

Regular Meeting

Wednesday, March 18, 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 Special Meeting Minutes of February 12, 2015

V.B. Approve Closed Session Meeting Minutes of February 12, 2015

V.C. Approve Regular Meeting Minutes of February 18, 2015

V.D. Approve Closed Session Minutes of February 18, 2015

V.E. Approve Payment of February Payroll/March Warrants

V.F. Approve Governance and Planning (sec. 1) Board Policies

V.G. Approve Pleasant Dale Park District Before and After School Program Intergovernmental Agreement

V.H. Approve Elementary Tile Replacement and Asbestos Removal Bid Process

V.I. Approve Elementary and Middle School Staff Handbooks

VI. Reports and Discussion Items

VI.A. Superintendent's Report

VI.A.1. Class Size Board Policy *(15 Minutes)*

VI.A.1.a. * Approve Class Size Board Policy

VI.A.2. District Goal Revision *(10 Minutes)*

VI.A.2.a. * Approve District Goal Revision

VI.A.3. STAR Assessment *(15 Minutes)*

VI.A.4. Preliminary Staffing Recommendations *(10 Minutes)*

VI.A.5. Kindergarten Program *(20 Minutes)*

VI.A.5.a. * Determine Next Steps for Kindergarten Program

VI.A.6. 2014-15 to 2015-16 Transition Items *(10 Minutes)*

VI.A.7. **Board Retreat**
(5 Minutes)

VI.A.8. **New Superintendent Introduction Event**
(5 Minutes)

VI.A.9. **Taping of Meetings**
(10 Minutes)

VI.A.10. **Board of Education Information Requests**
(5 Minutes)

VI.A.10.a. ***Approve Board of Education Information Requests**

VII. **Items for Next Agenda:**
(5 Minutes)

VII.A. **Review School Board (sec. 2) Board policies; Review of Service Provider Bids/Contracts; Approve Asbestos Removal and Tile Installation Bids; Approve Preliminary Staffing Recommendation; Contract Negotiations; 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**
(90 Minutes)

IX.A. **The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District.**

IX.B. **Collective negotiating matters between the District and its employees or their representatives.**

IX.C. **Litigation - the District finds that an action is probable or imminent.**

X. **Action Item - *Approve March 2015 Personnel Report**

XI. **Written Reports**

XI.A. **Professional Development Plan**

XI.B. **Curriculum PD Update**

XI.C. **FOIA**

XI.D. **Website Update**

XII. **Adjournment**

MINUTES OF THE BOARD OF EDUCATION

Special Meeting Administration Building 6:30 p.m. – 10:13 p.m. February 12, 2015

Members Present:

- Mark Mirabile, Presiding Officer
- Kim Barker
- Lisa Houk
- David Negrón
- Gina Scaletta-Nelson
- Kristin Violante

Absent:

- Beth Tegtmeier

ROLL CALL AND VISITORS

Present was staff member Erika Sawosko.

ACTION NO. 54

Closed Session

Motion by Violante, seconded by Barker, that the Board of Education go into closed session at 6:31 p.m. to discuss appointment, employment, compensation, discipline, performance, and dismissal of personnel. Motion carried by a roll call vote of 6 ayes (Barker, Houk, Mirabile, Negrón, Scaletta-Nelson, Violante) absent – Tegtmeier.

The Board came out of closed session at 10:13 p.m.

ADJOURNMENT

Motion by Mirabile, seconded by Violante, that the special meeting adjourns at 10:13 p.m. Voice vote. Motion carried.

App. President _____ Secretary _____

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting Administration Building 7:00 p.m. – 9:09 p.m. February 18, 2015

Members Present:

- Mark Mirabile, Presiding Officer
- Kim Barker
- Lisa Houk
- David Negron
- Gina Scaletta-Nelson
- Beth Tegtmeier
- Kristin Violante

ROLL CALL AND VISITORS

Present with Superintendent Mark Fredisdorf were staff members Erika Sawosko, Candy Kramer, Catherine Chang, Matt Vandercar, John Glimco, Maribeth Kavanaugh, Tanya Kim, and Joanne Histed; Kevin Beese, Doings Reporter; David and Trisha Palzet and family; and residents Judy and Hayley Mirabile; Anthony Przeklasa, Jackie Negron, and Mike Rak.

OPEN FORUM

Anthony Przeklasa who has lived in the district for 24 years. He will be running for the Lyons Township School Board and wanted to introduce himself to the Board of Education.

ACTION NO. 55

Consent Agenda

Motion by Violante, seconded by Scaletta-Nelson, that the Board of Education approve the consent agenda consisting of: regular meeting minutes of January 21, 2015; closed session meeting minutes of January 21, 2015; special meeting minutes of January 28, 2015; closed session meeting minutes of January 28, 2015; special meeting minutes of February 4, 2015; closed session meeting minutes of February 4, 2015; special meeting minutes of February 5, 2015; closed session meeting minutes of February 5, 2015; special meeting minutes of February 11, 2015; closed session meeting minutes of February 11, 2015; payment of January payroll/February warrants; February 2015 Personnel Report consisting of the resignation of Julie Specht, grade 5; and hiring of Cinda Rokicki as a full time elementary instructional aide; Continuation of Cooperative Transportation Agreement with St. John of the Cross; and FY16 school calendar. Motion carried by a roll call vote of 7 ayes (Barker,

ACTION NO. 56

Employ Superint.

Scaletta-Nelson moves, and Houk seconds, to employ Dr. David Palzet as Superintendent of District 107 beginning July 1, 2015 through June 30, 2018 at a base annual salary of \$175,000, contingent upon the criminal background check required by law and the completion of mutually acceptable terms and conditions of employment, performance goals, and benefits as incorporated into a formal Employment Agreement to be approved at the Board’s March Board meeting. Motion carried by a roll call vote of 7 ayes (Barker, Houk, Mirabile, Negron, Scaletta-Nelson, Tegtmeier, Violante).

NEXT AGENDA

Items submitted for the March 2015 agenda include: Superintendent Employment Agreement; Class Size Board Policy; District Goal Revision; Approve Preliminary Staffing Recommendations; Approve Pleasant Dale Park District Before and After School Program Intergovernmental Agreement; Kindergarten Program; Re-employment of non-tenure Personnel and Non-renewal of Non-tenured Teachers; Review Governance and Planning (sec. 1) Board Policies; STAR Assessment Discussion; Website Update (written); Professional Development Update and Curriculum PD Update (written).

ACTION NO. 57

Closed Session

Motion by Mirabile, seconded by Houk, that the Board of Education go into closed session at 7:16 p.m. to discuss appointment, employment, compensation, discipline, performance, and dismissal of personnel. Motion carried by a roll call vote of 7 ayes (Barker, Houk, Mirabile, Negrón, Scaletta-Nelson, Tegtmeier, Violante) .

The Board came out of closed session at 9:08 p.m.

ADJOURNMENT

Motion by Mirabile, seconded by Barker, that the regular meeting adjourns at 9:09 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
46 5757	JOHN GLIMCO								
*R	MIDDLE SCHOOL								
EXP	0	318	B	1	REIMBURSE INCENTIVE MATERIALS	1 1114 476 2			46.99
EXP	0	318	B	2	MAR MILEAGE ALLOWANCE	1 2410 339 2			250.00
					SUB-TOTAL				296.99
47 32	LAGRANGE AREA DEPT OF SPECIAL EDUCATION								
*R	1301 W. COSSITT AVENUE								
*R	LAGRANGE ILL 60525 0000								
EXP	15-300-107	12/08/2014	318	B	1	FY15 PREBILL/SPEECH	1 4120 630		109773.15
EXP	15-300-107	12/08/2014	318	B	2	FY15 PREBILL/OT SRV	1 4120 631		4497.22
EXP	15-300-107	12/08/2014	318	B	3	FY15 PREBILL/PT SRV	1 4120 632		66067.80
EXP	15-300-107	12/08/2014	318	B	4	FY15 PREBILL/PSYCHOLOGIST	1 4120 636		43777.39
EXP	15-300-107	12/08/2014	318	B	5	FY15 PREBILL/PARA	1 4120 638		9783.01
EXP	15-300-107	12/08/2014	318	B	6	2015 PREBILL/PARA	1 4120 638		107.36
EXP	15-300-107	12/08/2014	318	B	7	2015 PREBILL/ECE CLASSROOM SUPPORT	1 4120 641		19299.75
EXP	15-446-107	2/13/2015	318	B	8	FY14 FINAL BILL	1 4220 670		715.36
EXP	15-446-107	2/13/2015	318	B	9	FY15 PREBILL	1 4220 670		112839.00
					SUB-TOTAL				366645.32
48 40813	LAURA BELTCHENKO EDUCATIONAL CONSULTING								
*R	930 CRESTFIELD								
*R	LIBERTYVILLE IL 60048 0000								
EXP	156	3/02/2015	318	B	1	CONSULTING SRV/MAR 2	1 2213 310		2200.00
EXP	153	2/01/2015	318	B	2	CONSULTING SRV/FEB 19	1 2213 310		2200.00
					SUB-TOTAL				4400.00
49 11151	LINDA A. EDENS								
*R	1430 N. LASALLE UNIT E2								
*R	CHICAGO IL 60610 0000								
EXP			318	B	1	FEB SPEECH/LANG SRV	1 1913 670		1200.00
EXP			318	B	2	MAR 3 & 10 SPEECH/LANG SRV	1 1913 670		300.00
					SUB-TOTAL				1500.00
50 8066	MARK FREDISDORF								
EXP	0		318	B	1	MAR MILEAGE ALLOWANCE	1 2320 339		250.00
					SUB-TOTAL				250.00
51 9087	MATH LEAGUE PRESS								
*R	PO BOX 17								
*R	TENAFLY NJ 76700 0017								
EXP	7477 18541-26	1/27/2015	318	F B	1	GR 6 MATH CONTEST	1 1114 446 2		80.00
					SUB-TOTAL				80.00
52 426	MATTHEW VANDERCAR								
EXP	0		318	B	1	REIMBURSE FOR ALL SCHOOL PIC FRAME	1 2410 400 1		35.99
EXP	0		318	B	2	MAR MILEAGE ALLOWANCE	1 2410 339 1		250.00
					SUB-TOTAL				285.99

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM						
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER				AMOUNT
67	5611 SCHOOL SPECIALTY									
*R	32656 COLLECTION CENTER DR									
*R	CHICAGO IL 60693 0656									
EXP	7479 308102139725	2/11/2015	318	F B	1 ASSRT SUPPLIES/HOLUBECKI FLOOD	1 2520 400				1959.58
EXP	7501 208113915799	2/11/2015	318	F B	2 MISC CLASSROOM SUPPLIES/DUVALL	1 1110 484 1				130.64
EXP	7500 308102141063	2/13/2015	318	F B	3 MISC INSTRUCT MATERIALS/VERVACK	1 1110 402 1				1074.89
EXP	7497 208113916051	2/11/2015	318	F B	4 iPad/TABLET FLOOR MOUNT STAND/EMSO	1 1110 409 1				89.37
EXP	7526 308102145758	2/27/2015	318	F B	5 MISC CLASSROOM SUPPLIES/MAITA	1 1110 481 1				175.20
EXP	7534 208113958321	2/25/2015	318	F B	6 PENCILS AND SHARPENER/BERWICK	1 1110 482 1				43.74
EXP	7544 308102147292	3/04/2015	318	F B	7 MISC INSTRUCT MATERIAL/KAVANAUGH	1 1205 400 1				451.60
EXP	7502 208113915846	2/11/2015	318	F B	8 MISC OFFICE SUPPLIES	1 1114 400 2				394.42
EXP	7513 308102143780	2/23/2015	318	F B	9 MISC INSTRUCT MATERIAL/DEATON	1 1114 400 2				124.81
					SUB-TOTAL					4444.25
68	60754 SOUTH COOK INTERMEDIATE SERVICE CENTER									
*R	253 W. JOE ORR ROAD									
*R	CHICAGO HEIGHTS IL 60411 0000									
EXP	10.5522	12/08/2014	318	B	1 ERATE WORKSHOP	1 2225 332 2				75.00
					SUB-TOTAL					75.00
69	3878 TOLEDO PHYSICAL EDUCATION SUPPLY									
*R	BOX 5618									
*R	TOLEDO OH 43613 0000									
EXP	7499 200321-00	2/10/2015	318	F B	1 MISC INSTRUCT MATERIAL/EMSO	1 1110 409 1				755.16
					SUB-TOTAL					755.16
70	4280 TRANE									
*R	PO BOX 98167									
*R	CHICAGO IL 60693 0000									
EXP	10395064R2	2/19/2015	318	B	1 SHAFT FAN	2 2540 400				130.00
EXP	10395064R1	2/13/2015	318	B	2 CHEMICAL AEROKROIL	2 2540 400				16.12
EXP	10393469R1	2/12/2015	318	B	3 WHEEL/MOTOR/HOUSING/COUPLING	2 2540 400				503.66
EXP	10393577R1	2/12/2015	318	B	4 BEARING	2 2540 400				28.00
EXP	10416563R1	2/23/2015	318	B	5 ACTUATORS	2 2540 400				519.00
EXP	10427619R1	2/23/2015	318	B	6 IGNITOR KIT	2 2540 400				164.01
					SUB-TOTAL					1360.79
71	3784 VILLAGE OF WILLOW SPRINGS									
*R	1 VILLAGE CIRCLE									
*R	WILLOW SPRINGS IL 60480 0000									
EXP		3/02/2015	318	B	1 HEALTH INSPECTION/12/11/14	2 2540 331				100.00
					SUB-TOTAL					100.00
72	748 WEX BANK									
*R	PO BOX 6293									
*R	CAROL STREAM IL 60197 6293									
EXP	40155512	3/06/2015	318	B	1 GAS FOR TRUCK	2 2540 464				79.91
					SUB-TOTAL					79.91
73	2903 WILLIAM BLAIR & COMPANY									
*R	222 WEST ADAMS STREET									
*R	CHICAGO IL 60606 0000									
EXP	DF01456	2/13/2015	318	B	1 FY14 DISSEMINATION SRV	3 5400 640				2750.00
					SUB-TOTAL					2750.00

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM						
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER				AMOUNT
7080	*EDUCATIONAL BENEFIT COOPERATIVE									
*R	36767 TREASURY CENTER									
*R	CHICAGO IL 60694 0000									
LIB	2/02/2015	202	B	1	FEB MEDICAL INSURANCE	1 456 0				28653.48
					SUB-TOTAL					28653.48
3859	EDUCATIONAL BENEFIT COOPERATIVE									
*R	36767 TREASURY CENTER									
*R	CHICAGO IL 60694 6700									
EXP	2/02/2015	202	B	1	FEB MEDICAL INSURANCE	1 1110 222 1				7631.86
EXP	2/02/2015	202	B	2	JAN ADJ	1 1110 222 1				1055.00
EXP	2/02/2015	202	B	3	FEB MEDICAL INSURANCE	1 1114 222 2				12444.95
EXP	2/02/2015	202	B	4	JAN ADJ	1 1114 222 2				401.00
EXP	2/02/2015	202	B	5	FEB MEDICAL INSURANCE	1 1205 222				9869.44
EXP	2/02/2015	202	B	6	FEB MEDICAL INSURANCE	1 1210 222				765.34
EXP	2/02/2015	202	B	7	FEB MEDICAL INSURANCE	1 1125 222 1				765.34
EXP	2/02/2015	202	B	8	FEB MEDICAL INSURANCE	1 1650 222				905.42
EXP	2/02/2015	202	B	9	FEB MEDICAL INSURANCE	1 2110 222				1227.75
EXP	2/02/2015	202	B	10	FEB MEDICAL INSURANCE	1 2220 222 1				705.00
EXP	2/02/2015	202	B	11	FEB MEDICAL INSURANCE	1 2213 222				1915.25
EXP	2/02/2015	202	B	12	FEB MEDICAL INSURANCE	1 2225 222 1				1915.25
EXP	2/02/2015	202	B	13	FEB MEDICAL INSURANCE	1 2225 222 2				660.44
EXP	2/02/2015	202	B	14	FEB MEDICAL INSURANCE	1 2134 222				705.00
EXP	2/02/2015	202	B	15	FEB MEDICAL INSURANCE	1 2320 222				2331.81
EXP	2/02/2015	202	B	16	FEB MEDICAL INSURANCE	1 2410 222 1				2502.34
EXP	2/02/2015	202	B	17	FEB MEDICAL INSURANCE	1 2410 222 2				2627.02
EXP	2/02/2015	202	B	18	FEB MEDICAL INSURANCE	1 2520 222				1302.40
EXP	2/02/2015	202	B	19	FEB MEDICAL INSURANCE	2 2540 222				950.73
EXP	2/02/2015	202	B	20	FEB MEDICAL INSURANCE	2 2540 222 1				382.67
EXP	2/02/2015	202	B	21	FEB MEDICAL INSURANCE	2 2540 222 2				382.67
EXP	2/02/2015	202	B	22	FEB MEDICAL INSURANCE	4 2550 222				390.92
EXP	2/02/2015	202	B	23	FEB LIFE INSURANCE	1 1110 221 1				138.00
EXP	2/02/2015	202	B	24	FEB LIFE INSURANCE	1 1114 221 2				155.25
EXP	2/02/2015	202	B	25	FEB LIFE INSURANCE	1 1205 221				183.08
EXP	2/02/2015	202	B	26	FEB LIFE INSURANCE	1 1210 221				11.50
EXP	2/02/2015	202	B	27	FEB LIFE INSURANCE	1 1125 221 1				11.50
EXP	2/02/2015	202	B	28	FEB LIFE INSURANCE	1 1650 221				11.50
EXP	2/02/2015	202	B	29	FEB LIFE INSURANCE	1 2110 221				11.50
EXP	2/02/2015	202	B	30	FEB LIFE INSURANCE	1 2134 221				17.25
EXP	2/02/2015	202	B	31	FEB LIFE INSURANCE	1 2213 221				21.85
EXP	2/02/2015	202	B	32	FEB LIFE INSURANCE	1 2220 221 1				5.75
EXP	2/02/2015	202	B	33	FEB LIFE INSURANCE	1 2220 221 2				5.75
EXP	2/02/2015	202	B	34	FEB LIFE INSURANCE	1 2225 221 1				5.75
EXP	2/02/2015	202	B	35	FEB LIFE INSURANCE	1 2225 221 2				5.75
EXP	2/02/2015	202	B	36	FEB LIFE INSURANCE	1 2320 221				57.50
EXP	2/02/2015	202	B	37	FEB LIFE INSURANCE	1 2410 221 1				44.74
EXP	2/02/2015	202	B	38	FEB LIFE INSURANCE	1 2410 221 2				44.28
EXP	2/02/2015	202	B	39	FEB LIFE INSURANCE	2 2540 221 1				5.75
EXP	2/02/2015	202	B	40	FEB LIFE INSURANCE	2 2540 221 2				17.25
EXP	2/02/2015	202	B	41	FEB LIFE INSURANCE	1 2520 221				26.78

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM					
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER		AMOUNT	
EXP	2/02/2015	202	B	42	FEB LIFE INSURANCE	4	2550 221	6.69	
EXP	2/02/2015	202	B	43	FEB MEDICAL INSURANCE	1	2213 223	5406.23	
					SUB-TOTAL			58031.25	
	2371 GUARDIAN - APPLETON								
*R	PO BOX 677458								
*R	DALLAS TX 75267 7458								
EXP	408524	1/21/2015	202	B	1	FEB DENTAL CHG	1 1110 201 1	1876.75	
EXP	408524	1/21/2015	202	B	2	FEB DENTAL CHG	1 1114 201 2	1876.74	
LIB	408524	1/21/2015	202	B	3	FEB COBRA/BURKE	1 456 0	40.65	
					SUB-TOTAL			3794.14	

PAY DATE 2/09/2015

VENDOR #	VENDOR NAME & ADDRESS	VOC.	F/P	ITEM						
P.O. #	INVOICE # & INVOICE DATE	#	TYPE	NO	DESCRIPTION	ACCOUNT NUMBER			AMOUNT	
4329	ELLIOT & ASSOC									
*R	9 S 708 CLARENDON HILLS RD									
*R	WILLOWBROOK IL 60527 0000									
EXP	20613	1/06/2015	209	B	1	INSTALL RADON VENTILATION SYSTEM	2	2540	323 1	50965.00
						SUB-TOTAL				50965.00

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	1/09/2015	217	B	1 BOE EMAIL FEE	1 2310 640			55.00
EXP	DUPAGEROE	1/09/2015	217	B	2 CONF/VANDERCAR	1 2410 332 1			175.00
EXP	DUPAGEROE	1/09/2015	217	B	3 CONF/GLIMCO	1 2410 332 2			195.00
EXP	INSTFORED	1/21/2015	217	B	4 CONF/EMSO	1 2410 332 1			235.00
EXP	TONYS	2/04/2015	217	B	5 BOE REFRESHMENTS	1 2310 400			45.03
EXP	7456 SCITENT	1/07/2015	217	F	B 6 WORKSHOP/DRISCOLL	1 1114 332 2			30.00
EXP	7459 ILPRINCASSOC	1/09/2015	217	F	B 7 IPA DUES/GLIMCO	1 2410 640 2			639.00
EXP	7454 WORLDPOINT	1/09/2015	217	F	B 8 MISC INSTRUCT MATERIALS/DRISCOLL	1 1114 332 2			82.15
EXP	SAM'S CLUB	1/20/2015	217	B	9 COFFEE	2 2540 400			45.92
EXP	SAM'S CLUB	1/20/2015	217	B	10 MISC SUPPLIES/MS	1 1114 400 2			190.88
EXP	SAM'S CLUB	1/21/2015	217	B	11 REFUND FOR RETURNED ITEM	1 1114 400 2			19.98
EXP	SAM'S CLUB	1/21/2015	217	B	12 BATTERIES	1 1110 400 1			14.19
EXP	7476 SCHOUTFITTER	1/23/2015	217	F	B 13 DRY ERASE LAPBOARDS	1 1114 411 2			65.16
EXP	OFFICEMAX	2/03/2015	217	B	14 LABELS	1 1114 400 2			11.62
EXP	AMAZON.COM	1/07/2015	217	B	15 ASSRT BOOKS/TITLE I	1 1110 404 1			10.15
EXP	AMAZON.COM	1/12/2015	217	B	16 CREDIT MEMBERSHIP FEE	1 1110 640 1			99.00
EXP	7463 COMMFORCHILD	1/14/2015	217	F	B 17 SECOND STEP GR 1 KIT/DASSINGER	1 2110 400 1			379.00
EXP	7468 MUSIC NOTES	1/15/2015	217	F	B 18 DIGITAL SHEET MUSIC	1 1110 417 1			66.00
EXP	7484 AMAZON.COM	2/01/2015	217	F	B 19 SILICONE SKIN JELLY CASE(7)	1 2225 400 1			132.02
EXP	HOMEDEPOT	1/14/2015	217	B	20 TILE FOR CLASSROOM	2 2540 400			314.40
EXP	HOMEDEPOT	1/30/2015	217	B	21 MISC MAINTENANCE SUPPLIES	2 2540 400			28.17
EXP	SPEEDWAY	2/03/2015	217	B	22 GAS FOR TRUCK	2 2540 464			59.69
					SUB-TOTAL				2654.40
3784	VILLAGE OF WILLOW SPRINGS								
*R	1 VILLAGE CIRCLE								
*R	WILLOW SPRINGS IL 60480 0000								
EXP			217	B	1 JAN FEB SEWER BILL	2 2540 370 1			190.97
					SUB-TOTAL				190.97

February 2015 Revenue and Expenses

REVENUES	Budget	February 2015	YTD	% Realized
Education	\$ 10,191,823	\$ 1,306,498	\$ 5,844,414	57.3%
Oper & Maint	\$ 1,609,953	\$ 286,053	\$ 1,005,356	62.4%
Bond/Int	\$ 600	\$ -	\$ 204	33.9%
Trans	\$ 971,391	\$ 105,482	\$ 497,834	51.2%
IMRF	\$ 314,100	\$ 32,791	\$ 222,112	70.7%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ 1,200	\$ -	\$ 1,330	110.9%
Tort	\$ 80,381	\$ 11,688	\$ 47,280	58.8%
Life Safety	\$ 1,400	\$ -	\$ 1,527	109.1%
Total	\$ 13,170,848	\$ 1,742,512	\$ 7,620,057	57.9%

EXPENSES	Budget	February 2015	YTD	% Used
Education	\$ 10,135,456	\$ 706,160	\$ 5,116,248	50.5%
Oper & Maint	\$ 1,071,133	\$ 122,958	\$ 642,019	59.9%
Bond/Int	\$ 1,625,753	\$ -	\$ 1,466,794	90.2%
Trans	\$ 814,259	\$ 62,388	\$ 376,579	46.2%
IMRF	\$ 314,100	\$ 26,353	\$ 182,758	58.2%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ -	\$ -	\$ -	-
Tort	\$ 80,133	\$ -	\$ 80,133	100.0%
Life Safety	\$ 17,650	\$ 294	\$ 15,362	87.0%
Total	\$ 14,058,484	\$ 918,152	\$ 7,879,894	56.1%

Governance and Planning

Legal Status

The Illinois Constitution requires the State to provide for an efficient system of high-quality public educational institutions and services in order to achieve the educational development of all persons to the limits of their ~~abilities~~ **capabilities**.

The General Assembly has implemented this mandate through the creation of school districts. Pleasantdale School District 107 located in Cook County, Illinois (“the District”) is governed by Illinois laws for school districts having a population of not fewer than 1,000 and not more than 500,000.

