

Regular Meeting

Wednesday, January 21, 2015 7:00 PM

Administration Building, 7450 S Wolf Road, Burr Ridge, IL 60527

I. Roll Call / Visitors

II. Pledge of Allegiance (1 Minute)

III. Open Forum: Board Policy 2:230 (individuals will be given five minutes to address the Board regarding agenda or non-agenda items) (10 Minutes)

IV. Additional Items to be Placed on the Agenda (1 Minute)

V. * Consent Agenda (5 Minutes)

V.A. Approve Regular Meeting Minutes of December 17,
2014

V.B. Approve Closed Session Minutes of December 17,
2014

V.C. Approve Payment of December Payroll/January
Warrants

V.D. Declassify Closed Session Minutes

V.E. Approve Grade 1 Job Share Proposals for 2015-16

VI. Reports and Discussion Items

VI.A. Superintendent's Report

VI.A.1. Superintendent Search Update (60 Minutes)

VI.A.1.a. * Approve Superintendent Profile

VI.A.2. Class Size Board Policy (10 Minutes)

VI.A.3. Next Generation Science Standards (NGSS) (15 Minutes)

VI.A.4. Preliminary Review of District Calendar (10 Minutes)

VI.A.5. District Teaching and Learning Goal (15 Minutes)

VI.A.6. Bond Abatement (10 Minutes)

VI.A.6.a. *Approve Resolution to Abate Bonds

VI.A.7. Board of Education Information Requests (5 Minutes)

VI.A.7.a. *Approve Board of Education Information
Requests

VII. Items for Next Agenda: (5 Minutes)

VII.A. Superintendent Interviews; Approve 2015-
16 District Calendar; and Professional
Development Update and Curriculum PD Update
(written).

VIII. Open Forum: Board Policy 2:230
(individuals will be given five minutes to
address the Board regarding agenda or non-
agenda items)
(5 Minutes)

IX. Closed Session - Appointment, Employment,
Compensation, Discipline, Performance,
Dismissal of Personnel
(90 Minutes)

X. Written Reports

X.A. Professional Development Plan

X.B. Curriculum PD Update

X.C. FOIA

XI. Adjournment

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting Administration Building 7:00 p.m. – 9:18 p.m. December 17, 2014

Members Present:

- Mark Mirabile, Presiding Officer
- Kim Barker
- Gina Scaletta-Nelson
- Beth Tegtmeier
- Kristin Violante

Absent:

- Lisa Houk
- David Negron

ROLL CALL AND VISITORS

Present with Superintendent Mark Fredisdorf were staff members Erika Sawosko, Candy Kramer, Catherine Chang, Matt Vandercar, and John Glimco; and radon specialist David Kredowski.

MOTION NO. 36 Tax Levy Hearing

Motion by Mirabile, seconded by Violante, that the Board of Education declares the tax levy hearing open at 7:01 p.m. Motion carried by a roll call vote of 5 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier, Violante) absent – Houk, Negron.

In her presentation to the Board, Business Manager Catherine Chang stated that based on the 2014 CPI figures, residents can expect an average 1.5% increase in property taxes assessed for District 107 school operations. There were no public comments.

Motion by Scaletta-Nelson, seconded by Mirabile, that the Board of Education declares the tax levy hearing closed at 7:08 p.m. Motion carried by a roll call vote of 5 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier, Violante) absent – Houk, Negron.

ACTION NO. 37 Tax Levy Adoption

Motion by Violante, seconded by Mirabile, that the Board of Education adopts the 2014 tax levy as presented in the public hearing and authorizes the President and Secretary of the Board to sign all appropriate documents. Motion carried by a roll call vote of 5 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier, Violante) absent – Houk, Negron.

ACTION NO. 38 Tax Levy Resolution

Motion by Violante, seconded by Mirabile, that the Board of Education adopts a Resolution approving to proportionately reduce each fund where the levy exceeds the tax cap limitation. Motion carried by a roll call vote of 5 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier, Violante) absent – Houk, Negron.

ADD’L ITEMS TO AGENDA

Board Secretary Kim Barker requested adding a discussion on a Board policy regarding class size at the January meeting along with an NGSS update.

ACTION NO. 39 Consent Agenda

Motion by Tegtmeier, seconded by Barker, that the Board of Education approve the consent agenda consisting of: regular meeting minutes of November 19, 2014; closed session meeting minutes of November 19, 2014; payment of November Payroll/December Warrants; Community Relations (sec. 8) Board Policies; December 2014 Personnel Report including the hiring of Jolene Lorimer as elementary reading specialist; and Lydia Wayne as full time middle school instructional aide. Motion carried by a roll call vote of 4 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier) abstain – Violante, absent – Houk, Negron.

REPORTS AND
DISCUSSION ITEMSRadon Mitigation System

Superintendent Mark Fredisdorf stated, pending Board approval, the district is positioned to install a sub slab mitigation system over winter break. David Kedrowski, radon consultant, explained to the Board the function of the sub slab system. The system will include six separate exhaust pipes that will vent sub slab air out the roof. He doesn't anticipate that there will be elevated radon levels in the future. There will be testing done during the installation and building-wide testing after the fans are installed. Future yearly testing will be conducted in subsequent school years.

ACTION NO. 40

Radon Mitigation

Motion by Mirabile, seconded by Tegtmeier, that the Board of Education approve the radon mitigation system proposal from Elliott & Associates in the amount of \$50,965. Motion carried by a roll call vote of 5 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier, Violante) absent – Houk, Negron.

Review Fees

Superintendent Mark Fredisdorf reviewed the district's fee structure. It is being recommended that fees for 2015-16 remain unchanged.

Discussion of Service Provider Contracts

Superintendent Mark Fredisdorf provided a preliminary review of the current district contracts. GCA has provided excellent cleaning service to the district for over 16 years. It was recommended that the district continue to receive cleaning services from GCA. It was also recommended that the contract with Food Service Professionals be extended for the 2015-16 school year. It was also recommended that the District continue with Miller, Cooper, et al. for auditing services for the 2015-16 school year. The current transportation contract can be extended on an annual basis with the increase limited to the consumer price index. The Superintendent recommended that the contract be extended for the next school year. Board Vice President Scaletta-Nelson mentioned the option of the district operating its own busing fleet.

Superintendent Search Update

Business Manager Catherine Chang provided the Board with an update on the recent administration, staff and community focus groups that occurred on December 15. Board member Violante was disappointed that only one community member attended the meeting. Board President Mirabile stated that he was not shocked since he encountered the same lack of participation when LTHS was hiring a new Superintendent. A reminder will be sent to parents to fill out the survey online. School Exec Connect will be in attendance at the January 21 meeting to share with the Board the Superintendent's profile created from information gathered at the focus groups and surveys.

District Goals Mid-year Review

Superintendent Mark Fredisdorf provided the Board an update on the District 2014-15 goals. The Board received information in October 2014 regarding the STAR assessment. In June 2015, the Board will receive a report on expected student growth using three data points. January will be the next administration of STAR. Superintendent Fredisdorf informed the Board of serious issues that are raising concerns among school districts regarding the PARCC test. First, representatives from colleges have stated that they will not use PARCC for admissions for at least 5 years, if at all. Second, high schools across the state are concerned about the time requirements of PARCC as their priorities are AP and ACT tests. Third, the number of states who may be administering the PARCC has dwindled to eleven. After the test has been administered, representatives of participating states will convene to set benchmarks after the fact. This process will be complicated because there will be a wide variation of paper and computer based testing. Increasingly, states are declaring they are not

adopting Common Core standards including Wisconsin and Indiana. In Illinois, there are many unknowns given a newly elected Republican Governor. Fourth, the high school is currently investigating the ACT Aspire to replace the EXPLORE test used for grade 9 placement. If that occurs, the PARCC results will have limited utility for middle school students. Superintendent Fredisdorf asked for clarification on the conditions of satisfaction regarding researching the costs/academic benefits of free full-day kindergarten. Those include: student enrollment projections, facility needs, programming, books, staffing, etc. Board Secretary Barker to share with Superintendent Fredisdorf the detailed research that Orland School District conducted so the administration could utilize it as a template. Board President Mirabile stated that there has to be a half day program because some 5 year olds won't be ready to attend all day. The Board will discuss free full-day kindergarten at the March Board meeting. Board member Violante asked for Asst. Supt. Kramer to compare a full day kindergarten curriculum with a half-day. The district is scheduling interviews with potential vendors to redesign the website. Curriculum documentation is progressing including the adjustments to scope and sequence. The documents will be complete by the end of the year. The Board will receive an updated technology plan by the end of the year. Board President Mirabile would like to see items from Asst. Supt. Kramer relating the curriculum and technology. The purpose of the information is to justify how technology supports the curriculum. Superintendent Fredisdorf asked for clarification on a previous Board request to have parents and/or Board members on the technology committee. It was clarified that Board members Violante and Scaletta-Nelson would meet with administrators about technology concerns. The technology committee would continue to work as it is currently composed of teachers and administrators. Negotiations will begin after winter break as has been past practice. Board member Violante stated that there are conflicting views on whether or not the Board works together effectively. In May, the Board will schedule a special board meeting for development purposes. The District's financial position continues to meet criteria articulated in Board policy. Board Secretary Barker questioned whether the STAR assessment provides student growth projections to measure the teaching and learning goal. Asst. Supt. Kramer explained that STAR does provide growth projections. Board President Mirabile would like to see a report on the progress students have made from one year to the next. Asst. Supt. Kramer will provide information in a Friday weekly update regarding STAR and how to use it to measure student growth. The Board may schedule a future update on the STAR assessment.

Finance Advisory Team Meeting and Negotiation Team Schedule

Board President Mark Mirabile stated that the finance advisory team will meet on January 15 at 6:30 p.m. Teachers Association of Pleasantdale (TAP) has sent a notice of demand to bargain. The negotiations team is still working on dates to meet. There is a tentative date of February 11.

Consultant Contracts

Superintendent Fredisdorf stated he used the template the Board approved and created uniform contracts for the consultants so the district pays the same for the same service for the consultants. He recommended the Board approve the contracts because it would provide consistency and save money as well. Board member Violante was concerned that this was sent to the 3 consultants without bringing to the Board; that the amounts included in the contracts do not align with the previous Board approved Professional Development plan; and that 1 individual was increased and 2 were decreased. She suggested going back to what was previously approved via email and that the fees were different from previously paid fees to the three consultants. Board President Mirabile echoed the fact that the contract that was developed a month ago, was based on the district's attorney recommending that there are contracts in place with individuals. He further stated that the BOE approved the contract template last month and when it was said to utilize the template he assumed the terminology would be the same for everyone. He was shocked to see these changes in daily rates as well. Superintendent Fredisdorf stated that the ELA consultants accepted the lower amount and this would provide the same amount being paid to all consultants and save the district money.

Board Secretary Barker stated that when she talked to math consultant Claran Einfeldt in September, she was unhappy with the rate being paid as compared to the ELA consultants and she further stated that when Ms. Einfeldt was first presented to District 107 the intent was she would replace Ms. Tribby, with a rate of \$1000 per day (the DuPage County ROE rate); Superintendent Fredisdorf stated in a March 28th weekly update that Ms. Einfeldt's daily rate was \$1850 per day; her invoices show her daily rate of \$2000 minus her \$250 discount; and now in this contract the district just offered her \$2000 per day. She was also concerned that this did not make the district look professional as there were verbal agreements made with these consultants. The Board directed the superintendent to have the consultants presented with contracts that included the amounts that were previously approved by the Board and copy the Board on the email communication.

ACTION NO. 41
Consultant Contr.

No motion due to lack of motion.

Board of Education Information Requests

Board members had information requests consisting of: requests from Board Secretary Barker for an implementation plan for NGSS (including a training/professional development plan for both schools, rewriting our standards, books/resources needed, and a timeline) and a background regarding NGSS. Asst. Supt. Kramer will prepare this information as a written update for the Board for discussion in January. Board Vice President Scaletta-Nelson asked about receiving deliverables from the consultants. Asst. Supt. Kramer stated she is working with the teachers based off of what she is receiving from the consultants. Asst. Supt. Kramer will provide the Board information about curriculum documentation in the format of the written monthly updates. The Board can then decide if further detail is desired. The written curriculum will be on the website in the future. Board Vice President Scaletta-Nelson also asked for an update on the Journeys technology component which she believed is not working. Asst. Supt. Kramer stated that a consultant recently provided training to the teachers on the technology components of the program. It was also asked to investigate a refund because the tech portion was not available until October 1. Board Secretary Barker asked if there are enough computers available for all the students in the classrooms.

ACTION NO. 42
Info. Requests

Motion by Mirabile, seconded by Barker, that the Board of Education approve the information requests as stated. Motion carried by a roll call vote of 5 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier, Violante) absent – Houk, Negron.

NEXT AGENDA

Items submitted for the January 2015 agenda include: NGSS Update; Board Policy regarding Class Size; Revised Teaching and Learning Goal; Mid-year Review of Non-tenured Teachers and Administrators; Abatement of Bonds; Job Share Proposals; Preliminary Review of District Calendar; Declassify Selected Closed Session Minutes; Superintendent Search Update; and Professional Development Plan and Curriculum Update (written).

OPEN FORUM

Board member Violante stated that as a parent she wanted to thank Principal John Glimco and the administration for hiring the additional aide in grade 5.

ACTION NO. 43
Closed Session

Motion by Violante, seconded by Scaletta-Nelson, that the Board of Education go into closed session at 9:00 p.m. to discuss appointment, employment, compensation, discipline, performance, and dismissal of personnel. Motion carried by a roll call vote of 5 ayes (Barker, Mirabile, Scaletta-Nelson, Tegtmeier, Violante) absent – Houk, Negron.

The Board came out of closed session at 9:18 p.m.

ADJOURNMENT Motion by Mirabile, seconded by Barker, that the regular meeting adjourns at 9:18 p.m.
Voice vote. Motion carried.

