

Regular Meeting

Wednesday, August 12, 2015 7:00 PM

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

I. Roll Call / Visitors

II. Pledge of Allegiance (1 Minute)

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

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

V. * Consent Agenda (5 Minutes)

V.A. Approve Regular Meeting Minutes of July 15, 2015

V.B. Approve Closed Session Minutes of July 15, 2015

V.C. Approve Special Meeting Minutes of July 23, 2015

V.D. Approve Closed Session Meeting Minutes of July 23, 2015

V.E. Approve Payment of July Payroll/August Warrants

V.F. Approve Personnel (sec. 5) and Student (sec. 7) Board Policies

VI. Reports and Discussion Items

VI.A. Superintendent's Report

VI.A.1. Elementary School Environmental Update (20 Minutes)

VI.A.2. Summer Construction Update (5 Minutes)

VI.A.3. 2015-16 Professional Development Plan (15 Minutes)

VI.A.4. Class Size Update (10 Minutes)

VI.A.5. Review District 2015-16 Goals (20 Minutes)

VI.A.6. Service Contract Review (10 Minutes)

VI.A.7. Review Curriculum and Instruction (sec. 6) Board policies (10 Minutes)

VI.A.8. Board of Education Information Requests (5 Minutes)

VI.A.8.a. *Approve Board of Education Information Requests

VI.B. Business Manager's Report

VI.B.1. Tentative Budget (15 Minutes)

VI.B.1.a. **Schedule Budget Hearing/Authorize
Publication of Budget Hearing Notice**

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

VII.A. **Budget Hearing; Adopt Annual Budget;
Approve Curriculum and Instruction (sec. 6) Board
Policies; Review Finance (sec. 4) Board
Policies; Summer Work Update; New District
Website Update; and Approve District 2015-16
Goals.**

VIII. **Closed Session
(10 Minutes)**

VIII.A. **Collective negotiating matters between
the District and its employees or their
representatives.**

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

IX. **Action Item - *Approve August 2015 Personnel
Report**

X. **Adjournment**

MINUTES OF THE BOARD OF EDUCATION

Regular Meeting Administration Building 7:02 p.m. – 9:13 p.m. July 15, 2015

Members Present:

Gina Scaletta-Nelson, Presiding Officer

Kim Barker

Vipul Dedhia

David Negron

Michael Rak – arrived at 7:10 p.m.

Absent:

Mark Mirabile

Kristin Violante

ROLL CALL AND VISITORS

Present were staff members Erika Sawosko, Candy Kramer, Catherine Chang, Matt Vandercar, John Glimco, Karyn Lisowski, John Reid, Julie Crist, Andrea Mars, Tanya Kim, Donna Polerecky, Peggy Pajkos and Joanne Histed; Dr. Shirley Conibear of Carnow Conibear; and resident Michelle Wueste (sp?).

ACTION NO. 1

Consent Agenda

Motion by Barker, seconded by Negron, that the Board of Education approve the consent agenda consisting of: regular meeting minutes of June 17, 2015; closed session meeting minutes of June 17, 2015; payment of June payroll/July warrants; establish petty cash fund; declassify closed session minutes; Board resolution for serious safety hazard approval; and middle school painting approval. Motion carried by a roll call vote of 4 ayes (Barker, Dedhia, Negron, Scaletta-Nelson) absent - Mirabile, Rak, Violante.

REPORTS AND DISCUSSION ITEMSElementary School Environmental Conditions Investigation

Superintendent Dave Palzet shared that as part of an ongoing investigation to ensure the health and wellbeing of our students and staff the Board commissioned two studies to determine if there are environmental issues at our Elementary School. Dr. Conibear from Carnow, Conibear, & Associates submitted a report to the administration on July 7. That report outlines the results of her extensive study and is the first of two studies commissioned by the Board. Dr. Conibear presented the results of her study and the results of the second study will take place at the August Board meeting. Dr. Conibear reviewed the Pleasantdale cancer timeline based on the staff member cases that were reported. A comparison between national averages, a study done with California teachers, and Pleasantdale cases was discussed. There is nothing that shows any cancer cluster issues and that the results are based on the normal numbers you would see based on age and latency.

Performance Evaluation Reform Act (PERA) Update

Superintendent Dave Palzet shared that in 2010 the Illinois Legislature enacted the Performance Evaluation Reform Act (PERA). The goal of PERA is to ensure a rigorous teacher/principal evaluation system in every school district in Illinois. In regards to our teacher evaluation system, the district has added rigor to the professional practice component for our evaluation system as required by PERA. The next phase of PERA requirements will be implemented in school year 2016-17 and will require student growth to be part of the evaluation process. Additionally, we will be reviewing our principal evaluation system and making improvements. The administration has participated in professional development and will be working with teachers to create a plan and train teachers in the new model.

Class Size Update

Superintendent Dave Palzet shared that one of the major tasks of the summer is student scheduling and creating class lists. It is our goal to create sections that are balanced by gender, academic ability, and leadership ability. We also strive to maintain sections that are within the Board guidelines. This is an extensive process and one that takes many factors and constraints into consideration. Principal Matt Vandercar shared that the teachers do a great job of dividing up the classes and the situations. The Board had questions regarding the breakout of the morning and afternoon preschool classes. Also, some part-time preschool students start the year and increase their days. Principal John Glimco reviewed the first draft of section numbers at each grade level. There are different factors based on above level classes that can make the scheduling very challenging. Superintendent Palzet stated that the Board will be provided another update as the schedule is worked out and all the other factors and constraints are addressed. Board Secretary Kim Barker emphasized that the community's concern was the disparity of class sizes and she questioned if the block schedule is worth the difficulty in the scheduling. Principal Glimco stated the teachers feel that the block schedule does give them more opportunities to work with students.

District 2015-16 Goals Timeline

Superintendent Dave Palzet stated that it is our district practice to draft annual school district goals. The purpose of these goals is to ensure that our District continues to evolve and provide the best instruction and experiences to our students. District goals are currently being drafted and will be presented for review at the August Board meeting; we will be seeking approval at the September Board meeting. It is the administration's intent to get feedback on these goals from the administrative team, the Board of Education, and the staff. These goals will act as our roadmap for the year and will help us to focus our work.

Review Parent/Student Handbook

Superintendent Dave Palzet stated that both Principals Vandercar and Glimco met with a parent group to review the parent/student handbook and make recommendations for changes. This year, in an effort to be more efficient and "green" we will provide families with an electronic version of the handbook as opposed to a paper copy. Teachers will review the handbook with students in class and students will acknowledge that they have received and understand the information within the handbook. In an effort to get our student registration process up and running the administration asked the Board to review and approve the handbook. We have received several revision suggestions from Board members and will make those changes to the final version. Principal Glimco stated that the Illinois Principals' Association created a model student handbook that was used as a guideline in creating Pleasantdale's handbook. In the future, it will be easier for the committee to make the changes and meet state guidelines.

ACTION NO. 2Parent/Stu Hndbk

Motion by Barker, seconded by Dedhia, that the Board of Education approve the the Parent/Student handbook as revised. Motion carried by a roll call vote of 5 ayes (Barker, Dedhia, Negron, Scaletta-Nelson, Rak,) absent – Mirabile, Violante.

Additional STAR Assessment Information

Superintendent Dave Palzet stated that the Board heard a presentation on the results of our STAR assessment at the June Board meeting and was provided a follow up to answer questions. Assistant Superintendent for Teaching and Learning, Candy Kramer reviewed the percentages of individual goals set by STAR and provided a more detailed explanation as to how it was reflected in the cohort. The next steps will include continued training and data meetings with teachers. There will be discussions with students to understand what the tests are about. There will be some additional parent information meetings to further explain the testing reports. The district will also be watching trends in the data in order to adjust curricular design; monitor effectiveness of resources and provide appropriate student

services. Board Secretary Kim Barker requested the district provide student growth for the students, in the form of a dashboard for easier parent review.

Review Personnel (sec. 5) and Students (sec. 7) Board Policies

Superintendent Dave Palzet stated that in an effort to ensure that our District’s policies keep pace with the current reality of running a school system, we routinely review and revise them. The Board reviewed revisions to the Personnel and Student sections of the Board policies that reflect the model policy recommended by the state. These policies will be on the August Consent Agenda.

Board of Education Information Requests

There were no additional information requests from the Board this month. Board Vice President Gina Scaletta-Nelson suggested removing this item as a standing Board agenda item.

NEXT AGENDA

Items submitted for the August 2015 agenda include: Environmental Report; Class Size Update; Tentative Budget; Approve Personnel (sec. 5) and Students (sec. 7) Board policies; Review District 2015-16 Goals.

ACTION NO. 3

Closed Session

Motion by Scaletta-Nelson, seconded by Negron, that the Board of Education go into closed session at 8:55 p.m. to discuss matters related to collective negotiating matters between the District and its employees or their representatives; and matters relating to the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District. Motion carried by a roll call vote of 5 ayes (Barker, Dedhia, Negron, Scaletta-Nelson, Rak,) absent – Mirabile, Violante.

The Board came out of closed session at 9:10 p.m.

ACTION NO. 4

Personnel Rpt

Motion by Scaletta-Nelson, seconded by Barker, that the Board of Education approve the July 2015 Personnel Report as revised consisting of: the resignation of Becky Schildknecht (middle school resource); salary increases of 3% for Asst. Supt. of Teaching and Learning, Business Manager, Director of Special Education, Elementary Principal, Middle Principal, Technology Software Specialist, Technology Support Specialist, Superintendent’s Secretary, and Bookkeeper. Motion carried by a roll call vote of 5 ayes (Barker, Dedhia, Negron, Scaletta-Nelson, Rak,) absent – Mirabile, Violante.

ADJOURNMENT

Motion by Barker, seconded by Rak, that the regular meeting adjourns at 9:13 p.m. Voice vote. Motion carried.

App. ___ President _____ Secretary _____

MINUTES OF THE BOARD OF EDUCATION

Special Meeting Administration Building 6:00 p.m. – 9:00 p.m. July 23, 2015

Members Present:

- Mark Mirabile, Presiding Officer
- Kim Barker
- Vipul Dedhia
- Gina Scaletta-Nelson – arrived at 6:10 p.m.
- Michael Rak – arrived at 6:01 p.m.
- Kristin Violante

Absent:

- David Negrón

ROLL CALL AND VISITORS

Present was staff member Erika Sawosko; Perry Hill, IASB Field Services Director; and Keith Dixon, Ecklund Consulting.

ACTION NO. 5

Closed Session

Motion by Mirabile, seconded by Violante, that the Board of Education go into closed session at 6:01 p.m. to discuss self-evaluation, practices and procedures or professional ethics, when meeting with a representative of a statewide association of which the District is a member. Motion carried by a roll call vote of 5 ayes (Barker, Dedhia, Mirabile, Rak, Violante) absent – Negrón, Scaletta-Nelson.

The Board came out of closed session at 7:38 p.m.

BOE RETREAT

Keith Dixon of Eklund Consulting, worked with the Board of Education to clarify the Board/Superintendent working relationship. Based off of this work, Board/Superintendent Operating Procedures would be drafted.

ADJOURNMENT

Motion by Violante, seconded by Mirabile, that the special meeting adjourns at 9:00 p.m. Voice vote. Motion carried.

App. ___ President _____ Secretary _____

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1022

08/04/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
AT&T		20.5.2540.3400.100.0000	COMMUNICATIONS	\$833.71
		20.5.2540.3400.200.0000	COMMUNICATIONS	\$668.06
		20.5.2540.3400.300.0000	COMMUNICATIONS	\$304.96
		Check #: 0	Vendor Total:	\$1,806.73
At&T Long Distance		20.5.2540.3400.100.0000	COMMUNICATIONS	\$3.39
		20.5.2540.3400.200.0000	COMMUNICATIONS	\$9.10
		20.5.2540.3400.300.0000	COMMUNICATIONS	\$4.56
		Check #: 0	Vendor Total:	\$17.05
B&T Services		20.5.2530.5210.200.0000	NON-DEPRECIABLE LAND	\$15,625.00
		Check #: 0	Vendor Total:	\$15,625.00
BFB Therapeutics, LLC		10.5.1913.6701.300.0000	PRE-K SP ED ESY TUITION	\$1,200.00
		Check #: 0	Vendor Total:	\$1,200.00
Bottle-Free Water , LLC		20.5.2540.4000.300.0000	SUPPLIES	\$110.85
		Check #: 0	Vendor Total:	\$110.85
Carnow, Conibear & Assoc., Ltd		10.5.2310.3100.300.0000	CONSULTANTS	\$7,546.95
		Check #: 0	Vendor Total:	\$7,546.95
Chang, Catherine		10.5.2520.3325.300.0000	AUTO ALLOW	\$250.00
		Check #: 0	Vendor Total:	\$250.00
Chicago Metropolitan Fire Prevention Co		20.5.2540.3291.200.0000	BLDG SECURITY	\$99.00
		Check #: 0	Vendor Total:	\$99.00
Comcast		20.5.2540.3400.100.0000	COMMUNICATIONS	\$1,697.25
		20.5.2540.3400.200.0000	COMMUNICATIONS	\$1,697.25
		Check #: 0	Vendor Total:	\$3,394.50

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1022

08/04/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
Cook County Treasurer		20.5.2540.3294.300.0000	TRAFFIC LIGHTS	\$24.00
		Check #: 0		Vendor Total: \$24.00
Current Technologies Corp		10.5.2225.3100.100.0000	CONSULTANTS	\$4,747.50
		10.5.2225.3100.200.0000	CONSULTANTS	\$4,747.50
		Check #: 0		Vendor Total: \$9,495.00
Direct Energy Business		20.5.2540.4650.100.0000	NATURAL GAS	\$91.19
		20.5.2540.4650.200.0000	NATURAL GAS	\$180.56
		Check #: 0		Vendor Total: \$271.75
Dreher, Mark A		10.5.1600.4000.300.0000	SUPPLIES	\$43.38
		Check #: 0		Vendor Total: \$43.38
Dron, Danyelle		10.5.2213.2300.300.0000	TUITION REIMBURSEMENT	\$2,400.00
		Check #: 0		Vendor Total: \$2,400.00
ED-RED		10.5.2310.6400.300.0000	DUES AND FEES	\$1,500.00
		Check #: 0		Vendor Total: \$1,500.00
Food Services Professionals		10.5.2560.4040.300.0000	LUNCHES	\$2,311.39
		10.5.2560.4041.100.0000	MILK	\$298.69
		10.5.2560.4041.200.0000	MILK	\$159.30
		Check #: 0		Vendor Total: \$2,769.38
Franczek Radelet		10.5.2310.3180.300.0000	LEGAL SERVICES	\$56.00
		Check #: 0		Vendor Total: \$56.00
GCA SERVICES GROUP		20.5.2540.3220.300.0000	CLEANING SERVICES	\$17,251.82
		Check #: 0		Vendor Total: \$17,251.82
Glimco, John A				