The District constitutes a body corporate that possesses all the usual powers of a corporation for public purposes, and in that name may sue, purchase, hold and sell personal property and real estate, and enter into such obligations as are authorized by law.

LEGAL REF: Ill. Const., Article X, Section 1, 105 ILCS 5/10-1 et seq.

ADOPTED: December 14, 1994

REVISED: April 21, 2004; **March 18, 2015**

Governance and Planning

District Organization and Cooperative Agreements

The District is an elementary school district, serving students from Pre-School through Grade 8. The District serves parts of the communities of Burr Ridge, Countryside, Indian Head Park, Willow Springs, and some surrounding unincorporated areas of Cook County, Illinois. The administrative offices are located at 7450 South Wolf Road in Burr Ridge.

~~District students and staff participate in the following cooperative programs:~~

The District enters into and participates in joint programs and intergovernmental agreements with units of local government and other school districts in order to jointly provide services and activities in a manner that will increase flexibility, scope of service opportunities, cost reductions, and/or otherwise benefit the District and the community. The Superintendent shall manage these activities to the extent the program or agreement requires the District's participation, and shall provide periodic implementation or operational data and/or reports to the School Board concerning these programs and agreements. The District participates in the following joint programs and intergovernmental agreements:

LaGrange Area Department of Special Education

DuPage West Cook Special Education Association

Pleasant Dale Park District

ADOPTED: December 14, 1994

REVISED: April 21, 2004; March 17, 2010; March 16, 2011; **March 18, 2015**



February 13, 2015

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

mfredisdorf@d107.org

**Re: Asbestos Consulting Services at Pleasantdale Elementary School
8100 School Avenue, Willow Springs, IL 60480**

Dear Mr. Fredisdorf:

We appreciate the opportunity you have extended Carnow, Conibear & Assoc., Ltd. (Carnow Conibear) to present this proposal for our Professional Asbestos Consulting Services. Under this proposal, Carnow Conibear will conduct an asbestos abatement design, representative oversight and monitoring, and will maintain all project record keeping during asbestos abatement of flooring material from four classroom areas necessary to support the planned renovations at Pleasantdale Elementary School.

Scope of Work

Asbestos Project Design (Design Phase)

Carnow Conibear's Licensed Asbestos Project Designer will prepare technical specifications and written descriptions of materials and procedures to be followed during asbestos abatement. The design will be provided to both Pleasantdale School District 107 (the District) and the selected abatement contractors. Specific elements will include engineering controls for the isolation of contaminants, worker and public protection, applicable regulations and standards, permitting and notification, testing, and disposal requirements. Carnow Conibear will coordinate and attend pre-bid meetings and aid the district in evaluating bids and scheduling the abatement.

Asbestos Abatement Project Oversight and Air Monitoring (Construction Phase)

The purpose of project management is to oversee asbestos abatement activities. Carnow Conibear's project management and air sampling services will generally consist of maintaining communication Pleasantdale School District 107 and the contractor, assessing abatement progress, monitoring abatement work to help maintain conformance with technical project specifications, and federal and state regulations as well as the project schedule, and performing asbestos air monitoring. These project activities are discussed below in greater detail.

1. Carnow Conibear will visually inspect the work areas for compliance with the technical specifications and applicable regulations. Carnow Conibear will review the abatement contractor's submittals.
2. During actual removal, abatement activity will be monitored by collecting air samples inside and outside the work areas. These air samples will be collected according to the Environmental Protection Agency (EPA) guidelines and the Occupational Safety & Health Administration (OSHA) Standard. Personal exposure monitoring samples will not be collected for the abatement contractor's work force.

3. Carnow Conibear will provide full-time, on-site monitoring. Carnow Conibear will inspect the work areas and abatement procedures daily for conformance with the technical project specifications as well as state and federal regulations. The containments will be visually inspected as well as engineering control methods including negative pressure ventilation systems, decontamination, and respiratory protection. Carnow Conibear will also conduct regular visual inspections of the Abatement Contractor's work methods including amended water application, containment cleanliness, bag-out, and final cleaning. Carnow Conibear will record field activities and observations including air sampling locations.
4. Carnow Conibear will conduct a final visual inspection of the work areas to determine if visible debris and asbestos-containing material have been sufficiently removed or repaired. Final clearance samples will be collected when Carnow Conibear determines that no visible debris remains. The final visual inspection will include a visual assessment for mold and moisture.
5. Carnow Conibear will collect final clearance samples to determine the airborne concentration of fibers upon completion of the asbestos abatement project.
6. Carnow Conibear will analyze air samples by Phase Contrast Microscopy (PCM), using the National Institute for Occupational Safety and Health (NIOSH) Method 7400 counting rules. Final air clearance samples will be submitted to an AIHA accredited laboratory and analyzed by Transmission Electron Microscopy (TEM) as required by regulation.
7. Carnow Conibear will prepare a final abatement summary report. The report will include pre-abatement air sampling results, daily air sampling results, final clearance air sampling results, a description of abatement activity, and the contractor's submittals. The final written report will be provided within 30 days after completion of final abatement activity and receipt of all waste manifests. The report will be submitted to the IDPH as required by regulation.

Professional Fees and Expenses

The cost for completing this work, as described, is estimated at **\$9,600.00** and is detailed below.

<u>Price Item</u>	<u>Quantity</u>	<u>Unit</u>	<u>Fee</u>	<u>Total</u>
Asbestos Project Design and Bidding	1	Each	\$2,000.00	\$ 2,000.00
			<i>Design Phase Sub-Total:</i>	\$ 2,000.00
Project Management/Air Sampling*	10	8-hr Shift	\$ 560.00	\$5,600.00
PCM Air Sample Analysis*	80	Sample	\$ 10.00	\$ 800.00
TEM Final Air Sample Analysis*	5	Sample	\$ 80.00	\$ 400.00
Abatement Summary Report	1	Each	\$ 800.00	\$ 800.00
			<i>Construction Phase Sub-Total:</i>	\$7,600.00

* Estimate – Actual quantity will be invoiced.

Terms and Conditions

1. The project will be conducted after the attached Letter of Acceptance has been signed by Pleasantdale School District 107, hereinafter referred to as Client, and returned to Carnow Conibear.




2. The service fee in this proposal shall not be considered as a firm figure. Thus Carnow Conibear will bill for actual time and materials as they relate to the project.
3. If Client requests changes in the scope of the project, these changes must be set forth in writing and subject to Carnow Conibear's written approval. With respect to all such changes, Client and Carnow Conibear will negotiate a mutually agreeable adjustment in Carnow Conibear's compensation prior to changes in the scope of the project becoming effective.
4. Carnow Conibear will perform the services under this Agreement at a level consistent with that level of care and skill ordinarily exercised by members of Carnow Conibear's profession practicing under similar conditions at the same time in the same or similar locality.
5. Client agrees that the liability of Carnow Conibear shall not exceed the value of the contract.
6. The prices for these services are honored for 90 days from the date of this proposal and are subject to change after that time.
7. This Agreement represents the entire understanding and Agreement between Client and Carnow Conibear, and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both Client and Carnow Conibear.
8. Only electronic copies of documents generated during a project by Carnow Conibear will be retained unless Client requests other arrangements. Electronic copies of documents may be discarded after seven years.

Thank you for the opportunity to present this proposal. We believe our Asbestos Consulting Services will assist you in managing and minimizing your risks. Should you have any questions, please contact Derek Lantry at (312) 762-2956.

Sincerely,

CARNOW, CONIBEAR & ASSOC., LTD.

Prepared by:



Derek Lantry
Team Manager

P2015055(rev1)

Reviewed by:



Daniel Juneau
Director of Operations

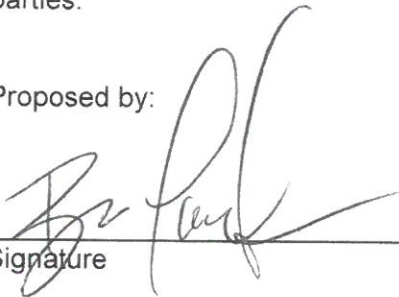
**CARNOW
CONIBEAR**



Letter of Acceptance

Pleasantdale School District 107 accepts Carnow, Conibear & Assoc., Ltd.'s attached proposal dated February 13, 2015 for Asbestos Consulting Services. This Letter of Acceptance, when signed by both of the below named parties, constitutes a binding contract between such parties. The terms and conditions of this contract are set out in the attached proposal and constitute the entire agreement between the parties.

Proposed by:



Signature

Brian LoVetere
Chief Operating Officer
Carnow, Conibear & Assoc., Ltd.
600 W. Van Buren St., Suite 500
Chicago, IL 60607

Accepted by:

Signature

Name

Title

Company or Agency

Address

City, State, Zip Code

Date

**AMENDMENT TO LETTER AGREEMENT FOR CONSULTING SERVICES
BETWEEN THE BOARD OF EDUCATION OF PLEASANTDALE SCHOOL DISTRICT
NO. 107, DUPAGE COUNTY, ILLINOIS AND
CARNOW CONIBEAR & ASSOC. LTD.**

THIS AMENDMENT is entered into this ___ day of _____, 2015, by and between the Board of Education of Pleasantdale School District No. 107 (“Client”) and Carnow Conibear & Assoc., LTD. (“Carnow Conibear”) and amends the terms and conditions of the letter agreement dated February 13, 2015 entered into between the parties (“Letter Agreement”).

1. **Limitation of Liability.** Paragraph 5 of the Letter Agreement is deleted in its entirety.
2. **Compliance with Laws.** In performing its services, Carnow Conibear shall comply with all applicable laws, ordinances, rules, regulations and codes, including but not limited to the *Illinois Prevailing Wage Act*, 820 ILCS 130/1 *et seq.*, and the *Illinois Human Rights Act*, 775 ILCS 5/1-101 *et seq.* and the provision of sexual harassment policies and procedures pursuant to Section 2-105 of that Act.
3. **Termination.** This agreement may be terminated by the Client with or without cause upon not less than seven (7) days’ written notice. Client shall be responsible for services performed under the Letter Agreement through the date of termination by the Client.
4. **Payment.** Payments by the Client shall be made in accordance with the *Illinois Local Government Prompt Payment Act*, 50 ILCS 505/1 *et seq.*
5. **Indemnification.** Carnow Conibear shall indemnify and hold harmless the Client, its individual Board members and employees (collectively, “Indemnitees”), from and against all claims for death or injury to persons or damage or loss to property, and for any other claims, losses or damages, including claims of Client and third parties for any damages, losses, and expenses, including reasonable attorneys’ fees, arising out of, related to or connected with the negligent performance of the services provided under this Agreement or any breach hereof. Carnow Conibear shall not be responsible to indemnify the Indemnitees for the Indemnitees negligent acts or omissions.
6. **Insurance.**

6.1 Carnow Conibear shall provide professional liability insurance coverage beginning with the commencement of its services until the date of completion thereof in the minimum amount of \$2,000,000 per claim and in the aggregate. For the same period of time, Carnow Conibear shall carry general liability insurance, as well as automobile liability insurance, excess liability insurance, Worker’s Compensation and employer’s liability insurance, in amounts and types of coverages a prudent consultant performing similar services would maintain. The Client shall be named as an additional insured on all insurance required hereunder with the exception of the professional liability insurance and the Worker’s Compensation insurance.

6.2 All insurance required of Carnow Conibear, with the exception of professional liability insurance and Workers’ Compensation insurance, shall state that the coverage afforded to the additional insureds shall be primary insurance of the additional insureds with respect to claims arising

arising out of operations performed by or on their behalf. If the additional insureds have other insurance which is applicable to the loss, it shall be on an excess or contingent basis.

7. **Additional Services.** Any additional service for which the Client is to compensate Carnow Conibear must be authorized in writing by the Client before the service is commenced.

8. **No Waiver.** No failure of either Carnow Conibear or the Client to exercise any power given in this Agreement or to insist upon strict compliance by the other party with any obligation hereunder and no custom or practice of the Client or Carnow Conibear at variance with the terms hereof shall constitute a waiver of the right of either party to demand exact compliance with the terms of this Agreement.

9. **Complete Understanding.** The Letter Agreement and this Amendment shall constitute the complete understanding of the parties.

10. **Conflicts of Terms.** The undersigned agree that this Amendment shall be attached to and is incorporated into the Letter Agreement. The undersigned further agree that the provisions of this Amendment shall control over any other provision contained in the Letter Agreement.

WHEREAS, this Amendment and its terms and conditions are agreed upon by the parties on the date set forth above.

CLIENT:

**BOARD OF EDUCATION OF
PLEASANTDALE SCHOOL
DISTRICT NO. 107,
DUPAGE COUNTY, ILLINOIS**

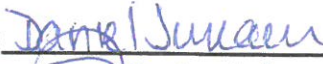
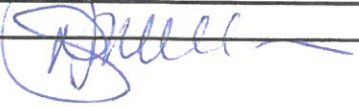
By: _____
Its: _____

ATTEST:

By: _____
Its: **Secretary**

CARNOW CONIBEAR:

**CARNOW CONIBEAR &
ASSOC., LTD.**

By:  _____
Its:  _____

Catherine Chang

From: Michael Henderson [mike@strpartners.com]
Sent: Friday, March 06, 2015 11:10 AM
To: Catherine Chang
Subject: Fwd: Pleasantdale D107 Flooring Scope Memo
Attachments: Pleasantdale Scope Memo.PC9.pdf; 15010 Pleasantdale ES Flooring RN 00020 Advertisement_150216.doc

Catherine,

Attached, please find floor plan indicating the scope of the floor tile installation work at Pleasantdale Elementary School.

We anticipate this work to be bid to a General Contractors for installation starting this summer between July 13th and August 14th.

As noted on the Flooring Scope Plan, four classrooms in the first grade wing currently have asbestos containing floor tile that will require removal by a licensed, asbestos abatement contractor. This abatement work is being designed and coordinated through your asbestos consultant, Carnow Conibear.

As we discussed, the design services provided by STR Partners will be at or standard District 107 rate of 7.5% of construction cost.

Please review the attached diagram along with the revised bid advertisement and let me know if you have any questions, comments or revisions.

We look forward to bidding the work for Pleasantdale School District 107.

Mike Henderson | AIA, LEED AP
PRINCIPAL

ENHANCING NOW ENVISIONING FUTURES



STR PARTNERS LLC
350 WEST ONTARIO STREET
SUITE 200
CHICAGO IL 60654

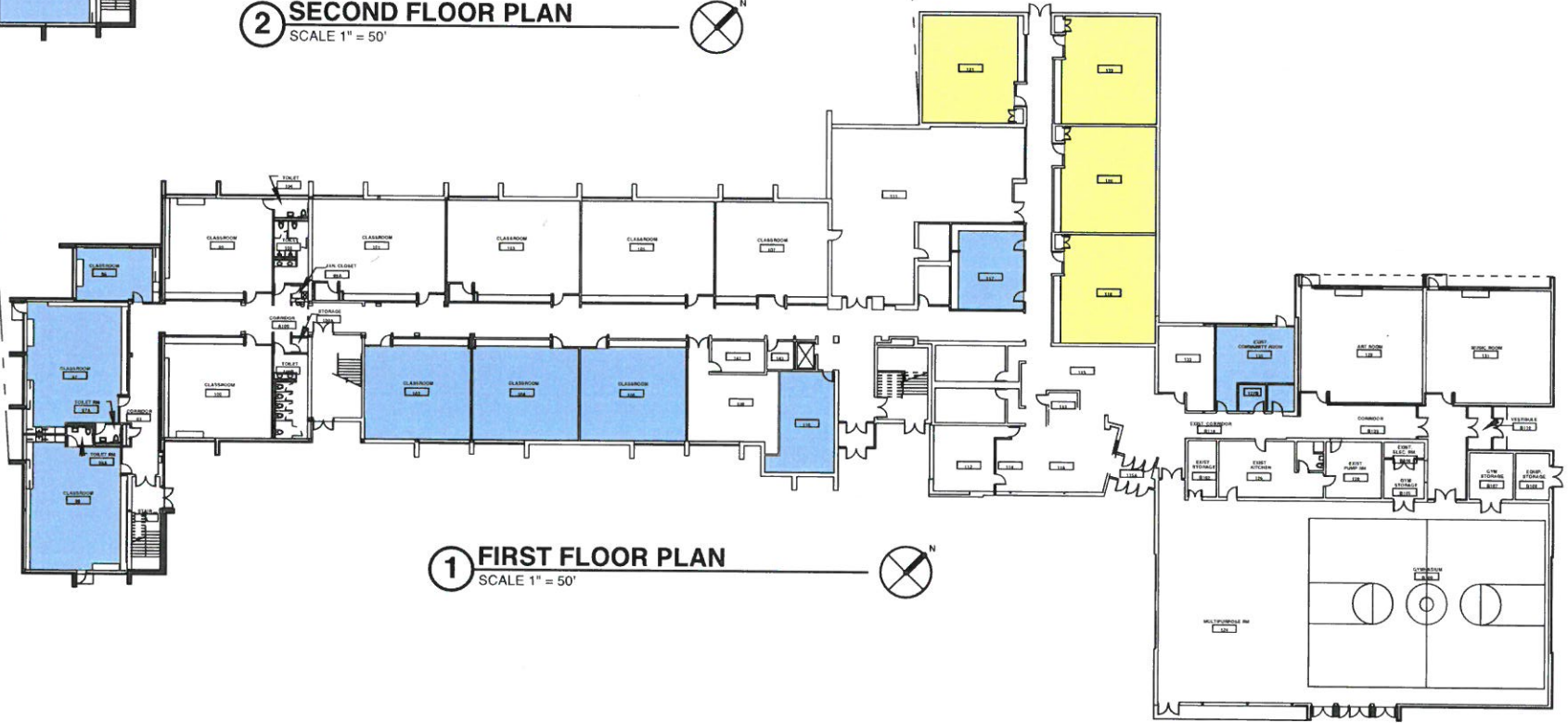
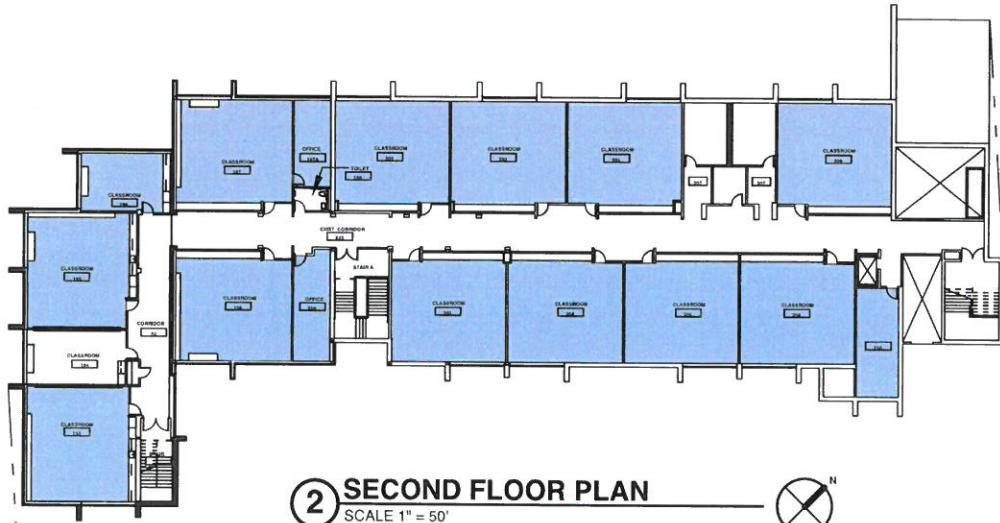
T 312-242-4157
C 312-259-7703

www.strpartners.com

The information in this email and any attachments may contain confidential information that is intended solely for the attention and use of the named addressee(s). This message or any part thereof must not be disclosed, copied, distributed or retained by any person without authorization from the addressee. If you are not the intended addressee, please notify the sender immediately, and delete this message.

LEGEND

-  COLOR INDICATES AREAS OF EXISTING FLOORING REMOVAL, FLOOR PREP AND NEW RESILIENT FLOORING INSTALLATION.
-  COLOR INDICATES AREAS OF FLOOR PREP AND NEW RESILIENT FLOORING INSTALLATION ONLY. EXISTING ASBESTOS FLOORING TO BE ABATED UNDER SEPARATE CONTRACT.



Project Name / Location:
PLEASANTDALE ELEMENTARY SCHOOL
FLOORING REMOVAL & REPLACEMENT
8100 School Street
LaGrange, Illinois 60525

Sketch Title / Subject:
FLOORING SCOPE PLAN

Scale: 1" = 50'
Date: FEBRUARY 26, 2015

Sketch No:
A1.0

**SECTION 00 20 00
ADVERTISEMENT FOR BIDS**

Pleasantdale School District 107 is accepting sealed bids for the following project located in LaGrange, Illinois.

Pleasantdale School District 107 Elementary School Flooring Replacement

Documents Available: March 19, 2015

Pre-bid Meeting: March 25, 2015 at 4:00 p.m. at Pleasantdale Elementary School

Bids Due: April 8, 2015, 10:00 a.m. at the District Administration Office, 7450 Wolf Road, Burr Ridge, Illinois 60527

Work Includes:

- Removal of existing carpet & VCT flooring.
- Floor prep & installation of new resilient flooring.
- Installation of resilient base at casework only.

Project Notes:

- Owner will remove furniture from affected rooms.
- Four classrooms to receive floor prep and new resilient flooring will have asbestos flooring abated under separate contract.
- Work may commence on July 13, 2015.
- Final Completion is August 14, 2015.

All Prospective Bidders are advised to attend the Pre-Bid Conference at the date and location indicated above in order to familiarize them with the project; the meeting will be attended by the Owner and Architect. This may be the only time that Contractors will be allowed to access the project sites.

All Stipulated Lump Sum Bids will be publicly opened at the District Administrative offices, 7450 Wolf Road, Burr Ridge, Illinois 60527 on the date and time shown above. Bids received after designated time and date of bid opening shall not be considered.

Two (2) copies of your bid proposal must be submitted on the "Bid Form" provided, with two (2) copies of all form attachments.

Bid security in the form of a bid bond, certified check or cashier's check in an amount equal to ten percent (10%) of the Base Bid shall be submitted with the bid. Performance, Labor and Material Payment Bonds and Certificate of Insurance will be required from the successful Bidder.

Pleasantdale School District 107 reserves the right to reject any and all bids or parts thereof, to waive any irregularities or informalities in bidding procedures, and to award the contract in a manner best serving the interest of the Owner.

All Bidders must comply with applicable Illinois Law requiring the payment of prevailing wages to all laborers, workman and mechanics working on public funded projects. If during the time period of work, these rates change, the contractor shall be responsible for additional costs without any change to the contract amount.

The proposed contract is subject to the requirements of the Equal Employment Practices Commission and the Illinois Human Rights Act (IHA) Illinois Revised Statute, Ch. 69, Par. 1-101, et. seq.

Bidding documents for the above referenced projects may be obtained from **Best Imaging Solutions, 55 East Monroe St., Lower Level, Con F, Chicago, IL 60603. Phone (312) 357-9050, Fax (312) 357-0235.** Costs for printing, posting and shipping shall be paid for by Contractors receiving sets and worked out with Best Imaging.

END OF SECTION

Pleasantdale School District 107
Pleasantdale Elementary School Asbestos Abatement – Summer 2015

ADVERTISEMENT FOR BID

LEGAL NOTICE OF BID

Pleasantdale School District 107 is seeking sealed bids for Asbestos Abatement at Pleasantdale Elementary School.

A MANDATORY Pre-bid meeting will be held on Wednesday March 25, 2015 @ 4:00 pm at the Pleasantdale Elementary School located at 8100 School Street, LaGrange, IL.

Failure to attend the Pre-Bid meeting shall disqualify anyone from bidding the project. All bidders must attend walk through in its entirety to be eligible to bid.

Sealed bids will be due on Wednesday April 8, 2015 at 11:00 am Central Standard Time, at Pleasantdale School District 107 located at 7450 S. Wolf Road, Burr Ridge, IL 60527 at which time they will be opened and read publicly. A Bid Security of 10% of the Bid is required with the proposal. The Contractor must pay the Prevailing Wage Rates for all work per Illinois Law.

Copies of project specifications may be requested beginning Thursday March 19, 2015 from the offices of Carnow, Conibear & Assoc., Ltd. Located at 600 W. Van Buren Street, Suite 500, Chicago, IL 60607. Please contact Mr. Derek Lantry at (312) 762-2956 or dlantry@ccaltd.com for directions regarding obtaining copies of bid documents.

Contractor shall demonstrate experience of at least five (5) IDPH asbestos abatement projects with a contract value of \$50,000 or greater in schools within the last 3 years.

The Owner reserves the right to reject any or all bids, to waive irregularities in the bidding procedure, or accept the Bid that, in its opinion, will serve the best interest of the School District. Any such decision shall be considered final. The Owner reserves the right to set aside a Bid from a Contractor who, in the Owner's opinion, does not exhibit past experience equal to the size and scope of this project.

Direct questions to Carnow, Conibear & Assoc., Ltd. representative Mr. Derek Lantry, 600 W. Van Buren Street, Suite 500, Chicago, IL 60607, (312) 762-2956.

Faculty and Staff
HANDBOOK

**Pleasantdale Elementary
School**

2014-2015

Pleasantdale School District 107

7450 S. Wolf Road
Burr Ridge, IL 60527

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ABSENCE PROCEDURES

- Pleasantdale School Dist 107 is using an automated service that greatly simplifies and streamlines the process of recording and managing absences and finding substitutes. This service is called Aesop. The Aesop service will be available to you 24 hours a day, 7 days a week and can be accessed via internet and phone. This system replaces the sub-line and paper requests forms and should be used for all school absences.