App. ___ President _____ Secretary _____

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM						
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER				AMOUNT
1, 10234	AARGUS PLASTICS, INC									
*R	DEPT CH 17217									
*R	PALATINE IL 60055 7217									
EXP	0074593-IN 12/12/2014	121	B	1	TRASH LINERS/LUNCHROOM CONTAINERS	2 2540 400				808.00
					SUB-TOTAL					808.00
2, 4148	ALL-TYPES ELEVATORS INC									
*R	11105 S NASHVILLE,UNIT B									
*R	WORTH IL 60482 0000									
EXP	9788859 12/30/2014	121	B	1	ELEVATOR INSPECT/MS/DIST OFFICE	2 2540 331				730.00
EXP	9789379 12/31/2014	121	B	2	DEC ELEV MAINT	2 2540 327 2				109.00
EXP	9789386 12/31/2014	121	B	3	DEC ELEV MAINT	2 2540 327 1				140.00
					SUB-TOTAL					979.00
3, 2932	AT&T									
*R	P.O. BOX 5080									
*R	CAROL STREAM IL 60197 5080									
EXP	7084968995 12/01/2014	121	B	1	REVISED FINAL BILL/SUB LINE	2 2540 340				22.87
EXP	708R062900 12/16/2014	121	B	2	DEC 16-JAN 15 PRM/FAX/METER/SECURI	2 2540 340 1				689.15
EXP	630R061235 12/16/2014	121	B	3	DEC 16-JAN 15 PRM/FAX/SECURITY/MET	2 2540 340				297.85
EXP	630R061235 12/16/2014	121	B	4	DEC 16-JAN 15 PRM/FAX	2 2540 340 2				516.55
EXP	6306620139 12/25/2014	121	B	5	DEC 25-JAN 24 E911/ELEV	2 2540 340 1				137.27
EXP	6306620139 12/25/2014	121	B	6	DEC 25-JAN 24 E911/ELEV	2 2540 340 2				169.52
					SUB-TOTAL					1833.21
4, 1374	AT&T LONG DISTANCE									
*R	P. O. BOX 5017									
*R	CAROL STREAM IL 60197 5080									
EXP	857557643 12/06/2014	121	B	1	NOV 4-DEC 4 LONG DISTANCE CHG	2 2540 340				10.22
EXP	857557643 12/06/2014	121	B	2	NOV 4-DEC 4 LONG DISTANCE CHG	2 2540 340 1				16.24
EXP	857557643 12/06/2014	121	B	3	NOV 4-DEC 4 LONG DISTANCE CHG	2 2540 340 2				20.45
					SUB-TOTAL					46.91
5, 4747	BOOKS 4 SCHOOL									
*R	201 E BADGER RD									
*R	MADISON WI 53713 0000									
EXP	7430 25002 1/14/2015	121	F B	1	MISC INSTRUCT MATERIAL/KAVANAUGH	1 1110 404 1				13.95
					SUB-TOTAL					13.95
6, 5227	BOTTLE-FREE WATER , LLC.									
*R	335 E. GENEVA RD. BOX 363									
*R	CAROL STREAM IL 60188 0000									
EXP	14859 1/01/2015	121	B	1	QRTL Y WATER COOLER RENTAL FEE	2 2540 400				110.85
					SUB-TOTAL					110.85
7, 2409	CANDICE KRAMER									
*R	DISTRICT OFFICE									
EXP	0 121	121	B	1	JAN MILEAGE ALLOWANCE	1 2213 339				250.00
					SUB-TOTAL					250.00
8, 4138	CARNOW, CONIBEAR & ASSOC., LTD.									
*R	600 WEST VAN BUREN ST SUITE 50									
*R	CHICAGO IL 60607 0000									
EXP	84441 12/12/2014	121	B	1	PROF SRV/RADON REPORT REVIEWS	1 2520 310				600.00
EXP	84461 12/16/2014	121	B	2	ASBESTOS AIR MONITOR/TILE REMOVAL	1 2520 310				900.00
EXP	84509 12/26/2014	121	B	3	ASBESOTOS AIR MONITOR/TILE REMOVAL	1 2520 310				1300.00

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM								
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER				AMOUNT		
9.	84503	12/26/2014	121	B	4	INDUSTRIAL HYGIENIST SRV	1	2520	310	400.00		
						SUB-TOTAL				3200.00		
	536 CATHERINE CHANG											
*R	7335 W. 103rd STREET											
*R	PALOS HILLS IL 60465 0000											
10.	0		121	B	1	JAN MILEAGE ALLOWANCE	1	2520	339	250.00		
						SUB-TOTAL				250.00		
	2546 CDWG											
*R	75 REMITTANCE DR-SUITE 1515											
*R	CHICAGO IL 60675 1515											
11.	7381 RF66674	12/08/2014	121	F	B	1	SPEAKER SET/30	1	2225	400	2	348.36
			121	F	B	2	LENOVO THINK PADS (85)	1	2225	540	1	47097.61
			121	B	3	LENOVO THINK PADS (32)	1	2225	540	2	17728.12	
						SUB-TOTAL						65174.09
	5336 CHEERLEADING COMPANY											
*R	11350 HILLGUARD ROAD											
*R	DALLAS TX 75243 8311											
12.	7342 380589	11/12/2014	121	F	B	1	CHEERLEADING UNIFORM	1	1500	407	2	200.42
						SUB-TOTAL						200.42
	2530 CHICAGO KILN SERVICE											
*R	2312 WING ST											
*R	ROLLING MEADOWS IL 60008 0000											
13.	5051	12/17/2014	121	B	1	KILN REPAIRS	2	2540	323	2	309.00	
						SUB-TOTAL						309.00
	778 CHICAGO METROPOLITAN FIRE PREVENTION CO											
*R	820 N. ADDISON AVE											
*R	ELMHURST IL 60126 0000											
14.	EXP IN00092612	12/01/2014	121	B	1	FIRE ALARM RADIO MAINT/MONITORING	9	2530	323			33.00
						SUB-TOTAL						33.00
	1762 CLASSIC PARTY RENTALS											
*R	9480 W. 55TH STREET											
*R	MC COOK IL 60525 3636											
15.	EXP 1198130	12/15/2014	121	B	1	CHAIR RENTAL/WINTER CONCERT	2	2540	325			588.75
						SUB-TOTAL						588.75
	5619 COLLEEN SLATTERY											
*R	1433 W SCHOOL ST-#2											
*R	CHICAGO IL 60657 0000											
16.	EXP		121	B	1	REIMBURSE FOR TUITION	1	2213	230			900.00
						SUB-TOTAL						900.00
	5290 COMCAST											
*R	PO BOX 3002											
*R	SOUTHEASTERN PA 19398 3002											
EXP	33091378	12/15/2014	121	B	1	DEC/JAN DEDICATED INTERNET	2	2540	340	1	1690.33	
EXP	33091378	12/15/2014	121	B	2	DEC/JAN DEDICATED INTERNET	2	2540	340	2	1690.32	
						SUB-TOTAL						3380.65

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM						
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER				AMOUNT
24	8298 FOOD SERVICES PROFESSIONALS									
*R	5150 N NORTHWEST HWY									
*R	CHICAGO IL 60630 4696									
EXP	102326	1/09/2015	121	B	1 DEC MILK PRCH	1 2560 411 2				747.38
EXP	102326	1/09/2015	121	B	2 DEC MILK PRCH	1 2560 411 1				856.24
EXP	102326	1/09/2015	121	B	3 DEC HOT LUNCHES	1 2560 400				9419.13
					SUB-TOTAL					11022.75
25	2044 FRANCZEK RADELET									
*R	300 S WACKER DR. - SUITE 3400									
*R	CHICAGO IL 60606 6785									
EXP	158096	12/22/2014	121	B	1 NOV PROF SRV	1 2310 318				84.00
					SUB-TOTAL					84.00
26	2367 GCA SERVICES GROUP									
*R	3060 SOLUTIONS CENTER									
*R	CHICAGO IL 60677 3000									
EXP	639559	1/01/2015	121	B	1 JAN CUSTODIAL SRV	2 2540 320				16930.15
					SUB-TOTAL					16930.15
27	1959 GRAND PRAIRIE TRANSIT c/o of CIC									
*R	2100 CLEARWATER STE 250									
*R	OAK BROOK IL 60523 0000									
EXP		12/31/2014	121	B	1 DEC TRANSPORTATION CHG	4 2550 338				7308.01
					SUB-TOTAL					7308.01
28	42 GROOT INDUSTRIES									
*R	PO BOX 92257									
*R	ELK GROVE IL 60009 2257									
EXP	12991307	1/01/2015	121	B	1 JAN DISPOSAL/RECYCLING SRV	2 2540 321				1088.70
					SUB-TOTAL					1088.70
29	2888 HELPING HAND CENTER									
*R	9649 W. 55TH STREET									
*R	COUNTRYSIDE IL 60525 0000									
EXP	2536	1/07/2015	121	B	1 DEC TUITION	1 1912 670				5719.99
					SUB-TOTAL					5719.99
30	2233 HUMAN KINETICS									
*R	9224 PAYSPPHERE CIRCLE									
*R	CHICAGO IL 60674 0000									
EXP	7377 36914932	12/09/2014	121	F B	1 FITNESS PROGRAM/NW PE CURRICULUM	1 1114 420 2				682.11
					SUB-TOTAL					682.11
31	5757 JOHN GLIMCO									
*R	MIDDLE SCHOOL									
EXP	0		121	B	1 JAN MILEAGE ALLOWANCE	1 2410 339 2				250.00
					SUB-TOTAL					250.00
32	9048 MARIBETH KAVANAUGH									
*R	7946 STEWART DR									
*R	DARIEN IL 60561 0000									
EXP	0		121	B	1 REIMBURSE FOR CLASSROOM SUPPLIES	1 1125 400 1				46.48
					SUB-TOTAL					46.48

< < < PAYABLES PRE-LIST > > >
DISTRICT 107

PAY DATE 1/21/2015

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VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM						
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER				AMOUNT
33 2416	KAY LEWELLYAN									
*R	833 N MAPLETON									
*R	OAK PARK IL 60302 0000									
EXP		121	B	1	REIMBURSE FOR STEM CONF EXP	1 1114 332 2				328.50
					SUB-TOTAL					328.50
34 11008	KEN'S LANDSCAPING, INC.									
*R	PO BOX 26									
*R	WILLOW SPRINGS IL 60480 0000									
EXP	3692 1/12/2015	121	B	1	JAN 12 SNOW PLOWING	2 2540 326 1				175.00
EXP	3692 1/12/2015	121	B	2	JAN 12 SNOW PLOWING	2 2540 326 2				175.00
					SUB-TOTAL					350.00
35 11355	KONICA MINOLTA BUSINESS SOLUTIONS									
*R	DEPT.CH19188									
*R	PALATINE IL 60055 9188									
EXP	9001066948 1/06/2015	121	B	1	DEC COPIER USAGE	2 2540 322				62.77
EXP	9001066948 1/06/2015	121	B	2	DEC COPIER USAGE	2 2540 322 1				528.86
EXP	9001066948 1/06/2015	121	B	3	DEC COPIER USAGE	2 2540 322 2				515.85
					SUB-TOTAL					1107.48
36 64	KRISTI VERVACK									
EXP	0	121	B	1	REIMBURSE FOR TUITION	1 2213 230				900.00
EXP	0	121	B	2	REIMBURSE FOR TUITION	1 2213 230				900.00
					SUB-TOTAL					1800.00
37 11516	KUTA SOFTWARE LLC									
*R	6308 HOLLAND MEADOW LN									
*R	GAITHERSBURG MD 20882 0000									
EXP	7375 9732 12/02/2014	121	F B	1	INFINITE PRE ALGEBRA/GEOMETRY LIC	1 2225 640 2				465.00
					SUB-TOTAL					465.00
38 32	LAGRANGE AREA DEPT OF SPECIAL EDUCATION									
*R	1301 W. COSSITT AVENUE									
*R	LAGRANGE ILL 60525 0000									
EXP	15-318-107 12/19/2014	121	B	1	STUDENT EVALUATIONS	1 1205 310				3370.80
					SUB-TOTAL					3370.80
39 4841	LAKESHORE LEARNING MATERIALS									
*R	2695 E DOMINGUEZ ST									
*R	CARSON CA 90895 0000									
EXP	7405 3807831214 12/29/2014	121	F B	1	ALL IN ONE KITCHEN(2)/NEUBERG	1 1205 400 1				1078.20
					SUB-TOTAL					1078.20
40 3365	MAILFINANCE									
*R	25881 NETWORK PLACE									
*R	CHICAGO IL 60673 1258									
EXP	N5056150 12/11/2014	121	B	1	JAN 12-FEB 11 POSTAGE MACHINE LEAS	2 2540 541 1				163.89
EXP	N5083981 12/29/2014	121	B	2	JAN 30-FEB 27 POSTAGE MACHINE LEAS	2 2540 541 2				163.89
					SUB-TOTAL					327.78

 VENDOR # VENDOR NAME & ADDRESS VOC. F/P ITEM
 P.O. # INVOICE # & INVOICE DATE # TYPE NO DESCRIPTION ACCOUNT NUMBER AMOUNT

FUND TOTAL	1	116439.90
FUND TOTAL	2	48827.65
FUND TOTAL	4	52790.09
FUND TOTAL	9	33.00
GRAND TOTAL		218090.64

PRESIDENT

SECRETARY

PREPARED BY: _____

DATE: _____

REVIEWED BY: _____

DATE: _____

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM	DESCRIPTION	ACCOUNT NUMBER	AMOUNT
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO			

7080	*EDUCATIONAL BENEFIT COOPERATIVE						
*R	36767 TREASURY CENTER						
*R	CHICAGO IL 60694 0000						
LIB	12/01/2014	1214	B	1	DEC MEDICAL INS	1 456 0	24336.24
LIB	12/01/2014	1214	B	2	DEC MEDICAL INS	1 456 0	1859.94
					SUB-TOTAL		26196.18