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1022

08/04/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.2410.3325.200.0000	AUTO ALLOW	\$250.00
		Check #: 0		Vendor Total: \$250.00
Grand Prairie Transit		40.5.2550.3315.300.0000	SPECIAL ED	\$1,680.49
		Check #: 0		Vendor Total: \$1,680.49
Groot Industries		20.5.2540.3210.300.0000	SANITATION SERVICES	\$1,190.11
		Check #: 0		Vendor Total: \$1,190.11
Hodges,Loizzi,Eisenhammer,Rodick & Kohn		10.5.2310.3180.300.0000	LEGAL SERVICES	\$3,872.18
		Check #: 0		Vendor Total: \$3,872.18
IL Office of The State Fire Marshall		20.5.2540.3192.300.0000	INSPECTIONS	\$100.00
		Check #: 0		Vendor Total: \$100.00
Illinois Assoc Of School Boards		10.5.2310.4000.300.0000	SUPPLIES	\$142.00
		Check #: 0		Vendor Total: \$142.00
Johnson Floor Company,Inc.		20.5.2530.5210.100.0000	NON-DEPRECIABLE LAND	\$60,156.00
		Check #: 0		Vendor Total: \$60,156.00
Konica Minolta Business Solutions		20.5.2540.3290.100.0000	COPIER EXPENSES	\$186.16
		20.5.2540.3290.200.0000	COPIER EXPENSES	\$116.10
		20.5.2540.3290.300.0000	COPIER EXPENSES	\$94.09
		Check #: 0		Vendor Total: \$396.35
Kramer, Candice		10.5.2210.3325.300.0000	AUTO ALLOW	\$250.00
		Check #: 0		Vendor Total: \$250.00
LaGrange Area Dept Of Special Education		10.5.4120.6713.300.0000	LOCAL ASSESSMENT	\$49,651.00
		Check #: 0		Vendor Total: \$49,651.00
Mattice, Pamela				

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1022

08/04/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.1001.3320.100.0000	TRAVEL	\$28.47
		10.5.1002.3320.200.0000	TRAVEL	\$28.46
		Check #: 0		Vendor Total: \$56.93
Midland Paper Company		10.5.1001.4003.100.0000	COPIER PAPER	\$5,100.00
		10.5.1002.4003.200.0000	COPIER PAPER	\$5,100.00
		Check #: 0		Vendor Total: \$10,200.00
Nelson Fire Protection		20.5.2540.3192.300.0000	INSPECTIONS	\$600.00
		Check #: 0		Vendor Total: \$600.00
Nextera Energy Services		20.5.2540.4660.100.0000	ELECTRICITY	\$4,896.37
		20.5.2540.4660.200.0000	ELECTRICITY	\$7,130.89
		Check #: 0		Vendor Total: \$12,027.26
Nicor Gas		20.5.2540.4650.100.0000	NATURAL GAS	\$173.63
		20.5.2540.4650.200.0000	NATURAL GAS	\$278.45
		Check #: 0		Vendor Total: \$452.08
Oskroba, Erin		10.5.2213.2300.300.0000	TUITION REIMBURSEMENT	\$180.00
		Check #: 0		Vendor Total: \$180.00
Palzet, David E		10.5.2320.3320.300.0000	TRAVEL	\$182.42
		10.5.2320.3325.300.0000	AUTO ALLOW	\$250.00
		Check #: 0		Vendor Total: \$432.42
Pamela A Cavallo		10.5.1913.6700.300.0000	PRE-K SP ED TUITION	\$1,530.00
		Check #: 0		Vendor Total: \$1,530.00
Pearson Education		10.5.1001.3160.100.0000	TESTING	\$3,150.00
		Check #: 0		Vendor Total: \$3,150.00
Rose Pest Solutions				

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1022

08/04/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
		20.5.2540.3293.100.0000	EXTERMINATOR	\$99.00
		20.5.2540.3293.200.0000	EXTERMINATOR	\$107.00
		Check #: 0	Vendor Total:	\$206.00
Shane'S Office Supply		10.5.2320.4000.300.0000	SUPPLIES	\$89.02
		10.5.2520.4000.300.0000	SUPPLIES	\$50.38
		Check #: 0	Vendor Total:	\$139.40
Sinnott Tree Service Inc.		20.5.2540.3292.200.0000	OUTSIDE WORK	\$3,550.00
		Check #: 0	Vendor Total:	\$3,550.00
Skirmont Mechanical Contractors, Inc		20.5.2540.3192.300.0000	INSPECTIONS	\$439.80
		Check #: 0	Vendor Total:	\$439.80
Skyward		20.5.2540.3400.100.0000	COMMUNICATIONS	\$1,145.23
		20.5.2540.3400.200.0000	COMMUNICATIONS	\$1,145.22
		Check #: 0	Vendor Total:	\$2,290.45
Smekens Educational Solutions		10.5.2213.3320.300.0000	TRAVEL/CONF	\$5,103.00
		Check #: 0	Vendor Total:	\$5,103.00
STR Partners, Llc.		20.5.2530.3100.300.0000	CONSULTANTS	\$1,055.21
		Check #: 0	Vendor Total:	\$1,055.21
Success By Design		10.4.1811.0000.000.0000	RENTALS REGULAR TEXTBOOKS	\$1,956.93
		Check #: 0	Vendor Total:	\$1,956.93
Teacher's Retirement System		10.5.2320.8000.300.0000	TERMINATION BENEFITS	\$16,448.36
		Check #: 0	Vendor Total:	\$16,448.36
Tecnica Environmental Services, Inc		20.5.2540.3190.300.0000	ASBESTOS ABATEMENT	\$26,898.00
		Check #: 0	Vendor Total:	\$26,898.00

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1022

08/04/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
Truesdale, Lindsay A		10.2.0481.0000.000.9943	HEALTH INSURANCE PAYABLE-ee	\$108.78
		Check #: 0	Vendor Total:	\$108.78
Vandercar, Matthew D		10.5.2410.3325.100.0000	AUTO ALLOW	\$250.00
		Check #: 0	Vendor Total:	\$250.00
Village of Willow Springs		20.5.2540.3700.100.0000	WATER/SEWER	\$196.04
		Check #: 0	Vendor Total:	\$196.04
Visographic, Inc		10.5.2320.3600.300.0000	PRINTING & BINDING	\$560.09
		Check #: 0	Vendor Total:	\$560.09
Willow Springs Ace Hardware		20.5.2540.4000.300.0000	SUPPLIES	\$124.33
		Check #: 0	Vendor Total:	\$124.33
			Grand Total:	\$269,504.62

End of Report

PLEASANTDALE SCHOOL DISTRICT 107 VOUCHER

Voucher No: 1022 Voucher Date: 08/04/2015 Prepared By: _____

Printed: 08/06/2015 11:51:56 AM

PLEASANTDALE SCHOOL DISTRICT 107 is hereby authorized to draw warrants against PLEASANTDALE SCHOOL DISTRICT 107 funds for the sum of \$269,504.62 on account of obligations incurred for value received in services and for materials as shown below for period July 1, 2015 to June 30, 2016 (period cannot overlap fiscal year end.)

I certify that this claim is just and correct, and the services and/or materials herein represented have been received during the period listed above. All items are properly coded and not in excess of the budget.

Board President

Board Secretary

PLEASANTDALE SCHOOL DISTRICT 107

Fund		Amount
10	EDUCATION	\$119,541.80
20	OPERATIONS & MAINTENANCE	\$148,282.33
40	TRANSPORTATION	\$1,680.49
		<hr/>
		\$269,504.62

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1000

07/13/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
Village Of Burr Ridge		20.5.2540.3700.200.0000	WATER/SEWER	\$937.14
		Check #: 107800001		Vendor Total: \$937.14
West Suburban Water Commission		20.5.2540.3700.100.0000	WATER/SEWER	\$1,099.04
		Check #: 107800002		Vendor Total: \$1,099.04
				Grand Total: \$2,036.18

End of Report

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1010

07/16/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
BMO Mastercard-Mastercard Corp Client Pa		10.5.2310.6400.300.0000	DUES AND FEES	\$65.00
		20.5.2540.4000.300.0000	SUPPLIES	\$1,423.41
		Check #: 107800043	Vendor Total:	\$1,488.41
Educational Benefit Cooperative		10.2.0481.0000.000.9943	HEALTH INSURANCE PAYABLE-ee	\$28,795.59
		10.5.1001.2210.100.0000	LIFE INSURANCE	\$143.75
		10.5.1001.2220.100.0000	MEDICAL INSURANCE	\$8,313.77
		10.5.1002.2210.200.0000	LIFE INSURANCE	\$149.50
		10.5.1002.2220.200.0000	MEDICAL INSURANCE	\$13,482.10
		10.5.1125.2210.100.0000	LIFE INSURANCE	\$11.50
		10.5.1125.2220.100.0000	MEDICAL INSURANCE	\$765.34
		10.5.1205.2210.100.0000	LIFE INSURANCE	\$97.75
		10.5.1205.2210.200.0000	LIFE INSURANCE	\$57.50
		10.5.1205.2210.300.0000	LIFE INSURANCE	\$22.08
		10.5.1205.2220.100.0000	MEDICAL INSURANCE	\$6,006.09
		10.5.1205.2220.200.0000	MEDICAL INSURANCE	\$747.01
		10.5.1205.2220.300.0000	MEDICAL INSURANCE	\$2,005.27
		10.5.1210.2210.100.0000	LIFE INSURANCE	\$11.50
		10.5.1210.2220.100.0000	MEDICAL INSURANCE	\$765.34
		10.5.1650.2210.100.0000	LIFE INSURANCE	\$5.75
		10.5.1650.2210.200.0000	LIFE INSURANCE	\$5.75
		10.5.1650.2220.100.0000	MEDICAL INSURANCE	\$570.67
		10.5.1650.2220.200.0000	MEDICAL INSURANCE	\$382.67
		10.5.2110.2210.100.0000	LIFE INSURANCE	\$5.75
		10.5.2110.2210.200.0000	LIFE INSURANCE	\$5.75
		10.5.2110.2220.100.0000	MEDICAL INSURANCE	\$794.58
		10.5.2110.2220.200.0000	MEDICAL INSURANCE	\$249.39
		10.5.2130.2210.100.0000	LIFE INSURANCE	\$5.75
		10.5.2130.2210.200.0000	LIFE INSURANCE	\$5.75
		10.5.2130.2220.200.0000	MEDICAL INSURANCE	\$1,055.00
		10.5.2210.2210.300.0000	LIFE INSURANCE	\$21.85
		10.5.2210.2220.300.0000	MEDICAL INSURANCE	\$2,005.27
		10.5.2220.2210.100.0000	LIFE INSURANCE	\$5.75
		10.5.2220.2210.200.0000	LIFE INSURANCE	\$5.75

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1010

07/16/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
		10.5.2220.2220.100.0000	MEDICAL INSURANCE	\$1,055.00
		10.5.2225.2210.100.0000	LIFE INSURANCE	\$5.75
		10.5.2225.2210.200.0000	LIFE INSURANCE	\$5.75
		10.5.2225.2220.100.0000	MEDICAL INSURANCE	\$2,005.27
		10.5.2225.2220.200.0000	MEDICAL INSURANCE	\$691.48
		10.5.2320.2210.300.0000	LIFE INSURANCE	\$5.75
		10.5.2320.2220.300.0000	MEDICAL INSURANCE	\$484.19
		10.5.2410.2210.100.0000	LIFE INSURANCE	\$44.74
		10.5.2410.2210.200.0000	LIFE INSURANCE	\$44.28
		10.5.2410.2220.100.0000	MEDICAL INSURANCE	\$2,996.55
		10.5.2410.2220.200.0000	MEDICAL INSURANCE	\$2,717.04
		10.5.2520.2210.300.0000	LIFE INSURANCE	\$26.78
		10.5.2520.2220.300.0000	MEDICAL INSURANCE	\$1,378.36
		20.5.2540.2210.100.0000	LIFE INSURANCE	\$5.75
		20.5.2540.2210.200.0000	LIFE INSURANCE	\$17.25
		20.5.2540.2220.100.0000	MEDICAL INSURANCE	\$382.67
		20.5.2540.2220.200.0000	MEDICAL INSURANCE	\$382.67
		20.5.2540.2220.300.0000	MEDICAL INSURANCE	\$1,066.60
		40.5.2550.2210.300.0000	LIFE INSURANCE	\$6.69
		40.5.2550.2220.300.0000	MEDICAL INSURANCE	\$403.34
		Check #: 107800044	Vendor Total:	\$80,225.43
Guardian - Appleton		10.2.0481.0000.000.9945	DENTAL INSURANCE PAYABLE-ee	\$3,448.48
		10.2.0481.0000.000.9947	VISION INSURANCE-ee	\$159.01
		Check #: 107800045	Vendor Total:	\$3,607.49
			Grand Total:	\$85,321.33

End of Report

Pleasantdale School District 107

Voucher Supplement Account Summary

Voucher Batch Number: 1011

07/23/2015

Fiscal Year: 2015-2016

Vendor Remit Name	Vendor #	Account	Description	Amount
B&T Services		20.5.2530.5210.200.0000	NON-DEPRECIABLE LAND	\$4,729.90
		Check #: 107800046		Vendor Total: \$4,729.90
Camer, Catherine		10.2.0481.0000.000.9943	HEALTH INSURANCE PAYABLE-ee	\$1,320.88
		Check #: 107800047		Vendor Total: \$1,320.88
Sunbelt Rentals		20.5.2530.5210.200.0000	NON-DEPRECIABLE LAND	\$2,270.10
		Check #: 107800048		Vendor Total: \$2,270.10
United States Postal Service		10.5.2410.3400.200.0000	POSTAGE	\$1,500.00
		Check #: 107800049		Vendor Total: \$1,500.00
			Grand Total:	\$9,820.88