Aesop Procedures:

- Staff members can interact with Aesop either online or on through the phone.
- Aesop can be found on the internet at <http://www.frontlinek12.com/aesop>. On the website, staff can enter absences, check absence schedule, update personal information, and exercise other features such as uploading lesson plans for substitutes to view online.
- Staff members can also call **Aesop toll free at 1-800-942-3767**. A voicemail prompt menu is provided in order to enter and manage absences and access other features.
- For the initial set-up of the dial in-feature, staff members are to call in to check the computer recording of their name and title. To do this, press Option 5 and follow the prompts.
- Each staff member will be provided an ID and PIN number for accessing Aesop.
- When entering an absence, please wait until you receive a confirmation number before you terminate the phone call or close your internet browser window. **Your transaction is not complete until you receive a confirmation number.**

Additional Information Regarding Absences:

- Staff members should call their building principal directly if they have other responsibilities that will need to be addressed in their absence, i.e.: coaching, activities, lunch duty.
- If requesting to attend a professional conference, please request the absence on-line and attach a copy of the registration information and materials to the request. Such requests should be made at least 3 weeks in advance of the conference. The district will process the registration on your behalf. Additional information regarding conferences is referenced in Staff Development.
- For staff members attending a District provided Professional Development activity or scheduled meeting (I.e. Curriculum Council, CCSS Math/LA events), Principals will provide the District Office with a list of attendees. Confirmation to staff members will be provided through Aesop indication the absence.
- Pre-planned, long-term absences should be coordinated with District Office.
- Internal subbing may be done at the request of the principal to address absences otherwise not covered by a substitute. Staff members providing coverage should complete a time sheet indicating the date, time, and name of the staff member they replaced for that period(s).

Teacher Responsibilities Regarding Absences:

- To facilitate normal operations in your absence, the following must be available to the substitute:
 - Lesson plans
 - Seating plan and a copy of your class list
 - Attendance procedures
 - Location of Emergency Procedures
 - Information on special students: speech, resource, gifted, band etc.
 - Notations about special programs, supervision duties, etc. (Be sure to mark the supervisory duties clearly in your lesson plan book)
 - Names of students who may be counted upon for accurate information
 - Classroom management procedures, if applicable
 - Names and locations of recommended teachers that could assist with specific class issues (content, special ed, etc.)

The location of these materials must also be known to the substitute, preferably either on the desk, in your mailbox, or in the center drawer.

ACCIDENTS/INJURIES

Accidents to Students:

- Any accident that requires medical attention should be reported to the nurse.
- Any head injury should be evaluated by the Nurse immediately.
- Staff may be asked to complete an injury reporting form by the school nurse.
- Each teacher should have a basic first aid kit in his/her classroom. The school nurse will refurbish these kits annually.

Accidents to Staff Members:

- Staff Members are to report all injuries to the principal.
- Injured staff members are to utilize **Company Nurse** to report all injuries/accidents.
- Contact number is **1-855-921-9518**.

ANNOUNCEMENTS

- Announcements over the PA system will be kept to a minimum. Every morning at approximately 9:00 a.m. one of the office staff members will announce birthdays, communicate necessary information, begin the Pledge of Allegiance, and lead the song “America the Beautiful” or an appropriate morning song.
- During the instructional day, announcements over the PA system will only be made in unique situations.
- A brief announcement at the end of school day is usually made reminding staff and students of after-school activities.

ASSEMBLY PROGRAMS

- Assemblies are scheduled throughout the course of the year to advance and enrich the educational experience of our students. Assemblies include: student recognition, fine arts, spirit and celebration, and Cultural Arts (coordinated in conjunction with the PTA Cultural Arts committee).
- Since the nature and length of each assembly varies, staff members will be provided specific information and bell schedules regarding each.
- Some general Assembly Guidelines:
 - Students and staff will be called via the intercom to report to the assembly area.
 - Teachers should escort their students to the area and be seated with the students for the duration of the period they would normally be teaching those students.
 - Teachers should follow their normal schedule as far as student responsibility during assemblies.
 - If the assembly runs longer than one class period, teachers are expected to return to the assembly to supervise the students.
 - Teachers are expected to monitor student behavior during the performance.

AWARDS

- Teachers and/or entire grade levels are encouraged to recognize students on a regular basis.
- Near the end of the year, members of the staff will meet to determine the process for our Presidential and Eagle Awards for 3rd and 4th graders. This ceremony is held at the end of the year.
 - **Pleasantdale Eagle Award** –The purpose of this award is to recognize students who are excellent role models. This award is given to select 3rd and 4th grade students who consistently demonstrate the following traits:
 - Demonstrates academic responsibility (homework completion, class participation, effort, attendance)
 - Follows and models the Eagle Way inside and outside of the classroom with both authority figures and peers
 - Exhibits kindness and empathy
 - **President’s Award for Academic Excellence** - This award is given to only 3rd and 4th grade students meeting stringent criteria. The purpose of this award is to recognize academic

success in the classroom during this current school year. Students earning this award score in the top 10% nationwide on standardized tests given during the year and earn report card grades putting them in the top 10% of the class. Due to the calculation formula for this award, it is possible for more than 10% of the student population to receive this award.

- **SCOTY Award** – This award is given to one fourth grade student who is an excellent role model and school citizen.

BELL SCHEDULE

8:55 a.m.:	Students enter classrooms
9:00 a.m.:	Tardy bell
11:45 a.m.:	1-2 recess/lunch begins – Lunch supervision begins
12:00 p.m.:	K recess/lunch begins
12:15 p.m.:	3-4 recess/lunch begins – Lunch supervision begins
12:25 p.m.:	1-2 lunch ends
12:55 p.m.:	3-4 lunch ends
3:15 p.m.:	First bell: Kindergartners dismissal
3:20 p.m.:	Second bell: 1-4 dismissal

BIRTHDAYS

- With the increasing number of serious food allergies of our students, edible birthday treats are not allowed. This is a proactive decision to keep all kids safe. The following are the birthday guidelines:
 - Birthdays are special occasions for children. Birthdays and half-birthdays are celebrated at school.
 - On their birthday, students are sent to the office first thing in the morning for special treatment. They receive a small gift and personalized card from the office, their name is displayed on the lighted hallway sign, they get a chance to announce their birthday over the intercom, and they get to lead the school in the morning pledge and song.
 - School is not a good place to communicate birthday party information. Invitations often get misplaced, given to the wrong people, etc. Parents are told to take care of birthdays outside of school.
 - Sending edible or non-edible birthday treats to school is not allowed. There are more serious allergies than ever. In fact, many parents have requested that no treats be given to their children. Non-edible treats have the potential to get out of hand and be distracting. Please remind your parents of this rule.
 - PTA Birthday Book Club - Children have the option of donating toward the school library. Children who donate books to the library may also request that the teacher or Mr. Vandercar read this special book to the class during his weekly PERK (Principal Enjoys Reading to Kids) reading time. A permanent personalized sticker is placed in the book. This is a recommended birthday treat. Parents will receive more information through the PTA.

BULLETIN BOARDS

- Each teacher is expected to change classroom bulletin boards in a timely manner unless the board is part of an ongoing student communication tool and learning center. It is acceptable that students participate in the creation of bulletin board theme, allowing them the opportunity to participate in the creation of the learning environment. Hallway bulletin boards are the joint responsibility of those teachers whose classrooms are adjacent to the bulletin board areas.

CALENDAR/PARENT HANDBOOK

- A district calendar including school and district events is provided for all Pleasantdale families each August. The middle/elementary parent handbook is also given out to our students/parents at the beginning of the school year. It includes specific information about our school, programs, and procedures.

CHAIN OF COMMAND

- When the Principal is out of the building, the Chain of Command should be: The Superintendent or other available District Office Administrators. The Social Worker should be called to assist with any student issue that requires supportive services.

CLERICAL SUPPRT – ELEMENTARY SCHOOL

- Clerical support in photocopying of materials is available in the office. A form must be filled out, and teachers should expect a 1-3 day completion.

COMMUNICATION PROCEDURES

- Timely and accurate communication is highly valued. To that end, staff members are to advance questions and concerns directly to their immediate supervisor. Do not advance questions and concerns directly to the superintendent or Board of Education without addressing your immediate supervisor first. For teachers and educational support personnel, the principal is the first point of contact.
- Parent/teacher communication is a priority. A weekly newsletter/bulletin about what was covered, what is ahead, and ideas for home enrichment, is an example of a very effective communication tool.
- Teachers should provide parents with contact information.
- Staff should respond back to parents in a timely manner.
- Mass written communication should be proof read by a colleague and/or the office.
- Copies of letters, bulletins, or other planned class activity notices that are sent to parents, should also be sent to the secretary. It is important that the office staff is able to answer questions regarding a program, activity, etc.
- Classroom phones should be set to silent or low volume during teaching periods. Teachers should check for messages whenever possible.

CONFERENCES (EDUCATIONAL) AND COLLEGE COURSE WORK

- Board of Education Policy indicates that the District shall pay certain expenses of certified personnel who attend educational conferences and college course work approved in advance by the superintendent.
- All teachers are encouraged to seek out professional growth opportunities. Professional conferences should be connected to evaluation goals or school/district-wide goals. Staff members are to annually complete a personal Professional Development Plan.

Conference Requests

- Teachers interested in attending an educational conference shall submit through AESOP the date of absence(s) along with conference information/registration, allowing adequate time (3 weeks if possible) for processing.
- When additional costs are approved for attending a conference please submit a repayment with all receipts attached after you have attended the conference within 30 days. The attendee pays the costs of lunches for single day conferences, unless it is included in the conference fee.
- Teachers attending conferences are expected to share new ideas, strategies, etc., with the staff.

College Coursework

- Please refer to the current Professional Agreement for details regarding college and in-district workshop credits.

CRISIS PLAN

- A district-wide crisis plan has been developed to assist all staff in handling potential crises. It is imperative that all staff members understand this information. Every classroom should have posted the District provided Crisis Intervention Plan by the door, along with an emergency folder.
- Each classroom teacher will maintain an emergency folder that will include pertinent student information. The principal will provide staff with annually updated building specific details regarding teachers' responsibilities for specific drills (fire, lock-down, etc.) and should include these in their emergency folder. Current information will be available on the "emergency" folder, on the eschool drive.
- The Crisis Intervention Plan includes information on the following
 - Abductions
 - Bomb Threats
 - Bus Accidents
 - Death/Suicides
 - Fire and Drill Procedures
 - Hazardous Materials
 - Hostage or Life Threatening Situations
 - Medical Emergencies
 - National Disasters
 - Tornadoes
 - Utilities Emergencies
 - Intruders
 - Important forms and phone numbers

CURRICULUM COMMITTEES

- Each teacher is expected to serve on one district level curriculum committee.

CURRICULUM NIGHT

- Each year, Pleasantdale Elementary School will host a Curriculum Night for all parents. The date will appear on the district calendar, and is generally within the first two weeks of school. During the course of the night, parents will have the opportunity to visit with each teacher. Classroom presentations are to focus on curriculum, instructional techniques, materials used, and homework expectations. In addition, grade level teams will publish other pertinent information such as grade level grading procedures and behavior expectations.

CUSTODY

- Custody decrees are typically court-ordered and time-specific. A copy of the court order must be on file in the office. Teachers will be notified of cases where custody is court-ordered and should never release such students to the care of a non-custodial adult without written or verbal permission of the school office.
- In cases of joint custody, teachers will be notified if duplicate school communications are required/requested for both parents.

DISCIPLINE

Behavioral Intervention Policy

- The use of positive behavioral interventions with students with disabilities is a priority in District 107. When behavioral interventions are used, they will be used in consideration of the child's physical freedom and social interaction and be administered in a manner that respects human dignity and ensures a pupil's right to placement in the least restrictive environment. The most effective and humane manner of reducing undesirable behavior is by developing, strengthening, or generalizing desirable behaviors to compete with and displace the unwanted behavior. Repeated use of a more restrictive intervention, suspension, or a pattern of behavior that interferes significantly with the student's learning will result in the development of a written behavior management plan through the IEP process. Careful planning and monitoring of the intervention procedures and systematic evaluation of outcomes through the IEP team process will accompany the development of a behavior management plan. Students and parents will be informed annually of the existence of the policy in the Parent Handbook.

Behavior

- Every staff member is responsible for the day-to-day discipline in the school. Teachers should reinforce classroom and school rules at all times. If there are students that frequently break school rules and disrupt class, the parents and the principal should be contacted. When any staff member finds a student violating any school rule, that staff member should take appropriate action.
- It is the responsibility of the classroom teacher, or specialist, to document cases of frequent misbehavior. This documentation should include names, dates, and an anecdotal record of instances of misbehavior, and steps that were taken by the teacher to correct the problem.
- It is suggested that teachers use a variety of techniques to deal with discipline problems including measures such as detention, teacher/student conferences, student plans, calls and notes to parents, and parent conferences. This list is in no way all-inclusive. It offers a range of methods that may be utilized with different students. Teachers can also complete a Brainstorming form to schedule a meeting with Matt to discuss additional strategies.
- Parents should be informed about any detention or "time-out" requiring a behavior plan.
- Occasionally a student is sent to the office for disciplinary reasons. In such an instance, the teacher should initially find out if the principal is available in the office. If he is available, the teacher will write a note describing why the student was kicked out of class. Any time a child is removed from class during the instructional day for behavioral reasons the parents must be contacted.

The Eagle Way

- A detailed description of our building-wide behavior plan is located in the lounge. The Eagle Way often requires minor adjustments made at the beginning of the school year.

Classroom

- Effective classroom management is one trait that many successful teachers have in common. It is our responsibility as educators to provide a climate in our classrooms that facilitates learning. This climate includes establishing disciplinary criteria that are understood by all members of the class. Generally speaking, the teacher who maintains good classroom management is one who is consistent, fair, and kind, but firm in his/her approach to children.
- Each teacher will develop a set of classroom rules and procedures. These rules are to be on display in the classroom for all to see. These classroom rules should include hallway, bathroom, and recess guidelines. In addition, parents will receive a letter from the teacher that provides information regarding the discipline plan.
- Classroom rules should be taught, practiced, and reviewed throughout the school year.

Suspensions

- In-school suspensions, suspension, and reassignment for classroom purposes are all possible consequences utilized when a student's inappropriate behavior has become chronic or the behavior is so severe that it impedes the learning process. The Principal will determine appropriate consequences.

Hallway behavior

- Classes are to be escorted to all activities including lunch and end of the day dismissal. They are expected to be respectful.
- Students are not to wear hats in the school. During the winter months, hats can be put on in preparation for going outside.
- Students are to keep hands, feet, book bags, etc., to themselves.
- The elevator is not to be used by students, unless expressly approved by teacher, nurse, principal, etc.

Weapons

- In accordance with state and federal law, we have a “no-tolerance” weapons policy. It states:
 - “No weapons of any kind, or replicas of weapons, are allowed on school grounds, school buses or at school activities. Weapons include any type of gun, knife (including pocket knives), martial arts material or sling shot. Weapons also include any type of object which can be used in a fight.”
- The consequence for breaking this rule will be suspension from school for up to 10 days, or expulsion from school for up to 2 years. The Board of Education will determine which consequence is deserved.
- At the beginning of the year, all parents and students sign a form that they understand the policy.

Use of Electronic Devices

- Use or visible possession of electronic devices including, but not limited to: cell phones, iPods, or other audio/video devices are only allowed:
 - With permission in the main office before and during the school day
 - After school outside the building or in the main office
- Students bringing these devices to school must have them powered off and not visible or present throughout the day.
- Faculty members are to direct any student violating this policy to the office. The Pleasantdale School District will not accept responsibility for electronic devices belonging to students that are lost or stolen. Inappropriate use of a cell phone on the school buses in a manner that compromises the safety of any student is also prohibited.

Students who violate the policy are subject to the following consequences:

1st Offense: Student is sent to the office and the device is held and parents are notified. Device is returned to the student at the end of the school day.

2nd Offense: Student is sent to the office and the device is held and parents are notified. Device is held in the office until a parent retrieves it.

More than two offenses will be considered blatant disregard for school rules and may result in one or more of the following:

- In school suspension
- Loss of the right to have the electronic device in school for the rest of the year

EARLY DISMISSAL SCHEDULE

- Throughout the year there will be half days for students. Dismissal on half days will be at 12:00 p.m. for all students, K - 8. For the 2014-2015 school year, noon dismissals are on August 21, February 13, and May 22. At the elementary school, the noon dismissal on February 13 will follow a flipped “B” schedule for “Specials” classes.

EMAIL

- Each staff member is responsible for checking his or her email prior to dismissal in order to have accurate information concerning student dismissal and/or activities.

EMERGENCY SCHOOL CANCELLATION

- In the event of an emergency school cancellation, the automated phone notification system will be utilized. Please be sure your phone number is up to date with the main office.

EVALUATION

- A schedule of evaluations will be provided by the first day of the school year.
- A meeting is held at the beginning of the year to review the evaluation process with all certified staff.
- Information regarding the evaluation plan and goal setting process is available in the district evaluation folder.

Instructional Aides, Clerical, Custodial Staff

Non-certified staff and teaching support staff are evaluated yearly. Aides and non-certified staff will meet with an administrator to plan and review individual goals for the school year.

EXTRACURRICULAR ACTIVITIES

- Pleasantdale Elementary School provides a rich and varied extracurricular activities program, aligned to the District mission, targeting student engagement and ownership in the school. In accordance to the Professional Agreement, funding is available to support activities outside of the curricular hours.
- Stipend positions will be posted annually.
- Staff members will be encouraged to submit proposals for clubs and activities to the Activity Director at the middle school and principal at the elementary school for approval and scheduling.

FIELD TRIP PROCEDURES

- It is recognized that the curriculum of a school encompasses more than the textbooks and course of study; therefore, the Board of Education allows educational field trips.
- Parents will be asked on a periodic basis for field trip or cultural arts ideas.
- Listed below are procedures that should result in well-planned field trips.
 - Field trips must have a direct relationship to a specific unit being studied.
 - Students may attend up to two “off campus” field trips during the school year.
 - Specific objectives and expectations for the trip must be established and understood by students.
 - A “Field Trip Planning Worksheet” must be filled out prior to making a field trip request. This worksheet includes:
 - Purpose of the field trip
 - What is the relationship to the unit being studied
 - Other possible options to attain this same goal (Can this be brought to school instead)
 - Information from field trip site:
 - Recommended student/chaperone ratio
 - Recommendations from other schools about the site
 - Staff background check
 - Religious implications
 - Potential risks to students (i.e. animal contact, hazards, etc.)
 - All requests for field trips must be made on the "Request for Field Trip" form, and submitted to the principal for approval 5 weeks in advance. After approval, permission slips are to be sent home for parental approval. The timing of the field trip must align with educational goals to maximize learning.
 - Permission slips must include at least the following information and turned in with the “Request for Field Trip” form.

My Child, _____, has my permission to attend the ___ grade field trip on ____
from ___ to _____. We will be going to _____.
Parent signature _____ Date _____.

Phone numbers at which parents can be reached during this time:
home _____ and cell _____

In relation to this specific field trip, the following medical considerations need to

be considered for my child:_____

I am interested in chaperoning yes____ no____

Teachers will notify you by _____whether or not you will be needed to chaperone.

Name of chaperone: _____

Mandatory chaperone meeting date and time: _____

- On occasion, a parent may be asked or required to attend a field trip with their child because of medical or behavioral issues.
- Teachers will finalize a chaperone list and let them know by a pre-determined date. Teachers will include these guidelines when notifying chaperones:
 - Date and time of a mandatory chaperone meeting – usually 8:45 – 9:00 a.m. on the day of the trip (Matt and one of the grade level teachers will run this meeting)
 - Siblings should not be brought on the field trip
 - Children should stay the entire day at school. Chaperones should not take their child home early.
 - For most trips, students will wear Pleasantdale clothing. An exception could be based on site guidelines/recommendations.
 - Chaperones should bring cell phones so that numbers can be shared for better communication on field trip, not to be used for personal calls to distract from responsibility.
- Mandatory chaperone meeting will include:
 - Specific guidelines unique to the trip
 - Instructions for handling behavioral problems
 - Cell phone number sharing
 - Personal cell phone calls while chaperoning
 - Specific educational goals that chaperones can advance/enhance
 - Process to evaluate the trip and give feedback to the staff
- Money will be collected by each classroom and combined with other teachers at that grade level. Money is then submitted to the office with the completed “Deposit for Building Activity Fund” form. A “Request for Check from the Building Activity Fund” form must be completed and turned in with the deposit. The office will provide a check if necessary.
- The office staff will make arrangements for transportation.
- Trips must be planned within the 9:15 a.m. and 2:15 p.m. time frame.
- The buses we use have 24 seats. Children in grades K-2 can sit three per seat. Children in grades 3-4 can sit two per seat.
- In case of emergency, contact the principal or superintendent immediately. Be sure to take school and students' telephone numbers with you on the trip. Cell phones must be brought along.
- Teachers are responsible for discipline at all times and must be accessible to the group at all times. Do not delegate this responsibility to a bus driver, tour guides, or chaperones.
- Parents selected as volunteers will be given clear directions regarding their duties.
- Check with the school nurse regarding medication needs and procedures
- Plans must be made for post trip review that may include any of the following:
 - a. discussion
 - b. written summary
 - c. review of literature
 - d. test or quiz
 - e. individual or group research reports
- The Board of Education will pay for the cost of transportation for grade level field trips. Additional costs for tickets to programs are to be paid by parents.

FOOD

- Holiday Parties – No food or candy will be served at elementary classroom holiday parties. Classroom parties will focus on holiday-related games and activities.
- No food will be given or sold directly to students during the school day outside of the school lunch program (with the exception of the PTA special lunches and special events as approved by principal).
- Ingredients of food used as part of an extra-curricular activity (cooking club) will be identified and communicated to parents in advance.
- Food sold as concessions outside of the school day at school sponsored events must be pre-packaged with the ingredients listed. Parents must be notified in advanced if any other foods besides prepackaged will be sold.
- Food sold as concessions outside of school at PTA sponsored events held on school premises must be pre-packaged with the ingredients listed. Parents must be notified in advanced if any other foods besides pre-packaged will be sold.
- Students are not allowed to share food. Parents are not allowed to send food for any student other than their own.
- Students are not permitted to bring in food or birthday treats to share with other students in the classroom or lunchroom. If a student brings in a treat, the teacher or lunchroom supervisor must direct student to take the treat to the office for pick-up at end of the day.
- Teachers are not allowed to give food to students outside of approved School Board policy. Policy and practices will be reviewed annually with all staff members.

FRIENDSHIP COMMITTEE

- The purpose of the Friendship Committee Fund is to share in the significant moments of the lives of our fellow staff members. The monies for these gifts are collected voluntarily from District staff.
- Each staff member is encouraged to participate in the Friendship Committee Fund. Please remember we rely on each other to keep the committee informed of all staff members.

Examples:

- Weddings, First Baby, Adoptions, etc.
- Staff member illness requiring hospitalization
- Death in immediate family (spouse, child, or parent)
- Death of staff member
- Christmas Party and End-of-Year Party
- Leaving district
- Retirement

GRADING PROCEDURES / PROGRESS REPORTS / REPORT CARDS

- It is expected that each teacher will keep accurate records of his/her students on Skyward. These records are open to inspection by the building principal and parents. Each graded assignment must be linked to one or more mastery outcome(s). A hard copy of your grade book needs to be on file in the school office at the end of the year.

Report Cards

- Report cards are issued at the end of each trimester and sent home on dates that appear on the school calendar. If a grade average is in the D/F range, parents must have been contacted by phone or in person prior to report cards being mailed.
- Each teacher is required to keep accurate, specific records of student progress. It is essential that accurate grades be kept. A sufficient number of grades should be taken. Detailed documentation is necessary for effective parent conferences.
- Copies of final report cards should be placed in the cumulative folder at the end of the year.
- Individualized comments on report cards are valuable and encouraged.

- District grading scale:
 - A 92 - 100
 - B 83 – 91.99
 - C 74 – 82.9
 - D 65 – 73.99
 - F 64.99 and below

Grading Life Skills

- The calculation of students’ academic scores is a reflection on their performance towards the district’s mastery outcomes. Students’ academic scores are purely based on academic success. Life Skills, such as level of participation are not factored into academic grades. Student progress in attaining Life Skills is reported separately. The district places high value on the attainment of Life Skills. Life Skills include: behavior, participation, work completion, and working in groups.
 - District Outcome & Life Skills Grading Scale:
 - **4 Advanced**
 - **3 Proficient**
 - **2 Basic**
 - **1 Below Basic**

Progress Reporting

- Parents will be reminded to check grades halfway through the grading period. Hard copies will be provided to families who do not have access to the Internet. If a grade average is in the D/F range, parents must have been contacted by phone or in person prior to the grade being posted.

HEALTH/NURSE

- Although staff members must use discretion about sending children to the nurse’s office, it is better to be safe than sorry. Staff members should send children to the school nurse when they feel the situation is serious. Once again, if in doubt, send the student. Teachers should send the students with written detail of what is wrong.
- There must be emergency information on file in the nurse's office for each child.
- Students should always be sent to the nurse's office for:
 - Bleeding or dirty wounds
 - Head injuries, eye injuries
 - Swelling
 - Complaints of sore throat or earache
 - Coughing or sneezing that interferes with schoolwork
 - Rashes or skin eruptions
 - Eye symptoms: redness, tearing, discharge
 - Vomiting or diarrhea
 - Fever
 - Outside injuries that may fall under required mandated reporting.