3859	EDUCATIONAL BENEFIT COOPERATIVE						
*R	36767 TREASURY CENTER						
*R	CHICAGO IL 60694 6700						
EXP	12/01/2014	1214	B	1	DEC MEDICAL INS	1 1110 222 1	6926.86
EXP	12/01/2014	1214	B	2	DEC MEDICAL INS	1 1114 222 2	12262.70
EXP	12/01/2014	1214	B	3	DEC MEDICAL INS	1 1205 222	9869.44
EXP	12/01/2014	1214	B	4	DEC MEDICAL INS	1 1210 222	765.34
EXP	12/01/2014	1214	B	5	DEC MEDICAL INS	1 1125 222 1	765.34
EXP	12/01/2014	1214	B	6	DEC MEDICAL INS	1 1650 222	905.42
EXP	12/01/2014	1214	B	7	DEC MEDICAL INS	1 2110 222	1227.75
EXP	12/01/2014	1214	B	8	DEC MEDICAL INS	1 2220 222 1	705.00
EXP	12/01/2014	1214	B	9	DEC MEDICAL INS	1 2213 222	1915.25
EXP	12/01/2014	1214	B	10	DEC MEDICAL INS	1 2225 222 1	1915.25
EXP	12/01/2014	1214	B	11	DEC MEDICAL INS	1 2225 222 2	660.44
EXP	12/01/2014	1214	B	12	DEC MEDICAL INS	1 2134 222	705.00
EXP	12/01/2014	1214	B	13	DEC MEDICAL INS	1 2320 222	2331.81
EXP	12/01/2014	1214	B	14	DEC MEDICAL INS	1 2410 222 1	2502.34
EXP	12/01/2014	1214	B	15	DEC MEDICAL INS	1 2410 222 2	2627.02
EXP	12/01/2014	1214	B	16	DEC MEDICAL INS	1 2520 222	1302.40
EXP	12/01/2014	1214	B	17	DEC MEDICAL INS	2 2540 222	950.73
EXP	12/01/2014	1214	B	18	DEC MEDICAL INS	2 2540 222 1	382.67
EXP	12/01/2014	1214	B	19	DEC MEDICAL INS	2 2540 222 2	382.67
EXP	12/01/2014	1214	B	20	DEC MEDICAL INS	4 2550 222	390.92
EXP	12/01/2014	1214	B	21	DEC LIFE INS	1 1110 221 1	138.00
EXP	12/01/2014	1214	B	22	DEC LIFE INS	1 1114 221 2	155.25
EXP	12/01/2014	1214	B	23	DEC LIFE INS	1 1205 221	177.33
EXP	12/01/2014	1214	B	24	DEC LIFE INS	1 1210 221	11.50
EXP	12/01/2014	1214	B	25	DEC LIFE INS	1 1125 221 1	11.50
EXP	12/01/2014	1214	B	26	DEC LIFE INS	1 1650 221	11.50
EXP	12/01/2014	1214	B	27	DEC LIFE INS	1 2110 221	11.50
EXP	12/01/2014	1214	B	28	DEC LIFE INS	1 2134 221	17.25
EXP	12/01/2014	1214	B	29	DEC LIFE INS	1 2213 221	21.85
EXP	12/01/2014	1214	B	30	DEC LIFE INS	1 2220 221 1	5.75
EXP	12/01/2014	1214	B	31	DEC LIFE INS	1 2220 221 2	5.75
EXP	12/01/2014	1214	B	32	DEC LIFE INS	1 2225 221 1	5.75
EXP	12/01/2014	1214	B	33	DEC LIFE INS	1 2225 221 2	5.75
EXP	12/01/2014	1214	B	34	DEC LIFE INS	1 2320 221	57.50
EXP	12/01/2014	1214	B	35	DEC LIFE INS	1 2410 221 1	44.74
EXP	12/01/2014	1214	B	36	DEC LIFE INS	1 2410 221 2	44.28
EXP	12/01/2014	1214	B	37	DEC LIFE INS	2 2540 221 1	5.75
EXP	12/01/2014	1214	B	38	DEC LIFE INS	2 2540 221 2	17.25
EXP	12/01/2014	1214	B	39	DEC LIFE INS	1 2520 221	26.78
EXP	12/01/2014	1214	B	40	DEC LIFE INS	4 2550 221	6.69

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM							
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER		AMOUNT			
EXP	12/01/2014	1214	B	41	DEC MEDICAL INS	1	2213	223	5187.48		
					SUB-TOTAL				55463.50		
	2371 GUARDIAN - APPLETON										
*R	PO BOX 677458										
*R	DALLAS TX 75267 7458										
EXP	408524	11/21/2014	1214	B	1	DEC DENTAL/VISION INS	1	1110	201	1	1164.43
EXP	408524	11/21/2014	1214	B	2	DEC DENTAL/VISION INS	1	1114	201	2	1164.43
LIB	408524	11/21/2014	1214	B	3	COBRA	1	456	0		40.65
						SUB-TOTAL					2369.51

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM					
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER	AMOUNT		
11836	BMO MASTERCARD-MASTERCARD CORP CLIENT PA								
*R	PO BOX 71878								
*R	CHICAGO IL 60694 1878								
EXP	RACKSPACE	11/09/2014	1216	B	1 BOE EMAIL MONTHLY FEE	1 2310 640	55.00		
EXP	AUNIQUE	11/19/2014	1216	B	2 BOE RECOGNITION TREAT	1 2310 490	19.25		
EXP	IASB	11/25/2014	1216	B	3 CONF/FREDISDORF	1 2320 332	150.00		
EXP	MIDWST CLINI	12/02/2014	1216	B	4 CONF/WOLTMAN.	1 1110 332 1	125.00		
EXP	NSTA	12/03/2014	1216	B	5 MEMBERSHIP/KRAMER	1 2213 332	60.00		
EXP	NSTA	12/03/2014	1216	B	6 CONF/KRAMER	1 2213 332	255.00		
EXP	WALGREENS	11/06/2014	1216	B	7 STUDENT OF THE MONTH PHOTOS	1 1114 400 2	9.36		
EXP	7346 PBS	11/16/2014	1216	F B	8 INSTRUCTIONAL DVD/BUSCH	1 1114 448 2	212.50		
EXP	7354 DESKTP PUBLI	11/19/2014	1216	F B	9 HONOR ROLL CERTIFICATES	1 1114 400 2	105.04		
EXP	PBS	11/21/2014	1216	B	10 CREDIT	1 1114 448 2	12.50		
EXP	7353 AMAZON.COM	11/22/2014	1216	F B	11 ANIMAL FARM/JOHNSON	1 1114 448 2	72.48		
EXP	7356 AMAZON.COM	11/22/2014	1216	F B	12 ANIMAL FARM/JOHNSON	1 1114 448 2	27.87		
EXP	WALGREENS	12/04/2014	1216	B	13 STUDENT OF THE MONTH PHOTOS	1 1114 400 2	9.36		
EXP	TEAMCHEER	12/03/2014	1216	B	14 CREDIT	1 1500 407 2	49.98		
EXP	MENARDS	11/14/2014	1216	B	15 HAND WARMERS	2 2540 400	9.36		
EXP	MENARDS	11/14/2014	1216	B	16 CLEAR LATCH BOXES/EMER KITS	1 1110 400 1	84.66		
EXP	HOMEDEPOT	11/19/2014	1216	B	17 FLOOD LIGHTS/LIGHT KITS/ELEC BOX	2 2540 400	247.90		
EXP	HOMEDEPOT	11/21/2014	1216	B	18 MISC ELECTRICAL SUPPLIES	2 2540 400	172.19		
EXP	MENARDS	11/25/2014	1216	B	19 SNOW SHOVELS/WHEELS FOR SALT SPREA	2 2540 400	78.91		
EXP	SAM'S	12/04/2014	1216	B	20 SUPPLIES BOE LUNCHEON	1 2310 490	9.98		
EXP	SAM'S	12/04/2014	1216	B	21 CURRIC COUNCIL SUPPLIES	1 2213 400	35.98		
EXP	SAM'S	12/04/2014	1216	B	22 MISC BOE REFRESHMENT	1 2310 400	129.52		
EXP	SAM'S	12/04/2014	1216	B	23 MISC DIST SUPPLIES	1 2320 400	42.55		
EXP	7328 NEOPOST	11/07/2014	1216	F B	24 INK AND SEALER FOR POSTAGE MACHINE	1 2410 340 1	203.99		
EXP	7340 OFFICESUPPLY	11/07/2014	1216	F B	25 BADGE HOLDERS/MARKERS	1 2410 400 1	72.77		
EXP	7347 XSTAMPERONLI	11/14/2014	1216	F B	26 INK PADS	1 2410 400 1	23.50		
EXP	7389 AMAZON.COM	12/05/2014	1216	F B	27 JELLY CASE FOR IPAD(18)	1 2225 400 1	359.10		
EXP	7389 AMAZON.COM	12/05/2014	1216	F B	28 SCREEN PROTECTORS FOR iPADS(24)	1 2225 400 1	62.80		
					SUB-TOTAL		2571.59		
4259	VILLAGE OF BURR RIDGE								
*R	7660 S COUNTY LINE ROAD								
*R	BURR RIDGE IL 60521 0000								
EXP		12/10/2014	1216	B	1 SEP 29-DEC 1 WATER CHG	2 2540 370 2	562.27		
EXP		12/10/2014	1216	B	2 SEP 29-DEC 1 WATER CHG	2 2540 370 2	141.76		
					SUB-TOTAL		704.03		
3784	VILLAGE OF WILLOW SPRINGS								
*R	1 VILLAGE CIRCLE								
*R	WILLOW SPRINGS IL 60480 0000								
EXP			1216	B	1 NOVE 1-DEC 31 SEWER CHG	2 2540 370 1	243.36		
					SUB-TOTAL		243.36		

December 2014 Revenue and Expenses

REVENUES	Budget	December 2014	YTD	% Realized
Education	\$ 10,191,823	\$ 203,146	\$ 4,301,061	42.2%
Oper & Maint	\$ 1,609,953	\$ 5,560	\$ 702,368	43.6%
Bond/Int	\$ 600	\$ -	\$ 204	33.9%
Trans	\$ 971,391	\$ 64,572	\$ 384,104	39.5%
IMRF	\$ 314,100	\$ 828	\$ 187,852	59.8%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ 1,200	\$ -	\$ 428	35.6%
Tort	\$ 80,381	\$ 294	\$ 35,314	43.9%
Life Safety	\$ 1,400	\$ -	\$ 505	36.1%
Total	\$ 13,170,848	\$ 274,399	\$ 5,611,835	42.6%

EXPENSES	Budget	December 2014	YTD	% Used
Education	\$ 10,135,456	\$ 805,879	\$ 3,656,761	36.1%
Oper & Maint	\$ 1,071,133	\$ 69,039	\$ 451,675	42.2%
Bond/Int	\$ 1,625,753	\$ 1,466,794	\$ 1,466,794	90.2%
Trans	\$ 814,259	\$ 58,956	\$ 256,888	31.5%
IMRF	\$ 314,100	\$ 28,906	\$ 130,109	41.4%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ -	\$ -	\$ -	-
Tort	\$ 80,133	\$ -	\$ 80,133	100.0%
Life Safety	\$ 17,650	\$ 1,170	\$ 15,035	85.2%
Total	\$ 14,058,484	\$ 2,430,744	\$ 6,057,395	43.1%

Dr. Mark Fredisdorf
Pleasantdale School District 107
7450 South Wolf Road
Burr Ridge, IL 60527

December 10, 2014

Dear Dr. Fredisdorf,

The purpose of this letter is to request a job share assignment for first grade at Pleasantdale Elementary School during the 2015-1016 school year. Lucy Leone-Arroyo has been a first grade teacher at Pleasantdale Elementary School since 2001. Judy Sarwark has also taught first grade at Pleasantdale for the past 6 years in a successful job share assignment. Judy Sarwark has had an outstanding reputation as both a full-time and substitute teacher in elementary education for the past fifteen years. Both teachers currently share a first grade classroom at Pleasantdale and continue to manage the assignment excellently.

We are well-versed on the District's curriculum and policies. We are also thoroughly aware of the expectations of the District 107 community. We are committed to this job share and to providing the students with an academic experience that exceeds the District's mission. We are passionate about our careers as educators and feel fortunate to be associated with a District that values quality education and the role teachers play in delivering that value proposition.

Our current job share assignment has had 100% positive feedback from both parents and students. All previous job share assignments, too, have yielded 100% positive comments and feedback from all of our families. We run a highly-organized classroom where the children are eager to learn and happy to come to school each day. We plan and implement challenging and differentiated lessons that meet the needs of all students. The partnership we have built over the past five and a half years has even exceeded our own expectations. Our lesson planning, teaching methods and time management have only gotten better. We love working together, and we enjoy teaching our students and truly becoming partners with their parents in education.

We sincerely hope you will consider our job share proposal. We are willing to look at any changes you or the Board of Education recommends. Considering the success we have had in our current and previous job share assignment, we hope to build on this success in the 2015-16 school year for the benefit of our students, their families, and everyone associated with Pleasantdale School District 107.

Sincerely,

Judy Sarwark



Lucy Leone-Arroyo



cc: Matt Vandercar

Job Sharing Program Proposal

I. General Information

Proposed Job Share Candidates:

Name: Lucy Leone-Arroyo

School: Pleasantdale Elementary School

Assignment: First Grade Teacher: 2014-2015 School Year

Certification: 04 Early Childhood

Qualifications: I have been teaching first grade at Pleasantdale Elementary School since 2001. I have been an active and integral part of the district in many ways including; conducting parent and teacher trainings, serving as the phonics and literacy coach, member of the strategic planning committee, member of our Curriculum Council and making our district's mission come to life each and everyday in my first grade classroom. I am so proud to be a part of the Pleasantdale community. Judy Sarwark was my maternity leave substitute during the 2007- 2008 school year. I have had the wonderful experience of sharing a first grade classroom with her for the past six years in an extremely successful job share assignment. We have such similar teaching philosophies and styles and work very well together. These past six years and this job sharing experience has made me a better teacher and has been the best professional experience of my life.

