



Board of Education Regular Meeting November 18, 2021

MEETING INFORMATION

The Board of Education of Park Ridge-Niles Community Consolidated School District 64 has resumed its meetings in person. The regular meeting on Thursday, November 18, is taking place in the gym of Roosevelt School located at 1001 Fairview Ave in Park Ridge. The main entrance doors will open at 6:45 p.m., 15 minutes before the start of the regular meeting.

You can also 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 read aloud during the public comments section of the meeting with the name of the submitter. 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.

Public comments submitted via email will be read at the beginning of the meeting. 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, November 18, 2021
Roosevelt School - South Gym
1001 S Fairview 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.

6:30 p.m. Meeting of the Board Convenes

- Roll Call

Board Recesses & Adjourns to Closed Meeting

--The setting of a price for sale or lease of property owned by the public body
[5 ILCS 120/2(c)(6)]

7:00 p.m. Board Adjourns from Closed Meeting & Resumes Regular Meeting

Pledge of Allegiance

Opening Remarks from President of the Board

Board Adjourns from Regular Meeting & Convenes to a Public Hearing to Adopt a Resolution on e-Learning Program

Board Adjourns from the Public Hearing to Adopt a Resolution on e-Learning Program & Resumes Regular Meeting

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.

Welcome to Roosevelt School

--Dr. Kevin Dwyer, Roosevelt School Principal

A-1 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-2 Student/Staff Recognition**
 - ILMEA Music Awards
- A-3 School Board Member Appreciation Day**
--Superintendent
- A-4 COVID-19 & Prevention Strategies Update**
--Superintendent
- A-5 PT3 Board Update**
--Director of Student Services/PT3 Representatives
- A-6 Approval of Contract for Special Education Audit**
--Director of Student Services **Action Item 21-11-1**
- A-7 Approval of Resolution #1274 for e-Learning Program in Lieu of Emergency Days commencing School Year 2021-2022**
--Superintendent **Action Item 21-11-2**
- A-8 Ratification of PREA/Board Agreement**
--Board President **Action Item 21-11-3**
- A-9 Adoption of Resolution #1275 Providing for the Issue of not to Exceed \$25,950,000 General Obligation Limited Tax School Bonds for the Purpose of Increasing the District's Working Cash Fund, Providing for the Levy of a Direct Annual Tax to Pay the Principal and Interest on Said Bonds, and Authorizing Execution of a Bond Purchase Agreement with Raymond James & Associates, Inc., in connection with the Proposed Sale of Said Bonds**
--Chief School Business Official/Raymond James/
Chapman & Cutler **Action Item 21-11-4**
- A-10 Full-Day Kindergarten Update**
--Superintendent
- A-11 Approve the Awarding of Contract to Purchase Mechanical Units - Jefferson Summer 2022 Renovation Project**
--Chief School Business Official/
Director of Facility Management **Action Item 21-11-5**
- A-12 Presentation of Draft Calendar for 2022-23 School Year**
--Superintendent
- A-13 Approval of Recommended Personnel Report**
--Board President **Action Item 21-11-6**
- A-14 Consent Agenda**
--Board President **Action Item 21-11-7**
 - Bills, Payroll, and Benefits
 - Approval of Financial Update for the Period Ending September 30, 2021

- Approval of Resolution #1276 Authorizing and Directing the Permanent Transfer of Money from the Operations & Maintenance Fund to the Debt Service Fund for Debt Certificates
- Approval of Resolution #1277 Authorizing and Directing the Permanent Transfer of Money from the Education Fund to the Debt Service Fund for Copier Leases
- Approval of Intergovernmental Agreement for Facilities Use & Operation of a Before and After School Recreational Program
- Destruction of Audio Closed Recordings (None)

A-15

Approval of Minutes

--Board President

Action Item 21-11-8

- October 21, 2021 - Closed Meeting
- October 21, 2021 - Regular Meeting

A-16

Other Discussion & Items of Information

--Superintendent

- Upcoming Agenda
- FOIA requests
- Memorandum of Information (None)
- Minutes of Board Committees (None)

A-17

New Business

Adjournment

Next Meeting:

Thursday, December 16, 2021

Regular Meeting - 7:00 p.m.

Lincoln School - LRC

200 S Lincoln Ave, Park Ridge, IL 60068

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
From: Dr. Eric Olson, Superintendent
Date: November 18, 2021
Re: Student / Staff Recognition

ILMEA Music Awards

Park Ridge-Niles School District 64 middle school student musicians earned the honor of participating in the Illinois Music Educators Association Festival sponsored by the Illinois Music Educators Association (ILMEA). Students spent months preparing their virtual auditions for submission. More than 1,000 of the finest band and orchestra students from more than 50 junior high schools in the North Suburban area auditioned for a position in these all-star groups. It is always a tremendous opportunity for these young musicians to meet and perform with talented students from other schools.

“Meeting and performing with their talented peers from other schools across the region is inspiring for our students, along with the opportunity to learn under the direction of nationally known conductors,” according to Erica Faulhaber, Curriculum Specialist for Instrumental Music. “We are delighted that our students competed and were selected by ILMEA for this year’s groups,” she added.

The event brought together the top band and orchestra students for the ILMEA District 7 Festival on Saturday, November 6 at Libertyville High School (band) and Creekside Middle School (orchestra) in Woodstock.

District 64 students selected to participate included:

Emerson – Emma Erickson, bass; Edward Kotty, trombone; Paxton Miller, tuba; Isaac Potempa, jazz guitar.

Lincoln – Reed Maurer, alto saxophone; Oliver Poole, french horn; Simon Zwierczyk, bass.

Dr. Erica Neidlinger, Associate Professor and wind conductor at DePaul University conducted the band. Mrs. Carrie Provost, director of the Youth Symphony of DuPage Concert Orchestra, conducted the orchestra.

In addition to Faulhaber, other District 64 teachers who instruct these students include: Eric Bachmann, Elisabeth Ballinger, Natalie Briggs, Max Hellermann, Ilona Hutter, Alex Teater and Jamie Zimniok.

To: Board of Education
From: Eric Olson, Superintendent
Date: November 18, 2021
Re: School Board Member Appreciation Day

Park Ridge-Niles School District 64 formally recognizes the seven members of its Board of Education for their service and commitment to the district. November 15 has been officially designated as School Board Members Day in Illinois to recognize these public servants for their commitment and contributions to our public schools.

As community trustees for the schools, School Board Members have oversight in District 64 for approximately 4,700 students in grades Pre-K through 8; more than 800 employees; 7 school buildings and one pre-school.

District 64 is joining other Illinois districts to thank the members of our Board of Education for your contributions to public education. The official statewide observance of School Board Members Day in Illinois is on Sunday, Nov. 15. Sponsored by the Illinois Association of School Boards, the honorary day is an opportunity for the district and community to show support for their Board of Education and its commitment to providing a local voice for the district's educational vision.

This is a time to reflect on the Board's role in creating lasting educational opportunities that meet local desires and offer a pathway to a successful future for each and every child. It's a chance to honor Board members who serve as unpaid volunteers for the benefit of the students and the community, while also acting as front-line education advocates for the district.

Serving as a School Board Member has been more challenging the past two years, as the tough choices and decisions have been beyond traditional educational outcomes. While continuing to champion academic success, School Board Members must also weigh their decisions in terms of the health and safety of students, teachers, and members of the community.

Please join me in thanking the members of our Board of Education for their dedication and commitment to the community of District 64, as well as their leadership during this extremely difficult time in our lives.



COVID-19 & Prevention Strategies Update

District Superintendent, Dr. Eric Olson, will update the Board on current metrics and mitigation measures in place, as well as the roll out of the vaccination opportunity. At this time, the administration is recommending that the Board not change any of the current health and safety protocols in place, due to our current metrics and the recommendations from state and federal authorities. We continue to receive guidance from the Illinois State Board of Education (ISBE), the Illinois Department of Public Health (IDPH), and the Centers for Disease Control (CDC). Should metrics change or more information become available, the administration will consider bringing recommendations to the Board at future meetings.

To: Board of Education
Dr. Eric Olson, Superintendent
From: Dr. Lea Anne Frost, Director of Student Services
Date: November 18, 2021
Re: PT3 Board Update

Background

In the spring of 2018, D64 created a parent and staff group, naming it *Parents and Teachers Talking Together* or PT3. Initially, this group worked together to define features and issues related to improving the in-district special education programs and services. They further structured the group to consist of five smaller sub-groups: curriculum, staff training, district, students, and parent training.

In the fall of 2018, PT3 members concentrated on organizing the group by building relationships, establishing a PACT (Positively Addressing Challenges Together) and creating a purpose. In the spring of 2019, subgroups began working together on a monthly basis addressing activities. At the end of the school year, the group had:

- Created a mission statement for Special Education
- Constructed a parent survey in which the results were shared with the Board at the July 2019 Board meeting, and
- Created a professional development needs assessment, as required by IDEA, that was sent to every D64 employee.

In 2019-20, PT3 worked largely on the creation of a new specialized program for students (Structured Learning Community program or SLC) which began the fall of 2020 at Washington School. PT3 had also established two additional workgroups, Parent Education and Stakeholder Communication, however, limited time was allocated to these groups due to the time and activities related to the creation of the SLC.

In 2020-21, PT3 continued the work of the Parent Education and Stakeholder Communication groups. By the end of the 2020-21 school year, the group had created information to update the Student Services webpages to ensure families can easily access and navigate information and resources about programs, services, and procedures.

PT3 Update

PT3 has met three times this school year, September 21, October 20, and November 16. At the September 21 meeting, the group was presented with a host of information including, but not limited to: a progress report on the spring 2018 audit; state indicator data; student achievement data, and; parent IEP feedback data. Based upon the information presented the group identified

potential activities to target for this upcoming school year. At our October 20 meeting, the group revisited the spring 2018 audit progress, discussed the anticipated audit to be conducted this school year, and further discussed the potential activities to target ultimately choosing to focus on disability awareness for the district. At the November 16 meeting, an update was provided on the anticipated audit and work began on constructing disability awareness activities.

At the Board meeting, we will have a staff representative, Mr. Colin Baer, and a parent representative, Ms. Andrea Yannella. Each will provide a report to the Board with Ms. Yannella providing a statement to be read.

To: Board of Education
Dr. Eric Olson, Superintendent
From: Dr. Lea Anne Frost, Director of Student Services
Date: November 18, 2021
Re: Approval of Contract to Conduct a Special Education Audit

In the spring of 2018, District 64 released the findings of two special education audits that had been conducted during the winter of 2017 and early spring of 2018. As the audit is three years old with significant progress being achieved and Dr. Frost is retiring at the end of this school year, it is appropriate to conduct a new audit to continue to prepare a path to ensure growth of the Student Services department.

District 64 prepared a “Request for Proposal” (RFP) which was released on October 7 (attachment 1). This RFP was sent to four different professional organizations who have experience in conducting these types of audits. Prior to releasing the RFP, Dr. Frost consulted with several local school districts who engaged in this work in the recent past.

The proposals needed to be submitted to Dr. Frost by 4pm on November 1. The District received proposals from two firms. Dr. Frost reached out to the two firms who did not submit proposals asking for an indication as to why no proposal was submitted. One firm was unable to submit a proposal due to their current workload with established partner districts. The other firm did not reply to our request.

On November 8, a small stakeholder committee reviewed the proposals. Tonight, this committee is making a recommendation to the Board to award a contract to Atlantic Research Partners (attachment 2) at a cost of \$100,000.

As per the RFP, the audit should be concluded by March 1. The audit will be shared with the Board either at the March or April Board meeting. The audit findings will be shared with PT3 at their April or May meeting.

A path for addressing the audit findings will be completed prior to June 30, 2021.

ACTION ITEM 21-11-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, award a contract to Atlantic Research Partners to conduct a special education audit at a cost of \$100,000.

The votes were cast as follows:

Moved by: _____ Seconded by: _____

AYES:

NAYS:

PRESENT:

ABSENT:



SPECIAL EDUCATION AUDIT REQUEST FOR PROPOSALS

Park Ridge-Niles School District 64

November 1, 2021

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General Practice Background

Atlantic Research Partners (hereinafter “ARP”) seeks to become the service firm to provide the Special Education/Response to Intervention Evaluation for Park Ridge-Niles School District 64 (hereinafter “D64”). Founded in 2007, ARP is comprised of a team of experienced education and management professionals focused on providing schools and school districts nationwide with analyses 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 school 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 in the written report, exclusively tailored to the specific needs and circumstances of each building and the district as a whole. ARP recognizes that there is no one-size-fits-all approach to mastering the complex issues schools, administrators, building leaders and teachers face each day. All evaluations and recommendations are based on sound research and proven methods. Systems within schools are also evaluated and recommendations are suggested as needed to improve school delivery of services to special needs students. ARP’s approach of creating partnerships with teachers and school leaders allows for meaningful reforms, based on the evaluation and analysis, that become embedded in the school and district culture to remain long after the ARP team completes its onsite responsibilities.

ARP’s evaluation and recommendations to provide superior educational opportunities to special needs students, including supporting compliance issues, have realized great success throughout the United States. States, districts, and schools confidently rely on ARP to provide consistent, high-quality evaluative services that ultimately allow schools and districts to train teachers and building leaders, improve educational services to special education students, and deliver increased student achievement for all students.

While ARP is a fourteen-year-old company with a national reputation, we are an Illinois-based company headquartered in the Ravenswood neighborhood of Chicago, Illinois. We pride ourselves on being an Illinois company and serve schools and districts throughout the state from small, rural districts to large, urban districts to suburban districts of every size. ARP’s headquarters is located at 4809 North Ravenswood Avenue, Chicago, Illinois 60640, and we do not have any other physical locations in Illinois or any other state.

ARP has a total of 15 consultants/experts working in Illinois at our Chicago office. This does not include support staff, such as business office personnel. In addition to the individuals housed in the Chicago office, ARP has consultants throughout the United States. These individuals are not full-time employees, but they are experts in various areas of education that we call upon from time to time to work with us on specific projects. Currently we have approximately 20 consultants with various areas of expertise that we engage as needed. For example, our current workload does not require that we have a full-time ELL specialist employed in our Chicago office. However, we have several ELL consultants who we engage when a client requires those specific supports. If consultants are needed on a particular project, ARP provides the transportation to bring those individuals to our clients as dictated by the project needs.

The primary point of contact for this project will be:

Todd Zoellick, Chief Engagement Officer
Atlantic Research Partners
4809 North Ravenswood Avenue
Chicago, Illinois 60640
(312) 399-5205
tzoellick@atlanticresearchpartners.org
www.atlanticresearchpartners.org

Service Team

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 will engage its special education team to facilitate this evaluation, should we be selected to complete the work. There will be three primary ARP team members who will be assigned to this project, Dr. Bambi Lockman, Tom McDowell, and Todd Zoellick. All three bring tremendous knowledge, unique experience, and a depth of background in special education at various levels in school districts and government entities. A brief summary of each is provided below, and their resumes are provided in Appendix A of this document.

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 regular 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.

In today's educational climate, reliable, results-driven methods are crucial to achieving and sustaining organizational effectiveness. Practical, research-tested evaluations, tools, strategies, and protocols are pivotal. And seamlessly providing them is what the ARP special education team does.

Approach and Methodology

ARP will include all four phases in the RFP Scope of Work, as provided by D64. As an organization, ARP always includes all of the components of these phases in our onsite observations, interviews, analyses, and reporting. However, ARP utilizes best practices for completing special education audits that dictate the combination of some of the phases contained in the RFP. For example, ARP combines the evaluation of special education programming, staffing, instruction, and service delivery (Phase I) with the review of current systems, processes, and procedures (Phase III). It is not only difficult, but also evaluatively negligent to separate these two phases for purposes of analysis. ARP has always combined these two phases together to provide a more efficient, effective, and accurate analysis of district special education services.

Phase I: Evaluation of Special Education

For each school being evaluated, as well as the district as a whole, ARP will provide a systematic, thorough and comprehensive special education evaluation of programs, systems, and personnel; this site-specific process will establish baseline data upon which ARP analysis, determinations and ultimate recommendations shall be based. Determinations shall be rendered solely upon the basis of validated and documented evidence, and in accordance with clearly articulated criteria. Further, ARP will identify educational standards and compliance issues achieved and not achieved at each school site and provide detailed strategies for school leadership teams on implementing critical changes within their buildings; changes specific to identifiable needs, and deeply focused on serving students and student performance.

Crucial to ARP's value is the collaborative involvement of school leaders and teachers themselves 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 by the interventions "own" and participate in implementation. Consequently, ARP maintains a rigorous focus on collaboration, professionalism, respectfulness, and sensitivity in all of its school-base work, including onsite evaluations. 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 ARP evaluation process will also provide each school with verbal and written feedback that is clear, easily understood and—most importantly—constructive. The core focus of the ARP evaluation team will be on three areas affecting each school and the district: Program Organization and Management, Student Identification and Placement, and Program Service Delivery and Instructional Practices. The special education evaluation team members will utilize a rubric divided into each of the three sections. For the D64 Central Office and each building within the district, the special education evaluators will respond to each of the questions below and include an analysis of each section in the final report and recommendations for the district. The special education evaluation team will not be limited to analyze only the questions/issues listed below. There will be a comprehensive evaluation of all aspects of every building and the overall special education program analysis at the D64 Central Office, but each of the questions below will be addressed:

Program Organization and Management

- To what extent is the special education department organized to provide effective oversight and management of program resources? Are functions logically aligned with reasonable spans of control?
- To what extent is the department efficiently and effectively staffed both at the central office and at schools? Do support services staff have reasonable caseloads? Do staffing allocations meet student needs?

- Does the department have clearly articulated program procedures and operating guidelines? What accountability measures are in place to ensure that they are being followed?
- What data management systems and other technologies are utilized by the department and do they effectively meet the needs of program management and staff?
- How have program expenditures varied over the past five years relative to student enrollment?
- How satisfied are parents with program services?

Student Identification and Placement

- What are the special education enrollment trends by primary disability and instructional placement setting? Are any student subgroups disproportionality represented in the special education population?
- Are referral and placement processes consistently followed at each campus? What is the total number of referrals by campus and what percent do not qualify?
- Does the district have an effective Response to Intervention (RtI)/MTSS program?

Program Service Delivery and Instructional Practices

- To what extent are students with disabilities receiving educational benefit from the programs and services provided by D64?
- Does the district offer a continuum of services and are students being effectively served in the least restrictive environment?
- What service delivery models are used by the district? Does the district have an effective inclusion program? Co-teaching model?
- Are there any specialized programs are offered by the district and how effective are they?
- To what extent do the district's behavior management procedures meet the needs of students?
- How are service decisions made through the IEP process? Are student IEPs compliant and are academic goals rigorous? Do all students that require a BIP have one? Are they compliant? Are IEPs and BIPs implemented in the classroom appropriately?
- Is the district able to effectively recruit, hire and retain high-quality special education teachers? What percent of special education teachers are dually certified? What is the special education teacher turnover rate?
- What special education professional development opportunities are available to both special education and general education teachers? Do special education teachers have the opportunity to collaborate and plan with their general education peers? What are the recommendations for continuing professional development?

The Special Education Audit itself is divided into three stages: Pre-Evaluation, Program Evaluation Site Work, and Post-Evaluation.

Stage One – Pre-Evaluation: During the Pre-Evaluation stage the evaluation team gathers information from a multiplicity of sources including the schools themselves, the parents/guardians of the children served, and the district office(s) that supports the schools' special education services. Additionally, the team will analyze a comprehensive range of statistics and information including achievement, attendance and discipline data. Much of the information gathered from the local school district will be through electronic records, district documentation, district policies, and discussions with district personnel. Parents', teachers', and students' views of the school will be explored through surveys developed in accordance with ARP protocols. An additional opportunity will be offered to parents to meet with the evaluation team to discuss their views of the education provided for their children at parent meetings; focus groups may also be facilitated. All school data will be analyzed to identify trends and will also be compared to local and state averages.

The district will be asked to provide information about the support and services that are currently provided to the school, including:

- Special education support services
- School Report Card
- Professional development
- Leadership development
- Principal and teacher appraisal
- Support for English language learners
- School improvement planning
- Student management and discipline
- Data analysis

The schools will be asked to provide any and all existing documentation that may provide the evaluation team with insight into the work of the school, including:

- The school's scope and sequence and its alignment to state standards;
- Student management planning, including student code of conduct
- Any analysis of test scores or other measurement metrics undertaken by the school;
- A Principal's Statement;
- Teachers' self-review;
- A copy of the school's schedule that details both student and teacher schedules;
- A map of the school; and
- Any other documentation that the school feels will help the team to develop a clear view of the school

Stage Two – Program Evaluation Site Work: The school and district site work give the special education evaluation team the opportunity to begin to get to know the school and the district. It gives the principal the opportunity to expand upon his/her written statement about the school, and to highlight key characteristics. Key interviews will be arranged with all special education teachers at each building, all para professionals or other staff members at each building, a cohort of special education parents, and building leadership. Additionally, any nurses, school psychologists, other medical personnel, and related services providers will also be interviewed. Any students selected for interviews will reflect the school's population in terms of grade, ethnicity, and socioeconomic backgrounds (Note: student interviews will only be conducted if it is deemed appropriate by building leadership and with approval of parents).

From the site work, the evaluation team will also be able to formulate hypotheses about the school that will be tested by the whole team during the evaluation review, analysis, and final report write-up. The site work will focus on classroom interaction with students, policies/procedures, and how the school is organized to support the work in the classrooms. Students' supports and work will be examined. Classrooms will be visited. Special Education faculty and a representative group of teachers will be interviewed. The evaluation team will have daily contact with the principal. The site work provides opportunities for clarification on evidence gathered, and discussion of any concerns that the school may have. It also provides the principal and/or other building leadership or special education team members an opportunity to present further data and clarify existing information. If necessary, additional evidence from district personnel may also be sought.

Additionally, a meeting will be held to which all parents are invited. The evaluation team will explain the purpose and scope of the evaluation process and will provide parents with the opportunity to share with the evaluation team their views on the work of the school. To ensure candor, only the parents or guardians of students registered at the school may attend this meeting.

Stage Three – Post-Evaluation: The special education evaluation team will write a final report for each school and a comprehensive report for the district and all schools which will include strengths and the points for improvement identified at the end of the evaluation process. Together the school district and/or school leadership teams and members of ARP will prepare an action plan that addresses the next steps identified in the report. This action plan can be integrated with the school’s student achievement plan and can be used as a basis for future intervention at the school.

Phase III: Review Current Systems/Processes/Procedures

The Approach and Methodology described above provides the details of each phase of the Special Education Audit. At the Initial Kickoff Meeting, ARP will provide to the D64 administrative team a list of all data required from the district and from each of the school buildings. The district and/or building staff will be responsible for compiling the requested data and delivering it to ARP so that it may be analyzed during the Pre-Evaluation Stage. Additionally, at the Initial Kickoff Meeting, ARP will provide D64 with a list of district-level personnel to be interviewed during the onsite visit to the D64 District Office. Similarly, ARP will provide a list of school-based personnel to be interviewed while onsite at each of the school locations. D64 will be responsible for assisting in the coordination of these interviews at the designated locations. ARP evaluation team members will be available to meet with the select personnel before school, after school, and during school, depending on the schedules of those individuals being interviewed.

During the Pre-Evaluation Stage, ARP will review all data and other requested information provided by D64. The Pre-Evaluation Stage will be conducted off site; however, ARP requests that district-level special education personnel be available for phone calls to clarify any information contained in the data received from the district.

Stage Two, Program Evaluation and Site Work, will require some assistance from D64 site-based personnel. At the D64 District Office, the ARP evaluation team will want to interview all district-level special education personnel. The D64 point of contact for ARP will need to identify those individuals and work with ARP to assist in the scheduling of interviews during the onsite days that will not interfere with the staff members’ workflow. Additionally, ARP will want to review a random sample of student IEPs. Special education personnel and/or information technology staff may be required to assist in the viewing of the IEPs.

At the school locations, ARP will want to interview all special education teachers, para professionals, related services personnel and/or any other staff members working with special education students or services. Additionally, ARP will want to interview any school-based nurses, psychologists, or other personnel who work directly or indirectly with special education students. These interviews at the school will be conducted around the staff members’ schedules to allow the least amount of interruption to their daily routine. ARP will also want to observe in each special education classroom, whether pullout or push-in, to evaluate the teaching and/or supports being provided to students in the classroom setting. Finally, on one of the onsite days, ARP requests that the building-level leadership arrange to have a cohort of special education parents attend an interview session that will allow ARP to gain a greater understanding of the special education program from a parent perspective. These interviews can be done during the school day or in the evening, depending on what school leadership believes will be most effective. D64 schools will work with ARP to determine if there will be a select cohort of special education parents or if the interview will be open to all special education parents.

ARP requests that D64 district-level personnel be available for a Wrap Up Meeting following the completion of all onsite visits at the eight schools and the District Office. This is an opportunity for ARP to provide its initial thoughts immediately following the onsite visits, ask for any clarification that may be required following the onsite visits, and allow D64 to provide any additional information or ask any questions about the evaluation to that point.

Finally, the Stage Three Post Evaluation is the opportunity for ARP personnel to meet offsite and draft the reports described above. While the writing is conducted offsite and there should be little required of D64 team members during that process, ARP requests that district-level and building-level leadership be available for brief phone conversations should there be a need for clarification. Once the reports are completed, ARP will share the reports with D64 district leadership prior to finalizing the reports. This will provide D64 leadership a final opportunity to provide clarification or address any inaccuracies in the reports. Following the review period, ARP will finalize the report and a date will be set for the Board of Education presentation. ARP requests that appropriate district-level special education personnel be available at the board meeting for any special education questions that may arise that are outside the scope or purview of ARP.

Phase II: Feedback and Phase IV: Analysis

Similar to Phases I and III above, ARP's feedback and analysis are closely aligned and inter-related. Throughout the audit process, there will be opportunities for both formal and informal feedback. The informal feedback will happen during meetings and debriefs with district and/or building leadership. These informal, verbal feedback sessions will be requested by ARP or may be requested by district personnel for updates. ARP believes in providing ongoing information and discussion throughout the audit process. As stated above, we believe that the audit process is a partnership and all relevant stakeholders should be informed and involved throughout the process.

While the process for providing feedback and analysis will occur throughout the evaluation process, there will be three "types" of written reports provided for D64: 1) site-specific reports, 2) PowerPoint summary report (used for the school board presentation and any other presentations), and 3) the final report.

Site-Specific Reports

Site-specific reports will be created for each of the eight school locations, as well as the District Office. The District Office report will be an overview report of the entire district-wide special education system. The school location reports will be a school-specific report indicating the strengths and challenges of the special education systems in each building. There will be recommendations for actions to address areas of concern with clear and straightforward suggestions for implementation. These site-specific reports will be designed as a roadmap for individual school leadership teams to celebrate successes and address challenges uncovered onsite. The report will address all of the questions described in the Phase I section above, as well as any additional information that the evaluation team has uncovered. This will also include summaries of interviews with parents and/or school personnel. At the conclusion of the onsite evaluation visit, the evaluation team will meet with building leadership to verbally discuss observations and dialog regarding the initial feedback from the evaluation process. The written report will be a more formal compilation of the findings.

PowerPoint Summary Report

ARP will develop a PowerPoint summary of all site-specific report for the eight schools and the district as a whole. This information will be compiled in a summary-style presentation that will be used for a report back to the Board of Education and will be delivered to the district administration for their use in any other presentations. It is our intent that each administrator and school board member in the district will receive a copy of the full final report; however, the PowerPoint Summary Report will serve as an executive summary style report that will be easily digestible in a Board of Education meeting setting and can be used to summarize findings of the evaluation.

Final Report

The final report will be a complete document comprised of all findings from the Special Education Audit. It will contain site-specific information for each of the six schools, as well as district-wide findings. There will be a

recommendation section that will reiterate the site-specific recommendations and will also contain district-level recommendations to hold individual schools accountable for implementation, as well as recommendations to address any needs at the district level. This report will be lengthy but comprehensive in scope to address all of the questions detailed in the Approach and Methodology section above for each location and the district, as well as data findings, compliance issues, and interview results.

An analysis of all findings will be conducted throughout the audit process. ARP will begin analyzing findings with our first interaction with D64 staff, which will include the Kick-Off Meeting and Pre-Evaluation. We will continue to analyze findings throughout each interview and all onsite school visits. We will discuss our analyses and findings with program managers, building leaders, and district leaders throughout the engagement. Our written reports will prioritize our finding and our recommendations for prioritization of any special education program adjustments.

References

Wilmette Public Schools District 39

615 Locust

Wilmette, Illinois 60091

(847) 512-6000

ARP has worked with Wilmette Public Schools District 39 to provide a special education and RtI audit based on an RFP released by the district in 2000. ARP was initially engaged in February 2020 and began the work in March 2020. However, due to the COVID-19 pandemic, Wilmette Public Schools District 39 was forced to close beginning in March 2020. While the district reopened for the 2020-2021 school year, district leadership requested that ARP postpone the re-initiation of the audit until the 2021-2022 school year. ARP is currently completing a district-wide special education audit that has included extensive analysis of the district office and its special education policies and procedures, as well as onsite visits and in-depth analysis of all six school buildings within the district. Each building receives a building-level report of the findings, both strengths and challenges. The final report will include overall analyses of the district special education services and will be delivered to the superintendent and school board in November 2021. Despite the fact that this engagement is ongoing, Wilmette Public Schools District 39 has extensive knowledge of the team, methodologies, processes, and deliverables that ARP provides for a special education audit.

Chicago Public Schools

42 West Madison Street

Chicago, Illinois 60602

(773) 553-1000

From 2013-2020, ARP has served as a Lead Partner Provider for the School Improvement Grant in Illinois. ARP specifically supported schools in the Chicago area, including Chicago Public Schools, as well as Kankakee School District #111 and North Chicago Community Unit School District #187. At Chicago Public Schools, ARP completed a comprehensive special education evaluation for each of the schools (thirteen in total over the years) where ARP served as a Lead Partner Provider. Additionally, ARP has supported dozens of schools and over half of the network offices since 2011 by providing comprehensive special education evaluations following the methodology and process described in this document.

Bushnell-Prairie City Community Unit School District #170

845 North Walnut Street

Bushnell, Illinois 61422

(309) 772-9461

ARP is an Illinois Empower Grant Learning Partner for the State of Illinois and supports schools throughout Illinois, and Bushnell-Prairie City Community Unit School District #170 is one of our Illinois Empower clients. The district has chosen to utilize a portion of its Illinois Empower funding to engage ARP to provide a thorough and complete analysis of the special education services, structure, and practices at Bushnell Elementary School. The goal 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. ARP provided this evaluation by following the methodology and process described in this document through onsite analysis of current practices, staff interviews, comparison of existing practices to best (research-established) practices in special education and special education leadership, and report on strengths and areas of needed improvement to accelerate academic achievement and comply with all legal requirements for special education in the school.

Professional Fees

Description	Cost
Phase I: Evaluation of Special Education (including onsite interviews at the district level and kickoff meeting)	\$29,978
Phase II: Feedback (including formal and informal verbal feedback, as well as three types of written feedback and board presentation)	\$27,008
Phase III: Review of System/Procedures/Processes (including eight school visits and ongoing discussions with district leadership)	\$43,014
Phase IV: Analysis (ongoing throughout the engagement)	Included in Phases I-III and at no additional cost
Total Special Education Audit Cost (includes implementation supports, planning, and travel costs)	\$100,000

Timeline

This timeline is an approximation based on the information provided in the Request for Proposal. The descriptions follow the methodology and process described in this document. ARP is flexible with its timing and is able and willing to begin the evaluation process sooner or later if requested by D64. All dates provided below are suggestions only and are able to be altered by D64. However, the estimated time to complete each task is accurate, regardless of the dates chosen.

Description	Estimated Time	Duration
Initial Kick-Off Meeting with D64 Leadership Team and Staff	Zoom Meeting	Week of November 29, 2021 (specific dates TBD)
Stage One: Pre-Evaluation	Approximately Two (2) Weeks	December 6-17, 2021 (specific dates TBD)
Stage Two: Program Evaluation Site Work – D64 District Office (overall special education program evaluation)	Two (2) Onsite Days	January 10-11, 2022 (dates may be altered)
Stage Two: Program Evaluation Site Work – Jefferson School (Early Childhood/Extended Day Kindergarten)	One and One Half (1.5) Onsite Days	January 12-13, 2022 (dates may be altered)
Stage Two: Program Evaluation Site Work – Carpenter Elementary School	One and One Half (1.5) Onsite Days	January 13-14, 2022 (dates may be altered)
Stage Two: Program Evaluation Site Work – Field Elementary School	One and One Half (1.5) Onsite Days	January 17-18, 2022 (dates may be altered)
Stage Two: Program Evaluation Site Work – Emerson Middle School	One and One Half (1.5) Onsite Days	January 18-19, 2022 (dates may be altered)
Stage Two: Program Evaluation Site Work – Lincoln Middle School	One and One Half (1.5) Onsite Days	January 20-21, 2022 (dates may be altered)

Stage Two: Program Evaluation Site Work – Franklin Elementary School	One and One Half (1.5) Onsite Days	January 24-25, 2022 (dates may be altered)
Stage Two: Program Evaluation Site Work – Roosevelt Elementary School	One and One Half (1.5) Onsite Days	January 25-26, 2022 (dates may be altered)
Stage Two: Program Evaluation Site Work – Washington Elementary School	One and One Half (1.5) Onsite Days	January 27-28, 2022 (dates may be altered)
Stage Three: Post-Evaluation	Approximately Two (2) Weeks	January 31- February 15, 2022 (specific dates TBD)
Wrap Up Meeting with D64 Leadership and Staff	Zoom Meeting	Between February 16 and February 28, 2022 (specific dates TBD)
Final Presentation to the Board of Education	One (1) Onsite Day	March 2022 or April 2022 Board Meeting (or special meeting called for presentation)

Thank you for the opportunity to submit our response to this Request for Proposals. Should you have any questions or require additional information, please do not hesitate to contact me via the contact information contained in this document.



Todd Zoellick, Chief Engagement Officer
Atlantic Research Partners

Additional Information - Appendix A

Resumes

Bambi J. Lockman, LL.D.

Mag7 Consulting, LLC
1060 Springbrook Farms Rd.
Sarasota, FL 34240
bjlockman@mac.com
850-293-3670

VITAE

Professional Data

Beacon College
Florida Department of Education
University of West Florida

Florida State University
Pensacola Junior College

Doctor of Laws, Honoris Causa 2011
1993 School Principal Certification
1983-1985 M.A. Clinical Teaching/Habilitative Science
Administration/Supervision Certification
1978-1980 B.S. Special Education, Visual Disabilities
1976-1978 A.A.

Certificate Data

TYPE: Professional
VALIDITY PERIOD: July 1, 2015 – June 30, 2020
SUBJECTS COVERED: School Principal (All Levels) & Visually Impaired (K-12)
CERTIFICATE #: 476614

Employment History

June 2016 – present	Mag7 Consulting, LLC Sarasota, FL President, CEO
January 2016 – June 2016	Atlantic Research Partners Chicago, IL School Improvement Consultant; Leadership Academy Mentor
July 2014 – January 2016	State of Florida, Office of Early Learning Tallahassee, FL Educational Policy Analyst
November 2011 – June 2014	Volusia County School Board DeLand, FL Deputy Superintendent, Instructional Services
October 2004 – October 2011	State of Florida, Department of Education Tallahassee, FL Chief, Bureau of Exceptional Education & Student Services
February 1997 – October 2004	Santa Rosa County School Board Milton, FL Director, Exceptional Student Education & Student Services
July 1995 – February 1997	Santa Rosa County School Board Milton, FL Director, In-service & Instructional Technology
February 1991 – July 1995	Santa Rosa County School Board Gulf Breeze, FL Assistant Principal, Gulf Breeze Middle
July 1985 – February 1991	Santa Rosa County School Board Milton, FL Staffing/Curriculum Specialist, Exceptional Student Education
August 1980 – July 1985	Santa Rosa County School Board Milton, FL Teacher of Visually Impaired (PreK-12)

Professional Skills & Experiences

Mag7 Consulting, LLC

President/CEO of company working with educational systems to find solutions to their evolving challenges (i.e. coaches teachers in/out of the classroom working with students in inclusionary settings, provides mentoring to administrators and prospective leadership candidates, professional development, etc.)

Current contracts: Institute of Small and Rural Districts (ISRDR)
ACCESS: A Florida Department of Education Discretionary Project

Atlantic Research Partners

- **School Improvement Consultant**
Provided coaching/mentoring and professional development to educators in low performing schools within the Chicago Public School System. Areas of coaching included but were not limited to: curriculum, instruction and assessment; co-teaching; data analysis; instructional strategies and classroom management; progress monitoring; Multi-tiered System of Supports (MTSS) and educational policies and procedures.
- **Leadership Academy Mentor**
Provided professional development and mentoring to potential leadership candidates in the areas of instruction, academic achievement, supervision, building management, personnel issues, problem solving, budgeting and board policies and procedures.

State of Florida, Office of Early Learning

Educational Policy Analyst

Coordinated and developed a strategic plan and unit action plans for Voluntary Prekindergarten, VPK Specialized Instructional Services (SIS) and School Readiness. Responsible for reviewing legislation for potential changes and identifying resources/supports for Coalitions, Facilitators, Inclusion Network personnel, Pre-K instructors, and parents and children served. Coordinated the reorganization of the Inclusion Network and provided project oversight. Facilitated an Inclusion workgroup assigned to develop a statewide tool entitled, "Best Practices Tool for Inclusive Education: Pre-K Indicators".

Volusia County School District

Deputy Superintendent, Instructional Services

Served on the Executive Cabinet, engaged in the district strategic planning process as well as in School Board workshops and meetings. Responsible for the negotiation and coordination of the Instructional Services Divisions strategic budget planning process which lead to the development of the budget platform and staffing projections for the upcoming fiscal year. Supervised and facilitated PreK-12 curriculum and school improvement programs, federal and state grant funded programs, assessment and accountability, charter school programs, professional development, career technical education, alternative education, athletics, health and safety, and exceptional student education and student support services. Planned and coordinated monthly Principal meetings as well as annual Principal data sessions. Additionally, provided oversight for multiple grants including but not limited to the Race to the Top Grant and collaboratively coordinated the implementation of instructional technology and online learning programs.

- Directly supervised and evaluated
 - (5) Directors* (noted below)
 - (3) Instructional Technology Specialists
 - (1) Budget Analyst
 - (2) Clerical Staff
- Managed Instructional Services department heads with extended staff exceeding 800
 - K-12 Curriculum*
 - Curriculum Development & School Improvement Services
 - K-12 Program Accountability*
 - ESE & Student Services*
 - Federal Programs & Grants Development*
 - Alternative Programs, Athletics & Security*
 - Professional Development
 - Health Services
- Fiscal planning, oversight and accountability for federal/state revenues totaling nearly \$60 million
 - Race to the Top
 - American Recovery & Reinvestment Act (ARRA)
 - Vocational Education Acts
 - Title I, Part A, Part C, Part D
 - Title II,
 - Title II, ESOL, Immigrant

- Title III
- Title X, Homeless
- Individuals with Disabilities Education Act (IDEA)
- Florida Education Finance Program (FEFP) discretionary, categorical, school-wide projects and Supplemental Academic Instruction (SAI)
- Responsible for negotiating and coordinating the Divisions strategic budget planning process. Ultimately, the culminating budget platform development and staffing projections for upcoming fiscal year were submitted for approval
- Monitored and executed financial processes including: monthly budget analysis; purchase orders; contracted service agreements; vendor contracts; consultant memorandum agreements; school board recommendations/approvals; grant RFA's; review/approval of school based project proposals; industry certification budgeting/reporting; Advanced Placement budgeting/reporting; teacher bonuses, supplement and stipend pay; FTE surveys, budget transfers and amendments
- Provided oversight of Charter Schools; coordinated the development of streamlined application processes and procedures
- Provided oversight for dual enrollment programs and their expansion on school and private campuses

Related Accomplishments

- Re-organized Instructional Services to establish a leadership structure which focused on achieving a common purpose
- Developed an Instructional Services Action Plan which aligned with departmental activities
- Realigned federal grant program budgets to ensure accountability and to establish a process whereby personnel are assigned based upon the academic needs of students
 - Expanded the use of technology within Title 1 schools and established ongoing training and support
 - Designed and implemented a district model to replace Title I private provider SES after-school tutoring
- Designed and implemented a K-12 System of Support based upon need and data driven decisions for differentiated accountability
 - Implemented a school based infrastructure whereby each school was assigned a district liaison; weekly and bi-weekly meetings were conducted at the district and school site visits were made accordingly
 - Established Instructional Support positions, Teachers on Assignment (TOA's), to provide school based support for the implementation of Common Core standards, differentiated instruction and instructional routines
 - Established a systemic alignment of human and budgetary resources
 - Developed and established an instructional review processes to assist schools with monitoring curricular implementation
 - Established monthly training for coaches and intervention specialists as well as school-based support for implementation of instructional strategies
 - Implemented a Multi-tiered System of Supports (MTSS) for academic and behavioral interventions
 - Implemented the 8-step problem solving process and ensured alignment to the School Improvement Plan
 - Established an Early Warning System report and analysis process to assist schools in monitoring at risk populations
- Expanded the data/accountability infrastructure
 - Development of district assessments, end of course exams and hard to measure course assessments was managed collaboratively between curriculum and data/accountability
 - Established and conducted annual district wide data chats with all schools as well as implemented professional learning communities (PLC) within the schools utilizing data-based decisions to impact instruction
 - Implemented the establishment of data rooms within school sites
 - Established and provided oversight for the publication of the annual comprehensive district data analysis report

Related National/State Presentations

- RTI Innovations Conference, Keynote Speaker, Salt Lake City, UT, October 2013
- Florida Association of School Administrators, Tampa, FL, June 2013

Florida Department of Education

Chief, Bureau of Exceptional Education and Student Services

Directed and administered State of Florida, Bureau of Exceptional Education and Student Services technical assistance to school districts and other agencies regarding state and federal requirements for the implementation of the Individuals with Disabilities Education Improvement Act 2004 (IDEA) and initiatives of the K-12 Public Schools, the State Board of Education, and the Florida Department of Education.

