSEB in Tax Year 2026 (Fiscal Year 2027-28). In addition, the District has accumulated approximately \$2.0M in the Debt Service Fund, which we propose to use to shorten the length of the debt and to greatly reduce interest costs. Fund balances in the Debt Service fund are typically due to the Loss Revenue that Cook County adds onto the tax levy each year. Loss Revenue ensures that taxing bodies receive the necessary revenue to make their bond payments even if all taxes are not paid. After the December bond payments are made, the fund is at its lowest level before tax receipts begin to come in for the spring collection. District 64 will not need these funds to cover upcoming bond payments and therefore recommends using these available funds.

- **Summer 2018 Funding and Future Funding:** In order to fund remaining Critical Infrastructure Projects, continue our work on updating our buildings and develop 21<sup>st</sup> Century Learning Spaces, the Board will need to consider going to referendum in April 2017 to fund these projects. The administration is recommending a referendum that would permanently increase the District's DSEB amount to \$3,160,700. This is the same debt service amount the District will be paying in Tax Year 2016 (Fiscal Year 2017-18) when the Emerson Referendum Bonds are paid off. Please refer to pages 13-15 of Ms. Hennessy's presentation. Summer 2018 has approximately \$13.4M in projects right now based on what was submitted for QSCBs. Based on this amount of construction, the bonds would be paid off in Tax Year 2028 (Fiscal Year 2029-2030). The funding scenario for summer 2018 was developed to show how increasing the DSEB through a referendum will help pay for future building construction projects and updates.

### **Effects on District 64 Long-Range Financial Projections**

Current financial projections are attached to this report. The only update made to the projections since the last time the Board reviewed them is the shifting of the Working Cash transfers to the Construction Fund in terms of timing. Ms. Hennessy recommends that we move \$8M the first year for summer 2016, however, I may need to move \$1M before June 30, 2016 due to the timing of invoices for materials pre-ordered for summer 2016 work.

Going forward, the District's Financial Projections will include an accompanying list of all assumptions used to develop the projections. The Notes column on the Financial Projections spreadsheets also contains much of the same information. We will bring the assumptions list to the Board Meeting on February 22 for review, and plan to add this information to the Financial Projections page of the District 64 website, too.

## Projects Identified in QSCBs Application

**ADDENDUM****GEORGE B. CARPENTER ELEMENTARY SCHOOL****300 NORTH HAMLIN AVENUE, PARK RIDGE, IL 60068**

<b>Project Type</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A: Safety Standards	See Attached Health Life Safety Survey	\$ 1,239,064
Category C: Handicap Access	See Attached Health Life Safety Survey	\$ 115,797
Category G: Replacements	See Attached Health Life Safety Survey	\$ 924,924
Category H: Other Improvements	See Attached Health Life Safety Survey	\$ 1,452
		<b>\$ 2,281,237</b>
<b>Infrastructure</b>		
1, 2, 5, 6, 8, 10, 12, 13. Roof Replacement	Roof is past useful life, severe leaking, damage to building	\$ 160,300
	Replace fixtures that are yellowed/broken with energy efficient fixtures	\$ 49,400
22. Exterior Security Lighting	Existing system is obsolete and inadequate	\$ 164,100
23. Fire Alarm	Old & antiquated system, nearing end of usefull life	\$ 24,200
36. Clock System	Original 1950 Doors with locks that lock from hallway	\$ 131,040
Classroom Doors & Hardware	Flooring is worn, cracked and bubbled	\$ 41,800
3. Gym Flooring	Public toilet rooms do not have floor drains	\$ 58,100
17. Floor Drains	Hot & Cold galvanized piping is deteriorating and is no longer capable of sustaining potable water at required pressures.	\$ 292,300
19. Galvanized Piping	Ceiling tiles are water stained due to continued roof leaks.	\$ 30,800
7, 9, 11, 24. Ceilings	Tiles also have widespread damage.	\$ 15,000
14, 15. Mechanical	Convectors have exceeded their useful life. Fin tube radiation enclosure is damaged.	\$ 800
16, 18. Plumbing	Faucet at lavatory sink does not have aerator. No grid strainer at lavatory.	\$ 62,400
20, 21. Electrical	Panel boards are old and antiquated, beyond useful life.	\$ 3,300
33. Wall Tile	Rooms don't have occurpancy sensors to control lighting.	
	Glazed structural wall tiles are chipped.	<b>\$ 1,033,540</b>
<b>Secure Vestibule - Entrance to School</b>	Building does not currently have a secure vestibule	<b>\$ 411,000</b>
<b>Total George B. Carpenter Elementary School</b>		<b>\$ 3,725,777</b>

**ADDENDUM**  
**EUGENE FIELD ELEMENTARY SCHOOL**  
**707 N. WISNER STREET, PARK RIDGE, IL 60068**

<b>Project Type</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A: Safety Standards	See Attached Health Life Safety Survey	\$ 1,882,228
Category H: Other Improvements	See Attached Health Life Safety Survey	\$ 8,131
		<b>\$ 1,890,359</b>
<b>Infrastructure</b>		
Classroom Doors & Hardware	Original 1928 Doors with locks that lock from hallway	\$ 151,200
1. Plaster	Plaster shows signs of water damage	\$ 4,400
2. Gym Flooring	Floor is worn, cracked and bubbled	\$ 49,200
3. Flooring	Floor is worn, cracked and bubbled	\$ 62,200
4. Attic Roof Steel	Structural steel in attic is rusted	\$ 108,900
5. Floor Drains	Public toilet rooms do not have floor drains	\$ 45,700
6. Plumbing Fixtures	Deteriotating, do not work effectively	\$ 25,400
7. Plumbing	Faucet at lavatory does not have aerator	\$ 2,900
	Hot & Cold galvanized piping is deteriorating and is no longer capable of sustaining potable water at required pressures.	
8. Galvanized Piping	Panel boards are old and antiquated, beyond useful life.	\$ 217,800
	Rooms don't have occurance sensors to control lighting.	\$ 75,100
9, 10. Electrical	Inefficient lamps in exterior fixtures, yellowed & rusted	\$ 39,200
11. Exterior Security Lighting	Suspended acoustic ceiling is badly rusted.	\$ 3,900
13. Ceiling	Old & antiquated system, nearing end of usefull life	\$ 27,000
15. Clock System		<b>\$ 667,700</b>
<b>Secure Vestibule - Entrance to School</b>	Building does not currently have a secure vestibule	<b>\$ 1,280,000</b>
<b>Total Eugene Field Elementary School</b>		<b>\$ 3,838,059</b>



**ADDENDUM**  
**BENJAMIN FRANKLIN ELEMENTARY SCHOOL**  
**2401 MANOR LANE, PARK RIDGE IL 60068**

<b>Project Type</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A: Safety Standards	See Attached Health Life Safety Survey	\$ 709,302
Category H: Other Improvements	See Attached Health Life Safety Survey	\$ 21,490
		<b>\$ 730,792</b>
<b>Infrastructure</b>		
Classroom Doors & Hardware	Original 1955 Doors with locks that lock from hallway	\$ 146,160
1. Back up Power	No back up power in event of power failure.	<b>\$ 203,300</b>
2. Panelboards	Panelboards are old and antiquated beyond useful life	\$ 14,500
3. Wire Guards	Guards required to protect fire alarm devices, exit signs and battery EM units	\$ 700
4. Mechanical	Convectors are damaged and exceeded their useful life	\$ 4,900
	Two base mounted pumps are at end of useful life. No grid strainer on sink bowl.	
5, 12, 13. Plumbing	Sinks do not have solid waste interceptor to prevent waste piping from becoming plugged.	\$ 53,000
	Duct free split system as exceeded its useful life. Fire exhaust fans are beyond their useful service life.	
6, 7. Mechanical	Hot & Cold galvanized piping is deteriorating and is no longer capable of sustaining potable water at required pressures.	\$ 51,500
8. Galvanized Pipe	Public toilet rooms do not have floor drains.	\$ 123,400
9. Floor Drains	Fixtures are deteriorating and do not work effectively.	\$ 63,900
11. Plumbing Fixtures		\$ 5,800
	Vents in sheet metal soffits show signs of corrosion and blockage. Low slope membrane roofing shows wear, aging and signs of failure. Wood fascias are rotting.	\$ 1,270,800
14, 15, 16, 24. Roof	Terrazzo flooring is cracked and separating.	\$ 16,000
17, 19. Flooring	Floor is worn, cracked and bubbled.	\$ 91,000
18. Gym Flooring	Old & antiquated system, nearing end of useful life	\$ 23,700
21. Clock System	Inefficient lamps in exterior fixtures, yellowed & rusted	\$ 50,800
22. Exterior Security Lighting	Efforescence is present in multiple locations on exterior block	\$ 3,600
25. Masonry	Existing system is obsolete and inadequate. System is not expandable to accept additional zones, audio and visual signaling devices.	\$ 149,600
23. Fire Alarm		
		<b>\$ 2,272,660</b>
<b>Secure Vestibule - Entrance to School</b>	Building does not currently have a secure vestibule	<b>\$ 337,000</b>
<b>Total Eugene Field Elementary School</b>		<b>\$ 3,340,452</b>

**ADDENDUM**  
**THEODORE ROOSEVELT ELEMENTARY SCHOOL**  
**1001 S. FAIRVIEW AVENUE, PARK RIDGE, IL 60068**

<b>Project Type</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A: Safety Standards	See Attached Health Life Safety Survey	\$ 976,652
Category B: Energy Conservation	See Attached Health Life Safety Survey	\$ 33,323
Category H: Other Improvements	See Attached Health Life Safety Survey	\$ 1,162
		<b>\$ 1,011,137</b>
<b>Infrastructure</b>		
Classroom Doors & Hardware	Original 1928 Doors with locks that lock from hallway	\$ 201,600
1. Back up Power	No back up power in event of power failure.	<b>\$ 203,300</b>
1. Flooring	Flooring is worn and bubbled.	\$ 62,300
2. Ceiling	Plaster ceiling shows sign of water damage.	\$ 5,100
4, 20. Gutters & Fascia	Wood fascia, sheet metal gutters are in need of replacement.	\$ 256,600
5, 21. Masonry	Efflorescence and spalling brick is evident on exterior masonry wall around building	\$ 36,300
6, 22, 23. Roofs	1994 Asphalt shingles are degraded with heavy granule loss. Modified bitumen roofs at 1986 and 1994 additions need replacement.	\$ 274,400
	Air handling unit is approaching end of useful life. Exhaust fans are beyond their useful service life. Finned tube radiation enclosure beyond its useful life. Fan coil unit is beyond its useful life.	\$ 169,800
7, 8, 9, 10, 11. Mechanical	Public toilet rooms do not have floor drains.	\$ 87,100
12. Floor Drains	Fixtures are deteriorating, do not work effectively.	\$ 17,400
14. Plumbing Fixtures	Hot & Cold galvanized piping is deteriorating and is no longer capable of sustaining potable water at required pressures.	\$ 334,000
15. Galvanized Piping	Panelboards are old and antiquated, beyond useful life.	\$ 2,900
17. Electrical	Faucet at lavatory sink does not have aerator. Sink has eyewash installed as an attachment to the faucet.	\$ 9,300
13, 16. Plumbing	Rooms don't have occupancy sensors to control lighting when room is occupied or vacant.	\$ 39,700
18. Electrical	Inefficient lamps in exterior fixtures, yellowed & rusted	\$ 39,900
19. Exterior Security Lighting	Old & antiquated system, nearing end of usefull life	\$ 28,700
21. Clock System		
		<b>\$ 1,699,800</b>
<b>Secure Vestibule - Entrance to School</b>	Building does not currently have a secure vestibule	<b>\$ 1,367,000</b>
<b>Total Eugene Field Elementary School</b>		<b>\$ 4,077,937</b>

**ADDENDUM**  
**GEORGE WASHINGTON ELEMENTARY SCHOOL**  
**1500 W. STEWARD, PARK RIDGE, IL 60068**

<b>Project Type</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A: Safety Standards	See Attached Health Life Safety Survey	\$ 1,334,025
Category G: Replacements	See Attached Health Life Safety Survey	\$ 487,001
Category H: Other Improvements	See Attached Health Life Safety Survey	\$ 9,874
		<b>\$ 1,830,900</b>
<b>Infrastructure</b>		
Classroom Doors & Hardware	Original 1951 Doors with locks that lock from hallway	\$ 196,560
3. Wall Damage	Proscenium wall shows signs of water damage	\$ 5,100
4. Flooring	Flooring is worn, cracked and bubbled.	\$ 110,300
5. Ladders	Attic access panel has no ladder.	\$ 2,200
6. Structural	Catwalks within attic are not structurally stable.	\$ 14,500
8. Masonry	Brick is spalling in several locations around exterior of building.	\$ 217,800
9, 10, 11, 12, 13. Roof	Roof Work. Pitched roofs are not vented. Asphalt shingles are degraded with breakage, soft spots, etc. Roof hatch does not latch and seal is missing.	
	Downspouts are ruptured and corroded.	\$ 641,100
14. Mechanical	Replace rooftop unit to serve area.	\$ 61,000
15. Mechanical	Replace Convactor.	\$ 2,500
16. Mechanical	Replace window air conditioners.	\$ 4,400
17. Mechanical	Replace two air handlers and boiler	\$ 326,700
18. Mechanical	Exhaust fans are beyond useful life.	\$ 31,100
22. Floor Drains	Provide floor drains	\$ 63,900
23, 24. Plumbing	Provide aerator, provide grid strainer.	\$ 1,300
25. Plumbing	Replace old piping with copper piping and new ball valves for adequate shut off.	\$ 123,400
26. Electrical	Replace old panelboards and enclosure.	\$ 2,900
27, 28, 29. Electrical	Energy efficient lighting and sensors.	\$ 77,700
30. Fire Alarm	Add fire alarm visual signaling devices	\$ 12,000
32. Masonry	Efflorescence is present in multiple locations on exterior brick.	\$ 5,400
34. Clock System	Old & antiquated system, nearing end of usefull life	\$ 23,100
		<b>\$ 1,882,460</b>
<b>Secure Vestibule - Entrance to School</b>	Building does not currently have a secure vestibule	<b>\$ 711,000</b>
<b>Total Eugene Field Elementary School</b>		<b>\$ 4,424,360</b>

**ADDENDUM**  
**RALPH WALDO EMERSON MIDDLE SCHOOL**  
**8101 N. CUMBERLAND AVENUE, NILES IL 60714**

<b>Project Type</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A: Safety Standards	See Attached Health Life Safety Survey	\$ 165,564
Category G: Replacements	See Attached Health Life Safety Survey	\$ 130,680
		<b>\$ 296,244</b>
<b>Infrastructure</b>		
Classroom Doors & Hardware	Original 1998 Doors with locks that lock from hallway	\$ 231,840
18. Clock System	System is old and antiquated nearing end of useful life.	\$ 30,500
1. Roof	3-tab asphalt shingles are failing.	\$ 1,664,000
2. Roof	Adhered EPDM roofing is cracked, with punctures & failing seams.	\$ 228,700
3. Roof Access Ladders	No ladders are provided for roof access.	\$ 13,100
5. Mechanical	Excessive heat build up in roo which can deplete the life of electrical equipment	\$ 10,900
	Exterior pipe insulation on refrigerant piping is sdeteriorating causing decreased efficiency.	\$ 15,300
6. Mechanical	Rooms don't have occupancy sensors to control lighting when room is occupied or vacant.	\$ 53,000
7. Electrical	Inefficient lamp source in exterior light fixutres, yellowing lenses and signs of rust.	\$ 152,500
8. Exterior Security Lighting	Existing system is obsolete and inadequate. System not expandable to accept additional zones, audio and visual signaling devices.	\$ 342,000
9. Fire Alarm	Sheet metal fascia and gutters are dented, scratched, oil canning with localized finish failures.	\$ 167,000
10. Gutters and Fascia		
		<b>\$ 2,908,840</b>
<b>Secure Vestibule - Entrance to School</b>	Building does not currently have a secure vestibule	<b>\$ 330,000</b>
<b>Total Eugene Field Elementary School</b>		<b>\$ 3,535,084</b>

**ADDENDUM #8**  
**LINCOLN MIDDLE SCHOOL**  
**200 SOUTH LINCOLN AVENUE, PARK RIDGE, IL 60068**

<b>Project Tyle</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A	See Attached Health Life Safety Survey	\$ 3,467,666
Category H	See Attached Health Life Safety Survey	\$ 73,181
		<b>\$ 3,540,847</b>
<b>Infrastructure</b>		
Classroom Doors & Hardware	Original 1928 Doors with locks that lock from hallway	\$ 236,880
1. Plaster Repair	Prior Water Leaks	\$ 7,400
2, 7. Ventilation Issues	Air Quality Issues	\$ 27,800
5, 6. Restroom & Locker Room Renovations	Broken Fixtures, Beyond Useful Life Fixtures/ADA Issues	\$ 1,209,350
11-18, 26. Mechanical Replacements	Systems Beyond Useful Life	\$ 696,600
15. Clock System	Old & antiquated system, nearing end of usefull life	\$ 31,900
30. Exterior Security Lighting	Replace fixtures that are yellowed/broken with energy efficient fixtures	\$ 61,300
		<b>\$ 2,034,350</b>
<b>Secure Vestibule - Entrance to School</b>	Building currently does not have a secure vestibule	<b>\$ 780,000</b>
<b>Total Lincoln School</b>		<b>\$ 6,355,197</b>

**ADDENDUM**  
**THOMAS JEFFERSON SCHOOL**  
**8200 GREENDALE AVENUE, NILES IL 60714**

<b>Project Type</b>	<b>Justification</b>	<b>Total Amount</b>
<b>Health Life Safety</b>		
Category A: Safety Standards	See Attached Health Life Safety Survey	\$ 765,654
Category C: Handicap Accessible	See Attached Health Life Safety Survey	\$ 199,650
Category H: Other Improvements	See Attached Health Life Safety Survey	\$ 49,078
		<b>\$ 1,014,382</b>
<b>Infrastructure</b>		
Classroom Doors & Hardware	Original 1951 Doors with locks that lock from hallway	\$ 60,480
3. Courtyard Downspouts	Courtyard gutters have disconnected downspouts.	\$ 15,200
4. Roof	Roofing membrane is worn and badly degraded.	\$ 1,518,500
12.Back Up Power	No back-up power in the event of power failure.	\$ 113,300
13. Exterior Security Lighting	Yellowed, rusting fixtures to be replaced with energy efficient fixtures.	\$ 40,700
15. Masonry	Clean efflorescence in multiple locations to review for water infiltration	\$ 5,400
19. Clock System	Clock system is old and antiquated nearing end of useful life.	\$ 21,600
		<b>\$ 1,775,180</b>
<b>Secure Vestibule - Entrance to School</b>	Building does not currently have a secure vestibule	<b>\$ 468,000</b>
<b>Total Thomas Jefferson School</b>		<b>\$ 3,257,562</b>

# Elizabeth Hennessy's Presentation

Community  
Consolidated School  
District 64 (Park Ridge-  
Niles), Cook County,  
Illinois

Financing  
Update

February 22, 2016

Elizabeth M.  
Hennessy,  
Managing Director  
312.364.8955

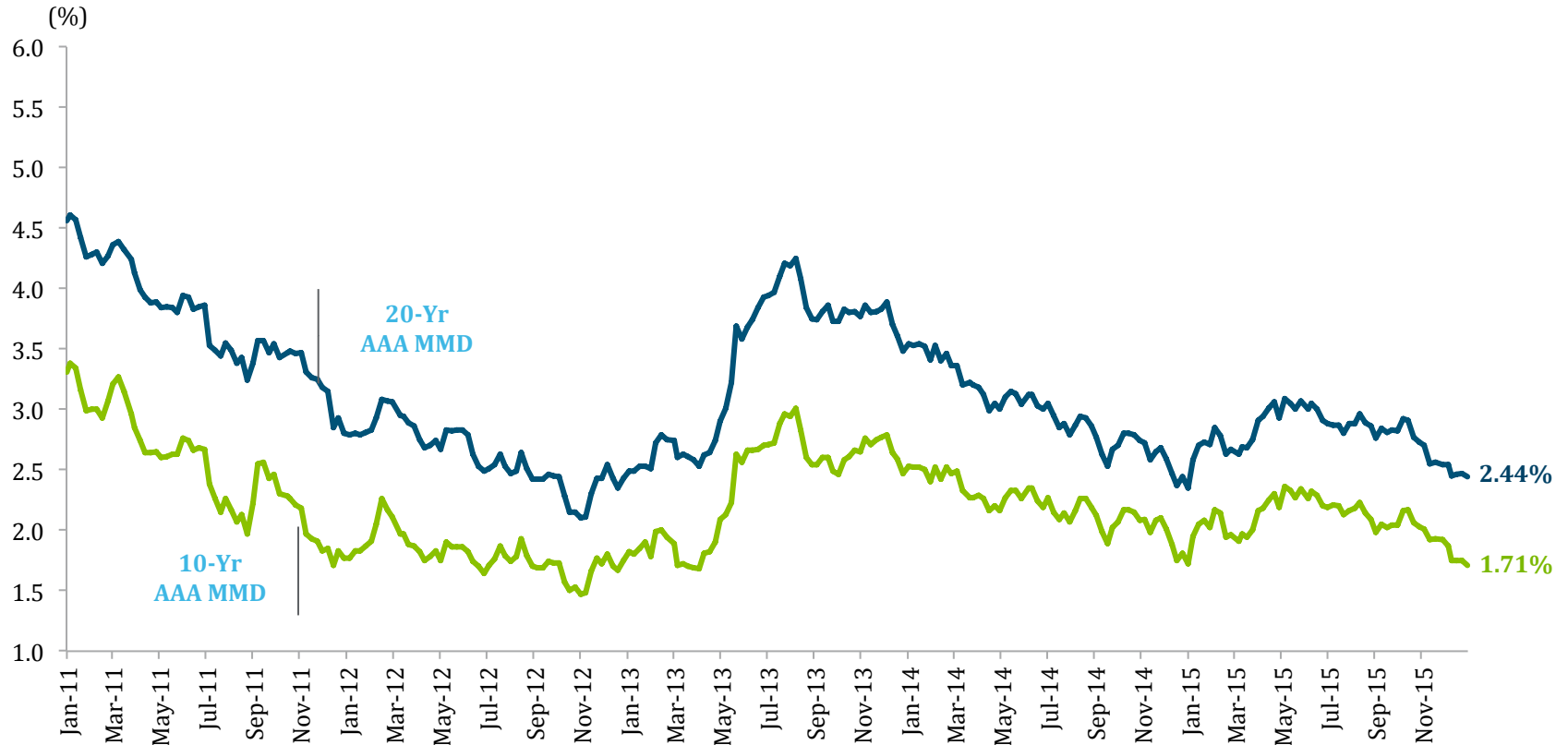
*William Blair*



# Market Update

# Historical AAA MMD Interest Rates

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

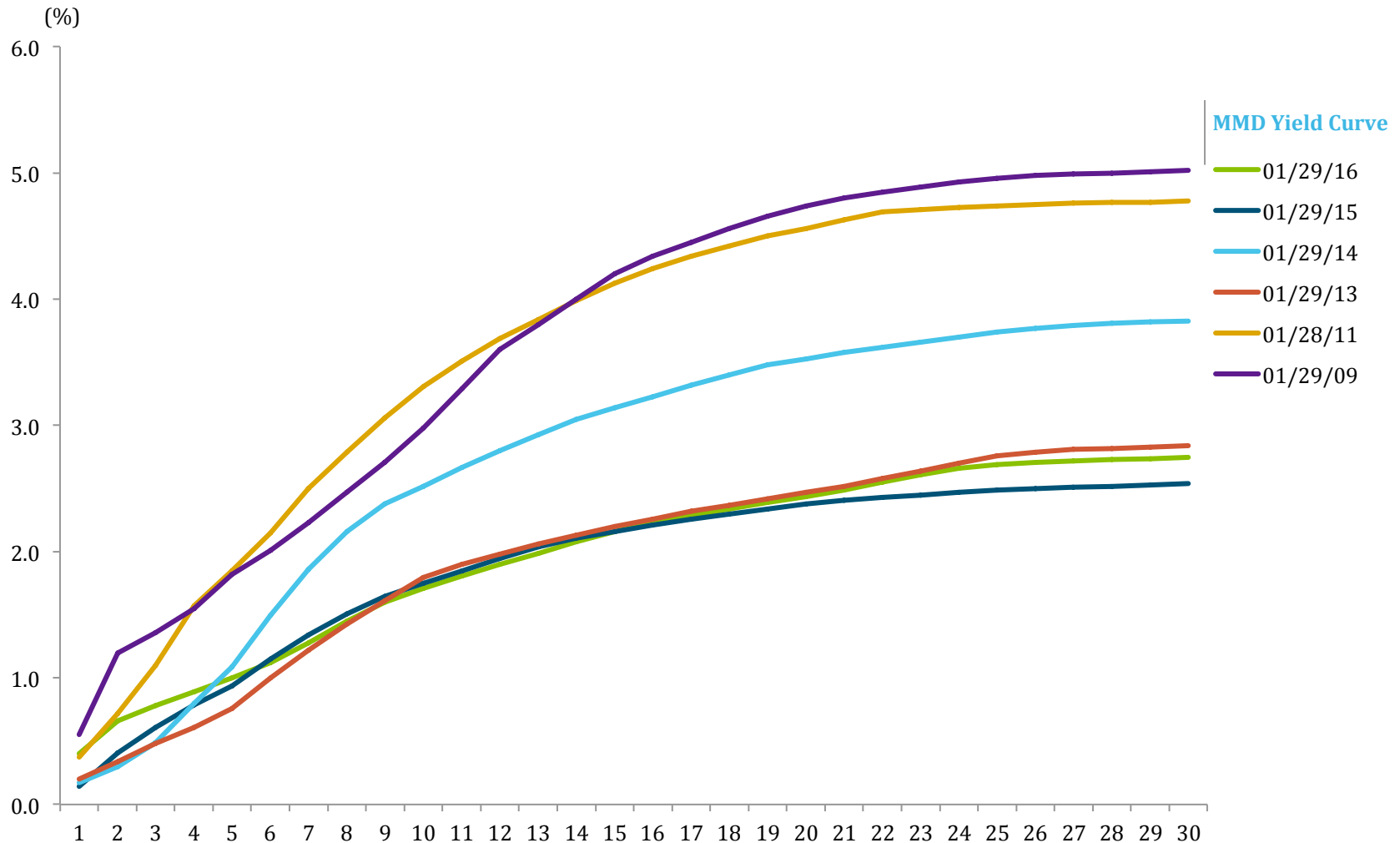


Note: Reflects market conditions as of January 29, 2016

Source: Thomson Financial

# Municipal Yield Curve Comparison

AAA MMD Curves During the Past Seven Years



Note: Reflects market conditions as of January 29, 2016

Source: Thomson Financial

# Outstanding Debt

# Outstanding Debt Service

Dated	March 13, 2014				March 13, 2014				December 1, 2008				November 1, 2001										
Issue	TAXABLE REFUNDING SCHOOL BONDS				G.O. LIMITED TAX SCHOOL BONDS				G.O. REFUNDING SCHOOL BONDS				G.O. SCHOOL BONDS										
Series	2014B				2014A				2008				2001										
Original Par	\$800,000				\$7,900,000				\$2,555,000				\$17,065,000										
Earliest Call	NON-CALLABLE				NON-CALLABLE				NON-CALLABLE				NON-CALLABLE										
Maturity	December 1,				December 1,				December 1,				December 1,										
Amount		Coupon	Interest	Debt Service	Amount		Coupon	Amount	Coupon	Interest	Debt Service	Amount		Coupon	Interest	Debt Service	Amount	Refunded	Coupon	Interest	Debt Service		
Credit Ratings (Moody/S&P/Fitch)				Aa2				Aa2				AA				Aaa FSA Insured (A1 Underlying)							
Fiscal Year Ending June 30,																							
2016																							
2017																							
2018																							
2019																							
2020																							
2021																							
2022																							
Total		800,000		26,000	826,000	6,900,000		1,000,000		1,243,900	9,143,900	790,000		32,000	822,000	4,485,000	540,000		249,838	4,734,838			
Callable		\$0				\$0				\$0				\$0									
Non-Callable		\$800,000				\$7,900,000				\$790,000				\$4,485,000									
Total Outstanding		\$800,000				\$7,900,000				\$790,000				\$4,485,000									
Purpose/ Notes				REFUNDING OF SERIES 2001 BONDS				WORKING CASH BONDS				REFUNDING OF SERIES 1997 BONDS				REFUNDING OF SERIES 1997 REFERENDUM BONDS							
Underwriter		William Blair & Company				William Blair & Company				William Blair & Company				William Blair & Company									
Bond Counsel		Chapman and Cutler				Chapman and Cutler				Chapman and Cutler				Chapman and Cutler									

# Debt Limit

2014 Equalized Assessed Valuation	1,414,256,518
Times 6.9%	6.90%
Gross Debt Limit	97,583,700
Less: Outstanding Principal	16,495,000
<b>Net Debt Limit</b>	<b>81,088,700</b>

# Working Cash Fund Bond Limit

2014 Equalized Assessed Valuation	1,414,256,518
Maximum Education Fund Tax Rate	3.50%
Subtotal	49,498,978
Plus Corporate and Personal Property Replacement Taxes	1,166,256
Subtotal	50,665,234
Times 85%	85%
Gross Working Cash Fund Bond Limit	43,065,449
Less: Outstanding Working Cash Fund Balance	7,900,000
<b>Net Working Cash Fund Bonding Limit</b>	<b>35,165,449</b>

# Financing Options



# Non-Referendum Limited Bonds

- In 1994 the Tax Cap was amended to allow the issue of non-referendum bonds payable from the Debt Service Extension Base (DSEB) which is equal to the bond and interest payment from 1994
- The District can issue bonds without a referendum to fund capital projects, if the debt service payments fit within the District's DSEB (\$1,967,909). DSEB grows with CPI annually.
- The types of limited bonds the District can issue include:

---

## Working Cash Fund Bonds

- ✓ Can be used either for capital or operating; requires a petition period and public hearing
- ✓ Working Cash fund bonds issued on a tax-exempt basis may ONLY be used for capital projects

## Life Safety Bonds

- ✓ Proceeds must be used for life safety projects only which are approved by the State and Regional Superintendent of Schools; requires public hearing

## Funding Bonds

- ✓ Can be used to refund debt obligations of the District such as lease or debt certificates; requires petition period and public hearing

- Limited Bonds do not negatively impact the operating funds of the District.
- Best practice is to amortize bonds quickly to reduce interest cost and allow flexibility for future projects.