End of Report

July 2015 Revenue and Expenses

REVENUES	Budget (tentative)	July 2015	YTD	% Realized
Education	\$ 10,211,421	\$ 1,593,876	\$ 1,593,876	15.6%
Oper & Maint	\$ 1,631,635	\$ 258,880	\$ 258,880	15.9%
Bond/Int	\$ 2,250	\$ -	\$ -	0.0%
Trans	\$ 992,993	\$ 181,160	\$ 181,160	18.2%
IMRF	\$ 322,064	\$ 127,749	\$ 127,749	39.7%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ 3,200	\$ -	\$ -	0.0%
Tort	\$ 82,827	\$ 13,716	\$ 13,716	16.6%
Life Safety	\$ 3,600	\$ -	\$ -	0.0%
Total	\$ 13,249,990	\$ 2,175,381	\$ 2,175,381	16.4%

EXPENSES	Budget (tentative)	July 2015	YTD	% Used
Education	\$ 10,222,007	\$ 194,523	\$ 194,523	1.9%
Oper & Maint	\$ 1,135,372	\$ 65,942	\$ 65,942	5.8%
Bond/Int	\$ 1,755,153	\$ -	\$ -	0.0%
Trans	\$ 753,015	\$ 7,928	\$ 7,928	1.1%
IMRF	\$ 332,152	\$ 10,902	\$ 10,902	3.3%
Site/Construction	\$ -	\$ -	\$ -	-
Working Cash	\$ -	\$ -	\$ -	-
Tort	\$ 78,609	\$ 78,609	\$ 78,609	100.0%
Life Safety	\$ 17,650	\$ 150	\$ 150	0.8%
Total	\$ 14,293,958	\$ 358,054	\$ 358,054	2.5%

Personnel

Equal Employment Opportunity and Minority Recruitment

The School District shall provide equal employment opportunities to all persons regardless of their race, color, creed, religion, national origin, sex, sexual orientation, age, ancestry, marital status, arrest record, military status, order of protection status, or unfavorable military discharge, citizenship status provided the individual is authorized to work in the United States, use of lawful products while not at work, being a victim of domestic or sexual violence, genetic information, physical or mental handicap or disability, if otherwise able to perform the essential functions of the job with reasonable accommodation, pregnancy, childbirth, or related medical conditions; credit history, unless a satisfactory credit history is an established bona fide occupational requirement of a particular position; or other legally protected categories. No one will be penalized solely for his or her status as a registered qualifying patient or a registered designated caregiver for purposes of the Compassionate Use of Medical Cannabis Pilot Program Act, 410 ILCS 130/.

Persons who believe they have not received equal employment opportunities should report their claims to the Complaint Manager(s) per school Board policy 2:260 *Uniform Grievance Procedure*. No employee or applicant will be discriminated or retaliated against because he or she initiated a complaint, was a witness, supplied information, or otherwise participated in an investigation or proceeding involving an alleged violation of this policy or State or federal laws, rules or regulations, provided the employee or applicant did not make a knowingly false accusation nor provide knowingly false information.

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator for personnel who shall be responsible for coordinating the District’s nondiscrimination efforts. The Nondiscrimination Coordinator may be the Superintendent or a Complaint Manager for the Uniform Grievance Procedure. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District’s current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

~~Mark Fredisdorf, Dave Palzet~~, Superintendent

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2170

Telephone

Complaint Managers:

~~Mark Fredisdorf, Dave Palzet~~, Superintendent

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2170

Telephone

Catherine Chang, Business Manager

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2172

Telephone

The Superintendent shall use reasonable measures to inform staff members and applicants that the District is an equal opportunity employer, such as, by posting required notices and including this policy in the appropriate handbooks.

Minority Recruitment

The District will attempt to recruit and hire minority employees. The implementation of this policy may include advertising openings in minority publications, participating in minority job fairs, and recruiting at colleges and universities with significant minority enrollments. This policy, however, does not require or permit the District to give preferential treatment or special rights based on a protected status without evidence of past discrimination.

LEGAL REF.: Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.
 Americans With Disabilities Act, Title I, 42 U.S.C. §12111 et seq.
 Civil Rights Act of 1991, 29 U.S.C. §§621 et seq., 42 U.S.C. §1981 et seq., §2000e et seq., and §12101 et seq.
 Equal Employment Opportunities Act (Title VII of the Civil Rights Act of 1964), 42 U.S.C. §2000e et seq., 29 C.F.R. Part 1601.
 Equal Pay Act, 29 U.S.C. §206(d).
 Genetic Information Nondiscrimination Act, 42 U.S.C. §2000ff et seq.
 Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.
 Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
 Title VI of the Civil Rights Act of 1964, 42 U.S.C. §2000d et seq.
 Pregnancy Discrimination Act, 42 U.S.C. §2000e(k).
 Title IX of the Education Amendments, 20 U.S.C. §1681 et seq., 34 C.F.R. Part 106.
 Uniformed Services Employment and Reemployment Rights Act (1994), 38 U.S.C. §§4301 et seq.
Ill. Constitution, Art. I, §§17, 18, and 19.
 105 ILCS 5/10-20.7, 5/10-20.7a, 5/10-21.1, 5/10-22.4, 5/10-23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.
 Compassionate Use of Medical Cannabis Pilot Program Act, 410 ILCS 130/40.
 Genetic Information Protection Act, 410 ILCS 513/25.
 Ill. Whistleblower Act, 740 ILCS 174/.
 Ill. Human Rights Act, 775 ILCS 5/1-103 and 5/2-102.
 Religious Freedom Restoration Act, 775 ILCS 35/5.
 Employee Credit Privacy Act, 820 ILCS 70/.
 Ill. Equal Pay Act of 2003, 820 ILCS 112/.
 Victims' Economic Security and Safety Act, 820 ILCS 180/30.
 23 Ill.Admin.Code §1.230.

APPROVED: September 23, 2009

REVISED: August 18, 2010; October 15, 2014

Personnel

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 2:260 *Uniform Grievance 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 2:260 *Uniform Grievance 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 2:260 *Uniform Grievance 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.

Whom to Contact with a Report or Complaint

The Superintendent shall insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers.

Nondiscrimination Coordinator:

Dave Palzet, Superintendent

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2170

Telephone

Complaint Managers:

Dave Palzet, Superintendent

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2170

Telephone

Catherine Chang, Business Manager

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2172

Telephone

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.

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).
Crawford v. Metro. Gov't of Nashville & Davidson County, 129 S. Ct. 846 (2009).
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).
Oncala v. Sundown Offshore Services, 118 S.Ct. 998 (1998).
Porter v. Erie Foods International, Inc., 576 F.3d 629 (7th Cir. 2009).
Sangamon County Sheriff's Dept. v. Ill. Human Rights Com'n, 908 N.E.2d 39 (Ill., 2009).
Vance v. Ball State University, 133 S. Ct. 2434 (2013).

ADOPTED: September 23, 2009

REVISED: August 18, 2010

General Personnel

Compliance with the Fair Labor Standards Act

Job Classifications

The Superintendent will ensure that all job positions are identified as either “exempt” or “non-exempt” according to State law and the Fair Labor Standards Act (FLSA) and that employees are informed whether they are “exempt” or “non-exempt.” “Exempt” and “non-exempt” employee categories may include certificated and non-certificated job positions. All non-exempt employees, whether paid on a salary or hourly basis, are covered by minimum wage and overtime provisions.

Workweek and Compensation

The workweek for District employees will be 12:00 a.m. Saturday until 11:59 p.m. Friday. Non-exempt employees will be compensated for all hours worked in a workweek including overtime. For non-exempt employees paid a salary, the salary is paid for a 40-hour workweek even if an employee is scheduled for less than 40 hours. “Overtime” is time worked in excess of 40 hours in a single workweek.

Overtime

A non-exempt employee shall not work overtime without his or her supervisor’s express approval. All supervisors of non-exempt employees shall: (1) monitor overtime use on a weekly basis and report such use to the business office, (2) seek the Superintendent or designee’s written pre-approval for any long term or repeated use of overtime that can be reasonably anticipated, (3) ensure that overtime provisions of this policy and the FLSA are followed, and (4) ensure that employees are compensated for any overtime worked. Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each employee and submitted to the business office. The business office will review work records of employees on a regular basis.

Suspension Without Pay

No exempt employee shall have his or her salary docked, such as by an unpaid suspension, if the deduction would cause a loss of the exempt status. Licensed employees may be suspended without pay in accordance with Board policy 5:240, *Professional Personnel - Suspension*.

Implementation

The Superintendent or designee shall implement the policy in accordance with the FLSA, including its required notices to employees. In the event of a conflict between the policy and State or federal law, the latter shall control.

LEGAL REF.: 820 ILCS 105/4a.
Fair Labor Standards Act, 29 U.S.C. §201 et seq., 29 C.F.R. Parts 516, 541, 548, 553, 778,
and 785.

ADOPTED: March 16, 2005

REVISED: September 23, 2009; September 21, 2011

Personnel

Suspension of Employees

Philosophy

In order to maintain an environment conducive to learning and effective professional performance, the Superintendent is authorized to suspend any employee with or without pay for investigatory or disciplinary purposes as specified below.

I. Suspension Without Pay

The Superintendent may suspend without pay any employee as a disciplinary measure for up to thirty (30) employment days for misconduct that is detrimental to the District. If the Superintendent is recommending an employee's discharge to the Board of Education, he may also suspend the employee without pay pending Board action and/or a formal dismissal hearing as required under the School Code. The Superintendent will follow the notice and hearing procedures set forth in A. below.

Misconduct that is detrimental to the District includes:

- Insubordination, including any failure to follow an oral or written directive from a supervisor;
- Violation of Board policy or administrative procedure;
- Conduct that disrupts or may disrupt the educational program or process;
- Conduct that violates any Illinois or federal law that relates to the employee's duties; and
- Other sufficient causes, including, but not limited to, unauthorized absences and failure to perform assigned duties.

A. Pre-Suspension Meeting

Prior to a suspension without pay, the Superintendent will conduct a meeting with the employee to review the alleged charges that could result in a disciplinary suspension. The employee will be afforded reasonable notice of the time and location of the pre-suspension meeting and shall have an opportunity during the meeting to hear the reasons for the suspension and present his or her response to the reasons and the proposed suspension. If the Superintendent determines after the meeting to impose a suspension without pay, he shall provide written notice to the employee summarizing the reasons for the suspension, the duration of the suspension, and the opportunity for a review before the Board of Education.

B. Opportunity for Post-Suspension Review

The Board of Education will provide a reasonable opportunity for a hearing after a suspension without pay has been imposed. Any employee desiring a post-suspension review must serve the Superintendent with a written request for a hearing within five (5) employment days after receipt of written notification of the suspension. The President of the Board of Education and the Superintendent, in their discretion, will determine whether the hearing shall take place before the Board itself or before an independent hearing officer.

After the written request is received, the employee will be provided with notice of the date and location of the review hearing.

The hearing shall be informal. The formal rules of evidence will not apply. The employee may be represented, may cross-examine witnesses, and may present evidence on his or her own behalf. The Board of Education or the hearing officer will have discretion to determine the number of witnesses, the length of the hearing and all other matters pertaining to the hearing. Any decision rendered by the Board of Education, either based on a hearing conducted before the Board or upon the hearing

officer's report, shall be final. If the Board of Education, upon review, determines that the suspension was not properly invoked or was excessive, the employee's records will so note and the employee will be reimbursed for all lost pay or for so much of the suspension as was excessive.

If a suspension without pay is implemented pending Board consideration of a recommended dismissal or pending a formal dismissal hearing as required under the School Code, any requested post-suspension review hearing shall be combined with a hearing on the dismissal.

II. Suspension With Pay

The Superintendent is authorized to suspend an employee with pay (1) during an investigation into allegations of misconduct whenever the employee's continued presence in his or her position would not be in the School District's best interests, (2) as a disciplinary measure for misconduct that is detrimental to the District (as defined in paragraph I above), or (3) pending a Board hearing to suspend an employee without pay.

The Superintendent or his or her designee will meet with the employee to notify the employee of the reasons for the suspension, to provide the employee with the opportunity to present his or her response to the reasons and the proposed suspension, and to inform the employee of the dates that the suspension shall begin and end. If the Superintendent cannot, for reasonable reasons, meet with the employee prior to the suspension, he or she shall offer to meet with the employee as soon as practicable after the commencement of the suspension. After the meeting, the Superintendent will provide the employee with written notice of his or her decision. The decision of the Superintendent shall be final.

Any criminal conviction resulting from the investigation or allegations shall require the employee to repay to the District all compensation and the value of all benefits received by the employee during the suspension. The Superintendent will notify the employee of this requirement when the employee is suspended.

III. Governance Reporting Requirements

The Superintendent will report to the Board of Education on any contemplated or actual suspension..

Personnel

Communicable and Chronic Infectious Disease

The Superintendent shall develop and implement procedures for managing known or suspected cases of a communicable and chronic infectious disease involving District employees that are consistent with State and federal law, Illinois Department of Public Health rules, and School Board policies.

An employee with a communicable or chronic infectious disease will be permitted to retain his or her position whenever, after reasonable accommodations and without undue hardship, there is no substantial risk of transmission of the disease to others, provided an employee is able to continue to perform the position's essential functions. An employee with a communicable and chronic infectious disease remains subject to the Board's employment policies including sick and/or other leave, physical examinations, temporary and permanent disability, and termination.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.; 29 C.F.R. §1630.1 et seq. **amended by the Americans with Disabilities Act Amendments Act (ADAAA), Pub. L. 110-325.**
Rehabilitation Act of 1973, 29 U.S.C. §791; 34 C.F.R. §104.1 et seq.
20 ILCS 2305/6.
105 ILCS 5/24-5.
820 ILCS 40/1 et seq.
Personnel Record Review Act, 820 ILCS 40/.
Control of Communicable Diseases, 77 Ill.Admin.Code Part 690.