- Provided administration, supervision, and leadership for the following Florida public schools programs: exceptional student education (ESE) (i.e., programs for students with disabilities, students services, and juvenile justice programs for students with disabilities)
- Managed and coordinated distribution of activities related to Florida's State Performance Plan (SPP) and Annual Performance Report (APR)

- Managed General Revenue budget allocations and distribution and oversight of Florida's IDEA Part B (\$628,343,023), IDEA Part B Preschool (\$18,170,231), and 2009-12 American Recovery and Reinvestment Act (ARRA) IDEA Part B (\$627,262,655) and Part B Preschool (\$19,700,808) allocations
- Supervised 62 statewide discretionary projects serving districts, families and student with disabilities
- Managed oversight of the annual Exceptional Student Education district staffing projections (FTE) and reported to the state Estimating Conference Committee
- Developed and disseminated data reports (i.e., annual data book, data briefs, and State Education Agency (SEA) and 67 Local Education Agency (LEA) profiles)
- Managed, presented and defended state rule revisions to the State Board and legislators as well as facilitated activities related to the implementation of the IDEA 2004 requirements enacted by the Florida Legislature
- Collaborated with other offices within the Department for the implementation of and alignment with Charter schools, School Improvement, Title I, and Scholarship Programs for students with disabilities

Related Accomplishments

- Doctor of Laws, Honoris Causa 2011; conferred based upon 7 years of research and statewide implementation of the Reauthorization of the Individuals with Disabilities Improvement Act 2004 (IDEA)
- Statewide academic achievement increased 3-5% annually during tenured position. Evidence documented through the leadership provided for curriculum, instruction, and assessment for at-risk and exceptional student education students in Florida's school districts
- Coordinated and managed implementation of the Problem-Solving/Response to Intervention (PS/Rtl) statewide scaling-up process
 - Florida was the first state to pass an Eligibility rule based upon Response to Intervention, thus excluding the discrepancy model; *received national recognition*
- Provided oversight and coordination for the implementation of Access Points for students with significant cognitive disabilities
- Provided oversight and coordination for the administration of the Florida Alternate Assessment process
- Managed and facilitated the development of the Portal to Exceptional Education Resources (PEER) and Medicaid Tracking System (MTS 3.0)
- Provided leadership for dissemination, implementation and monitoring of the American Recovery and Reinvestment Act (ARRA) funds
- Coordinated and managed the implementation of IDEA General Supervision activities, including monitoring and dispute resolution
- Provided leadership for statewide transition activities, prekindergarten to postsecondary
- Responsible for the planning, coordination and implementation of State Leadership Activities
 - State Advisory for the Education of Exceptional Students Committee Meetings, 2005-2011
 - New Directors' Academies, 2006-2008
 - Administrators' Management Meetings, 2005-2011
 - Bureau/District Partners' Meetings and Bureau Updates, 2005-2011
 - Directors' Roundtable Meetings, 2005-2008
 - IDEA Task Force Activities, 2004-2006
 - Speech and Language
 - Alternate Assessment
 - Specific Learning Disabilities/Response to Intervention (Rtl)
 - Special Diplomas
 - Paperwork Reduction
 - Charter Schools

Related gubernatorial Appointed Commissions, Task Forces & Councils

- Governor's Task Force on Autism Spectrum Disorders, 2008-2010 (served two terms)
- Governor's Commission on Disabilities, 2007-2010 (Re-commissioned 11/05/08)
 - Chair, Healthcare Education Sub-Committee
 - Education/Employment Sub-Committee, Chair
- Florida Developmental Disabilities Council, 2005-2011
- Florida Interagency Coordinating Council for Infants and Toddlers, 2005-2011
- National Center and State Collaborative General Supervision Enhancement Grant (NCSC GSEG), Alternate Assessment; Curriculum Committee 2011

Related Professional Organizations & Conferences

- National Association of State Directors of Special Education (NASDSE) 2005-11
 - President, 2010-2011
 - Secretary/Treasurer, 2008-2009
 - Board of Directors, 2007-2011
- Southeast Regional Resource Center (SERRC) Directors' Meetings, 2005-2011
- 7-Pak Annual Meetings, 2005-2010
- Office of Special Education Programs (OSEP) Meetings
- IDEA 35th Anniversary Celebration, 2010

Related State Presentations

- Bureau District Partners, 2008-2011
- Administrative Management Meeting (AMM), September 2008-2011
- Florida Association of Student Services Administrators (FASSA) Summer Institute, 2008, 2011
- Multi-Tiered System of Student Supports (MTSS), Tampa, FL, June 24, 2011
- Institute for Higher Education (IHE), Orlando, FL, June 3, 2011
- Differentiated Accountability Meeting, Orlando, FL, April 12, 2011
- Learning Disabilities Association, Jacksonville, FL, February 25, 2011
- Florida Positive Behavior Supports Project Meeting, Tampa, FL, February 15, 2011

Santa Rosa County School District

Director, Exceptional Student Education (ESE) & Student Services (SS)

Directed and administered Exceptional Education and Student Services programs (early intervention-12th grade), assessment and accountability, health, school safety, and guidance. Responsible for FEFP projections and allocations, oversight and allocation of state and federal grant funds, implementation and monitoring of the Individuals with Disabilities Education Act (IDEA), curriculum and professional development related activities and School Board related policies and procedures.

Santa Rosa County School District

Director, In-service & Instructional Technology

Responsible for the oversight and facilitation of planning the development & implementation of the District Professional Development Center which included a state-of-the-art technology training facility and ultimately an instructional television system (ITV). Additionally, supervised professional development, technology and support staff as well as managed budgetary resources for the facility and related projects.

Santa Rosa County School District

Assistant Principal, Gulf Breeze Middle School

Responsible for curriculum, instruction and assessment, grades 6-8. Managed and coordinated the school improvement planning process as well as supervised secretarial, support, and custodial staff. Coordinated student and staff activities as assigned and assisted with staffing and budgets.

**PERSONAL AND PROFESSIONAL DATA OF THOMAS JAMES
MCDOWELL**

ADDRESS:

2579 Roveri Ave

Apopka, Florida 32717

Cell phone: 407-670-4603

E-mail Address: tmcdowell3@cfl.rr.com or tmcdowell@camachievement.com

EDUCATION:

Post Graduate Work: University of Central Florida.
30 hours – Administration and Supervision

Master of Arts Degree: Ball State University.
Area of Study: Speech Language Pathology

Bachelor of Science in Education: Ball State University.
Area of Study: Speech and Hearing Therapy.

WORK EXPERIENCE:

Founder and CEO of Cam Achievement, Inc. 2011 to present;

Responsibilities: Design and implement services and programs to support student with Special needs. Consult with district concerning legal and IDEA issues. Provide for comprehensive SPED audits and make recommendations for improvement. Review Medicaid billing procedures to insure the greatest return of funding. Provide professional development in areas of oral language, instruction interventions, legal cases, instructional service strategies, Medicaid billing and others as required.

Executive Director of SPED, Student Services and ESOL for Edison Learning, 2009-2011

Responsibilities: To direct the SPED, Students Services and ESOL services and programs for all of the contracted districts. To develop and implement innovated services to meet all areas of special services. Review compliance for all IDEA rules and oversee all the legal and instructional services for all SPED, Student Services and ESOL Students for Edison

Educational Consultant, Class. Com., 2008 to 2009

Responsibilities: Review on-line courses and develop accommodations for special needs students. Provide technical support to programmers in the area of course alignment to state standards. Coordinate with regional vice presidents on product presentations.

Educational Consultant, Kindermusic International, 2007 to 2009

Responsibilities: Provide technical support for KinderMusic's new Pre-K Language Development Program. Write educational goals and objectives; develop teaching/professional development activities.

Educational Consultant, Osceola County Public Schools, 2007 to 2009

Responsibilities: Provide diagnostic support for Speech and Language Students, develop corrective activities for ESE indicators, work on FTE/Budget and review ESE educational data for AYP and FCAT. Develop the supportive work and independent living lab for district to meet transition goals

Executive Director, Exceptional Student Support Services, Seminole County Public Schools, 1994-2007:

Responsibilities: To direct the district's exceptional student education and student services programs ensuring that all IDEA policies and procedures are implemented to meet federal, state and local regulations for students of disability, oversee the operation of Exceptional Student Education, review, monitor and implement curriculum for Special Education Students, Medicaid, FTE, ATEN (Assistive Technology Education Network) Project, and Student Services Departments, monitor FTE functions for cost factors 101-255, develop and monitor IDEA, IDEA Part C, FDLRS, and Medicaid budgets, and develop and recommend adoption of policies which are applicable to Exceptional Education and Student Services.

Principal, Winter Springs Elementary School, Seminole County Public Schools, 1989-1994:

Responsibilities: Administrative responsibility and instructional leadership for planning, management, operation and evaluation of the educational program of the school, provide for a safe and positive environment in which learning is the prime importance, organize and direct a periodic evaluation, develop a comprehensive plan for school improvement, planning the school budget for the efficient and effective use of resources.

Assistant Principal, Wekiva Elementary School, Seminole County Public Schools, 1987-1989:

Responsibilities: Primary function is to assist the Principal in his duties, serve as Principal in his absence, and provide planned technical services designed to improve the curriculum of the school served; assist with selection, supervision and evaluation of personnel, including orientation of new teachers and interns, preparation of school schedules for personnel and students, coordination of the professional development, and administration of the summer school program.

Area Administrator of Special Education, Seminole County Public Schools, 1981-1987:

Responsibilities: Responsible for all Exceptional Student Support Education programs and activities within area including staff development, budget, legal and 504 issues; monitor all Exceptional Student Support Services within assigned area; provide leadership with the development of program design, special materials, curriculum, and methods; promote parent education and support programs to foster inclusion; and monitor quality of Individual Educational Plan (IEPs) for all programs within a

Speech/Language Diagnostician, Seminole County Public Schools,

Responsibilities: Diagnostic testing Preschool – Twelfth grades, write prescriptions, develop in-service programs, attend staffings, and educate parents/schools to language development.

Speech/Language Pathologist, Seminole County Public Schools,

Responsibilities: Speech/language therapy for grades K-5 and all special language students.

Speech/Language Supervisor, Becker-Clay Special Education Cooperative, Audubon, Minnesota,
Responsibilities: Supervision of 14 Speech Clinicians; Speech/Language Diagnosticians;
consultant to the Pre-school Program and coordinate all Speech/Language Programs for the eight
school districts within the Cooperative.

Speech Pathologist, Pinellas County School System, Pinellas County, Florida
Responsibilities: Speech/Language therapy for grades K-9 and EMR students.

Speech Pathologist, Georgetown School District, Georgetown, Illinois,
Responsibilities: Speech/Language therapy for grades K-12, EMR, TMR, and Pre-school
students.

MEMBERSHIPS:

NAME – National Association of Medicaid in Education (Board of Director)
American Speech Language and Hearing Association Life Member
Council for Exceptional Children
Florida Language, Speech and Hearing Association
PHI BETA KAPPA Education Association
Florida Association of Student Services Administration
CASE – Council of Administrators of Special Education
State Committees:
Governor’s Blue-Ribbon Committee, 1999
DOE Medicaid State Committee, 2000-2019
DOE Stakeholders’ Committee, 2000-2019
Bureau/District Partners Committee, 2004-2015

CERTIFICATION HELD:

Teaching certificate: School principal K-12, and Speech/Language Pathologist K-12,
Certificate of Clinical Competence from the American Speech and Hearing Association,
ESOL, Pre-K

HONORS:

Teacher of the Year, Georgetown Public School System
Teacher of the Year, Starkey Elementary, Pinellas County School System
Educator of the Year, Seminole County Public Schools
Heart of Florida United Way Campaign Gold Award
Advocate of the Year for Seminole County Public Schools
President, Florida Association of Student Services Administrators
Presidential Award, Florida Association of Psychologists
Presidential Award, Florida Association of School Social Workers

PRESENTATIONS AND PUBLICATIONS:

Council of Exceptional Children, CEC – National and State Presentations:

Topics presented: Decay of Speech in the Elderly; Reading and Language Development;
Classroom Remediation for Language Impaired Children; Listening Skills for Classroom
Success;
Kindergarten Language Development for Classroom Success; Skills that Foster Listening in
Young Children; Reading and Comprehension; Fluency Awareness; Listening for Learning;

Behavioral Management; Phonic Skills for Middle School Age Students; Role of the Classroom Teacher with Language; The Steps to Inclusion; Inclusion; Inclusion for All Students; The Public School View of Inclusion; Reading, Language, Listening for Pre-K Children; So You Want to Teach ESE?; The Law and You – Are You Ready?; Medical Billing for IDEA; Medical Rules and Procedures for ESE; Is Medicaid Double Dipping?; RtI – Response to Intervention; What is the Role of Student Services with RtI?; Respite Care for ESE Students - The Public View.

Florida Language, Speech and Hearing Association and American Speech Language Hearing Association – National and State Presentations:

Topics presented: Articulation in the Classroom; Language and Learning; Steps to Reading Therapy Language; The Role of Regular Education with Language Students; SLP and SLD – How They Are the Same and Yet Different; Phonic Skills and Reading; Voice Therapy for Classroom Success; The Role of SLP in Inclusion; Medicaid for SLPs in the Public Schools; Medicaid Billing for SLPs – It can be Done; Data and Therapy Success; Where are SLPs in RtI.

National School Board Association Presentations:

Funding and Special Education – Who is Responsible?
Independent Living Labs for ESE Students
Respite Care for Severely Disabled Students
The School Board’s Role in IDEA
How to Keep Out of Court – Panel Discussion
High Stakes Testing for ESE Students

Department of Education Presentations:

Medicaid for the State of Florida in Public Schools
Matrix of Training: The Newly Funded Model
Co-Teaching and Regular Education – The Wrong Coding System

Publications/Programs:

Booklet of Behavioral Objectives for Students, published by Department of Education,
#ED 008-259 EC 061-376
Lingual System – Language Development for Boys
Oral Language Learning in Education (OLLIE) copyright
Medicaid in the schools copywrite

TODD A. ZOELICK

1611 NE 20th Street • Fort Lauderdale, Florida 33305
312/399-5205 (cell) • 954/296-3430 (office) • tzoellick@gmail.com

EDUCATION

Chicago-Kent College of Law, Illinois Institute of Technology, Chicago, IL
Juris Doctor, 2003

CALI Award for Highest Grade: Trial Advocacy I and Legal Drafting; Dean’s List:
Fall 2002, Spring 2003

Illinois Wesleyan University, Bloomington, IL
Bachelor of Arts, cum laude, 2000

Majors: History, Political Science; Minors: English, Business Law

University of South Florida Archaeological Excavation at Sepphoris, Sepphoris, Israel
Assistant Area Supervisor, 1998

BAR ADMISSIONS

ORGANIZATIONS

State of Illinois (2003)
United States District Court for the

Northern District of Illinois (2003)
United States Tax Court (2004)

PROFESSIONAL

Chicago Bar Association
American Council of Young Political
Leaders (ACYPL)

CURRENT EMPLOYMENT

Atlantic Research Partners, Chicago, IL
Chief Engagement Officer, 2011-2016; 2019-Present

- Managed all firm operations by providing organizational, pedagogical, and leadership consulting services affecting student achievement in schools and districts
- Administers and supervises audits and quality reviews for special education, ELL, and schools/district programs; provided case studies/feasibility studies for schools and districts; and developed and implemented transformation and turnaround services to schools and districts throughout the United States

Zoellick Enterprises, LLC d/b/a Exceptional Learning Solutions, Fort Lauderdale, FL
Founder and President, 2009-Present

- Founded an education advocacy and consulting organization for K-12 and higher education institutions that works to help improve educational opportunities for all students through support services for administrators, teachers, and parents throughout the United States and internationally
- Manages the assessment, determination, development, and implementation of reform strategies to improve student achievement and positively impact school districts by providing transformation and turnaround services, transitional school systems management/planning/development, school-based audits, school-based Medicaid consultation, and policy advisement
- Speaks frequently online and in person on education topics at schools and education organizations/associations and contributes articles to online and print education publications, as well as writing and publishing a series of children’s books to promote literacy and teach children lessons about interpersonal relationships used by families and educational organizations throughout the country

Todd Zoellick, Esq., Chicago, IL; Fort Lauderdale, FL
Attorney/Sole Practitioner, 2009-Present

- Represents clients on business, tax, and education policy and compliance by negotiating with and representing clients before government agencies including the United States Department of Education, state departments of education, and other governmental entities on various issues, including but not limited to programs, grants, and administrative compliance issues
- Negotiates and drafts contracts for superintendents, administrators, and other high-level educators, as well as advising school districts and families on various education issues
- Supports school districts on the development and impact of special education programs for special needs students, including IEPs, 504 plans, Medicaid reimbursement, and high-quality services for children, as well as legal issues relating to school safety and security

EMPLOYMENT HISTORY

Literacy Matters Foundation, Fort Lauderdale, FL
Founder and President, 2015-2019

- Founded a 501(c)(3) national not-for-profit organization that distributes children's books to Title I schools and students in-need to assist in the development of reading skills
- Leads the development of literacy curriculum for parents and teachers to teach students basic literacy skills and assist them on their journey to becoming strong readers
- Guides the fundraising and dissemination of books and resources to schools and students throughout the United States

TransitPro Logistics, Chicago, IL
President, 2012-2017

- Co-founded and developed a school transportation logistics company to assist K-12 school districts in optimizing their school transportation services and created new sources of revenue for the districts through their transportation departments
- Created sustainable, environmentally conscious transportation alternatives for school districts; optimized routes; analyzed and audited existing transportation systems; and created Medicaid reimbursement programs for school transportation systems

United States Department of Education, Chicago, IL
Deputy Secretary's Regional Representative, Region V, 2005-2009

- Appointed by President George W. Bush in 2005 and represented the President and Secretary of Education on all federal education issues in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin, speaking regularly on education and domestic policy issues
- Traveled throughout Region V, meeting with teachers, students, educational organizations, business leaders, and elected and appointed officials at all levels of government to promote and assist in the implementation of the federal education law, while providing a bridge between the education community and federal policy-makers

Grant Thornton LLP, Chicago, IL

Senior Associate, State and Local Tax Group, 2003-2005

- Assisted small and middle market businesses and not-for-profit clients in 49 states by identifying potential exemptions to maximize tax savings and represented them in disputes with state departments of revenue
- Specialized in sales/use tax, income tax, occupancy tax, credits and incentives, property tax and not-for-profit tax issues in a variety of industries, including hospitality, transportation, printing, and manufacturing

ACADEMIC EXPERIENCE

Judson University, Elgin, IL

Adjunct Professor – Undergraduate Program, School of Education, 2009-2013

- Areas of teaching experience include: current and future education policy, education law, history of education in America, American and European education philosophy, teaching methods

Judson University, Elgin, IL

Adjunct Professor – Graduate Program, School of Education, 2011-2013

- Areas of teaching experience include: professional writing, professional communication, teaching methods

PUBLICATIONS

Articles

- “The Ins and Outs of Related Party Add-Backs,” *The Tax Executive* Volume 57, Number 3 (May-June 2005)
- “Illinois’s New Tax Shelter Rules,” *The Tax Executive* Volume 56, Number 6 (November-December 2004)
- “Daniel Elazar, Bogus or Brilliant: A Study of Political Culture Across the American States,” *Res Publica* Volume V (2000)

Children’s Books – Daniel Harrington Fairbanks the Third Series

- Zoellick, Todd. *Daniel Harrington Fairbanks the Third and the Dog that Wouldn’t Bark*. Bloomington, Indiana: AuthorHouse, 2009.
- Zoellick, Todd. *Daniel Harrington Fairbanks the Third and the Great Camping Adventure*. Bloomington, Indiana: AuthorHouse, 2010.
- Zoellick, Todd. *Daniel Harrington Fairbanks the Third and a Day on the Farm*. Bloomington, Indiana: AuthorHouse, 2012.
- Zoellick, Todd. *Daniel Harrington Fairbanks the Third and the Winter Sleigh Ride*. Bloomington, Indiana: AuthorHouse, 2016.
- Zoellick, Todd. *Daniel Harrington Fairbanks the Third and the Surprise at the Beach*. Bloomington, Indiana: AuthorHouse, 2018.



**SPECIAL EDUCATION AUDIT
AGREEMENT**

Park Ridge-Niles School District 64

November 9, 2021

Thank you for this opportunity to support the work that you and your colleagues are doing on behalf of the children and the educators within Park Ridge-Niles School District 64 (“D64” “district” or “school district”). This Proposal has been prepared by Atlantic Research Partners (“ARP”) for D64 and is designed to provide an onsite Special Education Audit between December 2021 and March 2022.

Founded in 2007, our practice, coupled with deep research and analysis within each school district we serve, confirms something fundamental: there is no one-size-fits-all solution to accelerate student achievement and develop sustainability within our schools. Together, with the D64 team, we craft strategies to meet the needs of each specific site; strategies based on research-established methodologies proven to affect school culture and student academic performance.

This agreement incorporates by reference the D64’s Special Education Audit Request for Proposals, dated October 7, 2021 (“RFP”), and ARP’s response to the RFP, date November 1, 2021 (“Response to RFP”). In the event of a conflict between the terms and conditions of this Agreement and those of any other document, the terms and conditions of the RFP shall govern. In the event of a conflict between the terms and conditions of the RFP and the Response to the RFP, the RFP shall govern. In the event of a conflict between the terms and conditions of the Response to the RFP and this Agreement, this Agreement shall govern.

Statement of Need

D64 seeks to have a thorough and complete analysis of the special education services, structure, and practices in D64, as defined in its RFP. In brief, the desire is 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. ARP will provide this evaluation by onsite analysis of current practices, staff interviews, parent interviews, comparison of existing practices to best (research-established) practices in special education and special education leadership, and report on strengths and areas of needed improvement to accelerate academic achievement and comply with all legal requirements for special education in the school.

ARP represents and warrants that none of its personnel who will be on D64 property are prohibited by law from being present on school and/or public property. D64 reserves the right to direct ARP to immediately obtain criminal background investigations of any of ARP’s personnel who are or will be performing work in or around a building when students are or will be present to ascertain whether such employees have been convicted of any of the offenses enumerated in 105 ILCS 5/10-21.9. Such criminal background checks will be performed at ARP’s expense and at no cost to D64. D64 will notify ARP if D64 determines that any individual is not eligible to be present on D64’s property. Due to restrictions on disclosure of background check information, D64 may not specify to ARP the reasons for a determination of ineligibility.

ARP shall comply and require its personnel to comply with all D64 rules, procedures, and instructions related to health and safety precautions (e.g., social distancing, face coverings, hand washing, sanitization, and temperature and symptom checks), and any requirements from public health officials, including Executive Order 2021-22. Specifically, ARP audit team members who will be on D64 property must

provide proof of being fully vaccinated against COVID-19 (e.g. a CDC issued vaccination card) or provide proof of a negative COVID test within 72 hours of being onsite in the district.

ARP represents and warrants that ARP personnel performing services under this Agreement are qualified by education and experience to perform the services hereunder. D64 may request that ARP replace any individual performing services hereunder if D64 determines, in its sole discretion, that such individual is disruptive or detrimental to the school environment or school operations.

Program Evaluation Methodology

ARP provides systematic, thorough and comprehensive evaluations of programs, systems, and personnel; this initial site-specific process establishes baseline data upon which ARP analysis, determinations and ultimate recommendations are based. Determinations are rendered solely upon the basis of validated and documented evidence, and in accordance with clearly articulated criteria. Further, ARP identifies educational standards achieved and not achieved at the school/district site, and provides detailed strategies for leadership on implementing critical changes within the special education department; changes specific to identifiable needs and deeply focused upon IDEA compliance and student academic performance.

Crucial to ARP's value is the collaborative involvement of leaders and teachers themselves at the building level. Longitudinal studies by ARP and efficacy researchers nationwide establish that effective interventions and sustainable change occur only if those affected by the interventions "own" and participate in implementation. Consequently, ARP maintains a rigorous focus on collaboration, professionalism, respectfulness and sensitivity in all of its school improvement work, including the program evaluation process. 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 sustained growth are data-proven to be enhanced.

The ARP program evaluation process provides the school and district with verbal and written feedback that is clear, easily understood and—most importantly—constructive. The program evaluation process itself is divided into three stages: Pre-Evaluation, Site Work, and Post-Evaluation.

Stage One – Pre-Evaluation: During the Pre-Evaluation stage, the ARP team gathers information from multiple sources including school and district level leaders and the teams that support the special education mission. Additionally, the team analyzes a comprehensive range of statistics and information including achievement, referral, placement, attendance and discipline data. Much of the information gathered from the school district is through electronic records, district documentation, district policies, and discussions with district personnel. All school and district data are analyzed to identify trends and also compared to local and state averages.

Stage Two – Program Evaluation Site Work: The district site work gives the program evaluators the opportunity to begin to get to know the special education team, the school staff and the support staff. From this site work, the program evaluators formulate hypotheses about the school that are tested during the program evaluation. The evaluators have daily contact with the building leadership, district

office, and/or the Student Services Department. The site work provides opportunities for clarification on evidence gathered and discussion of any concerns. It also provides the special education team an opportunity to present further data and clarify existing information. If necessary, additional evidence from district support personnel may also be sought.

Stage Three – Post-Evaluation: The program evaluators write a summary of the findings, which will include strengths and the points for improvement identified at the end of the program evaluation process. The results are reported back to the district. If requested, together the school/school district and members of ARP prepare an action plan that addresses the next steps identified in the report. This action plan can be integrated with the district’s special education achievement plan.

In accordance with our discussions, we are pleased to provide you with the following agreement for special education program evaluation.

1. Scope-of-Work and Project Schedule.

Scope of Work

ARP will provide all services outlined in the RFP and Response to RFP. In addition, ARP will perform the following for D64:

Special Education Program Evaluation
<p><u>Objectives:</u></p> <ul style="list-style-type: none"> ➤ Dispatch ARP special education experts to conduct observation of ongoing special education instruction, and to conduct interviews of specified school and/or district employees to gather anecdotal and supplementary information relating to current practices and experience ➤ Analyze all current protocols and practices governing delivery of special education services at D64 (analysis provided by ARP education experts) ➤ Analyze all applicable special education student data, with appropriate safeguards to protect personally- identifiable information
<ul style="list-style-type: none"> ➤ Review and analyze existing practices and their relationship to compliance with federal and state mandates
<p><u>Deliverable(s):</u></p> <ul style="list-style-type: none"> ➤ On the basis of data collected and evaluated, compile and deliver an executive summary-style report that identifies each component of the program evaluation, the findings relating to each component, and both immediate and long-term recommendations on the basis of the findings, as well as building-level reports for each of the school buildings in D64.

Cost: \$100,000

Includes implementation support, planning and travel costs

D64 agrees to perform the following:

- Assign a point-person to schedule, arrange, and assist ARP with the logistics and completion of the special education program evaluation.
- Prepare and timely deliver data and other information requests made by ARP related to this project.
- Allow and make the necessary arrangements for relevant teachers and other staff members to participate in interviews, data collection, and other supports.

Special Education Program Evaluation Project Schedule (all dates subject to change by D64)

Description	Estimated Time	Duration
Initial Kick-Off Meeting with D64 Leadership Team and Staff	Zoom Meeting	Week of November 29, 2021 (specific dates TBD)
Stage One: Pre-Evaluation	Approximately Two (2) Weeks	December 6-17, 2021 (specific dates TBD)

<p>Stage Two: Program Evaluation Site Work – D64 District Office (overall special education program evaluation)</p>	<p>Two (2) Onsite Days</p>	<p>January 10-11, 2022 (dates may be altered)</p>
<p>Stage Two: Program Evaluation Site Work – Jefferson School (Early Childhood/Extended Day Kindergarten)</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 12-13, 2022 (dates may be altered)</p>
<p>Stage Two: Program Evaluation Site Work – Carpenter Elementary School</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 13-14, 2022 (dates may be altered)</p>
<p>Stage Two: Program Evaluation Site Work – Field Elementary School</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 17-18, 2022 (dates may be altered)</p>
<p>Stage Two: Program Evaluation Site Work – Emerson Middle School</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 18-19, 2022 (dates may be altered)</p>

<p>Stage Two: Program Evaluation Site Work – Lincoln Middle School</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 20-21, 2022 (dates may be altered)</p>
<p>Stage Two: Program Evaluation Site Work – Franklin Elementary School</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 24-25, 2022 (dates may be altered)</p>
<p>Stage Two: Program Evaluation Site Work – Roosevelt Elementary School</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 25-26, 2022 (dates may be altered)</p>
<p>Stage Two: Program Evaluation Site Work – Washington Elementary School</p>	<p>One and One Half (1.5) Onsite Days</p>	<p>January 27-28, 2022 (dates may be altered)</p>
<p>Stage Three: Post-Evaluation</p>	<p>Approximately Two (2) Weeks</p>	<p>January 31- February 15, 2022 (specific dates TBD)</p>

Wrap Up Meeting with D64 Leadership and Staff	Zoom Meeting	Between February 16 and February 28, 2022 (specific dates TBD)
Final Presentation to the Board of Education	One (1) Onsite Day	March 2022 or April 2022 Board Meeting (or special meeting called for presentation)

2. Fees and Expenses.

(a) **Fees.** D64 shall pay ARP fees in accordance with the following (choose one option):

	Option 1: Full payment of \$100,000 invoiced prior to the beginning of the instructional coaching
	<p>Option 2: One initial payment of \$50,000 (50% of total cost) at the beginning of the engagement, and equal monthly payments for the remainder of the agreement as follows:</p> <ul style="list-style-type: none"> • December 31, 2021: \$12,500 • January 31, 2021: \$12,500 • February 28, 2021: \$12,500 • March 31, 2021: \$12,500

ARP shall invoice D64 for all fees, and the organization shall provide payment to ARP in accordance with the Local Government Prompt Payment Act, 50 ILCS 505/1 et seq. The total engagement fee for these services is \$100,000, including all expenses. ARP shall not charge D64 for any expenses incurred to provide the services.

Payment Options. Payment may be made by check payable to “Atlantic Research Partners” or by completing the following information for direct debit from your designated bank account:

Name of Bank

Routing Number

Account Number

I hereby authorize Atlantic Research Partners to debit the above referenced account per the terms of this agreement.

By:

Date:

- (b) **Expenses.** ARP will cover all travel and other related expenses to complete the engagement.
- (c) **Statutory Deductions.** ARP shall be paid without applicable statutory deductions, including but not limited to, deductions in respect of income tax, pension, employment insurance, workplace health and safety, and health tax. ARP shall be solely responsible for the remittance of monies to the appropriate government bodies as necessary.

3. Ownership and Use of Deliverables.

- (a) **Ownership of Deliverables.** "Deliverables" shall mean those referenced in Section 1 above. Upon payment of fees, D64 shall own all rights, title and interest to the Deliverables.
- (b) **Use of Deliverables.** The parties acknowledge and agree that D64 shall utilize the Deliverables solely for the business of D64.

4. Term.

ARP's services shall commence on the date on which this document is executed by the parties. The agreement will be in effect from the start date until the special education audit is completed.

5. Termination.

D64 may terminate this agreement upon seven (7) days written notice and upon such termination, shall not owe ARP any remaining fees.

6. Carrying out of Services.

ARP shall provide the services in a manner of professional thoroughness and to the standard normally exercised by persons performing work of similar nature. ARP shall comply with all applicable laws and all applicable D64 policies and procedures.

7. Governing Law.

This agreement shall be governed by, interpreted and enforced in accordance with the laws of the State of Illinois and the federal laws of the United States of America. Venue for any disputes arising out of this agreement shall be in the courts located in Cook County, Illinois.

8. Severability.

In the event any one or more of the provisions contained in this agreement should be held invalid, illegal or unenforceable in any respect, the validity, legality and enforceability of the remaining provisions contained herein shall not in any way be effected or impaired thereby. The parties shall endeavor in good faith negotiations to replace the invalid, illegal or unenforceable provisions with valid provisions, the effect of which comes as close as possible to that of the invalid, illegal or unenforceable provisions.

9. Legal Relationship.

ARP acknowledges that it is an independent contractor and not an employee, agent, joint venturer or partner of D64. ARP assumes full and sole responsibility for the payment of its state and federal income tax, unemployment insurance, social security, disability insurance and other taxes, fees or costs resulting from compensation under the Agreement.

10. Force Majeure.

If either party is delayed in the performance of the terms of this agreement by acts of God, or public enemies, acts of government, or foreign states, or fires, floods, epidemics, quarantine restrictions, strikes, or by riots, insurrections, wars, pestilence, lightning, earthquakes, cyclones, or by other causes which is wholly beyond the control of the party, then an extension of time to any affected service or deliverable may be granted by the other party. ARP shall not be entitled to any additional compensation on account thereof.

11. Confidentiality.

Intentionally Deleted.

12. Additional Terms.

- (a) Bid Rigging and Bid Rotating: As required by the *Criminal Code*, 720 ILCS § 5/33E-11, ARP certifies that it is not barred from contracting with any unit of State or Local Government as a result of a violation of any criminal statute including, but not limited to, the bid rigging (Section 33E-3) or bid rotating (Section 33E-4) provisions of the *Criminal Code*. ARP agrees that if this certification is false, D64 may declare the contract void. ARP further certifies that it will provide a drug free workplace as required by the Illinois *Drug Free Workplace Act*, 30 ILCS §§ 580/1 *et seq.* If applicable, ARP shall collect and remit Illinois Use Tax on all sales of tangible personal property into the State of Illinois in accordance with the provisions of the *Illinois Use Tax Act*, 35 §§ ILCS 105/1 *et seq.*, regardless of whether ARP is a retailer maintaining a place of business within this State as defined in Section 2 of the Use Tax Act.
- (b) Freedom of Information Act Compliance: D64 is subject to the Freedom of Information Act, 5 ILCS 140/1, *et seq.* ("FOIA"), and any and all information submitted to D64 may be subject to disclosure to third parties in accordance with FOIA. If ARP requests that D64 withhold any submitted information as trade secrets, commercial information, or financial information from disclosure to a third party in response to a FOIA request, ARP must notify D64 of such request at the time such information is submitted to D64, along with a statement that disclosure of such information will cause competitive harm to ARP, as provided by FOIA Section 7(1)(g), 5 ILCS 140/7(1)(g). Any content not so marked by ARP at the time of submission to D64 will be presumed to be open to public inspection. ARP may be required to substantiate the basis for its claims at a later time. Notwithstanding timely notice received from ARP in accordance with Section 7(1)(g), D64 reserves the right, in its sole discretion and subject only to applicable law, to withhold or release the subject information in response to a FOIA request. ARP waives any rights it may have, or claim to have, to challenge, protest, enjoin or otherwise assert a claim relating to, connected with or arising from any FOIA request. As a potential provider of a governmental function on behalf of D64, ARP agrees to cooperate with D64, without additional charge, in responding to any FOIA request, including by timely providing any documents requested by D64 that directly relate to the governmental function that ARP has been engaged to perform on behalf of D64.
- (c) Confidentiality and Student Records: In the course of providing services for D64, ARP will have access to District records (including, but not limited to student and personnel records) only to the extent necessary for performance of such services. ARP agrees that any information it receives from D64 or otherwise with respect to individual employees or students shall remain the property of D64 and shall be treated and maintained by ARP as confidential information and used only for the purpose of providing services for D64. Student record information shall not be disclosed to third parties for any reason other than when required by law and will not be used for ARP's own personal or business purposes outside the performance of services for D64.

All information that qualifies as a student record under *Family and Educational Rights Privacy Act* and the *Illinois School Student Records Act* shall be handled by ARP in accordance with those laws. If there is a breach of such information (e.g. disclosure to a third party by ARP), ARP shall, within two (2) calendar days of knowledge of the incident, inform D64 of the

breach and the data affected. ARP further agrees to comply with all state and federal laws, including, but not limited to, the *Illinois School Student Records Act*, the *Illinois Mental Health Act and Developmental Disabilities Confidentiality Act*, the federal *Family Educational Rights and Privacy Act*, the *Health Insurance Portability and Accountability Act of 1996* (“HIPAA”) and all rules and regulations governing the release of student, personnel, and medical records. ARP also shall abide by all other records confidentiality obligations of D64 and all D64 policies and procedures applicable to same.

ARP shall provide data security software, hardware and administrative and physical protocols sufficient to protect the documents and data from inadvertent disclosure or breach in accordance with law and commercial best practices, which shall include, but not be limited to, data security practices set forth by the United States Department of Education Privacy Technical Assistance Center and any data security rules of the Illinois State Board of Education. Upon termination of any agreement between D64 and ARP, any employee or student record information in possession of ARP (or its employees) shall be returned to D64 and all copies of such information in all formats destroyed in accordance with all applicable laws and U.S. Department of Education and Privacy Technical Assistance Center guidelines within thirty (30) days of termination.

- (d) Insurance: ARP shall procure and maintain at its own cost and expense (1) comprehensive general liability on an occurrence basis to insure all loss (including, but not limited to, attorney’s fees and costs), claims, demands, or actions for damage to property, or bodily and personal injury to or death of any one or more persons in the minimum amount of \$2,000,000 per occurrence and in the aggregate, (2) umbrella or excessive liability coverage in a minimum amount of \$2,000,000 per occurrence and in the aggregate, (3) worker’s compensation coverage in the minimum statutory amounts, (4) comprehensive auto liability insurance, including hired and non-owned vehicles, in the amount of \$1,000,000 per occurrence and in the aggregate for bodily injury and property damage, and (5) cyber liability insurance in the minimum amount of \$10,000,000. ARP shall name the Indemnitees (defined below) as additional insureds on all insurance policies required herein, with the exception of the worker’s compensation insurance. The insurance required of ARP shall be primary and noncontributory.

ARP shall provide a certificate of insurance on a form acceptable to D64 evidencing the required insurance. The certificates of insurance and all insurance policies required to be obtained by ARP shall provide that coverages afforded under the policies will not be canceled, reduced or allowed to expire without at least thirty (30) days prior written notice given to D64.

- (e) Indemnification: ARP shall indemnify and hold harmless Community Consolidated School District 64, its Board of Education, individual board, officers, employees, and agents (“Indemnitees”), from any and all costs, damages, losses, judgments, liabilities and expenses (including reasonable attorneys’ fees and litigation costs) brought against or incurred by the Indemnitees arising out of, in connection with, or related to (1) any acts or omissions of ARP; and (2) any breach of the contract by ARP.

- (f) Compliance with Applicable Law: ARP shall at all times observe and comply with all applicable laws, rules, ordinances and regulations, including, but not limited to, the *Illinois Prevailing Wage Act* (820 ILCS § 130/1 *et seq.*), the *Illinois Human Rights Act* (775 ILCS § 5/1 *et seq.*), the *Equal Employment Opportunity Act* (42 U.S.C. § 2000e), and the *Illinois Criminal Code* (720 ILCS § 5/1 *et al.*) in performing under this agreement.

13. Other.

- (a) This document constitutes the entire agreement between the parties with regard to the subject matter dealt with herein, and supersedes and replaces all prior representations, negotiations, undertakings, and agreements, whether oral or written, between the parties with respect to this agreement.
- (b) This agreement may not be modified or amended except in writing executed by the parties hereto.
- (c) This document forms the agreement between the parties, on the terms set forth above, upon its acceptance. Acceptance may be effectuated by the signature of D64’s authorized representative below.
- (d) An electronic copy of a signature on this document shall have the same effect as an original.

If the terms of this Proposal are accepted please have your authorized representative sign the Acceptance Acknowledgement below, as well as fill in the requested information, scan and return the proposal in its entirety to us at tzoellick@atlanticresearchpartners.com. It is understood that a fully executed copy of this document shall have the same effect as an original.

Park Ridge-Niles School District 64

Atlantic Research Partners

By: Dr. Lea Anne Frost

By: Todd Zoellick

Its: Director of Student Services

Its: Chief Engagement Officer

(Signature)

(Signature)

Date: _____

To: Board of Education
From: Eric Olson, Superintendent
Date: November 18, 2021
Re: E-learning Program

In collaboration with PREA, District 64 has developed an updated E-Learning Program. This program may be implemented in lieu of the District 64's emergency days when in-person learning is cancelled due to inclement weather or other events. This program is allowed under Public Act 101-0012. If approved, the E-Learning Program will be implemented for a three-year term.

Notice of tonight's public hearing was published in the newspapers on November 4, at least ten days prior to the hearing date, as legally required (attachment 1). The notice was also posted on the District's website and in a news alert. Written or electronic notices designed to reach all stakeholders were sent out as required. The e-learning plan is part of this report (attachment 2) and can also be viewed on the [District's website](#).

ACTION ITEM 21-11-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve Resolution #1274 to adopt an e-learning program in lieu of the District's scheduled emergency days or because a school is selected to be a polling place. This program is to be implemented for a period of three (3) years (2021-22, 2022-23, 2023-24) prior to renewal.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

**RESOLUTION #1274 TO ADOPT e-LEARNING PROGRAM IN LIEU OF
DISTRICT'S SCHEDULED EMERGENCY DAYS**

WHEREAS, the Board of Education of Community Consolidated School District 64, Cook County, Illinois, is adopting an e-Learning program district-wide that shall permit student instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days or because a school was selected to be a polling place.

NOW, THEREFORE, BE IT RESOLVED the Board of Education of Community Consolidated School District 64 that it will employ an e-Learning program that:

- May utilize the internet, telephones, texts, chat rooms, or other similar means of electronic communication for instruction and interaction between teachers and students that meet the needs of all learners.
- Ensures and verifies the required clock hours of instruction or school work for each student participating in an e-Learning day.
- Ensures access from home or other appropriate remote facilities for all students participating in the program including the availability of non-electronic materials to students who do not have access to the required technology or to the participating teachers or students who are prevented from accessing the required technology.
- Ensures appropriate learning opportunities for students with special needs.
- Ensures the monitoring and verification of each student's electronic participation.
- Addresses the extent to which student participation is within the student's control as to the time, pace, and means of learning.
- Provides effective notice to students and their parents or guardians of the particular days for e-Learning.
- Provides staff and students with adequate training for e-Learning days' participation.
- Ensures an opportunity for any collective bargaining negotiations that would be legally required.
- Reviews the program as implemented to address difficulties confronted through revision or otherwise.
- Ensures that the protocol regarding general expectations and responsibilities of the program is communicated to teachers, staff, students, and parents at least 30 days prior to utilization.
- Ensures all teachers and staff who may be involved in the provision of e-Learning have access to any and all hardware and software that may be required for the program.
- Will be verified by the Regional Office of Education for the school district to ensure access for all students.
- Will be implemented for a period of three (3) years (2021-22, 2022-23, 2023-24) prior to renewal.

ADOPTED this 18th Day of November, 2021.

YES: _____ NO: _____ ABSENT/OTHER: _____

Attest:

President, Board of Education
Community Consolidated
School District 64
Cook County, Illinois

Secretary, Board of Education

#1274

Order ID: 7057557

* Agency Commission not included

GROSS PRICE * : \$42.02**PACKAGE NAME:** Legal Pioneer North

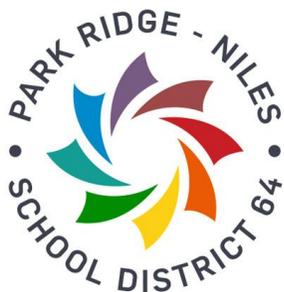
Product(s): SubTrib_Pioneer North , Publicnotices.com**AdSize(s):** 1 Column**Run Date(s):** Thursday, November 4, 2021**Zone:** Full Run**Color Spec.** B/W

Preview**NOTICE OF PUBLIC HEARING:
E-LEARNING PROGRAM**

The Board of Education of Park Ridge-Niles Community Consolidated School District 64 will hold a Public Hearing on Thursday, November 18, 2021 at 7:00 p.m. in the Gym at Roosevelt School at 1001 S Fairview Ave, Park Ridge, IL 60068.

The purpose of said hearing will be to receive public comment on the proposed E-Learning Program which, if approved, will permit students' instruction to be received electronically while students are not physically present in lieu of the district's scheduled emergency days. This program is allowed under Public Act 101-0012. Notification of this hearing is provided to families and is posted in the newspaper more than 10 days prior to the scheduled Public Hearing. If approved, the E-Learning Program will be implemented for a three-year term.

BOARD OF EDUCATION, CCSD 64
11/04/2021 7057557



E-Learning Plan

(Due to School Closure)

Park Ridge Niles School District 64

Overview of E-Learning

The District 64 E-Learning plan may be implemented when in-person learning is cancelled due to inclement weather or other event:

- In the event that teachers and students are notified *before the end of the school day on the day prior to a potential school closure*, the Superintendent may implement E-Learning Days. Teachers and students should bring their devices and any necessary materials home to support E-Learning. On these days, PREA members who do not have access to technology due to internet/power outage, should contact their building principal to make a plan for instruction and communicating with families. If there are significant power outages in our area, the Superintendent may cancel E-Learning for all students.
 - In the event that teachers and students are notified *after the end of the school day on the day prior to a potential school closure*, an e-learning day will not be implemented. Schools will be closed and the guidelines regarding the use of “emergency days” will be followed as stated in the collective bargaining agreement.
 - To implement a productive day for students, staff will maintain the following conditions and standards:
 - The teacher must be accessible to students, parents, staff and administration during the teacher work day by email, virtual conference and telephone as needed and necessary to perform duties successfully,
 - The teacher accepts the responsibility and cost of maintaining quality internet connection for remote teaching and shall not be reimbursed for any cost associated with work from home (e.g., phone and internet expenses);
 - The teacher will appear professional in dress and appearance at all times (as if in-person with students and staff);
-

-
- The teacher must maintain an indoor designated workspace that visually resembles a classroom environment;
 - The teacher must maintain an environment free from distractions and extraneous noises during lessons.
 - Administrators may access/observe all teachers during remote instruction as needed.

Technology & Materials Access for Students

Students in grades K-1 will be assigned an iPad; students in grades 2-8 will be assigned a Chromebook. All certified staff are issued a laptop. Additional considerations will be made for specific needs in other district programs or for assistive technology qualifications.

During the first week of school and as appropriate throughout the school year, instruction will include sessions to support students with learning more about device use and e-learning routines. Teachers will teach students to access a daily schedule in Seesaw/Schoology which includes direct links to class/small group instruction via virtual conferencing (e.g., Zoom or Google Meet). A video to support PreK-8 families with accessing E-Learning can be found [here](#) on District 64's website.

