

BOARD OF EDUCATION
GLENBROOK HIGH SCHOOLS

August 13, 2018

REGULAR BOARD MEETING - 7:00 p.m.

Location: Glenbrook District Office Public Meeting Room 100A

3801 W. Lake Avenue, Glenview, IL 60026

AGENDA

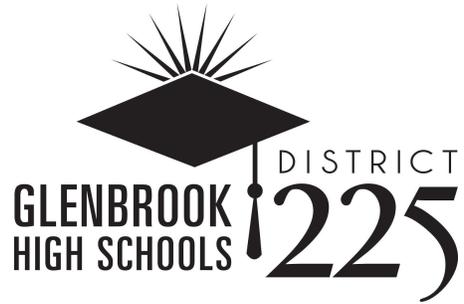
1. (7:00) Call to Order – Roll Call
2. (7:01) Approval of Agenda for this Meeting
3. (7:20) Recognition of Community Visitors
4. (7:25) Board and Superintendent Reports
5. (7:30) Approval of Consent Agenda Items:
 1. Appointments
 - a. Certified
 - b. Support Staff
 2. Resignations/Terminations
 - a. Certified
 - b. Support Staff
 3. FOIA
 4. Approval of Accounts Payable Bills
 5. Approval of Payroll Disbursements
 6. Approval of Revolving Fund Reimbursement
 7. Minutes
 - a. July 30, 2018 Regular Board Meeting
 - b. July 30, 2018 Closed Board Meeting
 8. Gifts
 9. Approval of New Third Party Administrator for District Wellness Program
 10. Certified FTE Adjustments
 11. Special Leave Requests
6. (7:35) Discussion/Action: Approval of Hanover Research Service Agreement
7. (8:05) Discussion/Action: District Initiatives for 2018-2019
8. (8:20) Miscellaneous Topics
9. (8:22) Review and Summary of Board Meeting
10. (8:24) Agenda Items for Future Board Meetings
11. Future Meeting Date:
Monday, August 27, 2018 - 7:00 p.m. - Regular Board Meeting
12. (8:25) Closed Session: To consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against

an employee of the public body or against legal counsel for the public body to determine its validity; collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees; The selection of a person to fill a public office, as defined in this Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance; the purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired; the setting of a price for sale or lease of property owned by the public body; Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property; student disciplinary cases; the placement of individual students in special education programs and other matters relating to individual students; and litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. (Section 2(c) (1), (2), (3), (5), (6), (8), (9), (10) and (11) of the Open Meetings Act).

13. Possible Disciplinary Action Regarding Non-Certificated Staff Members
14. Possible Action Regarding Topics Discussed in Closed Session
15. (8:30) Adjournment

Times are estimates. Electronic Board packet can be found at:

<http://www.glenbrook225.org/district/Board-of-Education/Board-Packet-Agendas>



To: Board of Education
From: Brad Swanson
Date: August 13, 2018
Re: Appointments: Certified

English Teacher- GBN
Ms. Suzanne Kipp

Degrees:

MA, Secondary Education, Azusa Pacific University, CA
BA, English, University of California, Santa Barbara, CA

Certifications:

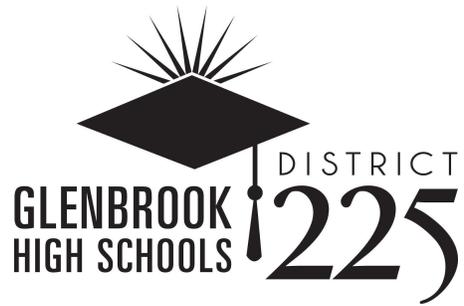
Secondary (English)

Professional Experience:

Most recently at Capital High School in Boise, ID, Suzanne successfully taught accelerated and general survey English courses and English Language Learners Study Skills. She created and implemented standard-based curriculum and daily lessons for mastery of the Common Core Standards. Suzanne also created a classroom environment of rigor, high expectations, and motivation to allow students to achieve at the highest possible level.

Salary: \$18,472 (MA, Step P, 0.2 FTE)

Start Date: August 20, 2018



To: Board of Education
From: Brad Swanson
Date: August 13, 2018
Re: Appointments: Certified

**English and Social Studies Teacher - GBN
Mr. Jared Zuckerman**

Degrees:

MS, Curriculum and Instruction, University of Kansas
BS, English Education, University of Kansas

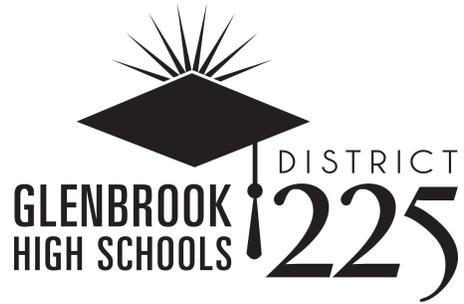
Certifications:

Secondary (English)

Professional Experience:

Jared recently served as the Director of Debate and Director of Forensics at several high schools within the Blue Valley School District in Overland, Kansas. He also taught five Debate classes at all levels while managing the competitive program. In addition, Jared taught Creative Writing, Speech and English at the middle and high school levels. Since 2012, Mr. Zuckerman has led the Blue Valley debate program to numerous Kansas state championships. He has been named a four-time Kansas Debate Coaches Association Coach of the Year, Blue Valley Southwest Master Teacher, National Distinguished Teacher by the Commission on Presidential Scholars, and a University of Kansas Wolfe Teaching Excellence Nominee.

Salary: \$96,558 (MA+60, Step M, 1.0 FTE)
Start Date: August 20, 2018



To: Board of Education
From: Brad Swanson
Date: August 13, 2018
Re: Appointments: Certified

Science Teacher - GBS
Ms. Lauren Johnson

Degrees:

BS, Chemistry, University of Illinois at Urbana-Champaign

Certifications:

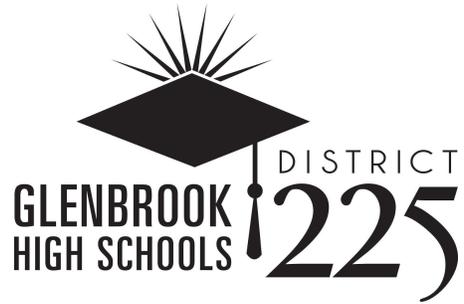
Secondary (Chemistry, Physics and Mathematics)

Professional Experience:

Lauren was recently a long-term substitute at Prospect High School for three levels of Advanced Algebra, at John Hersey High School for Biology, Physics and Oceanography, at Rolling Meadows High School for Biology and Genetics, at Wheeling High School for Chemistry, and at Elk Grove High School for Biology and mathematics.

Salary: \$59,121 (BA, Step A, 1.0 FTE)

Start Date: August 20, 2018



To: Board of Education
From: Brad Swanson
Date: August 13, 2018
Re: Appointments: Certified

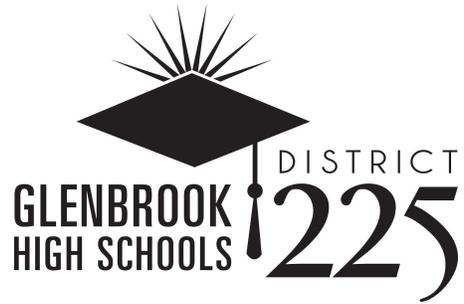
Social Studies Teacher - GBS
Ms. Natalia Szczur

Degrees:
BA, Social Studies Education, DePaul University

Certifications:
Secondary (Social Studies)

Professional Experience:
At Prosser Career Academy (CPS), Natalia taught Honors World Studies, Regular US History, and Pre-IB World Studies. She was a strong member of the World Studies and US History curriculum teams. In addition, Natalia was a member of the vertical Pre-IB and IB teams to help coordinate the work with other grade level teachers.

Salary: \$36,905 (BA, Step C, 0.6 FTE)
Start Date: August 20, 2018



To: Board of Education
From: Brad Swanson
Date: August 13, 2018
Re: Appointments: Certified

Science Teacher - GBS
Ms. Julia Navarro

Degrees:

BA, Biology Education, North Park University

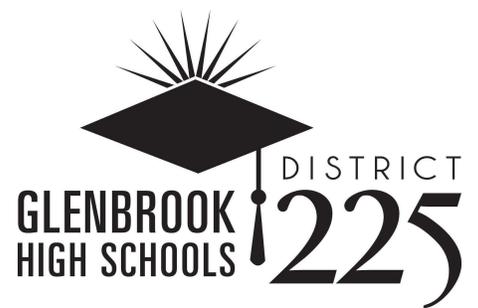
Certifications:

Secondary (Biology)

Professional Experience:

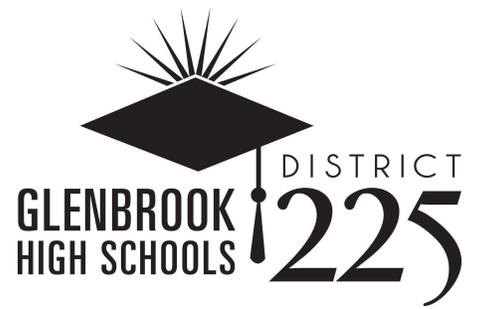
Most recently, Julia was employed as a Huntington Learning Center ACT/SAT Tutor in River Forest. She individualized tutoring content and test-taking strategies for standardized testing. In addition, Julia created and implemented instruction to suit the individual needs of students while also helping students to set, reevaluate, and accomplish short-term and long-term goals.