ADOPTED: September 23, 2009

Personnel

Drug, Tobacco, and Alcohol-Free Workplace

All District workplaces are drug, tobacco and alcohol-free workplaces. All employees shall be prohibited from engaging in any of the following activities while on District premises or while performing work for the District:

1. Unlawful manufacture, dispensing, distribution, possession, use, or being under the influence of a controlled substance.
2. Distribution, consumption, use, possession, or being under the influence of alcohol.
3. Possession or use of medical cannabis.

For purposes of this policy a controlled substance means a substance that is:

1. Not legally obtainable,
2. Being used in a manner different than prescribed,
3. Legally obtainable, but has not been legally obtained, or
4. Referenced in federal or State controlled substance acts.

As a condition of employment, each employee shall:

1. Abide by the terms of the District policy respecting a drug- and alcohol-free workplace; and
2. Notify his or her supervisor of his or her conviction under any criminal drug statute for a violation occurring on the District premises or while performing work for the District, no later than 5 calendar days after such a conviction.

Unless otherwise prohibited by this policy, prescription and over-the-counter medications are not prohibited when taken in standard dosages and/or according to prescriptions from the employee's licensed health care provider, provided that an employee's work performance is not impaired.

In order to make employees aware of dangers of drug, tobacco, and alcohol abuse, the District will:

1. Provide each employee with a copy of this policy.
2. Post notice of this policy in a place where other information for employees is posted.
3. Make available materials from local, State, and national anti-drug and alcohol-abuse organizations.

Tobacco Prohibition

All employees are covered by the conduct prohibitions contained in policy 8:30, *Visitors to and Conduct on School Property*. The prohibition on the use of tobacco products applies both (1) when an employee is on school property, and (2) while an employee is performing work for the District at a school event regardless of the event's location. *Tobacco* shall have the meaning provided in section 10-20.5b of the School Code.

District Action Upon Violation of Policy

An employee who violates this policy may be subject to disciplinary action, including termination. Alternatively, the School Board may require an employee to successfully complete an appropriate drug- or alcohol-abuse, employee-assistance rehabilitation program.

The Board shall take disciplinary action with respect to an employee convicted of a drug offense in the workplace within 30 days after receiving notice of the conviction.

Should District employees be engaged in the performance of work under a federal contract or grant, or under a State contract or grant of \$5,000 or more, the Superintendent shall notify the appropriate State or federal agency from which the District receives contract or grant monies of the employee's conviction within 10 days after receiving notice of the conviction.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12114.
 Controlled Substances Act, 21 U.S.C. §812; 21 C.F.R. §1308.11-1308.15.
 Drug-Free Workplace Act of 1988, 41 U.S.C. §701 et seq.
 Safe and Drug-Free School and Communities Act of 1994, 20 U.S.C. §7101 et seq.
 Drug-Free Workplace Act, 30 ILCS 580/1 et seq.

ADOPTED: September 23, 2009

REVISED: August 14, 2013

Personnel

Ethics and Conduct

All District employees are expected to maintain high standards in their school relationships, to demonstrate integrity and honesty, to be considerate and cooperative, and to maintain professional relationships with students, parents, staff members, and others. **In addition, the *Code of Ethics for Illinois Educators*, adopted by the Illinois State Board of Education, is incorporated by reference into this policy.** Any employee who sexually harasses a student or otherwise violates an employee conduct standard will be subject to discipline up to and including dismissal.

The following employees must file a "Statement of Economic Interests" as required by the Illinois Governmental Ethics Act:

1. Superintendent;
2. Building Principal;
3. Head of any department;
4. Any employee responsible for negotiating contracts, including collective bargaining agreement, in the amount of \$1,000 or greater;
5. Hearing officer;
6. Any employee having supervisory authority for 20 or more employees; and
7. Any employee in a position that requires an administrative or a chief school business official endorsement.

Ethics and Gift Ban

School Board policy 2:105, *Ethics and Gift Ban*, applies to all District employees. Students shall not be used in any manner for promoting a political candidate or issue.

Outside Employment and Conflict of Interest

No District employee shall be directly or indirectly interested in any contract, work, or business of the District, or in the sale of any article by or to the District, except when the employee is the author or developer of instructional materials listed with the State Board of Education and adopted for use by the School Board. An employee having an interest in instructional materials must file an annual statement with the Board Secretary.

For the purpose of acquiring profit or personal gain, no employee shall act as an agent of the District nor shall an employee act as an agent of any business in any transaction with the District.

Employees shall not engage in any other employment or in any private business during regular working hours or at such other times as are necessary to fulfill appropriate assigned duties.

LEGAL REF.: U.S. Constitution, First Amendment.

5 ILCS 420/4A-101 and 430/.

50 ILCS 135/.

105 ILCS 5/22-5 and 5/24-22.

Pickering v. Board of Township H.S. Dist. 205, 391 U.S. 563 (1968).

Garcetti v. Ceballos, 547 U.S. 410 (2006).

ADOPTED: September 23, 2009

REVISED: August 18, 2010; September 19, 2012

Personnel

Leaves of Absence

Each of the provisions in this policy applies to all personnel to the extent that it does not conflict with an applicable collective bargaining agreement or individual employment contract or benefit plan; in the event of a conflict, such provision is severable and the applicable bargaining agreement or individual agreement will control.

Leave to Serve as an Election Judge

Any staff member who was appointed to serve as an election judge under State law may, after giving at least 20-days' written notice to the District, be absent without pay for the purpose of serving as an election judge. The staff member is not required to use any form of paid leave to serve as an election judge. No more than 10% of the District's employees may be absent to serve as election judges on the same election day.

Leaves for Service in the Military

Leaves for service in the U.S. Armed Services or any of its reserve components and the National Guard, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in military service does not acquire tenure.

General Assembly

Leaves for service in the General Assembly, as well as re-employment rights, will be granted in accordance with State and federal law. A professional staff member hired to replace one in the General Assembly does not acquire tenure.

Leave for Employment in Department of Defense

The Board may grant teachers a leave of absence to accept employment in a Department of Defense overseas school.

Leaves for Victims of Domestic or Sexual Violence

Any staff member may take an unpaid leave from work who: (1) is a victim of domestic or sexual violence, or (2) has a family, or household member who is a victim of domestic or sexual violence whose interests are not adverse to the employee as it relates to the domestic or sexual violence. The unpaid leave allows the employee to seek medical help, legal assistance, counseling, safety planning, and other assistance without suffering adverse employment action.

The Victims' Economic Security and Safety Act, governs the purpose, requirements, scheduling, and continuity of benefits, and all other terms of the leave. Accordingly, an employee is entitled to a total of 12 work weeks of leave during any 12-month period. Neither the law nor this policy creates a right for an employee to take unpaid leave that exceeds the unpaid leave time allowed under, or is in addition to the unpaid leave time permitted by, the federal Family and Medical Leave Act of 1993 (29 U.S.C. §2601 et seq.).

LEGAL REF.: 20 ILCS 1805/30.1 et seq.

105 ILCS 5/24-6, 5/24-6.1, 5/24-6.2, 5/24-6.3, 5/24-13, and 5/24-13.1.
820 ILCS 147/1 et seq. and 180/1 et seq.

ADOPTED: September 23, 2009

REVISED:

Personnel

Student Teachers

The Superintendent is authorized to accept students from university-approved teacher-training programs to do student teaching in the District. ~~Prior to a student teacher beginning any field experiences in the District, the Superintendent or designee will ensure that the District performs a complete criminal history records check pursuant to 105 ILCS 5/10-21.9; i.e. *background check* or *background investigation*.~~ No individual who has been convicted of a criminal offense listed in Section 5/21B-80 of the School Code is permitted to student teach or complete field or other clinical experience.

Before permitting an individual to student teach or participate in any field experience in the District, the Superintendent or designee shall ensure that:

1. The District performed a *complete criminal history records check* as described below; and
2. The individual furnished evidence of physical fitness to perform assigned duties and freedom from communicable disease pursuant to 105 ILCS 5/24-5.

A complete criminal history records check pursuant to 105 ILCS 5/10-21.9 shall include:

1. Fingerprint-based checks through (a) the Illinois State Police (ISP) for criminal history records information (CHRI) pursuant to the Uniform Conviction Information Act (20 ILCS 2635/1), and (b) the FBI national crime information databases pursuant to the Adam Walsh Child Protection and Safety Act (P.L. 109-248);
2. A check of the Illinois Sex Offender Registry (see the Sex Offender Community Notification Law (730 ILCS 152/101 et seq.); and
3. A check of the Illinois Murderer and Violent Offender Against Youth Registry (Murderer and Violent Offender Against Youth Community Notification Law (730 ILCS 154/75-105, amended by 97-154).

Each student teacher must provide written authorization for, and pay the costs of, his or her criminal history records check (including any applicable vendor's fees), and the Superintendent or designee will provide each student teacher with a copy of his or her report.

Assignment

The Superintendent or designee shall be responsible for coordinating placements of all student teachers within the District. Student teachers should be assigned to supervising teachers whose qualifications are acceptable to the District and the students' respective colleges or universities. A teacher may be eligible for Continuing Professional Development Units (CPDU) for supervising a student teacher or teacher education candidate in clinical supervision.

LEGAL REF.: 105 ILCS 5/10-22.34.
105 ILCS 5/21-14(e)(3)(E)(viii).
23 Ill.Admin.Code § 25.875.

ADOPTED: September 23, 2009

REVISED: August 17, 2011; September 19, 2012; August 14, 2013

Personnel

Educational Support Personnel Duties and Qualifications

All support staff: (1) must meet qualifications specified in job descriptions, (2) must be able to perform the essential tasks listed and/or assigned, and (3) are subject to School Board policies as they may be changed from time-to-time at the Board's sole discretion.

Paraprofessionals

Paraprofessionals provide supervised instructional support. Service as a paraprofessional requires an educator license with stipulations endorsed for a paraprofessional educator unless a specific exemption is authorized by the Illinois State Board of Education (ISBE).

Paraprofessionals and Teacher Aides

~~“Paraprofessionals” and “teacher aides” are noncertificated personnel with instructional duties; the terms are synonymous. Service as a paraprofessional or teacher aide requires a “statement of approval” issued by the Illinois State Board of Education (ISBE), unless the individual holds any certificate indicative of completion of at least a bachelor’s degree or a provisional vocational certificate, is completing an approved clinical experience, and/or is student teaching.~~

~~A paraprofessional or teacher aide in a targeted assistance program that is paid with federal funds under Title I, Part A, or in a school wide program that is supported with such funds, shall hold a “statement of approval,” issued by the ISBE, for this purpose.~~

Individuals with only non-instructional duties (e.g., providing technical support for computers, providing personal care services, or performing clerical duties) are not paraprofessionals or teacher aides and the requirements in this section do not apply. In addition, individuals who are completing their clinical experiences and/or student teaching do not need to comply with this section, provided they otherwise qualify for instructional duties under ISBE rules.

Noncertificated Personnel Working with Students Performing Non-Instructional Duties

Noncertificated personnel performing non-instructional duties may be used:

1. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media, e.g., computers, video, and audio, detention and discipline areas, and school-sponsored extracurricular activities;
2. As supervisors, chaperones, or sponsors for non-academic school activities; or
3. For non-teaching duties not requiring instructional judgment or student evaluation.

Nothing in this policy prevents a noncertificated person from serving as a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval.

Coaches

Athletic coaches shall have the qualifications required by any association in which the School District maintains a membership. Regardless of whether the athletic activity is governed by an association, the Superintendent or designee shall ensure that each athletic coach: (1) is knowledgeable regarding coaching principles, (2) has first aid training, and (3) is a trained Automated External Defibrillator user according to rules adopted by the Illinois Department of Public Health.

LEGAL REF.: No Child Left Behind Act of 2001, 20 U.S.C. §6319(c).
 34 C.F.R. §§200.58 and 200.59.
 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.
 625 ILCS 5/6-104 and 5/6-106.1.
 23 Ill.Admin.Code §§25.510, 25.520.

ADOPTED: September 23, 2009

REVISED: August 18, 2010; September 19, 2012

Students

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, **including sexual violence**, 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. **The term sexual violence includes a number of different acts. Examples of sexual violence include, but are not limited to, rape, sexual assault, sexual battery, sexual abuse, and sexual coercion.**

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 insert into this policy the names, addresses, and telephone numbers of the District's current Nondiscrimination Coordinator and Complaint Managers. At least one of these individuals will be female, and at least one will be male.

Nondiscrimination Coordinator:

Dave Palzet, Superintendent

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2170

Telephone

Complaint Managers:

Dave Palzet, Superintendent

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2170

Telephone

Catherine Chang, Business Manager

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2172

Telephone

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

Students

School Admissions and Student Transfers To and From Non-District Schools

To be eligible for admission, a child must be 5 years old on or before September 1 of that school term. A child entering first grade must be 6 years of age on or before September 1 of that school term. Based upon an assessment of the child's readiness, a child will be allowed to attend first grade if he or she attended a non-public preschool, continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will be 6 years old on or before December 31. A child with exceptional needs who qualifies for special education services is eligible for admission at 3 years of age.

Parents/guardians may request early admission for a child. The Superintendent or designee shall assess the child's readiness to attend school and make the decision accordingly.

Admission Procedure

All students must register for school each year on the dates and at the place designated by the Superintendent.

Parents/guardians of students enrolling in the District for the first time must present:

1. A certified copy of the student's birth certificate. If a birth certificate is not presented, the Superintendent or designee shall notify in writing the person enrolling the student that within 30 days he or she must provide a certified copy of the student's birth certificate. When a certified copy of the birth certificate is presented, the school shall promptly make a copy for its records, place the copy in the student's temporary record, and return the original to the person enrolling the child. If a person enrolling a student fails to provide a certified copy of the student's birth certificate, the Superintendent or designee shall immediately notify the local law enforcement agency, and shall also notify the person enrolling the student in writing that, unless he or she complies within 10 days, the case will be referred to the local law enforcement authority for investigation. If compliance is not obtained within that 10-day period, the Superintendent or designee shall so refer the case. The Superintendent or designee shall immediately report to the local law enforcement authority any material received pursuant to this paragraph that appears inaccurate or suspicious in form or content.
2. Proof of residence, as required by Board policy 7:60, *Residence*.
3. Proof of disease immunization or detection and the required physical examination, as required by State law and Board policy 7:100, *Health and Dental Examinations, Immunizations, and Exclusion of Students*.