Students will follow the same Building Schedule on E-Learning Days that they follow on in-person learning days, including schedules for student support services, Encore, English learners, intervention, Primary Challenge/Channels of Challenge, and Instrumental Music. On an E-Learning Day, students will access their daily schedules, lessons, links to virtual class and other information through a single login:

- Classrooms in grades 3 - 8 will use *Schoology*.
- Classrooms in grades PreK - 2 will use *SeeSaw*

At PreK-5, including Extended Day Kindergarten, teachers will start the day with a virtual conference to take attendance and share an overview of the day's activities and expectations. At 6-8, teachers will start each class with a virtual conference to take attendance, share instruction/directions for activities, respond to student questions, and ensure active student participation.

Daily Core and Encore/Elective instruction will consist of a balance of instructional activities. Each teacher will provide instruction so that a minimum of 50% of a K-8 student's experience consists of *synchronous learning* - real-time instruction and live interaction between students and their teachers (e.g., videoconferencing in whole or small groups). The remaining instructional time will consist of asynchronous (e.g., pre-recorded video, posted activities, exchanges across Google apps, discussion boards) and offline activities (e.g., reading/written assignments or other projects).

Preschool students will follow a daily schedule that consists of 2.5 hours of instruction. Preschool students are expected to spend a minimum of 45 minutes in live, interactive instruction with staff and other students (e.g., circle time, read aloud, teacher-led discussion, PE/gross motor activities). The schedule will include links to joining virtual conferences. While preschoolers should be encouraged to develop some independence in learning, parents will need to provide support for joining sessions, transitioning, and activities. The Preschool schedule will include Choice Board activities based on current units of study. Parents will select one or two activities to complete with students from each domain when not involved in live instruction. PE classes will follow the Building Schedule.

Expectations for Virtual Class Participation

Teachers will support students with learning and practicing "digital etiquette" to ensure virtual class experiences are positive and productive. Students are expected to follow specific norms when participating in virtual classes:

- Set up your charged device in a place that is quiet and as free of distractions as possible.
- Join your virtual class on time and participate with your camera on.
- Dress appropriately for school - just like you would in-person. Students should not be in their pajamas/sleepwear during virtual class classes.
- District 64 virtual classes should be accessed through Seesaw or Schoology. To prevent the participation of unauthorized individuals, please do not share login credentials or links.
- Be respectful and kind to other students and teachers during virtual classes. Cyberbullying of any kind will not be tolerated.

-
- To improve sound quality and reduce background noise for all participants, please mute yourself unless otherwise directed by your teacher. Use headphones so you are not distracted by background noise.
 - Raise your hand when you want to participate or use the “raise hand” tool in the video conferencing platform.
 - Do not access the “Chat” feature unless invited by your teacher to do so.

Privacy Guidelines for Parents/Guardians

To ensure confidentiality for students and teachers during remote learning, parents and guardians are asked to follow the following privacy guidelines:

- Virtual classes are designed for *students*. While your child may need assistance with logging in, parents and guardians should not observe or actively participate in virtual classes unless invited by the teacher.
- Siblings and other students not included in the class roster may not join a virtual class.
- Confidential or personally identifiable information related to students should not be collected, discussed, posted, or shared.
- Do not record (video or audio), photograph, live stream, or transmit in any other way any part of a virtual class.
- Parents and guardians will be asked to sign an acknowledgement of these privacy guidelines.

Please contact your child’s teacher or school principal with any questions or concerns regarding privacy or virtual classroom expectations.

Attendance

Please be aware that attendance for students is mandatory on E-Learning Days.

Preschool-grade 5 teachers will record absences in Powerschool at the start of each school day and track student attendance during virtual conferences. Middle attendance will be taken at the start of each class period. Middle school students will begin at 8:05 a.m. Preschool and elementary students will begin at 8:50 a.m. All District 64 students will begin an e-learning day in a virtual conference with staff.

A parent is requested to notify the school office in writing or by phone within the first hour of the school day if their child will be absent. If notice is not received, the school secretary will call parents at home or work to confirm the absence. To report an absence, please call the school office anytime, day or night, to access the voicemail system. When calling, please provide: student's name; classroom/ homeroom; date of absence; and reason for absence. For illness, please share symptoms or diagnosis.

Ratification of PREA/Board Agreement

ACTION ITEM 21-11-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, ratify the five-year contract between the Park Ridge Education Association (PREA) and the Board of Education on November 18, 2021.

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

OFFICIAL FINAL COPY

AGREEMENT

Between

**BOARD OF EDUCATION OF COMMUNITY
CONSOLIDATED SCHOOL DISTRICT 64
COOK COUNTY, ILLINOIS**

And

THE PARK RIDGE EDUCATION ASSOCIATION

2021-2022

2022-2023

2023-2024

2024-2025

2025-2026

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**PROFESSIONAL NEGOTIATIONS AGREEMENT
BETWEEN
BOARD OF EDUCATION OF COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64, COOK COUNTY, ILLINOIS
AND THE
PARK RIDGE EDUCATION ASSOCIATION**

PREAMBLE

WHEREAS, the Board of Education and the Park Ridge Education Association agree that this Agreement must be predicated upon the educational welfare of the students of the District; and

WHEREAS, the Board and Association have voluntarily endorsed the practices and procedures of collective bargaining as a fair and orderly way of conducting relations between the Board and the teachers insofar as such practices and procedures are not inconsistent with the statutory obligations of the Board to retain the right effectively to operate the District's schools and are consonant with the paramount interest of the public and the students of the District;

NOW, THEREFORE, the Parties agree with each other as follows:

ARTICLE I

RECOGNITION AND DEFINITION OF TERMS

A. Recognition

For purposes of negotiation, the Board of Education recognizes the Park Ridge Education Association as the exclusive representative of all teachers as defined below in Section B.4. Nothing contained herein shall abridge the rights of individual teachers to present their views and recommendations to the Board pursuant to established procedures, provided that professional negotiations for teachers shall be conducted only with the Association.

B. Definition of Terms

1. “Mutual Agreement” or “Mutual Consent” when used hereafter shall mean the assent of the majority of the members of each team.
2. The term “Association” or “PREA” when used hereafter shall mean the Park Ridge Education Association.
3. The term “Board” when used hereafter shall mean the Board of Education.
4. The term “teacher” when used in this Agreement shall refer to all educational employees in the bargaining unit described in the IELRB Order of Certification, Case No. 2013-RS-0019-C, as follows:

Included:

All personnel employed by the School District, on at least a 50% or more basis, in a position that requires an ISBE-issued license—including (*but not limited to*) licensed teachers, school nurses, school social workers, and school psychologists.

Excluded:

All personnel employed in a position that does not require an ISBE-issued license; and all supervisory, managerial, confidential, and short-term employees as defined under the Act.

ARTICLE II
BOARD RIGHTS

A. Board Powers and Rights

The Board, on behalf of the electors of the District, and consistent with applicable law, retains and reserves the ultimate right and responsibility for the proper management of the District in all of its various aspects, including but not limited to the responsibility for and the right:

1. To maintain management, organization, and administrative control of the District, its functions, its properties and facilities, its overall budget, and the professional activities of its employees;
2. To determine the organizational structure of and selection of new teachers and other employees; to direct, supervise, evaluate, promote, assign, and transfer teachers; to determine staffing patterns; to determine the number and kinds of personnel required in order to maintain the efficiency of District operations; and to determine teacher qualifications and the conditions for their continued employment, discipline, dismissal, or demotion, including whether teachers should be placed in contractual continued service;
3. To establish educational policies, goals and objectives; to ensure rights and educational opportunities of students; and to determine the standards of educational services and the methods and means of providing those services, including scheduling of classes and establishing, modifying, or eliminating courses of instruction, specific programs, athletic, recreational and social events, as deemed necessary or advisable by the Board;
4. To establish rules and regulations and to revise, modify, or delete rules and regulations from time to time.

The exercise of the foregoing rights and responsibilities shall be limited only by the Board's legal duties and obligations as an "educational employer" subject to the *Illinois Educational Labor Relations Act*, other applicable laws, and the specific and express terms of this Agreement and then only to the extent such specific and express terms are not in violation of the Constitution and laws of the State of Illinois and the Constitution and laws of the United States.

Nothing contained in this Agreement shall deny or restrict the Board of its rights, responsibilities, and authority under the Illinois *School Code* or any other national, state, county, district, or local laws or regulations as they pertain to education.

B. Unauthorized Action

No action, statement, agreement, settlement, or representation made by any member of the bargaining unit shall impose any monetary obligation or be considered to be authorized by or binding upon the Board unless and until the Board has agreed thereto in writing.

ARTICLE III

NEGOTIATIONS SCOPE AND PROCEDURES

A. Negotiation Procedures

1. **Negotiating Teams.** No more than eight (8) representatives may be on either Party's negotiating team. Within reason and where continuity of negotiations is maintained, replacement of team members may be made by either Party. All negotiations shall be conducted exclusively between said teams. The expense of consultants shall be borne by the team requesting them.
2. **Meeting Procedure.** Unless the Board and Association have mutually agreed to an earlier bargaining commencement date, the first meeting of each negotiating year shall be held no later than March 1. Succeeding meetings will be held as required and on mutually agreeable dates, at least each month, until agreement has been reached.
3. **Mediation.** If mediation occurs as authorized under the *Illinois Educational Labor Relations Act* (IELRA), the Parties mutually agree to the appointment of a mediator by the Federal Mediation and Conciliation Service (FMCS). In addition, the Parties shall adhere to the impasse procedures promulgated by the Illinois Educational Labor Relations Board (IELRB).
4. **Completion of Negotiations.** Upon the completion of negotiations between the respective negotiation's teams, the Agreement shall be reduced to writing and shall be submitted first to the members of the Association and then to the Board for ratification.

ARTICLE IV

ASSOCIATION RIGHTS

A. **Right to Organize**

Teachers shall have the right to organize, join and assist the Association and to participate in professional negotiations with the Board.

B. **Non-Discrimination and Duty of Fair Representation**

The Association shall fulfill its duty of fair representation to all teachers covered by this Agreement. The Association shall indemnify and hold the Board harmless from any and all liability that might arise if the Association fails to fulfill its duty of fair representation.

The Board shall not discriminate against any teacher covered by this Agreement with respect to hours, wages, terms or conditions of employment by reason of a teacher's membership or non-membership in the Association or participation or non-participation in negotiations and/or contract administration between the Parties.

C. **Pertinent Information to Negotiations**

The Board shall make available to the Association upon written request the most recent (1) annual financial report as reported on ISBE Form #50-35; (2) final annual budget as reported on ISBE Form #50-36; (3) tentative approved budget; (4) local audit and adopted budget; (5) information concerning each teacher's position on the current salary schedule; (6) pupil enrollment data; (7) insurance and annuity program information; and (8) agency tax rate. The Association shall be provided with access to public information and records and have the right to make copies of public information and records of which no extra copies are available. Nothing herein shall require the Board to compile any information or data which has not already been compiled. Publication of information requested by the Association on the District's website shall be deemed to satisfy the Board's obligations under this provision.

D. **Placement on Board Agenda**

The PREA may request to be placed on the agenda of a regular Board meeting in accordance with the Board's policies and procedures concerning same.

E. **Notice of Board Meetings**

The Board shall notify the Association of all regular meetings, special meetings, and committee meetings. The Board shall advise the Association of any cancellations or postponements of those meetings. The Association shall provide the Board with the name of the individual to whom such notification is to be given. Publication of Board meeting information on the District's website shall be deemed to satisfy the Board's obligations under this provision.

F. Board Minutes

The Association may obtain from the District website copies of the regular meeting minutes of the Board after said minutes have been officially approved by the Board. A copy of official Board minutes may be posted by the PREA in each school on the PREA bulletin board. Publication of Board minutes requested by the Association on the District's website shall be deemed to satisfy the Board's obligations under this provision.

G. Use of District Facilities and Equipment

Subject to scheduling and availability, the Association may meet within District facilities outside teacher work hours and during the ten-minute Association building meeting allowed under Article IV.N of this Agreement. The Association's use of District facilities must be without disruption to the school's operation. The Association may also have reasonable use of District equipment on District property (e.g., photocopy machines, projectors, screens, etc.). Such uses of District facilities and equipment shall not interfere with the conduct of school business nor in any case take precedence over school needs, and any materials used, or other costs incurred shall be reimbursed by the Association.

H. Interschool Mail/E-Mail Services

The Association President, members of the Association Executive Board, and the Association Negotiation Team members shall be permitted reasonable use of the interschool mail, e-mail, wireless networks, District computers, and voice mail systems for the conduct of legitimate Association business in accordance with the District's policy and guidelines on acceptable use of school computers and technology equipment.

The Association's business communications cannot interfere with the normal operation of the schools and cannot occur during teacher work hours, except for duty-free lunch. Teachers, however, may read Association business communications and Association officers may communicate with District administration during work hours. The Association will also have reasonable access to teachers' mailboxes for delivery of legitimate Association business communications.

I. Bulletin Boards

The Association shall be provided reasonable bulletin board space on one bulletin board per school for the posting of official Association notices and materials. The privileges granted by this section shall not apply to notices or materials of a partisan or political nature.

J. New Teachers

The District shall provide the Association President or designee with names and addresses of new teachers covered by this Agreement after approval of their contracts by the Board.

K. Personnel Orientation

The Board shall continue to provide the Association with the opportunity to be the only teacher organization to participate in new teacher orientation.

L. Copies of Agreement

The District will provide the Association with copies of this Agreement so that the Association can distribute such copies to the teachers covered by this Agreement. Publication of the Agreement on the District's Website shall be deemed to satisfy the District's obligations under this provision.

M. Association Leave

The Association shall be allowed up to twenty (20) days of non-accumulative leave in the aggregate in any school year with pay where such leave is necessary for delegates designated in writing by the Association to attend the official state convention or other official Association workshops, conferences, meetings, legal proceedings or hearings not covered by Article X, Section C.8, plus a maximum of eight (8) additional days of non-accumulative leave in the aggregate in any school year where a teacher(s) is selected to a regional, state, or national position in the organization. The Association shall reimburse the Board for the full cost of the substitutes employed to replace the absent teacher(s) who is on Association leave. No teacher, other than a member of the Association's Executive Board, may be absent for Association leave on more than five (5) days in any school year.

The members of the Association Executive Board shall be released, for up to a total of nine (9) days in the aggregate, for the specific purpose of transacting Association business. The Association shall reimburse the Board for the full cost of the substitute to replace the Executive Board Member.

When necessary and if mutually agreeable, the Superintendent and/or his/her designee may grant the Association President and/or his/her designee released time from teaching or other assigned responsibilities to discuss with the Superintendent matters related to the implementation of this Agreement.

N. Association Meetings

The District will make every reasonable effort to avoid scheduling after school meetings on the second Monday of each month when school is in session (or the third Monday in any month when school is not in session on the second Monday) which members of the PREA Governing Board would be expected to attend. In addition, if the Association President advises the Superintendent prior to the start of the school year of the scheduled date of not more than two (2) general PREA membership meetings per school year, no after school District meetings will be scheduled on such date or dates which would involve the attendance of any teachers. Such general membership meeting(s) shall be scheduled on the second Monday of the month when school is in session (or the third Monday in a month when school is not in session on the second Monday). On the first early release Wednesday of each month designated as a "building

meeting” and on the last early release Wednesday in-session of the school year designated as a “building meeting”, the final ten (10) minutes of the work day may be used by the Association to meet with each school’s members.

O. School Calendar

Three (3) representatives appointed by the Association President shall serve on the District’s Calendar Committee.

P. Policy Handbooks

The District will post the *Board of Education Policy Handbook* on the District website. The Association President will be notified of any changes in Board Policies within ten (10) days of posting.

ARTICLE V

TEACHER RIGHTS AND CONDITIONS OF EMPLOYMENT

A. Academic Freedom

Within the scope of their duties and responsibilities, the Board and teachers recognize their responsibilities to protect and encourage the search for knowledge and its dissemination. Teachers should at all times try to be accurate, show respect for the opinion of others, and make every effort where appropriate to indicate that they are not institutional spokespersons.

B. Teacher Protection

The Board agrees to protect and indemnify teachers employed by the District and covered by this Agreement from suit to the extent provided by Section 10-20.20 of the Illinois *School Code*. A teacher shall report as soon as possible in writing to his/her principal and to the Director of Personnel all cases of assault and/or battery suffered by him/her in connection with his/her employment, and all facts concerning the incident. The principal or designee shall investigate the incident and shall provide appropriate assistance to the teacher and law enforcement authorities in the investigation of such incident.

In addition, the principal or designee shall acknowledge receipt by the end of next school day of any safety concerns about the work environment that are submitted to the principal by the affected teacher.

C. Teacher Workday

Teachers shall be on duty thirty (30) minutes before the student attendance day begins in the morning and twenty (20) minutes after the student attendance day ends in the afternoon, plus whatever additional time is needed to complete their professional responsibilities. Teachers may be required to be in attendance for a reasonable number of professional conferences and meetings before and after the normal work day and shall be present on teaching days, conference days, institute days and workshop days in accordance with the school calendar adopted by the Board. All District-wide after school meetings, except Wednesdays (as noted below), shall not normally exceed one (1) hour in duration. Institute and workshop days will not exceed seven (7) hours per day which will include a sixty (60) minute lunch.

For teachers whose attendance is required at IEP conferences/meetings, the District will, under normal circumstances, endeavor to schedule such meetings during the normal workday. Teachers whose attendance is required for the purpose of IEP conferences/meetings that begin more than twenty (20) minutes before the start of the normal work day or extend more than sixty (60) minutes after the end of the normal work day shall be compensated at the then applicable hourly curriculum writing rate for the time that is more than twenty (20) minutes before the start of the normal work day or extends more than sixty (60) minutes after the end of the normal work day. To receive such additional compensation, the teacher must submit and verify a time sheet and forward it to the Pupil Services Office for payroll processing.

The normal workday in the middle school shall not exceed seven (7) hours and forty-five (45) minutes. The normal workday in the elementary school and the early childhood program shall be seven (7) hours and thirty (30) minutes. The normal workday for both the middle school and the elementary school shall not begin before 7:30 A.M. or end after 4:10 P.M.

Notwithstanding the provisions of the preceding paragraphs, the normal workday of teachers on Wednesdays will end one (1) hour later than the regular student dismissal time.

On Fridays, the day on which Illinois and national general elections are held, and on the days before the Thanksgiving, Winter and Good Friday holidays, the normal work day for teachers shall end at the close of the pupil day, except for teachers being paid the afterschool supervision stipend.

The Board may require all teachers to attend at least one (1) Parents' Night in the fall and one (1) Open House in the spring. The Board may modify the basic school day for Parent-Teacher Conferences in order to schedule hours convenient to parents. If the Board modifies the basic school day to schedule evening Parent-Teacher Conferences, a compensatory half-day off on a conference day shall be granted to any teacher who is scheduled for evening Parent-Teacher Conferences.

The normal workday obligations of part-time teachers, including attendance at meetings, Open Houses, Parents' Nights, and Parent-Teacher Conferences, shall be reasonably related and appropriate to the extent of their part-time employment position.

If there is an agreement between the principal and the teachers at a given school, the normal entry time for students, which is five (5) minutes prior to the start of the regular student day, may be extended to up to eight (8) minutes prior to the start of the regular student day at that school. This agreement must be reached and renewed annually in the spring by a majority of the secret ballots cast by the faculty.

The District shall notify PREA members of their teaching assignments in writing by August 1st. The term "Assignment" includes the teacher's grade level(s) and building(s). If a teacher's assignment is changed after August 1st, the District will notify the teacher as soon as reasonably practicable after the determination is made.

D. Duty Free Lunch Periods

The normal pre-K through grade 5 teacher workday shall include an uninterrupted duty-free lunch period of fifty-five (55) minutes. The teacher workday at the middle schools (grades 6-8) shall include an uninterrupted duty-free lunch period equal to one class period. On Wednesdays the "blocked" lunch period will "slide" to keep everyone in sync for the early dismissal.

Unfilled lunchroom supervision stipend positions shall be filled on a voluntary basis. A universal email communication will be sent within the school building in need to solicit volunteers for such unfilled positions, but this will in no way restrict the building administration from personally asking individuals if they are available to fill that position, as long as it is

mutually understood, that all teachers retain the right to decline such request without consequence.

E. Early Release Wednesdays

On Wednesdays, student instruction time shall be shortened by twenty-five (25) minutes in the morning and by twenty-five (25) minutes in the afternoon, thereby resulting in the student attendance day ending fifty (50) minutes earlier than on other days of the week. On Wednesdays, both the morning and afternoon kindergarten classes shall be shortened by twenty-five (25) minutes each.

Unless it is mutually agreed otherwise, Wednesday meetings shall begin twenty (20) minutes after the Wednesday dismissal time for students.

Commencing with the 2021-2022 school year, the Wednesday schedule will be as follows (see next page):

Wednesday Calendar

45 minutes		45 minutes	Notes
Building Meeting & Team Collaboration/MTSS	Building Meeting		First & last Wednesday of school year First Wednesday in session of every month
45 minutes		45 minutes	Notes
Team Collaboration/MTSS	Team Collaboration: K, 1, 4, 5, 6		Second Wednesday in session of every month
	MTSS: 2, 3, 7, 8		
		Team Collaboration: K, 1, 2, 3 MTSS : 4, 5 6-8 Alternating Between: <ul style="list-style-type: none"> ● SEL/Second Step Planning ● Building Dept Mtg (Encore may meet as a Building Encore Team or across schools) 	
90 minutes			Notes
Professional Development	<ul style="list-style-type: none"> - Focused on Strategic Plan initiatives - Typically CPDUs are awarded (unless ineligible for credit - e.g., IAR training) - If there are only 3 Wednesdays in the month, the PREA meeting will be held for the last 10 minutes of meeting (may be held virtually or in-person) 		Third Wednesday in session of every month
75 minutes		10 min (+5 min transition)	Notes
Learning Teams	<ul style="list-style-type: none"> • Sign up at the beginning of the year for the topic you are interested in exploring for the year • Learning Teams maintain an agenda and keep minutes that are shared with building administrators and other staff members • Anyone can facilitate/lead a team; teachers are highly encouraged to facilitate team; a team could be a study team; group members can share facilitating responsibilities • Administrators will invite teachers to co-lead sessions if they are presenting a session 		Typically 5-7 times per year
		PREA Meeting: May be held virtually or in-person	
90 minutes			Notes
QIT-Facilitated	Two Wednesdays during the school year See <u>P. Quality Improvement Teams</u> in Contract		Typically on "5th Wednesdays" of the month if five Wednesdays are in session Days may be moved around so the schedule is more productive (e.g., One orange or one green day may be turned into a QIT day to make two days)

F. Length of School Year

The length of the school year for teachers covered by this Agreement shall not exceed 185 employment days unless otherwise agreed to by the Parties. Annually, one (1) of the four (4) in-service days will be converted to a student attendance day, resulting in a total of 180 student attendance days; the remaining three (3) days shall remain as Institute Days.

If two (2) emergency days remain by February 1, one (1) shall be scheduled as a teachers' records day at the end of the second trimester. For the duration of the contract, two (2) records/planning days will be guaranteed so long as not more than four (4) emergency days in total are used.

G. Closing

When the schools are officially closed by the Superintendent, no leave day previously arranged by a teacher shall be deducted for any day that schools are closed.

On days when the school buildings are officially closed by the Superintendent, the District will follow the e-learning plan outlined by the District's E-learning Plan. Any changes in the District's E-learning Plan will be communicated to the PREA president.

H. Planning and Preparation Time

- 1. Pre-K through 5 Teachers.** Insofar as practicable and provided there are enough special subject teachers employed by the Board, the Board will attempt to schedule one (1) planning period per day for full-time pre-K-5 teachers. Said pre-K-5 teachers shall use for their planning period the periods during which their classes receive instruction from music, art, foreign language, or physical education special subject teachers, unless from time to time they are asked by the special subject teachers to stay in the classroom to assist them. Such planning periods at the pre-K-5 level, including common planning time, shall be used for preparation time and other instructional responsibilities. It is understood that reasonable administrative requests/needs to meet will be honored. Regular classroom teachers at elementary grades 2-5 shall be released from two (2) periods of foreign language instruction each full week, thereby providing an additional fifty (50) minutes of planning time per week. First grade classroom teachers shall have an additional forty-five (45) minutes of planning time each full week, and during such additional planning time, instruction shall be provided by a certified teacher.

Under normal circumstances, full-time special education teachers shall receive planning time of at least three hundred (300) minutes per week for preparation and other instructional responsibilities when it is feasible and appropriate. Full-time special subject teachers, Library Information Specialists, instructional resource teachers, resource room teachers, speech and language pathologists, psychologists and social workers covered by this Agreement at the elementary level shall, under normal circumstances, receive administratively scheduled

planning time of no less than five (5) 30-minute uninterrupted blocks per week and reasonably equivalent to that provided to other elementary classroom teachers for preparation time and other instructional responsibilities.

2. **Middle School Teachers.** Under normal circumstances, full-time special education teachers shall receive planning time of at least four hundred (400) minutes per week for preparation and other instructional responsibilities when it is feasible and appropriate. Full-time middle school teachers, Library Information Specialists, special subject teachers, instructional resource teachers, speech and language pathologists, social workers, counselors, and resource room teachers at the middle school level covered by this Agreement shall, under normal circumstances, receive administratively scheduled daily planning time totaling eighty (80) minutes, with no less than one (1) block of forty (40) uninterrupted minutes, per day where pupils are in full day attendance.
3. **Teacher Load.** Under normal circumstances, full-time teachers shall not be required to teach beyond the normal number of teaching periods for such teachers as determined by the 2011-2012 school term with the exception that elementary school special subject teachers' (music, art, foreign language, P.E.) work load restrictions shall be governed by the Side Letter of Understanding regarding *Elementary Special Subject Teachers' Work Load* (attached to this Agreement). If such teachers are required to teach in excess of the regular 2011-2012 workload, they shall be compensated on a pro-rata basis of their annual base salary.
4. **School Day Changes.** The foregoing shall not preclude the rescheduling or rearrangement of the school day into some new format as long as the teacher load as prescribed herein is not substantially increased.
5. **Internal Substitute Pay Rate.** If the Board is unable to obtain a substitute for an elementary or middle school teacher, it may assign, on an equitable and rotating basis, teachers to substitute for the absent teacher during their planning time. If a teacher is so assigned, he/she shall receive \$44.44 for each period (or equivalent time period for elementary school) taught during the 2021-2022 school year and \$45.11 for the 2022-2023 school year. For the 2023-2024, 2024-2025 and 2025-2026 school years, the internal substitute pay rate will be increased by applying an increase over the prior year's pay rate that shall be equal to the percentage attributable to the corresponding fiscal year in accordance with the Illinois *Property Tax Extension Limitation Law* (PTELL), commonly referred to as the "tax cap," subject to an annual floor of 1.5% and a ceiling of 3.0%.

I. Teacher-Student Contact Time Integrity

Teachers may be required to attend student-centered meetings such as staffings, IEP meetings, and parent conferences during their scheduled student contact hours, but they shall not be required to forfeit in excess of six (6) days of contact time (or 12 half days) with students for

training, committee work, or other administrative initiatives. If a teacher who is on a committee chooses not to continue participation in that committee's work on a permanent basis due to the aforementioned six (6) day threshold, the teacher forfeits his/her status as a committee member and the opportunity to provide input in final committee recommendations/decisions.

J. Split Building Assignments

Every effort shall be made to avoid assigning a teacher to two (2) kindergarten classrooms in separate buildings. However, it is recognized that student population may dictate the assignment of a kindergarten teacher to more than one (1) building.

Insofar as practicable, the Board will attempt to resolve administratively any problems concerning set-up, planning and/or travel time that may arise for teachers who are required to teach in more than one (1) building; such teachers who travel shall be compensated in accordance with the District's travel reimbursement policy. This compensation shall be paid thrice yearly.

K. Curriculum Specialists

1. The Board may employ Curriculum Specialists to serve the teachers in the elementary (K-5) buildings in such areas as Science, Social Studies, Language Arts and Math and to serve K-8 teachers in the areas of Art, Instrumental Music, Vocal Music, Gifted, Foreign Languages, and Physical Education. Curriculum Specialists shall be certified teachers, shall be highly qualified, shall be members of the PREA bargaining unit, and shall be paid on the basis of their placement on the appropriate lane and step of the professional compensation schedule. In addition, if a teacher is employed as a Curriculum Specialist either on a full-time basis or on a part-time basis by being given release time, he/she shall also receive an annual stipend in the applicable amount set forth in Appendix D. If a Curriculum Specialist is employed by the Board before and/or after the regular school year, he/she shall be paid at their daily rate of pay for each such day that he/she is so employed. No teacher shall be involuntarily assigned to work as a Curriculum Specialist.

A teacher who is no longer assigned as a Curriculum Specialist will be assigned to a teaching position that is equivalent or similar to the teaching position previously held if the teacher is still determined to be qualified to hold such position.

2. The Middle School Department Chairpersons in the areas of Math, Social Studies, Science, and Language Arts will receive the same stipend. Job responsibilities for full-time Curriculum Specialists, Encore Curriculum Specialists and Department Chairpersons are identified in the District 64 Job Descriptions for these positions. The Department Chairpersons will be relieved of teaching responsibilities for a core class or elective teaching only 200 minutes of core classes.
3. Department Chairs and Curriculum Specialists will meet as necessary to assure proper coordination between the curricular areas at the K-5 and 6-8 buildings.

4. Staffing of the Curriculum Specialists and Department Chairperson positions will be reviewed on a four (4) year cycle.

L. Job Sharing

“Job Sharing” shall be defined as a voluntary program in which two (2) tenured teachers share one (1) full-time position.

The responsibilities of the participating teachers shall be divided according to a plan designed by the participating teachers in collaboration with their supervising administrator. The plan shall address the following: teaching responsibilities, schedule of work hours, method of communication between the participants, attendance at staff meetings and substitution procedures.

Each participating teacher will attend all conferences, open house, and in-service activities as if they were employed on a full-time basis.

The participating teachers shall retain tenure and, upon returning to a full-time position, shall be given the same rights and considerations given to continuing full-time teachers.

The application and plan must be submitted by March 1 of each year preceding the school year for which the job share is requested. The Board retains the right to approve or disapprove all requested positions. The Board will notify the applicant of its disposition by May 1 following the request.

Each of the two (2) participating teachers shall receive 50% of his/her salary and benefits per the established schedule.

The teachers in a job share position shall return to full-time teaching positions at the beginning of the following school year, unless they have notified the Superintendent or designee in writing prior to March 1st of their interest in extending the job share position for another year. Any such extension requests are subject to approval by the Board in its sole discretion, with notice to the applicants by May 1 of the disposition.

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

M. Flextime Scheduling

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

If a regular full-time classroom teacher wishes to initiate a flextime schedule for a limited period of time to provide services to students, he/she may submit a request to his/her building

principal who will review the request and decide whether it should be granted. Any such limited flextime schedule shall not exceed the total number of hours scheduled in the regular school day and shall be scheduled in one contiguous block of time, unless otherwise agreed.

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

N. Range of Class Size

The Board will endeavor to adhere to the following class size guidelines:

K:	22
1-2:	24
3-4:	26
5-8:	28

If the Board exceeds the aforementioned class size guidelines, the sole remedy will be the process set forth in the paragraph immediately below and the mere fact that a class size guideline is exceeded shall not be subject to the grievance or arbitration provisions of this Agreement.

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

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

O. Curriculum

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

The Association also recognizes the need for the Board to have access to clear and unfettered professional insight before establishing curricular policies. Teacher members of

curriculum-related committees shall be comprised of volunteers who meet the committee's needs for the necessary representation across the District. Teacher committee members may share the committee's findings with staff before the findings are presented to the Board. When determined necessary, teachers may submit as a minority report any findings and opinions that differ from the committee's intended presentation to the Board.

P. Quality Improvement Teams

The mission of each building Quality Improvement Team is to enhance student learning, promote equity of services, promote quality education, implement one District-identified goal/area of focus and implement building learning goals, ensure meaningful parental input and lead the building's efforts to comply with State requirements for the benefit of the individual school as well as the District.

The operation of each Quality Improvement Team in addressing local school and District needs shall be as follows:

1. The leadership of the Quality Improvement Team shall be shared equally between one (1) teacher and one (1) administration representative in each building. The role of the leadership of each Quality Improvement Team shall include but not be limited to developing agendas, allocating budget needs, and facilitating communication among Quality Improvement Team members to support effective, collaborative decision-making. The assigning of specific roles or duties to individual Quality Improvement Team members shall be the sole responsibility of each school's Quality Improvement Team.
2. Teacher participation on a Quality Improvement Team is entirely voluntary but shall be restricted to tenured teachers only. Teachers shall not be evaluated with respect to their non-participation on the Quality Improvement Team. Teachers who participate on their building Quality Improvement Team may have such participation noted in their evaluation.
3. From the funds that are within each building's Quality Improvement Team budget and as determined by the Quality Improvement Team members for that building and approved by the Superintendent, Quality Improvement Teams have an option, at the same rate as curriculum writing, to pay their members for time spent on professional activities outside the normal times for committee participation which are undertaken on behalf of and relating to Quality Improvement Team activities which are over and above the normal activities of members of the Quality Improvement Team.
4. The Parties acknowledge that neither the Board of Education nor the school administrators waive their rights and responsibilities under the School Code of Illinois, and that PREA does not waive its statutory rights and obligation as the sole and exclusive bargaining representative of the District's teachers for negotiations over terms and conditions of employment.

Q. Discipline Affecting Teacher Salaries

Discipline (other than discharge or reductions-in-force) affecting the salary of any tenured teacher shall be for cause and shall normally be preceded by:

1. Guidelines

- a. The honoring of a teacher's rights set forth in this Agreement.
- b. A conference with the teacher by the appropriate administrator prior to taking any action.
- c. A complete review of the teacher's personnel file with the teacher and his/her representative, if requested.
- d. Full disclosure of the basis of the action.

- 2. Notification.** Any tenured teacher affected by discipline affecting the salary of a teacher shall be notified immediately and shall be released by the Board from his/her contract if he/she so requests. This entire section shall not apply to the discharge of a tenured teacher for cause pursuant to the provisions of the Illinois *School Code*, nor shall it apply to the removal of any extra-duties or stipend assignments from a teacher.

R. Notice and Discussion of Major Changes

The Board and the PREA agree to take responsibility and be held accountable for the improvement of the quality of teaching and learning. It is the Parties' belief that actively and constructively involving all teachers contributes significantly towards achieving these goals. When a major change is proposed that directly impacts current teaching practices or involves implementation of new initiatives, the PREA President (or designee) and the teachers affected by the proposed change will be notified in writing of the specific changes being considered. Upon written request from the PREA President (or designee), a meeting for discussion of the proposals will be scheduled between the affected teachers, the PREA President (or designee), and district-level administrators prior to implementation. Major changes shall refer to those required by federal, state, or district mandates (e.g., RtI, special education, common core standards, etc.). The purpose of the meeting is not to engage in collective bargaining related to the proposed change. Bargaining, if applicable, shall be conducted at a separate negotiation session.

S. Mentoring

The Board will consult with the Association in the selection of teacher mentors for the District's mentoring program as described below. Mentors shall receive the stipends set forth in the Extra Duty Schedule of this Agreement.

1. Annually, each May, the building principal (or applicable District administrator) shall send out an email notice to tenured teachers asking who would like to serve as a mentor for the following school year and providing a response deadline. Any tenured teacher interested in

serving as a mentor must respond by email with a supporting rationale and provide detail as to when he/she last served as a mentor in the District. After reviewing timely responses, the principal (or applicable District administrator) shall establish a list of teachers interested in serving as a mentor.

2. The building principal (or applicable District administrator) shall make recommendations of mentors from the list for each newly hired teacher and communicate such recommendation to the PREA mentoring representative from the building for his/her approval of the recommendation. For mentor positions that are not affiliated with a single building, the Association President shall serve as the mentoring representative.

3. After such approval, the principal/administrator will notify the Assistant Superintendent for Human Resources of the selections. The Assistant Superintendent will create and distribute the mentor list, including second year mentors, for the upcoming school year to the Superintendent and Association President.

T. Joint Advisory Committee Reviewing Workload Issues

The Board and the Association shall convene an advisory committee during the 2021-2022 school year consisting of four (4) Administrators selected by the Superintendent and four (4) staff members selected by the Association to examine the following issues:

1. Social Worker and Speech Language Pathologist Workload;
2. Special Education Workload;
3. Whether a Middle School Special Education Department Chair is needed;
4. Whether the following Curriculum Specialists positions are needed:
 - Social Work/Psychologist (PK-8)
 - Speech Pathologist (PK-8)
 - Special Education (6-8)

The committee shall collect and study the following data along with any other data the committee agrees would be relevant to the aforementioned issues:

- Data regarding how often teachers lose plan time when responding to CPI or due to attending IPST meetings, IEP Team planning sessions and/or IEP meetings;
- Data showing the time spent outside the teacher workday completing IEP paperwork and evaluation reports;
- Data regarding the quality of the communication between the Director of Special Education, Assistant Director, Coordinators and teachers;
- Data related to the impact of MTSS demands on related services and special education teachers;
- Data to support that there are needs within the special education department in different job positions (SLP, social work/psychologists and special education teachers) that could be addressed by designating a Curriculum Specialists;
- Data regarding how to continually improve the level of communication and support between the Coordinators and the special education teachers.

The committee will meet four (4) to six (6) times. The four (4) Association members will be paid \$23/hour for attending any meetings held outside the workday or, if possible, will meet during the workday for no additional compensation other than their base salary. After all data has been collected, reviewed, and analyzed, the committee shall report their findings and any recommendations to the Board and Association negotiating teams before the end of the 2021-2022 school year. The negotiating teams will jointly decide whether any of the recommendations should be implemented and when.

ARTICLE VI

EVALUATION AND PERSONNEL FILES

A. District Evaluation Plan

The Board's and the Association's Joint Evaluation Committee has developed a Teacher Evaluation Plan for all teachers. The Joint Evaluation Committee will continue to collaborate to ensure the Teacher Evaluation Plan is consistent with the requirements of the Illinois School Code and its administrative regulations. Teacher performance evaluations will be conducted pursuant to the evaluation procedures in the Teacher Evaluation Plan.

A teacher's evaluation, including any related rating, shall not be subject to the grievance and arbitration procedure set forth in this Agreement. A teacher may, however, file a grievance if he/she alleges that the Board has not complied with the procedural guidelines set forth in the Teacher Evaluation Plan.

Absent compelling extenuating circumstances, in a school year in which a tenured teacher is being evaluated, the tenured teacher shall receive his/her evaluation at least ten (10) working days prior to the last teacher attendance day of the school year.

B. Consulting Teacher

1. The participation of the Consulting Teacher shall be voluntary.
2. Any statements made by a Consulting Teacher to anyone about a teacher under remediation, which are related to their function as a Consulting Teacher, are confidential and may not be used by any party (or their agents) in any subsequent evaluations, conversations, legal proceedings, hearings, etc. It is the intent of the Parties that any statements made by the Consulting Teacher to or about the teacher under remediation shall be privileged and strictly confidential.
3. The Consulting Teacher shall not be engaged to evaluate the performance of the teacher under remediation, and the Consulting Teacher shall not testify on behalf of any party during a hearing on the dismissal of the teacher following remediation with respect to either the rating process or for opinions of the teacher's performance under remediation.
4. The Board shall provide full legal assistance and completely hold harmless any Consulting Teacher who becomes a defendant in any type of litigation because of his/her involvement as a Consulting Teacher. Further, the Board agrees to fully indemnify any such Consulting Teacher for any legal costs, assessments, damages, bodily injury, etc., because of his/her involvement as a Consulting Teacher. If the involvement in any such legal proceeding requires time off from work, the teacher shall not suffer any loss of pay, leave days, seniority, or fringe benefits.

5. The Consulting Teacher shall:
 - b. Have no loss of pay or benefits because of his/her involvement as a Consulting Teacher.
 - c. Be provided clerical help when necessary and appropriate.
 - d. Be provided a substitute teacher when necessary and appropriate.
 - e. Be paid a stipend of \$100.00 per month for each full month that he/she serves as a Consulting Teacher.

C. Association Indemnification

The Association shall be held harmless by the Board for its involvement in the evaluation process (*i.e.*, providing a list of possible consulting teachers, working with the Board and/or its agents in developing an evaluation plan, etc.).

D. Personnel Files

Each teacher shall have the right, upon request, to review the content of any file pertaining to him/her. At the teacher's request, a representative of the Association may accompany the teacher in this review. Such review shall be by appointment during normal office business hours and in the presence of a designated employee of the Board. No teacher shall remove any material from his/her personnel file but shall have the right to make a copy of it. Such review shall not be applicable to the following confidential materials: recommendations by colleges or universities, or evaluations by previous employers. Teachers' files shall contain the minimum items of information as follows:

Required medical information;

All teacher evaluation reports;

Copies of annual contracts, wage agreements, all notifications of reemployment;

Copies of supplemental duty contracts;

Any other documents which could be used as a basis for discipline, reemployment, demotion, promotion, reassignment, or salary.

Each teacher shall be advised within five (5) school days of placement in his/her file of any document relative to observation, corrective interview, or reemployment. The teacher shall have the opportunity of filing a written response to this material in the file within thirty (30) calendar days.

ARTICLE VII

VACANCIES AND TRANSFERS

A. Definitions

When used in this Article, the following terms shall be defined as follows:

Vacancy -- A new or open bargaining unit position as determined by the Board after internal transfers (i.e., voluntary, and involuntary) have been made and honorably dismissed teachers with recall rights have been tendered available positions.

Transfer – A voluntary or involuntary change in the building and/or grade level and/or departmental placement of a teacher.

B. Posting of Vacancies

The administration shall post on the District website notices of all vacancies prior to filling any such vacancies. No posted vacancy shall be permanently filled before seven (7) days following the date of the postings unless the vacancy occurs between August 1 and the first day of student attendance in which case the vacancy will be posted, but may be filled as soon as possible after the vacancy is posted. When the vacancy occurs outside of the time-period from August 1 through the first day of school, all interested teachers (“internal candidates”) who apply for a vacancy shall be interviewed for their desired position prior to any interviews being given to external (non-District) candidates, provided the internal candidates are available for the scheduled interviews. Vacancies shall be filled on the basis of relevant experience, licenses and endorsements, qualifications, merit and ability (including performance evaluations, if available), and on other relevant, non-arbitrary factors, provided that the length of continuing service with the District shall not be considered as a factor unless all other factors are determined by the Board to be equal. Unless the District fails to adhere to the procedural requirements in this provision for filling vacancies, the decision to select a particular teacher for the new or vacant position shall not be the subject of a grievance under Article X of this Agreement. Nothing herein shall be construed to require the Board to fill any position. Vacancies shall be posted publicly only after intra-school transfers have been made and after honorably dismissed teachers have been given the opportunity to exercise their recall rights under the Illinois *School Code*.

Although not governed by the provisions of the foregoing paragraph, the Board agrees to post on the District website promotional vacancies outside the bargaining unit (excluding Superintendent and Directors) in every school prior to filling any such vacancies.

C. Voluntary Transfers

Any teacher who desires a transfer to a different assignment may file a letter with the Superintendent or designee indicating the nature of the request. Transfer decisions shall be made on the basis of relevant experience, licenses and endorsements, qualifications, merit, and ability (including performance evaluations, if available), and on other relevant, non-arbitrary factors.

The decision not to select a particular teacher for a voluntary transfer shall not be the subject of a grievance under Article X of this Agreement.

D. Involuntary Transfers

Any teacher transferred involuntarily, including any teacher who has been transferred from a closed building, may apply and shall be given an interview for the first subsequent vacancy of his/her stated preference. Any teacher affected by any involuntary transfer shall be notified immediately and shall be released by the Board from his/her contract if he/she so requests. If the involuntarily transferred teacher requests a meeting in writing to discuss the transfer, a meeting will be granted with the Superintendent and the President of PREA.

ARTICLE VIII

REDUCTIONS IN FORCE AND SENIORITY

A. Reductions in Force

When the Board deems it necessary to decrease the number of teachers employed by the District, or to discontinue some particular type of teaching service, written notice shall be given to the affected teachers at least forty-five (45) days before the end of the school term. Any probationary or tenured teachers who are reduced in force shall receive a statement of honorable dismissal and the reason therefore in the formal reduction in force notice.