Salary: \$14,780 (BA, Step A, 0.25 FTE)
Start Date: August 20, 2018

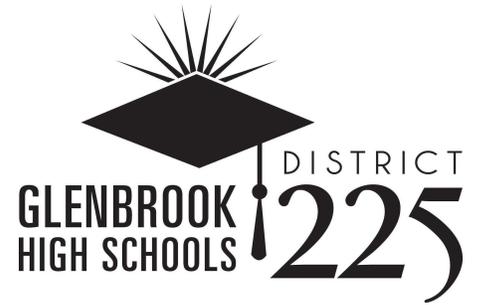


To: Dr. Mike Riggle
 Board of Education
 From: Brad Swanson
 Date: August 13, 2018
 Re: Appointments: Support Staff

<u>Name</u>	<u>Bldg</u>	<u>Position</u>	<u>Calendar</u>	<u>FTE</u>	<u>Start</u>	<u>CAT</u>	<u>Step</u>	<u>Salary</u>	<u>Hourly</u>
Bellman, James	GBN	Custodian	260	1.0	8.1.18	II	4	\$42,203	\$20.29
Buchanan, Brett	GBN	PE Pool IA	186.5	.67	8.20.18	II	4	\$27,807	\$19.88
Castro-Bruno, Zuleika	GBN	Custodian	203	.78	8.13.18	II	1	\$30,645	\$18.87
Collins, Nicole	GBN	SPED IA	186.5	.67	8.20.18	II	4	\$27,807	\$19.88
Ferrer, Joel	GBN	Custodian	260	1.0	7.25.18	II	9	\$47,278	\$22.73
Fuderer, Michelle	GBS	Dean's Para	186.5	.72	8.20.18	I	A	\$23,141	\$15.51
Fuentes, Efrain	GBN	Custodian	203	.78	8.5.18	II	1	\$30,645	\$18.87
Han, Paul	GBS	Dean's Para	186.5	.67	8.20.18	I	B	\$22,562	\$16.13
Kipp, Suzanne	GBN	ELL IA	186.5	.38	8.20.18	II	3	\$11,050	\$19.49
Lowery, Donald	GBS	Dean's Para	186.5	.72	8.20.18	I	A	\$23,141	\$15.51



<u>Name</u>	<u>Bldg</u>	<u>Position</u>	<u>Calendar</u>	<u>FTE</u>	<u>Start</u>	<u>CAT</u>	<u>Step</u>	<u>Salary</u>	<u>Hourly</u>
Sotelo, Edgar	GBN	Custodian	203	.78	8.7.18	II	1	\$30,645	\$18.87
Steinke, Ashley	GBS	Science IA	186.5	.67	8.20.18	II	3	\$27,261	\$19.49
Sugrue, Mary	GBN	SPED IA	186.5	.68	8.20.18	II	3	\$27,261	\$19.49
White, Emily	GBN	Math IA	186.5	.72	8.20.18	II	3	\$29,079	\$19.49



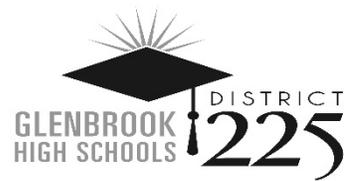
To: Dr. Mike Riggle
Board of Education

From: Brad Swanson

Date: August 13, 2018

Re: Resignations/Terminations: Support Staff

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>School</u>
Bolotnikov, Mike	English IA	8.5.18	GBS
Demos, Michael	Dean's IA	8.8.18	GBS
Dobin, Mikhail	Custodian	8.5.18	GBN
Hake, Thomas	SPED IA	8.5.18	GBN
Ijaz, Imran	Dean's Para	7.29.18	GBS
Ingram, Thomas	Dean's IA	6.7.18	GBS
Kusek, Jill	Math IA	8.1.18	GBS
Werker, Susan	Receptionist	6.28.18	GBA



TO: Dr. Mike Riggle

FROM: Rosanne Williamson

RE: FOIA Requests

FOIA Response:

Please see the attached email response. Responsive documents can be found online at <http://il.glenbrook.schoolboard.net/board>. (Responsive documents will not be attached to the all documents pdf, but can be found under the FOIA agenda item.)

Background:

The Freedom of Information Act (FOIA - 5 ILCS 140/1 et seq.) is a state statute that provides the public the right to access government documents and records. A person can ask a public body for a copy of its records on a specific subject and the public body must provide those records, unless there is an exemption in the statute that protects those records from disclosure (for example: records containing information concerning student records or personal privacy).

A public body must respond to a FOIA request within 5 business days after the public body receives the request or 21 business days if the request is for commercial purpose. That time period may be extended for an additional 5 business days from the date of the original due date if:

- The requested information is stored at a different location;
- The request requires the collection of a substantial number of documents;
- The request requires an extensive search;
- The requested records have not been located and require additional effort to find;
- The requested records need to be reviewed by staff who can determine whether they are exempt from FOIA;
- The requested records cannot be produced without unduly burdening the public body or interfering with its operations; or
- The request requires the public body to consult with another public body who has substantial interest in the subject matter of the request.

If additional time is needed, the public body must notify the requester in writing within 5 business days after the receipt of the request of the statutory reasons for the extension and when the requested information will be produced.



Elaine Geallis <egeallis@glenbrook225.org>

Re: 7.31.2018 FOIA request from NBC5 Chicago

1 message

Rosanne Marie Williamson <rwilliamson@glenbrook225.org>
To: "Navarro, Aaron (NBCUniversal)" <Aaron.Navarro@nbcuni.com>
Bcc: egeallis@glenbrook225.org

Thu, Aug 2, 2018 at 2:11 PM

Dear Mr. Navarro,

Thank you for writing to Glenbrook High School District 225 with your request for information pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq.

On 7/31/18 we received your request for the following information:

- Monthly reports (if any) prepared and/or submitted by all schools and/or departments within Glenbrook/Northfield Township High School District 225 relating to student-athletes who sustained concussions during the 2017-2018 school year

District Response: Please see attached.

Sincerely,

Rosanne Williamson, Ed.D.
Secretary, Board of Education
Assistant Superintendent for Educational Services
Glenbrook High School District 225
3801 West Lake Avenue
Glenview, IL 60026

On Tue, Jul 31, 2018 at 12:22 PM, Navarro, Aaron (NBCUniversal) <Aaron.Navarro@nbcuni.com> wrote:

454 North Columbus Drive	A Division of National Broadcasting
Chicago, IL 60611-5555	Company, Inc.
312-836-5555	www.nbcchicago.com



July 31, 2018

Rosanne Williamson
Freedom of Information Officer
Glenbrook/Northfield Township High School District 225
[3801 West Lake Avenue](#)

Glenview, IL 60026-1292

Sent via e-mail to: foia@glenbrook225.org

Re: Freedom of Information Act request from NBC5 Chicago

This is a request under the Illinois Freedom of Information Act. I am sending this request to public and charter school districts throughout the Chicago area.

Last year my colleague at NBC5 Investigates, Tim Johns, made a similar request to you, based on documents that are required as part of Public Act 099-0831, which says in part:

“Beginning with the 2016-2017 school year, an association or other entity that has, as one of its purposes, promoting, sponsoring, regulating, or in any manner providing for interscholastic athletics or any form of athletic competition among high schools and high school students within this State shall require all member schools that have certified athletic trainers to complete a monthly report on student-athletes at the member school who have sustained a concussion during a school-sponsored activity overseen by the athletic trainer or when the athletic director is made aware of a concussion sustained by a student during a school-sponsored event. All reporting must be anonymous as it relates to student names.”

In response to our request last year, your district was kind enough to respond with all monthly reports (if any) prepared and/or submitted by all schools and/or departments within Glenbrook/Northfield Township High School District 225 relating to student athletes who sustained concussions during the 2016-2017 school year. Thank you for that response.

We are now updating this story with another year's worth of reports of concussions, and so I am requesting that you now provide me with reports for the 2017-2018 school year.

Please send all requested documentation to me at aaron.navarro@nbcuni.com. If for some reason you are not able to send these documents via e-mail, please contact me as soon as possible so that I can make other arrangements to get this material from you. And if there is any way in which I can help you with this request, I would be happy to do so.

Because these records are in the public interest, I ask that you waive any reproduction fee. And if you deny this request, please tell me on what grounds, and to whom I should appeal.

If you have any questions concerning this request or need any additional information, please don't hesitate to contact me at aaron.navarro@nbcuni.com or at 312-836-5804. Thank you so much for your time and consideration in this matter.

Sincerely,

Aaron Navarro

Researcher

NBC5 Chicago

2 attachments

 **2017-18 IHSA Concussion Information - GBS.pdf**
85K

 **GBN 2017-18 Concussion Report.pdf**
137K

Log out

Anthony Catsaros
C3481

Glenview (Glenbrook
South)

MAIN MENU



Concussion Reports

List of Certified Athletic Trainers | Concussion Reports | [submit Concussion Report](#)

This is a summary of Concussion Reports involving athletes from your school in the last two years. Concussion Reports are submitted by the Certified Athletic Trainers and others at your school.

Date	Sport Code	Submitter	Gender	Class	Location	Surface	Explanation
7/1/2018		C3481					no concussions (July)
6/1/2018		C3481					no concussions (June)
5/8/2018	SBG	C3481	F	sophomore	game	other	
5/7/2018	SBG	C3481	F	sophomore	game	other	
4/23/2018	WPG	C3481	F	freshman	practice	other	
4/20/2018	SBG	C3481	F	senior	game	natural (grass)	
4/7/2018	WPG	C3481	F	junior	game	other	
3/7/2018	BA	C3481	M	sophomore	practice	other	
3/6/2018	SOG	C3481	F	junior	practice	other	
2/13/2018	XXX	C3481	M	freshman	practice	other	
2/13/2018	XXX	C3481	F	junior	practice	other	
2/2/2018	BKG	C3481	F	junior	game	other	
1/1/2018		C3481					no concussions (January)
12/9/2017	WR	C3481	M	junior	game	other	
12/8/2017	BKG	C3481	F	sophomore	game	other	
12/4/2017	SWB	C3481	M	freshman	practice	other	
11/9/2017	WR	C3481	M	sophomore	practice	other	
11/8/2017	WR	C3481	M	sophomore	practice	other	
11/8/2017	CHC	C3481	F	junior	practice	other	
10/10/2017	XXX	C3481	F	junior	practice	other	
10/2/2017	XXX	C3481	F	senior	practice	other	
9/28/2017	SOB	C3481	M	senior	game	artificial surface	
9/28/2017	FB	C3481	M	senior	game	artificial surface	
9/27/2017	XXX	C3481	F	freshman	practice	other	
9/26/2017	SOB	C3481	M	senior	game	artificial surface	
9/22/2017	SOB	C3481	M	sophomore	game	artificial surface	
9/19/2017	XXX	C3481	M	sophomore	practice	other	
9/16/2017	FB	C3481	M	freshman	game	artificial surface	
9/13/2017	XXX	C3481	F	sophomore	practice	other	
9/2/2017	FB	C3481	M	freshman	game	natural (grass)	
8/23/2017	XXX	C3481	F	sophomore	practice	other	
8/11/2017	FB	C3481	M	sophomore	practice	natural (grass)	
8/9/2017	FB	C3481	M	senior	practice	artificial surface	
7/1/2017		C3481					no concussions
6/1/2017		A2285					no concussions
5/16/2017	WPB	A2285	M	junior	practice	other	
5/13/2017	LCB	C3483	M	freshman	game	natural (grass)	
4/21/2017	SOG	C3483	F	sophomore	practice	natural (grass)	
4/20/2017	SOG	C3481	F	freshman	game	natural (grass)	
4/15/2017	SBG	C3483	F	freshman	practice	other	
4/6/2017	LCB	C3483	M	junior	game	artificial surface	
4/6/2017	SOG	C3483	F	sophomore	practice	natural (grass)	
3/14/2017	WPG	C3483	F	freshman	practice	other	
1/17/2017	WR	C3483	M	junior	practice	other	
12/14/2016	WRI	A2285	M	junior	practice	artificial surface	
10/31/2016	FHG	C3483	F	senior	game	artificial surface	
10/29/2016	SWG	C3481	F	freshman	game	other	
10/26/2016	CHC	C3481	F	freshman	practice	other	
10/17/2016	FB	C3483	M	junior	game	artificial surface	
10/15/2016	SOB	C3483	M	freshman	game	natural (grass)	
10/13/2016	FB	C3483	M	junior	practice	natural (grass)	
10/13/2016	FB	A2285	M	junior	practice	natural (grass)	
10/12/2016	FB	C3483	M	junior	practice	natural (grass)	
10/12/2016	FB	C3483	M	junior	practice	natural (grass)	
9/24/2016	FB	C3483	M	freshman	game	natural (grass)	

Log out

Tom O'Connell
A3390

Northbrook
(Glenbrook North)

[MAIN MENU](#)



Concussion Reports

[List of Certified Athletic Trainers](#) | [Concussion Reports](#) | [submit Concussion Report](#)

This is a summary of Concussion Reports involving athletes from your school in the last two years. Concussion Reports are submitted by the Certified Athletic Trainers and others at your school.

