



Board of Education Regular Meeting May 19, 2022

MEETING INFORMATION

The Park Ridge-Niles Community Consolidated School District 64 has resumed its meetings in person. The regular meeting on Thursday, May 19, is taking place in the MPR of Emerson School located at 8101 Cumberland Ave in Niles. The main entrance doors will open at 6:45 pm, 15 minutes before the start of the regular meeting.

You can still view the meeting online via livestream by clicking [on this link](#). Please note that in addition to attending the meeting in person, you also have the option to email public comments which will be included with the name of the submitter in the next regular board meeting report. Please write your comments in accordance with [Board Policy 2:230](#), including ensuring a 3-minute time limit when read. The email for public comments is available 24 hours before the start of the meeting. **Please do not email public comments once the meeting and opportunity for public comments has concluded.**

Anyone attending in person will also have the opportunity to speak at the podium during the public comments portion of the meeting.

Please email your comments to: d64-publiccomments@d64board.org

Please note that District 64 is following all meeting guidelines identified by the state.



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

Regular Board Meeting Agenda
Thursday, May 19, 2022
Emerson School - MPR
8101 Cumberland Ave
Niles, IL 60714

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

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

- Roll Call

Board Recesses & Adjourns to Closed Meeting

--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 Meeting & Resumes Regular Meeting

Pledge of Allegiance

Opening Remarks from President of the Board

Student/Staff Recognition

- UCP/Infinitec 2022 Outstanding Student Technology Award

Welcome to Emerson School

--Dr. Samantha Alaimo, Emerson School Principal

A-1 COVID-19 & Prevention Strategies Update

--Superintendent

Public Comments

This is the point of the meeting where we welcome public comments. Each speaker is given three minutes to address the Board. Comments may be made on almost any matter related to the operation of schools, but we ask that you refrain from making comments concerning individual students or staff members. The Board uses this time to listen to community questions and concerns but will not respond immediately to requests for information. Additionally, the Board cannot take formal action on non-agenda items. Contact the Board president by email if you wish to discuss your topic further. Please come forward to the microphone and state your name and address for the minutes.

A-2 Approval of Meeting Agenda

--Board President

The Board reserves the right to review the agenda at the beginning of each meeting and request additions, amendments, or deletions prior to approval.

- A-3 Recognition of Tenured Teachers**
--Assistant Superintendent for Human Resources
- A-4 Approval of Spanish Resource Adoption**
--Assistant Superintendent for Student Learning **Action Item 22-05-1**
- A-5 Presentation of Special Education Audit**
--Director of Student Services/Audit Firm Representative
- A-6 Approval of Recommended Personnel Report**
--Board President **Action Item 22-05-2**
- A-7 Consent Agenda**
--Board President **Action Item 22-05-3**
- Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending March 31, 2022
 - Approval of 2022-23 Regular Board Meeting Dates
 - Second Reading & Approval of Changes to Policies 2:140, 2:230, 4:140, & 4:20
 - Approval of Intergovernmental Agreement for Shared Vision/O&M Services
 - Destruction of Audio Closed Recordings (none)
- A-8 Approval of Minutes**
--Board President **Action Item 22-05-4**
- April 21, 2022 - Closed Meeting
 - April 21, 2022 - Regular Meeting
- A-9 Other Discussion & Items of Information**
--Superintendent
- Upcoming Agenda
 - FOIA requests
 - ISBE School District Financial Profile
 - Memorandum of Information (none)
 - Minutes of Board Committees (none)
 - Public Comments emailed on April 21, 2022 (none)
- A-10 New Business**
- Board Recesses & Adjourns to Closed Meeting**
--The setting of a price for sale or lease of property owned by the District [5 ILCS 120/2(c)(6)].
- Board Adjourns from Closed Meeting & Resumes Regular Meeting**
- A-11 Approval of Resolution 1290 Authorizing the Sale of District Real Property**
--Board President **Action Item 22-05-5**
- Adjournment**

Next Meeting: **Thursday, June 23, 2022**
Regular Meeting - 7:00 p.m.
Lincoln School - LRC
200 S Lincoln Ave, 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.

COVID-19 & Prevention Strategies Update

District Superintendent, Dr. Eric Olson, will update the Board on current metrics and progress since the removal of certain mitigation measures.

Approval of Meeting Agenda

The Board reserves the right to review the agenda at the beginning of each meeting and request additions, amendments, or deletions prior to approval.

To: Board of Education
Dr. Eric Olson, Superintendent
From: Joel T. Martin, Assistant Superintendent for Human Resources
Date: May 19, 2022
Re: Recognition of Tenured Teachers

Each school year, the Human Resources Department recognizes certified staff who are to receive tenure in District 64. Tenure is earned by staff members who complete their fourth year of full-time teaching in the District and move into their fifth year. During years one through four in the District, all full-time teachers are considered probationary teachers. Per school code, they have a much more intensive evaluation process with twice the amount of formal observations and are subject to possible non-renewals. It is during this four-year period that school administrators are to determine whether they want to commit to having these teachers as part of the District 64 staff for years to come.

We would like to congratulate the District 64 tenure class of 2022!

Recognition of Tenured Teachers

Teacher Tenure List 2021-22

Sandra Blethen - Carpenter

Jennifer Coffin - Roosevelt

Julie Cullotta - Washington

Alyssa Latragna - Lincoln

Alexa Lombardi - Roosevelt

Amy Lynch - Field

Andrea Maggiore - Emerson

Amanda Matocha - Washington

Carley McCabe - Field

Caroline Meredith - Jefferson

Samantha Meza - Carpenter

Madalyn Odell - Emerson

Min Thu Nguyen - Emerson

Kevin Pankau - Lincoln

Caterina Randazzo - Lincoln

Carly Thornton - Field

Lauren Willis - Field

Nicole Wnek - Emerson

Iwona Wypych - Lincoln

To: District 64 Board of Education
From: Dr. Lori Lopez, Assistant Superintendent for Student Learning
Date: May 19, 2022
Re: Approval of Spanish Resource Adoption

Background

Through the District 64 curriculum review cycle, we evaluate our current curriculum materials every 5-7 years to ensure we have the best resources in place for students. Over the past two years, we have reviewed resources to support middle school Spanish. District 64's World Language Team at the middle school includes 9 teachers, 7 of whom teach Spanish. At the middle school level, about 54% of 7th grade students selected Spanish this year as a two-year elective course where they will complete Spanish I. This will enable our students to enroll in Spanish II during their freshman year of high school.

The Curriculum Review Process

As we discussed at last month's Board meeting, curriculum review is a rigorous process that involves multiple stages including professional learning, the use of curriculum analysis tools, and lesson/unit sampling.

At the middle school level, our World Language teachers have the opportunity to meet monthly to discuss best practices. World Language teachers are guided by their national professional association - The American Council on the Teaching of Foreign Languages (ACTFL). ACTFL has identified six core teaching practices for World Language:

1. Focus on Comprehensibility - Students and teachers speak, listen, read, write, view, and create in Spanish for 90% or more of class time.
2. Authentic Resources - Teachers use authentic cultural texts (with appropriate scaffolding).
3. Oral Communication Tasks - Teachers design tasks that support students with practicing interpersonal communication.
4. Plan with Backward Design Model - Teachers plan instruction based on their learning goals for students.
5. Grammar in Context - Teachers help students learn grammar in context.
6. Feedback - Oral corrective feedback is used to guide students.

All middle school World Language teachers analyzed two resources based on the six Core ACTFL practices, looking for evidence of: meaningful communication activities, authentic representation of culture, target vocabulary around a variety of topics, activities that promote higher order thinking, a robust tech platform for teachers and students, assessments that support learning, and differentiated lessons for a range of learners.

At the end of this process the committee eliminated one resource and selected one resource to pilot. With the support of the publisher, two of our Spanish teachers were able to pilot this resource from August through April of this year. After piloting two units and sharing their experience with the World Language Team, we ultimately selected *Encuentros* by Vista Higher Learning for adoption.

Benefits of *Encuentros*

Committee members found that *Encuentros* has several key features that support students:

- Alignment to Core Practices: *Encuentros* is aligned to the “Six Core World Language Practices” identified by ACTFL.
- Alignment to District 207: *Encuentros* is the text currently used at the high school level. Adopting this resource provides continuity for learning as students transition to Spanish II in District 207.
- Differentiated Lessons: Lessons can be adapted to provide support for students who are struggling as well as those who require an additional challenge.
- Engaging Lessons: Pilot teachers found that students were highly engaged in the lessons because of the authentic use of language and high-interest topics for students.
- Alignment to District 64’s French Resource: District 64’s resource for French is also published by Vista Higher Learning which means that World Language teachers can support one another with navigating the platform.
- Robust Digital Platform for Learning and Assessment: *Encuentros* has a robust digital platform for both teachers and students. Students are easily able to navigate to resources. Teachers can easily assign activities and assessments to determine where students might need more practice and enrichment.

Professional Learning

The purchase of *Encuentros* includes professional development from the publishers for implementing the resource at no cost to us. As a District, we will also continue to provide robust professional development for our World Language teachers related to best practice. Professional development will be supported by Title II and Title IV grant funding.

Next Steps

The total cost for *Encuentros*, including shipping, is \$91,930.66. This includes a six-year subscription to the online platform, two implementation workshops for teachers, a class set of student editions for each teacher, and student workbooks for the 2022-23 school year. We request that the Board approve this adoption for implementation this coming school year.

ACTION ITEM 22-05-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge - Niles, Illinois, approve the adoption of *Encuentros* as recommended by the District 64 World Language Team at the total cost of \$91,930.66.

The votes were cast as follows:

AYES:

NAYS:

PRESENT:

ABSENT:

Spanish Resource Adoption

May 2022



Curriculum Review



Professional Learning

Deep dive into best practices in World Language instruction



Program Analysis

Rigorous review of programs using ACTFL practices



Lesson/Unit Sampling

Learning more about implementation, engagement, and achievement



ACTFL Core Practices

Comprehensibility

Students and teachers speak, listen, read, write, view, and create in Spanish for 90% or more of class time.

Backward Design

Teachers plan instruction based on their learning goals for students.

Authentic Resources

Teachers use authentic cultural texts (with appropriate scaffolding).

Grammar in Context

The focus is on meaning BEFORE structure; grammar is taught in context.

Oral Communication

Teachers design tasks that support students with practicing interpersonal communication.

Feedback

Oral corrective feedback is used to guide students.

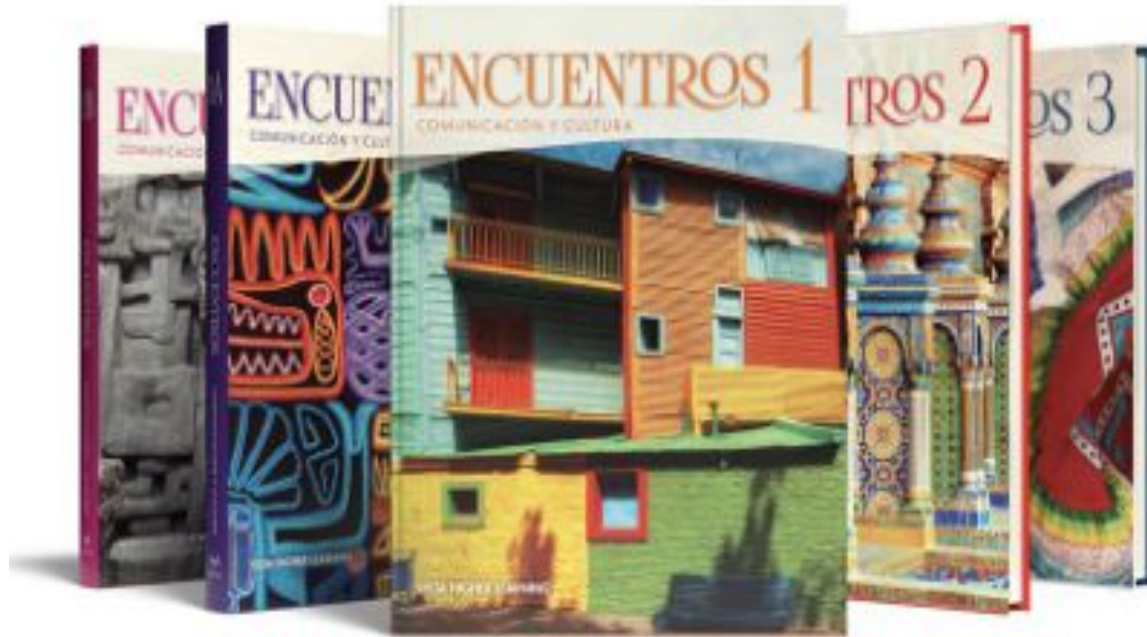


Key Look-Fors

- ✓ Meaningful communication activities?
- ✓ Authentic representation of culture?
- ✓ Target vocabulary around a variety of topics?
- ✓ Activities that promote higher order thinking?
- ✓ Robust tech platform?
- ✓ Assessments that support learning?
- ✓ Differentiated lessons?



Encuentros (Vista Higher Learning)



Why *Encuentros*?

- Alignment
 - ACTFL Core Practices
 - District 207
 - District 64's French resource
- Differentiated Lessons
- Engagement/High Interest
- Robust Digital Platform



2023-24 Budget

Six-year subscription to the online platform, two implementation workshops for teachers, a class set of student editions for each teacher, and student workbooks for the 2022-23 school year: \$91,930.66

Title II & IV

Continued professional development to support implementation

Questions & Discussion?



To: Board of Education
Dr. Eric Olson, Superintendent
From: Dr. Lea Anne Frost, Director of Student Services
Date: May 19, 2022
Re: Presentation of Special Education Audit

In the fall of 2021, District 64 began the process of engaging in a new audit of our student services program. At the November 18th Board meeting, approval was given for Atlantic Research Partners to conduct the new audit and present their findings to the Board in the Spring of 2022.

Mr. Todd Zoellick, Chief Engagement Officer for the Atlantic Research Partners will provide a presentation on their findings and recommendations.



SPECIAL EDUCATION AUDIT REPORT

Park Ridge-Niles School District 64

May 16, 2022

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General Information

Atlantic Research Partners (hereinafter “ARP”) responded to the Request for Proposals for Park Ridge-Niles School District 64 (hereinafter “District 64”) on November 1, 2021, to become the service firm to provide the district’s Special Education Audit. Originally, the onsite portion of the Special Education Audit was to begin on January 10, 2021; however, there was a slight delay in the commencement of the audit due to the COVID-19 pandemic and related district closure. The impact of the COVID-19 pandemic has been significant in District 64 and most districts throughout the country. Established practices and daily routines were disrupted, which particularly impacted special education and students with special needs. The onsite portion of the audit commenced on January 24, 2022 and continued through February 11, 2022.

Founded in 2007, ARP is comprised of a team of experienced education and management professionals focused on providing schools and school districts nationwide with analysis of organizational, pedagogical, and leadership practices affecting student academic achievement, while providing sustainable, research-established supports affecting employee performance in education. Reliable, results-driven methods are crucial to achieving and sustaining organizational effectiveness; practical, research-tested tools, strategies and protocols are pivotal; and ARP seamlessly provides those necessities to all schools and districts it serves. ARP has a footprint of serving schools and district in 26 states, with over 150 partnerships, impacting over one million students.

ARP services begin with a dedicated team of experienced professionals clinically analyzing district needs and current practices through a detailed and systematic evaluation, then ultimately building—with substantial client input and clear concurrence—specific management, education, organizational and leadership recommendations contained in the following written report, exclusively tailored to the specific needs and circumstances of the district. ARP recognizes that there is no one-size-fits-all approach to mastering the complex issues district, schools, administrators, building leaders, and teachers face each day. The evaluations and recommendations contained in this report are based on sound research and proven methods. Systems within the district and individual schools were evaluated and recommendations are suggested to improve district and school delivery of services to special needs students. ARP’s evaluation and recommendations contained in this report are intended for District 64 to provide high-quality educational opportunities to special needs students.

ARP is comprised of a diverse and skilled group of team members who bring the following (collective) qualifications to our organization and this work:

- Urban, rural and suburban school superintendent experience
- Director-level special education experience and district and state department of education levels
- United States Department of Education leadership experience
- Instructional and organizational performance auditing experience
- High school principalship experience
- Teaching at elementary, middle school, high school and college teaching experience
- Law firm, legal staff, state legislative policy, and student/family advocacy experience
- School transformation and academic turnaround experience
- School reconstitution and new school launch leadership experience
- Community organizing, community capacity-building facilitation and leadership experience
- Teaching quality research, training, and professional development experience
- Public school labor negotiations experience

Specifically for this Special Education Audit, ARP engaged its special education team to facilitate this audit, comprised of Dr. Bambi Lockman, Tom McDowell, and Todd Zoellick. All three have brought their individual and collective knowledge and expertise, as well as a depth of background in special education at various levels

in schools, school districts, and government entities. The following is a brief summary of each reviewer engaged in this audit, analysis, and report:

Dr. Bambi Lockman—Senior Advisor for Special Education. Lockman currently serves as a nationally recognized special education consultant and works with schools and districts throughout the United States. She has served as an Educational Policy Consultant for the Office of Early Learning, Florida Department of Education. From 2011-2014 she was the Deputy Superintendent for Instructional Services for Volusia County School District in Central Florida. Within her scope of work, she was responsible for the planning and coordination of PreK-12 curriculum and school improvement programs; federal and state grant funded programs, assessment and accountability, professional development, career technical education, online learning, alternative education, athletics and safety as well as exceptional student education and student support services, as well as Volusia’s Race to the Top grant. Prior to Volusia County, Lockman served as Chief of the Bureau of Exceptional Education and Student Services in the Florida Department of Education from 2004-2011. During this time, she was responsible for Florida’s implementation and general supervision of the Individuals with Disabilities Education Act (IDEA 2004), initiated postsecondary programs for students with significant cognitive disabilities, coordinated Florida’s State Performance Plan and Annual Performance Report, and managed the distribution of IDEA Part B and Part B Preschool grants. Lockman has been instrumental in Florida’s implementation of a Multi-Tiered System of Supports (MTSS) framework. Lockman also has extensive experience in Santa Rosa County School District, Milton, FL where she served as a classroom teacher and both a school based and district level administrator.

Tom McDowell—Senior Advisor for Special Education. McDowell has over 40 years of educational experience in both general and special education in public and private educational settings. He has served as a Teacher, Speech and Language Pathologist, Educational Diagnostician, Special Education Coordinator, Assistant Principal, Principal, Director, Executive Director and Educational Consultant to three major companies in the area of special education and students at risk. He has published two Programs: Language Development for Boys and Oral Language Communication for grades K-2 Standard American English and Reading. He implemented the first online IEP system along with the web based Medicaid billing system for the state of Florida. McDowell’s educational career has focused on fostering learning for all students. Utilizing strategies that reinforce students’ strengths, he centers on language and communication to achieve success. It is his belief that linking the best models, methods, technologies, and strategies, produce learning in each student. McDowell is an active member of state and national organizations that support education. He has served as president of: The Council for Exceptional Children, Association of State Directors of Student Services, Florida Language and Speech Association, Florida Association of Administrators, and Phi Beta Kappa Educational Association. He is presently a member of OSEP (Office of Special Education Programs) supporting achievement in the special needs students committee.

Todd Zoellick, Esq.—Chief Engagement Officer. Zoellick is an author, educator, and attorney. He has served in leadership roles in multiple education consulting firms and is the founder and president of an education advocacy organization for K-12 and higher education institutions that works to improve educational opportunities for students by providing support for administrators, teachers, and parents. He is also a university professor and lecturer on education, law, and public policy topics. Formerly, Zoellick served as the Deputy Regional Secretary at the United States Department of Education (2005-2009). Appointed by President George W. Bush, he served as one of Secretary of Education Margaret Spellings’ top officials in the Midwest, visiting thousands of schools throughout the region and actively engaged students, teachers, parents, administrators, business and civic organizations, and government officials to explain education policy and to build bridges between practitioners and policy makers. Zoellick specializes in special education evaluations and development of support systems for schools and districts throughout the United States.

Methodology and Process

For the district and all schools within the district, ARP provided a systematic, thorough, and comprehensive special education evaluation of programs, systems, and personnel; this site-specific process established baseline data upon which ARP's analysis, determinations, and ultimate recommendations are based. Determinations were rendered solely upon the basis of validated and documented evidence and in accordance with clearly articulated criteria. Further, ARP identified educational standards and compliance issues achieved and lacking at the school and district levels, which are contained in this audit report.

Crucial to ARP's approach is the collaborative involvement of school and district leaders and teachers at each building in which our teams work. Longitudinal studies by ARP and efficacy researchers nationwide establish that effective interventions and sustainable change occur only if those affected "own" and participate in implementation. Consequently, ARP maintains a rigorous focus on collaboration, professionalism, respectfulness, and sensitivity in all of its evaluative work. Issues are explored and probed *with* stakeholders—not independently or in isolation. High standards and high expectations are not compromised by collaboration; instead, opportunities for necessary change and sustained growth are data-proven to be enhanced.

The Special Education Audit was divided into three phases: Pre-Audit, Audit Site Work, and Post-Audit.

Phase One – Pre-Audit: During the Pre-Audit phase, the Audit Team gathered information from a multiplicity of sources, including the district office and all relevant departments within it, as well as publicly accessible data. Additionally, the team analyzed a comprehensive range of statistics and information regarding special education services in District 64. Much of the information gathered from the school district was through electronic records, district documentation, district policies, and discussions with district personnel. All school and district data were analyzed to identify trends and were compared to state averages, where appropriate and relevant.

The district was asked to provide documents and information about the special education and support services, including but not limited to:

- Organizational chart for the district
- Organizational chart for the special education team in the district
- Job descriptions for all special education personnel at the district level and the school level (i.e., district administrators, teachers, school psychologists, paraprofessionals, etc.)
- Copy of the special education handbook
- Copy of the special education budget (as much as you are able to share with an external vendor)
- If applicable, copy/description of your overall special education system/model/framework. Does this vary by building and/or classroom?
- Copies of any current special education grants awarded or applied for
- Copies of any special education audits conducted by ISBE or other oversight organizations
- Copies of any board policies related to special education in your district
- Description of any special education co-ops or associations that the district is in
- Description of all special education-related professional development sessions. Were they mandatory or optional? Who attended?
- Description of any training provided to special education parents/family members
- Number of special education students who receive specialized transportation services
- Description of your discipline plan for special education students
- Description of the process for providing a behavior intervention plan, if needed
- The name of your data management system for special education students
- The name of any assessment systems that are used for special education student

- Description of the district’s RtI program, including processes and procedures. What is the referral process? Is there an intervention form and who manages it? What type of progress monitoring is in place?
- Description of any summer programming for special education students in the district
- Number of students currently in special education by grade level, age, race, socio-economic status, and identification (i.e., OT, PT, behavior, etc.) district-wide and at each school
- Number of students with 504 plans district wide and at each school
- Number of overall students in the district
- Number of students in each grade level by school and classroom
- List of special education teachers by school building, including certification(s)
- List of special education paraprofessionals by school building
- List of special education support staff by school building (i.e., school psychologist, social worker, nurse, etc.)
- Daily schedule for each building as it relates to special education students (i.e., who is in what classroom at what time with what teacher)

Phase Two – Audit Site Work: The district and school site work provided the special education Audit Team the opportunity to begin to get to know the district. Key interviews were arranged and conducted with all special education personnel at the district level, as well as other district leaders. Special education teachers, special education teacher assistants (hereinafter “TAs”), and related service staff members at each building, were given an opportunity to meet with the Audit Team, as well as building leaders in each of the buildings. ARP team members visited special education classrooms in each of the building and observed nearly all special education teachers, TAs, and related services personnel at work teaching and supporting students. Additionally, ARP conducted virtual meetings with parent and community stakeholders. ARP joined several monthly, virtual Parents and Teachers Talking Together (hereinafter “PT3”) meetings in District 64, first to introduce the Special Education Audit, then to provide an update on the progress of the Audit, and finally to provide PT3 members an opportunity to offer their input on special education in District 64 to be included in the data collected for the Audit. ARP also hosted a virtual parent meeting on February 1, 2022, where all parents of special education students with IEPs or Section 504 Plans were invited to attend and provided with an opportunity for the Audit Team to explain the purpose and scope of the audit process and for parents and family members to share their perceptions of the strengths and challenges of special education in District 64.

From the site work, the Audit Team was able to formulate hypotheses about the district that were tested during the audit review, analysis, and final report write-up. The site work focused on classroom interaction with special education teachers, TAs, and students, as well as policies/procedures and district and school organization to support the work in the classrooms. Special education teachers and TAs who were observed were provided with feedback either immediately following the classroom observation or during voluntary “office hours” when they were able to stop by and talk with the Audit Team. The site work provided the opportunity for clarification on evidence gathered and discussion of any concerns that the schools personnel may have. It also provided the principal and/or special education team members an opportunity to present further data and clarify existing information through individual and/or group meetings.

Parents’ and teachers’ views of District 64 special education were explored through surveys developed in accordance with ARP protocols and offered while the Audit Team was onsite in the district.

Phase Three – Post-Audit: The special education Audit Team drafted this comprehensive report for the district that includes strengths and the areas for improvement identified during the onsite visits and throughout the audit process. Included in this report are findings, recommendations, and prioritization to address recommended next steps as identified in this report. The contents of this report can be integrated with the district strategic plan and/or district/school/student achievement plans and can be used as a basis for future

intervention in the district. This report is a snapshot of the state of special education in District 64 at the time that the audit was conducted and reflects the Audit Team's findings based on data reviewed, as well as interviews and observations of district leaders, building leaders, teachers, and other district personnel.

District Strengths

District 64 is a vibrant and diverse community that serves families in the Park Ridge and Niles communities in the Northwest suburbs of Chicago. While District 64 provides educational opportunities for students and families nearby the City of Chicago and Chicago's O'Hare International Airport, District 64 is neither defined by nor overshadowed by its close proximity to the largest city in Illinois or one of the largest airports in the United States. Instead, District 64 is an enclave for families seeking to provide every opportunity for their children. The district consists of socially and economically diverse families who are passionate about opportunities for their children, both special education students and general education students.

Historically, Park Ridge and the surrounding areas were well known for brickmaking, due to plentiful amounts of quality soil. That soil, combined with the ingenuity and determination of its early residents, allowed the community to provide bricks that built many of the buildings in Chicago and other cities in the area. Similar to the early brickmaking days in Park Ridge and the surrounding areas, District 64 is providing the fundamental building blocks for the education of all of its students. While the scope of this Special Education Audit, as the name implies, is limited to the special education services provided by District 64, the Audit Team was able to observe special education classrooms throughout the district, as well as general education classrooms for the purposes of observing co-teaching, push-in special education supports, and related services in the general education classrooms. In both special education and general education classrooms alike, there is a focus on students and high quality education to ensure that every student, regardless of need, receives the supports and educational opportunities that they deserve.

One of the greatest assets in District 64 is its strong administrative team and dedicated special education teachers, TAs, related services personnel, general education teachers, and staff members. While it is commonly assumed that these critical components to student education are present in every district in the United States, it is unfortunately not always the case. The human resources at all levels in District 64 are perhaps its greatest strength, easily eclipsing the great facilities, technology, and programs that the district offers. As a component of our onsite observations, the ARP Audit Team visited classrooms in each of the school buildings. Our focus was on observing special education teachers, TAs, and related services personnel. The special education teachers, TAs, related services personnel, and support staff clearly love children. Through our observations and conversations, we quickly learned that these professionals are child-focused in their decision-making and actions. This is an incredible asset for District 64. Daily these individuals do what they believe is in the best interests of the students that they support. While these actions may not always reflect best practices, as discussed within this report, they are consistently done with good intent and with the best interest of the student at heart.