In the event of a reduction in force, any teachers so affected shall be reduced in force in the sequence of dismissal required under Section 24-12 of the Illinois *School Code* within the categories of positions which the teachers are qualified to hold through their legal qualifications (i.e., professional licensing and endorsements) and any other qualifications established in a job description on or before the May 10 prior to the school year during which the sequence of dismissal is determined. Annually, a sequence of honorable dismissal list shall be prepared showing each teacher by name and categorized by positions and performance groupings, with a copy of the list distributed to the Association President at least seventy-five (75) days before the end of the school year.

B. Seniority

Seniority shall be defined as the length of continuous service as a teacher in the District beginning with the first day of employment (i.e., actual date of beginning work). When teachers have equal District seniority, then prior full-time and/or part-time teaching experience in an Illinois public school shall be used to determine the order of dismissal. If prior teaching experience is equal, then relevant academic training shall be the governing factor.

Teachers who are on approved leave of absence shall be subject to reduction in force as set forth in this Article.

Tenured teachers who are covered by this Agreement and who are employed on a part-time basis shall be entitled to accrue District seniority on a pro-rata basis.

Seniority shall not be terminated by approved leaves of absence, but such leave period shall not count towards seniority accrual.

Annually, the Board shall also prepare a seniority list showing the length of continuing service of each teacher who is qualified to hold any positions and distribute a copy of this list to the Association President at least seventy-five (75) days before the end of the school year.

C. Recalls

If the Board has any vacancies for the following school term or within two (2) calendar years from the beginning of the school term following a reduction in force, the positions thereby becoming available shall be tendered to teachers so removed or dismissed in the reverse order of their removal or dismissal if they are categorized in Groups 3 or 4 for their performance group listing and are legally qualified and qualified by the job description to hold such positions. Teachers categorized in Group 2 shall receive the right to be recalled into a position for which they are qualified in accordance with any rights afforded to them under the *School Code*.

In all cases where a teacher has the right to be tendered a position as set forth above, a notice of recall shall be sent to the teacher by certified mail (return receipt/restricted signature requested) to the last address submitted to the Superintendent or his/her designee by the teacher. Failure of the teacher to affirmatively respond to such notice within ten (10) calendar days of its receipt or within fifteen (15) calendar days of its mailing, whichever is less, shall terminate the responsibility of the Board under this Article; provided, however, if the notice of recall is sent within sixty (60) calendar days prior to the start of the school calendar, failure of the teacher to affirmatively respond to such notice within five (5) weekdays of its receipt shall terminate the responsibility of the Board under this Article.

All notices of recall shall include a telephone number of an appropriate administrator in order to facilitate an immediate response. It shall be the responsibility of each teacher who is laid off to advise the Superintendent in writing of his/her latest address.

The Board agrees to notify the Association President or his/her designee whenever a notice of recall is sent to a teacher.

A teacher's right to recall shall not be terminated if he/she submits satisfactory written documentation within the applicable time period specified above that he/she is legally obligated to teach at another educational institution and has been denied permission to resign from said position or is unable to return to work due to illness; and provided further that seniority shall not be terminated if he/she turns down a proffered position that is not on at least the same basis (50%, 75%, full-time, etc.) as the position the teacher held at the time of his/her reduction in force.

D. Effects of Reduction in Force

In addition to the other applicable provisions of this Article, the following provisions shall be applicable to teachers who are reduced in force:

1. Upon being recalled pursuant to the provisions of this Article, the accumulated and unused sick leave days that the teacher had at the time of his/her reduction in force shall be restored. No experience step increase shall be granted on the Professional Compensation Schedule for the period of the layoff.

2. The teacher shall have the right to maintain insurance coverage by paying in advance the full applicable monthly premium for employee coverage and, if desired, for dependent coverage.
3. While the seniority of any teacher who is reduced in force shall not be terminated if the teacher is recalled within the recall period described in Section C above, seniority credit shall not accrue during the period of the reduction in force.

E. Termination of Seniority

Seniority shall be terminated if a teacher:

1. resigns;
2. is terminated for cause or non-renewed as a probationary teacher;
3. retires;
4. is not recalled during the period of recall described in Section C above following a reduction in force;
5. fails to affirmatively respond to a notification of recall within the applicable time period specified above in Section C; or
6. fails to return from an approved leave of absence upon its expiration.

ARTICLE IX

LEAVES OF ABSENCE

A. Sick Leave/Personal Business Leave/Religious Leave

- 1. Annual Award.** All full-time teachers will be awarded sick leave and/or personal business leave annually according to the following schedule:

Step Placement in the District -----	1	2	3	4	5	6+	27+
Sick Leave Days -----	10	10	12	12	15	15	17
Personal Business Days-----	3	3	3	3	3	3	3

Teachers who are employed on at least a 50% or more basis but less than full-time shall receive sick leave and personal business leave days on a pro-rata basis.

Example: A teacher employed on the basis of a 50% contract in his/her first year with the District shall be awarded ten (10) one-half sick leave days and three (3) one-half personal business leave days without loss of pay.

- 2. Sick Leave.** As authorized in the *School Code*, sick leave days may be used for personal illness, quarantine at home, serious illness or death in the immediate family or household, or birth, adoption, or placement for adoption. “Immediate family” shall mean the teacher’s parents, spouse, brothers, sisters, children, sons-in-law, daughters-in-law, grandparents, grandchildren, parents-in-law, brothers-in-law, sisters-in-law and legal guardians.

Sick leave days used for birth shall not exceed forty-two (42) calendar days following the delivery of the newborn unless the teacher submits medical substantiation of the need for additional sick leave time. For purposes of adoption or placement for adoption, teachers shall provide evidence that the formal adoption process is underway as a basis for use of sick leave days; such leave is limited to forty-two (42) days.

- 3. Personal Leave.** Personal business leave shall be used for only those absences for personal business which cannot be scheduled or handled on days or at times other than during working hours. Examples of such leave shall include religious holidays, mandatory appearances for legal proceedings, graduations and weddings in the family, and attendance at funerals for persons not included within the definition of “immediate family,” but shall not include such things as planned vacations and remunerative activities or any activity that can realistically be scheduled during non-school time.

Sick leave days may not be used for personal business leave days, but personal business leave days may be used for sick leave days, and when not used, added to the accumulation of unused sick leave days. No more than two (2) personal business leave days shall be taken consecutively, and personal business leave days may not be used immediately prior to or following a holiday, a three-day weekend, or an extended holiday period except in an extreme emergency, and then only with the Superintendent's approval. Additional emergency personal business leave days may be granted under extenuating circumstances at the discretion of the Superintendent.

Up to three (3) unused personal business leave days shall be accumulated and carried over to the following year, up to a maximum of six (6).

Example: If a teacher does not use any personal business leave days during the 2021-2022 school year, the three (3) unused personal business leave days shall be carried over to the 2022-2023 school year, giving the teacher a total of six (6) personal business leave days with the additional allotment of three (3) personal business leave days for the 2022-2023 school year. If this same teacher uses two (2) personal business leave days during the 2022-2023 school year, three (3) days shall be carried over to the 2023-2024 school year and one (1) day shall be added to the teacher's accumulated sick leave days, subject to the contractually-specified maximum accumulation.

4. **Maximum Accumulation.** All unused leave days (sick leave and personal business leave days) shall accumulate as sick leave days to a maximum of 355; provided, however, the maximum accumulation shall be determined at the end of the school year.

Example: A teacher with 355 accumulated sick leave days at the end of the 2021-2022 school year shall be credited with an additional fifteen (15) sick leave days and three (3) personal business leave days at the start of the 2022-2023 school year, with the understanding that the maximum number of accumulated sick leave days at the end of that school year, as provided above, shall not exceed 355, regardless of whether the teacher uses any of the credited fifteen (15) sick leave days or three (3) personal business days.

5. **Religious Leave.** When a teacher's religion requires worship or observance that cannot be performed other than during school hours, and observance is not otherwise provided in the school calendar, up to two (2) days with pay may be taken annually. Any such days taken shall be deducted from unused sick leave days.

B. Notification of Accumulated Sick and Personal Business Leave Days

An accounting of accumulated sick leave and personal business leave days shall be available via the District's online system to each teacher by October 25.

C. Sick Leave Bank

1. The Board shall establish a Sick Leave Bank in which full-time teachers are eligible to participate on a voluntary basis.
2. The intent of this plan is to provide extended sick leave to those participants who incur a catastrophic illness or disability which necessitates prolonged continuous absence from work. The Bank shall be used only for the catastrophic personal illness of the participant, or his/her spouse or children, and not for illness, disability, or death of any other person.
3. A full-time teacher may enroll in the Bank by signing an authorization form agreeing to contribute one (1) day of his/her sick leave to the Bank at the beginning of each year. When the total number of days in the Bank equals twice the number of participants, no yearly contribution will be required until such time that the Bank is depleted to the number of days equal to the number of participants.
4. A teacher who has contributed shall be able to utilize days from the Bank after all his/her own accrued sick leave days have been depleted and the teacher has presented satisfactory documentation from his/her doctor verifying the catastrophic and prolonged nature of the illness/disability which makes it impossible for the teacher to perform his/her assigned duties; provided that the Board retains the right to have the teacher examined by a doctor selected by the Board at the Board's expense if there is any question raised by the doctor's statement submitted by the employee.
5. The maximum number of days allowed for any single catastrophic prolonged illness shall be sixty (60) days. A participant will not be eligible to use the Bank again until the participant has returned to work for at least the equivalent of one full trimester. In no event shall a participant be allowed more than sixty (60) days in any one school year or one hundred twenty (120) days in any five (5) consecutive year period.
6. Participants utilizing sick leave days from the Bank will not be required to replace those days.
7. A teacher withdrawing from the Bank or the bargaining unit for whatever reasons will not be allowed to withdraw the contributed days.
8. At the time of retirement, a participant in the Sick Leave Bank may withdraw from the bank up to the number of days that the participant has contributed to the bank and not used (i.e., the number of days contributed minus the number of Sick Leave Bank days used) if needed to maximize the amount of additional service credit for TRS purposes and subject to TRS regulations for Bank withdrawals.

9. A two (2)-member committee appointed by the PREA shall serve as an Advisory Board to the Administration with respect to the Sick Leave Bank.

D. Parental Leave

The Board shall grant parental leave without pay for all teachers for purposes of birth, adoption, and placement for adoption under the conditions described below. All such leaves shall include a plan for the commencement and termination of the leave as determined by the teacher and the Superintendent or designee, and a representative of the Association, if an Association representative is requested by the teacher. The primary consideration in developing the plan shall be that the continuity of instruction for the students be maintained to the maximum degree possible. Leave shall be for a maximum length of two (2) full school years (including any use of sick leave for maternity disability purposes) as long as such parental leave does not span more than two (2) school years. Any request for such leave to commence prior to November 1 shall commence the first day of the school year. Parental leave shall be subject to the following conditions:

1. A teacher who desires to take parental leave for purposes of birth and child-care of a newborn shall submit a written request to the Superintendent or designee no later than 120 calendar days prior to the anticipated birth of the child. The application shall indicate the proposed starting and ending dates of the leave and shall be accompanied by a written statement from the teacher's obstetrician or legally-qualified health care provider indicating the expected date of delivery and an opinion whether she may safely continue in employment, including the performance of all regular duties. In addition, a teacher returning from parental leave for birth and care of a newborn shall submit evidence from her qualified physician indicating that she is medically able to perform all of her teaching duties.
2. A teacher who desires to take parental leave for purposes of adoption or placement for adoption shall submit a written request to the Superintendent or designee of the anticipated date of adoption or placement of the child with the adoptive parent(s). If possible, application shall be made at least 120 calendar days, or as soon as practicable, prior to the anticipated date of adoption or placement. It shall be the responsibility of the teacher to keep the Superintendent or designee informed of the status of the proceedings and, as soon as known, the expected date of the delivery of the child.
3. Sick leave provisions in this Agreement (including Sick Leave Bank) and parental leave shall not be applicable at the same time, provided that parental leave may commence immediately before and/or immediately after use of sick leave for maternity disability purposes or adoptive purposes as herein provided. Use of sick leave for maternity disability purposes shall be limited to forty-two (42) calendar days following the birth of the child unless the teacher provides medical substantiation of the need for additional sick leave days. Use of sick leave by the primary care giver of an adopted child under the age of 5 shall be limited to forty-two (42) calendar days after obtaining physical custody of the adopted child.

Accumulated sick leave shall be restored to the teacher upon return to employment in the District.

4. As with any other unpaid leave, any teacher granted parental leave may make arrangements to continue coverage under the District's medical-surgical program at his/her own expense during his/her leave. For that portion of parental leave that also qualifies as leave under the FMLA, the teacher shall receive insurance coverage pursuant to the provisions of Article XII, Section I, for up to the maximum period of time provided under the *Family and Medical Leave Act* (i.e., up to twelve (12) weeks within a year).
5. Any teacher granted parental leave who has worked at least one hundred twenty (120) teacher attendance days of the school year prior to going on parental leave shall be considered to have completed a full year for purposes of advancement on the salary schedule and pro-rata seniority credit if otherwise eligible.
6. Tenured teachers on an approved parental leave shall be subject to the provisions of Article VIII (Reduction in Force and Seniority).
7. While on parental leave a teacher will not engage in substantial alternative employment.
8. Any time spent on parental leave, including any use of sick leave as provided in subsection 1 above, for which a teacher could take leave under the *Family and Medical Leave Act* shall be deemed to be FMLA leave as well.
9. A long-term parental leave (i.e., leave extending beyond the FMLA leave duration) may be granted to a non-tenured teacher under unusual circumstances by action of the Board, subject to all the conditions applicable to a tenured teacher; provided, however, the term of such leave shall not be considered in computing full-time employment under the *School Code* for purposes of the necessary continuous full-time employment necessary to attain contractual continued service (i.e., tenure) status. Each request by a non-tenured teacher shall be judged on its own merits and shall be within the sole discretion of the Board. Upon return from any parental leave that extends beyond the length of an FMLA leave, such that the teacher has not actually taught or otherwise be present at least 120 days in that school year, the non-tenured teacher's leave shall not be considered a break in service but shall not be counted toward the years of consecutive probationary service required to attain tenure. Non-tenured teachers on an approved parental leave shall be subject to the reduction in force and dismissal provisions of the *School Code*.

E. Family and Medical Leave Act

The Board may adopt policies to implement the *Family and Medical Leave Act* (FMLA) that are in accord with what is legally permissible under the Act. Examples of the purposes for which eligible employees can use FMLA leave include:

1. birth and/or care of a newborn child within the twelve (12) months after the birth of the child;
2. placement of a child for adoption or foster care within the twelve (12) months after the placement of the child;
3. care of a teacher's spouse, child, or parent with a serious health condition;
4. treatment of a teacher's own serious health condition; and
5. certain military-related purposes.

F. Other Leave Provisions

1. The Board shall provide a substitute for those who serve on jury duty, National Guard and Reserve military duty, and who are subpoenaed to participate in court proceedings in which they are not involved as a party litigant or have an interest in the outcome of the proceeding. The Board shall pay the difference between compensation (excluding a travel allowance) for jury duty and the teacher's salary if such duty is during teacher employment days.
2. A leave of absence without pay of up to two (2) years may be granted to any full-time teacher, upon application and approval, in the sole discretion of the Board, for the purpose of participating in educationally recognized and/or accredited teaching programs in other school districts, states, U.S. territories and domestic military programs as a full-time participant in such a program. Upon return from such a leave, a full-time teacher shall be placed in the same position on the Professional Compensation Schedule as he/she would have been if he/she had worked in the District during the period of such a leave, provided the teaching program has been approved in advance by the Superintendent and the Superintendent determines that the teacher has satisfactorily completed the teaching program in question.
3. A leave of absence without pay of up to one (1) year may be granted to any full-time tenured teacher, upon application and approval, in the sole discretion of the Board, for the purpose of study, travel, or personal business, but it is not the intent that such leave would be approved when it follows parental leave as provided in Section E above. No experience step increase shall be granted on the Professional Compensation Schedule for the period of such leave. Such leave may be extended for up to an additional one (1) year under the same terms and conditions.

G. Notification of Return from Leave

Any teacher who is scheduled to return to work from an approved leave under any of the provisions of this Article at the start of the following school year shall notify the District in writing of whether she/he is going to return or not return no later than March 1 for a full year

leave and August 1 for partial year leave. The failure to provide such written notice by the applicable date may, at the Board's discretion, be deemed as an abandonment of employment that severs the employment relationship.

ARTICLE X

GRIEVANCE PROCEDURE

A. Definition

A grievance shall mean that there has been an alleged violation, misinterpretation, or misapplication of the specific terms of any provision in this Agreement.

B. Adjustment

The Parties hereto acknowledge that the best procedure for the solution of a problem is through free and informal communication between those involved. Open discussion, reasonable restraint, and a lively interest in the greater good of the education situation should characterize all efforts toward redress. Should these informal procedures fail to bring satisfaction, the grievant may initiate the following course of action.

Step I

The grievance shall be submitted in writing within twenty-five (25) days of the alleged grievance or within twenty-five (25) days after the grievant, through the use of reasonable diligence, should have become aware of the event giving rise to the alleged grievance. The alleged grievance shall set forth all known basic relevant facts on which it is based, and the provisions of this Agreement allegedly violated, and the remedy sought. This grievance shall be presented to the supervisor immediately involved, with a copy provided to the Association Grievance Committee. The supervisor will arrange for a meeting to take place within ten (10) days after receipt of the grievance. The grievant and the immediately involved supervisor shall be present for the meeting. The Association's representative may be present if requested by the grievant. The supervisor shall provide a written answer regarding the grievance to the grievant and the Association Grievance Committee within ten (10) days after the meeting. This answer shall include the reasons for the decision.

Step II

If the grievance is not resolved at Step I and the grievant wishes to appeal, the grievant shall refer the grievance in writing to the Superintendent or his/her official designee within ten (10) days after receipt of the Step I answer. The Superintendent or his/her official designee shall arrange a meeting with the grievant and such representatives as the grievant and/or the Superintendent or his/her official designee deem necessary to consider facts pertinent to the grievance. Such meeting shall take place within ten (10) days of the receipt of the appeal. Upon conclusion of the meeting, the Superintendent or his/her official designee shall have ten (10) days in which to provide the written decision with reasons to the grievant and the Association.

Step III

If the grievance is not resolved at Step II, the grievant may appeal the grievance by submitting a written referral of the grievance to the Board within ten (10) days after receipt of

the Step II answer. An appeal to the Board shall be filed with the Superintendent. The Board shall schedule a time during which to hear the grievance in closed session. If the appeal to the Board is submitted at least eight (8) days prior to a regular Board meeting, it will be scheduled for a grievance meeting at that Board meeting. If the appeal is submitted with less than eight (8) days' notice before the Board's regularly scheduled meeting, then the grievance meeting shall be scheduled for the following regular Board meeting. The Board may determine in its sole discretion to schedule a grievance appeal at a special Board meeting prior to the next regularly scheduled Board meeting. Within ten (10) days from the date of the appeal hearing with the Board, the Board shall provide its written response to the grievance.

Step IV

If the grievance is not resolved at Step III, the Association shall refer the grievance to binding arbitration within twenty (20) days after receipt of the answer in Step III by filing a demand for arbitration with the American Arbitration Association. The American Arbitration Association Rules for Voluntary Labor Arbitration shall apply. The arbitrator shall have no right to amend, notify, nullify, ignore, add to, or subtract from the provisions of this Agreement. The arbitrator shall consider and decide only the specific issue(s) submitted to him/her in writing by the Board and the Association and shall have no authority to make an award on any other issue not so submitted to him/her. The arbitrator shall be without power to make decisions in violation of applicable federal, state, and local laws, and rules and regulations having the force and effect of law which are issued by agencies having regulatory authority over the Board. The arbitrator shall submit in writing his/her decision and award within thirty (30) days following close of the hearing or the submission of briefs by the Parties, whichever is later. The award shall be based solely upon his/her interpretation of the meaning of application of the specific terms of this Agreement. Consistent with these provisions, the arbitrator shall have the authority to make an award concerning the remedy, if any, that he/she considers to be appropriate.

The fees and expenses of the arbitrator shall be divided equally between the Board and the Association; provided, however, that each Party shall be responsible for compensating its own representatives or witnesses.

C. General Guidelines

1. If the Board challenges the arbitrability of a grievance on the grounds that the grievance was not submitted within the required time limits set forth in Step I, this issue may be processed as part of the grievance in accordance with the Grievance Procedure set forth in this Article. Failure at any step of this procedure to appeal a grievance to the next step within the specified time limits shall be considered to be acceptance of the decision rendered at that step. Failure at any step of this procedure to answer a grievance within the specific time limits shall permit the grievant (and the Association with respect to appeals to Step IV) to proceed to the next step.
2. All time limits consist of days on which the District's Business Office is open.

3. If the grievant, the immediately involved supervisor, the Association, and the Superintendent agree, Step I of the grievance procedure may be bypassed and the grievance brought directly to Step II.
4. Class grievances involving two or more teachers which involve the same facts may be initially filed by the Association at Step II.
5. The Board acknowledges the right of the Association to participate in the processing of grievances in accordance with the provisions of the Illinois Educational Labor Relations Act (IELRA). No teacher shall be required to discuss any grievance if the Association's representative is not present.
6. The Board and the Administration shall cooperate with the Association, and vice versa, in investigation of any grievance, and further, they shall furnish each other with such information requested for the processing of any grievance, but this does not involve the preparation of any material or information not already available to the Board, Administration or Association.
7. No reprisals of any kind shall be taken by the Board or the Administration against a teacher because of his/her participation in this grievance procedure. Furthermore, the Association shall not participate in any reprisals against administrators or supervisors for any testimony or decisions given because of participation in this grievance procedure.
8. Should the Board or the Superintendent require that a teacher or an Association representative be released from his/her regular assignment, he/she shall be released without loss of pay or benefits for the investigation or processing of any grievance. The Parties agree to schedule arbitration hearings insofar as practicable at times when teachers can be present to testify as witnesses without interfering with their teaching or other assigned duties; provided that if a teacher is required to testify during his/her regular assignment, said teacher shall be released without loss of pay or benefits for the purpose of testifying. In addition, up to two (2) Association representatives shall be released to attend arbitration and/or IELRB hearings without loss of pay or benefits (such release time shall be counted against the twenty (20) days of total Association leave provided in Article IV.M).
9. Grievances, responses to grievances, appeals, and other records dealing with the processing of a grievance shall not be placed in personnel files.
10. A grievance may be withdrawn by the grievant at any level without establishing a precedent.
11. Nothing contained herein shall be construed as limiting the right of any teacher to file a grievance in accordance with the procedures set forth herein without the support or intervention of the Association, provided the Association has been notified and the adjustment is not inconsistent with the terms of this Agreement.

12. Upon written mutual consent, time limits may be extended.
13. If any teacher files any claim or complaint in any court of law or other appropriate governmental agency other than the grievance procedure of this Agreement, then the Board shall not be required to process the same claim or set of facts through the grievance procedure set forth herein. This provision shall not apply to any complaints filed with the Illinois Educational Labor Relations Board (IELRB).

ARTICLE XII

PROFESSIONAL COMPENSATION AND BENEFITS

A. Qualifications For Professional Compensation

1. Basic

- a. The minimum education for a beginning teacher is a Bachelor's Degree and no prior teaching experience.
- b. Each teacher is responsible for providing an appropriate and valid license for the position assigned.

2. Years of Teaching Experience

- a. When employed, the teacher with previous successful teaching experience outside the District shall be placed on the compensation schedule at the discretion of the administration, and the exercise of such discretion shall not be subject to the provisions of Article X (Grievance Procedures).
- b. All types of experience credit approved prior to August 23, 1983, will be used for computation of salaries on the Schedule for Professional Compensation.
- c. Satisfactory teaching may include overseas teaching in an educationally recognized and/or accredited school, provided the overseas teaching for which a compensation schedule increment is sought is approved in advance by the Superintendent and the Superintendent determines that the teacher has satisfactorily completed the overseas teaching assignment in question.

3. Professional Growth

- a. Professional Growth is a program authorized by the Board and planned cooperatively by teachers and administrators for the purpose of maintaining, renewing and expanding the knowledge, skills and abilities of teachers in providing the most effective planned educational experiences to the children in the District.
- b. Objectives
 - (1) Provide opportunities for teachers to gain further expertise in providing services to children.
 - (2) Encourage teachers to share talents, special knowledge, leadership, and materials.

- (3) Maintain a teaching staff with high professional competence.
- (4) Provide incentive for continued professional and relevant study through varied media.
- (5) Provide an equitable means of compensation for efforts to maintain professional competence.

c. Professional Growth Factors

- (1) Eligibility to participate may begin with activities completed after the first day of regular contractual service in the District. Application for final action for professional growth credit must be received by the committee at the Personnel Office in accordance with the following calendar in order to qualify for additional compensation:
 - Start of School Year: Credits must be submitted by October 1 of the school year in question. Provided the application and official sealed transcripts and appropriate paperwork are submitted by October 1, the horizontal lane advancement shall be retroactive to the start of the school year.
 - Mid-Year. Credits must be submitted by February 15 of the school year in question. Provided the application and official sealed transcripts and appropriate paperwork are submitted by February 15, the horizontal lane advancement shall be retroactive to February 1.
- (2) Professional growth activities must be appropriate to the improvement of the teacher's professional competence.
- (3) Professional growth activities for credit or compensation may not take place during paid contractual hours, except with the approval of the Superintendent.
- (4) For compensation computational purposes, one (1) professional growth credit shall be equivalent to one (1) semester hour of college credit or sixteen (16) contact hours for non-college activities.
- (5) Professional growth credit or compensation may only be granted in one (1) category (i.e., college, in-District, or out-of-District) for a single activity.

d. Professional Growth Activities

- (1) College credit

- (a) College courses will be given credit only after an official sealed transcript has arrived at the Personnel Office.
 - (b) College courses taken must have pre-approval by the principal or designee and the Professional Growth Committee to receive credit subject to the approved college and university list discussed in Section XII.A.3.d(1)(e) below.
 - (c) College work must be completed and the request for recognition must be submitted by October 1 or February 15 for the work to be recognized during the current contract year.
 - (d) For college credit received prior to employment, see Section A.4 of this Article (“Professional Growth Credit on the Schedule for Professional Compensation”).
 - (e) Semester hours earned at an accredited college or university will be recognized if pre-approved and the college or university is listed on the District’s approved college and university list. Such list will be created and maintained by the Administration after seeking input from the Association prior to creation of the list and for all future amendments to the list. The final list will be approved by the Administration.
- (2) In-District Credit
- (a) Recognizing the value of professional preparation, the District shall provide a variety of in-District professional growth activities.
 - (b) The District shall offer a minimum of four (4) in-District workshops per school year.
 - (c) Other than District-provided workshops, in-District activities taken must have pre-approval by the principal or designee and the Professional Growth Committee to receive credit.
 - (d) When participants fulfill the requirements established by the District for the in-District activities, professional growth credits or payment will be granted according to the terms announced by the Superintendent in advance.
 - (e) In-District activities must be completed and the request for recognition must be submitted by October 1 or February 15 for the work to be recognized during the current contract year.

- (3) Out-of-District Credit
 - (a) Out-of-District activities must have pre-approval by the principal or designee and the Professional Growth Committee to receive credit.
 - (b) Out-of-District activities must be completed and the request for recognition must be submitted by October 1 or February 15 for the work to be recognized during the current contract year.
- e. Professional Growth Procedure
 - (1) Teachers must follow the current guidelines and submit the current applications and forms for each professional growth activity, all of which can be found at the District's website.
 - (2) Upon review and action by the Professional Growth Committee, the "Committee's Final Approval" section of the application will be completed, and the form will be returned to the applicant. The credit awarded will become a permanent part of the personnel record of the applicant.
 - (3) Credit awards will be indicated on the teacher's next annual contract or its September or February adjustment.
 - (4) The applicant may request a committee hearing to review Committee action.
- f. Professional Growth Committee
 - (1) Function
 - (a) It shall be the responsibility of the Professional Growth Committee to study, investigate, and review the applications for professional growth and to determine the professional growth credit worth of each activity presented to the Professional Growth Committee. District staff may be called upon as advisors to this Committee in appropriate situations.
 - (b) All information provided to this Committee shall be considered strictly confidential.
 - (c) Six (6) members of the Committee must be present for action to be taken. Five (5) members must concur in the decision.
 - (d) The Committee shall publish the date at least two (2) weeks in advance of each meeting at which applications for pre-approval and credit or compensation will be considered. Other meetings may be planned as needed.

(2) Composition

- (a) The Professional Growth Committee shall number eight (8), consisting of three (3) administrators and five (5) Association members.
- (b) The Superintendent shall determine the manner of selection, qualifications, and term of office of the three (3) administrators.
- (c) The Association shall determine the manner of selection, qualifications, and term of office of the five (5) Association members.

4. Professional Growth Credit on the Professional Compensation Schedule

- a. Credit for additional college training beyond the Bachelor's Degree, will be granted at the completion of each block of twelve (12) semester hours.
- b. Credit for in-District and out-of-District activities will be given as stated by the Professional Growth Policy (XII.A.3.c.4).
- c. Semester hours earned beyond the Bachelor's Degree before employment in the District will be reviewed to determine how many, if any, such hours will be counted for professional growth credit on the schedule for professional compensation.
- d. Credit for the Master's Degree will be granted on the basis of a teacher's placement on the MA column of the applicable Professional Compensation Schedule. Full credit will be given for all the semester hours required for the Master's Degree when the degree is required for certification for a specific assignment (*e.g.*, social worker or speech pathologist).
- e. Teachers who have obtained a Master's Degree shall be placed on the MA column.
- f. Entry level psychologists will be considered at Lane MA+24 on the salary schedule.

B. Professional Compensation Schedule

- 1. For the 2021-2022, 2022-2023, 2023-2024, 2024-2025 and 2025-2026 school years, teachers shall be compensated on the basis of their placement on the applicable Professional Compensation Schedules which are attached as Appendices A-1, A-2, A-3, A-4 and A-5, respectively, and incorporated herein by reference.

2. The base salary increase for the 2021-2022 school year shall be 3.75%. The base salary increase for the 2022-2023 school year shall be 2.75%. The base salary increase for the 2023-2024 school year shall be 1.75%.
3. The base salary for 2024-2025 and 2025-2026 school years will be developed by applying an increase over the prior year's base salary that shall be equal to the percentage attributable to the corresponding fiscal year in accordance with the Illinois *Property Tax Extension Limitation Law* (PTELL), commonly referred to as the "tax cap," subject to an annual floor of 2.0% and a ceiling of 3.0%.

More specifically, the percentage increase shall be equal to the annual percentage increase in the Consumer Price Index for All Urban Consumers in the U.S. (CPI-U), as published by the U.S. Department of Labor's Bureau of Labor Statistics, two calendar years prior to the year in which taxes are actually extended (collected)(which is December 2022 for 2024-2025 and December 2023 for 2025-2026). Notwithstanding the percentage increase in the annual CPI-U, however, the base salary increase will not exceed the aforementioned ceiling of 3.0%. The Professional Compensation Schedules for the 2024-2026 and 2025-2026 school years will be prepared and posted after the release of the applicable CPI-U.

4. Effective the 2016-17 school year, six (6) steps were added to the Professional Compensation Schedule. As a result, for the 2016-17 school year only, the Side Letter of Understanding regarding *Step Placement for 2016-17* (attached to the 2016-2020 Agreement which was extended through 2020-2021 via a June 2020 MOU) set forth the appropriate step placement for each teacher on the new 26 step Schedule. For each year after the 2016-17 school year, teachers shall move one step per year unless they are not eligible for a step due to receiving longevity or being subject to the BA, BA+12 or BA+24 step limits set forth immediately below.
5. Effective the 2016-17 school year, the BA, BA+12 and BA+24 columns are capped at step 12, step 14, and step 16, respectively. Teachers who do not move horizontally before reaching the caps will not move further steps until they move into a column that will allow further step movement with the exception of teachers affected by the Side Letter of Understanding regarding *BA Column Cap Exceptions* (attached to this Agreement). If a teacher who was previously capped moves into a column that will allow further step movement, such teacher will only be permitted to move one step per school year and will not be permitted to recapture any previously lost step movement.
6. At the Board's discretion in the event that the State enacts a law that shifts all or part of the funding obligation for TRS from the State to school districts, the Board and the PREA agree to meet to consider the cost impact to the Board.

C. Horizontal Movement on Professional Compensation Schedule

Notwithstanding the provisions of Article XII, Section A.4, above, the following provisions shall be applicable to horizontal movement on the Professional Compensation Schedule:

1. Effective the 2016-17 school year, teachers may only move horizontally one column per school year.
2. Teachers without an earned Master's Degree who are in the BA through the BA+24 column of the Professional Compensation Schedule shall be placed in the MA column upon earning a Master's Degree; only professional growth credits earned after obtaining a Master's Degree can be used for horizontal movement on the Professional Compensation Schedule; provided, however, up to eight (8) hours of non-degree professional growth contact hours (one-half Professional Growth credit) and earned after June 13, 2003, but before obtaining a Master's Degree can be used for horizontal movement once the Master's Degree is earned.

D. General Compensation Regulations

1. Six (6) semester hours of professional growth training are required every six (6) years. This means that no more than six (6) years may elapse between periods of study earning four (4) hours of professional growth credit. This provision does not apply to teachers who are in the MA+48 column on the applicable Professional Compensation Schedule. The provisions of this subsection shall not be applicable as long as the State of Illinois Teacher Recertification Program is in effect.
2. For the 2021-2022 school year, all compensation shall be paid in twenty-two (22) or twenty-six (26) equal installments, as designated by the teacher at the time the teacher signs the compensation agreement. Effective the 2022-2023 school year, all compensation shall be paid in twenty-four (24) equal installments.
3. The District will provide sign up forms for direct deposit to teachers who wish to participate.

E. Stipends for Extracurricular Responsibilities and Coaching Assignments

1. Stipends and the applicable rules and regulations for extracurricular responsibilities and for coaching assignments for the 2021-2022, 2022-2023, 2023-2024, 2024-2025 and 2025-2026 school years shall be in accordance with Appendix B attached hereto and incorporated herein by reference. For the 2023-2024, 2024-2025 and 2025-2026 school years, the pay rate for any stipend activities labeled as "TBD" will be increased by applying an increase over the prior year's base salary that shall be equal to the percentage attributable to the corresponding fiscal year in accordance with the Illinois *Property Tax Extension*

Limitation Law (PTELL), commonly referred to as the “tax cap,” subject to an annual floor of 1.5% and a ceiling of 3.0%.

2. The following stipend activities will be posted every two (2) years at which point the stipend activity may be awarded to another teacher or the same teacher: clubs, student activities, interscholastic sports, and intramural sports. Supervision position will be posted annually at which point the supervision position may be awarded to another teacher or the same teacher. The Administration retains the right to non-renew a teacher’s stipend activity assignment early for non-fulfillment of job responsibilities.
3. Teachers who attend Camp Duncan activity during their normal workday only are entitled to mileage reimbursement. Teachers who work the entire Camp Duncan day and/or overnight will receive the stipend(s) listed on Appendix B.
4. The Stipend Committee will convene in the Spring of 2023 to review Appendix B and to may make recommendations to the Association and Administration regarding any proposed revisions to the schedule for 2023-2024, 2024-2025 and 2025-2026. Any revisions to Appendix B must be mutually agreed upon by the District and Association.

F. Career Service Incentive Program

During the term of this Agreement, the Board may establish a Career Service Incentive Program to encourage attendance of teachers at local, state, regional, and/or national conferences (limited to North America) and, if established, to determine the level of funding. The Professional Growth Committee shall establish the approval guidelines, provided any changes shall be subject to approval by both the Board and the PREA.

1. The program shall not be considered to be a reward for prior services or based upon the Board’s evaluation policies and procedure.
2. Teachers may receive a grant as often as specified in the approved guidelines.
3. All PREA, IEA, NEA or other union activities will be exempted from consideration for an award; provided, however, the Professional Growth Committee may approve educational workshops and conferences sponsored by these organizations as being eligible for consideration.
4. All applications will be submitted to the Professional Growth Committee which in turn will make recommendations to the Superintendent based upon the established guidelines.
5. Recipients will be required to complete a conference summary upon completion of their activity in accordance with established guidelines.

The Professional Growth Committee may investigate the possibility of applying for any available state and/or federal funding. If such an investigation is undertaken, the Committee shall advise the Superintendent of the results of such investigation.

G. Professional Growth for Teachers Frozen at BA+24 or Above, or at MA+48

1. Compensation Calculations

Compensation for teachers frozen at BA+24 or above, or at MA+48, will be calculated in the following ways:

- a. University Courses. Teachers completing university courses will be reimbursed for the actual cost of the tuition and fees for the specific course. This does not include expenses for parking, books, or any other student fees. Such reimbursement shall not exceed the annual maximum set forth in number 3 of this section.
 - b. In-District and Out-of-District Workshops (outside of the normal contract day). Teachers completing these activities may be reimbursed for the actual cost of the registration fees for the specific activity or for the contact hours of the specific activity.
 - c. Commencing with the 2021-2022 school year, the hourly rate for a contact hour for in-District and out-of-District activities shall be \$27 per contact hour.
2. Reimbursement for fees shall never exceed the actual costs.
 3. Commencing with the 2021-2022 school year, the annual reimbursement, and hourly payments for all professional growth activities for teachers at BA+24 or above and MA+48 columns shall not exceed \$2,800 per teacher per school year.
 4. These provisions are not intended to underwrite attendance at conventions of professional organizations.

H. National Board Certification Program

Upon a teacher's successful completion of the National Board Certification program, the District will provide an annual lump sum payment of \$800.00 for the life of the certification; said lump sum payment will not be added to a teacher's base salary. Any teachers who participate in this program will not be eligible for professional growth credit for such participation. Psychologists with a Nationally Certified School Psychologist endorsement shall also be provided with an annual lump sum payment of \$800.00 for the life of the certification.

I. Health and Dental Insurance

1. Health Insurance Programs

Effective September 1, 2021, for all full-time teachers who are covered by the District's medical-surgical programs (or who request and are eligible to be covered in the thirty-day period prior to September 1), such teachers shall pay the following percentage per month for the premium cost of the coverage option selected:

	Effective 09/01/2021	2021-2022 Monthly rate	% DISTRICT PAYS	Monthly District Share	26 pays Dist share	22 pays Dist share	% EMPLOYEE PAYS	Monthly Employee Share	26 pays Emp share	22 pays Emp share	100% Annual premium	District Share Annualized	Employee Share Annualized
NIHIP PPO 350	Emp	\$965.47	90.00%	\$ 868.93	\$ 401.05	\$ 473.96	10.00%	\$ 96.54	\$ 44.56	\$ 52.66	\$ 11,585.64	\$ 10,427.19	\$ 1,158.45
	Emp + 1	\$1,905.80	67.00%	\$ 1,276.89	\$ 589.33	\$ 696.48	33.00%	\$ 628.91	\$ 290.27	\$ 343.04	\$ 22,869.60	\$ 15,322.63	\$ 7,546.97
	Family	\$2,729.42	61.00%	\$ 1,664.95	\$ 768.44	\$ 908.15	39.00%	\$ 1,064.47	\$ 491.30	\$ 580.62	\$ 32,753.04	\$ 19,979.35	\$ 12,773.69
PPO 750	Emp	\$840.92	97.00%	\$ 815.69	\$ 376.47	\$ 444.92	3.00%	\$ 25.23	\$ 11.64	\$ 13.76	\$ 10,091.04	\$ 9,788.31	\$ 302.73
	Emp + 1	\$1,659.94	76.00%	\$ 1,261.55	\$ 582.26	\$ 688.12	24.00%	\$ 398.39	\$ 183.87	\$ 217.30	\$ 19,919.28	\$ 15,138.65	\$ 4,780.63
	Family	\$2,377.30	69.00%	\$ 1,640.34	\$ 757.08	\$ 894.73	31.00%	\$ 736.96	\$ 340.14	\$ 401.98	\$ 28,527.60	\$ 19,684.04	\$ 8,843.56
PPO 1200	Emp	\$744.23	96.9000%	\$ 721.16	\$ 332.84	\$ 393.36	3.10%	\$ 23.07	\$ 10.65	\$ 12.58	\$ 8,930.76	\$ 8,653.91	\$ 276.85
	Emp + 1	\$1,469.48	85.5000%	\$ 1,256.41	\$ 579.88	\$ 685.31	14.50%	\$ 213.07	\$ 98.34	\$ 116.22	\$ 17,633.76	\$ 15,076.86	\$ 2,556.90
	Family	\$2,104.50	78.5000%	\$ 1,652.03	\$ 762.48	\$ 901.11	21.50%	\$ 452.47	\$ 208.83	\$ 246.80	\$ 25,254.00	\$ 19,824.39	\$ 5,429.61
HDHP 1400	Emp	\$788.18	97.0000%	\$ 764.53	\$ 352.86	\$ 417.02	3.00%	\$ 23.65	\$ 10.91	\$ 12.90	\$ 9,458.16	\$ 9,174.42	\$ 283.74
	Emp + 1	\$1,555.88	78.0000%	\$ 1,213.59	\$ 560.12	\$ 661.96	22.00%	\$ 342.29	\$ 157.98	\$ 186.71	\$ 18,670.56	\$ 14,563.04	\$ 4,107.52
	Family	\$2,228.27	72.0000%	\$ 1,604.35	\$ 740.47	\$ 875.10	28.00%	\$ 623.92	\$ 287.96	\$ 340.32	\$ 26,739.24	\$ 19,252.25	\$ 7,486.99
HMOI-20-HMO Illinois 20	Emp	\$566.05	95.8400%	\$ 542.50	\$ 250.39	\$ 295.91	4.16%	\$ 23.55	\$ 10.87	\$ 12.84	\$ 6,792.60	\$ 6,510.03	\$ 282.57
	Emp + 1	\$1,117.39	67.9600%	\$ 759.38	\$ 350.48	\$ 414.21	32.04%	\$ 358.01	\$ 165.24	\$ 195.28	\$ 13,408.68	\$ 9,112.54	\$ 4,296.14
	Family	\$1,600.26	63.2400%	\$ 1,012.00	\$ 467.08	\$ 552.00	36.76%	\$ 588.26	\$ 271.50	\$ 320.87	\$ 19,203.12	\$ 12,144.05	\$ 7,059.07
BAHMO30- BLUE ACCESS 30	Emp	\$525.09	95.8400%	\$ 503.25	\$ 232.27	\$ 274.50	4.16%	\$ 21.84	\$ 10.08	\$ 11.91	\$ 6,301.08	\$ 6,038.96	\$ 262.12
	Emp + 1	\$1,036.54	67.9600%	\$ 704.43	\$ 325.12	\$ 384.24	32.04%	\$ 332.11	\$ 153.28	\$ 181.15	\$ 12,438.48	\$ 8,453.19	\$ 3,985.29
	Family	\$1,484.45	63.2400%	\$ 938.77	\$ 433.28	\$ 512.05	36.76%	\$ 545.68	\$ 251.85	\$ 297.65	\$ 17,813.40	\$ 11,265.19	\$ 6,548.21
MET LIFE ORTHO MAX	Emp	\$41.59		\$ 41.59	\$ 19.20	\$ 22.69		\$ -	\$ -	\$ -	\$ 499.08	\$ 499.08	\$ -
	Emp + 1	\$80.22		\$ 41.59	\$ 19.20	\$ 22.69		\$ 38.63	\$ 17.83	\$ 21.07	\$ 962.64	\$ 499.08	\$ 463.56
	Family	\$128.83		\$ 41.59	\$ 19.20	\$ 22.69		\$ 87.24	\$ 40.26	\$ 47.59	\$ 1,545.96	\$ 499.08	\$ 1,046.88
NIHIP VSP VISION BUY-UP	EMP	\$7.93					100%	\$7.93	\$3.66	\$4.33	\$95.16		\$95.16
	Couple &	\$22.32					100%	\$22.32	\$10.30	\$12.17	\$267.84		\$267.84

The above amounts represent the teacher's monthly share of the premium for the first year of the Agreement. Rates for each future year will be increased by the lesser of (1) the total rate of increase for premiums as calculated by the insurance provider, or (2) ten percent (10%).

