



**Meeting of the Board of Education
Park Ridge – Niles CCSD 64**

**Regular Board Meeting Agenda
Thursday, May 18, 2023
Jefferson School - Hendee Rooms
8200 W Greendale Ave, Niles**

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

6 p.m. Meeting of the Board Convenes
Roll Call

Board Recesses & Adjourns to Closed Meeting

--The appointment, employment, compensation, discipline, performance, or dismissal of specific employees, specific individuals who serve as independent contractors, or specific volunteers of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee, a specific individual who serves as an independent contractor, or a volunteer of the District or against legal counsel for the District to determine its validity. However, a meeting to consider an increase in compensation to a specific employee of a public body that is subject to the Local Government Wage Increase Transparency Act may not be closed and shall be open to the public and posted and held in accordance with this Act [5 ILCS 120/2(c)(1)]; and student disciplinary cases [5 ILCS 120/2(c)(9)].

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

Pledge of Allegiance

Opening Remarks from the President of the Board

Student/Staff Recognition

- Young Authors
- Special Olympics
- Hendee Family Appreciation

A-1 Spotlight on Emerson School
-- Emerson School Principal Dr. Samantha Alaimo

Public Comments

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

A-2 Approval of Meeting Agenda
--Board President
The Board reserves the right to review the agenda at the beginning of each meeting and request additions, amendments, or deletions prior to approval.

A-3 Recognition of Tenured Teachers
--Assistant Superintendent for Human Resources

- A-4 Appointment of Assistant Director of Student Services**
--Superintendent **Action Item 23-05-9**
- A-5 Presentation & Adoption of 6-8 Math Curriculum**
--Assistant Superintendent for Student Learning **Action Item 23-05-10**
- A-6 Presentation & Adoption of Elementary Social Studies Curriculum**
--Assistant Superintendent for Student Learning **Action Item 23-05-11**
- A-7 Discussion & Review of Five-Year Master Facility Plan**
--Chief School Business Official/Director of Facility Management
- A-8 Approval of Recommended Personnel Report**
--Board President **Action Item 23-05-12**
- A-9 Consent Agenda**
--Board President **Action Item 23-05-13**
- Bills, Payroll, & Benefits
 - Approval of Financial Update for the Period Ending March 31, 2023
 - Approval of 2023-2024 Student/Parent Handbook (policies & specific sections)
 - Second Reading & Approval of Policies 4:165 *Awareness & Prevention of Child Sexual Abuse & Grooming Behaviors*, and 6:60 *Curriculum Content*
 - Approval of Consolidated District Plan
 - Destruction of Audio Closed Recordings (none)
- A-10 Approval of Minutes**
--Board President **Action Item 23-05-14**
- May 11, 2023 - Special Meeting
 - May 11, 2023 - Organizational Meeting
- A-11 Other Discussions & Items of Information**
--Superintendent
- Upcoming Meeting Agenda
 - FOIA requests
 - Memorandum of Information (none)
 - Public Comments via Email (none)
- A-12 New Business**
- Adjournment**

Next Meeting: **Thursday, July 28, 2023**
Special Meeting /Board Workshop- 4 p.m.
Jefferson School - Hendee Rooms
8200 W Greendale Ave, Niles, IL 60714

To: Board of Education
From: Dr. Eric Olson
Date: May 18, 2023
Re: Student/Staff Recognition

Special Olympics

We are incredibly proud to recognize our District 64 Special Olympics Team, who competed in the Track and Field Spring Games on April 16th at Prospect High School. We had 12 students representing D64. Karen Hess and Miranda Conley coached this group, and they all showcased athleticism, sportsmanship and teamwork.

Standing side by side on the football field, contestants yelled out in unison the Athlete Oath, "Let me win. But if I cannot win, let me be brave in the attempt." It was the perfect start; not even a little cold and rain could put a damper on the day.

Below is a list of our students who competed:

- Kimberly Crouch
- Simone Harris
- Julia Banek
- Ben Wilk
- Audrey Ness
- Isaac Spiewak
- Nabil Ihmoud
- Anna Wolf
- Aidan Domin
- Chloe Brown
- Mica Brown
- Josh Thurman

Thank you to all of the volunteers who also made this a successful event:

- Valerie Halston
- Kathie Walsh
- Julie Flyke
- Rachael Hutson
- Addison Norris
- Adam Tsikretsis
- Amy Rooney
- Amanda Gump
- Pamela Lemperis
- Tim Benka
- Lynn Condon

Young Authors

We also get to honor and recognize our District-level winners of the annual Young Authors Award. 12 students were selected for their ability to showcase their creativity in an original short story independently written at home. This year we have 375 students enter the contest!

Below are this year's winners who have left their mark on our corner of the literary world!

Kindergarten: Amelia Donaghy & Delaney Handlon-2 Frogs and a Magic Stone-Roosevelt

1st Grade: Gavin St. John - Froggy Meets a Friend - Carpenter

2nd Grade: Kiara Bhat & Yuna Lui - The Cheetah's Adventure - Carpenter

3rd Grade: Moya Cox - The Lost Hat - Roosevelt

4th Grade: Andrea Barbosa Urrestta & Brooke Nevruz - The Secrets of Hotel Bliss - Field

5th Grade: Saphina Ali - Lost and Found - Roosevelt

6th Grade: Sam Sianis - Pompeii - Emerson

7th Grade: Sophia Labuz - The Seventh Hole - Lincoln

8th Grade: Eli Faulkner - Remembering to Forget - Emerson

Thank you to D64 ELA Curriculum Specialist Meghan Keefer for organizing this competition and to the staff at our buildings who were instrumental in helping make the Young Authors competition a success.

The Hendee Professional Development Wing

In recognition of longtime Superintendent Dr. Raymond E. Hendee, Park Ridge-Niles School District 64 dedicates this area as the Hendee Professional Development Wing.

Dr. Hendee worked in District 64 for decades and was the superintendent of schools from 1970 to 1990. Known for his unwavering pride in the quality of schools in the community, Dr. Hendee diligently continued the quest for excellence and helped provide outstanding learning opportunities for our children.

Until 2022, our District offices used to be held inside the Raymond E Hendee Educational Service Center in Uptown, Park Ridge. The former post office building was sold to District 64 in 1970, and the building on Prospect Avenue housed the administrative offices for more than five decades. The building was named after Dr. Hendee for his dedication to the District and community.

Dr. Raymond Hendee's life's work was education, and his family appreciates that it was in the Park Ridge-Niles community. "There are so many fond memories of my father and thinking of him being here," said Dr. Hendee's son Mark as he walked around ESC for the final time before D64 moved in 2022, "I'm thinking of my childhood and him being here. It's nice."

Spotlight on Emerson Middle School

Emerson School principal Dr. Samantha Alaimo will present.

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.

Teacher Tenure List 2022-23

Stephanie Barbera

Julie Benigno

Emma Cashman

Elizabeth Davis

Kathryn Doyle

Kate Glassgow

Justin Gustafson

Elizabeth Hertzog

Alyssa Hirsh

Monica Jaworowski Meghan Kumon

Natalie Murtaugh

Julie Powell

Kirsten Schramm

Erika Tanaka

Jennifer Ullrich

Appointment of Assistant Director of Student Services

ACTION ITEM 23-05-9

I move that the Board of Education of Community Consolidated School District 64, Park Ridge-Niles, Illinois approve the appointment of Elisa Leporini as the new Assistant Director of Student Services effective July 1, 2023 based on the recommendation of the Superintendent and not upon the Board's direct knowledge regarding the individual selected for appointment.

The votes were cast as follows:

Moved by _____-Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

To: District 64 Board of Education
From: Dr. Lori Lopez, Assistant Superintendent for Student Learning
Date: May 18, 2023
Re: Presentation & Adoption of 6-8 Math Resource

Background

Selecting a new core resource for middle school math is directly aligned to Strategic Plan Goal 2 *Broaden Best Practices* which includes “completing a curriculum review to increase best practices in math instruction with a focus on rigor.”

The Middle School Math Review was conducted by Department Chairperson Jess Caplis, Department Liaison Christie Thielen, and teacher representatives from both Emerson and Lincoln, including: Jackie Behof, Michelle Jones, Kendra Hutchinson, Melissa Milostan, and Abbie Shah. Consultative support was also provided by Amy Sacor, Channels of Challenge Grades 4-5 and Tracie Thomas, K-5 Math Curriculum Specialist.

Curriculum review is ongoing in District 64. While resource adoption takes place every 5-7 years, teaching teams participate in weekly collaboration to reflect on student data and instructional practices. At the middle school level, all teachers in the Math Department meet together monthly to support one another with instruction and make adjustments to pacing and assessments.

Selecting a core resource involves multiple steps, including professional learning, the use of curriculum analysis tools, and lesson/unit sampling. Committee work launched with a review of the Content Standards at each grade level and a deep dive into the Mathematical Practice Standards. Committee members then dedicated significant time to analyzing four programs. Analysis included a review of 1) the degree to which specific topics are addressed at each grade level, 2) the extent to which the Standards for Mathematical Practice are embedded in the program, and 3) a review of other features including instructional support for differentiation, assessments, and technology.

Committee members piloted several resources over the course of last spring and this school year and ultimately selected *Carnegie Middle School Math Solution* and *Desmos Math Core Extension* for adoption. *Carnegie Middle School Math Solution* partnered with *Desmos Math Core Extension* will enable teachers to address the rigorous Illinois Learning Standards at the middle school level and the needs of learners who require both support and extension.

Committee members found that *Carnegie Middle School Math Solution* includes several critical features that support student achievement in math. Lessons pose grade-appropriate challenges for students and opportunities for small group problem-solving. In addition, the program includes two unique online learning tools. *Mathia* is a program which allows students to practice math concepts at their individual levels while giving teachers the opportunity to support small groups of students who are struggling or seeking additional challenges. *Math Stream* is an adaptive online video resource for students that includes short formative assessments. While not a replacement for a teacher, *Math Stream* can provide additional assistance to both students and families. *Math Demos Core Extension* includes hands-on experiences that provide students with the opportunity to explore math concepts before learning traditional algorithms. *Demos Math Core Extension* poses real-world challenges and invites students to apply a variety of approaches to problem-solving both individually and collaboratively. Teachers and students reported high levels of student engagement during lesson and unit sampling for both the *Carnegie* and *Desmos* materials.

Next Steps

The total cost for *Carnegie Middle School Math Solution* is \$215,181. This includes a five- year subscription to the online platform, a five-year student subscription to *Mathia*, annual delivery of student consumable

texts, teacher subscriptions to the online platform, and printed teacher editions for math teachers and special education co-teachers. *Math Stream* will be accessible to parents and students at no cost for one year. After one year, we will determine whether or not we would like an annual subscription to this resource. The total cost of a five-year digital subscription to *Desmos Math Core Extension* is \$109,875. The total cost for both resources is \$325,056.

Professional development will include release days for teachers, sessions on our August Staff Development Day, sessions on early release Wednesdays during the 2023-24 school year, and job-embedded coaching as needed through *Carnegie* and *Desmos*. Professional development will be partially supported by Title II and Title IV grant funding.

I want to thank the Math Review Committee members for their commitment to finding resources that meet the needs of all learners. We are confident these programs will enable us to challenge and support students, ultimately increasing our overall achievement in math.

ACTION ITEM 23-05-10

I move that the Board of Education of Community Consolidated School District 64, Park Ridge - Niles, Illinois, approve the adoption of *Carnegie Middle School Math Solution* and *Desmos Math Core Extension* as recommended by the 6-8 Math Review Committee at the total cost of \$325,056.

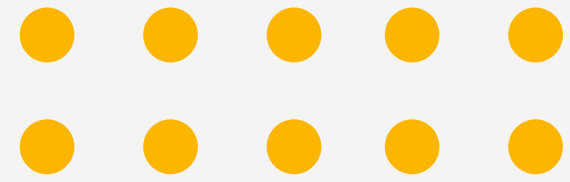
The votes were cast as follows:

AYES:

NAYS:

PRESENT:

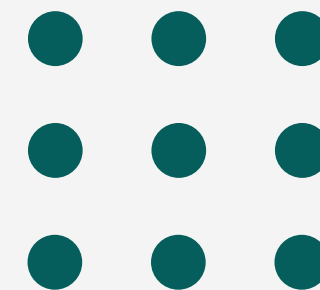
ABSENT:



Middle School MATH

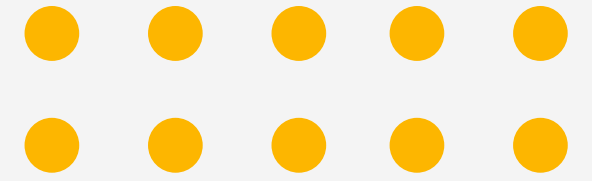
Curriculum Review

May 2023





Alignment to D64 Priorities



● Strategic Planning

Broaden Best Practices:
Complete a curriculum review to increase best practices in math instruction with a focus on rigor.

● Curriculum Review

D64 is committed to resources that reflect current research and best practice.

● Illinois Learning Standards

Identify a core resource that supports the implementation of our state standards.

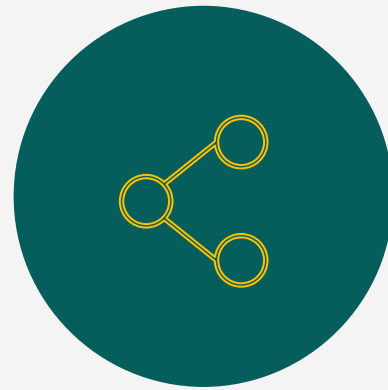


Curriculum Review



Professional Learning

Deep dive into state standards and best practices in math instruction



Program Analysis

Rigorous review of programs

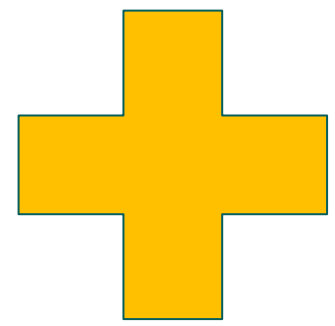


Lesson/Unit Sampling

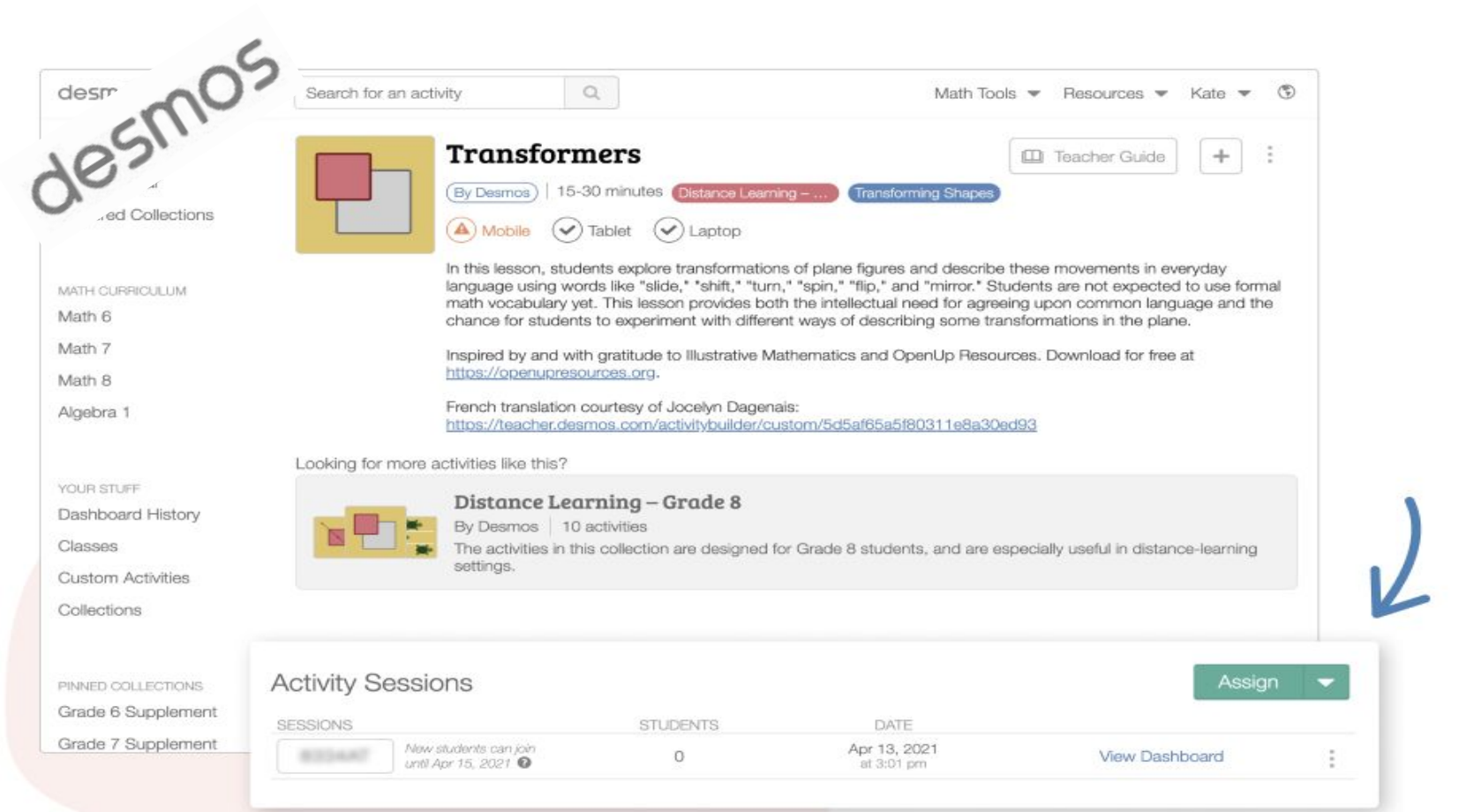
Learning about implementation, engagement, and achievement



Carnegie
Middle School
Math Solution



**Resource
Recommendation**

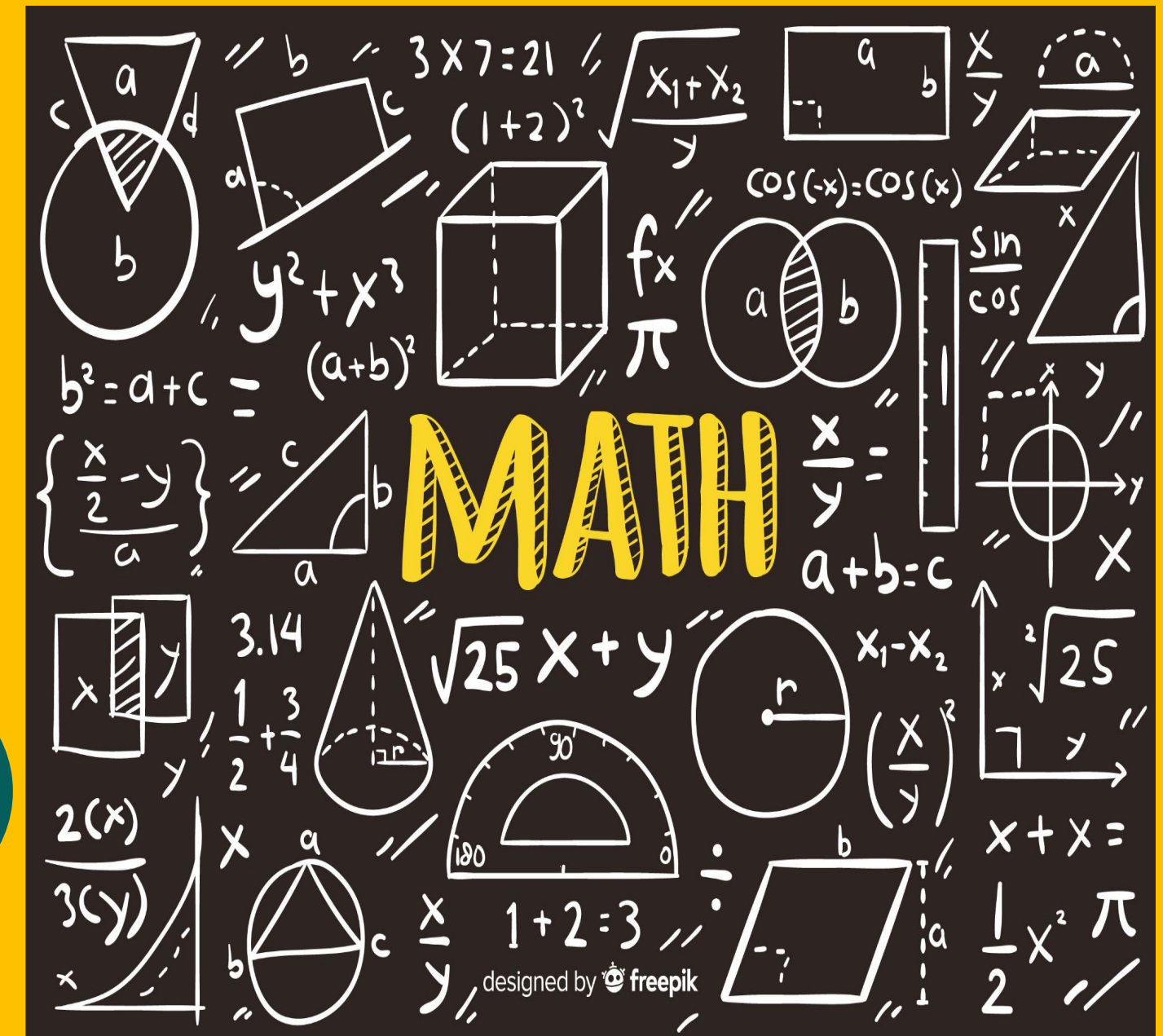
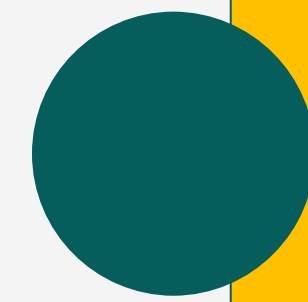


Desmos Math
Core Extension



Why Carnegie Middle School Math Solution?