# Current Situation

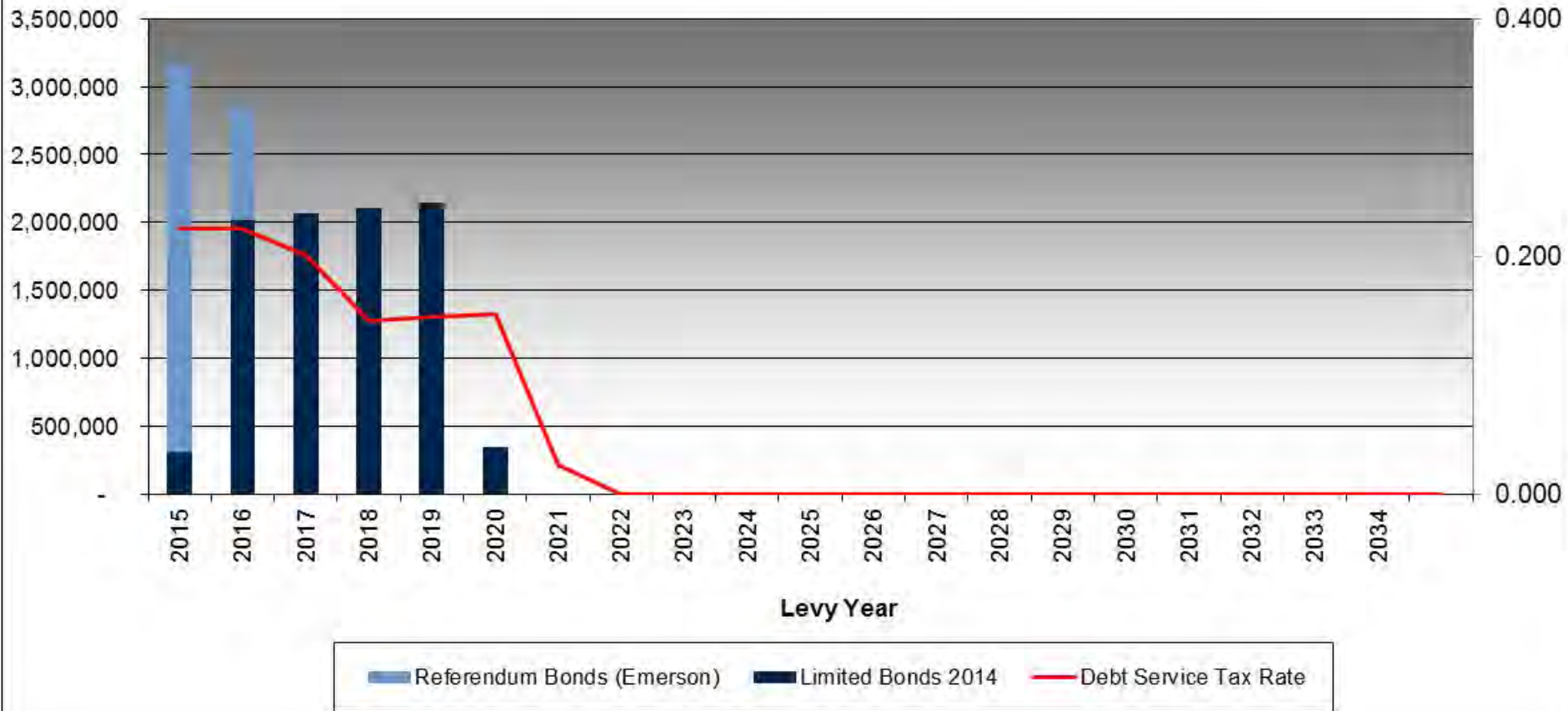
## Community Consolidated School District Number 64 (Park Ridge - Niles), Cook County, Illinois Summary of Outstanding Debt Service Tax Rate

Tax Year	Equalized Assessed Valuation**	% Change	Debt Service Ext. Base **	(CPI) DSEB % Change	Current Debt Service Levies	Current Debt Service Tax Rate	Current DSEB Debt Service	Remaining DSEB Capacity	Current ULT Debt Service
2015	1,414,256,518	0.00%	1,967,909	0.80%	3,160,700	0.223	302,600	1,665,309	2,858,100
2016	1,414,256,518	0.00%	1,981,685	0.70%	2,833,000	0.200	2,022,600	(40,915)	810,400
2017	1,414,256,518	0.00%	2,001,501	1.00%	2,063,800	0.146	2,063,800	(62,299)	-
2018	1,414,256,518	0.00%	2,031,524	1.50%	2,105,600	0.149	2,105,600	(74,076)	-
2019	1,414,256,518	0.00%	2,061,997	1.50%	2,147,800	0.152	2,147,800	(85,803)	-
2020	1,414,256,518	0.00%	2,092,927	1.50%	350,200	0.025	350,200	1,742,727	-
2021	1,414,256,518	0.00%	2,124,321	1.50%	-	0.000	-	2,124,321	-
2022	1,414,256,518	0.00%	2,156,185	1.50%	-	0.000	-	2,156,185	-
2023	1,414,256,518	0.00%	2,188,528	1.50%	-	0.000	-	2,188,528	-
2024	1,414,256,518	0.00%	2,221,356	1.50%	-	0.000	-	2,221,356	-
2025	1,414,256,518	0.00%	2,254,676	1.50%	-	0.000	-	2,254,676	-
2026	1,414,256,518	0.00%	2,288,497	1.50%	-	0.000	-	2,288,497	-
2027	1,414,256,518	0.00%	2,322,824	1.50%	-	0.000	-	2,322,824	-
2028	1,414,256,518	0.00%	2,357,666	1.50%	-	0.000	-	2,357,666	-
2029	1,414,256,518	0.00%	2,393,031	1.50%	-	0.000	-	2,393,031	-
2030	1,414,256,518	0.00%	2,428,927	1.50%	-	0.000	-	2,428,927	-
2031	1,414,256,518	0.00%	2,465,361	1.50%	-	0.000	-	2,465,361	-
2032	1,414,256,518	0.00%	2,502,341	1.50%	-	0.000	-	2,502,341	-
2033	1,414,256,518	0.00%	2,539,876	1.50%	-	0.000	-	2,539,876	-
2034	1,414,256,518	0.00%	2,577,974	1.50%	-	0.000	-	2,577,974	-
	1,414,256,518	0.00%		1.50%	-	0.000	-	-	-
<b>Total</b>					<b>\$ 12,661,100</b>		<b>\$ 8,992,600</b>	<b>\$ 58,032,244</b>	<b>\$ 3,668,500</b>

\*\*Uses District EAV and CPI Assumptions as of February 2016.

# Current Situation

## Outstanding Unlimited Tax Debt Service Payments



# Master Facility Planning

- The District needs funds to complete its Master Facility Plan projects which ultimately requires a referendum.
- The District has discussed a referendum to increase the District's debt service extension base (DSEB) so that it can issue bonds to complete its Master Facility Plan AND have bonding authority in the future to maintain its infrastructure.
- Because the District's referendum approved bonds are maturing, the District is able to suggest a referendum where the annual debt service payments on any new debt would not exceed the debt service levy in 2015 (\$3,160,700)
- In order to take advantage of the expiring referendum debt the District should go to referendum no later than April of 2017
- The following scenario show issuing bonds in spring of 2016 and 2017, payable from the District's current DSEB to address critical projects as well as using up to \$10M of working cash
- The proposed 2016 and 2017 bonds leverage the accumulated fund balance (\$2M) in the debt service fund to reduce interest cost
- Because the Series 2014B bonds are still outstanding, a small amount of refunding must be done to fit the new debt service within the DSEB
- The bonds are bank qualified which is a federal tax provision that allows bank purchasers of the tax free debt of "small issuers" (defined by issuing less than \$10M annually) an additional tax break which is passed onto the issuer in the form of lower interest rates (approximately .05%-.25%)

# Master Facility Planning

## Funding Sources for Critical Priority Projects from the Master Facility Plan

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>Total</u>
Project Needs	13,000,000	10,000,000	13,400,000	36,400,000
Funding Sources:				
Working Cash	8,000,000	2,000,000	0	10,000,000
Non-Ref Tax Bonds (Current DSEB)	5,000,000	8,000,000	0	13,000,000
Non-Ref Bonds (Referendum approved increase in DSEB)	0	0	13,400,000	13,400,000
Total	13,000,000	10,000,000	13,400,000	36,400,000

# Non-Referendum Bond Proceeds: \$5M in 2016 and \$8M in 2017

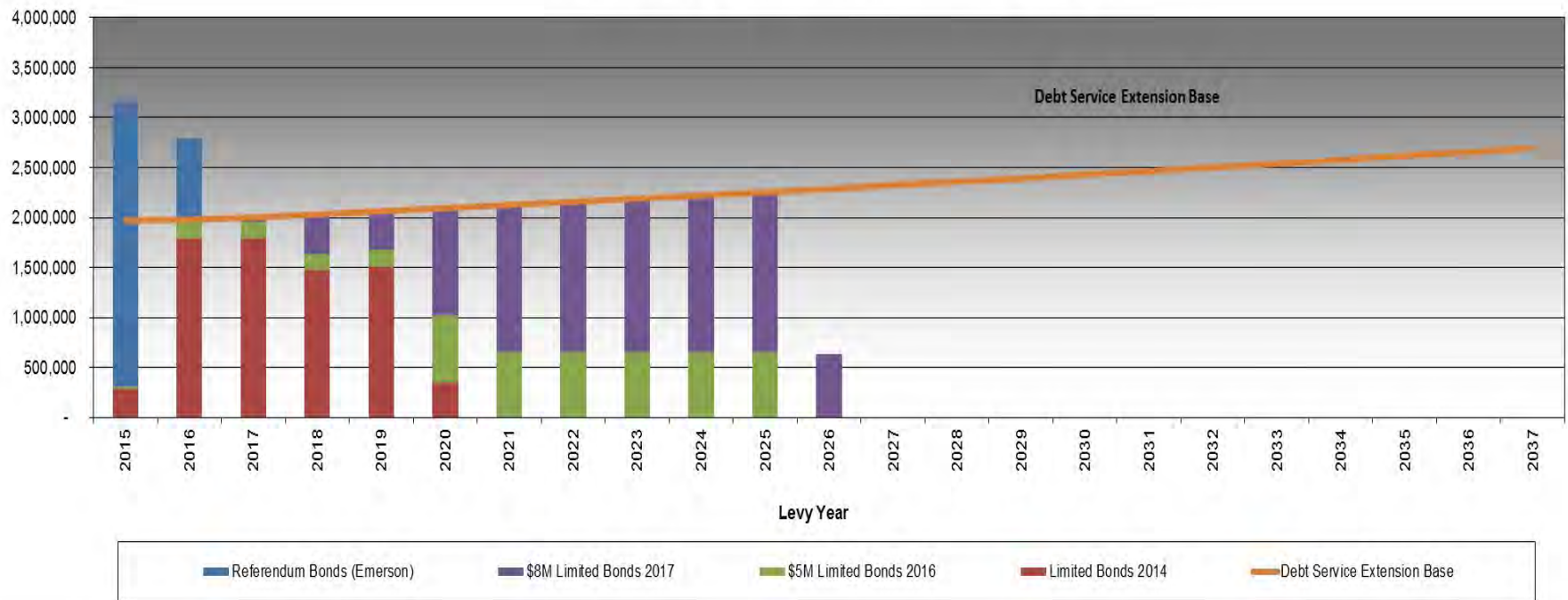
Community Consolidated School District Number 64 (Park Ridge - Niles), Cook County, Illinois  
\$5,000,000 Spring 2016 and \$8,000,000 2017 Non-Referendum Financing with Refunding

Tax Year	Debt Service Ext. Base **	(CPI) DSEB % Change	Current Non-Ref Debt Service	2016 Financing				2017 Financing				Projected DSEB Debt Service	Remaining DSEB Capacity	Referendum Debt Service	Projected Debt Service	Projected Debt Service Tax Rate
				LESS 2014A Refunded	PLUS 2016 Refunding	PLUS 2016 DSEB New Money	LESS Funds on Hand in DS	LESS 2014A Refunded	PLUS 2017 Refunding	2017 DSEB New Money & Refund	LESS					
				Debt Service	Debt Service*	Debt Service*		Debt Service	Debt Service*	Debt Service*	Cap I					
2015	1,967,909	0.80%	302,600	(16,150)	962,400	1,050,913	(1,997,163)					302,600	1,665,309	2,858,100	3,160,700	0.223
2016	1,981,685	0.70%	2,022,600	(212,300)		167,000		(19,800)	18,000	176,250	(176,250)	1,975,500	6,185	810,400	2,785,900	0.197
2017	2,001,501	1.00%	2,063,800	(235,100)		167,000		(34,400)	36,000	352,500	(352,500)	1,997,300	4,201	-	1,997,300	0.141
2018	2,031,524	1.50%	2,105,600	(246,700)		167,000		(389,200)	36,000	352,500		2,025,200	6,324	-	2,025,200	0.143
2019	2,061,997	1.50%	2,147,800	(257,500)		167,000		(384,800)	36,000	352,500		2,061,000	997	-	2,061,000	0.146
2020	2,092,927	1.50%	350,200	-		667,000			721,000	352,500		2,090,700	2,227	-	2,090,700	0.148
2021	2,124,321	1.50%	-			657,000			36,750	1,427,500		2,121,250	3,071	-	2,121,250	0.150
2022	2,156,185	1.50%	-			656,250				1,498,750		2,155,000	1,185	-	2,155,000	0.152
2023	2,188,528	1.50%	-			654,250				1,533,750		2,188,000	528	-	2,188,000	0.155
2024	2,221,356	1.50%	-			656,000				1,564,000		2,220,000	1,356	-	2,220,000	0.157
2025	2,254,676	1.50%	-			656,250				1,594,500		2,250,750	3,926	-	2,250,750	0.159
2026	2,288,497	1.50%	-							630,000		630,000	1,658,497	-	630,000	0.045
2027	2,322,824	1.50%	-									-	2,322,824	-	-	0.000
2028	2,357,666	1.50%	-									-	2,357,666	-	-	0.000
2029	2,393,031	1.50%	-									-	2,393,031	-	-	0.000
2030	2,428,927	1.50%	-									-	2,428,927	-	-	0.000
2031	2,465,361	1.50%	-									-	2,465,361	-	-	0.000
2032	2,502,341	1.50%	-									-	2,502,341	-	-	0.000
2033	2,539,876	1.50%	-									-	2,539,876	-	-	0.000
2034	2,577,974	1.50%	-									-	2,577,974	-	-	0.000
2035	2,616,644	1.50%	-									-	2,616,644	-	-	0.00
2036	2,655,894	1.50%	-									-	2,655,894	-	-	0.00
2037	2,695,732	1.50%	-									-	2,695,732	-	-	0.00
Total			\$ 8,992,600	\$ (967,750)	\$ 962,400	\$ 5,665,663	\$ (1,997,163)	\$ (828,200)	\$ 883,750	\$ 9,834,750	\$ (528,750)	\$ 22,017,300		\$ 3,668,500	\$ 25,685,800	
Bond Proceeds						\$5,000,000				\$8,000,000		\$13,000,000				
All -In True Interest Cost						2.23%				2.09%						

\*\*Uses District EAV and CPI Assumptions as of February 2016.

# Non-Referendum Bond Proceeds: \$5M in 2016 and \$8M in 2017

Proposed \$13M Non-Referendum Bonds 2016-2017



# Increase in Debt Service Extension Base (DSEB) for Capital Projects

## Form of the Question:

Shall the debt service extension base under the Property Tax Extension Limitation Law for Community Consolidated School District Number 64, Cook County, Illinois, for payment of principal and interest on limited bonds be increased from \$ 1,967,909 to \$3,160,000 for the 2017 levy year and all subsequent levy years, such debt service extension base to be increased each year by the lesser of 5% or the percentage increase in the Consumer Price Index during the 12-month calendar year preceding the levy year?

### Advantages:

- DSEB never expires
- Could ask for referendum with no tax increase given repayment of existing bonds

### Disadvantages:

- Unclear description of referendum-required per statute



# Non-Referendum Bond Proceeds: \$13.4M in 2018 Pursuant to Referendum Increase in DSEB

Community Consolidated School District Number 64 (Park Ridge - Niles), Cook County, Illinois  
\$13,000,000 Non-Referendum Bonds, 2016 and 2017: \$13.4M Non-Referendum Bonds 2018 with DSEB Referendum

Tax Year	Debt Service Ext. Base **	(CPI) DSEB % Change	2016_2017	2018 Financing	Projected DSEB Debt Service	Remaining DSEB Capacity	Referendum Debt Service	Projected Debt Service	Projected Debt Service Tax Rate
			Outstanding Including 2016 2017 Non-Ref Bonds	PLUS 2018 DSEB New Money Debt Service*					
2015	1,967,909	0.80%	302,600		302,600	1,665,309	2,858,100	3,160,700	0.223
2016	1,981,685	0.70%	1,975,500		1,975,500	6,185	810,400	2,785,900	0.197
2017	3,160,000	1.00%	1,997,300	1,150,813	3,148,113	11,888	-	3,148,113	0.223
2018	3,160,000	0.00%	2,025,200	1,123,000	3,148,200	11,800	-	3,148,200	0.223
2019	3,160,000	0.00%	2,061,000	1,085,500	3,146,500	13,500	-	3,146,500	0.222
2020	3,160,000	0.00%	2,090,700	1,058,500	3,149,200	10,800	-	3,149,200	0.223
2021	3,160,000	0.00%	2,121,250	1,026,500	3,147,750	12,250	-	3,147,750	0.223
2022	3,160,000	0.00%	2,155,000	994,750	3,149,750	10,250	-	3,149,750	0.223
2023	3,160,000	0.00%	2,188,000	958,250	3,146,250	13,750	-	3,146,250	0.222
2024	3,160,000	0.00%	2,220,000	927,250	3,147,250	12,750	-	3,147,250	0.223
2025	3,160,000	0.00%	2,250,750	896,500	3,147,250	12,750	-	3,147,250	0.223
2026	3,160,000	0.00%	630,000	2,516,000	3,146,000	14,000	-	3,146,000	0.222
2027	3,160,000	0.00%		3,148,250	3,148,250	11,750	-	3,148,250	0.223
2028	3,160,000	0.00%		2,278,500	2,278,500	881,500	-	2,278,500	0.161
2029	3,160,000	0.00%			-	3,160,000	-	-	0.000
2030	3,160,000	0.00%			-	3,160,000	-	-	0.000
2031	3,160,000	0.00%			-	3,160,000	-	-	0.000
2032	3,160,000	0.00%			-	3,160,000	-	-	0.000
2033	3,160,000	0.00%			-	3,160,000	-	-	0.000
2034	3,160,000	0.00%			-	3,160,000	-	-	0.000
2035	3,160,000	0.00%			-	3,160,000	-	-	0.00
2036	3,160,000	0.00%			-	3,160,000	-	-	0.00
2037	3,160,000	0.00%			-	3,160,000	-	-	0.00

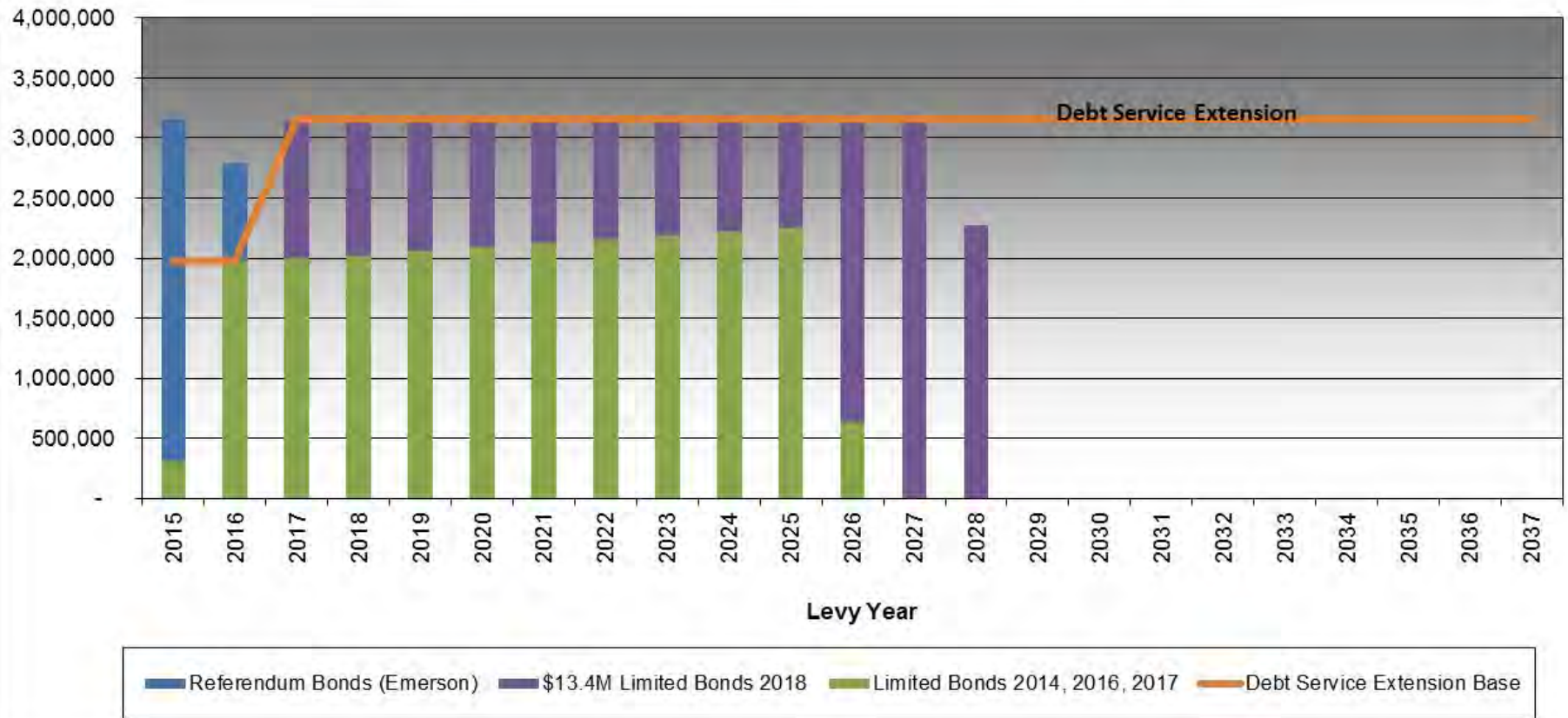
Total	\$	22,017,300	\$	17,163,813	\$	39,181,113	\$	3,668,500	\$	42,849,613
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Bond Proceeds	\$13,000,000	\$13,400,000	\$26,400,000
All -In True Interest Cost		3.52%	
		+100bps	

\*\*Uses District EAV and Debt Service Extension Base assumptions as of January 2016.

# Non-Referendum Bond Proceeds: \$13.4M in 2018 Pursuant to Referendum Increase in DSEB

**Proposed \$26.4M Non-Referendum Bonds 2016-2018**



# Notice and Disclaimers

**William Blair & Company**  
**222 W. Adams St.**  
**Chicago, IL 60606**  
[www.williamblair.com](http://www.williamblair.com)

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Managing Director  
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312.364.8955

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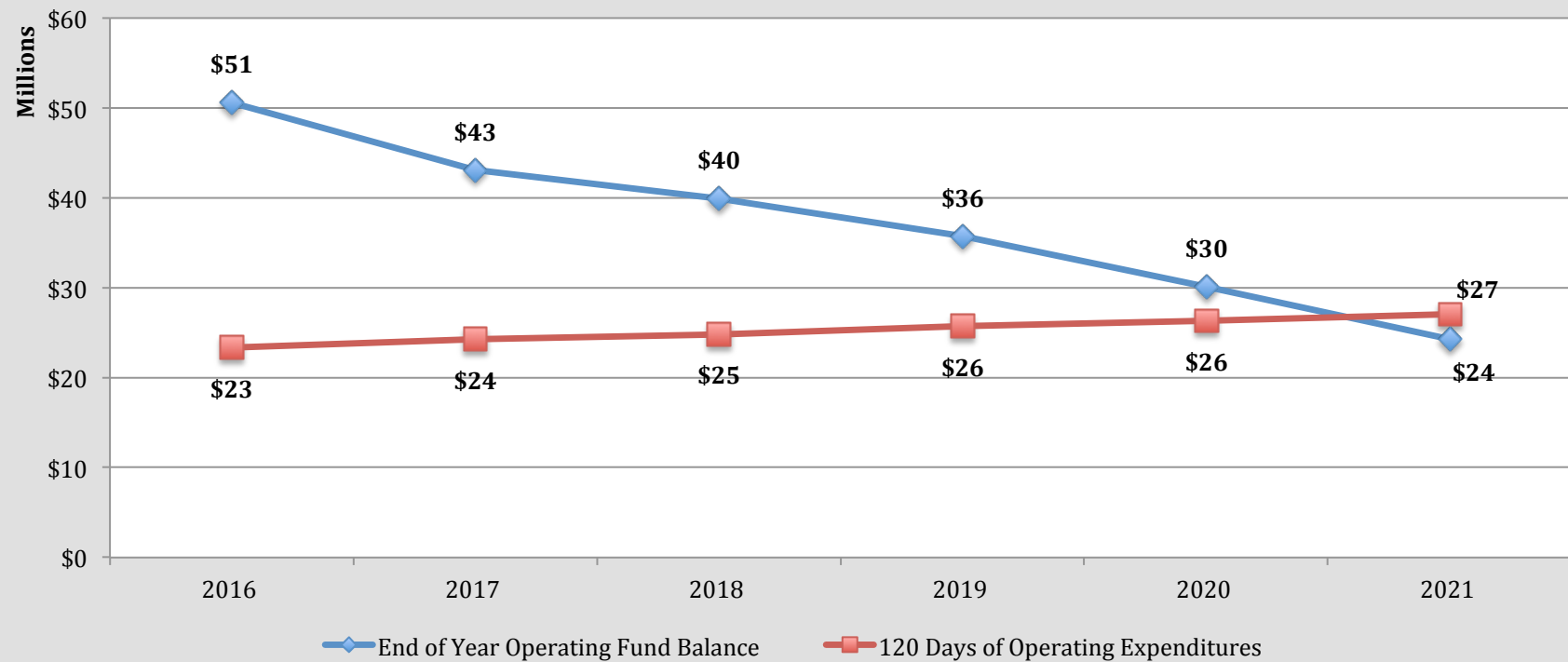
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Additional information is available upon request.