In addition to caring for students, the special education teachers, TAs, and related services personnel are committed professionals. Some evidence of this came in the form of our onsite meetings and observations. Special education teachers, TAs, and related services personnel were given opportunities to meet with the ARP Audit Team either one-on-one or in group settings during "office hours" that were built into the observation schedule at each school visit. They were not required to meet with the Audit Team but could choose to do so during designated times that often included their lunchtimes and/or planning times in order to share their experiences in District 64. The Audit Team met with many special education personnel at each school building during these "office hours," and the meetings were constructive and informative for the ARP Audit Team. These were not staff that met with us simply to complain but rather to express many concerns and even provide constructive ideas for how their areas of concern could be addressed. Many of these staff members spent serious time preparing ahead of our meetings, coming to the table with notes and outlines of items they wanted to discuss. Staff members even stopped members of the Audit Team in the hallway in between classes to share their thoughts and provide insight they thought the team might find useful. This demonstrates a level of professionalism and concern for District 64 special education that was both refreshing and reassuring from the

special education professionals in the district who are committed to their work and their students. While certainly some staff members vented frustrations to the Audit Team, this is completely natural, expected, and healthy in this type of audit. At no time were any of the district personnel we met with anything less than completely professional and valuable resources for the ARP team. It is also important to note that during the Audit Team's meetings and interactions with special education professionals and staff members throughout the district, there were often positive comments about the administrators and resources available. Many were complimentary of both district leadership and building leadership and commended the work that has been done to improve the special education in District 64, particularly over the last several years with a new superintendent and Student Services administrators.

District 64 has assembled a strong and committed team of special education teachers and related services personnel. These special education professionals benefit from a plethora of curricula and materials acquired by the district over the years that can be used in the classroom and/or for targeted interventions with individual students. The curricula and materials provide a solid foundation of materials for educators to draw upon when assessing and addressing student needs in District 64. Likewise, there are often opportunities for special educators and other special education team members to augment their knowledge and skills with both internal and external training to support the use of curricula, materials, and/or integrating evolving trends in special education into the classroom.

In addition to investing in special educators, materials, and training, District 64 has assembled specialists for the Student Services department over a number of years. These specialists contribute immensely to the Student Services department and special education in District 64. The district is fortunate to have a Board Certified Behavior Analyst (hereinafter "BCBA"), who is very skilled and provides assistance for students with behavior needs, as well as training for educators and staff on behavior strategies and interventions. There is also an Assistive Technology Specialist in the district who conducts assistive technology assessments, develops assistive technology related instructional programs, and provides equipment recommendations for students with disabilities. Not all districts are so fortunate to have an Assistive Technology Specialist on staff, and District 64 benefits greatly from having a dedicated team member who can address the assistive technology needs of its students. Finally, District 64 also has an Intervention Coach and Student Services Coordinators who support teachers and staff members throughout the district as they provide special education services to the students. These individuals have become an integral part of the Student Services Department in District 64 and provide a wealth of knowledge and expertise in special education. These specialists will be discussed in greater detail later in this report.

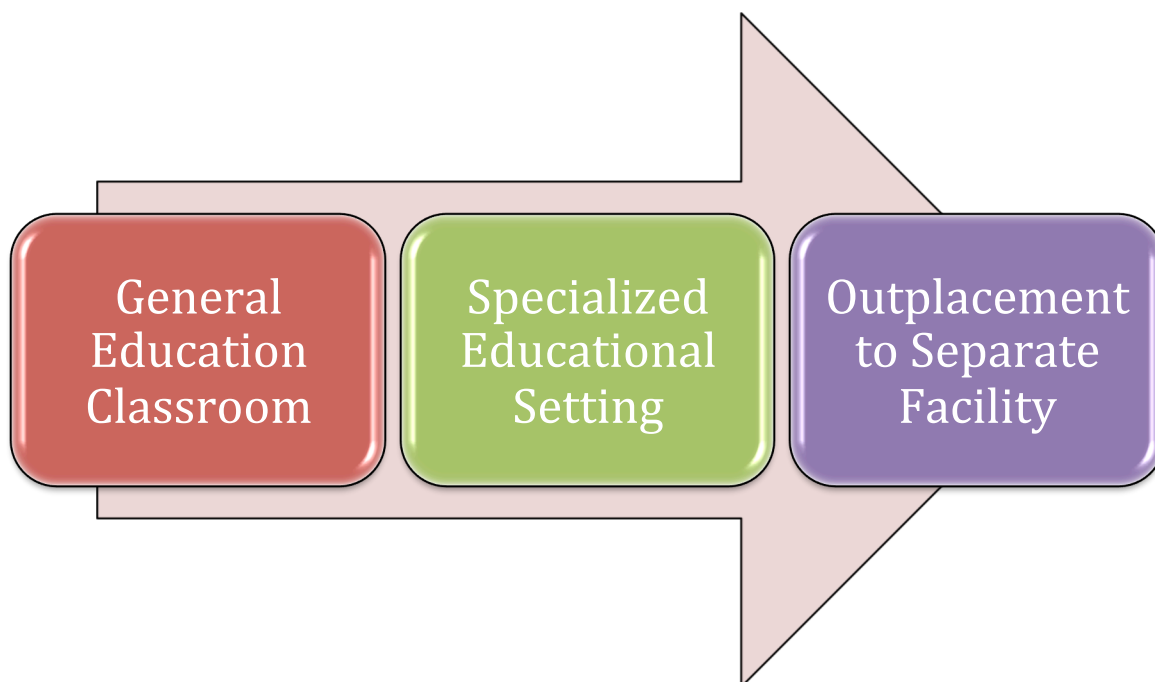
Supporting these exceptional educators, specialists, and staff members is a strong administrative team. The current Student Services Director has decades of experience as a teacher and administrator, both in traditional school districts and at three special education cooperatives. Similarly, the current Assistant Director of Student Services has extensive special education experience in districts across the region, as well. The Superintendent provides guidance to the Student Services Department but also demonstrates a high level of trust and support for both the department leadership and teachers, providing the necessary climate for growth and changes in special education in line with the district agenda and board policy. Other administrators, while on the periphery of special education, also provide support and operate as a collaborative team with the Student Services Department and special education. The Director of Human Resources is extremely competent and a strong leader who focuses on the appropriateness of staffing allocations, among other critical staffing supports, for special education in District 64. The Budget Director, while relatively new to the district, and his team provide the needed financial guidance and support for special education, as well. It is the Audit Team's observation that there is positive and beneficial interaction among the Students Services, Human Resources, and Budget departments that creates an environment where the necessary staffing and financial resources are combined with a strong vision for special education that results in providing the necessary resources to educate all special needs students.

In 2018, District 64 commissioned a special education audit by an outside auditing firm not affiliated with ARP. The 2018 audit reviewed many aspects of special education throughout the district and provided a snapshot of the special education system at that time and allowed for the district to develop a roadmap to address some issues identified in the audit. With a new Student Services leadership team, other new district leadership and building leadership, and new Student Services Coordinators in the intervening years, District 64 was able to address many of the challenges identified in that audit. While not all of the changes have been popular or easy, the leadership team, through the commitment and heavy-lifting of district and building administrators, school-based special educators, and support staff, have been able to implement changes that have brought about positive advances in special education in District 64. Even though some findings from the 2018 audit have been addressed or are currently being implemented, there are still areas where District 64 needs to make new or additional adjustments to strengthen special education in the district. The current Special Education Audit is completely independent of the 2018 audit and is intended to serve as a new and independent evaluation of District 64. All district and special education stakeholders should celebrate the strides made in special education over the past few years, while recognizing that there is continued work to be done. The remainder of this audit report provides the observations and recommendations of the ARP Audit Team to strengthen special education in District 64, providing a framework for implementing success for all students.

Observation #1: Develop a Robust Special Education Continuum of Services

It is important for stakeholders in District 64, educators, parents, and community members alike, to understand the nature and design of a special education system for students with special needs. Special education is a service for students with special needs, not a static service but a service that changes and adapts to meet the needs of special education students at various times over the course of the student's educational career. As a result, special education is considered a continuum of services.

A continuum of services for students with special needs utilizes different service delivery models to provide individually designed instructional strategies to a student with disabilities. Students are each individuals, and by that very definition as individuals, are unique and have specialized needs. It is both the role and the obligation of the school district to provide services to the student in a manner and setting that meets those individualized student needs. The continuum of services is a spectrum ranging from providing instruction in the general education classroom alongside peers with limited to no supplemental aids or services to outplacement in a separate facility.



The continuum of services in special education is critical to the educational development and support for students with special needs. Implicit within that term are two important factors that must be embraced by District 64 in order to meet the needs of all of its students. First, it is a continuum. The Merriam-Webster definition of “continuum” is “a coherent whole characterized as a collection, sequence, or progression of values or elements varying by minute degrees”¹. In the context of special education, that “coherent whole” is the educational system in place to educate all students within the district. However, within that coherent whole is a sequence or progression that varies by degrees depending on facts and circumstances. Each one of the students in District 64 finds himself or herself somewhere on that spectrum or continuum. It is the duty of the school district to help identify where each student is on the continuum and meet the individual needs of the student at that particular point and moment in time.

The second vital component of the continuum of services is that, as the name implies, these are *services* that are provided to students. In districts throughout the county, including in District 64, the notion of providing

¹ “continuum.” *Merriam-Webster.com*. 2022. <https://www.merriam-webster.com> (31 March 2022).

special education services can be blurred or confused. As educators, we often get so focused on attempting to meet the individual needs of students that we step away from the vital concept of special education as a service and instead focus on programs that can be used as interventions to assist students. While programs and interventions are critical to meeting the needs of students at various points on the educational spectrum (i.e., continuum of services), we run the risk of abandoning the concept of special education as a service and become focused on fitting students into programs rather than first locating where a student is on the educational spectrum and then identifying programs and interventions to support that student. Special education is not a program; it is a continuum of services to support students with special needs.

District 64 has historically not fully recognized the concept that special education is a continuum of services. In the 2018 audit, the concept of a continuum of services was addressed at that time. While district leadership and the special education team members have worked to fulfill the recommendations of the past audit and made significant strides in doing so, the concept of the special education system in District 64 being recognized as a continuum of services has not yet been fully realized. Based on classroom observations and conversations with special education personnel in the district, the Audit Team perceived that special education in District 64 is more program-driven rather than service-driven. Evidence of this is in the common approach of buying something (i.e., a program) to address an issue. The result is that there are many programs and interventions available to special education teachers in the district, which is wonderful to have that volume of resources. However, that runs the risk of further driving support away from services and toward a particular program by identifying one of the programs and assigning a student to it. Instead, teachers and administrators should evaluate students to determine where they are on the continuum and support those students with targeted interventions. District 64 should not let the programs and interventions available dictate the needs of the student; rather, the needs of the student must determine which interventions are most appropriate and how they are utilized.

Currently, the district has a clearinghouse of information to inform teachers of the programs and interventions available to support students. However, simply having a clearinghouse or a list alone is not sufficient to provide teachers with the necessary information that they need to make informed decisions for their students regarding appropriate programs or interventions. There must be a genuine understanding of the utility of a particular intervention and how it is most effectively used to meet the identified needs of the student on the continuum. District 64 provides some training for teachers on various programs and interventions that teachers have available to them. Based on the Audit Team's conversations with teachers in District 64, not all teachers have a strong understanding of the programs and/or interventions available to them or how to appropriately implement those programs and/or interventions despite the training offered. It is the recommendation of the Audit Team that District 64 should continue to provide teachers with the resources and training to understand how to appropriately use programs and interventions to support students with special needs, evaluate teacher's understanding following the training, and provide additional training as needed for optimal implementation to meet student needs.

This practice of connecting students with a particular program for special education supports rather than approaching special education as a continuum of services is evident throughout the district. When asked by the Audit Team for a model of instruction for a particular special needs student, many special education teachers often referred a particular program rather than an instructional model. Programs are good, but they need to be utilized in targeted ways as interventions that tie directly to the needed supports or goals in a student's IEP. They are not special education models of instruction.

There are effectively four models of instruction on the special education continuum of services. They are as follows:

- 1) **Monitoring Services.** Monitoring services include a special education teacher providing support (typically 15-30 minutes per week) directly to a student with a disability who receives all instruction in a

general education classroom (i.e., full inclusion). Services are regularly scheduled, and students are monitored accordingly in conjunction with the goals in the IEP.

- 2) **Facilitated Instruction (Support).** Facilitated Instruction involves the special education teacher providing instructional support and strategies to students with disabilities during the general education class period, but not every day or not for an entire class period, as is the case with co-teaching.
- 3) **Resource.** Resource includes the special education teacher providing support services to the student in a separate location on a regular set schedule to meet the student's instructional needs (i.e., pull-out services).
- 4) **Functional Instructional Strategies/Skills Class.** In a Functional Instructional Strategies/Skill Class, the special education teacher has the students all day except for any specials, lunch, or other non-instructional times. Essentially, special education students are housed in a separate classroom away from their general education peers.

These models of instruction demonstrate the special education continuum of services from most inclusive to least inclusive for special education students in general education classrooms.

Within these models of instruction, there are three instructional methods. The first is Remediation, which is essentially taking a student backwards in the curriculum to support concepts and skills that were taught previously but not mastered. Remediation is the supporting of basic skills deficits, reflecting the IEP goals that are typically developed for deficient skills. This model could be used with Monitoring Services or Functional Instructional Strategies/Skills Class. The second instructional method is Differentiation. Differentiation is supporting students with concepts and skills that are currently being taught in the general education classroom. It allows all students to access the core curriculum by providing entry points, learning tasks, and outcomes that are tailored and designed to students' needs. Teachers can differentiate content, process, and/or product. This model could be used with Facilitated Instruction or Resource. The third instructional method is Acceleration. Acceleration is the exposure to future skills and concepts that the student will need to master in order to make instructional learning gains. This model could be used with Monitoring Services, Facilitated Instruction, or Resource.

The concept of a true continuum of services for special education is not fully realized in District 64. Many improvements have been made in the past four years; however, the notion of a continuum of services is not completely understood or embraced by special educators within the district. Special education is not typically viewed as a service, but rather it is program-driven, with the list of programs available dictating the interventions provided to a student instead of student needs and goals contained in the Individualized Education Program (hereinafter "IEP").

Recommendations

- 1) Develop a student instructional model that provides a clear framework for establishing special education as a continuum of services. This framework should be jointly developed by district administration, building leaders, special education teachers, and related services personnel. The framework should be developed as a collaborative effort of all essential parties, with outside supports as needed, and rolled out to the both special education personnel and general education teachers as a collaboratively created framework.
- 2) Establish and utilize a data system to determine when students transition from one model of instruction to another based on student data and not heartfelt data.
- 3) Provide both special education personnel and general education teachers additional training on models of instruction and instructional methods for special education students. The supports provided to students need to be effectively linked to the goals of the IEP, and both special education teachers and

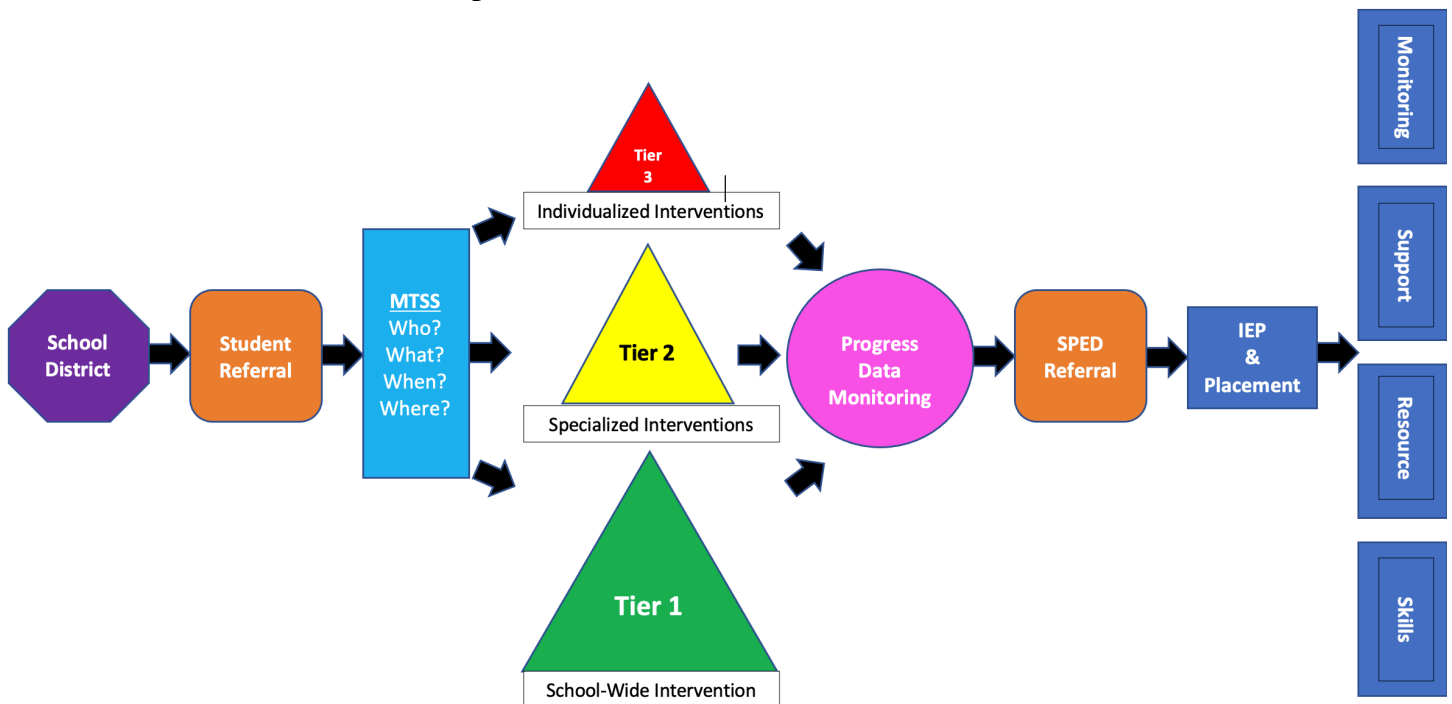
general education teachers need to be able to recognize the instructional methods needed for students to succeed.

Observation #2: Create a Framework for Consistently Meeting Student Needs

The goal of every school district is to meet the needs of all students in the district. There are many great things happening in every building throughout District 64. Educational opportunities exist for students and committed staff members work hard to try to provide students with the supports and interventions that they need. As stated in Observation #1, a critical component of meeting the needs of all students is to adopt a continuum of services model for special education students. In that case, all students will have their needs identified and will have the necessary supports and interventions to meet their specific needs.

District 64 should develop a comprehensive special education structure in the district. This structure needs to be broad in scope to address needs from the Early Childhood program all the way through eighth grade. There should not be any ambiguity in special education or change from one building to another. If parents move from one elementary school boundary to another, they should find the same special education structure in place at the new school as was embedded at the previous school. Likewise, the structure should be comprehensive, addressing the needs of students from the identification of students who need additional assistance all the way to placement in special education and a determination of the models of instruction and instructional methods utilized. The following is a graphic that is discussed in greater detail throughout this report. It demonstrates the complete structure needed for a comprehensive student instructional model that is utilized at every grade level and in every building throughout the district.

Proposed Instructional Model for District 64



Many of these components in the Proposed Instructional Model for District 64 graphic above already exist in some form in District 64; however, they are not included in a comprehensive structure adopted by the district and utilized in every school within the district. As previously discussed, models of instruction and instructional methods at the far right following placement in special education must be clarified and adopted by special education teachers and other special education personnel throughout the district. Similarly, the MTSS structure in the middle of the graphic is not utilized to its full potential and is discussed later in this report. Structure is important in education. It is important for students to have structure for their development. It is important for educators to have structure so they understand systems, processes, and procedures and what is expected of

them. It is also important for the district to have structure for continuity throughout its buildings to operate as a cohesive unit and avoid building-level silos.

In addition to the broad special education structure that should be developed in District 64, there must be continuity among schools and special education teachers for individual student interventions. While District 64 has worked to develop a clearinghouse of approved student interventions and provided training on some of those interventions as discussed in Observation #1, there is not a fully developed, district-wide system in place to determine the utility of interventions. Special education teachers reported to the Audit Team that despite some training, teachers do not always feel that they have the necessary direction for which interventions are appropriate for students and when those interventions should be used. Even though District 64 has developed curriculum maps and employs an intervention coach to support teachers in the selection of appropriate interventions in the classroom, many special education teachers indicated lack of direction to determine what interventions are available for use with their students. In some cases, teachers reported finding their own interventions by relying on Google or other methods of search that may not provide interventions that reflect best practices.

Special education teachers and general education teachers need additional information about each of the interventions to determine when to use them, which student needs they might be appropriate for, and where along the instructional model they should be implemented. Teachers should be appropriately trained on all relevant interventions prior to authorized use with students. District 64 conducts training for special education teachers during the school year, both during and after school, as well as during the summer, with training provided by both internal coaches and external providers. However, despite the training that is offered, some teachers did not have a thorough understanding of the interventions available to them and/or how to appropriately implement interventions. The training that District 64 provides should continue and be augmented to ensure that all teachers have a thorough understanding of the available interventions.

The process for determining which models of instruction, instructional methods, and interventions to use to support a particular student must have a basis for determining individual student need. The foundational document for making those determinations is the IEP. Under the federal special education law, the Individuals with Disabilities Education Act (hereinafter “IDEA”), when a request to consider placement of a student in special education comes either from a parent, a teacher, or other personnel within the school, there is an evaluation process that must occur. Data is collected on that student, which can include but is not limited to academic data, behavior data, observational data from teachers and other personnel, and reports from non-school-based providers, among other data points. A meeting is held with all relevant parties—classroom teachers, special education teachers, related services personnel, and administrators—to examine all of the data and determine if there is an educationally sound reason for determining eligibility and placing a student into special education and ultimately providing them with an IEP. All stakeholders should understand that special education eligibility requires the following components: 1) students must have a qualifying disability; 2) the disability must adversely impact the students access to and progress in general education; and 3) the student must require specialized instruction in order to make progress.

The critical point is that all data is reviewed and analyzed by the educational experts, along with parents and representatives, to make the determination that a student should be placed in special education. One of the reasons that IDEA was initially created was to limit or avoid simply putting a challenging student in special education to get them out the general education classroom. The law provides a process for making that determination in educationally appropriate ways. It was intended to create a partnership among the school, district, and parents to determine if students need special education services by examining a plethora of data.

Throughout this Special Education Audit, the Audit Team examined random samples of student IEPs and discussed student IEPs more generally with special education teachers and administrators. There is some

evidence that there are a small percentage of students with current IEPs who may not need all of the services currently provided within the IEP. There are many reasons why a student may have a particular intervention or service provided in the IEP, including but not limited to a recommendation made by a teacher or related service provider, a diagnosis from a physician or third-party provider, or a request from a parent with appropriate documentation to support the request, among others. Students with behavior needs contained in an IEP may also be included in special education. Whatever the reason for the student to be given an IEP and placed in special education, it must be well documented and based on student data.

Once it is determined that that a student is eligible to receive special education services through the evaluation process briefly described above, an IEP meeting is held with all relevant parties. These IEP meetings include parents, administrators, general education teachers, special education teachers, related services personnel, and any others who were involved in the evaluation of a student for placement into special education. The purpose of the IEP meeting is to meet as an educational team to establish goals for the student to become academically successful, determine the supports that student needs to meet those goals, and begin to develop a document that identifies those supports and interventions. All of the individuals attending the IEP meeting are critical voices in determining the path forward for the student, and all are required under IDEA.

As students progress through the continuum of services and the appropriate interventions as dictated in the IEP, some students will continue to need supports as they move from grade to grade within the district. However, it is important to recognize that some students will respond well to interventions, and over time, data may demonstrate that those students no longer have the same needs as when the IEP was drafted and approved. In those cases, students must be re-evaluated to determine if the interventions and supports are still needed. For students who have been successful with interventions provided in special education and required in the IEP, they may progress out of special education and back into a general education setting. It is important for parents and special education personnel alike to remember that determination of need for an IEP is not a lifetime appointment to special education. While some students with significant or severe disabilities may spend all of their educational careers in special education, many students through successful interventions and close data monitoring meet dismissal criteria and are successful in general education.

There seems to be a notion among some parents that if they are able to get their student into special education, the student will receive more support to reinforce the educational concepts taught in the general education classrooms. While on the surface this might seem logical, it is not an educationally sound practice for determining a student eligible for special education, and it is unlikely ample data will be available to support that decision. Educationally speaking, we want students to receive all of the supports that they need to be successful in school. In some cases, that means placement in special education after a thorough evaluation. However, the goal is to provide students with those supports in a traditional classroom and educational setting, if at all possible. Special education should be the last option and not the first effort to support students academically.

Recommendations

- 1) Develop a comprehensive, district-wide instructional model for District 64, similar to the Proposed Instructional Model for District 64 graphic. Implement that model in every school and ensure it becomes the standard that is used throughout District 64 when determining eligibility and/or making IEP/programmatic decisions or changes.
- 2) Augment training to special education teachers, general education teachers, and related services personnel for all interventions that are included in the clearinghouse of available interventions, including why to consider them, when to integrate them into the array of supports for a student, and how to effectively utilize them.

- 3) Review student IEP eligibility to confirm that student needs have not changed and all IDEA guidelines are consistently followed; ensure the collection and analysis of current student data in order to make appropriate educational decisions.
- 4) Provide training as needed for special education teachers, general education teachers, related services personnel, and/or administrators on IDEA, including the processes and procedures for determining eligibility/placement into special education to ensure compliance with federal law and district educational obligations to the student.

Observation #3: Adopt Inclusion Classrooms and Co-Teaching as District Standards

IDEA mandates that students are educated in the Least Restrictive Environment (“LRE”), which means that students with special needs are educated to the maximum extent possible in the same classroom as peers without disabilities. The specific language in IDEA states,

“to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily”.²

The LRE is not a specific place. Rather, it is a setting that is most appropriate for the student and most closely aligned to the general education classroom. The IEP team determines the LRE that is most appropriate for a student with special needs. There is a continuum of placements for the LRE that includes the following:



A full inclusion model means educating students with disabilities in the general education classrooms with the philosophy that all students, including students with special needs, should be given the same opportunities, which can only be achieved if all students are in the same classroom receiving the same instruction. There is a strong desire for inclusion of all students in general education classrooms. However, the desire for inclusion does not always match the execution of inclusive classrooms. An inclusion classroom is a general education classroom where students with and without special needs learn in class together alongside one another in the same classroom. If District 64 is going to adopt a district-wide philosophy of inclusion, students should be included in all classes, not just some classes. Currently in District 64, there are examples of inclusion classrooms in every building, yet a true inclusion philosophy does not exist. Many special needs students are pulled out of certain classes, such as specials (art, music, physical education), and instead that time is designated for their related services, such as physical therapy (“PT”), occupational therapy (“OT”), speech and language (“SLP”), or meeting with the school psychologist or social worker. While this certainly creates ease around scheduling related services for special needs students, it is not promoting a true philosophy of inclusion in the district. Additionally, some special education students at the middle school level are precluded from participation in one or more of the many electives offered to their general education peers (e.g., Marine Biology). A true inclusion model does not exclude students from their specials or elective classes but instead will pull students for related services at various times and from various classes so they can participate in all types of classes with their peers.

District 64 has started to embrace co-teaching in some of its classrooms, currently limited to grades 4-8. Co-teaching is the classroom concept where general education teachers and special education teachers together act as classroom teachers, working alongside one another to provide instruction for all students, both general education students and students with special needs. They are, as the name implies, co-teaching or teaching in the classroom together. Co-teaching can benefit many students in both general education and in special education, but as with any strategy, the district must ensure that the needs of the students are being met. There

² IDEA, 20 U.S.C. § 1412

are wonderful examples of co-teaching occurring throughout District 64. However, co-teaching is not occurring in every classroom. The Audit Team encourages district leadership to explore, together with general education teachers and special education teachers, the possibility of expanding co-teaching into all grade levels. In order for co-teaching to be an effective and realistic option in District 64, two things must occur: 1) general education teachers and special education teachers must be provided with co-teaching training together to ensure a true co-teaching model, and 2) general education teachers and special education teachers must be provided with common planning time to plan their lessons together.