Accidents and Illness

- All accidents that cause a pupil to be sent to the school nurse will be reported on the Student Accident form, in duplicate, one copy to the principal and one copy to the nurse.
- All accidents or emergency illnesses are to be reported in the treatment log kept on the desk in the nurse's offices.
- Each teacher has a first aid kit for minor injuries.
- All head and eye injuries are to be reported to the nurse who will be responsible for notifying the parent.
- Students will usually be sent home if they vomit or have a fever
- If Emergency Room treatment is necessary, the parent is advised. If possible, the school nurse, or other staff member, will go with the student.

- In the event a child becomes ill or is injured, the parent or person designated by the parent will be notified and asked to come to school for the child or the nurse will take the child home. No child shall be sent home if there is not a responsible adult, either parent or someone designated by the parent, to accept him.

Communicable Disease

- Rules and regulations regarding communicable disease control shall be enforced as required by Illinois Department of Public Health.
- Parents should notify the nurse if their child has a communicable disease. The nurse shall report contagious diseases in the school to the Illinois Department of Public Health, the child's teacher, and the administration.

Nurse

- It shall be the nurse's responsibility to maintain an individual health record for each child. This is a cumulative record, which is sent to the receiving high school on completion of eighth grade.
- Teachers and administrators are advised of health problems at each grade level. These are updated each year and whenever changes occur.
- School health records will be held with the cumulative record of the student until requested by the receiving school, should the student transfer out of the district.
- New students shall not be admitted without immunizations, except for religious reasons or if their own physician indicates they are contraindicated.
- Parents shall be notified if their child has not received all immunizations and booster immunizations as required by the Illinois Department of Public Health.
- All students must present evidence of a physical examination as required by law by the first day of the school year. New students to the district have 30 days to present the required information.
- Attendance - When a student has been absent for three consecutive days, the nurse shall telephone the home and report to the student's teacher. At the discretion of the principal, parents may be called earlier than three days.

HOMEWORK

- We want children to learn positive homework habits such as dedicating time and a space to work, meeting deadlines, prioritizing, and budgeting time. We want them to develop a feeling of responsibility for completing an assignment and returning it to school.
- Homework is a learning activity that can be an integral part of the school curriculum. It should complement and enrich work assigned in class and should increase in complexity with the maturity of the pupil. It should be considered a progressive and indispensable experience for all pupils.
- Homework should be created to reinforce and extend the lessons presented and should be planned for students to complete with little or no assistance from an adult.
- Homework provides meaningful practice and mastery of skills.
- Homework should involve parents in the learning process, thereby increasing insight into their child's individual academic strengths and difficulties. It provides parents with a better knowledge of school curriculum.
- Homework activities could include:
 - Individual practice in the basic skills already introduced
 - Recreational, shared, guided and research reading
 - Preparation of collections, exhibits, class projects and creative experiences
 - Experimentation in the field of science already demonstrated at school
 - Playing educational activities that build interest in arithmetic, reading, spelling, social studies, etc.
 - Making up work missed due to absence.
- When parents bring in homework, it will be placed in teacher mailboxes. Teachers should let the office know if they need this immediately.

- The amount of time an elementary school student will spend on homework will vary according to many factors including the child's maturity and motivation. The following daily allotments are listed as a general guide:
 - K: 15-20 minutes per day reading
 - Grade 1-2: 15-30 minutes per day
 - Grade 3: 30-40 minutes per day
 - Grade 4: 30-40 minutes per day
- It is expected that all students spend 15-30 additional minutes per day on recreational reading activities. These may include a parent or older sibling reading to a younger child.
- Staff members should differentiate homework to adjust for the needs of students and families. Parents will be encouraged to contact teachers if homework is not appropriate.
- Classroom teachers give students time and guidance at the end of the school day to organize and plan their homework for the evening. The staff agrees that allowing students to return to school to pick up forgotten materials more than once could inhibit responsibility. If a student habitually forgets homework, an individualized plan will be developed.
- Since the classrooms are locked at the end of the day and materials are stored inside, the school secretary or principal should escort every student to pick up homework.
- An effective homework program includes:
 - Meaningful and significant assignments.
 - Assignments that are understood and can be accomplished independently
 - Timely feedback
 - Work that is not for disciplinary reasons – we don't want this to be a negative experience
 - Clear parent responsibilities such as:
 - Show interest
 - Provide suitable environment
 - Give assistance when necessary
 - Support school guidelines
 - Encourage responsibility
 - Communicate with teacher
 - Utilize remedial/extension ideas as needed

HOUSEKEEPING

- Effort should be made to keep the classroom neat and orderly. Students can be required to organize and clean their desks on a regular basis. Papers, pencils, crayons, etc. should be picked up off the floor at the end of the day.
- All staff has the responsibility for keeping the staff lounge neat and clean. If we all share this responsibility, the job is not very difficult. Wash and put away items you use, and help clean up tables, etc., as needed. Hot beverages should always be carried with caution.
- When you leave your classroom at the end of the day make sure to lock the door. When you are leaving the room for a period of time, turn off your lights and close the door. Personal belongs, including purses, should be put away in a locked cabinet or drawer.
- Teachers and students are not required to put chairs on top of desks at the end of the day. This is optional.
- According to Illinois State mandates, smoking is not allowed on school property

LATE (ACTIVITY) BUS SCHEDULE

- Once after-school activities begin, an activity bus runs Monday, Tuesday and Thursday at 4:20 p.m. Elementary students need to turn in permission slips prior to riding the late bus.

LEAVING THE BUILDING

- Whenever leaving the building during the contractual day, you must notify the Main Office. This is essential in the case of a school emergency situation.

- Whenever you wish to leave the building with your class for an outdoor project on school property, you must inform the office and take an entry key.

LIBRARY

- The Library Media Center provides materials and assistance for the students, parents, and teachers. Teachers should take an active role during literature sharing, research sessions and information skills instruction.
- All teachers should take time to familiarize themselves with the procedures, equipment and materials in the library.
- Larger A-V equipment must be signed out and transported by teachers to their classrooms. Students should not transport equipment. Teachers should plan ahead so equipment will be available when needed.
- Teachers are encouraged to take their classes to the library to work on research projects. Students need to develop the knowledge that the library is the place to locate information.
- Small groups of students are also welcome to work in the writing center, use CD-ROM materials, and use library materials to gather information.
- Please ask for assistance. The library media specialist is here to serve you.

MAINTENANCE

- Teachers who want to report maintenance needs should email maintenancemiddle@d107.org.

MEETINGS

- Staff meetings will be conducted on the first two Wednesdays of the month from 3:45 - 4:45 p.m. and the 3rd Wednesday of the month from 3:30 - 4:30 p.m.
- At least one teacher's planning period per day is set aside for meetings including team planning, differentiation, special education, etc.
- Meetings should have a purpose. The purpose is the intended result/outcome of the meeting and should be clearly stated.
- Meeting protocol should be followed at all meetings at school. Protocol is an agreed upon set of norms, ground rules, expectations, etc., that will be followed while meeting. When protocol is followed, meetings are more efficient, thus, shorter and not as numerous.
- A modified protocol can be used for a parent meeting.

MILEAGE REIMBURSEMENTS

- Teachers who travel between the two schools qualify for district travel reimbursement at the current rate per mile. A Form 5 and a Form 11 must be submitted to the principal twice each year.

PTA MEETINGS

- The staff is invited and encouraged to attend PTA meetings or PTA sponsored activities during the school year. Furthermore, staff is encouraged to support the PTA by joining.
- A schedule of yearly PTA and Board of Education activities will be posted in the lounge. Teachers are encouraged to sign up so that staff is represented at all functions.
- Part of every PTA Executive meeting involves correspondence time when letters are read aloud. Staff members are encouraged to write letters of gratitude whenever appropriate.

PARENT-TEACHER CONFERENCES NOVEMBER 24TH & 25TH FROM 1:00 – 8:00 PM

- Parents will have the opportunity to schedule individual meetings with their teachers. Conferences can also initiate at the request of the teachers. Teams can initiate group or team level meetings, as appropriate. During conferences, teachers should provide ample feedback with examples of students' progress and assessment results if available.

- All “non-classroom” teachers are expected to be available for parent/teacher conferences. This may be done in conjunction with the classroom teacher or held separately with the parent.
- All teachers are encouraged to involve colleagues and administration when a difficult conference is anticipated. Furthermore, if a conference becomes difficult, the teacher should immediately excuse himself/herself to get assistance from colleagues and/or administration.
- In addition to regularly scheduled conferences, teachers should initiate conferences with parents whenever the need arises.
- Each teacher should schedule a dinner break into the schedule
- All staff must stay until the end of the scheduled conference day.

PAYDAY

- School employees are paid twice monthly. Payday is the 15th and 30th of the month, unless that date falls on a weekend. In that case checks are issued the Friday before. Checks or check stubs will be distributed to the schools on payday.
- The office must be notified of address changes or temporary summer addresses. Arrangements can be made to have checks mailed to a different address.

PRIVATE TUTORING OF STUDENTS

- Private tutoring of students is prohibited on school premises. Staff members may not privately tutor any student whom they teach during the school year. The use of school email, phones or other school resources may not be used to solicit students for private tutoring.
- All activities related to private tutoring of students must be conducted separately from Pleasantdale School District employment responsibilities.

RECORDS (Attendance, Grading, Student Cumulative Folders)

- Cumulative records are kept in the office. Teachers wishing to review a file should do so in the office or sign it out. Records cannot be kept out overnight or taken out of the building.
- Parents have the legal right to examine cumulative folders. Therefore, great care should be taken to be conscientious and forthright. Any parent requesting a review of the cumulative records should be referred to the principal's office.

RELEASE OF STUDENTS

- Students can only be released to those parents or guardians identified on the emergency form or unless parents have confirmed pick up by another adult.

REQUEST FOR ASSIGNMENTS WHEN STUDENTS ARE ABSENT

- Parents are to call the school in the morning to request the assignments in order to provide the teacher sufficient time to prepare the materials. The office will inform the teacher of the parent's request. Materials should be sent to the office for pickup unless other arrangements have been made.
- In the event of a request for homework due to vacation, it is not the responsibility of the teacher to give class work in advance to the student. It may be suggested that the parent make the vacation as educationally relevant as possible by having the child keep a journal, etc. Assignments can be kept and given to the child upon his/her return.

RESPONSE TO INTERVENTION (RTI) – MULTI-TIERED SYSTEM OF SUPPORT

- In order to best meet the needs of all students, and multi-tiered system of supports is in place that includes: differentiation in the classroom, additional daily instruction in Math and Reading (labs), occasional in-class supports.
- Staff members will participate in regularly scheduled Data Meetings, at least once per trimester, to review individual student performance, utilizing data generated from nationally normed (STAR), state, and local assessments. Supports will be identified, based upon each individual student’s performance, to best meet their needs.

SAFETY

- The safety of children in and around the school is of paramount importance. Accidents of every kind occur at school and we are responsible for all of the boys and girls. Accidents to children must be reported on an accident report form immediately after it occurs. This is for your own protection as well as the protection of the school.
- There are some definite actions teachers should take to insure the safety of youngsters as well as themselves:
 - Instruct your children in orderly fire or disaster drills. Try some practice exits.
 - Accident forms should be done by the nurse or with the nurse. Forms are found in the nurse's office.
 - All staff should become thoroughly familiar with location of fire alarm switches and fire extinguishers.
 - If possible, close all windows and doors when an alarm goes off.
 - Make sure children are always monitored by an adult. Teachers are not to leave their classes unattended except in extreme emergencies.
 - Each room has a first aid kit. This is for the treatment of minor injuries. The nurse will refill if necessary.
 - Children should not keep medicine, including cough drops, aspirin, etc., in the classroom.

SCHEDULES

- By the end of the second week of school each teacher should submit a daily teaching schedule to the secretary. All schedules are kept in a binder in the office. The daily schedule is intended to cover all of the time from 8:15 a.m. to 3:20 p.m.
- Staff should update the office binder as changes occur.

SECURITY AND BUILDING OCCUPANCY

- After student arrival in the morning, all doors are locked. Anyone entering the building will be required to enter the first set of doors by the office and ring the bell. Unless staff in the office knows the visitor, an inquiry must be made through the intercom requesting the purpose of the visit.
- It is illegal to prop open any outside door to a school. This also includes closing doors when leaving the building for a fire drill. Having doors open defeats the purpose of a secure building.
- Teachers should teach students to never open outside doors to let anyone in the building.
- During the school day, all visitors must wear visible Visitor's Badges with lanyards while in the building. Each staff member must enforce this guideline.
- On school days, all staff members must wear lanyards with school identification cards and room keys while working in the building.

Alarm system

- The building operates on an alarm system. All outer doors and inside building areas are wired to the sound alarm system. When the alarm is set and an outside door or inner door is opened, a loud buzzer will sound an alarm and continue to buzz until it is shut off manually, or until the police arrive to investigate the reason for setting off the alarm. When an alarm is triggered, the police are notified automatically.
- The alarm system is in operation at the following times:
 - Monday through Friday - 11:00 p.m. until 7:00 a.m.
 - Saturday and Sunday - 24 hours
 - Summer: The alarms are usually activated at the close of the workday.
- During the school year, the building is open to staff during evening hours until the building is secured by the cleaning service or 11 p.m., whichever is later.
- To work in the building on weekends, staff must make arrangements ahead of time. These special requests for opening the building must be made in advance to the principal. Upon approval, the

staff member will be given access to security code and will need to sign out for any keys they may need.

- Entering the building using your key fob does not shut off the alarm system.

SEXUAL HARASSMENT POLICY

Pleasantdale School District 107 Board of Education has adopted the following policies on sexual harassment.

Students (Board Policy 7.20)

Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully another student on the basis of actual or perceived: race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment, intimidation or bullying are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, intimidation or bullying by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.
 - e. Placing the student in reasonable fear or harm to the person or property; or
 - f. Causing a substantially detrimental effect on the student's physical or mental health.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the Nondiscrimination/Complaint Manager, Building Principal or Assistant Building Principal. Students may choose to report to a person of the student's same sex.

Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal or Assistant Building Principal for appropriate action.

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment by informing them in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy as documented in the Parent/Student Handbook. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments.
34 C.F.R. Part 106.
105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.
775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

ADOPTED: February 20, 2008

REVISED: August 17, 2011; September 19, 2012

Personnel (Board Policy 5.20)

Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policy 7:20, *Harassment of Students Prohibited*.

Sexual Harassment

The School District shall provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting sexual harassment as defined and otherwise prohibited by State and federal law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but

are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in sexually harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of sexual harassment to the Complaint Manager(s) per School Board policy 1:18, *Uniform Complaint Procedure*. Employees may choose to report to a person of the employee's same sex. Initiating a complaint of sexual harassment shall not adversely affect the complainant's employment, compensation, or work assignments.

There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.

Making a Complaint: Enforcement

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy 1:18, *Uniform Complaint Procedure*).

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of harassment to the Complaint Manager(s) per school the Board policy 1:18, *Uniform Complaint Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

LEGAL REF.: Title VII of the Civil Rights Act, 42 U.S.C. §2000e et seq., 29 C.F.R. §1604.11.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.; 34 C.F.R. §1604.11.
775 ILCS 5/2-101(E) and 5/2-102(D).
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998).
Faragher v. City of Boca Raton, 118 S.Ct. 2275 (1998).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Harris v. Forklift Systems, 114 S.Ct. 367 (1993).
Jackson v. Birmingham Board of Education, 125 S.Ct. 1497 (2005).
Meritor Savings Bank v. Vinson, 106 S.Ct. 2399 (1986).
Oncale v. Sundown Offshore Services, 118 S.Ct. 998 (1998).

ADOPTED: September 23, 2009

REVISED: August 18, 2010

SKYWARD USAGE

- Teachers must post attendance in the first 10 minutes of every class.
- Teachers should enter grades promptly using the grade book portion of Skyward.
- If applicable, teachers will post homework and/or related information in the Skyward “message center” on a regular basis.

SPECIAL EDUCATION

- We work in a District that values inclusion. Each student receiving special education services has a case manager who works with the classroom teacher and parents. Case managers know each student and family situation well.
- If a teacher has concerns about a student, the classroom teacher should develop and implement interventions. Parental notification and involvement is encouraged.
- If additional interventions are necessary, the classroom teacher should discuss the student in detail with his/her grade level team. Additional interventions should be identified and attempted.
- If interventions are not effective, the teacher and Principal will meet and decide a course of action that involves family and possibly other staff members. A timeline will be generated.
- The SST coordinator and Principal will meet to decide whether or not to take this to the team made up of regular and special education staff. At this time, either additional interventions will be generated or the decision will be made to move the case to an SST (Student Support Team).
- A graphic of this process and sample forms will be available.

STAFF MAILBOXES

- Each staff member, including administration is assigned a mailbox in staff lounge. A mailbag for deliveries to administrative and middle school buildings is located in the office.
- Mailboxes should be checked daily.

STUDENT RECORDS (MAINTENANCE)

- Student cumulative records are maintained in the school office. Files are updated each year by building secretaries. If a staff member becomes aware of a change in the personal data for a student, the staff member should alert the school secretary who will update the file after verifying the information for accuracy.
- Staff members have access to student records of students assigned to them.
- Student records are not to be removed from the school office without consent of the principal.

STUDENT SUPPORT TEAM (SST) AND RESOURCE SUPPORT

- Every grade level team will schedule one day per week when their agenda includes an update for and from the resource teacher regarding IEP students’ progress. During the resource period in an IEP student’s schedule the first priority will be to work on the skills and concepts in the student’s IEP goals. If homework assignments can be used for this, they will be. However, it is expected that on most days students will still have homework to do after school. Resource periods will also be used to take tests but only if the student’s goals require this modification. For support from the SST Team the following sequence will be followed: If a student’s behavior or academic progress presents problems
- The teacher will put in place and document at least two interventions in the classroom. If the problem persists...
- The teacher brings the problem to the grade level team. If the problem is evident in other classes, the team designs and documents two more interventions to be done in all classes. If the problem persists...
- The team invites selected specialist from the SST team (e.g. psychologist, social worker, speech therapist, etc.) to join them for a brainstorming session during a team meeting. Ideas generated will

be put in place and documented. If the problem persists, all documentation detailing interventions and progress is referred to the principal who will decide if the student goes to the next step.

- The student is referred to the Student Support Team (SST) for a meeting on a designated day. At this point the Director of Special Education takes responsibility for determination of eligibility for special education services.

SUPERVISION OF STUDENTS

- Most of the staff is scheduled to help with supervision. The degree of supervision responsibility depends on factors such as availability, differences in teaching loads, knowledge of families and children, as well as several other factors.
- A supervision schedule is developed before the school year begins. It is designed to be consistent, fair and flexible. Any time changes occur, a new version is distributed.

Morning arrival supervision

- Staff members on morning bus duty must be at their assigned locations by 8:40 a.m. and remain until students have been escorted into the building.
- Parents are told not to drop off students before 8:40 a.m. unless the student has a reason to be in school. If applicable, supervisors should give a list of those children arriving earlier than 8:40 a.m. to the office.
- Students will line up with their class in a line behind a designated area identified by a painted box on the sidewalk.
- Supervisors should be the last to enter the building and make sure the door is locked.

Daily Supervision

- At no time are students to be permitted to enter and remain in the classroom, or the building, for any reason before, during, and/or after school unless under the direct supervision of a staff member.
- At 8:55 a.m. classroom teachers are to be at their classroom doors to greet students.
- Teachers not assigned a class are to be at various locations in the building to assist with the orderly movement into classrooms. Teachers should also be at the door as students change rooms during the day.
- Teachers must stay with their classes at the time they are responsible for them.
- Specials teachers have supervision responsibilities whenever they are teaching the class during classroom teachers' planning times. Communication between classroom teachers and specials teachers concerning supervision is vital.
- At the end of the day teachers should escort students to the exits. Kindergarten classes leave the room at the first bell, 3:15 p.m., to begin boarding the buses. All other classes begin dismissal at the 3:20 p.m. bell. Students should never be dismissed before these dismissal times.

Lunch/recess supervision

- Teachers should walk their classes all the way to the outside door and be prepared when they return from lunch.
- It is important that teachers make sure students get their lunches from their backpacks to the lunch bin. Students that leave their lunch in the classroom are allowed to get it during the first ten days of the school year. If a student forgets after that, he/she will be given food from the "extra" table. Classroom teachers will need to give the student time to eat lunch when he/she returns to the classroom.
- Full-day kindergartners will have lunch in their classrooms.
- Those staff members assigned to lunch supervision should:
 - Be on time
 - Dress appropriately if going outside
 - Enforce posted lunch room and recess guidelines
 - Follow disciplinary guidelines whenever necessary
- Indoor Recess

- On occasion, students will have indoor lunch recess where students return to their classrooms for quieter activities. Teachers will be notified regarding indoor recess so that they can prepare students before lunch for activity choices. There will be occasions when prior notification is not possible because of rapidly changing weather.
- Ideally, one supervisor will be assigned for each room. There may be situations when a supervisor monitors adjacent rooms.
- It is important that teachers prepare their students for indoor recess so it can be a positive experience.

Dismissal

- Students should spend minimal instructional time preparing for dismissal. Ideally, the amount of time would diminish as the school year progresses.
- In order to reduce congestion, students should arrive and depart by using the same doors.
 - 4th grade students will use the middle doors.
 - 3rd grade students will use the south doors.
 - 2nd grade students will use the middle or south doors.
 - 1st grade students will use the office doors.
- All students who do not ride the bus home should proceed to the “pick-up door”. The “pick-up door” is at the end of the 1st grade hallway.
- Staff members will be assigned to the “pick-up” door to make sure all children meet up with the appropriate adults.

SUPPLIES

- Teacher supplies are ordered by each individual staff member annually.
- Teachers will be provided specific information regarding the purchasing processes, as well as department and individual allocations.
- Common supplies, such as butcher paper on rolls, and laminating supplies are available in the teacher work room located next to the locker commons. Please notify the office of any supply shortage.
- All purchases should be approved in advance. Purchases made without approval may not be reimbursed.
- Teachers will be reimbursed for approved purchases. Teachers can only be reimbursed for the amount of purchase, and should use a tax exempt letter to avoid personally paying taxes.

TEACHER ATTIRE

- Educators are role models to students and parents. Professional appearance makes a difference to students and to our public. Although different jobs, activities and events may require different attire, educators are expected to dress appropriately on all occasions. Any clothing that wouldn’t pass the student’s dress code should not be worn.
- Flip-flops are not allowed, due to safety concerns.
- Blue jeans are optional is when attending a field trip or appropriate class activity.

TEACHER MEETINGS

- Staff and curriculum committee meetings are held from 3:45-4:45 p.m. Team/Department meetings are held 3:30-4:30 p.m. Staff members receive compensation for Wednesday meetings based on the current year’s per diem rate

Staff meetings are conducted on Wednesdays as per the following schedule:

- 1st Wednesday of each month: Staff Meeting
- 2nd Wednesday of each month: District Curriculum Committee Meeting
- 3rd Wednesday of each month: Building Curriculum Department Meeting
- 4th Wednesday of each month (no meeting)
- 5th Wednesday of each month: (no meeting)

TEACHERS' SCHOOL DAY

- Teachers must arrive no later than 8:15 a.m. and may not depart until after 3:30 p.m.
- When leaving the building during the day, notify the Principal or Main Office prior to leaving.
- Tardiness: Unless a staff member has a scheduled late start, all staff is to be in the building by 8:15 a.m.
- If there is an unexpected situation requiring late arrival, the office should be contacted immediately.

TECHNOLOGY

Acceptable Use

- Each staff member is required to sign an Acceptable Use Policy (AUP) and adhere to the set policies at all times. (refer to Appendix I).

Troubleshooting

- Staff members experiencing difficulties with technology issues should report these directly to the building technology staff member.
- Ongoing concerns regarding technology programs, systems and equipment should be reported to the Principal

TELEPHONES, STUDENT USE

- Students must have teacher permission to use any telephone during the school day.
- Calling students out of class to receive phone calls will only be done in emergency situations.
- In order to assist students in becoming more responsible, we discourage having students call home because they have forgotten an instrument, notebook, homework, etc. Hopefully, students will learn from these experiences.

TEXTBOOKS

- Students should be instructed on the proper care of and respect for school issued textbooks. Each teacher is responsible for the issue and return of all textbooks. Textbooks should be numbered and teachers should keep track of which student is assigned each book.
- Teachers are encouraged to have textbook checks at the end of each trimester.
- At the end of the period of usage of the textbook, each teacher will utilize building forms to assess damage and/or unusual wear and tear on books. The student will be charged the replacement cost if the book is unusable.
 - Instruct all children on the proper respect and use of books.
 - Students are not allowed to write in textbooks.
 - Textbooks are numbered and inventoried. When teachers assign textbooks, they should record the textbook numbers in their grade books.
 - Students are responsible for all textbooks assigned to them.

TRANSPORTATION OF STUDENTS

- No school employee may transport students in school or private vehicles. Administrators will be the only personnel authorized to transport students, and only in situations deemed by administrator to be an emergency.

UNIVERSAL PRECAUTIONS (HANDLING OF BLOOD BORNE PATHOGENS)

- Use disposable gloves (in first aid kit) whenever in contact with blood or body fluids.
- If contact with skin occurs, cleanse hands with antiseptic towelettes and follow up with proper hand washing as soon as possible.

- Children with wounds that need cleansing should be sent to the nurse's office. If bleeding needs to be controlled, have the student apply pressure to the area if possible.
- All blood or body fluid spills shall be reported to the office immediately. It is important to have proper clean up by trained personnel.
- Any exposure incident to blood or body fluids must be reported to the office before leaving school that day.