Name: Judy Sarwark

School: Pleasantdale Elementary School

Assignment: First Grade Teacher: 2014-2015 School Year

Certification: 03 Standard Elementary Teaching

Qualifications: I have been teaching for over fifteen years on both a full-time basis and as a substitute. As a full-time third grade teacher, I developed my own curriculum and communicated effectively with parents, teachers and administrators. While working as a long-term third grade substitute during three different school years, I followed the primary teacher's basic structure, but implemented my own ideas into the lesson plans and overall teaching strategy. During these long-term substitute assignments, I also prepared the students for ISAT testing in reading, writing and math. Since 2009, I've had the opportunity to job share with Lucy Leone-Arroyo in the first grade at Pleasantdale. While working with Lucy, it became readily apparent that we shared common teaching styles and our work ethic. Over the past six years, I have become an integral part of the first grade team. I excel in long range planning, especially for Science and Social Studies, as well as ensuring consistency in these subject areas across our

four classrooms. It continues to be a great experience working with everyone at Pleasantdale, and I look forward to building on that experience in the future.

II. Brief Description of Proposed Job Sharing Assignment

We are requesting a job sharing assignment for the 2015-2016 school year. This assignment will be for Lucy Leone-Arroyo and Judy Sarwark. We will share the duties and responsibilities of a first grade teacher at Pleasantdale Elementary School.

III. Proposed Job Sharing Schedule

(Teacher A: Lucy Leone-Arroyo)

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	X	X		X

(Teacher B: Judy Sarwark)

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
X			X	

Teacher A will work each Tuesday, Wednesday and Friday. Teacher B will work each Monday and Thursday. Both partner teachers will make every effort to substitute for each other when advance notice is given. If no advance notice is given, we ask that the other partner teacher be called first to substitute.

IV. Division of Responsibilities/Communication

We will divide the responsibilities of the classroom equally. Both Teacher A and Teacher B will be responsible for weekly lesson planning, direct instruction of all subject areas, student assessment and record keeping and parental contact. We will communicate weekly with each other to discuss lesson planning, student performance, parental concerns, team information, and other school-based issues. We will communicate daily if any special circumstances require immediate attention. We will also maintain a class liaison file containing any important information for the partner teacher such as parental concerns, e-mails, phone messages, student pick-up notes, assignments, etc.

V. Management of Teaching Responsibilities

A. Lesson Planning and Instruction

Teacher A and Teacher B will be responsible for lesson planning. We will divide the planning equally. We will lesson plan during our plan periods on our assigned days, then coordinate any extra classroom/school activities during our weekly partner

meeting. Since all subjects are taught in First Grade, both Teacher A and Teacher B will be responsible for teaching all subject areas to all of the students on their assigned days.

B. Student Evaluation

Teacher A and Teacher B will be equally responsible for evaluating all of the first grade students. Both teachers will share the responsibility for creating Progress Reports and Report Cards. Both teachers will be responsible for administering local assessments and record keeping of those assessments. Both teachers will also be responsible for sharing evaluation information with parents and/or administration. Teachers will review and discuss student performance during their weekly partner meeting.

C. Student Discipline

Teacher A and Teacher B will be equally responsible for setting expectations and classroom procedures. As a class, we will create a mission and rules that will help our class be successful. Both teachers will reinforce these procedures and “live” that mission daily to create a safe, consistent and happy environment for our young learners and ourselves.

D. Parent Conferences/Meetings/Curriculum Night/Open House

Both teachers will prepare for and attend Parent Conferences in the fall for the first grade students. Both teachers will prepare for and attend Curriculum Night and Open House. Both partner teachers will communicate consistently with parents through Curriculum Night, Open House, weekly newsletters, notes, phone calls and/or e-mails. Any brainstorming meetings, IEP meetings or meetings with individual parents will be attended by the teacher scheduled to work on the day of the meeting.

E. Faculty/Curriculum/Team Meeting Attendance

Faculty meetings are held after school on the first Wednesday of each month. Curriculum Meetings are held after school on the second Wednesday of each month. First Grade Team Meetings are held after school on the third Wednesday of every month. Since Teacher A will be scheduled to work on Wednesdays, Teacher A will be responsible for communicating all meeting minutes and/or other pertinent information to Teacher B.

F. Institute Days/Non-Pupil Days

Both partner teachers will participate in Institute Days on a 50% shared attendance basis; i.e. the partner teacher who is scheduled to teach on the day a meeting is held will be in attendance. Attendance at these meetings will be monitored such that 50% shared attendance is maintained.

G. Field Trips

When we arrange our two field trips for the 2015-2016 school year, we will seek to arrange them so that each teacher can attend one trip. We assume this arrangement will provide more parents with the opportunity to attend field trips due to the variability in the partner teachers' schedules.

VI. Statement of Benefits

A. Benefits to the Students of Pleasantdale School District 107

We have seen the benefits to the students in our class firsthand each and every year of our job share. It has been a joy to watch them flourish both academically and socially with having two teachers. Our first grade students will continue to benefit from having two energetic, knowledgeable, and highly qualified teachers to teach them throughout an entire school year. These students will receive the benefit of having two sets of eyes teaching them and assessing their performance. They will also learn how to interact with two teachers and the importance of teamwork toward achieving both classroom goals and individual goals. They will be part of an organized and schedule-oriented classroom where two teachers share the same child-centered goals.

B. Benefits to the Community of Pleasantdale School District 107

The Pleasantdale Elementary School staff and first grade team will continue to benefit greatly from having two motivated and highly qualified staff members in one first grade position. Having Judy be part of the first grade team over the past six years has been a blessing. Her insights into our planning and curriculum have been greatly appreciated by the entire staff at Pleasantdale. There has also been a great level of excitement within our staff community about our job share and the endless possibilities it has brought us and will continue to bring. Our staff celebrates our rejuvenated spirit in teaching and knows our job share has given us that. The parents of Pleasantdale School District 107, especially those in our first grade class, have truly valued having two insights into their children's strengths and weaknesses. The community, especially our classroom families have shown pride in a school district that is willing to think outside the box, in order to provide its students with the best learning experience possible. They have shown pride and faith in us as their children's teachers.

C. Benefits to Partner Teachers

This proposed job share allows both partner teachers to continue to excel in a profession they both love. It has already shown to promote greater communication and understanding between two excellent teachers that share a common goal of instilling a passion for learning in every one of their students. We believe the synergy created by our proposed job share will continue to benefit the students, their families and District 107 as a whole to a higher degree than if either one of us took on this teaching position alone.

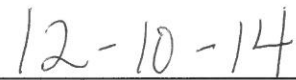
VII. Evaluation of Job Sharing Experience

Teacher A and Teacher B will conduct a survey that will be given to the parents and students in November and again in March, in order to provide feedback on the job sharing experience. The partner teachers will share this and all other feedback with their administrators at these scheduled times, as well as on an on-going basis throughout the year.

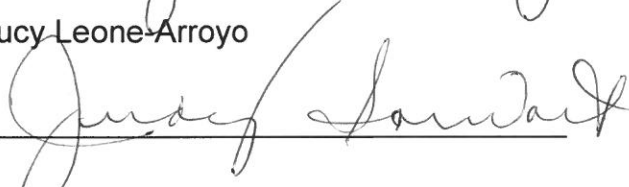
Respectfully submitted,



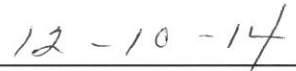
Lucy Leone-Arroyo



Date



Judy Sarwark



Date

December 8, 2014

Mr. Matt Vandercar, Principal
Pleasantdale Elementary School
8100 School Street
LaGrange, IL 60525

Dear Mr. Vandercar, Dr. Fredisdorf, and District 107 Board of Education,

The purpose of this letter is to officially request that Stephany Bassett and Jennifer Maita be considered for a job share position in First Grade for the 2015-2016 school year.

The attached "Job Share Proposal" includes all information related to our request including proposed responsibilities, schedules, means of communication, and more. We hope that the proposal contains everything you need. After reviewing the attached proposal, we would welcome the opportunity to address any questions you may have.

We both value working at Pleasantdale Elementary School, and we recognize all District 107 does for its students. We would like to continue to be a part of that success. A job share would allow us the opportunity to do what we love, work with the children of District 107 and be with our own children. We appreciate your consideration of our request.

Thank you!

Sincerely,


Stephany Bassett


Jennifer Maita

Job Share Proposal

Job Share Proposal

The purpose of this proposal is to request that Stephany Bassett and Jennifer Maita share the position of First Grade Teacher for the 2015-2016 school year.

Qualifications

Stephany Bassett – Type 04 Early Childhood Certification (I completed my student teaching experience in a 2nd grade classroom in 2008); Learning Behavior Specialist I (LBSI); Masters in Early Childhood Special Education. I have been a Preschool Teacher at Pleasantdale Elementary School since 2010. I was recognized by the Pleasantdale Board of Education for being featured in the statewide training video (Apples Video Magazine) on Early Childhood Education in 2012. I have 10 years of experience working with preschool aged children (3-5), with and without special needs. I have 11 years of experience working and collaborating with a variety of adults (teachers, therapists, and instructional assistants) and really enjoy the co-teaching model.

Jennifer Maita – Type 03 Elementary Education Certification. Masters in Elementary Education. I have been a First Grade Teacher at Pleasantdale Elementary School since 2005. I am very fortunate to be a part of the Pleasantdale community.

Job Share Responsibilities

We will divide all classroom responsibilities equally. We will teach Phonics, Reading, Writing, Math, Science, Social Studies, and Health according to the curriculum. We will be responsible for creating lesson plans and instructional ideas for all subjects taught. We will create a positive, structured, learning environment for all students. We will communicate with each other via phone, email or in person to address any issues that arise, and to discuss plans for the upcoming week. We will assess student achievement and record data in Skyward. We will create a classroom management system that reinforces positive behavior. We will communicate student progress, academic strengths and weaknesses to parents and each other. We will attend educational trainings and workshops for professional growth. We will facilitate Parent Teacher Conferences, Curriculum Night, Experience Elementary and attend Faculty, Content Area and Team meetings.

Proposed Job Sharing Schedule

Stephany Bassett teaching days:

First and last day of school, Monday, Wednesday (every other), Thursday

Jennifer Maita teaching days:

First and last day of school, Tuesday, Wednesday (every other), Friday

We will both make every effort to substitute for one another if known ahead of time. If advance notice is not given, we ask that the other partner be called to substitute first. When the 2015-2016 school calendar is approved and if our proposal is accepted, we will secure the number of working days to make sure they are equal.

Management of Teaching Responsibilities

A. Classroom Management

We will effectively manage our classroom to ensure all students are safe and have the ability to reach their maximum learning potential. Consistency will be our main goal. Our class will create a class mission and rules to be followed each day. We will establish a daily routine that will be respected and followed. We will communicate with each other daily via phone or email.

B. Parent Communication

We will send home a weekly newsletter to inform parents of the exciting things happening in their child's classroom. The newsletter will include curriculum information, ideas to work on at home, upcoming assessments or activities at school.

If student issues arise, we will deal with them promptly through email or a phone call home. The teacher who is working on the day of a circumstance will make every effort to handle the issue immediately. If communication is done through email we will always copy each other on the emails. If a phone call occurs, whom-ever is working on that day will handle the phone call and then communicate the outcome with the partner teacher. We will never hesitate to call each other first to conference or share our thoughts/concerns before reaching out to a parent. Frequent, relevant notes will be sent home with information contributed by both teachers and signed by us.

At the end of every trimester we will send home a survey to parents that will ask: How effective has the communication between home and school been? How can we improve our communication skills? As well as, thoughts/suggestions on our job sharing experience.

C. Communication to each other

We will keep a lesson plan binder that will hold our lesson plans. We will create lesson plans during our planning times on days we are scheduled to work. A scheduled time each day will be reserved for talking to one another. We will use this time to share curriculum lessons or assessment information, student work/observations and become informed with all necessary information. We will communicate school activities to one another and plan them accordingly in our lesson plan book. We will keep a daily writing log. We know that informing each other on a daily basis is pertinent to a successful classroom. Information we will communicate daily with each other through a book, email, or over the phone will include: attendance, anecdotes of student behaviors or academic needs, any incident that resulted in consequences to students, notes from parents and school news. We will call each other daily, especially during the beginning of the school year when the routine is being developed in the classroom to ensure we are aware of all that is happening.

D. Report Cards and Grading

We will both be responsible for evaluating all of our first grade students. When an assessment is administered the assigned teacher working that day will be responsible for scoring and entering into Skyward the grade for that assessment and sharing the information with the partner teacher. We will both monitor grades in Skyward on a daily basis. We will complete the comment section on student report cards together.

E. Curriculum Night/Experience Elementary

We will prepare for Curriculum Night and Experience Elementary together. We will both attend Curriculum Night and share first grade expectations, class mission, rules, curriculum, and any other important information to parents. We will plan and attend Experience Elementary together.

F. Parent/Teacher Conferences

We will both attend the parent/teacher conferences for every student. We will deliver the same message to families. During each meeting with parents, we will take turns sharing a positive anecdote and student work. We will support one another around any issue that arises.

G. Faculty/Content Area/Team Meetings

We will be alternating workdays each Wednesday therefore we will split the responsibilities of attending these meetings equally. Jennifer is part of Social Studies Committee and will attend these meetings. All information from any meeting will be shared with partner teacher.

H. Institute Days

The teacher who is scheduled to work on an Institute Day will be in attendance. Both partner teachers will be in attendance for the August institute day. This opportunity is a wonderful way to be together and set a positive tone with colleagues and each other for a successful school year.

I. Field Trips

When we plan a field trip with our grade level team, we will seek to schedule them so that each partner teacher can attend one field trip.