- Alignment to Standards
- Powerful differentiation structures and resources (Lessons, Mathia, Math Stream)
- Hands-on / modeling
- Rich peer-to-peer discussions



Carnegie: Student Activity

Performing an Experiment

➤ It's time to run the Human Chain experiment.

- 1 Record the data for the experiment in the table shown. Then, calculate the mean time for each row and record the result in that column of the table. Round your average times to the nearest tenth.

HABITS OF MIND

- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.

Human Chain Experiment Results

| Chain Length (number of students) | Trial 1 | Trial 2 | Trial 3 | Mean Time (seconds) | Ordered Pair |
|---|---------|---------|---------|------------------------|--------------|
| | | | | | |
| | | | | | |
| | | | | | |



bivariate data

**explanatory
variable**

**response
variable**

associations

**linear
association**

**positive
association**


**negative
association**


outlier


Mathia Experience


Skillometer ✕


Calculating Measurements Using a Scale




 Enter scale value.

 Enter scale units.

 Determine unknown measure, simple scale.

 Determine unknown measure, complex scale.

 Calculate area of shape.

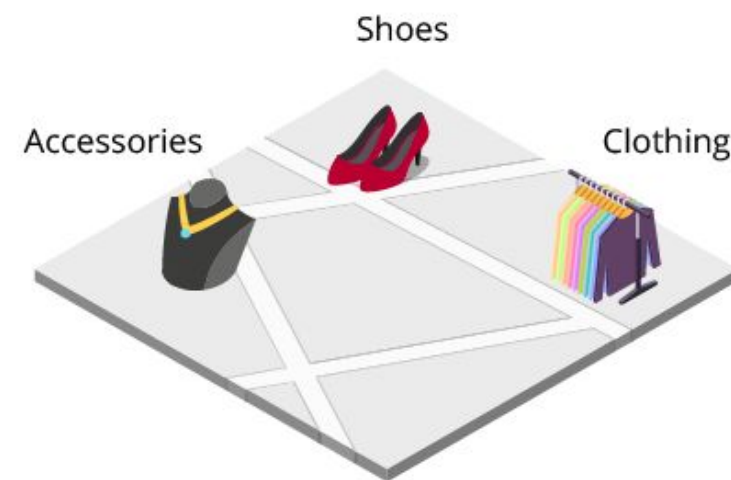
1 out of 5 skills mastered

You are shopping in a department store and need to go to these three departments: Accessories, Shoes, and Clothes. A map of the store shows how far the departments are from each other.

- On the map:
- The distance between Accessories and Shoes is 0.6 inches.
 - The distance between Shoes and Clothes is 1.4 inches.
 - On the map scale, 1 in. represents 150 ft.

Enter the scale.

| | | | |
|-------|-----|-----|------------------|
| Map | 1 | in. | = 1 in. : 150 ft |
| Store | 150 | ft | |



Enter the actual distance, a , from Accessories to Shoes. feet

Enter the actual distance, c , from Shoes to Clothes. feet

I want to do this optional task to determine the actual distance, a .

Write a proportion using the variable a . Then solve for a using means and extremes.

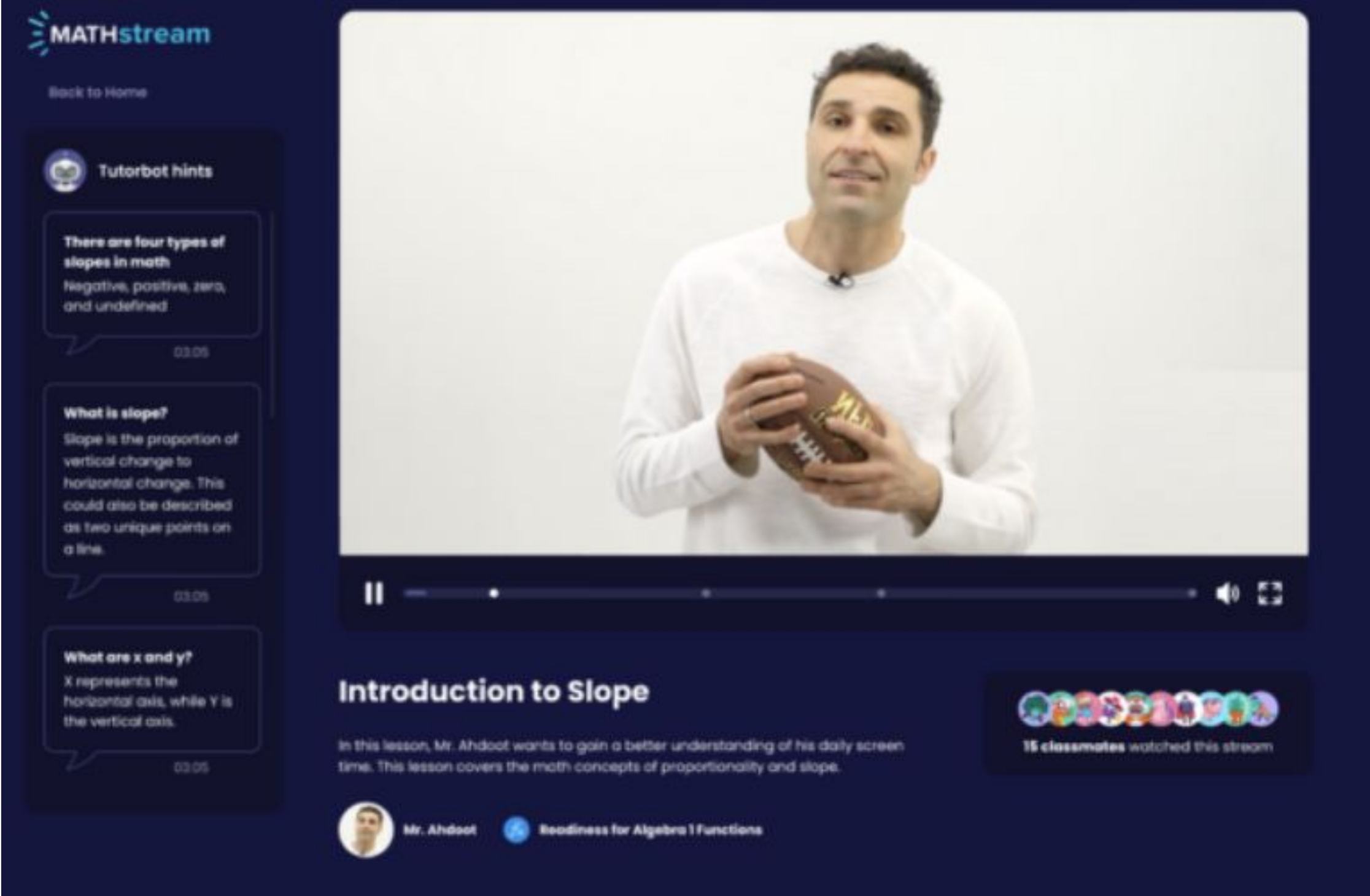
I want to do this optional task to determine the actual distance, c .

Write a proportion using the variable c . Then solve for c using means and extremes.

- Adaptive to each student
- Allows for targeted small group instruction
- Provides remediation, explicit practice and extension for students.

Math Stream Experience

- Support for grade-level and prerequisite skills
- Formative assessments
- Adaptive path for each student



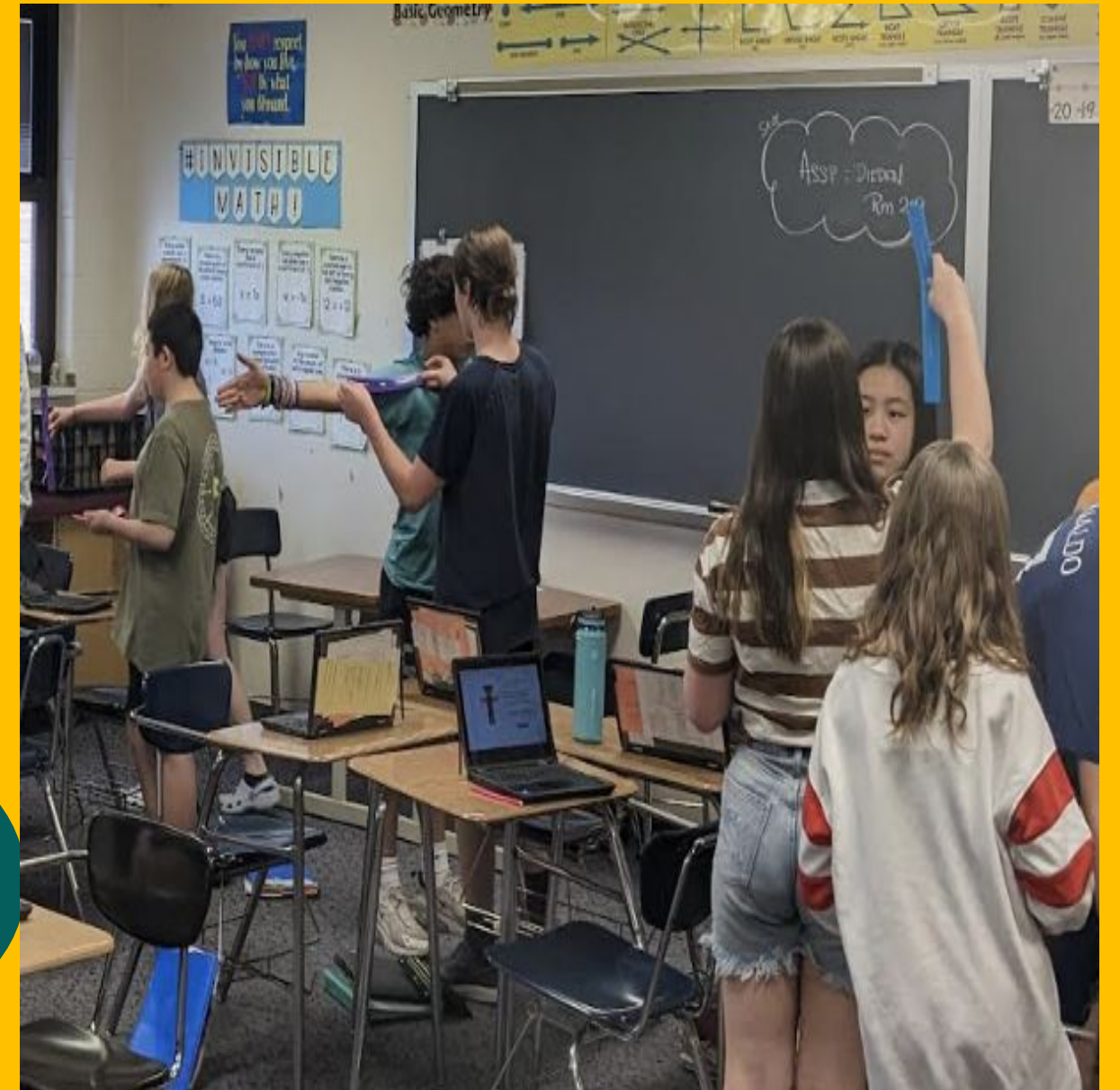
The screenshot displays the MATHstream interface. At the top left is the MATHstream logo and a "Back to Home" link. Below this is a "Tutorbot hints" section with three hints:

- There are four types of slopes in math:** negative, positive, zero, and undefined. (03:05)
- What is slope?** Slope is the proportion of vertical change to horizontal change. This could also be described as two unique points on a line. (03:05)
- What are x and y?** X represents the horizontal axis, while Y is the vertical axis. (03:05)




The main video player shows Mr. Ahdoot, a man in a white shirt, holding a football. Below the video is a progress bar and playback controls. The video title is "Introduction to Slope". Below the title, a description reads: "In this lesson, Mr. Ahdoot wants to gain a better understanding of his daily screen time. This lesson covers the math concepts of proportionality and slope." At the bottom right, it says "15 classmates watched this stream". At the bottom left, there is a profile picture of Mr. Ahdoot and the text "Mr. Ahdoot" and "Readiness for Algebra 1 Functions".

Why Desmos Math Core Extension?

- Alignment to Standards
- Math Language Routines
- Tech-Enhanced Teaching
- Rigor
- “Runway” to high school
Integrated Math experiences



Inquiry Launch on the Desmos Platform

STUDENT SCREEN PREVIEW    2 of 13 [Next >](#)




The Water Cooler

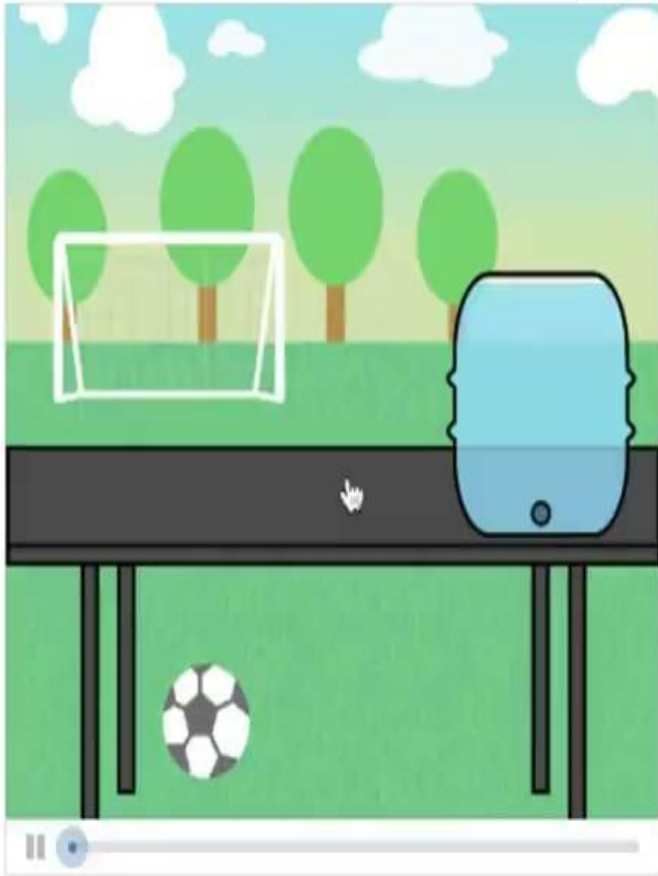
Press the play button to watch a short animation.

What do you notice? What do you wonder?

I notice ...

I wonder ...

   [Share With Class](#)



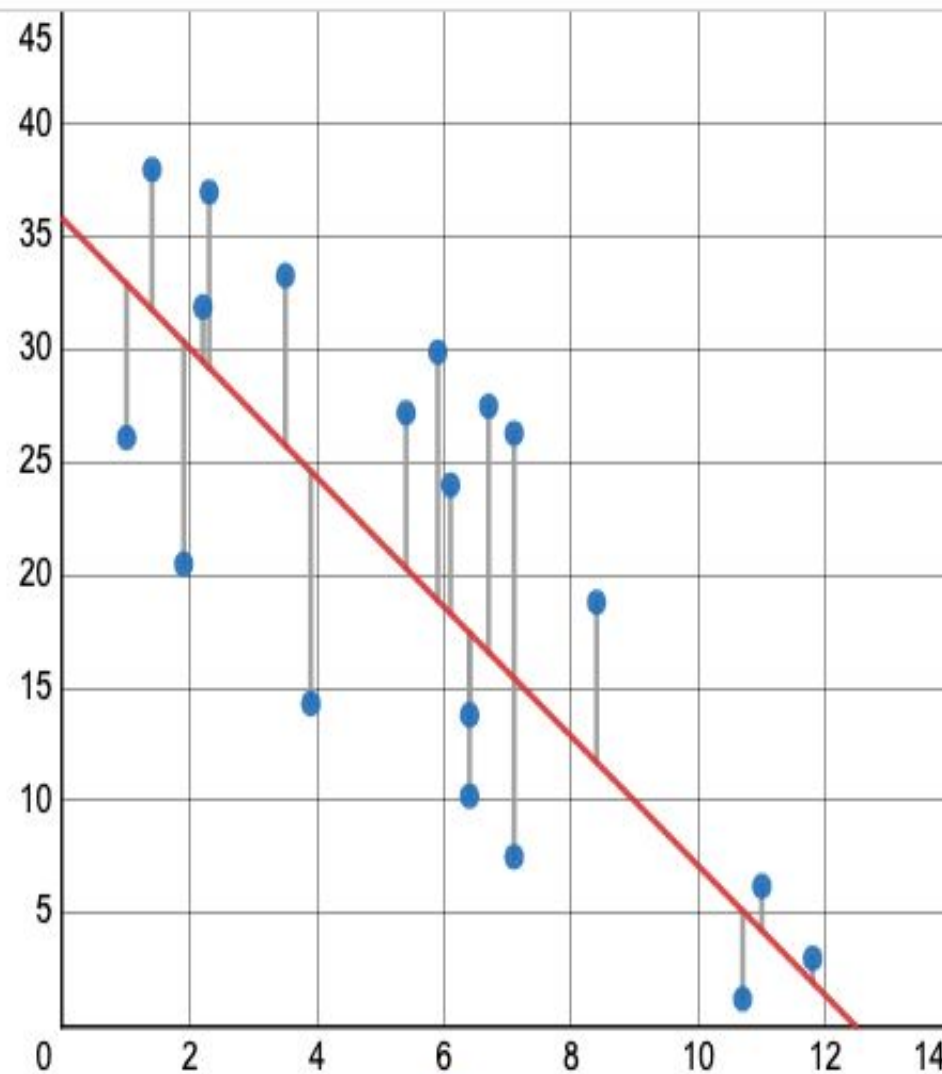
Interactive Activity on the Desmos Platform

Challenge

Drag the points to fit the line to the data.

Then press "Try It" to see how you did.

[Reset](#)



You have the most precise line in the class!

Cool-Down

Marco thinks this line is a good fit because it passes through the left-most point and the right-most point.

Is Marco correct?