Employees who were not employed in the District during the 2020-2021 school year are not eligible to enroll in the NIHIP PPO 350 during the 2021-2022 school year. Effective, September 1, 2022, the NIHIP PPO 350 will be eliminated as an option for all employees.

2. Alternatives for Grandfathered Teacher. For all other full-time teachers who are not covered by the District's medical-surgical programs and who were employed and working prior to the start of the 1992-93 school year, the Board

will pay the applicable amount set forth below towards the premiums of group loss of income insurance, group term life insurance, group long term disability insurance, dental insurance, or tax sheltered annuities, during the term of this Agreement:

1-10 years on salary schedule	\$43 per month (\$516 per year)
11-15 years on salary schedule	\$48 per month (\$576 per year)
16-20 years on salary schedule	\$53 per month (\$636 per year)

Any teacher, including teachers who are employed on at least a 50% or more basis, whose first day of employment is on or after the start of the 1992-93 school year (*i.e.*, on or after August 21, 1992) shall not be eligible to receive this alternative health insurance benefit.

- 3. **Part-Time Teacher Coverage.** Teachers who are employed on at least a 50% or more basis but less than full-time shall receive the applicable pro-rata amount.

Example: For a teacher employed on the basis of a 75% contract who requests to be covered by the District's medical-surgical programs, the Board shall pay 75% of the amount that the Board pays monthly for full-time employees for the coverage selected and the employee shall pay the remaining amount.

- 4. **Section 125 Plan.** The Board will offer to all teachers the opportunity to participate in a flexible spending arrangement (FSA) for health care premiums, dependent care assistance, and medical care reimbursement as specified in Section 125 of the *Internal Revenue Code*. The District will administer the plan and assume all costs incurred in its administration.
- 5. **Dental Insurance.** A Board paid dental plan shall be established for individual employee coverage. Employees may purchase dependent coverage under said plan at a cost not to exceed the difference between the premium of the single coverage and the premium of the chosen dependent coverage.
- 6. **Insurance Information.** The Association President shall be provided with a copy of the master contracts for the District's medical-surgical programs covering teachers, as well as any riders or revisions thereto which the District receives from its carriers and health care providers. In addition, the PREA President shall be provided, upon written request, relevant and available information pertaining to the District's insurance and annuity programs. Nothing herein shall require the Board to compile any information or data which has not already been compiled.
- 7. **Insurance Changes.** The Board shall have the right to change insurance carriers or otherwise provide for coverage as long as the level of benefits is substantially the same or better. Before the Board changes insurance carriers or otherwise provides for coverage, the Association shall be given advance notice and an

opportunity to present its views through its participation in the District Insurance Committee.

- 8. District Insurance Committee.** The District Insurance Committee (“Committee”) will be continued during the term of this Agreement for the purpose of reviewing avenues and options to contain or decrease the cost of current and future health insurance and to make recommendations concerning same. The Committee will continue to be comprised of, but not limited to, a teacher representative from each building and representatives from each of the teacher assistant staff and the custodial staff. The chair of the Committee shall be a District administrator designated by the Superintendent who shall be responsible for scheduling meetings and preparing written information for each meeting.

The Committee will meet as necessary but at least two (2) times per year. The work of the Committee shall be collaborative in order to promote a wide range of views and opinions as insurance options are reviewed. It shall have access to necessary information in order to do this. The Committee chair will provide these materials to committee members; however, the chair will protect the confidentiality of individual plan participants as required by applicable law. The Committee may meet with consultants as needed.

9. Health Care Tax Negotiations.

If, during the life of this Agreement, a law is adopted that taxes health care benefits of teachers, the Agreement shall be re-opened to negotiate salary and health care benefits for each remaining year of this Agreement.

J. Term Life Insurance

The Board will pay to the estate or the named beneficiary of a deceased teacher or person named by the teacher in written direction filed with the District the sum of \$50,000.

K. Long-Term Disability Insurance

The Board will offer a voluntary long-term disability insurance plan which teachers may elect to participate in at their own expense. The plan will be selected with the advice of the District’s Insurance Committee and will be designed to coordinate with the disability coverage provided by the Teachers’ Retirement System and workers’ compensation.

L. Payroll Deductions

Payroll deductions shall be by written consent for the following items over a ten (10) or twelve (12) month period according to the individual teacher’s wage agreement:

1. Tax-sheltered annuities;
2. Credit Union – A loan amount or share amount may be deducted upon filing payroll deduction form. A Credit Union payroll deduction may be canceled by notifying the Business Office. These deductions are not to fluctuate monthly;

3. United Way - Limited to six (6) months;
4. Hospital, dental, and protection insurance premiums;
5. Membership in the Park Ridge Education Association and its state and national affiliates, IEA and NEA (authorization forms supplied by the Association);
6. Section 125 Plan deductions.

All deductions for Credit Union, tax sheltered annuities, and Association dues shall be remitted within thirty (30) days of the deduction.

M. Unused Sick Leave Upon Retirement

The Board shall pay \$65.00 for each day of accumulated and unused sick leave which a teacher has in excess of the total number of such sick leave days that can be used for additional service credit under TRS. The maximum number of days which will be paid is limited to eighty (80). Said payment shall be made as a post-retirement severance benefit and is not intended to be added to compensation in the teacher's final year of service. The payment shall be made after the retired teacher provides evidence from TRS of any accumulated and unused sick days that have not been used for service credit under the Teachers' Retirement System.

N. Voluntary Early Retirement Incentive Plan

1. **General Eligibility Requirements.** A teacher shall be eligible for the District's Voluntary Early Retirement Incentive Program provided the teacher meets all of the following eligibility requirements:
 - a. At the time of retirement, must have completed fifteen (15) years of Teachers' Retirement System (TRS) creditable service;
 - b. At the time of retirement, must have been employed with the District as a certified/professional educator licensed employee for the final five (5) years prior to retirement;
 - c. The retirement shall not cause the Board to pay any penalties to TRS resulting from creditable earnings increases in excess of six percent (6%) in the four (4) years used for the TRS retirement annuity calculation;
 - i. TEACHERS MAY ENTER INTO AN AGREEMENT WITH THE DISTRICT TO CAP THEIR ANNUAL INCREASE IN TRS CREDITABLE EARNING AT 6% IN ORDER TO ENSURE THEY MEET THIS ELIGIBILITY REQUIREMENT.
 - d. Must submit to the Superintendent or designee an irrevocable letter of intent to retire no earlier than February 1 of the school year prior to the fourth school year before the school year of the retirement date (4-year notice) and no later than January 1 of the school year prior to the school year of the retirement date with a retirement date of no later than June 30,

2026 AND enclosed with the letter shall be a recent TRS benefits estimate confirming current years of TRS creditable service;

- i. NOTICE EXCEPTION FOR TEACHERS RETIRING AT THE END OF 2021-2022 SCHOOL YEAR: MUST MEET ALL OTHER ELIGIBILITY REQUIREMENTS AND MUST SUBMIT LETTER OF INTENT TO RETIRE NO LATER THAN **FEBRUARY 1, 2022.**
 - e. Must be age 55 or older at the time of retirement (or turn age 55 by December 31 of the school year following teacher's retirement);
 - f. Must retire no later than the completion of the school year during which the teacher becomes first eligible for a non-discounted TRS annuity (age 60 or 35 years of TRS service credit, whichever is first);
 - i. THIS REQUIREMENT IS WAIVED FOR JUNE 2022 RETIREMENTS PROVIDED THE 2021-2022 SCHOOL YEAR IS NOT LATER THAN THE SCHOOL YEAR FOLLOWING THE SCHOOL YEAR DURING WHICH THE TEACHER BECAME ELIGIBLE FOR A NON-DISCOUNTED TRS ANNUITY (i.e., did not reach age 60 with at least 10 years of TRS service or 35 years of TRS service credit as of the end of the 2019-2020 school year);
 - g. Must not have received a retirement benefit from the District pursuant to a prior policy or collective bargaining agreement.
2. **Retirement Incentive Payment** For any teacher who meets the General Eligibility Requirements set forth above, the Board shall provide one of the following benefits:
- a. Retirement Incentive Benefit
 - i. Retiring with a TRS Non-Discounted Annuity:
 - \$35,000.00 lump sum retirement incentive; and
 - Board paid single health insurance coverage through TRS, up to a maximum monthly cost of \$725.00, until the retiree is age 65.
 - ii. Retiring with a TRS Discounted Annuity:
 - \$30,000.00 lump sum retirement incentive; and
 - Board paid single health insurance coverage through TRS, up to a maximum monthly cost of \$500.00, until the retiree is age 65.

3. **Salary and Payment of Retirement Incentive:**

a. Salary

- i. After submitting a letter of intent to retire, teachers will continue to receive their regular salary as set forth on the Professional Compensation Schedule for the final one, two, three or four years (whichever is applicable based on when letter was submitted) before retirement with the exception that no horizontal column movement will be granted in the final one, two, three or four years.

Example: If a teacher is retiring in June of 2026 and submitted a timely 4-year notice by February 1, 2022, that teacher will continue to receive step movement or longevity, whichever is applicable, for the 2022-2023, 2023-2024, 2024-2025 and 2025-2026 school years, but no horizontal column movement will be permitted during the 2022-2023, 2023-2024, 2024-2025 and 2025-2026 school years.

b. Payment of Retirement Incentive

- i. After submitting notice and upon request of the teacher, the District will pay eligible teachers a portion of the retirement incentive during the final one, two, three or four years (whichever is applicable based on when letter was submitted) before retirement in an amount designated by the teacher provided that such payment will not increase the teacher's total TRS creditable earnings by more than 6% of the prior year's total TRS creditable earnings.
 1. June 2022 retirees may choose to be paid a portion of the retirement incentive during the 2021-2022 school year.
- ii. Retirement incentive payments towards TRS creditable earnings shall be paid on the final paycheck of the applicable school year(s).
- iii. The District will pay the remainder of the retirement incentive not paid during the final one, two, three or four years, if any, in a lump sum payment no later than sixty (60) calendars days after the teachers' final regular paycheck from the District before retirement.

4. **Retirement Incentive Plan Reopener**

If the Illinois legislature subsequently enacts legislation further limiting annual percentage increases allowable as TRS creditable earnings for the purpose of calculating teacher pensions or requiring additional Board contributions for TRS creditable teacher salary increases in excess of specified percentages, the Board and the PREA agree to meet and revise this provision to provide alternate methods of distributing the supplemental retirement benefit due to teachers without increasing the Board's monetary obligation in a manner that would minimize any negative impact on the teacher's retirement annuity.

O. Professional Workshops

Teachers who lead an 8-hour professional workshop will be paid \$700.00.

P. Workers' Compensation

The Board shall pay the State of Illinois prescribed workers' compensation payments to any teacher who is determined to be eligible to receive workers' compensation pursuant to 820 ILCS 305/1 *et seq.* Said teacher may elect to receive any additional sick leave compensation paid by the Board and available to the teacher (i.e., 1/3rd of a sick day to bring the teacher to full salary) or to receive only the workers' compensation benefits to which the teacher is entitled (i.e., 2/3rd of salary).

ARTICLE XIII

EFFECT AND TERM OF AGREEMENT

A. Priority of Documents

In the event of conflict between this document and other written policies of the Board, this Agreement, if applicable, takes priority over and controls the others.

B. Entire Agreement

This Agreement supersedes and cancels all previous agreements between the Board and the Association and constitutes the entire Agreement between the Parties. Any amendment or agreement supplemental hereto shall not be binding upon either Party unless executed in writing by the Parties hereto.

C. Waiver Of Bargaining

The Parties acknowledge that, during the negotiations which resulted in this Agreement, each had the unlimited right and opportunity to make demands and proposals with respect to any subject or matter not removed by law from the area of collective bargaining, and that the understandings and agreements arrived at by the Parties after the exercise of that right and opportunity are set forth in this Agreement. Therefore, the Board and the Association, for the duration of this Agreement, each voluntarily and unqualifiedly waives the right, and each agrees that the other shall not be obligated, to bargain collectively with respect to any subject or matter referred to during such collective bargaining process, or any item covered specifically in this Agreement. This provision shall not, however, prohibit the Parties from mutually agreeing to alter, change, add to, delete, or otherwise voluntarily modify this Agreement in accordance with Article XX.

D. Applicable State Law

This Agreement shall be governed by the laws of the State of Illinois and constitutes the entire Agreement between the Park Ridge Education Association and the Board of Education, Community Consolidated School District 64, and shall be changed only in writing signed by both Parties.

E. Savings Clause

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violated the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement if not affected by the deleted article, section, or clause.

F. Non-Interruption Of Work

During the term of this Agreement, neither the Association nor any teacher covered by this Agreement shall instigate, promote, or participate in any strike, sympathy strike, or other concerted stoppage of work.

The Association shall not be held responsible for actions of individual teachers in which it has not participated, instigated, or promoted.

G. Ratification and Duration of Agreement

This Agreement shall become effective on November 18, 2021, upon ratification first by the Association and then by the Board and shall be binding upon both Parties after ratification. This Agreement shall remain in effect through 11:59 p.m. on the day preceding the first day of teacher attendance for the 2026-2027 school year.

This Agreement is approved and signed by the Parties on the dates indicated:

**For the Park Ridge Education
Association (PREA)**

**For the Board of Education
District 64**

President

President

Secretary

Secretary

Date Ratified

Date Ratified

APPENDIX A-1

2021-2022 PREA Salary Schedule - 3.75%									
Step	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36	MA+48	
1	\$ 55,160	\$ 57,218	\$ 59,350	\$ 63,445	\$ 66,538	\$ 69,632	\$ 73,755	\$ 79,939	
2	\$ 56,190	\$ 58,251	\$ 60,346	\$ 64,479	\$ 67,572	\$ 70,663	\$ 74,788	\$ 80,972	
3	\$ 57,239	\$ 59,303	\$ 61,359	\$ 65,530	\$ 68,622	\$ 71,709	\$ 75,835	\$ 82,018	
4	\$ 58,272	\$ 60,333	\$ 62,391	\$ 66,955	\$ 70,048	\$ 73,137	\$ 77,264	\$ 83,444	
5	\$ 59,324	\$ 61,381	\$ 63,440	\$ 68,412	\$ 71,503	\$ 74,592	\$ 78,719	\$ 84,895	
6	\$ 60,354	\$ 62,413	\$ 64,472	\$ 69,445	\$ 72,534	\$ 75,625	\$ 79,749	\$ 85,930	
7	\$ 61,402	\$ 63,462	\$ 65,522	\$ 70,493	\$ 73,579	\$ 76,672	\$ 80,792	\$ 86,978	
8	\$ 62,435	\$ 64,495	\$ 66,553	\$ 72,120	\$ 75,206	\$ 78,302	\$ 82,418	\$ 88,605	
9	\$ 63,485	\$ 65,544	\$ 67,601	\$ 73,785	\$ 76,870	\$ 79,966	\$ 84,077	\$ 90,263	
10	\$ 65,552	\$ 67,607	\$ 69,661	\$ 75,847	\$ 78,939	\$ 82,025	\$ 86,147	\$ 92,325	
11	\$ 67,615	\$ 69,669	\$ 71,730	\$ 77,918	\$ 81,003	\$ 84,090	\$ 88,213	\$ 94,423	
12	\$ 69,676	\$ 71,736	\$ 73,793	\$ 79,984	\$ 83,068	\$ 86,158	\$ 90,277	\$ 96,457	
13	\$ 71,745	\$ 73,799	\$ 75,858	\$ 82,111	\$ 85,137	\$ 88,223	\$ 92,340	\$ 98,522	
14	\$ 73,289	\$ 75,347	\$ 77,407	\$ 83,599	\$ 86,680	\$ 89,770	\$ 93,892	\$ 100,064	
15	\$ 74,843	\$ 76,896	\$ 78,951	\$ 85,148	\$ 88,233	\$ 91,316	\$ 95,440	\$ 101,614	
16	\$ 76,393	\$ 78,441	\$ 80,500	\$ 86,691	\$ 89,779	\$ 92,866	\$ 96,987	\$ 103,158	
17	\$ 77,939	\$ 79,996	\$ 82,051	\$ 88,243	\$ 91,325	\$ 94,417	\$ 98,536	\$ 104,708	
18	\$ 79,488	\$ 81,541	\$ 83,596	\$ 89,790	\$ 92,875	\$ 95,957	\$ 100,080	\$ 106,257	
19	\$ 81,039	\$ 83,089	\$ 85,147	\$ 91,336	\$ 94,426	\$ 97,513	\$ 101,630	\$ 107,802	
20	\$ 82,583	\$ 84,639	\$ 86,697	\$ 92,887	\$ 95,967	\$ 99,061	\$ 103,175	\$ 109,351	
21	\$ 84,134	\$ 86,187	\$ 88,238	\$ 94,438	\$ 98,155	\$ 100,609	\$ 104,725	\$ 110,901	
22	\$ 86,197	\$ 88,247	\$ 90,309	\$ 97,298	\$ 100,393	\$ 103,466	\$ 107,579	\$ 113,755	
23	\$ 87,671	\$ 89,775	\$ 91,834	\$ 98,823	\$ 101,922	\$ 104,998	\$ 109,105	\$ 115,280	
24	\$ 89,170	\$ 91,329	\$ 93,383	\$ 100,371	\$ 103,475	\$ 106,552	\$ 110,652	\$ 116,826	
25	\$ 90,820	\$ 93,048	\$ 95,101	\$ 102,959	\$ 106,088	\$ 109,190	\$ 113,328	\$ 119,554	
26	\$ 92,501	\$ 94,799	\$ 96,851	\$ 105,613	\$ 108,768	\$ 111,893	\$ 116,068	\$ 122,345	
Longevity	\$ 92,501	\$ 94,799	\$ 96,851	\$ 108,060	\$ 111,215	\$ 114,340	\$ 118,515	\$ 124,792	

1	Teachers in the Masters Lane who have been on Step 26 for more than one year are eligible for a longevity stipend equal to two percent of the MA+48 Step 26 or \$2,447.00.
2	The minimum compensation paid to a beginning full-time teacher with a Bachelor's Degree and no experience in teaching is \$55,160.
3	From the compensation set forth above, the Board shall submit the teacher's required contribution to the Illinois Teachers Retirement System (TRS) on the teacher's behalf. It is understood by the Parties that only TRS has the capacity to finally decide the creditable status of compensation and service. In the event that any portion of the compensation paid pursuant to this agreement is deemed to not constitute creditable earnings, the Association agrees that the Board will not be held liable for such determination.
4	Teachers who attain a Doctoral Degree from an accredited university shall receive a stipend of \$1,399.00.

APPENDIX A-2

2022-2023 PREA Salary Schedule - 2.75%

Step	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36	MA+48
1	\$ 56,677	\$ 58,792	\$ 60,982	\$ 65,190	\$ 68,368	\$ 71,547	\$ 75,784	\$ 82,138
2	\$ 57,735	\$ 59,853	\$ 62,006	\$ 66,252	\$ 69,430	\$ 72,607	\$ 76,845	\$ 83,199
3	\$ 58,813	\$ 60,934	\$ 63,047	\$ 67,332	\$ 70,509	\$ 73,682	\$ 77,921	\$ 84,274
4	\$ 59,875	\$ 61,992	\$ 64,107	\$ 68,797	\$ 71,974	\$ 75,148	\$ 79,389	\$ 85,739
5	\$ 60,955	\$ 63,069	\$ 65,185	\$ 70,293	\$ 73,470	\$ 76,644	\$ 80,884	\$ 87,230
6	\$ 62,014	\$ 64,129	\$ 66,246	\$ 71,355	\$ 74,529	\$ 77,705	\$ 81,942	\$ 88,294
7	\$ 63,091	\$ 65,208	\$ 67,324	\$ 72,432	\$ 75,603	\$ 78,781	\$ 83,014	\$ 89,370
8	\$ 64,152	\$ 66,269	\$ 68,384	\$ 74,104	\$ 77,275	\$ 80,455	\$ 84,685	\$ 91,042
9	\$ 65,231	\$ 67,347	\$ 69,460	\$ 75,814	\$ 78,984	\$ 82,165	\$ 86,390	\$ 92,746
10	\$ 67,355	\$ 69,467	\$ 71,577	\$ 77,933	\$ 81,111	\$ 84,281	\$ 88,517	\$ 94,865
11	\$ 69,475	\$ 71,585	\$ 73,703	\$ 80,061	\$ 83,231	\$ 86,403	\$ 90,640	\$ 97,020
12	\$ 71,593	\$ 73,710	\$ 75,822	\$ 82,184	\$ 85,353	\$ 88,528	\$ 92,761	\$ 99,110
13	\$ 73,718	\$ 75,829	\$ 77,944	\$ 84,370	\$ 87,479	\$ 90,650	\$ 94,880	\$ 101,232
14	\$ 75,305	\$ 77,420	\$ 79,536	\$ 85,898	\$ 89,065	\$ 92,239	\$ 96,474	\$ 102,816
15	\$ 76,902	\$ 79,011	\$ 81,123	\$ 87,490	\$ 90,660	\$ 93,827	\$ 98,065	\$ 104,409
16	\$ 78,494	\$ 80,599	\$ 82,714	\$ 89,076	\$ 92,248	\$ 95,420	\$ 99,655	\$ 105,996
17	\$ 80,083	\$ 82,196	\$ 84,308	\$ 90,670	\$ 93,837	\$ 97,014	\$ 101,246	\$ 107,588
18	\$ 81,675	\$ 83,783	\$ 85,895	\$ 92,260	\$ 95,430	\$ 98,596	\$ 102,833	\$ 109,180
19	\$ 83,268	\$ 85,374	\$ 87,489	\$ 93,848	\$ 97,024	\$ 100,195	\$ 104,426	\$ 110,768
20	\$ 84,854	\$ 86,967	\$ 89,082	\$ 95,442	\$ 98,607	\$ 101,785	\$ 106,013	\$ 112,358
21	\$ 86,448	\$ 88,557	\$ 90,665	\$ 97,036	\$ 100,855	\$ 103,376	\$ 107,605	\$ 113,951
22	\$ 88,568	\$ 90,675	\$ 92,792	\$ 99,974	\$ 103,155	\$ 106,312	\$ 110,538	\$ 116,883
23	\$ 90,082	\$ 92,244	\$ 94,360	\$ 101,541	\$ 104,726	\$ 107,886	\$ 112,106	\$ 118,451
24	\$ 91,622	\$ 93,841	\$ 95,952	\$ 103,132	\$ 106,321	\$ 109,482	\$ 113,696	\$ 120,039
25	\$ 93,318	\$ 95,607	\$ 97,717	\$ 105,791	\$ 109,006	\$ 112,193	\$ 116,445	\$ 122,842
26	\$ 95,046	\$ 97,406	\$ 99,515	\$ 108,518	\$ 111,760	\$ 114,971	\$ 119,260	\$ 125,711
Longevity	\$ 95,046	\$ 97,406	\$ 99,515	\$ 111,032	\$ 114,274	\$ 117,485	\$ 121,774	\$ 128,225

1	Teachers in the Masters Lane who have been on Step 26 for more than one year are eligible for a longevity stipend equal to two percent of the MA+48 Step 26 or \$2,514.00.
2	The minimum compensation paid to a beginning full-time teacher with a Bachelor's Degree and no experience in teaching is \$56,677.
3	From the compensation set forth above, the Board shall submit the teacher's required contribution to the Illinois Teachers Retirement System (TRS) on the teacher's behalf. It is understood by the Parties that only TRS has the capacity to finally decide the creditable status of compensation and service. In the event that any portion of the compensation paid pursuant to this agreement is deemed to not constitute creditable earnings, the Association agrees that the Board will not be held liable for such determination.
4	Teachers who attain a Doctoral Degree from an accredited university shall receive a stipend of \$1,399.00.

APPENDIX A-3

2023-2024 PREA Salary Schedule - 1.75%									
Step	BA	BA+12	BA+24	MA	MA+12	MA+24	MA+36	MA+48	
1	\$ 57,669	\$ 59,821	\$ 62,049	\$ 66,331	\$ 69,564	\$ 72,799	\$ 77,110	\$ 83,575	
2	\$ 58,746	\$ 60,901	\$ 63,091	\$ 67,412	\$ 70,645	\$ 73,877	\$ 78,190	\$ 84,655	
3	\$ 59,842	\$ 62,000	\$ 64,150	\$ 68,511	\$ 71,743	\$ 74,971	\$ 79,285	\$ 85,749	
4	\$ 60,922	\$ 63,077	\$ 65,229	\$ 70,001	\$ 73,234	\$ 76,463	\$ 80,778	\$ 87,240	
5	\$ 62,022	\$ 64,173	\$ 66,325	\$ 71,523	\$ 74,756	\$ 77,985	\$ 82,300	\$ 88,757	
6	\$ 63,099	\$ 65,252	\$ 67,405	\$ 72,603	\$ 75,833	\$ 79,065	\$ 83,377	\$ 89,839	
7	\$ 64,195	\$ 66,349	\$ 68,502	\$ 73,700	\$ 76,926	\$ 80,160	\$ 84,467	\$ 90,934	
8	\$ 65,275	\$ 67,428	\$ 69,581	\$ 75,401	\$ 78,627	\$ 81,864	\$ 86,167	\$ 92,636	
9	\$ 66,373	\$ 68,525	\$ 70,676	\$ 77,141	\$ 80,367	\$ 83,603	\$ 87,902	\$ 94,369	
10	\$ 68,534	\$ 70,683	\$ 72,830	\$ 79,297	\$ 82,530	\$ 85,756	\$ 90,066	\$ 96,525	
11	\$ 70,691	\$ 72,838	\$ 74,992	\$ 81,462	\$ 84,688	\$ 87,915	\$ 92,226	\$ 98,718	
12	\$ 72,846	\$ 75,000	\$ 77,149	\$ 83,622	\$ 86,847	\$ 90,077	\$ 94,384	\$ 100,845	
13	\$ 75,009	\$ 77,156	\$ 79,309	\$ 85,847	\$ 89,010	\$ 92,236	\$ 96,541	\$ 103,004	
14	\$ 76,623	\$ 78,775	\$ 80,928	\$ 87,401	\$ 90,623	\$ 93,853	\$ 98,163	\$ 104,616	
15	\$ 78,248	\$ 80,394	\$ 82,543	\$ 89,021	\$ 92,246	\$ 95,469	\$ 99,781	\$ 106,236	
16	\$ 79,868	\$ 82,009	\$ 84,162	\$ 90,635	\$ 93,863	\$ 97,090	\$ 101,399	\$ 107,851	
17	\$ 81,484	\$ 83,635	\$ 85,783	\$ 92,257	\$ 95,479	\$ 98,712	\$ 103,018	\$ 109,471	
18	\$ 83,104	\$ 85,250	\$ 87,398	\$ 93,874	\$ 97,100	\$ 100,322	\$ 104,632	\$ 111,091	
19	\$ 84,725	\$ 86,869	\$ 89,020	\$ 95,491	\$ 98,722	\$ 101,949	\$ 106,253	\$ 112,706	
20	\$ 86,339	\$ 88,490	\$ 90,641	\$ 97,112	\$ 100,333	\$ 103,567	\$ 107,868	\$ 114,325	
21	\$ 87,961	\$ 90,107	\$ 92,252	\$ 98,734	\$ 102,620	\$ 105,186	\$ 109,488	\$ 115,946	
22	\$ 90,118	\$ 92,262	\$ 94,417	\$ 101,724	\$ 104,960	\$ 108,173	\$ 112,473	\$ 118,929	
23	\$ 91,659	\$ 93,859	\$ 96,011	\$ 103,318	\$ 106,559	\$ 109,774	\$ 114,068	\$ 120,524	
24	\$ 93,226	\$ 95,483	\$ 97,631	\$ 104,937	\$ 108,182	\$ 111,399	\$ 115,685	\$ 122,140	
25	\$ 94,952	\$ 97,280	\$ 99,427	\$ 107,642	\$ 110,914	\$ 114,157	\$ 118,483	\$ 124,992	
26	\$ 96,709	\$ 99,111	\$ 101,257	\$ 110,417	\$ 113,716	\$ 116,983	\$ 121,348	\$ 127,911	
Longevity	\$ 96,709	\$ 99,111	\$ 101,257	\$ 112,975	\$ 116,274	\$ 119,541	\$ 123,906	\$ 130,469	

1	Teachers in the Masters Lane who have been on Step 26 for more than one year are eligible for a longevity stipend equal to two percent of the MA+48 Step 26 or \$2,558.00.
2	The minimum compensation paid to a beginning full-time teacher with a Bachelor's Degree and no experience in teaching is \$57,669.
3	From the compensation set forth above, the Board shall submit the teacher's required contribution to the Illinois Teachers Retirement System (TRS) on the teacher's behalf. It is understood by the Parties that only TRS has the capacity to finally decide the creditable status of compensation and service. In the event that any portion of the compensation paid pursuant to this agreement is deemed to not constitute creditable earnings, the Association agrees that the Board will not be held liable for such determination.
4	Teachers who attain a Doctoral Degree from an accredited university shall receive a stipend of \$1,399.00.

APPENDIX A-4

2024-2025 PROFESSIONAL COMPENSATION SCHEDULE

Will be added after the release of the December 2022 CPI-U

APPENDIX A-5

2025-2026 PROFESSIONAL COMPENSATION SCHEDULE

Will be added after the release of the December 2023 CPI-U

APPENDIX B

STIPENDS FOR EXTRACURRICULAR/COACHING ASSIGNMENTS

Level	Stipend	Number /Building	Max Stipend Count	**	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Pre-K (PK)									
Elementary (EL)									
Middle School (MS)									
					1,023	1,015			
EL/MS	Clubs (Per Session)			b	\$27.06 per session	\$27.47 per session	t.b.d	t.b.d	t.b.d
EL	Clubs (Per Year)		Variable		\$7,847	\$7,965	t.b.d	t.b.d	t.b.d
MS	Clubs (Per Year)		Variable		\$14,071	\$14,282	t.b.d	t.b.d	t.b.d
	Student Activities (Posted every 2 years)								
EL/MS	Spelling Bee	1	7		\$1,077	\$1,093	t.b.d	t.b.d	t.b.d
EL	Student Council	1	5		\$866	\$879	t.b.d	t.b.d	t.b.d
EL	Patrol Supervisor	1	5		\$2,246	\$2,280	t.b.d	t.b.d	t.b.d
EL/MS	Young Authors	1	7		\$677	\$687	t.b.d	t.b.d	t.b.d
MS	Student Government Sponsor	1	2		\$2,082	\$2,113	t.b.d	t.b.d	t.b.d
MS	Student Government Assistant Sponsor	3	6		\$1,325	\$1,345	t.b.d	t.b.d	t.b.d
EL	Battle of the Books	1	5		\$1,077	\$1,093	t.b.d	t.b.d	t.b.d
MS	Yearbook Sponsor	1	2		\$2,246	\$2,280	t.b.d	t.b.d	t.b.d
MS	Yearbook Assistant	1	2		\$247	\$251	t.b.d	t.b.d	t.b.d
MS	8th Grade Student Leaders (Peer/WEB) Coordinator	1	2		\$1,082	\$1,099	t.b.d	t.b.d	t.b.d
MS - Lincoln	8th Grade Student Leader (WEB) Sponsor 1/10 Students		Variable		\$677	\$687	t.b.d	t.b.d	t.b.d
MS	POWER Facilitator	1	2	a	\$947	\$961	t.b.d	t.b.d	t.b.d
MS	POWER Group Leaders (Total Dependent on Student #)		Variable	a	\$153	\$156	t.b.d	t.b.d	t.b.d
MS	Broadcast Coordinator	1	2		\$2,057	\$2,087	t.b.d	t.b.d	t.b.d
MS	SPARK Coordinator	1	2		\$1,043	\$1,058	t.b.d	t.b.d	t.b.d
MS	SPARK Supervisors (Per Session)		Variable	b	\$27.06 per session	\$27.47 per session	t.b.d	t.b.d	t.b.d
	Bus/Outside Supervision (Posted annually)								
MS	Morning Door Supervision (7:00 am - 7:35 am)		2	b	\$23.69/day	\$24.05/day	t.b.d	t.b.d	t.b.d
PK/EL	Bus/Outside Morning Supervision (15 min/day 182 days)	Up to 7	Variable	b	\$10.05/day	\$10.20/day	t.b.d	t.b.d	t.b.d
MS	Bus/Outside Morning Supervision (15 min/day 182 days)	Up to 7	Variable	b	\$10.05/day	\$10.20/day	t.b.d	t.b.d	t.b.d
PK/EL	Bus/Outside Afternoon Supervision (15 min/day 182 days)	Up to 7	Variable	b	\$10.05/day	\$10.20/day	t.b.d	t.b.d	t.b.d
MS	Bus/Outside Afternoon Supervision (15 min/day 182 days)	Up to 7	Variable	b	\$10.05/day	\$10.20/day	t.b.d	t.b.d	t.b.d
	Lunchroom/Recess Supervision (Posted annually)								
EL	Elementary Lunch Supervision (55 minutes)	6	30	b	\$36.80/day	\$37.35/day	t.b.d	t.b.d	t.b.d
MS	Middle School Lunch Supervision (40 minutes)	5	10	b	\$27.06/day	\$27.46/day	t.b.d	t.b.d	t.b.d
	Interscholastic Sports (Posted every 2 years)								
MS	Basketball	4	8		\$3,518	\$3,571	t.b.d	t.b.d	t.b.d
MS	Cross Country Non-Cut (1 coach per 30 students)	1 man	Variable		\$2,508	\$2,546	t.b.d	t.b.d	t.b.d
MS	Volleyball	4	8		\$3,518	\$3,571	t.b.d	t.b.d	t.b.d
MS	Wrestling Non-Cut (1 coach per 30 students)	1 man	Variable		\$3,518	\$3,571	t.b.d	t.b.d	t.b.d
MS	Non-Cut Student Supervisor - Cross Country		Based on Need	d,f	\$836	\$849	t.b.d	t.b.d	t.b.d
MS	Non-Cut Student Supervisor - Wrestling		Based on Need	d,f	\$1,173	\$1,190	t.b.d	t.b.d	t.b.d
MS	Athletic Director	1	2		\$1,082	\$1,099	t.b.d	t.b.d	t.b.d
MS	Intramural Sports (amount determined by principal up to \$ max)				up to \$1624	up to \$1648	t.b.d	t.b.d	t.b.d
MS	Intramural Sports (Posted Every 2 years)	5	10		\$8,122	\$8,244	t.b.d	t.b.d	t.b.d
	Music (see job description)								
MS	Musical	2			\$2,500	\$2,558	t.b.d	t.b.d	t.b.d
EL	Band - Beginning		3		\$727	\$738	t.b.d	t.b.d	t.b.d
MS	Band - Cadet		2		\$1,106	\$1,123	t.b.d	t.b.d	t.b.d
MS	Band - Concert		2		\$1,634	\$1,658	t.b.d	t.b.d	t.b.d
MS	Band - Jazz		2		\$1,564	\$1,588	t.b.d	t.b.d	t.b.d
MS	Band - Symphonic		2		\$2,459	\$2,496	t.b.d	t.b.d	t.b.d
MS	Band - Percussion Ensemble		2		\$1,564	\$1,588	t.b.d	t.b.d	t.b.d
EL	Chorus - Elementary	2	10		\$1,099	\$1,115	t.b.d	t.b.d	t.b.d
MS	Chorus - Middle School		4		\$1,664	\$1,689	t.b.d	t.b.d	t.b.d
MS	Orchestra - Concert Orchestra		2		\$1,634	\$1,658	t.b.d	t.b.d	t.b.d
MS	Orchestra - Philharmonic Orchestra		2		\$2,459	\$2,515	t.b.d	t.b.d	t.b.d
EL	Orchestra - String Ensemble		5		\$1,106	\$1,123	t.b.d	t.b.d	t.b.d

Level	Stipend	Number /Building	Max Stipend Count	** *	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
	Academic/Employee Specific								
Pre-K (PK)									
Elementary (EL)									
Middle School (MS)									
					1,023	1,015			
EL/MS	National Board Certification		Variable		\$800	\$800	\$800	\$800	\$800
EL	Camp Duncan - All In (for planning, supervision, instruction, etc.		Variable	a,b	\$200	\$200	\$200	\$200	\$200
EL/MS	Mentor Facilitator		1		\$2,165	\$2,197	t.b.d	t.b.d	t.b.d
EL/MS	Mentor - 1st Year		Based on Need		\$1,946	\$1,975	t.b.d	t.b.d	t.b.d
EL/MS	Mentor - 2nd Year		Based on Need		\$968	\$982	t.b.d	t.b.d	t.b.d
EL/MS	Webpage	1	7						
EL/MS	Non-Voluntary Classroom Move (per/move)		Variable		\$250	\$250	\$250	\$250	\$250
MS	Department Chairperson - 6-8 Social Studies		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
MS	Department Chairperson - 6-8 ELA		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
MS	Department Chairperson - 6-8 Math		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
MS	Department Chairperson - 6-8 Science		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
MS	Department Liaison - 6-8 Social Studies		1		\$829	\$842	t.b.d	t.b.d	t.b.d
MS	Department Liaison - 6-8 ELA		1		\$829	\$842	t.b.d	t.b.d	t.b.d
MS	Department Liaison - 6-8 Math		1		\$829	\$842	t.b.d	t.b.d	t.b.d
MS	Department Liaison - 6-8 Science		1		\$829	\$842	t.b.d	t.b.d	t.b.d
EL/MS	Curriculum Specialist - Encore K-8 Music		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
EL/MS	Curriculum Specialist - Encore K-8 Art		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
EL/MS	Curriculum Specialist - Encore Foreign Language		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
EL/MS	Curriculum Specialist - Encore Instrumental Music 4-8		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
EL/MS	Curriculum Specialist - Encore K-8 PE		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
	Curriculum Specialist - English Learners		1		\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
EL	Curriculum Specialist - K-5 Science		0.33	c,e					
EL/MS	Curriculum Specialist K-8 Health		0.33	c,e					
EL	Curriculum Specialist K-5 Social Studies		0.33	c,e					
EL	Curriculum Specialist K-5 Math		1	c	\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
EL	Curriculum Specialist K-5 ELA		1	c	\$2,598	\$2,637	t.b.d	t.b.d	t.b.d
EL/MS	Curriculum Specialist K-8 Channels of Challenge		0.5	c,e					
	Program Facilitator - Private/Parochial Special Education		0.5	c,e	\$1,662	\$1,687	t.b.d	t.b.d	t.b.d
EL/MS	Program Facilitator - Nursing Services		1		\$3,323	\$3,373	t.b.d	t.b.d	t.b.d
MS	Team Leader (Dependent on # of Teams at Each MS)		Based on Need		\$2,111	\$2,142	t.b.d	t.b.d	t.b.d
MS	Team Liaison Encore Programs		4		\$1,397	\$1,418	t.b.d	t.b.d	t.b.d
	Curriculum Writing Rate (Per Hour)		Variable		\$50.39 per hour	\$51.14 per hour	t.b.d	t.b.d	t.b.d
	Teach/Lead 8 hour Professional Workshop (Per Workshop)		Variable		\$716	\$727	t.b.d	t.b.d	t.b.d

*** a. Stipend paid from additional fees collected for event

b. Stipend paid by timecard for every trimester

c. Stipend eliminated when current employee no longer holds position. Stipend does not transfer

d. Based on Need

e. After two years stipend will be reduced to reflect actual FTE

f. Non-cut Sport Number Guidelines:

1 to 30 - Coach

31 to 44 - Hire a sports supervisor

45 to 60 - Sports supervisor becomes a 2nd coach

61 to 74 - Non cut sports supervisor is hired

75 to 90 - Non cut supervisor becomes 3rd coach

91 to 104 - Non cut supervisor hired

105 to 120 - Non cut supervisor becomes 4th coach

CLASS SIZE GOALS

**SIDE LETTER OF UNDERSTANDING
between
the PREA and the BOARD OF EDUCATION
for the 2021-2026 COLLECTIVE BARGAINING AGREEMENT**

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

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

**PARK RIDGE EDUCATION
ASSOCIATION**

**COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64**

By _____

By _____

Date _____

Date _____

MASTER'S DEGREE PLACEMENT

**SIDE LETTER OF UNDERSTANDING
between
the PREA and the BOARD OF EDUCATION
for the 2021-2026 COLLECTIVE BARGAINING AGREEMENT**

For purposes of placement on the Professional Compensation Schedule, teachers who have been awarded a Master's Degree will be placed on the MA Lane regardless of the number of academic credits earned in attaining that Master's Degree.

Beginning July 1, 2009, teachers may advance on the Professional Compensation Schedule directly from their current lane placement. Those teachers on the MA Lane will require no more than twelve (12) hours to advance to the MA+12 Lane; however, no credits previously earned by teachers may be reapplied retroactively to enhance movement in the Masters lanes under this Side Letter of Understanding.

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

**PARK RIDGE EDUCATION
ASSOCIATION**

**COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64**

By _____

By _____

Date _____

Date _____

BA COLUMN CAP EXCEPTIONS

**SIDE LETTER OF UNDERSTANDING
between
the PREA and the BOARD OF EDUCATION
for the 2021-2026 COLLECTIVE BARGAINING AGREEMENT**

Effective as of the 2016-2017 school year, the Professional Compensation Schedule has been revised to include a step “cap” on each of the BA columns. Teachers who do not move horizontally before reaching the caps will not move further steps until they move into a column that will allow further step movement with the following limited exceptions:

- The following teachers are grandfathered and, thus, will not be affected by the cap during the remainder of their continuous employment with the District unless otherwise agreed to by the PREA and the Board in a future agreement:
 - Teachers in the BA column who, as of the 2016-17 school year, are at step 13 or higher.
 - Teachers in the BA+12 column who, as of the 2016-17 school year, are at step 15 or higher.
 - Teachers in the BA+24 column who, as of the 2016-17 school year, are at step 17 or higher.
- All other teachers in any of the BA columns will be temporarily grandfathered and, thus, will not be affected by the cap for the 2016-17 and 2017-18 school years. However, if a teacher fails to move from a column affected by a cap by October 1st of 2018, such teacher will be frozen on their current step until they move into a column that will allow further step movement.

This Side Letter shall not be subject to the grievance and arbitration set forth in the Parties’ Collective Bargaining Agreement.

**PARK RIDGE EDUCATION
ASSOCIATION**

**COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64**

By _____

By _____

Date _____

Date _____

ELEMENTARY SPECIAL SUBJECT TEACHERS' WORKLOAD

SIDE LETTER OF UNDERSTANDING between the PREA and the BOARD OF EDUCATION for the 2021-2026 COLLECTIVE BARGAINING AGREEMENT

The full-time workload for elementary school special subject teachers (Art, P.E. Music, Foreign Language) employed by the Board shall be as set forth immediately below.

I. Elementary special subject teachers employed by the Board on a full-time basis during the 2016-2017 school year

A. Full-Time Work Load Minimum and Maximum:

- a. Art and P.E. teachers will be deemed to have a full-time work load if they have been assigned at least 1080 Scheduled Student Contact Minutes per week, but no greater than 1300 Scheduled Student Contact Minutes per week.
- b. Music teachers will be deemed to have a full-time work load if they have been assigned at least 1020 Scheduled Student Contact Minutes per week, but no greater than 1300 Scheduled Student Contact Minutes per week.
- c. Foreign language teachers will be deemed to have a full-time work load if they have been assigned at least 950 Scheduled Student Contact Minutes per week, but no greater than 1300 Scheduled Student Contact Minutes per week.

B. Staffing Divisor and Allocation Process: During the annual staffing process during which teachers assignments are determined, the Administration will use the above applicable minimum full-time work load minutes for each category of special subject teacher as the divisor to determine teaching assignments for the following school year in an effort to provide each teacher governed by this Section 1 with at least a minimum full-time work load. If there are Scheduled Student Contact Minutes remaining after all such teachers have been assigned the minimum full-time work load, the Administration may then assign such teachers additional Scheduled Student Contact Minutes up to the 1300 minute maximum without any additional compensation.

C. Overload Assignment: If a teacher is assigned Scheduled Student Contact Minutes in excess of the aforementioned 1300 minute maximum work load, he or she shall be compensated on a pro-rata basis of their annual base salary.

II. For elementary specials teachers whose first day of employment with the Board is during or after the 2017-18 school year

- A. Full-Time Work Load
- a. Art, P.E., Music and Foreign Language teachers will be deemed to have a full-time work load if they have been assigned 1300 Scheduled Student Contact Minutes per week.
- B. Overload Assignment: If a teacher is assigned Scheduled Student Contact Minutes in excess of the 1300 minute work load, he or she shall be compensated on a pro-rata basis of their annual base salary.