Benefits to the First Grade Students

We have 20 years of combined teaching experience in early childhood education. It will be comforting for Mrs. Bassett's former pre-school students and parents to see her as one of their teachers again. First grade students' can benefit from a variety of teaching styles, and two fresh, energized educators. The quality of teaching may be improved due to a "two heads are better than one" problem-solving approach; allow for more creativity and varied solutions to a problem. We have met several times to discuss the best approach for student learning and success using the job share model. We are passionate about teaching and will constantly engage our students. Having multiple teachers and a variety of teaching styles definitely serves as a positive experience for young children's learning and education.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Stephany Bassett", written over a horizontal line.

Stephany Bassett

A handwritten signature in cursive script, appearing to read "Jennifer Maita", written over a horizontal line.

Jennifer Maita

Pleasantdale School Dist. 107

New Superintendent Profile Report

January 21, 2015

SCHOOL EXEC  **CONNECT**

THE BOARD REQUESTED THE CONSULTANTS TO:

- **Conduct Focus Groups with three stakeholder groups: Administration, Staff, Parents/Community**
- **Conduct an On-line Survey to gather input from school staff, parents, and community members**
- **Create a *New Superintendent Profile* based on information gathered from these sources**

HOW PROFILE REPORT WILL BE USED

- The Board, Interview Committees and Consultants will use the *New Superintendent Profile* as they screen and conduct interviews with candidates
- The Board of Education may use this Profile Report to find out more about the thinking of the District's constituents
- The Consultants will use the New Superintendent Profile Report to screen candidates and develop interview questions
- The candidates and the community may use this *Profile Report* to find out about the strengths and challenges of the District

SUMMARY OF DATA COLLECTION

- **Focus Groups:** **20 Participants**
- **On-line Survey:** **124 Responses**
- Due to sampling methods, the resulting report is not a scientific study and provides only the perceptions of those who responded or participated
- In the survey report, percentages are rounded

FOCUS GROUP/SURVEY QUESTIONS

- **What are your District's greatest strengths and attributes? (Why would a new superintendent want to come to this District?)**
- **What are your District's greatest challenges? (What should a new superintendent know before he/she accepts this responsibility?)**

FOCUS GROUP/SURVEY QUESTIONS

- **What should the priorities be for the new superintendent?**
- **What are the most important characteristics and skills the new superintendent needs to possess to be successful in this District?**

DISTRICT STRENGTHS

- **Quality teachers who are caring and dedicated**
- **Parents' involvement fosters learning; parents care deeply, volunteer and have high expectations**
- **Financial stability and strong fiscal management**
- **Great students—kids “primed and ready to learn”**
- **Facilities are in great shape**
- **Quaint, unique community that values education**

DISTRICT CHALLENGES

- **School Board lacks understanding of role, has micro-management issues**
- **Lack of vision to achieve something great or significant**
- **Communication issues and transparency**
- **Weak curriculum based on the lack of Common Core alignment**
- **Trust issues on all levels; disconnect between Board, administration, staff and community**

DISTRICT CHALLENGES

- District lacks “systems thinking”—no clear policies/procedures/protocols for decision-making

NEW SUPERINTENDENT PRIORITIES

- **Ensure high levels of student achievement for ALL students, regardless of background**
- **Heal the broken culture and climate at all levels of the organization and community**
- **Re-build and maintain trust and relationships with staff, community and board members**
- **Think systemically and articulate a vision that all can embrace**
- **Develop a true, collaborative team approach**

NEW SUPERINTENDENT CHARACTERISTICS/ATTRIBUTES

- **An experienced, effective leader with a proven track record of success in governance, education, Common Core, and finance**
- **Ability to gain and maintain the trust and respect of teachers, staff and administration**
- **Ability to be truthful and honest when making tough and fair decisions, relating to employees, community and children**
- **An effective communicator with the ability to interact effectively with all stakeholders**
- **A team builder who can work effectively with Board, staff, and community**

SURVEY DEMOGRAPHICS

124 TOTAL RESPONSES

- Parent 60%**
- Staff Member 27%**
- Community Stakeholder 9%**
- Other 4%**

DISTRICT'S STRENGTHS

- **Quality of teaching staff** 63%
- **Student achievement** 43%
- **Community support of education** 41%
- **Fiscal management** 35%
- **Image of district** 29%
- **School facilities** 24%
- **Quality of administration and principals** 21%

GREATEST CHALLENGES/ BARRIERS

- **Use of technology for learning** 53%
- **Quality of administration & principals** 36%
- **Emphasis on mastery rather than test scores** 31%
- **Board governance** 30%
- **Challenging state-of-the-art curriculum** 29%
- **Interesting instr. methods that engage students** 25%

CHARACTERISTICS/SKILLS NEEDED FOR NEW SUPERINTENDENT

- Builds good teams & brings out best in others 63%
- Deep knowledge of C & I and student learning 55%
- Student-centered 53%
- Warm people skills; is approachable 40%
- Is collaborative & inclusive in decision-making 37%
- Has an inspiring vision for the future 30%
- Has excellent communication skills 24%
- Works well w/ BOE to set district's direction 23%

PRIORITIES FOR NEW SUPERINTENDENT

- **Continue to focus on student achievement by aligning curriculum with Common Core standards**
- **Build trusting relationships with Board and between the teachers and administration**
- **Review the use of technology in the district and make recommendations that help students learn**
- **Develop a vision and implement a systems-approach to decision-making**

NEW SUPERINTENDENT PROFILE

The New Superintendent Should Be a Person Who:

- **Will educate and lead the Board of Education to bring unity and professionalism to the oversight of the District, while keeping children at the heart of the decision-making.**
- **Is visible throughout the District and community. Enjoys interacting with staff; is approachable and genuine in relationships with staff, students and community members.**
- **Communicates a clear, inspiring vision for the District that is widely shared and implemented through prioritized steps.**
- **Has a deep understanding of curriculum, instruction and assessment that is aligned with the District's overall goal to better align with Common Core.**

NEW SUPERINTENDENT PROFILE

The New Superintendent Should Be a Person Who:

- **Is an effective communicator with the ability to interact effectively with all stakeholders**
- **Is a team builder who can work effectively with Board, staff, and community**
- **Values collaboration and transparency with the staff and community; is open to new ideas and is willing to listen and use the collective expertise of all to reach the best solutions for the District**

NEXT STEPS

- **Consultants Conduct Interviews and Reference Checks Using the *New Superintendent Profile***
- **Consultants Recommend Candidates to the Board**
- **Board Conducts First Interviews; Chooses Finalists**
- **Committees Interview and Give Input to the Board**
- **Board Holds Second Interviews**
- **Board Makes Selection; Negotiates the Contract**
- **New Superintendent Begins Duties at a Mutually Agreeable Date**

Instruction

Class Size

The Board of Education recognizes that smaller class sizes provide a more desirable learning environment. The Board seeks to establish class sizes that provide such a learning environment to meet instructional needs of all students, while also considering practical space constraints and exercising prudent fiscal management.

The superintendent will be responsible for working with principals to establish class sizes in each school based upon consideration of student needs, student performance capability, grade level, subject area, and space availability. For grades kindergarten through eighth, the administration will follow the procedures outlined below establishing maximum class size targets and administrative procedures.

If it is not possible to achieve desirable class sizes due to space constraints, partner teachers may be used to achieve lower student-to-teacher ratios.

The administration will report on the application of this policy to the Board of Education twice per year at board meetings. In the spring, the administration will report the planned application of the policy for the following school year. In the fall, the administration will report the results based on actual enrollment.

Class Size Targets & Administrative Procedures

Targets for the maximum allowable class sizes in grades kindergarten through eight will be:

K-1: 20

2-3: 24

4-5: 25

6-8: 26

The Superintendent is responsible for working with the principals to execute the following steps to determine class sizes:

1. For each school, the number of sections required to achieve class sizes at or below targets in each grade level will be determined. If enough classrooms are available, the class sizes will not exceed these levels.

2. If a school does not have enough classrooms to achieve class sizes at or below targets for all grade levels, reasonable alternatives for additional classroom space should be explored. Any recommended alternatives that impact programming must be approved by the Board.

3. If a school does not have enough classrooms to achieve class sizes at or below targets for all grades, the optimal allocation of classroom space will be determined. The first consideration will be that no class sizes will be planned to exceed the following upper limits: K-1: 20, 2-3: 24, 4-5: 25, 6-8: 26. The second consideration will be the unique needs, characteristics and dynamics of each grade level, with priority going to the grade levels that exceed targets and have the greatest demonstrated needs. The following may be considered:

- student needs, including special education and 504 accommodations; behavioral, discipline, social-emotional issues; "at-risk" considerations; English second language considerations; acceleration or enrichment needs
- academic strengths and/or challenges for the group of students
- subject area
- space availability and classroom sizes
- budgetary constraints as determined by the board
- effectiveness of available support services, including co-teaching and/or whole-class (not individual or small group aids as identified in IEPs) instructional aides
- educational research and best practices

- technology benefits
- other needs or factors as identified by the principals

All other considerations being equal, priority for classroom space will be given to achieving targets in primary grades.

4. Classes that remain over the target class sizes after prioritization and allocation of classroom space will be provided a certified teacher assistant or instructional aide at appropriate levels for the core subject areas. These partner teachers will be assigned through the third full week of September. Thereafter, consideration for additional partner teacher support for classes over target class sizes will be brought to the Board on a case-by-case basis but will not be automatically assigned based upon numbers alone.

5. The resulting allocation of classroom space, remaining classes that fall above targets and assignment of teacher support will be reviewed and approved by the Board.

6. Principals may request additional support for classes that fall at or below the targets, but demonstrate extraordinary needs. An extraordinary need must be demonstrated according to the criteria in step three. Requests for additional support must be approved by the superintendent and reviewed by the Board.

7. In addition, technology and resource needs must be met for students in classes that exceed target class sizes, such as computers, microscopes, textbooks, etc.

ADOPTED: XX/XX/15

Next Generation Science Standards



- an overview of conceptual shifts and coordinated implementation

Illinois and NGSS:

- ◎ Illinois is among the 26 lead states to have worked collaboratively to update the standards
- ◎ NGSS was adopted by the Illinois State Board of Education on February 19, 2014
- ◎ The standards will go into effect in the state of Illinois beginning in the 2016-17 school year.

What defines the NGSS:

- ① Designed to lead a coherent understanding of the Practices, Crosscutting Concepts, and Disciplinary Core Ideas
- ① Performance expectations focused on the three dimensions of science learning
- ① Coherent investigation of core ideas across multiple years of school
- ① Seamless blending of practices with core ideas and crosscutting concepts

Categories of Learning Goals/ Student Performance Indicators:

- ◎ 8 Science and Engineering Practices
- ◎ 7 Crosscutting Concepts
- ◎ 43 Disciplinary Core Ideas

Science and Engineering Practices:

1. Asking questions (for science) and defining problems (for engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Construction explanations (for science) and designing solutions (for engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

Crosscutting Concepts:

1. Patterns
2. Cause and effect: Mechanism and explanation
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter: Flows, cycles, and conservation
6. Structure and function
7. Stability and change

Disciplinary Core Ideas:

Life Science	Physical Science
<p><u>LS1</u>: From Molecules to Organisms: Structures and Processes</p> <p><u>LS2</u>: Ecosystems: Interactions, Energy and Dynamics</p> <p><u>LS3</u>: Heredity: Inheritance and Variation of Traits</p> <p><u>LS4</u>: Biological Evolution: Unity and Diversity</p>	<p><u>PS1</u>: Matter and Its Interactions</p> <p><u>PS2</u>: Motion and Stability: Forces and Interactions</p> <p><u>PS3</u>: Energy</p> <p><u>PS4</u>: Waves and their Applications in Technologies for Information Transfer</p>
Earth and Space Science	Engineering and Technology
<p>ESS1: Earth's Place in the Universe</p> <p>ESS2: Earth's Systems</p> <p>ESS3: Earth and Human Activity</p>	<p>ETS1: Engineering Design</p>

The three components are all inter-related :

- ◎ For students to be successful, they will need instruction consistent with the three dimensions integrated in the performance expectation and assessment
- ◎ <http://www.nextgenscience.org/kps2-motion-stability-forces-interactions>



Conceptual Shifts in the Next Generation Science Standards:

1. K-12 science education should reflect the interconnected nature of science as it is practiced and experienced in the real world
2. The Next Generation Science Standards are student performance expectations- NOT curriculum
3. The science concepts in the NGSS build coherently from K-12
4. The NGSS focus on deeper understanding of content as well as application of content
5. Science and engineering are integrated in the NGSS, from K-12
6. The NGSS are designed to prepare students for college, career, and citizenship
7. The NGSS and Common Core State Standards (English Language Arts and Mathematics) are aligned

Steps to Implementation:

1. Develop an awareness of the Next Generation Science Standards
2. Understand the nature of NGSS and the curriculum, teaching, and paradigm shifts required for successful implementation
3. Self-assess strengths and areas of need; are there changes that need to take place for successful implementation?

Implementation: The Next Steps

4. Create model lessons for implementation:
 - ❖ Modify curriculum organization
 - ❖ Develop, modify, and secure new instructional material
 - ❖ Try new instructional strategies
 - ❖ Integrate the three dimensions of NGSS
 - ❖ Draft and pilot lessons

Final Steps of Implementation:

5. Plan units of instruction including implementation activities and formative assessments to monitor students' progress
 - ❖ Secure funding needed for implementation and make necessary purchases
6. Create professional development surrounding units of instruction
7. Proceed with implementation

Questions?