Date	Sport Code	Submitter	Gender	Class	Location	Surface	Explanation
5/16/2018	SOG	A3390	F	senior	game	artificial surface	
5/9/2018	WPG	A3390	F	senior	practice	other	
5/3/2018	LCG	A3390	F	sophomore	game	artificial surface	
5/1/2018	SOG	A3390	F	sophomore	practice	natural (grass)	
5/1/2018	LCB	A3390	M	sophomore	game	artificial surface	
4/25/2018	LCG	A3390	F	freshman	practice	natural (grass)	
4/21/2018	WPG	A3390	F	senior	game	other	
4/14/2018	LCG	A3390	F	junior	practice	artificial surface	
4/10/2018	LCB	A3390	M	sophomore	practice	other	
4/9/2018	CCB	A3390	M	junior	practice	other	
4/3/2018	LCB	A3390	M	sophomore	practice	artificial surface	
4/2/2018	GYB	A3390	M	freshman	practice	other	
3/20/2018	GYB	A3390	M	junior	practice	other	
3/5/2018	LCG	A3390	F	sophomore	practice	other	
2/26/2018	LCG	A3390	F	junior	practice	artificial surface	

2/10/2018	BKG	A3390	F	junior	game	other	
2/10/2018	SOG	A3390	F	sophomore	non-school activity	natural (grass)	
1/16/2018	LCG	A3390	F	sophomore	practice	other	
1/5/2018	WR	A3390	M	sophomore	game	other	
12/6/2017	CHC	A3390	F	senior	practice	other	
11/22/2017	BKB	A3390	M	senior	game	other	
11/8/2017	BKG	A3390	F	senior	practice	other	
11/1/2017	CHC	A3390	F	freshman	practice	other	
10/30/2017	GYB	A3390	M	freshman	practice	other	
10/19/2017	CHC	A3390	F	freshman	practice	other	
10/17/2017	VBG	A3390	F	freshman	practice	other	
10/11/2017	CHC	A3390	F	senior	practice	other	
10/5/2017	CHC	A3390	F	sophomore	practice	other	
10/4/2017	FB	A3390	M	junior	practice	artificial surface	
9/22/2017	FB	A3390	M	freshman	practice	natural (grass)	
9/22/2017	FB	A3390	M	senior	game	artificial surface	
9/22/2017	FB	A3390	M	senior	game	artificial surface	
9/19/2017	FB	A3390	M	junior	practice	natural (grass)	
9/18/2017	VBG	A3390	F	sophomore	practice	other	
9/15/2017	SWG	A3390	F	freshman	game	other	
9/14/2017	SWG	A3390	F	sophomore	practice	other	
9/14/2017	CHC	A3390	F	sophomore	practice	other	
9/13/2017	FB	A3390	M	freshman	practice	natural (grass)	
9/6/2017	FB	A3390	M	junior	practice	artificial surface	
9/6/2017	VBG	A3390	F	freshman	practice	other	
9/5/2017	SOB	A3390	M	sophomore	game	artificial surface	
9/1/2017	FB	A3390	M	freshman	game	artificial surface	

9/1/2017	FB	A3390	M	senior	game	artificial surface	
8/29/2017	CHC	A3390	F	sophomore	practice	other	
8/22/2017	SOB	A3390	M	sophomore	game	natural (grass)	
8/21/2017	FB	A3390	F	freshman	practice	natural (grass)	
8/12/2017	FB	A3390	M	freshman	practice	natural (grass)	

**MINUTES OF REGULAR MEETING,
BOARD OF EDUCATION, SCHOOL
DISTRICT #225, COOK COUNTY,
ILLINOIS, JULY 30, 2018**

A regular meeting of the Board of Education, School District No. 225 was held on Monday, July 30, 2018, at approximately 7:00 p.m. at Glenbrook District Office Public Meeting Room 100A, pursuant to due notice of all members and the public.

The president called the meeting to order. Upon calling of the roll, the following members answered present:

Doughty, Glowacki, Hanley, Shein, Taub

Absent: Kim, Sztainberg

Also present: Fagel, Finan, Geallis, Geddeis, Gravel, Raflares, Riggle, Swanson

Approval of Agenda for this Meeting

Motion by Mr. Doughty, seconded by Mr. Taub to approve the agenda for this meeting.

Upon calling of the roll:

aye: Doughty, Glowacki, Hanley, Shein, Taub

nay: none

Motion carried 5-0.

Recognition of Community Visitors

In response to a community member's question the administration stated the school calendar conversation has been delayed and a survey will be distributed in the fall.

Board and Superintendent Reports

Dr. Riggle stated the district received grant funding:

- Retrofit lighting Grant
 - GBS approximately \$24, 500
 - GBN approximately \$22,800
 - More information will be presented at the Facility Committee

- 360 Energy Grant
 - Goal is to save money on energy costs
 - The school's commitment is \$5000

- o More information will be presented at the Facility Committee

Dr. Sztainberg arrived at approximately 7:20 p.m.

In response to a board member’s question, the administration stated the boilers:

- Have been inspected and no further deterioration was found
- Are in good shape, they may not be as efficient as a new one, but retrofitting the piping throughout the school would be very expensive
- Should be good for the next 5 years

The board president said he visited the schools and said construction at both schools is almost done.

Motion to Approve Consent Agenda Items

Motion by Mr. Doughty, seconded by Mr. Glowacki to approve the following items on the consent agenda:

1. Appointments
 - a. Certified
 - b. Support Staff

<u>Name</u>	<u>Bldg</u>	<u>Position</u>	<u>Calendar</u>	<u>FTE</u>	<u>Start</u>	<u>CAT</u>	<u>Step</u>	<u>Salary</u>	<u>Hourly</u>
Fleming, Robert	GBOC	Voc. Coord.	186.5	.67	8.20.18	ExPro V	S	\$94,125	\$63.07
Gilchrist, John	GBN	Para	186.5	.67	8.20.18	Para I	A	\$23,141	\$15.51
Hampton, Wilbert	GBS	Para	186.5	.72	8.20.18	Para I	A	\$23,141	\$15.51
Navarro, Julia	GBS	Science IA	186.5	.59	8.20.18	IA II	3	\$27,264	\$19.49
Reyes, Joel	GBA	Safety & Security Mgr	239	.92	8.13.18	EP Mgr III	7	\$96,040	\$50.23
Schramm, Nicole	GBA	Acct.	260	1.0	8.1.18	EP Sp III	13	\$74,152	\$35.65
Smith, Danielle	GBN	PE IA	186.5	.62	8.20.18	IA II	3	\$25,444	\$19.49
Zivin, Morgan	GBN	PE IA	186.5	.62	8.20.18	IA II	3	\$25,444	\$19.49

2. Resignations/Terminations
 - a. Certified
 - b. Support Staff

<u>Name</u>	<u>Position</u>	<u>Effective</u>	<u>School</u>
Jou-Kim, Christina	ELL IA	6.7.18	GBN
Khachik, Shacky	Math IA	6.7.18	GBN
Miller, Tracy	Business Accountant	7.31.18	GBA
Peterson, Rick	GA Head Development Coach	7.13.18	GBN
Scholl, Jason	Swim Pool IA	6.7.18	GBN

3. FOIA
4. Approval of Accounts Payable Bills - \$5,738,926.42
5. Approval of Payroll Disbursements - \$3,882,883.04
6. Approval of Revolving Fund Reimbursement - none
7. Minutes
 - a. June 25, 2018 Regular Board Meeting
 - b. June 25, 2018 Closed Board Meeting
 - c. July 9, 2018 Special Board Meeting
 - d. July 9, 2018 Special Closed Board Meeting
8. Gifts - none
9. GBS Poms National Competition
10. Retirements
 - a. Certified
 - b. Support Staff

Upon calling of the roll:

aye: Doughty, Glowacki, Hanley, Shein, Sztainberg, Taub

nay: none

Motion carried 6-0.

Discussion/Action: Approval to Make Available the FY2018-19 Tentative Budget and to Schedule a Public Hearing on the FY2018-19 Budget

The administration:

- Reviewed the budget process
- Explained that these are not the final numbers; they are unaudited numbers

- Noted the final audited budget will be presented in September
- Shared information the Finance Committee requested:
 - Key Findings - found on page 2 of budget
 - A revised version of changes suggested published on the website today
- Stated we exceeded the budget in health benefit claims
 - Noted we have worked with our bargaining units to reduce the district's cost in the future
 - Explained the change in realigning rates to actual costs
- Explained a change in receiving tax revenue (early) which will be adjusted with the final audited budget
- Discussed property tax appeals and their effect on the budget
- Stated this year's tentative budget:
 - Is balanced
 - Overall operating fund is approximately \$4 million over last year's budget
 - Is the final year of spending life safety monies
 - The Finance Committee will review \$5.8 million in projects
 - Noted we might have to spend school funds to make sure we meet the project deadlines
 - Reflects an increase of local property taxes and we have captured all new growth
 - Will continue to receive "make whole" payments for the Glen
 - Includes adjusted increase of expenditures based on collective bargaining agreements and an increase in FTE
 - Includes adjusted health benefits to reflect plan year and rates/changes, but not zero based because open enrollment is still taking place
 - Reflects a reduction in contingency budget

In response to board members' questions, the administration:

- Stated the following items will be on the agenda for the October Finance Committee Meeting
 - Gallagher
 - Overview of recommendations
 - Reasoning for projection shortfalls
 - 5-year trend data
 - Strategy discussion for levying the Glen (will include Ms. Geddeis to make sure information is posted on the web)
- Explained insurance was approximately 8% over budget
- Reviewed Health Insurance Budget

- Noted the change in budgeting for health insurance; currently the board's decision was not to budget for contingency, which was done in the past
- Explained realignment should help with insurance costs and budget in the future
- Stated this budget has a crossover of plan years
- Explained healthcare expenses that happen in a fiscal year are expensed in that fiscal year
- Noted the overall budget across all funds should be balanced or we may possibly have a small surplus
- Explained the Illinois General Assembly efforts to restructure school funding formulas and its effect on our revenue stream
- Recognized that interest rates have definitely increased and it is reflected in the budget

A board member thanked the team for all the work put into the budget.