Homeless Children

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce records normally required for enrollment. **Board policy 6:140, *Education of Homeless Children, and its implementing administrative procedure, govern the enrollment of homeless children.***

Student Transfers To and From Non-District Schools

A student may transfer into or out of the District according to State law and procedures developed by the Superintendent. A student seeking to transfer into the District must serve the entire term of any suspension or expulsion, imposed for any reason by any public or private school, in this or any other state, before being admitted into the School District.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Family Educational Rights and Privacy Act, 20 U.S.C. §1232.
Illegal Immigrant and Immigrant Responsibility Act of 1996, 8 U.S.C. §1101.
20 U.S.C. §1400 et seq.
42 U.S.C. §12101 et seq.
105 ILCS 5/2-3.13a, 5/10-20.12, 5/10-22.5a, 5/14-1.02, 5/14-1.03a, 5/26-1, 5/26-2,
5/27-8.1, and 10/8.1.
325 ILCS 55/1 et seq. and 50/1 et seq.
23 Ill.Admin.Code §375 et seq.

ADOPTED: February 20, 2008

REVISED: August 18, 2010

Students

Health, Eye, and Dental Examinations; Immunizations; and Exclusion of Students

Required Health Examinations and Immunizations

A student's parent(s)/guardian(s) shall present proof that the student received a health examination and the immunizations against, and screenings for, preventable communicable diseases, as required by the Illinois Department of Public Health, within one year prior to:

1. Entering kindergarten or the first grade;
2. Entering the sixth; and
3. Enrolling in an Illinois school, regardless of the student's grade (including nursery school, special education, headstart programs operated by elementary or secondary schools, and students transferring into Illinois from out-of-state or out-of-country).

Proof of immunization against meningococcal disease is required from students in grades 6 and 12, beginning with the 2015-2016 school year.

As required by State law:

1. The required health examinations must be performed by a physician licensed to practice medicine in all of its branches, an advanced practice nurse who has a written collaborative agreement with a collaborating physician authorizing the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the performance of health examinations by a supervising physician.
2. A diabetes screening must be included as a required part of each health examination; diabetes testing is not required.
3. Before admission and in conjunction with required physical examinations, parents/guardians of children between the ages of 6 months and 6 years must provide a statement from a physician that their child was "risk-assessed" or screened for lead poisoning.
4. The Department of Public Health will provide all female students entering sixth grade and their parents/guardians information about the link between human papilloma virus (HPV) and cervical cancer and the availability of the HPV vaccine.

Unless the student is homeless or transferring from out-of-state, failure to comply with the above requirements by October 15 of the current school year will result in the student's exclusion from school until the required health forms are presented to the District. New students who register after October 15 of the current school year shall have 15 days following registration to comply with the health examination and immunization regulations. If a medical reason prevents a student from receiving a required immunization by October 15, the student must present, by October 15, an immunization schedule and a statement of the medical reasons causing the delay. The schedule and statement of medical reasons must be signed by the physician, advanced practice nurse, physician assistant, or local health department responsible for administering the immunizations.

~~Until June 30, 2015,~~ A student transferring from out-of-state who does not have the required proof of immunizations by October 15 may attend classes only if he or she has proof that an appointment for the required vaccinations is scheduled with a party authorized to submit proof of the required vaccinations. If the required proof of vaccination is not submitted within 30 days after the student is permitted to attend classes, the student may no longer attend classes until proof of the vaccinations is properly submitted.

Eye Examination

Parents/guardians are encouraged to have their children undergo an eye examination whenever health examinations are required.

Parents/guardians of students entering kindergarten or an Illinois school for the first time shall present proof before October 15 of the current school year that the student received an eye examination within one year prior to entry of kindergarten or the school. A physician licensed to practice medicine in all of its branches or a licensed optometrist must perform the required eye examination.

If a student fails to present proof by October 15, the school may hold the student's report card until the student presents proof: (1) of a completed eye examination, or (2) that an eye examination will take place within 60 days after October 15. The Superintendent or designee shall ensure that parents/guardians are notified of this eye examination requirement in compliance with the rules of the Department of Public Health. Schools shall not exclude a student from attending school due to failure to obtain an eye examination.

Dental Examination

All children in kindergarten and the second and sixth grades must present proof of having been examined by a licensed dentist before May 15 of the current school year in accordance with rules adopted by the Illinois Department of Public Health.

If a child in the second or sixth grade fails to present proof by May 15, the school may hold the child's report card until the child presents proof: (1) of a completed dental examination, or (2) that a dental examination will take place within 60 days after May 15. The Superintendent or designee shall ensure that parents/guardians are notified of this dental examination requirement at least 60 days before May 15 of each school year.

Exemptions

In accordance with rules adopted by the Illinois Department of Public Health, a student will be exempted from this policy's requirements for:

1. Religious or medical grounds if the student's parents/guardians present to the Superintendent a signed statement explaining the objection;
2. Health examination or immunization requirements on medical grounds if a physician provides written verification;
3. Eye examination requirement if the student's parents/guardians show an undue burden or lack of access to a physician licensed to practice medicine in all of its branches who provides eye examinations or a licensed optometrist; or
4. Dental examination requirement if the student's parents/guardians show an undue burden or a lack of access to a dentist.

Homeless Child

Any homeless child shall be immediately admitted, even if the child or child's parent/guardian is unable to produce immunization and health records normally required for enrollment. **School Board policy 6:140, *Education of Homeless Children*, governs the enrollment of homeless children.**

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
105 ILCS 5/27-8.1.
410 ILCS 45/7.1 and 315/2e.
77 Ill.Admin.Code Part 665.
77 Ill.Admin.Code Part 695.

ADOPTED: August 19, 2009

REVISED: August 17, 2011; August 14, 2013

Students

Preventing Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important District goal. Bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, 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, or 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 **is prohibited** in each of the following situations:

1. During any school sponsored education program or activity.
2. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
3. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
4. Through the transmission of information from a computer that is accessed at a nonschool-related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by the School District or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This paragraph (item #4) applies only when a school administrator or teacher receives a report that bullying through this means has occurred; it does not require staff members to monitor any nonschool-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

Bullying includes *cyber-bullying* and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Cyber-bullying means bullying through the use of technology or any electronic communication, including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature transmitted in whole or in part by a wire, radio, electromagnetic system, photo-electronic system, or photo-optical system, including without limitation electronic mail, Internet communications, instant messages, or facsimile communications. *Cyber-bullying* includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of *bullying*. *Cyber-bullying* also includes the distribution by electronic means of a communication to more than one person or the

posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

Restorative measures means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, and (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school.

School personnel means persons employed by, on contract with, or who volunteer in a school district, including without limitation school and school district administrators, teachers, school guidance counselors, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Superintendent or designee shall develop and maintain a bullying prevention and response plan that advances the District's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below;

1. The District uses the definition of *bullying* as provided in this policy.
2. Bullying is contrary to State law and the policy of this District. However, nothing in the District's bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
3. Students are encouraged to immediately report bullying. A report may be made orally or in writing to the District Complaint Manager or any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the District Complaint Manager or any staff member. Anonymous reports are also accepted.

Complaint Manager:

~~Mark Fredisdorf~~ **Dave Palzet**, Superintendent

Name

7450 S. Wolf Road, Burr Ridge, IL 60527

Address

~~mfredisdorf@d107.org~~ **dpalzet@d107.org**

Email

708-784-2170

Telephone

4. Consistent with federal and State laws and rules governing student privacy rights, the Superintendent or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.

5. The Superintendent or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 - c. Notifying the Building Principal or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Building Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Superintendent or designee shall investigate whether a reported incident of bullying is within the permissible scope of the District's jurisdiction and shall require that the District provide the victim with information regarding services that are available within the District and community, such as counseling, support services, and other programs.

6. The Superintendent or designee shall use interventions to address bullying, that may include, but are not limited to, school social work services, restorative measures, social-emotional skill building, counseling, school psychological services, and community-based services.
7. A reprisal or retaliation against any person who reports an act of bullying **is prohibited**. A student's act of reprisal or retaliation will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
8. A student will not be punished for reporting bullying or supplying information, even if the District's investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as *bullying* for purposes of determining any consequences or other appropriate remedial actions.
9. The District's bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
10. The Superintendent or designee shall post this policy on the District's Internet website, if any, and include it in the student handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
11. The Superintendent or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
 - a. The frequency of victimization;
 - b. Student, staff, and family observations of safety at a school;
 - c. Identification of areas of a school where bullying occurs;
 - d. The types of bullying utilized; and
 - e. Bystander intervention or participation.

The evaluation process may use relevant data and information that the District already collects for other purposes. The Superintendent or designee must post the information developed as a result of the policy evaluation on the District's website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

The Superintendent or designee shall develop and maintain a program that:

1. Fully implements and enforces each of the following Board policies:
 - a. 2:260, *Uniform Grievance Procedure*. A student may use this policy to complain about bullying.
 - b. 6:60, *Educational Framework*. Bullying prevention and character instruction is provided in all grades in accordance with State law.
 - c. 6:65, *Student Social and Emotional Development*. Student social and emotional development is incorporated into the District's educational program as required by State law.
 - d. 6:235, *Access to Electronic Networks*. This policy states that the use of the District's electronic networks is limited to: (1) support of education and/or research, or (2) a legitimate business use.
 - e. 7:20, *Harassment of Students Prohibited*. This policy prohibits any person from harassing or intimidating a another student .
 - f. 7:185, *Teen Dating Violence Prohibited*. This policy prohibits teen dating violence on school property, at school sponsored activities, and in vehicles used for school-provided transportation.
 - g. 7:190, *Student Discipline*. This policy prohibits students from engaging in hazing or any kind of aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct; prohibited conduct includes any use of violence, force, noise, coercion, threats, intimidation, fear, harassment, bullying, hazing, or other comparable conduct.
 - h. 7:310, *Restrictions on Publications and Written or Electronic Material*. This policy prohibits students from: (i) accessing and/or distributing at school any written or electronic material, including material from the Internet, that will cause substantial disruption of the proper and orderly operation and discipline of the school or school activities, and (ii) creating and/or distributing written or electronic material, including Internet material and blogs, that causes substantial disruption to school operations or interferes with the rights of other students or staff members.

LEGAL REF.: 405 ILS 49 Children's Mental Health Act.
105 ILCS 5/10-20.14, 5/24-24, and 5/27-23.7.
23 Ill.Admin.Code §§1.240 and §1.280.

ADOPTED: August 19, 2009

REVISED: August 17, 2011; October 15, 2014

Students

Student Discipline

Prohibited Student Conduct

The school administration is authorized to discipline students for gross disobedience or misconduct, including but not limited to:

1. Using, possessing, distributing, purchasing, or selling tobacco materials.
2. Using, possessing, distributing, purchasing, or selling alcoholic beverages. Students who are under the influence of an alcoholic beverage are not permitted to attend school or school functions and are treated as though they had alcohol in their possession.
3. Using, possessing, distributing, purchasing, or selling:
 - a. Any illegal drug, controlled substance, or cannabis (including marijuana and hashish).
 - b. Any anabolic steroid unless being administered in accordance with a physician's or licensed practitioner's prescription.
 - c. Any performance-enhancing substance on the Illinois High School Association's most current banned substance list unless administered in accordance with a physician's or licensed practitioner's prescription.
 - d. Any prescription drug when not prescribed for the student by a physician or licensed practitioner, or when used in a manner inconsistent with the prescription or prescribing physician's instructions. **The use or possession of medical cannabis, even by a student for whom medical cannabis has been prescribed, is prohibited.**
 - e. Any inhalant, regardless of whether it contains an illegal drug or controlled substance: (a) that a student believes is, or represents to be capable of, causing intoxication, hallucination, excitement, or dulling of the brain or nervous system; or (b) about which the student engaged in behavior that would lead a reasonable person to believe that the student intended the inhalant to cause intoxication, hallucination, excitement, or dulling of the brain or nervous system. The prohibition in this section does not apply to a student's use of asthma or other legally prescribed inhalant medications.
 - f. "Look-alike" or counterfeit drugs, including a substance not containing an illegal drug or controlled substance, but one: (a) that a student believes to be, or represents to be, an illegal drug or controlled substance; or (b) about which a student engaged in behavior that would lead a reasonable person to believe that the student expressly or impliedly represented to be an illegal drug or controlled substance.
 - g. Drug paraphernalia, including devices that are or can be used to: (a) ingest, inhale, or inject cannabis or controlled substances into the body; and (b) grow, process, store, or conceal cannabis or controlled substances.

Students who are under the influence of any prohibited substance are not permitted to attend school or school functions and are treated as though they had the prohibited substance, as applicable, in their possession. Being under the influence includes, but is not limited to, the emission of the odor of any of these substances, such as having alcohol on the breath, or any impairment of normal functioning, such as slurred speech, inability to walk properly or dilated pupils.

4. Using, possessing, controlling, or transferring a weapon in violation of the "weapons" section of this policy, or violating the *Weapons* section of this policy.
5. Using or possessing an electronic paging device. Using a cellular telephone, video recording device, personal digital assistant (PDA), or other electronic device in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs in locker rooms or bathrooms, cheat, or otherwise violate student conduct rules. Unless otherwise banned under this policy or by the Building Principal, all electronic devices must be kept powered-off and out-of-sight during the regular school day unless: (a) the supervising teacher grants permission; (b) use of the device is provided in a student's individualized education program (IEP); or (c) it is needed in an emergency that threatens the safety of students, staff, or other individuals.