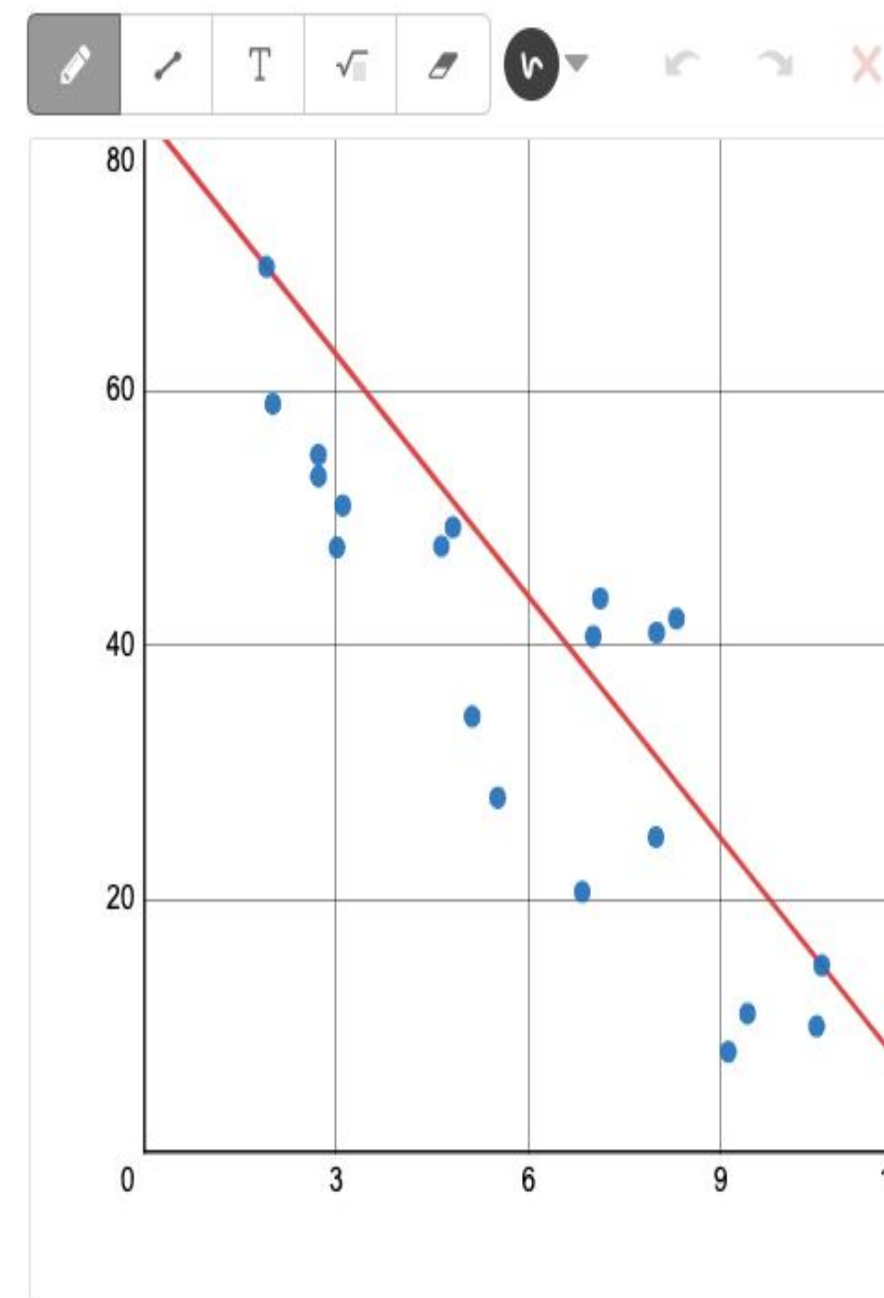
Yes

No

Explain your thinking.

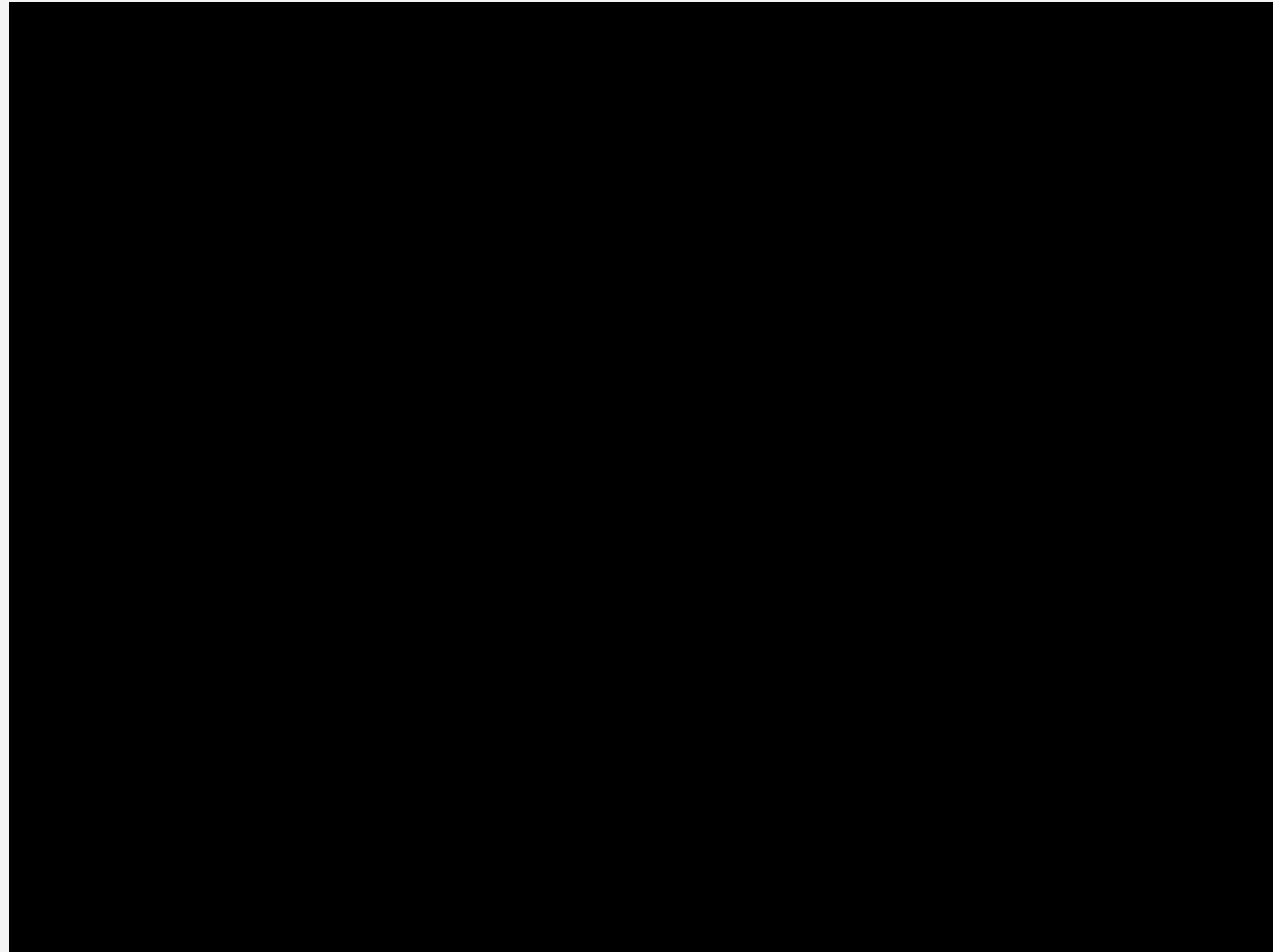


Submit



- Encourages students to try and try again!
- Interactive
- Immediate Feedback

Interactive Activity on the Desmos Platform



Total Cost

\$325,056

1 CARNEGIE

- 5-year subscription
- Consumable texts
- Print teacher editions
- *Mathia*
- *Math Stream* (1 year)

2 DESMOS CORE EXTENSION

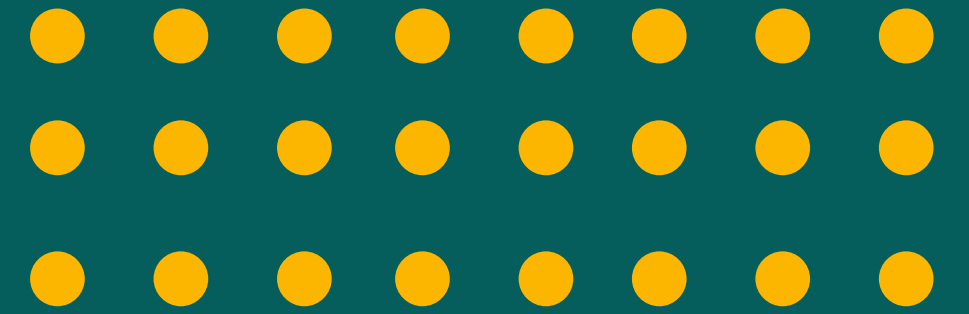
- 5-year subscription
- Access to all digital resources
- Aligned with Carnegie scope and sequence
- Inquiry-based

3 PROFESSIONAL LEARNING

- Supported in part by Title Grant Funding
- *Carnegie* and *Desmos*
- D64 Early Release Wednesdays

Review Committee

Thank you for your hard work!



**Jess
Caplis**

*Department Chair
EM 7/8*

**Jackie
Behof**

Em 7/8

**Michelle
Jones**

Em 7/8

**Kendra
Hutchinson**

*EM 6/
C of C Coordinator*

**Christie
Thielen**

*Department
Liaison
LI 7/8*

**Melissa
Milostan**

LI C of C

**Abbie
Shah**

LI 6



To: District 64 Board of Education
 From: Lori Lopez, Assistant Superintendent for Student Learning
 Date: May 18, 2023
 Re: Presentation & Adoption of Elementary Social Studies Curriculum

Background

The updated Illinois Learning Standards for Social Studies were finalized this school year by the Illinois State Board of Education. At the K-5 level, the standards include learning targets in five areas: inquiry skills, history, economics/financial literacy, civics, and geography. The selection of a new K-5 resource is part of District 64's current Strategic Plan work related to Broadening Best Practices: *Complete a curriculum review to increase inquiry-based, culturally inclusive instruction in K-5 social studies.*

Committee History

The K-5 Social Studies Review Committee was launched in fall 2019 and paused due to the pandemic and scheduled curricular work in the area of K-5 Math. Committee work continued in spring of 2022 and continued through this past school year. Dina Pappas, District 64's K-5 Social Studies Curriculum Specialist, co-facilitated this initiative and committee members include:

| | | | | |
|---|---|---|--|--|
| Sara Born <i>Gr 3 WA</i> | Tony Belmonte <i>Gr 5 FR</i> | Julie Chalberg <i>Gr 1 FI</i> | Sean Degman <i>AP CA</i> | Kerrie Fuller <i>Gr 5 CA</i> |
| Lisa Germanowski <i>Gr 4 RO</i> | Kristie Harvalis <i>Gr 2 RO</i> | Tracie Heffelfinger <i>Gr K FI</i> | Andrea Hetzke <i>LIS FR</i> | Joan Hoffman <i>Gr 3 CA</i> |
| Paula Houmpavlis <i>Gr 2 RO</i> | Kim Kaniecki <i>PC/CC FI</i> | Suzanne Kaplan <i>Gr 3 RO</i> | Meghan Keefer <i>ELA Curric Sp</i> | Nikki Kelsey <i>Gr 5 RO</i> |
| Katie Kennedy <i>Gr 4 FI</i> | Katie Kreisel <i>Gr K FI</i> | Erin McCoy <i>Gr 4 RO</i> | Susie Malagoli <i>Sp Ed FI</i> | Caroline Meredith <i>Gr K WA</i> |
| | Kevin Michael <i>ITC CA</i> | Meg Philippsen <i>Intervention FI</i> | Erika Tanaka <i>Gr 1 RO</i> | |
| | Carly Thornton <i>Gr 1 FI</i> | Peggy Weller <i>Gr 2 FR</i> | Ivona Wypych English Learner Team | |

Committee activities included a comprehensive review of the Illinois Learning Standards at each grade level and a deep study of how inquiry drives student investigations in Social Studies. A rigorous rubric was used to compare four programs from various publishers. Committee members assessed each program's strengths and weaknesses in a number of different areas, including: standards-alignment, inquiry-based learning, grade-level reading and academic vocabulary, instructional support for students, multicultural representation, and assessment measures.

In 2022-23, two resources were identified for lesson sampling with students: *TCI Social Studies Alive!* and *InquirED Inquiry Journeys*.

Committee Recommendations

Based on our analysis and program pilot, committee members recommend the adoption of TCI *Social Studies Alive!* at grades 2-5. This resource is aligned with the Illinois Learning Standards and includes units of instruction at each grade level in history, civics, economics/financial literacy, and geography. While instruction and student activities are different, the unit topics at each grade level are similar to our current program: Grade 2: *My Community*, Grade 3: *My Community and Beyond*, Grade 4: *Regions of Our Country*, and Grade 5: *America's Past*.

Support for this recommendation is based on committee members' observations of student engagement, alignment with nonfiction reading strategies that are critical for elementary students, and hands-on activities that enable students to build an understanding of social studies concepts. While the program takes an inquiry-based approach to instruction that is reflective of the standards, committee members will further expand this through summer curriculum writing activities.

At grades K and 1, committee members are recommending an expanded pilot in 2023-24 to determine whether to move forward with *Inquiry Journeys* or *Social Studies Alive!* At the committee level, there was support for both programs and members felt that an expanded pilot would provide additional feedback before making a final decision prior to April 2024.

Next Steps

The total cost of this resource adoption for grades 2-5 is \$224,325. This includes a six-year online student resource subscription, a six-year consumable student journal subscription (journals include the student text), printed teacher resources, online teacher subscriptions for the life of the implementation, and annual shipping for all materials. Teacher subscriptions include online classroom presentations, assessment tools, step-by-step lesson guides, tips for differentiation, and access to the student subscriptions.

Pending Board approval of this purchase, materials will be ordered for summer delivery and distribution. TCI will provide professional development for staff this August at no cost to District 64. In addition, teachers will have access over the course of the next school year to free, on-demand, online learning sessions. Because we currently implement TCI Science materials at the 2-5 level, teachers are very familiar with the online platform for lesson planning and presentation materials. This familiarity will bring greater momentum to the implementation of this resource to support the Illinois Learning Standards.

This summer, subcommittee members will develop pacing guides and common assessments for grades 2-5. As we implement the program this year, these pacing guides and assessments will be refined. An update regarding program implementation will be shared with the Board in April 2024.

I want to thank the Social Studies Review Committee members for their effort, reflection, and thoughtful dialogue throughout the resource selection process.

ACTION ITEM 23-05-11

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the purchase of TCI *Social Studies Alive!* for grades 2-5.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:



Elementary Curriculum Review

SOCIAL STUDIES

May 2023





Alignment to District 64 Priorities

Strategic Planning

Broaden Best Practices:

Complete a curriculum review to increase inquiry-based, culturally inclusive instruction in K-5 social studies.

Curriculum Review

D64 is committed to resources that reflect **current research and best practices**.

Illinois Learning Standards

Identify a core resource that supports the implementation of our **state standards**.



Curriculum Review

1

Professional Learning

Deep dive into state standards and best practices in K-5 social studies instruction

2

Program Analysis

Rigorous review of potential programs

3

Unit Sampling

Learning about implementation, engagement, and achievement

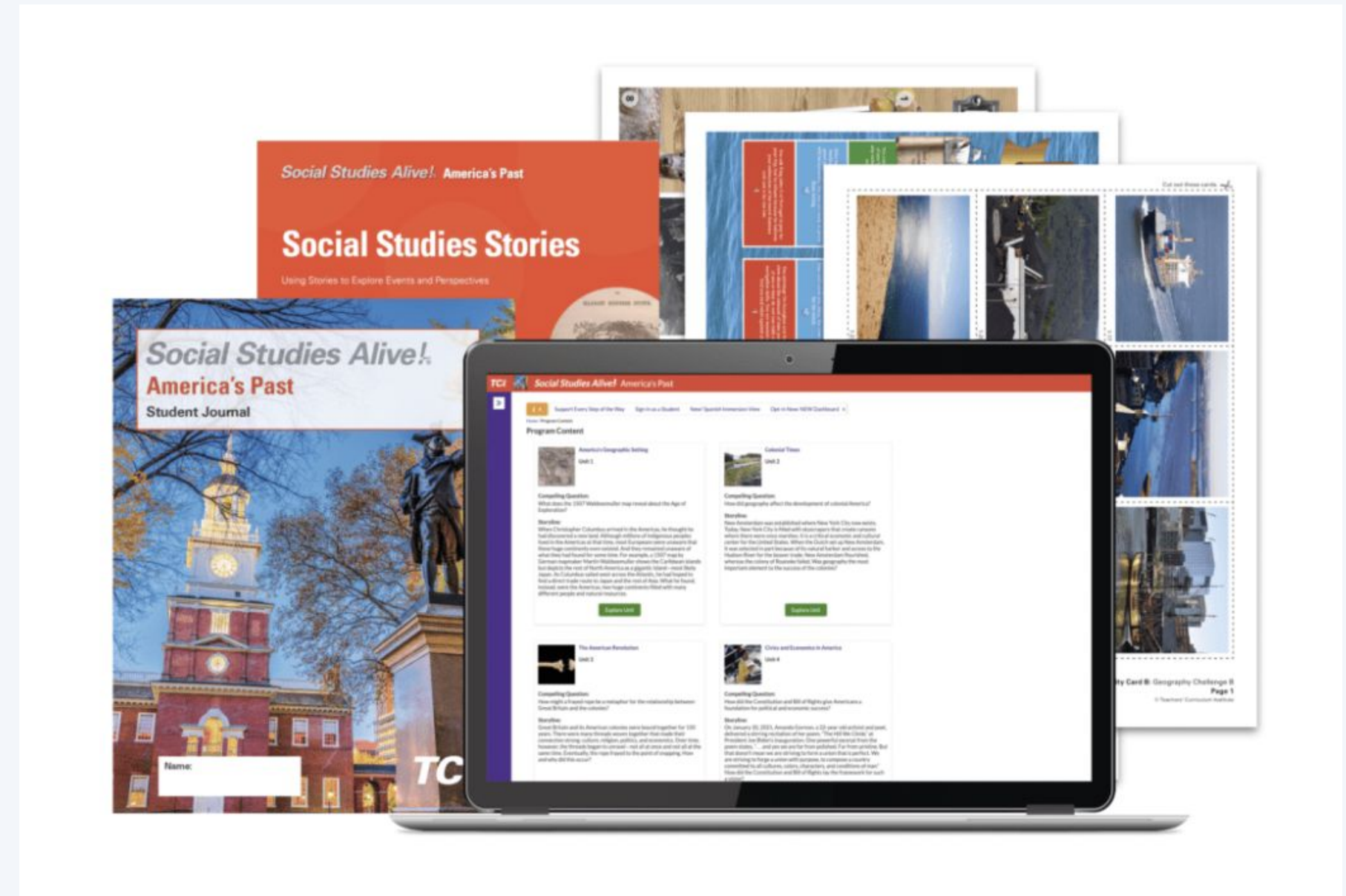
4

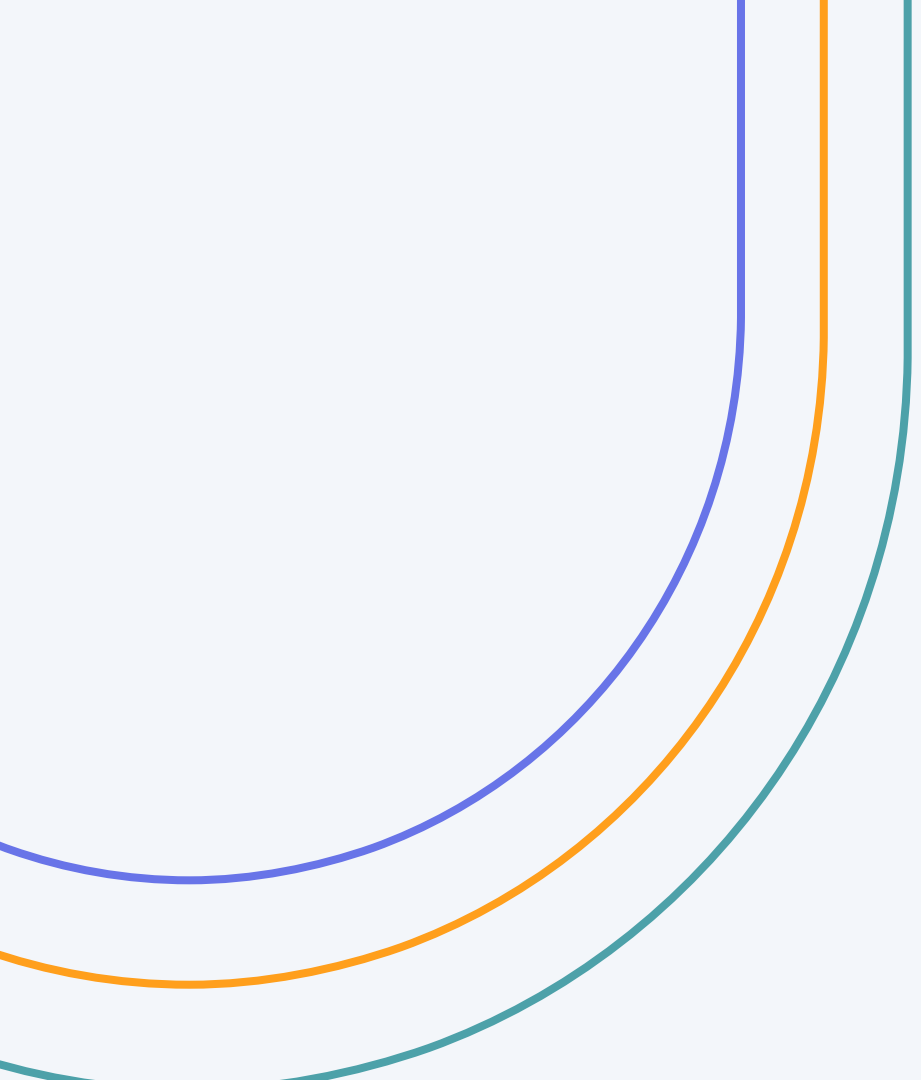
Resource Selection/ Ongoing Reflection

Identifying a resource; reflection on student mastery of standards; revision as needed