Draft – PLEASANTDALE SCHOOL DISTRICT 107 2015-2016 SCHOOL CALENDAR

August 2015

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26 ✱	27 A	28	29
30	31					

September 2015

S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2015

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12 ✱	13 ✱	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2015

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15	16	17	18	19	20	21
22	23 ▲	24 ▲	25 ✱	26 ✱	27 ✱	28
29	30					

December 2015

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13	14	15	16	17	18	19
20	21 ✱	22 ✱	23 ✱	24 ✱	25 ✱	26
27	28 ✱	29 ✱	30 ✱	31 ✱		

January 2016

S	M	T	W	T	F	S
					1 ✱	2
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17	18 ✱	19 ✱	20	21	22	23
24	25	26	27	28	29	30
31						

OPENING/CLOSING DAYS OF SCHOOL

- August 27 (A) First Day of School
- June 8 (Ω) Last Day of School

STUDENT NON-ATTENDANCE DAYS (✱)

- August 26 District Institute Day
- September 7 Labor Day
- October 12 Columbus Day
- October 13 District Institute Day
- November 25 Non-Attendance Day
- November 26-27 Thanksgiving Holiday
- Dec. 21 – Jan. 4 Winter Break
- January 18 M.L. King, Jr. Day
- January 19 District Institute Day
- February 15 Presidents' Day
- March 21-28 Spring Break
- May 30 Memorial Day

PARENT-TEACHER CONFERENCE DAYS (▲)

- November 23 1:00-8:00 p.m.
- November 24 1:00-8:00 p.m.

GRADING PERIODS - TRIMESTERS

- November 13 T1 1st trimester
- February 26 T2 2nd trimester
- June 8 Ω 3rd trimester

COMMENCEMENT (☞)

- June 7

1/2 DAY INSERVICE – NOON DISMISSAL (☹)

- August 27
- February 12
- May 27

MISCELLANEOUS

- June 9-15 ☉ Emergency Days

February 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12 ☹	13
14	15 ✱	16	17	18	19	20
21	22	23	24	25	26 T2	27
28	29					

March 2016

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20	21 ✱	22 ✱	23 ✱	24 ✱	25 ✱	26
27	28 ✱	29	30	31		

April 2016

S	M	T	W	T	F	S
					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 2016

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15	16	17	18	19	20	21
22	23	24	25	26	27 ☹	28
29	30 ✱	31				

June 2016

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12	13 ☉	14 ☉	15 ☉	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

☉ Emergency Days may be used as school days if school closes unexpectedly during the regular school year.

December 18, 2014

To: Mark Fredisdorf

From: Candice Kramer

Re: STAR Assessment Information to Address Board of Education Questions

In reference to the STAR assessments, I hope the information below is found helpful for future goal planning:

Looking ahead, as each STAR testing period passes, we will increasingly benefit from the system reports. Following our first testing period, each student has one data point per assessment. The data points vary greatly due to the nature of the computer adaptive test. According to the STAR Growth Targets (attached), Renaissance Learning does not recommend a Student Growth Percentile Growth Target number. They do suggest that schools examine the previous year's data as a baseline reference before determining the current year growth target. That being said, once we have our first year's worth of data points, we will be able to formulate a more precise target.

STAR does provide us with a "projected score" following one data point. This number is formulated by the system through the student's grade level and starting score. Through the norming pool research, 50% of the students at this student's level will achieve the amount of growth stated as the projection. Over time, we will have access to more longitudinal data reports. These will allow us to compare the same grades year to year or compare the same students over multiple years. We will also have access to our district trends and these reports will allow us to look back as many as five years. This might be where a future goal could be formulated. Common goals might include, "__% of the district students will meet or exceed their projected score from the fall testing session to the spring testing session" or "The amount of students performing at or above the national norm will increase from __% at the beginning of the year testing session to __% at the end of the year testing session." Following the first year of testing, we will have a more solid grasp of the students' abilities per their longitudinal data as well as the STAR assessment itself. We will be able to more clearly determine if a test should be deemed invalid or falls outside of a student's typical performance. Clear goals will be able to be set and attained.

STAR does provide Benchmark, Cut Score, and Growth Rate reports (attached). These provide guidelines that might be followed when attempting to predict a growth rate. The grids list students from the norming pool into percentiles as well as the necessary growth needed to maintain placement in that percentile throughout the school year. One observation from these charts is that as the percentile and grade levels increase, the amount of expected growth will decrease.

To: Candice Kramer
Cc: Mark Fredisdorf
Subject: FW: weekly update

Hi Candy,

Hope you had a great Christmas and New Year and that you are staying warm on these freezing cold days! Brrrrr!

I finally had time to read the below weekly update (sorry, the Holidays got in the way!). I read your memo and thank you for your diligence. In your memo, you indicate that "Renaissance Learning does not recommend a Student Growth Percentile Growth Target number." After reading their document, "Learn More about STAR Growth Targets" I would agree with you - Renaissance Learning will not set our growth targets. However, it does indicate that "The growth target in STAR Enterprise was built for district administrators to help them see whether the students in the district are meeting growth expectations. District administrators, or district designated staff member, use the growth target to ASSIGN A GROWTH TARGET FOR ALL SCHOOLS IN THE DISTRICT... After administration selects the school's target, assessment results may be monitored to adjust instruction for each learner." It also indicates that in the Fall , "Administrator sets growth target."

So, I guess I would ask, what growth targets did we set in the fall for our district per STAR Enterprises direction? I feel like this could be used as our district goal.

Thank you!

Kim

-----Original Message-----

From: "Mark Fredisdorf" <mfredisdorf@d107.org>
Sent: Friday, December 19, 2014 13:33
To: "Beth Tegtmeier" <tegtmeier@board107.org>, "David Negron" <negron@board107.org>, "Gina Nelson" <scaletta-nelson@board107.org>, "Kim Barker" <barker@board107.org>, "Kristin Violante" <violante@board107.org>, "L Houk" <Houk@board107.org>, "Mark Mirabile" <mirabile@board107.org>
Cc: "Erika Sawosko" <esawosko@d107.org>, "Candice Kramer" <ckramer@d107.org>, "Catherine Chang" <cchang@d107.org>, "Deborah Lubeck" <dlubeck@d107.org>, "John Glimco" <jglimco@d107.org>, "Mark Fredisdorf" <mfredisdorf@d107.org>, "Matt Vandercar" <mvandercar@d107.org>
Subject: weekly update

Dear Board Members,

There are 23 attachments to the update. Please have an enjoyable and relaxing break over the holidays. I will not be sending an update out over the holidays unless there is pressing information to disseminate.

Mark

The information contained in this email is privileged and confidential. It is intended only for the party named. Any dissemination, distribution or copying of this communication, except by the named individual, is expressly prohibited.

Candice Kramer

From: Candice Kramer
Sent: Thursday, January 08, 2015 1:46 PM
To: 'barker@board107.org'
Cc: Mark Fredisdorf
Subject: RE: weekly update

Good Afternoon Kim,

I did have a great Christmas and New Year, thanks... and I hope you did as well!

I do agree that using the district Student Growth Percentile Goals set to STAR would form very efficient district goals. However, with this being the first year of implementation of the test, the only students that we technically set goals for are those that are being progress monitored for Response to Intervention purposes. These were simply set at the system default of 40 due to the fact that we were not able to begin the progress monitoring process in STAR without having set a goal.

As for the remainder of the student population, we were still looking to analyze the rate of growth throughout the school year in order to formulate a meaningful goal. The goals in STAR are set through a growth percentile. What this does is estimate the percentage of growth a student is expected to make based upon the number of students in the norming pool with a similar starting score as our student and the amount of progress they made between one test and the next.

When going into the system to set a goal, it provides options of goals in increments of five percent from 5 through 70. Any one of these can be selected to set a goal. An example would be if a student growth percentile of 55, that would mean that the student's growth from one test to another exceeds the growth of 55% of students with a similar beginning score. The system will produce student growth percentiles following testing periods which will allow us to see the rate of growth our students are making in order to make an informed decision when creating a district goal. Unfortunately, with just one data point so far, there are no student growth percentiles to be seen.

According to the STAR system, "students of differing achievement levels in different grades grow at different rates relative to the test's scale." The student growth percentiles will help an instructor to understand how an increased scaled score of 100 will mean something different to two different students. Following conversations with various departments at Renaissance, I learned that they recommend looking at our own past data when setting goals, following our second round of testing, we will be able to view the actual student growth percentile depicting the gains our students made, and their system defaults to 40 as a student growth percentile.

A goal determined by the STAR student growth percentiles might look like this, "___% of the students taking the STAR assessments will reach a student growth percentile of ___% or above from the fall testing session to the spring testing session."

In other words, we will need to have received the spring 2015 results to set such a goal for the upcoming school year.

I hope you find this information helpful, Candy

-----Original Message-----

From: barker@board107.org [mailto:barker@board107.org]
Sent: Monday, January 05, 2015 10:51 PM

Learn More about STAR™ Growth Targets

Renaissance Learning™ is committed to developing products to support our mission to accelerate learning for all. Growth targets, or setting goals for growth, is a focus of educators instructing children. Renaissance Learning listened to educators and collaborated with teachers to develop the Growth Target, something that will help provide actionable data that teachers may use to improve student learning.

What is a Growth Target?

The growth target in STAR Enterprise™ was built for district administrators to help them see whether the students in the district are meeting growth expectations. District administrators, or district designated staff member, use the growth target to assign a growth target for all schools in the district. The target is selected using Student Growth Percentile (SGP). SGP compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a STAR™ assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. For example, if a student has an SGP of 40, it means the student has shown more growth than 40 percent of academic peers. The growth target may be selected in increments of 5 SGP, ranging from 5 to 70. After the administrator selects the school's target, assessment results may be monitored to adjust instruction for each learner.

The growth target is modeled on the typical school year instructional cycle: Fall, Winter, Spring.

Fall

- Students participate in baseline STAR assessments
- Administrator sets growth target
- Teacher plans instruction

Winter

- Students participate in mid-year STAR assessments
- Administrator monitors results
- Teacher monitors SGP and adjusts instruction as needed

Spring

- Students participate in end-of-year STAR assessments
- Teacher and administrator examine final data

About Selecting the Growth Target

The selected specific SGP (5–70) is managed by the administrator. Renaissance Learning does not recommend a SGP Growth Target number. Schools may plan to examine previous year's data as a baseline reference before determining the current year growth target.



To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows.

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
1	10	64	9	71	15	78	19	1.3
	20	67	12	76	18	88	25	1.5
	25	69	13	79	20	95	28	2.1
	40	73	16	87	25	133	37	2.8
	50	76	18	95	28	164	44	3.8
	75	98	29	170	46	251	68	5.3
	90	205	56	269	73	339	89	4.6
2	10	87	26	107	32	164	43	2.2
	20	106	31	162	42	217	56	4.2
	25	126	35	183	47	239	61	4.5
	40	189	49	239	61	291	76	4.3
	50	224	58	274	71	327	86	4.1
	75	322	84	370	98	427	112	3.6
	90	410	108	465	122	525	142	3.5

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
3	10	177	48	215	54	255	61	3.3
	20	235	57	272	65	311	73	3.4
	25	259	62	294	70	334	78	3.3
	40	319	75	357	84	393	95	3.2
	50	357	84	392	95	436	105	3.2
	75	461	111	500	120	547	132	2.9
	90	561	136	613	150	673	161	2.9
4	10	265	61	287	66	318	73	2.9
	20	324	74	353	81	379	88	2.8
	25	350	80	375	87	406	95	2.8
	40	415	96	449	104	476	110	2.8
	50	458	106	487	112	520	120	2.5
	75	568	131	612	139	659	147	2.9
	90	689	152	774	176	853	190	3.6
5	10	337		363		386		2.7
	20	411		441		463		2.6
	25	444		465		492		2.4
	40	514		544		573		2.4
	50	560		592		630		2.4
	75	707		779		846		3.6
	90	900		955		1048		2.9
6	10	414		439		459		2.4
	20	494		518		544		2.1
	25	525		554		578		2.2
	40	614		647		684		2.2
	50	671		716		779		2.4
	75	897		939		997		2.2
	90	1098		1185		1251		3.0
7	10	464		474		497		2.3
	20	552		570		596		2.1
	25	585		611		638		2.1
	40	696		736		790		2.4
	50	795		843		884		2.8
	75	1026		1103		1175		2.8
	90	1266		1302		1323		1.3
8	10	517		536		557		2.3
	20	621		646		675		2.1
	25	665		696		729		2.3
	40	830		865		899		2.7
	50	908		942		979		1.9
	75	1202		1241		1288		1.4
	90	1327		1335		1342		0.3

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score	Est. ORF ^a	Scaled Score/ Week
9	10	580		606		630		2.0
	20	699		727		769		1.8
	25	773		802		836		2.1
	40	911		934		963		1.5
	50	991		1044		1092		1.5
	75	1295		1295		1312		0.4
	90	1343		1343		1344		< .01
10	10	637		637		638		2.0
	20	777		777		795		2.2
	25	844		844		860		1.7
	40	968		974		1001		1.4
	50	1101		1118		1154		2.0
	75	1315		1317		1323		0.1
	90	1344		1344		1344		< .01
11	10	643		652		671		1.7
	20	802		822		843		1.6
	25	866		882		897		1.2
	40	1012		1040		1064		1.0
	50	1161		1170		1185		1.1
	75	1325		1325		1329		< .01
	90	1344		1344		1344		< .01
12	10	675		683		702		1.4
	20	865		873		880		1.0
	25	917		920		924		0.6
	40	1122		1133		1143		0.6
	50	1219		1226		1233		0.5
	75	1332		1336		1339		< .01
	90	1345		1345		1345		< .01

a. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–4.



Benchmarks, Cut Scores, and Growth Rates

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward proficiency, and which students are already high performing.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the STAR™ reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Moderate growth rate is the amount a typical student is expected to grow per week. Based on national data, 50 percent of the students who started at this level were able to achieve this growth rate. Student Growth Percentile (SGP), now found on the Growth Report, can also help an educator determine if a student is growing adequately between screening windows. High school level data is still being analyzed and will be available soon.