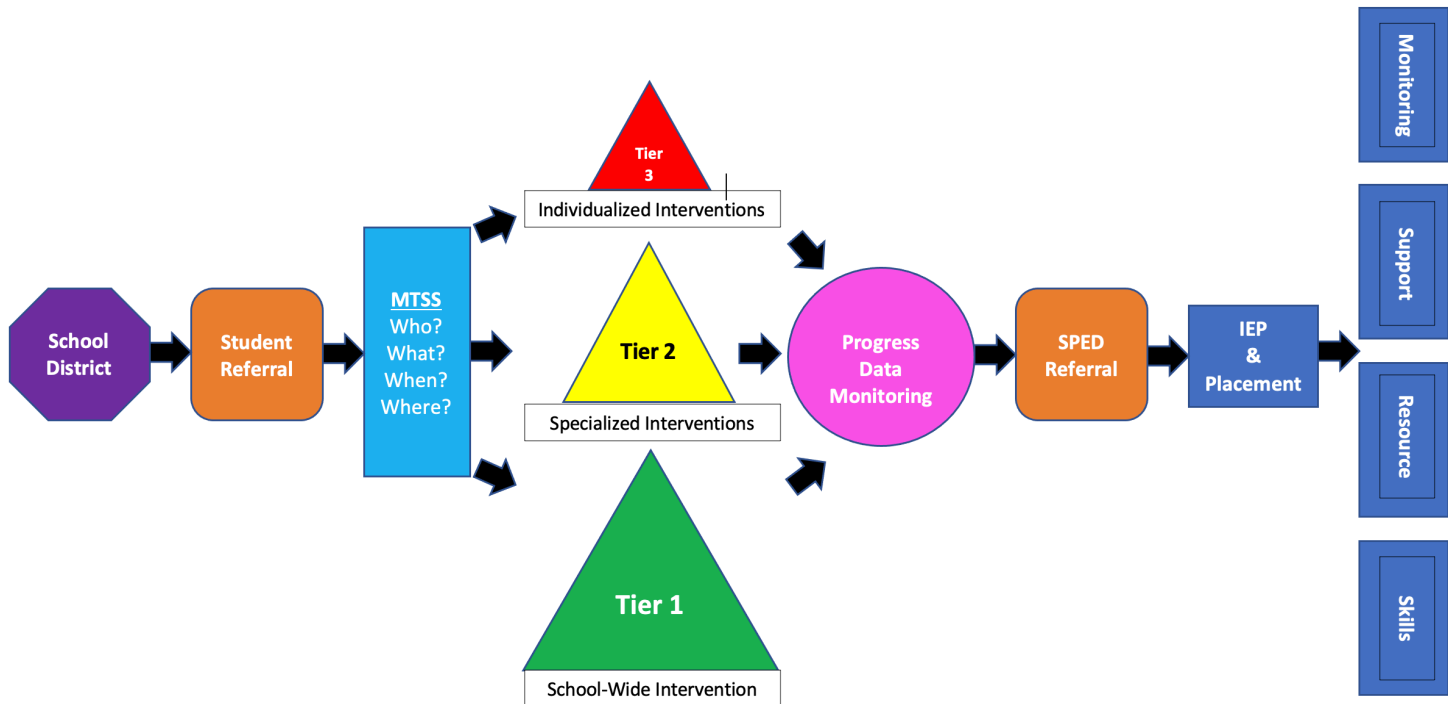
Recommendations

- 1) Provide joint professional development for general education teachers and special education teachers on differentiated instruction, creating inclusion classrooms, and implementing co-teaching in the classroom so that these concepts become more mainstreamed and consistent throughout the district.
- 2) Establish common planning time for general education teachers and special education teachers who will be co-teaching together so that they can jointly prepare their lessons for the greatest student impact.
- 3) Develop a monitoring system to monitor if the co-teaching implemented in the classrooms is appropriate and effective for advancing student achievement.

Observation #4: Develop a True Multi-Tiered System of Support (“MTSS”)

Multi-Tiered System of Support (“MTSS”) is a district-wide continuous improvement framework that provides data-based decision-making for student supports at all grades and levels of student achievement. MTSS is a framework designed as a roadmap for districts to provide instruction, evidence-based assessments, and targeted interventions to assist student who need additional supports. It is important to note that MTSS is not the same as special education. It is a framework for student support that precedes special education and through which all students in need of support should be considered and identified for targeted, tiered interventions. It should be noted that the MTSS process and data can be utilized to support the students’ eligibility determination for special education services. To provide a visual representation for MTSS, the following is again the Proposed Instructional Model for District 64.

Proposed Instructional Model for District 64



The initial step to determine the needs for additional supports and ultimately whether a student should be considered for special education services begins with a Student Referral. Student Referrals for assessment to determine eligibility for special education and related services may come from teachers, parents, agencies, appropriate professional persons, and from other members of the public. There are specific Student Referral Procedures that the Audit Team suggests. All referrals for special education and related services must receive a response from the district, consistent with federal law. The process is as follows:

- 1) Referrals for assessments to determine eligibility for special education and related services should be made to the school building principal or designee at the student’s school of residence.
- 2) Referrals may be processed through a student intervention team to review the referral and document interventions tried prior to referral.
- 3) All requests for assessments should be submitted in writing. If a parent or any individual makes the request verbally, the principal or designee should request that the parent or individual make the request in writing. District 64 and its legal counsel do not dismiss verbal requests from parents or others.
- 4) If the referral is not coming from the parent, the school building administrator or designee will

review the referral. If the information is incomplete, the referral source will be contacted to request additional information. If the information is complete and appropriate, the school building administrator or designee will initiate the assessment process, including notification of parents. If determined that an assessment is required, an assessment plan will be developed, within 14 school days of receipt of the referral.

- 5) All school staff referrals should be written and include a brief reason for the referral and documentation of the resources of the general education program that have been considered, modified, and when appropriate, the results of intervention.

MTSS is school-based and uses data-driven problem solving and incorporates instruction and interventions to address both the academic and non-academic needs of all students. There are three tiers in MTSS. Tier 1 instruction is provided to all students to receive high quality, differentiated, culturally responsive core academic and behavioral instruction through the general education program and is designed to meet the needs of and ensure positive outcomes for a minimum of 80% of all students. General education students, as well as students who advance through the MTSS tiers and ultimately are placed in special education receive this instruction. Tier 2 interventions are the supplemental programs and strategies provided to students who require supports in addition to the universal or school-wide supports of Tier 1. The purpose of Tier 2 interventions is to reduce the risk of academic or behavioral issues. Finally, Tier 3 is the highest level of support that is provided to a student without an IEP prior to placement in special education to provide more intensity, duration, or frequency of an intervention.

The framework for MTSS utilizes evidenced based instruction, intervention, and assessment practices. Interventions are strategies or techniques used to teach a new skill, build fluency in a skill, or encourage the application of existing skills to a new situation. The interventions must be student-specific and include targeted assessments, planning, data collection, and progress monitoring. All student-specific interventions must be evidence-based (i.e., have been shown to work with students over time in the school environment), monitored regularly to determine student achievement and inform instructional decision-making, and implemented during the instructional school day. There are myriad interventions available to schools and districts. Some are formal programs or products, while others are techniques that can be used in the classroom setting. All interventions must be student-specific, so a successful support for one student with a particular special need may not demonstrate results for a student with a similar special need. The following are a few examples of appropriate interventions to demonstrate that both formal, commercial product interventions and teacher-developed, non-commercial interventions are available for use with students:

- Achieve 3000
- Check In/Check Out
- Use of technology (i.e., computers, iPads, switches)
- Online intervention commercial programs
- Quiet place in the classroom
- Mini lessons of skill deficits
- Targeted instruction
- Teacher-generated materials for instruction
- Social worker intervention
- Problem solving interventions
- Behavior plans

Critically, the intervention chosen for the student must be evidence-based and student specific. As specific interventions are utilized with a student, teachers must assess whether the interventions are successful or not. If they are successful and produce positive outcomes for students, the intervention can continue to be used until the student is ready to move on to a different intervention. If an intervention is not a success with a student, the teacher must then analyze and choose an alternative intervention that may be a better fit for the student.

This analysis and determination of the success of interventions is determined by student academic data through a process called progress monitoring. Progress monitoring is a diagnostic intervention used to determine if student interventions are successful, not successful, or need to be clarified (neutral). It is a data-driven, visual representation of a student’s progress on the interventions for that particular student. As a best practice, progress monitoring should be completed over a six-week period, a minimum of three times throughout the school year. Not all students will begin their interventions in Tier 1. Students will be placed, and subsequently progress monitored, in whatever tier is determined to be most fitting based on their individual needs. Districts should have a consistent progress monitoring methodology.

The following Progress Monitoring Example shows a visual representation of a student monitored on 10 items that would be customized for their individual situation. In this example, the trend line from week one to week six shows an upward trajectory as a student progresses through the six-week monitoring regimen. Note that in Week 3 of the Progress Monitoring Example the student has a setback, which is not uncommon, but the general trajectory is still upward, demonstrating a positive progression. If the trend lines are “going up” or moving in a positive direction, students are making progress under the interventions that were selected for them in their assigned tier. If, however, the trend line is either “going down” (moving in a negative direction) or staying neutral, then the interventions selected are not working for that student. In that case, a determination must be made if a student should be moved to the next tier for more intensive interventions. If a student is in Tier 3 and still not demonstrating progress with the Tier 3 interventions, then the student may be referred to special education and would follow the special education referral process, including eligibility determination. If the student is determined to be eligible, an IEP would be developed and placement would be made within the continuum of special education services.

Progress Monitoring Example

	<u>Item 1</u>	<u>Item 2</u>	<u>Item 3</u>	<u>Item 4</u>	<u>Item 5</u>	<u>Item 6</u>	<u>Item 7</u>	<u>Item 8</u>	<u>Item 9</u>	<u>Item 10</u>
<u>Week 6</u>									X	
<u>Week 5</u>									X	
<u>Week 4</u>							X			
<u>Week 3</u>			X							
<u>Week 2</u>						X				
<u>Week 1</u>				X						

District 64 has sought to develop a meaningful MTSS system. While most components of an MTSS system exist in District 64, they are not always operating systematically or appropriately utilized by educators or staff members. The MTSS system that is currently in place in the district is housed in and implemented through the Department for Student Learning. There is an MTSS website designed by the district that provides broad concepts of MTSS that district personnel can reference for support. Many district personnel that the Audit Team interviewed were familiar with and even referenced the MTSS website. While this website contains some useful information and explanations of MTSS generally, it is not as specific to District 64 as the Audit Team would like to see. If district personnel are utilizing the MTSS website as a primary resource for information

about MTSS in District 64, then we recommend that the website should be more robust and include an MTSS framework that reflects district needs and strategies for the district MTSS system.

Through classroom observations in schools and classrooms and interviews with district personnel, the Audit Team discovered that there is not an adequate MTSS framework in place in District 64, and many personnel in the district do have a true understanding of MTSS or how it is utilized to support students. In a true MTSS system, it is expected that a vast majority of students are receiving Tier 1 supports. They are in the general education classrooms, receiving instruction from the classroom teacher with individually tailored augmentations as needed and in a limited capacity. Generally, Tier 1 supports are successfully occurring in District 64.

Tier 2 interventions are more targeted and specialized. These are interventions that target students who need additional help, based on teacher observations and data collection through progress monitoring. In Tier 2, teachers may utilize some of the interventions discussed throughout this report to attempt to provide some additional instruction and/or support for struggling students. In District 64, the Audit Team observed that there is some evidence of Tier 2 interventions occurring in some classrooms within the district. However, the Tier 2 interventions are mostly sporadic, and there does not appear to be a cohesive definition among teachers and other personnel for what Tier 2 MTSS interventions are in District 64. District leadership has provided professional development and training for teachers on MTSS, but not all teachers have a full understanding of Tier 2 or how to implement Tier 2 interventions to support students. It is important for teachers to continue receiving MTSS professional development and training and work alongside district administrators to develop a full understanding of Tier 2 in District 64. Additionally, District 64 has Intervention Teachers who provide support and guidance for classroom teachers specifically around interventions. The district has sought approval for additional Intervention Teachers in recent years, which would have a positive impact on ensuring that Tier 2 interventions are properly utilized and supported.

The Audit Team observed little evidence that there are consistent and meaningful Tier 3 interventions occurring in District 64. Tier 3 interventions should be more intense interventions providing more targeted supports for students who continue to struggle. Tier 3 is the last opportunity for interventions to support students before they are potentially referred to special education. However, through discussions of Tier 3 interventions with teachers in District 64, it is evident that Tier 3 is not comprised of more intense interventions. Most teachers could not define Tier 3 interventions or explain the difference between Tier 2 interventions or Tier 3 interventions in District 64. Many teachers indicated that it is their belief that Tier 3 is synonymous with a referral to special education, which is not accurate and should not be the case in any district. As a result, in many classrooms throughout the district there are either no Tier 3 interventions or inadequate Tier 3 interventions for students. Without necessary Tier 3 interventions, there is not a typical progression of interventions from Tier 1 to Tier 2 to Tier 3. Instead, in many cases in District 64, Tier 1 interventions are followed by some Tier 2 interventions and then a referral into special education rather than more targeted Tier 3 interventions. This is not a complete MTSS system, and it does not provide students with a full range of interventions prior to referral into special education.

In order to have a true and robust MTSS framework, general education and special education departments must work in tandem to ensure that appropriate interventions are being offered in each of the Tiers. Additionally, the difference between MTSS interventions and special education supports should be clearly delineated. This does not currently appear to be the case in District 64. The perception of both the Audit Team and many district educators interviewed by the Audit Team is that the Student Services and Student Learning Departments are currently running on parallel tracks. There appears to be minimal meaningful interaction between the departments as it relates to the progression of students through the MTSS framework and possibly into special education. Through conversations with teachers, it was uncovered that there seems to be a notion that if students are receiving Tier 2 interventions there is a high likelihood that the student will be ultimately referred

to special education, especially in light of the fact that there are not always meaningful Tier 3 interventions in place.

The Student Services and Student Learning Departments should work together to collaboratively develop an instructional model that progresses general education students through all three Tiers of MTSS, while progress monitoring them, and ultimately developing a framework to refer students into special education only when the targeted interventions have been unsuccessful. District 64 currently has a number of resources for progress monitoring students, including but not limited to STAR, FastBridge, and grade level common assessments, among others. The progress monitoring resources should be relied upon to collect student data and determine the success of the tiered interventions employed and the need to move students from Tier 1 to Tier 2, from Tier 2 to Tier 3, and ultimately from Tier 3 into special education. It is important to develop a coherent and district-wide MTSS framework that all district personnel understand and implement with fidelity. It is our recommendation that District 64 partner with an outside provider to assist the Student Services Department and the Student Learning Department in the efficient and expedited development of a robust MTSS framework. Once the MTSS framework is established, both general education teachers and special education teachers must receive updated professional development and training on the proper use of interventions, data collection, and progress monitoring, as well as the transition process through the Tiers and possibly into special education.

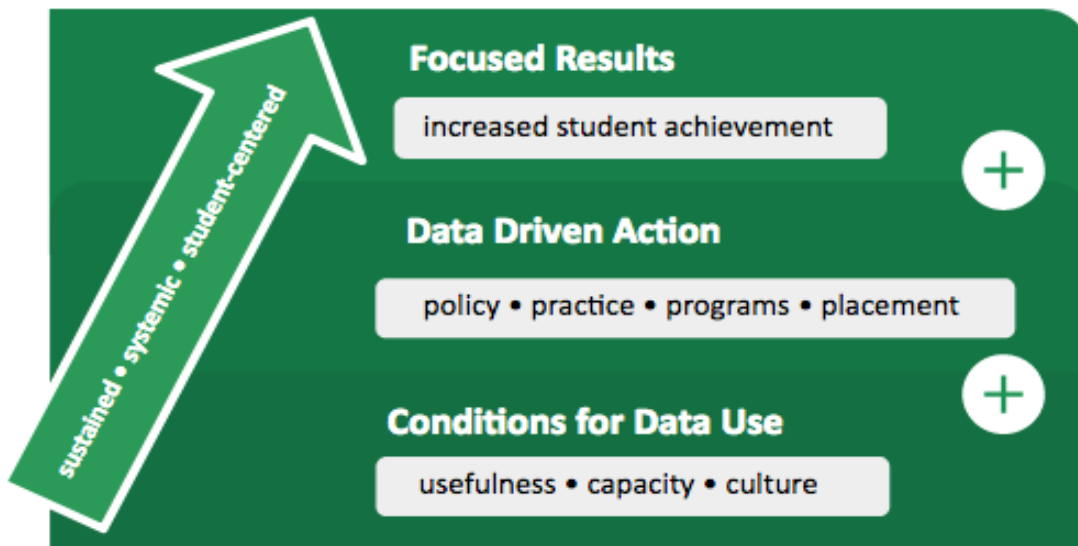
Recommendations

- 1) In collaboration with district leadership, general education teachers, special education teachers, and potentially an outside provider, develop a true MTSS framework that can be implemented district-wide, with every building following the principles contained within the MTSS.
- 2) Establish a clear path for how a student moves from Tier 3 in MTSS to special education and institute standards so there is an authentic difference between Tier 3 interventions and special education instruction.
- 3) Provide general education teachers and special education teachers with continued professional development and training on how to appropriately progress monitor students, how to collect individual student data to determine the success of interventions, and how to create a portfolio of student intervention data that could help to inform the need for placement into special education.

Observation #5: Develop a District-Wide Data Strategy

Data collection and usage is a vital component in special education and for the overall district instructional model. It is critical that data drives every decision that is made in the district, both for general education and for special education. Data should be utilized and driving each stage in the Proposed Instructional Model for District 64. For example, referring a student to receive additional supports in the MTSS system must include data to identify student need, to determine the nature of need, to indicate the type of intervention that should be utilized, and to evaluate if the intervention is impacting student growth and learning. Likewise, if a student has been receiving Tier 2 or Tier 3 supports, data must be the determining factor to indicate if a student is making progress or if a student needs to advance to the next Tier of support or ultimately be referred for special education services. Data must always drive decision-making.

District 64 certainly utilizes data. There is ample evidence of data usage throughout the district. District leadership utilizes data in its decision-making, and teachers throughout the district utilize observational and assessment data regularly to monitor student progress and assess student achievement. Specifically in special education, data is used to determine student placement and supports contained in the IEP. In District 64 data is utilized regularly in many classrooms, but full data usage and understanding is still emerging within many classrooms in the district. There is not a well implemented, district-wide standard for data utilization in special education. The Audit Team has reviewed data slide decks developed by the Student Services Department that have been shared with teachers and staff members during data training sessions. However, there does not appear to be universal adoption of the data directives in all classrooms within the district. Additionally, conversations with many teachers during the audit process revealed that there is not a strong understanding of the data policies that are in place within the district. Of course, there is understanding that data must be collected and maintained for a student file, but there is not a universal standard being utilized district-wide of what data is collected, how that data is utilized, and where data is stored for future use. Data collection, use, and storage for special education varies from building to building and from classroom to classroom. There should a standard data collection, utilization, and storage policy for special education followed by every special education teacher, TA, related services team member, staff member, and administrator in every building in District 64. The policy should be a standard that is used for every student that is being evaluated for special education services, as well as every student who is receiving special education services.



Data-driven decision-making should be at the core of District 64's approach to the development and/or implementation of a special education data policy. Three conditions are necessary to support data informed actions: 1) usefulness of data, 2) capacity to use data effectively, and 3) a culture that values the regular collection and use of data. Data should drive the formulation of policy, dictate the evaluation and design of programs, guide practice by informing the use of appropriate instructional and intervention strategies, and determine the placement of students. These data-driven actions are essential for a strong special education system that is sustainable, systemic, and student centered. Of course, the ultimate result is increased student achievement and a meaningful and deliberate use of data to determine the actions and interventions tailored to meet individual student needs.

District 64 needs to ensure that all personnel are sufficiently trained in the collection, usage, and storage of data. While data training occurs within the district, not all educators in the district are following the training, and as a result, there is not currently a consistent data system that is used by all personnel in every building in the district. A data system should be developed that is consistent from central office to each of the buildings in the district and all educators should understand and implement the system. Training should inform educators on the proper methods of data collection, but more importantly, what to do with the data once it is collected. Data must be used to inform classroom instruction, drive interventions, and ultimately determine student placement and supports.

Recommendations

- 1) Develop and implement a district-wide data policy that creates a standard for special education data collection, usage, and storage that is focused on student achievement and placement, interventions, and supports.
- 2) Provide special education teachers, TAs, and related services personnel with additional professional development and training on how to accurately collect data, how to utilize data, and how to preserve data as a vital component of a student's file for evidence and future decision-making.

Observation #6: Rethink Staffing Needs of Special Education Teachers, Student Services Coordinators, School Psychologists, and TAs

The special education team in schools is made up of skilled, committed personnel who work with students with special needs in each building. While the number of special education personnel varies from building to building, the core structure is similar, with each building having special education teachers, TAs, and related services personnel, including school psychologists, social workers, OTs, PTs, and SLPs.

Special education teachers in District 64 are generally highly competent and very skilled in their supports for students. Most are committed to their work with the students on their caseload and beyond, and there seems to be a collaborative environment for special education teachers in each of the school buildings. These special education teachers are critical to meet the needs of special education students and provide the necessary educational requirements contained in students' IEPs. However, there is also a significant amount of turnover among special education teachers. It is difficult to provide continuity of services to students, as well as consistency of programming and structure of the Student Services Department, when there is a high level of turnover. Teachers are experiencing frustration, not over their students, but over their work environment and the stresses that come with providing services to a student population with high needs.

Based on the Audit Team's interviews of personnel, this frustration stems from several issues at play within District 64. Among special education teachers in the district, there is some discussion about caseload. Examining the average caseload for special education teachers in District 64 reveals that the caseload is at an acceptable level for meeting student needs and providing the necessary education to special education students. Of course, some special education teachers have slightly higher caseloads due to their classroom assignment or their particular role in the building. However, when speaking with special education teachers, the Audit Team continually heard that they were overworked, with some indicating feelings of being burned out. After observing the special education teachers in the school buildings, examining their caseloads, and studying their schedules, the Audit Team recognized that there are incongruences between the caseload and the workload of the special education teachers in District 64. What they express as having too many students on their caseload is actually a workload that is challenging, which is the common dynamic of caseload versus workload.

When examining caseload versus workload, it is important to consider the students on each special education teacher's caseload. There are special education students who have more extreme needs than other students and may require considerably more one-on-one time as compared with other students having less severe needs, thus contributing to a greater workload than caseload. It is important for building administrators, who often set the schedule for special education teachers, as well as Student Services Department leadership, to recognize that simply examining total number of students on a special education teacher's caseload is not necessarily a true representation of that teacher's workload. Not all students are the same. Some students require a much higher level of support than others, and special education teachers in each building know the students better than anyone else. They have the experience and expertise to determine the amount of effort each student will require to help them meet their educational needs and the goals contained in the IEP. To remedy this issue, administrators and special education teachers should collaborate in the development of teacher caseloads. The special education teachers know the needs of the special education students better than building or district administrators because they spend every day with these students. Additionally, when setting the caseload of special education teachers, consideration should be focused on the inevitable fact that students will change during the course of the school year. Students who are enrolled at the beginning of the school year may move out of district or be placed in an alternative setting. Likewise, new special education students move into the district throughout the school year, adding to the caseload of special education teachers. Currently, most special education teachers are provided with a caseload at the beginning of the year to reflect the student population at that time. However, the district should take into consideration growth; more students will be placed into special education during the course of the school year while additional special needs students may enroll in the district.

If special education teachers are stretched thin at the beginning of the school year there will be no room to add additional students onto the caseload without negatively impacting the teachers' workload. Engaging teachers in the process of determining caseloads based on student needs and known factors of individual students will have a positive impact on the teachers' perception of their workloads while still allowing the buildings and district to maintain viable caseload to meet both student needs and personnel limitations. District 64 should develop a district-wide policy that every building collaborates with their special education teachers to develop a schedule that allows for a reasonable and workable caseload, limiting low morale and high turnover.

It is necessary for both teachers and administrators to recognize that caseloads and workloads do not remain static. There will be changes from year to year in each building based on the known student population at the beginning of the year, the projected student population, and student needs throughout the year. Scheduling based on student needs and special education teacher workload means that the required staffing for buildings will shift from year to year. Therefore, the same number of special education teachers in each building may fluctuate annually. Additionally, teachers with a particular skill set may need to move to a different building where there are student needs that require a particular skill or background. Similarly, the number of special education teachers in the district may need to be adjusted based on workload needs. If additional students enter special education increasing the workload of special education teachers, then an increase in staffing may be required to meet those student needs and teacher workloads. Conversely, if staffing needs decrease in a particular building or district-wide, then the number of special education staff members may need to be reduced to reflect the student population.

In order for special education teachers to be successful and meet student needs, special education teachers need professional development and training, which occurs throughout the school year in District 64. While there is regular professional development and training, special education teachers need additional training on a number of issues, including but not limited to: consistency of IEP writing, behavior management training, co-teaching, and innovative instructional techniques, to name a few. District 64 should focus its training on identified areas of need by building and district administrators, as well as information received from the annual staffing and professional development needs assessment.

TAs are another necessary and important component of supporting students with special needs in District 64. TAs may be assigned to spend a portion of the day in a particular classroom or may be assigned to a particular student. Best practices suggest that TAs be assigned to students who need one-on-one support during the school day based upon the students' IEP, due to a physical disability, safety concerns, or a significant special need. The TA usually spends much of the day with an assigned student to ensure they transition from class to class and assist them with their learning throughout the school day. Some students require a TA as a component of an IEP and should have a TA assigned to them. However, there are some District 64 students who have TA minutes as a component of their IEP who may not need them. Often parents and advocates believe that the more services they can get for their child on an IEP, the better off that child will be. An IEP should only contain the necessary supports to achieve the student goals included in the IEP. Student IEPs should be reexamined at the time of re-evaluation to determine if the TA minutes contained in the IEP are still consistent with student needs and IEP goals.

TAs in some buildings are occasionally pulled away from their primary responsibilities to act as a substitute in a classroom or to assist with an emergency situation in a building, such as a student behavior issue. In some buildings, TA responsibilities have evolved from supporting students academically in the classroom to providing health and safety support for the building. Some are pulled away from their intended duties to address issues that arise in the building. While it may be convenient to have an onsite substitute readily available or a building troubleshooter to call upon, this is not the intended role of the TA. TA responsibilities must be examined and the roles must be tied back to supporting special needs students as required in an IEP.

TAs need to receive both internal coaching and external training. District 64 provides some training for TAs at the district level, but the training should be increased in frequency and more focused on areas of need based upon the responsibilities of the TAs. The district has offered additional training to TAs after school hours with compensation; however, attendance is not mandatory and is often light. The district has also developed a TA handbook that has been shared with all TAs. TAs need to receive coaching from their assigned special education teachers. Special education teachers are professional educators who have special education degrees and understand the supports that students need in the classroom. Many TAs do not have an education degree, and some have limited experience in education. TAs need coaching support from special education teachers to guide them on the proper way to support students and to effectively integrate into the classroom for the educational benefit of students. More broadly, TAs need external training on effectively providing support to students, prompting student responses, confidentiality of student information, and in some cases, overall general training on special education, just to name a few topics. Training for TAs is necessary and should be required to ensure that all TAs understand their roles and responsibilities.

School psychologists play a vitally important role in the special education structure of schools in District 64. The role of the school psychologists is critical for the students that they serve, providing psychological and developmental supports for struggling students. There are many students who benefit from supports provided by the school psychologist, both special education students and general education students. The caseload of students for a school psychologist is high in most school districts, including District 64, particularly following the COVID-19 pandemic. In nearly every school in District 64, there are a greater number of students in need of service by the school psychologist than hours to support those students.

In addition to meeting with students one-on-one or in small group settings, school psychologists in District 64 play an important role in the administration of student IEPs. School psychologists typically are involved in the initial evaluation process for determining eligibility. That requires school psychologists to perform initial evaluations in addition to their regularly caseload. Additionally, school psychologists are an integral component of the IEP meetings in District 64. Because of their role in evaluating students both for the initial entry into special education and throughout the student's time in special education, school psychologists are present and play an active role in IEP meetings. In some cases, school psychologists often serve as LEA in the IEP meetings when Student Services Coordinators or administrators cannot attend. Essentially in District 64, school psychologists are engrained in the special education system not only to provide services to students but also to ensure that students are properly evaluated to determine the goals and services included in the IEP. However, despite that integral role in special education in District 64, school psychologists are shared between buildings. In the elementary buildings, school psychologists are assigned to at least two school buildings in the district and divide their time between the buildings based upon need.

Because of the critical role that school psychologists play in the IEP process and in providing services to students, each building in the district could use additional time with a school psychologist to meet building and student needs. It is the recommendation of the Audit Team that District 64 should hire a school psychologist for each building within the district and ensure that the school psychologist only has responsibilities in one building.³ Given the current responsibilities of the school psychologists, it is not sufficient to share school psychologists between buildings, nor is it in the best interest of students and staff. While the Audit Team realizes that this recommendation will increase personnel costs to the district, we believe that it would be a good investment for each of the schools and yield positive impacts on students and the school communities.