6. Using or possessing a laser pointer unless under a staff member's direct supervision and in the context of instruction.
7. Disobeying rules of student conduct or directives from staff members or school officials. Examples of disobeying staff directives include refusing a District staff member's request to stop, present school identification, or submit to a search.
8. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, and wrongfully obtaining test copies or scores.
9. Engaging in hazing or any kind of bullying or aggressive behavior that does physical or psychological harm to another or any urging of other students to engage in such conduct. Prohibited conduct includes, without limitation, any use of violence, intimidation, force, noise, coercion, threats, stalking, harassment, sexual harassment, public humiliation, theft or destruction of property, retaliation, hazing, bullying, bullying using a school computer or a school computer network, or other comparable conduct.
10. Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person's personal property.
11. Being absent without a recognized excuse; State law and School Board policy regarding truancy control will be used with chronic and habitual truants.
12. Being involved with any public school fraternity, sorority, or secret society, by: (a) being a member; (b) promising to join; (c) pledging to become a member; or (d) soliciting any other person to join, promise to join, or be pledged to become a member.
13. Being involved in gangs or gang-related activities, including displaying gang symbols or paraphernalia.
14. Violating any criminal law, including but not limited to, assault, battery, arson, theft, gambling, eavesdropping, and hazing.
15. Making an explicit threat on an Internet website against a school employee, a student, or any school-related personnel if the Internet website through which the threat was made is a site that was accessible within the school at the time the threat was made or was available to third parties who worked or studied within the school grounds at the time the threat was made, and the threat could be reasonably interpreted as threatening to the safety and security of the threatened individual because of his or her duties or employment status or status as a student inside the school.
16. Engaging in any activity, on or off campus, that interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

For purposes of this policy, the term "possession" includes having control, custody, or care, currently or in the past, of an object or substance, including situations in which the item is: (a) on the student's person; (b) contained in another item belonging to, or under the control of, the student, such as in the student's clothing, backpack, or automobile; (c) in a school's student locker, desk, or other school property; or (d) at any location on school property or at a school-sponsored event.

Efforts, including the use of early intervention and progressive discipline, shall be made to deter students, while at school or a school-related event, from engaging in aggressive behavior that may reasonably produce physical or physiological harm to someone else. The Superintendent or designee shall ensure that the parent/guardian of a student who engages in aggressive behavior is notified of the incident. The failure to provide such notification does not limit the Board's authority to impose discipline, including suspension or expulsion, for such behavior.

No disciplinary action shall be taken against any student that is based totally in or in part of the refusal of the student's parent/guardian to administer or consent to the administration or psychotropic or psychostimulant medication to the student.

The grounds for disciplinary action, including those described more thoroughly later in this policy, apply whenever the student's conduct is reasonably related to school or school activities, including but not limited to:

1. On, or within sight of, school grounds before, during, or after school hours or at any time;
2. Off school grounds at a school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school;
3. Traveling to or from school or a school activity, function, or event; or
4. Anywhere, if the conduct interferes with, disrupts, or adversely affects the school environment, school operations, or an educational function, including but not limited to, conduct that may reasonably be considered to: (a) be a threat or an attempted intimidation of a staff member; or (b) endanger the health or safety of students, staff, or school property.

Disciplinary Measures

Disciplinary measures may include:

1. Disciplinary conference.
2. Withholding of privileges.
3. Seizure of contraband.
4. Suspension from school and all school activities for up to 10 days, provided that appropriate procedures are followed. A suspended student is prohibited from being on school grounds.
5. Suspension of bus riding privileges, provided that appropriate procedures are followed.
6. Expulsion from school and all school-sponsored activities and events for a definite time period not to exceed 2 calendar years, provided that the appropriate procedures are followed. An expelled student is prohibited from being on school grounds.
7. Notifying juvenile authorities or other law enforcement whenever the conduct involves illegal drugs (controlled substances), "look-alikes," alcohol, or weapons.
8. Notifying parents/guardians.
9. Temporary removal from the classroom.
10. In-school suspension for a period not to exceed 5 school days. The Building Principal or designee shall ensure that the student is properly supervised.
11. After-school study or Saturday study, provided the student's parent/guardian has been notified. If transportation arrangements cannot be agreed upon, an alternative disciplinary measure must be used. The student must be supervised by the detaining teacher or the Building Principal or designee.
12. Community service with local public and nonprofit agencies that enhances community efforts to meet human, educational, environmental, or public safety needs. The District will not provide transportation. School administration shall use this option only as an alternative to another disciplinary measure giving the student and/or parent/guardian the choice.

A student may be immediately transferred to an alternative program if the student is expelled or otherwise qualifies for the transfer under State law. The transfer shall be in the manner provided in Article 13A or 13B of the School Code.

Corporal punishment shall not be used. Corporal punishment is defined as slapping, paddling, or prolonged maintenance of students in physically painful positions, or intentional infliction of bodily harm. Corporal punishment does not include reasonable force as needed to maintain safety for students, staff, or other persons, or for the purpose of self-defense or defense of property.

Weapons

A student who is determined to have brought one of the following objects to school, any school-sponsored activity or event, or any activity or event that bears a reasonable relationship to school shall be expelled for a period of at least one calendar year but not more than 2 calendar years:

1. A firearm, meaning any gun, rifle, shotgun, or weapon as defined by Section 921 of Title 18 of the United States Code (18 U.S.C. § 921), firearm as defined in Section 1.1 of the Firearm Owners Identification Card Act (430 ILCS 65/), or firearm as defined in Section 24-1 of the Criminal Code of 1961 (720 ILCS 5/24-1).
2. A knife, brass knuckles, or other knuckle weapon regardless of its composition, a billy club, or any other object if used or attempted to be used to cause bodily harm, including “look alike” of any firearm as defined above.

The expulsion requirement under either paragraph 1 or 2 above may be modified by the Superintendent, and the Superintendent’s determination may be modified by the Board on a case-by-case basis. The Superintendent or designee may grant an exception to this policy, upon the prior request of an adult supervisor, for students in theatre, cooking, ROTC, martial arts, and similar programs, whether or not school-sponsored, provided the item is not equipped, nor intended, to do bodily harm.

This policy’s prohibitions concerning weapons apply regardless of whether: (1) a student is licensed to carry a concealed firearm, or (2) the Board permits visitors, who are licensed to carry a concealed firearm, to store a firearm in a locked vehicle in a school parking area.

Required Notices

A school staff member shall immediately notify the office of the Building Principal in the event that he or she: (1) observes any person in possession of a firearm on or around school grounds; however, such action may be delayed if immediate notice would endanger students under his or her supervision, (2) observes or has reason to suspect that any person on school grounds is or was involved in a drug-related incident, or (3) observes a battery committed against any staff member. Upon receiving such a report, the Building Principal or designee shall immediately notify the local law enforcement agency, State Police, and any involved student’s parent/guardian. “School grounds” includes modes of transportation to school activities and any public way within 1000 feet of the school, as well as school property itself.

Delegation of Authority

Each teacher, and any other school personnel when students are under his or her charge, is authorized to impose any disciplinary measure, other than suspension, expulsion, corporal punishment or in-school suspension, that is appropriate and in accordance with the policies and rules on student discipline. Teachers, other certificated educational employees, and other persons providing a related service for or with respect to a student, may use reasonable force as needed to maintain safety for other students, school personnel, or other persons, or for the purpose of self-defense or defense of property. Teachers may temporarily remove students from a classroom for disruptive behavior.

The Superintendent, Building Principal or Assistant Building Principal is authorized to impose the same disciplinary measures as teachers and may suspend students guilty of gross disobedience or misconduct from school (including all school functions) and from riding the school bus, up to 10 consecutive school days, provided the appropriate procedures are followed. The Board may suspend a student from riding the bus in excess of 10 school days for safety reasons.

Parent/Student Handbook

The Superintendent, with input from the parent-teacher advisory committee, shall prepare disciplinary rules implementing the District's disciplinary policies. These disciplinary rules shall be presented annually to the Board for its review and approval.

A parent/student handbook, including the District disciplinary policies and rules, shall be distributed to the students' parents/guardians within 15 days of the beginning of the school year or a student's enrollment.

LEGAL REF.: Gun-Free Schools Act, 20 U.S.C. §7151 et seq.
Pro-Children Act of 1994, 20 U.S.C. §6081.
410 ILCS 130/, Compassionate Use of Medical Cannabis Pilot Program.
430 ILCS 66/, Firearm Concealed Carry Act.
105 ILCS 5/10-20.5b, 5/10-20.14, 5/10-20.28, 5/10-20.35, 5/10-21.7, 5/10-21.10,
5/10-22.6, 5/10-27.1A, 5/10-27.1B, 5/24-24, 5/26-12, and 5/31-3.
23 Ill.Admin.Code §1.280.

ADOPTED: February 20, 2008

REVISED: August 19, 2009, August 18, 2010; September 19, 2012; August 14, 2013

Students

Conduct Code for Participants in Extracurricular Activities

The Superintendent or designee, using input from coaches and sponsors of extracurricular activities, shall develop a conduct code for all participants in extracurricular activities consistent with School Board policy. The conduct code shall: (1) require participants in extracurricular activities to conduct themselves at all times, including after school and on days when school is not in session, and whether on and off school property, as good citizens and exemplars of their school; (2) **emphasize that hazing and bullying activities are strictly prohibited**; and (3) notify participants that failure to abide by it could result in removal from the activity. The conduct code shall be reviewed by the Building Principal periodically at his or her discretion and presented to the Board as part of the Parent/Student Handbook.

All coaches and sponsors of extracurricular activities shall annually review the rules of conduct with participants and provide participants with a copy. In addition, instruction on steroid abuse prevention **to students in grades 7 and 8 participating in these programs.** ~~shall be provided.~~

LEGAL REF.: Board of Education of Independent School Dist. No. 92 v. Earls, 122 S.Ct. 2559 (2002).
Clements v. Board of Education of Decatur, 478 N.E.2d 1209 (Ill.App.4, 1985).
Kevin Jordan v. O'Fallon THSD 203, 706 N.E.2d 137 (Ill.App.5, 1999).
Todd v. Rush County Schools, 133 F.3d 984 (7th Cir., 1998).
Veronia School Dist. 475 v. Acton, 515 U.S. 646 (1995).
105 ILCS 5/24-24, 5/27-23.3.

ADOPTED: February 20, 2008

Students

Administering Medicines to Students

Students should not take medication during school hours or during school-related activities unless it is necessary for a student's health and well-being. When a student's licensed health care provider and parent/guardian believe that it is necessary for the student to take a medication during school hours or school-related activities, the parent/guardian must request that the school dispense the medication to the child and otherwise follow the District's procedures on dispensing medication.

No School District employee shall administer to any student, or supervise a student's self-administration of, any prescription or non-prescription medication until a completed and signed "School Medication Authorization Form" is submitted by the student's parent/guardian and physician. No student shall possess or consume any prescription or non-prescription medication on school grounds or at a school-related function other than as provided for in this policy and its implementing procedures.

Self-Administration of Medication

A student may possess an epinephrine auto-injector (EpiPen®), (Twinjet) and/or medication prescribed for asthma for immediate use at the student's discretion, provided the student's parent/guardian and physician have completed and signed a "School Medication Authorization Form" and emergency plan for the EpiPen® and Twinjet. The School District shall incur no liability, except for willful and wanton conduct, as a result of any injury arising from a student's self-administration of medication or epinephrine auto-injector or the storage of any medication by school personnel. A student's parent/guardian must indemnify and hold harmless the School District and its employees and agents, against any claims, except a claim based on willful and wanton conduct, arising out of a student's self-administration of an epinephrine auto-injector and/or medication, or the storage of any medication by school personnel.

Nothing in this policy shall prohibit any school employee from providing emergency assistance to students, including administering medication.

The Building Principal shall include this policy in the Parent/Student Handbook and shall provide a copy to the parents/guardians of students.

School District Supply of Undesignated Epinephrine Auto-Injectors

The Superintendent or designee shall implement Section 22-30(f) of the School Code and maintain a supply of epinephrine auto-injectors in the name of the District and provide or administer them as necessary according to State law. *Undesignated epinephrine auto-injector means an epinephrine auto-injector prescribed in the name of the District or one of its schools. A school nurse or trained personnel, as defined in State law, may administer an undesignated epinephrine auto-injector to a person when they, in good faith, believe a person is having an anaphylactic reaction.*

This section of the policy is void whenever the Superintendent or designee is, for whatever reason, unable to: (1) obtain for the District a prescription for school epinephrine auto-injectors and a standing protocol from a physician licensed to practice medicine in all its branches, or (2) fill the District's prescription for **undesignated** school epinephrine auto-injectors.

Upon any administration of an undesignated epinephrine auto-injector, the Superintendent or designee(s) must ensure all notifications required by State law and administrative procedures occur.

Upon implementation of this subsection and Section 22-30(f) of the School Code, the protections from liability and hold harmless provisions as explained in Section 22-30(c) of the School Code apply.

No one, including without limitation parents/guardians of students, should rely on the District for the availability of an epinephrine auto-injector. This policy does not guarantee the availability of an epinephrine auto-injector; students and their parents/guardians should consult their own physician regarding this medication.

LEGAL REF.: 105 ILCS 5/10-20.14b, 5/10-22.21b, and 5/22-30

ADOPTED: February 20, 2008

REVISED: August 14, 2013

Students

Student Fund-Raising Activities

~~Students should not be used to promote fund raising activities by non school sponsored groups except those which are of a school wide nature in which participation can be a positive experience for students and when the proceeds contribute to a recognized humanitarian purpose.~~

~~Fund raising plans approved by the Building Principal shall be submitted to the Superintendent for approval. The funds shall be used to the maximum extent possible for student activities.~~

Only the following organizations may solicit students on school grounds during school hours or during any school activity to engage in fund-raising activities:

1. School-sponsored student organizations; and
2. Parent organizations and booster clubs that are recognized pursuant to policy 8:90, *Parent Organizations and Booster Clubs*.

The Superintendent's implementing procedures shall provide that:

1. Fund-raising efforts shall not conflict with instructional activities or programs.
2. Fund-raising efforts must be voluntary.
3. Student safety is paramount and door-to-door solicitations are prohibited.
4. For school-sponsored student organizations, a school staff member must supervise the fund-raising activities and the student activity funds treasurer must safeguard the financial accounts.
5. The fund-raising efforts must be to support the organization's purposes and/or activities, the general welfare, a charitable cause, or the educational experiences of students generally.
6. The funds shall be used to the maximum extent possible for the designated purpose.
7. Any fund-raising efforts that solicit donor messages for incorporation into school property (e.g., tiles or bricks) or placement upon school property (e.g., posters or placards) must:
 - a. Develop viewpoint neutral guidelines for the creation of messages;
 - b. Inform potential donors that all messages are subject to review and approval, and that messages that do not meet the established guidelines must be resubmitted or the donation will be returned; and
 - c. Place a disclaimer on all fundraising information and near the completed donor messages that all messages are "solely the expression of the individual donors and not an endorsement of any message's content by the District."