III. General provisions applicable to all elementary specials teachers

- A. Any teacher who is assigned less than the applicable minimum full-time work load set forth above shall have his or her compensation decreased on a pro-rata basis of their annual base salary.
- B. For the purposes of this Side Letter, “Scheduled School Contact Minutes” include minutes that are assigned to a teacher by the Administration for regular teaching duties which does not include before and after school supervision or lunch supervision duties. It does include, but is not limited to, supervision or push-in support.
- C. Nothing in this Side Letter shall be interpreted or understood to guarantee that any elementary specials teacher cannot have his or her work load decreased below the applicable full-time work load minimums set forth above. Rather, the Parties have merely agreed to a staffing divisor that will be used before additional minutes can be assigned to teachers governed under Section I of this Side Letter. If such divisor is used and the result is that there are not enough Scheduled Student Contact Minutes to maintain all teachers governed by Section 1 at the minimum full time work load or minutes cannot be assigned due to legitimate scheduling issues (i.e. unable to offer minutes to a teacher who is already scheduled for minutes at the same time in another location or similar scheduling issues), the Board retains full authority to reduce such teachers below the minimum in compliance with the *Illinois School Code* and the *Illinois Educational Labor Relations Act*.
- D. Beginning with the 2022-2023 school year, insofar as practicable:
- The Board will attempt to schedule one (1) planning period per day of at least thirty (30) consecutive minutes;
 - The Board will attempt to allow for the assigned PE classes sharing a space to be at or near the same grade level;
 - The Board will attempt to assign classes of the same subject that meet more than once a week (i.e. FLES, Music, PE) to be assigned to the same teacher; and
 - The Board will allow teachers in each special subject area an opportunity to provide input into developing the Building Master Schedule.

- E. Nothing in this Side Letter shall be interpreted to diminish the Board's management right to assign special subject teachers to positions for which they are legally qualified including, but no limited to, intervention assignments, provided the Board complies with any assignment procedures set forth in the 2021-2026 Collective Bargaining Agreement.

**PARK RIDGE EDUCATION
ASSOCIATION**

**COMMUNITY CONSOLIDATED
SCHOOL DISTRICT 64**

By _____

By _____

Date _____

Date _____

Adoption of Resolution #1275

ACTION ITEM 21-11-4

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve Resolution #1275 providing for the issue of not to exceed \$25,950,000 General Obligation Limited Tax School Bonds for the purpose of increasing the District's Working Cash Fund, providing for the levy of the a direct annual tax to pay the principal and interest on said bonds, and authorizing execution of a Bond Purchase Agreement with Raymond James & Associates, Inc in connection with the proposed sale of said bonds.

The votes were cast as follows:

Moved by: _____ Seconded by: _____

AYES:

NAYS:

PRESENT:

ABSENT:

MINUTES of a regular public meeting of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, held at the Roosevelt Elementary School Building, 1001 South Fairview Avenue, Park Ridge, Illinois, in said School District at 7:00 o'clock P.M., on the 18th day of November, 2021.

* * *

The President called the meeting to order and directed the Secretary to call the roll.

Upon the roll being called, Denise Pearl, the President, and the following members were physically present at said location: _____

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

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

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

The President announced that the next item for consideration was the issuance of not to exceed \$25,950,000 general obligation limited bonds to be issued by the District pursuant to Article 20 of the School Code for the purpose of increasing the District's working cash fund, and that the Board of Education would consider the adoption of a resolution providing for the issue of said bonds and the levy of a direct annual tax to pay the principal and interest thereon. The President then explained that the resolution sets forth the parameters for the issuance of said bonds and sale thereof by designated officials of the District and summarized the pertinent terms of said

parameters, including the specific parameters governing the manner of sale, length of maturity, rates of interest, purchase price and tax levy for said bonds.

Whereupon Member _____ presented and the Secretary read by title a resolution as follows, a copy of which was provided to each member of the Board of Education prior to said meeting and to everyone in attendance at said meeting who requested a copy:

RESOLUTION #1275 providing for the issue of not to exceed \$25,950,000 General Obligation Limited Tax School Bonds of Community Consolidated School District Number 64, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the execution of a Bond Purchase Agreement with Raymond James & Associates, Inc., in connection with the proposed sale of said bonds.

* * *

WHEREAS, pursuant to the provisions of Article 20 of the School Code of the State of Illinois (the "*Act*"), and all laws amendatory thereof and supplementary thereto, Community Consolidated School District Number 64, Cook County, Illinois (the "*District*"), is authorized to create and maintain a Working Cash Fund in and for the District; and

WHEREAS, pursuant to authority of the provisions of said Article 20 the Board of Education of the District (the "*Board*") adopted a resolution declaring its intention to avail of the provisions of said Article and issue bonds of the District in the aggregate amount of \$25,950,000 for working cash fund purposes as in and by said Article 20 provided; and

WHEREAS, pursuant to and in accordance with the Act and the provisions of Section 5 of the Local Government Debt Reform Act of the State of Illinois, as amended (the "*Debt Reform Act*"), notice of intention to issue said bonds pursuant to the provisions of said Article 20 was published in the *Park Ridge Herald-Advocate*, the same being a newspaper of general circulation in the District, and an affidavit evidencing the publication of such notice of intention, together with a newspaper clipping of such notice as published attached thereto, has heretofore been presented to the Board and made a part of the permanent records of the Board; and

WHEREAS, more than thirty (30) days have expired since the date of the publishing of such notice of intention to issue said bonds, and no petition with the requisite number of valid signatures thereon has been filed with the Secretary of the Board requesting that the proposition to issue said

bonds as authorized by the provisions of said Article 20 be submitted to the legal voters of the District; and

WHEREAS, pursuant to and in accordance with the provisions of the Bond Issue Notification Act of the State of Illinois, as amended, the President of the Board, on the 23rd day of September, 2021, executed an Order calling a public hearing (the "*Hearing*") for the 21st day of October, 2021, concerning the intent of the Board to sell said bonds; and

WHEREAS, notice of the Hearing was given (i) by publication at least once not less than seven (7) nor more than thirty (30) days before the date of the Hearing in the *Park Ridge Herald-Advocate* and (ii) by posting at least 48 hours before the Hearing a copy of said notice at the principal office of the Board, which notice was continuously available for public review during the entire 48-hour period preceding the Hearing; and

WHEREAS, the Hearing was held on the 21st day of October, 2021, and at the Hearing the Board explained the reasons for the proposed bond issue and permitted persons desiring to be heard an opportunity to present written or oral testimony within reasonable time limits; and

WHEREAS, the Hearing was finally adjourned on the 21st day of October, 2021; and

WHEREAS, the Board is now authorized to issue bonds to the amount of \$25,950,000 as authorized by the provisions of said Article 20 for working cash fund purposes and to levy taxes to pay principal of and interest on such bonds; and

WHEREAS, the Board deems it advisable, necessary and for the best interests of the District that an amount not to exceed \$25,950,000 of the bonds so authorized be issued; and

WHEREAS, the bonds so authorized shall be issued as limited bonds under the provisions of Section 15.01 of the Debt Reform Act, and as such it is not necessary to submit the proposition of the issuance of the bonds to the voters of the District for approval:

NOW, THEREFORE, Be It and It Is Hereby Resolved by the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, as follows:

Section 1. Incorporation of Preambles. The Board hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does incorporate them into this Resolution by this reference.

Section 2. Authorization. It is hereby found and determined that the working cash fund of the District be increased and the Board has been authorized by law to borrow the sum of \$25,950,000 upon the credit of the District and as evidence of such indebtedness to issue bonds of the District to said amount, the proceeds of said bonds to be used for working cash fund purposes, and that it is necessary and for the best interests of the District that there be issued not to exceed \$25,950,000 of the bonds so authorized.

Section 3. Bond Details. There be borrowed on the credit of and for and on behalf of the District an amount not to exceed \$25,950,000 for the purpose aforesaid; and that bonds of the District (the “*Bonds*”) shall be issued to said amount and shall be designated “General Obligation Limited Tax School Bonds, Series 202[]” with such series designation and alternative description as set forth in the Bond Notification (as hereinafter defined). The Bonds, if issued, shall be dated such date (not prior to November 25, 2021, and not later than May 25, 2022) as set forth in the Bond Notification, and shall also bear the date of authentication, shall be in fully registered form, shall be in denominations of \$5,000 each or authorized integral multiples thereof (but no single Bond shall represent installments of principal maturing on more than one date), and shall be numbered 1 and upward. The Bonds shall become due and payable serially or be subject to mandatory redemption (subject to option of prior redemption as hereinafter described) on December 1 of each of the years (not later than 2038), *provided, however*, that any first installment of principal payable on the Bonds made in the year 2022 may be made prior to December 1, 2022

(the “*Earliest Maturity Date*”), if so set forth in the Bond Notification, in the amounts (not exceeding \$2,300,000 per year) and bearing interest at the rates per annum (not exceeding 5% per annum) as set forth in the Bond Notification. The Bonds shall bear interest from their date or from the most recent interest payment date to which interest has been paid or duly provided for, until the principal amount of the Bonds is paid, such interest (computed upon the basis of a 360-day year of twelve 30-day months) being payable semi-annually commencing with the first interest payment date as set forth in the Bond Notification, and on June 1 and December 1 of each year thereafter to maturity, *provided, however*, that with respect to the Bonds due on the Earliest Maturity Date, interest shall be payable at maturity.

Interest on each Bond shall be paid by check or draft of the bond registrar and paying agent (which shall be the School Treasurer who receives the taxes of the District (the “*School Treasurer*”) or a bank or trust company authorized to do business in the State of Illinois) set forth in the Bond Notification (the “*Bond Registrar*”), payable upon presentation in lawful money of the United States of America, to the person in whose name such Bond is registered at the close of business on the 15th day of the month next preceding the interest payment date. The principal of the Bonds shall be payable in lawful money of the United States of America at the principal office or principal corporate trust office (the “*Principal Office*”), as applicable, of the Bond Registrar.

The Bonds shall be signed by the manual or facsimile signatures of the President and Secretary of the Board, and shall be registered, numbered and countersigned by the manual or facsimile signature of the School Treasurer, as they shall determine, and in case any officer whose signature shall appear on any Bond shall cease to be such officer before the delivery of such Bond, such signature shall nevertheless be valid and sufficient for all purposes, the same as if such officer had remained in office until delivery.

All Bonds shall have thereon a certificate of authentication substantially in the form hereinafter set forth duly executed by the Bond Registrar, as authenticating agent of the District and showing the date of authentication. No Bond shall be valid or obligatory for any purpose or be entitled to any security or benefit under this Resolution unless and until such certificate of authentication shall have been duly executed by the Bond Registrar by manual signature, and such certificate of authentication upon any such Bond shall be conclusive evidence that such Bond has been authenticated and delivered under this Resolution. The certificate of authentication on any Bond shall be deemed to have been executed by the Bond Registrar if signed by an authorized officer of the Bond Registrar, but it shall not be necessary that the same officer sign the certificate of authentication on all of the Bonds issued hereunder.

Section 4. Registration of Bonds; Persons Treated as Owners. (a) *General.* The District shall cause books (the “*Bond Register*”) for the registration and for the transfer of the Bonds as provided in this Resolution to be kept at the Principal Office of the Bond Registrar, which is hereby constituted and appointed the registrar of the District. The District is authorized to prepare, and the Bond Registrar shall keep custody of, multiple Bond blanks executed by the District for use in the transfer and exchange of Bonds.

Upon surrender for transfer of any Bond at the Principal Office of the Bond Registrar, duly endorsed by, or accompanied by a written instrument or instruments of transfer in form satisfactory to the Bond Registrar and duly executed by, the registered owner or his or her attorney duly authorized in writing, the District shall execute and the Bond Registrar shall authenticate, date and deliver in the name of the transferee or transferees a new fully registered Bond or Bonds of the same maturity of authorized denominations, for a like aggregate principal amount. Any fully registered Bond or Bonds may be exchanged at said office of the Bond Registrar for a like aggregate principal amount of Bond or Bonds of the same maturity of other authorized

denominations. The execution by the District of any fully registered Bond shall constitute full and due authorization of such Bond and the Bond Registrar shall thereby be authorized to authenticate, date and deliver such Bond, *provided, however*, the principal amount of outstanding Bonds of each maturity authenticated by the Bond Registrar shall not exceed the authorized principal amount of Bonds for such maturity less previous retirements.

The Bond Registrar shall not be required to transfer or exchange any Bond during the period beginning at the close of business on the 15th day of the month next preceding any interest payment date on such Bond and ending at the opening of business on such interest payment date, nor to transfer or exchange any Bond after notice calling such Bond for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Bonds.

The person in whose name any Bond shall be registered shall be deemed and regarded as the absolute owner thereof for all purposes, and payment of the principal of or interest on any Bond shall be made only to or upon the order of the registered owner thereof or his or her legal representative. All such payments shall be valid and effectual to satisfy and discharge the liability upon such Bond to the extent of the sum or sums so paid.

No service charge shall be made for any transfer or exchange of Bonds, but the District or the Bond Registrar may require payment of a sum sufficient to cover any tax or other governmental charge that may be imposed in connection with any transfer or exchange of Bonds, except in the case of the issuance of a Bond or Bonds for the unredeemed portion of a Bond surrendered for redemption.

(b) *Global Book-Entry System.* The Bonds shall be initially issued in the form of a separate single fully registered Bond for each of the maturities of the Bonds determined as described in Section 3 hereof. Upon initial issuance, the ownership of each such Bond shall be

registered in the Bond Register in the name of Cede & Co., or any successor thereto ("*Cede*"), as nominee of The Depository Trust Company, New York, New York, and its successors and assigns ("*DTC*"). All of the outstanding Bonds shall be registered in the Bond Register in the name of Cede, as nominee of DTC, except as hereinafter provided. The President and Secretary of the Board, the Superintendent and Chief School Business Official of the District, the School Treasurer and the Bond Registrar are each authorized to execute and deliver, on behalf of the District, such letters to or agreements with DTC as shall be necessary to effectuate such book-entry system (any such letter or agreement being referred to herein as the "*Representation Letter*"), which Representation Letter may provide for the payment of principal of or interest on the Bonds by wire transfer.

With respect to Bonds registered in the Bond Register in the name of Cede, as nominee of DTC, the District and the Bond Registrar shall have no responsibility or obligation to any broker-dealer, bank or other financial institution for which DTC holds Bonds from time to time as securities depository (each such broker-dealer, bank or other financial institution being referred to herein as a "*DTC Participant*") or to any person on behalf of whom such a DTC Participant holds an interest in the Bonds. Without limiting the immediately preceding sentence, the District and the Bond Registrar shall have no responsibility or obligation with respect to (i) the accuracy of the records of DTC, Cede or any DTC Participant with respect to any ownership interest in the Bonds, (ii) the delivery to any DTC Participant or any other person, other than a registered owner of a Bond as shown in the Bond Register, of any notice with respect to the Bonds, including any notice of redemption, or (iii) the payment to any DTC Participant or any other person, other than a registered owner of a Bond as shown in the Bond Register, of any amount with respect to the principal of or interest on the Bonds. The District and the Bond Registrar may treat and consider the person in whose name each Bond is registered in the Bond Register as the holder and absolute

owner of such Bond for the purpose of payment of principal and interest with respect to such Bond, for the purpose of giving notices of redemption and other matters with respect to such Bond, for the purpose of registering transfers with respect to such Bond, and for all other purposes whatsoever. The Bond Registrar shall pay all principal of and interest on the Bonds only to or upon the order of the respective registered owners of the Bonds, as shown in the Bond Register, or their respective attorneys duly authorized in writing, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to payment of the principal of and interest on the Bonds to the extent of the sum or sums so paid. No person other than a registered owner of a Bond as shown in the Bond Register, shall receive a Bond evidencing the obligation of the District to make payments of principal and interest with respect to any Bond. Upon delivery by DTC to the Bond Registrar of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede, and subject to the provisions in Section 3 hereof with respect to the payment of interest to the registered owners of Bonds at the close of business on the 15th day of the month next preceding the applicable interest payment date, the name "Cede" in this Resolution shall refer to such new nominee of DTC.

In the event that (i) the District determines that DTC is incapable of discharging its responsibilities described herein and in the Representation Letter, (ii) the agreement among the District, the Bond Registrar and DTC evidenced by the Representation Letter shall be terminated for any reason or (iii) the District determines that it is in the best interests of the beneficial owners of the Bonds that they be able to obtain certificated Bonds, the District shall notify DTC and DTC Participants of the availability through DTC of certificated Bonds and the Bonds shall no longer be restricted to being registered in the Bond Register in the name of Cede, as nominee of DTC. At that time, the District may determine that the Bonds shall be registered in the name of and deposited with such other depository operating a universal book-entry system, as may be acceptable to the

District, or such depository's agent or designee, and if the District does not select such alternate universal book-entry system, then the Bonds may be registered in whatever name or names registered owners of Bonds transferring or exchanging Bonds shall designate, in accordance with the provisions of Section 4(a) hereof.

Notwithstanding any other provisions of this Resolution to the contrary, so long as any Bond is registered in the name of Cede, as nominee of DTC, all payments with respect to principal of and interest on such Bond and all notices with respect to such Bond shall be made and given, respectively, in the name provided in the Representation Letter.

Section 5. Redemption. (a) Optional Redemption. All or a portion of the Bonds due on and after the date, if any, specified in the Bond Notification shall be subject to redemption prior to maturity at the option of the District from any available funds, as a whole or in part, and if in part in integral multiples of \$5,000 in any order of their maturity as determined by the District (less than all of the Bonds of a single maturity to be selected by the Bond Registrar), on the date specified in the Bond Notification (but not later than June 1, 2032), and on any date thereafter, at the redemption price of par plus accrued interest to the redemption date.

(b) *Mandatory Redemption.* The Bonds maturing on the date or dates, if any, indicated in the Bond Notification shall be subject to mandatory redemption, in integral multiples of \$5,000 selected by lot by the Bond Registrar, at a redemption price of par plus accrued interest to the redemption date, on December 1 of the years, if any, and in the principal amounts, if any, as indicated in the Bond Notification.

The principal amounts of Bonds to be mandatorily redeemed in each year may be reduced through the earlier optional redemption thereof, with any partial optional redemptions of such Bonds credited against future mandatory redemption requirements in such order of the mandatory redemption dates as the District may determine. In addition, on or prior to the 60th day preceding

any mandatory redemption date, the Bond Registrar may, and if directed by the Board shall, purchase Bonds required to be retired on such mandatory redemption date. Any such Bonds so purchased shall be cancelled and the principal amount thereof shall be credited against the mandatory redemption required on such next mandatory redemption date.

(c) *General.* The Bonds shall be redeemed only in the principal amount of \$5,000 and integral multiples thereof. The District shall, at least forty-five (45) days prior to any optional redemption date (unless a shorter time period shall be satisfactory to the Bond Registrar) notify the Bond Registrar of such redemption date and of the principal amount and maturity or maturities of Bonds to be redeemed. For purposes of any redemption of less than all of the outstanding Bonds of a single maturity, the particular Bonds or portions of Bonds to be redeemed shall be selected by lot by the Bond Registrar from the Bonds of such maturity by such method of lottery as the Bond Registrar shall deem fair and appropriate; *provided* that such lottery shall provide for the selection for redemption of Bonds or portions thereof so that any \$5,000 Bond or \$5,000 portion of a Bond shall be as likely to be called for redemption as any other such \$5,000 Bond or \$5,000 portion. The Bond Registrar shall make such selection upon the earlier of the irrevocable deposit of funds with an escrow agent sufficient to pay the redemption price of the Bonds to be redeemed or the time of the giving of official notice of redemption.

The Bond Registrar shall promptly notify the District in writing of the Bonds or portions of Bonds selected for redemption and, in the case of any Bond selected for partial redemption, the principal amount thereof to be redeemed.

Section 6. Redemption Procedure. Unless waived by any holder of Bonds to be redeemed, notice of the call for any such redemption shall be given by the Bond Registrar on behalf of the District by mailing the redemption notice by first class mail at least thirty (30) days and not more than sixty (60) days prior to the date fixed for redemption to the registered owner of the Bond

or Bonds to be redeemed at the address shown on the Bond Register or at such other address as is furnished in writing by such registered owner to the Bond Registrar.

All notices of redemption shall state:

- (1) the redemption date,
- (2) the redemption price,
- (3) if less than all outstanding Bonds are to be redeemed, the identification (and, in the case of partial redemption, the respective principal amounts) of the Bonds to be redeemed,
- (4) that on the redemption date the redemption price will become due and payable upon each such Bond or portion thereof called for redemption, and that interest thereon shall cease to accrue from and after said date,
- (5) the place where such Bonds are to be surrendered for payment of the redemption price, which place of payment shall be the Principal Office of the Bond Registrar, and
- (6) such other information then required by custom, practice or industry standard.

Unless moneys sufficient to pay the redemption price of the Bonds to be redeemed at the option of the District shall have been received by the Bond Registrar prior to the giving of such notice of redemption, such notice may, at the option of the District, state that said redemption shall be conditional upon the receipt of such moneys by the Bond Registrar on or prior to the date fixed for redemption. If such moneys are not received, such notice shall be of no force and effect, the District shall not redeem such Bonds, and the Bond Registrar shall give notice, in the same manner in which the notice of redemption shall have been given, that such moneys were not so received and that such Bonds will not be redeemed. Otherwise, prior to any redemption date, the District shall deposit with the Bond Registrar an amount of money sufficient to pay the redemption price of all the Bonds or portions of Bonds which are to be redeemed on that date.

Subject to the provisions for a conditional redemption described above, notice of redemption having been given as aforesaid, and notwithstanding the failure to receive such notice,

the Bonds or portions of Bonds so to be redeemed shall, on the redemption date, become due and payable at the redemption price therein specified, and from and after such date (unless the District shall default in the payment of the redemption price) such Bonds or portions of Bonds shall cease to bear interest. Upon surrender of such Bonds for redemption in accordance with said notice, such Bonds shall be paid by the Bond Registrar at the redemption price. Installments of interest due on or prior to the redemption date shall be payable as herein provided for payment of interest. Upon surrender for any partial redemption of any Bond, there shall be prepared for the registered holder a new Bond or Bonds of the same maturity in the amount of the unpaid principal.

If any Bond or portion of Bond called for redemption shall not be so paid upon surrender thereof for redemption, the principal shall, until paid, bear interest from the redemption date at the rate borne by the Bond or portion of Bond so called for redemption. All Bonds which have been redeemed shall be cancelled and destroyed by the Bond Registrar and shall not be reissued.

Section 7. Form of Bond. The Bonds shall be in substantially the following form; *provided, however,* that if the text of the Bond is to be printed in its entirety on the front side of the Bond, then paragraph [2] and the legend, “See Reverse Side for Additional Provisions”, shall be omitted and paragraph [6] and the paragraphs thereafter as appropriate shall be inserted immediately after paragraph [1]:

[Form of Bond - Front Side]

REGISTERED
NO. _____

REGISTERED
\$ _____

UNITED STATES OF AMERICA

STATE OF ILLINOIS

COUNTY OF COOK

COMMUNITY CONSOLIDATED SCHOOL DISTRICT NUMBER 64

GENERAL OBLIGATION LIMITED TAX SCHOOL BOND, SERIES 202[___]

See Reverse Side for
Additional Provisions

Interest Maturity Dated
Rate: _____% Date: _____ 1, 20__ Date: _____, 202__ CUSIP: 213669 ____

Registered Owner: CEDE & CO.

Principal Amount:

[1] KNOW ALL PERSONS BY THESE PRESENTS, that Community Consolidated School District Number 64, Cook County, Illinois (the “*District*”), hereby acknowledges itself to owe and for value received promises to pay to the Registered Owner identified above, or registered assigns as hereinafter provided, on the Maturity Date identified above, the Principal Amount identified above and to pay interest (computed on the basis of a 360-day year of twelve 30-day months) on such Principal Amount from the date of this Bond or from the most recent interest payment date to which interest has been paid at the Interest Rate per annum set forth above on [_____, 2022] [June 1 and December 1 of each year , commencing _____ 1, 20__, until said Principal Amount is paid]. Principal of this Bond is payable in lawful money of the United States of America upon presentation and surrender hereof at the principal [corporate trust] office of _____, as bond registrar and paying agent (the “*Bond Registrar*”). Payment of the [installments of] interest shall be made to the Registered Owner hereof as shown on the

registration books of the District maintained by the Bond Registrar, at the close of business on the 15th day of the month next preceding each interest payment date and shall be paid by check or draft of the Bond Registrar, payable upon presentation in lawful money of the United States of America, mailed to the address of such Registered Owner as it appears on such registration books or at such other address furnished in writing by such Registered Owner to the Bond Registrar.

[2] Reference is hereby made to the further provisions of this Bond set forth on the reverse hereof and such further provisions shall for all purposes have the same effect as if set forth at this place.

[3] It is hereby certified and recited that all conditions, acts and things required by law to exist or to be done precedent to and in the issuance of this Bond did exist, have happened, been done and performed in regular and due form and time as required by law; that the indebtedness of the District, including the issue of bonds of which this is one, does not exceed any limitation imposed by law; and that provision has been made for the collection of a direct annual tax to pay the interest hereon as it falls due and also to pay and discharge the principal hereof at maturity. Although this Bond constitutes a general obligation of the District and no limit exists on the rate of said direct annual tax, the amount of said tax is limited by the provisions of the Property Tax Extension Limitation Law of the State of Illinois, as amended (the "*Law*"). The Law provides that the annual amount of the taxes to be extended to pay the issue of bonds of which this Bond is one and all other limited bonds (as defined in the Local Government Debt Reform Act of the State of Illinois, as amended) [heretofore and] hereafter issued by the District shall not exceed the debt service extension base (as defined in the Law) of the District (the "*Base*"), as more fully described in the proceedings of the District providing for the issue of this Bond. [Payment on the Bonds from the Base will be made on a parity with the payments on the outstanding limited bonds heretofore issued by the District.] The District is authorized to issue from time to time additional

limited bonds payable from the Base, as permitted by law, and to determine the lien priority of payments to be made from the Base to pay the District's limited bonds.

[4] This Bond shall not be valid or become obligatory for any purpose until the certificate of authentication hereon shall have been signed by the Bond Registrar.

[5] IN WITNESS WHEREOF, said Community Consolidated School District Number 64, Cook County, Illinois, by its Board of Education, has caused this Bond to be signed by the manual or duly authorized facsimile signatures of the President and Secretary of said Board of Education, and to be registered, numbered and countersigned by the manual or duly authorized facsimile signature of the School Treasurer who receives the taxes of the District, all as of the Dated Date identified above.

SPECIMEN
President, Board of Education

SPECIMEN
Secretary, Board of Education

Registered, Numbered and Countersigned:

SPECIMEN
School Treasurer

Date of Authentication: _____, 202__

CERTIFICATE
OF
AUTHENTICATION

Bond Registrar and Paying Agent:

_____,
_____, _____

This Bond is one of the Bonds described in the within mentioned resolution and is one of the General Obligation Limited Tax School Bonds, Series 202[___], of Community Consolidated School District Number 64, Cook County, Illinois.

_____,
as Bond Registrar

By _____
SPECIMEN
Authorized Officer

[Form of Bond - Reverse Side]

COMMUNITY CONSOLIDATED SCHOOL DISTRICT NUMBER 64

COOK COUNTY, ILLINOIS

GENERAL OBLIGATION LIMITED TAX SCHOOL BOND, SERIES 202[]

[6] This Bond is one of a series of bonds issued by the District for working cash fund purposes, in full compliance with the provisions of the School Code of the State of Illinois, and the Local Government Debt Reform Act of the State of Illinois, and all laws amendatory thereof and supplementary thereto, and is authorized by the Board of Education of the District by resolutions duly and properly adopted for that purpose, in all respects as provided by law.

[7] [Optional and Mandatory Redemption provisions, as applicable, will be inserted here.]

[8] [Notice of any such redemption shall be sent by first class mail not less than thirty (30) days nor more than sixty (60) days prior to the date fixed for redemption to the registered owner of each Bond to be redeemed at the address shown on the registration books of the District maintained by the Bond Registrar or at such other address as is furnished in writing by such registered owner to the Bond Registrar. When so called for redemption, this Bond will cease to bear interest on the specified redemption date, provided funds for redemption are on deposit at the place of payment at that time, and shall not be deemed to be outstanding.]

[9] This Bond is transferable by the registered holder hereof in person or by his or her attorney duly authorized in writing at the principal [corporate trust] office of the Bond Registrar in _____, _____, but only in the manner, subject to the limitations and upon payment of the charges provided in the authorizing resolution, and upon surrender and cancellation of this Bond. Upon such transfer a new Bond or Bonds of authorized denominations of the same maturity and for the same aggregate principal amount will be issued to the transferee in exchange therefor.

[10] The Bonds are issued in fully registered form in the denomination of \$5,000 each or authorized integral multiples thereof. This Bond may be exchanged at the principal [corporate trust] office of the Bond Registrar for a like aggregate principal amount of Bonds of the same maturity of other authorized denominations, upon the terms set forth in the authorizing resolution. The Bond Registrar shall not be required to transfer or exchange any Bond during the period beginning at the close of business on the 15th day of the month next preceding any interest payment date on such Bond and ending at the opening of business on such interest payment date[, nor to transfer or exchange any Bond after notice calling such Bond for redemption has been mailed, nor during a period of fifteen (15) days next preceding mailing of a notice of redemption of any Bonds].

[11] The District and the Bond Registrar may deem and treat the registered holder hereof as the absolute owner hereof for the purpose of receiving payment of or on account of principal hereof and interest due hereon and for all other purposes and neither the District nor the Bond Registrar shall be affected by any notice to the contrary.

(ASSIGNMENT)

FOR VALUE RECEIVED, the undersigned sells, assigns and transfers unto _____

(Name and Address of Assignee)

the within Bond and does hereby irrevocably constitute and appoint _____

_____ attorney to transfer the said Bond on the books kept for registration thereof with full power of substitution in the premises.

Dated: _____

Signature guaranteed: _____

NOTICE: The signature to this assignment must correspond with the name of the registered owner as it appears upon the face of the within Bond in every particular, without alteration or enlargement or any change whatever.

Section 8. Sale of Bonds. The President of the Board and the Chief School Business Official of the District (the “*Designated Representatives*”) are hereby authorized to proceed not later than the 18th day of May, 2022, without any further authorization or direction from the Board, to sell the Bonds upon the terms as prescribed in this Resolution. The Bonds hereby authorized shall be executed as in this Resolution provided as soon after the delivery of the Bond Notification as may be, and thereupon be deposited with the School Treasurer, and, after authentication thereof by the Bond Registrar, be by said Treasurer delivered to Raymond James & Associates, Inc., Chicago, Illinois (the “*Purchaser*”), upon receipt of the purchase price therefor, the same being not less than 98% of the principal amount of the Bonds (exclusive of any original issue discount), plus any accrued interest to the date of delivery, it being hereby found and determined that the sale of the Bonds to the Purchaser is in the best interests of the District and that no person holding any office of the District, either by election or appointment, is in any manner interested, directly or indirectly, in his or her own name or in the name of any other person, association, trust or corporation, in the sale of the Bonds to the Purchaser.

The surety bond executed by said Treasurer in connection with the issuance of the Bonds as required by Section 19-6 of the Act is hereby approved and shall be filed with the Executive Director of the North Cook Intermediate Service Center serving a portion of the Cook County, Illinois, Educational Service Region including the area within the territorial boundaries of the District.

Prior to the sale of the Bonds, the President of the Board, the Superintendent and Chief School Business Official of the District and the School Treasurer are each hereby authorized to approve and execute a commitment for the purchase of a Municipal Bond Insurance Policy (as hereinafter defined), to further secure the Bonds, as long as the present value of the fee to be paid

for the Municipal Bond Insurance Policy (using as a discount rate the expected yield on the Bonds treating the fee paid as interest on the Bonds) is less than the present value of the interest reasonably expected to be saved on the Bonds over the term of the Bonds as a result of the Municipal Bond Insurance Policy.

Upon the sale of the Bonds, the Designated Representatives shall prepare a Notification of Sale of the Bonds, which shall include the pertinent details of sale as provided herein (the "*Bond Notification*"). In the Bond Notification, the Designated Representatives shall find and determine that the Bonds have been sold at such price and bear interest at such rates that either the true interest cost (yield) or the net interest rate received upon the sale of the Bonds does not exceed the maximum rate otherwise authorized by applicable law. The Bond Notification shall be entered into the records of the District and made available to the Board at the next regular meeting thereof; but such action shall be for information purposes only, and the Board shall have no right or authority at such time to approve or reject such sale as evidenced in the Bond Notification.

Upon the sale of the Bonds, as evidenced by the execution and delivery of the Bond Notification by the Designated Representatives, the President and Secretary of the Board, the School Treasurer, the Superintendent and Chief School Business Official of the District and any other officers of the District, as shall be appropriate, shall be and are each hereby authorized and directed to approve or execute, or both, such documents of sale of the Bonds as may be necessary, including, without limitation, the contract for the sale of the Bonds between the District and the Purchaser (the "*Purchase Contract*"). Prior to the execution and delivery of the Purchase Contract, the Designated Representatives shall find and determine that no person holding any office of the District, either by election or appointment, is in any manner interested, directly or indirectly, in his or her own name or in the name of any other person, association, trust or corporation, in the Purchase Contract.

The Bonds before being issued shall be registered, numbered and countersigned by the School Treasurer, such registration being made in a book provided for that purpose, in which shall be entered the record of the resolution authorizing the Board to borrow said money and a description of the Bonds issued, including the number, date, to whom issued, amount, rate of interest and when due.

The use by the District and the Purchaser of any Preliminary Official Statement and any final Official Statement relating to the Bonds (the "*Official Statement*") is hereby ratified, approved and authorized; the execution and delivery of the Official Statement is hereby authorized; and the officers of the Board are hereby authorized to take any action as may be required on the part of the District to consummate the transactions contemplated by the Purchase Contract, this Resolution, said Preliminary Official Statement, the Official Statement and the Bonds.

Section 9. Tax Levy. In order to provide for the collection of a direct annual tax to pay the interest on the Bonds as it falls due, and also to pay and discharge the principal thereof at maturity, there be and there is hereby levied upon all the taxable property within the District a direct annual tax for each of the years while the Bonds or any of them are outstanding, and that there be and there is hereby levied upon all of the taxable property in the District, the following direct annual tax, to-wit:

FOR THE YEAR

A TAX TO PRODUCE THE SUM OF:

2021	\$2,183,603.44	for interest and principal up to and including December 1, 2022
2022	\$2,292,783.61	for interest and principal
2023	\$2,292,783.61	for interest and principal
2024	\$2,292,783.61	for interest and principal
2025	\$2,292,783.61	for interest and principal
2026	\$2,292,783.61	for interest and principal
2027	\$2,292,783.61	for interest and principal
2028	\$2,292,783.61	for interest and principal
2029	\$2,292,783.61	for interest and principal
2030	\$2,292,783.61	for interest and principal
2031	\$2,292,783.61	for interest and principal
2032	\$2,292,783.61	for interest and principal
2033	\$2,292,783.61	for interest and principal
2034	\$2,292,783.61	for interest and principal
2035	\$2,292,783.61	for interest and principal
2036	\$2,292,783.61	for interest and principal
2037	\$2,292,783.61	for interest and principal

Principal or interest maturing at any time when there are not sufficient funds on hand from the foregoing tax levy to pay the same shall be paid from the general funds of the District, and the fund from which such payment was made shall be reimbursed out of the taxes hereby levied when the same shall be collected.

The District covenants and agrees with the purchasers and the holders of the Bonds that so long as any of the Bonds remain outstanding, the District will take no action or fail to take any action which in any way would adversely affect the ability of the District to levy and collect the foregoing tax levy and the District and its officers will comply with all present and future applicable laws in order to assure that the foregoing taxes will be levied, extended and collected as provided herein and deposited in the fund established to pay the principal of and interest on the Bonds.

To the extent that the taxes levied above exceed the amount necessary to pay debt service on the Bonds as set forth in the Bond Notification, the President and Secretary of the Board and

the School Treasurer are hereby authorized to direct the abatement of such taxes to the extent of the excess of such levy in each year over the amount necessary to pay debt service on the Bonds in the following bond year. Proper notice of such abatement shall be filed with the County Clerk of The County of Cook, Illinois (the "*County Clerk*"), in a timely manner to effect such abatement.

Section 10. Filing of Resolution. Forthwith upon the passage of this Resolution, the Secretary of the Board is hereby directed to file a certified copy of this Resolution with the County Clerk, and it shall be the duty of the County Clerk to annually in and for each of the years 2021 to 2037, inclusive, ascertain the rate necessary to produce the tax herein levied, and extend the same for collection on the tax books against all of the taxable property within the District in connection with other taxes levied in each of said years for school purposes, in order to raise the respective amounts aforesaid and in each of said years such annual tax shall be computed, extended and collected in the same manner as now or hereafter provided by law for the computation, extension and collection of taxes for general school purposes of the District, and when collected, the taxes hereby levied shall be placed to the credit of the special fund to be designated "School Bond and Interest Fund of 202[]" (the "*Bond Fund*"), which taxes are hereby irrevocably pledged to and shall be used only for the purpose of paying the principal of and interest on the Bonds; and a certified copy of this Resolution shall also be filed with the School Treasurer. Interest earnings on the Bond Fund and the Working Cash Fund of the District have not been earmarked or restricted by the Board for a designated purpose.

Section 11. Limitation on Extension; General Obligation Pledge; Additional Obligations. Notwithstanding any other provision of this Resolution, the annual amount of the taxes to be extended by the County Clerk to pay the Bonds and all other limited bonds (as defined in the Debt Reform Act) heretofore and hereafter issued by the District shall not exceed the debt

service extension base (as defined in the Property Tax Extension Limitation Law of the State of Illinois, as amended) of the District (the “*Base*”).

No limit, however, exists on the rate of the direct annual tax levied herein, and the Bonds shall constitute a general obligation of the District.

Payments on the Bonds from the Base will be made on a parity with payments on the District’s outstanding General Obligation Limited Tax School Bonds, Series 2014A. The District is authorized to issue from time to time additional limited bonds payable from the Base, as permitted by law, and to determine the lien priority of payments to be made from the Base to pay the District’s limited bonds.

Section 12. Use of Bond Proceeds. All moneys derived from the issuance of the Bonds hereby authorized shall be used only for the purpose and in the manner provided by the Act. Any accrued interest received on the delivery of the Bonds is hereby appropriated for the purpose of paying first interest due on the Bonds and is hereby ordered deposited into the Bond Fund. The principal proceeds of the Bonds and any premium received on the delivery of the Bonds are hereby appropriated to pay the costs of issuance of the Bonds and for working cash fund purposes, and that portion thereof not needed to pay such costs shall be set aside in a separate fund known and designated as the “Working Cash Fund of Community Consolidated School District Number 64, Cook County, Illinois,” which said fund shall be held apart and maintained as provided in Article 20 of the Act at least until all the Bonds have been retired or all the Bond proceeds have been fully spent (whichever is earlier), and shall not be used for any other purpose whatsoever. At the time of the issuance of the Bonds, the costs of issuance of the Bonds may be distributed by the Purchaser or the Bond Registrar on behalf of the District from the proceeds of the Bonds.

Section 13. Non-Arbitrage and Tax-Exemption. The District hereby covenants that it will not take any action, omit to take any action or permit the taking or omission of any action within

its control (including, without limitation, making or permitting any use of the proceeds of the Bonds) if taking, permitting or omitting to take such action would cause any of the Bonds to be an arbitrage bond or a private activity bond within the meaning of the Internal Revenue Code of 1986, as amended, or would otherwise cause the interest on the Bonds to be included in the gross income of the recipients thereof for federal income tax purposes. The District acknowledges that, in the event of an examination by the Internal Revenue Service (the “IRS”) of the exemption from Federal income taxation for interest paid on the Bonds, under present rules, the District may be treated as a “taxpayer” in such examination and agrees that it will respond in a commercially reasonable manner to any inquiries from the IRS in connection with such an examination.

The District also agrees and covenants with the purchasers and holders of the Bonds from time to time outstanding that, to the extent possible under Illinois law, it will comply with whatever federal tax law is adopted in the future which applies to the Bonds and affects the tax-exempt status of the Bonds.

The Board hereby authorizes the officials of the District responsible for issuing the Bonds, the same being the President and Secretary of the Board and the School Treasurer, to make such further covenants and certifications regarding the specific use of the proceeds of the Bonds as approved by the Board and as may be necessary to assure that the use thereof will not cause the Bonds to be arbitrage bonds and to assure that the interest on the Bonds will be exempt from federal income taxation. In connection therewith, the District and the Board further agree: (a) through their officers, to make such further specific covenants, representations as shall be truthful, and assurances as may be necessary or advisable; (b) to consult with counsel approving the Bonds and to comply with such advice as may be given; (c) to pay to the United States, as necessary, such sums of money representing required rebates of excess arbitrage profits relating to the Bonds; (d) to file such forms, statements, and supporting documents as may be required and in a timely

manner; and (e) if deemed necessary or advisable by their officers, to employ and pay fiscal agents, financial advisors, attorneys, and other persons to assist the District in such compliance.

Section 14. Reimbursement. With respect to expenditures for the projects paid within the 60 day period ending on this date and with respect to which no declaration of intent was previously made, the District hereby declares its intent to reimburse such expenditures and hereby allocates proceeds of the Bonds in the amount indicated in the Tax Exemption Certificate and Agreement to be delivered in connection with the issuance of the Bonds to reimburse said expenditures.

Section 15. List of Bondholders. The Bond Registrar shall maintain a list of the names and addresses of the holders of all Bonds and upon any transfer shall add the name and address of the new Bondholder and eliminate the name and address of the transferor Bondholder.

Section 16. Duties of Bond Registrar. If requested by the Bond Registrar, the President and Secretary of the Board are authorized to execute the Bond Registrar's standard form of agreement between the District and the Bond Registrar with respect to the obligations and duties of the Bond Registrar hereunder which may include the following:

- (a) to act as bond registrar, authenticating agent, paying agent and transfer agent as provided herein;
- (b) to maintain a list of Bondholders as set forth herein and to furnish such list to the District upon request, but otherwise to keep such list confidential;
- (c) to give notice of redemption of Bonds as provided for herein;
- (d) to cancel and/or destroy Bonds which have been paid at maturity or upon redemption prior to maturity or submitted for exchange or transfer;
- (e) to furnish the District at least annually a certificate with respect to Bonds cancelled and/or destroyed; and
- (f) to furnish the District at least annually an audit confirmation of Bonds paid, Bonds outstanding and payments made with respect to interest on the Bonds.

Section 17. Continuing Disclosure Undertaking. The President of the Board is hereby authorized, empowered and directed to execute and deliver a Continuing Disclosure Undertaking under Section (b)(5) of Rule 15c2-12 adopted by the Securities and Exchange Commission pursuant to the Securities Exchange Act of 1934, as amended (the “*Continuing Disclosure Undertaking*”). When the Continuing Disclosure Undertaking is executed and delivered on behalf of the District as herein provided, the Continuing Disclosure Undertaking will be binding on the District and the officers, employees and agents of the District, and the officers, employees and agents of the District are hereby authorized, empowered and directed to do all such acts and things and to execute all such documents as may be necessary to carry out and comply with the provisions of the Continuing Disclosure Undertaking as executed. Notwithstanding any other provision of this Resolution, the sole remedy for failure to comply with the Continuing Disclosure Undertaking shall be the ability of the beneficial owner of any Bond to seek mandamus or specific performance by court order to cause the District to comply with its obligations under the Continuing Disclosure Undertaking.

Section 18. Municipal Bond Insurance. In the event the payment of principal and interest on the Bonds is insured pursuant to a municipal bond insurance policy (the “*Municipal Bond Insurance Policy*”) issued by a bond insurer (the “*Bond Insurer*”), and as long as such Municipal Bond Insurance Policy shall be in full force and effect, the District and the Bond Registrar agree to comply with such usual and reasonable provisions regarding presentment and payment of the Bonds, subrogation of the rights of the Bondholders to the Bond Insurer upon payment of the Bonds by the Bond Insurer, amendment hereof, or other terms, as approved by the President of the Board on advice of counsel, his or her approval to constitute full and complete acceptance by the District of such terms and provisions under authority of this Section.