# Five Year Financial Projections

## Projection of Annual Operating Fund Balance Compared to 120 Days of Expenditures



## Park Ridge Niles School District 64

Five-Year Financial Projections  
2/18/16

		Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
Spring CPI	L14	0.80%	L15	0.70%	L16	0.00%	L17	0.00%	L18	1.00%	L19	1.00%	L20	1.00%	
Fall CPI	L13	1.50%	L14	0.80%	L15	0.70%	L16	0.00%	L17	0.00%	L18	1.00%	L19	1.00%	
EDUCATION FUND:															
REVENUES: Local															
Taxes, Ad Valorem. - 1100		\$ 48,486,830	3.9%	\$ 50,370,000	0.1%	\$ 50,420,839	2.5%	\$ 51,668,091	-0.5%	\$ 51,388,537	0.0%	\$ 51,408,361	2.8%	\$ 52,836,882	98.5% Collection Rate
Prior Year Refunds		\$ (233,374)		\$ (156,900)		\$ (156,900)		\$ (156,900)		\$ (156,900)		\$ (156,900)		\$ (156,900)	
Corporate Property Replacement Tax		1,094,349		1,042,602		1,042,602		1,042,602		1,042,602		1,042,602		1,042,602	
Regular Tuition - 1311		90,377		80,000		80,000		80,000		80,000		80,000		80,000	
Summer School Fees - 1300		231,757		225,220		225,220		225,220		225,220		225,220		225,220	
Interest -1500		298,657		302,786		302,786		302,786		302,786		302,786		302,786	
Food Services - 1600		637,702		589,200		589,200		589,200		589,200		589,200		589,200	Fees collected by June 1, 2015
Pupil Activities - 1700		89,357		67,787		67,787		67,787		67,787		67,787		67,787	Fees collected by June 1, 2015
Student Fees - 1800		1,600,380		1,019,976		1,019,976		1,019,976		1,019,976		1,019,976		1,019,976	Fees collected by June 1, 2015
Donations - 1900		300		500		500		500		500		500		500	
Other															
Chromebook Accessory Fees		1,993		600		600		600		600		600		600	
Extended K Program		412,420		374,325		374,325		374,325		374,325		374,325		374,325	
Summer Camp Fees		80,124													
Refund Prior Year Expenditure		15,568		12,000		12,000		12,000		12,000		12,000		12,000	
TIF - New Property		-		700,000		383,471		387,305		391,178		395,090		399,041	
TIF - New Student		215,971													
Misc. Revenue		5,460		5,200		5,200		5,200		5,200		5,200		5,200	
TOTAL LOCAL		\$ 53,027,871	3.0%	\$ 54,633,296	-0.5%	\$ 54,367,606	2.3%	\$ 55,618,692	-0.5%	\$ 55,343,011	0.0%	\$ 55,366,747	2.6%	\$ 56,799,219	

## Park Ridge Niles School District 64

Five-Year Financial Projections  
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		Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
REVENUES: State															
3001 Gross GSA Entitlement		\$ 1,353,495		\$ 1,573,205		\$ 1,573,205		\$ 1,573,205		\$ 1,573,205		\$ 1,573,205		\$ 1,573,205	92% Proration
Special Education:															
3100 Private Facility		312,575		416,430		416,430		416,430		416,430		416,430		416,430	
3105 Extraordinary		377,779		511,376		511,376		511,376		511,376		511,376		511,376	
3110 Personnel		855,130		1,045,190		1,045,190		1,045,190		1,045,190		1,045,190		1,045,190	
3145 Summer School		3,079													
3360 Free Lunch/Breakfast		773		560		560		560		560		560		560	
3800 State Library Grant		3,246		3,145		3,145		3,145		3,145		3,145		3,145	
TOTAL STATE		\$ 2,906,077	22.2%	\$ 3,549,906		\$ 3,549,906		\$ 3,549,906		\$ 3,549,906		\$ 3,549,906		\$ 3,549,906	Only Rcvd 3 payments in 2014-15
REVENUES: Federal															
Flow-Throughs: Federal Sources															
4215 Milk Program		32,766		37,100		37,100		37,100		37,100		37,100		37,100	
4300 Title I - Low Income		121,094		300,000		300,000		300,000		300,000		300,000		300,000	
4300 Title I - Low Income Prior Year															
Special Education IDEA Pre-School		17,951		17,480		17,480		17,480		17,480		17,480		17,480	
4620 Sp. Ed. IDEA Pre-School Prior Year															
4620 IDEA Flow Thru		1,002,708		1,045,108		1,045,108		1,045,108		1,045,108		1,045,108		1,045,108	
4620 IDEA Prior Year															
4625 IDEA Room & Board															
4932 Title IIA - Teacher Quality		37,338		70,185		70,185		70,185		70,185		70,185		70,185	
4932 Title IIA - Teacher Quality Prior Year															
Medicaid Matching - Admin Outreach		86,023		76,055		76,055		76,055		76,055		76,055		76,055	
Medicaid Fee for Service		142,716		99,337		99,337		99,337		99,337		99,337		99,337	
TOTAL FEDERAL		\$ 1,440,596	14.2%	\$ 1,645,265		\$ 1,645,265		\$ 1,645,265		\$ 1,645,265		\$ 1,645,265		\$ 1,645,265	
TOTAL REVENUE		\$ 57,374,544	4.3%	\$ 59,828,467	-0.4%	\$ 59,562,777	2.1%	\$ 60,813,863	-0.5%	\$ 60,538,182	0.0%	\$ 60,561,918	2.4%	\$ 61,994,390	

## Park Ridge Niles School District 64

Five-Year Financial Projections  
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		Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
<b>EDUCATION FUND EXPENDITURES:</b>															
Salaries		44,432,036	4.1%	46,232,717	2.6%	47,454,899	2.7%	48,713,745	2.7%	50,010,358	2.7%	51,345,869	2.7%	52,721,445	4 Retirees per year
Employee Benefits		6,125,092	5.7%	6,473,184	5.0%	6,796,843	5.0%	7,136,685	5.0%	7,493,520	5.0%	7,868,196	5.0%	8,261,605	TRS, THIS, Insurance, Tuition Reimbursement
Purchased Services		2,155,093	30.3%	2,808,283	0.0%	2,808,283	0.0%	2,808,283	0.0%	2,808,283	0.0%	2,808,283	0.0%	2,808,283	Phone, Internet, Duplicates still in budget?
Supplies		2,363,750	-18.6%	1,924,399	28.6%	2,474,399	-15.0%	2,104,399	28.8%	2,710,399	-14.8%	2,310,399	6.1%	2,450,399	See Assumptions for Adoptions/Chromebooks
Capital Outlay		119,121	7.4%	127,935	1.0%	129,214	1.0%	130,506	1.0%	131,812	1.0%	133,130	1.0%	134,461	
Dues & Fees (Other)		1,851,513	-4.2%	1,774,661	1.0%	1,792,408	1.0%	1,810,332	1.0%	1,828,435	1.0%	1,846,719	1.0%	1,865,187	Inc. Private Placement Tuition (\$1.6M)
Non-Capitalized Expenditures		54,685	-21.4%	43,000	1.0%	43,430	1.0%	43,864	1.0%	44,303	1.0%	44,746	1.0%	45,193	
State Pension Shift/TRS Phase In						182,050		364,100		546,150		728,200		910,250	0.5% of Certified Salaries Inc. each year
<b>TOTAL EXPENDITURES</b>		<b>\$ 57,101,290</b>	<b>4.0%</b>	<b>\$ 59,384,179</b>	<b>3.9%</b>	<b>\$ 61,681,526</b>	<b>2.3%</b>	<b>\$ 63,111,915</b>	<b>3.9%</b>	<b>\$ 65,573,259</b>	<b>2.3%</b>	<b>\$ 67,085,541</b>	<b>3.1%</b>	<b>\$ 69,196,823</b>	
<b>EXCESS(DEFICIT) FOR YEAR</b>		<b>\$ 273,254</b>		<b>\$ 444,288</b>		<b>\$ (2,118,748)</b>		<b>\$ (2,298,052)</b>		<b>\$ (5,035,077)</b>		<b>\$ (6,523,623)</b>		<b>\$ (7,202,433)</b>	Funds can be transferred from O&M & Trans. Conservative levy to not exceed 3.5% ceiling.
<b>Fund Transfers/Loans</b>		161,515												5,000,000	Transfer from O&M
<b>Other Financing Sources(Uses)</b>		- 154,628		- 196,807		- 196,807		- 196,807		- 196,807		- 196,807		- 196,807	Copier & VOIP Leases
<b>BALANCE, BEGINNING:</b>		<b>\$ 25,782,971</b>		<b>\$ 26,063,112</b>		<b>\$ 26,310,593</b>		<b>\$ 23,995,038</b>		<b>\$ 21,500,178</b>		<b>\$ 16,268,294</b>		<b>\$ 9,547,864</b>	
<b>FUND BALANCE ENDING</b>		<b>\$ 26,063,112</b>	<b>0.9%</b>	<b>\$ 26,310,593</b>	<b>-8.8%</b>	<b>\$ 23,995,038</b>	<b>-10.4%</b>	<b>\$ 21,500,178</b>	<b>-24.3%</b>	<b>\$ 16,268,294</b>	<b>-41.3%</b>	<b>\$ 9,547,864</b>	<b>-25.1%</b>	<b>\$ 7,148,624</b>	Hit the 3.50% CAP in Ed Fund.



## Park Ridge Niles School District 64

Five-Year Financial Projections  
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		Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
<b>OPER. &amp; MAINT. FUND</b>															
<b>REVENUES:</b>															
Taxes, Ad Valorem		\$ 7,546,751	2.0%	\$ 7,700,000		\$ 6,511,214		\$ 6,108,811		\$ 6,427,277		\$ 6,857,696		\$ 7,519,838	
Prior Year Refunds		- 40,055		- 30,000		- 30,000		- 30,000		- 30,000		- 30,000		- 30,000	
Interest		13,604		13,925		13,925		13,925		13,925		13,925		13,925	
Rentals		65,177		53,248		\$50,000		\$50,000		\$50,000		\$50,000		\$50,000	
TIF New Student				215,972		\$200,000		\$200,000		\$200,000		\$200,000		\$200,000	
E-Rate		81,879		81,879		\$80,000		\$80,000		\$80,000		\$80,000		\$80,000	
Other Revenue		1,054		600											
<b>TOTAL REVENUES</b>		<b>\$ 7,668,410</b>	<b>4.8%</b>	<b>\$ 8,035,624</b>	<b>-15.1%</b>	<b>\$ 6,825,139</b>	<b>-5.9%</b>	<b>\$ 6,422,736</b>	<b>5.0%</b>	<b>\$ 6,741,202</b>	<b>6.4%</b>	<b>\$ 7,171,621</b>	<b>9.2%</b>	<b>\$ 7,833,763</b>	
<b>EXPENDITURES:</b>															
Salaries		2,655,243	2.0%	2,709,187	2.0%	2,763,371	2.0%	2,818,638	2.0%	2,875,011	2.0%	2,932,511	2.0%	2,991,161	
Employee Benefits		385,062	1.8%	391,835	5.0%	411,427	5.0%	431,998	5.0%	453,598	5.0%	476,278	5.0%	500,092	
Purchased Services		1,061,058	-24.8%	797,595	1.0%	805,571	1.0%	813,627	1.0%	821,763	1.0%	829,981	1.0%	838,280	Moved Internet/Phone to Fund 10
Supplies		968,033	7.8%	1,043,968	1.0%	1,054,408	1.0%	1,064,952	1.0%	1,075,601	1.0%	1,086,357	1.0%	1,097,221	
Capital Expenditures		106,445	208.8%	328,750	-24.0%	250,000	1.0%	252,500	1.0%	255,025	1.0%	257,575	1.0%	260,151	Purchase of 5 vehicles - 2016
Construction						500,000		500,000		500,000		500,000		500,000	10/2016 - Dec. to \$500K
Non-Capitalized Expenditures		88,741													Budget in Capital Exp.
<b>TOTAL EXPENDITURES</b>		<b>\$ 5,264,582</b>	<b>0.1%</b>	<b>\$ 5,271,335</b>		<b>\$ 5,784,776</b>		<b>\$ 5,881,715</b>		<b>\$ 5,980,998</b>		<b>\$ 6,082,702</b>		<b>\$ 6,186,905</b>	
<b>EXCESS(DEFICIT) FOR YEAR</b>		<b>\$ 2,403,828</b>		<b>\$ 2,764,289</b>		<b>\$ 1,040,363</b>		<b>\$ 541,022</b>		<b>\$ 760,204</b>		<b>\$ 1,088,919</b>		<b>\$ 1,646,858</b>	
<b>Fund Transfers/Loans</b>															
BALANCE, BEGINNING:		\$ 1,501,963		\$ 3,905,790		\$ 6,670,079		\$ 7,710,442		\$ 8,251,464		\$ 9,011,668		\$ 10,100,587	Transfers to Education Fund
<b>FUND BALANCE ENDING</b>		<b>\$ 3,905,790</b>	<b>70.8%</b>	<b>\$ 6,670,079</b>	<b>15.6%</b>	<b>\$ 7,710,442</b>	<b>7.0%</b>	<b>\$ 8,251,464</b>	<b>9.2%</b>	<b>\$ 9,011,668</b>	<b>12.1%</b>	<b>\$ 10,100,587</b>	<b>-33.2%</b>	<b>\$ 6,747,445</b>	

## Park Ridge Niles School District 64

Five-Year Financial Projections  
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		Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
<b>TRANSPORTATION FUND</b>															
<b>REVENUES: Local</b>															
Taxes, Ad Valorem		\$ 1,024,697	7.3%	\$ 1,100,000		\$ 1,873,995		\$ 1,789,926		\$ 1,616,538		\$ 1,572,322		\$ 1,434,074	
Prior Year Refunds		- 4,853		- 5,800		- 5,800		- 5,800		- 5,800		- 5,800		- 5,800	
Paid Rider Fees		18,627		18,205		18,000		18,000		18,000		18,000		18,000	
Field Trips		35,208		35,185		35,000		35,000		35,000		35,000		35,000	
Interest		26,778		24,733		24,000		24,000		24,000		24,000		24,000	
Refund Prior Year Expenditures		660													
Other Revenue															
<b>TOTAL LOCAL</b>		<b>\$ 1,101,117</b>	<b>6.5%</b>	<b>\$ 1,172,323</b>		<b>\$ 1,945,195</b>		<b>\$ 1,861,126</b>		<b>\$ 1,687,738</b>		<b>\$ 1,643,522</b>		<b>\$ 1,505,274</b>	
<b>REVENUES: State</b>															
3500 Regular Trans Aid		15,109		28,153		28,000		28,000		28,000		28,000		28,000	
3510 Sp. Ed. Trans.		350,802		477,852		475,000		475,000		475,000		475,000		475,000	
<b>TOTAL STATE</b>		<b>\$ 365,911</b>	<b>38.3%</b>	<b>\$ 506,005</b>		<b>\$ 503,000</b>		<b>\$ 503,000</b>		<b>\$ 503,000</b>		<b>\$ 503,000</b>		<b>\$ 503,000</b>	
<b>TOTAL REVENUES</b>		<b>\$ 1,467,028</b>	<b>14.4%</b>	<b>\$ 1,678,328</b>		<b>\$ 2,448,195</b>		<b>\$ 2,364,126</b>		<b>\$ 2,190,738</b>		<b>\$ 2,146,522</b>		<b>\$ 2,008,274</b>	
<b>EXPENDITURES:</b>															
Salaries		\$ 13,438	384.3%	\$ 65,075		\$ 67,027		\$ 69,038		\$ 71,109		\$ 73,242		\$ 75,440	Moved Bus Supervision Stipends to Fund 40
Benefits		1,748	52.7%	2,670		2,804		2,944		3,091		3,245		3,408	
Purchased Services		2,161,381	-0.1%	2,159,400		2,213,385		2,268,720		2,325,438		2,383,574		2,443,163	Inc. Trans. Services & Versatrans
Supplies															
Other Support Services (Purchased Serv)															
Payments to Other Government Units															
<b>TOTAL EXPENDITURES</b>		<b>\$ 2,176,567</b>	<b>2.3%</b>	<b>\$ 2,227,145</b>		<b>\$ 2,283,216</b>		<b>\$ 2,340,701</b>		<b>\$ 2,399,638</b>		<b>\$ 2,460,061</b>		<b>\$ 2,522,010</b>	
<b>EXCESS(DEFICIT) FOR YEAR</b>		<b>\$ (709,539)</b>		<b>\$ (548,817)</b>		<b>\$ 164,979</b>		<b>\$ 23,424</b>		<b>\$ (208,899)</b>		<b>\$ (313,539)</b>		<b>\$ (513,736)</b>	
<b>Fund Transfers/Loans</b>															
BALANCE, BEGINNING:		\$ 3,213,987		\$ 2,504,449		\$ 1,955,632		\$ 2,120,611		\$ 2,144,035		\$ 1,935,136		\$ 1,621,597	
FUND BALANCE ENDING		\$ 2,504,449	-21.9%	\$ 1,955,632	8.4%	\$ 2,120,611	1.1%	\$ 2,144,035	-9.7%	\$ 1,935,136	-16.2%	\$ 1,621,597	-31.7%	\$ 1,107,861	

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		Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
IMRF/SS FUND:															
REVENUES:															
Taxes, Ad Valorem		\$ 2,140,112	-2.3%	\$ 2,090,000		\$ 2,282,910		\$ 2,386,568		\$ 2,267,057		\$ 2,169,971		\$ 2,257,315	
Prior Year Refunds		- 7,767		- 7,400		\$ (7,400)		\$ (7,400)		\$ (7,400)		\$ (7,400)		\$ (7,400)	
Corp. PPRT		125,931		125,931		126,000		126,000		126,000		126,000		126,000	
Interest		2,577		3,330		3,000		3,000		3,000		3,000		3,000	
Other		-													
TOTAL REVENUE		\$ 2,260,853	-2.2%	\$ 2,211,861		\$ 2,404,510		\$ 2,508,168		\$ 2,388,657		\$ 2,291,571		\$ 2,378,915	
EXPENDITURES:		\$ 2,310,222	1.1%	\$ 2,335,245		\$ 2,358,597		\$ 2,382,183		\$ 2,406,005		\$ 2,430,065		\$ 2,454,366	
EXCESS(DEFICIT) FOR YEAR		\$ (49,369)	149.9%	\$ (123,384)		\$ 45,913		\$ 125,984		\$ (17,348)		\$ (138,494)		\$ (75,451)	
Fund Transfers/Loans															
BALANCE, BEGINNING:		\$ 750,019		\$ 700,650		\$ 577,266		\$ 623,179		\$ 749,164		\$ 731,815		\$ 593,321	
BALANCE, END-OF-YEAR:		\$ 700,650	-17.6%	\$ 577,266	8.0%	\$ 623,179	20.2%	\$ 749,164	-2.3%	\$ 731,815	-18.9%	\$ 593,321	-12.7%	\$ 517,870	
WORKING CASH FUND:															
REVENUES:															
Taxes, Ad Valorem		\$ 410,434		\$ 420,000		\$ 443,250		\$ 443,250		\$ 443,250		\$ 468,860		\$ 468,860	
Prior Year Refunds		- 1,946		- 2,000		- 2,000		- 2,000		- 2,000		- 2,000		- 2,000	
Interest		161,017		176,810		180,000		180,000		180,000		180,000		180,000	
Misc. Revenue															
Refund Prior Year Expenditures															
TOTAL REVENUE		\$ 569,505		\$ 594,810		\$ 621,250		\$ 621,250		\$ 621,250		\$ 646,860		\$ 646,860	
EXPENDITURES:		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -		\$ -	
EXCESS(DEFICIT) FOR YEAR		\$ 569,505		\$ 594,810		\$ 621,250		\$ 621,250		\$ 621,250		\$ 646,860		\$ 646,860	
Fund Transfers/Loans		-\$ 161,515		-\$ 1,000,000		-\$ 7,000,000		-\$ 2,000,000							
BALANCE, BEGINNING:		\$ 14,229,573		\$ 14,637,563		\$ 14,232,373		\$ 7,853,623		\$ 6,474,873		\$ 7,096,123		\$ 7,742,983	
BALANCE, END-OF-YEAR:		\$ 14,637,563	-2.8%	\$ 14,232,373	-44.8%	\$ 7,853,623	-17.6%	\$ 6,474,873	9.6%	\$ 7,096,123	9.1%	\$ 7,742,983	8.4%	\$ 8,389,843	

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Five-Year Financial Projections  
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		Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
<b>TORT LIABILITY FUND:</b>															
<b>REVENUES:</b>															
Taxes, Ad Valorem		\$ 614,262		\$ 650,000		\$ 742,659		\$ 769,534		\$ 712,513		\$ 685,770		\$ 685,770	
Prior Year Refunds		- 2,906		- 2,900		- 3,000		- 3,000		- 3,000		- 3,000		- 3,000	
Interest		6,788		5,890		3,500		3,500		3,500		3,500		3,500	
Misc. Revenue		221		225											
Refund Prior Year Expenditures		861		500											
<b>TOTAL REVENUE</b>		<b>\$ 619,226</b>		<b>\$ 653,715</b>		<b>\$ 743,159</b>		<b>\$ 770,034</b>		<b>\$ 713,013</b>		<b>\$ 686,270</b>		<b>\$ 686,270</b>	
<b>EXPENDITURES:</b>		<b>\$ 978,996</b>		<b>\$ 743,126</b>		<b>\$ 765,420</b>		<b>\$ 788,382</b>		<b>\$ 812,034</b>		<b>\$ 836,395</b>		<b>\$ 861,487</b>	
<b>EXCESS(DEFICIT) FOR YEAR</b>		<b>\$ (359,770)</b>		<b>\$ (89,411)</b>		<b>\$ (22,260)</b>		<b>\$ (18,348)</b>		<b>\$ (99,021)</b>		<b>\$ (150,125)</b>		<b>\$ (175,217)</b>	
<b>Fund Transfers/Loans</b>															
<b>BALANCE, BEGINNING:</b>		<b>\$ 1,431,914</b>		<b>\$ 1,072,144</b>		<b>\$ 982,733</b>		<b>\$ 960,472</b>		<b>\$ 942,124</b>		<b>\$ 843,104</b>		<b>\$ 692,978</b>	
<b>BALANCE, END-OF-YEAR:</b>		<b>\$ 1,072,144</b>	<b>-8.3%</b>	<b>\$ 982,733</b>	<b>-2.3%</b>	<b>\$ 960,472</b>	<b>-1.9%</b>	<b>\$ 942,124</b>	<b>-10.5%</b>	<b>\$ 843,104</b>	<b>-17.8%</b>	<b>\$ 692,978</b>	<b>-25.3%</b>	<b>\$ 517,761</b>	

## Park Ridge Niles School District 64

Five-Year Financial Projections  
2/18/16

	Audited Actual 2014-15		Adopted Budget 2015-16		Projected Budget 2016-17		Projected Budget 2017-18		Projected Budget 2018-19		Projected Budget 2019-20		Projected Budget 2020-21	NOTES
<b>TOTAL OPERATING FUNDS</b>														
<b>REVENUES:</b>														
Education Fund	\$ 57,374,544		\$ 59,828,467		\$ 59,562,777		\$ 60,813,863		\$ 60,538,182		\$ 60,561,918		\$ 61,994,390	
Operations & Maintenance Fund	7,668,410		8,035,624		6,825,139		6,422,736		6,741,202		7,171,621		7,833,763	
Transportation Fund	1,467,028		1,678,328		2,448,195		2,364,126		2,190,738		2,146,522		2,008,274	
IMRF/SS Fund	2,260,853		2,211,861		2,404,510		2,508,168		2,388,657		2,291,571		2,378,915	
Working Cash Fund	569,505		594,810		621,250		621,250		621,250		646,860		646,860	
Tort Fund	619,226		653,715		743,159		770,034		713,013		686,270		686,270	
<b>TOTAL REVENUES</b>	<b>\$ 69,959,566</b>	<b>4.3%</b>	<b>\$ 73,002,805</b>	<b>-0.5%</b>	<b>\$ 72,605,030</b>	<b>1.2%</b>	<b>\$ 73,500,177</b>	<b>-0.4%</b>	<b>\$ 73,193,043</b>	<b>0.4%</b>	<b>\$ 73,504,762</b>	<b>2.8%</b>	<b>\$ 75,548,473</b>	
<b>EXPENDITURES:</b>														
Education Fund	\$ 57,101,290		\$ 59,384,179		\$ 61,681,526		\$ 63,111,915		\$ 65,573,259		\$ 67,085,541		\$ 69,196,823	
Operations & Maintenance Fund	5,264,582		5,271,335		5,784,776		5,881,715		5,980,998		6,082,702		6,186,905	
Transportation Fund	2,176,567		2,227,145		2,283,216		2,340,701		2,399,638		2,460,061		2,522,010	
IMRF/SS Fund	2,310,222		2,335,245		2,358,597		2,382,183		2,406,005		2,430,065		2,454,366	
Working Cash Fund	161,515		-		-		-		-		-		-	
Tort Fund	978,996		743,126		765,420		788,382		812,034		836,395		861,487	
<b>TOTAL EXPENDITURES</b>	<b>\$ 67,993,172</b>	<b>2.9%</b>	<b>\$ 69,961,030</b>	<b>4.2%</b>	<b>\$ 72,873,535</b>	<b>2.2%</b>	<b>\$ 74,504,897</b>	<b>3.6%</b>	<b>\$ 77,171,934</b>	<b>2.2%</b>	<b>\$ 78,894,765</b>	<b>2.9%</b>	<b>\$ 81,221,591</b>	
<b>EXCESS (DEFICIT) FOR YEAR</b>	<b>\$ 1,966,395</b>		<b>\$ 3,041,775</b>		<b>\$ (268,505)</b>		<b>\$ (1,004,720)</b>		<b>\$ (3,978,891)</b>		<b>\$ (5,390,003)</b>		<b>\$ (5,673,119)</b>	
Transfers	\$ 161,515												\$ 5,000,000	
Other Financing Sources (Uses)	- 316,143		- 1,196,807		- 7,196,807		- 2,196,807		- 196,807		- 196,807		- 5,196,807	
<b>BALANCE, BEGINNING:</b>	<b>\$ 46,910,427</b>		<b>\$ 48,722,194</b>		<b>\$ 50,567,162</b>		<b>\$ 43,101,850</b>		<b>\$ 39,900,323</b>		<b>\$ 35,724,625</b>		<b>\$ 30,137,815</b>	
<b>BALANCE, END-OF-YEAR</b>	<b>\$ 48,722,194</b>	<b>3.8%</b>	<b>\$ 50,567,162</b>	<b>-14.8%</b>	<b>\$ 43,101,850</b>	<b>-7.4%</b>	<b>\$ 39,900,323</b>	<b>-10.5%</b>	<b>\$ 35,724,625</b>	<b>-15.6%</b>	<b>\$ 30,137,815</b>	<b>-19.5%</b>	<b>\$ 24,267,890</b>	
<b>OPERATING FUND BALANCE:</b>	<b>71.66%</b>		<b>72.28%</b>		<b>59.15%</b>		<b>53.55%</b>		<b>46.29%</b>		<b>38.20%</b>		<b>29.88%</b>	
<b>DAYS CASH ON HAND</b>	<b>262</b>		<b>264</b>		<b>216</b>		<b>195</b>		<b>169</b>		<b>139</b>		<b>109</b>	

## First Reading of Policies from PRESS Issue 85, 89, and 90

<b>Policy</b>	<b>Issue</b>	<b>Title</b>	<b>District Policy Committee Change/No Change</b>	<b>Board Policy Committee Change/No Change</b>
2:100	90	School Board Board Member Conflict of Interest	N/C	N/C
2:150	90	School Board – Committees	N/C	C Strike 2 & 3
2:200	90	School Board – Types of School Board Meetings	N/C	C
4:170	90	Operational Services – Safety	C	C
5:90	90	General Personnel – Abused and Neglected Child Reporting	N/C	C
5:100	90	General Personnel – Staff Development Program	N/C	C
5:125	85	General Personnel – Personal Technology and Social Media; Usage and Conduct	C	N/C
6:15	90	Instruction – School Accountability	C	N/C
6:160	90	Instruction – English Learners	N/C	N/C
6:340	90	Instruction – Student Testing and Assessment Program	N/C	N/C
7:50	90	Students – School Admissions and Student Transfers To and From Non-District Schools	C	C
7:130	90	Students – Student Rights and Responsibilities	N/C	N/C
7:325	89	Students – Student Fundraising Activities	C	C
8:10	89	Community Relations – Connection with the Community	C	C
8:30	90	Community Relations – Visitors to and Conduct on School Property	N/C	C
8:80	89	Community Relations – Gifts to the District	N/C	N/C



## School Board

### Board Member Conflict of Interest 1

No School Board member shall have a beneficial interest directly or indirectly in any contract, work, or business of the District unless permitted by State law. 2

Board members must annually file a *Statement of Economic Interests* as required by the Illinois Governmental Ethics Act. 3 Each Board member is responsible for filing the statement with the county clerk of the county in which the District's main office is located by May 1.

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

1 State law controls this policy's content. Conflict of interest is comprehensively discussed in the Ill. Council of School Attorneys' publication, *Answers to FAQs, Conflict of Interest and Incompatible Offices*, [www.iasb.com/law/conflict.cfm](http://www.iasb.com/law/conflict.cfm).

2 The School Code prohibits a school board member from having an interest in a contract with the district he or she serves. Exceptions to this rule permit a board member to provide materials, merchandise, property, services, or labor if: (1) the board member has less than a 7½% share in the ownership of the business; the board member publicly discloses the interest; the board member abstains from voting on the contract; the contract is approved by a majority vote; the contract is awarded after sealed bids to the lowest responsible bidder if the amount of the contract exceeds \$1500, or awarded without bidding if the amount of the contract is less than \$1500; and the award of the contract would not cause the aggregate amount of all such contracts so awarded in the same fiscal year to exceed \$25,000; OR (2) the contract is approved by a majority vote, provided that any such interested member shall abstain from voting; the amount of the contract does not exceed \$1000 or the award of the contract does not cause the aggregate amount of such contracts to the same individual to exceed \$2000 in the same fiscal year, or \$5,000 in the same fiscal year if the labor or materials to be provided are not otherwise available in the district; and the interested member publicly discloses the interest. See 105 ILCS 5/10-9 for other exceptions.

A board member does not have a prohibited interest in a contract with the district he or she serves "if the board member is an employee of a business that is involved in the transaction of business with the school district, provided that the board member has no financial interests other than as an employee," (105 ILCS 5/10-9).

The Public Officer Prohibited Activities Act prohibits a governing body member from being "in any manner financially interested directly in his own name or indirectly in the name of any other person, association, trust, or corporation, in any contract or the performance of any work in the making or letting of which such officer may be called upon to act or vote," (50 ILCS 105/3). Exceptions to this prohibition are similar to those in the School Code.

Generally, an individual may be a board member at a school district that employs his or her spouse. Indeed, 105 ILCS 5/10-22.3a specifically allows a board member to participate in a group health insurance program provided to a district employee if the board member is that employee's dependent, i.e., spouse or child. However, this is a fact-sensitive inquiry; a board member should seek legal counsel before voting on anything related to his or her spouse. See the *Answers to FAQs*, referenced in f/n 1.

A violation of the School Code or Public Officer Prohibited Activities Act is a Class 4 felony. Due to the severity of this penalty as well as to avoid the appearance of impropriety, a legal opinion should be obtained before a board member becomes financially interested in any contract with his or her district. Abstaining on the vote, or absence from the meeting when the vote is taken, does not negate an otherwise illegal conflict of interest.

3 5 ILCS 420/4A-101 and 4A-105 through 107. Any county clerk may implement a system of Internet-based filing for economic interest statements, ~~but must allow filers the option to use a standardized form~~ (5 ILCS 420/4A-108, ~~amended by P.A. 99-108~~). If an Internet-based filing system is used, the clerk must post the statements, without filers' addresses or signatures, on a publicly accessible website (Id.).

Each candidate for the school board must file with the county clerk or the county board of election commissioners, whichever is applicable, a receipt from the county clerk showing that the candidate has filed a *Statement of Economic Interests* as required by the Ill. Governmental Ethics Act (5 ILCS 420/4A). A candidate's name will be stricken from the ballot if he or she files the incorrect *Statement of Economic Interests* form (*Ferrand v. Chicago Bd of Election Comm.*, 2014 Ill.App.1st 140225 (2-13-2014); *Cortez v. Municipal Officers Electoral Board*, 986 N.E.2d 689 (Ill. App., 2-25-2013)).

LEGAL REF.: 5 ILCS 420/4A-101, 420/4A-105, 420/4A-106, and 420/4A-107.  
50 ILCS 105/3.  
105 ILCS 5/10-9.

CROSS REF.: 2:105 (Ethics and Gift Ban), 5:120 (Ethics and Conduct)



## School Board

### Committees <sup>1</sup>

The School Board may establish committees to assist with the Board's governance function and, in some situations, to comply with State law requirements. These committees are known as Board committees and report directly to the Board. Committee members may include both Board members and non-Board members depending on the committee's purpose. The Board President makes all Board committee appointments unless specifically stated otherwise. <sup>2</sup> Board committee meetings shall comply with the Open Meetings Act. <sup>3</sup> A Board committee may not take final action on behalf of the Board – it may only make recommendations to the Board. <sup>4</sup>

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

<sup>1</sup> State or federal law controls this policy's content in that some committees are required by State law, such as, Parent-Teacher Advisory Committee and Behavioral Interventions Committee. Board committees are *public bodies* for purposes of the Open Meetings Act (OMA) (5 ILCS 120/1.02) and the Freedom of Information Act (5 ILCS 140/2).