Social Studies Alive! Gr 2-5





Why *Social Studies Alive?*

Standards-Aligned

Inquiry, Civics, Geography,
Economics/Financial Literacy, History

Hands-On Engagement

Activities, games, and projects that
promote student engagement

ELA Integration

Practice and support for non-fiction
reading strategies

Grade-Level Content



Grade 2



Social Studies Alive!
My Community

Grade 3



Social Studies Alive!
Our Community and
Beyond

Grade 4



Social Studies Alive!
Regions of Our
Country

Grade 5



Social Studies Alive!
America's Past

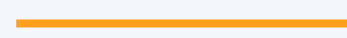
Total Cost: \$224,325

Student subscription



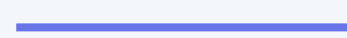
Six-year subscription to online access to all student materials in addition to interactive games and resources

Student journals (print)



Six-year subscription to printed student journals (student journal includes the student text)

Teacher subscription



Online access to teacher presentations and instructional materials for the duration of implementation

Teacher materials
(print)



Printed teacher editions

Next Steps Gr 2-5



Pacing Guides & Common Assessments

Summer work will include the development of grade-level pacing guides and common assessments.

Professional Learning

TCI will host a teacher workshop in August 2023 and provide all teachers with access to on-demand, online learning.

Expanded Inquiry Components

Committee members will enhance one unit at each grade level to include an expanded inquiry experience for students.

Next Steps Gr K-1



Expanded Pilot

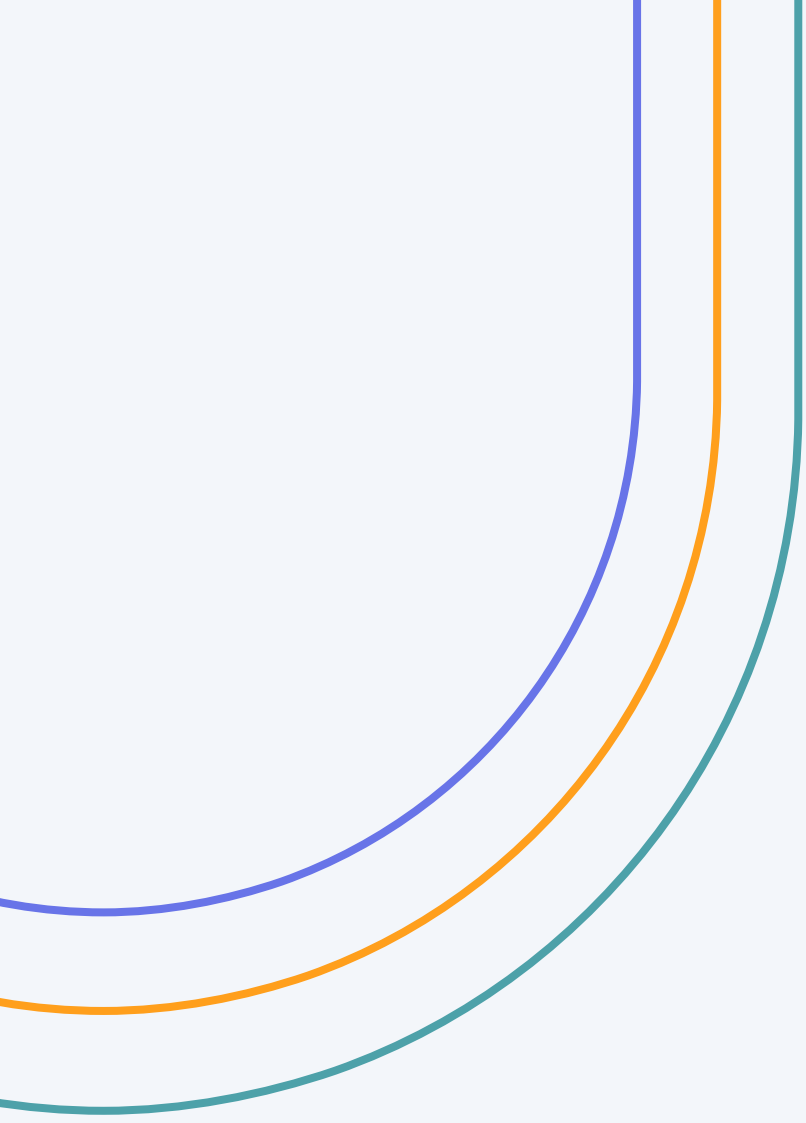
Additional representatives from each school have been identified to participate in an expanded pilot of *Inquiry Journeys*.

Professional Learning

New committee members will participate in the same professional learning experiences as current committee members.

Final Recommendation

K/1 committee members will make a final recommendation to the Board of Education before April 2024.



Sara Born
Gr 3 WA

Tony Belmonte
Gr 5 FR

Julie Chalberg
Gr 1 FI

Sean Degman
AP CA

Kerrie Fuller
Gr 5 CA

Lisa Germanowski
Gr 4 RO

Kristie Harvalis
Gr 2 RO

Tracie Heffelfinger
Gr K FI

Andrea Hetzke
LIS FR

Joan Hoffman
Gr 3 CA

Paula Houmpavlis
Gr 2 RO

Kim Kaniecki
PC/CC FI

Suzanne Kaplan
Gr 3 RO

Meghan Keefer
ELA Curric Sp

Nikki Kelsey
Gr 5 RO



Thank You!

Katie Kennedy
Gr 4 FI

Katie Kreisel
Gr K FI

Erin McCoy
Gr 4 RO

Susie Malagoli
Sp Ed FI

Caroline Meredith
Gr K WA

Kevin Michael
ITC CA

Dina Pappas
SS Curric Sp

Meghan Philippsen
Intervention FI

Erika Tanaka
Gr 1 RO

Carly Thornton
Gr 1 FI

Peggy Weller
Gr 2 FR

Ivona Wypych
English Learner
Team

**Committee
Members**

Questions?



To: Board of Education
Dr. Eric Olson, Superintendent
From: Dr. Adam Parisi, Chief School Business Official
Mr. Tony Bersani, Director of Facility Management
Date: May 18, 2023
Re: Discussion & Review of Five-Year Master Facility Plan

Tonight, the administration and Wight & Company will review an updated five-year facility plan with the Board of Education. We will also share the most recent timelines of the five-year master facility plan and the RFQ process to help educate the newly seated Board Members.

The plan will be walked through at a high level so that the Board gains an understanding of how the plan functions and may be administered over the next five years. This conversation will help to prioritize projects for the summer of 2024 that will be discussed at the June 15, 2023 regular Board Meeting.



Park Ridge-Niles School District 64

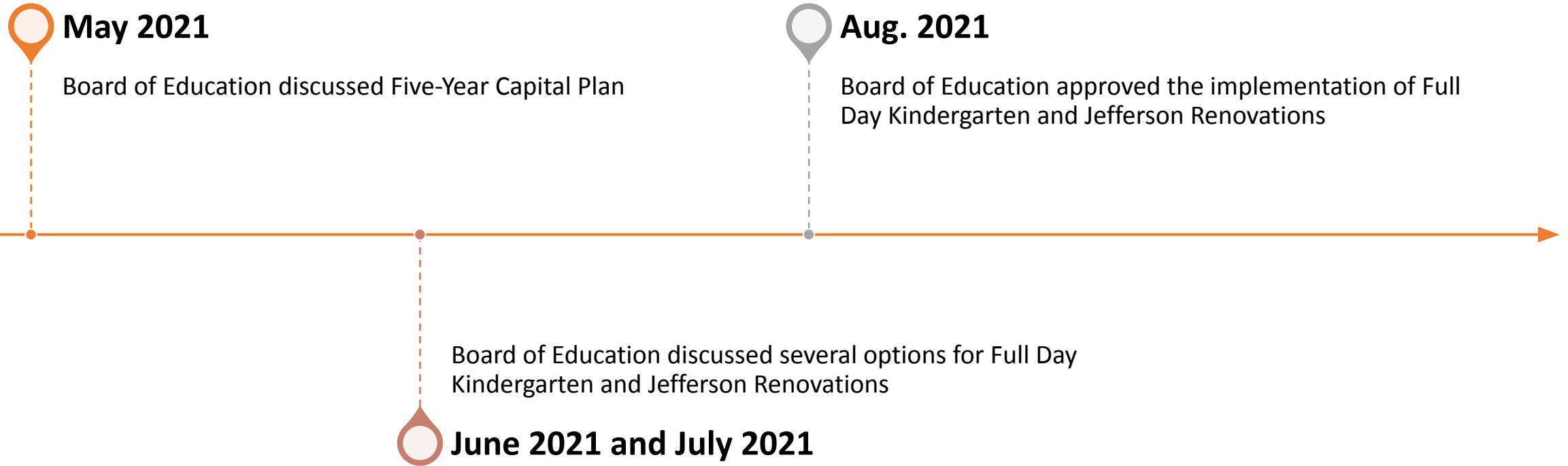


PARK RIDGE-NILES
SCHOOL DISTRICT 64

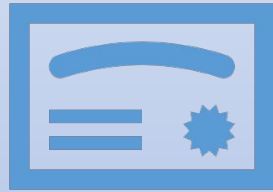


Five-Year Updated Capital Plan
Progress Snapshot - 05.18.2023

Five Year Capital Plan Timeline



Architect RFQ



Oct. 2022

Architect RFQ (Request for Qualifications) was issued



Jan. 2023

Board of Education approved a contract with Wight and Company as District's Architect

District 64 Strategic Plan



- Maximize Resources for Sustainability
- Strengthen Relationships and Communication
- Broaden Best Practices
- Enhance Diversity, Inclusion, Equity and Access
- Explore Program Expansion

FACILITIES OBSERVATIONS



- **Lincoln MS and Roosevelt ES should have more focus earlier in the capital plan**
 - Includes significant HVAC work at Lincoln.
- **District-wide improvement classroom security hardware**
- **Corridor locker replacement at multiple schools**
- **Poured urethane Gym floor at multiple schools**
- **Pull-down lunch tables at multiple schools**
- **Elevator cab, controls replacement at multiple schools**
- **Storm water management improvements at multiple schools**
- **District-wide components, systems near the end of their life span**
 - Carpet, acoustical ceilings, casework, lighting
 - Playgrounds equipment replacement and related improvements

Additional benefits of life-span related replacement:

- Improved/enhanced learning environments
- Improved life safety, equity/inclusivity
- Improved energy and resource management (district-wide opportunities for Solar and LED lighting rebates).

HIGHEST PRIORITIES

Lincoln Middle School

- Site storm water management improvements and related paving
- Classroom security doors and hardware + exterior doors replacement
- HVAC system replacement
- Comprehensive lockers replacement
- FF&E (lunch tables) + select finishes (carpet, ceilings) replacement

Roosevelt Elementary School

- Classroom security doors and hardware + exterior doors replacement
- Comprehensive lockers replacement at upper floors
- Gym floor (poured urethane) replacement
- FF&E (lunch tables) + select finishes (carpet, ceilings) replacement
- Fire alarm system devices replacement



HIGHEST PRIORITIES

Washington Elementary School

- Classroom security doors and hardware + exterior doors replacement
- Comprehensive lockers replacement
- Gym floor (poured urethane) replacement
- FF&E (lunch tables) + select finishes (carpet, ceilings) replacement

Franklin Elementary School

- Classroom security doors and hardware + exterior doors replacement
- Comprehensive lockers replacement
- Gym floor (poured urethane) replacement
- FF&E (lunch tables) + select finishes (carpet, ceilings) replacement
- Fire alarm system devices replacement

HIGHEST PRIORITIES



Field Elementary School

- Classroom security doors and hardware + exterior doors replacement
- Roof – at least one section requires shingle replacement
- Comprehensive lockers replacement
- Gym floor (poured urethane) replacement
- FF&E (lunch tables) + select finishes (carpet, ceilings) replacement

Carpenter Elementary School

- Limited classroom security doors and hardware + exterior doors replacement
- Gym floor (poured urethane) replacement
- FF&E (lunch tables) + select finishes (carpet, ceilings) replacement
- Fire alarm system devices replacement

FUTURE PRIORITIES

Emerson Middle School

- FF&E (lunch tables) + Equipment (bleachers) replacement
- Fire alarm system devices and exit signs (ongoing facilities-level replacement)
- Life-span related plumbing elements replacement

Jefferson Early Childhood Center

- Limited tuckpointing work identified for improvement
- Playground equipment replacement and related improvements



COST CONSIDERATIONS

1. Projects should be packaged to minimize disruption to building occupants as much as possible.
2. Limited summer months and summer school occupancy will affect schedule and ultimately pricing (especially if more than one shift is needed to complete the work).
3. Comprehensive replacement (compared to partial replacement) is likely to be more cost-effective.
4. Delays in construction mobilization or completion of projects will add to construction cost.
5. Current construction market forces are showing exceedingly high increases in year over year cost escalation.
6. The District is exploring opportunities to realize energy rebates with efficiency and solar energy production.
7. Acceleration of, and carefully timed approval of, design work will allow for optimal timing to bid, award and authorize summer construction work. It's optimal to bid and award in late fall for the following summer construction season.



Q & A

Approval of Recommended Personnel Report

ACTION ITEM 23-05-12

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Personnel Report dated May 18, 2023, 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:

Personnel Report
May 18, 2023

| | |
|-------------------|--|
| Elisa Leporini | Employ as Assistant Director of Student Services effective July 1, 2023 - \$106,000. |
| Tricia Len | Request Leave of Absence, personal - Special Education Teacher at Emerson Middle School for the 2023-24 school year. |
| Ashley Hardiman | Resign as Building Technologist at Carpenter School effective May 19, 2023. |
| Sophee Karkazis | Resign as Kindergarten Teacher at Roosevelt School effective at the end of the 2022-23 school year. |
| Julie Powell | Resign as Instructional Technology Coach at Lincoln Middle School effective at the end of the 2022-23 school year. |
| Priscilla Puentes | Resign as Night Custodian at Emerson Middle School effective May 9, 2023. |
| Lynn Condon | Retire as Physical Therapist for the District effective at the end of the 2024-25 school year. |
| Linda Damianides | Retire as C of C Teacher at Emerson Middle School effective at the end of the 2025-26 school year. |
| Camille Derwin | Retire as Intervention Teacher at Carpenter School effective at the end of the 2025-26 school year. |
| Michele Larson | Retire as 1st Grade Teacher at Washington School effective at the end of the 2024-25 school year. |
| Catherine Murges | Retire as 8th Grade Teacher at Emerson Middle School effective at the end of the 2024-25 school year. |
| Ourania Prokos | Retire as 6th Grade Social Studies Teacher at Emerson Middle School effective at the end of the 2025-26 school year. |
| Mark Schalke | Retire as 7th Grade Math Teacher at Emerson Middle School effective at the end of the 2025-26 school year. |

Consent Agenda

ACTION ITEM 23-05-13

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda for May 18, 2023, which includes: bills, payroll & benefits; approval of financial update for the period ending March 31, 2023; approval of 2023-2024 student-parent handbook (policies & specific sections); second reading & approval of policies 4:165 & 6:60; approval of consolidated district plan; and destruction of audio closed recordings (none).