VIDEOS

- There are many wonderful videos and on-line media clips that could be very useful to engage and illustrate the curricular materials. However, the use of videos could involve some risk, if not pre-screened for educational value and age appropriateness.
- Videos should be for educational purposes.
- On occasion, a video can be shown as an incentive or reward. This reward should not be overused.
- Only "G" rated movies may be shown in grades PreK - 6, "G" and "PG" in grades 7 & 8.
- Our library has an ample supply of appropriate videos. Furthermore, the school has a budget that will allow for additional educational video purchases.
- Videos obtained from such sources as "You Tube" should be filtered, and when possible, ads and commentary removed.

VISITORS

- All visitors are required to check in at the main office and pick up a visitor's badge.
- If an unexpected visitor appears in your room, direct the person to return to the office. If she/he refuses, contact the office immediately.
- Former students will not be permitted to enter the building as visitors until after school hours.
- Teachers need to get approval from the principal in order to invite visitors to the school.

APPENDIX I

Pleasantdale School District 107

Technology Acceptable Use Policy for Staff

Definition

The term “technology” shall include all computer and audiovisual hardware and software owned or operated by the District, District websites, District online services, and electronic information systems. “Use” of District technology shall include use of or obtaining access to the system from any electronic device and/or computer terminal, whether or not owned or operated by the District.

Purpose

Technology at Pleasantdale District 107 is a tool to enhance learning experiences as articulated in our mission statement. Integrating technology into the curriculum affords students opportunities to develop the skills required for excelling in life pursuits. Technology is also a tool to facilitate communication among employees and between employees and stakeholders.

Expectations

District staff is expected to act in a responsible, ethical, and legal manner in accordance with Federal and State law and District policies.

Specifically, staff who use technology will:

- ✓ Understand that email and network files are not guaranteed to be private. Employees who manage the system do have access to mail and files. Network administrators and other designated school officials have access to all email messages and may review files and communications to maintain system integrity and monitor responsible use.
- ✓ Be responsible at all times for the proper use of their access privileges and for avoiding impersonations, anonymity, or unauthorized sharing of security measures or other confidential information.
- ✓ Take responsibility for any activities conducted under their account or password.
- ✓ Protect technological resources from physical abuse and viruses.
- ✓ Protect the privacy of other users and the integrity of the system by avoiding misuses of passwords, others’ files, equipment and programs.
- ✓ Monitor students and circulate among them when using computer resources to ensure that students are adhering to the District’s Student Acceptable Use Policy.
- ✓ Report any incident or information that violates this policy.
- ✓ Report to a District Technology Specialist any inappropriate website that our students should not be using.
- ✓ Read and abide by the terms and conditions stated in this Staff Acceptable Use Policy.

Specifically, staff who use technology will *not*:

- ✓ Use technology for illegal activities.
- ✓ Access, submit, post, publish, display or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially/religiously offensive, harassing, illegal or other material unsuitable in the educational setting.
- ✓ Create and/or propagate unsolicited advertising, political lobbying, chain letters, pyramid schemes, computer worms, and viruses.
- ✓ Commit acts of vandalism. Vandalism includes any attempt to harm or destroy data of another user, the Internet, the District’s Network or any other network. This includes, but is not limited to, uploading, downloading, creation or knowing transmission of computer viruses. If a user is uncertain whether his or her conduct is permissible, he or she should contact one of the district’s technology specialists.

- ✓ Use the network to transmit material likely to be offensive or objectionable to recipients.
- ✓ Allow students access to a computer under a teacher's login.
- ✓ Impersonate another user, or use anonymity or pseudonyms to obscure identification.
- ✓ Use the network for financial gain.
- ✓ Post personal contact information about a student or staff member, or otherwise invade the privacy of individuals or violating the Illinois School Student Records Act or Federal Right to Privacy Act.
- ✓ Trespass in others' folders, work, or files, or gain unauthorized access to resources or entities.
- ✓ Quote personal communications in a public forum without the original author's prior consent.
- ✓ Represent personal views as those of the District or those that could be interpreted as such.
- ✓ Load or use unauthorized games, programs, files, or other electronic media.
- ✓ Violate copyright laws. See http://www.educationworld.com/a_curr/curr280.shtml for an overview of copyright law pertaining to education.
- ✓ Damage technology, hardware and/ or software.
- ✓ Attempt and/or breach security measures or remove hardware/software, networks, information, or communication devices from the District network.

Specifically, the District will:

Ensure that each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene (2) pornographic, or (3) harmful or inappropriate for students or staff, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purposes provided the person receives prior permission from the Superintendent or system administrator.

The Superintendent or designee shall implement measures to:

- Prohibit unauthorized access, including "hacking" and other unlawful activities.
- Prohibit unauthorized disclosure, use and dissemination of personal identification information.

District 107 Expectations for Electronic Communication

Pleasantdale District 107 recognizes that today's students and their families are deeply engaged in electronic forms of communication via social networks. Though these tools for communication are often quick, easy to use, and a growing part of our lives, their casual use may not meet the district's standards for professional communication within our school community.

The purpose of these guidelines is to:

1. Protect the students, staff, and families of the district.
2. Improve awareness of acceptable ways to use electronic communication tools.
3. Raise awareness of the potential positive and negative outcomes that may result when using these tools.

The following expectations are to be followed by all members of the Pleasantdale professional community.

Does it pass THE TEST?

Our electronic communications should always be *professional, transparent, and accessible*:

1. **Professional** – ALL electronic communication from district staff should be written as professionally representing District 107. Utilize word choices, tone, grammar, and subject matter that model the high standards and integrity of the district and are businesslike in manner.
2. **Transparent** - ALL electronic communication from district staff should be transparent. As a public entity, we are expected to maintain openness, visibility, and accountability in all communications.
3. **Accessible** - ALL electronic communication from district staff should be considered a matter of record which is a part of the district’s archives and may be accessible by others.

Staff members will refrain from any communication that does not meet the above criteria.

Acceptable Electronic Communication Methods

Skyward – The Skyward student information system will allow teachers to communicate directly with students and parents regarding grades, attendance, assignments, and much more.

District 107 Email – District email is a common way to communicate directly with our school families, colleagues, and community. Since district email provides the staff member with a record of the communication, only the district provided email system (your @d107.org address) is to be used for district business.

District 107 Website – Web pages are public documents welcoming the outside world to the district, school, and individual classroom while at the same time linking students and staff to outside sources of information. This section provides guidelines for the publishing of materials on the district website. The district administration reserves the right to deactivate non-compliant web pages hosted on our server or to remove any links to non-compliant websites hosted on outside servers.

Specifically, staff who use the district website *will*:

- ✓ Update pages that contain time-sensitive information regularly, such as calendars and school events, to insure current and accurate information.
- ✓ Include on each page of the website the date when it was last updated.
- ✓ Use graphics and animated graphics judiciously, keeping files sizes small.
- ✓ Carefully proofread and spell check postings.

Specifically, staff who use the district website *will not*:

- ✓ Post files or links on the district web server that contain information that is in violation of (or promotes the violation of) any district policy or regulation or any local, state, or federal regulation or law.
- ✓ Post personal information about a student, district family, or another staff member, such as email address, phone number, or home address.
- ✓ Post copyrighted material.
- ✓ Post links to sites that are not accessible from inside the network (through the Sonic Wall filter)
- ✓ Use email/instant messaging abbreviations or slang.

Unacceptable Communication Methods

Text Messaging – Text messaging is not an appropriate method in which to communicate with students as extended messaging can quickly get “off topic”. *Staff members need to be aware that text messaging between a staff member and an individual student can easily be misinterpreted and should be avoided.*

Non-District Email Accounts – District staff should never use personal email accounts for school matters.

Using Facebook, MySpace, Twitter, or other social Media Sites for Personal Purposes

Staff members who use Facebook and other social media sites to communicate with family, friends, and their own personal networks should never “friend” students who are currently enrolled in District 107, nor should students be accepted as “friends”. The district strongly encourages staff to exercise caution when interacting with school families on-line. The distinction between the role of public educator and personal friendships with district families should always be visible and clearly communicated.

Any content staff members publish on-line (pictures posted, blog entries, Facebook updates, etc) should never compromise the professional integrity and policies of the district. A good benchmark is: “Would I mind if this appeared on the front page of the newspaper?” If the answer is “yes”, then *do not* post it!

Staff members should contact their building principal or technology specialist with any questions.

Application for Network and Internet Use:

All District 107 staff who use the Network and Internet must complete the following form and turn it in to the Technology Support Specialist.

Staff Contract for Network and Internet Use:

I have read the Acceptable Use Policy and will abide by the terms and conditions stated. I further understand that any violation may lead to my access privileges being revoked, school disciplinary action, and/or appropriate legal action.

Name (please print): _____

Staff Signature: _____

Date: _____

Faculty and Staff

HANDBOOK

Pleasantdale Middle School

2014-2015

Pleasantdale School District 107

7450 S. Wolf Road
Burr Ridge, IL 60527

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ABSENCE PROCEDURES

Pleasantdale School Dist 107 is using an automated service that greatly simplifies and streamlines the process of recording and managing absences and finding substitutes. This service is called Aesop. The Aesop service will be available to you 24 hours a day, 7 days a week and can be accessed via internet and phone. This system replaces the sub-line and paper requests forms and should be used for all school absences.

Aesop Procedures:

- Staff members can interact with Aesop either online or on through the phone.
- Aesop can be found on the internet at <http://www.frontlinek12.com/aesop>. On the website, staff can enter absences, check absence schedule, update personal information, and exercise other features such as uploading lesson plans for substitutes to view online.
- Staff members can also call **Aesop toll free at 1-800-942-3767**. A voicemail prompt menu is provided in order to enter and manage absences and access other features.
- For the initial set-up of the dial in-feature,, staff members are to call in to check the computer recording of their name and title. To do this, press Option 5 and follow the prompts.
- Each staff member will be provided an ID and PIN number for accessing Aesop. .
- When entering an absence, please wait until you receive a confirmation number before you terminate the phone call or close your internet browser window. **Your transaction is not complete until you receive a confirmation number.**

Additional Information Regarding Absences:

- Staff members should call their building principal directly if they have other responsibilities that will need to be addressed in their absence, i.e.: coaching, activities, lunch duty.
- If requesting to attend a professional conference, please request the absence on-line and attach a copy of the registration information and materials to the request. Such requests should be made at least 3 weeks in advance of the conference. The district will process the registration on your behalf. Additional information regarding conferences is referenced in Staff Development.
- For staff members attending a District provided Professional Development activity or scheduled meeting (I.e. Curriculum Council, CCSS Math/LA events), Principals will provide HR with a list of attendees. Confirmation to staff members will be provided through Aesop indication the absence.
- Pre-planned, long-term absences should be coordinated with District Office.
- Internal subbing may be done at the request of the principal to address absences otherwise not covered by a substitute. Staff members providing coverage are to complete a time sheet indicating the date, time, and name of the staff member they replaces for that period(s).

Teacher Responsibilities Regarding Absences:

To facilitate normal operations in your absence, the following must be available to the substitute

- Lesson plans
- Seating plan and a copy of your class list
- Attendance procedures
- Location of Emergency Procedures
- Information on special students: speech, resource, gifted, band etc.
- Notations about special programs, supervision duties, etc. (Be sure to mark the supervisory duties clearly in your lesson plan book)
- Provide the substitute with the names of students who may be counted upon for accurate information
- Classroom management procedures, if applicable
- Names and locations of recommended teachers that could assist with specific class issues (content, special ed, etc.)

The location of these materials must also be known to the substitute, preferably either on the desk, in your mailbox, or in the center drawer.

ACCIDENTS/INJURIES

Accidents to Students:

- Any accident that requires medical attention should be reported to the nurse.
- Any head injury should be evaluated by the Nurse immediately
- Staff may be asked to complete an injury reporting form by the school nurse.
- Each teacher should have a basic first aid kit in his/her classroom. The school nurse will refurbish these kits annually

Accidents to Staff Members:

- Staff Members are to report all injuries to the principal
- Injured staff members are to utilize **Company Nurse** to report all injuries/accidents.
- Contact number is **1-855-921-9518**.

ASSEMBLY PROGRAMS

Assemblies are scheduled throughout the course of the year to advance and enrich the educational experience of our students. Assemblies include: student recognition, fine arts, spirit and celebration, and Cultural Arts (coordinated in conjunction with the PTA Cultural Arts committee).

Since the nature and length of each assembly varies, staff members will be provided specific information and bell schedules regarding each.

Some general Assembly Guidelines:

- Students and staff will be called via the intercom to report to the assembly area.
- Teachers should escort their students to the area and **be seated with the students** for the duration of the period they would normally be teaching those students.
- Teachers should follow their normal schedule as far as student responsibility during assemblies.
- If the assembly runs longer than one class period, teachers are expected to return to the assembly to supervise the students.
- Teachers are expected to monitor student behavior during the performance.

AWARDS

Recognition of student performance and achievement is highly encouraged. Formal recognition of student occurs at student assemblies and at team level activities/assemblies. Awards include Honor Roll, and 8th grade specific awards: SCOTY, Presidential, American Legion, Kiwanis, and Presidential.

BELL SCHEDULES

Regular Bell Schedule

Monday, Tuesday, Thursday, & Friday

<u>Period</u>	<u>Time</u>
1	8:20 – 9:06
2	9:09 – 9:53
3	9:56 – 10:40
4	10:43 – 11:27
5	11:30 – 12:14
6	12:17 – 1:01
7	1:04 – 1:48
8	1:51 – 2:35
9	2:38 – 3:22

Advisory Bell Schedule

Wednesday

<u>Period</u>	<u>Time</u>
1	8:20 – 9:02
2	9:05 – 9:44
3	9:47 – 10:26
8	10:29 – 11:08
4	11:11 – 11:51
5	11:54 – 12:34
6	12:37 – 1:16
7	1:19 – 1:58
9	2:01 – 2:40
Advisory	2:43 – 3:22

BULLETIN BOARDS

Each teacher is expected to change classroom bulletin boards in a timely manner unless the board is part of an ongoing student communication tool and learning center. It is acceptable to have students participate in the creation of bulletin board theme, allowing them the opportunity to participate in the creation of the learning environment. . Hallway bulletin boards are the joint responsibility of those teachers whose classrooms are adjacent to the bulletin board areas.

CALENDAR/PARENT HANDBOOK

A district calendar including school and district events is provided for all Pleasantdale families each August. The middle/elementary parent handbook is also given out to our students/parents in August. It includes specific information about our school, programs, and procedures.

CHAIN OF COMMAND

When Principal is out of the building, the Chain of Command should be: The Superintendent or other available District Office Administrators. The Social Worker should be called to assist with any student issue that requires supportive services.

CLERICAL SUPPORT

Clerical support in photocopying of materials is available in the office workroom. A form must be filled out, and teachers should expect a 1-3 day completion.

COMMUNICATION PROCEDURES

- Timely and accurate communication is highly valued. To that end, staff members are to advance questions and concerns directly to their immediate supervisor. Do not advance questions and concerns directly to the superintendent or Board of Education without addressing your immediate supervisor first. For teachers and educational support personnel, the principal is the first point of contact.
- Parent/teacher communication is a priority. A weekly newsletter/bulletin about what was covered, what is ahead, and ideas for home enrichment, is an example of a very effective communication tool.
- Teachers should provide parents with contact information.
- Staff should respond back to parents in a timely manner.
- Mass written communication should be proof read by a colleague and/or the office.
- Copies of letters, bulletins, or other planned class activity notices that are sent to parents, should also be sent to the secretary. It is important that the office staff is able to answer questions regarding a program, activity, etc.
- Classroom phones should be set to silent or low during teaching periods. Teachers should check for messages whenever possible.

CONFERENCES (EDUCATIONAL) AND COLLEGE COURSE WORK

Board of Education Policy indicates that the District shall pay certain expenses of certified personnel who attend educational conferences and college course work approved in advance by the superintendent. All teachers are encouraged to seek out professional growth opportunities. Professional conferences should be connected to evaluation goals or school/district-wide goals. Staff members are to annually complete a personal Professional Development Plan.

Conference Requests

- Teachers interested in attending an educational conference shall submit through AESOP the date of absence(s) along with conference information/registration, allowing adequate time (3 weeks if possible) for processing.

- When additional costs are approved for attending a conference please submit a repayment with all receipts attached after you have attended the conference within 30 days. The attendee pays the costs of lunches for single day conferences, unless it is included in the conference fee.
- Teachers attending conferences are expected to share new ideas, strategies, etc., with the staff.

College Coursework

Please refer to the current Professional Agreement for details regarding college and in-district workshop credits.

CRISIS PLAN

A district-wide crisis plan has been developed to assist all staff in handling potential crises. It is imperative that all staff members understand this information. Every classroom should have posted the district provided Crisis Intervention Plan by the door, along with an emergency folder.

The Crisis Intervention Plan includes information on the following

- Abduction
- Bomb Threat
- Bus Accidents
- Death/Suicide
- Fire and Drill Procedure
- Hazardous Materials
- Hostage or Life Threatening Situations
- Medical Emergencies
- National Disasters
- Tornadoes
- Utilities Emergencies
- Intruder
- Important forms and phone numbers

Each classroom teacher will maintain an emergency folder that will include pertinent student information. Staff will be provided by the principal with annually updated building specific details regarding teachers' responsibilities for specific drills (fire, lock-down, etc.) and should include these in their emergency folder. Current information will be available on the Staff Binder, on the share drive.

CURRICULUM COMMITTEES

Each teacher is expected to serve on one district level curriculum committee.

CURRICULUM NIGHT

Each year, Pleasantdale Middle School will host a Curriculum Night for all parents. The date will appear on the district calendar, and is generally within the first two weeks of school. During the course of the night, parents will have the opportunity to visit with each teacher. Classroom presentations are to focus on curriculum, instructional techniques, materials used, and homework expectations. In addition, grade level teams will publish other pertinent information such as grade level grading procedures and behavior expectations.

CUSTODY

Custody decrees are typically court-ordered and time-specific. A copy of the court order must be on file in the office. Teachers will be notified of cases where custody is court-ordered and should never release such students to the care of a non-custodial adult without written or verbal permission of the school office.

In cases of joint custody, teachers will be notified if duplicate school communications are required/requested for both parents.

DISCIPLINE

It is our goal at Pleasantdale Middle School to provide a safe and orderly learning environment. It is our belief that students enter Pleasantdale Middle School with an appropriate understanding of acceptable behavior. The teachers, support staff, and administration, in cooperation with parents, are dedicated to providing on-going support for their continued growth. Students are expected to accept responsibility for their actions and the consequences of those actions.

“The “I’s” of the Tigers” is our positive and proactive approach to school behaviors, and is the heart of our program. We ask our students to affirm the following statements in their actions and behaviors while at or representing Pleasantdale Middle School:

I am Respectful
I am Responsible
I am Safe

Expectations are taught, and when necessary, re-taught to illustrate the above statements through various areas within the building, including hallways, classrooms, lunchroom, recess, assemblies, and on the bus. Staff members will be provided with a separate, detailed handbook that further defines the positive and proactive program.

All staff members are encouraged to support and recognize positive examples of “The “I’s” of the Tigers” through home communications and “Tiger Stripes” presented to the student.

Inappropriate behaviors and the range of consequences for these behaviors are as follows:

Inappropriate Behaviors – Level 1

Tardiness (late to school – late to class)

Missed detention

Disrespect

Disturbance during class, assemblies, field trips, before or after school activities and in locker room, halls and lunchroom

Inappropriate physical contact

Loitering in unsupervised areas

Reckless behavior

Repeated inappropriate behavior

Range of Consequences

Behavioral Referral

Parent contact

Detention

Detention plus meeting with student

Detention plus meeting with student and administrator.

In-school suspension

Inappropriate Behaviors – Level 2

Blatant disrespect

Disruptive behaviors

Insubordination

Demonstrating a bullying behavior

Profanity or abusive language

Damaging property or others’ belongings

Misuse of computers or other school materials

Stealing

Reckless behavior

Inappropriate physical contact

Uncooperative with substitutes

Repeated inappropriate behavior

Range of Consequences (one or more of the following may occur)

Conduct Referral
Student meeting with the assistant principal
Parent contact
Parent conference
Detention
One week detentions for inappropriate behavior with substitutes
Out of all activities up to five days (spectator or participant)
One to three days in-school suspension
Reimbursement for damaged property

Inappropriate Behaviors – Level 3

Bullying
Harassing or threatening others
Sexual Harassment
Fighting
Any act of physical aggression toward others
Hazing
Gross disrespect towards others
Smoking
Vandalism
Using, selling, or distributing illicit drugs, narcotics, alcohol, or illegal substances (including “look-alikes”)
Prescribed or non-prescribed medication possession
Possession of weapons
Any gang related activity, literature, or items.
Arson
Explosives
Repeated inappropriate behavior

Consequences

Conduct Referral
Student sent to Main Office
Parent conference
In-school or out of suspension(s)
Confiscation of prohibited objects
(one or more of the following may occur)
Expulsion by the School Board
Notification of incident to proper authorities
Counseling Program

Teacher responsibilities in regard to discipline are as follows:

Misbehavior or Misconduct IN the Classroom

The teacher will be responsible for a minimum of two interventions or consequences for each act of misbehavior of the type listed below that occurs during a class period.

- Gum chewing
- Tardy to Class
- Excessive Talking in Class
- Missed Classroom Appointment
- Disrespect
- Inappropriate physical contact
- Reckless Behavior
- Disruptive Behavior not resulting in negative consequence for other student
- Physical displays of affection in the classroom
- Profanity

Teacher Toolbox – Suggestions for strategies teachers might use as interventions or consequences for poor behavior in the classroom are:

- Verbal warning/proximity
- Change of seat
- Removal from activity or alternative activity
- Detention with teacher
- Phone call home

If the misbehavior results in a Detention with the Teacher or Office referral:

- Fill out a behavior Form (long/short, as per program guidelines)
- Call the parent as soon as possible to discuss what has taken place

If a team notes a pattern of persistent misbehavior of a similar nature in several classes, the team will put a behavior plan in place for the student. All of the student's teachers will be notified and expected to implement the plan.

If the behavior plan created and administered by the team fails to correct the behavior, the team will request a brainstorming meeting by the Student Support Team.

Any consequences assigned by a teacher must be supervised by that teacher. For example, if a teacher assigns a lunch detention, he/she must supervise the detention.

Misbehavior or Misconduct OUT of the Classroom (e.g. hallways, lunchroom, assemblies, sports events, etc.)

When a teacher observes unacceptable behavior outside of his/her classroom, that teacher is expected to notify the student and fill out a referral and enter the infraction in the discipline file. If it is necessary to send the student to the office immediately, send the student with a pass. If the incident requires immediate attention call down to office so the administrator can address the situation.

Dress Code Violations: Send student to the nurse with a pass. Call the nurse to notify her that the student is on his/her way down. The nurse will record infraction and send student to change into gym uniform. The student must then return to the teacher for verification that the clothing has been changed. Please refer to the Parent/Student handbook for specifics regarding Dress Code.

Tardy: If a student accrues three tardies in any given class, the teacher may assign a lunch detention. There will be a Friday study hall option available for the full lunch period. If the teacher chooses to utilize this option, he/she must notify the study hall supervisor directly. Students who are tardy for first period classes will be assigned consequences from the main office. After 3 first period tardies, parents will be notified.

Use of Electronic Devices

Use or visible possession of electronic devices including, but not limited to: cell phones, iPods, or other audio/video devices are only allowed:

- With permission in the main office before and during the school day
- After school outside the building or in the main office

Students bringing these devices to school must have them powered off and not visible or present throughout the day.

Faculty members are to direct any student violating this policy to the office. The Pleasantdale School District will not accept responsibility for electronic devices belonging to students that are lost or stolen. Inappropriate use of a cell phone on the school buses in a manner that compromises the safety of any student is also prohibited.

Students who violate the policy are subject to the following consequences:

1st Offense: Student is sent to the office and the device is held and parents are notified. Device is returned to the student at the end of the school day.

2nd Offense: Student is sent to the office and the device is held and parents are notified. Device is held in the office until a parent retrieves it.

More than two offenses will be considered blatant disregard for school rules and may result in one or more of the following:

- In school suspension
- Loss of the right to have the electronic device in school for the rest of the year

Cheating Policy: Students should consider all assigned work to be individual unless a teacher specifies otherwise. Each teacher should discuss cheating and plagiarism as it applies to his/her class and discuss the consequences.

Examples of cheating or plagiarism

- Copying homework
- Looking on other students' tests or quizzes
- Allowing another student to view a test or quiz
- Using other secretive methods of giving answers for tests or quizzes
- Working with others on any assignment that was meant to be done by individuals
- Taking papers in part or whole from the Internet or other publications or other students
- Taking information from another source that is not properly attributed
- Taking any part of a test to use or give to others

1st Offense

- Student receives a failing grade for the assignment
- The teacher confers with the student's parents about the offense

2nd Offense

- Student receives a failing grade for the assignment
- The teacher reports the offense to the principal who will meet with the student, his/her parents and the teacher about the incident.
- The student will have to redo the assignment, or an equivalent assignment, at a level equivalent to a passing grade, outside of school time, for no credit.

3rd Offense

- Student receives a failing grade for the assignments
- The teacher reports the offense to the principal who will meet with the student, his/her parents and the teacher about the incident.
- The student will have to redo the assignment, or an equivalent assignment, at a level equivalent to a passing grade, outside of school time, for no credit.
- The student will not be allowed to receive any school wide academic honors, such as honor roll status or special academic recognition.