Consult the board attorney concerning the status of two mandatory committees – the PERA (Performance Educational Reform Act) joint committee and the RIF (reduction in force) joint committee (105 ILCS 5/24A-4(b) and 5/24-12(c), respectively). These committees perform administrative/staff work and do not need to report directly to the board. Thus, most attorneys think they can be superintendent committees that do not trigger OMA (see f/n 10). OMA compliance will be needed for any joint committee: (1) that is treated as a board committee, (2) when three or more board members are present, or (3) when the board attorney advises that OMA applies, e.g., interprets either joint committee to be a distinct public body created by the legislature.

A board must appoint or approve a Concussion Oversight Team and charge it with establishing protocols for return-to-play and return-to-learn for students who have suffered a concussion or head injury (Youth Sports Concussion Safety Act, 105 ILCS 5/22-80(d), added by P.A. 99-245; if approved by the House and signed by the Governor, SB219 will extend the effective date to the 2016-2017 school year). As this is administrative/staff work rather than governance work, the best practice is to have the Concussion Oversight Team be an administrative committee, but consult the board attorney for guidance. Section 22-80(d) identifies who must be on each Concussion Oversight Team. A physician, to the extent possible, must be on the Team. If the school employs an athletic trainer and/or nurse, they must be on the Team to the extent practicable. The Team must include, at a minimum, one person who is responsible for implementing and complying with the return-to-play and return-to-learn protocols adopted by the Team. Other licensed health care professionals may be appointed to serve on the Team. See 7:305, Student Athlete Concussions and Head Injuries.

<sup>2</sup> Alternatively, strike the "unless" clause and substitute: "subject to Board approval." Be sure this treatment is consistent with policy 2:110, *Qualifications, Term, and Duties of Board Officers*.

<sup>3</sup> The Open Meetings Act (OMA) includes *committees* and *subcommittees* in its definition of *public body* (5 ILCS 120/1.02). According to a binding opinion from the Public Access Counselor, a "committee of a public body is considered to be a separate public body for purposes of compliance with the requirements of OMA," (PAO 13-002). This means that board committees must independently fulfill the Open Meetings Act's requirements. For example, a board committee must comply with notice and agenda requirements. Since board committees seldom meet regularly, compliance steps need careful planning. Board committees should plan for an efficient way to "approve the minutes of its open meeting within 30 days after that meeting or at [its] second subsequent regular meeting, whichever is later," (5 ILCS 120/2.06). The only exception is when a committee is engaged in collective bargaining negotiations or grievance arbitration (115 ILCS 5/18).

Sample policy 2:200, *Types of School Board Meetings*, designates the superintendent, on behalf of each board committee, to receive the mandatory training on OMA compliance required by 105 ILCS 120/1.05(a) and administered by the Ill. Attorney General's Public Access Counselor. See policies 2:200, *Types of School Board Meetings*, and 2:220, *School Board Meeting Procedure*, for meeting requirements and protocol. Every board member must also complete training on the Open Meetings Act as required by 105 ILCS 120/1.05(b) & (c).

<sup>4</sup> Additional committee guidelines may be added, such as:

Committees shall operate under the following guidelines:

- The Board President shall appoint no more than 2 Board members to serve on a committee.
- The President and the committee members shall establish the committee's meeting dates, time, and place.
- The Superintendent may attend all committee meetings.



### Special Board Committees

A special committee may be created for specific purposes or to investigate special issues. A special committee is automatically dissolved after presenting its final report to the Board or at the Board's discretion. <sup>5</sup>

### Standing Board Committees <sup>6</sup>

A standing committee is created for an indefinite term although its members will fluctuate. Standing committees are:

1. Board Policy Committee. <sup>7</sup> This committee researches policy issues, and provides information and recommendations to the Board.
2. Parent-Teacher Advisory Committee. <sup>8</sup> This committee assists in the development of student discipline policy and procedure, and provides information and recommendations to the Board. Its members are parents/guardians and teachers, and may include persons whose expertise or experience is needed. The committee reviews such issues as administering medication in the schools, reciprocal reporting between the School District and local law enforcement agencies regarding criminal offenses committed by students, student discipline, disruptive classroom behavior, school bus safety procedures, and the dissemination of student conduct information.
3. Behavioral Interventions Committee. <sup>9</sup> This committee develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*, and provides information and recommendations to the Board. At the Board President's discretion, the Parent-Teacher Advisory Committee shall perform the duties assigned to the Behavioral Interventions Committee.

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

<sup>5</sup> A board may list examples as in the following option:

Examples of special committees include the following: (1) Committee to Evaluate Procurement of Architectural, Engineering, and Land Surveying Services (see 2:170-AP, *Administrative Procedure - Qualification Based Selection*), and (2) Facility Naming Committee (see policy 4:150, *Facility Management and Building Programs*).

<sup>6</sup> The board may create and list other standing committees, e.g., an audit committee as authorized by 105 ILCS 5/10-22.45. Be sure that the creation of a committee in this policy aligns with the policy concerning the applicable topic. If an audit committee is included here, a board may want to reference it in policy 4:80, *Accounting and Audits*, and vice-versa.

<sup>7</sup> A board policy committee is optional; its creation is consistent with policy 2:240, *Board Policy Development*.

<sup>8</sup> 105 ILCS 5/10-20.14 requires all districts to establish and maintain a parent-teacher advisory committee to develop, with the board, policy guidelines on student discipline. The parents on this committee, as well as other non-staff members, may not have access to student records unless the student cannot be identified or prior consent is obtained (105 ILCS 10/6). The district's parent-teacher advisory committee must also: (1) in cooperation with local law enforcement agencies, develop guidelines for reciprocal reporting of criminal offenses committed by students (105 ILCS 5/10-20.14), and (2) in cooperation with school bus personnel, develop school bus safety procedures (105 ILCS 5/10-20.14). Completion of the statutory requirements imposed on the Parent-Teacher Advisory Committee, as well as the Behavioral Intervention Committee, should be documented.

<sup>9</sup> Boards must establish and maintain a behavioral intervention committee to develop procedures that reflect consideration of ISBE's guidelines on the use of behavioral interventions with students with disabilities (105 ILCS 5/14-8.05). An alternative follows:

The Behavioral Interventions Committee, coordinated by the Executive Director of the Special Education Cooperative, develops and monitors procedures for using behavioral interventions in accordance with Board policy 7:230, *Misconduct by Students with Disabilities*. Committee reports and recommendations are made to the Board upon its request.

Nothing in this policy limits the authority of the Superintendent or designee to create and use committees that report to him or her or to other staff members. 10

LEGAL REF.: 5 ILCS 120.  
105 ILCS 5/10-20.14 and 5/14-8.05.

CROSS REF.: 2:110 (Qualifications, Term, and Duties of Board Officers), 2:200 (Types of School Board Meetings), 2:240 (Board Policy Development), 7:190 (Student Discipline), 7:230 (Misconduct by Students with Disabilities)

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

10 OMA generally does not apply to *superintendent a/k/a* administrative committees. See University Professionals v. Stuke, 801 N.E.2d 1054 (Ill.App.1, 2003)(staff committees are not subject to OMA). The Act will be applicable, however, in some circumstances. For example, a staff committee containing 3 or more board members will be subject to the Open Meetings Act (5 ILCS 120/1.02). Consult the board attorney for advice. The following are examples of superintendent committees: Communicable and Chronic Infectious Disease Program Task Force, Communicable and Chronic Infectious Disease Review Team, Employee Drug Abuse Committee, Title I Advisory Committee, Student Support Committee, Food Allergy Management Committee, and Sex Equity Committee.



## School Board

### Types of School Board Meetings <sup>1</sup>

#### General

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

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

A – convenient locations that are open to the public.

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

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

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

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

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

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



### Regular Meetings

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

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

### Closed Meetings<sup>9</sup>

The Board and Board committees ~~may~~ **are able to** meet in a closed ~~meeting~~ **session** to consider the following subjects:

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

**B - Meeting dates and locations are posted on the District website.**

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

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

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

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

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

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

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

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

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

<sup>10</sup> ~~According to a Public Access Counselor opinion, "The [is] exception is not intended to allow private discussion of fiscal matters, notwithstanding that they may directly or indirectly impact the employees of the public body," (PAO.) See PAOs 12-11 and 15-03.~~



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

4. Evidence or testimony presented in open hearing, or in closed hearing where specifically authorized by law, to a quasi-adjudicative body, as defined in the Open Meetings Act, provided that the body prepares and makes available for public inspection a written decision setting forth its determinative reasoning. 5 ILCS 120/2(c)(4).
5. The purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired. 5 ILCS 120/2(c)(5).
6. The setting of a price for sale or lease of property owned by the public body. 5 ILCS 120/2(c)(6).
7. The sale or purchase of securities, investments, or investment contracts. 5 ILCS 120/2(c)(7).
8. Security procedures, school building safety and security, and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property. 5 ILCS 120/2(c)(8), amended by P.A. 99-235, eff. 1-1-16.
9. Student disciplinary cases. 5 ILCS 120/2(c)(9).
10. The placement of individual students in special education programs and other matters relating to individual students. 5 ILCS 120/2(c)(10).
11. Litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. 5 ILCS 120/2(c)(11).
12. The establishment of reserves or settlement of claims as provided in the Local Governmental and Governmental Employees Tort Immunity Act, if otherwise the disposition of a claim or potential claim might be prejudiced, or the review or discussion of claims, loss or risk management information, records, data, advice or communications from or with respect to any insurer of the public body or any intergovernmental risk management association or self insurance pool of which the public body is a member. 5 ILCS 120/2(c)(12).
13. Self evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the public body is a member. 5 ILCS 120/2(c)(16). 11
14. Discussion of minutes of meetings lawfully closed under the Open Meetings Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes as mandated by Section 2.06. 5 ILCS 120/2(c)(21).
15. Meetings between internal or external auditors and governmental audit committees, finance committees, and their equivalents, when the discussion involves internal control weaknesses, identification of potential fraud risk areas, known or suspected frauds, and fraud interviews conducted in accordance with generally accepted auditing standards of the United States of America. 5 ILCS 120/2(c)(29).

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



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

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

No final Board action will be taken at a closed meeting. <sup>14</sup>

#### Reconvened or Rescheduled Meetings

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

#### Special Meetings

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

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

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

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

<sup>13</sup> Id.

<sup>14</sup> 5 ILCS 120/2(e). See also PAOs 13-03, 13-07, and 14-01.

<sup>15</sup> 5 ILCS 120/2.02.

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

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

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

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

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

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

#### Emergency Meetings

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

#### Posting on the District Website <sup>20</sup>

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

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

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

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

<sup>19</sup> 5 ILCS 120/2.02(a).

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



## Operational Services

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

#### Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. <sup>2</sup> The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, ~~without limitation:~~

at minimum:

1. An emergency operations plan(s) addressing prevention, preparation, response, and recovery for each school; <sup>3</sup>
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; <sup>4</sup> and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

Insert

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In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones. <sup>5</sup>

#### School Safety Drill Plan <sup>6</sup>

- A -- 6. Physical Plan such as construction, technology enhancements and building structures.

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<sup>1</sup> State law requires a policy on several topics in this policy (see f/n 7, 8 & 9) and otherwise controls this policy's content. Topics previously assigned to this code number were moved in May 2014 and placed in 4:100, *Insurance Management* and 4:175, *Convicted Child Sex Offender; Notifications*.

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

<sup>3</sup> See administrative procedure 4:170-AP1, *Comprehensive Safety and Security Plan*. This procedure follows the recommendations in the "Guide for Developing High-Quality School Emergency Operations Plans," produced by a collaboration of federal agencies in 2013, available at [rem.s.ed.gov/docs/REMS\\_K-12\\_Guide\\_508.pdf](http://rem.s.ed.gov/docs/REMS_K-12_Guide_508.pdf). The *Guide* informs schools what they *need* to do, not *what* to do. It recommends a process for developing, implementing, and continually refining a school emergency operations plan as well as a discussion of its form, function, and content.

<sup>4</sup> Required by 105 ILCS 128/20(b) and 105 ILCS 5/10-20.14 for all students. See 4:110-AP3, *School Bus Safety Rules*.

<sup>5</sup> 105 ILCS 5/10-20.28. Consider discussing with local law enforcement what its preference would be and encourage staff and students to follow the recommendation. A wave of 911 cell phone calls can jam phone lines. Student use of cell phones is addressed in 7:190, *Student Discipline*.

625 ILCS 5/12-610.1(e) prohibits wireless telephone use at any time while operating a motor vehicle on a roadway in a school speed zone except for (1) highway construction or maintenance workers within their work zones, (2) any use for emergency purposes, (3) law enforcement officers or emergency responders performing their duties, (4) a person using a wireless telephone in voice-operated mode with or without use of a headset, and (5) a person with technology that uses a single button to initiate or terminate a voice communication, (e.g., HandsFreeLink®). 625 ILCS 5/12-813.1 limits cell phone use by school bus drivers; see policy 4:110, *Transportation*.

<sup>6</sup> Each of the listed drills is required by the School Safety Drill Act, 105 ILCS 128/ ~~5~~, amended by P.A. 98-48.

Each drill's requirements are comprehensively covered in 4:170-AP1, *Comprehensive Safety and Security Plan*. For information about documenting minimum compliance with the School Safety Drill Act, see [www.isbe.net/safety/guide.htm](http://www.isbe.net/safety/guide.htm).



During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act, 105 ILCS 128/:

1. Three school evacuation drills
2. One bus evacuation drill
3. One severe weather and shelter-in-place drill
4. One law enforcement drill

#### Automated External Defibrillator (AED) 7

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act. The plan shall provide for an automated external defibrillator (AED) to be available according to State law requirements. This policy does not create an obligation to use an AED nor is it intended to create any expectation that an AED will be present or a trained person will be present and/or able to use an AED.

#### Carbon Monoxide Alarms 8

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved carbon monoxide alarms or carbon monoxide detectors.
2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and
3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

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105 ILCS 5/2-3.12 authorizes fire officials to conduct routine fire safety checks, provided written notice is given to the principal requesting to schedule a mutually agreed upon time. No more than two routine inspections may be made in a calendar year.

7 Each indoor and outdoor physical fitness facility serving at least 100 individuals must "adopt and implement a written plan for responding to medical emergencies that occur at the facility during the time that the facility is open for use by its members or by the public." The facility must file the plan with the Ill. Dept. of Public Health. In addition, each indoor facility must have at least one AED on the premises, and each outdoor facility must house an AED in a building, if any, that is within 300 feet of the outdoor facility. See the statute and administrative rules for the other numerous mandates: 210 ILCS 74/ (Physical Fitness Facility Medical Emergency Preparedness Act); 77 Ill.Admin.Code Part 527. Also see 4:170-AP6, *Plan for Responding to a Medical Emergency at a Physical Fitness Facility with an AED*.

8 105 ILCS 5/10-20.56, added by P.A. 99-470, eff. 1-1-16. Carbon monoxide detector and detector mean a device having a sensor that responds to carbon monoxide gas and that is connected to an alarm control unit and approved in accordance with rules adopted by the Ill. State Fire Marshal. Approved carbon monoxide alarm or alarm means a carbon monoxide alarm that complies with all the requirements of the rules and regulations of the Ill. State Fire Marshal, bears the label of a nationally recognized testing laboratory, and complies with the most recent standards of the Underwriters Laboratories or the Canadian Standard Association (430 ILCS 135/5).

Consult both the board attorney and the local fire officials about whether a school building is exempt from this law. Remove this subhead if the board attorney determines that every building across the entire school district is exempt. The law applies to school buildings that have or are close to any sources of carbon monoxide; however, it does not specifically define what that means. 430 ILCS 135/20 defines exemptions for residential units and may provide guidance on the exemption for schools. The law also fails to define carbon monoxide emitting device, which triggers the placement point in a school building for a carbon monoxide alarm or carbon monoxide detector.



### Soccer Goal Safety <sup>9</sup>

The Superintendent or designee shall implement the Movable Soccer Goal Safety Act in accordance with the guidance published by the Illinois Department of Public Health. Implementation of the Act shall be directed toward improving the safety of movable soccer goals by requiring that they be properly anchored.

### Unsafe School Choice Option <sup>10</sup>

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

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

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

### Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property. <sup>11</sup>

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<sup>9</sup> Include this section **only** if the school district owns and controls a movable soccer goal (Movable Soccer Goal Safety Act, a/k/a *Zach's Law*, 430 ILCS 145/). The Act requires: (1) organizations that own and control a movable soccer goal to create a soccer goal safety and education policy that outlines how the organization will specifically address the safety issues associated with movable soccer goals, and (2) the Ill. Dept. of Public Health to provide technical assistance materials, which are available at: [www.idph.state.il.us/soccer\\_goal\\_safety/index.htm](http://www.idph.state.il.us/soccer_goal_safety/index.htm).

<sup>10</sup> This topic must be covered in board policy (105 ILCS 5/10-21.3a). See also 20 U.S.C. §7912. ISBE maintains a list of persistently dangerous schools. Districts having only one school may substitute the following for this paragraph:

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

Districts with each grade in only one attendance center may substitute the following for this paragraph:

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

<sup>11</sup> When a school is closed or its starting time is delayed due to adverse weather conditions or a health or safety threat, the district may count a partial day of attendance as a full day for State aid purposes, provided: (1) at least one hour of instruction was provided or the normal start time was delayed, and (2) the superintendent provides the Regional Superintendent or the Suburban Cook County Intermediate Service Center, whichever is appropriate, with a written report in support of the partial day within 30 days (105 ILCS 5/18-12). P.A. 96-893 abolished the Regional Office of Education for Suburban Cook County and transferred its duties and powers to the Intermediate Service Center for the area.

105 ILCS 5/18-12.5 governs claiming state aid if a district closes one or more schools, but not all schools, during the public health emergency, as determined by ISBE in consultation with the Ill. Dept. of Public Health.

## Annual Review 12

The ~~School~~ Board or its designee will annually review each school building's safety and security plans, protocols, and procedures, as well as each building's compliance with the school safety drill plan.

LEGAL REF.: 105 ILCS 5/10-20.2, 5/~~10-20.56~~, 5/18-12, 5/18-12.5, and 128/.  
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.

CROSS REF.: 4:110 (Transportation), 4:175 (Convicted Child Sex Offender; Criminal Background Check and/or Screen; Notifications), 4:180 (Pandemic Preparedness), 5:30 (Hiring Process and Criteria), 8:30 (Visitors to and Conduct on School Property), 8:100 (Relations with Other Organizations and Agencies)

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12 State law requires each school board or its designee to conduct one annual meeting at which it reviews each building's emergency and crisis response plan, protocols, and procedures and each building's compliance with the school safety drill plan (105 ILCS 128/25 and 128/30.) If the school board uses a designee, it should preferably be someone other than the District Safety Coordinator to assure an unbiased audit. The statutes contain detailed requirements. The board or its designee must complete a one-page report certifying that the review took place, among other things. The board or its designee must send a copy of the report to each participating party and the appropriate Regional Superintendent. ISBE's website contains an annual review checklist and report at [www.isbe.net/safety/guide.htm](http://www.isbe.net/safety/guide.htm).



## General Personnel

### Abused and Neglected Child Reporting <sup>1</sup>

Any District employee who suspects or receives knowledge that a student may be an abused or neglected child or, for a student aged 18 through 21, an abused or neglected individual with a disability <sup>2</sup>, shall: (1) immediately report or cause a report to be made to the Illinois Department of Children and Family Services (DCFS) on its Child Abuse Hotline 800/25-ABUSE or 217/524-2606, and (2) follow directions given by DCFS concerning filing a written report within 48 hours with the nearest DCFS field office. <sup>3</sup> The employee shall also promptly notify the Superintendent or Building Principal that a report has been made. <sup>4</sup> The Superintendent or Building Principal shall immediately

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<sup>1</sup> State or federal law controls this policy's content. The Abused and Neglected Child Reporting Act (ANCRA) requires school personnel to make an immediate report or cause a report to be made to DCFS; it states that they "may also notify the person in charge of [the] school," (325 ILCS 5/4). If the report involves a *disabled adult student*, employees should expect DCFS to instruct them to call the Ill. Dept. of Human Services Office (DHS) office of the Inspector General's statewide 24 hour toll-free telephone number at 1-800-843-6154 (325 ILCS 5/4.4a and 20 ILCS 1305/1-17(b)). Reports involving a disabled adult student may be made directly to DHS; however, for simplicity, and to preserve a superintendent's duty to disclose certain reports involving an employee or former district employee (see discussion in f/n 10 below) and the immunity for such disclosures, the sample policy directs the initial phone call involving a disabled adult student to DCFS.

Abuse and neglect are defined in 325 ILCS 5/3 and, for disabled adult students in 20 ILCS 1305/1-17(b) and 20 ILCS 2435/15. Abuse may be generally understood as any physical or mental injury or sexual abuse inflicted on a child or disabled adult student other than by accidental means or creation of a risk of such injury or abuse by a person who is responsible for the child's or disabled adult student's welfare. Neglect may be generally understood as abandoning a child or disabled adult student or failing to provide the proper support, education, medical, or remedial care required by law by one who is responsible for the child's or disabled adult student's welfare.

Any person required by law to report abuse and neglect who willfully fails to report is guilty of a Class A misdemeanor. A teaching certificate may be suspended for willful failure to report suspected child abuse or neglect as required by law (105 ILCS 5/21B-75 and 20 ILCS 1305/1-17(k)(1)).

District employees who make a report in good faith receive immunity, except in cases of willful or wanton misconduct. See 325 ILCS 5/4 and 9. Further, for the purpose of any proceedings, civil or criminal, good faith of the person making the report is presumed. *Id.*

<sup>2</sup> State child and disabled adult protection laws define the same class of individuals differently, but with the same goal: to protect a disabled adult student, not living in a DCFS licensed facility, who is still finishing school with an Individual Education Plan (IEP). The Ill. Dept. of Human Services Act, 20 ILCS 1305/1-17(b) defines "adult student with a disability" as an adult student, age 18 through 21, inclusive (through the day before the student's 22<sup>nd</sup> birthday), with an IEP other than a resident of a facility licensed by DCFS. This statutory definition is the basis for this sample policy's language. For purposes of the discussions in f/ns 1 & 10, the term "adult student with a disability" is shortened to *disabled adult student*.

For elementary districts, delete the following phrase from the first sentence: "~~or, for a student aged 18 through 21, an abused or neglected individual with a disability,~~."

<sup>3</sup> 325 ILCS 5/7. For a board that wants to include what a DCFS report should contain, an optional sentence follows:

The report shall include, if known:

1. The name and address of the child, parent/guardian names, or other persons having custody;
2. The child's age;
3. The child's condition, including any evidence of previous injuries or disabilities; and
4. Any other information that the reporter believes may be helpful to DCFS for its investigation.

<sup>4</sup> The sample policy makes the report to the superintendent or building principal mandatory to keep the administration informed. The administration may not force the staff member to change or modify his or her report.



coordinate any necessary notifications to the student's parent(s)/guardian(s) with DCFS, the applicable school resource officer (SRO), and/or local law enforcement. <sup>5</sup>

Any District employee who discovers child pornography on electronic and information technology equipment shall immediately report it to local law enforcement, the National Center for Missing and Exploited Children's CyberTipline 800/843-5678, or online at [www.cybertipline.com](http://www.cybertipline.com). The Superintendent or Building Principal shall also be promptly notified of the discovery and that a report has been made. <sup>6</sup>

Any District employee who observes any act of hazing that does bodily harm to a student must report that act to the Building Principal, Superintendent, or designee who will investigate and take appropriate action. If the hazing results in death or great bodily harm, the employee must first make the report to law enforcement and then to the Superintendent or Building Principal. Hazing is defined as any intentional, knowing, or reckless act directed to or required of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any group, organization, club, or athletic team whose members are or include other students. <sup>7</sup>

Abused and Neglected Child Reporting Act (ANCRA), School Code, and Erin's Law Training

The Superintendent or designee shall provide staff development opportunities for District employees in the detection, reporting, and prevention of child abuse and neglect. <sup>8</sup>

All District employees shall:

1. Before beginning employment, sign the *Acknowledgement of Mandated Reporter Status* form provided by DCFS. The Superintendent or designee shall ensure that the signed forms are retained.

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<sup>5</sup> Optional. The sample policy makes coordination with DCFS, the SRO, and local law enforcement a step in the process of reporting, so the local agencies and school district are better able to prevent and manage the risks school officials and parents/guardians face when a DCFS report has been made, e.g., situations where parents/guardians, upon learning a DCFS report has been made involving their child(ren), commit an act of self-harm in response to the information.

<sup>6</sup> The Reporting Act requires an electronic and information technology equipment worker or the worker's employer to report a discovery of child pornography depicted on an item of electronic and information technology equipment (325 ILCS 5/4.5). Consult the board attorney to determine whether any district employees fit the definition of an *electronic and information technology worker*, i.e., are "persons who in the scope and course of their employment or business install, repair, or otherwise service electronic and information technology equipment for a fee."

The paragraph exceeds the newly added requirements by requiring *all* district employees to report a discovery of child pornography on electronic and information technology equipment. This furthers the National Center for Missing and Exploited Children's public policy goal of "empowering the public to take immediate and direct action to enforce a zero tolerance policy regarding child sexual exploitation."

Similar to school personnel who are mandated reporters, electronic and information technology equipment workers and their employers have broad immunities from criminal, civil, or administrative liabilities when they report a discovery of child pornography as required under 325 ILCS 5/4.5, except for willful or wanton misconduct (e.g. knowingly filing a false report). Failure to report a discovery of child pornography is a business offense subject to a fine of \$1001.

<sup>7</sup> 720 ILCS 5/12C-50.1(b), added by P.A. 98-393, creates a duty for *school officials* to report hazing. The term *school official* includes all school employees and volunteer coaches (*Id.*). The duty to report hazing is triggered only when the district employee was fulfilling his or her responsibilities as a school official and observed hazing which results in bodily harm (*Id.*). A report must be made to *supervising educational authorities*, which is not defined in the Act (*Id.*). Common sense, however, would require the individual witnessing hazing to report it to the building principal or superintendent. Failure to report hazing is a Class B misdemeanor. Failure to report hazing that resulted in death or great bodily harm is a Class A misdemeanor (*Id.*). 7:190-AP1, *Student Handbook - Hazing Prohibited*, uses the same definition of *hazing*; this definition is based on 720 ILCS 720 ILCS 5/12C-50.

<sup>8</sup> While it is unclear whether this is a duty or power, 105 ILCS 5/10-23.12 authorizes boards "[t]o provide staff development for local school site personnel who work with pupils in grades kindergarten through 8, in the detection, reporting and prevention of child abuse and neglect."

The drill during such training should be: "If in question, report."



2. Complete mandated reporter training as required by law within one year of initial employment and at least every 5 years after that date. <sup>9</sup>

The Superintendent will encourage all District educators to complete continuing professional development that addresses the traits and identifiers that may be evident in students who are victims of child sexual abuse, including recognizing and reporting child sexual abuse and providing appropriate follow-up and care for abused students as they return to the classroom setting. <sup>10</sup>

#### Special Superintendent Responsibilities

The Superintendent shall execute the requirements in Board policy 5:150, *Personnel Records*, whenever another school district requests a reference concerning an applicant who is or was a District employee and was the subject of a report made by a District employee to DCFS. <sup>11</sup>

The Superintendent shall notify the State Superintendent and the Regional Superintendent in writing when he or she has reasonable cause to believe that a **certificate license** holder was dismissed or resigned from the District as a result of an act that made a child an abused or neglected child. <sup>12</sup> The

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<sup>9</sup> The Abused and Neglected Child Reporting Act (ANCRA), 325 ILCS 5/4, amended by P.A. 98-408, also requires staff members, within one year of employment, to complete training from a provider or agency with expertise in recognizing and reporting child abuse. This training must be completed again at least every 5 years. This ANCRA training requirement addresses only new employees to a district. It is silent about how to manage individuals who were employed by a district before 7-1-2014.

To reduce liability and align with best practices, ANCRA training for existing district employees appears prudent; however, consult the board attorney about:

1. Whether mandating existing employees to participate in ANCRA training is an item on which collective bargaining may be required. Any policy that impacts upon wages hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.
2. How to comply with both the new ANCRA training requirements and whether compliance with them would also satisfy the School Code's more limited district-provided training requirement discussed in f/n 7 above.

<sup>10</sup> *Erin's Law Taskforce Final Report* ~~authorized by 105 ILCS 5/22-65, repealed upon submission of the (Report), available at: [www.isbe.state.il.us/reports/erins-law-final0512.pdf](http://www.isbe.state.il.us/reports/erins-law-final0512.pdf). 105 ILCS 5/22-65 was repealed by P.A. 99-30 upon submission of the Report.~~

<sup>11</sup> The Abused and Neglected Child Reporting Act (ANCRA), 325 ILCS 5/4, requires a superintendent, upon being requested for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DCFS. When a report involves a disabled adult student, DCFS must instruct mandated reporters making these reports to call the Ill. Dept. Human Services' Office of the Inspector General's statewide 24 hour toll-free telephone number: 1-800-368-1463 (325 ILCS 5/4.4a) to make a report under the Ill. Dept. of Human Services (DHS) Act (20 ILCS 1305/).

The DHS Act, 20 ILCS 1305/1-17, then requires a determination of whether a report involving a disabled adult student should be investigated under it or the Abuse of Adults with Disabilities Intervention Act, 20 ILCS 2435. Neither the DHS Act nor the Abuse of Adults with Disabilities Intervention Act outlines a duty for the superintendent, upon being requested for a reference concerning an employee or former employee, to disclose to the requesting school district the fact that a district employee has made a report involving the conduct of the applicant or caused a report to be made to DHS involving an adult student with a disability.