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Community Consolidated School District No. 64

Disbursement Detail Listing

Bank Name: Accounts Payable
 Bank Account: 885360644

Date Range: 07/01/2022 - 06/30/2023
 Voucher Range: 1232 - 1242

Sort By: Vendor
 Dollar Limit: \$0.00

Fiscal Year: 2022-2023

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

| Check Number | Date | Voucher | Payee | Account | Description | Amount |
|---------------------|------|---------|-------|---------|-------------|-----------------------|
| <u>Fund</u> | | | | | | <u>Amount</u> |
| 10 | | | | | | \$867,995.58 |
| 20 | | | | | | \$184,378.62 |
| 30 | | | | | | \$14,899.65 |
| 40 | | | | | | \$460,489.40 |
| 60 | | | | | | \$535,739.60 |
| 80 | | | | | | \$1,664.11 |
| Fund Totals: | | | | | | \$2,065,166.96 |

End of Report

Disbursements Grand Total: \$2,065,166.96

Payroll Report - April 2023

04/10/23

Payroll

| | |
|------------------------|-----------------------|
| Fund 10 | \$2,174,860.86 |
| Fund 20 | \$55,919.00 |
| Fund 40 | \$2,113.76 |
| Fund 50 | \$39,384.47 |
| Fund 51 | \$54,520.63 |
| 04/10/23 Totals | \$2,326,798.72 |

04/12/23

Payroll

| | |
|--------------------------|--------------------|
| Fund 10 | \$75,713.24 |
| Fund 20 | \$1,508.92 |
| Fund 40 | \$2,019.02 |
| Fund 50 | \$0.00 |
| Fund 51 | \$0.00 |
| 04/12/2023 Totals | \$79,241.18 |

04/25/23

Payroll

| | |
|--------------------------|-----------------------|
| Fund 10 | \$2,167,896.31 |
| Fund 20 | \$146,431.82 |
| Fund 40 | \$847.32 |
| Fund 50 | \$45,871.40 |
| Fund 51 | \$59,053.88 |
| 04/25/2023 Totals | \$2,420,100.73 |

April 2023 Payroll

| | |
|----------------------------------|-----------------------|
| Fund 10 | \$4,418,470.41 |
| Fund 20 | \$203,859.74 |
| Fund 40 | \$4,980.10 |
| Fund 50 | \$85,255.87 |
| Fund 51 | \$113,574.51 |
| APRIL 2023 Payroll Totals | \$4,826,140.63 |



PARK RIDGE-NILES SCHOOL DISTRICT 64

8182 Greendale Avenue, Niles, IL 60714 • (847) 318-4300 • F (847) 318-4351 • d64.org

To: Board of Education
Dr. Eric Olson – Superintendent

From: Larry Ohannes – Comptroller

Date: May 18, 2023

Subject: Financial Update for the Period Ending March 31, 2023

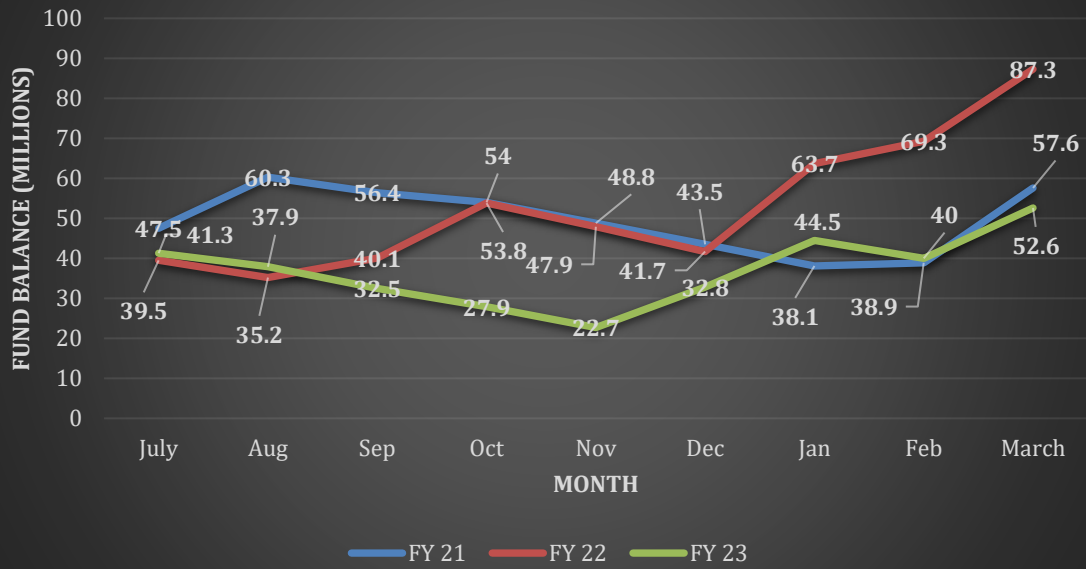
This financial update is for the period ending March 31, the ninth full month of the 2023 Fiscal Year. In addition to a summary of financial activity through the month of March, the Board will find the following reports addended to this document:

- Fund Balance Report
- Revenue Summary Report
- Expenditure Summary Report
- Transfers In Report
- Transfers Out Report
- Investments Summary Report
- Investments Detail Report

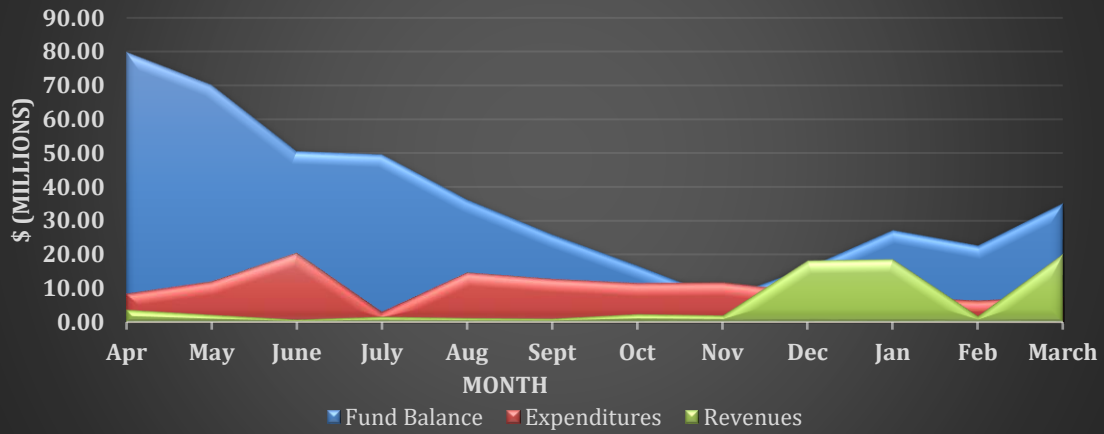
Fund Balance

The District's operating fund balance increased approximately \$12.5 million from the end of February to the end of March. The majority of this increase is due to the commencement of 2022 property tax distributions. 2022 collections were well over \$18 million, with slight amounts still trickling in from 2021 and other prior years. Refunds to homeowners continue to process at a similar historical rate, reducing tax revenue by approximately \$169,000 in March. Both revenues and expenditures are customary for this time of year. The first chart below represents operating fund balance levels over time, comparing the current fiscal year to the two previous fiscal years. The second chart below displays a twelve-month rolling view of the interrelationship between monthly fund balance levels (operating and non-operating combined), monthly revenues and monthly expenditures.

Operating Fund Balance Levels



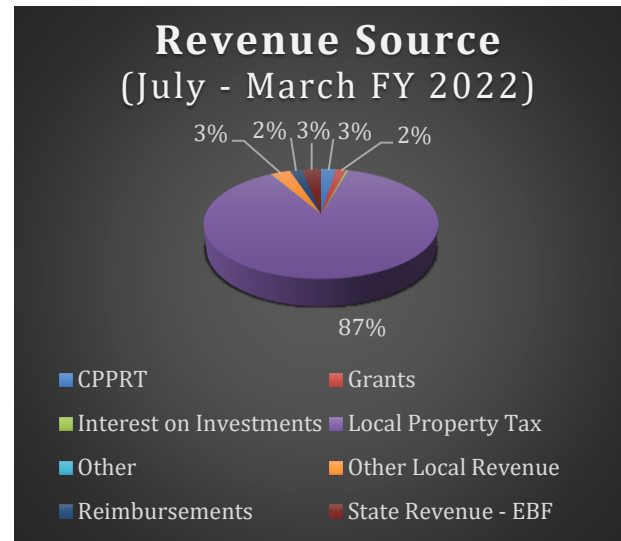
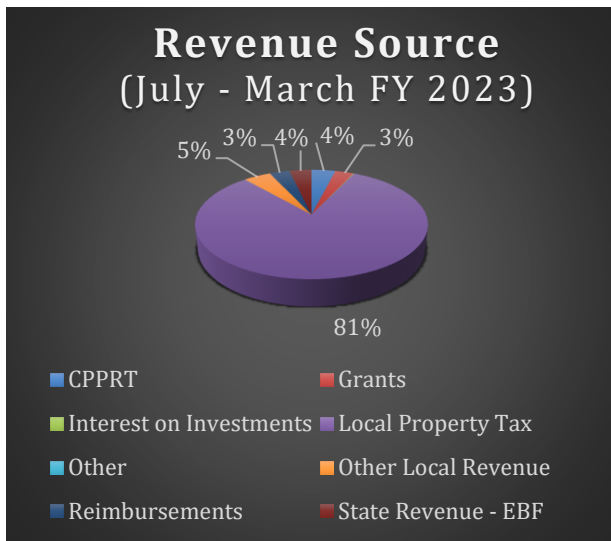
Fund Balance' v. Revenues and Expenditures (4/22 - 3/23)



Revenues

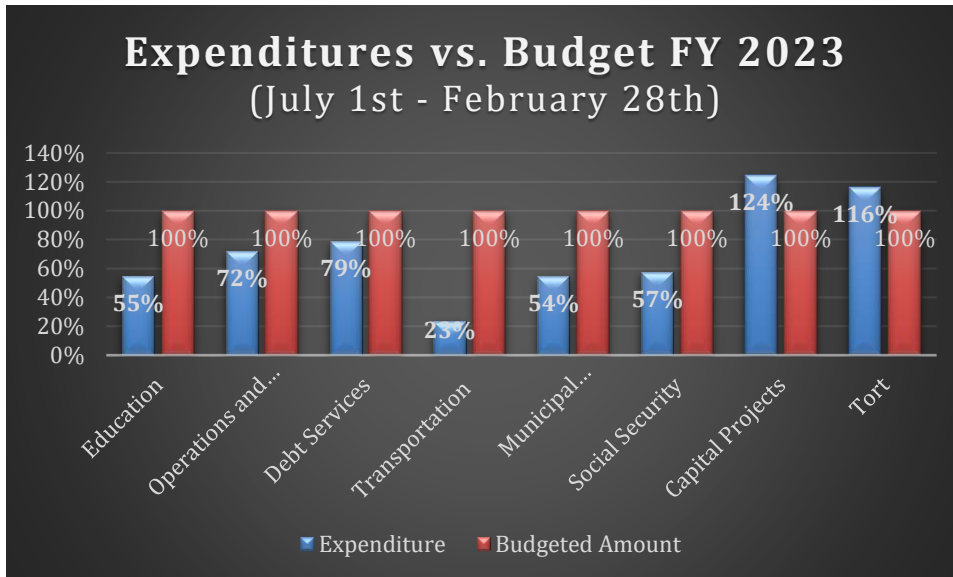
In March the District began to receive property tax distribution payments from the 2022 tax levy. Total property tax revenue for the month was approximately \$18.1 million, with over 99% stemming from the 2022 levy. Fiscal year-to-date, total local property tax revenue received by the District was approximately \$54.4 million. This figure is approximately 21% less than what was received by this time last fiscal year. A balloon distribution is expected in April to eliminate this gap. Though total revenues received fiscal year-to-date are lagging in comparison to last year, it is encouraging to note that the following categories have increased in the fiscal year comparison: CPPRT, Grants, Other Local Revenues, Reimbursements, and revenue from the State. The table and charts below present the source of District revenues and percentage contributions to the overall budget from July to March for the current and prior fiscal years.

| Sources of Revenue - July through February | | |
|--|-------------------------|-------------------------|
| Source | FY 2023 | FY 2022 |
| CPPRT | \$ 2,644,676.15 | \$ 1,945,626.85 |
| Grants | \$ 2,049,318.00 | \$ 1,320,301.00 |
| Interest on Investments | \$ 67,912.32 | \$ 297,891.65 |
| Local Property Tax | \$ 54,441,894.81 | \$ 68,918,620.03 |
| Other | \$ 19,208.81 | \$ 99,200.46 |
| Other Local Revenue | \$ 3,010,669.70 | \$ 2,536,019.74 |
| Reimbursements | \$ 2,201,742.82 | \$ 1,615,202.22 |
| State Revenue - EBF | \$ 2,455,280.00 | \$ 2,451,984.00 |
| Total | \$ 66,890,702.61 | \$ 76,732,861.95 |



Expenditures

Total expenditures for the fiscal year, through March 30th, came to \$84,136,561.17. March's piece of the spending pie came to \$7,636,743.85, approximately 9% of expenditures fiscal year-to-date. The chart below represents a percentage breakdown of total spending per fund in relation to the annual budgeted amount.



Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2022-2023

Month: March
 Year: 2023
 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> | <u>Cash Balance</u> | <u>Variance</u> |
|--------------|-------------------------------|--------------------------|-----------------|-------------------|------------------|---------------------|---------------------|-----------------|
| 10 | Education Fund | \$38,762,714.59 | \$52,723,316.49 | (\$45,856,013.41) | \$0.00 | \$45,630,017.67 | \$29,128,316.50 | \$16,501,701.17 |
| 20 | Operations & Maintenance Fund | \$1,594,669.95 | \$5,884,687.77 | (\$5,957,754.84) | \$1,315,957.00 | \$2,837,559.88 | \$1,450,270.63 | \$1,387,289.25 |
| 40 | Transportation Fund | (\$679,846.41) | \$3,333,489.94 | (\$1,333,417.75) | \$0.00 | \$1,320,225.78 | \$620,624.34 | \$699,601.44 |
| 50 | Municipal Retirement Fund | (\$70,886.55) | \$474,543.27 | (\$687,027.25) | \$0.00 | (\$283,370.53) | (\$283,370.53) | \$0.00 |
| 51 | Social Security/Medicare Fund | \$521,536.82 | \$1,002,000.49 | (\$906,689.41) | \$0.00 | \$616,847.90 | \$516,245.37 | \$100,602.53 |
| 70 | Working Cash Fund | \$1,943,645.97 | \$438,992.01 | \$0.00 | \$0.00 | \$2,382,637.98 | \$91,490.14 | \$2,291,147.84 |
| 80 | Tort Fund | \$407,739.78 | \$399,928.07 | (\$635,182.00) | \$0.00 | \$172,485.85 | \$122,995.85 | \$49,490.00 |
| Grand Total: | | \$42,479,574.15 | \$64,256,958.04 | (\$55,376,084.66) | \$1,315,957.00 | \$52,676,404.53 | \$31,646,572.30 | \$21,029,832.23 |

End of Report

Community Consolidated School District No. 64

Fund Balances

Fiscal Year: 2022-2023

Month: March Include Cash Balance
Year: 2023
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> | <u>Cash Balance</u> | <u>Variance</u> |
|--------------|-------------------------------------|--------------------------|----------------|-------------------|------------------|---------------------|---------------------|-----------------|
| 30 | Debt Services Fund | \$473,973.56 | \$2,630,257.28 | (\$2,417,699.42) | \$0.00 | \$686,531.42 | \$686,531.42 | \$0.00 |
| 60 | Capital Projects Fund | \$8,111,014.90 | \$3,487.29 | (\$26,342,777.09) | \$0.00 | (\$18,228,274.90) | (\$18,228,274.90) | \$0.00 |
| 61 | Cap Projects Fund - 2017 Debt Certs | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| Grand Total: | | \$8,584,988.46 | \$2,633,744.57 | (\$28,760,476.51) | \$0.00 | (\$17,541,743.48) | (\$17,541,743.48) | \$0.00 |

End of Report

This Report Can be Viewed on the

[Financial Data Current](#)

To: Board of Education, Dr. Eric Olson, Superintendent
From: Chris Lilly, Communications Specialist
Date: May 18, 2023
Re: District 64 Student-Parent Handbook

Every year, we proudly present our families with the District 64 Student-Parent Handbook, a tool full of vital information for our community. The handbook is in its 17th year, and this one underwent a significant design overhaul to make things easier to find when you are reading or searching through the document. The most up-to-date version of the handbook will always be posted [online on our website](#).

Handbook sections related to student behavior are presented for Board approval each spring in compliance with [Board Policy 7:190 Student Behavior](#). The Board recently approved Policy 7:190 at the April 20th meetings, with non-substantive revisions as per PRESS 110. Policy 7:190 can be found in the [Student Behavior](#) section of the Parent-Student Handbook.

Additionally, the [Undesignated Medication](#) section under *School Health Services* was updated to be in compliance with [Board Policy 7:270 Administering Medicines to Students](#). Following this Policy, School Health Services Facilitator & Certified School Nurse Andrea Zito helped with the plan regarding EpiPen, asthma medicine and opioid antagonists supplies in the District.

The handbook will be edited again on July 1st to reflect the changes in administration for the upcoming school year. To ensure the most up-to-date procedures and policies are presented, the Student-Parent Handbook is referenced against a checklist provided by the District's legal counsel. Specific announcements and materials within the handbook fulfill many of the District's varying annual legal notice requirements.

Within the Student-Parent Handbook, there is an overview of the school calendar, District and School Board facts, day-to-day essentials, safety information, academics; school health services; and student behavior expectations.

Thank you to everyone who helps make sure that we have relevant and correct information in the handbook. Superintendent Dr. Eric Olson, the District administrative team, the building administrators, School Health Services Facilitator Andrea Zito, Administrative Assistant to the Superintendent Natasha Nedeljkovic, and countless other staff members were crucial in helping get this project completed.

Operational Services

Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors¹

Child sexual abuse and grooming behaviors harm students, their parents/guardians, the District's environment, its school communities, and the community at large, while diminishing a student's ability to learn. The Board has a responsibility and obligation to increase awareness and knowledge of:² (1) issues regarding child sexual abuse, (2) likely warning signs that a child may be a victim of sexual abuse, (3) grooming behaviors related to child sexual abuse and grooming, (4) how to report child sexual abuse, (5) appropriate relationships between District employees and students based upon State law, and (6) how to prevent child sexual abuse.

To address the Board's obligation to increase awareness and knowledge of these issues, prevent sexual abuse of children,³ and define prohibited grooming behaviors,⁴ the Superintendent or designee

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

¹ Required by *Erin's Law*, 105 ILCS 5/10-23.13, amended by P.A. 102-610. Also infused into this policy are concepts from *Faith's Law*, 105 ILCS 5/22-85.5, added by P.A. 102-676~~HB 1975~~ text, which did not pass in the first half of the 102nd Ill. General Assembly; however, its content (a) includes the results of collaboration to implement some of the recommendations of the *Make Sexual and Severe Physical Abuse Fully Extinct (Make S.A.F.E.) Taskforce* and was endorsed by *Stop Educator Sexual Abuse Misconduct & Exploitation (S.E.S.A.M.E.)*, a national organization working to prevent sexual exploitation, abuse, and harassment of students by teachers and other school staff, and (b) provides helpful guidance for districts to implement P.A. 102-610~~Erin's Law~~ due to its P.A. 102-610's vagueness. See f/ns 1 and 15 in sample policy 5:120, *Employee Ethics: Code of Professional Conduct and Conflict of Interest*, for further information regarding *Faith's Law*.

Three additional statutes address a district's responsibility to provide age-appropriate sexual abuse and assault awareness and prevention education programs:

1. 105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act (requires districts to establish a Comprehensive Health Education Program that includes age-appropriate sexual abuse and assault awareness and prevention education in grades pre-K through 12) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP1, *Comprehensive Health Education Program*);
2. 105 ILCS 5/27-9.1a(b), added by P.A. 102-552 (requires comprehensive personal health and safety and comprehensive sexual health education a/k/a National Sex Education Standards (NSES) to: (a) be age and developmentally appropriate, medically accurate, complete, culturally appropriate, inclusive, and trauma informed, (b) replicate evidence-based or evidence-informed programs or substantially incorporate elements of evidence-based programs or evidence-informed programs or characteristics of effective programs, (c) provide information about local resources where students can obtain additional information and confidential services related to sexual violence (including sexual abuse and assault), and (d) provide information about State laws related to mandated reporting of child abuse and neglect, and school policies addressing the prevention of and response to sexual violence) (see sample policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*); and
3. 105 ILCS 5/27-13.2 (addresses (a) written objections to sexual abuse prevention instruction and notice provisions (minimum five days) for students in grades K through 8, and (b) distribution by the Ill. State Board of Education (ISBE) and Ill. Dept. of Children and Family Services (DCFS) of information for districts to provide to their communities about this instruction) (see sample policy 6:60, *Curriculum Content*, and administrative procedure exhibit 6:60-AP1, E1, *Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs*).

² 105 ILCS 5/10-23.13, amended by P.A. 102-610, at (b)(1).

³ *Id.* at (b).

⁴ *Id.* at (b).

shall implement an Awareness and Prevention of Sexual Abuse and Grooming Behaviors Program. The Program will:

1. Educate students with:
 - a. An age-appropriate and evidence-informed health and safety education⁵ curriculum that includes methods for how to report child sexual abuse and grooming behaviors to authorities,⁶ through policy 6:60, *Curriculum Content*; ⁷
 - b. Information in policy 7:250, *Student Support Services*, about: (i) District counseling options, assistance, and intervention for students who are victims of or affected by sexual abuse,⁸ and (ii) community-based Children’s Advocacy Centers and sexual assault crisis centers and how to access those serving the District. ⁹
2. Train District employees about child sexual abuse and grooming behaviors by January 31 of each school year with materials that include: ¹⁰
 - a. A definition of prohibited grooming behaviors and employee-student boundary violations pursuant to policy 5:120, *Employee Ethics*; Code of Professional Conduct; and *Conflict of Interest*;
 - b. Evidence-informed¹¹ content on preventing, recognizing, reporting, and responding to child sexual abuse, grooming behaviors, and employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; 5:90, *Abused and Neglected Child Reporting*; 5:100, *Staff Development Program*; and 5:120, *Employee Ethics*; Code of Professional Conduct; and *Conflict of Interest*; and
 - c. How to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations pursuant to policies 2:260, *Uniform Grievance Procedure*; 2:265, *Title IX Sexual Harassment Grievance Procedure*; and 5:90, *Abused and Neglected Child Reporting*.