Grade	Percentile	Fall September	Winter January	Spring May	Moderate Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
1	10	151	215	278	5.4
	20	188	253	318	4.8
	25	202	267	333	4.6
	40	238	302	367	4.3
	50	263	327	390	4.0
	75	327	389	451	3.5
	90	390	449	508	3.3
2	10	297	349	402	4.2
	20	341	389	438	3.8
	25	357	403	449	3.7
	40	394	438	482	3.6
	50	414	458	502	3.5
	75	467	512	558	3.2
	90	515	562	609	3.1

Grade	Percentile	Fall	Winter	Spring	Moderate
		September	January	May	Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
3	10	390	430	469	4.0
	20	429	473	518	3.6
	25	443	488	534	3.4
	40	479	525	571	3.3
	50	500	547	593	3.2
	75	552	599	646	2.8
	90	600	646	692	2.5
4	10	462	497	532	3.4
	20	511	544	577	2.9
	25	527	560	594	2.7
	40	563	591	631	2.6
	50	585	620	654	2.5
	75	641	676	711	2.3
	90	689	724	759	2.2
5	10	523	552	582	2.8
	20	571	601	631	2.3
	25	588	617	647	2.2
	40	628	657	687	2.2
	50	650	680	710	2.1
	75	711	739	767	2.0
	90	763	791	820	1.7
6	10	579	607	636	2.3
	20	631	655	679	1.9
	25	649	673	696	1.8
	40	694	715	737	1.7
	50	718	741	763	1.6
	75	786	805	823	1.2
	90	831	858	884	1.1
7	10	607	627	647	2.0
	20	660	678	696	1.6
	25	682	698	713	1.4
	40	728	744	760	1.3
	50	757	773	790	1.2
	75	821	837	852	0.8
	90	876	896	917	0.7
8	10	623	642	661	2.0
	20	685	703	721	1.6
	25	708	724	739	1.4
	40	758	771	785	1.2
	50	790	803	816	0.9
	75	856	873	890	0.6
	90	920	938	956	0.4

Grade	Percentile	Fall	Winter	Spring	Moderate
		Scaled Score	Scaled Score	Scaled Score	Growth Rate
9	10	640	660	680	1.7
	20	701	715	730	1.4
	25	720	734	748	1.4
	40	775	784	794	1.1
	50	802	811	820	0.9
	75	865	878	892	0.4
	90	930	946	963	0.2
10	10	639	658	677	1.7
	20	702	716	730	1.4
	25	723	736	749	1.4
	40	780	790	800	1.0
	50	806	816	826	0.8
	75	871	884	897	0.4
	90	935	953	971	0.2
11	10	687	689	696	1.5
	20	737	744	747	1.4
	25	755	762	767	1.0
	40	803	809	815	0.8
	50	828	833	840	0.6
	75	899	906	911	0.2
	90	974	977	981	0.1
12	10	699	704	706	1.4
	20	748	750	755	1.1
	25	770	774	779	0.6
	40	818	822	830	0.4
	50	843	848	852	0.2
	75	915	919	922	< .01
	90	989	989	996	< .01



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PLEASANTDALE COMMUNITY CONSOLIDATED SCHOOL DISTRICT NUMBER 107
Option I - Abate all of 2014 Debt Service Levy

<u>Tax</u> <u>Year</u>	<u>Equalized</u> <u>Assessed</u> <u>Valuation</u>	<u>%</u> <u>Change</u>	<u>Total</u> <u>Non-Referendum</u> <u>Debt Service</u>	<u>Referendum</u> <u>Debt Service</u>	<u>Total</u> <u>Debt Service</u>	<u>Bond &</u> <u>Interest</u> <u>Tax Rate</u>	<u>Less:</u> <u>Annual</u> <u>Abatements</u>	<u>Total</u> <u>Debt Service</u>	<u>Bond &</u> <u>Interest</u> <u>Tax Rate</u>	<u>Tax Rate</u> <u>Reduction</u>	<u>Impact on</u> <u>\$300,000</u> <u>Home</u>	<u>Impact on</u> <u>\$500,000</u> <u>Home</u>
2010	702,766,912	-2%	263,075	1,149,653	1,412,728	0.20	(500,000)	912,728	0.13	(0.07)	(66.17)	(113.12)
2011	568,131,370	-19%	263,275	1,275,753	1,539,028	0.27	(750,000)	789,028	0.14	(0.13)	(110.89)	(190.10)
2012	527,661,324	-7%	267,150	1,335,128	1,602,278	0.30	(1,000,000)	602,278	0.11	(0.19)	(148.14)	(254.48)
2013	499,090,300	-5%	264,500	1,383,628	1,648,128	0.33	(1,648,128)	0	-	(0.33)	(258.13)	(443.43)
2014	499,090,300	0%	285,000	1,497,378	1,782,378	0.36	(1,782,378)	0	-	(0.36)	(263.78)	(453.92)
2015	499,090,300	0%	285,000	1,551,928	1,836,928	0.37		1,836,928	0.37	-	-	-
2016	499,090,300	0%	285,000	1,614,528	1,899,528	0.38		1,899,528	0.38	-	-	-
2017	499,090,300	0%	265,000	1,756,815	2,021,815	0.41		2,021,815	0.41	-	-	-
2018	499,090,300	0%		1,655,190	1,655,190	0.33		1,655,190	0.33	-	-	-
Total			\$1,120,000	\$8,075,838	\$9,195,838		(\$1,782,378)	\$7,413,460				

MINUTES of a regular public meeting of the Board of Education of School District Number 107, Cook County, Illinois, held in the District Administration Center, 7450 South Wolf Road, Burr Ridge, Illinois, in said School District at 7:00 o'clock P.M., on the 21st day of January, 2015.

* * *

The meeting was called to order by the President, and upon the roll being called, Mark Mirabile, the President, and the following members of the Board of Education were physically present at said location: _____

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

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

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

The President announced that the next item of business before the Board of Education was the consideration of a resolution transferring funds from the District's Educational Fund and Operations and Maintenance Fund to its Bond and Interest Fund and abating the taxes heretofore levied for the year 2014 to pay the debt service on the District's outstanding General Obligation Capital Appreciation Limited School Bonds, Series 2005, and General Obligation School Bonds, Series 2006.

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

RESOLUTION transferring funds from the Educational Fund and Operations and Maintenance Fund of School District Number 107, Cook County, Illinois, to the Bond and Interest Fund for the payment of principal of and interest on the outstanding bonds of said School District and abating the taxes heretofore levied for the year 2014 to pay debt service on said bonds.

* * *

WHEREAS, the Board of Education (the "*Board*") of School District Number 107, Cook County, Illinois (the "*District*"), by resolutions adopted on the 14th day of December, 2005, and on the 17th day of May, 2006 (collectively, the "*Resolutions*"), did provide for the issue of \$749,176.30 General Obligation Capital Appreciation Limited School Bonds, Series 2005, and \$9,685,000 General Obligation School Bonds, Series 2006 (collectively, the "*Bonds*"), and the levy of a direct annual tax to pay debt service on the Bonds; and

WHEREAS, duly certified copies of the Resolutions have been filed in the office of the County Clerk of Cook County, Illinois (the "*County Clerk*"); and

WHEREAS, the Board has determined and does hereby determine that the District has excess funds in the amount of \$1,000,000 in its Educational Fund and excess funds in the amount of \$782,377.50 in its Operations and Maintenance Fund (collectively, the "*Excess Funds*") and it is necessary and in the best interests of the District to transfer the Excess Funds to the District's Bond and Interest Fund (the "*Bond Fund*") for the purpose of paying the principal of and interest on the Bonds and to correspondingly abate the taxes heretofore levied for the year 2014 to pay the principal of and interest on the Bonds:

NOW, THEREFORE, Be It and It is Hereby Resolved by the Board of Education of School District Number 107, Cook County, as follows:

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

Section 2. Transfer of the Excess Funds. The School Treasurer of the District is hereby authorized and directed to forthwith transfer \$1,000,000 of the Excess Funds from the Educational Fund to the Bond Fund and \$782,377.50 of the Excess Funds from the Operations and Maintenance Fund to the Bond Fund.

Section 3. Abatement of Tax. The taxes heretofore levied for the year 2014 to pay the Bonds under the terms of the Resolutions shall be abated by the amount of the Excess Funds, and the amount of tax currently on file for the year 2014 to pay the principal of and interest on the Bonds, the amount of the tax to be abated for said year, and the remainder of the tax levied which is to be extended for said year to pay principal of and interest on the Bonds are as follows:

SERIES 2005

YEAR OF LEVY	TAX LEVIED IN 2005 BOND RESOLUTION	TAX TO BE ABATED	TAX TO BE EXTENDED
2014	\$285,000	\$285,000	-0-

SERIES 2006

YEAR OF LEVY	TAX LEVIED IN 2006 BOND RESOLUTION	TAX TO BE ABATED	TAX TO BE EXTENDED
2014	\$1,497,377.50	\$1,497,377.50	-0-

Section 4. Filing of Resolution. Forthwith upon the adoption of this resolution, the Secretary of the Board shall file a certified copy hereof with the County Clerk, and it shall be the duty of the County Clerk to abate the tax levied for the year 2014 in accordance with the provisions hereof.

Section 5. Severability. If any section, paragraph, clause or provision of this Resolution shall be held to be invalid or unenforceable for any reason, the invalidity or unenforceability of such section, paragraph, clause or provision shall not affect any of the remaining provisions of this Resolution.

Section 6. Repeal. All resolutions or parts thereof in conflict herewith be and the same are hereby repealed, and this Resolution shall be in full force and effect forthwith upon its adoption.

Adopted January 21, 2015.

President, Board of Education

Secretary, Board of Education

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

After a full discussion thereof, the President directed that the roll be called for a vote upon the motion to adopt said resolution.

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

NAY: _____

Whereupon the President declared the motion carried and said resolution adopted, approved and signed the same in open meeting and directed the Secretary to record the same in the records of the Board of Education of School District Number 107, Cook County, Illinois, which was done.

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

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

Secretary, Board of Education

STATE OF ILLINOIS)
) SS
COUNTY OF COOK)

CERTIFICATION OF RESOLUTION AND MINUTES

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education (the “*Board*”) of School District Number 107, Cook County, Illinois (the “*District*”), and as such official I am the keeper of the records and files of the District and the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 21st day of January, 2015, insofar as same relates to the adoption of a resolution entitled:

RESOLUTION transferring funds from the Educational Fund and Operations and Maintenance Fund of School District Number 107, Cook County, Illinois, to the Bond and Interest Fund for the payment of principal of and interest on the outstanding bonds of said School District and abating the taxes heretofore levied for the year 2014 to pay debt service on said bonds.

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

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 120 hours in advance of the holding of said meeting, that at least one copy of said agenda was continuously available for public review during the entire 120-hour period preceding said meeting, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the School Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board in the passage of said resolution.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 21st day of January, 2015.

Secretary, Board of Education

Math and ELA Common Core State Standards Professional Development Plan with Corresponding Costs

Green = past events

Yellow = revisions/rescheduling since last month

July				
Date	Consultant	Teachers	Topic/Deliverables	Cost
22	Claran	Six 1 st grade teachers	Report card descriptors Assessments Scope & Sequence Math lessons	\$1,750 consultant \$1,639.68 staff pay
August				
1	Claran	Three preschool teachers	Revise Scope & Sequence Develop math activities to prepare students for Kindergarten Common Core expectations	\$1,750 consultant \$819.84 staff pay
12	Claran	Four 2 nd grade teachers	Report card descriptors Assessments Scope & Sequence Math lessons	\$1,750 consultant \$1,093.12 staff pay
19 a.m.	Claran	Four 3 rd grade teachers	Report card descriptors Assessments Scope & Sequence Math lessons	\$875 consultant \$546.56 staff pay
19 p.m.	Claran	Three middle school math teachers	Scope & Sequence Unit planning	\$875 consultant \$409.92 staff pay
20 p.m. Institute Day	Gail, Laura	All teachers except MS math	Key features of ELA standards and assessments Distilled instructional shifts Terminology Three performance tasks Content model framework	\$2,200 consultants
20 p.m. Institute Day	Claran	Middle school math teachers	Unit plans Curriculum maps Assessments	\$875 consultant
21 p.m.	Houghton	Middle school	Scope & Sequence	No consultant fee

Half-day Inservice	Mifflin Trainer	language arts teachers	Unit planning with new “Collections” materials	
28	STAR Assessment Trainer	Administrators, reading specialists, team leaders	STAR Assessment	\$3,000 trainer \$720 subs (8 teachers)
September				
3	Debbie @ ES John Glimco & Reading Specialist/RtI Facilitator @ MS	All certified staff	Overview of RtI Manual	Building meeting
TBD	Reading Specialists	New elementary teacher	Administration of benchmark assessments	Scheduled with teacher individually
TBD	Scholastic	Reading Specialist/RtI Facilitator & Candy	Read 180	Scheduled with teacher individually
4	Claran	Four 4 th grade teachers	Math Scope & Sequence Unit plans/curriculum maps Assessments	\$1,750 consultant \$360 subs
5	Claran	Four 3 rd grade teachers	Math units Unit plans/curriculum maps Assessments	\$1,750 consultant \$360 subs
9	n/a	Four 1 st grade teachers	Teachers are subbed out to administer the Fountas and Pinnell 1 on 1 reading assessment to their students	\$360 subs
11	n/a	Four 2 nd grade teachers	Teachers are subbed out to administer the Fountas and Pinnell 1 on 1 reading assessment to their students	\$360 subs
12	n/a	Four 4 th grade teachers	Teachers are subbed out to administer the Fountas and Pinnell 1 on 1 reading assessment to their students	\$360 subs
15	n/a	Four 3 rd grade teachers	Teachers are subbed out to administer the Fountas and Pinnell 1 on 1 reading assessment to their students	\$360 subs
16	Claran	Four 2 nd grade teachers	Math units Unit plans/curriculum maps	\$1,750 consultant \$360 subs