Given the public policy behind the recent amendments to 325 ILCS 5/4, a reasonable interpretation of the law is that the superintendent's duty to disclose now involves DHS reports concerning adult students with disabilities. However, with no mechanism requiring DHS to report back to the superintendent a *non-substantiated report* (DHS version of a DCFS *unfounded* report), a superintendent's duty to disclose cannot end. Consult the board attorney about managing the duty to disclose reports that involve disabled adult students when DCFS redirects the reporter to DHS. For more information, see policy 5:150, *Personnel Records*.

<sup>12</sup> Alternative for districts in suburban Cook County: replace "Regional Superintendent" with "appropriate Intermediate Educational Service Center." P.A. 96-893 abolished the Regional Office of Education for Suburban Cook County and transferred its duties and powers to Intermediate Service Centers.



Superintendent must make the report within 30 days of the dismissal or resignation and mail a copy of the notification to the ~~certificate~~ license holder. <sup>13</sup>

#### Special School Board Member Responsibilities

Each individual Board member must, if an allegation is raised to the member during an open or closed Board meeting that a student is an abused child as defined in the Act, direct or cause the Board to direct the Superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse. <sup>14</sup> Should an allegation be shared with a Board member outside of a Board meeting, the member will direct the individual to contact the Superintendent and will follow-up with the Superintendent immediately.

LEGAL REF.: 105 ILCS 5/10-21.9.

20 ILCS 1305/1-1 et seq.

20 ILCS 2435/.

325 ILCS 5/.

720 ILCS 5/12C-50.1.

CROSS REF.: 2:20 (Powers and Duties of the School Board; Indemnification), 5:20 (Workplace Harassment Prohibited), 5:100 (Staff Development Program), 5:120 (Ethics and Conduct), 5:150 (Personnel Records), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:20 (Harassment of Students Prohibited), 7:150 (Agency and Police Interviews)

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<sup>13</sup> 105 ILCS 5/10-21.9(c-5) requires these notifications and provides superintendents immunity from any liability, whether civil or criminal or that otherwise might result by complying with the statute.

<sup>14</sup> 325 ILCS 5/4. This statute makes board members mandatory child abuse reporters "to the extent required in accordance with other provisions of this section expressly concerning the duty of school board members to report suspected child abuse." Thus, a board member's duty is "to direct the superintendent or other equivalent school administrator to comply with the Act's requirements concerning the reporting of child abuse" whenever an "allegation is raised to a school board member during the course of an open or closed school board meeting that a child who is enrolled in the school district of which he or she is a board member is an abused child." Of course, any board member with reason to doubt that a report was or will be made should directly contact DCFS.



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## General Personnel

### Staff Development Program <sup>1</sup>

The Superintendent or designee shall implement a staff development program. The goal of such program shall be to update and improve the skills and knowledge of staff members in order to achieve and maintain a high level of job performance and satisfaction. Additionally, the development program for **certificated licensed** staff members shall be designed to effectuate the District and School Improvement Plans so that student learning objectives meet or exceed goals established by the District and State.

The staff development program shall provide, at a minimum, at least once every 2 years, the in-service training of **certificated licensed** school personnel and administrators on current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children. <sup>2</sup>

The staff development program shall provide, at a minimum, once every 2 years, the in-service training of all District staff on educator ethics, teacher-student conduct, and school employee-student conduct. <sup>3 4 5</sup>

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<sup>1</sup> State law requires the subject matter in paragraph 2 to be covered by policy. State or federal law controls this policy's content. A school board may set and enforce professional growth requirements (105 ILCS 5/24-5). Failure to meet professional growth requirements is considered remediable. *Morris v. ISBE*, 555 N.E.2d 725 (Ill.App.3, 1990).

105 ILCS 5/2-3. **62. amended by P.A. 99-30 (repealing 105 ILCS 5.2-3.60-directs), requires ISBE to require establish a regional network of educational service centers to coordinate and combine existing services in a manner that districts-is practical and efficient for schools. Their purposes are to provide-a, among other things, continuing education-program-for teachers. This policy applies the rationale behind that requirement, in-service training, and staff development services to all staff. Note that determining the program's goals is board work local school districts in Illinois.**

<sup>2</sup> This paraphrases 105 ILCS 5/10-20.36. The topic covered in this paragraph must be in a board policy (Id.). A school medical staff, an individualized educational program team, or a professional worker (as defined in Section 14-1.10) may recommend that a student be evaluated by an appropriate medical practitioner. School personnel may consult with the practitioner, with the consent of the student's parent/guardian.

<sup>3</sup> 105 ILCS 5/10-22.39(f) requires boards to conduct this in-service. While the language of this paragraph is not required to be in board policy, including it provides a way for boards to monitor that it is being done. Including this language provides an opportunity for each board and the superintendent to examine all current policies, collective bargaining agreements, and administrative procedures on this subject. Each board may then want to have a conversation with the superintendent and direct him or her to develop a curriculum for the in-service that instructs all district staff to maintain boundaries and act appropriately, professionally, and ethically with students. See also 5:120, *Ethics and Conduct*, and ¶n 8 in 4:110, *Transportation*. These expectations will be most effective when they reflect local conditions and circumstances. Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. A district would commit an unfair labor practice by implementing new employee conduct rules without first offering to negotiate them with the applicable exclusive bargaining representative.

<sup>4</sup> Insert the following option if a board wants to list in-services and/or required trainings that the School Code requires, but are not required to be specified in board policy (105 ILCS 5/10-22.39 and 110/3.10(b)(2). If the board does not choose this option, delete 325 ILCS 5/4 from the Legal References. The only non-School Code training requirement listed is from the Abused and Neglected Child Reporting Act.

In addition, the staff development program shall include each of the following:

1. At least, once every 2 years, training of all District staff by a person with expertise on anaphylactic reactions and management.
2. At least every 2 years, an in-service to train school personnel, at a minimum, to understand, provide information and referrals, and address issues pertaining to youth who are parents, expectant parents, or victims of domestic or sexual violence.



3. Training that, at a minimum, provides District staff with a basic knowledge of matters relating to acquired immunodeficiency syndrome (AIDS) and the availability of appropriate sources of counseling and referral.
4. Training for school personnel who work with students in grades 7 through 12 to identify the warning signs of mental illness and suicidal behavior in adolescents and teens along with appropriate intervention and referral techniques.
5. Abused and Neglected Child Reporting Act (ANCRA), School Code, and *Erin's Law* Training as follows:
  - a. Staff development for local school site personnel who work with students in grades kindergarten through 8, in the detection, reporting, and prevention of child abuse and neglect (see policy 5:90, *Abused and Neglected Child Reporting*).
  - b. Within one year of employment, each staff member must complete mandated reporter training from a provider or agency with expertise in recognizing and reporting child abuse. Mandated reporter training must be completed again at least every 5 years (see policy 5:90, *Abused and Neglected Child Reporting*).
  - c. Informing educators about the recommendation in the *Erin's Law* Taskforce Report requesting them to attend continuing professional development programs that address the prevention and identification of child sexual abuse (see policy 5:90, *Abused and Neglected Child Reporting*).
6. Education for staff instructing students in grades 7 through 12, concerning teen dating violence as recommended by the District's Nondiscrimination Coordinator, Building Principal, Assistant Building Principal, Dean of Students or Complaint Manager.
7. Ongoing professional development for teachers, administrators, school resource officers, and staff regarding the adverse consequences of school exclusion and justice-system involvement, effective classroom management strategies, culturally responsive discipline, and developmentally appropriate disciplinary methods that promote positive and healthy school climates.
8. Annual continuing education and/or training opportunities (professional standards) for school nutrition program directors, managers, and staff. Each school food authority's director shall document compliance with this requirement by the end of each school year and maintain documentation for a three year period.
9. All high school coaching personnel, including the head and assistant coaches, and athletic directors must obtain online concussion certification by completing online concussion awareness training in accordance with 105 ILCS 25/1.15. Coaching personnel and athletic directors hired before 8-18-2014 must be certified by 8-19-2015; if hired on or after 8-19-2014, they must be certified before their position's start date.
10. The following individuals must complete concussion training as specified in the Youth Sports Concussion Safety Act: coaches and assistant coaches (whether volunteer or employee) of an interscholastic athletic activity; nurses serving on the Concussion Oversight Team; athletic trainers; game officials of an interscholastic athletic activity; and physicians serving on the Concussion Oversight Team. Individuals covered by this training mandate must initially complete the training by 9-1-2016.

Alternative to paragraph number 2:

2. At least every 2 years, an in-service to train school personnel who work with students on how to: (a) communicate with and listen to youth victims of domestic or sexual violence and expectant and parenting youth, (b) connect youth victims of domestic or sexual violence and expectant and parenting youth to appropriate in-school services and other agencies, programs and services as needed, and (c) implement the School District's policies, procedures, and protocols with regard to such youth, including confidentiality. The in-service shall be conducted by persons with expertise in domestic and sexual violence and the needs of expectant and parenting youth.

Citations for this option follow:

1. 105 ILCS 5/10-22.39(e).
2. 105 ILCS 10-22.39(d).
3. 105 ILCS 5/10-22.39(c).
4. 105 ILCS 5/10-22.39(b), amended by P.A. 98-471, eff. 1-1-14.
5. 105 ILCS 5/10-23.12; 325 ILCS 5/4, amended by P.A. 98-408; and *Erin's Law Taskforce Final Report*, authorized by 105 ILCS 5/22-65, and repealed upon by P.A. 99-30 because of submission of the Report at: [www.isbe.state.il.us/reports/erins-law-final0512.pdf](http://www.isbe.state.il.us/reports/erins-law-final0512.pdf) and see also <http://www.erinslawillinois.org/> for more resources based upon the report.
6. 105 ILCS 110/3.10(b)(2).
7. 105 ILCS 5/10-22.6(c-5), amended by P.A. 99-456, eff. 9-15-16. School board members are also included.



The Superintendent shall develop protocols for administering youth suicide awareness and prevention education to staff consistent with Board policy 7:290, *Suicide and Depression Awareness and Prevention*, 6

6-8. 7 C.F.R. Part 210. Section 210.2 defines school nutrition program directors, managers and staff. 7 C.F.R. §§210.15(b)(8) (recordkeeping requirements) and 210.30(a), (c), (d), and (e) (professional standards requirements), and 210.30(g)(requiring school food authority director to keep records). Food service funds may be used for reasonable, allocable, and necessary training costs (7 C.F.R. §210.30(g)). The U.S. Dept. of Agriculture (USDA) has established implementation resources that contain training opportunities and resources covering the four core training areas: nutrition, operations, administration, and communications/marketing. They are available at: <http://professionalstandards.nal.usda.gov>.

7-9. 105 ILCS 25/1.15.

8-10. 105 ILCS 5/22-80(h), added by P.A. 99-245, and possibly amended by SB219 (if approved by the House and signed by the Governor, SB219 will extend the effective date to the 2016-2017 school year).

Putting this optional list into the policy will help the board monitor that the required in-service and training topics are being covered. While it is possible to *pick and choose*, this practice is likely to add more confusion to an already confusing responsibility. Unless noted, the School Code does not mandate the frequency with which the training must occur. Several other trainings that are mentioned in laws other than the School Code are addressed in other policies. Many of those policies are listed in the cross-references to this policy, e.g., training requirements under the Care of Students with Diabetes Act (105 ILCS 145/).

5 Different from the in-service training that school districts must provide to their staff, 105 ILCS 5/3-11 contains requirements that the regional superintendents must include during teachers institutes. Instruction on prevalent student chronic health conditions should have begun during school year 2009-2010. Educator ethics and teacher-student conduct training is also required (see also f/n 3 above discussing the board's requirement in Section 10-22.39).

For districts that have a practice of providing instruction in life-saving techniques and first-aid in their staff development programs, insert the following optional paragraph that restates 105 ILCS 5/3-11, 105 ILCS 110/3, and 77 Ill.Admin.Code §527.800:

An opportunity shall be provided for all staff members to acquire, develop, and maintain the knowledge and skills necessary to properly administer life-saving techniques and first aid, including the Heimlich maneuver, cardiopulmonary resuscitation, and the use of an automated external defibrillator, in accordance with a nationally recognized certifying organization. Physical fitness facilities' staff must be trained in cardiopulmonary resuscitation and use of an automated external defibrillator.

Persons performing CPR are generally exempt from civil liability if they are trained in CPR (745 ILCS 49/10, ~~amended by P.A. 97-150~~); persons performing automated external defibrillation are generally exempt from civil liability if they were trained and acted according to the standards of the American Heart Association (745 ILCS 49/12).

The board may also want to address other staff development opportunities. While not required to be policy, 105 ILCS 5/27-23.10 requires a school board to collaborate with State and local law enforcement agencies on gang resistance education and training. It also states that ISBE may assist in the development of instructional materials and teacher training for gang resistance education and training, which may be helpful to include in the staff development program. Other mandated and recommended staff development opportunities that are not located in the School Code or ISBE rules are found in the Ill. Administrative Code or federal regulations. Many of them are cross referenced in this policy.

6 Required by 105 ILCS 5/2-3.163, amended by P.A. 99-443.

LEGAL REF.: 105 ILCS 5/2-3.6~~02~~, 5/10-22.6(c-5), 5/10-22.39, 5/22-80(h), 5/10-23.12, 5/24-5,  
and 25/1.15 and 110/3.  
325 ILCS 5/4, Abused and Neglected Child Reporting Act.  
745 ILCS 49/, Good Samaritan Act.  
7 C.F.R. Part 210.  
23 Ill.Admin.Code Part 525.

CROSS REF.: 3:40 (Superintendent), 3:50 (Administrative Personnel Other Than the  
Superintendent), 4:160 (Environmental Quality of Buildings and Grounds), 5:20  
(Workplace Harassment Prohibited), 5:90 (Abused and Neglected Child  
Reporting), 5:120 (Ethics and Conduct), 5:250 (Leaves of Absence), 6:15  
(School Accountability), 6:20 (School Year Calendar and Day), 6:160 (English  
~~Language~~ Learners), 7:20 (Harassment of Students Prohibited), 7:180  
(Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185  
(Teen Dating Violence Prohibited), 7:285 (Food Allergy Management Program),  
7:290 (Suicide and Depression Awareness and Prevention-~~Program~~), 7:305  
(Student Athlete Concussions and Head Injuries)

ADMIN PROC.: 4:160-AP (Environmental Quality of Buildings and Grounds), 4:170-AP6 (Plan  
for Responding to a Medical Emergency at an Indoor Physical Fitness Facility),  
5:100-AP (Staff Development Program), 5:150-AP (Personnel Records), 6:120-  
AP4 (Care of Students with Diabetes), 7:250-AP1 (Measures to Control the  
Spread of Head Lice at School)



## General Personnel

### Personal Technology and Social Media; Usage and Conduct <sup>1</sup>

#### Definitions

**Includes** - Means “includes without limitation” or “includes, but is not limited to.”

**Social media** - Media for social interaction, using highly accessible communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue. <sup>2</sup> This includes *Facebook*, *LinkedIn*, *MySpace*, *Twitter*, and *YouTube*. <sup>3</sup>

**Personal technology** - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. <sup>4</sup> This includes laptop computers (e.g., laptops, ultrabooks, and chromebooks), tablets (e.g., iPads®, Kindle®, Microsoft Surface®, and other Android® platform or Windows® devices), smartphones such as (e.g., iPhone®, BlackBerry®, Android®, iPhone®, platform phones, and Windows Phone®), and other devices (e.g., iPod®), such as, iPads® and iPads®. <sup>5</sup>

↓ wearable technology )

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<sup>1</sup> This policy is optional. Consult the board attorney because personal technology and social media involve an unprecedented area of the law. Public employees' First Amendment rights involve an unsettled area of the law. Personal technology and social media platforms change continually. Therefore, instead of prohibiting specific actions, this sample policy focuses on what will not change - maintaining appropriate behavior as outlined in 5:120, *Ethics and Conduct*, the Ill. Educators' Code of Ethics at 23 Ill.Admin.Code §22.20, and 105 ILCS 5/21B-75 by P.A. 97-607 (allows suspensions or revocations of certificates for *immorality* and *unprofessional conduct*, among other things). *Immoral* has been defined by one court to mean “shameless conduct showing moral indifference to the opinions of the good and respectable members of the community,” (see *Ahmad v. Board of Education of City of Chicago*, 847 N.E.2d 810, 819 (1<sup>st</sup> Dist. 2006)).

Consult the board attorney when a board wants to prohibit more specific actions and/or specific speech, e.g., *friending* students on Facebook or similar social media, *tweeting* or otherwise communicating with students on Twitter or similar social media sites, and text messaging or emailing students. See also the discussion in f/n 6 below.

This policy also contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right. When a policy's subject matter is superseded by a bargaining agreement, the board policy can state, “Please refer to the current [insert name of CBA].”

<sup>2</sup> Several definitions of social media exist, and a board may wish to use another definition or create its own with the board attorney. This sample policy's definition is very broad. It is adapted from a frequently cited Wikipedia definition at [en.wikipedia.org/wiki/Social\\_media](http://en.wikipedia.org/wiki/Social_media). Merriam-Webster's definition is at [www.merriam-webster.com/dictionary/social%20](http://www.merriam-webster.com/dictionary/social%20).

<sup>3</sup> Optional. A board may want to add other sites. As of October 2010, the publication *eBizMBA Inc.* lists the top 4 social networking sites as Facebook, Myspace, Twitter, and LinkedIn, respectively.

<sup>4</sup> *Personal technology* is not yet defined. It is the title of a weekly column in *The Wall Street Journal*. The column was created and is authored by Walt Mossberg, who frequently directs readers to his review of new technologies on a website titled *All Things Digital* at to [allthingsd.com/author/walt/](http://allthingsd.com/author/walt/). Many of the reviewed devices operate as described in this sample definition.

<sup>5</sup> Optional.



## Usage and Conduct

All District employees who use personal technology and social media shall: <sup>6</sup>

1. Adhere to the high standards for appropriate school relationships ~~is~~ **required by** policy 5:120, *Ethics and Conduct* at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policy 5:20, *Workplace Harassment Prohibited*; 5:120, *Ethics and Conduct*; 6:235, *Access to Electronic Networks*; 7:20, *Harassment of Students Prohibited*; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20.
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Comply with policy 5:130, *Responsibilities Concerning Internal Information*. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students and/or District employees without proper approval. For District employees, proper approval may include implied consent under the circumstances. <sup>7</sup>
5. Refrain from using the District's logos without permission and follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures. <sup>8</sup>
- INSERT A** 6. ~~Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation. <sup>9</sup>~~
- 8.7.** Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students' viewing of inappropriate Internet materials through the District employee's personal technology or social media. The Board expressly

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<sup>6</sup> The following list is optional and may contain items on which collective bargaining may be required (see f/n 1). To ensure that the listed expectations match local conditions, boards may want to initiate a conversation with the superintendent about these expectations. Expectations will be most effective when they reflect local conditions and circumstances. This conversation provides an additional opportunity for the board and superintendent to examine all current policies, collective bargaining agreements, and administrative procedures applicable to this subject (see f/n 2 of policy 5:120, *Ethics and Conduct*, for more discussion about how to initiate this conversation). Employee conduct issues may be subjects of mandatory collective bargaining, therefore consulting the board attorney should be a part of this process. After discussing these issues, the board may have further expectations and may choose to reflect those expectations here.

<sup>7</sup> Inherent dangers exist when district employees use personal technology and social media without understanding how the information is used within the chosen platform and what choices are available within the platform to control it. Some examples of laws that require the safekeeping of district and school records include: the Federal Educational Rights and Privacy Act, 20 U.S.C. §1232g and the Ill. School Student Records Act, 105 ILCS 10/ (both prohibit the unauthorized disclosure of student school records), 5 ILCS 140/7 (exempts personnel information and other items such as school security and response plans and maps from disclosure), 45 C.F.R. §164.502 (protects the employees' health information), and 820 ILCS 40/ (governs the release of an employee's disciplinary action). For district employees, implied consent may be sufficient in some circumstances, e.g., teachers taking pictures of each other at a birthday party in the teachers' lounge or at a social event off school grounds and later posting those pictures on Facebook.

<sup>8</sup> 17 U.S.C. §101 *et seq.*

<sup>9</sup> 105 ILCS 5/24-9; Fair Labor Standards Act, 29 U.S.C. §201 *et seq.* See also f/ns 1 and 6 above.



disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees' personal technology and social media. <sup>10</sup>

- 9.8. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy. <sup>11</sup>

The Superintendent shall: <sup>12</sup>

1. Inform District employees about this policy ~~during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Ethics and Conduct*.~~ *through the District handbook.*
2. Direct Building Principals to annually:
  - a. ~~Provide their building staff with a copy of this policy.~~
  - a. 8. Inform their building staff about the importance of maintaining high standards in their school relationships.
  - b. 8. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Build awareness of this policy with students, parents, and the community.

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<sup>10</sup> The Children's Internet Protection Act (CIPA), 47 U.S.C. §254, requires school districts to maintain a policy and provide Internet access that protects against access to websites containing material that is obscene, pornographic, or harmful to minors. See 6:235, *Access to Electronic Networks*. Because a district cannot subject its employees' usage of personal technology and social media to the same measures required under CIPA (i.e., content filters, blocking lists, or district monitoring of Internet website traffic for patterns of usage that could indicate inappropriate network usage), this statement seeks to balance the district's duty by shifting responsibility for inappropriate behavior to the individual employee.

<sup>11</sup> The Ill. Human Rights Act makes it a civil rights violation to fail to take remedial action, or to fail to take appropriate disciplinary action against any employee, when the district knows that the employee committed or engaged in sexual harassment of a student (775 ILCS 5/5A-102). Sexual harassment of a student is also prohibited by 7:20, *Harassment of Student Prohibited*, and of an employee by 5:20, *Workplace Harassment Prohibited*.

Whether to discipline an employee for his or her speech is always highly fact sensitive and should always occur after a consultation with the board attorney (see f/n's 1 and 6). The discipline will require careful balancing of the District's obligations to protect its students with employees' rights. Further, a board may not discipline its employees for discussing the terms and conditions of their employment with co-workers and others or otherwise interfere with their employees' efforts to work to improve the terms and conditions of their workplace (29 U.S.C. §151 *et seq.*).

<sup>12</sup> 105 ILCS 5/10-16.7. The school board directs, through policy, the superintendent in his or her charge of the district's administration. One logical method for a board to address the issue of district employees' use of personal technology and social media is to include its expectations during its in-service trainings required by 105 ILCS 5/10-22.39. Many experts in social media risk management advocate training employees about the expectations concerning social media usage. For boards that do not want to include this as a part of the in-service, delete the phrase "during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Ethics and Conduct*."

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



4. Ensure that no one for the District, or on its behalf, requests of an employee or applicant access in any manner to his or her social networking website or requests passwords to such sites. <sup>13</sup>
5. Periodically review this policy and any procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

LEGAL REF.: 105 ILCS 5/21B-75 and 5/21B-80.  
Ill. Human Rights Act, 775 ILCS 5/5A-102.  
Code of Ethics for Ill. Educators, 23 Ill.Admin.Code §22.20.  
Garcetti v. Ceballos, 547 U.S. 410 (2006).  
Pickering v. High School Dist. 205, 391 U.S. 563 (1968).  
Mayer v. Monroe County Community School Corp., 474 F.3d 477 (7th Cir. 2007).

CROSS REF.: 5:20 (Workplace Harassment Prohibited), 5:30 (Hiring Process and Criteria),  
5:120 (Ethics and Conduct), 5:130 (Responsibilities Concerning Internal  
Information), 5:150 (Personnel Records), 5:170 (Copyright), 5:200 (Terms and  
Conditions of Employment and Dismissal), 6:235 (Access to Electronic  
Networks), 7:20 (Harassment of Students Prohibited), 7:340 (Student Records)

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<sup>13</sup> Right to Privacy in the Workplace Act, 820 ILCS 55/10(b), added by P.A. 97-875 and amended by P.A. 98-501 (known as the Facebook Password Law). **The exception for professional accounts, added by P.A. 98-501, is unlikely to be available to school districts; see the explanation in a footnote in policy 5:30, Hiring Process and Criteria.** The statute specifically permits an employer to: (1) maintain workplace policies governing the use of the employer's electronic equipment, including policies regarding Internet use, social networking site use, and electronic mail use; and (2) monitor usage of the employer's electronic equipment and electronic mail. The statute also states that it does not prohibit an employer from obtaining information about an applicant or an employee that is in the public domain or that is otherwise obtained in compliance with the statute. Finally, the statute does not apply to other types of personal technology that employees may use to communicate with students or other individuals, such as personal email or text messages on a personal phone. Consult the board attorney about these issues.



A { 6. District provided technology is not to be used for social media at any time. Staff are refrained from using social media during their contractual day. Any duty-free use must occur during times and places that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operations.

7. Employees are not to conduct union business during contractual time. This includes the use of District email during contractual work hours.

## Instruction

### School Accountability <sup>1</sup>

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. <sup>2</sup> To fulfill that purpose, the Illinois State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards. <sup>3</sup>

The School Board gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

### Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State statute law and Illinois State Board of Education (ISBE) rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement. <sup>4</sup>
2. If applicable, implement a No Child Left Behind Act (NCLB) plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable. <sup>5</sup>
- ~~3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law.~~
3. Continuously assess the District's and each school's overall performance in terms of both academic success and equity. This includes, without limitation, a thorough analysis of

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

<sup>2</sup> 105 ILCS 5/27-1.

<sup>3</sup> 23 Ill.Admin.Code §1, Appendix D.

<sup>4</sup> 105 ILCS 5/2-3.25 - 2-3.25b; 23 Ill.Admin.Code §§1.10(a) and 1.20.

<sup>5</sup> Omit this item if the district does not receive Title I funds. Title I is part of the Elementary and Secondary Education Act (20 U.S.C. §6301 et seq.). It was amended by No Child Left Behind (NCLB) which was signed on 1-8-02 and officially expired on 9-30-07. While NCLB remains in effect due to a continuing resolution, state education offices (like ISBE) routinely receive waivers while Congress considers ways to re-write NCLB to provide greater flexibility to states.

20 U.S.C. §6312 contains the required components of a NCLB plan. ISBE's *Grant and Programs* division administers the NCLB Consolidated Application. See [www.isbe.net/grants/html/grants\\_nclb.htm](http://www.isbe.net/grants/html/grants_nclb.htm).



ISBE's balanced accountability measure and each school's Multiple Measure Index and corresponding Annual Measurable Objective provided by ISBE. 6

4. If applicable, develop District and School Improvement Plans, present them for Board approval, ~~submit them to the State Superintendent for verification,~~ and supervise their implementation. ~~If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation.~~ 7
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law. 8
6. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers. 9

School Choice ~~for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring~~ and Supplemental Education Services (SES) 10

~~This section of the policy is effective only if the choice requirements in federal law are applicable to Illinois. When effective, this section applies to only those students enrolled in a school identified by the Board for school improvement, corrective action, or restructuring as defined by federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with~~

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6 105 ILCS 5/2-3.25a and 5/2-3.25d, amended by P.A. 99-193; 5/2-3.64a-5, added by P.A. 98-972, P.A. 99-193 significantly revised the system of standards for school districts and schools. ISBE must establish recognition standards for student performance and school improvement for all districts and their individual schools. The recognition standard must be an outcome-based, balanced accountability measure. Subject to funding, the balanced accountability measure must focus on student performance and, beginning in the 2016-17 school year for some districts and for all districts by the 2021-22 school year, professional practice. The student performance component must focus on student outcomes and closing the achievement gaps using a Multiple Measure Index and Annual Measurable Objectives. ISBE must establish a Multiple Measure Index and Annual Measurable Objectives for each school that address the school's overall performance in terms of both academic success and equity (105 ILCS 5/2-3.25d(a), amended by P.A. 99-193). A process for assistance, remediation, and intervention exists for low-performing districts known as priority and focus districts, as those terms are defined by 105 ILCS 5/2-3.25d-5, added by P.A. 99-193 (105 ILCS 5/2-3.25e-5 and 5/2-3.25f, amended by P.A. 99-193).

7 State requirements for district and school improvement plans as well as restructuring plans are in 105 ILCS 5/2-3.25d and 5/2-3.63; and 23 Ill.Admin.Code §1-85. The requirements around district and school improvement plans are unknown until ISBE revises its rules following P.A. 99-193. This Public Act deleted the requirements concerning improvement plans as well as the sanctions for failing to make adequate yearly progress (105 ILCS 5/2-3.25d, amended by P.A. 99-193). 105 ILCS 5/2-3.25f continues to state that schools or districts "that fail to make reasonable efforts to implement an approved Improvement Plan may suffer loss of State funds by school district, attendance center, or program as the State Board of Education deems appropriate."

When the federal choice law is effective, school districts must reconcile it with the State law limiting transfers (105 ILCS 5/10-21.3a). Sample policy 7:30, School Assignment and Intra-District Transfer, implements this law.

8 105 ILCS 5/10-17a, amended by P.A. 99-193. Districts must present the report card at a regular board meeting, post it on the district's website, make it available to newspapers of general circulation in the district, notify parents/guardians of its availability on the district's website, provide it to parents/guardians on request, submit it to the regional superintendent, and otherwise disseminate it as required by State law.

9 Required by 105 ILCS 5/2-3.153. The State Superintendent must publicly report on selected indicators of learning conditions resulting from the administration of the instrument at the individual school, district, and State levels.

10 The provisions in this section are required by §1116 of No Child Left Behind (20 U.S.C. §6316; 34 C.F.R. §200.44). Districts that do not receive Title I funds should omit this section. ISBE received a waiver for school year 2015; ISBE's website says that "there will be no choice requirement for the 2014-2015 school year and until further notice," and "no SES requirements beginning with the 2014-15 school year," (emphasis added) at [www.isbe.net/grants/html/choice.htm](http://www.isbe.net/grants/html/choice.htm).



~~other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.~~

~~When this section of the policy is effective, students from low income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring.~~

This section of the policy is effective only if the choice and/or supplemental educational services requirements in federal law are applicable to Illinois. When effective, school choice and supplemental education services will be offered to students as provided in Title I of the Elementary and Secondary Education Act.