The administration is recommending action to allow the tentative budget document to be advertised as required by state code. Following proper advertisement to the school community (30 days), a public hearing will be held to gather community input on Tuesday, September 11, 2018. After appropriate adjustments have been made based on completed audits and further direction by the Board, the FY2019 budget will be up for final approval on Monday, September 24, 2018.

The administration thanked everyone on the team for their help in putting the budget together.

Discussion/Action: Approval of New Third Party Administrator for District Wellness Program

The administration is recommending a change in the wellness program provider to Interactive Health.

The administration:

- Introduced representative Alison Furlin, Market Leader at Interactive Health, who provided insight on the company
- Reviewed the proposal process
- Provided highlights of services
 - Performance guarantee
 - Willingness to cater to our district and building to develop a program that meets the goals of the district
 - Highly developed risk assessment
 - Savings of approximately \$60,000

- Will work cost containment to see if there are further savings

In response to board members' questions, the administration/I.H. representative explained:

- How they plan on growing involvement in the program, Noted:
 - The district already has a high count of eligible employees participating (600 out of 850) but they recognize that the number hasn't grown
 - The district's commitment with incentives is high and leadership is important in the program's success
 - They personalize each person's journey
 - They plan on increased communication of program offerings
 - They plan on empowering the employee with information and measure of baseline
- The differences between inbound and outbound health management coaching based on wellness screening results

This item can be placed on the August 12 consent agenda for approval.

Discussion/Action: Approval of Deferred Compensation Plans Authorized Provider

The administration stated this is an annual action required by board policy and will go on consent in the future.

In response to a board member's questions, the administration:

- Stated the only change are some new 457 vendors, who are already 403(b) vendors
- Explained the 457 plan

Action Regarding Approval of Deferred Compensation Plans Authorized Provider

Motion by Mr. Doughty, seconded by Mr. Taub to approve the Deferred Compensation Plans Authorized Provider list

Upon calling of the roll:

aye: Doughty, Glowacki, Hanley, Shein, Sztainberg, Taub

nay: none

Motion carried 6-0.

Discussion/Action: Board Policies:

1. **7420: Grading and Promotion**
2. **8490: Teen Dating Violence Prohibited - Will be tabled - it will be discussed at a future board meeting - possibly August 13**

7420: Grading and Promotion

The administration noted that during the ROE audit conducted, it was cited that the District did not have a state-mandated policy regarding grading and promotion. This has not been an issue for our district because by our internal protocols we do not formally promote students to the next grade level. We also do not allow grade changes to occur unless it is in a manner consistent with state code.

In order to be in compliance with the ROE audit process, it is necessary that we adopt a board policy regarding grading and promotion.

In response to board members' questions, the administration:

- Explained it is very rare that there is a change in a grade, but explained possible reasons
- Stated they will look at state code to verify "final grade" wording and will add to the revised policy
- Noted there is an appeal process but not sure if it is documented, but will document and will add it to the revised policy

This policy will be placed on discussion/action at the next meeting.

Discussion/Action: Approval of Hanover Research Service Agreement

The administration stated in response to the decision to gather further input from the community they are recommending Hanover Research LLC., a third party independent research entity. Hanover would structure and independently administer a survey on school calendar. They will also provide an independent analysis of the survey results. Hanover can also help with other surveys, possibly homework, final exams, wellness, and communication. It would be a one year contract and they would be able to meet our calendar timeline.

In response to board members' questions, the administration stated:

- They did not ask about sample size, but we received approximately a 10% return rate on the survey we did ourselves
- Statistically 10% should be large enough return rate, but our experience is people are not happy with that rate
- They will follow up with Hanover to determine what they use as a successful sample size
- We will ask Hanover who they recommend to survey, families of students at all levels, students, what stakeholder community they recommend
- They agreed providing the Board with more information allows the Board to make a more informed decision
- Hanover has done research on many different topics for school districts

7/30/18

- Hanover is a good resource
- They will bring back more concrete information on what other surveys we would be using Hanover to help us with

More discussion and action will be taken at the next meeting.

Miscellaneous Topics

None.

Summary

The Board president provided a summary of topics discussed at this evening's meeting.

Review and Summary of Board Meeting

Upcoming Board Meetings:

Monday, August 13, 2018 - 7:00 p.m. - Regular Board Meeting

Motion to Move into Closed Session

Motion by Mr. Doughty, seconded by Mr. Sztainberg to move into closed session at approximately 9:01 p.m.

- to consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity;
- and litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.
- (Section 2(c) (1) and (11) of the Open Meetings Act).

Upon calling of the roll:

aye: Doughty, Glowacki, Hanley, Shein, Sztainberg, Taub

nay: none

Motion carried 6-0.

The Board returned to open session at approximately 9:44 p.m.

Adjournment

Motion by Mr. Doughty, seconded by Mr. Taub to adjourn the meeting at approximately 9:45 p.m.

Upon call for a vote on the motion, all present voted aye.*

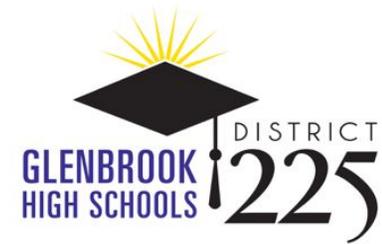
Motion carried 6-0.

* Doughty, Glowacki, Hanley, Shein, Sztainberg, Taub

CERTIFIED TO BE CORRECT:

PRESIDENT - BOARD OF EDUCATION

SECRETARY - BOARD OF EDUCATION

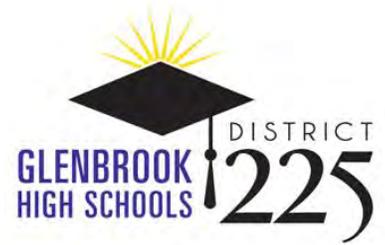


To: Dr. Mike Riggle
 From: Rosanne Williamson
 Re: Gifts
 Date: August 13, 2018

The following gifts have been received since the last acceptance of gifts by the Board of Education. I recommend the Board approve the acceptance of the following:

Donor	Type of Donation	Description of Donation	Purpose of Donation	School and Department	Account Number *
AT&T Corporate Giving	Monetary	\$50.00	Titans Helping Titans	Lauren Fagel	830060

* Monetary donations will be deposited into the account designated, after approval by the Board of Education; property donations do not require an account number.



To: Dr. Mike Riggle
Board of Education

From: Ms. Alice Raffles
Mr. Brad Swanson

Date: July 30, 2018

Re: Approval of New Third Party Administrator for District Wellness Program

Recommendation

It is recommended that the Board of Education approve the recommendation to select Interactive Health as the Third Party Administrator (TPA) for the Glenbrook District 225 wellness program. Interactive Health will replace HPN Worldwide Services, upon approval.

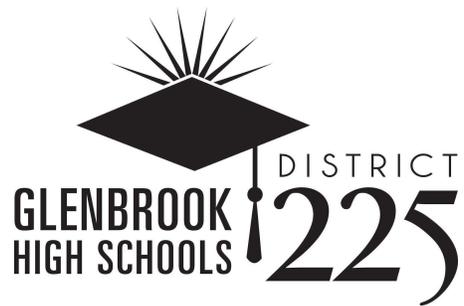
Background

The Request for Proposal (RFP) process began in December 2017 with nine (9) organizations invited to submit a proposal. Six (6) organizations responded to the RFP and five (5) organizations were invited to meet with the Glenbrook interview committee. The interview committee consisted of members from the GEA, GESSA, GESPA and non-union employees. Upon completion of interviews, four organizations were invited to provide hands-on experiences for our committee to participate in. The experiences provided online access for our members to simulate participation in the virtual programs. Two finalist were selected. Each finalist met with leaders of our wellness program. References and program negotiations were complete in June 2018.

Interactive Health is recommended as the organization to serve Glenbrook High Schools for the upcoming school year. Interactive Health services will include biometric wellness screenings, health management coaching (inbound and outbound), customized and personal member website, healthy activities programs and incentive management, and results analytics/reporting. In addition to the robust services that Interactive Health offers, their experience with multiple school districts, data driven foundation, and focus on risk migration/cost avoidance, will provide Administration and staff with an evolving customizable wellness program.

Historically, total annual wellness-related spending was at approximately \$300,000. A summary of those costs are listed below. A transition to Interactive Health will reduce the total minimal spend by approximately \$60,000. This savings is from the reduction in administration and wellness screening costs negotiated with Interactive Health. In addition, Interactive Health will offer the District up to a 15% performance guarantee annually as outlined in the Performance Guarantees portion of the Interactive Health Wellness Services Proposal.

Program Item	HPN Worldwide	Interactive Health
TPA Services	\$107,400	\$89,010
Wellness Screenings (Based on 610 participants) + Flu Shots	\$65,000	Included in TPA Services + \$15,000
<u>Glenbrook Specific Costs</u> Premium Equivalent Rate "Rebate" Wellness Coordinator Stipends Other Incentives and Expenses	\$71,000 (reduction from \$115,000 in previous years) \$15,000 (5 Coordinators) \$22,500	



Human Resources Office

Brad Swanson, Assistant Superintendent for Human Resources

Alice Raflares, Director of Human Resources

Debbie Timpe, Human Resources Specialist; Certified

Jeanne Davito, Human Resources Specialist; Non-certified

Alice Kus, Human Resources Assistant

Vicki Palmer, Benefits Assistant

To: Dr. Michael Riggle

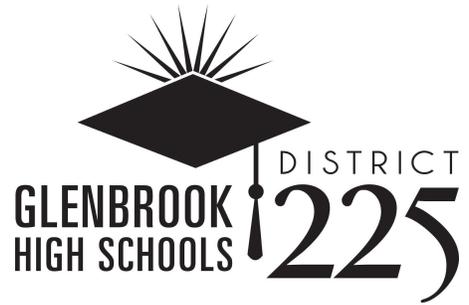
From: Brad Swanson

Date: August 13, 2018

RE: Certified FTE Adjustments

This memo serves to request approval from the Board of Education for the following FTE adjustment.

