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Pleasantdale Middle School
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Beginning in November, the administration reviews staffing needs for the following school year. When determining the staffing needs for the next school year, the administration looks at many factors. A few of these factors include observing Board policy regarding class size, ensuring students with special needs (e.g., EL, IEP, 504) have the required resources and maintaining a fiscally responsible staffing pattern.

Elementary School Staffing Plan: Based on our current student enrollment, we believe four sections in grades K, 2, 3, and 4 is sufficient to meet our students' needs. However, given the larger-than-typical enrollment in our current Kindergarten, we will need five sections of first grade. We do not anticipate an overall increase in staffing for general education programs at PES. Likewise, we do not anticipate an increase in staffing for specials (Art, PE, Music, etc.). The elementary school is requesting an increase of .30 FTE to better support our English Language Learners with an increase from 1.70 to 2.0 FTE. Finally, the elementary school proposes an increase in the allocation of reading specialists from 1.80 FTE to 2.0 to support our new literacy program and address students' reading needs. Two special education teachers are currently assigned to fourth grade. The double allocation in fourth grade will follow the students to fifth grade. While this is a reduction of 1.0 for the elementary school, the overall district allocation remains unchanged.

Middle School: The middle school staff is often more complicated and uneven due to leveled courses and the middle school schedule. This is not unique to Pleasantdale, as all middle schools experience irregular staffing plans due to the schedule's structure and the students' needs. The general education staffing at the middle school will remain flat. There will be slight shifts from one grade level to another, but the overall impact is neutral. Likewise, the staffing of specials teachers will remain flat. The middle school proposes an increase to English Language (EL) staffing of .20 and an increase to our special education allocation of .50 for an overall increase of .70 FTE for the middle school.

Conclusion: The administration recommends a staffing pattern that meets class size guidelines governed by Board policy and driven by students' needs. Likewise, this year's staffing plan calls for an overall increase of certified teaching positions of 1.30 FTE and an increase of instructional aides of 3.0 FTE. This increase in instructional aides will support students with special education needs who are returning to school from a therapeutic setting.