District 64 has a valuable position in the form of Student Services Coordinators. The current Student Services Coordinators are all very experienced and knowledgeable special educators and true assets to the district and the

³ It is important to note that there is currently a national shortage of school psychologists, so this recommendation may take time to fully implement if the district chooses to do so.

schools they serve. The Student Services Coordinator role has been in existence in the district for a number of years but has varied and changed over time. The original intent of the Student Services Coordinator role was to provide special education support to special education teachers, TAs, and related services personnel in the buildings, as well as provide support for the buildings on special education issues. Currently, the Coordinators are shared between two schools. The Student Services Coordinator role has evolved over time to be less focused on supporting special education teachers, TAs, and related services personnel and more focused on troubleshooting special education issues in the buildings. Student Services Coordinators are currently spending less time with special education teachers on training, coaching, and mentoring. Instead, their many responsibilities often only allow for quick check-ins with special education teachers and other special education team members to address problems/crisis situations in the buildings.

The role and assignment of the Student Services Coordinators needs to be revisited. District 64 should recognize that the current responsibilities and building assignments are stretching Student Services Coordinators so thin that they are not as effective as they could be with the singular focus of supporting special education teachers and special education generally in one school building. It is the Audit Team's strong recommendation that District 64 consider reallocating some of its IDEA grant money to allow for one Student Services Coordinator assigned to each school. That Student Services Coordinator should focus solely on providing supports to their assigned school and the special education teachers, TAs, and related services personnel within that school. The benefits of doing this include the Student Services Coordinators having the ability to develop a rapport with the school special education community and general education classroom teachers in the building. They could also provide training, mentoring, and coaching to special education teachers and TAs and provide special education training to general education teachers so that the general education teachers can better support all of their students in the classrooms. Furthermore, the Student Services Coordinators could provide supports to the building administration on all special education issues in the building. The Student Services Coordinators should be a direct pipeline of information on updates and new initiatives from the Student Services Department to the individual school buildings and personnel, as well as a resource to ensure that the new initiatives are being implemented and training for new initiatives is provided.

Recommendations

- 1) Evaluate the workload of special education teachers in each school building in the district and create a district-wide process that considers special education workload in the assignment of caseload.
- 2) Provide professional development and training to all special education teachers on topics like consistency of IEP writing, behavior management training, co-teaching, innovative instructional techniques for special needs students, and any other relevant training topics, in addition to the training currently offered for special education teachers in the district.
- 3) Review the role of the TAs in the district and ensure alignment of supports with student IEPs.
- 4) Allow special education teachers to provide coaching to TAs to enhance the supports that TAs provide in classrooms and with students.
- 5) Provide additional and required training to TAs on topics like effectively providing support to students, prompting student responses, confidentiality of student information, and special education in general, in addition to the training that TAs are currently offered in the district.
- 6) Add school psychologists in the district to ensure that each school within District 64 has its own dedicated school psychologist assigned only to that building.
- 7) Increase the number of Student Services Coordinators so that each school within District 64 is assigned one dedicated Student Services Coordinator.

Observation #7: Revisit the Student Behavior System in District 64

Special educators in each of the buildings—special education teachers, TAs, and related services personnel—are expected to fulfill many different roles, beyond their job responsibilities alone. One of these added responsibilities is addressing student behavioral issues. Most special education teachers in District 64 have extensive training and degrees in special education but do not necessarily have specialized training, certificates, or degrees in behavior management. Most TAs have even less formal training on behavior management and have mostly learned behavior interventions on the job. The related services personnel, specifically school psychologists and social workers, often have the most experience addressing behavior issues but may or may not have any formal training. Due to their areas of expertise, they are often called upon to address significant student behavioral issues.

School buildings throughout the district have developed a process for addressing student behavior needs. Each school has identified special education teachers, TAs, and/or related services personnel to be included in a behavior incident response team. These individuals have received the Crisis Prevention Institute's ("CPI") Nonviolent Crisis Intervention training, which equips individuals with strategies for safely defusing hostile or violent behavior among students. These trained educators are part of the CPI Team within the school buildings. When there is a behavior incident escalating or occurring, the process for engaging the CPI Team is that the teacher calls the office and the alert is sent via radio to the CPI Team members who all carry radios with them. Depending on the level of behavior incident, appropriate and available CPI Team members respond to the call. Most CPI Teams in the buildings meet on a regular basis to discuss student behavior needs and incidents, where they can debrief and engage in problem solving as a team.

The CPI Teams are a very good solution to behavior needs in buildings within the district. The Team members are well-trained and quick to respond to incidents. One area of concern is that the CPI Teams have limited members, typically related services personnel like school psychologists and social workers, along with some special education teachers and TAs. While these CPI Team members are very skilled at addressing student behavior needs, each of them has other primary responsibilities in the schools. When a student behavior call for assistance is made, often the CPI Team members need to leave the students who they are working with in the classroom or in counseling sessions to respond to a behavior crisis. While the schools and CPI Team members make this system work, and have done so very capably, there is the issue of non-behavior incident students missing out on classroom instruction and/or support minutes. While the district has an impressive 117 staff members trained on CPI, the Audit Team recommends providing CPI training to additional building staff members so there is a greater pool of adults to draw upon when behavior crises occur and interventions are needed.

The issue of having qualified adults to address the behavior needs of students in the schools is compounded by the fact that behavior incidents are on the rise. This is a national trend, seen in nearly every state, and is occurring in District 64, as well. Not only are behavior incidents on the rise across the country, but significant behavior issues are on the rise. Current behavioral challenges are no longer simply students acting up in class and requiring a reminder of appropriate behavior. Behavior incidents now include actions that put others (adults and students) in danger, students putting themselves in danger by exiting school buildings without permission, students engaging in activities that could cause themselves harm, physical attacks on teachers and/or other students, just to name a few. In order to combat these increased behavior incidents, both extreme and more mundane, school districts need to have trained behavior management experts on staff to address the needs. In District 64, there is one BCBA for the district who is shared among all of the buildings. The current BCBA is excellent and does a fantastic job of working with building-level personnel to provide behavior supports and is often called to a building when there is a more extreme behavior incident. However, because the one BCBA is divided among all of the buildings, it is impossible to be onsite for all significant behavior incidents. Often, by the time the BCBA has arrived at a building, the CPI Team has already responded and the

incident is being addressed. While BCBAs are in high demand in schools across the country and often difficult to hire, District 64 should consider hiring at least one more BCBA for the district, possibly more if budget and availability allow. With additional BCBAs in the district, these individuals could be more actively involved in behavior incidents and provide additional behavior training to all teachers, TAs, and related services personnel, which could ultimately limit the reliance on the CPI Teams to respond to most behavior incidents.

There are a few students in the district who have significant behavior needs and have recurring behavior incidents on a daily basis in the school buildings. While some of these students have been transitioned to alternative settings outside of District 64, there are some students who remain in District 64 school buildings or have been transitioned back into the district from outplacement locations. It is a challenge for building and district leaders to place students with extreme behavior incidents in classrooms within the district. Placing a student with ongoing behavior incidents in a traditional classroom setting is disruptive for the other students in the classroom and the teacher, and there is often little learning that occurs during behavior outbursts. Instead, the Audit Team observed that several schools within the district placed students with extreme behavior needs in self-contained classrooms within the district. While those classrooms have a smaller number of students who are impacted by behavior outbursts, the classrooms also typically have students with the greatest special needs in the building. It is difficult for special education teachers and TAs to manage both the needs of their students and also the behavior outbursts of one or more students with heightened behavior incidents in the classroom. District 64 should develop a more effective strategy to address the needs of students who regularly exhibit extreme behaviors. The current placement in self contained classrooms and reliance on teachers and TAs in those classrooms is not an effective approach for addressing significant behavior incidents in the school buildings.

Recommendations

- 1) Provide additional CPI training to an expanded number of special education teachers, TAs, and related services personnel in each school building within District 64 to alleviate the dependence on the existing CPI Team members and increase the number of staff to address behavior incidents.
- 2) Consider hiring additional BCBAs for more targeted behavior training and supports for schools within the district.
- 3) Develop a more effective strategy to address the needs of students who regularly exhibit extreme behaviors and a standard system of review for determining where to place students in District 64 schools.

Observation #8: Improve the Student Services Department Roll Out of Initiatives, Communication, and Visibility in the School Buildings

District 64 has a strong Student Services Department leadership team in the Director of Student Services and the Assistant Director of Student Services. Both are very knowledgeable regarding special education compliance and best practices, and both have years of practical experience as special educators. Through the Audit Team's interviews with special education teachers, TAs, related services personnel, and others in the school buildings, a majority of those interviewed indicated that they have professional respect for the knowledge, experience, and credentials of the leadership team in the Student Services Department; however, many expressed frustration over the lack of personal connection with the Director and Assistant Director, challenging communication, and visibility in the school buildings. It is important to recognize that some of the lack of in-person contact was due to restricted access to buildings during the COVID-19 pandemic. However, now that buildings are open and more readily accessible, the Audit Team's recommendation is to increase regular visibility within the school buildings.

The Student Services Department is responsible for all special education services in District 64. The Director and Assistant Director are the face of that department both to the staff and to parents of special needs students. To be optimally successful the Student Services Department leadership team needs to hold the trust and respect of the districts' special education staff. Since the Student Services Department leadership team has joined the district nearly four years ago, there have been monumental changes in the systems, processes, and procedures for special education in District 64. These are primarily positive changes, some of which were informed by the 2018 Audit and others are simply best practices in special education, that have updated the special education practices in District 64. While not everyone in special education in the district has embraced all of the changes put in place by the Student Services Department Leadership team, some in collaboration with district personnel, these changes were necessary and appropriate to move District 64 forward and realign/update practices in special education.

One of the reasons not all of the changes in special education in the district have been embraced is the process for which new initiatives, systems, processes, and procedures were rolled out. New initiatives, systems, processes, and procedures cause tremendous stress and change of daily routine for special educators on the ground in school buildings. There should be a process for adaptation to the changes, however positive, that is borne by the special education teachers, TAs, related services personnel, and administrators in the school buildings. Rollout of change is critical for the success of new initiatives, systems, processes, and procedures. Ideally, educators in the school buildings would be a part of the development of those changes to ensure buy-in and a willingness to adapt to new ideas. Whether that occurs or not, the rollout of new initiatives, systems, processes, and procedures should be explicitly communicated at district-wide special education meetings. This rollout should include an explanation of what changes are being made, why they are being made, and how those changes will positively impact students. There is no doubt that the Student Services Department has thought through the "what," "why," and "how" questions while developing initiatives or changes, but district personnel reported to the Audit Team that those explanations are not being communicated effectively to building leaders and special educators. As a result, these new changes or initiatives are not always fully adopted and effectively administered in the school buildings. It is human nature for educators to default to past practices that may seem easier or more familiar to implement rather than changes brought about by new initiatives, systems, processes, and procedures designed to address difficult issues. As a result, the Student Services Department should ensure that they collaboratively develop new initiatives, systems, processes, and procedures with the school-based special education teams to the greatest extent possible, as well as allow for input and fully explain the purpose and benefit for students and/or teachers of changes made in special education.

There are two areas that can augment the relationship between the Student Services Department leadership team and building-level administrators and special education teams: communication and visibility. There is regular

and on-going communication from the Student Services Department, typically from the Director, to special education staff members through email communication and through communication by Student Services Coordinators. While this communication contains a tremendous amount of information and directives related to special education, it is not the optimal method for announcing or implementing new special education initiatives, systems, processes, or procedures.

Effective communication is a two-way street, meaning that those receiving the information must be engaged to hear it and must have an opportunity to respond to it. There needs to be rapport built with staff in order for them to hear and respond to communication from the Student Services Department. One effective way to do this is to initiate district-wide special education staff meetings. The Student Services Department has monthly special education department meetings, as well as an annual school year kickoff meeting. At the kickoff meeting at the beginning of the school year, the Director and Assistant Director should take this opportunity to methodically lay out their vision for the Student Services Department and special education for the upcoming school year. This should be done in conjunction with welcoming the staff and celebrating department successes and individual contributions, all with the goal of creating a team mentality for the Student Services Department. Additionally, the monthly special education department meetings should have a twofold purpose: 1) to allow the Director and Assistant Director to provide updates and rollout new initiatives and 2) to allow time and space for staff members to provide feedback, ask questions, and address challenges. Staff members want to have a voice in the new initiatives and directives. They want to hear the “why” of new initiatives and “how” they will happen, thus providing a vision for the entire department that all of the staff members understand and embrace. This is the type of rapport building that should occur in the Student Services Department.

The second area to augment the relationship between the Student Services Department leadership team and building-level administrators and special education teams is visibility. Visibility of the Director and Assistant Director in the school buildings is not as frequent or meaningful for the special education teams as it could and should be. Both the Director and Assistant Director are in buildings as needed for administrative meetings, challenging IEP meetings, and significant issues involving students. However, they are not regularly present in special education classrooms. There should be more onsite visits to observe in special education classrooms in non-evaluative ways, simply to check in with special education teachers, TAs, and related services personnel. It is important to see first-hand how initiatives are working, what challenges educators are facing in the classrooms, and provide an opportunity for personal interaction between the Student Services Department leadership team and the special education practitioners. These visits do not need to be lengthy but should occur regularly. Praise the special education staff when there are highlights during the classroom visit; offer suggestions when struggles are observed. Be a visible presence in the school buildings so that special education team members develop a relationship with the Student Services Department leadership team.

District 64 is engaging in a search for a new Student Services Director, following the retirement of the current Director. While there are many factors to consider in hiring a new Director, one of the greatest responsibilities of the new director will be developing relationships with building administrators, special education teachers, TAs, and related services personnel. The new Director will have an opportunity to initiate the recommendations contained in this report for rolling out changes, enhancing communication with building-level special education team members, and having a more visible presence in the school buildings.

The current Student Services leadership team has been conscientious stewards of the district’s Student Services Department budget and special education financial resources. One area where the Audit Team recommends further examination is the Medicaid reimbursement for special education students. While the administrative team members in the district office responsible for Medicaid reimbursement do an excellent job of collecting and reporting information, and the Medicaid billing company that the district utilizes fulfills its responsibilities, the Audit Team recommends a review of the Medicaid reimbursement claims to ensure that District 64 is maximizing its Medicaid reimbursement. There should be a review of Fee for Service claims, Administrative

claims, and student transportation claims to capture all billable service for the district and ensure optimization of the Medicaid reimbursement claiming process.

Recommendations

- 1) Develop a process for rolling out new initiatives, systems, processes, and procedures for the Student Service Department and special education teams in the buildings that includes in-person meetings, educator involvement in the development, and an explanation of the benefits for students and teachers.
- 2) Provide direction and a vision for the school year, and celebrate staff accomplishments, at the annual Student Services Department school year kickoff meeting.
- 3) Discuss new initiatives, explain the “why” and “how” of changes in special education, and provide an opportunity for special education team members to ask questions and actively engage in discussion during the monthly Student Services Department meetings.
- 4) Carve out time in the Director and Assistant Director schedules for in-person onsite visits in each of the schools. Select a few classrooms to visit each week so that all classrooms in each building are visited in a rotation.
- 5) Review special education Medicaid reimbursement in the district, including Fee for Service claims, Administrative claims, and student transportation claims, to capture all billable service for the district and ensure optimization of the Medicaid reimbursement claiming process.

Observation #9: Enhance the Partnership with Parents of Special Needs Students in District 64

District 64 is a district that has an active and engaged parent community, particularly among special education parents. District 64 parents are often highly educated, well-informed on special education rules and procedures, and actively involved in their students' education. This is a tremendous asset in the district. It certainly was during the Special Education Audit where special education parents attended a virtual parent night meeting and completed surveys to assist with the Audit process.

Parents are typically fierce advocates for their special needs students. They have often fought for the entire life of their child to ensure that the child receives medical supports, educational supports, and other supports at each developmental stage of life. This is admirable and often necessary to ensure that their child has the necessary benefits to survive. However, it is also important for parents to understand the special education law (IDEA), how it functions, and why it functions in that way. For example, IDEA is designed to have parental involvement throughout the process of identifying a student for special education, developing and planning goals in the IEP, and requiring regular check-ins to assess and report how the student is progressing. Many parents come to school districts in a mode to fight for what they want rather than collaboratively determining, along with professional educators, what is in the best interest of their child from an educational standpoint. An adversarial mentality from parents or the school district is not constructive for identifying and implementing the supports needed for special education students.

Parents need to be informed about the structure of District 64 special education so they have a deep understanding of the instructional model in the district and how it impacts their student(s). From a student referral that provides tiered supports in MTSS, to the data collection and progress monitoring of the student, to the possible entry into special education if needed, parents must understand the educational process for all students in the district. The special education system that is in place in District 64 exists for all students in every case. Parents cannot simply demand that a student receive special education services, in most cases, without Tier 2 and Tier 3 interventions in general education first. And students cannot be placed into special education without appropriate data to demonstrate the need for special education services. Some parents engage third party medical or related services providers to examine and evaluate their student. Third party medical reports are a valuable piece of evidence to consider when determining placement of a student in special education. However, under IDEA school personnel must collect educational data and data from district related services personnel to analyze and determine if school and district data supports or contradicts the data provided by third party medical providers. Medical providers must adhere to their standards of providing medical diagnoses and recommended treatments for students. Educators must do the same to ensure that their determination of placement in special education is in conformity with IDEA to provide educational services. Determinations from the school district and third party providers are not always in alignment, and the district should provide parents with the information needed to understand why that is the case. The school district is obligated to provide supports to the student. Those supports can be through general education or in special education, but only if the data supports student placement in special education.

There is a common misconception among some parents of special needs students that once a student is placed in special education that student will be there for their entire educational career. That may be true in some cases, but it is not universally accurate. IDEA requires a reevaluation of special education students at a minimum every three years, with analysis and monitoring of data throughout the years in between. One of the goals of IDEA is to provide supports to students so that they may actually be able to exit the special education system and reintegrate into the general education classroom. This notion is often in direct conflict with parental expectations that their student will receive continuous additional supports throughout the remainder of their educational experience in the district and beyond. It is completely understandable that parents do not always understand the IDEA framework that schools must work within to provide educational supports to students, which may be shorter in duration and possibly less holistic than expected. District 64 has developed a website

for parents and a variety of parent resources that assist parents with understanding special education and the services their child receives. Additionally, District 64 should develop parent information resources in the form of in-person education sessions for parents of newly identified students with special needs and additional written policies and procedures for parents to know what to expect from the district as their students are being evaluated for special education and possibly placed in special education.

District 64 and the Student Services Department have developed a wonderful resource for parents to be involved in the district and gain a better understanding of special education within the district through PT3. This organization in District 64 brings administrators, teachers, TAs, related services personnel, and parents together to involve parents in promoting special education in the district. Currently, PT3 is open to a limited number of parents in the district. However, PT3 could be expanded to include more parents and district personnel to enhance and broaden the dialog regarding special education in the district. PT3 could evolve into an organization that more closely resembles a PTA or PTO that is open to all parents of special needs students in the district and is collaboratively directed by district personnel and parents together. This could be a great resource for disseminating information to all interested parents of special needs students, while providing a venue for parents to ask questions, get clarification, and gain understanding of special education in District 64.

Recommendations

- 1) Institute in-person parent education sessions and develop additional written resources for parents that describe and explain special education in District 64, including both visual representations and written descriptions of the instructional model for the district, as well as procedural information regarding processes for IEP meetings and expectations of all parties attending IEP meetings.
- 2) Expand PT3 to include all interested parents of special needs students and establish the organization as a setting for disseminating information to parents of special needs students, while providing a venue for parents to ask questions, get clarification, and gain understanding of the special education system in District 64.

Observation #10: Reevaluate Specialized Educational Offerings in District 64

District 64 currently has some innovative, specialized educational offerings for students with special needs. The newest offering is the Structured Learning Community (“SLC”) unit housed at Washington Elementary School that serves many of the district’s students with the greatest special needs on the Autism spectrum. This unit is comprised of a dedicated team of a special education teacher, TAs, and related services personnel who work in tandem to provide specialized support to the students who are served in the SLC classroom. The SLC is an excellent offering for students who need specialized supports, and District 64 should be commended for recognizing these specialized needs and developing the SLC to address them. However, the rollout and development of the SLC has not been smooth.

The SLC was created and launched during the COVID-19 pandemic, which was, at best, a difficult time to initiate a new offering. During the first year of the SLC, an experienced special education teacher was selected to lead and develop the SLC. There were also TAs assigned to the SLC, but most of the TAs did not have experience with students on the Autism spectrum and were provided with limited specialized training to assume the role of TAs in the SLC. The SLC was very isolated in its initial rollout as it was the only classroom with in-person learning during that period of the COVID-19 pandemic. Despite the excellent concept of the SLC, the special education personnel staffing the SLC were not provided with all of the necessary training to launch a large, new initiative in District 64.

District 64 should further define the direction and maximize the potential of the SLC. Currently, the SLC has a full time, dedicated special education teacher and cohort of TAs in the classroom. The TAs should be dedicated in the SLC and used exclusively within the SLC. Likewise, if the SLC is going to be expanded to serve additional students, it should have full time, dedicated related services personnel (OT, PT, SLP) who serve students only in the SLC. They should be in the SLC classroom throughout the day to support students in the SLC.

Student behavior continues to be a challenge in District 64, as discussed previously in this report. District 64 must provide support for its students with behavior needs. The district has discussed creating a separate behavior unit in District 64. A behavior unit housed within one of the district buildings, serving students from schools throughout District 64, could be a tremendous asset to the district and a benefit for students with significant behavior needs. A behavior unit to support students throughout the district must also have full time, dedicated staff who are specially trained to support students with significant behavior needs and respond to behavior incidents. Similar to the SLC, a behavior unit should have teacher(s), TAs, BCBA(s), and other needed personnel who are exclusively assigned to the behavior unit and focus all of their supports on students assigned to the behavior unit with significant behavior issues.

The SLC is an offering that District 64 should continue to provide and further develop. The SLC has the potential to be a model support unit for District 64, but the teachers and students need the resources and continued support of the district to allow it to grow. There were suggestions while the Audit Team was present in District 64 that the district might consider creating an additional SLC in another building or a behavior unit. While the Audit Team encourages the creation of innovative offerings to support students with special needs, District 64 should ensure that the current SLC has the vision, direction, and resources it needs prior to adding additional specialized educational offerings. The special educators working in the SLC, particularly the TAs, need training and professional development to support the students that they serve in this important but challenging classroom setting.

Another specialized educational offering that District 64 provides for its families is a preschool at Jefferson School. There is a morning and afternoon preschool with five blended classrooms and two instructional

classrooms. The preschool is a play-based environment for student development, and most of the special needs students in the preschool have mild to moderate special needs. The preschool concept is excellent for District 64 and has been in place for a number of years. For students with special needs, the preschool provides an opportunity to reevaluate students for special education services before they transition to kindergarten. District 64 should consider expanding its preschool to accommodate more students in future years. However, Student Services Department leadership and district leadership need to take a more hands-on approach at the preschool. Leadership at the preschool lacks support and direction, and the teaching staff in the preschool seems to feel empowered to chart their own course with their students rather than follow a district plan. Many of the educators at the preschool have been in their roles for many years and seem to take the approach that they run the preschool. District 64 leadership needs to reassert that the preschool at Jefferson School is part of a larger district plan, provide oversight to the school leadership, and issue specific guidance and direction for the preschool teachers.

Recommendations

- 1) Develop detailed plans, benchmarks, and measures for success for the rollout of new specialized educational offerings in District 64.
- 2) Provide district vision and goals for the SLC and provide the necessary training and professional development for the educators working in the SLC classroom.
- 3) Consider creating a behavior unit for District 64 to exclusively serve students with significant behavior needs and staffed with dedicated behavior specialists serving as teachers, TAs, BCBAs, and other needed personnel.
- 4) Establish the preschool at Jefferson School in the larger district plan, provide oversight to the school leadership, and issue specific guidance and direction for the preschool teachers.

Prioritization of Recommendations

Recommendations to be Completed by December 31, 2022

<u>Observation</u>	<u>Recommendation Number and Page Number</u>	<u>Recommendation</u>
Observation #1	Recommendation #2; Page 14	Establish and utilize a data system to determine when students transition from one model of instruction to another based on student data and not heartfelt data.
Observation #2	Recommendation #3; Page 19	Review student IEP eligibility to confirm that student needs have not changed and all IDEA guidelines are consistently followed; ensure the collection and analysis of current student data in order to make appropriate educational decisions.
Observation #2	Recommendation #4; Page 19	Provide training as needed for special education teachers, general education teachers, related services personnel, and/or administrators on IDEA, including the processes and procedures for determining eligibility/placement into special education to ensure compliance with federal law and district educational obligations to the student.
Observation #3	Recommendation #1; Page 21	Provide joint professional development for general education teachers and special education teachers on differentiated instruction, creating inclusion classrooms, and implementing co-teaching in the classroom so that these concepts become more mainstreamed and consistent throughout the district.
Observation #3	Recommendation #2; Page 21	Establish common planning time for general education teachers and special education teachers who will be co-teaching together so that they can jointly prepare their lessons for the greatest student impact.
Observation #3	Recommendation #3; Page 21	Develop a monitoring system to monitor if the co-teaching implemented in the classrooms is appropriate and effective for advancing student achievement.
Observation #5	Recommendation #2; Page 28	Provide special education teachers, TAs, and related services personnel with additional professional development and training on how to accurately collect data, how to utilize data, and how to preserve data as a vital component of a student's file for evidence and future decision-making.
Observation #6	Recommendation #3; Page 32	Review the role of the TAs in the district and ensure alignment of supports with student IEPs.
Observation #6	Recommendation #4; Page 32	Allow special education teachers to provide coaching to TAs to enhance the supports that TAs provide in classrooms and with students.
Observation #7	Recommendation #1; Page 34	Provide additional CPI training to an expanded number of special education teachers, TAs, and related services personnel in each school building within District 64 to alleviate the dependence on the existing CPI Team members and increase the number of staff to address behavior incidents.
Observation #8	Recommendation #2; Page 37	Provide direction and a vision for the school year, and celebrate staff accomplishments, at the annual Student Services Department school year kickoff meeting.
Observation #8	Recommendation #3; Page 37	Discuss new initiatives, explain the "why" and "how" of changes in special education, and provide an opportunity for special education team members to ask questions and actively engage in discussion

		during the monthly Student Services Department meetings.
Observation #8	Recommendation #4; Page 37	Carve out time in the Director and Assistant Director schedules for in-person onsite visits in each of the schools. Select a few classrooms to visit each week so that all classrooms in each building are visited in a rotation.
Observation #10	Recommendation #2; Page 41	Provide district vision and goals for the SLC and provide the necessary training and professional development for the educators working in the SLC classroom.

Recommendations to be Completed by June 30, 2023

Observation	Recommendation Number and Page Number	Recommendation
Observation #1	Recommendation #1; Page 14	Develop a student instructional model that provides a clear framework for establishing special education as a continuum of services. This framework should be jointly developed by district administration, building leaders, special education teachers, and related services personnel. The framework should be developed as a collaborative effort of all essential parties, with outside supports as needed, and rolled out to the both special education personnel and general education teachers as a collaboratively created framework.
Observation #1	Recommendation #3; Page 14	Provide both special education personnel and general education teachers additional training on models of instruction and instructional methods for special education students. The supports provided to students need to be effectively linked to the goals of the IEP, and both special education teachers and general education teachers need to be able to recognize the instructional methods needed for students to succeed.
Observation #2	Recommendation #2; Page 18	Augment training to special education teachers, general education teachers, and related services personnel for all interventions that are included in the clearinghouse of available interventions, including why to consider them, when to integrate them into the array of supports for a student, and how to effectively utilize them.
Observation #4	Recommendation #1; Page 26	In collaboration with district leadership, general education teachers, special education teachers, and potentially an outside provider, develop a true MTSS framework that can be implemented district-wide, with every building following the principles contained within the MTSS.
Observation #4	Recommendation #2; Page 26	Establish a clear path for how a student moves from Tier 3 in MTSS to special education and institute standards so there is an authentic difference between Tier 3 interventions and special education instruction.
Observation #6	Recommendation #1; Page 32	Evaluate the workload of special education teachers in each school building in the district and create a district-wide process that considers special education workload in the assignment of caseload.
Observation #6	Recommendation #2; Page 32	Provide professional development and training to all special education teachers on topics like consistency of IEP writing, behavior management training, co-teaching, innovative instructional techniques for special needs students, and any other relevant training topics, in addition to the training currently offered for special education teachers

		in the district.
Observation #6	Recommendation #5; Page 32	Provide additional and required training to TAs on topics like effectively providing support to students, prompting student responses, confidentiality of student information, and special education in general, in addition to the training that TAs are currently offered in the district.
Observation #8	Recommendation #1; Page 37	Develop a process for rolling out new initiatives, systems, processes, and procedures for the Student Service Department and special education teams in the buildings that includes in-person meetings, educator involvement in the development, and an explanation of the benefits for students and teachers.
Observation #10	Recommendation #4; Page 41	Establish the preschool at Jefferson School in the larger district plan, provide oversight to the school leadership, and issue specific guidance and direction for the preschool teachers.