Section 19. Record-Keeping Policy and Post-Issuance Compliance Matters. On February 24, 2014, the Board adopted a record-keeping policy (the “*Policy*”) in order to maintain sufficient records to demonstrate compliance with its covenants and expectations to ensure the appropriate federal tax status for the debt obligations of the District, the interest on which is excludable from “gross income” for federal income tax purposes or which enable the District or the holder to receive federal tax benefits, including, but not limited to, qualified tax credit bonds and other specified tax credit bonds. The Board and the District hereby reaffirm the Policy.

Section 20. Severability. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 21. Repeal. All resolutions or parts thereof in conflict herewith be and the same are hereby repealed and this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted November 18, 2021.

President, Board of Education

Secretary, Board of Education

Member _____ moved and Member _____ seconded the motion that said resolution as presented and read by title be adopted.

After a full and complete discussion of said resolution, the President directed the Secretary to call the roll for a vote upon the motion to adopt said resolution.

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

The following members voted NAY: _____

Whereupon the President declared the motion carried and said resolution duly adopted, in open meeting approved and signed said resolution and directed the Secretary to record the same in full in the records of the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, which was done.

Other business not pertinent to the adoption of said resolution was duly transacted at the meeting.

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

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF MINUTES AND RESOLUTION

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

I do further certify that the foregoing is a full, true and complete transcript of that portion of the minutes of the meeting of the Board held on the 18th day of November, 2021, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION #1275 providing for the issue of not to exceed \$25,950,000 General Obligation Limited Tax School Bonds of Community Consolidated School District Number 64, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the execution of a Bond Purchase Agreement with Raymond James & Associates, Inc., in connection with the proposed sale of said bonds.

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 48 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 48-hour period preceding said meeting, that a true, correct and complete copy of said agenda as so posted is attached hereto as *Exhibit A*, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, the School Code of the State of Illinois, as amended, and the Local Government Debt Reform Act of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Acts and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 18th day of November, 2021.

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting County Clerk of The County of Cook, Illinois, and as such official I do further certify that on the ____ day of _____, 202__, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION #1275 providing for the issue of not to exceed \$25,950,000 General Obligation Limited Tax School Bonds of Community Consolidated School District Number 64, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the execution of a Bond Purchase Agreement with Raymond James & Associates, Inc., in connection with the proposed sale of said bonds.

duly adopted by the Board of Education of Community Consolidated School District Number 64, Cook County, Illinois, on the 18th day of November, 2021, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature and the seal of said County, this ____ day of _____, 202__.

County Clerk of The County of Cook, Illinois

(SEAL)

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

FILING CERTIFICATE

I, the undersigned, do hereby certify that I am the duly qualified and acting School Treasurer who receives the taxes of Community Consolidated School District Number 64, Cook County, Illinois, and as such official I do further certify that on the 18th day of November, 2021, there was filed in my office a duly certified copy of a resolution entitled:

RESOLUTION #1275 providing for the issue of not to exceed \$25,950,000 General Obligation Limited Tax School Bonds of Community Consolidated School District Number 64, Cook County, Illinois, for the purpose of increasing the Working Cash Fund of said School District, providing for the levy of a direct annual tax to pay the principal and interest on said bonds, and authorizing the execution of a Bond Purchase Agreement with Raymond James & Associates, Inc., in connection with the proposed sale of said bonds.

duly adopted by the Board of Education of said School District on the 18th day of November, 2021, and that the same has been deposited in the official files and records of my office.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 18th day of November, 2021.

School Treasurer

To: Board of Education
From: Dr. Eric Olson, Superintendent
Date: November 18, 2021
Re: Full-Day Kindergarten Update

The Board of Education will continue its discussion on full-day kindergarten, particularly around two specific topics.

Full-Day Kindergarten Construction Planning

The Board will have a final opportunity to provide feedback and suggestions in regard to the building blueprints. The Board is taking a tour of all of the affected schools on November 13 as an additional vehicle for feedback.

Please note that historically District 64 has not publicly shared blueprints as a safety measure for our students and staff. This information will only be shared with the Board at this time, although administration will host evenings at each of the schools to review plans with parents and community members and will share all the information then.

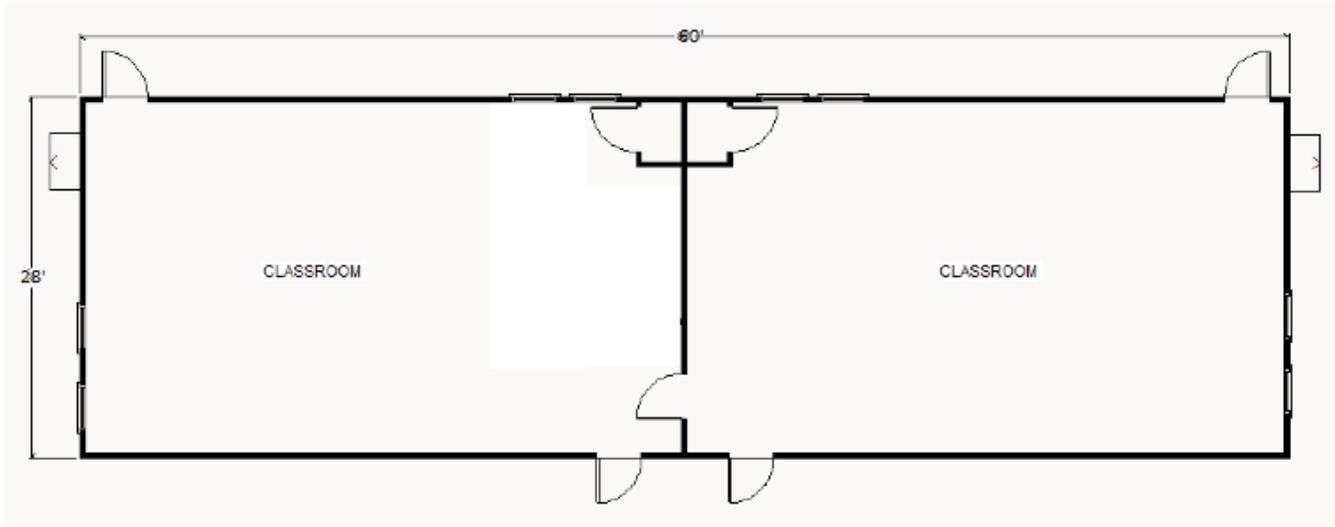
Administration will share with the Board the plan for mobile classrooms (attachment 1), which will be needed at least at Field, and possibly Jefferson, for the months of March, April, and May. The Board will review features of these classrooms, as well as cost.

Full-Day Kindergarten Fees

The Board of Education was presented with multiple options on whether to charge parents tuition for full-day kindergarten (see Oct. 21 presentation/attachment 2), and if so, what that cost should be. Once all construction is completed and everything has been purchased for the new classrooms, District 64 will incur additional staffing costs of \$1.2 million per year to run the full-day kindergarten program. The Board will discuss the various options.

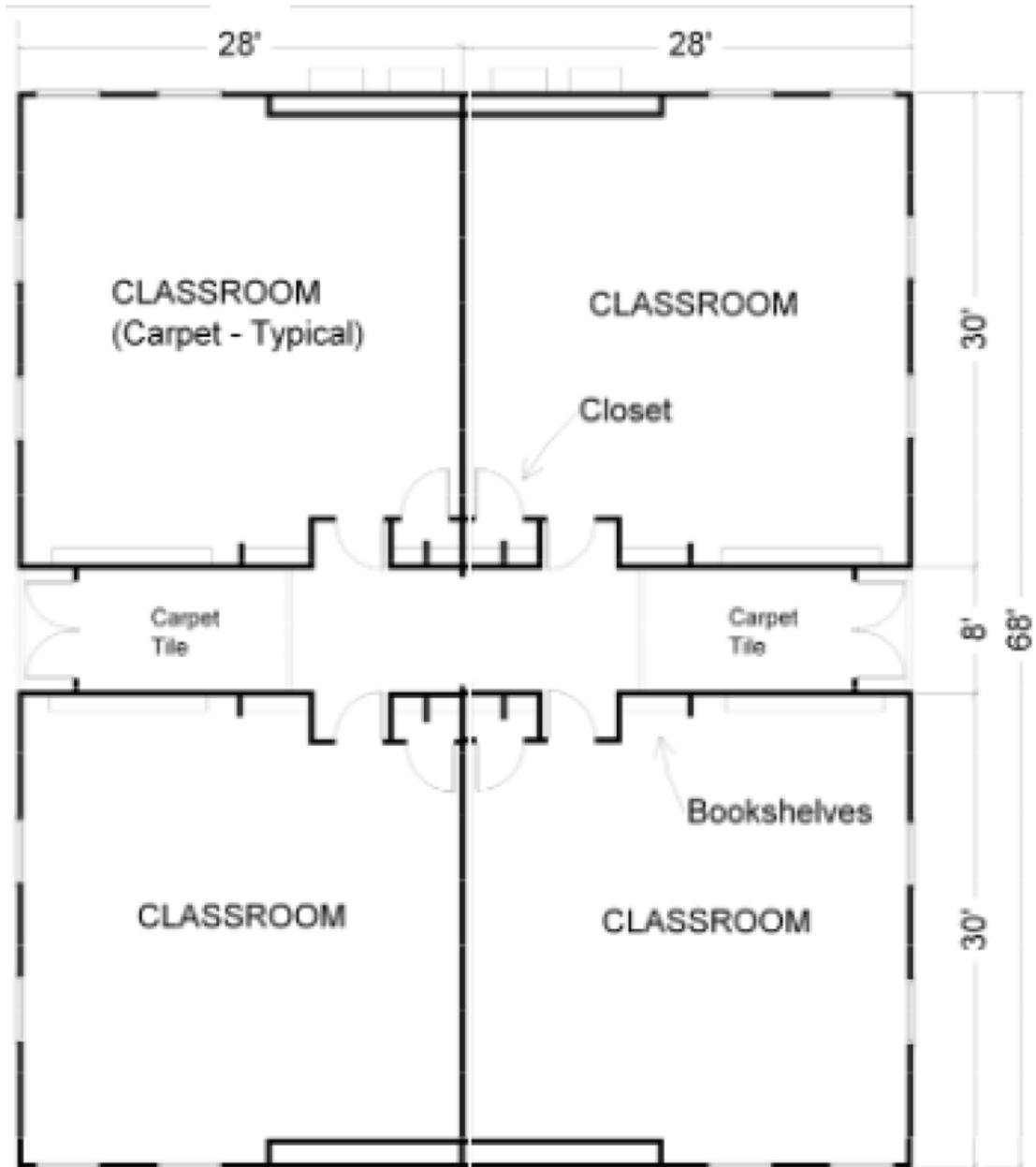
Field Modular Two Classroom Building Base Layout & Pictures

11/18/21



Jefferson Modular Four Classroom Building Base Layout

11/18/21



Jefferson Modular Four Classroom Building Pictures

11/17/21



Tuition Options for Full-Day Kindergarten

*District 64
October 21, 2021*



Associated Costs: Annual/One-Time

→ **Annual** salaries & benefits for staff

\$1,228,700

→ **Annual** Core curricular and technology costs due to increased classroom sections and enrollment (approximately 70 students)

\$16,610

→ **One-time** set-up costs (e.g., curriculum for classroom sections, technology, phone)

\$198,181

Tuition-Based Model

	\$24/day (Cost of D64 Extended Day K)	\$36/day (Cost of Private Half-Day)	\$18/day (Half the Cost of Private Half-Day)	\$1/day
Cost per month	\$480	\$720	\$360	\$20
Cost per year	\$4,320	\$6,480	\$3,240	\$180
Offset per year (400 students)	\$1,728,000	\$2,592,000	\$1,296,000	\$72,000

Neighboring Districts

Half Day K Only

- Arlington Heights 25
- Des Plaines 62
- Mount Prospect 57
- Morton Grove 70
- *Wilmette 39 (Optional tuition-based enrichment)*

Full Day K at One District Location

- Northbrook 27

Full Day K at Home School

- Maine 63
- Niles 71
- Golf 67
- Lake Forest 67
- Wheeling 21
- Northbrook 28
- Northbrook/Glenview 30
- West Northfield 31
- North Shore 112
- Glencoe 35
- Avoca 37
- Kenilworth 38
- *Libertyville 70 (changed to free)*
- *Deerfield 109 (changed to free)*
- *Glenview 34 (2022-23 - possibly)*
- *Aptakisic-Tripp 102 (tuition-based)*

To: Board of Education
Dr. Eric Olson, Superintendent

From: Mr. Adam Parisi, Chief School Business Official
Mr. Tony Bersani, Director of Facility Management

Date: November 18, 2021

Subject: Approve the Awarding of Contract to Purchase Mechanical Units -
Jefferson Summer 2022 Renovation Project

At the October 21, 2021 Board of Education meeting, administration presented to the Board information related to new construction and a complete renovation of Jefferson School. As part of the Jefferson project, the District will be purchasing the following:

- (2) new high efficiency (850 MBH input) hot water boilers
- (1) new 60-ton package chiller
- (2) new packaged nominal 8.5 ton rooftop air handling units with DX cooling and gas fired heat
- (2) new package DOAS (Direct Air Outdoor Systems)
- (59) new ceiling mount fan coil units

In order for the Jefferson renovation project to be completed prior to school beginning in August, it is important that we pre-order these mechanical units. The current lead time on some of these units are 4 to 6 months out (as opposed to 2 to 4 months at this time last year). It is essential to secure these units to put the District in the best position possible to complete the project on time. The units were publicly bid through the NCPA (National Cooperative Purchasing Alliance). The total cost of the equipment that was bid should not exceed \$593,000.

ACTION ITEM 21-11-5

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the awarding of the contract for the mechanical units to be used in Jefferson School not to exceed \$593,000.

The votes were cast as follows:

AYES:

NAYS:

PRESENT:

ABSENT:

MidwestMechanical
Building Efficiency and Sustainability



A Service Logic Company

Proposal for:

**Park Ridge-Niles
CCSD 64**

**Replacement of Jefferson School HVAC
Equipment**

INSTALLATION PROPOSAL

By and Between:

Contractor performing work:

Midwest Mechanical Group, Inc.
801 Parkview Boulevard
Lombard, IL 60148

Customer:

Park Ridge-Niles CCSD 64
164 S Prospect Ave.
Park Ridge, IL 60068

and

PROJECT LOCATION:

Jefferson School
8200 W Greendale Ave
Niles, IL 60714

PROJECT DESCRIPTION: Jefferson HVAC Equipment Replacement
RQN number: 2021-8082223828

Date: 11/9/2021

We are pleased to offer our proposal to furnish and supply the specified HVAC units for Jefferson School as outlined below:

OUR EQUIPMENT ONLY PROPOSAL INCLUDES THE FOLLOWING SCOPE OF WORK:

Midwest Mechanical proposes to design, generate selections, and order the mechanical equipment for Jefferson School. The basis of mechanical design is a four pipe heating and cooling system with a hot water heating plant and chilled water cooling plant. Dedicated outdoor air systems will provide ventilation to the fan coils. New packaged roof top air handling units will serve the existing Gymnasium and new Board and Professional Development rooms. The proposed scope of work includes the following:

General

- Equipment selections and submittals to be submitted to the District for review prior to equipment being released.
- Provide off site storage of equipment with a *maximum storage time of six months*.
- Provide delivery to project site. *Off-loading not included*
- No factory start-up of new equipment unless listed below.
- No extended warranty unless listed below.
- No equipment curbs or pads, unless listed below

New Mechanical Equipment

Design, select, order, and deliver mechanical equipment for Jefferson School as listed and described below:

Heating Plant:

- Provide (2) new high efficiency (850 MBH input) hot water boilers. System includes:
 - Two (2) hot water variable primary system pumps
 - Controller with BACnet MS/TP integration card
 - Factory start-up

Cooling Plant

- Provide (1) new 60-ton package chiller. System includes:
 - Single point power with unit disconnect
 - BACnet MS/TP integration
 - Factory pump package with valves and strainer
 - Compressor sound blanket
 - 5 year compressor warranty
 - Factory start-up

Rooftop Units:

- Provide (2) new packaged nominal 8.5 ton rooftop air handling units with DX cooling and gas fired heat. Units include:
 - Single zone VAV, variable speed fan motor
 - Low leak economizer
 - BACnet MS/TP integration card
 - Factory mounted CO2 sensor, smoke detector
 - Powered convenience outlet, factory disconnect

Dedicated Outdoor Air System (DOAS)

- Provide (2) new package DOAS. DOAS-1: 4,800 cfm, DOAS-2: 2,400 CFM. Systems includes:
 - Packaged 100% outside supply air and balanced exhaust system
 - DX cooling with variable speed compressors and hot gas reheat
 - Modulating gas furnace
 - Energy recover wheel
 - 24" curb
 - BACnet MS/TP integration card
 - 1 year unit warranty, 5 year compressor warranty

Fan Coil Units

- Provide (59) new ceiling mount fan coil units. Units include:
 - Hot water heating coil
 - Chilled water cooling coil
 - PSC multispeed fan
 - Polymer drain pan

- Standard throw away filter

Exclusions and Clarifications

1. *This proposal does not include any installation labor or material*
2. *In observance of current factory production and material distribution volatilities, Midwest Mechanical can only guarantee the firm pricing and/or lead time estimations (as stated within) for a period of 20 business days from the date of this proposal. As such, any authorizations to proceed which are received beyond this time period may be subject to a revised final contract pricing and/or lead time projection to reflect market conditions at the time of The Customer's acceptance.*

PRICING SUMMARY:

The price for above scope of work and materials is... \$592,864 (five hundred ninety two thousand eight hundred sixty four dollars)

Terms of Payment:

The terms of payment for this project 25% upon approval, 75% upon completion. Midwest Mechanical looks forward to exceeding your expectations during and after the project. Please feel free to contact me at (630)487-8961 with any questions or concerns.

Best Regards,

Dan Brandolino

Daniel T. Brandolino

Vice President- Public Sector

Approved By: _____

Date: _____

CONTRACT AGREEMENT - TERMS AND CONDITIONS

1. Applicability. These terms and conditions (these “**Terms**”) are the only terms which govern the sale of the goods (“**Goods**”) and services (“**Services**”) by MIDWEST MECHANICAL (“**Seller**”) to Helping Hand Center (“**Buyer**”). The accompanying [quotation/confirmation of sale/invoice] (the “**Sales Confirmation**”) and these Terms (collectively, this “**Agreement**”) comprise the entire agreement between the parties, and supersede all prior or contemporaneous understandings. These Terms prevail over any of Buyer’s general terms and conditions of purchase regardless whether or when Buyer has submitted its purchase order or such terms. Fulfillment of Buyer’s order does not constitute acceptance of any of Buyer’s terms and conditions and does not serve to modify or amend these Terms. In the event of a conflict between the risk-shifting terms contained in these general terms and conditions and in the Sales Confirmation, the terms contained in these general terms and conditions shall control and prevail.
2. Delivery of Goods and Performance of Services. The Goods will be delivered within a reasonable time after the receipt of Buyer’s purchase order, subject to availability of finished Goods. Seller shall not be liable for any delays, loss, or damage in transit. Unless otherwise agreed in writing by the parties, Seller shall deliver the Goods to the location described in the Sales Confirmation (the “**Delivery Point**”) using Seller’s standard methods for packaging and shipping such Goods. Seller shall use reasonable efforts to meet any performance dates to render the Services specified in the Sales Confirmation, and any such dates shall be estimates only. With respect to the Services, Buyer shall (i) cooperate with Seller in all matters relating to the Services and provide such access to Buyer’s premises, and such office accommodation and other facilities as may reasonably be requested by Seller, for the purposes of performing the Services; (ii) respond promptly to any Seller request to provide direction, information, approvals, authorizations, or decisions that are reasonably necessary for Seller to perform Services in accordance with the requirements of this Agreement; and (iii) obtain and maintain all necessary licenses and consents and comply with all applicable laws in relation to the Services before the date on which the Services are to start.
3. Shipping Terms. Delivery of the Goods shall be made FOB as set forth in the Sales Confirmation.
4. Title and Risk of Loss. Risk of loss passes to Buyer upon delivery of the Goods at the Delivery Point. Title passes to Buyer only upon payment for the Goods in full.
5. Buyer’s Acts or Omissions. If Seller’s performance of its obligations under this Agreement is prevented or delayed by any act or omission of Buyer or its agents, subcontractors, consultants, representatives, or employees, Seller shall not be deemed in breach of its obligations under this Agreement or otherwise liable for any costs, charges, or losses sustained or incurred by Buyer, in each case, to the extent arising directly or indirectly from such prevention or delay.
6. Nonconforming Goods. Buyer shall inspect the Goods immediately upon receipt. Buyer will be deemed to have accepted the Goods unless it notifies Seller in writing of any Nonconforming Goods within 1 day after the Inspection Period and furnishes such written evidence or other documentation as required by Seller.
7. Price. Buyer shall purchase the Goods and Services from Seller at the prices (the “**Price[s]**”) set forth in Seller’s published price list in force as of the date of the Sales Confirmation. All Prices are exclusive of all sales, use, and excise taxes, and any other similar taxes, duties, and charges of any kind imposed by any government.
8. Payment Terms. Buyer shall pay all invoiced amounts due to Seller within 10 days from the date of Seller’s invoice. Buyer shall pay interest on all late payments at the lesser of the rate of 1.5% per month, calculated daily and compounded monthly. Buyer shall reimburse Seller for all costs incurred in collecting any late payments, including, without limitation, attorneys’ fees. Buyer shall not withhold payment of any amounts due and payable by reason of any set-off of any claim or dispute with Seller, whether relating to Seller’s breach, bankruptcy or otherwise. Buyer shall not leave any of the Goods or Services furnished or installed by Seller in operation until the customer has approved and accepted same and paid Seller the billed Price for such Goods and Services in full.
9. Limited Warranty. Seller warrants to Buyer that for a period of one (1) year from the date of shipment of the Goods (“**Warranty Period**”), that such Goods will materially conform to the specifications set forth in Seller’s published specifications in effect as of the date of manufacture. Seller warrants to Buyer that it shall perform the Services using personnel of required skill, experience, and qualifications and in a professional and workmanlike manner in accordance with generally recognized industry standards for similar services and shall devote adequate resources to meet its obligations under this Agreement. This workmanship warranty will terminate one (1) year from the date Services were performed. **EXCEPT FOR THE WARRANTIES SET FORTH IN THIS SECTION, SELLER MAKES NO WARRANTY WHATSOEVER WITH RESPECT TO THE GOODS OR SERVICES, INCLUDING ANY (a) WARRANTY OF MERCHANTABILITY; OR (b) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE; OR (c) WARRANTY OF TITLE; OR (d) WARRANTY AGAINST INFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS OF A THIRD PARTY; WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE, OR OTHERWISE.** Products manufactured by a third party (“**Third Party Product**”) may constitute, contain, be contained in, incorporated into, attached to or packaged together with, the Goods. Third Party Products are not covered by the warranty in Section 119. For the avoidance of doubt, **SELLER MAKES NO REPRESENTATIONS OR WARRANTIES WITH RESPECT TO ANY THIRD-PARTY PRODUCT, INCLUDING ANY (a) WARRANTY OF MERCHANTABILITY; (b) WARRANTY OF FITNESS FOR A PARTICULAR PURPOSE; (c) WARRANTY OF TITLE; OR (d) WARRANTY AGAINST INFRINGEMENT OF INTELLECTUAL PROPERTY RIGHTS OF A THIRD PARTY; IN EACH CASE, REGARDLESS OF WHETHER EXPRESS OR IMPLIED BY LAW, COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE OF TRADE, OR OTHERWISE. SELLER SHALL HAVE NO LIABILITY TO BUYER (AND BUYER HEREBY WAIVES ALL RIGHTS TO RECOVER FROM SELLER) FOR ANY LOSS OR DAMAGE ARISING FROM OR RELATED TO A THIRD PARTY PRODUCT.** Seller shall not be liable for a breach of the warranties set forth herein unless Buyer gives written notice of the defective Goods or Services to Seller within thirty (30) days of the time when Buyer discovers or ought to have discovered the defect. Seller shall not be liable for a breach of the warranty set forth herein if: (i) Buyer makes any further use of such Goods after giving such notice; (ii) the defect arises because Buyer failed to follow Seller’s instructions; or (iii) Buyer alters or repairs such Goods without the prior written consent of Seller. Subject to the limitations herein,

with respect to any such Goods during the warranty period, Seller shall, in its sole discretion, either: (i) repair or replace such Goods (or the defective part) or (ii) credit or refund the price of such Goods at the pro rata contract rate provided that, if Seller so requests, Buyer shall, at Seller's expense, return such Goods to Seller. Subject to the limitations herein above, with respect to any Services subject to a claim under the warranty set forth herein, Seller shall, in its sole discretion, (i) repair or re-perform the applicable Services or (ii) credit or refund the price of such Services at the pro rata contract rate. **THE REMEDIES SET FORTH IN THIS SECTION SHALL BE THE BUYER'S SOLE AND EXCLUSIVE REMEDY AND SELLER'S ENTIRE LIABILITY FOR ANY BREACH OF THE LIMITED WARRANTIES SET FORTH IN THIS SECTION.**

10. Limitation of Liability. IN NO EVENT SHALL SELLER BE LIABLE TO BUYER OR ANY THIRD PARTY FOR ANY LOSS OF USE, MAINTENANCE EXPENSE, CLAIMS OF CUSTOMERS, CLAIMS OF TENANTS, OR CLAIMS OF CLIENTS, LOSS OF REVENUE OR PROFIT OR LOSS OF DATA OR DIMINUTION IN VALUE, OR FOR ANY CONSEQUENTIAL, INDIRECT, INCIDENTAL, SPECIAL, EXEMPLARY, OR PUNITIVE DAMAGES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGES WERE FORESEEABLE AND WHETHER OR NOT SELLER HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE. IN NO EVENT SHALL SELLER'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EXCEED THE TOTAL OF THE AMOUNTS PAID TO SELLER FOR THE GOODS AND SERVICES SOLD HEREUNDER IN THE IMMEDIATELY PRECEDING ONE (1) YEAR PERIOD.

11. Insurance. During the term of this Agreement, each party shall, at its own expense, maintain and carry insurance in which includes, but is not limited to, commercial general liability (including product liability and liability covering independent contractors) in reasonable amounts. Buyer shall carry all risk property insurance to the full value of the materials and equipment and name Seller as an additional insured.

12. Indemnification. To the fullest extent permitted by law, Buyer shall indemnify, defend, release, and hold harmless Seller, its affiliates, and its and their respective agents, representatives, contractors and employees from and against all claims, damages, losses and expenses, including but not limited to attorney's fees, arising out of or resulting from the performance of Services or deliver of Goods hereunder, provided that such claim, damage, loss or expense is caused in whole or in part by any active or passive act or omission of Buyer, anyone directly or indirectly employed by Buyer, or anyone for whose acts Buyer may be liable, regardless of whether it is caused in part by the negligence of Seller.

13. Termination. In addition to any remedies herein, Seller may terminate this Agreement with immediate effect upon written notice to Buyer, if Buyer: (a) fails to pay any amount when due; (b) has not otherwise performed or complied with any of these Terms; or (c) becomes insolvent. In addition, if the project to which the Goods and Services relate is paused for a period of thirty (30) days through no act or fault of Seller, Seller may terminate this Agreement and immediately recover from Buyer payment for all work to date and for any proven loss, including reasonable profit and damages.

14. Confidential Information. All information of Seller disclosed by Seller to Buyer in connection with this Agreement is confidential, solely for the use of performing this Agreement and may not be disclosed or copied unless authorized in advance by Seller in writing. Upon Seller's request, Buyer shall promptly return all documents and other materials received from Seller. This Section does not apply to information that is: (a) in the public domain; (b) known to Buyer at the time of disclosure; or (c) rightfully obtained by Buyer on a non-confidential basis from a third party.

15. Force Majeure. Seller shall not be liable or responsible to Buyer for any failure or delay in fulfilling or performing any term of this Agreement when and to the extent such failure or delay is caused by or results from acts or circumstances beyond the reasonable control of Seller including, without limitation, acts of God, flood, fire, earthquake, explosion, governmental actions, war, invasion, or hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, national emergency, revolution, insurrection, epidemic, pandemic, lockouts, strikes or other labor disputes (whether or not relating to either party's workforce), or restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials, materials or telecommunication breakdown or power outage.

16. Miscellaneous. This Agreement is governed by laws of the State in which the Goods are delivered and/or the Services are performed. Provisions of these Terms which by their nature should apply beyond their terms will remain in force after any termination of this Agreement. These Terms may only be amended or modified in a writing stating specifically that it amends these terms and is signed by an authorized representative of each party.

By signing the below line, you are confirming that you have read and understand this paragraph and that you agree to the Terms and Conditions listed above.

Signature:

Date:

To: Board of Education
 From: Dr. Eric Olson, Superintendent
 Date: November 18, 2021
 Re: Presentation of Draft Calendar for 2022-23 School Year

Following consultation with the senior administrative team, the District 64 Calendar Committee met on November 2, 2021, to review the draft of the calendar for the 2022-23 school year. The tentative draft (attachment 1) is presented to the Board for a review and comments, before it will be brought back for approval at the December regular meeting.

Here are several key points to the presented draft calendar:

- School begins for students on Wednesday, August 24, 2022. The administration is recommending a later start to allow for construction related to the implementation of the full-day kindergarten program.
- The number of Institute Days is kept at three as in past practice. The November Institute day has been moved to February. November 8, 2022, the gubernatorial general election, is now an official State Holiday. The District will use this third institute day on February 28, 2023, during the consolidated primary election to avoid students' presence in the buildings.
- April 4, 2023 will be an e-learning day. This is the date of the consolidated general election, when once again school buildings will be used as polling places.
- Winter and Spring Recess dates are in alignment with Maine Township High School District 207.
- 8th-grade promotion is scheduled for June 8, 2023
- The last day of student attendance will be June 9, 2023. If June 9 is designated as a records/planning day, the last day of attendance for students will be June 8, 2023.

Here is a summary of the key dates for the draft 2022-23 calendar in relation to the adopted 2021-22 calendar.

Adopted 2021-22	Draft 2022-23
Institute Days – Tuesday, August 17, 2021; Wednesday, August 18, 2021; Friday, March 11, 2022	Institute Days – Monday, August 22, 2022; Tuesday, August 23, 2022; Tuesday, February 28, 2023
First Day for Students – Thursday, August 19, 2021	First Day for Students – Wednesday, August 24, 2022
Winter Recess – Begin Monday, December 20, 2021 - Return Monday, January 3, 2022	Winter Recess – Begin Monday, December 19, 2022 - Return Monday, January 2, 2023

Spring Recess – Begin Monday, March 21, 2022 - Return Monday, March 28, 2022	Spring Recess – Begin Monday, March 20, 2023 - Return Monday, March 27, 2023
8th Grade Promotion - Thursday, June 2, 2022	8th Grade Promotion - Thursday, June 8, 2023
Last Day – Friday, June 3, 2022	Last Day – Friday, June 9, 2023

Next Steps

Following tonight’s review and comments from the Board, the administration will bring back the final draft of the calendar for adoption at the December 16 regular meeting.

**DISTRICT 64 SCHOOL CALENDAR
2022-2023**

AUGUST

M	T	W	Th	F	total
1	2	3	4	5	0
8	9	10	11	12	0
15	16	17	18	19	0
TI	TI	(24	25	26	3
29	30	31			3
				total	6

SEPTEMBER

M	T	W	Th	F	total
			1	2	2
HOL	6	7	8	9	4
12	13	14	15	16	5
19	20	21	22	23	5
26	27	28	29	30	5
				total	21

OCTOBER

M	T	W	Th	F	total
3	4	5	6	7	5
HOL	11	12	13	14	4
17	18	19	20	21	5
24	25	26	27	28	5
31					1
				total	20

records day

elearning

NOVEMBER

M	T	W	Th	F	total
	1	2	3	4	4
7	HOL	9	10	11	4
14	15	16	17	18	5
FPT	N/A	N/A	HOL	N/A	0
28	29	30			3
				total	16

DECEMBER

M	T	W	Th	F	total
			1	2	2
5	6	7	8	9	5
12	13	14	15	16	5
N/A	N/A	N/A	N/A	N/A	0
N/A	N/A	N/A	N/A	N/A	0
				total	12

JANUARY

M	T	W	Th	F	total
2	3	4	5	6	5
9	10	11	12	13	5
HOL	17	18	19	20	4
23	24	25	26	27	5
30	31				2
				total	21

FEBRUARY

M	T	W	Th	F	total
		1	2	3	3
6	7	8	9	10	5
13	14	15	16	17	5
HOL	21	22	23	24	4
27	TI				1
				total	18

MARCH

M	T	W	Th	F	total
		1	2	3	3
6	7	8	9	10	5
13	14	15	16	17	5
20	21	22	23	24	0
27	28	29	30	31	5
				total	18

APRIL

M	T	W	Th	F	total
3	4	5	6	FPT	4
10	11	12	13	14	5
17	18	19	20	21	5
24	25	26	27	28	5
				total	19

MAY

M	T	W	Th	F	total
1	2	3	4	5	5
8	9	10	11	12	5
15	16	17	18	19	5
22	23	24	25	26	5
HOL	30	31			2
				total	22

JUNE

M	T	W	Th	F	total
			1	2	2
5	6	7	8	9	5
XED	XED	XED	XED	XED	
19	20	21	22	23	
26	27	28	29	30	
				total	7

JULY

M	T	W	Th	F	total
3	4	5	6	7	0
10	11	12	13	14	0
17	18	19	20	21	0
24	25	26	27	28	0
31					0
				total	0

School begins for students: 8/24/22
 School ends for students: 6/9/23
Pupil attendance days: 180
 Approved Institute Days: 3
 Approved parent/teacher days: 2
TOTAL (185 days or more): 185
 Proposed emergency days: 5

SCHOOL HOLIDAYS:
 09/05/22 Labor Day
 10/10/22 Indigenous Peoples' Day
 11/11/22 Veterans Day
 11/25/22 Thanksgiving Day
 12/25/22 Christmas Day
 01/01/23 New Year's Day
 01/16/23 M.L.King Day
 02/20/23 Presidents' Day
 05/29/23 Memorial Day

CALENDAR LEGEND
 Legal School Holiday HOL
 Institute Day TI
 Not in Attendance N/A
 School begins (
 School ends)
 Full-day parent/teacher conf. FPT
 Proposed emergency days XED

Potential Records Day 03/10/23
 Potential Records Day 06/09/23

Approval of Recommended Personnel Report

ACTION ITEM 21-11-6

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report dated November 18, 2021, 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:

November 18, 2021
Personnel Report

Nina Bennett	Employ as Special Education Teacher Assistant at Roosevelt School effective October 25, 2021 - \$17.04 hourly.
Gloriane Bork	Employ as Extended Day Kindergarten Teacher Assistant at Jefferson School effective November 8, 2021 - \$17.04 hourly.
Nicole Gurgone	Employ as Special Education Teacher Assistant at Roosevelt School effective October 25, 2021 - \$17.04 hourly.
Rico Perez	Resign as Night Custodian at Jefferson School effective August 27, 2021.
Natalie Blachut	Retire as Business Services Associate effective January 3, 2022.
Rita Downing	Retire as Special Education Teacher Assistant at Emerson Middle School effective October 29, 2021.
Danna Karkazis	<i>Correction:</i> Resign as Level IV Secretary at Emerson Middle School effective November 5, 2021.

Consent Agenda

ACTION ITEM 21-11-7

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda for November 18, 2021, which includes: Bills, Payroll and Benefits; Approval of Financial Update for the Period Ending September 30, 2021; Approval of Resolution #1276 Authorizing and Directing the Permanent Transfer of Money from the Operations & Maintenance Fund to the Debt Service Fund for Debt Certificates; Approval of Resolution #1277 Authorizing and Directing the Permanent Transfer of Money from the Education Fund to the Debt Service Fund for Copier Leases; Approval of Intergovernmental Agreement for Facilities Use & Operation of a Before and After School Recreational Program; 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: 09/01/2021 - 11/18/2021
 Voucher Range: 1082 - 1087

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	
134881	11/18/2021	1082	West Music Company	10.0000.1112.4100.207.00.000000	SONGTALE 17 BOOK	\$250.00	
						Check Total:	\$1,048.38
134882	11/18/2021	1082	Wilson Language Training Corp.	10.0000.2210.3120.000.00.462000	WRS Level I Certification - \$1,000 per participant.	\$5,000.00	
						Check Total:	\$5,000.00
134883	11/18/2021	1082	WIPFLI	10.0000.2310.3170.000.00.000000	50% audit fee	\$15,200.00	
						Check Total:	\$15,200.00
NCB	11/18/2021	1083	Wow! Business	10.0000.2633.3420.000.00.000000	11-1/11-30 internet	\$1,214.99	
						Check Total:	\$1,214.99
134884	11/18/2021	1082	Wypych, Iwona	10.0000.1120.3320.000.00.000000	Regular travel	\$68.32	
						Check Total:	\$68.32
						Bank Total:	\$1,162,955.17

<u>Fund</u>	<u>Amount</u>
10	\$381,916.34
20	\$216,721.09
30	\$12,859.05
40	\$320,155.36
60	\$230,990.83
80	\$312.50
Fund Totals:	\$1,162,955.17

End of Report

Disbursements Grand Total: \$1,162,955.17

Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2021-2022

Month: October

Year: 2021

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	\$13,308,970.44	(\$17,940,042.50)	\$0.00	\$29,553,983.72
20	Operations & Maintenance Fund	\$2,161,615.83	\$1,533,902.64	(\$2,163,471.27)	\$0.00	\$1,532,047.20
30	Debt Services Fund	\$2,444,187.43	\$506.33	(\$53,186.20)	\$0.00	\$2,391,507.56
40	Transportation Fund	\$1,263,207.23	\$604,040.46	(\$1,174,952.18)	\$0.00	\$692,295.51
50	Municipal Retirement Fund	\$442,560.77	\$73,881.97	(\$320,996.26)	\$0.00	\$195,446.48
51	Social Security/Medicare Fund	\$561,749.02	\$221,159.38	(\$348,935.51)	\$0.00	\$433,972.89
60	Capital Projects Fund	\$19,201.13	\$1.19	(\$1,373,775.42)	\$0.00	(\$1,354,573.10)
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	\$101,989.99	\$0.00	\$0.00	\$1,479,948.86
80	Tort Fund	\$476,541.76	\$56,135.11	(\$536,706.75)	\$0.00	(\$4,029.88)
Grand Total:		\$42,932,077.82	\$15,900,587.51	(\$23,912,066.09)	\$0.00	\$34,920,599.24

End of Report

To: Board of Education
Dr. Eric Olson, Superintendent

From: Valerie Varhalla, Director of Business Services

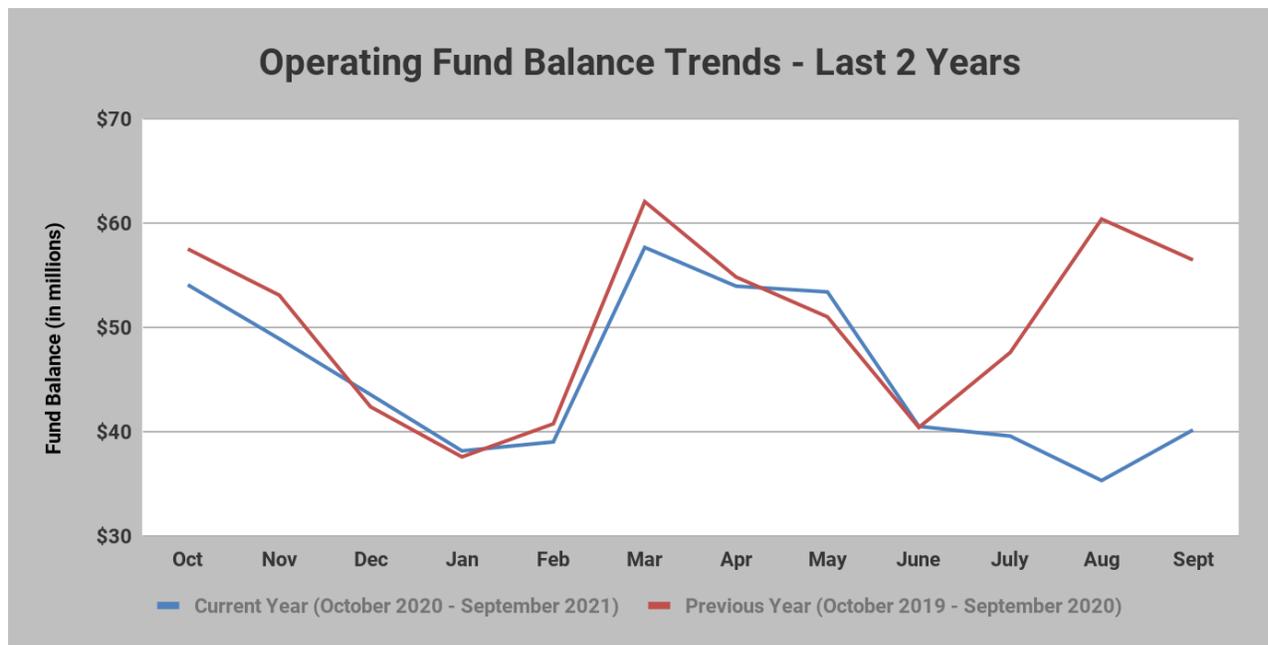
Date: November 18, 2021

Subject: Financial Update for the Period Ending September 30, 2021

Attached for your review are the following reports as of September 30, 2021:

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

Fund balance in the Operating Funds increased by \$4.8 Million in August to \$40.1 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:

- In October 2020, fund balance in Capital Projects (fund 60) did drop negative. At the end of each calendar year, the District does a transfer from the Education to Operations and Maintenance to Capital Projects to cover the necessary construction.
- January-Fund balance in December decreased at a faster rate due to two board resolutions adopted at the January 14th Board of Education meeting. Resolution #1262 directed the transfer of \$783,925 for debt certificates and #1263 which directed the transfer of \$113,072 for copier leases.
- February-The board adopted resolution #1264 on February 11th, directing the transfer of \$2,000,000 from the Educational fund to the Operations and Maintenance Fund and then to the Capital Projects Fund. February was also the first month of the first installment of property tax revenue collections.
- 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-Fund balance increased with the installment of real estate tax collections.

Revenue Summary - September

Total revenue for the District was 19% of budgeted revenues as of September 30 for all funds. This is behind last year's pace (37%). The District received \$12.5 Million in real estate taxes.

State and federal revenue was insignificant. The District received the standard two installments of Evidence Based Funding from the State (\$306,000) along with grant expenditures of \$146,000.

Expenditure Summary - September

After completing the first three months of the fiscal year, the District has expended 16% of its overall budget which is inline with last year's pace.

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
September	17%	14%
August	6%	6%
July	1%	1%

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
September	14%	31%
August	11%	26%
July	5%	15%

Accounts payable spending is running behind last year's budget pace. Since the worldwide pandemic, the District has been conservative in its spending. The District will see more spending at a faster rate as full day kindergarten expenditures start to roll through.

Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2021-2022

Month: September

Year: 2021

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	\$13,278,494.29	(\$12,907,204.70)	\$0.00	\$34,556,345.37
20	Operations & Maintenance Fund	\$2,161,615.83	\$1,533,682.64	(\$1,744,506.09)	\$0.00	\$1,950,792.38
40	Transportation Fund	\$1,263,207.23	\$604,040.46	(\$537,743.85)	\$0.00	\$1,329,503.84
50	Municipal Retirement Fund	\$442,560.77	\$73,881.97	(\$235,529.54)	\$0.00	\$280,913.20
51	Social Security/Medicare Fund	\$561,749.02	\$221,159.38	(\$249,028.59)	\$0.00	\$533,879.81
70	Working Cash Fund	\$1,377,958.87	\$101,989.99	\$0.00	\$0.00	\$1,479,948.86
80	Tort Fund	\$476,541.76	\$56,135.11	(\$536,356.75)	\$0.00	(\$3,679.88)
Grand Total:		\$40,468,689.26	\$15,869,383.84	(\$16,210,369.52)	\$0.00	\$40,127,703.58

End of Report

Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2021-2022

Month: September

Include Cash Balance

Year: 2021

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	\$506.33	(\$40,327.15)	\$0.00	\$2,404,366.61
60	Capital Projects Fund	\$19,201.13	\$1.19	(\$961,586.32)	\$0.00	(\$942,384.00)
61	Cap Projects Fund - 2017 Debt Certs	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Grand Total:		\$2,463,388.56	\$507.52	(\$1,001,913.47)	\$0.00	\$1,461,982.61

End of Report

This Report Can be Viewed on the

[Financial Data Current](#)

**RESOLUTION #1276 AUTHORIZING AND
DIRECTING THE PERMANENT TRANSFER OF MONEY
FROM THE OPERATIONS & MAINTENANCE FUND
TO THE DEBT SERVICE FUND
FOR DEBT CERTIFICATES**

WHEREAS, the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, has previously pledged a certain sum of money that the District received pursuant to the Operations & Maintenance Fund levy to be used for the payment of certain long-term debt; and

WHEREAS, Section 100.50 of the Illinois State Board of Education rules, 23 Ill.Admin.Code 100.50, provides that when revenue is pledged to pay debt service on any long-term debt, the pledged money shall be transferred into the Debt Service Fund and the debt paid from that Fund.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, as follows:

Section 1. The Board of Education hereby finds that all of the recitals contained in the preamble to this Resolution are true, correct, and complete and does hereby incorporate them into this Resolution by reference.

Section 2. The Board of Education hereby authorizes and directs that \$783,925, previously having been pledged for the payment of long-term debt, be transferred from the District's Operations & Maintenance Fund to the Debt Service Fund for the 2021-2022 Fiscal Year.

Section 3. The money transferred from the Operations & Maintenance Fund shall be used to pay the long-term debt for which it was previously pledged.

Section 4. The School Treasurer for the District is hereby authorized and directed to make any and all necessary entries on the District's books and records to evidence the transfer of said pledged money.

Section 5. All resolutions or parts thereof in conflict with this Resolution are hereby repealed and this Resolution shall be in full force and effect upon its adoption.

ADOPTED this **18th** day of **November 2021**.

AYES: _____

NAYS: _____

ABSTAIN: _____

ABSENT: _____

**BOARD OF EDUCATION OF
PARK RIDGE-NILES SCHOOL DISTRICT NO. 64,
COOK COUNTY, ILLINOIS**

By: _____

President, Board of Education

ATTEST:

Secretary, Board of Education

STATE OF ILLINOIS)) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education of Park Ridge-Niles School District 64, Cook County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of a resolution entitled:

**RESOLUTION #1276 AUTHORIZING AND
DIRECTING THE PERMANENT TRANSFER OF MONEY
FROM THE OPERATIONS & MAINTENANCE FUND
TO THE DEBT SERVICE FUND
FOR DEBT CERTIFICATES**

as adopted by the Board at its meeting held on the **18th** day of **November 2021**.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I here hereunto affix my official signature, this **18th** day of **November 2021**.

Secretary, Board of Education

**RESOLUTION #1277 AUTHORIZING AND
DIRECTING THE PERMANENT TRANSFER OF MONEY
FROM THE EDUCATION FUND TO THE DEBT SERVICE FUND
FOR COPIER LEASES**

WHEREAS, the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, has previously pledged a certain sum of money that the District received pursuant to the Education Fund levy to be used for the payment of certain long-term debt; and

WHEREAS, Section 100.50 of the Illinois State Board of Education rules, 23 Ill.Admin.Code 100.50, provides that when revenue is pledged to pay debt service on any long-term debt, the pledged money shall be transferred into the Debt Service Fund and the debt paid from that Fund.

NOW, THEREFORE, BE IT RESOLVED, by the Board of Education of Park Ridge-Niles School District No. 64, Cook County, Illinois, as follows:

Section 1. The Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are true, correct, and complete and does hereby incorporate them into this Resolution by reference.

Section 2. The Board of Education hereby authorizes and directs that \$154,308.60, previously having been pledged for the payment of long-term debt, be transferred from the District's Education Fund to the Debt Service Fund for the 2021-2022 Fiscal Year.

Section 3. The money transferred from the Education Fund shall be used to pay the long-term debt for which it was previously pledged.

Section 4. The School Treasurer for the District is hereby authorized and directed to make any and all necessary entries on the District's books and records to evidence the transfer of said pledged money.

Section 5. All resolutions or parts thereof in conflict with this Resolution are hereby repealed and this Resolution shall be in full force and effect upon its adoption.

ADOPTED this **18th** day of **November 2021**.

AYES: _____

NAYS: _____

ABSTAIN: _____

ABSENT: _____

**BOARD OF EDUCATION OF
PARK RIDGE-NILES SCHOOL DISTRICT NO. 64,
COOK COUNTY, ILLINOIS**

By: _____
President, Board of Education

ATTEST:

Secretary, Board of Education

STATE OF ILLINOIS)) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified acting Secretary of the Board of Education of Park Ridge-Niles School District 64, Cook County, Illinois (the “Board”), and that as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete copy of a resolution entitled:

**RESOLUTION #1277 AUTHORIZING AND
DIRECTING THE PERMANENT TRANSFER OF MONEY
FROM THE EDUCATION FUND TO THE DEBT SERVICE FUND
FOR COPIER LEASES**

as adopted by the Board at its meeting held on the **18th** day of **November 2021**.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the conduct of said meeting and in the adoption of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this **18th** day of **November 2021**.

Secretary, Board of Education

**INTERGOVERNMENTAL AGREEMENT FOR
FACILITIES USE AND OPERATION OF A
BEFORE AND AFTER SCHOOL RECREATIONAL PROGRAM**

This Intergovernmental Agreement (“Agreement”) is entered into on the dates set forth below, by and between the Board of Education of Park Ridge-Niles Community Consolidated School District No. 64, Cook County, Illinois (“School District”) and the Park Ridge Park District (“Park District”). The School District and Park District are hereinafter sometimes referred to individually as a “Party,” and collectively as the “Parties.”

WHEREAS, the Park District agrees to operate a before and after school recreational program, commonly known as “Beyond the Bell” (“Program”), at Roosevelt, Field, Carpenter, Washington and Franklin Elementary Schools (“the Elementary Schools”) on the terms and conditions hereinafter set forth; and

WHEREAS, the School District desires to provide the Park District a license for the defined space as detailed below in Paragraph 4.a for the purpose of operating the Park District’s Program at the Elementary Schools; and

WHEREAS, students of the School District benefit from the administrative ease of having access to the Park District’s programs directly at the School District’s facilities; and

WHEREAS, the School District and the Park District have the authority to enter into this Agreement pursuant to the *Intergovernmental Cooperation Act*, 5 ILCS 220/1, *et seq.*, and Article 7, Section 10 of the Constitution of the State of Illinois.

NOW, THEREFORE, in consideration of the mutual covenants contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

1. **Term.** The term of this Agreement shall commence on July 1, 2021, and shall terminate on June 30, 2022, unless otherwise terminated as provided herein. The Program shall begin operation on or about August 19, 2021, and continue through the last day of student attendance for the School District’s 2021-2022 school year. The Agreement may be renewed for additional one (1) year terms thereafter, by mutual written agreement of the Parties signed by authorized officers of the Parties.
2. **Termination.** This Agreement may be terminated as follows:
 - a. at any time by mutual written agreement of the Parties;
 - b. by either Party for convenience, upon ninety (90) days’ written notice; or

- c. by either Party for cause. In the event of the failure of any Party to perform any or all of its duties and obligations under the terms and conditions of this Agreement, the other Party may provide written notice of such breach to the breaching Party, and may thereafter terminate this Agreement in the event that the breaching Party shall not have cured such breach within thirty (30) days after receipt of such notice.

3. **Park District Responsibilities.** The Park District agrees to perform the following duties and responsibilities:

- a. Establish and operate the Program, during the hours of 7:00 a.m. and 8:50 a.m. and 2:40 p.m. and 6:00 p.m., or such hours as the Parties agree upon from time to time, and are necessary for the operation of the Program, on all days that the School District's students are required to attend school in person. Only students of the School District will be permitted to register for the Program.
- b. To the extent that the Park District intends to collect fees from students/families who attend the Program, the Park District shall provide the School District with notice of the intended fee amounts no later than July 1 of each year.
- c. Ensure that each Program staff member undergoes a criminal background check, in accordance with the *Park District Code* Section 8-23, 70 ILCS 1205/8-23, prior to beginning work in the Program, and direct each Program staff member to undergo a fingerprint criminal background check at the Park District's sole expense.
- d. Notify the School District if a Program participant has diabetes and is requesting the potential administration of Glucagon and direct the participant's parent or caregiver to provide the School District with a Diabetes Care Plan for such Program participant.
- e. Comply with all applicable policies of the School District, including but not limited to 8:20 (Community Use of School Facilities, as well as Board Policies 2:260 (Uniform Grievance Procedure), 7:20 (Harassment, Bullying, and Intimidation), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), and 7:190 (Student Behavior).
- f. While on School District property, the Park District must comply with all School District rules, procedures, and instructions relating to health and safety precautions (*e.g.*, social distancing, face coverings, hand washing, sanitization, and temperature and symptom checks), and any guidance or requirements from federal, state, and local public health officials. Upon request, the Park District must submit a plan that addresses procedures for Program implementation during the COVID-19 pandemic to the School District for approval prior to the start of

the 2021-2022 school year. Such plan must be updated as necessary to address any subsequent revisions to public health guidance and requirements.

4. School District Responsibilities. The School District agrees to perform the following duties and responsibilities:

- a. Provide the Park District with access to the following space (“Facilities”) within the Elementary Schools:

- Field – North Gym
- Washington – North Gym
- Franklin – Gym
- Roosevelt – South Gym, South Gym Hallway
- Carpenter – South Gym and Auditorium
- Playgrounds at all of the Elementary Schools
- Any other spaces in the Elementary Schools that are mutually agreed upon by the Parties

If any of the spaces above are needed for School District use, the School District will provide an alternate location for the Program. In such event, the School District will provide the Park District with as much notice as reasonably possible. The School District will also provide reasonable access to its parking lots, walkways, grounds and common facilities to allow parking and ingress/egress for the Park District Program. Provided, however, that for the 2021-2022 school year, the School District shall only provide one (1) mutually agreed upon designated space within each Elementary School.

- b. Provide the Park District staff with access to the Facilities during the following times: 6:30 a.m. to 8:30 a.m. and 2:40 p.m. to 6:30 p.m. or such hours as the Parties agree upon so that the Park District can operate the Program on all days that the School District’s students are required to be in attendance.
- c. Provide a School District employee or third-party contractor who: (i) is trained in Glucagon administration, (ii) will be solely responsible for identifying and treating any Program participant with diabetes when one of the Program participants identified pursuant to Paragraph 3(e) needs immediate or emergency medical attention while attending the program, and (iii) will be solely responsible for administering Glucagon when an immediate or emergency need is identified pursuant to subparagraph 4(c)(ii). The School District shall bear the sole responsibility and expense of: training any such employees/third-party contractors, and providing any salaries, contractual payments, or other benefits to the employee/third-party contractor. The School District acknowledges that the individuals described in this Paragraph are not Program staff members (i.e., are not Park District employees), are not joint employees of the Park District, and are

not co-employees of the Park District, but rather are staff provided by the School District. The School District shall be solely responsible for the hiring/discharging, evaluation, supervision and direction of these individuals.

- d. Provide and pay for utilities of the space, including, but not limited to, electricity, gas, water, garbage, and sewer service. The School District shall maintain and keep the lawns, walkways, parking areas, and sidewalks around the Elementary Schools in good order and repair in a clean, safe and useable condition, reasonably clear of snow, ice, and debris. The School District shall provide regular daily cleaning and periodic surface maintenance, commensurate with the School District's customary cleaning procedures used in other School District facilities.
 - e. The Park District shall not be responsible for making any structural repairs or replacements of the Elementary Schools, except as provided in Paragraph 6 below.
5. **Employment and Supervision.** All Program staff members are and will remain employees of the Park District rather than the School District. The Park District shall be responsible for the payment of salaries and benefits, and the evaluation, supervision and direction of Program staff members, and the operation of the Program.
6. **Property Damage.** The Park District shall pay the cost of repair for any damages beyond normal wear and tear which occur in connection with its use of the Facilities, including, but not limited to, damage to buildings, equipment, supplies, or fixtures that is caused by a Park District employee or agent, or by a Program participant during the operation of the Program.
7. **Third Party Beneficiaries.** This Agreement is entered into solely for the benefit of the contracting Parties, and nothing in this Agreement is intended, either expressly or impliedly, to provide any right or benefit of any kind whatsoever to any person or entity who is not a party to this Agreement, or to acknowledge, establish or impose any legal duty to any third party.
8. **Indemnification.** To the fullest extent permitted by law, the Park District agrees to indemnify and hold harmless the School District, its individual Board members, administrators, employees, volunteers and agents ("School District Indemnitees") from and against any and all claims, demands, actions, liabilities, damages, costs and expenses (including reasonable attorney's fees and court costs) arising from or in connection with the Park District's activities under this Agreement and any breach of this Agreement, except to the extent that said claims, demands, actions, liabilities, damages, costs and/or expenses have been caused by the negligence or intentional wrongful conduct of the School District Indemnitees.

To the fullest extent permitted by law, the School District agrees to indemnify and hold harmless the Park District, its individual Board members, administrators, employees, volunteers and agents (“Park District Indemnitees”) from and against any and all claims, demands, actions, liabilities, damages, costs and expenses (including reasonable attorney’s fees and court costs) arising from or in connection with the School District’s activities under this Agreement and any breach of this Agreement, except to the extent that said claims, demands, actions, liabilities, damages, costs and/or expenses have been caused by the negligence or intentional wrongful conduct of the Park District Indemnitees.

Notwithstanding any other term of this Agreement, neither Party shall be obligated to indemnify and hold harmless any independent contractors/third-party contractor of the other Party.

The indemnification obligations contained in this Paragraph are subject to any defenses or limitations of liability permitted under the *Local Governmental and Governmental Employees Tort Immunity Act*, 745 ILCS 10/1-101, *et seq.*, or otherwise provided by law.

9. **Insurance.** Each Party shall obtain and maintain in full force and effect during the term of this Agreement, or any extension thereof, Commercial General Liability Insurance, self-insurance, or insurance through a self-insured risk pool, with limits of not less than \$1,000,000 per occurrence, a general aggregate limit of not less than \$2,000,000, and umbrella coverage with limits not less than \$5,000,000. Each Party’s General Liability insurance (or self-insurance or self-insured risk pool) policy shall name the other Party’s Indemnitees (identified in Paragraph 8) as additional insureds on the above required policies. The Parties also agree to obtain and maintain in full force and effect statutory Workers’ Compensation Insurance. All policies, with the exception of Workers’ Compensation Insurance, must be on an occurrence basis, not a claims-made basis. Prior to the commencement of this Agreement or any renewal or extension thereof, and upon request of either Party, each Party shall furnish the other Party with Certificates of Insurance or Certificates of Coverage, showing compliance with the insurance requirements set forth above.

In the event that the School District employs a nurse to perform the duties listed in Paragraph 4.c, the School District shall obtain and maintain in full force and effect during the terms of this Agreement, or any renewal or extension therefore, professional liability insurance in the amounts specified for the GL insurance listed in this Paragraph 9. In the event that the School District satisfies its obligations in Paragraph 4.c by contracting with a third-party, the School District shall require the third-party contractor to (a) supply proof of Workers’ Compensation and GL coverages and limits specified in this Paragraph 9 and (b) extend that GL coverage to the Park District and School District via an additional insured endorsement.

10. **Governing Law and Severability.** This Agreement shall be construed in accordance with the laws of the State of Illinois. If any provision of this Agreement is invalid or unenforceable, the remainder of the Agreement shall not be affected thereby and each remaining term, covenant or condition of the Agreement shall be valid and enforceable to the fullest extent permitted by law.

11. **Notice.** Notices shall be deemed properly given hereunder if in writing and either hand delivered, sent by United States certified mail, return receipt requested, postage prepaid, or sent by a national overnight courier service to the Parties at their respective addresses provided below, or as either Party may otherwise direct in writing to the other Party from time to time:

If to School District:

Park Ridge-Niles Community Consolidated School District No. 64
164 South Prospect Avenue
Park Ridge, Illinois 60068
Attn: Superintendent

If to Park District:

Park Ridge Park District
733 N. Prospect Ave.
Park Ridge, IL 60068
Attn: Executive Director

All such notices will be effective upon of delivery.

12. **Entire Agreement.** This Agreement contains the entire agreement between the Parties with respect to the Program and cannot be modified except in a writing, dated subsequent to the date hereof and signed by authorized officers of both Parties.

13. **No Joint Venture.** Nothing in this Agreement shall be deemed to create any joint venture or partnership between the Parties. Neither Park District nor School District shall have the power to bind or obligate the other except as to the extent expressly set forth in this Agreement.

14. **Authority.** The individual officers of Park District and School District who have executed this Agreement represent and warrant that they have the full power and lawful authority to execute this Agreement and perform and fulfill the obligations and responsibilities contemplated hereunder on behalf of and in the name of their respective governing boards.

15. **Waiver.** The waiver by either Party of any breach of any term, covenant or condition herein contained shall not be deemed to be a waiver of such term, covenant, or condition on any subsequent breach of the same or any other term, covenant, or condition herein

contained. None of the terms, covenants, or conditions of this Agreement can be waived by either Party except by appropriate written instrument signed by an authorized officer of the waiving Party.

16. **Multiple Counterparts.** This Amendment may be executed in counterparts, each of which shall be an original but all of which taken together shall constitute but one and the same instrument. In the event any signature is delivered by facsimile or by e-mail delivery of a scanned electronic file, such signature shall create a valid and binding obligation of the party with the same force and effect as if the facsimile or scanned electronic signature page were an original thereof.

17. **Confidentiality.** To the extent applicable, the Park District shall comply with all state and federal laws related to student privacy, including, but not limited to, the *Illinois School Student Records Act*, the *Illinois Mental Health and Developmental Disabilities Confidentiality Act*, and the federal *Family Educational Rights and Privacy Act*, and all rules and regulations governing the release of student records and medical records. To the extent the School District releases student record information to the Park District in conjunction with the Program, the Park District shall also comply with the outlined terms of such release and receipt. The Park District shall implement and maintain appropriate security protocols to prevent third-party access to information and data provided by the School District or gathered by the Park District during the operation of the Program. In the event the security of student information or data or parent/family personal or financial information is breached, the Park District shall notify the School District of the breach immediately and inform the School District of the information compromised. The Park District must obtain consent from the parent/guardian of each participant, in a form approved by the School District, to enable the School District to disclose requested student record information about participants. The Park District must provide copies of such signed consents to the School District before requesting any student record information.

Signature Page Follows

IN WITNESS WHEREOF, the undersigned duly authorized representatives of the Park District and the School District have caused this Agreement to be executed on the dates set forth below.

**BOARD OF EDUCATION OF PARK
RIDGE-NILES COMMUNITY
CONSOLIDATED SCHOOL DISTRICT
NO. 64, COOK COUNTY, ILLINOIS**

PARK RIDGE PARK DISTRICT

By: _____
Its: _____

By: _____
Its: _____

Attest: _____
Its: _____

Attest: _____
Its: _____

Date: _____

Date: _____

Approval of Minutes

ACTION ITEM 21-11-8

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 October 21, 2021; and the Regular Meeting on October 21, 2021.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

DRAFT

DRAFT

DRAFT

DRAFT

DRAFT

**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Regular Board of Education Meeting held at 7:00 p.m.
October 21, 2021
Franklin School - Gym
2401 Manor Lane, Park Ridge, IL**

Board President Pearl called the meeting to order at 6:15 p.m. Other Board members in attendance were Phyllis Lubinski, Tom Sotos, Rebecca Little, Gareth Kennedy (joining via phone for the closed meeting, present in person for the regular meeting). Also attending were: Superintendent Dr. Eric Olson; Chief School Business Official Adam Parisi; and Board Legal Counsel Tony Loizzi. Board members Dr. Nicole Woitowich and Carol Sales joined later during the closed meeting.

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 RECESSES & ADJOURNS TO CLOSED MEETING

At 6:17 p.m. it was moved by Board member Sotos and seconded by Board member Little 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 [5ILCS 120/2(c)(2)]; and the setting of a price for the sale of property owned by the District [5ILCS 120/2(c)(6)].

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

Ayes: Pearl, Little, Lubinski, Sotos, Kennedy

Nays: None

Present: None

Absent: Woitowich, Sales

The motion carried.

BOARD ADJOURNS FROM CLOSED MEETING & RESUMES REGULAR MEETING

The Board adjourned from the closed meeting and resumed the regular meeting at 7:00 p.m. In addition to those listed above, also present were: Assistant Superintendent for Student Learning Dr. Lori Lopez; Director of Student Services Dr. Lea Anne Frost; Director of Facility Management Anthony Bersani; Director of Technology Mary Jane Warden; Communications Coordinator Nick Shepkowski; and Administrative Assistant to the Superintendent Natasha Nedeljkovic. Approximately 5 members of the public were present.

PLEDGE OF ALLEGIANCE

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OPENING REMARKS FROM PRESIDENT OF THE BOARD

Board president Pearl noted the Board just reached their six-month anniversary and commented on the progress they had made together.

BOARD ADJOURNS FROM REGULAR MEETING & CONVENES TO A PUBLIC HEARING ON THE INTENTION TO ISSUE \$25,950,000 WORKING CASH FUND BONDS FOR THE PURPOSE OF INCREASING THE DISTRICT’S WORKING CASH FUND

Dr. Pearl stated that the next agenda item for the Board of Education was a public hearing to receive public comments on the proposal to sell \$25,950,000 Working Cash Fund Bonds for the purpose of increasing the Working Cash Fund of the District. All persons desiring to be heard would have the opportunity to present written or oral testimony. She explained that the money received from the bond issuance will be used to fund the construction at all elementary school buildings to house the new full-day kindergarten program, as well as the remodeling of Jefferson school for the purpose of relocating the District’s main office.

Dr. Pearl asked members of the Board for additional comments at this time. Member Sotos asked for clarification on the Board’s future ability to issue more bonds, if these were approved. Chief School Business Official (CSBO) Adam Parisi confirmed the Board would be able to issue a little over \$11M in bonds in 2023-24. After that, he could not state the exact length of time, but there would be a waiting period. He said the District was adhering to the fund balance policy in place. Members discussed the bonds and most felt comfortable with the financial picture. Board member Kennedy asked to confirm that the District was adhering to all legal requirements to issue the bonds and the process required. CSBO Parisi stated this was the case and that he had consulted with bond legal counsel throughout the process.

Dr. Pearl asked for any written testimony from the public; none was received.

Dr. Pearl asked the public for any oral testimony or public comments concerning the proposed issuance of the Bonds; none was received.

Dr. Pearl stated that all individuals desiring to be heard had been given an opportunity to present oral and written testimony with respect to the proposed issuance of the Bonds. She asked for a motion to adjourn the hearing.

At 7:24 p.m., it was moved by Board member Little and seconded by Board member Voitowich to adjourn the public hearing on the issuance of bonds.

The votes to adjourn the hearing were cast as follows:

Ayes: Pearl, Little, Lubinski, Sales, Voitowich

Nays: Sotos, Kennedy

Present: None

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Absent: None

The motion carried.

The Board came back to this public hearing adjournment a little later in the meeting to correct a statement made by Board president Pearl. This second vote can be found further below.

BOARD ADJOURNS FROM THE PUBLIC HEARING ON THE INTENTION TO ISSUE \$25,950,000 WORKING CASH FUND BONDS FOR THE PURPOSE OF INCREASING THE DISTRICT'S WORKING CASH FUND & RESUMES REGULAR MEETING

PUBLIC COMMENTS

Public comments were invited through a posted email address on the District's website and in the Board report. Members of the public who were present in person were also invited to submit comments; comments were received as follows:

- Michael Hendricks: Park Ridge resident, addressed the Board on the issue of facilities maintenance and budgeting. He complimented the Board and administration on providing a proper podium for the public to submit comments and address the Board.

Board member Sales read the following public comments submitted via email:

- Benjamin Koucherik: D64 parent, inquired about possible solutions to the Beyond-the-Bell program and long waitlist due to staffing struggles.
- Elizabeth Juiris: D64 parent, addressed the Board on the issue of SHIELD testing, lunch at school, and masks for kids.

WELCOME TO FRANKLIN SCHOOL

Principal Kristin Williams and Assistant Principal Margaret Burke presented a review of current events at Franklin School and what they were focusing on this year. The school is working on collaboration, teaching cooperation, social-emotional learning, and being positive as a whole school. The principals thanked the Board for hiring the Math interventionist, they presented the new staff hires at the school, and showed a recorded video of staff and students.

APPROVAL OF MEETING AGENDA

No changes were made to the agenda.

STUDENT/STAFF RECOGNITION

Dr. Olson congratulated Lincoln Middle School on its Blue Ribbon award. He said he will travel to Washington D.C with Lincoln School principal David Szwed and a staff member to receive the award in

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November. Assistant Principal Tim Gleason shared a few words about the school and its pride in receiving this award. He thanked the District, Board, and parents for their support that helped the school flourish. Dr. Olson stated this was also Principal Appreciation month and he wanted to thank all the school principals for their incredible work made more difficult during the pandemic and its added challenges.

RETURN TO THE VOTE TO ADJOURN THE PUBLIC HEARING ON THE ISSUANCE OF BONDS

At this time, it was brought to the Board’s attention that Dr. Pearl had misspoke when closing the public hearing on the issuance of bonds. Some perceived the vote was taken to issue the bonds, when the vote that took place was only to close the public hearing on the issuance of bonds. To avoid any possible misunderstanding, Dr. Pearl corrected her statement and the vote was retaken.

The votes to adjourn the public hearing on the issuance of bonds were cast as follows:

Ayes: Pearl, Little, Lubinski, Sales, Woitowich, Sotos, Kennedy

Nays: None

Present: None

Absent: None

The motion carried.

COVID-19 & PREVENTION STRATEGIES UPDATE

Dr. Olson said the Test-to-Stay program would begin on October 25. Concerns with the SHIELD program were continuing and the District was hoping that Exam Lab Corp will be a much better provider. Dr. Olson stated the District was planning to host a clinic once a vaccine was available to children. He noted that a couple of breaks were coming up with a lot of travel, but schools will remain open although the impact of travel was unknown at this time. He mentioned the current metrics at the schools, stressing that while numbers might look higher at one school, the total student body should be taken into consideration when comparing cases and quarantines. Emerson Middle School is the largest in the District, and students in middle school travel from class to class, as opposed to elementary schools with lower student populations and no traveling. The percentage of vaccinated students might also be a factor. Board member Little wanted to clarify that once students were vaccinated, they would not need to go through the Test-to-Stay program to remain in school, which Dr. Olson confirmed. He also confirmed for member Sotos that weekly testing was required to also be able to participate in the Test-to-Stay program. Test-to-Stay could not be used during lunch when students are unmasked and less than six feet apart, or during bus transportation. A test performed at school is also the only acceptable one. Dr. Olson said that multiple opt-in opportunities would be forthcoming, the next one in early November once the program was rolled out. Board member Kennedy inquired about the spit test and the swab one. Dr. Olson noted that Exam Lab Corp provided the option of the swab if students could not produce enough saliva, and the company would do the same if they took over the weekly testing from SHIELD. The members wanted the public to be aware of the frequently changing guidelines imposed by Cook County and the Illinois Department of Health. Board member Dr. Woitowich stressed that the Polymerase Chain Reaction (PCR) test is the gold standard for clinicians at the moment.

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The Board inquired about plans for lunch during winter and Dr. Olson said he would share that information tomorrow, once principals had communicated the plans to parents in their weekly newsletters. Board member Kennedy inquired about the governor’s current executive order and Board legal counsel stated it had been renewed through mid-November. He stressed that the order gave the decision-making power to the Cook County Health Department, not the school districts.

APPROVAL OF MEMORANDUM OF UNDERSTANDING TO EXTEND THE SSC/BOARD COLLECTIVE BARGAINING AGREEMENT FOR 1 YEAR

The Board inquired about the timing of the extension and legal counsel Tony Loizzi gave multiple reasons including the pandemic, the fact that all collective bargaining agreements were up for renewal this year and this would help put them on a different cycle. He mentioned that the union had approached the administration with this request. Board member Sotos inquired about the increase in salary and how it compared to the last one. Mr. Loizzi said it was similar, tied to the Consumer Price Index (CPI), with an additional incentive for those with an “excellent” rating on their evaluation. The additional incentive would come out of stipend funds. Dr. Olson confirmed that not all employees receive an excellent review. Mr. Loizzi noted that this was the smallest group of the three unions, with 79 employees currently.

21-10-1

It was moved by Board member Sales and seconded by Board member Kennedy that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the Memorandum of Understanding to extend the collective bargaining agreement between the Support Staff Council (SSC) and the Board of Education for one year through the 2021-22 school year.

The votes were cast as follows:

Ayes: Lubinski, Sotos, Pearl, Little, Kennedy, Woitowich, Sales

Nays: None

Present: None

Absent: None

The motion carried.

REVIEW OF 2021 PROPOSED TAX LEVY & RESOLUTION #1273 TO APPROVE THE 2021 PROPOSED TAX LEVY & ESTABLISHMENT OF PUBLIC HEARING

CSBO Parisi explained the tax levy process and the real estate tax cycle. He mentioned that Cook County reassessed property values every 3 years, with the spring tax bill at 55% of the previous year’s tax amount, and the remaining 45% billed in the fall. He noted the equalizer was a little higher this year. He also explained that the amount allowed to be levied by the District is tied to the Consumer Price Index for All Urban Consumers (CPI-U) which was currently at 1.4%, but could change. He explained that the District had to target higher in order to capture the tax levied on new construction, always a guessing game. The District cannot go back later to ask for more, so the amount is higher to ensure the capture of any new construction based on past averages. Mr. Parisi stated that the District was asking for a tax levy of 4.72%.

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ACTION ITEM 21-10-2

It was moved by Board member Kennedy and seconded by Board member Lubinski that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the 2021 Tax Levy Estimate, the establishment of the Date and Time of the Truth-in-Taxation hearing for December 16, 2021, at 6:45 p.m., and Publication of Notice of Truth-in-Taxation hearing.

The votes were cast as follows:

Ayes: Sales, Little, Sotos, Pearl, Lubinski, Woitowich, Kennedy

Nays: None

Present: None

Absent: None

The motion carried.

PRESENTATION OF FULL-DAY KINDERGARTEN CONSTRUCTION PLANNING & DISCUSSION OF FULL-DAY KINDERGARTEN FEES

Dr. Olson provided a summary of all the steps thus far that lead the Board to approve the full-day kindergarten program. The Board held discussions over multiple Board meetings since March of this year, and were presented with several options by the administration, that they debated over the meetings. CSBO Parisi presented an overview of the plans for each elementary school where construction would occur to house full-day kindergarteners. The Board was given more detailed plans than were presented for public view, to ensure safety of buildings and students. Mr. Parisi reviewed the plans for each building, noting that the plans were not yet finalized. The administration worked in collaboration with each school's principals to gauge the best option for each building and its future young students. The Board inquired about what was absolutely necessary and what was being done in addition to the full-day kindergarten. Dr. Olson noted that there were a couple of buildings where more was being done based on needs. Jefferson School would see the most construction work because the District office would be relocated there. The Board inquired about space and square footage being allocated, Dr. Olson and Mr. Parisi noted that the administration had done its due diligence to ensure what was required for storage space, with digital options not yet available or possible for all the files and documents. Dr. Olson explained that the administration will share the plans with parents and staff once the plans were finalized. It would not be an option for input, but more so of sharing. Board member Sales inquired about sustainability and how the plans tied into the goals set forth in the strategic plan. Board member Sotos asked for consideration of surrounding neighbors during construction. Dr. Olson stated that the construction conversation will continue at future meetings. The Board was due to tour the school buildings in early November, and Dr. Olson encouraged the members to send questions his way after tonight's meeting. CSBO Parisi said that contract approvals for mechanical purchases would be brought to the Board in November or December, the design team was continuing its work, and conversation were taking place with the planning and zoning departments. The bidding process would begin in January and administration was planning for a special board meeting in February to approve bids. The Board asked to schedule special meetings as necessary to discuss the progress, and for the Board to provide input and

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feel comfortable with the decisions. Dr. Olson then presented the Board with tuition options for full-day kindergarten. He explained the construction costs, future staffing costs and salaries, and informed the Board of what neighboring districts were doing and whether they were charging tuition. The majority of surrounding school districts never charged or no longer charged tuition for full-day kindergarten. The Board members discussed the issue and how it impacts the District’s finances. Most members were not in favor of charging a tuition.

2021 IASB RESOLUTIONS & 2021 IASB ASSEMBLY DELEGATE

Board member Sales, who had attended as a delegate at the last conference, explained the process. Board member Lubinski agreed to be this year’s delegate to the assembly and represent the Board during the voting process. The members reviewed the resolutions and discussed how the delegate should vote. Members agreed with IASB’s recommendations with the exception of resolutions 2 and 9.

ACTION ITEM 21-10-3

It was moved by Board member Sales and seconded by Board member Little that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois, approve the Board’s recommendations for the votes on the proposed resolutions at the 2021 IASB Assembly, as discussed at tonight’s meeting and agreed upon.

The votes were cast as follows:

Ayes: Little, Woitowich, Sales, Sotos, Lubinski, Pearl, Kennedy

Nays: None

Present: None

Absent: None

The motion carried.

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.

Dr. Olson took a moment to introduce the new Assistant Director of Facility Management, Noel Mendoza, who was present at the meeting.

Ivanka Ananieva - Employ as Preschool Teacher Assistant at Jefferson School effective October 1, 2021 - \$17.33 hourly.

Alyssa Debartolo - Employ as Special Education Teacher Assistant at Lincoln Middle School effective September 20, 2021 - \$17.04 hourly.

Timothy Hanusiak - Employ as Night Custodian at Field School effective October 12, 2021 - \$17.03 hourly.

Noel Mendoza - Employ as Assistant Director of Facilities Management effective October 25, 2021 - \$77,500 (prorated based on start date).

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Erin Paluch - Employ as Preschool Teacher Assistant at Jefferson School effective September 27, 2021 - \$17.04 hourly.

Jennifer Steurer - Employ as Level IV Secretary at Roosevelt School effective October 21, 2021 - \$19.19 hourly.

Kathleen Meenan Walsh - Employ as .5 Intervention Teacher at Washington School effective September 21, 2021 - MA, Step 1 - \$30,575.61 (prorated based on start date).

Mary Oberg - Reassign as 1.0 EL Teacher at Franklin and Washington Schools effective September 24, 2021 - BA+12, Step 1 - \$55,150 (prorated based on start date).

Anthony Ackerman - Resign as Night Custodian at Field School effective October 6, 2021.

Kimberly Clarkson - Resign as Instructional Technology Coach at Roosevelt School effective October 29, 2021.

Robert Cowin - Resign as Certified Nurse at Emerson Middle School effective October 6, 2021.

Danna Karkazis - Resign as Level IV Secretary at Emerson Middle School effective October 29, 2021.

Melissa O'Connor - Resign as Teacher Assistant at Roosevelt School effective October 22, 2021.

ACTION ITEM 21-10-4

It was moved by Board member Kennedy and seconded by Board member Little that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report dated October 21, 2021, 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: Lubinski, Pearl, Woitowich, Sales, Little, Sotos, Kennedy

Nays: None

Present: None

Absent: None

The motion carried.

CONSENT AGENDA

- Bills, Payroll, and Benefits

Bills

<u>Fund</u>	<u>Fund Total</u>
10 - Education Fund	\$ 524,486.64
20 - Operations and Maintenance Fund	\$ 159,946.90
30 - Debt Services	\$ 12,859.05
40 - Transportation Fund	\$ 635,177.05
50 - Retirement (IMRF/SS/MEDICARE)	\$ -
60 - Capital Projects	\$ 412,189.10
61 - Capital Projects-2017 Debt Certificates	\$ -

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80 - Tort Immunity Fund	\$ - 350.00
90 - Fire Prevention and Safety Fund	\$ -
Total:	\$ 1,745,008.74

Payroll & Benefits

<u>Fund</u>	<u>Fund Total</u>
10 - Education Fund	\$12,889,194.53
20 - Operations and Maintenance Fund	\$ 1,744,506.09
30 - Debt Services Fund	\$ 40,327.15
40 - Transportation Fund	\$ 537,743.85
50 - IMRF/FICA Fund	\$ 235,529.54
51 - SS/Medicare	\$ 249,028.59
60 - Capital Projects Fund	\$ 961,586.32
61 - Cap Projects Fund - 2017 Debt Certs	\$ 0.00
70 - Working Cash Fund	\$ 0.00
80 - Tort Immunity Fund	\$ 536,356.75
Total:	\$17,194,272.82

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 August 31, 2021
- Destruction of Audio Closed Recordings (none)

ACTION ITEM 21-10-5

It was moved by Board member Waitowich and seconded by Board member Little that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda for October 21, 2021, which includes: Bills, Payroll, and Benefits; Approval of Financial Update for the Period Ending August 31, 2021; Destruction of Audio Closed Recordings (none).

The votes were cast as follows:

Ayes: Pearl, Little, Lubinski, Sales, Sotos, Kennedy, Waitowich

Nays: None

Present: None

Absent: None

The motion carried.

APPROVAL OF MINUTES

ACTION ITEM 21-10-6

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It was moved by Board member Kennedy and seconded by Board member Little that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the minutes from the Closed Meeting on September 23, 2021; and the Regular Meeting on September 23, 2021.

The votes were cast as follows:

Ayes: Lubinski, Kennedy, Sales, Woitowich, Pearl, Little

Nays: None

Present: Sotos

Absent: None

The motion carried.

OTHER DISCUSSION & ITEMS OF INFORMATION

Dr. Olson noted the next regular meeting will be in the gym of Roosevelt School on November 18. He said any need for a special meeting would be talked about in the near future.

NEW BUSINESS

Dr. Pearl stated that along with Dr. Olson, three Board members would attend the Illinois Association of School Board (IASB) Triple I conference this year. Dr. Pearl also encouraged members to attend a PT3 meeting this year. Board member Kennedy requested to attend the next Pandemic Advisory Committee meeting. Noting that this was the Board’s six-month anniversary, president Pearl said a survey would be conducted to gauge how the members view the Board’s work together and progress thus far and what they could possibly improve.

ADJOURNMENT

At 10:30 p.m. it was moved by Board member Sotos and seconded by Board member Kennedy to adjourn. The motion was approved by a unanimous voice vote.

Signed Date: November 18, 2021.

President

Secretary

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

**Regular Board Meeting Agenda
Thursday, December 16, 2021
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

Board Adjourns from Regular Meeting & Convenes to a Public Hearing on the 2021 Tax Levy

Board Adjourns from the Public Hearing on the 2021 Tax levy & Resumes Regular Meeting

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.

Welcome to Lincoln School

--David Szwed, Lincoln School Principal

A-1 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-2 Student/Staff Recognition

- Lincoln Chamber Orchestra Performance

A-3 COVID-19 & Prevention Strategies Update

--Superintendent

- A-4 Summer Interim Session 2021 Report & Presentation & Approval of Summer Interim Session 2022**
--Assistant Superintendent for Student Learning/Assistant Director of Student Services
Action Item 21-12-1
- A-5 Adoption of Final 2021 Tax Levy Resolution #xxxx, Resolution #xxxx to Instruct the County Clerk How to Apportion 2021 Tax Levy Extension Reductions, Resolution #xxxx Authorizing Tax for Illinois Municipal Retirement Purposes**
--Chief School Business Official
Action Item 21-12-2
- A-6 Approval of Recommended Personnel Report**
--Assistant Superintendent for Human Resources
Action Item 21-12-3
- A-7 Consent Agenda**
--Board President
Action Item 21-12-4
- Bills, Payroll and Benefits
 - Approval of Financial Update for the Period Ending October 31, 2021
 - Adoption of 2022-23 School Year Calendar
 - Destruction of Audio Closed Recordings (None)
- A-8 Approval of Minutes**
--Board President
Action Item 21-12-5
- November 13, 2021 - Special Meeting
 - November 18, 2021 - Closed Meeting
 - November 18, 2021 - Regular Meeting
- A-9 Other Discussion & Items of Information**
--Superintendent
- Upcoming Agenda
 - FOIA requests (None)
 - Memorandum of Information (None)
 - Minutes of Board Committees (None)
 - Other:
 - IASB 2021 Resolutions Committee Assembly
 - IASB 2021 Triple I Conference
- A-10 New Business**
- Adjournment**

Next Meeting: **Thursday, January 20, 2021**
Regular Meeting - 7:00 p.m.
Jefferson School - MPR
8200 Greendale Ave, Niles, IL 60714



FOIA Request for Park-Ridge SD 64 for FY 2020 - NOT A COMMERCIAL REQUEST

Bernadette Soto <BSoto@carpentersunion.org>
To: "nnedeljkovic@d64.org" <nnedeljkovic@d64.org>

Tue, Oct 19, 2021 at 11:00 AM

Dear FOIA Officer,

My name is Bernadette Soto, with the Chicago Regional Council of Carpenters. I am requesting the following information including but not limited to:

- Please provide the executed contract(s) between **Park Ridge-Niles SD 64, Anderson Lock, Michael Kautz Carpets & Design and Specialty Floors Inc. for FY 2020.**
- Please provide any correspondence such as e-mails, submittals, certified payroll and pay out requests.
- Please provide any documents disclosing and or identifying general contractors/subcontractors.
- Please provide a list of the schools the work was performed at for the FY requested.
- Please submit request(s) electronically to bsoto@carpentersunion.org.

I appreciate your assistance in advance and look forward to hearing from you.

Thank you,

Bernadette Soto

Research Development & Compliance
Chicago Regional Council of Carpenters
[12 East Erie St. | Chicago IL 60611](#)

P: 312.951.1522

bsoto@carpentersunion.org

www.carpentersunion.org



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

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

Date Requested: 21 OCT 2021

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

Name of Requester: BARTHOLOMEW COSTA

Street Address: [REDACTED]

City/State/County Zip (required): [REDACTED]

Telephone (Optional): _____ E-mail (Optional) [REDACTED]

Fax (Optional): _____

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

THE PROPERTY OCCUPIED BY JEFFERSON SCHOOL AND EMERSON MIDDLE SCHOOL IS THE SUBJECT OF THIS REQUEST. I'VE SEEN ONE BUSINESS SURVEYING THE SITE AND ANOTHER DRILLING FOR SOIL SAMPLES, SO MY QUESTION IS: ARE YOU BUILDING SOMETHING ON THIS PROPERTY, AND IF SO, WHAT ARE YOU BUILDING AND WHERE ARE YOU BUILDING IT? WHY ARE YOU SURVEYING AND TAKING SOIL SAMPLES IF YOU AREN'T BUILDING ANYTHING?

Do you want copies of the documents? YES or NO
--Do you want electronic copies or paper copies? ELECTRONIC
--If you want electronic copies, in what format? PDF

Is this request for a Commercial Purpose? YES or NO
(It is a violation of the Freedom of Information Act for a person to knowingly obtain a public record for a commercial purpose without disclosing that it is for a commercial purpose, if requested to do so by the public body. 5 ILCS 140.3.1(c)).

Are you requesting a fee waiver? YES or NO
If you are requesting that the public body waive any fees for copying the documents, you must attach a statement of the purpose of the request, and whether the principal purpose of the request is to access or disseminate information regarding the health, safety, and welfare or legal rights of the general public. 5 ILCS 140/6(c)).

Office Use Only 2010-
Date Requested _____
Date Due _____

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

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

Date Requested: 10/22/21

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

Name of Requester: Lisa LaMacchia

Street Address: [REDACTED]

City/State/County Zip (required): [REDACTED]

Telephone (Optional): [REDACTED] E-mail (Optional) [REDACTED]

Fax (Optional): [REDACTED]

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

Any and All policies, procedures and Rules
Regarding COVID vaccination and testing
Requirements for STAFF & parent volunteers.

Do you want copies of the documents? YES or NO

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

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

Is this request for a Commercial Purpose? YES or NO

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

Are you requesting a fee waiver? YES or NO

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

Office Use Only 2010-

Date Requested _____

Date Due _____