EARLY DISMISSAL SCHEDULE

Throughout the year there will be half days for students. Dismissal on half days will be at 12:00 p.m. for all students, K - 8.

EMAIL

Each staff member is responsible for checking his or her email a minimum daily.

EMERGENCY SCHOOL CANCELLATION

In the event of an emergency school cancellation, the automated phone notification system will be utilized. Please be sure your phone number is up to date with the main office.

EVALUATION

A schedule of evaluations will be provided by the first day of the school year.

A meeting is held at the beginning of the year to review the evaluation process with all certified staff.

Information regarding the evaluation plan and goal setting process is available on the district evaluation folder.

Instructional Aides, Clerical, Custodial Staff

Non-certified staff and teaching support staff are evaluated yearly. Aides and non-certified staff will meet with an administrator to plan and review individual goals for the school year.

EXTRACURRICULAR ACTIVITIES

Pleasantdale Middle School provides a rich and varied extracurricular activities program, aligned to the District mission, targeting student engagement and ownership in the school. In accordance to the Professional Agreement, funding is available to support activities outside of the curricular hours. Stipended positions will be posted annually. In addition, staff members will be encouraged to submit proposals for clubs and activities to the Activity Director for approval and scheduling.

FACULTY LOUNGE AND WORK AREA

The faculty lounge is located in the center hall of the administrative offices. The faculty work area is located next to the Locker Commons. **Students should not be in the areas without permission.** Teachers are asked not to direct students to obtain items from mailboxes, which are located in the workroom off the main office. Teachers are expected to maintain cleanliness of both lounge and teacher work areas. The cleaning service does not handle food so it is up to all staff to remove food from the tables daily.

FIELD TRIP PROCEDURES

- Field trip information should not be shared with students until after approval has been obtained from the principal.
- All requests for field trips must be made on the "Request for Field Trip" form, available in the school office and submitted to the principal. Completed requests are to be submitted well in advance of the anticipated date of the trip. The request must include the staff members attending and specifically identify all class periods and activities/supervisions requiring substitutes.
- A permission form requiring a parent signature for permission to attend the trip must be designed and submitted with the field trip request form.
- One teacher should serve as the trip coordinator and assume the responsibility of arranging the details of the trip, admission charges, lunch arrangements, etc. The trip coordinator will serve as the person to communicate with the school in cases of emergency or unforeseen situations that impact on the health and/or safety of students, or that impact the estimated time of arrival back at school. If the field trip extends through the lunch period, the trip coordinator is responsible for notifying FSP.
- When approval is obtained for the trip, the school secretary will make the necessary bus arrangements and communicate them to the designated teacher.
- All students must have a signed field trip permission form on file in the office prior to departure. Slips should be organized by bus. The permission slip must include the phone number at which a parent can be reached during the event. In exceptional circumstances, a parent may give verbal permission over the telephone. In such cases, school personnel must speak directly to a parent or guardian and this communication needs to be documented, signed by the staff member, and placed with the other permission forms.

- Teacher to student ratio should be no greater than 12 students to 1 adult. Students should be assigned to an adult for purposes of moving from point to point on the trip.
- Teacher cell phone #'s must be left with the secretary and each bus must have a phone.
- A staff member on each bus should be prepared with directions to their destination.
- When planning field trips, care must be taken to avoid weeks of testing as indicated on the school calendar.

FOOD

Holiday Parties – No food or candy will be served at elementary classroom holiday parties. Classroom parties will focus on holiday-related games and activities.

No food will be given or sold directly to students during the school day outside of the school lunch program (with the exception of the PTA special lunches and special events as approved by principal).

Ingredients of food used as part of an extra-curricular activity (cooking club) will be identified and communicated to parents in advance.

Food sold as concessions outside of the school day at school sponsored events must be prepackaged with the ingredients listed. Parents must be notified in advanced if any other foods besides prepackaged will be sold.

Food sold as concessions outside of school at PTA sponsored events held on school premises must be prepackaged with the ingredients listed. Parents must be notified in advanced if any other foods besides prepackaged will be sold.

Students are not allowed to share food. Parents are not allowed to send food for any student other than their own.

Students are not permitted to bring in food or birthday treats to share with other students in the classroom or lunchroom. If a student brings in a treat, the teacher or lunchroom supervisor must direct student to take the treat to the office for pick-up at end of the day.

Teachers are not allowed to give food to students outside of approved School Board policy. Policy and practices will be reviewed annually with all staff members.

FRIENDSHIP COMMITTEE

The purpose of the Friendship Committee Fund is to share in the significant moments of the lives of our fellow staff members. The monies for these gifts are collected voluntarily from District staff. Each staff member is encouraged to participate in the Friendship Committee Fund. Please remember we rely on each other to keep the committee informed of all staff members.

Examples:

- Weddings, First Baby, Adoptions, etc.
- Staff member illness requiring hospitalization
- Death in immediate family (spouse, child, or parent)
- Death of staff member
- Christmas Party and End-of-Year Party
- Leaving district
- Retirement

GRADING PROCEDURES / PROGRESS REPORTS / REPORT CARDS

It is expected that each teacher will keep accurate records of his/her students on Skyward. These records are open to inspection by the building principal and parents. Each graded assignment must be linked to one or more mastery outcome(s). A hard copy of your grade book needs to be on file in the school office at the end of the year.

Grading Life Skills

- Life Skills will be graded by reporting at least two scores to parents (one at midterm and one at the end of the trimester).
- Teachers may choose to report more than two scores to reflect student growth and/or current status.
- There will be an assumption that if only two scores are reported that the teacher is keeping records/data that would support the trimester grade for each life skill should he/she be asked to support it.
- If only two scores are entered in Skyward, the midterm score should be marked “no count” so that the two scores are not averaged.
- Teachers have the option of entering all of their Life Skills scores in Skyward instead of keeping separate records and having Skyward calculate the average score.
- Teachers also have the option of entering all of their Life Skills scores in Skyward but not having Skyward calculate the average score. This would be used if a teacher wanted to view a trend instead of using a mathematical average. If this option is chosen, the checkbox for “post to family access” should be unchecked for all scores other than the midterm and final in order to avoid confusion.

Progress Reporting

Parents will be reminded to check grades halfway through the grading period. Hard copies will be provided to families who do not have access to the Internet. **If a grade average is in the D/F range, parents must have been contacted by phone or in person prior to the grade being posted.**

Report Cards

Report cards are issued at the end of each trimester and mailed on dates that appear on the school calendar. Grades must be completed in Skyward for each class by 8:00 a.m. on the mailing date. **If a grade average is in the D/F range, parents must have been contacted by phone or in person prior to report cards being mailed.**

GROUP WORK

Group Work can be spontaneous and temporary – like pairing of students for a quick discussion – or it can be more formal. When a teacher designs formal instruction that involves students working in groups of 2 or more for the greater part of a class period or longer and those groups are asked to produce some sort of product, the teacher must follow these guidelines:

Before:

- Reason for including group work can be to build workplace skills, to motivate and engage, and/or to deepen understanding.
- Group work should be balanced with opportunities to practice skills independently.
- Group membership should be determined by the teacher taking into account student academic and social needs.
- Clear explanation of the learning goal, the specific outcome, time allowed and grading criteria should be communicated when the assignment is announced.
- Learning tasks should combine positive interdependence* and individual accountability**
- The process and skills involved in group work should be taught and practiced regularly.
- Group activities must be planned for and appropriately scheduled for in-school work as the primary means to fulfill the learning objective.
- Any group activities scheduled outside of the school day requires prior teacher and parental/student informed consent.
- Group meetings outside of the school day cannot be required.

During:

- Teacher should constantly monitor process and progress of groups and give feedback about group skills.
- Technology must be accessible if it is expected for any work that needs to be done outside of class period.

After

- Group grades may not be given for academic goals.
- Post group reflection on how the group functioned is recommended.

***Positive Interdependence** means that the task of the group is set up so that the group cannot succeed without the contribution of every member. Also, one person’s success does not come at the expense of another’s success. It is

important that the workload of each individual is reasonably equal to the workload of the other team members. Teachers can accomplish this by clearly defining roles and responsibilities during the activity. This aspect of the assignment is essential for the development of group social skills.

****Individual Accountability – (social and academic)** refers to the need for each member of the team to receive feedback on how his or her personal efforts contribute to achievement of the overall goal. The teacher should use formative and summative assessments to determine a student's social contributions to the group goal. In regard to the academic grade, there must be a way for each group member to demonstrate proficiency relative to the knowledge and skills embedded in the Mastery Outcome on which the assignment is based. Each student must receive his/her own individual academic grade.

HALLWAY SUPERVISION

In order to better supervise students in unstructured settings, all staff are expected to be present in hallways and/or the locker commons from 8:15 to 8:22 and from 3:22 to 3:30.

During passing periods, teachers should position themselves so that they can supervise both the hallway and students who have entered their classrooms. In addition, each team will work out a schedule for coverage described below that will be altered as needed if behavior problems persist.

- ❖ 5th Grade Team will be responsible for hallway from their classrooms to the bathrooms.
- ❖ 6th Grade Team will be responsible for north hallway from the bathrooms to the corridor crossing. . In addition, they will assign one of their team members to supervise the 6th grade locker area in the morning, before and after lunch and at dismissal.
- ❖ 7th and 8th grade Teams will be responsible for the west wing hallway from the corridor crossing to the west doorways.
- ❖ Exploratory Team will be responsible for the front hallway from stairs to front door.

HEALTH/NURSE

Although staff members must use discretion about sending children to the nurse's office, it is better to be safe than sorry. Staff members should send children to the school nurse when they feel the situation is serious. Once again, if in doubt, send the student. Teachers should send the students with written detail of what is wrong and/or pass.

Students should always be sent to the nurse's office for:

- Bleeding or dirty wounds
- Head injuries, eye injuries
- Swelling
- Complaints of sore throat or earache
- Coughing or sneezing that interferes with schoolwork
- Rashes or skin eruptions
- Eye symptoms: redness, tearing, discharge
- Vomiting or diarrhea
- Fever
- Outside injuries that may fall under required mandated reporting.

There must be an emergency information card on file in the nurse's office for each child.

Accidents and Illness

- All accidents that cause a pupil to be sent to the school nurse will be reported on the Student Accident form, in duplicate, one copy to the principal and one copy to the nurse.
- All accidents or emergency illnesses are to be reported in the treatment log kept on the desk in the nurse's offices.
- Each teacher has a first aid kit for minor injuries.
- All head and eye injuries are to be reported to the nurse who will be responsible for notifying the parent.

- Students will usually be sent home if they vomit or have a fever
- If Emergency Room treatment is necessary, the parent is advised. If possible, the school nurse, or other staff member, will go with the student.
- In the event a child becomes ill or is injured, the parent or person designated by the parent will be notified and asked to come to school for the child or the nurse will take the child home. No child shall be sent home if there is not a responsible adult, either parent or someone designated by the parent, to accept him.

Communicable Disease

- Rules and regulations regarding communicable disease control shall be enforced as required by Illinois Department of Public Health.
- Parents should notify the nurse if their child has a communicable disease. The nurse shall report contagious diseases in the school to the Illinois Department of Public Health, the child's teacher, and the administration.

Nurse

- It shall be the nurse's responsibility to maintain an individual health record for each child. This is a cumulative record, which is sent to the receiving high school on completion of eighth grade.
- Teachers and administrators are advised of health problems at each grade level. These are updated each year and whenever changes occur.
- School health records will be held with the cumulative record of the student until requested by the receiving school, should the student transfer out of the district.
- New students shall not be admitted without immunizations, except for religious reasons or if their own physician indicates they are contraindicated.
- Parents shall be notified if their child has not received all immunizations and booster immunizations as required by the Illinois Department of Public Health.
- All students must present evidence of a physical examination as required by law by the first day of the school year. New students to the district have 30 days to present the required information.
- Attendance - When a student has been absent for three consecutive days, the nurse shall telephone the home and report to the student's teacher. At the discretion of the principal, parents may be called earlier than three days.

HOMEROOM/SEL PROGRAM

All certified staff members are responsible for a weekly homeroom period. Teachers must follow the Middle School Homeroom curriculum they have been given. The purpose of this period is to develop social and emotional skills and also good learning habits. Homeroom period is not a study hall.

HOMEWORK

Homework is an integral part of the District 107 educational program. It is the expectation that homework will be a priority for our students. Homework offers teachers, parents and students the opportunity to be involved in and support the learning process outside of school. Homework should be meaningful and provide opportunities for practice, enrichment and extension of classroom activities. It also helps to develop student responsibility and necessary work habits such as time-management and self-discipline and the ability to work independently. It is an essential part of the educational process.

The following daily time allotments are listed as a general guideline:

Grade 5	50 – 60 minutes per day
Grades 6-8	60 – 90 minutes per day

Teachers will...

- Assign homework that is meaningful and purposeful
- Assign homework that targets students needs, learning styles and abilities
- Assign homework that is age appropriate in length and difficulty

- Explain directions, expectations and purpose for assignments in class.
- Post assignments on Skyward and in the classroom
- Ensure that students receive feedback about homework assignments

Parents will...

- Provide an environment conducive to studying
- Offer guidance, not answers
- Monitor homework completion and emphasize its importance
- Communicate with both teacher and student regarding any on-going homework concerns
- Utilize Skyward as a tool for accessing information concerning homework and grades

Students will...

- Accurately fill out their assignment notebooks each day
- Be responsible for completing homework on time
- Seek out and complete all make up assignments
- Practice academic honesty when completing homework
- Exhibit self-advocacy by seeking additional help when needed
- Utilize Skyward as a tool for accessing information concerning homework and grades
- Return to school to pick up forgotten materials and /or homework whenever needed

HONOR ROLL

Pleasantdale Middle School has a three-tiered system.

Students earning a 3.5 -3.749 average will be named to the Bronze Honor Roll

Students earning a 3.75 – 3.99 average will be named to the Silver Honor Roll

Students earning a 4.0 average will be named to the Gold Honor Roll

Each subject that meets for one period, on a daily basis, will count as one full credit towards honor roll computation. The building-wide grading scale is as follows:

A = 100 - 92 B = 91.99 - 83 C = 82.99 - 74 D = 73.99 - 65 F = 64.99 or below

HOUSEKEEPING

- Effort should be made to keep the classroom neat and orderly. Students can be required to organize and clean their desks on a regular basis. Papers, pencils, crayons, etc. should be picked up off the floor at the end of the day.
- All staff has the responsibility for keeping the staff lounge neat and clean. If we all share this responsibility, the job is not very difficult. Wash and put away items you use, and help clean up tables, etc., as needed. Hot beverages should always be carried with caution.
- When you leave your classroom at the end of the day make sure to lock the door. When you are leaving the room for a period of time, turn off your lights and close the door. Personal belongs, including purses, should be put away in a locked cabinet or drawer.
- Teachers and students are not required to put chairs on top of desks at the end of the day. This is optional.
- According to Illinois State mandates, smoking is not allowed on school property

LATE (ACTIVITY) BUS SCHEDULE

An activity bus runs Monday, Tuesday and Thursday at 4:30 p.m. It is the student’s responsibility to notify parents when taking the activity bus. The office will notify activity supervisors of the arrival of the late bus for dismissal purposes.

LEAVING THE BUILDING

- Whenever leaving the building during the contractual day, sign you must notify the Main Office. This is essential in the case of a school emergency situation.
- Whenever you wish to leave the building with your class for an outdoor project on school property you must inform the office and take an entry key.

LIBRARY

- The library is intended to provide materials and services to students and teachers at Pleasantdale Middle School. In collaboration with the library, teachers should become familiar with the services and materials available for use with their students.
- As with all areas of the building, students must be supervised when using the library.
- The librarian functions as a resource of information and a co-teacher with other middle school teachers when they are working on research projects.
- The library is the hub of the school, a center where all members of the school community are able to access information, work independently, or in groups as they engage in learning activities.
- The librarian, principal and teachers will collaboratively determine specific guidelines for the use of the library.
- A/V equipment is available for classroom use. Guidelines for the checkout of equipment are provided in the library. Under no circumstances will school equipment be allowed off school premises without prior approval from the principal and completion of an Equipment Usage Agreement.

LOCKERS

Students will be allowed to go to their lockers four times a day **only**. They will go before school, before and after lunch and after school.

MAINTENANCE

Teachers who want to report maintenance needs should email maintenancemiddle@d107.org.

MEETINGS

- Staff meetings will be conducted on the first two Wednesdays of the month from 3:45 - 4:45 p.m. and the 3rd Wednesday of the month from 3:30 - 4:30 p.m.
- At least one teacher's planning period per day is set aside for meetings including team planning, differentiation, special education, etc.
- Meetings should have a purpose. The purpose is the intended result/outcome of the meeting and should be clearly stated.
- Meeting protocol should be followed at all meetings at school. Protocol is an agreed upon set of norms, ground rules, expectations, etc., that will be followed while meeting. When protocol is followed, meetings are more efficient, thus, shorter and not as numerous.
- A modified protocol can be used with parent meeting.

MILEAGE REIMBURSEMENTS

Teachers who travel between the two schools qualify for district travel reimbursement at the current rate per mile. Forms and processes are available from the Business Office.

MONEY MATTERS

Please review with students the rule that no money collection (for any purpose) may be initiated without first gaining approval of the principal. A financial "statement" should accompany any fundraising activity. All monies collected by teachers are to be deposited through the school secretary by the end of the school day. Money must not be left in the classroom. All disbursements will be done by check through the school secretary.

Any staff member issued a procurement card must sign the Individual Procurement Card Use Agreement and abide by all requirements listed in the agreement.

PTA MEETINGS

- The staff is invited and encouraged to attend PTA meetings or PTA sponsored activities during the school year. Furthermore, staff is encouraged to support the PTA by joining.
- A schedule of yearly PTA and Board of Education activities will be posted in the lounge. Teachers are encouraged to sign up so that staff is represented at all functions.
- Part of every PTA Executive meeting involves correspondence time when letters are read aloud. Staff members are encouraged to write letters of gratitude whenever appropriate.

PARENT-TEACHER CONFERENCES

- Parents will have the opportunity to schedule individual meetings with their teachers. Conferences can also initiate at the request of the teachers. Teams can initiate group or team level meetings, as appropriate. During conferences, teachers should provide ample feedback with examples of students' progress and assessment results if available.
- All "non-classroom" teachers are expected to be available for parent/teacher conferences. This may be done in conjunction with the classroom teacher or held separately with the parent.
- All teachers are encouraged to involve colleagues and administration when a difficult conference is anticipated. Furthermore, if a conference becomes difficult, the teacher should immediately excuse himself/herself to get assistance from colleagues and/or administration.
- In addition to regularly scheduled conferences, teachers should initiate conferences with parents whenever the need arises.
- Each teacher should schedule a dinner break into the schedule
- All staff must stay until the end of the scheduled conference day.

Formal parent-teacher conferences are scheduled annually, following the first trimester.

PARKING

Staff parking is located on the west side of the building. In addition, a limited number of spaces are available on Wolf Road across from the main entrance. There is no parking on 74th street.

PAYDAY

School employees are paid twice monthly. Payday is the 15th and 30th of the month, unless that date falls on a weekend. In that case checks are issued the Friday before. Checks or check stubs will be distributed to the schools on payday. The office must be notified of address changes or temporary summer addresses. Arrangements can be made to have checks mailed to a different address.

PRIVATE TUTORING OF STUDENTS

Private tutoring of students is prohibited on school premises. Staff members may not privately tutor any student whom they teach during the school year. The use of school email, phones or other school resources may not be used to solicit students for private tutoring. All activities related to private tutoring of students must be conducted separately from Pleasantdale School District employment responsibilities.

PROGRESS REPORTS

- Parents are encouraged to check their child's grades on Skyward on a regular basis. Midway through each trimester, an email will be sent home to remind parents to check midterm grades. Midterm progress reports will be mailed home to families who do not have Internet access or who request a hard copy.

RECORDS (Attendance, Grading, Student Cumulative Folders)

- Cumulative records are kept in the office. Teachers wishing to review a file should do so in the office or sign it out. Records cannot be kept out overnight or taken out of the building.
- Parents have the legal right to examine cumulative folders. Therefore, great care should be taken to be conscientious and forthright. Any parent requesting a review of the cumulative records should be referred to the principal's office.

RELEASE OF STUDENTS

- Students can only be released to those parents or guardians identified on the emergency form or unless parents have confirmed pick up by another adult.

REPORT CARDS

- Each teacher is required to keep accurate, specific records of student progress. It is essential that accurate grades be kept. A sufficient number of grades should be taken. Detailed documentation is necessary for effective parent conferences.
- Copies of final report cards should be placed in the cumulative folder at the end of the year.
- Individualized comments on report cards are valuable and encouraged.
- District grading scale:
 - A 92 - 100
 - B 83 – 91.99
 - C 74 – 82.9
 - D 65 – 73.99
 - F 64.99 and below

REQUEST FOR ASSIGNMENTS WHEN STUDENTS ARE ABSENT

- Parents are to call the school in the morning to request the assignments in order to provide the teacher sufficient time to prepare the materials. The office will inform the teacher of the parent's request. Materials should be sent to the office for pickup unless other arrangements have been made.
- In the event of a request for homework due to vacation, it is not the responsibility of the teacher to give class work in advance to the student. It may be suggested that the parent make the vacation as educationally relevant as possible by having the child keep a journal, etc. Assignments can be kept and given to the child upon his/her return.

RESPONSE TO INTERVENTION(RTI) – MULTI-TIERED SYSTEM OF SUPPORT

In order to best meet the needs of all students, a multi-tiered system of supports is in place that includes: differentiation in the classroom, additional daily instruction in Math and Reading (labs), occasional in-class supports.

Staff members will participate in regularly scheduled Data Meetings, at least once per trimester, to review individual student performance, utilizing data generated from nationally normed (STAR), state, and local assessments. Supports will be identified, based upon each individual student's performance, to best meet their needs.

SAFETY

The safety of children in and around the school is of paramount importance. Accidents of every kind occur at school and we are responsible for all of the boys and girls.

There are some definite actions teachers should take to insure the safety of youngsters as well as themselves:

- Instruct your children in orderly fire or disaster drills. Try some practice exits.
- Accident forms should be done by the nurse or with the nurse. Forms are found in the nurse's office.
- All staff should become thoroughly familiar with location of fire alarm switches and fire extinguishers.
- If possible, close all windows and doors when an alarm goes off.
- Make sure children are always monitored by an adult. Teachers are not to leave their classes unattended except in extreme emergencies.
- Each room has a first aid kit. This is for the treatment of minor injuries. The nurse will refill if necessary.
- Children should not keep medicine, including cough drops, aspirin, etc., in the classroom.

SECURITY AND BUILDING OCCUPANCY

- The Main Entrance Doors will be open from 7:30 until 8:20 am, Monday through Friday, with provided supervision. At all other times, entrance is only through the left side front door. Teachers needing access at different times, or on weekends, will have a personal key-card and a staff security code allowing entrance. Teachers who need to access the building over the weekend should put a note next to the security code box indicating that they are in the building. Care must be taken to ensure that the alarm is not reactivated while someone is still in the building.
- Each teacher will be issued one key, which will open his/her classroom door and all common areas. Common areas are interior hallway doors, Teachers' Workroom, Library, Computer Lab, Modular Technology Lab, and Teachers' Lounge. If a teacher needs access to additional areas, s/he must discuss it with the principal.
- It is recommended that classrooms be locked when the room is vacant. Purses and valuables should be enclosed in drawers or cupboards, not left out in open view. **All classroom doors must be locked at the end of the school day.**
- **All outside doors must remain closed and locked.**
- If you need to leave the building with your class for an outdoor project on school property, you **must** inform the office and lock outside doors.

SEXUAL HARASSMENT POLICY

Pleasantdale School District 107 Board of Education has adopted the following policies on sexual harassment.

Students (Board Policy 7.20)

Harassment of Students Prohibited

Bullying, Intimidation, and Harassment Prohibited

No person, including a District employee or agent, or student, shall harass, intimidate or bully another student on the basis of actual or perceived: race; color; nationality; sex; sexual orientation; gender identity; gender-related identity or expression; ancestry; age; religion; physical or mental disability; order of protection status; status of being homeless; actual or potential marital or parental status, including pregnancy; association with a person or group with one or more of the aforementioned actual or perceived characteristics; or any other distinguishing characteristic. The District will not tolerate harassing, intimidating conduct, or bullying whether verbal, physical, or visual, that affects the tangible benefits of education, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment. Examples of prohibited conduct include name-calling, using derogatory slurs, causing psychological harm, threatening or causing physical harm, or wearing or possessing items depicting or implying hatred or prejudice of one of the characteristics stated above.

Complaints of harassment, intimidation or bullying are handled according to the provisions on sexual harassment below. The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate harassment, intimidation or bullying by including this policy in the appropriate handbooks.

Sexual Harassment Prohibited

Sexual harassment of students is prohibited. Any person, including a district employee or agent, or student, engages in sexual harassment whenever he or she makes sexual advances, requests sexual favors, and engages in other verbal or physical conduct of a sexual or sex-based nature, imposed on the basis of sex, that:

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:

- a. Substantially interfering with a student's educational environment;
- b. Creating an intimidating, hostile, or offensive educational environment;
- c. Depriving a student of educational aid, benefits, services, or treatment; or
- d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.
- e. Placing the student in reasonable fear or harm to the person or property; or
- f. Causing a substantially detrimental effect on the student's physical or mental health.