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316.  
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.  
105 ILCS 5/2-3.25, 4, 5/2-3.25a, 5/2-3.25b, 5/2-3.25c, 5/2-3.25d, 5/2-3.25d-5, 5/2-3.25e-5, 5/2-3.25f, 5/2-3.25f-5, 5/2-3.63, 5/2-3.64a-5, 5/10-21.3a, and 5/27-1.  
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

CROSS REF.: 6:170 (Title I Programs), 6:340 (Student Testing and Assessment Program), 7:10 (Equal Educational Opportunities)



## Instruction

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

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

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners. <sup>2</sup>
2. Appropriately identify students with limited English-speaking ability. <sup>3</sup>

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

<sup>1</sup> State or federal law controls this policy's content. The assessment and accountability provisions in NCLB and State law include limited English proficient students (20 U.S.C. §6312-6319 and 34 C.F.R. Part 200). NCLB also provides funding to support schools' efforts to help children who are English learners "develop high levels of academic attainment in English and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet," (20 U.S.C. §6801 et seq.). Reimbursement for programs is contingent on the submission and approval of a program plan and request for reimbursement in accordance with the requirements in 105 ILCS 5/14C-12 and 23 Ill.Admin.Code Part 228. This policy uses "English Learners" (EL) rather than "English Language Learners (ELL)" (ELL) rather than or "Limited English Proficient (LEP)." LEP and ELL are no longer terms used generally among educators and researchers in the field of English language acquisition (37 Ill. Reg. 16804). ISBE now uses the term *English learners*, which are synonymous with LEP and ELL. **A board may use either term in its policy P.A. 99-30 has also deleted language from "English language learner."**

For purposes of this policy, *English Language Learners* is synonymous with the State law definition of *English learners*, which means any student in preschool, kindergarten, or any of grades 1 through 12, whose home language background is a language other than English and whose proficiency in speaking, reading, writing, or understanding English is not yet sufficient to provide the student with (1) the ability to meet the State's proficiency level of achievement on State assessments, (2) the ability to successfully achieve in classrooms where the language of instruction is English, or (3) the opportunity to participate fully in the school setting. "Limited English proficient student" and "students with limited English proficiency," as used in Article 14C of the School Code, are now *English learners* (105 ILCS 5/14C-2, amended by P.A. 99-30 and 23 Ill.Admin.Code §228.10).

**The Office for Civil Rights (OCR) at the U.S. Dept. of Education (ED) and the Civil Rights Division at the U.S. Department of Justice (DOJ) have issued joint guidance to assist school districts and all public schools in meeting their legal obligations to ensure that English learners can participate meaningfully and equally in educational programs and services. The guidance is available at: [www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf). In support of this guidance, the Office of English Language Acquisition released an *English Learner (EL) Tool Kit* to assist school districts in providing EL students with the support necessary to achieve their full academic potential. The *Tool Kit* is available at: [www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html](http://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/index.html).**

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

<sup>3</sup> **23 Ill.Admin.Code §228.15.** Districts must administer a home language survey to each student entering the district's schools for the first time **for within 30 days after the student's enrollment. The survey's purpose of identifying is to identify** students of non-English background **(23 Ill.Admin.Code §228.15).** ISBE's website contains useful information about communicating with parents/guardians, including sample Home Language Surveys and program letters in many languages ([www.isbe.net/bilingual/htmls/the\\_tpi.htm](http://www.isbe.net/bilingual/htmls/the_tpi.htm)).

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



3. Comply with State law regarding the Transitional Bilingual Educational Program (TBE) or Transitional Program of Instruction (TPI), whichever is applicable. <sup>4</sup>
4. Comply with any applicable State and federal requirements for the receipt of grant money for English **Language** Learners and programs to serve them. <sup>5</sup>
5. Determine the appropriate instructional program and environment for English **Language** Learners. <sup>6</sup>
6. Annually assess the English proficiency of English **Language** Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment. <sup>7</sup>
7. Include English **Language** Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics. <sup>8</sup>
8. Provide information to the parents/guardians of English **Language** Learners about: (a) the reasons for their child's identification, (b) their child's level of English proficiency, (c) the method of instruction to be used, (d) how the program will meet their child's needs, (e) specific exit requirements of the program, (f) how the program will meet their child's individualized education program, if applicable, and (g) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged. <sup>9</sup>

#### Parent Involvement <sup>10</sup>

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

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

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

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<sup>4</sup> 105 ILCS 5/14C-3, amended by P.A. 99-30 and 23 Ill.Admin.Code §§228.25 and 228.30.

<sup>5</sup> 20 U.S.C. §§6312-6319 and 6801 et seq.; 34 C.F.R. Part 200; 105 ILCS 5/14C-1 et seq., amended by P.A. 99-30; and 23 Ill.Admin.Code Part 228.

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

<sup>7</sup> 23 Ill.Admin.Code §228.15(e 25(b)).

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

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

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



## Instruction

### Student Testing and Assessment Program <sup>1</sup>

The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers the State assessment system, known as the *Partnership for Assessment of Readiness for College and Careers* (PARCC), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment. <sup>2</sup>
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*. <sup>3</sup>
4. Utilizes professional testing practices. <sup>4</sup>

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. <sup>5</sup> Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues. <sup>6</sup>

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

<sup>1</sup> State and federal law control this policy's content. Until July 1, 2014, 105 ILCS 5/2-3.64 contained the State assessment program; it was repealed by P.A. 98-972.

105 ILCS 5/2-3.64a-5, added by P.A. 98-972, requires ISBE to "establish the academic standards that are to be applicable to students who are subject to State assessments." It contains the schedule for assessing students by calendar year and grade. ISBE selected the *Partnership for Assessment of Readiness for College and Careers* (PARCC) as the State assessment and accountability measure. For ISBE resource material, see [www.isbe.net/assessment](http://www.isbe.net/assessment). **In House Joint Resolution 54 (2015), members of the Ill. House and Senate encouraged school districts to not use results of the PARCC test for the 2014-2015 school year through the 2017-2018 school year "as a determining factor for making decisions about a student's educational opportunities, the evaluation of educators, and the allocation of resources based on educational achievement on this assessment."**

<sup>2</sup> 105 ILCS 5/2-3.64a-5(d), added by P.A. 98-972, ~~and P.A. 99-30 (deleted language from "English language learner")~~, contains the requirements for assessing students receiving special education services and students determined to be English ~~language~~ learners.

<sup>3</sup> Required by 105 ILCS 5/2-3.64a-5(e), added by P.A. 98-972.

<sup>4</sup> 105 ILCS 5/2-3.64a-5(e), added by P.A. 98-972, requires districts to provide State assessment results/scores to students' parents/guardians. The second part of this provision is optional and may be deleted, i.e. "~~and an evaluation of the student's progress.~~"

<sup>5</sup> 105 ILCS 5/2-3.107; 23 Ill.Admin.Code §1.30(a).

<sup>6</sup> Required by 105 ILCS 5/10-17a, amended by P.A. 98-648. School districts must annually, by October 31, submit to parents/guardians, district taxpayers, the Governor, the General Assembly, and ISBE a school report card assessing the performance of its schools and students. The school report card must describe student characteristics, curriculum information, student outcomes and progress, and school environment. The environment report must include indicators from the *school climate survey* approved under 105 ILCS 5/2-3.153, amended by P.A. 98-648 (requires ISBE, in addition to its default school climate survey, to identify 2 or 3 alternative school survey instruments from which districts may select).

<sup>7</sup> 105 ILCS 5/2-3.64a-5(e), added by P.A. 98-972, governs recording assessment results in school student records.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.  
105 ILCS 5/2-3.63a-5, 5/2-3.64, 5/10-17a, and 5/27-1.

CROSS REF.: 6:15 (School Accountability), 6:280 (Grading and Promotion), 7:340 (Student  
Records)



## Students

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

Age [Elementary or Unit Districts only]

District administered

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

#### Admission Procedure

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

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<sup>1</sup> State law requires some of the subject matter contained in this sample policy to be covered by policy and controls this policy's content. Boards must adopt a policy on school admissions (105 ILCS 5/10-21.2) and restricting a student from transferring from another school while under a suspension or expulsion from that school (105 ILCS 5/10-22.6). [A registration guidance document, updated annually, is available from the Ill. State Board of Education \(ISBE\) at: www.isbe.net/pdf/guidance\\_reg.pdf.](http://www.isbe.net/pdf/guidance_reg.pdf)

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

<sup>3</sup> Optional sentence.

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

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

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

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

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

Districts that implement this option should also consider implementing specific and objective criteria for early admissions and address such issues as who pays the costs for assessments, etc. Using this exception defeats the age requirement rules because it only relies upon a child's readiness, regardless of his or her age.



1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. A student will be enrolled without a birth certificate. <sup>7</sup> When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content. <sup>8</sup>
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students*. <sup>9</sup>

The individual enrolling a student shall be given the opportunity to voluntarily state whether the student has a parent or guardian who is a member of a branch of the U. S. Armed Forces and who is

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<sup>7</sup> Presenting a certified copy of a student's birth certificate is a missing children's law enforcement issue **that may not be used for denying enrollment**. See **Guidance Documents** subhead in 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*, for more information about enrollment and residency issues. Consult the board attorney if a student cannot produce a certified copy of his or her birth certificate and wishes to provide a passport, visa or other governmental documentation of identity. To balance the tension between the missing children's laws reporting requirements and *Plyler v. Doe*, many attorneys advise not to report a student's failure to produce a birth certificate; however always consult the board attorney for assistance based upon the specific facts of the enrollment situation (see f/n 8 below).

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

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

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

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



either deployed to active duty or expects to be deployed to active duty during the school year. <sup>10</sup> Students who are children of active duty military personnel transferring will be allowed to enter: (a) the same grade level in which they studied at the school from which they transferred, if the transfer occurs during the District's school year, or (b) the grade level following the last grade completed. <sup>11</sup>

### Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. <sup>12</sup> Board policy 6:140, *Education of Homeless Children*, and its implementing administrative procedure, govern the enrollment of homeless children.

### Student Transfers To and From Non-District Schools <sup>13</sup>

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent or designee. A student seeking to transfer into the District must serve the entire

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<sup>10</sup> While This paragraph is optional; in the policy; it states a requirement in reflects the requirements of State and federal law. P.A. 99-30 repealed the Military Compact Act at 105 ILCS 5/22-65 because of the Educational Opportunity for Military Children Act. Each school district must report this enrollment information as aggregate data to ISBE (Id.); this exact language is not contained in the recoded Educational Opportunity for Military Children Act, 105 ILCS 70/.

<sup>11</sup> Optional sentence. The Educational Opportunity for Military Children Act, 105 ILCS 70/33, added by P.A. 98-673, further details enrollment and entrance requirements for children of active military personnel. After enrollment, the law allows a district to perform evaluations to ensure appropriate placement of the student. Course, program, graduation, extracurricular(s), and other placement options for this student population are further discussed in 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

<sup>12</sup> Required by 105 ILCS 45/ and the McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq., amended by the No Child Left Behind Act. See §11432(g)(3)(C)(i).

<sup>13</sup> 105 ILCS 5/2-3.13a requires each transferor (original) school to keep documentation of transfers in the student's record. It also requires "notification [by the transferee (recipient) school] of the transfer on or before July 31 following the school year during which the student withdraws from the transferor school or school district or the student shall be counted in the calculation of the transferor school's or school district's annual student dropout rate." ISBE rule, 23 Ill.Admin.Code §375.75(e), is consistent with this requirement. The rule also requires the transferring school or district to maintain any documentation of the student's transfer, including records indicating the school or school district to which the student transferred, in that student's temporary record.

Out-of-state transfer students, including children of military personnel, may use unofficial transcripts for admission to a school until official transcripts are obtained from the student's last school district (105 ILCS 5/10-8.1 & 70/32, added by P.A. 98-673). See also 7:50-AP, *School Admissions and Student Transfers To and From Non-District Schools*.

A board has 2 basic options for students transferring into the district who are serving a suspension or expulsion. Under option one, it may comply with the minimum requirements of section 2-3.13a by refusing to allow a student transferring from any public school to attend classes until the period of any suspension or expulsion has expired when the penalty was for: (1) knowingly possessing in a school building or on school grounds a weapon as defined in the Gun Free Schools Act, (2) knowingly possessing, selling, or delivering in a school building or on school grounds a controlled substance or cannabis, or (3) battering a staff member of the school. Under option two, a board may require a student who was suspended or expelled for any reason from any public or private school in this or any other state to complete the entire term of the suspension or expulsion before being admitted to the school district. The sample policy uses the second, more simple, more comprehensive alternative.

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

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



term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

Foreign Students [High School or Unit Districts only] 14

The District accepts foreign exchange students with a J-1 visa and who reside within the District as participants in an exchange program sponsored by organizations screened by administration. Exchange students on a J-1 visa are not required to pay tuition. 15

Privately sponsored exchange students on an F-1 visa may be enrolled if an adult resident of the District has temporary guardianship, and the student lives in the home of that guardian. Exchange students on an F-1 visa are required to pay tuition at the established District rate. 16 F-1 visa student admission is limited to high schools, and attendance may not exceed 12 months.

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

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

1. J-1 nonimmigrant visas for participants in educational and cultural exchange programs designated by the U.S. Department of State, Exchange Visitor Program, and Designation Staff. These students are enrolled provided they otherwise qualify for admission. For information about J-1 visas and the Exchange Visitor Program, see [j1visa.state.gov/programs](http://j1visa.state.gov/programs).
2. F-1 nonimmigrant student visa. F-1 visas are not issued for attendance at an elementary or middle school (K-8). Before obtaining an F-1 student visa, the individual must submit evidence that the school district has been reimbursed for the unsubsidized per capita cost of the education. These students are enrolled provided they otherwise qualify for admission. However, attendance at U.S. public high schools cannot exceed a total of 12 months.
3. B-2 visitor nonimmigrant visas. There is disagreement over whether these students must be enrolled tuition free. Their *visitor* visa is evidence of non-resident status. Call INS or the district's attorney for guidance.
4. The qualified school-age child of an alien who holds another type of visa (i.e., A, E, H, I, L, etc.), other than a visitor visa. These students are enrolled provided they otherwise qualify for admission. Likewise, dependents of foreign nationals on long-term visas are enrolled provided they otherwise qualify for admission.
5. No immigration documentation. *Plyler v. Doe*, 102 S.Ct. 2382 (1982). A school cannot deny admission based upon immigration (illegal) status alone. Note that singling out foreign-looking students for visa requests is probably illegal discrimination. Thus, undocumented aliens are enrolled, provided they otherwise qualify for admission.
6. Immigrant visa. These students are enrolled provided they otherwise qualify for admission.

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

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

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

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

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



Re-enrollment 17 [High School or Unit Districts only]

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

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

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

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17 105 ILCS 5/26-2(b). The requirements in this section are provided in State law, that is: (1) it is mandatory that a district deny re-enrollment as provided in this section, (2) it is permissive whether to enroll the individual in a district graduation incentives program or alternative learning opportunities program (although depending on circumstances, a student below the age of 20 may be entitled to enroll in a graduation incentives program), (3) it is mandatory to provide due process before denying re-enrollment, (4) it is mandatory to offer the individual who is denied re-enrollment counseling and to direct that person to alternative educational programs, and (5) it is mandatory that this section not apply to students eligible for special education.

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



## Students

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

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

Students may, during the school day, during noninstructional time, voluntarily engage in individually or collectively initiated, non-disruptive prayer or religious-based meetings that, consistent with the Free Exercise and Establishment Clauses of the U.S. and Illinois Constitutions, are not sponsored, promoted, or endorsed in any manner by the school or any school employee. <sup>4</sup> Noninstructional time means time set aside by a school before actual classroom instruction begins or after actual classroom instruction ends. <sup>5</sup>

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

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

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

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

<sup>3</sup> Consult the board attorney to ensure the district's non-discrimination coordinator and complaint managers are trained to appropriately respond to allegations of discrimination based upon bullying and/or sexual violence under Title IX's sexual harassment umbrella. The U.S. Dept. of Education's guidance states that while acts of sexual violence are crimes, they may also be discrimination under Title IX. See *Dear Colleague Letter: Sexual Violence Background, Summary, and Fast Facts*, 111 LRP 23852 (OCR 04/04/11), at [www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html).

<sup>4</sup> This language is from 105 ILCS 20/5, amended by P.A. 99-410. The statute provides these examples of religious-based meetings: prayer groups, B I B L E (Basic Instruction Before Leaving Earth) clubs, and meet at the flagpole for prayer days. Districts with secondary schools should amend the Cross References by adding "7:330 (Student Use of Buildings - Equal Access)."

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

<sup>5</sup> Id.



## Students

### Student ~~Fund-Raising~~ Fundraising Activities <sup>1</sup>

~~Only the following organizations may solicit~~ No individual or organization is allowed to ask students to participate in fundraising activities while the students are on school grounds during school hours or during any school activity. ~~to engage in fund-raising activities~~ Exceptions are:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent's implementing procedures shall provide that:

Fund-raising The Superintendent or designee shall manage student fundraising activities in alignment with the following directives: <sup>2</sup>

1. Fundraising efforts shall not conflict with instructional activities or programs.
2. Fund-raising For any school that participates in the School Breakfast Program or the National School Lunch Program, fundraising activities involving the sale of food and beverage items to students during the school day while on the school campus must comply with the III. State Board of Education rules concerning the sale of competitive food and beverage items. <sup>3</sup>
- 2.3. Participation in fundraising efforts must be voluntary.
- 3.4. Student safety is must be paramount ~~and door-to-door solicitations are prohibited.~~ <sup>4</sup>
- 4.5. For school-sponsored student organizations, a school staff member must supervise the ~~fund-raising~~ fundraising activities and the student activity funds treasurer must safeguard the financial accounts.

↓  
(CSBO)  
+ / or  
designee

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<sup>1</sup> State law requires this subject matter be covered by policy. 105 ILCS 5/10-20.19(3) requires districts to have rules governing: (1) "conditions under which school classes, clubs, and associations may collect or acquire funds," and (2) "the safekeeping of such funds for the educational, recreational, or cultural purposes they are designed to serve."

<sup>2</sup> Except for #2, all numbered directives are optional and may be deleted or amended. These directives are intended to comply with 105 ILCS 5/10-20.19(3) by stating the conditions under which funds may be collected and by providing for their safekeeping.

<sup>3</sup> Selling popular food items to raise funds is restricted by federal and State rules. ISBE limits the sale of competitive food and beverages sold to students on the school campus of any school that participates in the School Breakfast Program or the National School Lunch Program (*participating schools*) (23 Ill.Admin.Code §305.15(a). *Competitive foods* are all food and beverages that are offered by any person, organization, or entity for sale to students on the school campus during the school day that are not reimbursed under programs authorized by federal law (7 C.F.R. §210.11(a)(2); 23 Ill. Admin. Code §305.5). Beginning in the 2015-16 school year, *participating schools* with grades 8 and below have zero *exempted fundraising days*, and *participating schools* with grades 9-12 may have no more than 9 *exempted fundraising days*. *Exempted fundraising day* means a school day on which foods and/or beverages not meeting the "general nutrition standards for competitive foods" may be sold to students on the school campus (7 C.F.R. §210.11 (b)(4); 23 Ill.Admin.Code §305.5). See 4:120, *Food Services*; 4:120-AP, *Food Services; Competitive Foods; Exemptions*.

<sup>4</sup> Two alternatives follow:

Alternative 1: 4. Student safety must be paramount and door-to-door solicitations are prohibited.

Alternative 2: 4. Student safety must be paramount and door-to-door solicitations are discouraged.



*all*  
5.6. The ~~fund-raising fundraising~~ efforts must be *aligned to* support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students *generally, raised for the org.*

*all*  
6.7. The funds shall be used to the maximum extent possible for the designated purpose. *general*

*directed toward the specific goals of that organization.*  
7.8. Any ~~fund-raising fundraising~~ efforts that solicit donor messages for incorporation into school property (e.g., tiles or bricks) or placement upon school property (e.g., posters or placards) must: 5

- a. Develop viewpoint neutral guidelines for the creation of messages;
- b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
- c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement *by the District* of any message's content *by the District.*"

LEGAL REF.: 105 ILCS 5/10-20.19(3).  
23 Ill.Admin.Code Part 305. School Food Service.

CROSS REF.: 4:90 (Activity Funds), 4:120 (Food Services), 8:80 (Gifts to the District), 8:90 (Parent Organizations and Booster Clubs)

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<sup>5</sup> The issue of soliciting or receiving donor messages is an unsettled area of the law that is frequently litigated because of its many complex legal and practical issues. The U.S. Constitution's Free Speech, Establishment, and Equal Protection Clauses may be triggered. As a general rule, school officials can avoid constitutional issues by reviewing donor messages according to uniform rules that do not discriminate on the basis of viewpoint. Requiring that donor messages go through a thorough review process prior to their permanent placement on any medium can avoid issues that may occur when messages are reviewed after placement and found to be unacceptable. For sample cases discussing the issue of a district's exclusion of donor messages on school property, see Fleming v. Jefferson County School District R-1, 298 F.3d 918 (10th Cir. 2002), *cert. denied* (school's restriction on the use of religious symbols on tiles that would become a part of the rebuilt school allowed because the messages were school-sponsored speech, and the restrictions had a reasonable relation to legitimate teaching concerns); DiLoreto v. Downey Unified School District Board of Education, 196 F.3d 958 (9th Cir. 1999), *cert. denied* (school district's refusal to post an advertisement featuring the text of the Ten Commandments on its baseball field upheld because the field was a nonpublic forum for a limited purpose); Gernetzke v. Kenosha Unified School District No. 1, 274 F.3d 464 (7th Cir. 2001), *cert. denied* (school district disallowed religious symbols on Bible Club's mural so it would not have to allow speech that would cause a disruption like white supremacists who wanted to display the swastika); and Kiesinger v. Mexico Academy and Central School, 427 F.Supp. 2d 182 (N.D.N.Y. 2006)(school district's removal of bricks inscribed with a donor's religious messages from a walkway in front of a school was viewpoint discrimination because the district allowed messages about God generally, but not a specific religious viewpoint on God).



## Community Relations

### Connection with the Community

#### Public Relations

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson ~~and~~. The Superintendent or designee shall plan and implement a District public relations program that will: 1

1. Develop community understanding of school operation.
2. Gather community attitudes and desires for the District.
3. Secure adequate financial support for a sound educational program.
4. <sup>Foster</sup> ~~Help the community feel a more direct responsibility for~~ the quality of education provided by their schools.
5. Earn the community's good will, respect, and confidence.
6. Promote a genuine spirit of cooperation between the school and the community.
7. Keep ~~the news media~~ <sup>provided with accurate information</sup> accurately informed.
8. Coordinate with the District Safety Coordinator to provide accurate and timely information to the appropriate individuals during an emergency.

The public relations program should include:

1. Regular news releases concerning District programs, policies, ~~and activities, that will be sent activities, and special event management for distribution by, for example, posting on the District website or sending~~ to the news media.
2. News conferences and interviews, as requested or needed. The Board President and Superintendent will coordinate their respective media relations efforts. ~~Individuals may speak for the District only with prior approval from the Superintendent.~~ 2

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<sup>1</sup> These objectives are examples only and should be customized for each district. The District Safety Coordinator is identified as the responsible person for compiling information and preparing communications covering an emergency or crisis (4:170-AP1, Comprehensive Safety and Crisis Plan). An alternative to the entire first subhead follows:

The Board President is the official spokesperson for the School Board. The Superintendent is the District's chief spokesperson. The Superintendent or designee shall plan and implement a District public relations program to keep the community informed and build support through open and authentic communications. The public relations program shall include, without limitation, media relations; internal communications; communications to the community; communications to students and parents/guardians; emergency communications in coordination with the District Safety Coordinator; the District website and social media channels; and other efforts to reach all audiences using suitable mediums.

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



3. Publications having a high quality of editorial content and effective format. All publications shall identify the District, school, department, or classroom and shall include the name of the Superintendent, the Building Principal, and/or the author and the publication date.
4. Other efforts that highlight the District's programs and activities. <sup>3</sup>

#### Community Engagement <sup>4</sup>

Community engagement is a process that the Board uses to actively involve diverse citizens in dialogue, deliberation, and collaborative thinking around common interests for the District's schools. <sup>5</sup>

The Board, in consultation with the Superintendent, determines the purpose(s) and objective(s) of any community engagement initiative. For each community engagement initiative, the Board will commit to the determined purpose(s) and objective(s), and provide information about the expected nature of the public's involvement; <sup>6</sup> the Superintendent or designee will identify the effective tools and tactics that will advance the Board's purpose(s) and objective(s). <sup>7</sup>

The Superintendent will: (1) at least annually, prepare a report of each community engagement initiative, and/or (2) prepare a final report of each community engagement initiative.

The Board will periodically: (1) review whether its community engagement initiatives are achieving the identified purpose(s) and objective(s), (2) consider what, if any, modifications would improve effectiveness, and (3) determine whether to continue individual initiatives.

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

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

<sup>4</sup> This section is optional. A board that includes this subhead should complete the work necessary to develop and implement a community engagement initiative. See *Connecting with the Community: The Purpose and Process of Community Engagement as Part of Effective School Board Governance*, (*Connecting with the Community*) available at [iasb.mys1cloud.com/communityengagement.pdf](http://iasb.mys1cloud.com/communityengagement.pdf). This publication and other materials about community engagement are listed at: [www.iasb.com/training/connecting.cfm](http://www.iasb.com/training/connecting.cfm).

The community engagement process differs from public relations (discussed in the **Public Relations** section, above) or public polling. Public relations push out information to the community. Public polling pulls information or opinions from the community. While most school districts understand how to push and pull information from their communities, the community engagement process is part of the two-way conversation for school boards that involves listening. Listening should not be limited only to the public comment period during board meetings. It is reaching out to the community and having conversations not only with parents but other community members, and then taking into consideration their thoughts and ideas as boards make their decisions. This method of listening must be purposeful for community engagement to work as intended.

<sup>5</sup> Optional. This sentence applies the definition of community engagement to a board and its school district. See *Connecting with the Community*, pg. 9, available at [iasb.mys1cloud.com/communityengagement.pdf](http://iasb.mys1cloud.com/communityengagement.pdf).

An alternative introductory sentence that repeats the definition of community engagement follows: "For purposes of this policy, community engagement is the process that school boards use to actively involve diverse citizens in dialogue, deliberation and collaborative thinking around common interests for their public schools."

<sup>6</sup> This action clarifies a board's reason(s) for engaging its community in an initiative and frames it to share with all participants in the process (*Connecting with the Community*, pg. 10).

<sup>7</sup> See *Connecting with the Community* at pg. 10 for examples of resources that a superintendent could use to implement the board's purpose and objectives.



## Community Relations

### Visitors to and Conduct on School Property 1

The following definitions apply to this policy:

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

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

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

Once cleared, while in the building

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

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

A provide drivers license or state identification for instant electronic background check.

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

1 State or federal law controls this policy's content. Boards may make and enforce reasonable rules of conduct and sportsmanship for school events and deny future admission to school events to violators for up to one year provided a notice and hearing are given (105 ILCS 5/24-24). This policy contains an item on which collective bargaining may be required. Any policy that impacts upon wages, hours, and terms and conditions of employment, is subject to collective bargaining upon request by the employee representative, even if the policy involves an inherent managerial right.

2 This paragraph is up to the local board's discretion. Many public school buildings were built before school security was the concern it is now. A first step in creating a secure environment is to manage access to school buildings. Along with limiting the entrances that may be used, school officials should post signs with instructions for visitors and a warning to trespassers. Signs may be as simple as "Visitors Must Report to Office" and "No Trespassing - Violators will be Prosecuted." Applicable criminal trespass laws include: 720 ILCS 5/21-1 (criminal damage to property); 5/21-1.2 (institutional vandalism); 5/21-3 (criminal trespass to real property); 5/21-5 (criminal trespass to State supported land); 5/21-5.5 (criminal trespass to a safe school zone); 5/21-9 (criminal trespass to a place of public amusement); 5/21-11 (distributing or delivering written or printed solicitation on school property). This sample policy identifies board members as visitors.

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

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

3 105 ILCS 5/14-8.02(g-5). See administrative procedure 6:120-AP2, *Access to Classrooms and Personnel*, and exhibit 6:120-AP2, E1, *Request to Access Classroom(s) or Personnel for Special Education Evaluation and/or Observation Purposes*.



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

1. Strike, injure, threaten, harass, or intimidate a staff member, a Board member, sports official or coach, or any other person. <sup>4</sup>
2. Behave in an unsportsmanlike manner, or use vulgar or obscene language.
3. Unless specifically permitted by State law, possess a weapon, any object that can reasonably be considered a weapon or looks like a weapon, or any dangerous device. <sup>5</sup>
4. Damage or threaten to damage another's property. <sup>6</sup>
5. Damage or deface school property. <sup>7</sup>
6. Violate any Illinois law, <sup>8</sup> or town or county ordinance.
7. Smoke or otherwise use tobacco products. <sup>9</sup>
8. ~~d~~Distribute, ~~C~~consume, use, possess, or be under the influence of an alcoholic beverage or illegal drug: be present when the person's alcohol or illegal drug consumption is detectable, regardless of when and/or where the use occurred. <sup>10</sup>
9. Use or possess medical cannabis. <sup>11</sup>

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

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

<sup>5</sup> With one exception, a license to carry a firearm does not permit an individual to carry a concealed firearm on or into any building, real property, and or parking area under the control of an elementary or secondary school, or any bus paid for in whole or part with public funds (430 ILCS 66/65(a), added by P.A. 98-630 ~~That exception is contained in and amended by P.A. 99-29.~~ The following optional provision adds that exception, which is a restatement of 430 ILCS 66/65(b), added by P.A. 98-630 and amended by P.A. 99-29, to the text in number 3:

; however, An individual licensed to carry a concealed firearm under the Illinois Firearm Concealed Carry Act is permitted to: (a) carry a concealed firearm within a vehicle into a parking area controlled by a school or the District and may store a firearm or ammunition concealed in a case within a locked vehicle or locked container out of plain view within the vehicle in the parking area, and/or (b) carry a concealed firearm in the immediate area surrounding his or her vehicle in a parking area controlled by a school or the District for the limited purpose of storing or retrieving a firearm within the vehicle's trunk.