Dane Travis	Science, GBN	1.0 FTE to 0.75 FTE
Joel Borowicz	Science, GBN	0.75 FTE to 1.0 FTE



To: Board of Education
 From: Brad Swanson
 Date: August 13, 2018
 Subject: Special Leave Requests

Please accept my recommendation to approve the following additional special leave requests for the 2018-2019 school year. The building principal has approved this request.

2018-19 Certified Staff Special Leave Request						
Last Name	First Name	Building	Department	Special Leave Request FTE	2018-19 FTE	2017-18 FTE
Smigiel	Lindsay	GBS	Sp Ed	0.40	0.60	1.00
Travis	Dane	GBN	Science	0.25	0.75	1.00

Please note that a Special Leave Request is only granted to tenured certified staff members. Teachers on part-time leave receive prorated salary and benefits.

To: District 225 Board of Education
From: Mike Riggle
Re: Hanover Research Service Agreement
Date: August 8, 2018

Recommendation

It is the recommendation of the administration that the Board authorize Dr. Rosanne Williamson to enter into a one year service agreement with Hanover Research Council LLC for \$40,500 to begin upon approval.

Background

Following our decision to delay on the proposed school calendar for the purpose of gathering further input from the school community, the administration sought a third party independent research entity that could work with the district to structure and independently administer a survey on school calendar to the Glenbrook school community including the local elementary districts. In addition, we were seeking an independent analysis of the survey results. Based on recommendations from other area high school districts who have conducted school calendar surveys, two detailed telephone conferences were held with representatives of Hanover Research LLC.

Hanover Research LLC has the technical capability of administering electronic surveys to the school community that will ensure valid results by limiting the responses to one per individual. They also have a team of researchers that will work with the administration and Board to identify the most important elements to be surveyed and structure questions to collect data on those elements. The survey will be administered to both the high school and local elementary feeder districts. Hanover Research LLC also has the ability to disaggregate data to allow comparisons to be made among the various categories of respondents. Following the survey, Hanover Research LLC will analyze the results and provide District with a detailed report.

Potential Surveys in Additon to School Calendar

The service agreement does not limit District 225 to just the school calendar survey. There is no limit to the number of surveys that can be conducted and analyzed for the district during the term of the agreement. Hanover Research does, however, place a limitation on their services by limiting the services to only one survey at a time. There are several aspects of student wellness that our administrative team would like to explore and based on the comparative costs that we have experienced in the past, we feel the cost of the service is reasonable and that the service will be well used for a variety of purposes in the coming school year. Potential initiatives and topics which could use the services of Hanover Research for surveys include, but are not limited to the following:

- Homework - it is time for a follow-up on homework perceptions from students and staff to compare the results of the survey administered in 2016.

- Final exams - a survey of students and staff would give a more accurate understanding of the impact regarding the types of exams administered, the preparation required and the weighting of final exams as part of the final course grade.
- School start time and transportation - a survey in this area will give more accurate information regarding a possible change in the school start time at GBN along with information that would be valuable in reviewing current transportation services.
- Learning Spaces - as the district continues to pilot new classroom furniture, an independent analysis of student and teacher experiences in pilot classrooms may be desirable.
- One-to-one computing vs. Bring Your Own Device - the district has been one-to-one with Chromebooks for a number of years. A survey on various aspects of the program could provide valuable insights for future efforts in this area.
- School Initiatives - both schools have been working on strengthening the connection of students to the school community. They would like to replicate surveys that they have viewed in research that measure the student's belonging to the school community.
- Communication - the Public Relations Department could utilize the service to survey the school community regarding the overall effectiveness of various aspects of district communications efforts.

Potential Additional Costs

As part of the terms and conditions of the agreement, Hanover Research stated that there may be additional costs incurred depending on the project. In discussing this with the HR team, this would occur if the district sought to have a survey administered by producing a paper survey that was mailed by conventional mail or if it was to be interpreted in languages other than English. Since the district will be surveying electronically and can provide interpreters for additional languages, there would be no anticipated added costs to the one-year charge for services. Dr. Williamson will be the administrator in charge of the use of the Hanover Research services and will monitor all aspects of the requests to minimize or eliminate the need for any additional costs.

Attached Documents

As part of this recommendation, there are five attached documents obtained from Hanover Research, LLC that are important to review. These five documents include:

1. Letter of Agreement - to be signed by both District #225 and Hanover Research, LLC.
2. Client Services Terms & Conditions - these terms and conditions are referred to in the Letter of Agreement.
3. Strategies for Successful K-12 Survey Design and Analysis
4. Strategies for Successful K-12 Survey Administration
5. Sample Size

Hanover Research LLC has provided similar service to a variety of school districts in the area and recently conducted a school calendar survey in April 2018 for New Trier High School. In speaking with their administration, they are well pleased with the services provided by Hanover Research LLC.



Letter of Agreement

Date of Agreement: 07/31/2018

Client: Glenbrook High School District 225 | 3801 West Lake Ave. Glenview, IL 60026

Sponsor: Dr. Mike Riggle | Superintendent

Effective Date: 08/14/2018

End Date: 08/13/2019

Agreement

This agreement "Agreement" between The Hanover Research Council LLC ("Hanover Research") and Client runs from the Effective Date to the End Date. Under this Agreement, Client has the authority to request research services on any topic (the "Research Services"), as well as the right to ask Hanover Research to expedite work of particular urgency.

All Research Services are available to Client on a subscription basis within the confines of a sequential research queue, in that Hanover will perform up to one (1) Research Services project at a time. Client shall, in its discretion, prioritize the research projects that form the basis of the Research Services as it deems appropriate. Research Services may include, but are not limited to: custom research reports; survey design, administration and analysis; interviews with industry/issue experts; secondary research; data analysis; and benchmarking (product/service comparison, key performance and efficiency metrics).

This Agreement hereby incorporates by reference the following terms and conditions ("Terms") that are available for review by Client online at: <http://www.hanoverresearch.com/client-services-terms-conditions-education/>. Client's signature below shall be deemed its acceptance and acknowledgement of the Terms as they relate to the Research Services.

Annual Service Fee: \$40,500

Invoicing – Net 30
08/14/2018 - \$40,500

Client understands and agrees that there may from time to time be incidental costs not included in the Service Fee set forth above ("Additional Services"). Such Additional Services may include purchased database access, panel costs, survey incentives, translation costs, infographic development costs, postage/printing for mass mailings, etc. With prior written approval, Client agrees to pay for all such Additional Services to either Hanover or directly to such third party vendor if requested. If Additional Services are estimated to cost more than \$5,000, Client shall either (1) contract directly with the third party vendor(s) for such Additional Services, or (2) pre-pay to Hanover the estimated costs for the Additional Services prior to the project kick-off.

Confirmation

Each person signing this Agreement represents and warrants that he or she is duly authorized and has legal capacity to execute and deliver this Agreement.

Glenbrook High School District 225

Hanover Research Council LLC

Signatory Name: _____

Signatory Name: _____

Signatory Title: _____

Signatory Title: _____

Signature: _____

Signature: _____

Date: _____

Date: _____

[Home](#) » [Client Services Terms & Conditions](#)

Client Services Terms & Conditions

The Hanover Research Council LLC ("Hanover") is pleased to provide ("Client") the Research Services in accordance with the following terms and conditions ("Terms"). The following Terms shall be deemed accepted and agreed to by Client upon signature of a Client Services Agreement (the "Agreement").

I. Term

These Terms with Hanover runs for a subscription period from the Effective Date to the End Date (the "Term"). During the Term of the Agreement, Client will be able to access the research services provided by Hanover (the "Research Services") in accordance with the terms and conditions set forth below. Client will have the authority to request Research Services on any topic throughout the Term within the confines of the number of sequential queue(s) specified in the Client Services Agreement, i.e., Hanover will work on one (1) Research Services project at a time in each queue. Client understands and agrees that the Agreement may not be terminated during the Term, except for material breach. Either party may terminate the Agreement should the other party materially breach the terms and conditions of the Agreement or these Terms, and such breach goes uncured for a period of thirty (30) or more days after the non-breaching party has notified the breaching party in writing.

II. Research Services

All Research Services are available to Client on a subscription basis within the confines of a sequential research workflow queue, in that Hanover will perform up to one (1) Research Services project at a time. Client shall, in its discretion, prioritize the research projects that form the basis of the Research Services as it deems appropriate. Although work is completed in a sequential fashion, Client may submit requests at any time. Individual Research Services projects will generally be commenced by the submission of a project request that will describe the project, the expected Deliverables (as defined below), any information or materials to be provided by Client and any other information anticipated to be relevant to the proposed project. The parties will negotiate in good faith and agree upon the proposed Deliverables, approach and timetable for the project, subject to assumptions regarding the availability of information and any third party participants and materials. If Hanover anticipates that it will not be able to provide the Research Services on the agreed upon schedule, Hanover shall keep Client regularly informed of the status of the Research Services and any substantial delay in delivery or any proposed revised schedule of delivery. Hanover will not be responsible for any delay in timelines due to (i) Client's modification of a project's goals or proposed Deliverables, (ii) Client's delay in providing relevant materials or responses or (iii) in the provision of any third party materials with respect to the Research Services.

administration and analysis; interviews with industry/issue experts; secondary research; data analysis; and benchmarking (product/service comparison, key performance and efficiency metrics). Deliverables will be provided in PowerPoint, PDF, Word, Excel, or Tableau formats. Client also has full access to phone based consultations with a Hanover account team member. Client agrees to designate a primary point of contact who will, to the best of his/her ability, conduct periodic calls with the assigned Hanover account team member to review performance against our shared objectives, prioritize projects within the queue, and discuss current and future projects.

The Research Services may include Client's access to Hanover's research library (the "Research Library") on the Client Portal (as defined below). The Research Library uses Hanover's extensive research capabilities to provide an archive of redacted and/or anonymized reports to supplement the research commissioned by Client as well to assist in idea generation for new research. If Client's partnership with Hanover includes access to the Research Library, then Client understands and agrees that any reports provided by Hanover to Client under the Agreement or these Terms may be used by Hanover for distribution through the Research Library, so long as Hanover appropriately deidentifies and/or anonymizes any Confidential Information of Client.