Recommendations to be Completed by December 31, 2023

<u>Observation</u>	<u>Recommendation Number and Page Number</u>	<u>Recommendation</u>
Observation #2	Recommendation #1; Page 18	Develop a comprehensive, district-wide instructional model for District 64, similar to the Proposed Instructional Model for District 64 graphic. Implement that model in every school and ensure it becomes the standard that is used throughout District 64 when determining eligibility and/or making IEP/programmatic decisions or changes.
Observation #5	Recommendation #1; Page 28	Develop and implement a district-wide data policy that creates a standard for special education data collection, usage, and storage that is focused on student achievement and placement, interventions, and supports.
Observation #7	Recommendation #3; Page 34	Develop a more effective strategy to address the needs of students who regularly exhibit extreme behaviors and a standard system of review for determining where to place students in District 64 schools.
Observation #8	Recommendation #5; Page 37	Review special education Medicaid reimbursement in the district, including Fee for Service claims, Administrative claims, and student transportation claims, to capture all billable service for the district and ensure optimization of the Medicaid reimbursement claiming process.
Observation #9	Recommendation #1; Page 39	Institute in-person parent education sessions and develop additional written resources for parents that describe and explain special education in District 64, including both visual representations and written descriptions of the instructional model for the district, as well as procedural information regarding processes for IEP meetings and expectations of all parties attending IEP meetings.
Observation #9	Recommendation #2; Page 39	Expand PT3 to include all interested parents of special needs students and establish the organization as a setting for disseminating information to parents of special needs students, while providing a venue for parents to ask questions, get clarification, and gain understanding of the special education system in District 64.

Recommendations to be Completed by June 30, 2024

<u>Observation</u>	<u>Recommendation Number and Page Number</u>	<u>Recommendation</u>
Observation #4	Recommendation #3; Page 26	Provide general education teachers and special education teachers with continued professional development and training on how to appropriately progress monitor students, how to collect individual student data to determine the success of interventions, and how to create a portfolio of student intervention data that could help to inform the need for placement into special education.
Observation #6	Recommendation #6; Page 32	Add school psychologists in the district to ensure that each school within District 64 has its own dedicated school psychologist assigned only to that building.
Observation #6	Recommendation #7; Page 32	Increase the number of Student Services Coordinators so that each school within District 64 is assigned one dedicated Student Services Coordinator.
Observation #7	Recommendation #2; Page 34	Consider hiring additional BCBAs for more targeted behavior training and supports for schools within the district.
Observation #10	Recommendation #1; Page 41	Develop detailed plans, benchmarks, and measures for success for the rollout of new specialized educational offerings in District 64.
Observation #10	Recommendation #3; Page 41	Consider creating a behavior unit for District 64 to exclusively serve students with significant behavior needs and staffed with dedicated behavior specialists serving as teachers, TAs, BCBAs, and other needed personnel.

Conclusion

District 64 is an educational setting with a wealth of opportunities for its students. It is comprised of a skilled district leadership team, dedicated teachers and staff members, and a broad spectrum of students who rely on the district to equip and prepare them for their futures. In special education, the teachers, TAs, and related services personnel support students in an individualized and nurturing way to achieve their educational goals. Daily these special education team members live out the mission statement for special education in District 64 created in partnership with PT3: *Inspire every child to discover, learn, achieve, and care by recognizing every child has unique and individual needs, while fostering a learning environment that promotes every child's creativity through academic, emotional, and social development.* While there are opportunities for change, growth, and development in the Student Services Department and in special education in the school buildings, the supports provided for special education students in District 64 should be celebrated.

District 64 has all of the components needed to create a strong special education system. Some of those components may need to be altered, adjusted, rethought, or reordered, but they are all there, waiting for the educational professionals in District 64 to form them into an exemplary special educational system for students. With some time and effort, and supports along the way, District 64 can create a student instructional model and special education system where every child can learn, grow, and flourish.

While District 64 has the components to develop a strong special education system, one component is outstanding: external support for accountability. The Audit Team recommends that District 64 engage an external partner to provide quarterly check-ins for at least one year in order to assist the district in evaluating and implementing the recommendations contained in this report. This partnership of accountability will assure the district stakeholders—employees, parents, and students—that District 64 is committed to meaningful special education reforms that will strengthen its special education system and provide greater support for all students.

It has been an honor to partner with District 64 in this important Special Education Audit. ARP and the Audit Team would like to thank the district administration, building administration, special education teachers, TAs, related services personnel, staff, and parents of District 64 for their candor, open communication, and support to review and strengthen special education in the district.



Special Education Audit

Presentation

May 2022

Todd Zoellick, Chief Engagement Officer

Bambi Lockman, Senior Consultant

Tom McDowell, Senior Consultant

Special Thanks

Atlantic Research Partners would like to thank the district administration, building administration, teachers, staff, and employees of Park Ridge-Niles School District 64 for their candor, open communication, and support to review and strengthen special education throughout the district.

Purpose & Scope

Atlantic Research Partners was engaged to conduct a thorough and complete analysis of the special education services, structure, and practices at Park Ridge-Niles School District 64. The purpose was to gather evidence and evaluate current IEP development procedures, documentation, and implementation, as well as measure compliance with IDEA regulations and instructional observations for teaching quality in special education classrooms. In order to do so, Atlantic Research Partners conducted an onsite visits in the district in January and February 2022.

Atlantic Research Partners fulfilled its responsibilities by conducting the following :

- On-Site Analysis of Current Practices and Data
- Staff Interviews
- Classroom observations
- Comparison of Existing Practices to Best Practices in Special Education and Special Education Leadership
- Analysis of the strengths and areas of needed improvement to accelerate academic achievement and comply with all legal requirements for special education



Methods of Review

The following data were reviewed and serve as the basis of recommendations for special education for Park Ridge-Niles School District 64:

- Special Education data
- Special Education documents
- IEPs
- District reports/processes
- Projections
- Interviews: Staff/Administrators
- Procedures and policies
- Meetings with key stakeholders
- Classroom observations

Areas of Focus

Based on onsite interviews, data, and program analysis, there were 10 identified observations in this special education review :

- Develop a Robust Special Education Continuum of Services
- Create a Framework for Consistently Meeting Student Needs
- Adopt Inclusion Classrooms and Co-Teaching as District Standards
- Develop a True Multi-Tiered System of Support (“MTSS”)
- Develop a District-Wide Data Strategy
- Rethink Staffing Needs of Special Education Teachers, Student Services Coordinators, School Psychologists, and TAs
- Revisit the Student Behavior System in District 64
- Improve the Student Services Department Roll Out of Initiatives, Communication, and Visibility in the School Buildings
- Enhance the Partnership with Parents of Special Needs Students in District 64
- Reevaluate Specialized Educational Offerings in District 64

District Strengths

FINDINGS:

Exceptional Personnel

- Teachers
- Administrators
- Specialists (BCBA, AT, Student Services Coordinators, Intervention Coaches)

Progress on Recommendations from the 2018 Audit

Observation #1: Develop a Robust Special Education Continuum of Services

RECOMMENDATIONS:

- 1) Develop a student instructional model that provides a clear framework for establishing special education as a continuum of services. This framework should be jointly developed by district administration, building leaders, special education teachers, and related services personnel. The framework should be developed as a collaborative effort of all essential parties, with outside supports as needed, and rolled out to the both special education personnel and general education teachers as a collaboratively created framework
- 2) Establish and utilize a data system to determine when students transition from one model of instruction to another based on student data and not heartfelt data.
- 3) Provide both special education personnel and general education teachers additional training on models of instruction and instructional methods for special education students. The supports provided to students need to be effectively linked to the goals of the IEP, and both special education teachers and general education teachers need to be able to recognize the instructional methods needed for students to succeed.



Observation #2: Create a Framework for Consistently Meeting Student Needs

RECOMMENDATIONS:

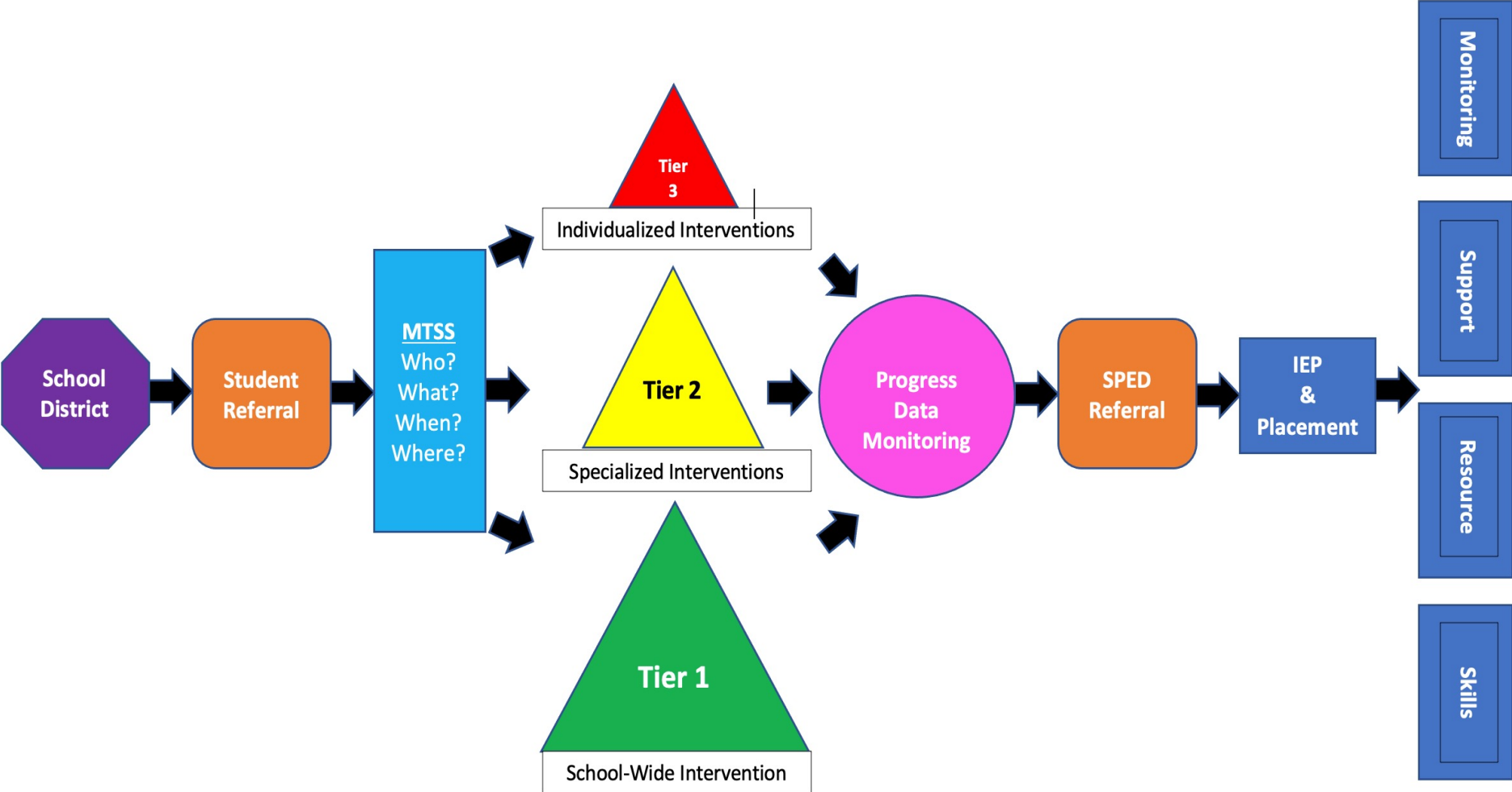
- 1) Develop a comprehensive, district-wide instructional model for District 64, similar to the Proposed Instructional Model for District 64 graphic. Implement that model in every school and ensure it becomes the standard that is used throughout District 64 when determining eligibility and/or making IEP/programmatic decisions or changes.
- 2) Augment training to special education teachers, general education teachers, and related services personnel for all interventions that are included in the clearinghouse of available interventions, including why to consider them, when to integrate them into the array of supports for a student, and how to effectively utilize them.
- 3) Review student IEP eligibility to confirm that student needs have not changed and all IDEA guidelines are consistently followed; ensure the collection and analysis of current student data in order to make appropriate educational decisions.

Observation #2: Create a Framework for Consistently Meeting Student Needs (cont)

RECOMMENDATIONS:

- 4) Provide training as needed for special education teachers, general education teachers, related services personnel, and/or administrators on IDEA, including the processes and procedures for determining eligibility/placement into special education to ensure compliance with federal law and district educational obligations to the student.

Observation #2: Create a Framework for Consistently Meeting Student Needs

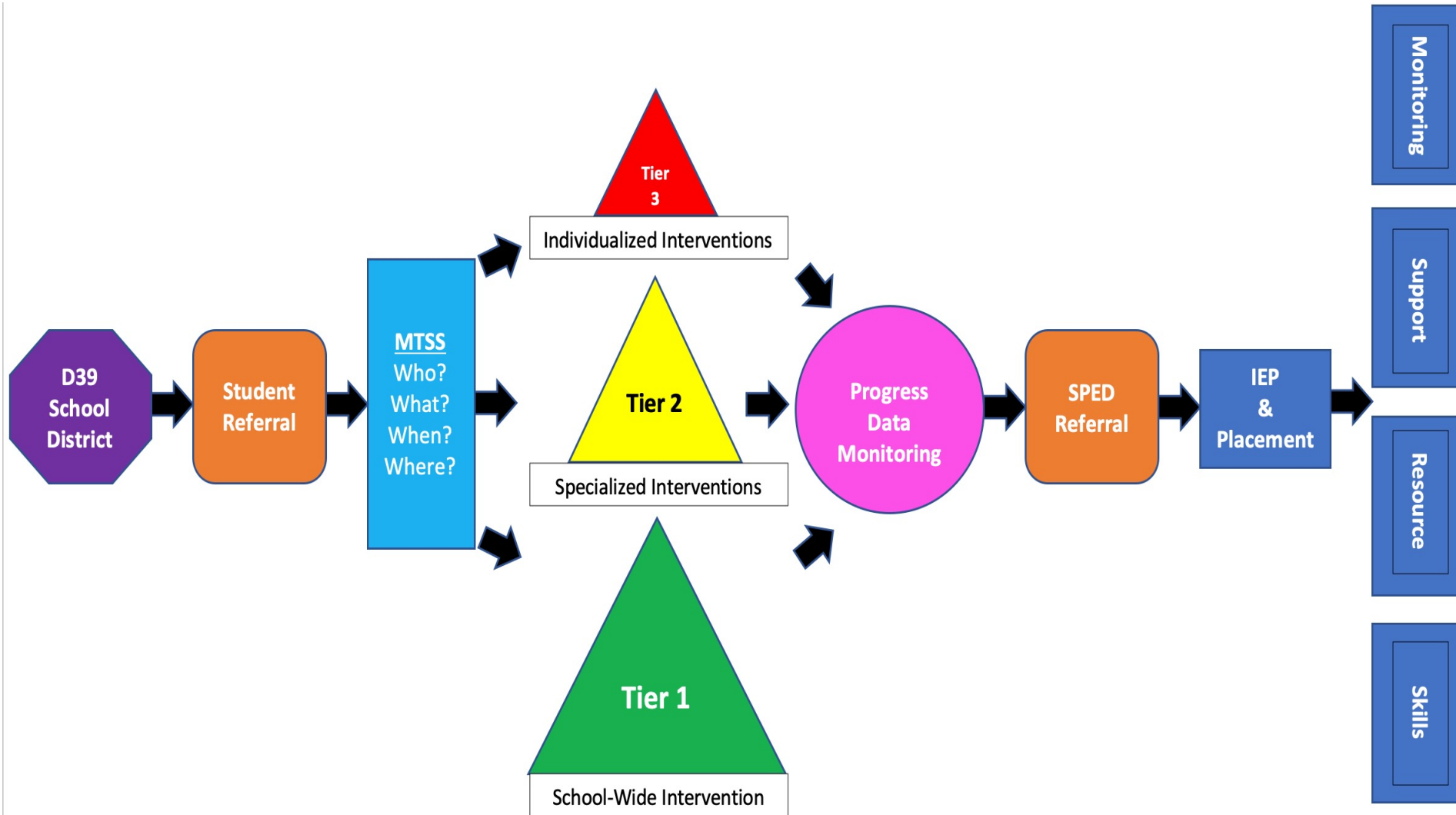


Observation #3: Adopt Inclusion Classrooms and Co-Teaching as District Standards

RECOMMENDATIONS:

- 1) Provide joint professional development for general education teachers and special education teachers on differentiated instruction, creating inclusion classrooms, and implementing co-teaching in the classroom so that these concepts become more mainstreamed and consistent throughout the district.
- 2) Establish common planning time for general education teachers and special education teachers who will be co-teaching together so that they can jointly prepare their lessons for the greatest student impact.
- 3) Develop a monitoring system to monitor if the co-teaching implemented in the classrooms is appropriate and effective for advancing student achievement.

Observation #4: Develop a True Multi-Tiered System of Support (“MTSS”)



Observation #4: Develop a Multi-Tiered Systems of Support (“MTSS”)

RECOMMENDATIONS:

- 1) In collaboration with district leadership, general education teachers, special education teachers, and potentially an outside provider, develop a true MTSS framework that can be implemented district-wide, with every building following the principles contained within the MTSS.
- 2) Establish a clear path for how a student moves from Tier 3 in MTSS to special education and institute standards so there is an authentic difference between Tier 3 interventions and special education instruction.
- 3) Provide general education teachers and special education teachers with continued professional development and training on how to appropriately progress monitor students, how to collect individual student data to determine the success of interventions, and how to create a portfolio of student intervention data that could help to inform the need for placement into special education.



Observation #5: Develop a District-Wide Data Strategy

RECOMMENDATIONS:

- 1) Develop and implement a district-wide data policy that creates a standard for special education data collection, usage, and storage that is focused on student achievement and placement, interventions, and supports.
- 2) Provide special education teachers, TAs, and related services personnel with additional professional development and training on how to accurately collect data, how to utilize data, and how to preserve data as a vital component of a student's file for evidence and future decision-making.

Observation #6: Rethink Staffing Needs of Special Education Teachers, Student Services Coordinators, School Psychologists, and TAs

RECOMMENDATIONS:

- 1) Evaluate the workload of special education teachers in each school building in the district and create a district-wide process that considers special education workload in the assignment of caseload.
- 2) Provide professional development and training to all special education teachers on topics like consistency of IEP writing, behavior management training, co-teaching, innovative instructional techniques for special needs students, and any other relevant training topics, in addition to the training currently offered for special education teachers in the district.
- 3) Review the role of the TAs in the district and ensure alignment of supports with student IEPs.
- 4) Allow special education teachers to provide coaching to TAs to enhance the supports that TAs provide in classrooms and with students.



Observation #6: Rethink Staffing Needs of Special Education Teachers, Student Services Coordinators, School Psychologists, and TAs (cont.)

RECOMMENDATIONS:

- 5) Provide additional and required training to TAs on topics like effectively providing support to students, prompting student responses, confidentiality of student information, and special education in general, in addition to the training that TAs are currently offered in the district.
- 6) Add school psychologists in the district to ensure that each school within District 64 has its own dedicated school psychologist assigned only to that building.
- 7) Increase the number of Student Services Coordinators so that each school within District 64 is assigned one dedicated Student Services Coordinator.

Observation #7: Revisit the Student Behavior System in District 64

RECOMMENDATIONS:

- 1) Provide additional CPI training to an expanded number of special education teachers, TAs, and related services personnel in each school building within District 64 to alleviate the dependence on the existing CPI Team members and increase the number of staff to address behavior incidents.
- 2) Consider hiring additional BCBAs for more targeted behavior training and supports for schools within the district.
- 3) Develop a more effective strategy to address the needs of students who regularly exhibit extreme behaviors and a standard system of review for determining where to place students in District 64 schools.

Observation #8: Improve the Student Services Department Roll Out of Initiatives, Communication, and Visibility in the School Buildings

RECOMMENDATIONS:

- 1) Develop a process for rolling out new initiatives, systems, processes, and procedures for the Student Service Department and special education teams in the buildings that includes in-person meetings, educator involvement in the development, and an explanation of the benefits for students and teachers.
- 2) Provide direction and a vision for the school year, and celebrate staff accomplishments, at the annual Student Services Department school year kickoff meeting.
- 3) Discuss new initiatives, explain the “why” and “how” of changes in special education, and provide an opportunity for special education team members to ask questions and actively engage in discussion during the monthly Student Services Department meetings.



Observation #8: Improve the Student Services Department Roll Out of Initiatives, Communication, and Visibility in the School Buildings (cont.)

RECOMMENDATIONS:

- 4) Carve out time in the Director and Assistant Director schedules for in-person onsite visits in each of the schools. Select a few classrooms to visit each week so that all classrooms in each building are visited in a rotation.
- 5) Review special education Medicaid reimbursement in the district, including Fee for Service claims, Administrative claims, and student transportation claims, to capture all billable service for the district and ensure optimization of the Medicaid reimbursement claiming process.

Observation #9: Enhance the Partnership with Parents of Special Needs Students in District 64

RECOMMENDATIONS:

- 1) Institute in-person parent education sessions and develop additional written resources for parents that describe and explain special education in District 64, including both visual representations and written descriptions of the instructional model for the district, as well as procedural information regarding processes for IEP meetings and expectations of all parties attending IEP meetings.
- 2) Expand PT3 to include all interested parents of special needs students and establish the organization as a setting for disseminating information to parents of special needs students, while providing a venue for parents to ask questions, get clarification, and gain understanding of the special education system in District 64.

Observation #10: Reevaluate Specialized Educational Offerings in District 64

RECOMMENDATIONS:

- 1) Develop detailed plans, benchmarks, and measures for success for the rollout of new specialized educational offerings in District 64.
- 2) Provide district vision and goals for the SLC and provide the necessary training and professional development for the educators working in the SLC classroom.
- 3) Consider creating a behavior unit for District 64 to exclusively serve students with significant behavior needs and staffed with dedicated behavior specialists serving as teachers, TAs, BCBA's, and other needed personnel.
- 4) Establish the preschool at Jefferson School in the larger district plan, provide oversight to the school leadership, and issue specific guidance and direction for the preschool teachers.

Contact Information

Thank you for the opportunity to work with Park Ridge-Niles School District 64. Should you have any questions, please contact:

Todd Zoellick, *Chief Engagement Officer*

Atlantic Research Partners

312-399-5205

tzoellick@atlanticresearchpartners.org



Approval of Recommended Personnel Report

ACTION ITEM 22-05-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report dated May 19, 2022, noting that the Personnel Report is based on the recommendation of the superintendent and not upon the board’s direct knowledge regarding any of the specific individuals selected for employment.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

May 19, 2022
Personnel Report

Alison Dusk	Employ as Special Education Teacher at Roosevelt School effective August 22, 2022 - BA, Step 1 - \$56,677.
Gina Lariccai	Employ as Instructional Technology Coach at Roosevelt School effective August 22, 2022 - MA, Step 1 - \$65,190.
Larry Ohannes	Employ as Comptroller effective July 1, 2022 - \$81,000.
Cheryl McNally	Change of Assignment from .6 Psychologist to .8 Psychologist at Jefferson School effective April 25, 2022 for the remainder of the 2021-22 school year.
Ann Heneghan	Leave of Absence request, personal - Teacher Assistant at Roosevelt School effective August 22, 2022 through January 31, 2023.
Sarah Beuhler	Resign as District Assitive Technology Specialist effective June 3, 2022.
Lynn Franz	Resign as Payroll Assistant effective August 4, 2022.
Nick Shepkowski	Resign as Communication Coordinator effective June 30, 2022.
Kimberly Bloom	Retire as Second Grade Teacher at Field School effective at the end of the 2023-24 school year.
Alex Govis	Retire as Kindergarten Teacher at Washington School effective at the end of the 2024-25 school year.
Regina Schmidt	Retire as FACS Teacher at Lincoln Middle School effective at the end of the 2023-24 school year.
Pamela Zasky	Retire as Foreign Language Teacher at Emerson Middle School effective at the end of the 2025-26 school year.