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

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

<sup>7</sup> See e.g., 720 ILCS 5/21-1.01, 21-1.3.

<sup>8</sup> See e.g., 720 ILCS 5/11-9.3 (presence within school zone by child sex offenders prohibited), 5/11-14, 5/11-15, and 5/11-18; 720 ILCS 5/21-11 (soliciting students to commit illegal act).

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

<sup>10</sup> See e.g., 720 ILCS 570/407 (delivery of controlled substance on or within 1000 feet of a school). See also the discussion in fn 2 of policy 5:50, Drug- and Alcohol-Free Workplace: Tobacco Prohibition; this statement must be consistent with employee working conditions.

<sup>11</sup> To legally use medical cannabis, an individual must first become a *registered qualifying patient*. The use of cannabis by a *registered qualifying patient* is permitted only in accordance with the Compassionate Use of Medical Cannabis Pilot Program (Medical Cannabis Act) (410 ILCS 130/, added by P.A. 98-122 (eff. 1-1-14). There are many situations in which no one, even a *registered qualifying patient*, may possess or use cannabis, including (a) in a school bus, (b) on the grounds of any preschool or primary or secondary school, or (c) in close physical proximity to anyone under the age of 18 years of age (410 ILCS 130/30(a)(2), (3), & (4), added by P.A. 98-122 (eff. 1-1-14).



10. Impede, delay, disrupt, or otherwise interfere with any school activity or function (including using cellular phones in a disruptive manner). <sup>12</sup>
11. Enter upon any portion of school premises at any time for purposes other than those that are lawful and authorized by the Board.
12. Operate a motor vehicle: (a) in a risky manner, (b) in excess of 20 miles per hour, or (c) in violation of an authorized District employee's directive. <sup>13</sup>
13. Engage in any risky behavior, including roller-blading, roller-skating, or skateboarding. <sup>14</sup>
14. Violate other District policies or regulations, or a directive from an authorized security officer or District employee.
15. Engage in any conduct that interferes with, disrupts, or adversely affects the District or a School function.

#### Convicted Child Sex Offender <sup>15</sup>

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

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

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

#### Exclusive Bargaining Representative Agent <sup>16</sup>

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

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

<sup>12</sup> See e.g., 720 ILCS 5/21.2-1 *et seq.* (interference with a public institution of education).

<sup>13</sup> See e.g., 625 ILCS 5/11-605, **amended by P.A. 99-212, eff. 1/1/16, special speed limit and 625 ILCS 5/11-1414 (passing a stopped school bus on school property) zones**. 625 ILCS 5/12-610.1(e), prohibits wireless telephone use while operating a motor vehicle on a roadway in a school speed zone except for emergency purposes.

<sup>14</sup> The pivotal question in a negligence case is whether the defendant acted reasonably. A ban on roller-blading demonstrates that the district took reasonable steps to reduce the risk of injury.

<sup>15</sup> 720 ILCS 5/11-9.3. The statute assigns the child sex offender the "duty to remain under the direct supervision of a school official." In order to ensure this happens and to protect students, the sample policy requires the superintendent, or designee who is a certified employee, to supervise a child sex offender whenever the offender is in a child's vicinity. See also the Sex Offender Community Notification Law (730 ILCS 152/101 *et seq.*); Child Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105); policy 4:170, *Safety*; and administrative procedure 4:175-AP1, *Criminal Offender Notification Laws; Screening*.

<sup>16</sup> 105 ILCS 5/24-25. Omit this section if it is covered in a collective bargaining agreement.



### Enforcement

Any staff member may request identification from any person on school property; refusal to provide such information is a criminal act. <sup>17</sup> The Building Principal or designee shall seek the immediate removal of any person who refuses to provide requested identification.

Any person who engages in conduct prohibited by this policy may be ejected from school property. The person is also subject to being denied admission to school events or meetings for up to one calendar year. <sup>18</sup>

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

Before any person may be denied admission to school events or meetings as provided in this policy, the person has a right to a hearing before the Board. The Superintendent may refuse the person admission pending such hearing. The Superintendent or designee must provide the person with a hearing notice, delivered or sent by certified mail with return receipt requested, at least 10 days before the Board hearing date. The hearing notice must contain: <sup>19</sup>

1. The date, time, and place of the Board hearing;
2. A description of the prohibited conduct;
3. The proposed time period that admission to school events will be denied; and
4. Instructions on how to waive a hearing. <sup>20</sup>

LEGAL REF.: Nuding v. Cerro Gordo Community Unit School Dist., 730 N.E.2d 96 (Ill.App.4, 2000).  
Pro-Children Act of 1994, 20 U.S.C. §7181 et seq.  
105 ILCS 5/10-20.5b, 5/24-24, and 5/24-25.  
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.  
430 ILCS 66/, Firearm Concealed Carry Act.  
720 ILCS 5/11-9.3.

CROSS REF.: 4:170 (Safety), 5:50 (Drug- and Alcohol-Free Workplace; Tobacco Prohibition), 6:120 (Education of Children with Disabilities), 6:250 (Community Resource Persons and Volunteers), 7:190 (Student Discipline), 8:20 (Community Use of School Facilities)

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

<sup>17</sup> 105 ILCS 5/24-25.

<sup>18</sup> See Nuding v. Cerro Gordo Community Unit School Dist., 730 N.E.2d 96 (Ill.App.4, 2000)(board was authorized to ban parent from attending all school events and extracurricular activities by 105 ILCS 5/24-24; the ban was based on the parent's exposing a toy gun and a pocketknife at a board meeting); Jordan ex rel. Edwards v. O'Fallon Tp. High School Dist., 706 N.E.2d 137 (Ill.App.5, 1999)(105 ILCS 5/24-24 did not give a high school athlete the right, under the due process clause, to a notice and hearing before he could be suspended from participating in interscholastic athletics; the statute expands the schools' authority to ban people from attending school events for breaching conduct and sportsmanship code).

<sup>19</sup> Id. If a violator is a student, the hearing should be held in a closed meeting (5 ILCS 120/2). If, however, the violator is not a student, the hearing must be held in an open session.

<sup>20</sup> The hearing requirement is for the violator's benefit and, consequently, the violator should be able to waive it.



## Community Relations

### Gifts to the District <sup>1</sup>

The School Board ~~accepts~~ appreciates gifts from any education foundation, <sup>2</sup> ~~or~~ other ~~entity~~ entities, or individuals. All gifts must adhere to each of the following:

1. Be accepted by the Board or, individual, provided if less than \$500.00 in value, the Superintendent or designee, <sup>3</sup> Individuals should obtain a pre-acceptance commitment before identifying the District, any school, or school program or activity as a beneficiary in any fundraising attempt, including without limitation, any Internet fundraising attempt. <sup>4</sup>
2. Be given without a stated purpose or with a purpose deemed by the party with authority to accept the gift ~~can to be used in a manner~~ compatible with the Board's educational objectives and policies. ~~While the Board encourages unrestricted gifts, donations to fund specific projects are acceptable if the project is approved by the Board. The Superintendent~~
3. Be consistent with the District's mandate to provide equal educational and extracurricular opportunities to all students in the District as provided in Board policy 7:10, *Equal Educational Opportunities*. State and federal laws require the District to provide equal treatment for members of both sexes to educational programing, extracurricular activities, and athletics. This includes the distribution of athletic benefits and opportunities. <sup>5</sup>
4. Permit the District to maintain resource equity among it learning centers. <sup>6</sup>
5. Be viewpoint neutral. The Superintendent or designee shall ~~develop procedures manage a process for the~~ review and approval of donations ~~that involve incorporating~~ involving the incorporation of messages into or placing messages upon school property. <sup>7</sup>

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

<sup>1</sup> ~~State or federal law controls this policy's content. State and federal law control this policy's content. 105 ILCS 5/16-1 grants authority to school boards to accept and manage gifts. Specifying the criteria for gifts in the board policy provides important information to potential donors and promotes a common understanding, uniform treatment, and adherence to legal requirements. The statute provides that any gift to a school district or attendance center becomes the district property to be "held, managed, improved, invested or disposed of by such board in such manner as the board, in its discretion, sees fit..." According to this statute, when a donor expresses an intention that a gift be used for a certain purpose, the board must "promote and carry into effect" that intention until the "board determines in its discretion that it is no longer possible, practical or prudent to do so."~~

<sup>2</sup> An education foundation can be an effective tool for collecting and donating financial and non-financial resources to a school district. An education foundation is a separate entity from the school district. In order to be exempt from federal income taxes and allow donors to deduct their donations, it must be organized as a tax-exempt organization, such as, under Section 501(c)(3) of the Internal Revenue Code.

<sup>3</sup> ~~The board may remove or amend in any way the value of a gift that the superintendent or designee is permitted to accept.~~

<sup>4</sup> ~~Well-intentioned people can raise funds in a variety of ways, e.g., putting donation jars in retail establishments. 50/50 drawings, and websites designed for fundraising like GoFundMe. Addressing fundraising by individuals in policy allows the board to manage donations and minimize liability in a manner consistent with its policies and legal requirements.~~

<sup>5</sup> ~~20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106; 23 Ill.Admin.Code §200.40. See the April 2015 Title IX Resource Guide - U.S. Department of Education and the Office for Civil Rights at [www.ed.gov/ocr](http://www.ed.gov/ocr).~~

<sup>6</sup> ~~See 6:210, *Instructional Materials*.~~



6. Comply with all laws applicable to the District including, without limitation, the Americans with Disabilities Act, the Prevailing Wage Act, the Health/Life Safety Code for Public Schools, and all applicable procurement and bidding requirements.

The District will provide equal treatment to all individuals and entities seeking to donate money or a gift. Upon acceptance, all gifts receive become the School District's property. The acceptance of a gift is not an endorsement by the Board, District, or school of any product, service, activity, or program. The method of recognition is determined by the party accepting the gift. 8

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Education Amendments implemented by 34 C.F.R. Part 106.

105 ILCS 5/16-1.

23 Ill.Admin.Code §200.40.

CROSS REF.: 4:60 (Purchases and Contracts), 4:150 (Facility Management and Building Programs), 6:10 (Educational Philosophy and Objectives), 6:210 (Instructional Materials), 7:10 (Equal Educational Opportunities)

7-This The U.S. Constitution's Free Speech, Establishment, and Equal Protection Clauses may be triggered when a donation comes with a message. Contact the board attorney for assistance. The second sentence is optional. The issue of Soliciting or receiving donor messages is an unsettled area of the law that is frequently litigated because of it raises many complex legal and practical issues. The Constitution's Free Speech, Establishment, and Equal Protection Clauses may be triggered. As a general rule, school officials can avoid constitutional issues by reviewing donor messages according to uniform rules that do not discriminate against groups or individuals on the basis of their viewpoints. For more detailed explanations of viewpoint-neutrality and forum issues, see f/n 1 in policy 8:20, *Community Use of School Facilities* and f/n 1 in policy 8:25, *Advertising and Distributing Materials in Schools Provided by Non-School Related Entities*.

A publicized procedure for reviewing donor messages according to pre-established viewpoint-neutral guidelines may limit misunderstandings or disputes with donors or other members of the public. Each board may want to discuss with the superintendent what expectations exist based upon the scope and scale of the donor message project, so that the superintendent can manage the expectations in the procedure. Consult the board attorney to assist with this process. Lastly, posting disclaimers informing members of the public that the donor messages incorporated into school property or placed upon school property are the personal expressions of individual donors and not the district's may avoid Establishment Clause arguments. For a more detailed discussion of the issues pertaining to excluding donor messages on school property and implementing procedures to review donor messages, see f/n 3 in policy 7:325, *Student Fund-Raising Fundraising Activities*.

8 Examples of ways to recognize a gift include a letter of appreciation, mentioning the gift on the district or school website or publication, a shout-out at a public event, and a recognition plaque.



Consent Agenda

ACTION ITEM 16-02-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of February 22, 2016 which includes the Personnel Report; Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending January 31, 2016; Approval of Policies from PRESS Issue 88 and 89 and Policy 2:230; Approval of Intergovernmental Agreement for Shared Vision/O&M Services; and Destruction of Audio Closed Minutes (none).

The votes were cast as follows:

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

AYES:

NAYS:

PRESENT:

ABSENT:

1/26/16

Personnel Report  
February 22, 2016

Ellen Eskew	Employ as Special Needs Assistant at Washington School effective January 19, 2016 - \$9,641.55 (prorated 94 days).
Constantina Espinosa	Employ as Assistant at Franklin School effective February 18, 2016 - \$7,385.02 (prorated 72 days).
Olga Frometa-Stengel	Employ as Lunch Program Supervisor at Carpenter School effective February 22, 2016.
Stefanie Paris-Colon	Employ as 5.5 Hrs. 10-Month, Level III Office Associate/Secretary at Washington School effective January 29, 2016 - \$8,069.29 (prorated 86 days).
Owen Brautigam	Leave of Absence Extension Request, Medical – Night Custodian at Emerson School February 18, 2016 - April 1, 2016 (tentative).
Colleen Gilligan	Leave of Absence Extension Request, Parental – Literacy Teacher at Washington School effective August 15, 2016 – June 2, 2017 (tentative).
Angela Taggart	Revised Leave of Absence Request, Maternity – EL Teacher at Field and Emerson School effective April 25, 2016 – May 30, 2016 (tentative).
Dana Wessel	Resign as Instructional Resource Kindergarten Teacher at Franklin School effective June 2, 2016.

## APPROVAL OF BILLS AND PAYROLL

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

### Bills

10 - Education Fund -----	\$ 1,016,692.18
20 - Operations and Maintenance Fund -----	\$ 206,372.92
30 - Debt Services -----	\$ 17,877.55
40 - Transportation Fund -----	\$ 290,845.27
50- Retirement (IMRF/SS/MEDICARE)-----	\$ -
60 - Capital Projects -----	\$ 216,610.00
80 - Tort Immunity Fund -----	\$ 12,662.00
90 - Fire Prevention and Safety Fund -----	\$ -

Checks Numbered: 123971 - 124164

Total: \$ 1,761,059.92

### Payroll and Benefits for Month of January, 2016

10 - Education Fund -----	\$ 4,028,149.24
20 - Operations and Maintenance Fund -----	\$ 216,389.61
40 - Transportation Fund -----	\$ 4,618.56
50 - IMRF/FICA Fund -----	\$ 82,458.75
51 - SS/Medicare -----	\$ 91,705.78
80 - Tort Immunity Fund -----	\$ -

Checks Numbered: 12088 - 12154

Direct Deposit: 900088605 - 900090240

Total: \$ 4,423,321.94

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

<http://www.d64.org/business/financial-data-current.cfm>



To: Board of Education  
Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official

Date: February 22, 2016

Subject: Executive Summary – Financial Update for the Period Ending January 31, 2016

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Attached for your review:

- Fund Balance Report as of January 31, 2016
- Revenue Summary Report as of January 31, 2016
- Expenditure Summary Report as of January 31, 2016

Mrs. Wsol will be posting on your Board Wiki, in a location separate from the Board reports, the detailed monthly financial information and the monthly Investment Report from the treasurer. If you need the detail, go to the Wiki.

As always, if you have any questions, comments or concerns, please email Dr. Heinz and myself.

**Park Ridge - Niles School District 64**  
**Fund Balance Report for the Period Ending January 31, 2016**

Fund	Audited Fund Balance June 30, 2015	2015-16 FYTD Revenues	2015-16 FYTD Expenditures	Excess / (Deficiency) of Revenues Over Expenditures	Inter-Fund Transfers	Unaudited Fund Balance January 31, 2016
Education	\$26,063,112	\$28,717,033	\$28,419,806	\$297,227	\$0	\$26,360,339
Tort Immunity	1,072,144	307,861	745,586	-437,725	0	\$634,419
Operations & Maintenance	3,905,790	4,104,597	3,025,417	1,079,180	0	\$4,984,970
Transportation	2,504,449	663,955	1,130,231	-466,276	0	\$2,038,173
Retirement (IMRF)	700,650	1,131,884	919,579	212,305	-466,126	\$446,829
Retirement (Social Security)	0	62,756	269,981	-207,225	466,126	\$258,901
Working Cash	14,637,563	315,741	0	315,741	0	\$14,953,304
Total Operating Funds	\$48,883,708	\$35,303,827	\$34,510,600	\$793,227	\$0	\$49,676,935
Capital Projects	4,176,494	19,181	2,558,428	-2,539,247	0	\$1,637,247
Debt Service	3,743,954	1,605,316	3,003,048	-1,397,732	0	\$2,346,222
Total Non-Operating Funds	\$7,920,448	\$1,624,497	\$5,561,476	(\$3,936,979)	\$0	\$3,983,469
Total All Funds	\$56,804,156	\$36,928,324	\$40,072,076	(\$3,143,752)	\$0	\$53,660,404

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

<http://www.d64.org/business/financial-data-current.cfm>

Approval of Policies from PRESS Issue 88 and 89, August 2015 and Policy 2:230

<b>Policy</b>	<b>1<sup>st</sup> Reading</b>	<b>Approval</b>	<b>Issue</b>	<b>Title</b>	<b>Dist. Policy Comm. Change/ No Change</b>	<b>Board Policy Comm. Change/ No Change</b>
2:160	2/8/16	2/22/16	89	School Board – Board Attorney	N/C	C
2:260	2/8/16	2/22/16	89	School Board – Uniform Grievance Procedure	N/C	N/C
4:50	2/8/16	2/22/16	89	Operational Services – Payment Procedures	N/C	C *CSBO
5:40	2/8/16	2/22/16	88	General Personnel – Communicable Infectious Disease	C	N/C
5:120	2/8/16	2/22/16	88	General Personnel – Ethics and Conduct	C	C
5:170	2/8/16	2/22/16	89	General Personnel – Copyright	N/C	N/C
5:270	2/8/16	2/22/16	89	Educational Support Personnel – Employment At-Will, Compensation, and Assignment	N/C	C *unlicensed
6:140	2/8/16	2/22/16	89	Instruction – Education of Homeless Children	N/C	N/C
7:10	2/8/16	2/22/16	89	Students – Equal Educational Opportunities	N/C	N/C
7:40	2/8/16	2/22/16	89	Students – Nonpublic School Students, Including Parochial and Home-Schooled Students	C	C *should
7:90	2/8/16	2/22/16	89	Students – Release During School Hours	N/C	N/C
7:220	2/8/16	2/22/16	89	Students – Bus Conduct	N/C	N/C
7:310	2/8/16	2/22/16	89	Students – Restrictions on Publications	N/C	C
2:230	2/8/16	2/22/16		School Board – Public Participation at Board of Education Meetings and Petitions to the Board	C	N/C



## INTERGOVERNMENTAL AGREEMENT FOR SHARED VISION/O&M SERVICES

**THIS AGREEMENT** is made by and between the Boards of Education of Des Plaines Community Consolidated School District 62 (School District 62), Park Ridge-Niles Community Consolidated School District 64 (School District 64), and Maine Township High School District 207 (High School District 207). The parties will be collectively referred to herein as "School Districts" and/or "Boards of Education."

**WHEREAS**, the Illinois Constitution and statutes, including without limitation the *Intergovernmental Cooperation Act of the State of Illinois*, 5 ILCS 220/1 *et. seq.*, encourage and permit cooperation between units of local government;

**WHEREAS**, the Boards of Education desire to cooperate and combine their resources to serve students who require vision therapy and orientation and mobility (O&M) services; and

**WHEREAS**, the Boards of Education believe their special education programs and services will be most effectively operated through this shared services Agreement.

**NOW, THEREFORE**, in consideration of the mutual covenants and agreements hereafter set forth, it is agreed as follows:

1. **Term of Agreement.** This Agreement shall be effective during the 2016-2017 school year, excluding extended school year periods. The term of this Agreement may be renewed or extended by written agreement signed by the parties.
2. **Employment of Vision/O&M Therapists.** School District 62 agrees to employ qualified vision itinerants ("Therapists") (three FTE total) to meet the vision/O&M needs of students enrolled in School District 62, School District 64 and High School District 207. School District 62 will supervise and evaluate the Therapists as required by law. In addition to the provision of services, the Therapists will also be responsible for conducting evaluations and participating in IEP meetings and other school meetings. Services will be scheduled and provided to students on days/times mutually agreed by each School District. If a Therapist is not available at the scheduled time (*e.g.*, due to illness, etc.), the School Districts will mutually agree on make-up therapy dates, in the normal course.
3. **Fees.** School District 62 will bill School District 64 and High School District 207 for FTE (including salary and benefits) as determined by student caseloads, as follows:
  - a. School District 64: 0.3 FTE
  - b. High School District 207: 1.7 FTE
4. **Billing Procedures and Payment.** School District 62 shall send semi-annual invoices to School District 64 and High School District 207 for services rendered in accordance with the rate set forth in this Agreement. The first invoice will be issued approximating 80% of the anticipated annual cost. School District 62 shall be responsible for seeking reimbursement from any third party payers (such as the Illinois State Board of Education

or health insurance carriers) for services rendered by the Therapists. School District 64 and High School District 207 shall pay School District 62 all amounts due within thirty (30) days of receiving the invoices. School District 64 and High School District 207 will directly reimburse the Therapists for mileage incurred related to the provision of services to students in their respective districts on forms provided for this purpose.

5. **Qualification of Therapists.** Each Therapist who provides services under this Agreement shall meet all State requirements to provide such services in a public school setting, including but not limited to certification or licensure (if applicable), fitness for service/medical examination, criminal background check, and continuing education. Therapists providing orientation/mobility services shall hold a certificate for orientation and mobility from the Orientation and Mobility Division, Association for Education and Rehabilitation of the Blind and Visually Impaired.
6. **Duties of Therapists.** Each Therapist shall perform duties including, but not limited to, the following:
  - a. Provide services in accordance with students' Individual Education Programs (IEPs) under the direction and supervision of School District 62's Director of Special Education or his/her designee.
  - b. Observe, record, and report on students' progress, responses to treatment, and any changes in the students' conditions.
  - c. Participate with District personnel in staff and IEP meetings when invited regarding planning and implementing particular students' IEPs.
7. **Student Records.** Each Therapist shall maintain records and reports in accordance with the policies of School District 62, including progress reports and observations for the progress of students, and furnish such other documents as may be required by the Director of Special Education or his/her designee of the School District that the student in question is attending. All such records, including information and notes prepared or provided by the Therapists shall be the property of, and shall be maintained by, each individual School District for their own students. Therapists shall have access to those students' records and information to the extent necessary to appropriately provide services to said students. Therapists will abide by all confidentiality requirements of the Illinois School Student Records Act (ISSRA), the Family Education Rights and Privacy Act (FERPA), and all other applicable laws and regulations.
8. **Inventory.** Equipment and other inventory used by Therapists that is currently owned by the School Districts will be housed at and maintained by School District 62, unless otherwise agreed by the parties. Purchase of materials/supplies for specific students (as determined by the IEP team) will be purchased directly by the home district of the student. General supplies needed to support the Therapists on a day-to-day basis will be billed proportionally among the three school districts based on each School District's FTE as provided for in paragraph 3 above.

9. **Amendments.** This Agreement may be modified or amended only by a written agreement executed by the parties hereto.
10. **Applicable Law.** This Agreement shall be construed in accordance with the laws of the State of Illinois.
11. **Complete Understanding.** This Agreement sets forth all of the promises, agreements, conditions, and understandings between the parties relative to the subject matter hereof, and there are not promises, agreements, or undertakings, either oral or written, express or implied, between them other than as herein set forth.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as of the date below. In the event the dates differ, the latter shall be the effective date of this Agreement.

**BOARD OF EDUCATION  
DES PLAINES COMMUNITY CONSOLIDATED SCHOOL DISTRICT 62,**

\_\_\_\_\_  
President Date

Attest: \_\_\_\_\_  
Secretary Date

**BOARD OF EDUCATION  
PARK RIDGE-NILES SCHOOL DISTRICT 64,**

\_\_\_\_\_  
President Date

Attest: \_\_\_\_\_  
Secretary Date

**BOARD OF EDUCATION  
MAINE TOWNSHIP HIGH SCHOOL DISTRICT 207,**

\_\_\_\_\_  
President Date

Attest: \_\_\_\_\_  
Secretary Date

Approval of Minutes

ACTION ITEM 16-02-4

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Closed Sessions on January 20, January 26, and February 8, 2016; Special Board Meetings on January 11 and January 20, 2016; and Regular Board Meeting January 26, 2016.

The votes were cast as follows:

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

AYES:

NAYS:

PRESENT:

ABSENT:



**BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64  
Minutes of the Special Board of Education Meeting held at 6:45 p.m.  
January 11, 2016  
Jefferson School – Multipurpose Room  
8200 N. Greendale  
Niles, IL 60714**

Board President Anthony Borrelli called the meeting to order at 6:36 p.m. Other Board members in attendance were Vicki Lee, Mark Eggemann, Bob Johnson, Tom Sotos, and Dathan Paterno. Board member Scott Zimmerman was absent. Also present were Superintendent Laurie Heinz, Chief School Business Official Luann Kolstad, Assistant Superintendents Lori Lopez and Joel Martin, Public Information Coordinator Bernadette Tramm, and two members of the public.

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

The Board agreed on a calendar of special meetings to accommodate expected discussions regarding upcoming negotiations with the Park Ridge Education Association (PREA). Board President Borrelli reported that the Board in a short closed session tonight would be completing a matter carried over from the January 9 closed session, in which the Board had started an extensive review with the District's legal counsel of the current contract with the PREA including contract language and the financial impact on the District and taxpayers.

**BOARD ADJOURNS TO CLOSED SESSION**

It was moved by Board President Borrelli and seconded by Board member Sotos to adjourn to closed session to discuss collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)].

Board Adjourns to  
Closed Session

The votes were cast as follows:

AYES: Sotos, Paterno, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: Zimmerman

The motion carried.

The Board adjourned from closed session at approximately 7:04 p.m. and immediately resumed the special Board meeting. In addition to those mentioned above, also present were Director of Student Services Jane Boyd, Director of Innovation & Instructional Technology Mary Jane Warden, Director of Facility Management Ron DeGeorge, and about 20 members of the public.

## **PUBLIC COMMENTS**

Board President Borrelli invited public comments on topics not on the agenda; none were received.

Public  
Comments

## **IASB COMMUNITY ENGAGEMENT WORKSHOP**

IASB Community  
Engagement Workshop

Dr. Heinz noted that an important focus of her work to date in District 64 had been stepping up communications and outreach internally with staff members and families and with the greater community. She reported that her creation of the Superintendent Community Relations Council in September was one of the new avenues intended to increase two-way dialogue with the community. Dr. Heinz noted that the Illinois Association of School Boards (IASB) assists boards in understanding their role in community engagement efforts, and that tonight's workshop was an outgrowth of the Board advance conducted with IASB Field Representative Barb Toney earlier in the school year. Ms. Toney thanked the Board for inviting her to lead the first session of the IASB Workshop "Connecting with the Community" this evening.

Ms. Toney began by noting that connecting with the community fits within the IASB's six foundational principles of effective governance by helping boards better understand the community's aspirations for its schools and helping boards clarify their purpose. She pointed out the differences between public relations and community engagement, noting that engagement is about listening and hearing from the community. Ms. Toney offered a definition of community engagement, also called public engagement or civic engagement, as the process by which school boards actively involve diverse citizens in dialogue, deliberation and collaborative thinking around common concerns. Ms. Toney and Board members then identified current activities that are focused more on informing, such as the recent 2015 Annual Report, monthly Superintendent newsletters and the website, and those that are more focused on listening, such as through the 5Essentials survey, surveys and community-wide committee to develop the 2020 Vision Strategic Plan, and the Consortium for Educational Change survey and focus groups.

Building on this understanding, Ms. Toney and the Board then explored the key principles of community engagement. They identified six promises that the Board makes in fostering ongoing, two-way communication with the community, which begins by being clear about the purpose for convening the community and how the community's input will be used; listening to all voices, not just the most vocal or well-known; understanding the community's aspirations for the education of children; using that information to advocate for district improvements; being respectful of time commitments; and keeping the community well informed about issues and progress within the district. In return, Ms. Toney said the Board can expect that the community will: convey what it expects from the Board; offer honest direct information that will be helpful to the Board in making decisions; understand that the Board must make decisions based on what is best for the District as a whole; and will support the process. Ms. Toney reiterated that the Board's work is to model attitudes and values by ensuring that community engagement offers opportunities for dialogue, not debate, and acknowledging that many people have pieces to the answer and more than one answer or

solution may exist. Ms. Toney and the Board then discussed five key principles for engaging the community and how it can be accomplished, including: pursuing civic engagement, not public input; engaging people as citizen-owners, not customers; discovering voices, not simply demographics; seeking synergy, not consensus; and seeking to educate, not merely inform. Ms. Toney, the Board and Dr. Heinz reflected on this process, and noted that the strategic planning model utilized in 2015 had established this culture of engagement. She also addressed the role of town hall meetings as a listening tool, and noted that boards must make it clear at the outset what the “promise to the public” is. Ms. Toney summarized that the benefits of community engagement are to help the Board understand community-wide concerns and values; building on the culture and trust with the community that you have begun under the District’s new leadership; and practicing proactive leadership rather than responding reactively when people are upset.

With this foundation, Ms. Toney and the Board then considered the practical steps involved in structuring community engagement, starting with clarifying and articulating the purpose, identifying and recruiting community members, and considering tools, tactics and facilitators to match the Board’s purpose, objectives, promise to the public, and resources. Ms. Toney shared a public participation spectrum that identified four purposes: inform, consult, involve and collaborate. She then listed the objective, promise to the public, and tools that correspond with each purpose. Board members then suggested different topics currently of interest, such as financing for major facilities capital projects, upcoming contract negotiations with teachers, or potential future school boundary changes, and discussed with Ms. Toney and Dr. Heinz if and how they would best fit into this spectrum. She suggested that every topic needs its own approach, and that among the factors to be considered are what information the Board needs, what depth, and how quickly. Ms. Toney also noted that a longer community engagement process should include a self-evaluation to identify what is working or what changes need to occur. Looking ahead, Ms. Toney reviewed the remaining sessions #2-4 in the IASB multi-part community engagement program for the Board to consider. She responded to further Board member questions and comments about the culture of community engagement established with the CEC study and strategic planning, and how to determine if town hall meetings are an effective tool for a topic and the Board’s promise to the public for raising it.