III. Client Portal

The Research Services may also include Client's access to Hanover's client portal (the "Client Portal"). Apart from the Deliverables under the Terms (as defined below), any such use of the Client Portal by Client or its representatives is governed by the Client Portal [Terms of Use](#) and Hanover's [privacy policy](#), which may be updated from time to time.

IV. Intellectual Property Rights

Hanover acknowledges and agrees that Client owns the deliverables provided to Client as part of the Research Services under these Terms (the "Deliverables"), except as may otherwise be set forth in this Section 4. Hanover Deliverables may consist of publications, surveys, data, reports, and other Hanover information and services that are custom commissioned by and for Client. In order for Hanover to provide to Client certain syndicated products, materials and information ("Syndicated Materials"), Hanover retains a non-exclusive, royalty-free, worldwide license to use, reproduce, and distribute the data or information created or developed by Hanover in the service of the Agreement or these Terms, so long as Hanover does not repurpose or use any Confidential Information of Client. Client acknowledges and agrees that Hanover owns all intellectual property rights in the methodologies, processes or trade secrets used by Hanover to create the Deliverables and Research Services ("Hanover IP"). Hanover grants Client a non-exclusive, royalty-free, worldwide, irrevocable, non-transferable license to use, reproduce, and distribute the Hanover IP for its internal business purposes solely to the extent contained within the Deliverables. Client may not modify, reverse engineer or use the Hanover IP in any way to provide services that would be in competition with the Research Services. Deliverables may also contain third party data or materials, which Hanover may not convey ownership of to Client, but rather a license. Hanover or its third party provider may transfer or sublicense to Client usage rights, subject to any restrictions conveyed by Hanover or such third party provider to Client, and Client agrees to comply with any such restrictions. Client also acknowledges and agrees that it will not own any publicly sourced information contained within the Deliverables, but that it may use such information in accordance with applicable law, including fair use under Section 107 of the Copyright Act. Client may distribute the Deliverables on an ad-hoc basis, including but not limited to any form of online distribution, so long as it is in compliance with these Terms and the Agreement and so long as such

disclaimer language included in any Deliverables, and Client agrees not to resell the Deliverables in any way.

If Client's partnership with Hanover includes Syndicated Materials provided by Hanover (including any Syndicated Materials on the Client Portal), Client agrees that it will not distribute the Syndicated Materials and that such Syndicated Materials are for its internal use only. Syndicated Materials may not be published or reproduced without Hanover's prior written consent.

V. Service Fees, Invoicing, & Additional Services

The fee payable by Client for the Term is set forth in the Client Services Agreement (the "Service Fee"). Client agrees to pay the Service Fee in accordance with the below invoicing schedule and net 30 days from receipt of an accurate invoice. Failure to pay promptly may result in project postponement.

Client understands and agrees that there may from time to time be incidental costs not included in the Service Fee set forth above ("Additional Services"). Such Additional Services may include purchased database access, panel costs, survey incentives, translation costs, infographic development costs, postage/printing for mass mailings, etc. In the event such incidental costs are required to complete a project for Client, Hanover will discuss the details with Client and obtain written approval prior to engaging in those Additional Services. Client agrees to pay for all such Additional Services to either Hanover or directly to such third party vendor if requested. If Additional Services are estimated to cost more than \$5,000, Client shall either (1) contract directly with the third party vendor(s) for such Additional Services, or (2) pre-pay to Hanover the estimated costs for the Additional Services prior to the project kick-off.

VI. Warranties; Liabilities

Hanover hereby warrants that the Research Services shall be performed in a competent and professional manner in accordance with industry standards by qualified personnel. Hanover agrees to indemnify and hold Client harmless against any and all claims that the Deliverables infringe the intellectual property right of a third party, provided that the relevant claim: (i) does not arise from any modification of the Deliverable, (ii) does not arise from the combination of the Deliverable with any other information, services, products or technology not supplied by Hanover, (iii) if the relevant claim is based on the content or materials contained in the Deliverables that are provided by a third party, then only to the extent that such third party has agreed to indemnify Hanover and its licensees. Client must provide prompt notice of such claim to Hanover. Client agrees to indemnify and hold Hanover harmless against any and all claims that any materials provided by Client infringe the intellectual property or privacy rights of a third party, provided that Hanover provides prompt notice of such claim to Client. EXCEPT AS OTHERWISE PROVIDED IN THESE TERMS, THE RESEARCH SERVICES ARE PROVIDED ON AN "AS IS" BASIS AND THERE ARE NO EXPRESS OR IMPLIED WARRANTIES, INCLUDING THE IMPLIED WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE. IN PARTICULAR, HANOVER DOES NOT WARRANT THE ACCURACY OR COMPLETENESS OF THE DATA PROVIDED AS PART OF THE RESEARCH SERVICES. CLIENT'S SOLE AND EXCLUSIVE REMEDY FOR ANY MATERIAL BREACH OF PERFORMANCE UNDER THE AGREEMENT OR THESE TERMS SHALL BE, AT HANOVER'S OPTION EITHER: (1) RE-PERFORMANCE OF THE DEFECTIVE RESEARCH SERVICES OR (2) A REFUND OF MONIES PAID FOR THE DEFECTIVE RESEARCH SERVICES. CLIENT AND HANOVER BOTH AGREE THAT NEITHER PARTY SHALL BE LIABLE TO THE OTHER FOR ANY LOST PROFITS, LOSS OF BUSINESS OR OTHER CONSEQUENTIAL, SPECIAL OR INCIDENTAL, PUNITIVE, OR INDIRECT

AGREE THAT NEITHER PARTY SHALL BE LIABLE TO THE OTHER PARTY IN ANY EVENT FOR AN AMOUNT GREATER THAN THE CURRENT YEAR'S SERVICE FEE UNDER THE AGREEMENT OR THESE TERMS.

VII. Confidentiality & Non-Disclosure

The parties acknowledge and agree that as part of the Agreement, certain Confidential Information of the parties will be exchanged. "Confidential Information" means, with respect to the disclosing party, any non-public, commercially proprietary or sensitive information or materials of that party, including any proprietary intellectual property of that party. Confidential Information shall not include information which (i) is already in the public domain at the time of disclosure or becomes so at any time thereafter through no act of the receiving party, (ii) is already lawfully in the receiving party's possession at the time of disclosure, (iii) is received independently by the receiving party from a third party free to make such disclosure, or (iv) is independently developed by the receiving party. Each party under the Agreement shall hold the Confidential Information of the other party in strict confidence using at least the same degree of care as the receiving party uses to protect its own Confidential Information.

If Hanover has access to student records in connection with the Research Services, Hanover agrees to comply with the Family Educational Rights and Privacy Act of 1974 ("FERPA"), and all requirements imposed by FERPA or pursuant to regulation of the Department of Education with respect to the privacy of student information. The provisions of FERPA include, but are not limited to, ensuring that: (i) no identification of students or their parent/guardians by persons other than representatives of Hanover is permitted; (ii) the individual student data will be destroyed when no longer needed for the purpose(s) for which they were obtained; (iii) no access to individual student data shall be granted by Hanover to any other person, persons, agency or organization without the written consent of Client, except for sharing with other representatives of either Client or Hanover so long as those persons have a legitimate interest in the information. Hanover recognizes and agrees that such access will be extended by Client in reliance on representations made in this assurance, and that Client shall have a right of revocation of such access (including return of all physical forms of such data and destruction of all such electronic data) immediately upon evidence of noncompliance by Hanover.

Upon written request by the disclosing party, the receiving party shall return or destroy, at the disclosing party's option, all tangible materials that disclose or embody the Confidential Information; provided, however, that the receiving party may retain one copy of the disclosing party's Confidential Information for archival purposes.

Notwithstanding the foregoing, the receiving party may disclose Confidential Information as required by law, including any governmental, judicial, or administrative order, subpoena, discovery request, regulatory request or similar method, provided that the receiving party makes reasonable efforts to promptly notify the disclosing party in writing of such demand so that the disclosing party may seek, at its sole expense, to make such disclosure subject to a protective order or other appropriate remedy to preserve its confidentiality.

VIII. Records & Audit

Hanover will maintain complete records of its operations and its arrangements with any subcontractors for Additional Services, and will provide such records to Client upon reasonable request for audit and review in accordance with applicable law.

IX. Governing Law

The Agreement and these Terms shall be governed by the laws of the State of Delaware.

A. Commitment

Each person executing these Terms represents and warrants that he or she is duly authorized and has legal capacity to execute and deliver these Client Services Terms and Conditions.

Both parties understand and agree that the contractual obligations of payment and services being rendered shall apply to any entity that acquires all or substantially all of either Hanover or Client's assets as a successor to the business.

Contact Us

Hanover Research

info@hanoverresearch.com

Effective Date: March 24, 2017

Corporate Headquarters:
4401 Wilson Boulevard 4th Floor
Arlington, VA 22203



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Home » Insights Blog » Strategies for Successful K-12 Survey Design and Analysis

Strategies for Successful K-12 Survey Design and Analysis

Posted on: March 5, 2018 | Topic: [K-12 Education](#)



By [Jill Jones](#)

K-12 leaders often turn to surveys as an effective and efficient means to gather feedback from stakeholders including staff, parents, students, and the community. However, surveys are only useful if designed, administered, and analyzed according to best practices.

Building upon a previous blog post titled "[Strategies for Successful K-12 Survey Administration](#)," this post explores two other aspects of survey research: (1)

survey design and (2) survey analysis. To design an effective survey, it is essential to understand the audience, the intended goals for the survey analysis, and the content of the intended survey.

This post provides recommendations for survey design and analysis and is grounded in survey research and Hanover's extensive practical experience surveying students, parents, staff members, and community members in the K-12 sphere.

Less is More, Keep it Short

Have you ever opened a survey expecting a 5- to 10-minute time commitment and found yourself clicking through questions 15 minutes later? Setting clear survey length expectations at the onset, meeting those expectations, and keeping the survey short improves the respondents' experience, the quality of your data, and the likelihood that respondents will complete the entire survey.