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⁵ *Id.* at (b)(1).

⁶ *Id.* at (b)(4).

⁷ 105 ILCS 5/10-23.13(b). See policy 6:60, *Curriculum Content*, and administrative procedure 6:60-AP1, *Comprehensive Health Education Program*, for information on school board choices related to health and safety education, including sex education.

⁸ *Id.* at (b)(2) and (3).

⁹ *Id.* at (b)(5). See policy 5:90, *Abused and Neglected Child Reporting*, and administrative procedure 5:90-AP, *Coordination with Children’s Advocacy Center*, for more information on Children’s Advocacy Centers.

¹⁰ Citations for each letter:

- a. 105 ILCS 5/10-23.13(b).
- b. *Id.* at (b), (b)(1.5), and (c).
- c. *Id.* at (b) and (b)(1.5).

¹¹ Two Illinois laws address “evidence-informed.” *Evidence-informed* per *Erin’s Law* means modalities that were created utilizing components of evidence-based treatments or curriculums. 105 ILCS 5/10-23.13(a), added by P.A. 102-610. Contrast with NSES at 105 ILCS 5/27-9.1a(a), added by P.A. 102-552, which defines an *evidence-informed program* as “a program that uses the best available research and practice knowledge to guide program design and implementation.”

3. Provide information to parents/guardians in student handbooks about the warning signs¹² of child sexual abuse, grooming behaviors, and employee-student boundary violations with evidence-informed educational information that also includes:¹³
 - a. Assistance, referral, or resource information, including how to recognize grooming behaviors,¹⁴ appropriate relationships between District employees and students based upon policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*,¹⁵ and how to prevent child sexual abuse from happening;
 - b. Methods for how to report child sexual abuse, grooming behaviors, and/or employee-student boundary violations to authorities; and
 - c. Available counseling and resources for children who are affected by sexual abuse, including both emotional and educational support for students affected by sexual abuse, so that the student can continue to succeed in school pursuant to policy 7:250, *Student Support Services*.
4. Provide parents/guardians of students in any of grades K through 8 with not less than five days' written notice before commencing any class or course providing instruction in recognizing and avoiding sexual abuse, as well as the opportunity to object in writing.¹⁶

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¹² 105 ILCS 5/10-23.13(b) and (b)(1); warning signs and *likely* warning signs are mentioned twice in the law. This policy uses likely in the purpose introduction. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/resources/model-student-handbook.

¹³ This information is listed in 7:190-E2, *Student Handbook Checklist*. Citations for each letter:

- a. 105 ILCS 5/10-23.13(b) and (b)(1).
- b. *Id.* at (b)(4) and (5).
- c. *Id.* at (b).

¹⁴ Providing information to parents/guardians about how to recognize grooming behaviors is not in *Erin's Law*; it only addresses informing parents/guardians about the methods for increasing their awareness and knowledge of grooming behaviors. 105 ILCS 5/10-23.13(b)(1). This policy requires the district to provide information to parents/guardians about how to recognize grooming behaviors to: (1) effect the purpose of *Erin's Law*, (2) align with the intent of the statutes cited in f/n 1, above (educating all students to recognize and avoid sexual abuse and assault), and (3) align with the notification requirements in 105 ILCS 5/27-13.2 (parents/guardians of K-8 students prior to commencing instruction in recognizing and avoiding sexual abuse (see f/n 15, below)).

¹⁵ 105 ILCS 5/22-85.5(e), added by P.A. 102-676, requires the employee code of professional conduct policy be included in any staff, student or parent/guardian handbook provided by the district. See sample policy 5:120, *Employee Ethics; Code of Professional Conduct; and Conflict of Interest*, and 7:190-E2, *Student Handbook Checklist*.

¹⁶ Required by 105 ILCS 5/27-13.2. See 6:60-AP1, E1, Notice to Parents/Guardians of Sexual Abuse and Assault Awareness and Prevention Education; Requests to Examine Materials; Written Objection(s) and/or Opt-outs. Delete for high school districts.

LEGAL REF.: 105 ILCS 5/10-23.13, [5/22-85.5](#), 5/27-9.1a, and 5/27-13.2.
105 ILCS 110/3, Critical Health Problems and Comprehensive Health Education Act.
325 ILCS 5/, Abused and Neglected Child Reporting Act.
720 ILCS 5/11-25, Criminal Code of 2012.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 2:265 (Title IX Sexual Harassment Grievance Procedure), 4:175 (Convicted Child Sex Offender; Screening; Notifications), 5:90 (Abused and Neglected Child Reporting), 5:100 (Staff Development Program), 5:120 (Employee Ethics; [Code of Professional](#) Conduct; and Conflict of Interest), 6:60 (Curriculum Content), 7:20 (Harassment of Students Prohibited), 7:250 (Student Support Services)

DRAFT

Instruction

Curriculum Content¹

The curriculum shall contain instruction on subject required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics², (f) social studies, (g) art, (h) music,³ and (i) drug and substance abuse prevention including the dangers of opioid abuse.⁴ A reading opportunity of 60 minutes per day will be promoted for all students in kindergarten through grade 3 whose reading levels are one grade level or more lower than their current grade level.⁵ Daily time of at least 30 minutes (with a minimum of at least 15 consecutive minutes if divided) will be provided for supervised, unstructured, child-directed play for all students in kindergarten through grade 5.⁶ Before the completion of grade 5, students will be offered

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¹ Districts must have a policy on physical education (23 Ill.Admin.Code §1.425) and what grade level(s) students will be offered cursive writing instruction (105 ILCS 5/27-20.7). Policies on the remaining topics in this policy are optional. State or federal law controls this policy's content. 23 Ill.Admin.Code §1.420, recommends that activities, including student internships and observations of government in action, be a part of the instructional program where appropriate.

State law mandates certain courses of study but local school boards may set requirements exceeding State-law mandated courses of study. 105 ILCS 5/10-20.8 and 5/27-1 et seq. [For a resource on instructional mandates, see Illinois Instructional Mandates \(formerly Mandated Units of Study\), at: www.isbe.net/Pages/Learning-Standards.aspx, under the Administrator Resources tab.](http://www.isbe.net/Pages/Learning-Standards.aspx)

² 105 ILCS 5/2-3.156 requires the Ill. State Board of Education (ISBE) to coordinate, adapt and develop middle and high school math curriculum models. There is no consistent definition for *middle school* or *high school* in either State or federal law. Districts are not required to use ISBE's models and may develop their own mathematics curricula.

The purpose of the math curriculum models will be to aid school districts and teachers in implementing the *Common Core Standards*. The ISBE has adopted new math and English language arts (ELA) standards for K-12 education referred to as the *New Ill. State Learning Standards Incorporating the Common Core*. The goal of incorporating the *Common Core Standards* into the *State Goals for Learning and Learning Standards* is to better prepare Ill. students for success in college and the workforce in a competitive global economy. See www.isbe.net/Documents/ccs-faq-0813.pdf.

The terms *Common Core Standards* and the *New Ill. State Learning Standards Incorporating the Common Core* are synonymous. Referencing the Ill. Learning Standards includes them both. That is because they are incorporated by reference into ISBE's rules and *State Goals for Learning and Learning Standards*. A district that wants to include the term *Common Core Standards* in its policy may do so; however, districts should understand that referring to the *Common Core Standards* only will cover only math and ELA learning standards and goals and not any other subject areas that the *Ill. Learning Standards* cover. The best practice is to continue using *Ill. Learning Standards*, which includes the *Common Core Standards*.

³ 23 Ill.Admin.Code §1.430.

⁴ 105 ILCS 5/27-13.2, amended by P.A. 102-195, requires that in addition to instruction, study, and discussion of effective methods for the prevention and avoidance of drugs and substance abuse, the subject must also cover the dangers of opioid abuse.

⁵ 105 ILCS 5/10-20.53.

⁶ 105 ILCS 5/27-6.3, added by P.A. 102-357. Schools must provide at least 30 minutes of play time for any school day five clock hours or longer in length. For any school days less than that, the total time allotted during the school day must be at least one-tenth of a day of attendance for the student. Time spent dressing or undressing for outdoor play may not count towards the daily time allotment. Play time must be computer-, tablet-, phone-, and video-free. Play time may be withheld as a disciplinary or punitive action only if a student's participation poses an immediate threat to the safety of the student or others. *Id.*

at least one unit of cursive instruction.⁷ In grades 6, 7, or 8, students must receive at least one semester of civics education in accordance with Illinois Learning Standards for social science⁸

2. ~~In grades 9 through 12, subjects include:⁹ (a) language arts, (b) writing intensive courses, (c) science, (d) mathematics,¹⁰ (e) social studies including U.S. history, American government and one semester of civics,¹¹ (f) foreign language,¹² (g) music, (h) art, (i) driver and safety education,¹³ and (j) vocational education.~~

Remove

~~Students otherwise eligible to take a driver education course must receive a passing grade in at least eight courses during the previous two semesters before enrolling in the course. The Superintendent or designee may waive this requirement if he or she believes a waiver to be in the student's best interest.¹⁴ The course shall include: (a) instruction necessary for the safe operation of motor vehicles, including motorcycles, to the extent that they can be taught in~~

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⁷ 105 ILCS 5/27-20.7 requires districts to offer students a unit of cursive instruction before they complete grade 5. Other than before completing grade 5, the law is silent about what grade level(s) in which students must receive their unit of cursive instruction. This provides an opportunity for a board to have a conversation with the superintendent about local community expectations and direct him or her to determine the appropriate grade level(s) in which students will be offered a unit of cursive instruction.

Use the following alternative if the board wants to specify grade level(s) before the end of grade 5 in which cursive instruction will be offered:

A unit of cursive instruction will be offered in grade(s) _____.

⁸ 105 ILCS 5/27-3.10, added by P.A. 101-254. The statute specifically states that school districts may utilize private funding available for offering civics education.

⁹ 105 ILCS 5/27-22, amended by P.A.s 101-643, ~~101-and-654, 102-366, 102-551, and 102-864~~; 23 Ill.Admin.Code §1.440. ISBE may adopt rules to modify these requirements for students in grades 9 through 12 if the Governor declares a disaster due to a public health emergency pursuant to 20 ILCS 3305/7. 105 ILCS 5/27-22(e)(3.5), amended by P.A. 101-654 and 102-864, and 5/27-22(e)(3.5) and (e-5)(3.5), added by P.A. 102-864, requires "a year of a course that includes intensive instruction in computer literacy, which may be English, social studies, or any other subject." Because computer literacy may be included within another subject, it is not listed here, but in number 6 of this policy with f/n 25, below.

¹⁰ 105 ILCS 5/2-3.156. See f/n 2.

105 ILCS 5/27-22(e)(3), amended by P.A. 101-464, allows the substitution of an advanced placement computer science course for a year of mathematics. For specific requirements, see 6:300-E2, *State Law Graduation Requirements*, and 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-entering Students*.

¹¹ 105 ILCS 5/27-22(e)(5). The statute specifically states that school districts may utilize private funding available for offering civics education

¹² The General Assembly encouraged school boards to implement American Sign Language courses into the school foreign language curriculum. 105 ILCS 5/10-20.52. Senate Joint Resolution 68 (96th General Assembly, 2010) encourages school districts to explore the introduction of Arabic as a foreign language in their curriculums.

¹³ The ISBE rule on driver education personnel is found at 23 Ill.Admin.Code §252.40. School districts may contract with a commercial driver training school (CDTS) for driver education. 105 ILCS 5/27-24.2, amended by P.A. 101-450. To qualify to contract with a school district, a CDTS must: (a) hold a valid license issued by the Ill. Sec. of State; (b) provide teachers who meet the educator licensure and endorsement requirements under 105 ILCS 5/21B; and (c) follow the same evaluation and observation requirements that apply to non-tenured teachers under 105 ILCS 5 24-A. Id. A district contracting with a CDTS must provide a list to ISBE of the CDTS instructors. Id. The list must include the name, personal ISBE identification number, birth date and driver's license number of each instructor who will teach driver education. Id. Although a formal waiver for outsourcing of driver's education is no longer required, districts must consider their applicable collective bargaining agreement(s), board policy, and the reduction in force (RIF) provisions of the School Code as they relate to outsourcing of instructional staff. Consult the board attorney for guidance.

A school district may decide to allow a student to take a portion of the driver education course through a distance learning course. This is determined on a case-by-case basis and must be approved by the district's administration, the student's driver's education teacher, and the student's parent/guardian. 105 ILCS 5/27-24.2, amended by P.A. 101-183; 23 Ill.Admin.Code §252.20(c)(2).

¹⁴ 105 ILCS 5/27-24.1, amended by P.A. 102-455, ~~eff. 1-1-22~~, and 5/27-24.2; 23 Ill.Admin.Code §252.20(c)(2).

Remove

~~the classroom,¹⁵ (b) classroom instruction on distracted driving as a major traffic safety issue,¹⁶ (c) instruction on required safety and driving precautions that must be observed at emergency situations, highway construction and maintenance zones, and railroad crossings and their approaches,¹⁷ and (d) instruction concerning law enforcement procedures for traffic stops, including a demonstration of the proper actions to be taken during a traffic stop and appropriate interactions with law enforcement.¹⁸ Automobile safety instruction covering traffic regulations and highway safety must include instruction on the consequences of alcohol consumption and the operation of a motor vehicle.¹⁹ The eligibility requirements contained in State law for the receipt of a certificate of completion from the Secretary of State shall be provided to students in writing at the time of their registration.²⁰~~

3. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.²¹
4. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.²² In addition, anti-bias education and intergroup conflict resolution may be taught as an effective method for preventing violence and lessening tensions in schools; these prevention methods are most effective when they are respectful of individuals and their divergent viewpoints and religious beliefs, which are protected by the First Amendment to the Constitution of the United States.²³

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¹⁵ Id.

¹⁶ Id.

¹⁷ Id.

¹⁸ Id.

¹⁹ 105 ILCS 5/27-17, amended by P.A. 102-971, eff. 1-1-23.

²⁰ The Ill. Vehicle Code, 625 ILCS 5/6-408.5, amended by P.A. 102-1100, contains these requirements; they are paraphrased below and may be added to the policy or otherwise disseminated.

Before a certificate of completion will be requested from the Secretary of State, a student must receive a passing grade in at least eight courses during the two semesters last ending before requesting the certificate. A certificate of completion will not be requested for any person less than 18 years of age who has dropped out of school unless the individual provides:

1. Written verification of his or her enrollment in a high school equivalency or alternative education program or a high school equivalency certificate/State of Illinois High School Diploma (formerly GED certificate);
2. Written verification that before dropping out, the individual had received passing grades in at least eight courses during the two previous semesters last ending before requesting a certificate;
3. Written consent from the individual's parent/guardian and the Regional Superintendent; or
4. Written waiver from the Superintendent of the School District in which the individual resides or resided at the time he or she dropped out of school, or from the chief school administrator with respect to a dropout who attended a non-public high school. A waiver may be given if the Superintendent or chief administrator deems it to be in the individual's best interests.

²¹ 105 ILCS 5/27-23.3.

²² 105 ILCS 5/27-23.4.

²³ Optional. 105 ILCS 5/27-23.6 entitled Anti-bias education allows districts to incorporate activities to address intergroup conflict, with the objectives of improving intergroup relations on and beyond the school campus, defusing intergroup tensions, and promoting peaceful resolution of conflict.

Boards that adopt a policy to incorporate activities to address intergroup conflict pursuant to this law must make information available to the public that describes the manner in which the district has implemented the activities. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*. Districts may also include the information in a student handbook and in district newsletters. The Ill. Principals Association (IPA) maintains a handbook service that coordinates with PRESS material, Online Model Student Handbook (MSH), at: www.ilprincipals.org/msh www.ilprincipals.org/resources/model-student-handbook.

See f/n 12 in sample policy 6:180, *Extended Instructional Programs*, and ensure that these policies align.

- 8
5. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks*, and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response. ²⁴
 6. In all grades, students must receive developmentally appropriate opportunities to gain computer literacy skills that are embedded in the curriculum. ²⁵
 7. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.²⁶ Instruction in all grades will include examples of behaviors that violate policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*. ²⁷
 8. In all schools, citizenship values must be taught, including: (a) American patriotism, (b) principles of representative government (the American Declaration of Independence, the Constitution of the United States of America and the Constitution of the State of Illinois), (c)

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²⁴ 47 C.F.R. § 54.520 and 105 ILCS 5/27-13.3 control this section. "Grades kindergarten through 12" is used because federal law requires school districts that receive E-rate funding to certify that they have an Internet safety education policy for all minors. 47 C.F.R. §54.520(c)(1)(i). This federal law defines minors as any individual who has not attained the age of 17 years. 47 C.F.R. §54.520(a)(4)(i).

105 ILCS 5/27-13.3 only requires a unit on Internet safety for students in grades 3 or above. It recommends seven topics for the unit on Internet safety and required ISBE to "make available resource materials for educating children regarding child online safety." It also invites schools to "adopt an age-appropriate curriculum for Internet safety instruction of students in grades kindergarten through 12."

For boards that do not receive E-rate funds and do not want to exceed the requirements of the School Code, replace this section with the following sentence:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee.

For boards that do not receive E-rate funds, but want to exceed the requirements of 105 ILCS 5/27-13.3 to include grades K-2, replace this section with the following sentences:

In grades 3 or above, the curriculum contains a unit on Internet safety, the scope of which shall be determined by the Superintendent or designee. In kindergarten through grade 2, age-appropriate Internet safety must be taught.

²⁵ 105 ILCS 5/10-20.73-79 (~~final citation pending~~), added by P.A. 101-654 and renumbered by P.A. 102-813, 5/10-20.74, and 5/27-22(e)(3.5), added by P.A. 101-654 and amended by P.A. 102-894, and 5/27-22(e-5)(3.5), added by P.A. 102-894. 105 ILCS 5/10-20.74, added by P.A. 101-654, requires that districts submit an annual report to ISBE regarding educational technology capacities and policies. See the subhead **Educational Technology Committee** and f/n 20 in 2:150-AP, *Superintendent Committees*.

²⁶ 105 ILCS 5/27-12.

²⁷ Required as part of a district's Bullying Prevention and Response Plan pursuant to 105 ILCS 5/27-23.7. Because of the negative outcomes associated with bullying in schools, the Ill. General Assembly has found "that [school districts] should educate students, parents, and [school district personnel] about what behaviors constitute prohibited bullying." 105 ILCS 5/27-23.7(a). This language aligns with policy 7:180, *Prevention of and Response to Bullying, Intimidation, and Harassment*.

The Ill. General Assembly invited boards to "make suitable provisions for instruction in gang resistance education and training in all grades and include such instruction in the courses of study regularly taught in those grades." See 105 ILCS 5/27-23.10(c). A board that shares this concern may add the following option: "In addition, in all grades gang resistance education and training must be taught."

proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process. ²⁸

9. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage in a physical education course with such frequency as determined by the Board after recommendation from the Superintendent, ²⁹ but at a minimum of three days per five-day week.³⁰ For exemptions and substitutions, see policies 6:310, *High School Credit for Non-District Experiences; Course Substitutions; Re-Entering Students* and 7:260, *Exemption from Physical Education*.³¹
10. In all schools, health education must be stressed, including³²: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d)

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²⁸ 105 ILCS 5/27-3 requires the Pledge of Allegiance to be recited every day in elementary and secondary schools. See also *Palmer v. City of Chicago*, 466 F. Supp. 600 (N.D. Ill. 1979) (teacher would not teach and direct the Pledge of Allegiance to the flag of the United States for religious reasons and was terminated for not doing so because it was part of the curriculum). Requirements for displaying a U.S. flag at each school and in each classroom are found in 5 ILCS 465/3 and 465/3a.