Board President Borrelli thanked Ms. Toney for providing the Board with new insights into community engagement for the Board to consider.

## **ADJOURNMENT**

Adjournment

At 8:41 p.m., it was moved by Board member Lee and seconded by Board member Eggemann to adjourn, which was approved by voice vote.

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President

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Secretary

**BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64  
Minutes of the Special Board of Education Meeting held at 6:30 p.m.  
January 20, 2016  
Jefferson School – Multipurpose Room  
8200 N. Greendale  
Niles, IL 60714**

Board Vice President Scott Zimmerman called the meeting to order at 6:46 p.m. Other Board members in attendance were Vicki Lee, Bob Johnson, and Dathan Paterno. Board President Anthony Borrelli arrived during the closed session. Board member Mark Eggemann and Board member Tom Sotos were not in attendance. Also present were Superintendent Laurie Heinz, Chief School Business Official Luann Kolstad, Assistant Superintendents Lori Lopez and Joel T. Martin, and two members of the public.

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

**PUBLIC COMMENTS**

Board Vice President Zimmerman invited public comments on items not on the agenda; none were received.

Public  
Comments

**BOARD ADJOURNS TO CLOSED SESSION**

At 6:49 p.m., it was moved by Board member Paterno and seconded by Board member Johnson to adjourn to closed session to discuss collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2(c)(2)].

Board Adjourns to  
Closed Session

The votes were cast as follows:

AYES: Paterno, Zimmerman, Lee, Johnson

NAYS: None.

PRESENT: None.

ABSENT: Sotos, Borrelli, Eggemann

The motion carried.

The special Board meeting adjourned directly from closed session at 10:18 p.m.

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President

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Secretary



**BOARD OF EDUCATION  
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64  
Minutes of the Regular Board of Education Meeting held at 7:00 p.m.  
January 26, 2016  
Jefferson School – Multipurpose Room  
8200 Greendale Avenue  
Niles, IL 60714**

Board President Anthony Borrelli called the meeting to order at 6:02 p.m. Other Board members in attendance were Vicki Lee, Mark Eggemann, Bob Johnson, and Scott Zimmerman. Board member Tom Sotos arrived during the closed session. Board member Dathan Paterno was absent. Also present were Superintendent Laurie Heinz, Chief School Business Official Luann Kolstad, Assistant Superintendents Lori Lopez and Joel Martin, Public Information Coordinator Bernadette Tramm, and two members of the public.

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

**BOARD RECESSES AND ADJOURNS TO CLOSED SESSION**

Board President Borrelli said the Board would be discussing negotiating matters, and would be providing an update publicly during the regular meeting.

Board Recesses  
and Adjourns to  
Closed Session

At 6:03 p.m., it was moved by Board President Borrelli and seconded by Board member Zimmerman to adjourn to closed session to discuss collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)].

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Borrelli, Zimmerman

NAYS: None.

PRESENT: None.

ABSENT: Paterno, Sotos

The motion carried.

The Board adjourned from closed session at approximately 7:05 p.m. and after a short recess resumed the regular Board meeting at 7:12 p.m. In addition to those mentioned above, also present were Director of Student Services Jane Boyd, Director of Facility Management Ron DeGeorge, and approximately 50 members of the public.

**PLEDGE OF ALLEGIANCE AND WELCOME**

Pledge of  
Allegiance and  
Welcome

Jefferson School Principal Lisa Halverson welcomed the Board and led the Pledge of Allegiance. She introduced members of the Jefferson teaching staff, who joined her in providing a short overview of their programs, including the Extended Day Kindergarten, community preschool, and early childhood diagnostic team. A short video presentation highlighted how Jefferson staff members are supporting the implementation of the District's new 2002 Vision Strategic Plan and how the school's improvement goals are aligned to District goals in reading and math.

Board President Borrelli then provided an update on negotiations now underway on a new Collective Bargaining Agreement with teachers represented by the Park Ridge Education Association (PREA). He announced that the District's 8-member Negotiations Committee, consisting of legal counsel Terry Hodges of Hodges, Loizzi, Eisenhammer, Rodick and Kohn; himself as Board President and Board Vice-President Scott Zimmerman; Superintendent Heinz; CSBO Kolstad; Assistant Superintendents Martin and Lopez; and Roosevelt Principal Kevin Dwyer, had officially met with the PREA's Negotiations Committee on December 15, 2015 to agree upon ground rules. He announced that the respective sides would be meeting approximately every two weeks to negotiate a new Bargaining Agreement, with each side alternating proposals. The meetings, per the existing Agreement, will be held in closed session. Board President Borrelli noted that after each meeting, it would be his task per the existing contract, to provide a general update as to the content and tenor of the negotiations discussion.

Board President Borrelli reported that the first actual negotiations meeting with the PREA was held on January 19. He noted that at this session, the PREA had presented its initial recommendations regarding the contract articles pertaining to: recognition and definition of terms; Board rights; negotiations scope and procedure; and Association rights. He noted that the District 64 Board of Education had held a special meeting on January 20 to review both the union proposals and determine its own proposals. Looking ahead, he announced that at the next meeting scheduled for February 2, the Board would provide responses to those PREA recommendations, as well as proposing the Board's recommendations on these contract topics and additional articles regarding: vacancies and transfers; reductions in force; and grievance procedures. Board President Borrelli noted that the PREA also brought some recommendations under the contract category of conditions of employment and teacher rights. As this category would be extensive, it was agreed to deal with it over several meetings.

Board President Borrelli concluded by reporting that the meetings had been cordial and that the recommendations had been discussed with civility. Going forward, he reported that it is the Board's unanimous decision and desire to negotiate a new Bargaining Agreement with the PREA with the following overriding goal: To negotiate a timely, clear and understandable contract that strives for a continuously improving high quality education program that inspires every child to discover, learn, achieve, and care; provides for a motivated and fairly compensated staff; and ensures the ongoing fiscal stability of District 64. Board President Borrelli affirmed that each and every decision that the Board will make during the bargaining process would be based on this goal.

## PUBLIC COMMENTS

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

- Erin Breen, Roosevelt School grade 1 teacher and PREA President, addressed the Board regarding a proposal from administration presented at the December 14, 2015 meeting to reorganize the District's special education administrative model beginning in 2016-17 to replace two full-time Facilitators with two full-time Coordinators with administrative licenses. She urged the Board to retain the current configuration, and stated that PREA had taken legal action about this matter.
- Nancy Jensen, special education Facilitator and PREA Secretary, addressed the Board on the same proposal and urged the Board to maintain the current configuration.
- Elisa Sewell, Jefferson School social worker, also urged the Board to maintain the current model.
- Cathy Garbossa, a District 64 resident and teacher in a neighboring district, affirmed the benefits of the current model and urged the Board to maintain it.
- Sally Ann Civinelli, Field School teacher, added her support to maintain the current configuration of the special education administrative model.
- Jerry Mulvihill, Roosevelt School grade 5 teacher, urged the Board to consider the long history of the special education facilitator position and maintain the current model.

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

### **ADOPTION OF RESOLUTION #1158 DIRECTS THE CHIEF SCHOOL BUSINESS OFFICIAL UNDER THE DIRECT SUPERVISION OF THE SUPERINTENDENT TO BEGIN PREPARATION OF A TENTATIVE BUDGET FOR THE 2016-17 FISCAL YEAR IN ACCORDANCE WITH BOARD POLICY 4:10 FISCAL AND BUSINESS MANAGEMENT AND THE ILLINOIS SCHOOL CODE 105ILCS 5/17-1**

CSBO Kolstad reported that the action tonight would initiate the creation of the 2016-17 budget, which would be her first complete budget cycle since joining District 64. She discussed the timeline for preparation of the budget, and confirmed that changes from one draft to the next would be identified as the budget is developed and refined over many months before its adoption in final form in September.

Adoption of Resolution #1158  
Directs the Chief School  
Business Official Under the  
Direct Supervision of the  
Superintendent to Begin  
Preparation of a Tentative  
Budget for the 2016-17 Fiscal  
Year in Accordance with Board  
Policy 4:10 Fiscal and Business  
Management and the Illinois  
School Code 105ILCS 5/17-1

### **ACTION ITEM 16-01-2**

Action Item  
16-01-2

It was moved by Board member Zimmerman and seconded by Board member Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt Resolution #1158, directing the Chief School Business

Official Under the Direct Supervision of the Superintendent to Begin Preparation of a Tentative Budget for the 2016-17 Fiscal Year in Accordance with Board Policy 4:10 Fiscal and Business Management and the Illinois School Code 105 ILCS 5/17-1.

Board President Borrelli invited public comments; none were received.

The votes were cast as follows:

AYES: Sotos, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYS: None.

PRESENT: None.

ABSENT: Paterno

The motion carried.

### **CARPENTER SCHOOL UPDATE**

Carpenter  
School Update

Board President Borrelli reiterated a commitment from the Board, Dr. Heinz, CSBO Kolstad, and the District's architects and consultants to finding a final solution to the vexing problem of operating the new HVAC system at Carpenter to provide a reliable, comfortable learning environment for students and staff. CSBO Kolstad noted that Facility Management Director DeGeorge was returning from a City of Park Ridge zoning meeting, and reported that Mr. DeGeorge had met with construction manager Nicholas and Associates, engineering consultants CS2 and FGM Architects to review the Carpenter HVAC design basis, the remediation work that was completed last year, and the current situation at the school. It was noted that the building HVAC had received extensive re-working last year, and was functioning appropriately until the return from winter break this month that coincided with the recent cold snap. Joining the meeting, Mr. DeGeorge further reported on the specific measures taken by District 64's current team to create a new baseline to monitor performance of equipment going forward, and other steps being taken to verify the pump sizing and to review the Farnsworth retro-commissioning report from summer 2014 to verify all steps had been fully and correctly completed. He also reported that the City zoning hearing regarding the proposed small additions at three schools related to creating secured vestibules had gone as anticipated.

### **UPDATE ON 2020 VISION STRATEGIC PLAN**

Update on  
2020 Vision  
Strategic Plan

Dr. Heinz reported that the entire District 64 staff had been engaged in implementing the Strategic Plan during its first six months of operation during the 2015-16 school year. She noted that the plan is intended to guide the District's actions over the next five years, and shared a mapping calendar developed to identify the priority projects over this five-year window. She stated the goal of the calendar was to pace the work for administration and staff to ensure successful implementation while also remaining agile and fluid as circumstances change. Dr. Heinz then provided a detailed



review of each of the six Strategic Objectives in the plan individually. For each Strategic Objective, she updated the Board on every strategy being used to implement the objective and the status of the associated measures, and responded to Board member questions as she moved through each area. Dr. Heinz noted that the first three objectives support the District's goals related to student learning, and include eight separate strategies. She then reported on Strategic Objective 4, which is focused on professional development and staff support, and provided an in-depth update on the three strategies for this objective. Turning to the final two objectives, she noted that they are foundational as they are focused on facilities, with three strategies, and finance, with six strategies. After this detailed review and further Board discussion, Dr. Heinz also shared a scorecard that charts the status of all the individual measures for each strategy within the six Strategic Objectives, a total of 20 strategies and 73 measures. In conjunction with the Board's mid-year evaluation of her performance as Superintendent, Dr. Heinz further noted that she had created a Google site to share with the Board the specific links to the evidence of each portion of the plan and her performance goals. Board President Borrelli acknowledged the wide array of data-driven metrics that Dr. Heinz and her team had provided, and stated that the Board now has statistically significant data to move forward. He expressed appreciation for the hard work that has been done already during the first six months by Dr. Heinz and the District to implement the 2020 Vision plan.

#### **SUPERINTENDENT MID-YEAR UPDATE**

Superintendent  
Mid-Year Update

Board President Borrelli noted that Dr. Heinz had combined her report for this section with the preceding 2020 Vision Strategic Plan mid-year report due to the significant linkages in these areas. He announced that the Board would consider her mid-year evaluation at an upcoming meeting in February, and suggested several dates and times to Board members that the topic could be added to planned closed sessions.

#### **DISCUSSION PART 2: 2016 STUDENT FEES**

Discussion Part 2:  
2016 Student Fees

Board President Borrelli noted that this was the second of three reports prepared by CSBO Kolstad on the topic of student fees, and that the Board had engaged in a lengthy discussion at the December 14, 2015 meeting when the first segment was reviewed. CSBO Kolstad shared a detailed report in response to questions regarding the District's legal ability to require students to pay certain fees. In her written report, she shared materials from the District's legal counsel, Terry Hodges of Hodges, Loizzi, which provides the legal basis for the District's authority to charge fees. She noted that under Illinois law, a district must provide educational services to students tuition-free, but may charge a reasonable fee for non-educational services and school supplies. As included in her written report, she reviewed a list of services and consumables that the District may charge a fee to provide, including: textbooks and instructional materials; charges for the use of school property (locks, towels, lab equipment, etc.); field trips made during school hours; uniforms or equipment related to varsity and intramural sports or to fine arts programs; charges for supplies required for a particular class (wood shop, home economics, etc.); school records fees; and lunchroom

supervision, playground supervision, and bus supervision. She then reviewed a spreadsheet of the allowable expenses by line item from the 2015-16 adopted budget and also provided a separate spreadsheet for student technology expenses. Board members, CSBO Kolstad and Dr. Heinz then discussed ways to present this information more understandably to families and the community, and to show the value of the items being provided compared to the student fee being collected. Board member Sotos volunteered to meet with CSBO Kolstad to review the materials before fees for 2016-17 are brought to the Board for adoption this spring.

At 9:24 p.m., Board President Borrelli recessed the meeting for a short break; the meeting was resumed at 9:35 p.m.

Board members agreed by consensus to advance the discussion of the K-5 hot lunch program ahead of the discussion and approval of pre-school fees.

### **DISCUSSION: K-5 HOT LUNCH**

Discussion:  
K-5 Hot Lunch

CSBO Kolstad reported that elementary school PTO/As have been offering hot lunches for purchase to grade school students for many years as a service to our families. The optional program varies at each school as to the number of days, menu, pricing, vendors and so on. She reported that the City of Park Ridge Health Department has continued to find violations in the programs, and had requested that District 64 take a firm leadership role in ensuring the PTO/A volunteers are in compliance with local health department requirements. In addition, CSBO Kolstad reported that PTO/As were finding it increasingly difficult to schedule volunteers to work at lunchtime every day, which exacerbates the problem of providing training and consistent oversight of the necessary food safety procedures. CSBO Kolstad then reviewed a proposal to work with Arbor, the District's current hot lunch provider for the two middle schools, to efficiently and economically implement a hot lunch program at the elementary buildings beginning in 2016-17. She reviewed how the program would operate utilizing a production kitchen at Emerson, with the prepared food then delivered to the elementary buildings where it would be prepped and served by Arbor employees. CSBO Kolstad presented an estimate of the start-up costs for the program based on a review of the elementary school facilities and health department requirements. She noted that if the Board were favorable to the proposal, administration would form a committee with the elementary PTO/A leaders and Arbor to fully plan the program, and would explore ways to defray some of the District's initial start-up investment. CSBO Kolstad and Dr. Heinz reported that the concept had already been reviewed with the elementary PTO/A leaders, who had expressed support for this transition, as did the school principals. They then responded to Board member questions about how the program would be run, the estimated costs, and how it would differ from the middle school program.

Board President Borrelli then invited public comment on the proposal, which was received as follows:

- A Roosevelt Kindergarten/grade 3 parent noted her surprise when she had learned that District 64 did not already have a daily hot lunch program at the elementary

schools, and urged the Board to also offer a hot lunch program to the Extended Day Kindergarten students at Jefferson.

Board members, CSBO Kolstad and Dr. Heinz then continued the discussion of the proposal, including pricing of the daily lunch, ways to avoid waste, composition of the lunch, menu offerings, ordering and payment, the separate milk program, timing of lunches, and other operations concerns. CSBO Kolstad will conduct further research on potential usage of the program with the elementary PTO/As, and will work with Arbor to estimate sales projections that will help sharpen the financial projections. She will return with additional information at an upcoming Board meeting.

## **DISCUSSION AND APPROVAL OF PRE-SCHOOL FEES**

Discussion and  
Approval of Pre-  
School Fees

CSBO Kolstad presented a recommendation to implement a tiered tuition system for the District's community preschool program, which is offered to 3-, 4- and 5-year old children from the community. These community children attend the program on a space available basis and pay tuition, in comparison to students within the blended classroom for whom District 64 is providing special education services. CSBO Kolstad reported that in collaboration with Jefferson School Principal Lisa Halverson, it was recommended to increase Jefferson's tuition in 2016-17 for the community students to be more in line with other local preschools and to structure it to encourage more students to enroll for four or five days per week. Principal Halverson provided a brief overview of how the program operates, and responded to further Board member questions. She confirmed the desire to strengthen the continuity of instruction by having students attend more days per week. Board members also questioned her, Dr. Heinz and Director of Student Services Boyd about the potential prospects for the program to expand at Jefferson, and the continuing lease of space at Jefferson by Childcare with Confidence daycare. In addition, Board President Borrelli offered an alternate proposal to increase tuition. Further discussion ensued on the District's interest in exploring full-day kindergarten and the potential uses of the Jefferson building in the future for potentially growing the pre-school program. Principal Halverson also provided additional information about the preschool special education services provided.

### ACTION ITEM 16-01-3

Action Item  
16-01-3

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 tuition for the 2016-17 Jefferson School community preschool program at \$23 per day for 3 days per week, \$22 per day for 4 days per week, and \$21 per day for 5 days per week.

It was then moved by Board President Borrelli and seconded by Board member Lee to amend the motion to increase the suggested fee increase by \$1 per day in each category.

Principal Halverson then responded to Board member questions about how the program

compares with the other local preschool offerings, and confirmed that the fee increase would be affecting about 50 families.

The votes on the motion to amend were cast as follows:

AYES: Lee, Borrelli

NAYES: Eggemann, Johnson, Zimmerman, Sotos

PRESENT: None.

ABSENT: Paterno

The motion to amend failed.

Board members then discussed the original proposal to increase the tuition. Dr. Heinz confirmed that the proposal was to approve an increase for 2016-17 only, and that Principal Halverson would return with a further study next winter prior to recommending tuition rates or any other changes to the program for the 2017-18 school year.

The votes were cast as follows:

AYES: Sotos, Zimmerman, Borrelli, Lee, Johnson, Eggemann

NAYES: None.

PRESENT: None.

ABSENT: Paterno

The motion carried.

**UPDATE ON MASTER FACILITY PLAN/HEALTH LIFE SAFETY**

Update on Master  
Facility  
Plan/Health Life  
Safety

CSBO Kolstad reported that following tonight's City of Park Ridge zoning commission, the District would be present at the appearance commission on January 27. She reiterated that these steps were necessary so that the District could move forward on the summer 2016 capital projects should the Board award the construction contracts for the work. She reviewed the timeline for release of the summer 2016 construction bid packages, pre-bid meeting, deadline for bids to be submitted leading up to presentation to the Board for final acceptance, currently slated for the February 22 meeting.

**CONSENT AGENDA**

Consent  
Agenda

**A. PERSONNEL REPORT**

Frank Borkowski	Employ as Night Custodian at Washington School effective January 4, 2016 - \$17,574.96 (prorated 129 days).
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Kerry Downes-Columbia	Employ as Special Needs Assistant at Washington School effective January 15, 2016 - \$9,846.72 (prorated 96 days).
Kawther Saadeh	Employ as Special Needs Assistant at Washington School effective January 19, 2016 - \$9,641.58 (prorated 94 days).
Kathleen Williams	Employ as Special Needs Assistant at Field School effective October 2, 2015 - \$16,513.74 (161 prorated days).
Michelle Cimilluca	Change of Assignment from Special Needs Assistant at Washington School to Math Intervention Teacher at Field School effective January 11, 2016 - \$25,209.68 (prorated 96 days).
Katelyn Elder	Change of Assignment from Special Needs Assistant at Franklin School to Math Intervention Teacher at Franklin School effective January 4, 2016 - \$26,522.85 (prorated 101 days).
Valarie Lenzion	Change of Assignment from 6.5 hours - Special Needs Assistant at Roosevelt School to 7 hours - Special Needs Assistant at Lincoln School effective January 14, 2016.
Steve Seyller	Change of Assignment from Fulltime Substitute Custodian to Bridge Custodian at Emerson School effective January 4, 2016.
Sara Born	Leave of Absence Request, Maternity/FMLA – 3rd Grade Teacher at Washington School effective May 20, 2016 – June 2, 2016 (tentative).
Kristie Harvalis	Leave of Absence Request, Maternity/FMLA – 5th Grade Teacher at Roosevelt School effective April 18, 2016 – June 2, 2016 (tentative).
Lindsey Hejza	Leave of Absence Request, Maternity/FMLA – 5th Grade Teacher at Field School effective March 28, 2016 – June 2, 2016 (tentative).
Jason Mata	Leave of Absence Request, Paternity/FMLA – Physical Education Teacher at Field School effective April 23, 2016 – May 9, 2016 (tentative).
Angela Taggart	Leave of Absence Request, Maternity/FMLA – EL Teacher at Field and Emerson School effective April 25, 2016 – June 2, 2016 (tentative).
Irma Rendon-Gonzalez	Resign as 10-Month, Level III Office Associate/Secretary at Washington School effective January 8, 2016.
Debbie Graziano	Retire as Literacy Teacher at Washington School effective June 2017.
Nancy Jensen	Employ as Summer School Special Education Principal effective June 7, 2016 – Emerson and Field Schools.
Tim Benka	Employ as Summer School Principal effective June 7, 2016 – Emerson School.
Tony Clishem	Employ as Summer School Principal effective June 7, 2016 – Field School.

Tim Gleason	Employ as Summer School Principal effective June 7, 2016 – Emerson School.
Lisa Halverson	Employ as Summer School Early Childhood Principal effective June 7, 2016 – Jefferson School.

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

## B. BILLS, PAYROLL AND BENEFITS

10 - Education Fund-----	\$1,058,696.39
20 - Operations and Maintenance Fund -----	217,365.44
30 - Debt Services-----	10,486.19
40 - Transportation Fund -----	208,005.00
50 - Retirement (IMRF/SS/MEDICARE)-----	-
60 - Capital Projects -----	211,980.18
80 - Tort Immunity Fund -----	484.50
90 - Fire Prevention and Safety Fund -----	-

Checks Numbered: 123717 - 123922

Total: \$1,707,017.70

### Payroll and Benefits for Month of December, 2015

10 - Education Fund-----	\$5,835,665.79
20 - Operations and Maintenance Fund -----	310,255.61
40 - Transportation Fund -----	6,967.81
50 - IMRF/FICA -----	118,955.88
80 - Tort Immunity Fund -----	-

Checks Numbered: 11991 - 12023

Direct Deposit: 900086387 – 900088604

Total: \$6,271,845.09

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

## C. APPROVAL OF DECEMBER FINANCIALS ENDING DECEMBER 31, 2015

Monthly financial reports can be viewed on the District 64 website [www.d64.org](http://www.d64.org) > Departments > Business Services.

## D. ACCEPTANCE OF DONATION

## E. REVIEW OF CLOSED SESSION MINUTES FOR RELEASE

## F. DESTRUCTION OF AUDIO CLOSED MINUTES (NONE)

ACTION ITEM 16-01-4

Action Item  
16-01-4

It was moved by Board President Borrelli and seconded by Board member Zimmerman that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of January 26, 2016, which includes the Personnel Report; Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending December 31, 2015; Acceptance of Donation; Review of Closed Session Minutes for Release; and Destruction of Audio Closed Minutes.

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Borrelli, Zimmerman, Sotos

NAYS: None.

PRESENT: None.

ABSENT: Paterno

The motion carried.

**APPROVAL OF MINUTES**

In a follow up discussion regarding standardized test scores initiated at the December 14 meeting, it was agreed that administration would prepare a list of the aggregate ISAT/PARCC scores over the past five years comparing District 64 and a group of school districts considered as its peer group.

Approval of  
Minutes

ACTION ITEM 16-01-5

Action Item  
16-01-5

It was moved by Board member Johnson and seconded by Board member Eggemann that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Closed Sessions on December 14, 2015; January 9 and January 11, 2016; Special Board Meeting on January 9, 2016; and Regular Board Meeting on December 14, 2015.

The votes were cast as follows:

AYES: Eggemann, Johnson, Lee, Borrelli, Zimmerman, Sotos

NAYS: None.

PRESENT: None.

ABSENT: Paterno

The motion carried.

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

Dr. Heinz reported that upcoming agendas would be revised to reflect changes made during the meeting, and noted that several FOIAs had been received at the start of 2016. She reported on three committees that had met recently, including: Elementary Learning Foundation, which is preparing for its annual fund-raiser on January 30; Traffic Safety, which reviewed potential construction projects for summer 2016; and PTO/A Presidents, who were enthusiastic about working to transition the hot lunch to the District. Dr. Heinz also updated the Board on the second meeting of the Superintendent Community Relations Council on January 12, and noted that the group had an opportunity to be thoroughly immersed in Strategic Objectives related to facilities and finance from the 2020 Vision Strategic Plan through in-depth presentations and discussion. Dr. Heinz also reviewed the periodic discipline data report.

## **ADJOURNMENT**

Adjournment

At 11:27 p.m., it was moved by Board member Johnson and seconded by Board member Zimmerman to adjourn, which was approved by voice vote.

\_\_\_\_\_  
President

\_\_\_\_\_  
Secretary



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

Special Board Meeting Agenda  
Thursday, March 3, 2016  
Hendee Educational Service Center  
164 S. Prospect Avenue  
Park Ridge, IL 60068

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

### TIME

### APPENDIX

#### 6:00 p.m. Meeting of the Board Convenes

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

#### • Board Recesses and Adjourns to Closed Session

- The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity [5 ILCS 120/2 (c)(1)]; collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)] and litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes [5 ILCS 120/2(c)(8)].

#### 7:00 p.m. • Board Adjourns from Closed Session and Resumes Special Meeting

#### • Public Comments

#### • Formation of Board Finance and Building/Sites Committee

A-1

- Chief School Business Official

#### • Approval of Bids for Summer 2016 Project

A-2

- Chief School Business Official

Action Item 16-03-1

#### • Approval of Fee Study Recommendation for School Year 2016-17

A-3

- Chief School Business Official

Action Item 16-03-2

#### • Adjournment

Next Regular

Meeting:

**Monday, March 21, 2016**

Closed Session Meeting – 6:30 p.m.

Regular Board Meeting – 7:00 p.m.

**Lincoln School – Gym**

200 South Lincoln Avenue

Park Ridge, IL 60068

DRAFT

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.

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

Regular Board Meeting Agenda  
Monday, March 21, 2016  
Lincoln School – Gym  
200 S. Lincoln  
Park Ridge, IL 60068

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

### TIME

### APPENDIX

- 6:30 p.m.      **Meeting of the Board Convenes**
- Roll Call
  - Introductions
  - Opening Remarks from President of the Board
  - **Board Recesses and Adjourns to Closed Session**
    - Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)].
- 7:00 p.m.      • **Board Adjourns from Closed Session and Resumes Regular Meeting**
- **Pledge of Allegiance and Welcome**
    - Lincoln School Principal/Students
  - **Public Comments**
  - **NGSS Science Committee Update** A-1
    - Assistant Superintendent for Student Learning
  - **Overview of CorePlus Work** A-2
    - Assistant Superintendent for Student Learning
  - **Website Analytics Report** A-3
    - Director of Innovation and Instructional Technology
  - **Approval of Health Life Safety Recommendations for a Five-year Plan** A-4
    - Chief School Business Official      **Action Item 16-03-3**
  - **Update on Elementary Lunch Service** A-5
    - Chief School Business Official

• **Presentation of Tentative Calendar for 2017-18**

**A-6**

-- Superintendent

• **Consent Agenda**

**Action Item 16-03-4**

**A-7**

-- Board President

- Personnel Report, including
  - Resolution # Non-Reemployment of Part-Time Educational Support Personnel Employees
  - Resolution # Dismissal of First or Second or Third Year Probationary Teachers for Reasons Other than Reduction-in-Force
  - Resolution # Honorable Dismissal of Teachers
  - Resolution # Honorable Dismissal of Probationary Educational Support Personnel Employees
- Bills, Payroll and Benefits
- Approval of Financial Update for the Period Ending February 29, 2016
- Resolution # to Transfer Funds Between Education and Debt Service Fund for VoIP
- Resolution # to Transfer Funds Between Education and Debt Service Fund for Copier
- Approval of Policies from PRESS Issue 89 and 90
- Destruction Audio Closed Minutes (none)

• **Approval of Minutes**

**Action Item 16-03-5**

**A-8**

-- Board President

- Closed Session Meeting -----March 3, 2016
- Special Board Meeting -----March 3, 2016
- Closed Board Meeting -----February 22, 2016
- Regular Session Meeting -----February 22, 2016
- Special Board Meeting -----February 8, 2016

• **Other Discussion and Items of Information**

**A-9**

-- Superintendent

- Upcoming Agenda
- District Committee Update (Elementary Learning Foundation)
- Memorandum of Information
  - Healthy Living Month
  - Registration and Residency Update
- Minutes of Board Committees (none)
- Other

• **Adjournment**

Next Meeting:

**Monday, April 11, 2016**  
Committee-of-the-Whole: Tech  
**Jefferson School – Multipurpose Room**  
8200 N. Greendale Avenue  
Niles, IL 60714



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: 2-10-2016Request Submitted By:      E-mail      U.S. Mail X Fax      In PersonName of Requester: Denise Burton / Bishop Plumbing, Inc.Street Address: 975 Rond RoadCity/State/County Zip (required): Des Plaines IL 60016Telephone (Optional): 847-824-1800 E-mail (Optional): deniseb@bishopplumbing.comFax (Optional): 847-824-2426

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.

We are requesting a list of backflow  
devices and when they were tested.

Do you want copies of the documents? YES or NO--Do you want electronic copies or paper copies? Electronic--If you want electronic copies, in what format? PDFIs 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)).

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Date Requested                     Date Due