What is a "short" survey? To effectively determine an appropriate survey length, it is important to evaluate the expected attention span of respondents and their commitment to the topic. For example, for a school climate survey, you may ask more questions of parents and staff members compared to community members or students. This is because parents and staff members often have a greater commitment to providing feedback and willingness to take the time to provide feedback. Here are some length considerations for various K-12 stakeholders:

- **Students** may have shorter attention spans and get fatigued when taking long surveys, thus yielding low-quality data. For example, when analyzing data from long surveys, we often see student respondents uniformly select "strongly agree" for multiple Likert questions in a row during the later stages of their participation. Ideally student surveys would take a maximum of 10 minutes to complete for this reason.
- **Staff members** frequently have the highest attention span and level of commitment to providing high-quality responses. Assuming staff members are not over-surveyed by their district, asking them to complete a longer survey, up to 15 minutes, is unlikely to affect their survey quality and response rate.
- **Parents** are often the second most committed audience in terms of providing quality responses during longer surveys; however, parents are often hard-to-reach and therefore a 10-minute survey is appropriate for parents.

or less is best. Although incentives are uncommon for our K-12 surveys and partners, offering a survey incentive to hard-to-reach populations like community members can effectively increase their participation and completion.

Target Your Audience

Use Screening Questions to Eliminate Unwanted Stakeholder Groups

It's important to include all possible screening questions even when using a contact list. Survey respondents may forward their survey invitation onto other unintended groups or obtain access through web sources inadvertently. To combat these realities, an effective survey instrument should always include screening questions to appropriately target the intended audience. In some cases, it might also be necessary to duplicate specific screening and background questions for quality control purposes. For example, students are sometimes asked to identify their grade at both the beginning and end of the survey, thus allowing for identification (and potential removal) of respondents who provide inconsistent grade selections.

Only Show Relevant Questions to Specific Stakeholder Groups

To keep surveys brief and meaningful, ensure that participants respond to relevant questions but not all questions. For example, only staff members should see questions about staff professional development. Similarly, students and staff could report on teachers' use of instructional technology during class, whereas parents and students could report on students' use of technology at home, but all three groups should not answer both in-class and at-home questions.

Intentionally Place Survey Topics and Questions

Ease Respondents into the Survey

In some K-12 surveys, we ask about sensitive topics such as school bullying or emotional health and well-being. These more sensitive topics should appear after survey respondents have warmed up and answered easier questions – including questions about school or grade affiliation or other less sensitive questions like “school cleanliness.” Each topic area and section of questions should also be evaluated to understand the extent to which one section of questions may influence responses to another section of survey questions.

Place Demographic Questions at the End

Common demographic questions such as race and gender may influence respondents' answers to other survey questions. This is commonly known as “order effects.” For example, if we first ask a respondent to specify their gender identity and then ask social-emotional learning questions, respondents may unconsciously reflect on their gender identity and respond in gender conforming or non-conforming ways. For this reason, we often place demographic questions at the end of a survey.

Randomize Questions and Options where Appropriate

The row order of Likert scale questions, “select all that apply” questions, or multiple-choice questions is also important. Unless there is a natural ordinal nature to the response options (e.g., Kindergarten, Grade 1, Grade 2, etc.) response options should be randomized within the survey to minimize order effects. For example, a respondent may “satisfice” and only pay attention to the first few options in a “select all that apply” question, thus overrepresenting those response options due to ease of access and not thoughtful reflection on the respondents' part.

Each Question Matters

As indicated above, survey designs consist of many moving parts and competing demands. In addition to the design principles, there are other more nuanced aspects of item-level question design, including the following design principles:

- **Provide reference frames for time and location.** Make sure respondents are answering questions about the same time frame and place. For example, “In the past week [...],” “In the past month [...]” are time-oriented reference frames whereas “My school [...]” or “The district [...]” are location-oriented reference frames. When using time-oriented reference frames, ensure that the time is cognitively appropriate for the target population. For example, 8th graders probably can't answer accurately about events that occurred over a year ago.
- **Avoid double-barreled questions.** Double-barreled questions try to measure two (or more) things. Consider the example item “The Central Office staff is helpful and friendly.” Ideally, the survey would ask about “helpfulness” and “friendliness” separately since these are two distinct aspects of customer service.
- **Use mutually exclusive answer options.** This protects the validity of your data by ensuring respondents can only qualify for one answer category. For example, asking about income should include mutually exclusive options such as \$10,000-\$24,999 and \$25,000-\$49,999 instead of \$10,000-\$25,000 and \$25,000-\$50,000.

scale) that captures these sentiments. Consider if it is reasonable for respondents not to have an answer to a specific question and then consider "Don't Know" is best suited to factual questions and "No Opinion" to perception questions.

- **Three-, five-, or seven-point scales are best.** Fewer options are less fatiguing than more options, but more options allow for more nuances (or variance) in the data. Determine the optimal number of points based on overall survey length, population (e.g., children/adults), and necessity of a various scale points for interpretation.
- **Provide a middle point and anchor.** Scales with a middle point tend to produce better data. For example, you might ask a question that employs the scale "Not at All Familiar," "Slightly Familiar," "Moderately Familiar," "Very Familiar," "Extremely Familiar." In this example, "moderately" is the middle point and "familiar" is the anchor.
- **Limit the use of open-ended questions.** We typically recommend no more than one or two open-ended questions per survey. Open-ended questions should take approximately one minute to complete. Open-ended responses are supplementary to a traditional close-ended survey and should be used sparingly since open-ended responses attract mostly divergent perspective and thus are often not representative of the overall respondent group.

Consider the Analysis

It is important to plan for data analysis during survey design process. Each of the previously mentioned design principles support the analysis phase, but it is also important to consider how you plan to use the survey analysis and whether it will be important to segment and compare responses across stakeholder groups. For example, if you want to compare survey responses across schools, then the survey instrument needs to include a question asking respondents for their school affiliation. These types of essential questions should be situated earlier in the survey instrument and should require responses.

Interested in learning more about what key issues K-12 leaders are focusing on? Download the 2018 Trend Report below to learn more.

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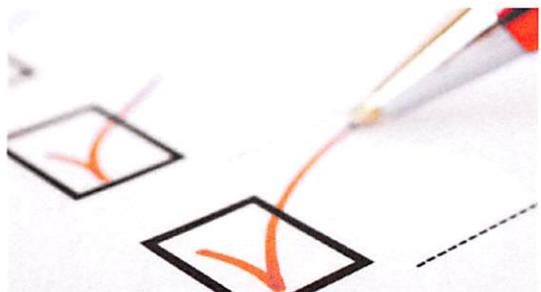
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Home » Insights Blog » Strategies for Successful K-12 Survey Administration

Strategies for Successful K-12 Survey Administration

Posted on: October 25, 2017 | Topic: [K-12 Education](#)



By [Cate Keller](#)

Strong K-12 leaders know that stakeholder feedback is critical to informing decisions and ensuring the success of K-12 programs and practices. Surveys are the most efficient and effective way to gather large amounts of stakeholder feedback, but they only provide K-12 leaders with accurate and useful information if designed, administered, and analyzed according to best practices.

This post provides recommendations for strategic survey administration based on Hanover's vast experience administering climate surveys, staff satisfaction surveys, parent feedback surveys, strategic planning surveys, program evaluations, needs assessments, and other surveys. Look for a future post on survey design and analysis strategies to learn more about how to design and analyze surveys that collect high-quality feedback from key K-12 stakeholders, including students, parents, staff, and the community.

Timing

The school year is busy and full of events, assessments, and meetings. Successful surveys are carefully timed so that they don't get lost in the rush of activity that accompanies each school year. In order to time surveys to maximize the *quantity* and *quality* of responses, Hanover recommends the following strategies:

- Minimize the influence of external factors by avoiding state assessment windows, extended school breaks, and the first and last two weeks of the school year.
- Keep surveys open for 2-4 weeks.
- If possible, align survey windows with staff development days (to reach staff) and parent events at school (to reach parents).

Platform Considerations

All stakeholder groups that you plan to survey for their feedback – whether students, parents, staff, the community – need to an equal opportunity to respond to the survey on an accessible platform. The last thing a K-12 leader wants to do is carefully design a survey but administer it in a way that makes it difficult and time-consuming for stakeholders to respond.

Based on our experience administering surveys through paper and online platforms, Hanover recommends administering surveys online to maximize accessibility, reduce potential data entry errors, and allow for multi-year comparisons. Surveys must be accessible via mobile devices. While families may not have a desktop computer at home, they are more likely to have a mobile device.

There are two main options for online survey platforms: open links or trackable links.

are not part of the target survey population.

- **Trackable links** send a unique survey link to a pre-selected contact list.

The most appropriate platform depends on your priorities; for example, if the survey is targeting parents who may not have internet access at home, an open link will be important to allow parents to take the survey at public locations such as the school or library.

Open vs. Trackable Survey Links:

Open Survey Links

Pros:

- Can be posted in public forums, such as websites or newsletters
- Can be administered without accessing email (easier for administering at school sites)
- Ensure respondents' anonymity

Cons:

- Do not allow for targeted survey reminders to those who have not completed the survey
- Rely on self-reported demographic data
- Are vulnerable to multiple responses per individual

Trackable Survey Links

Pros:

- Allow for targeted survey reminders to those who have not completed the survey
- Allow for connection to known demographic data from other sources
- Ensure one survey response per individual

Cons:

- Can only go to individuals with known email addresses
- Cannot be posted in public forums, such as websites or newsletters
- Are vulnerable to compromising respondents' anonymity

Outreach Strategies

Once you've decided on when to administer your survey and which platform you want to use to maximize response rates, you need to strategize on how you plan to conduct your outreach. A successful outreach strategy is carefully planned to account for the topic of the survey, the sensitivity of the survey questions, and the needs of the target survey populations.

Here are some custom strategies that are proven to increase response rates among different populations:

Students:

- Designate time during school (e.g., homeroom, all English language arts classes) for students to take the survey, utilizing computer labs or laptop carts as necessary.

Parents:

- Offer the survey in multiple languages.
- Advertise the survey through existing communication channels, such as school/district websites, parent newsletters, social media, and principal communications.
- Partner with local organizations to advertise the survey, especially those that work with hard-to-reach populations.

access the survey through their smartphones.

- Provide opportunities for parents to take the survey at the school, such as setting up a computer in the front lobby or library. Coordinate survey administration with events that bring parents into school, such as parent-teacher conferences, and encourage parents to take the survey on computers set up during these events.

Staff:

- Have principals send an email to their staff communicating the importance of the survey and requesting their participation.
- Ask principals to set aside time in staff meetings to complete the survey.
- Send response updates to principals with the number of staff members from each school who have completed the survey to encourage friendly competition among schools.
- Ask principals to consider incentives such as free food at a staff meeting if more than a certain percentage of staff complete the survey.

Reminders

Finally, don't assume that everyone will remember the survey you sent a week ago! Regular and targeted survey reminders are crucial for survey success. We recommend the following strategies:

- Clearly communicate the survey closing date.
- If using a trackable survey link, send targeted reminders to those who have not completed the survey.
- Leave the survey open for 2-3 weeks and send reminders on Tuesdays, Wednesdays, or Thursdays for maximum response rates.