LEGAL REF.: 105 ILCS 5/10-20.19(3).

ADOPTED: March 20, 1996

REVISED: February 20, 2008

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Environmental Consulting Services
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**CARNOW
CONIBEAR**

August 6, 2015

Dr. David Palzet, Superintendent
Pleasantdale School District 107
7450 South Wolf Road
Burr Ridge, IL 60527

dpalzet@d107.org

**RE: Indoor Air Quality Investigation: Pleasantdale Elementary School
Carnow Conibear Project #A143980006**

Dear Dr. Palzet:

The following report summarizes the results of the Indoor Air Quality Investigation conducted by Carnow, Conibear & Assoc., Ltd. (Carnow Conibear) at Pleasantdale Elementary School located at 8100 School Street in LaGrange, Illinois. This report contains an Executive Summary, an Introduction, a description of the Scope of Services, Methodology, Results, Conclusions, and Recommendations. The laboratory analytical reports are also included.

We appreciate the opportunity to assist Pleasantdale School District 107 with this important project. After you have reviewed the report, please do not hesitate to contact me at (312) 762-2912 if you have any questions or need additional information.

Sincerely,

CARNOW, CONIBEAR & ASSOC., LTD.


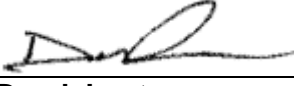


A handwritten signature in cursive script that reads 'John M. Dobby'.

John M. Dobby, CIH, CSP
Director, Occupational Health & Safety Services

Enclosure

INDOOR AIR QUALITY INVESTIGATION
PLEASANTDALE ELEMENTARY SCHOOL
8100 SCHOOL STREET
LAGRANGE, ILLINOIS



Field Work & Report by:	
	Ian Campoli Industrial Hygienist
Field Work & Report by:	
	Derek Lantry Team Manager
Field Work & Report by:	
	Nicole Bennett Industrial Hygiene Technician
Field Work & Report by:	
	John M. Dobby, CIH, CSP Director, Occupational Health & Safety Services

Carnow, Conibear & Assoc., Ltd.
Chicago, Illinois

Project #A143980006

August 6, 2015

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EXECUTIVE SUMMARY

As requested by Pleasantdale School District 107 (“District”), Carnow, Conibear & Assoc., Ltd. (Carnow Conibear) conducted an indoor air quality investigation on June 23, 24, and 25, 2015, at Pleasantdale Elementary School located at 8100 School Road in LaGrange, Illinois. The investigation was performed following concerns or complaints expressed by several staff persons that were thought to be possibly related to the indoor building environment.

To complete the investigation, Carnow Conibear initially reviewed information provided by the District that concerned the specific complaints. The information included the “Staff Reported Health Issues Survey” prepared by the Teachers’ Association of Pleasantdale (TAP), and a school Building Map. From this information, a sampling and testing approach was developed to evaluate the specific concerns that were based on the survey responses from the staff employees.

On June 23, 24, and 25, 2015, site visits were performed and visual inspections were conducted. Various indoor air quality measurements were obtained and indoor environmental samples were collected for laboratory analysis. In particular, Carnow Conibear obtained readings or measured airborne levels of carbon monoxide, carbon dioxide, temperature, relative humidity, particulate matter (PM-10), and volatile organic compounds (VOCs) using direct reading instruments. Air, surface, and carpet dust samples were obtained for mold and/or other particle analysis. Finally, surface wipe samples were collected for the pesticide Lindane, based on recommendations from Shirley Conibear, MD, OMS Ltd., regarding a specific health condition reported by one of the staff persons. A description of the tested substances, test locations, and methodology is contained in the full report.

The results of the investigation indicated that there were no hazardous indoor environmental conditions noted. Housekeeping was particularly good and the school was neat and orderly. Ventilation systems were similarly clean and orderly and appeared to be properly maintained. The majority of the indoor air quality measurements were within normal limits or guideline levels. However, there were several indicators of reduced indoor air quality noted that might cause discomfort or complaints among some of the occupants. None of the indicators of reduced indoor air quality would be considered to pose a hazardous condition or call into question the suitability of continued occupancy within the school by staff or students.

The particular indicators noted included odors detected in six rooms and instances of somewhat elevated relative humidity accompanied by visible moisture and condensation (water droplets) primarily noted above the ceiling tile grid (drop ceilings). There were limited areas (amounting to a few square inches) of visible mold growth on a small number of water-stained ceiling tiles and areas of thermal pipe insulation above the drop ceilings. All mold air sample results were normal, however indicating the indoor air quality was not compromised by the small areas of visible mold growth that were observed. Finally, there were a few temperature readings that were slightly below the recommended thermal comfort range along with several instances of elevated carbon dioxide levels. Elevated carbon dioxide, which is an indication of insufficient outdoor air, may result in complaints of odors and stuffiness. The carbon dioxide levels were well below occupational exposure limits that are based on health effects, however. It would be desirable to undertake an evaluation of the design and performance of the school’s ventilation systems and thermal pipe insulation to reduce occupant concerns or future complaints.

Further details and recommendations are contained in the report that follows.

INTRODUCTION

On June 23, 24, and 25, 2015, Carnow, Conibear & Assoc., Ltd. (Carnow Conibear) conducted an indoor air quality investigation for Pleasantdale School District 107 (“District”) at Pleasantdale Elementary School located at 8100 School Road in LaGrange, Illinois. Carnow Conibear representatives met with Art McCoy, District Engineer. The investigation, which was performed in accordance with the proposal P2015248 dated June 12, 2015, was conducted because of concerns or complaints raised by some of the teaching staff that were thought to be possibly associated with the indoor building environment.

To facilitate the investigation, the specific concerns in the “Staff Reported Health Issues Survey” prepared by the Teachers’ Association of Pleasantdale 107 (“TAP”) were forwarded by the District to Carnow Conibear for review. The concerns did not identify individuals by name to preserve anonymity. In addition, the concerns generally did not include specific locations in the building, for similar reasons. Nevertheless, a limited number of the concerns included specific locations such as “roof leaking in the Library but carpet was wet.” The District also supplied an elementary school Building Map (floor plan) that included room numbers and areas identified as Zones within the building. Zones 1, 2, 4, and 5 are located on the first floor of the building. Zones 3 and 6 are located on the second floor.

Carnow Conibear subsequently analyzed the tabulated concerns contained in the TAP Staff Reported Health Issues Survey (Survey) for patterns or trends. The analysis of the TAP Survey resulted in the identification of the following summary of concerns:

- Mold, mildew, and moldy odors as well as water-stained ceiling tiles and reports of moisture or water infiltration that might be associated with mold or moldy carpeting
- Bus exhaust odors
- Allergies, congestion, cough, sneezing, asthma, bronchitis, sinus infections, headaches, burning eyes and drippy noses, allergic rhinitis, eczema and other skin conditions, and other health conditions
- Lack of air circulation and reports of thermal discomfort (too hot, too cold)
- Dust, dirt from the ventilation system and concerns about mold on surfaces
- Concerns about current and/or past exposure to radon.

The majority of the concerns were identified as occurring in Zones 1, Zone 2, Zone 4, or Zone 5, all of which are located on the first floor. Since none of the concerns specifically referenced second floor Zones 3 or 6, sampling and testing was not conducted on the second floor. However, Carnow Conibear performed a visual inspection throughout the building including both the first and second floors.

Based on the TAP Survey results, an air and surface sampling and testing strategy was developed to evaluate the concerns. For example, as mentioned above, carpet dust sampling was performed for mold in the area of the Library where Mr. McCoy reported that the previous roof leak occurred (the leak had been previously repaired). Similarly, a complaint that it was “too hot or too cold” in Zone 5 or that there were “fluctuating temperatures” in Zone 2 resulted in measurements of temperature being obtained in Zone 5 and 2 (as well as other Zones). The concern of “smell of mold and mildew” in Zone 5 resulted in a visual inspection for visible mold and a determination of moldy, musty odors accompanied by air and/or surface sampling for mold in Zone 5 (as well as other Zones). However, Carnow Conibear did not specifically evaluate bus exhaust odors with sampling and testing because school was not in session and

bus traffic was limited. General comments about bus exhaust are listed in the Discussion section of the report. In addition, radon was not specifically evaluated because the District has been conducting on-going radon testing by another consulting firm. Prior radon testing reports that include interpretation of results are available for review.

SCOPE OF SERVICES

Carnow Conibear conducted site visits on June 23, 24, and 25, 2015 and performed a visual inspection on the first and second floors of the building including the roof. Observations were made of the types of building construction materials, equipment, and furnishings. Accessible areas were visually inspected for evidence of suspect visible mold, stains or discoloration suggesting the presence of mold, and evidence of water infiltration or excess moisture that may indicate an underlying mold concern. Any instances of odors including moldy or musty odors suggestive of mold growth were noted. Accessible portions of ventilation fan coil units (unit ventilators – uni-vents) were visually inspected in classrooms and the roof was accessed to inspect roof top units. In addition, ceiling tiles were removed to facilitate a visual inspection of the concealed space above the ceiling tile grid. The visual inspection was non-destructive and non-invasive, i.e., walls were not opened or penetrated for inspection, baseboards were not removed, etc., because there were no visual indications that destructive investigation was warranted. For the most part, only accessible areas were inspected i.e., Carnow Conibear did not move or relocate furniture, furnishings, or equipment unless such activities could be performed easily and safely.

Air and surface samples and other measurements of indoor environmental quality were also made in Zones 1, 2, 4, and 5 on the first floor of the building where the majority of the concerns occurred. Sampling and testing was performed for the following parameters using direct reading instruments:

- Temperature
- Relative humidity
- Carbon monoxide (gas emitted from motor vehicle exhaust and carbon-fuel combustion)
- Carbon dioxide (an indicator of overall ventilation effectiveness)
- Airborne particulate matter (dust)
- Volatile organic compounds (VOCs) (various odorous and non-odorous substances emitted from furniture, carpeting, and furnishings (“off-gassing”), school supplies, or personal care products)
- Moisture on surfaces (a potential indicator of mold growth)

Sampling with laboratory analysis was performed for the following substances:

- Mold in the air and on surfaces including bulk thermal (pipe) insulation and mold in carpet dust
- Human skin flakes (cells) in air (an indicator of general ventilation and housekeeping effectiveness)
- Surface wipe samples for Lindane, a pesticide that can be found in some medications for scabies and head lice. Lindane is associated with a skin condition reported by a staff person to Dr. Conibear; however, the individual who reported the skin condition and the location where the individual worked was not divulged to Carnow Conibear for reasons of confidentiality.

The tested parameters and sampled substances were determined from the analysis of the Survey compiled by TAP. Where provided, specific locations were sampled based on the Survey and the school Building Map.

METHODOLOGY

Temperature, Relative Humidity, Carbon Monoxide, and Carbon Dioxide

A TSI Model 8551 Q-Trak direct reading, instrument was used to determine temperature and relative humidity, and levels of carbon monoxide and carbon dioxide. The Q-Trak instrument utilizes an electrochemical sensor for carbon monoxide, a non-dispersive infrared sensor for carbon dioxide, a thermistor sensor for temperature, and a thin film capacitive sensor for relative humidity. The instrument was calibrated before use using standard carbon monoxide and carbon dioxide calibration test gases.

Volatile Organic Compounds (VOCs)

Measurements of Volatile Organic Compounds (VOCs) were obtained using a RAE Systems MultiRAE Lite instrument. VOC levels were measured using a photoionization detector (PID) to measure concentrations between 0-5,000 parts per million (ppm) of VOCs with 0.1 ppm (1 part per billion) resolution.

Airborne Dust: Particulate Matter (PM-10)

Particulate matter less than 10 microns diameter (PM-10) readings were obtained using a TSI DustTrak Model 8527 aerosol monitor. Air is drawn into the DustTrak monitor by a vacuum pump. Particles in the air stream scatter light in all directions. A lens at 90 degrees to both the aerosol stream and a laser beam collects some of the scattered light and focuses it onto a photo-detector. Internal circuitry converts the light into voltage. The voltage is proportional to the amount of light scattered and which in turn is proportional to the mass concentration of the aerosol determined in milligrams per cubic meter (mg/m^3). The voltage is read by a processor and multiplied by an internal calibration constant to produce mass concentration. The monitor was factory-calibrated against a gravimetric reference using the respirable fraction of standard ISO 12103-1, A1 test dust (Arizona road dust).

Mold & Skin Cell Air Samples & Carpet Dust Mold Samples

Air samples for "total" mold spores (viable – living – and non-viable), and human skin flakes (cells) were obtained using Air-O-Cell cassettes connected to a hand-held, battery-powered Zefon Bio-Pump. Pump flow rate was established at 15 liters per minute (LPM) using a precision rotameter that was calibrated using an electronic flow meter.

In each location where an Air-O-Cell cassette was collected for total mold spores, a viable, culturable mold air sample was also obtained to further characterize the types of spores including species. In particular, a high volume electric sampling pump operated at 28.3 LPM was connected by Tygon tubing to an Anderson N6 sampler furnished with 2% Malt Extract Agar (MEA) plates. MEA is a general purpose agar medium designed to promote the growth of a variety of fungal organisms. Pump flow rate was verified using a precision rotameter that was calibrated using a Gilian Gilibrator electronic flow meter.

Carpet dust mold samples were obtained by micro-vacuuming the carpet over an area of approximately four square feet using an open face MCE filter cassette connected by Tygon tubing to a high volume electric sampling pump. The pump was operated at approximately 10 –

15 liters per minute for three to four minutes. Pump flow rate was verified using a precision rotameter that was calibrated with a Gilian Gilibrator electronic flow meter.