Consent Agenda

ACTION ITEM 22-05-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda for May 19, 2022, which includes: bills, payroll & benefits; approval of financial update for the period ending March 31, 2022; second reading & approval of changes to policies 2:140, 2:230, 4:140, & 4:20; approval of intergovernmental agreement for shared vision/o&m services; and destruction of audio closed recordings (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Community Consolidated School District No. 64

Disbursement Detail Listing

Bank Name: Accounts Payable
 Bank Account: 885360644

Date Range: 07/01/2021 - 05/19/2022
 Voucher Range: 1196 - 1200

Sort By: Vendor
 Dollar Limit: \$0.00

Fiscal Year: 2021-2022

Print Employee Vendor Names Exclude Voided Checks Exclude Manual Checks Include Non Check Batches

Check Number	Date	Voucher	Payee	Account	Description	Amount	
135373	05/19/2022	1197	Wilson Language Training Corp.	10.0000.1110.4100.207.00.499803	FUNDATIONS STUDENT KIT	\$96.00	
135373	05/19/2022	1197	Wilson Language Training Corp.	10.0000.1110.4100.207.00.499803	ESTMIATED SHPPING	\$23.04	
135373	05/19/2022	1197	Wilson Language Training Corp.	10.0000.1110.4100.209.00.499803	FUNDATIONS STUDENT KIT	\$48.00	
						Check Total:	\$10,896.12
NCB	05/19/2022	1198	Wow! Business	10.0000.2633.3420.000.00.000000	4-1 / 4-30 internet	\$1,224.99	
						Check Total:	\$1,224.99
135374	05/19/2022	1197	Zydek, Carol	10.0000.1520.3190.000.00.000000	VB ref 4-12-22	\$70.00	
						Check Total:	\$70.00
						Bank Total:	\$6,087,490.05

<u>Fund</u>	<u>Amount</u>
10	\$398,030.21
20	\$181,484.37
30	\$18,163.05
40	\$688,469.99
60	\$4,801,029.93
80	\$312.50
Fund Totals:	\$6,087,490.05

End of Report

Disbursements Grand Total: \$6,087,490.05

Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2021-2022

Month: April
 Year: 2022
 Fund Type:

Include Cash Balance
 FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
10	Education Fund	\$34,185,055.78	\$66,507,212.08	(\$51,736,576.97)	(\$154,308.60)	\$48,801,382.29
20	Operations & Maintenance Fund	\$2,161,615.83	\$6,885,140.20	(\$5,535,743.42)	(\$783,925.00)	\$2,727,087.61
30	Debt Services Fund	\$2,444,187.43	(\$2,029.94)	(\$2,497,756.15)	\$1,219,523.08	\$1,163,924.42
40	Transportation Fund	\$1,263,207.23	\$3,014,069.44	(\$4,151,727.68)	\$0.00	\$125,548.99
50	Municipal Retirement Fund	\$442,560.77	\$514,940.13	(\$855,745.89)	\$0.00	\$101,755.01
51	Social Security/Medicare Fund	\$561,749.02	\$1,256,386.00	(\$1,035,857.26)	\$0.00	\$782,277.76
60	Capital Projects Fund	\$19,201.13	\$12,206.40	(\$5,811,923.96)	\$0.00	(\$5,780,516.43)
61	Cap Projects Fund - 2017 Debt Certs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
70	Working Cash Fund	\$1,377,958.87	\$546,980.62	\$0.00	\$25,950,292.42	\$27,875,231.91
80	Tort Fund	\$476,541.76	\$493,051.73	(\$575,138.75)	\$0.00	\$394,454.74
Grand Total:		\$42,932,077.82	\$79,227,956.66	(\$72,200,470.08)	\$26,231,581.90	\$76,191,146.30

End of Report

To: Board of Education
Dr. Eric Olson, Superintendent

From: Valerie Varhalla, Director of Business Services

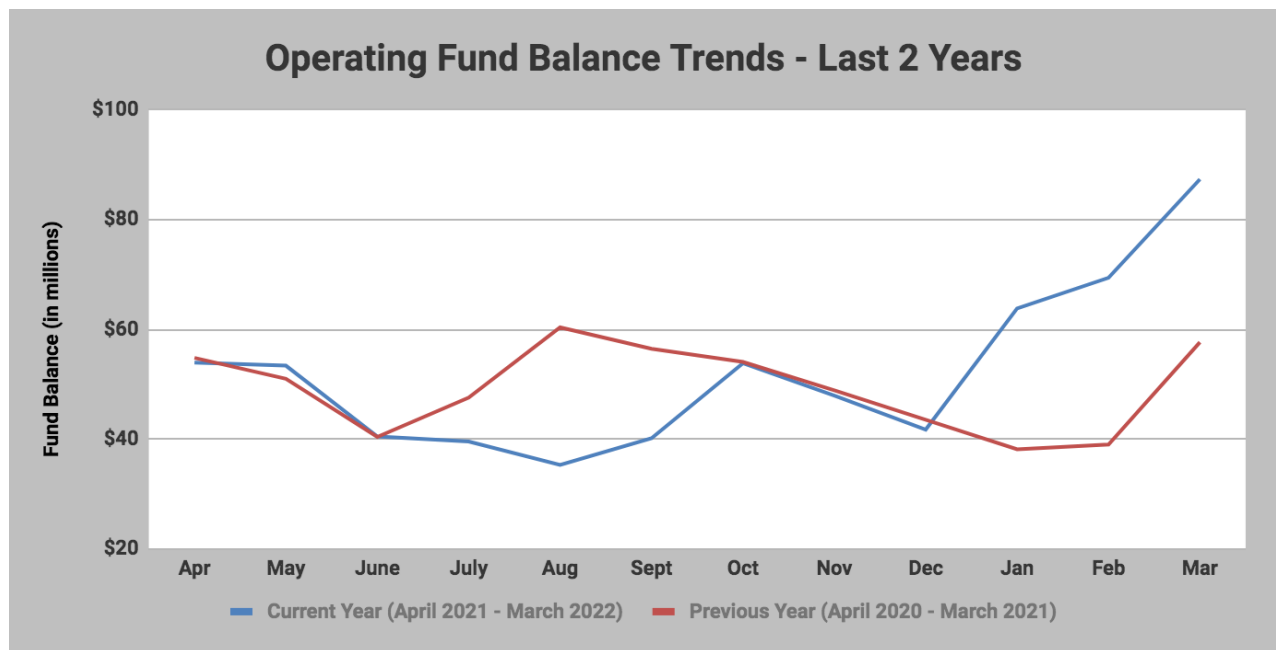
Date: May 19, 2022

Subject: Financial Update for the Period Ending March 31, 2022

Attached for your review are the following reports as of March 31, 2022:

- Fund Balance Report
- Revenue Summary Report
- Expenditure Summary Report

Fund balance in the Operating Funds increased by \$17.9 Million in March to \$87.3 million. The graph below shows a comparison of monthly fund balances over the last two years. The spikes in fund balance during July/August and February/March represent the District's property tax collections, which make up approximately 85% of the District's total annual revenues. It's very important for school districts to maintain fund balance reserves that are sufficient to cover operations in between those months, particularly during the fall/winter when revenues are typically scarce.



The most recent 12-month period followed a similar trend as the preceding year. Some notable exceptions are:

- July and August-As the district prepares for Full day kindergarten, fund balance is decreasing at a faster rate. The Board has been in discussion of issuing just under \$26 Million in bonds to cover such expenses.
- September and October-Fund balance increased with the installment of real estate tax collections.
- November-There were two board resolutions adopted at the November 18th Board of Education meeting. Resolution #1276 directed the transfer of \$783,925 for debt certificates and #1277 which directed the transfer of \$154,308 2 for copier leases.
- January-The District received \$25.9 Million in bond sale proceeds to fund the construction projects throughout the District.
- February-February is the first month of the first installment of property tax revenue collections.

Revenue Summary - March

Total revenue for the District was 95% of budgeted revenues as of March 31 for all funds. This is ahead of last year's pace (87%). The District received \$25.3 Million in real estate taxes and \$532,000 in CPPRT.

State and federal revenue was insignificant. The District received the standard two installments of Evidence Based Funding from the State (\$306,000).

Educational | Operations and Maintenance | Transportation | IMRF | Working Cash | Tort

For the Period Ending March 31, 2022

Projected Year-End Balances
as % of Budgeted Revenue



Actual YTD Revenues



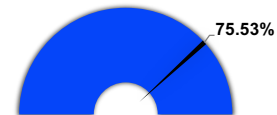
Projected YTD Revenues
92.74%

Actual YTD Local Sources



Projected YTD Local Sources
94.63%

Actual YTD State Sources

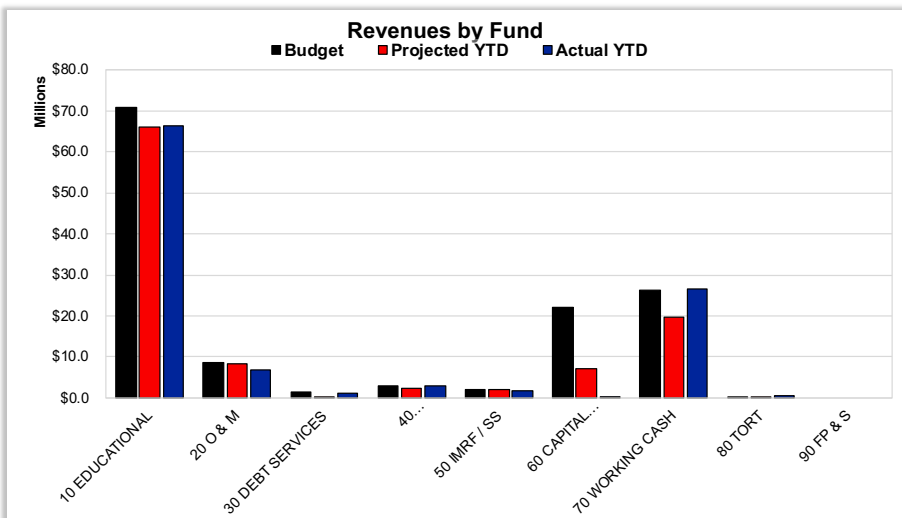
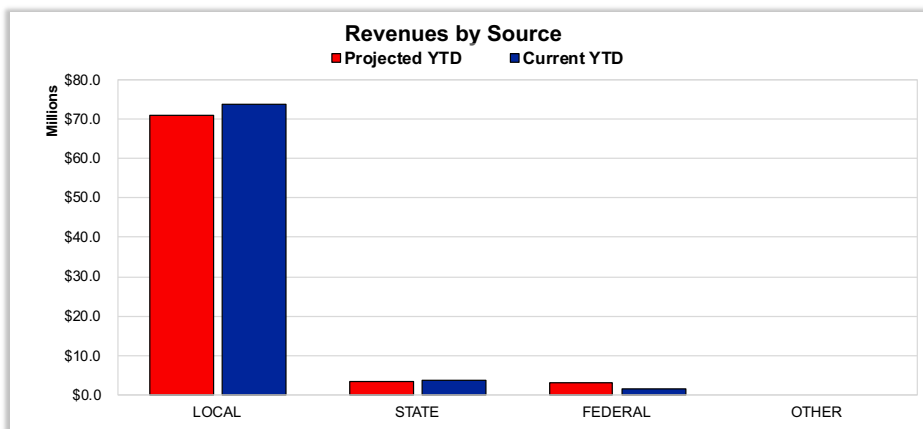
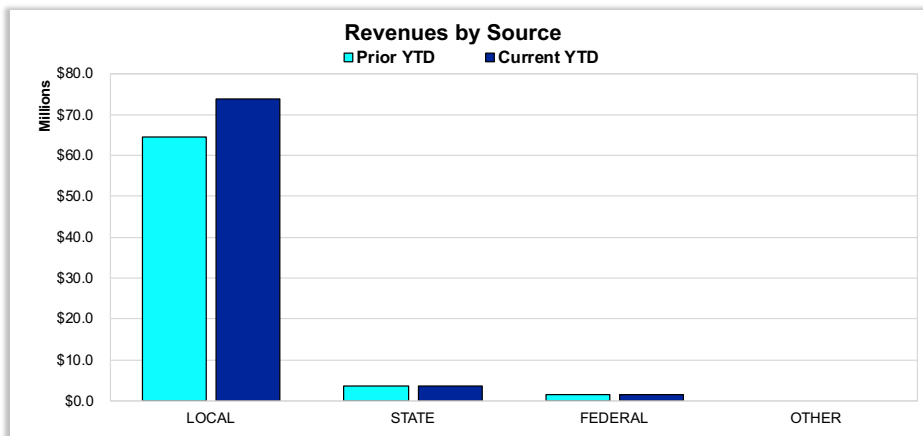


Projected YTD State Sources
67.92%

All Funds | Top 10 Sources of Revenue YTD

Ad Valorem Taxes	\$68,151,445
Sale of Bonds	\$26,231,582
Unrestricted Grants-in-Aid	\$2,451,984
Payments in Lieu of Taxes	\$1,945,627
Other Revenue from Local Sources	\$1,464,632
State Transportation Reimbursement	\$1,117,578
Restricted Grants-In-Aid Received from the Federal Govt Thru	\$1,007,899
Food Service	\$871,006
Textbook Income	\$531,006
Transfer to Debt Service Revenue Bond Principal	\$500,000

Percent of Total Revenues Year-to-Date **98.04%**



Expenditure Summary - March

After completing nine months of the fiscal year, the District has expended 60% of its overall budget which is behind last year's pace (65%).

Table 1 below shows the year-to-date percentage of the payroll budget (salaries and benefits) that has been spent after each month as compared to last year. Total payroll expenditures are trending as projected in the budget.

Table 1: Payroll Expenditures

Month	YTD Percent of Budget Spent	
	2021-22	2020-21
March	68%*	64%
January	49%	49%
November	32%	33%
September	17%	14%
July	1%	1%

*The month of March had 3 payrolls compared to last year which had 2.

Table 2 displays the cumulative percentage of the accounts payable budget (purchased services, supplies, equipment, etc.) that has been spent after each month versus last year.

Table 2: Accounts Payable Expenditures

Month	YTD Percent of Budget Spent	
	2021-22	2020-21
March	46%	68%
January	32%	62%
November	23%	54%
September	14%	31%
July	5%	15%

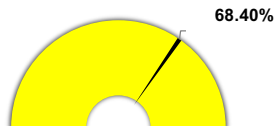
Educational | Operations and Maintenance | Transportation | IMRF | Working Cash | Tort

For the Period Ending March 31, 2022

Projected Year-End Balances as % of Budgeted Expenditures



Actual YTD Expenditures



Projected YTD Expenditures
66.46%

Actual YTD Salaries / Benefits



Projected YTD Salaries / Benefits
64.21%

Actual YTD Other Objects



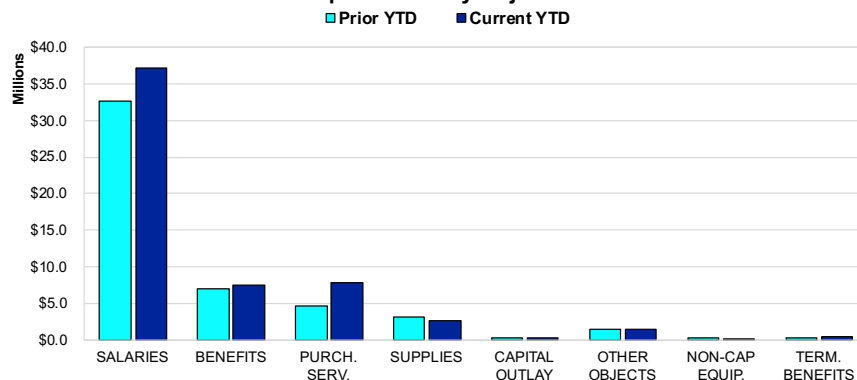
Projected YTD Other Objects
74.54%

All Funds | Top 10 Expenditures by Program YTD

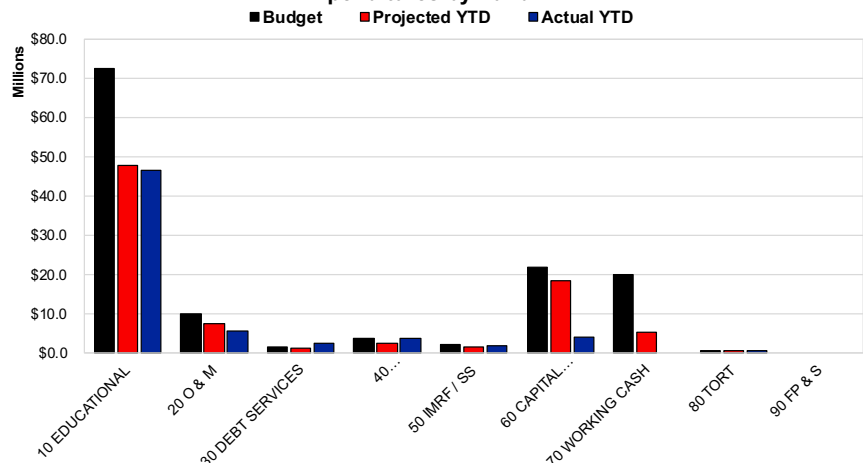
Regular Programs	\$22,078,955
Support Services - Business	\$15,257,010
Special Education/Remedial Programs	\$5,845,498
Support Services - Pupils	\$4,457,984
Support Services - Instructional Staff	\$3,890,090
Support Services - School Administration	\$2,291,930
Debt Services - Payments of Principal on Long-term Debt	\$2,032,781
Support Services - General Administration	\$1,424,631
Support Services - Central	\$1,416,150
Summer & Gifted Programs	\$1,299,511

Percent of Total Expenditures Year-to-Date **92.20%**

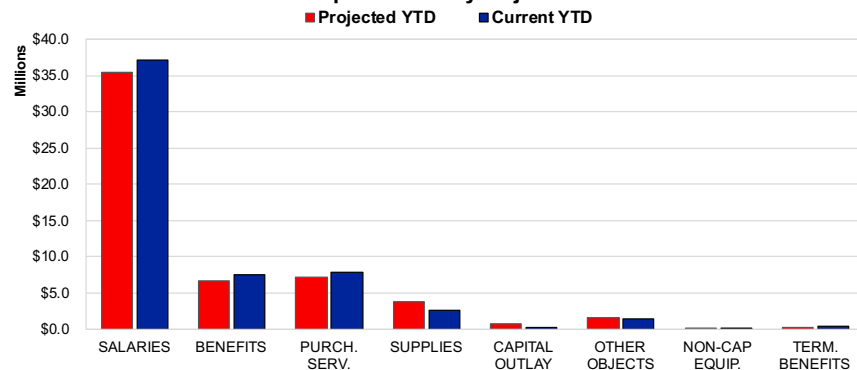
Expenditures by Object



Expenditures by Fund



Expenditures by Object



Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2021-2022

Month: March
 Year: 2022
 Fund Type: Operating

Include Cash Balance
 FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
10	Education Fund	\$34,185,055.78	\$66,464,956.37	(\$46,364,633.51)	(\$154,308.60)	\$54,131,070.04
20	Operations & Maintenance Fund	\$2,161,615.83	\$6,884,285.20	(\$4,928,398.85)	(\$783,925.00)	\$3,333,577.18
40	Transportation Fund	\$1,263,207.23	\$3,014,069.44	(\$3,739,423.09)	\$0.00	\$537,853.58
50	Municipal Retirement Fund	\$442,560.77	\$514,940.13	(\$778,347.63)	\$0.00	\$179,153.27
51	Social Security/Medicare Fund	\$561,749.02	\$1,256,386.00	(\$932,138.19)	\$0.00	\$885,996.83
70	Working Cash Fund	\$1,377,958.87	\$546,980.62	\$0.00	\$25,950,292.42	\$27,875,231.91
80	Tort Fund	\$476,541.76	\$493,051.73	(\$574,476.25)	\$0.00	\$395,117.24
Grand Total:		\$40,468,689.26	\$79,174,669.49	(\$57,317,417.52)	\$25,012,058.82	\$87,338,000.05

End of Report

Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2021-2022

Month: March

Include Cash Balance

Year: 2022

Fund Type: Non-Operating

FY End Report

<u>Fund</u>	<u>Description</u>	<u>Beginning Balance</u>	<u>Revenue</u>	<u>Expense</u>	<u>Transfers</u>	<u>Fund Balance</u>
30	Debt Services Fund	\$2,444,187.43	(\$2,029.94)	(\$2,466,760.10)	\$1,219,523.08	\$1,194,920.47
60	Capital Projects Fund	\$19,201.13	\$12,206.40	(\$4,047,529.01)	\$0.00	(\$4,016,121.48)
61	Cap Projects Fund - 2017 Debt Certs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$2,463,388.56	\$10,176.46	(\$6,514,289.11)	\$1,219,523.08	(\$2,821,201.01)

End of Report

This Report Can be Viewed on the

[Financial Data Current](#)



PARK RIDGE-NILES SCHOOL DISTRICT 64

164 South Prospect Avenue • Park Ridge, IL 60068 • (847) 318-4300 • F (847) 318-4351 • d64.org

REGULAR BOARD OF EDUCATION MEETINGS 2022-23

JULY	21 (Emerson)
AUGUST	18 (Lincoln)
SEPTEMBER	15 (Emerson)
OCTOBER	20
NOVEMBER	17
DECEMBER	15
JANUARY	26
FEBRUARY	16
MARCH	16
APRIL	20
MAY	18
JUNE	15
JUNE	22* (Board Workshop)

Regular Board of Education Meetings begin at 7:00 p.m. unless noted.

All Board meetings to take place at Jefferson School (8200 Greendale Ave, Niles) unless otherwise indicated.

* Not a regular meeting, Board workshop only.

School Board

2:140 Communications To and From the Board

The School Board welcomes communications from staff members, parents/guardians, students, and community members. Individuals may submit questions or communications for the School Board's consideration to the Superintendent or may use the electronic link to the Board's email address(es) posted on the District's website. The Superintendent or designee shall ensure that the home page for the District's website contains an active electronic link to the email address(es) for the School Board.

If contacted individually, Board members will refer the person to the appropriate level of authority, except in unusual situations. Board members' questions or communications to staff or about programs will be channeled through the Superintendent's office. Board members will not take individual action that might compromise the Board or District. There is no expectation of privacy for any communication sent to the Board or its members, whether sent by letter, email, or other means.

Board Member Use of Electronic Communications

For purposes of this section, *electronic communications* include, without limitation, electronic mail, electronic chat, instant messaging, texting, and any form of social networking. Electronic communications among a majority or more of a Board-quorum shall not be used for the purpose of discussing District business. Electronic communications among Board members shall be limited to: (1) disseminating information, and (2) messages not involving deliberation, debate, or decision-making. The following list contains examples of permissible electronic communications:

- Agenda item suggestions
- Reminders regarding meeting times, dates, and places
- Board meeting agendas or information concerning agenda items
- Individual emails to community members, subject to the other limitations in this policy

In accordance with the Open Meetings Act and the Oath of Office taken by Board members, individual Board members will not (a) reply to an email on behalf of the entire Board, or (b) engage in the discussion of District business through electronic communications with a majority of a Board-quorum.

LEGAL REF.:

[5 ILCS 120/](#), Open Meetings Act.

[50 ILCS 205/20](#), Local Records Act.

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

ADOPTED: October 27, 1997

REVISED: September 14, 1999; July 9, 2007; August 22, 2011; February 21, 2017; September 23, 2019

School Board

2:230 Public Participation at Board of Education Meetings and Petitions to the Board

At each regular and special open meeting, any person may comment on or ask questions of the School Board (*public participation*), subject to the reasonable constraints established and recorded in this policy's guidelines below.

Prior to the public comment period, the Board President shall make the following statement:

"This is the point of the meeting where we welcome public comments. Each speaker is given three minutes to address the board. Comments may be made on almost any matter related to the operation of schools, but we ask that you refrain from making comments concerning individual students or staff members. The board uses this time to listen to community questions and concerns but will not respond immediately to requests for information. Additionally, the board cannot take formal action on non-agenda items. Contact the board president by email if you wish to discuss your topic further. Please come forward to the microphone and state your name and, if comfortable, your address for the minutes."

To preserve sufficient time for the Board to conduct its business, any person appearing before the Board is expected to follow these guidelines:

1. Address the Board only at the appropriate time as indicated on the agenda and when recognized by the Board President.
2. Identify oneself and be brief. Ordinarily, the time for any one person to address the Board during public participation shall be limited to 3 minutes. In unusual circumstances, or when an individual has made a request to speak for a longer period of time, the person may be allowed to speak for more than three minutes.
3. Observe, when necessary and appropriate, the:
 - a) Shortening of the time for each person to address the Board during public participation to conserve time and give the maximum number of people an opportunity to speak;
 - b) Determination of procedural matters regarding public participation regarding public participation not otherwise covered in Board policy.
 - c) Conduct oneself with respect and civility toward others and otherwise abide by Board policy, 8:30 *Visitors to and Conduct on School Property*.

Petitions or written correspondence to the Board shall be presented to the Board in the next regular Board packet.

During the public comment period, Board members shall refrain from commenting directly to or engaging in a dialogue with any speaker.

LEGAL REF.:

[5 ILCS 120/2.06.](#)

[105 ILCS 5/10-6](#) and [5/10-16.](#)

CROSS REF.: 2:220 (Board of Education Meeting Procedure), 8:10 (Connection with the

Community), 8:30 (Visitors to and Conduct on School Property)

ADOPTED: October 27, 1997

REVISED: April 4, 2011; November 17, 2014; February 22, 2016; February 21, 2017; June 22, 2020;
June 3, 2021

Park Ridge-Niles School District 64

Operational Services

4:20 Fund Balances

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

The School District seeks to maintain a year-end fund balance to expenditure ratio of no less than 30 percent, as calculated under the Ill. State Board of Education's *School District Financial Profile*.

CROSS REF.: 4:10 (Fiscal and Business Management), 4:80 (Accounting and Audits) ADOPTED: October 27, 2008

REVISED: January 9, 2012; February 24, 2014; September 23, 2019

Park Ridge-Niles School District 64

Operational Services

4:140 Waiver of Student Fees

The Superintendent will recommend to the Board a schedule of fees, if any, to be charged to students for the use of textbooks, consumable materials, extracurricular activities, and other school student fees. Students must also pay for the loss of or damage to school books or other school-owned materials.

Tuition for full-day kindergarten and fees for textbooks and other instructional materials are waived for students who meet the eligibility criteria for a fee waiver as described in this policy. In order that no student is denied educational services or academic credit due to the inability of parent(s)/guardian(s) to pay student fees, the Superintendent will recommend to the Board which additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

Notification

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and Ill. State Board of Education (ISBE) rule and that provisions for assisting parents/guardians in completing the application are available.

Eligibility Criteria

A student shall be eligible for a waiver of fees and full-day kindergarten tuition when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program. In addition, a student shall be eligible for a partial waiver of full-day kindergarten tuition, based on income guidelines and household size, as recommended by the Superintendent, and approved by the Board. The Board may consider additional full-day kindergarten tuition waivers on an annual basis.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

Verification

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees in accordance with State law requirements. The Superintendent or designee may require family income verification at the time an individual applies for a fee waiver and anytime thereafter but not more than once every 60 calendar days. The Superintendent or designee shall not use any information from this or any independent verification process to determine free meal eligibility.

If a student receiving a fee waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

Determination and Appeal

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

LEGAL REF.:

[105 ILCS 5/10-20.13](#), [5/10-22.25](#), [5/27-24.2](#), and [5/28-19.2](#).

[23 Ill. Admin. Code §1.245](#) [may contain unenforceable provisions].

CROSS REF.: 4:130 (Free and Reduced-Price Food Services), 6:220 (Bring Your Own Technology (BYOT) Program; Responsible Use and Conduct)

ADOPTED: October 27, 1997

REVISED: June 14, 1999; August 17, 2004; April 4, 2005; December 14, 2009; November 15, 2010; January 28, 2014; February 18, 2020.

Park Ridge-Niles School District 64

**INTERGOVERNMENTAL AGREEMENT
FOR SHARED VISION/ORIENTATION AND MOBILITY 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 services 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 2022-2023 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. School District 62 agrees to employ qualified Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS), three (3.0) FTE total, to meet the vision/orientation and mobility needs of students enrolled in School District 62, School District 64 and High School District 207. School District 207 and District 64 will provide supervision when onsite and provide feedback to District 62 for evaluation of Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) as required by law. In addition to the provision of services, the Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) 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 Teacher of the

Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) 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: 0.8 FTE

B. High School District 207: 1.4 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 third party payers (such as the Illinois State Board of Education) for services rendered by the Vision Itinerant, TVI/COMSs. 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 Vision Itinerant, TVI/COMSs for mileage incurred related to the provision of services to students in their respective districts on forms provided for this purpose.

5. Qualifications. Each Teacher of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) 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. Vision Itinerant, TVI/COMSs providing orientation/mobility services shall hold a certificate for orientation and mobility from the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP).

6. Duties. Each Teacher of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialist (COMS) 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, 64 and 207 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
- D. Complete Medicaid reimbursement claims on behalf of students eligible for Medicaid services for all districts including District 62, District 64 and District 207
- E. Prepare and follow daily schedules and student caseloads for each Teacher of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialist (COMS). Daily schedules and student caseloads will also be shared and agreed upon with the Director of Special Education in District 62, 64 and 207
- F. Annual mandatory training for employees will be completed according to the District 62 requirements. It is the responsibility of each Teacher of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialist (COMS) to share evidence of completion of these mandatory training sessions with the Director of Special Education in District 64 and 207

7. Student Records. Each Teacher of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) 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 Teacher of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialist (COMS) shall be the property of, and shall be maintained by, each individual School District for their own students. Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) shall have access to those students' records and information to the extent necessary to appropriately provide services to said students. Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) 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 Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) 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 Teachers of the Visually Impaired (TVI) and Certified Orientation and Mobility Specialists (COMS) 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 _____

Approval of Minutes

ACTION ITEM 22-05-4

I move that the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois approve the minutes from the closed meeting on April 21, 2022; and the regular meeting on April 21, 2022.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

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**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Regular Board of Education Meeting held at 7:00 p.m.
April 21, 2022
Washington School - MPR
1500 Stewart Ave, Park Ridge, IL 60068**

Board President Pearl called the meeting to order at 6:00 p.m. Other board members in attendance were Carol Sales, Phyllis Lubinski, Tom Sotos, and Larry Ryles. Board member Gareth Kennedy attended via phone; Dr. Nicole Woitowich was absent from the meeting. Also attending were: Superintendent Dr. Eric Olson and Illinois Association of School Boards (IASB) field representatives Dee Molinare and Patrick Allan.

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 agenda and reports for this meeting are also available on the website or through the District 64 Educational Service Center, 164 S. Prospect Ave., Park Ridge, IL 60068.

BOARD IASB WORKSHOP

Members attended a training session led by two field representatives from IASB.

BOARD RESUMES REGULAR MEETING

The Board resumed the regular meeting at 7:00 p.m. In addition to those listed above, also present were: Assistant Superintendent for Human Resources Dr. Joel T. Martin; Assistant Superintendent for Student Learning Dr. Lori Lopez; Chief School Business Official Adam Parisi; Director of Student Services Dr. Lea Anne Frost; Director of Technology Mary Jane Warden; Director of Facility Management Anthony Bersani; Board legal counsel Tony Loizzi; Communications Coordinator Nick Shepkowski; and Administrative Assistant to the Superintendent Natasha Nedeljkovic. Approximately 40 members of the public were present.

PLEDGE OF ALLEGIANCE

Board member Larry Ryles led the pledge.