The terms "intimidating," "hostile," and "offensive" include conduct that has the effect of humiliation, embarrassment, or discomfort. Examples of sexual harassment include touching, crude jokes or pictures, discussions of sexual experiences, teasing related to sexual characteristics, and spreading rumors related to a person's alleged sexual activities.

Students who believe they are victims of sexual harassment or have witnessed sexual harassment, are encouraged to discuss the matter with the Nondiscrimination/Complaint Manager, Building Principal or Assistant Building Principal. Students may choose to report to a person of the student's same sex. Complaints will be kept confidential to the extent possible given the need to investigate. Students who make good faith complaints will not be disciplined.

An allegation that one student was sexually harassed by another student shall be referred to the Building Principal or Assistant Building Principal for appropriate action.

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment by informing them in the appropriate handbooks.

Any District employee who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to and including discharge. Any District student who is determined, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action, including but not limited to, suspension and expulsion consistent with the discipline policy as documented in the Parent/Student Handbook. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action up to and including discharge, with regard to employees, or suspension and expulsion, with regard to students.

LEGAL REF.: 20 U.S.C. §1681 et seq., Title IX of the Educational Amendments.
 34 C.F.R. Part 106.
 105 ILCS 5/10-20.12, 10-22.5, 5/27-1, and 5/27-23.7.
 775 ILCS 5/1-101 et seq., Illinois Human Rights Act.
 23 Ill.Admin.Code §1.240 and Part 200.
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

ADOPTED: February 20, 2008

REVISED: August 17, 2011; September 19, 2012

Personnel (Board Policy 5.20)

Workplace Harassment Prohibited

The School District expects the workplace environment to be productive, respectful, and free of unlawful harassment. District employees shall not engage in harassment or abusive conduct on the basis of an individual's race, religion, national origin, sex, sexual orientation, age, citizenship status, disability, or other protected status identified in Board policy 5:10, *Equal Employment Opportunity and Minority Recruitment*. Harassment of students, including, but not limited to, sexual harassment, is prohibited by Board policy 7:20, *Harassment of Students Prohibited*.

Sexual Harassment

The School District shall provide employees an employment environment free of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct, or communications constituting sexual harassment as defined and otherwise prohibited by State and federal law.

District employees shall not make unwelcome sexual advances or request sexual favors or engage in any unwelcome conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment. Sexual harassment prohibited by this policy includes verbal or physical conduct. The terms intimidating, hostile, or offensive include, but are not limited to, conduct that has the effect of humiliation, embarrassment, or discomfort. Sexual harassment will be evaluated in light of all the circumstances.

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding sexual harassment will likewise be subject to disciplinary action, up to and including discharge.

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in sexually harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of sexual harassment to the Complaint Manager(s) per School Board policy 1:18, *Uniform Complaint Procedure*. Employees may choose to report to a person of the employee's same sex. Initiating a complaint of sexual harassment shall not adversely affect the complainant's employment, compensation, or work assignments.

There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

The Superintendent shall also use reasonable measures to inform staff members and applicants of this policy, which shall include reprinting this policy in the appropriate handbooks.

Making a Complaint: Enforcement

A violation of this policy may result in discipline, up to and including discharge. Any person making a knowingly false accusation regarding harassment will likewise be subject to disciplinary action, up to and including discharge. An employee's employment, compensation, or work assignment shall not be adversely affected by complaining or providing information about harassment. Retaliation against employees for bringing bona fide complaints or providing information about harassment is prohibited (see Board policy 1:18, *Uniform Complaint Procedure*).

Aggrieved persons, who feel comfortable doing so, should directly inform the person engaging in the harassing conduct or communication that such conduct or communication is offensive and must stop.

Employees should report claims of harassment to the Complaint Manager(s) per school the Board policy 1:18, *Uniform Complaint Procedure*. Employees may choose to report to a person of the employee's same sex. There are no express time limits for initiating complaints and grievances under this policy; however, every effort should be made to file such complaints as soon as possible, while facts are known and potential witnesses are available.

LEGAL REF.: Title VII of the Civil Rights Act, 42 U.S.C. §2000e et seq., 29 C.F.R. §1604.11.
Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.; 34 C.F.R. §1604.11.
775 ILCS 5/2-101(E) and 5/2-102(D).
56 Ill. Admin.Code Parts 2500, 2510, 5210, and 5220.
Burlington Industries v. Ellerth, 118 S.Ct. 2257 (1998).
Faragher v. City of Boca Raton, 118 S.Ct. 2275 (1998).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Harris v. Forklift Systems, 114 S.Ct. 367 (1993).
Jackson v. Birmingham Board of Education, 125 S.Ct. 1497 (2005).
Meritor Savings Bank v. Vinson, 106 S.Ct. 2399 (1986).
Oncale v. Sundown Offshore Services, 118 S.Ct. 998 (1998).

ADOPTED: September 23, 2009

REVISED: August 18, 2010

SKYWARD USAGE

- Teachers must post attendance in the first 10 minutes of every class.
- Teachers will enter grades promptly using the grade book portion of Skyward.
- Teachers will post all homework on Skyward in the “message center” for each class they teach.
- Progress reports and report cards will be posted by teachers according to the school calendar, and printed out and mailed by the office.

SPECIAL EDUCATION

- We work in a District that values inclusion. Each student receiving special education services has a case manager who works with the classroom teacher and parents. Case managers know each student and family situation well.
- If a teacher has concerns about a student, the classroom teacher should develop and implement interventions. Parental notification and involvement is encouraged.
- The Brainstorming materials are located on the school network drive. This should start as soon as a teacher has concerns.
- If additional interventions are necessary, the classroom teacher should discuss the student in detail with his/her grade level team. Additional interventions should be identified and attempted.
- If interventions are not effective, the teacher and Principal will meet and decide a course of action that involves family and possibly other staff members. A timeline will be generated.
- The SST coordinator and Principal will meet to decide whether or not to take this to the team made up of regular and special education staff. At this time, either additional interventions will be generated or the decision will be made to move the case to an SST (Student Support Team).
- A graphic of this process and sample forms will be available.

STAFF MAILBOXES

Each staff member, including administration is assigned a mailbox in work room off the main office. A mailbag for deliveries to Admin and Elementary buildings can be found there as well. Mailboxes should be checked daily.

STUDENT RECORDS (MAINTENANCE)

Student cumulative records are maintained in the school office. Files are updated each year by building secretaries. If a staff member becomes aware of a change in the personal data for a student, the staff member should alert the school secretary who will update the file after verifying the information for accuracy. Staff members have access to student records of students assigned to them. Student records are not to be removed from the school office without being signed out.

STUDENT SUPPORT TEAM (SST) AND RESOURCE SUPPORT

Every grade level team will schedule one day per week when their agenda includes an update for and from the resource teacher regarding IEP students' progress. During the resource period in an IEP student's schedule the first priority will be to work on the skills and concepts in the student's IEP goals. If homework assignments can be used for this, they will be. However, it is expected that on most days students will still have homework to do after school. Resource periods will also be used to take tests but only if the student's goals require this modification. For support from the SST Team the following sequence will be followed: If a student's behavior or academic progress presents problems

- The teacher will put in place and document at least two interventions in the classroom. If the problem persists...
- The teacher brings the problem to the grade level team. If the problem is evident in other classes, the team designs and documents two more interventions to be done in all classes. If the problem persists...
- The team invites selected specialist from the SST team (e.g. psychologist, social worker, speech therapist, etc.) to join them for a brainstorming session during a team meeting. Ideas generated will be put in place and documented. If the problem persists, all documentation detailing interventions and progress is referred to the principal who will decide if the student goes to the next step.
- The student is referred to the Student Support Team (SST) for a meeting on a Wednesday. At this point the Director of Special Education takes responsibility for determination of eligibility for special education services.

STUDY HALL EXPECTATIONS

- Students need to be on time with necessary materials.
- All students must go to assigned rooms.
- Teachers must take attendance at the beginning of the period and notify the office if any students are missing.
- Students should not be given passes to go to other classes during study hall except for math lab.
- Students must remain in seats and work silently.
- Student activities and clubs should not be held on study hall days.

SUPERVISION OF STUDENTS

- All staff members have supervision responsibilities when present on school grounds.
- No students are permitted in the school building prior to 8:00 AM or after 3:30 PM unless in an organized activity. Teachers who host after-school activities are to be in direct supervision of their students at all times. Students who are found in the building unsupervised should be escorted out of the building.
- Students will enter the building at 8:10 (grades 5,6), and 8:15 (grades 7,8) and a tardy bell will ring at 8:20 AM. Any student arriving after the tardy bell needs a late pass from the Health Office to enter class.
- The locker commons area shall have assigned supervision during passing periods, before and after school.
- All teachers shall supervise hallways during passing periods.
- Students shall remain with supervisor/coach of after school activities until an all call for the late buses has been heard.
- Students are not to be in classrooms without direct supervision.

SUPPLIES

- Teacher supplies are ordered by each individual staff member annually.
- Teachers will be provided specific information regarding the purchasing processes, as well as department and individual allocations.
- Common supplies, such as butcher paper on rolls, and laminating supplies are available in the teacher work room located next to the locker commons. Please notify the office of any supply shortage.
- All purchases should be approved in advance. Purchases made without approval may not be reimbursed.

- Teachers will be reimbursed for approved purchases. Teachers can only be reimbursed for the amount of purchase, and should use a tax exempt letter to avoid personally paying taxes.

TEACHER ATTIRE

Educators are role models to students and parents. Professional appearance makes a difference to students and to our public. Although different jobs, activities and events may require different attire, educators are expected to dress appropriately on all occasions. Any clothing that wouldn't pass the student's dress code should not be worn. Flip-flops are not allowed, due to safety concerns. Blue jeans are optional is when attending a field trip or appropriate class activity

TEACHER MEETINGS

Staff and curriculum committee meetings are held from 3:45-4:45 p.m. Team/Department meetings are held 3:30-4:30 p.m. Staff members receive compensation for Wednesday meetings based on the current year's per diem rate

Staff meetings are conducted on Wednesdays as per the following schedule:

- 1st Wednesday of each month: Staff Meeting
- 2nd Wednesday of each month: District Curriculum Committee Meeting
- 3rd Wednesday of each month: Building Curriculum Department Meeting
- 4th Wednesday of each month (no meeting)
- 5th Wednesday of each month: (no meeting)

TEACHERS' SCHOOL DAY

- Teachers must arrive no later than 8:15 a.m. and may not depart until after 3:30 p.m.
- When leaving the building during the day, notify the Principal or Main Office prior to leaving.
- Tardiness: Unless a staff member has a scheduled late start, all staff is to be in the building by 8:15 a.m.
- If there is an unexpected situation requiring late arrival, the office should be contacted immediately.

TECHNOLOGY

Acceptable Use

Each staff member is required to sign an Acceptable Use Policy (AUP) and adhere to the set policies at all times. (refer to Appendix I).

Troubleshooting

- Staff members experiencing difficulties with technology issues should report these directly to the building technology staff member.
- Ongoing concerns regarding technology programs, systems and equipment should be reported to the Principal

TELEPHONES, STUDENT USE

- Students must have teacher permission to use any telephone during the school day.
- Calling students out of class to receive phone calls will only be done in emergency situations.
- In order to assist students in becoming more responsible, we discourage having students call home because they have forgotten an instrument, notebook, homework, etc. Hopefully, students will learn from these experiences.

TEXTBOOKS

Students should be instructed on the proper care of and respect for school issued textbooks. Each teacher is responsible for the issue and return of all textbooks. Textbooks should be numbered and teachers should keep track of which student is assigned each book. **Teachers are encouraged to have textbook checks at the end of each trimester.** At the end of the period of usage of the textbook, each teacher will utilize building forms to assess damage and/or unusual wear and tear on books. The student will be charged the replacement cost if the book is unusable.

- Instruct all children on the proper respect and use of books.
- Students are not allowed to write in textbooks.
- Textbooks are numbered and inventoried. When teachers assign textbooks, they should record the textbook numbers in their grade books.
- Students are responsible for all textbooks assigned to them.

TRANSPORTATION OF STUDENTS

No school employee may transport students in school or private vehicles. Administrators will be the only personnel authorized to transport students, and only in situations deemed by administrator to be an emergency.

UNIVERSAL PRECAUTIONS (HANDLING OF BLOOD BORNE PATHOGENS)

- Use disposable gloves (in first aid kit) whenever in contact with blood or body fluids.
- If contact with skin occurs, cleanse hands with antiseptic towelettes and follow up with proper hand washing as soon as possible.
- Children with wounds that need cleansing should be sent to the nurse's office. If bleeding needs to be controlled, have the student apply pressure to the area if possible.
- All blood or body fluid spills shall be reported to the office immediately. It is important to have proper clean up by trained personnel.
- Any exposure incident to blood or body fluids must be reported to the office before leaving school that day.

VIDEOS

There are many wonderful videos and on-line media clips that could be very useful to engage and illustrate the curricular materials. However, the use of videos could involve some risk, if not pre-screened for educational value and age appropriateness.

- Videos should be for educational purposes.
- On occasion, a video can be shown as an incentive or reward. This reward should not be overused.
- Only "G" rated movies may be shown in grades 5,6, "G" and "PG" in grades 7&8.
- Our library has an ample supply of appropriate videos. Furthermore, the school has a budget that will allow for additional educational video purchases.
- Videos obtained from such sources as "You Tube" should be filtered, and when possible, ads and commentary removed.

VISITORS

- All visitors are required to check in at the main office and pick up a visitor's badge.
- If an unexpected visitor appears in your room, direct the person to return to the office. If she/he refuses, contact the office immediately.
- Former students will not be permitted to enter the building as visitors until after school hours.
- Teachers need to get approval from the principal in order to invite visitors to the school.

WEBPAGE

All teachers are to provide annually updated materials for a webpage on the district website. Each webpage should include, but is not limited to: contact information, information about the current unit of study, materials needed for class, grading procedures, classroom expectations, mastery statements, and personal information.

Pleasantdale School District 107

Technology Acceptable Use Policy for Staff

Definition

The term “technology” shall include all computer and audiovisual hardware and software owned or operated by the District, District websites, District online services, and electronic information systems. “Use” of District technology shall include use of or obtaining access to the system from any electronic device and/or computer terminal, whether or not owned or operated by the District.

Purpose

Technology at Pleasantdale District 107 is a tool to enhance learning experiences as articulated in our mission statement. Integrating technology into the curriculum affords students opportunities to develop the skills required for excelling in life pursuits. Technology is also a tool to facilitate communication among employees and between employees and stakeholders.

Expectations

District staff is expected to act in a responsible, ethical, and legal manner in accordance with Federal and State law and District policies.

Specifically, staff who use technology will:

- ✓ Understand that email and network files are not guaranteed to be private. Employees who manage the system do have access to mail and files. Network administrators and other designated school officials have access to all email messages and may review files and communications to maintain system integrity and monitor responsible use.
- ✓ Be responsible at all times for the proper use of their access privileges and for avoiding impersonations, anonymity, or unauthorized sharing of security measures or other confidential information.
- ✓ Take responsibility for any activities conducted under their account or password.
- ✓ Protect technological resources from physical abuse and viruses.
- ✓ Protect the privacy of other users and the integrity of the system by avoiding misuses of passwords, others’ files, equipment and programs.
- ✓ Monitor students and circulate among them when using computer resources to ensure that students are adhering to the District’s Student Acceptable Use Policy.
- ✓ Report any incident or information that violates this policy.
- ✓ Report to a District Technology Specialist any inappropriate website that our students should not be using.
- ✓ Read and abide by the terms and conditions stated in this Staff Acceptable Use Policy.

Specifically, staff who use technology will not:

- ✓ Use technology for illegal activities.
- ✓ Access, submit, post, publish, display or create any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially/religiously offensive, harassing, illegal or other material unsuitable in the educational setting.
- ✓ Create and/or propagate unsolicited advertising, political lobbying, chain letters, pyramid schemes, computer worms, and viruses.

- ✓ Commit acts of vandalism. Vandalism includes any attempt to harm or destroy data of another user, the Internet, the District's Network or any other network. This includes, but is not limited to, uploading, downloading, creation or knowing transmission of computer viruses. If a user is uncertain whether his or her conduct is permissible, he or she should contact one of the district's technology specialists.
- ✓ Use the network to transmit material likely to be offensive or objectionable to recipients.
- ✓ Allow students access to a computer under a teacher's login.
- ✓ Impersonate another user, or use anonymity or pseudonyms to obscure identification.
- ✓ Use the network for financial gain.
- ✓ Post personal contact information about a student or staff member, or otherwise invade the privacy of individuals or violating the Illinois School Student Records Act or Federal Right to Privacy Act.
- ✓ Trespass in others' folders, work, or files, or gain unauthorized access to resources or entities.
- ✓ Quote personal communications in a public forum without the original author's prior consent.
- ✓ Represent personal views as those of the District or those that could be interpreted as such.
- ✓ Load or use unauthorized games, programs, files, or other electronic media.
- ✓ Violate copyright laws. See http://www.educationworld.com/a_curr/curr280.shtml for an overview of copyright law pertaining to education.
- ✓ Damage technology, hardware and/ or software.
- ✓ Attempt and/or breach security measures or remove hardware/software, networks, information, or communication devices from the District network.

Specifically, the District will:

Ensure that each district computer with Internet access shall have a filtering device that blocks entry to visual depictions that are (1) obscene (2) pornographic, or (3) harmful or inappropriate for students or staff, as defined by the Children's Internet Protection Act and as determined by the Superintendent or designee.

The Superintendent or designee shall enforce the use of such filtering devices. An administrator, supervisor, or other authorized person may disable the filtering device for bona fide research or other lawful purposes provided the person receives prior permission from the Superintendent or system administrator.

The Superintendent or designee shall implement measures to:

- Prohibit unauthorized access, including "hacking" and other unlawful activities.
- Prohibit unauthorized disclosure, use and dissemination of personal identification information.

District 107 Expectations for Electronic Communication

Pleasantdale District 107 recognizes that today's students and their families are deeply engaged in electronic forms of communication via social networks. Though these tools for communication are often quick, easy to use, and a growing part of our lives, their casual use may not meet the district's standards for professional communication within our school community.

The purpose of these guidelines is to:

1. Protect the students, staff, and families of the district.
2. Improve awareness of acceptable ways to use electronic communication tools.
3. Raise awareness of the potential positive and negative outcomes that may result when using these tools.

The following expectations are to be followed by all members of the Pleasantdale professional community.

Does it pass THE TEST?

Our electronic communications should always be *professional, transparent, and accessible*:

1. **Professional** – ALL electronic communication from district staff should be written as professionally representing District 107. Utilize word choices, tone, grammar, and subject matter that model the high standards and integrity of the district and are businesslike in manner.
2. **Transparent** - ALL electronic communication from district staff should be transparent. As a public entity, we are expected to maintain openness, visibility, and accountability in all communications.
3. **Accessible** - ALL electronic communication from district staff should be considered a matter of record which is a part of the district's archives and may be accessible by others.

Staff members will refrain from any communication that does not meet the above criteria.

Acceptable Electronic Communication Methods

Skyward – The Skyward student information system will allow teachers to communicate directly with students and parents regarding grades, attendance, assignments, and much more.

District 107 Email – District email is a common way to communicate directly with our school families, colleagues, and community. Since district email provides the staff member with a record of the communication, only the district provided email system (your @d107.org address) is to be used for district business.

District 107 Website – Web pages are public documents welcoming the outside world to the district, school, and individual classroom while at the same time linking students and staff to outside sources of information. This section provides guidelines for the publishing of materials on the district website. The district administration reserves the right to deactivate non-compliant web pages hosted on our server or to remove any links to non-compliant websites hosted on outside servers.

Specifically, staff who use the district website will:

- ✓ Update pages that contain time-sensitive information regularly, such as calendars and school events, to insure current and accurate information.
- ✓ Include on each page of the website the date when it was last updated.
- ✓ Use graphics and animated graphics judiciously, keeping files sizes small.
- ✓ Carefully proofread and spell check postings.

Specifically, staff who use the district website will not:

- ✓ Post files or links on the district web server that contain information that is in violation of (or promotes the violation of) any district policy or regulation or any local, state, or federal regulation or law.
- ✓ Post personal information about a student, district family, or another staff member, such as email address, phone number, or home address.
- ✓ Post copyrighted material.
- ✓ Post links to sites that are not accessible from inside the network (through the Sonic Wall filter)
- ✓ Use email/instant messaging abbreviations or slang.

Unacceptable Communication Methods

Text Messaging – Text messaging is not an appropriate method in which to communicate with students as extended messaging can quickly get “off topic”. *Staff members need to be aware that text messaging between a staff member and an individual student can easily be misinterpreted and should be avoided.*

Non-District Email Accounts – District staff should never use personal email accounts for school matters.

Using Facebook, MySpace, Twitter, or other social Media Sites for Personal Purposes

Staff members who use Facebook and other social media sites to communicate with family, friends, and their own personal networks should never “friend” students who are currently enrolled in District 107, nor should students be accepted as “friends”. The district strongly encourages staff to exercise caution when interacting with school families on-line. The distinction between the role of public educator and personal friendships with district families should always be visible and clearly communicated.

Any content staff members publish on-line (pictures posted, blog entries, Facebook updates, etc) should never compromise the professional integrity and policies of the district. A good benchmark is: “Would I mind if this appeared on the front page of the newspaper?” If the answer is “yes”, then *do not* post it!

Staff members should contact their building principal or technology specialist with any questions.

Application for Network and Internet Use:

All District 107 staff who use the Network and Internet must complete the following form and turn it in to the Technology Support Specialist.

Staff Contract for Network and Internet Use:

I have read the Acceptable Use Policy and will abide by the terms and conditions stated. I further understand that any violation may lead to my access privileges being revoked, school disciplinary action, and/or appropriate legal action.

Name (please print): _____

Staff Signature: _____

Date: _____

Instruction

Class Size

The Board of Education will establish class sizes that provide a learning environment to meet the instructional needs of all students, while also considering practical space constraints and exercising prudent fiscal management.

The superintendent will be responsible for working with district level administrators as well as building administrators to establish class sizes in each school based upon student needs, student performance/abilities, grade levels, subject areas, and space availability. For grades kindergarten through eighth, the administration will follow, as close as possible, the procedures outlined below establishing maximum class size targets and administrative procedures.

If it is not possible to achieve the class sizes listed below due to space constraints or other variables, the administration may consider other teacher arrangements such as co-teachers to achieve lower student-to-teacher ratios.

The administration will provide a report/update on class sizes twice per academic year. In the spring, the administration will report the planned application of the policy for the following academic school year. In the fall, the administration will report the results based on actual enrollment.

Class Size Targets & Administrative Procedures

The targeted class sizes in grades kindergarten through eight will be:

K-1: 20

2-3: 24

4-5: 25

6-8: 26

The Superintendent will work with the building level administrators and other district administrators to initiate the following steps in determining 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 and resources are available, the class sizes will not exceed the levels outlined in this policy.

2. If a school does not have enough classrooms to achieve the class sizes at or below the targets identified for all grade levels, reasonable alternatives for additional classroom space should be explored. Any recommended alternatives that impact programming must be presented to 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 targeted classes outlined in this policy. 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, 504 accommodations, behavioral/discipline, social-emotional issues, identified "at-risk" student considerations, English second language learners, and acceleration/enrichment needs
- Academic strengths and/or challenges for the group of students by grade level
- Subject areas
- Space availability and classroom sizes
- Budgetary constraints as determined by the Board in collaboration with administration
- 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 administration

All other considerations being equal, priority for classroom space will be given to achieving the identified classroom size targets at the primary grade levels.

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. The administration 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

2014-15 District Goals

Revised 3/11/15

TEACHING AND LEARNING

GOAL: ~~Each student will meet or exceed individual academic goals (IEP, student set) consistent with those set forth by the Illinois State Board of Education (ISBE) and District 107.~~ Using data collected from the STAR Assessments administered during the 2014-15 school year, the District will set student growth goals in the 2015-16 school year with a goal of showing consistent student growth to our constituents.

Conditions of Satisfaction:

- All instructional staff will receive professional development including a focus on the Common Core State Standards and instructional technology in the 2014-15 school year
- Development and implementation of a documented curriculum including a scope and sequence for all grade levels and disciplines
- Utilization of a variety of assessments including teacher developed and nationally normed to measure attainment and student growth of skills and concepts within the academic disciplines
- Through an RtI/MTSS model, students will make progress in targeted intervention areas
- Research, discuss the costs/academic benefits of free full-day kindergarten and if appropriate, implement for the 2015-16 school year
- Update district website
- Develop parent and community mailings when appropriate
- Conduct parent & community meetings when appropriate

TECHNOLOGY

GOAL: ~~TBD—Pending Technology committee presentation in October 2014.~~ Develop a detailed technology plan to be presented to the Board in April/May 2015 to include: infrastructure, website improvements, instructional technology and a staffing plan.

Conditions of Satisfaction:

- Update district website
- Develop parent and community mailings when appropriate
- Conduct parent & community meetings when appropriate

STRATEGIC PLANNING (BOARD OF EDUCATION)

Conditions of Satisfaction:

- Recruit and hire a high quality Superintendent for Pleasantdale School District by late winter 2015
- Negotiate a multi-year contract with the Teachers Association of Pleasantdale
- Enhance the effectiveness of the Board of Education
- Update district website
- Develop parent and community mailings when appropriate
- Conduct parent & community meetings when appropriate

DISTRICT FINANCES

GOAL: Maintain a healthy fiscal position.

Conditions of Satisfaction:

- Maintain a balanced budget
- Communicate the District's financial position and grants applied for and secured to the Board of Education, staff, parents and community members

SAFETY

GOAL: Maintain a safe school climate that is conducive to learning.