Note that the Illinois statute does not require every student to recite the *Pledge* – that kind of mandatory participation would violate the U.S. Constitution. Schools may not coerce a student into saying the Pledge, nor may they punish students for refusing to participate in any aspect of the flag ritual, including standing, saluting the flag, and reciting the *Pledge*. *West Virginia State Bd. of Educ. v. Barnette*, 319 U.S. 624 (1943); *Sherman v. Cmty. Consol. Sch. Dist. 21 of Wheeling Twp.*, 980 F.2d 437 (7th Cir. 1992). Consider using permissive rather than mandatory language to introduce the recitation of the *Pledge*, such as, “You may now stand to recite the *Pledge*.” Schools may, of course, require that non-participants maintain order and decorum appropriate to the school environment.

²⁹ The phrase “after recommendation by the Superintendent” is optional. If a superintendent does not bring this topic to the board for discussion, the board may not have a trigger to make the determination.

³⁰ 23 Ill.Admin.Code §1.425(b). Boards that want their daily physical education requirement to align with their goal in policy 6:50, *School Wellness*, may replace “minimum of three days per five-day week” with their local daily requirements. See f/n 10 in [sample policy 6:50, School Wellness](#).

³¹ 105 ILCS 5/27-5 requires school boards to provide for students' physical education and allows the P.E. course offered in grades 5 through 10 to include the health education courses required by State law. See also 23 Ill.Admin.Code §1.425.

105 ILCS 5/27-6, describes when students may be excused from P.E. See also 23 Ill.Admin.Code §1.425(d).

105 ILCS 5/27-6 contains an exception to the minimum of three days per five-day week P.E. requirement for schools engaged in block scheduling; if this is applicable, substitute this sentence for the second-to-last sentence in this paragraph:

Unless otherwise exempted, all students are required to engage with such frequency as determined by the Board, but at a minimum of three days per five-day week, during the school day, except on block scheduled days, in a physical education course.

105 ILCS 5/27-6.5 describes physical fitness assessments required, beginning with the 2016-17 school year and every school year thereafter, for grades 3-12 in an effort to meet State Goal 20 of the Illinois Learning Standards for Physical Development and Health at: www.isbe.net/Pages/School-Health-Issues.aspx www.isbe.net/Pages/Physical-Education-and-Health.aspx.

See also 23 Ill.Admin.Code §1.425 (fg) and (h); ISBE's *IL Fitness Assessments and Data Reporting Requirements Questions and Answers (Rev. 2017)* at: -

www.isbe.net/Documents/Physical_Fitness_Assessment_FAQ.pdf#search=Fitness%20Assessments%20and%20Data%20Reporting%20Requirements%20Questions%20and%20Answers

105 ILCS 5/27-7 describes the goals and requirements for P.E. courses; these are re-stated in this sample policy.

³² Citations for letters (a) - (e), required by the Comprehensive Health Education Program (105 ILCS 110/3) in this paragraph follow:

- (a) 105 ILCS 5/2-3.139 and 105 ILCS 5/27-7 (proper nutrition) and see also [sample policy 6:50, School Wellness](#).
- (b) Id. (physical fitness) and see also [sample policy 6:50, School Wellness](#).
- (c) Id. (sound mind and healthy body).

dangers and avoidance of abduction, and (e) age-appropriate and evidence-informed sexual abuse and assault awareness and prevention education in all grades.³³ The Superintendent shall implement a comprehensive health education program in accordance with State law.³⁴

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(d) 105 ILCS 5/27-13.2 (dangers and avoidance of abduction). The Ill. State Police and ISBE must develop instruction on child abduction prevention. 20 ILCS 2605/2605-480.

(e) 105 ILCS 110/3, amended by P.A.s 101-305, 102-464, and 102-1034, eff. 1-1-23, and 105 ILCS 5/10-23.13, amended by P.A. 102-610 a/k/a *Erin's Law* (child sexual abuse prevention). While 105 ILCS 5/10-23.13(b) states pre-K through 12th, this policy uses *all grades* for brevity and ease of administration. *Erin's Law* requires a policy addressing child sexual abuse prevention and curriculum content on that subject (see sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*). A sentence in 6:60-AP1, *Comprehensive Health Education Program*, restates the basic recommendations from page 16 of the *Erin's Law* Taskforce Final Report (Report) to Governor Quinn at: www.isbe.net/Documents/erins-law-final0512.pdf, which was the basis for P.A. 102-676, HB 1975-text, which did not pass in the first half of the 102nd Ill. General Assembly but is used as the basis for sample content to implement P.A. 102-610 due to that Public Act's vagueness. The professional educator training component of Erin's Law is addressed in sample policies 5:90, *Abused and Neglected Child Reporting* and 5:100, *Staff Development Program*. The Report also encouraged parental involvement because parents play a key role in protecting children from child sexual abuse.

³³ See fn 11 in sample policy 4:165, *Awareness and Prevention of Child Sexual Abuse and Grooming Behaviors*, for a definition of *evidence-informed*. 105 ILCS 5/10-23.13, amended by P.A. 102-610.

³⁴ 105 ILCS 110/3, amended by P.A.s 101-305, and P.A. 102-464, and 102-1034, eff. 1-1-23; and 23 Ill.Admin.Code §1.420(n). Each school system shall provide a program in compliance with the Critical Health Problems and Comprehensive Health Education Act, 105 ILCS 110/.

More detailed critical health problems and comprehensive health education program content is described in administrative procedure 6:60-AP1, *Comprehensive Health Education Program*. That procedure follows the Comprehensive Health Education Program law (CHEP), 105 ILCS 110/3, amended by P.A.s 101-305, 102-464, and 102-1034, eff. 1-1-23, and it formerly included the requirements for the development of the now-repealed family life and sex education programs in 105 ILCS 5/27-9.1 and 9.2, amended by P.A.s 100-684, 101-579, 102-412 and repealed by P.A. 102-522.

The former family life and sex education programs were replaced with the National Sex Education Standards (NSES) (105 ILCS 5/27-9.1a, added by P.A. 102-522) and a developmentally appropriate consent education curriculum (105 ILCS 5/27-9.1b, added by P.A. 102-522). But at the time of PRESS Issue 108's publication, the term *family life*, "including evidence-based and medically accurate information regarding sexual abstinence," remained-remains in the CHEP (105 ILCS 110/3, amended by P.A.s 101-305, 102-464, and 102-1034, eff. 1-1-23). The CHEP also includes many other health education topics that all elementary and secondary schools in Illinois must provide, including teen dating violence (105 ILCS 110/3.10, see sample policy 7:185, *Teen Dating Violence Prohibited*, for the required "teen dating violence policy") and cardiopulmonary resuscitation and automated external defibrillator use. 105 ILCS 110/3.14. For ease of administration, 6:60-AP1, *Comprehensive Health Education Program*, content includes reference to the new NSES curriculum that is outlined in more detail at 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*. 105 ILCS 5/27-9.1a, added by P.A. 102-522. While the NSES law is effective immediately, ISBE's has until 8-1-22 to develop its learning standards and resources are available at www.isbe.net/sexualhealth, and at the time of PRESS Issue 108's publication however, no guidance existed-exists about whether districts that provide the now-repealed family life and sex education programs formerly in 105 ILCS 5/27-9.1 and 9.2, repealed by P.A. 102-522, could continue to do so for: (a) their 21-22 school years, and/or (b) continuing into the 22-23 school year and school years beyond that into the future. Consult the board attorney if the district offered the now-repealed family life and sex education program to assess whether that program may continue during the 21-22 school and/or school years beyond future school years.

Two choices exist for school boards related to providing students with a sex education curriculum:

1. No sex education; or
2. NSES a/k/a Comprehensive Personal Health and Safety and Sexual Health Education Program (105 ILCS 5/27-9.1a, added by P.A. 102-522, and see 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*).

While boards are not required to include sex education curriculum information in their policies, if they offer it, the new law requires them to identify the curriculum their districts use along with the name and contact information, including an email address, of a school staff member who can respond to inquiries about instruction and materials. 105 ILCS 5/27-9.1a(e), added by P.A. 102-522. Methods for making this information available include: the district's website, if any, and in the district's offices upon request. See 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*.

11. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels. ³⁵

Remove
~~12. In grades 9 through 12, consumer education must be taught, including: (a) financial literacy, including consumer debt and installment purchasing (including credit scoring, managing credit debt, and completing a loan application); budgeting; savings and investing; banking (including balancing a checkbook, opening a deposit account, and the use of interest rates); understanding simple contracts; State and federal income taxes; personal insurance policies; the comparison of prices; higher education student loans; identity-theft security; and homeownership (including the basic process of obtaining a mortgage and the concepts of fixed and adjustable rate mortgages, subprime loans, and predatory lending); and (b) the roles~~

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

For boards that do offer NSES but do not wish to communicate it in this policy, ensure that superintendents: (1) identify the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*); and (2) implement both 6:60-AP1, *Comprehensive Health Education Program*, and 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*.

For boards that want to communicate to their communities in this policy that they offer NSES, insert the following text into the last sentence in number 10:

The Superintendent shall implement a comprehensive health education program in accordance with State law, including a personal health and safety and sexual health education program (National Sex Education Standards) pursuant to 105 ILCS 5/27-9.1a.

Legal Reference insertions are not necessary with the statute in the text of the policy. Ensure: (1) the implementation of both 6:60-AP1, *Comprehensive Health Education Program* and 6:60-AP2, *Comprehensive Personal Health and Safety and Sexual Health Education Program (National Sex Education Standards (NSES))*, align with this policy; and (2) that the superintendent identifies the curriculum along with the name and contact information, including an email address of the school staff member designated to respond to inquiries about instruction and materials (see 2:250-E2, *Immediately Available District Public Records and Web-Posted Reports and Records*).

For boards that communicated NSES in this policy and also want to communicate that they additionally offer developmentally appropriate consent education curriculum, insert the following sentence as the last sentence of the number 10 paragraph:

The Superintendent shall also implement a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.

Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure the implementation of 6:60-AP3, *Developmentally Appropriate Consent Education*, aligns with this policy.

For boards that do offer NSES and do not communicate that in policy AND/OR boards that do not offer NSES, but want to communicate that they offer developmentally appropriate consent education curriculum, insert the following text into the last sentence in number 10:

The Superintendent shall implement a comprehensive health education program in accordance with State law, including a developmentally appropriate consent education curriculum pursuant to 105 ILCS 5/27-9.1b.

Legal Reference insertion is not necessary with the statute in the text of the policy. Ensure that implementation of 6:60-AP3, *Developmentally Appropriate Consent Education*, aligns with this policy.

³⁵ 23 Ill.Admin.Code §1.420(i). See 105 ILCS 435/, Vocational Education Act

A unit or high school district may offer workplace preparation instruction in grades 9 through 12 that covers legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees. 105 ILCS 5/27-23.14, added by P.A. 101-347 and renumbered by P.A. 102-558.

For high school and unit boards, insert "5/27-23.14," after 105 ILCS 5/27-23.11 in the Legal References or if a board offers a course on hunting safety as part of its curriculum during the school day (see the option in f/n 52 below), after its Legal Reference 105 ILCS 5/27-23.13, and the following text to the end of number 11 if the board wants to offer workplace preparation instruction:

In grades 9-12, workplace preparation instruction will be offered, covering legal protections in the workplace, including protection against sexual harassment and racial and other forms of discrimination and protections for employees.

~~of consumers interacting with agriculture, business, labor unions and government in
formulating and achieving the goals of the mixed free enterprise system. 36 37~~

13. Beginning in the fall of 2022, in grades 9 through 12, intensive instruction in computer literacy, which may be included as a part of English, social studies, or any other subject. 38
14. Beginning in the fall of 2022, in grades 9 through 12, a unit of instruction on media literacy that includes, but is not limited to, all of the following topics: (a) accessing information to evaluate multiple media platforms and better understand the general landscape and economics of the platforms, and issues regarding the trustworthiness of the source of information; (b) analyzing and evaluating media messages to deconstruct media representations according to the authors, target audience, techniques, agenda setting, stereotypes, and authenticity to distinguish fact from opinion; (c) creating media to convey a coherent message using multimodal practices to a specific target audience that includes, but is not limited to, writing blogs, composing songs, designing video games, producing podcasts, making videos, or coding a mobile or software application; (d) reflecting on media consumption to assess how media affects the consumption of information and how it triggers emotions and behavior; and (e) social responsibility and civics to suggest a plan of action in the class, school, or community for engaging others in a respectful, thoughtful, and inclusive dialogue over a specific issue using facts and reason. 39
15. Beginning in the fall of 2023, in grades 9 through 12, an opportunity for students to take at least one computer science course aligned to Illinois learning standards. Computer science means the study of computers and algorithms, including their principles, hardware and software designs, implementation, and impact on society. Computer science does not include the study of everyday uses of computers and computer applications; e.g., keyboarding or ~~accessing the Internet.~~ 40
16. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it. 41

Remove

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

³⁶ 105 ILCS 5/27-12.1; 23 Ill.Admin.Code §1.420(k). P.A. 99-284 added these subjects to the required consumer education course: consumer debt, higher education student loans, and identity-theft security.

³⁷ For high school and unit boards that want to offer a unit of instruction about the process of naturalization pursuant to 105 ILCS 5/27-23.1516, added by P.A. 102-472 and renumbered by P.A. 102-813, insert an optional number 13, and amend numbers after it accordingly:

13. In grades 9 through 12, a unit of instruction about the process of naturalization by which a foreign citizen or foreign national becomes a U.S. citizen that includes content from the components of the naturalization test administered by the U.S. Citizenship and Immigration Services.

³⁸ 105 ILCS 5/27-22(e)(3.5), added by P.A. 101-654. ISBE states that Computer literacy is broadly defined as one's knowledge of an ability to use computers and related technologies efficiently and effectively. See: www.isbe.net/keeplearning for more ISBE guidance on computer literacy. At the time of PRESS Issue 108's publication, no definition or further information from ISBE existed about what computer literacy means. A common sense approach presumes the term includes those concepts carved out of computer science, such as everyday use of computers, keyboarding, accessing the Internet, etc.

³⁹ 105 ILCS 5/27-20.08, added by P.A. 102-55. *Media literacy* means the ability to access, analyze, evaluate, create, and communicate using a variety of objective forms, including, but not limited to, print, visual, audio, interactive, and digital texts.

⁴⁰ Optional until fall 2023; 105 ILCS 5/27-23.15(b), added by P.A. 101-654.

⁴¹ 105 ILCS 5/27-13.1; 23 Ill.Admin.Code §1.420(l).

17. In all schools, United States (U.S.) history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State, (f) a study of the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of the U.S. and Illinois, (g) Illinois history, and (h) the contributions made to society by Americans of different faith practices, including, but not limited to, Muslim Americans, Jewish Americans, Christian Americans, Hindu Americans, Sikh Americans, Buddhist Americans, and any other collective community of faith that has shaped America. ⁴²

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week. ⁴³

18. In grade 7 ^{through 8} and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film. ⁴⁴
19. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945,

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⁴² 105 ILCS 5/27-21, amended by P.A.s 101-227 (adding the roles and contributions of LGBT people in U.S. and Illinois), 101-341 (Illinois history), 101-643 (during a public health emergency, allowing schools to obtain ~~demonstrated~~ evidence from students remotely that they have comprehensive knowledge of United States history), and 102-411 (adding contributions made to society by Americans of different faith practices); 23 Ill. Admin. Code §1.420(r). “[O]btain ~~demonstrated~~ ~~evidence~~ Evidence of having comprehensive knowledge [of United States history], which may be administered from students remotely” is not clear. The practical reading is that it refers to teachers collecting evidence through remote assessments when students are engaged in a remote learning program during a disaster declaration due to a public health emergency.

105 ILCS 5/27-21, amended by P.A. 101-643, does not specify at what grade level districts must cover these topics as part of U.S. history instruction; however, no student may graduate from grade 8 unless the student has received instruction in U.S. history and demonstrated comprehensive knowledge of the subject matter.

For guidance about the requirements of adding the roles and contributions of LGBT people in U.S. and Illinois, see:

1. Inclusive Curriculum Law Frequently Asked Questions (FAQs) at: www.phimc.org/wp-content/uploads/2020/05/Inclusive-Curriculum-FAQs.pdf;
2. Inclusive Curriculum Law Overview at: www.phimc.org/wp-content/uploads/2020/05/Inclusive-Curriculum-One-Pager.pdf; and
3. Inclusive Curriculum Implementation Guidance (Condensed Edition) at: www.isbe.net/Documents/Support-Students-Implementation-Guidance.pdf

⁴³ Section 111 of Division J of Pub. L. 108-447, the Consolidated Appropriations Act, 2005, 12-8-04; 118 Stat. 2809, 3344-45 (Section 111). Section 111(b) states: “[e]ach educational institution that receives Federal funds for a fiscal year shall hold an educational program on the U.S. Constitution on September 17 of such year for the student served by the educational institution.”

⁴⁴ 105 ILCS 5/27-3.5. The Congressional Medal of Honor film is available on ISBE’s website for no cost at: www.isbe.net/Pages/Medal-of-Honor.aspx.

Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan. ⁴⁵

20. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on the history, struggles, and contributions of women. ⁴⁶
21. In all schools, the curriculum includes instruction as determined by the Superintendent or designee on Black History, including the history of the pre-enslavement of Black people from 3,000 BCE to AD 1619, the African slave trade, slavery in America, the study of the reasons why Black people came to be enslaved, the vestiges of slavery in this country, the study of the American civil rights renaissance, as well as the struggles and contributions of African-Americans. ⁴⁷
22. In all schools offering a secondary agricultural education program, the curriculum includes courses as required by 105 ILCS 5/2-3.80. ⁴⁸
23. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement. ⁴⁹
24. Beginning in the fall of 2022, in all schools, instruction as determined by the Superintendent or designee on the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward, which must include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. ⁵⁰

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

⁴⁵ 105 ILCS 5/27-20.3. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee.

⁴⁶ 105 ILCS 5/27-20.5. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. House Resolution 365 (98th General Assembly, 2013) and Senate Resolution 1073 (98th General Assembly, 2014) both urge all Illinois educators to share with students of an appropriate age the story of *comfort women* when discussing the history of Asia or World War II, or the issue of human trafficking.

⁴⁷ 105 ILCS 5/27-20.4, amended by P.A. 101-654. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. A school may meet this curriculum requirement through an online program or course. Id.

⁴⁸ 105 ILCS 5/2-3.80(e) or (f), as applicable.

⁴⁹ 105 ILCS 5/27-23.8. The statute requires the school board to determine the minimum amount of instructional time. The sample policy complies by delegating this responsibility to the superintendent or designee. The statute requires that the instruction be founded on the principle that all students, including students with disabilities, have the right to exercise self-determination. It urges districts to request individuals with disabilities to assist with the development and delivery of this instruction and allows instruction to be supplemented by knowledgeable guest speakers.

⁵⁰ 105 ILCS 5/27-20.8, added by P.A. 102-44. Id. at (c) states that the regional superintendent of schools [or Intermediate Service Center Executive Director, whichever is appropriate] will monitor districts' compliance with this law during the annual compliance review visits. Districts may meet this law's requirements through online programs or courses. Id. at (d). 105 ILCS 5/3-0.01 states any reference to "regional superintendent" include the chief administrative officer of Intermediate Service Centers established under 105 ILCS 5/2-3.62.