OPENING REMARKS FROM PRESIDENT OF THE BOARD

President Pearl noted the presence of students tonight for the young authors' award and said it was great to see so many young talented students. She congratulated members Kennedy, Lubinski, and Woitowich on their one-year anniversary of joining the board.

STUDENT/STAFF RECOGNITION

Director of Facility Management Tony Bersani recognized the maintenance staff and custodians who did a tremendous job over the challenging winter months. He stated it was the best crew he had ever worked with

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and that they had gone above and beyond; he also recognized his assistant, Noel Mendoza. Megan Keefer, curriculum specialist for English Language Art and the Young Authors contest organizer, handed out certificates and yard signs to the winners. One winner was selected per grade, or in some cases two co-authors. Ms. Keefer noted that there had been 418 submissions this year.

WELCOME TO WASHINGTON SCHOOL

Principal Angie Brito and assistant principal Janet Van Arsdale welcomed everyone to Washington and gave an overview of the school and its current programs and activities. Mrs. Brito introduced Kirsten Sinkewich to talk about the Student Learning Center (SLC) special education classroom housed at Washington School; it currently serves six special education students. This year, the school provided more inclusion opportunities and focused on “being a family”. Mrs. Brito also thanked the PTO for their partnership in many initiatives in the school.

COVID-19 UPDATE & RECOMMENDATION FOR REVISIONS TO D64 HEALTH & SAFETY GUIDELINES

Dr. Olson said he had watched the numbers climb since the return from spring break, but said it was not a cause for concern yet. The district will continue to monitor the metrics. He recommended removing social distancing but thought it would be better to leave the other measures in place for now. He reminded everyone that the Governor’s executive order was in place until April 30. Some board members expressed the desire to remove the proof of negative test for unvaccinated parents volunteering in school buildings, feeling it was a form of discrimination. The motion was amended accordingly before the vote.

ACTION ITEM 22-04-1

It was moved by board member Lubinski and seconded by board member Ryles that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the removal of social distancing and the requirement for unvaccinated adults to show proof of a negative test before volunteering in schools from the District 64 Health & Safety Guidelines effective Monday, April 25.

The votes were cast as follows:

Ayes: Sales, Sotos, Lubinski, Ryles, Kennedy

Nays: Pearl

Present: None

Absent: Woitowich

The motion carried.

PUBLIC COMMENTS

Public comments were invited through a posted email address on the district’s website and in the board report; none were received electronically. Members of the public who were present in person were also invited to submit comments, they were received as follows:

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- Megan Roberts-Esterling: a parent in district 64 and teacher in another district, addressed the board on data gathering and use; the new math curriculum and its enforcement; and the need to provide support for kids with anxiety.
- Rachel Georgakis: a parent in the district and school counselor in another district, addressed the board on COVID mitigations and the need for a tiered-layer plan, as well as clear communication to the community.

APPROVAL OF MEETING AGENDA

No changes were made to the agenda.

STRATEGIC PLAN UPDATE

Dr. Olson said the district had posted a dashboard on the website to track the progress made on the goals established in the strategic plan. He showed the board a sample of the new dashboard and mentioned that tonight's adoption of the new math curriculum was part of the strategic plan.

Board member Sotos left the meeting at 7:44 p.m. and resumed attending via phone a half hour later.

APPROVAL OF K-5 MATH CURRICULUM

Dr. Lopez introduced a team of teachers who had been a part of the curriculum research and selection process: Dana Bailey, Kara Forrest, Sandy Blethen, and Tracie Thomas. Dr. Lopez explained that the new math curriculum was linked to several initiatives happening in the district, one being the strategic plan, the other the curriculum review process which is a cycle of continuous improvement. She stated the selection process had been a collaborative one with 25-30 people pulled together. Three programs had been identified and the committee met for a week last summer to dive deeply into each. Standards, best-practices, and rubrics were identified to help with the selection; the team had subsequently done practice lessons with real students. The program selected was a new version of a program currently used in many other districts. Dr. Lopez then spoke about why the team had selected this particular program: wordless videos from the program; hands-on activities incorporated in the program, among others. Some of the teachers present spoke up about the choice as well. Mrs Bailey stated that kids were engaged and excited when exposed to the program, there seemed to be a conceptual understanding. Dr. Lopez explained that the program would be funded in part through ESSER III funds and one Wednesday per month would be allocated to professional development for teachers to learn the program. Middle schools will review and consider this program next year. Dr. Lopez then responded to board member questions, explaining that this program provides activities that allow teachers to observe and assess students math skills and levels. Responding to member Ryles, she said that Eureka provides a clear description of what students should be able to do, and support strategies for performance-based assessments. The program would be paced out for full-day kindergarten this coming school year. Board president Pearl asked how parents would be educated about the shift in the curriculum and Dr. Lopez said this would happen in various ways: podcasts made available on the website, informational sheets sent home, a parent university night, topic overviews with ways to engage with students at home. Responding to member Ryles, she said the program's modules will help for teaching in

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special education and there will be professional development opportunities for special education teachers. Dr. Olson stated that as a former head of curriculum he was very excited about this program. Member Kennedy asked if there was any plan to supplement this program and whether it had been the clear winner. Dr. Lopez responded that no supplement was planned for this and consensus was that this program was a better fit than the other programs for many reasons.

ACTION ITEM 22-04-2

It was moved by board member Ryles and seconded by board member Lubinski that the Board of Education of Community Consolidated School District 64, Park Ridge - Niles, Illinois, approve the ESSER III-funded adoption of *Eureka Math*² and *Bridges Intervention* as recommended by the K-5 Math Review Committee at the total cost of \$573,416.

The votes were cast as follows:

Ayes: Sotos, Lubinski, Sales, Ryles, Kennedy, Pearl

Nays: None

Present: None

Absent: Woitowich

The motion carried.

BOARD POLICY COMMITTEE UPDATE & FIRST READING OF CHANGES TO CERTAIN POLICIES

Committee member Lubinski noted the committee had met on March 15 and April 14 to review certain policies and make revisions, as included in tonight’s packet. The revised policies are as follows: 2:140 *Communications To and From the Board*; 2:230 *Public Participation at Board of Education Meetings & Petitions to the Board*; 4:140 *Waivers of Student Fees*; and 4:20 *Fund Balances*. Following the members’ review, the revised policies will be adopted at the May 19 regular meeting.

APPROVAL OF RECOMMENDED PERSONNEL REPORT

It was noted that the board is relying upon the recommendation of the superintendent and administration in their professional judgment as to the hiring of these individuals per Policy 2:130.

Rebecca Fooden - Employ as Special Education Resource Teacher at Roosevelt School effective August 22, 2022 - BA+12, Step 1 - \$58,792.

Christina Mihalopoulos - Employ as Level IV Human Resources Secretary effective April 4, 2022 - \$18.65 hourly.

Joseph Monaco - Employ as Grounds/Maintenance Worker for the District effective April 6, 2022 - \$25.00 hourly.

Charles Patrick - Employ as Level IV Business Services Associate effective March 30, 2022 - \$19.02 hourly.

Margaret Sullivan - Employ as Special Education Resource Teacher at Roosevelt School effective August 22, 2022 - BA, Step 1 - \$56,677.

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Matthew Csongradi - Change of Assignment from Night Custodian at Jefferson School to Grounds/Maintenance Worker for the District effective March 28, 2022 - \$25.00 hourly.
 Joshua Hammond - Resign as Math Teacher at Lincoln Middle School effective April 5, 2022.
 Brian Kulaga - Resign as Special Education Teacher at Roosevelt School effective June 3, 2022.
 Zara Radkov - Resign as Teaching Assistant at Emerson Middle School effective April 22, 2022.
 Carolyn (Kelly) Craig - Retire as Level IV Technology Secretary effective September 1, 2022.
 David Franz - Retire as Night Custodian at Roosevelt School effective September 1, 2022.
 Luke Vandenbranden - Approval of Formal Resolution Authorizing Dismissal of Probationary Educational Support Personnel Employees.

ACTION ITEM 22-04-3

It was moved by board member Lubinski and seconded by Board member Pearl that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report dated April 21, 2022, noting that the Personnel Report is based on the recommendation of the superintendent and not upon the board’s direct knowledge regarding any of the specific individuals selected for employment.

The votes were cast as follows:

Ayes: Sales, Ryles, Kennedy, Pearl, Sotos, Lubinski

Nays: None

Present: None

Absent: Voitowich

The motion carried.

CONSENT AGENDA

- Bills, Payroll, and Benefits

Bills

<u>Fund</u>	<u>Fund Total</u>
10 - Education Fund	\$ 1,469,518.49
20 - Operations and Maintenance Fund	\$ 408,732.57
30 - Debt Services	\$ 30,996.05
40 - Transportation Fund	\$ 411,510.69
50 - Retirement (IMRF/SS/MEDICARE)	\$ -
60 - Capital Projects	\$ 1,788,144.95
61 - Capital Projects-2017 Debt Certificates	\$ -
80 - Tort Immunity Fund	\$ 3,892.50
90 - Fire Prevention and Safety Fund	\$ -
<u>Total:</u>	<u>\$ 4,112,795.25</u>

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Payroll & Benefits

<u>Fund</u>	<u>Fund Total</u>
10 - Education Fund	\$46,353,734.08
20 - Operations and Maintenance Fund	\$ 4,911,898.85
30 - Debt Services Fund	\$ 2,466,760.10
40 - Transportation Fund	\$ 3,739,423.09
50 - IMRF/FICA Fund	\$ 778,347.63
51 - SS/Medicare	\$ 932,138.19
60 - Capital Projects Fund	\$ 4,023,779.01
61 - Cap Projects Fund - 2017 Debt Certs	\$ 0.00
70 - Working Cash Fund	\$ 0.00
80 - Tort Immunity Fund	\$ 574,476.25
	<u>Total: \$63,780,557.20</u>

The Accounts Payable detailed list can be viewed on the District 64 website’s business services page at www.d64.org.

- Bills, Payroll & Benefits
- Approval of Financial Update for the Period Ending February 28, 2022
- Second Reading & Approval of Policies from PRESS 108
- Approval of 2022-23 Parent-Student Handbook
- Approval of the Consolidated District Plan
- Destruction of Audio Closed Recordings (none)

ACTION ITEM 22-04-4

It was moved by board member Ryles and seconded by board member Pearl that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda for April 21, 2022, which includes: Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending February 28, 2022; Second Reading & Approval of Policies from PRESS 108; Approval of 2022-23 Parent-Student Handbook; Approval of the Consolidated District Plan; and Destruction of Audio Closed Recordings (none).

The votes were cast as follows:

Ayes: Lubinski, Sotos, Pearl, Kennedy, Ryles, Sales

Nays: None

Present: None

Absent: Waitowich

The motion carried.

APPROVAL OF MINUTES

ACTION ITEM 22-04-5

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It was moved by board member Pearl and seconded by board member Lubinski that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Closed Meeting on March 17, 2022; and the Regular Meeting on March 17, 2022.

The votes were cast as follows:

Ayes: Kennedy, Lubinski, Ryles, Sales, Sotos, Pearl

Nays: None

Present: None

Absent: Woitowich

The motion carried.

OTHER DISCUSSION & ITEMS OF INFORMATION

Dr. Olson said that next year’s schedule of regular board meetings was included here for the members’ review before adoption at the next regular meeting. Members discussed the need for a board workshop meeting and its timing; a new date will be selected for the workshop, preferably in June of 2023.

NEW BUSINESS

None.

BOARD RECESSES & ADJOURNS TO CLOSED MEETING

At 8:50 p.m. it was moved by board member Ryles and seconded by board member Lubinski to recess from the regular board meeting and adjourn to a closed meeting to discuss the following: 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 setting of a price for sale or lease of property owned by the District [5 ILCS 120/2(c)(6)]; and the placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2(c)(10)].

The votes to adjourn to the closed meeting were cast as follows:

Ayes: Sotos, Kennedy, Sales, Pearl, Ryles, Lubinski

Nays: None

Present: None

Absent: Woitowich

The motion carried.

BOARD ADJOURNS FROM CLOSED MEETING & RESUMES REGULAR MEETING

At 9:58 p.m. members returned to the regular open meeting.

APPROVE SETTLEMENT AGREEMENT WITH STUDENT 2021-22 (1)

ACTION ITEM 22-04-6

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It was moved by board member Lubinski and seconded by board member Sales that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the settlement agreement with the parents of student 2021-22 (1).

The votes to adjourn to the closed meeting were cast as follows:

Ayes: Pearl, Sotos, Sales, Kennedy, Lubinski

Nays: None

Present: Ryles

Absent: Woitowich

The motion carried.

ADJOURNMENT

At 10:03 p.m., it was moved by board member Ryles and seconded by board member Sales to adjourn the regular meeting. The motion was approved by a 5-1 voice vote.

Signed Date: May 19, 2022.

President

Secretary

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

Regular Board Meeting Agenda
Thursday, June 23, 2022
Lincoln School - LRC
200 S Lincoln Ave
Park Ridge, IL 60068

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

7:00 p.m. Meeting of the Board Convenes

- Roll Call

Pledge of Allegiance

Opening Remarks from President of the Board

A-1 Judith L. Snow Awards

--Superintendent & ELF Representative

A-2 COVID-19 & Prevention Strategies Update

--Superintendent

Public Comments

This is the point of the meeting where we welcome public comments. Each speaker is given three minutes to address the Board. Comments may be made on almost any matter related to the operation of schools, but we ask that you refrain from making comments concerning individual students or staff members. The Board uses this time to listen to community questions and concerns but will not respond immediately to requests for information. Additionally, the Board cannot take formal action on non-agenda items. Contact the Board president by email if you wish to discuss your topic further. Please come forward to the microphone and state your name and, if comfortable, your address for the minutes.

A-3 Approval of Meeting Agenda

--Board President

The Board reserves the right to review the agenda at the beginning of each meeting and request additions, amendments, or deletions prior to approval.

A-4 Discussion of 2022-23 Tentative Budget Draft

--Chief School Business Official

A-5 Approval of Superintendent's Employment Contract

--Board President

Action Item 22-06-1

A-6 Approval of Recommended Personnel Report

--Board President

Action Item 22-06-2

A-7

Consent Agenda

--Board President

Action Item 22-06-3

- Bills, Payroll and Benefits
- Approval of Financial Update for the Period Ending April 30, 2022
- Approval of Resolution #1291 for Safety Hazards (Transportation)
- Approval of District 64 FOIA Officers
- Destruction of Audio Closed Recordings (none)

A-8

Approval of Minutes

--Board President

Action Item 22-06-4

- May 19, 2022 - Closed Meeting
- May 19, 2022 - Regular Meeting

A-9

Other Discussion & Items of Information

--Superintendent

- Upcoming Agenda
- FOIA requests
- Upcoming 2022 IASB Triple I Conference
- Memorandum of Information (none)
- Minutes of Board Committees (none)
- Public Comments emailed on May 19, 2022

A-10

New Business

Adjournment

Next Meeting:

Thursday, July 21, 2022

Regular Meeting - 7:00 p.m.

Emerson School - MPR

8101 Cumberland Ave, Niles, IL 60714

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.



SmartProcure FOIA Request to Park Ridge-Niles Community Consolidated School District No. 64 For PO/Vendor Information

Zoe Yalcin <zyalcin@smartprocure.com>
To: "nnedeljkovic@d64.org" <nnedeljkovic@d64.org>

Tue, Apr 19, 2022 at 9:12 AM

Good morning Natasha,

SmartProcure is submitting a commercial FOIA request to the Park Ridge-Niles Community Consolidated School District No. 64 for any and all purchasing records from 4/8/2021 to current. The request is limited to readily available records without physically copying, scanning or printing paper documents. Any editable electronic document is acceptable.

The specific information requested from your record keeping system is:

1. Purchase order number. If purchase orders are not used a comparable substitute is acceptable, i.e., invoice, encumbrance, or check number
2. Purchase date
3. Line item details (Detailed description of the purchase)
4. Line item quantity
5. Line item price
6. Vendor ID number, name, address, contact person and their email address

If you would like to let me know what type of financial software you use, I may have report samples that help to determine how, or if, you are able to respond.

As an added security and privacy measure, there will be a unique upload link for any new requests moving forward, including this one. We appreciate your assistance towards this request. You may also attach the information to this email.

<https://upload.smartprocure.com/?id=c2RqPWEyYjVIMDAwMDAwbnlwQiZzdD1JTCZvcmc9UGFya1JpZGdITmlsZXNDb21tdW5pdHIDb25zb2xpZGF0ZWRTY2hvb2xEaXN0cmJlE5vNjQ=>

If this request was misrouted, please forward to the correct contact person and reply to this communication with the appropriate contact information.

If you have any questions, please feel free to respond to this email or I can be reached at the phone number below in my signature.

Regards,

Zoe Yalcin
Data Acquisition Specialist
SmartProcure
Direct: 5616096762
Email: zyalcin@smartprocure.com



Natasha Nedeljkovic <nnedeljkovic@d64.org>

Re: FOIA Request

IllinoisPolicy Research <research@illinoispolicy.org>
To: nnedeljkovic@d64.org

Mon, May 9, 2022 at 10:33 AM

Dear FOIA Officer:

I am seeking information on all full-time and part-time professional staff in teaching positions or paraprofessional positions at Park Ridge CCSD 64.

Pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1, I am requesting records/documents showing the following information on all full-time and part-time professional staff in teaching positions or paraprofessional positions in Park Ridge CCSD 64.

First name

Last name

I would prefer all documents be produced in electronic format in a single Excel or CSV file.

As I am a researcher acting in the public interest, I ask that you waive any fees.

I look forward to receiving your response within five business days, per 5 ILCS 140/3(d). Please contact me via email at research@illinoispolicy.org if you have any questions regarding this request.

Thank you.

. ———

Natasha Nedeljkovic <nnedeljkovic@d64.org>

Re-FOIA Bid Results

Preston Dedi <dedi135712@gmail.com>
To: Natasha Nedeljkovic <nnedeljkovic@d64.org>

Wed, May 11, 2022 at 11:18 PM

Good Morning,

My name is Preston Dedi and I work for Chicagolandconstruction.com

I am looking for Bid Results/Tabulations or Award for:

04/28/2022 Park Ridge-Niles School District No. 64 – Summer 2022 Asbestos Work at Field & Carpenter Elementary School (Cook County)

Project Number: PJ70290

This information is being requested for Commercial purposes.

If you would please have these results emailed to me I would appreciate it very much.

Email: dedi135712@gmail.com

Thank you for your time.

Preston Dedi

Chicagolandconstruction.com

P.O. Box 3533

Peoria, IL 61612

To: Board of Education
Dr. Eric Olson, Superintendent

From: Valerie Varhalla, Director of Business Services

Date: May 19, 2022

Subject: Illinois State Board of Education School District Financial Profile

The Illinois State Board of Education (ISBE) recently approved the 2022 Annual Financial Profile Report for school districts statewide. The Annual Financial Profile offers a snapshot of the District's financial standing on June 30 at the close of the previous fiscal year. Although it is somewhat limited in scope, the Financial Profile was designed by the State in 2003 as a high-level benchmarking tool for analysts to evaluate a school district's financial health.

The Financial Profile calculation for a school district is determined using a weighted average score for five key indicators:

- Fund Balance to Revenue Ratio
- Expenditure to Revenue Ratio
- Days Cash on Hand
- Percent of Short-Term Borrowing Ability Remaining
- Percent of Long-Term Debt Margin Remaining

A detailed explanation of these indicators and the Financial Profile calculation formula is available on the ISBE website at

<https://www.isbe.net/Pages/School-District-Financial-Profile.aspx>.

All of the amounts that comprise the calculation formula for 2022 were based upon Fiscal Year 2021 Annual Financial Reports, which was part of the District's annual financial audit.

In 2022 District 64 earned a perfect 4.0 Financial Profile score for the 15th consecutive year. This places the District within the Financial Recognition category, which is the highest-ranking designation. According to ISBE, 749 out of 851 school districts in Illinois (88%) scored within the Financial Recognition category. The following pages display District 64's Annual Financial Profile score since its inception 19 years ago (Attachment 1) as well as the trends for each key indicator over the last five years (Attachment 2).

<u>County</u>	<u>District Name</u>	<u>Data Year</u>	<u>FBRR</u>	<u>ERR</u>	<u>DCOH</u>	<u>STB</u>	<u>LTD</u>	<u>Total Score</u>	<u>Designation</u>
Cook	Park Ridge CCSD 64	2021	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2020	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2019	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2018	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2017	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2016	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2015	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2014	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2013	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2012	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2011	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2010	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2009	1.40	1.40	0.40	0.40	0.40	4.00	Recognition
		2008	1.40	1.40	0.30	0.40	0.40	3.90	Recognition
		2007	1.05	1.40	0.30	0.40	0.40	3.55	Recognition
		2006	1.05	1.40	0.30	0.40	0.30	3.45	Review
		2005	0.70	1.05	0.20	0.40	0.40	2.75	Early Warning
2004	0.70	0.70	0.20	0.40	0.30	2.30	Watch		
2003	1.05	1.05	0.30	0.40	0.30	3.10	Review		

School District Financial Profile

Park Ridge CCSD 64
Elementary
05-016-0640-04

Located in : Park Ridge Cook
Superintendent: Dr. Eric Olson

Basis of Accounting: Accrual
Under Tax Cap: Yes

Financial Indicators :

Historical Data

Fund Balance to Revenue Ratio :

	2017	2018	2019	2020	2021	Score	
	0.63	0.638	0.561	0.511	0.515	4	
						Weighted Score	1.40

(Includes Educational, Operations & Maintenance, Transportation, Working Cash, and negative IMRF/FICA Funds)

Total Fund Balance divided by
Total Revenue

40,427,983
78,565,758

The Fund Balance to Revenue Ratio reflects the impact of additional revenues to the existing fund balances of the district. Fund Balances, to a district, can be viewed as savings or checking account balances to the average citizen. A ratio of .25 or greater scores 4, between .25 and .10 scores 3, between .10 and zero scores 2 and a negative fund balance to revenue ratio scores 1.

Expenditure to Revenue Ratio :

	2017	2018	2019	2020	2021	Score	
	0.98	0.96	0.955	0.958	0.947	4	
						Weighted Score	1.40

(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Total Expenditure divided by
Total Revenues

74,389,942
78,565,758

The Expenditure to Revenue Ratio represents how much the school district is spending for every dollar they are bringing in as revenue. Equal to or less than \$1.00 has a score of 4, between \$1.00 and \$1.10 scores 3, between \$1.10 and \$1.20 scores 2 and spending of greater than \$1.20 scores 1. One-time expenditures made by the district, including construction costs, are included in this ratio. Upon review of the remaining fund balance when deficit spending occurs, the indicator score may be adjusted.

Days Cash on Hand :

	2017	2018	2019	2020	2021	Score	
	254	261	230	212	211	4	
						Weighted Score	0.40

(Includes Educational, Operations & Maintenance, Transportation, and Working Cash Funds)

Cash on Hand divided by
Expenditures per Day

43,691,497
206,639

Days Cash on Hand reflects the number of days a school district would be able to pay their average bills without any additional revenues. 180 days or greater scores 4, between 90 and 180 scores 3, between 30 and 90 scores 2 and less than 30 days of cash on hand scores 1.

% of Short-Term Borrowing Max. Remaining :

	2017	2018	2019	2020	2021	Score	
	100.00	100.00	100.00	100.00	100.00	4	
						Weighted Score	0.40

Tax Anticipation Warrants
Short-Term Debt Max. Available

0
53,616,774

Based on Tax Anticipation Warrants, this represents how much short-term debt the district may incur.

% of Long-Term Debt Margin Remaining :

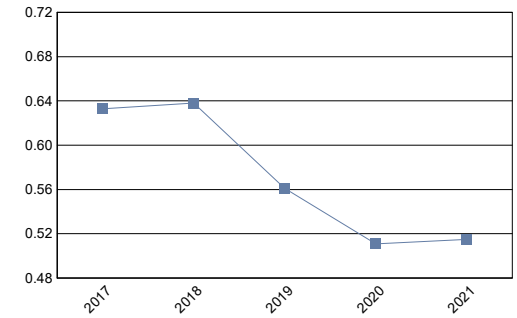
	2017	2018	2019	2020	2021	Score	
	83.88	86.97	88.860	92.06	94.07	4	
						Weighted Score	0.40

Long-Term Debt Amount

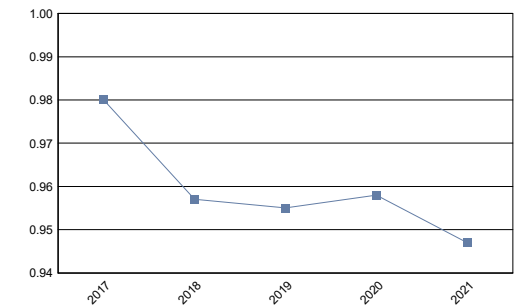
7,730,341

Represents how much long-term debt the district may incur.

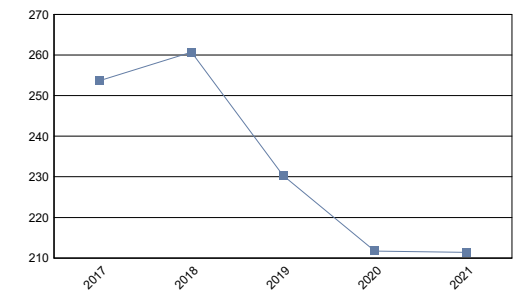
Fund Balance to Revenue Ratio



Expenditure to Revenue Ratio



Days Cash on Hand



FY 20 Profile Score 4.00

FY 21 Profile Score 4.00

Recognition

School District Financial Profile

Park Ridge CCSD 64
Elementary
05-016-0640-04

Located in : Park Ridge Cook
Superintendent: Dr. Eric Olson

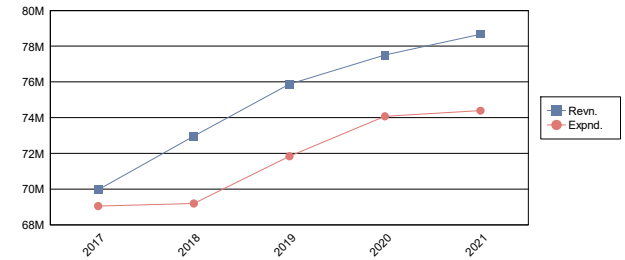
Basis of Accounting: Accrual
Under Tax Cap: Yes

Historical Data

***Operating Funds Summary :**

	2017	2018	2019	2020	2021
Beginning Fund Balance	47,229,190	43,813,035	46,549,489	42,562,639	39,536,092
+ Revenues	69,967,463	72,972,257	75,880,812	77,511,782	78,678,830
- Expenditures	69,057,057	69,198,293	71,834,237	74,071,004	74,389,942
= Results of Operations	910,406	3,773,964	4,046,575	3,440,778	4,288,888
+ Other Receipts and Adjustments	(4,326,561)	(1,037,510)	(8,033,425)	(6,467,325)	(3,396,997)
Ending Fund Balance	43,813,035	46,549,489	42,562,639	39,536,092	40,427,983
Working Cash Ending Fund Balance	5,913,180	6,454,144	247,831	814,560	1,370,849

Revenues and Expenditures



* The Operating Funds include the Educational, Operations and Maintenance, Transportation and Working Cash Funds. For further analysis of the district's ability to levy and transfer monies into the operations of a district, the Working Cash Fund has been pulled separate below. Districts may transfer money from the working cash fund to any of the operating funds as a loan.

To: Board of Education
Dr. Eric Olson, Superintendent
From: Mr. Adam Parisi, Chief School Business Official
Date: May 19, 2022
Re: Approval of Resolution #1290 Authorizing the Sale of Real Property

At tonight's meeting, the Board will discuss details related to the sale of the ESC property, located at 164 South Prospect Ave, Park Ridge. The administrative offices will be moving to Jefferson School following completion of construction. Therefore, the District will no longer have any use for the building.

After the resolution is passed, a notice will be published in the newspaper for three consecutive weeks regarding the sealed bid process. A pre-bid meeting of all interested bidders will be held on June 7, 2022. All bids will be open on June 15, 2022. Finally, per statute, the contract of the successful bidder will be approved at the June 22, 2022 Board meeting to meet the 60 day required timeline.

There will be several pieces of the resolution that will have to be filled in after this evening's discussion.