Interested in learning more about what key issues K-12 leaders are focusing on? Download the 2017 Trend Report below to learn more.

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Sample Size

How large should the sample size be?

There's no rigid rule to follow; larger sample = more reliable data. With that said, we generally give a recommendation to follow a 5% margin of error (MoE). When the population of interest is large (larger than 20,000), we generally recommend a minimum sample size of around 400 for each segment (MoE of +/- 5%). However, larger samples are more preferable for a couple reasons. First, the data will be more precise, as the MoE will be lower. Second, a larger sample allows us to cut the data multiple ways (by stakeholder group, school level, zip code, demographic groups, etc.) if necessary. If we know that a particular segmentation is important to the client, we generally want around 200 respondents in each group. *Basic example:* A staff climate survey and the member wants to evaluate differences across three stakeholder groups, we would recommend a minimum sample size of 600, with 200 in each stakeholder group. If the member wants to evaluate differences across three stakeholder groups across three schools, we would recommend a minimum sample size of 1,800, with 200 parents, 200 students, and 200 staff at each of the three schools. It is rare for a school district to achieve ideal sample sizes from *all* schools and *all* stakeholder groups, however Hanover Research will do everything possible to make it easy for stakeholders to access and complete the survey. In any case, the MoEs will be reported for each segment analyzed, so audiences will understand the extent to which we can be confident in any set of results (see details below on statistical significance for further clarification).

You might have to adjust your recommendation downward if the population of interest is small or difficult to reach. Let's say we're surveying parents of English Learners that participate in an after school program at a small district. We probably don't need 400 respondents to get a good read on the population (and getting 400 may be difficult). You can use this as a tool to determine the number of responses needed based on population size, margin of error and confidence level desired: <http://www.raosoft.com/samplesize.html>.

Will the sample be representative?

If survey participation is voluntary, data is collected using convenience samples, not random sampling. As such, we can never say a voluntary survey sample is truly representative in the technical sense. However, convenience samples are standard in the market research industry, so this isn't something to be too concerned about. As fair warning, there is a school of thought that MoEs should never be used in conjunction with convenience samples. This is largely an academic debate, however, and most practitioners see the benefit of providing MoEs for convenience samples.

The goal here is to say that the results from the sample are typically generalizable to the population of interest. To this end, **we can use survey quotas or weighting so that the characteristics of the sample match the population on key characteristics** (e.g., income, race, gender, age, etc.). This will not completely ensure that the sample is **exactly** the same as the population, but it improves our ability to generalize to the population of interest.

Is the sample "statistically significant"?

This question is really about "can we be confident in the results?" This can be answered after going through two considerations:

- **Will the data from the survey have too much statistical error?** This is all about margin of error. If the margin of error is sufficient to answer the client's question(s), then we're all set on this point. *Basic example:* we are testing a district decision and the MoE is 5%. We find out that 55% of respondents are supportive of the decision. Are we satisfied knowing that between 50% and 60% of the population will probably support the decision? [the answer is probably yes]
- **Is the sample as representative as we need it to be?** As noted above, we can never be sure how closely a convenience sample truly represents the target population. However, we can compare the sample and population on key characteristics to see if there's a big difference that could bias the results. This is typically a concern if our sample will likely be very different from the population. *Basic example:* we are testing a decision among parents at a district in which more than 50% of students come from low-income zip codes, yet the majority of our sample size is from the district's wealthiest zip code which comprises only 25% of students, then we might have a problem.

District Initiatives for 2018-2019

1. Wellness and Meaningful Work

- a. Homework - follow-up to 2016 baseline survey administered to students and teachers on homework perceptions

Timeline:

Administration of homework survey to students and teachers during November

Report of comparative analysis of survey results - February / March

Expected outcome: comparative analysis between student and teacher perceptions on homework surveys conducted in fall 2016 and 2018 for continued targeting of professional development.

- b. Final evaluations - continue discussions regarding types of evaluations offered, final evaluation administration, and weighting of final evaluations as component of the final grade

Timeline:

Discussion of possible changes within departments - September thru January

Implementation of proposed changes to final evaluation process - as feasible, depending on the proposed change.

Expected outcome: implementation of potential changes to final evaluations identified by teachers to bring greater consistency and improve the overall final evaluation experience for students.

- c. School calendars for 2019-2020 and 2020-2021

Timeline:

Survey of school community regarding important aspects of school calendar - mid to late September

Present analysis and findings of survey to Board of Education - late October

Adoption of school calendar for 2019-2020 - by late October

Adoption of school calendar for 2020-2021 - by May 2019

Expected outcome: adoption of school calendars for 2019-2020 and 2020-2021

- d. School start time - continue to explore a later start time for GBN

Timeline:

Financial analysis of current transportation contract and impact on D225 and feeder districts for seeking a new transportation agreement - by November

Expected outcome: decision on the start time for GBN for the 2019-2020 school year

- e. Learning spaces - extend learning spaces pilot to additional classrooms in each school and seek survey results to gauge the impact on the student learning experience.

Timeline:

Pre-survey of students and teachers in identified pilot classrooms - prior to move to transformed classroom.

Transformation of pilot classrooms - November thru January

Post-survey of students and teachers in transformed pilot classrooms - following ample time in transformed classroom environment.

Analysis of pre and post survey results - May

Expected outcome: survey analysis to measure the effect of the learning spaces environments on student and teachers perceptions within the new learning environments as compared to original classroom environments and the potential impact on student learning.

- 2. Life Safety Projects for 2019 - this is the final phase of a three-year effort to complete state-approved life safety projects.

Timeline:

Proposed life safety projects for summer 2019 presented to the Facilities Committee for review - September.

Presentation of life safety projects for summer 2019 to the full Board of Education - late October / early November

Bid specifications advertised to contractors - late January.

Approval of bids - early to mid-March.

Expected outcome: projects completed by September 2019. Remaining funds from life safety bonds fully utilized prior to expiration date.

3. Safety and Security facility enhancements - further facility enhancements identified for completion by September 2020.

Timeline:

Prioritized facility enhancements for district facilities presented to the Facilities Committee for review - September

Facility enhancements targeted for completion in summer 2019 brought to full Board for consideration - late October / early November

Bid specifications for enhancement projects advertised to contractors - late January

Approval of bids - early to mid-March

Expected outcome - completion of facility enhancements to improve safety and security in district facilities.

4. Performance Opportunities in the Arts - conduct a thorough overview of performance opportunities that exist for students in all grade levels in all areas of the arts.

Timeline:

Convene committee of performing arts teachers, instructional supervisors and building administrators - early September.

Collection of data regarding student opportunities and participation as well as review previous district studies - October / November

Report to the Board regarding findings and recommendations - December

Expected outcomes: a comprehensive report that will identify needs and concerns for student performance opportunities in the arts as well as offer recommendations for Board consideration and possible action.

5. Budget Reduction Plan for 2019 thru 2022 - formulate a three year plan of action to reduce district expenditures.

Timeline:

Convene committee of district and building administrators to review the district financial projection and identify possible expenditure reductions - October thru December

Present recommendations to the Finance Committee for review and revision - January

Present a budget reduction plan to the full Board for 2019-2022 - February.

Expected outcome: a detailed action plan to be implemented beginning with the 2019-2020 fiscal year that will result in expenditure reductions over the next three years.

6. Superintendent Selection Process - conduct a process to select the new superintendent for District 225

Timeline:

Select a search firm to conduct a coordinated selection process - August

Advertise the position and conduct agreed upon process - September thru November

Selection of new superintendent - December

Transition plan - TBD

Expected outcome: a new superintendent for District 225 will be selected and will be in place no later than July 1, 2019.

BOARD OF EDUCATION
GLENBROOK HIGH SCHOOLS

August 13, 2018

REGULAR BOARD MEETING - 7:00 p.m.

Location: Glenbrook District Office Public Meeting Room 100A

3801 W. Lake Avenue, Glenview, IL 60026

AGENDA

1. (7:00) Call to Order – Roll Call
2. (7:01) Approval of Agenda for this Meeting
3. (7:20) Recognition of Community Visitors
4. (7:25) Board and Superintendent Reports
5. (7:30) Approval of Consent Agenda Items:
 1. Appointments
 - a. Certified
 - b. Support Staff
 2. Resignations/Terminations
 - a. Certified
 - b. Support Staff
 3. FOIA
 4. Approval of Accounts Payable Bills
 5. Approval of Payroll Disbursements
 6. Approval of Revolving Fund Reimbursement
 7. Minutes
 - a. July 30, 2018 Regular Board Meeting
 - b. July 30, 2018 Closed Board Meeting
 8. Gifts
 9. Approval of New Third Party Administrator for District Wellness Program
 10. Certified FTE Adjustments
 11. Special Leave Requests
6. (7:35) Discussion/Action: Approval of Hanover Research Service Agreement
7. (8:05) Discussion/Action: District Initiatives for 2018-2019
8. (8:20) Miscellaneous Topics
9. (8:22) Review and Summary of Board Meeting
10. (8:24) Agenda Items for Future Board Meetings
11. Future Meeting Date:
Monday, August 27, 2018 - 7:00 p.m. - Regular Board Meeting
12. (8:25) Closed Session: To consider the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against

an employee of the public body or against legal counsel for the public body to determine its validity; collective negotiating matters between the public body and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees; The selection of a person to fill a public office, as defined in this Act, including a vacancy in a public office, when the public body is given power to appoint under law or ordinance, or the discipline, performance or removal of the occupant of a public office, when the public body is given power to remove the occupant under law or ordinance; the purchase or lease of real property for the use of the public body, including meetings held for the purpose of discussing whether a particular parcel should be acquired; the setting of a price for sale or lease of property owned by the public body; Security procedures and the use of personnel and equipment to respond to an actual, a threatened, or a reasonably potential danger to the safety of employees, students, staff, the public, or public property; student disciplinary cases; the placement of individual students in special education programs and other matters relating to individual students; and litigation, when an action against, affecting or on behalf of the particular public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting. (Section 2(c) (1), (2), (3), (5), (6), (8), (9), (10) and (11) of the Open Meetings Act).

13. Possible Disciplinary Action Regarding Non-Certificated Staff Members
14. Possible Action Regarding Topics Discussed in Closed Session
15. (8:30) Adjournment

Times are estimates. Electronic Board packet can be found at:

<http://www.glenbrook225.org/district/Board-of-Education/Board-Packet-Agendas>