			Assessments	
17	Claran	Four 1 st grade teachers	Math units Unit plans/curriculum maps Assessments	\$1,750 consultant \$360 subs
18	Claran	Six preschool and kindergarten teachers	Math units Unit plans/curriculum maps Assessments	\$1,750 consultant \$540 subs
30	Debbie with Reading Specialist/RtI Facilitator	Grade K & 3	Data Meetings: Understanding data Making Decisions with data Communication with parents	\$360 subs
October				
Sept. 29/Oct. 6	Debbie with Reading Specialist/RtI Facilitator	Middle School	Understanding data Making Decisions with data Communication with parents	Grade level team
1	Debbie with Reading Specialist/RtI Facilitator	Grade 1-2	Data Meetings: Understanding data Making Decisions with data Communication with parents	\$360 subs
3	Debbie with Reading Specialist/RtI Facilitator	4 (1/2 day)	Data Meetings: Understanding data Making Decisions with data Communication with parents	\$180 subs
14 Institute Day	Gail, Laura	All teachers except middle school math teachers	Webb's Depth of Knowledge including: Questioning for verbal discussion Questioning for written discussion Questioning for assessments	\$4,400 consultants Institute Day, no subs needed
14 Institute Day (Claran was ill on this date. Will reschedule)	Claran (Date selected to reschedule is Wed. Mar. 4)	Middle school math teachers	Lesson plans Curriculum maps Assessments	\$1,750 consultant Institute Day, no subs needed
15 Half day	ISBE	Debbie Lubeck/Matt Vandercar	Kindergarten Individual Development Survey (KIDS) Administrator Training	No cost
20	Claran	Grade K-2 teachers	Lesson plans Curriculum maps Assessments	\$1,750 consultant \$1,080 subs

			Instructional practices Vertical alignment	
21	Claran	Grade 3-5 teachers	Lesson plans Curriculum maps Assessments Instructional practices Vertical alignment	\$1,750 consultant \$810 subs
22	Claran	Grade 6-8 teachers	Lesson plans Curriculum maps Assessments Instructional practices Vertical alignment	\$1,750 consultant \$270 subs
23	Claran	Parents	Math Common Core Informational Meeting – 6:30 to 8:30 p.m.	\$500 consultant
28		Council members (8)	Curriculum Council	\$720 subs
November				
10	Gail	Grade K-4 teachers	ELA critiquing and proving feedback on DOK questions as designed by faculty and practiced in classrooms	\$2,200 consultant \$1,080 subs
11	Laura	Grade 5-8 ELA and social studies teachers	ELA critiquing and proving feedback on DOK questions as designed by faculty and practiced in classrooms	\$2,200 consultant \$1,080 subs
Late November/early December	Debbie with Reading Specialists	Elementary	Using data to make decisions about intervention changes (<i>This will occur as part of the data review cycle.</i>) Providing Communication to Parents about progress and intervention changes	Grade level teams
Late November/early December	Debbie with Reading Specialist/RtI Facilitator	Middle School	Using data to make decisions about intervention changes (<i>This will occur as part of the data review cycle.</i>) Providing Communication to Parents about progress and intervention changes	Grade level teams
December				
3	Gail	Grade K-4 teachers	Evaluate writing practices by grade level teams	\$2,200 consultant \$1,080 subs

4	Laura	Grade 5-8 LA teachers	Evaluate writing practices by grade level teams	\$2,200 consultant \$1,080 subs
15	Margo	Collections teachers	Collections technology specialist will be visiting individuals to address any questions and concerns of teachers about the technology dashboard program component	No cost
January				
7	Candy	Elem Staff Meeting	NGSS informational overview	-
20 a.m. Institute Day	Claran	Grade PK-4 teachers	Develop curriculum maps and assessments Identify math resources Prepare for PARCC	\$875 consultant
20 p.m. Institute Day	Claran	Grade 5-8 math teachers	Develop curriculum maps and assessments Identify math resources Prepare for PARCC	\$875 consultant
20 p.m. Institute Day	Gail	Grade PK-4 teachers	Prepare for PARCC Strategies for informational text <ul style="list-style-type: none"> • Text features • Text structure • Short focused research 	\$1,100 consultant
20 all day Institute Day	Laura	Grade 5-8 LA Teachers	Prepare for PARCC Strategies for informational text <ul style="list-style-type: none"> • Text features • Text structure • Short focused research 	\$2,200 consultant
29	Claran	Grade PK-4 and middle school math teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
February				
2	Claran (date change from Feb 17)	Grade PK-8 teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
3	Claran (date change)	Grade 5-8 math teachers	Model lesson demonstrations Observations of teacher instructional	\$1,750 consultant No subs needed

	from Feb 18)		practices PARCC test preparation	
3		Grade 1-2	Data Meetings	\$360 subs
4		Grade 3-4	Data Meetings	\$360 subs
6		K (1/2 day)	Data Meetings	\$180 subs
11	Gail	Grade PK-4 teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
11	Laura	Grade 5-8 LA teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
17 (date change requested by presenter)	Claran (date selected to reschedule is Mon. Feb. 2)	Grade PK-8 teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
18 (Make up from April 14) (date change requested by presenter)	Claran (date selected to reschedule is Tues. Feb. 3)	Grade 5-8 math teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
19 (Gail is unable to attend this date)	Gail	Grade PK-4 teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
19	Laura	Grade 5-8 LA teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
25		Council members (8)	Curriculum Council	\$720 subs
March				
3 (Make up from April 13)	Claran	Grade PK-4 teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
4 (Make up from Oct 14)	Claran	Middle school math teachers	Lesson plans Curriculum maps Assessments	\$1,750 consultant (originally planned for an Institute Day when there were no subs needed. Day will be addressed in order

				to not require subs.)
April				
8	Gail	Grade PK-4 teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
8	Laura	Grade 5-8 LA teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
13 (Claran is unable to attend on this date. Will reschedule.)	Claran (Date selected to reschedule is Tues. Mar. 3)	Grade PK-4 teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
14 (Claran is unable to attend on this date. Will reschedule.)	Claran (Date selected to reschedule is Wed. Feb. 18 Tues. Feb 3)	Grade 5-8 math teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
20 (changed to April 21 due to substitute needs)	Gail	Grade PK-4 teachers	Close reading Strategies for literature	\$2,200 consultant \$1,080 subs
20	Laura	Grade 5-8 LA teachers	Close reading Strategies for literature	\$2,200 consultant \$1,080 subs
21 (from April 20)	Gail	Grade PK-4 teachers	Close reading Strategies for literature	\$2,200 consultant \$1,080 subs
23	Claran	Grade PK-4 teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
24	Claran	Grade 5-8 math teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
30		Council members (8)	Curriculum Council	\$720 subs
May				
TBD (if needed)		Council members (8)	Curriculum Council	\$720 subs
27		Grade K-1	Data Meetings	\$360 subs

28		Grade 2-3	Data Meetings	\$360 subs
29		Grade 4-5 (1/2 day)	Data Meetings	\$180 subs

Note:

Response to Intervention (RTI) training will be provided to staff members during regularly scheduled meeting time. The dates have yet to be identified. There will be no substitute or consultant costs for this training.

Next Generation Science Standards (NGSS) training is not yet scheduled for the 2014-15 school year. To every extent possible, the training will be scheduled during regularly scheduled meetings or institute days to avoid the use of substitutes.

Curriculum Professional Development Calendar Update

January 2015

Update on the professional development calendar outcomes:

- Our three consultants are all scheduled to be in district for our upcoming Institute Day on January 20. Laura Beltchenko will be working with the ELA teachers at the Middle school. Claran Einfeldt will be with our Elementary teachers in the morning and our Middle School math teachers in the afternoon. Gail Bohnenstiehl will be with our Elementary teachers in the afternoon. A brief reflection of the day will be included in next month's packet.

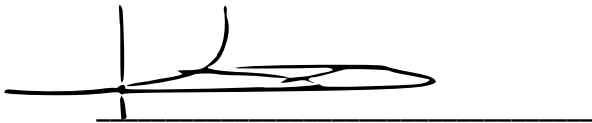
Pleasantdale School District 107
Attn: Freedom of Information Officer
7450 S. Wolf Road
Burr Ridge, IL 60527

To: Freedom of information Act Officer,

I am requesting the information of any Pleasantdale employee(s) whom has made any medical and or court claims or litigations due to any elevated levels of Radon caused in the work place from the years 2000 till present.

If there are any claims I also want to know if Radon was mentioned in their claim. Please send this to me within 5 business days.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kimberly Garcia', is written over a horizontal line. The signature is stylized with a vertical stroke on the left and a large loop on the right.

Kimberly Garcia

Catherine Chang

From: Catherine Chang
Sent: Tuesday, January 13, 2015 5:22 PM
To: 'garciafamilee@gmail.com'
Subject: RE: FOIA
Attachments: WC_Claim_Radon_Pleasantdale107_Redacted.pdf

Dear Ms. Garcia:

Thank you for writing to Pleasantdale School District No. 107 with your request for information pursuant to the Illinois *Freedom of Information Act* (“FOIA”), 5 ILCS 140/1 *et seq.*, received on January 6, 2015. We now provide the District’s timely response to your request.

You requested the following documents:

- “Information of any Pleasantdale employee(s) whom [sic] has made any medical and/or court claims or litigation due to any elevated levels of Radon caused in the work place from the years 2000 till present. If there are any claims, I also want to know if Radon was mentioned in their claim.”

Your request is granted in part and denied in part. Enclosed is documentation responsive to your request with the redactions and exemptions explained below. In response to your inquiry, the word “Radon” does not appear in the enclosed documents.

The District has redacted or withheld information based on the following FOIA exemptions:

- 7(1)(a), which exempts information prohibited by law from disclosure, such as employee medical records and medical information. 5 ILCS 140/7(1)(a);
- 7(1)(b), which exempts “private information,” including home addresses, personal telephone numbers, medical records and other unique identifiers. 5 ILCS 140/7(1)(b);
- 7(1)(c), which exempts “personal information,” including dates of birth, medical information and other information whose disclosure would constitute a clearly unwarranted invasion of personal privacy. 5 ILCS 140/7(1)(c);
- 7(1)(f), which exempts preliminary/predecisional communications in which policies or actions are being formulated, unless they have been publicly cited and identified by the head of the public body. 5 ILCS 140/7(1)(f);
- 7(1)(m), which exempts privileged attorney-client communications and materials prepared or compiled at the attorney’s request in anticipation of litigation. 5 ILCS 140/7(1)(m); and
- 7(1)(s), which exempts “[i]nsurance or self-insurance . . . claims, loss or risk management information, records, data, advice or communications.” 5 ILCS 140/7(1)(s).

You have a right to have the partial denial of your request reviewed by the Public Access Counselor (PAC) at the Office of the Illinois Attorney General. 5 ILCS 140/9.5(a). You can file your Request for Review with the PAC by writing to:

Public Access Counselor
Office of the Attorney General

500 South 2nd Street
Springfield, Illinois 62706
Fax: 217-782-1396
E-mail: publicaccess@atg.state.il.us

If you choose to file a Request for Review with the PAC, you must do so within 60 calendar days of the date of this letter. 5 ILCS 140/9.5(a). Please note that you must include a copy of your original FOIA request and this partial denial letter when filing a Request for Review with the PAC. You also have the right to seek judicial review of your partial denial by filing a lawsuit in the State circuit court. 5 ILCS 140/11.

As the District's FOIA Officer, I am responsible for the District's response to your requests. This response is intended to be fully responsive to your specific request. If I have misunderstood your request in any way, please clarify your request in writing to me.

Sincerely,
Catherine Chang
Freedom of Information Officer
Pleasantdale School District 107
708-784-2172

cc: Board of Education
Dr. Fredisdorf, Superintendent

Catherine Chang

From: Catherine Chang
Sent: Thursday, January 15, 2015 5:37 PM
To: 'sreeder@illinoispolicy.org'
Subject: RE: IMPORTANT -- FOIA Request

Dear Mr. Reeder,

Thank you for writing to Pleasantdale School District 107 with your request for information, dated January 7, 2015, pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq. Specifically, you requested for

- Provisions within the district's collective bargaining agreement providing for compensation (pay and or benefits) for union officials while performing union-related activities.
- The pay record of the employee(s) who receive this benefit.

Per Section 8.4 of the District and Teachers Association of Pleasantdale IEA/NEA Professional Agreement, " No more than four (4) days will be granted yearly to the Association for the purpose of conducting Association business. Four (4) association members who conduct business on the same day constitutes the maximum annual allowance of four (4) days. The Association will reimburse the District the daily cost of substitutes resulting from such leave." Since the District does not compensate employee who receive the benefit, there are no pay record of such nature.

Sincerely,
Catherine Chang
Freedom of Information Officer
Pleasantdale School District 107
708-784-2172

cc: Board of Education
Dr. Fredisdorf, Superintendent

From: Scott Reeder [mailto:sreeder@illinoispolicy.org]
Sent: Wednesday, January 07, 2015 5:14 PM
To: sreeder@ilnews.org
Subject: IMPORTANT -- FOIA Request

This is a request for information under the Illinois Freedom of Information Act, 5 ILCS 140.

I request the following:

- Provisions within the district's collective bargaining agreement providing for compensation (pay and or benefits) for union officials while performing union-related activities.
- The pay record of the employee(s) who receive this benefit.

In lieu of the actual documents, a statement of what annual financial benefits accorded union leadership by the school district for union work would suffice.

I understand that the Act permits a public body to charge a reasonable copying fee not to exceed the actual cost of reproduction and not including the costs of any search or review of the records. 5 ILCS 140/6.

I request a waiver of all fees for this request. Disclosure of the requested information to me is in the public interest because it is likely to contribute significantly to public understanding of the operations or activities of the government and is not primarily in my commercial interest.

I am requesting these documents in electronic format.

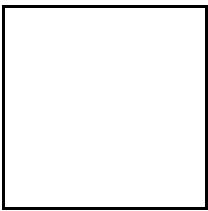
Please note as of Jan. 1, 2015, it is a Class 4 felony to withhold public documents available through the Illinois Freedom of Information Act.

I write a newspaper column that appears weekly in more than 70 newspapers across the state. The requested information will contribute to my journalism endeavors.

I look forward to hearing from you in writing within seven working days, as required by the Act. 5 ILCS 140(3).

If you have any questions regarding this request, I can be reached at: [\(217\) 528-8800 ext. 203](tel:(217)528-8800).

Sincerely,



Scott Reeder

The information contained in this email is privileged and confidential. It is intended only for the party named. Any dissemination, distribution or copying of this communication, except by the named individual, is expressly prohibited.