ACTION ITEM 22-05-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, adopt Resolution #1290 authorizing the sale of real property.

The votes were cast as follows:

Moved by _____

Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

**RESOLUTION #1290 OF THE
BOARD OF EDUCATION OF
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64
COOK COUNTY, ILLINOIS
AUTHORIZING THE SALE OF REAL PROPERTY**

WHEREAS, the Board of Education of Community Consolidated School District No. 64, Cook County, Illinois (the “**Board**”), is the owner of the real property located at 164 South Prospect Avenue, Park Ridge, Illinois 60068, also known as the District Administrative Office (the “**Real Estate**”); and

WHEREAS, the Board has determined, pursuant to Section 10-22.13 of the *School Code* (105 ILCS 5/10-22.13), that the Real Estate has become unnecessary, unsuitable and inconvenient for the uses of the School District; and

WHEREAS, the Board has determined, by two-thirds vote of its members, that it is in the best interests of the School District to sell the Real Estate in accordance with Section 5-22 of the *School Code* (105 ILCS 5/5-22).

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of Community Consolidated School District No. 64, Cook County, Illinois, as follows:

Section 1: The Board hereby finds and declares that the Real Estate is unnecessary, unsuitable, and inconvenient for the uses of the School District.

Section 2: The Board hereby determines that it is in the best interests of the School District to sell the Real Estate by sealed bid and to publish notice of such public sale in accordance with the provisions of Section 5-22 of the *School Code* (105 ILCS 5/5-22) and in substantial conformance with the Notice of Public Sale attached hereto and made a part hereof as Exhibit A.

Section 3: The Board hereby determines that it is in the best interests of the School District to sell the Real Estate in accordance with the provisions of Section 5-22 of the *School Code* (105 ILCS 5/5-22) and the Terms and Conditions of Sale attached hereto and made a part hereof as Exhibit B or on such terms and conditions as are substantially similar to those set forth in Exhibit B.

Section 4: The public sale shall take place within sixty (60) days of the date the Board's approval of this Resolution.

Section 5: The Superintendent, the Chief School Business Official, and the President of the Board of Education are each hereby individually authorized to take such actions and to sign such documents on behalf of the Board as are necessary to complete the sale of the Real Estate.

Section 6: This Resolution shall be in full force and effect forthwith upon its passage.

ADOPTED this 19th day of May, 2022, by at least 2/3rds of its members, in the following roll call vote:

Ayes: _____

Nays: _____

Absent: _____

**BOARD OF EDUCATION OF
COMMUNITY CONSOLIDATED SCHOOL
DISTRICT NO. 64
COOK COUNTY, ILLINOIS**

By: _____
Its: President

ATTEST:

By: _____
Its: Secretary

EXHIBIT A

**NOTICE OF PUBLIC SALE OF REAL ESTATE
COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64
COOK COUNTY, ILLINOIS**

Notice is hereby given that the Board of Education of Community Consolidated School District No. 64, Cook County, Illinois, (“**Board**”) will sell at public sale the property located at 164 South Prospect Avenue, Park Ridge, Illinois 60068, commonly known as the District Administrative Office (the “**Real Estate**”), by sealed bid. Bids must be submitted in a sealed envelope entitled “Bid for School District Real Estate.” The name, address, and telephone number of the bidder must be displayed on the outside of the bid. Bids shall be due on June 15, 2022, at 1:30 p.m., at the District Administrative Office, 164 South Prospect Avenue, Park Ridge, Illinois 60068. All bids received after June 15, 2022, at 1:30 p.m., will not be considered and will be returned unopened to the bidder. Facsimile bids will not be considered. Bids will be opened and read aloud on June 15, 2022, at 1:31 p.m. at the District Administrative Office. The award of the bid, if at all, shall be by the Board of Education on June 23, 2022, at 7:00 p.m.

Beginning on May 26, 2022, at 9:00 a.m., a bidder’s information packet will be available at the District Administrative Office and on the District’s website, www.d64.org, which shall contain the terms and conditions of the sale, a Bid Form, a specimen real estate purchase agreement, and such other documents as made available by the Board in the bid packet. Any questions relating to the sale of the Real Estate should be sent in writing to the attention of Mr. Adam Parisi, Chief School Business Official at aparisi@d64.org or delivered in person to the District Administrative Office. A written response to all inquiries shall be given by Mr. Parisi to all bidder that have provided him with contact information. No oral representations will be binding upon the Board. Additionally, no inquiries may be submitted after June 10, 2022, 3:00 p.m.

The sale will be made on the following terms: (i) a minimum sales price of at least \$_____ ; (ii) _____ in earnest money is deposited by the successful bidder within two business days of the execution of the contract by the Board; (iii) a mandatory pre-bid meeting will be held at the Real Estate on June 7, 2022 at 8:00 a.m.; (iv) the Real Estate is being sold “AS-IS” without any representations; and (v) the Board reserves the right to reject any and all bids whether they meet the bid specifications or not, including bids that meet the minimum purchase price, to waive any irregularities, or to reschedule the public sale.

Bidders are encouraged to obtain a bidder’s information packet that contains further details on the terms and conditions of the sale.

EXHIBIT B

TERMS AND CONDITIONS OF SALE

These Terms and Conditions of Sale apply to the sale of 164 South Prospect Avenue, Park Ridge, Illinois 60068, commonly known as the District Administrative Office. All furniture, equipment and other items of personal property not permanently attached to the building or the Real Estate are specifically excluded from the sale.

A. MINIMUM PURCHASE PRICE

The successful bid shall be no less than \$___,000,000.00. The sale shall be in the form of the Real Estate Purchase Agreement set forth in Section H hereof. Bidders must submit with their bid an unmodified, executed, original Real Estate Purchase Agreement. **CONTINGENT BIDS OR MODIFIED REAL ESTATE PURCHASE AGREEMENTS WILL NOT BE ACCEPTED AND WILL BE REJECTED AS NON-CONFORMING. POTENTIAL BIDDERS WITH QUESTIONS REGARDING THE REAL ESTATE PURCHASE AGREEMENT OR DESIRING MODIFICATIONS THERETO MUST SUBMIT SUCH INQUIRIES IN WRITING IN ACCORDANCE WITH SECTION J OF THESE TERMS AND CONDITIONS.**

B. EARNEST MONEY

The successful bidder must submit a certified or cashier's check payable to the Board of Education of Community Consolidated School District No. 64, or another payee as directed by the Board, in the sum of \$___,000.00 within two (2) business days of the execution of the Real Estate Purchase Agreement by the Board.

C. SALE WITH RESERVE

The Board reserves the right to reject any and all bids whether they meet the bid specifications or not, including bids that meet the minimum purchase price, to waive all irregularities, or to reschedule the public sale.

D. AS-IS PURCHASE

The Real Estate will be sold "AS-IS". All furniture, equipment and other items of personal property not permanently attached to the building or the Real Estate are specifically excluded from the sale. Prospective purchasers are strongly encouraged to examine the Real Estate at the mandatory pre-bid meeting detailed in Section K. All bidders inspecting the Real Estate assume all risks associated with any inspection thereof and waive any rights or claims such individual or his or her heirs may have arising from or relating to the inspection. **SELLER MAKES NO WARRANTIES, EITHER EXPRESSED OR IMPLIED, AS TO THE CONDITION OF THE REAL ESTATE OR TO ITS ZONING CLASSIFICATION.** Purchaser shall take all action it deems necessary, at its sole cost, expense and risk, to verify the condition of the Real Estate, and any zoning, subdivision or building restrictions. No bidder shall be permitted to take any physical tests on the Real Estate without the prior written consent of the Board. No contingent bids will be accepted.

E. CONVEYANCE OF TITLE

The successful bidder will gain title to the real estate only upon fulfillment of the terms of the Real Estate Purchase Agreement which are set forth in Section G hereof.

F. EXECUTION OF CONTRACT

Each bidder shall submit with its bid an unmodified, executed original Real Estate Purchase Agreement for the purchase of the Real Estate, a copy of which Real Estate Purchase Agreement is fully set forth below in Section G. With the submission of its bid, each bidder shall furnish evidence satisfactory to the Board of the Real Estate Purchase Agreement signer's authority to act on behalf of the successful bidder (ex. certified original corporate resolution authorizing the execution of the Real Estate Purchase Agreement). A contract shall be deemed to have been entered into by the Board upon its execution of the Real Estate Purchase Agreement set forth in Section G, such execution to be made first by the successful bidder and subsequently by the authorized representatives of the Board. **CONTINGENT BIDS OR MODIFIED REAL ESTATE PURCHASE AGREEMENTS WILL NOT BE ACCEPTED AND WILL BE REJECTED AS NON-CONFORMING. POTENTIAL BIDDERS WITH QUESTIONS REGARDING THE REAL ESTATE PURCHASE AGREEMENT OR DESIRING MODIFICATIONS THERETO MUST SUBMIT SUCH INQUIRIES IN WRITING IN ACCORDANCE WITH SECTION J OF THESE TERMS AND CONDITIONS.**

G. REAL ESTATE PURCHASE AGREEMENT

[PURCHASE AGREEMENT ON FOLLOWING PAGE]

REAL ESTATE PURCHASE AGREEMENT

THIS AGREEMENT (“Agreement”) is made and entered into this 23rd day of June, 2022, by and between _____ (“**Purchaser**”) and the Board of Education of Community Consolidated School District No. 64, Cook County, Illinois (“**Seller**”).

WITNESSETH:

WHEREAS, Seller currently holds title to the real estate located at 164 South Prospect Avenue, Park Ridge, Illinois 60068, Illinois, Cook County, commonly known as the District Administrative Office, and further identified as P.I.N. 09-35-203-019-0000 and legally described on Exhibit “A” attached hereto and made a part hereof (said real estate, together with all improvements, fixtures, easements, appurtenances and benefits pertaining thereto being hereinafter referred to as the “**Real Estate**”); and

WHEREAS, Purchaser desires to purchase the Real Estate from Seller, and Seller desires to sell the Real Estate to Purchaser, upon the terms and conditions hereinafter set forth; and

WHEREAS, pursuant to Section 5-22 of the *School Code* (105 ILCS 5/5-22), Seller has the authority to transfer title of the Real Estate to Purchaser; and

WHEREAS, Seller has determined, by two-thirds of its Board of Education, that the Real Estate is unnecessary, unsuitable and inconvenient.

NOW, THEREFORE, in consideration of the mutual covenants and promises of Seller and Purchaser, and other good and valuable consideration, the receipt and sufficiency of which are hereby expressly acknowledged, Seller and Purchaser hereby covenant and agree as follows:

1. **Sale and Purchase.** Seller agrees to sell and Purchaser agrees to purchase the Real Estate on the terms and conditions herein set forth at a price of _____ (\$ _____) (“**Purchase Price**”), plus or minus prorations at the time of Closing, as hereinafter defined. Within two (2) business days of the execution of this Agreement by the Seller, Purchaser shall pay _____ (\$ _____) as earnest money (hereinafter “**Earnest Money**”). The Earnest Money shall be applied to the Purchase Price at the Closing, as defined in Paragraph 6 below. The Earnest Money shall be held by the Title Company, as hereinafter defined, in a strict joint order escrow, for the mutual benefit of the parties. The cost of the joint order escrow shall be borne by Purchaser. In the event that this Agreement is terminated or the transaction herein described is not consummated for a reason other than a default of the Purchaser, the Earnest Money, together with any interest earned thereon, shall be refunded to Purchaser as its sole remedy. Purchaser shall pay the balance of the Purchase Price, as adjusted by prorations as described in the Agreement, at the Closing by certified or cashier’s check or check from the Title Company.

2. **Conveyance.** At the Closing, Seller shall convey or cause to be conveyed to Purchaser or Purchaser's nominee by recordable Quit Claim Deed (the “**Deed**”) the Real Estate, subject only to (a) general real estate taxes not due and payable as of the date of the Closing; (b) acts of Purchaser; and (c) covenants, conditions and restrictions of record; all easements; special governmental taxes or assessments for improvements not yet completed; and unconfirmed special governmental taxes

or assessments (the “**Permitted Exceptions**”). Items which are not permitted exceptions specifically detailed herein shall be considered Unpermitted Exceptions.

3. **Survey.** Seller agrees to deliver to Purchaser, at least fourteen (14) days prior to the Closing, at Seller’s sole cost and expense, two (2) copies of an ALTA survey prepared in accordance with the 2021 Minimum Standard Detail Requirements for ALTA/NSPS Land Title Surveys.

4. **Evidence of Title.** Seller shall deliver, or cause to be delivered, to Purchaser within thirty (30) days from the date hereof, a current title commitment from a Chicago Title (the “**Title Company**”) for an ALTA owner’s title insurance policy in the amount of the Purchase Price. The aforesaid commitment shall show title in the intended grantor or in Purchaser, subject only to the title exceptions set forth in Paragraph 2 hereof. The title commitment shall be conclusive evidence of good title as therein shown as to all matters to be insured by the title policy subject only to the exceptions therein stated. The Seller shall pay for the costs of the title policy provided hereunder, which shall also include coverage over the general exceptions to title *via* endorsement; however, should the Purchaser require any additional endorsements to the title insurance policy, the Purchaser shall pay for the cost of such endorsements. All costs of obtaining the aforesaid commitment and title policy shall be paid by Seller.

5. **Correction of Defects.** If the title commitment herein required discloses Unpermitted Exceptions, and Seller provides written notice to Purchaser of those Unpermitted Exceptions to which it objects within five (5) business days of the receipt of the title commitment, Seller shall have thirty (30) days from the date of delivery thereof to have the exceptions removed from the title commitment or to have the title insurer commit to insure against loss or damage that may be occasioned by such Unpermitted Exceptions, and, in such event, the Closing shall be extended to a date fifteen (15) days after delivery of the corrected commitment or the time specified in Paragraph 6 hereof, whichever is later. If Purchaser fails to provide written notice of any Unpermitted Exceptions within the time provided, all items raised on the title commitment shall become Permitted Exceptions. If Seller fails to have the Unpermitted Exceptions removed, or in the alternative, to obtain the commitment for title insurance specified above, as to such exceptions within the specified time, Purchaser may, upon five (5) days prior written notice, terminate this Agreement and receive its Earnest Money as its sole remedy.

6. **Closing.** The Closing of the transaction herein described (the “**Closing**”) shall be September 29, 2022, at the office of the Title Company or on a date mutually agreeable to the parties (or on the date to which such time is extended by reason of Paragraph 5 or Paragraph 11 hereof, whichever date is later). The transaction herein contemplated shall be through a New York Style Closing and closed through an escrow with the Title Company, in accordance with the general provisions of the usual form of a New York Style Escrow Agreement then in use by said Title Company, with such special provisions inserted in the escrow agreement as may be required to conform with this Agreement. Upon the creation of such an escrow, anything herein to the contrary notwithstanding, payment of the consideration and delivery of the Deed shall be made through the escrow and the cost of said escrow and New York Style Closing shall be equally divided between Seller and Purchaser.

7. **Delivery of Possession.** Seller shall deliver possession and control of the Real Estate on the day of the Closing.

8. **Closing Adjustments.** Seller will provide evidence satisfactory to Purchaser at the Closing that all general real estate taxes for which bills have been issued have been paid in full or that the Real Estate is exempt from real estate taxes. In the event the Real Estate is not exempt from real estate taxes, Purchaser shall receive a credit at the Closing for general real estate taxes and any other applicable charge levied against the Real Estate not yet due or payable or due but not yet paid. The amount of any general real estate taxes not then ascertainable shall be credited on the basis of One Hundred Five Percent (105%) of the amount of the most recently ascertainable taxes. All prorations shall be final. Any stamp tax imposed by law by the State of Illinois, the County of DuPage, and any municipality, on the transfer of title shall be paid in accordance with local custom or as provided by law or ordinance. All prorations shall be final.

9. **Covenants, Representations, and Warranties.** In order to induce Purchaser to enter into this Agreement, Seller hereby represents to Purchaser as of the date hereof and as of the date of Closing that, to Seller's knowledge:

A. **Authority of Seller.** Seller has full power to execute, seal, acknowledge and deliver this Agreement, and to consummate each and all of the transactions contemplated hereby.

B. **Violation of Laws.** Seller has not received any notice relating to any violations of applicable laws, ordinances, statutes, rules, regulations and restrictions pertaining to or affecting the Real Estate.

C. **Notice of Legal Proceedings.** Seller has not received any notice relating to any legal actions, suits, or other legal or administrative proceedings, including pending assessments, condemnation, eminent domain, or quiet title cases, pending or threatened, against the Real Estate.

D. **Foreign Status of Seller.** Section 1445 of the Internal Revenue Code (the "**Code**") does not apply to this transaction in that Seller is not a nonresident alien, foreign corporation, foreign partnership, foreign trust or foreign estate (as those terms are defined in the Code and Income Tax Regulations). On or before the date of the Closing Seller shall provide Purchaser with an affidavit of compliance with Section 1445, as set forth in the Code and applicable Regulations. If Seller fails to provide the necessary affidavit and/or documentation of exemption on or before the date of Closing, or if Purchaser has reason to believe such affidavit is false or incorrect, Purchaser shall have the right to proceed with the withholding provisions as set forth in Section 1445 of the Code.

E. **Notice of Action.** From the date hereof through the Closing, Seller shall promptly comply with and forthwith give notice to Purchaser of all notices received by Seller relating to the Real Estate given pursuant to any threatened or actual litigation or any state, city, or municipal law, ordinance, regulation, or order, and shall comply with the requirements of any authority, state, city or municipal department or other governmental entity having jurisdiction over the Real Estate or the use thereof.

10. **Provisions with Respect to the Closing.** At the Closing, Seller shall deliver (in addition to the Deed referred to in paragraph 2 above) to the Purchaser the following fully executed documents ("Closing Documents"):

- A. A non-foreign affidavit in accordance with Section 1445 of the Internal Revenue Code;
- B. Affidavit of Title in customary form;
- C. Closing Statement executed by the parties;
- D. Applicable Real Estate Transfer Declarations;
- E. An ALTA statement in customary form;
- F. Personal Gap Undertaking;
- G. Quit Claim Deed in customary form conveying the Real Estate to Purchaser subject only to the Permitted Exceptions;
- H. All such further conveyances, assignments, confirmations, satisfactions, releases, powers of attorney, instruments of further assurance, approvals, consents and any and all such further instruments and documents as are reasonably required by the Title Company to issue the Title Commitment described in Paragraph 4 hereof.

11. **Conditions to Purchaser's Obligations to Close.** Purchaser shall have no obligation to consummate the transaction provided for by this Agreement (but Purchaser shall be entitled to consummate the transaction provided hereby) unless each and every one of the following conditions shall have been satisfied:

- A. This Agreement shall not have been previously terminated pursuant to any other provision hereof.
- B. The Seller shall be prepared to deliver to Purchaser all instruments and documents to be delivered to Purchaser at the Closing pursuant to the terms and provisions hereof.
- C. No eminent domain or condemnation proceeding shall have been initiated which might result in the taking of any part of the Real Estate. Seller shall immediately notify Purchaser in writing of the occurrence of any eminent domain proceedings, or the receipt of a written notice stating that such an action is contemplated.
- D. There shall have been no material change in, damage to, or casualty suffered by the Real Estate. In the event of any casualty the provisions of the *Uniform Vendor and Purchaser Risk Act* of the State of Illinois shall be applicable to this Agreement.

12. **Notices.** Any notices and communications required to be given under this Agreement shall be in writing and, except as otherwise expressly provided, shall be (i) mailed by registered or certified mail, return receipt requested, postage prepaid, (ii) sent by a nationally recognized overnight delivery service with proof of delivery, or (iii) personally delivered by hand against receipt therefore to the parties at the address set forth below, or such other address as any party may designate to the others by notice hereunder. All such notices shall be deemed to have been received

on the date of personal delivery, or, if mailed or by overnight delivery, on the date of deposit with the U.S. Post Office or the overnight delivery service, as the case may be.

If to Seller: Adam Parisi
Chief School Business Official
Community Consolidated School District No. 64
164 South Prospect Avenue
Park Ridge, Illinois 60068

with a copy to: James S. Levi, Esq.
Hodges, Loizzi, Eisenhammer, Rodick & Kohn
500 Park Boulevard, Suite 1000
Itasca, Illinois 60143

If to Purchaser: _____

with a copy to: _____

13. **Time.** Time is of the essence of this Agreement.

14. **Governing Law and Interpretation.** This Agreement shall be governed by the laws of the State of Illinois, notwithstanding its choice of law provisions. Any action to enforce this Agreement shall be brought in the DuPage County Circuit Court or the U.S. District Court, Northern District of Illinois, Eastern Division. The terms “hereby,” “hereof,” “hereto,” “herein,” “hereunder” and any similar terms shall refer to this Agreement, and the term “hereafter” shall mean after, and the term “heretofore” shall mean before, the date of this Agreement. Words of the masculine, feminine or neuter gender shall mean and include the correlative words of other genders, and the words importing the singular number shall mean and include the plural number and vice versa. Words importing persons shall include firms, associations, partnerships (including limited partnerships), trusts, corporations, joint ventures, and other legal entities, including public bodies, as well as natural persons. The terms “include,” “including” and similar terms shall be construed as if followed by the phrase “without being limited to.”

15. **Business Days.** If the date for Closing, or performance of an obligation falls on a Saturday, Sunday or state or federal holiday, the date shall be deferred until the first business day following such a date. This Agreement contains the entire agreement between the parties hereto relative to the sale of the Real Estate. No amendments, modifications or changes shall be binding upon a party unless set forth in a duly executed document.

16. **Broker.** Seller hereby represents to Purchaser that Seller has not had any dealings with respect to the Real Estate and this Agreement with any broker or real estate dealer.

17. **Waiver.** Purchaser and Seller reserve the right to waive any of the conditions precedent to its obligations hereunder. No such waiver, and no modification, amendment, discharge or change of

this Agreement, except as otherwise provided herein, shall be valid unless the same is in writing and signed by the party against which the enforcement of such waiver, modification, amendment, discharge or change is sought.

18. **Binding Effect and Survival.** This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective heirs, executors, administrators, legal representatives, successors and assigns.

19. **Captions.** The captions of this Agreement are inserted for convenience of reference only and in no way define, describe or limit the scope or intent of this Agreement or any of the provisions hereof.

20. **Counterparts.** This Agreement may be executed in several counterparts, and all so executed shall constitute one agreement, binding upon all of the parties hereto, notwithstanding that all of the parties are not signatories to the original or the same counterpart; provided, however, that this Agreement shall not be binding upon any party or signatory hereto until each person or entity which is to execute this Agreement has so executed a counterpart thereof.

21. **Entire Agreement.** This Agreement represents the entire Agreement between the parties to the subject matter hereof and supersedes any prior negotiations between the parties.

22. **Amendment.** This Agreement may only be amended by written agreement of both parties.

23. **Effective Date.** Effective Date shall mean the last date on which both the Seller and the Purchaser have executed this Agreement.

24. **Attorneys' Fees.** In the event the Seller takes legal action against the Purchaser to enforce the terms and conditions of this Agreement and substantially prevails in such action, Seller shall be entitled to recover from the Purchaser all costs, fees and expenses it incurred in bringing such action, which shall include, but are not limited to, attorneys' fees, court costs and expert witness fees.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the parties hereto have executed this Real Estate Purchase Agreement as of the day first above written.

SELLER:

**BOARD OF EDUCATION OF
COMMUNITY CONSOLIDATED
SCHOOL DISTRICT NO. 64
COOK COUNTY, ILLINOIS**

By: _____
Its: President
Dated: _____

PURCHASER:

By: _____
Its: _____
Dated: _____

EXHIBIT A
LEGAL DESCRIPTION OF REAL ESTATE

Permanent Index Number: 09-35-203-019-0000

Common Address: 164 South Prospect Avenue, Park Ridge, Illinois 60068

H. AWARD OF BID

The Board of Education shall review all bids that have been submitted and shall award the Real Estate Purchase Agreement to the bidder that has made the best bid in the reasonable and sole judgment of the Board of Education considering conformity with the bid documents. The Board of Education reserves the right to reject any and all bids whether they meet bid specifications or not, including bids that meet the minimum purchase price, and further reserves the right to waive any irregularities on any bid.

I. BID INFORMATION

Each prospective bidder shall submit, by sealed bid, on the form attached here as "Bid Form for Purchase of 164 South Prospect Avenue, Park Ridge, Illinois 60068" its bid. Bids are due at the District Administrative Office, 164 South Prospect Avenue, Park Ridge, Illinois 60068, no later than 1:30 p.m. on June 15, 2022. Bids must be submitted in a sealed envelope entitled "Bid for School District Real Estate." The name, address and telephone number of the bidder must be displayed on the outside of the bid. All bids received after June 15, 2022, at 1:30 p.m. will not be considered and will be returned unopened to the bidder. Facsimile bids will not be considered. Bids will be opened on June 15, 2022, at 1:31 p.m., at the District Administrative Office and shall be read out loud at that time. The award of the bid shall be made, if at all, by the Board of Education on June 23, 2022 at 7:00 p.m.

Any questions relating to the sale of the Real Estate should be sent in writing to the attention of Mr. Adam Parisi, Chief School Business Official, at aparisi@d64.org, or in person. A written response to all inquiries shall be given by Mr. Parisi to bidders that have provided contact information to Mr. Parisi. **IT IS THE BIDDER'S RESPONSIBILITY TO ENSURE IT HAS PROVIDED MR. PARISI WITH AN EMAIL ADDRESS TO RECEIVE NOTICE OF ANY ADDENDA OR OTHER COMMUNICATIONS REGARDING THE SALE OF THE REAL ESTATE. BIDDERS SHOULD PROVIDE THEIR CONTACT EMAIL ADDRESS TO MR. PARISI AT APARISI@D64.ORG. THE FAILURE OF A BIDDER TO CONSIDER ANY ADDENDA OR OTHER COMMUNICATIONS ISSUED BY THE BOARD SHALL NOT BE GROUNDS FOR WITHDRAWAL OF A BID.** No oral representations will be binding upon the Board of Education. Additionally, no inquiries may be submitted after June 10, 2022, 3:00 p.m.

J. MANDATORY PRE-BID MEETING.

A mandatory pre-bid meeting will be held at the Real Estate at 8:00 a.m. on June 7, 2022. Representatives from the School District will be present to answer questions related to the Real Estate. Bidders shall also be permitted to tour the Real Estate. Any statements or representations made by the School District representatives shall not be binding or be a part of these Terms and Conditions of Sale unless set forth in writing.

Bidders that fail to attend the scheduled pre-bid meeting shall not be permitted to submit a bid.

AS A CONDITION OF BEING PERMITTED TO TOUR THE REAL ESTATE, EACH PARTY TOURING THE REAL ESTATE ASSUMES ALL RISKS ASSOCIATED WITH SUCH TOUR AND WAIVES ANY RIGHTS OR CLAIMS HE OR SHE MAY HAVE ARISING FROM, RELATED TO, OR CONNECTED WITH SUCH TOUR AND FURTHER AGREES TO INDEMNIFY AND DEFEND THE BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED SCHOOL DISTRICT NO. 64, ITS EMPLOYEES AND AGENTS FROM ANY LOSSES OR DAMAGES WHATSOEVER RESULTING THEREFROM. INDIVIDUALS TOURING THE REAL ESTATE MAY BE REQUIRED TO EXECUTE A WAIVER AND INDEMNIFICATION CONSENT FORM PRIOR TO ACCESSING TO THE REAL ESTATE.

**BID FORM FOR PURCHASE OF
164 SOUTH PROSPECT AVENUE
PARK RIDGE, ILLINOIS 60068**

PURCHASE PRICE: _____

NAME OF PURCHASER: _____

ADDRESS OF PURCHASER: _____

PHONE NUMBER OF PURCHASER: _____

**NAME OF AUTHORIZED REPRESENTATIVE
SIGNING CONTRACT AND BID FORM:** _____

POSITION OF AUTHORIZED REPRESENTATIVE: _____

By submitting this Bid Form, Bidder represents and warrants to the Board that it has received and considered all addenda and correspondence issued by the Board relating to the sale of the Real Estate, if any, and the Bidder's Purchase Price reflects such.

By: _____

Its: _____

Printed Name: _____

Date: _____

Attached are the following:

1. Executed Real Estate Purchase Agreement; and
2. Authority of authorized representative to act on behalf of purchaser (ex. original certified corporate resolution).

1024440_1.DOC