25. In kindergarten through grade 8, education must be available to students concerning effective methods of preventing and avoiding traffic injuries related to walking and bicycling. ⁵¹ ⁵²

LEGAL REF.: Pub. L. No. 108-447, Section 111 of Division J, Consolidated Appropriations Act of 2005.
Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008), Protecting Children in the 21st Century Act.
47 C.F.R. §54.520.
5 ILCS 465/3 and 465/3a.
20 ILCS 2605/2605-480.
105 ILCS 5/2-3.80(e) and (f), 5/10-20.73-79(~~final citation pending~~), 5/10-23.13, 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-6.5, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.08, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-20.7, 5/27-20.8, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-23.11, 5/27-23.15, 5/27-23.16, 5/27-24.1, and 5/27-24.2.
105 ILCS 110/3, Comprehensive Health Education Program.
105 ILCS 435/, Vocational Education Act.
625 ILCS 5/6-408.5, Ill. Vehicle Code.
23 Ill.Admin.Code §§1.420, 1.425, 1.430, and 1.440.

CROSS REF.: 4:165 (Awareness and Prevention of Child Sex Abuse and Grooming Behaviors), 6:20 (School Year Calendar and Day), 6:40 (Curriculum Development), 6:70 (Teaching About Religions), 6:235 (Access to Electronic Networks), 7:180 (Prevention of and Response to Bullying, Intimidation, and Harassment), 7:185 (Teen Dating Violence Prohibited), 7:190 (Student Behavior), 7:260 (Exemption from Physical Education)

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

⁵¹ 105 ILCS 5/27-23.11 requires districts that maintain any of the grades kindergarten through 8 to adopt a policy. The law is silent about how to educate students on this topic. See 6:60-API, E2, *Resources for Biking and Walking Safety Education*, for additional information.

⁵² A school district may offer a course on hunting safety as part of its curriculum during the school day. 105 ILCS 5/27-23.13, added by P.A. 101-152. No grade levels are specified in the statute. Insert "5/27-23.13," after 105 ILCS 5/27-23.11 in the Legal References, and an optional number 26, if the board wants to offer a course on hunting safety as part of its curriculum: In grade(s) [*insert grade level(s)*], a course on hunting safety will be offered during the school day.

To: District 64 Board of Education
From: Dr. Lori Lopez, Assistant Superintendent for Student Learning
Alicia Schmeisser, Director of Student Services
Date: May 18, 2023
Re: Approval of the Consolidated District Plan for Grant Funding

The Consolidated District Plan is completed annually to apply for grant funding. It is intended to streamline the grant process by allowing grantees to answer a single set of planning questions to meet the requirements of all federal formula grants. District 64 applies for these federal grants:

- Title I, Part A – Improving Basic Programs
- Title II, Part A – Preparing, Training, and Recruiting High-Quality Teachers, Principals, and Other School Leaders
- Title III - Language Instruction Educational Program
- Title III - Immigrant Student Education Program
- Title IV, Part A – Student Support and Academic Enrichment
- IDEA, Part B Flow-Through
- IDEA, Part B Preschool

At the May 18, 2023 Board meeting, we are seeking Board approval of the District 64 Consolidated District Plan as required by ISBE. Once the plan is approved, we will seek funding for the grants above to support District activities and staffing.

Approval of Minutes

ACTION ITEM 23-05-14

I move that the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois approve the minutes from the special meeting on May 11, 2023; and the organizational meeting on May 11, 2023.

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 Special Board of Education Meeting held at 6:30 p.m.
May 11, 2023
Jefferson School - Hendee Rooms
8200 W Greendale Ave, Niles, IL**

Board President Pearl called the special meeting to order at 6:30 p.m. Board members in attendance were Carol Sales, Phyllis Lubinski, Gareth Kennedy, Tom Sotos, Demetri Touzios, and Larry Ryles. Also present were Superintendent Dr. Eric Olson; Assistant Superintendent for Human Resources Dr. Joel T. Martin; Assistant Superintendent for Student Learning Dr. Lori Lopez; Chief School Business Official Dr. Adam Parisi; Director of Student Services Alicia Schmeisser; Director of Facility Management Anthony Bersani; Hodges Loizzi Legal Counsel Steven Richart; Communications Specialist Chris Lilly; and Administrative Assistant to the Superintendent Natasha Nedeljkovic. Approximately 2 members of the public were in attendance.

Also present in the room were incoming board members Matthew Doubleday, Monica Milligan, and Racher Georgakis; incoming new superintendent Dr. Ben Collins was also present during the 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 District Office, 8182 W Greendale Ave, Niles, IL 60714.

PLEDGE OF ALLEGIANCE

Board member Ryles led the pledge for the last time.

OPENING REMARKS FROM THE PRESIDENT OF THE BOARD

President Pearl stated she had no remarks as this was the last meeting of the current board.

PUBLIC COMMENTS

No public comments were received.

APPROVAL OF MEETING AGENDA

No changes were made to the agenda.

ACCEPTANCE OF CANVASS OF VOTES FOR ELECTION OF BOARD MEMBERS FOR APRIL 4, 2023

The elections were uncontested. The canvassing of the votes reflected a 13.81% voter turnout. Dr. Denise Pearl received 59.81% of the votes for the two-year term race. The members running for the four-year term positions received the following percentages of votes: Rachel Georgakis 20.64%; Monica Milligan 20.53%; Matthew Doubleday 20.11%.

ACTION ITEM 23-05-3

It was moved by board member Kennedy and seconded by board member Sales that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, accept the results of the canvass for the election on April 4, 2023 of Board Members from the Cook County Clerk in the form provided to the Board of Education, and that the canvassing results be reflected in the minutes of the meeting.

The votes were cast as follows:

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

Nays: None

Present: None

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Absent: None

The motion carried.

APPROVAL OF MINUTES

ACTION ITEM 23-05-4

It was moved by board member Lubinski and seconded by board member Sales that the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois approve the minutes from the closed meeting on April 18, 2023; the closed meeting on April 19, 2023; the closed meeting on April 20, 2023; the regular meeting on April 20 2023; and the special meeting on May 3, 2023.

The votes were cast as follows:

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

Nays: None

Present: None

Absent: None

The motion carried.

RECOGNITION OF RETIRING BOARD MEMBERS

President Pearl thanked the outgoing members for their service, noting members Ryles and Sotos had served two terms. Member Sales congratulated the newly elected members, thanked the teachers, staff, administrators, stressing it was Teacher Appreciation week. She thanked the district for the plaque she received tonight and wished the new board members all the best. Member Ryles welcomed the new board members, thanked the great staff of District 64, and asked the new board to do a better job than the current board had. He said there had been contentious meetings that should have been handled better, the policies in place for decorum and behavior should have been enforced. He regretted that the board had allowed Dr. Olson to be attacked by the public while members “sat on their hands”. He stressed this should not happen again. He called for addressing the safety and security of the students in the school buildings, and doing a security audit if necessary. He stated that decisions should always be made so that “the children must always win”. Member Sotos thanked everyone as well for the eight amazing years he spent serving on the board, stated he had learned a lot and grown as a person. He echoed member Ryles’ sentiment and said kids should come first. He wished Dr. Ben Collins good luck as the new superintendent. He pleaded with the community not to come to board meetings and lose control of their emotions and let things turn negative. He stressed that every board member serves to help their community, not for a personal agenda. He hoped the new board would continue in the spirit of unity that was displayed recently, especially during the new superintendent search. He implored the board to start fresh, and wished Dr. Olson the best. He thanked his family for letting him serve on the board. Member Kennedy thanked all three outgoing board members for their service; member Lubinski said it had been a pleasure and an honor to serve with them, she congratulated the new board members and looked forward to working with them. Member Touzios said there was no better human than member Ryles, stated member Sales had been a perfect professional and he had learned a lot from them.

ADJOURNMENT SINE DIE

At 6:55 p.m., it was moved by board member Sotos and seconded by board member Ryles to adjourn sine die.

The votes were cast as follows:

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

Nays: None

Present: None

Absent: None

The motion carried.

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Signed Date: May 18, 2023.

President

Secretary

DRAFT

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**BOARD OF EDUCATION
COMMUNITY CONSOLIDATED SCHOOL DISTRICT 64
Minutes of the Organizational Meeting of the Board of Education held at 7 p.m.
May 11, 2023
Jefferson School - Hendee Rooms
8200 W Greendale Ave, Niles, IL**

It was decided at the beginning of the meeting that Hodges Loizzi legal counsel Steven Richart would act as president *pro tempore*. The meeting was convened at 7:03 p.m. Board members in attendance were Denise Pearl (newly re-elected), Phyllis Lubinski, Gareth Kennedy, Demetri Touzios; Board members-elect Matthew Doubleday, Monica Milligan, and Rachel Georgakis. Also present were Superintendent Dr. Eric Olson; Assistant Superintendent for Human Resources Dr. Joel T. Martin; Assistant Superintendent for Student Learning Dr. Lori Lopez; Chief School Business Official Dr. Adam Parisi; Director of Student Services Alicia Schmeisser; Director of Facility Management Anthony Bersani; Board Legal Counsel Steven Richart; Communications Specialist Chris Lilly; and Administrative Assistant to the Superintendent Natasha Nedeljkovic. Approximately 2 members of the public were in attendance. Also attending the organizational meeting was incoming superintendent Dr. Ben Collins.

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 District Office, 8182 W Greendale Ave, Niles, IL 60714.

ADMINISTRATION OF THE OATH OF OFFICE FOR NEWLY ELECTED BOARD MEMBERS

Legal counsel Steven Richart administered the oath of office to members Pearl, Georgakis, Milligan, and Doubleday.

PUBLIC COMMENTS

No public comments were received.

ELECTION OF BOARD PRESIDENT

Mr. Richart asked for nominations for board president.

ACTION ITEM 23-05-5

Board member Kennedy moved to nominate Monica Milligan to serve as President of the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois, for the years 2023-2025. The motion was seconded by member Lubinski.

Board member Doubleday moved to nominate Dr. Denise Pearl to serve as President of the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois, for the years 2023-2025. The motion was seconded by member Georgakis.

Member Milligan respectfully declined the nomination; member Pearl accepted the nomination.

ACTION ITEM 23-05-5 - amended

Member Kennedy amended the motion to nominate Dr. Pearl to serve as President of the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois, for the years 2023-~~2024~~.

Legal counsel noted the current board policy calls for a two-year term.

Board member Kennedy then made a motion to suspend policy 2:210; the motion was seconded by member Lubinski. Legal counsel noted that the School Code states the term is two years, unless otherwise established by board policy.

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Member Kennedy then moved to amend the policy to reflect a one-year term for all officers. Legal counsel consulted policy 2:240 to ensure this was possible and agreed to the motion after the review of the policy. He stated this could fall under “special circumstances” as noted in the policy, to amend a policy without a second reading.

Members discussed the proposed change to the officers’ service time. Legal counsel confirmed that there was nothing in the policy that limits a board member to a one term only.

VOTE ON AMENDING POLICY 2:110 *Qualifications, Term, & Duties of Board Officers*

The motion to amend the policy to a one-year term was made by member Kennedy and seconded by member Lubinski.

The votes were cast as follows:

Ayes: Touzios, Lubinski, Kennedy

Nays: Georgakis, Milligan, Pearl, Doubleday

Present: None

Absent: None

The motion failed.

ACTION ITEM 23-05-5

Board member Doubleday moved to nominate Dr. Denise Pearl to serve as President of the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois, for the years 2023-2025. The motion was seconded by member Georgakis.

Member Doubleday explained that there was a concern for the health of the organization with new leadership, administrative changes, four board members turning over, and a clear need for stability. He stated Dr. Pearl knew the staff, recent history, and could help maintain the stability and consistency needed. Member Touzios stated a leader should be decisive and held accountable. Member Kennedy stated the board needed a fresh start.

The votes were cast as follows:

Ayes: Milligan, Georgakis, Pearl, Doubleday

Nays: Lubinski, Kennedy, Touzios

Present: None

Absent: None

The motion carried. Board member Dr Denise Pearl was elected to serve as board president.

ELECTION OF BOARD VICE-PRESIDENT

ACTION ITEM 23-05-6

It was moved by board member Kennedy and seconded by board member Georgakis to elect Monica Milligan to serve as Vice President of the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois, for the years 2023-2025.

Member Georgakis stated she appreciated the shared collaboration, goals, and wealth of education knowledge Ms. Milligan would bring to the role. President Pearl agreed.

The votes were cast as follows:

Ayes: Milligan, Touzios, Pearl, Lubinski, Doubleday, Georgakis, Kennedy

Nays: None

Present: None

Absent: None

The motion carried. Member Monica Millgan was elected to serve as board vice president.

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ELECTION OF BOARD SECRETARY

Member Milligan nominated member Doubleday for the position of board secretary.

ACTION ITEM 23-05-7

It was moved by board member Kennedy and seconded by board member Lubinski to elect to serve as Secretary of the Board of Education of Community Consolidated School District 64 Park Ridge-Niles, Illinois, for the years 2023-2025.

The votes were cast as follows:

Ayes: Lubinski, Touzios, Pearl, Georgakis, Doubleday, Kennedy, Milligan

Nays: None

Present: None

Absent: None

The motion carried. Member Matthew Doubleday was elected to serve as board secretary.

APPROVAL OF BOARD OF EDUCATION REGULAR MEETING DATES 2023-2024

There will be no regular meeting in the month of July. The regular meetings will be held on the third Thursday of each month, except where holidays interfere; and on the fourth Thursday in January of 2024 due to the winter recess. The board will meet the last Thursday in June of 2024 to allow for all bills to be paid before the end of the school year.

ACTION ITEM 23-05-8

It was moved by board member Kennedy and seconded by board member Georgakis that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Board of Education regular meeting dates for 2023-2024.

The votes were cast as follows:

Ayes: Milligan, Touzios, Pearl, Lubinski, Doubleday, Georgakis, Kennedy

Nays: None

Present: None

Absent: None

The motion carried.

REVIEW OF BOARD OF EDUCATION COMMITTEE ASSIGNMENTS

Board members discussed the various committees and members’ participation. Member Kennedy proposed to head a task force, along with member Doubleday, to review other districts’ practices and come back to the board in six months-time with recommendations. Members agreed this was a good idea.

Member Georgakis, Milligan, and Touzios will serve on the policy committee. Member Lubinski subsequently agreed to serve on the committee as well and help with its transition to the new members.

Member Kennedy stated the district needed a parent/teacher advisory committee, as well as a student behavioral committee. Member Lubinski expressed interest in serving on the parent/teacher advisory committee. Member Georgakis stated the other committee should be discussed with incoming superintendent Collins. Members also discussed recruitment of committee members. The board will ultimately recruit over the summer once the new superintendent takes over, with the goal to be ready to go at the start of the school year. Member Kennedy stressed that the parent/teacher committee would not make decisions, but rather strictly act in an advisory capacity. Members confirmed that both committees would require Dr. Collins’ input before proceeding.

OTHER DISCUSSIONS & ITEMS OF INFORMATION

Superintendent Olson said the new board members had met with the administrative team the day before, and had been informed about training and next steps.

ADJOURNMENT

President Pearl once again congratulated the new members and welcomed them to the board.

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At 7:52 p.m., it was moved by board member Kennedy and seconded by board member Lubinski to adjourn; this was approved by unanimous voice vote.

Signed Date: May 18, 2023.

President

Secretary

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**Meeting of the Board of Education
Park Ridge – Niles CCSD 64**

**Regular Board Meeting Agenda
Thursday, June 15, 2023
Jefferson School - Hendee Rooms
8200 W Greendale Ave, Niles**

the length of sessions, breaks, and other needs.

On some occasions, the order of business may be adjusted as the meeting progresses to accommodate Board members' schedules,

7 p.m.

Meeting of the Board Convenes

Roll Call

Pledge of Allegiance

Opening Remarks from the President of the Board

Public Comments

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

A-1

Judith L. Snow Awards

-- Superintendent

A-2

Approval of Meeting Agenda

--Board President

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

A-3

Planning for 2024 Construction

--Chief School Business Official /Director of Facility Management

A-4

Discussion & Approval of Administrative & Exempt Salary Increases

--Superintendent

Action Item 23-06-1

A-5

Approval of Recommended Personnel Report

--Board President

Action Item 23-06-2

A-6

Consent Agenda

--Board President

Action Item 23-06-3

- Bills, Payroll, & Benefits
- Approval of Financial Update for the Period Ending April 30, 2023
- Approval of Resolution #1312 for Safety Hazards (Transportation)
- Approval of District 64 FOIA Officers
- Destruction of Audio Closed Recordings (none)

A-7

Approval of Minutes

--Board President

Action Item 23-06-4

- May 18, 2023 - Closed Meeting
- May 18, 2023 - Regular Meeting

A-8 Other Discussions & Items of Information

--Superintendent

- Upcoming Meeting Agenda
- Enrollment Update
- FOIA requests
- Upcoming 2023 IASB Joint Annual Conference
- Memorandum of Information (none)
- Public Comments via Email (none)

A-9 New Business

Adjournment

Next Meeting: **Thursday, June 22, 2023**
Board Workshop - 7 p.m.
Jefferson School - Hendee Rooms
8200 W Greendale Ave, Niles, IL 60714

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Natasha Nedeljkovic <nnedeljkovic@d64.org>

FOIA request: Chicago Tribune

Kubzansky, Caroline <ckubzansky@chicagotribune.com>
To: Natasha Nedeljkovic <nnedeljkovic@d64.org>

Fri, Apr 28, 2023 at 10:24 AM

Hi Natasha,

Please consider this a FOIA request for the following records:

1. Any and all email communications exchanged between Natasha Tack-Bulava or Michael Bulava and Dr. Joel Martin between April 15, 2023 and the present;
2. Any and all email communications exchanged between Natasha Tack-Bulava or Michael Bulava and Brett Balduf exchanged between April 15, 2023 and the present.

Thanks,
Caroline



Natasha Nedeljkovic <nnedeljkovic@d64.org>

FOIA request: Chicago Tribune

Kubzansky, Caroline <ckubzansky@chicagotribune.com>

Tue, May 9, 2023 at 3:20 PM

To: Natasha Nedeljkovic <nnedeljkovic@d64.org>

Hi Natasha,

Please consider this a Freedom of Information request for the following records:

Any and all communications (email, text, whatsapp, etc) between/among:

Board President Denise Pearl and Superintendent Eric Olson between April 1, 2023 and April 30, 2023;

Superintendent Eric Olson and the following:

Board Member Larry Ryles
Secretary Phyllis Lubinski
Board Member Demetri Touzios
Vice President Carol Sales
Board Member Gareth Kennedy
Board Member Tom Sotos

Between April 1, 2023 and April 30, 2023;

And between or among the following individuals:

Board President Denise Pearl
Board Member Larry Ryles
Secretary Phyllis Lubinski
Board Member Demetri Touzios
Vice President Carol Sales
Board Member Gareth Kennedy
Board Member Tom Sotos

Between April 1, 2023 and April 30, 2023.

Please provide the records as they become available and don't withhold some as the search for others may extend beyond the five day limit. If the FOIA officer handling this request deems this request unduly burdensome, may I please have a log in spreadsheet format that includes the to field, the from field, the subject line, the date sent and the first sentence of each communication?

Please do not hesitate to contact me at this email address or at 312-978-3483 with questions.

Thanks,
Caroline Kubzansky



Natasha Nedeljkovic <nnedeljkovic@d64.org>

FOIA Request - Lurie Children's Hospital

Vince Espi <foia@news.locallabs.com>
To: nnedeljkovic@d64.org

Wed, May 10, 2023 at 6:35 PM

To whom it may concern,

I am writing to you on behalf of Local Labs, which is an online publication that reports on and informs the citizens of Illinois about their local and state government's activities.

Please provide the following information:

- Copies of all records (transactions, invoices, etc) and email correspondences with Lurie Children's Hospital from July 1st 2022 to present day.

Please provide the records in electronic format csv, xlx or similar. Preferably transferred via email (you may just respond to this one) or an online file hosting service (such as Dropbox). As a media organization requesting these records primarily for the benefit of the general public, we request that any fees be waived. Thank you for your prompt assistance in providing these records.

Kind regards,

Vince Espi

Local Labs