Conditions of Satisfaction:

- Continue to work collaboratively with local law enforcement officials to ensure the District's safety protocols are current with best practices and maximize school safety
- Ensure that the district provides resources to educate students, parents, and staff on social emotional issues, positive behaviors and substance abuse prevention
- Execute a traffic flow study at both schools
- Update district website
- Develop parent and community mailings when appropriate
- Conduct parent & community meetings when appropriate
- Conduct annual radon testing

Memorandum

To: Mark Fredisdorf
From: Candy Kramer
Date: 3/12/2015
Re: STAR Assessment Information

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

1. 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.
2. 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.
3. 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.

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.



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.

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.



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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.

Default Benchmarks^a

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score/Week
K	10	399		430		469		5.7
	20	437		472		512		5.7
	25	452		489		529		5.6
	40	496		534		573		5.4
	50	522		561		601		5.3
	75	582		626		669		4.1
	90	647		691		732		3.5
1	10	499	0	549	6	603	14	6.7
	20	545	6	601	13	657	20	6.2
	25	561	9	619	15	675	23	5.8
	40	603	14	663	22	718	29	5.4
	50	631	17	690	25	742	35	5.1
	75	713	28	759	41	797	60	3.5
	90	778	50	809	67	833	84	2.9

(continued on next page)

Grade	Percentile	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score	Est. ORF ^b	Scaled Score/Week
2	10	566	10	617	17	668	23	5.1
	20	630	19	679	25	724	31	4.1
	25	657	22	702	27	742	35	3.4
	40	707	28	748	36	782	50	3.0
	50	743	35	776	47	804	60	2.5
	75	805	61	826	75	844	92	1.4
	90	841	89	857	108	869	128	1.2
3	10	608	14	672	24	730	34	3.8
	20	690	27	735	35	774	48	2.5
	25	717	32	756	43	789	52	2.0
	40	783	51	804	57	821	66	1.7
	50	803	57	821	66	835	75	1.4
	75	841	79	853	93	862	106	0.7
	90	867	113	874	129	879	146	0.5

a. The default STAR Early Literacy benchmarks (in the software) are based on the updated 2014–2015 norms.

b. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–3.

Transition Cut Scores, Benchmarks, and Growth Rates

What are the transition benchmarks (on page 3)?

STAR Early Literacy was normed in 2014. Based on the norming as well as ongoing research, Renaissance Learning has established a second set of benchmarks called “transition benchmarks.” They are called “transition benchmarks” because they are not in the software this year in order to give schools time to understand them, implement them, and communicate clearly with parents and other stakeholders.

What are the default benchmarks (on pages 1–2)?

The default STAR Early Literacy benchmarks (in the software) are based on the updated 2014–2015 norms. The default benchmarks remain at the 10th, 25th, and 40th percentile for each grade. It’s important to note that while the percentile benchmarks remain the same, the scale scores associated with the percentiles have shifted because of the norming.

How are the transition benchmarks different than the default benchmarks?

The default STAR Early Literacy benchmarks are based on the updated 2014–2015 norms. The transition STAR Early Literacy benchmarks are based on the updated 2014–2015 norms, as well as new research that has established STAR Early Literacy scaled scores and percentile ranks equivalent to the STAR Reading scaled scores and percentile ranks.

Transition Benchmarks

Grade	Percentile ^a	Fall September		Winter January		Spring May		Moderate Growth Rate
		Scaled Score	Est. ORF	Scaled Score	Est. ORF	Scaled Score	Est. ORF	Scaled Score/Week
K	10	399		430		469		5.6
	25	452		489		529		5.4
	40	496		534		573		5.2
1	20	545	6	601	13	657	20	6.0
	40	603	14	663	22	718	29	5.3
	55	647	19	704	26	755	40	4.7
2	40	707	28	748	36	782	50	3.0
	60	771	45	798	57	821	71	2.1
	70	793	55	817	68	836	84	1.8
3	45	794	54	812	61	828	70	1.3
	65	827	69	842	80	853	93	0.8
	80	849	87	860	103	869	117	0.6

a. Urgent Intervention Intervention Benchmark.

Which benchmarks should I use?

We recommend using the transition STAR Early Literacy benchmarks in this document for the 2014–2015 school year. These benchmarks are not currently in the STAR software as the default setting because this is a transition year, giving schools time to understand the new norms, implement them, and communicate clearly with parents and other stakeholders. In 2015–2016, these benchmarks will be the defaults in STAR Early Literacy.

However, schools may stay with the default benchmarks already set in the software. These remain set at 10th, 25th, and 40th percentile for all grades. Please note that while these default benchmarks have not changed, the scaled scores associated with the percentiles have shifted because of the new norming.

How was STAR Early Literacy normed?

STAR Early Literacy, which assesses early literacy skills development, was normed for grades K–3 in 2014, based on the performance of 134,000 students across the US. The norms for Kindergarten are nationally representative because almost all Kindergarten students take STAR Early Literacy. In grades 1–3, however, the norms are representative of only those first-through third-grade students who take STAR Early Literacy. Most students make the transition from STAR Early Literacy to STAR Reading during first grade.

As students advance in grade level, the expectation for mastery of pre-literacy skills in STAR Early Literacy increases. Between first and third grades, students should master the pre-literacy skills necessary to move from STAR Early Literacy to STAR Reading. As typical- performing students move to STAR Reading, those who continue testing with STAR Early Literacy tend to perform lower than their grade-level peers. STAR Early Literacy and STAR Reading data show that 25 percent of second graders and 5 percent of third graders take STAR Early Literacy.

Did the STAR Reading benchmarks change?

The STAR Reading benchmarks remain at the 10th, 25th, and 40th percentile for each grade. While the STAR Reading percentile benchmarks are the same, the scale scores associated with the percentiles have shifted because STAR Reading was also re-normed.

How do I decide which test to use and how to act on the data?

The following link leads to a document that provides guidance to help educators determine whether students should be assessed with STAR Early Literacy or STAR Reading using the new, transition benchmarks and cut score:

<http://doc.renlearn.com/KMNet/R005782778B224C5.pdf>.



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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 September	Winter January	Spring May	Moderate 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 September	Winter January	Spring May	Moderate Growth Rate
		Scaled Score	Scaled Score	Scaled Score	Scaled Score/ Week
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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Staffing Recommendations 2015-16				
Certified Teachers	2014-15 Elementary	2015-16 Elementary	2014-15 Middle	2015-16 Middle
Kindergarten	3.0	3.0		
Grade 1	4.0	4.0		
Grade 2	4.0	4.0		
Grade 3	4.0	4.0		
Grade 4	4.0	4.0		
Grade 5			4.0	4.0
Grade 6			4.0	4.67
Grades 7-8			8.0	8.0
Art	1.0	1.0	1.0	1.0
Music	1.0	1.0	2.0	2.0
P.E.	1.33	1.33	2.67	2.67
IMC	1.0	1.0	1.0	1.0
Health			1.0	1.0
Mod Tech			1.0	1.0
Gifted	1.0	1.0	1.0	1.0
Spanish	1.0	1.0	2.0	2.2
ELL	.25	.50	.25	.20
Speech	2.0	2.0	LADSE	1.0
Social Worker	1.0	1.0	1.0	1.0
Reading	2.0	2.0	1.0	1.0
Special Ed.	4.0	4.0	3.0	4.0
Support Staff	2014-15 Elementary	2015-16 Elementary	2014-15 Middle	2015-16 Middle
Instructional Aides	13.43	15.0	7.0	4.0
Lunchroom/Clerical Aides	1.85	1.85		
Nurse	1.0	1.0	1.0	1.0
Secretary	1.0	1.0	2.0	2.0
Custodian	1.0	1.0	1.0	1.0
Bright Beginnings	2014-15 Elementary	2015-16 Elementary		
Teachers	3.5	3.0		
Aides	4.5	3.0		
District Custodial Personnel			2014-15	2015-16
Maintenance			1	1

Request for Additional Special Education at Middle School

Current Challenges:

- Our current allocation of 3 Special Education resource teachers results in one grade level being split by two teachers
- In 7th grade in particular, splitting this level results in special education teachers not having face to face instructional time with students on their caseload
- Teachers do not directly support students in all classes of identified special education eligibility (Reading, Writing, Math) and this support is often provided by paraprofessionals
- Our incoming 5th grade group will need a replacement reading, replacement writing and replacement math class. This year we started the year without that need, but have added replacement writing and replacement math. To cover these changes we have used paraprofessional support rather than a certified resource teacher.
- The current allocation for aides assigned to special education support is 5 FTE

Proposal:

- Increase Resource Teachers to 4 FTE
- Reduce instructional aides to 4 FTE

Benefits

- All special education teachers will provide support to students on their caseload in areas of identified eligibility in Reading, Writing and Math
- Increases flexibility in resource teacher schedules to allow for pull out instruction in reading, writing and math
- Instructional aides will continue to provide support in Science, SS and specials
- Increases communication opportunities between classroom teachers and special education teachers in the areas of a student's eligibility (Reading, Writing, Math)
- Increases special educator's ability to communicate effectively about what is happening in classes in the areas of disability because they will be in the classes on a daily basis

Pleasantdale Elementary School Full Day Kindergarten Questions and Answers

Has there been any discussion with regard to implementing full day kindergarten in District 107.

This topic has been discussed in-depth twice by previous Boards in the last 12 years. On both occasions, it was determined to maintain the current structure because there were no academic or financial data supporting a change to a free full day option. It was decided, however, that families eligible for free lunch would not be charged tuition for the extended day program. Families eligible for reduced lunch would be charged 25% of the full tuition price. Families with students with IEPs are enrolled in the extended day tuition free as well if they receive resource support. It has never been the recommendation of the administration to provide a free full day kindergarten for reasons stated in the following answers.

What would the school day look like if full-day kindergarten was offered?

The school day for a free full day program would be exactly the same or very similar to the fee-based extended day program. The current extended day structure has proven to be an appropriate mix of direct instruction, enrichment, free choice, and specials given the development age of students. However, the current half day structure may need to change because Illinois State Code requires that a half day option must be offered if preferred by parents. Possible options for half day kindergarten if a free full-day program were offered are as follows:

- Option 1:
 - Continue current practice of offering a choice of ½ day and full-day and have all ½ day students included in full-day classrooms during the morning.
 - The school day would look identical – those students choosing ½ day would attend in the a.m. and leave at noon.
 - New curriculum would continue to be taught during the a.m. time period. The afternoon is dedicated to enrichment, re-teaching, interventions, extra art, PE, and music classes, as well as additional social-emotional learning opportunities.
 - This option offers parents the opportunity to start their child in a.m. ½ day and then move to full-day any time during the school year. The disruption to the classroom routine is minimal because students keep the same teacher and classmates.
 - This option is advantageous to how we service our special needs students. All IEP students are included and supported in the regular a.m. classrooms. The p.m. portion of the day focuses on additional socialization, re-teaching, and specialized services per individual student needs.
- Option 2:
 - Separate ½ day and full-day students
 - This option would involve providing a free full-day program that would have a curriculum similar to the current extended day program.
 - Those families opting for a half day program would be together in a half day morning or afternoon program. However, moving to a full-day program

during the year would require a change in classrooms and teachers. Parents who prefer a half day program are typically interested in a morning program. There may be space limitations for a morning program. The space issue that may be created would be the loss of one preschool room. This would happen under the assumption of a morning half day kindergarten in addition to three rooms of full day kindergarten. It would be easier to find space for an afternoon half day kindergarten program but this would not be the preference of most parents given our history with afternoon kindergarten options.

How many students are currently in half day kindergarten and how many are in extended day kindergarten?

- Currently, 50 out of 62 students attend extended-day kindergarten.
- Currently, 10 students have IEPs and are tuition free.
- Currently, 3 students are tuition free due to free lunch eligibility

How would special needs and low income students be affected by a free full day kindergarten program?

One of the biggest advantages of the current program is that it is conducive to providing extra help to students who have remedial and/or special academic needs. This includes:

- Small class sizes that allow for more individualized academic services
- Small class sizes that allow for more targeted social emotional interventions
- Greater opportunities for specialists to work with students who have IEPs or remedial needs by providing services in the classroom or in a pull-out setting
- Greater parent support and communication for students with IEPs or remedial needs as teachers and specialists are dealing with fewer parents in the p.m. setting.

There will be a relatively large population of special needs students matriculating into kindergarten next school year. There is a concern that free full day kindergarten would increase the afternoon enrollment of kindergarten classes which would diminish the advantages described above for serving this population of students. Probably the most important reason for keeping the current kindergarten structure is our historical success in remediating students with special needs thereby decreasing the need of expensive interventions in subsequent grade levels.

How much additional state aid would the district receive for a free full-day kindergarten?

Using last year's data, the District would have received approximately \$4,000 in total state aid for full-day kindergarten.

Are salaries of the staff who teach extended day kindergarten paid by the District or is that paid primarily by the parent tuition component?

Staff members' salaries are paid by the District. Tuition collected from the extended day kindergarten program simply goes into the general fund. It is not earmarked for particular expenses.

What is the difference in academic achievement between extended day students and half day students?

Students who attend the extended day program do not perform significantly better than those who attend the half-day program. Below is a chart comparing extended day and half day students who currently are in grade 1 and grade 2.

Fall 2015 STAR Data Comparison-Average Percentile

	Math	Reading	Test of Early Literacy
1st Grade 1/2 Day	66	51	43
1st Grade Extended Day	70	65	42
2nd Grade 1/2 Day	74	65	
2nd Grade Extended Day	60	66	

Winter 2015 STAR Data Comparison-Average Percentile

	Math	Reading	Test of Early Literacy
1st Grade 1/2 Day	63	61	71
1st Grade Extended Day	73	68	51
2nd Grade 1/2 Day	81	72	
2nd Grade Extended Day	66	68	

What is the recommendation of the administration?

It is recommended that the current fee-based extended day kindergarten be maintained. Our program works well to address the needs of both half day and extended day students. The cost for the extended day program is \$19.39 per day. Special needs students do not pay tuition. Also, the extended day program is free for families qualifying for free lunch. If the current extended day program were free for everyone, the district would lose \$132,862 per year. Over a ten year period, the district would lose \$1,328,620 assuming extended day tuition remained the same. The District has already eliminated all other fees for parents.

-How much general state aide do we currently receive for half-day students, if any?

The district received approximately \$8600 using last year's Kindergarten's ADA and last year's calculation for GSA. Average daily attendance (ADA) is the average of the highest best three months of attendance.

-Do we receive additional state aide for current extended day kindergarten students? If so how much?

No, we do not receive state aid for extended day kindergarten because it is a tuition based program.

-According to the answers provided, it sounds like we would receive an extra \$4,000 for a full day kindergarten student which if accurate it would completely offset the added expense to the district. However, I don't know if this is accurate.

It is not accurate. The \$4000 is an estimated total amount using last year's extended day kindergarten's ADA. It is not per student. We are a flat grant District which means we receive \$218 per student (calculated using ADA*\$218) and an additional amount from the poverty grant calculation. If the program were free, we would lose \$132,862 in tuition and only gain approximately \$4,000 based on last year's extended day ADA. If more students attended a free full day kindergarten than the current extended day program, more state aid would be received but it would be negligible compared to lost tuition revenue.

-Also, it does not sound as if there would be any undue burdens to the elementary school in terms of staffing, resources, and materials if we made the change to free full day kindergarten correct?

An important concern with free full day kindergarten is that it may diminish our ability to provide intensive interventions to students with IEPs and other students who have remedial needs. A lot of pull out and push in services occur in the extended day kindergarten. Next year, we have a large group of students with such needs entering kindergarten. Historically, our data indicate we have had good success addressing the needs of these students with the current model.

-The academic results shared of students in extended kindergarten is not consistent with what the research shows with regards to the benefits of full day kindergarten. Furthermore, in no section was relevant research cited as to why full day kindergarten has not been implemented. We need to make informed decisions based upon relevant research which clearly shows that there are benefits for students of all demographics to be enrolled in full day kindergarten.

The data we have looked at over time for our students have not indicated achievement differences between half-day and extended day students as they matriculate to 1st and 2nd grade. I understand your position is firm on the matter. I do think it is important to consider, however, that our demographics are different than those of the Ypsilanti, Michigan Perry Preschool study and similar studies that focused primarily on low income students. Our population tends to be

bi-model with 10-15% of students needing intense remedial services which are most effective in the early grades. Our current model allows us to provide these services in the extended day.

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. Half-day Inservice	Houghton Mifflin Trainer	Middle school language arts teachers	Scope & Sequence Unit planning with new "Collections" materials	No consultant fee

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 Assessments	\$1,750 consultant \$360 subs
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	Grade K & 3	Data Meetings: Understanding data	\$360 subs

	Reading Specialist/RtI Facilitator		Making Decisions with data Communication with parents	
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 Instructional practices Vertical alignment	\$1,750 consultant \$1,080 subs
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 (unable to attend due to weather conditions)	Claran (date change from Feb 17) (rescheduled to March 5)	Grade PK-8 teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
3 (unable to attend due to weather conditions)	Claran (date change from Feb 18) (rescheduled to March 6)	Grade 5-8 math teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
3		Grade 3 in a.m. K in p.m.	Data Meetings	\$360 subs
4		Grade 2 in a.m. 1 in p.m.	Data Meetings	\$360 subs
6		Grade 4 in a.m.	Data Meetings	\$180 subs
11	Gail	Grade PK-4 teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
11 (rescheduled until Monday, March 2)	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 Thurs. March 5)	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

	Fri. March 6)			
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				
2 (rescheduled from February 11)	Laura	Grade 5-8 LA teachers	Observations of teacher instructional practices	\$2,200 consultant No subs needed
3 (Make up from April 13)	Claran	Math 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	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.)
5 (Make up from February 2)	Claran	Math teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
6 (Make up from February 3)	Claran	Math teachers	Model lesson demonstrations Observations of teacher instructional practices PARCC test preparation	\$1,750 consultant No subs needed
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

	Fri. Mar 6)			
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. There will be no substitute or consultant costs for this training.

An overview of the Next Generation Science Standards (NGSS) took place during an Elementary School building meeting on January 7. This took place afterschool during the regularly scheduled meeting time to avoid the use of substitutes.

Curriculum Professional Development Calendar Update

March 2015

Update on the professional development calendar outcomes:

- Data meetings were held at both buildings. These meetings included analysis of progress monitoring data and winter benchmarking data. All students' data was examined. Students currently receiving intervention were discussed to determine whether their intervention needed to continue as is, be altered for tier or content, or be removed. Students that hadn't been receiving intervention were discussed in order to determine whether they are progressing as expected, should be watched for a possible future intervention, or require an immediate intervention.
- ELA consultant, Laura Beltchenko, spent time in Middle School classrooms observing ELA lessons on Thursday, February 19 and Monday, March 2. These were nonevaluative classroom visits that were focusing on information that had been discussed at previous professional development sessions as well as helping to determine a focus for the upcoming April professional development session. Following the classroom visit, Laura would debrief with the teacher in order to provide timely feedback.
- Math consultant, Claran Einfeldt, spent time in classrooms observing math lessons from Tuesday, March 3 through Friday, March 6. Prior to the lesson, Claran would speak with the teacher in order to discuss the upcoming lesson and provide a focus for the observation. This was followed by a math lesson. Immediately following the lesson, Claran would debrief with the teacher in order to provide timely feedback to the teacher.

Catherine Chang

From: Catherine Chang
Sent: Monday, February 23, 2015 2:28 PM
To: 'John Kielczynski'
Subject: RE: FOIA request 2/17/2015

Dear Mr. Kielczynski,

Thank you for writing to Pleasantdale School District 107 with your request for information, dated February 17, 2015 and February 19, 2015, pursuant to the Illinois Freedom of Information Act, 5 ILCS 140/1 et seq. Your specific requests, and the District's response to each request, are as follows:

1. Any and all payments, financial transactions, or deposits, whether by check, electronic deposit or cash, made to the Village of Indian Head Park for 'Special Police or Security Services' of any variety, whether traffic, student safety, parking, or for any other security concerns.

According to our records, there were no payments, financial transactions, or deposits made to the Village of Indian Head Park for any services.

2. The days, dates, and amount of hours, and the times during which these services were provided or were to be scheduled to be provided.

There were no "Special Police or Security Services" of any variety provided by the Village of Indian Head Park.

3. Copies of any and all requests made to the Village of Indian Head Park for police or security protection by the school or school district, employees or volunteers.

There were no requests made to the Village of Indian Head Park for any services.

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

cc: Board of Education
Dr. Fredisdorf, Superintendent

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

From: John Kielczynski [mailto:chgoipa50@aol.com]
Sent: Tuesday, February 17, 2015 2:47 PM
To: Catherine Chang
Subject: FOIA request 2/17/2015

I, John H. Kielczynski, a resident of the La Grange Highlands within the unincorporated area of Lyons Township, under the requirements of the Freedom of Information Act (FOIA), would like to request the following information:

1. Any and all payments, financial transactions, or deposits, whether by check, electronic deposit or cash, made to the Village of Indian Head Park for 'Special Police or Security

Services' of any variety, whether traffic, student safety, parking, or for any other security concerns.

2. The days, dates, and amount of hours, and the times during which these services were provided or were to be scheduled to be provided.

3. Copies of any and all requests made to the Village of Indian Head Park for police or security protection by the school or school district, employees or volunteers.

Please email this information to chgoipa50@aol.com within the time constraints provided by the FOIA.

Respectfully,
John H. Kielczynski
Chgoipa50@aol.com
708-372-5361

Sent from my iPhone

Catherine Chang

From: John Kielczynski [chgoipa50@aol.com]
Sent: Thursday, February 19, 2015 11:23 AM
To: Catherine Chang
Subject: Re: FOIA request on 17 Feb 2017

Ms. Chang,

I see I may have neglected to give the more exact parameters of time for my request.

I would like that information from "the period from 1 May 2011 to the present."

I hope my correction clears up any confusion I may have cause for the issue. I hope it is not too much or it doesn't take too much of your time, I realize you are busy. But it should be basically one account, between the schools and school district and the Village of Indian Head Park AND the Village Of Indian Head Park Police Department.

I would have requested this much earlier but I just recently heard about this issue as I was reviewing the past recordings of the Village of Indian Head Park Board meetings when Chief Brooks referred to it when responding to a question by one of the Trustees on the Board.

I hope this will not delay the response time which FOIA requirements delineate. If so feel free to contact me at chgoipa50@aol.com and advise when I may expect the information.

Thank you very much for your assistance, Respectfully,

John H. Kiełczyński
708

Sent from my iPhone

D107.org Website Revision Process 2015 Status Report

March 13, 2015

The Committee working on revising the website is composed of John McAtee, Catherine Chang, Joe Peloso, Erika Sawosko and Mark Fredisdorf. Priorities for revising the current website were identified as follows:

- Engaging and user friendly design
- HTML 5.0
- Fully responsive layout
- Improved video streaming
- Full-feature calendaring system
- Options for “news & announcements” feeds
- Simple and easy to use teacher web editing interface
- Cost effective

Initial research was conducted to determine viable web hosting services. This involved researching regular commercial web hosting services (like WebLinx), and companies specializing in school website hosting. Twelve potential web hosting service vendors were identified that specialize in school environments. The twelve companies were contacted to gain preliminary information about their services. They are as follows:

eSchoolView - <http://www.eschoolview.com/>

Sharp School - http://www.sharpschool.com/products/website_solution/school_web_hosting/

Education Networks - <http://www.educationalnetworks.net/>

Blackboard Engage - <http://www.blackboard.com/>

Schoolwires - <http://www.schoolwires.com/swcorp>

Campus Suite - <http://www.campussuite.com/company/contact/>

School Insites - <http://www.schoolinsites.com/?PN=Contact>

School Webmasters - <http://www.schoolwebmasters.com/index.cfm?pID=3594>

Cyberschool - <http://www.cyberschool.com/menu/company>

CatapultK12 - <http://www.catapultk12.com/Contact/About-Us/index.html>

Gabbart - <http://www.gabbart.com/>

SchoolDesk - <http://www.schooldesk.net/>

After contacting the above and conducting online demonstrations, five companies were asked to provide presentations about their products to the Committee either via webinars or face-to-face meetings. The Committee developed a matrix and rating system to identify the top contenders based on our priorities (see attached). The list of potential vendors was reduced to eSchoolView and SchoolDesk. The Committee requested follow-up presentations with both vendors. Based on a superior teacher interface and price structure, SchoolDesk was identified as the preferred vendor. The Committee is now in the process of checking references and determining whether any additional information is necessary from SchoolDesk before finalizing our recommendation to the Board.

Timeline

The Committee will bring a recommended vendor for approval at the April 15 meeting. Once approved, the website revision process will commence. Completion is targeted for July 2015 so that the revised website is functional to begin the 2015-16 school year.

Website Demos

Rating Scale: 5 = highest, 1 = lowest

Criteria	Eschool View	Campus Suite	School Desk	Educational Networks	Weblink	Notes
Design Cost (one time)	\$2,938	\$2 setup	\$0	\$0	\$12,901	
Annual Cost	\$326/mo	\$238/mo	\$150/mo	\$350/mo	\$800/yr	
User friendly layout and engaging	5	4	5	3	2	
Design <ul style="list-style-type: none"> • Html 5.0 • Streaming • News and Announcements 	5	3	5	3	3	
Web editing – staff	4	2	5	1	2	School Desk has a built in call center
Calendar	5	2	5	3	4	
Digital backpack	3	1	4	2	2	
Bandwidth and storage	unlimited	unlimited	10MB doc Unlimited	Unlimited	NOT unlimited	