Following sample collection, the samples were sent along with a chain-of-custody record to Prestige Enviromicrobiology, Vorhees, NJ. Prestige is accredited in the Environmental Microbiology Laboratory Accreditation Program (EMLAP) of the American Industrial Hygiene Association (AIHA). Air-O-Cell cassettes were analyzed by microscopy. Agar plates were incubated at approximately 25 degrees C for about 7 to 10 days. Following incubation, Colony Forming Units (CFU) were enumerated (counted), and identified by morphology. Results were converted to Colony Forming Units per cubic meter of air (CFU/m³) based on the air sampling volume obtained. For carpet samples, the filter cassettes were weighed in the laboratory and rinsed with deionized water. The rinsate was serially diluted then streaked on MEA plates. The agar plates were then cultured at approximately 25 degrees Celsius for 7 to 14 days, and then the plates were examined. CFU were enumerated and identified by morphology. Results were reported in CFU per gram (CFU/g) of dust.

Lindane Surface Wipe Samples

Lindane surface wipe samples were collected using hexane extracted gauze wipes and isopropyl alcohol furnished by the laboratory along with disposable vinyl gloves and a disposable template that delineated an area of 100 cm². Vinyl gloves were worn to prevent cross-contamination and were removed and replaced with a new pair of gloves for each sample. The isopropyl alcohol was moistened on the gauze wipe which was then swiped horizontally across the surface area. After the first swipe, the wipe was folded in half and a second swipe was made at a 90 degree angle. After the template area was swiped in both a horizontal pass and vertical pass, the wipe was folded onto itself and placed in a 25 mL glass scintillation vial. A new template was used for each sample. The vials were placed in a cooler with a cold pack and were shipped along with a chain of custody record to ALS Global, Salt Lake City, UT. The wipes were extracted with a toluene and acetone solution and were analyzed by NIOSH method 5600 gas chromatography, flame photometric detection (GC-FPD). ALS Global is accredited by the American Industrial Hygiene Association.

Moisture Meter Readings

Surface moisture levels in building materials were measured with a portable Tramex Survey Encounter moisture meter, and a Delmhorst Model BD-2100 moisture meter that is indexed to Percent Moisture Content value (% MC). Building materials are generally considered to be dry when their moisture content is measured at less than 1% MC for gypsum board, 15% MC for wood, and 85% MC for plaster/concrete.

RESULTS

Results summarized below reflect conditions at the time of the investigation. Air sample results are summarized in Tables 1A, 1B, 2, 3, 4, and 5 attached. A description of the evaluated indoor environmental quality factors and relevant indoor air quality limits and guideline levels is contained in Appendix A. The laboratory analytical reports are contained in Appendix B. Relevant photographs are included in Appendix C. The District-supplied TAP Staff Reported Health Issues Survey is contained in Appendix D. The site Building Map (floor plan) supplied by the District is provided in Appendix E.

Observations

School was not in session on the days of the investigation because the school year had ended. However, there were students and staff attending special morning classes in a limited number of classrooms. Nevertheless, overall attendance was reduced in comparison to the normal school year.

Housekeeping

In the opinion of the investigators (based on numerous similar investigations in elementary schools) housekeeping was above average overall i.e., there was limited visible dust and debris on the floors or horizontal surfaces such as desks, shelving units, and the like. There was minimal clutter in the classrooms and a high level of organization in supplies and furnishings overall.

Relative Humidity & Odors

The investigators noted that it felt a bit humid in some classrooms. Elevated relative humidity readings were noted in some rooms as described later in this report. In addition, odors were noted in some rooms upon initial entry into the space. In particular, odors characterized as “musty” were noted in classroom 122 and the Teacher’s Lounge 121 on June 24. Odors described as “slight, musty” were noted in classrooms 107, 142, and the Teacher’s Lounge 121 on June 25. There was a “sweet” odor noted in classroom 125 and an odor similar to a “cleaning” compound was noted in classroom 136 on June 25.

Ceiling Area Inspection

Ceiling tiles were removed where possible to inspect the concealed space between the drop ceiling and the roof deck (underside of the roof) above. There was minimal dust or debris noted on the top of the ceiling tiles above the drop ceiling. Whereas the roof deck above the drop ceiling was metal in most of the areas, the roof deck appeared to be gypsum board in Zone 1. In several rooms, the gypsum board deck had staining, visible condensation (water droplets) and rust on metal ceiling supports or trusses indicating a source of moisture. Moisture meter readings obtained from representative portions of the gypsum deck in Zone 1 were moderately elevated in tested areas of the Library in the room adjacent to the storage room, Teacher’s Lounge 121, classroom 120, and classroom 122.

In classrooms 135, 136, 138, and 144, the insulation on the condensate pipe above the drop ceiling was stained or visibly wet. In classroom 134, there was a gap in the insulation causing condensation and staining. Similar insulation gaps were noted in numerous other locations. In

several areas, sections of the insulation appeared to have been repaired or replaced with an asphaltic-based pipe wrap. In classroom 137, the insulation on the condensate pipe above the drop ceiling was visibly wet and a plastic bucket was located under the leak. Mr. McCoy stated that the leak would be repaired.

Ceiling tiles were slightly bowed in the majority of the inspected classrooms especially in the Library, indicating age and/or exposure to elevated humidity. There was staining on approximately 50 ceiling tiles indicating moisture infiltration or condensation. In most cases, the staining was limited, amounting to a few square inches. There were small areas of apparent visible mold growth noted on the top side of 3 ceiling tiles in the first floor hallway as well as the insulation associated with condensate return piping above the ceiling in the Library storage room and classroom 119. Laboratory analysis of surface samples collected from a ceiling tile in the Library storage room and classroom 119 confirmed mold growth, as described later in this report. The area of mold growth was small in each case, on the order of a few square inches i.e., about thumbnail to palm-size.

Mr. McCoy stated that several stained ceiling tiles in the first floor hallway were caused by condensation due to the accidental addition of chilled water to a condensate line. The stained first floor ceiling tiles were subsequently removed and replaced by Mr. McCoy. Mr. McCoy stated that he delayed replacing the stained ceiling tiles until the mold air sampling was completed to avoid biasing the mold air sample results and to assure that the air sample results would be representative of current conditions.

Floor & Cabinet Inspection

Staining was observed on portions of vinyl floor tiles in classrooms 120, 122, 124, and 125 in locations where built-in cabinets were previously located. The source of the staining was not determined. The cabinets were removed as part of a flooring renovation project subsequent to the investigation that including carpet and tile removal and replacement with new vinyl flooring.

In classroom 125, water infiltration had occurred caused by an open shut-off valve for the sink in the room. Mr. McCoy reported that the sink valve was closed when the water was noted however, books and the wood cabinet had become wet. The cabinet was removed and is scheduled to be replaced. There was concern expressed in the TAP Survey about mold on cabinets however, the location was not identified. Carnow Conibear did not observe visible mold growth on cabinets in the inspected rooms.

Ventilation System Inspection

Classroom unit ventilator fan coil units (uni-vents) were opened by Mr. McCoy to facilitate a visual inspection. Filters (of undetermined efficiency) were in place and were properly seated in the filter banks except there was no filter in the uni-vent that was undergoing repair in classroom 140, according to Mr. McCoy. The filters, which Mr. McCoy said are changed every three to four months, were clean and free of debris. In classroom 138, a portion of the filter appeared to be wet. There was a level of dust and debris within the uni-vents consistent with the age of the units. Mr. McCoy stated the uni-vents are cleaned annually. Condensate lines for the uni-vents discharged through the exterior walls. Rigid Lexan plastic sheets covered the uni-vent exhaust grilles in several classrooms. Mr. McCoy stated the plastic was installed to create a positive pressure differential within the classrooms to reduce radon infiltration. The facility's five roof top air handling units (RTUs) that serve the Library and offices were similarly inspected and were

free of dust and debris. There were no moldy, musty odors possibly associated with microbial growth or other odors noted within the uni-vents or RTUs.

The supply grilles on top of the uni-vents were partially obstructed with stored classroom items in several rooms. To varying degrees, obstructed uni-vents were observed in classrooms 120, 122, 124, 131, 133, 135, and 139. In classroom 133, what appeared to be dust or dirt was partly obstructing the uni-vent supply grille. Outdoor landscaping was partially obstructing exterior uni-vent grilles outside classrooms 122, 131, 133, 134, and 136.

Temperature, Relative Humidity, Carbon Monoxide, and Carbon Dioxide Results

Readings of temperature, relative humidity, carbon monoxide, carbon dioxide and Volatile Organic Compounds (VOCs) were obtained using direct reading instruments in eleven Zone 1, 2, 4, and 5 areas on June 24. On June 25, additional readings of temperature, relative humidity, carbon monoxide, carbon dioxide, particulate matter less than 10 microns (PM-10), and VOCs were obtained in the same eleven Zone 1, 2, 4, and 5 areas with expanded testing in several other first floor areas. Results are summarized in Table 1A and Table 1B. The readings are summarized as follows.

Temperature readings ranged from 70.3 degrees to 75.7 degrees. The majority of the temperature readings were within the American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) recommended comfort range of approximately 72 to 78 degrees for the cooling season (ASHRAE Standard 55). See the description in Appendix A for further details. In four classrooms 133, 135, 137, and 141, the temperature readings were slightly below the recommended low end of the comfort range (72 degrees). The "low" temperature results ranged from 70.3 to 71.7 degrees.

Relative humidity readings ranged from 41.8% to 83.9%. ASHRAE Standard 55 recommends maintaining relative humidity below approximately 65% for thermal comfort and ASHRAE Standard 62.1 has a similar recommendation to reduce the potential for microbial growth on building materials. Readings in 11 of the tested areas were above the ASHRAE recommended limit of 65%. The higher-than-recommended readings were located in classrooms 107, 122, 131, 134, 140, and 142 as well as the Kitchen room 106, copy room, Teacher's Lounge 121, All-purpose room, and Speech room 141.

Carbon monoxide readings ranged from 0 parts per million (ppm) to 0.3 ppm. All readings were below the recommended limits and guideline levels (see Appendix B), and were typical for an indoor, non-industrial environment. The low readings indicate there was not a source of elevated carbon monoxide emissions detected from motor vehicle exhaust, gas-fired furnaces, boilers, or the like that would be a cause for concern.

On June 24, results for carbon dioxide – a gas that is exhaled by building occupants during respiration - ranged from 426 ppm to 1,671 ppm. The outdoor level was 404 ppm. In all cases, the indoor levels were well below health-based occupational exposure limits such as the OSHA limit of 5,000 ppm (see Appendix B for details). However, indoor levels in three areas were above the ASHRAE (Standard 62.1) recommended human-source odor-based level of no more than 700 ppm above the outdoor level. That is, in three instances the indoor readings exceeded 1,104 ppm (404 ppm - outdoor level - plus 700 ppm, i.e., 1,104 ppm). The three areas where carbon dioxide concentrations exceeded the ASHRAE recommended level included classrooms 120, 122, and 124. The number of occupants in these three rooms at the time of testing was 1,

12, and 13, respectively. Thus, occupants in these rooms may perceive odors due to reduced outdoor air and levels of carbon dioxide that are above the ASHRAE-recommended level. However, no adverse health effects would be expected from exposure to carbon dioxide at the measured levels.

On June 25, results for carbon dioxide ranged from 446 ppm to 1,483 ppm. The outdoor level was 461 ppm. As discussed above, all indoor levels were below occupational exposure limits such as the OSHA limit of 5,000 ppm. However, indoor levels in six areas were above the ASHRAE Standard 62.1 recommended level. In particular, in six instances the indoor readings exceeded 1,161 ppm (461 ppm - outdoor level - plus 700 ppm, i.e., 1,161 ppm). The six areas where carbon dioxide concentrations exceeded the ASHRAE recommended level included classrooms 120, 122, 124, 137, 142, and 144. The number of occupants in these rooms was 13, 3, 14, 2, 2, and 4, respectively. As stated above, occupants in these rooms may note odors due to reduced outdoor air and levels of carbon dioxide that are above the ASHRAE-recommended level. However, adverse health effects would not be expected from exposure to carbon dioxide at the measured levels.

As described in Appendix B, the ASHRAE standard for carbon dioxide is not a health based value. Rather, the standard is designed to assure that there is sufficient outdoor air in a space so that un-acclimated visitors to that space do not perceive human-source odors upon initial entry. The findings do not indicate that there was a hazardous condition noted in any room because the carbon dioxide levels were all well below occupational exposure limits such as the OSHA Permissible Exposure Limit. However, there was insufficient outdoor air in these spaces at the time of the investigation to dilute the levels of carbon dioxide produced by the occupants. This may result in the perception of odors, according to ASHRAE.

Volatile Organic Compounds – VOCs

On June 24, VOC readings were obtained in 11 locations including classrooms 120, 122, 124, 125, 131, 140, and 144 as well as the Nurse's office 103, Teacher's Lounge 121, Music room 111, and gym. Except for classroom 122, all VOC readings were zero (0) ppm. The readings indicate there was not a strong emission source of VOCs detected in these areas. A VOC concentration of 1 ppm was noted in room 122. The result in room 122 suggested a VOC emission source however, the actual source of the VOC level was not determined. VOC measurements were repeated in these same areas plus several additional first floor areas on June 25. VOC levels on June 25 were zero (0) ppm in all the tested areas, including classroom 122 where 1 ppm was noted the day before.

Airborne Dust (PM-10) Results

Airborne dust (particulate matter less than 10 microns - PM-10) readings ranged from 0.002 to 0.045 milligrams per cubic meter (mg/m³) on June 25. The outdoor reading was 0.010 mg/m³. The PM-10 concentrations were below the referenced limits and guideline levels (see Appendix B), and were typical and low for a non-industrial, indoor environment. The results do not indicate that there were elevated levels of dust in the tested areas on the day of the investigation.

Lindane Surface Sample Results

The identity and work location of the person who reported a skin condition that Dr. Conibear thought could be associated with exposure to Lindane was not revealed, for confidentiality reasons. Thus, the location for Lindane testing was unknown. However, it was surmised that children who had head lice (and were possibly treated at home using Lindane), might be seen in the Nurse's office. Three surface wipe samples (samples L-1, L-2, and L-3) were collected in the Nurse's office from the desk and the heads of each of the two beds. A blank (control) sample was also submitted to the laboratory for analysis. No Lindane was detected on either of the three field samples, or the blank sample. Results were not detected, less than (<) 0.020 micrograms per 100 square centimeters ($\mu\text{g}/100\text{ cm}^2$) of surface wipe area.

Mold & Skin Flakes Air Sample Results

Mold Air Samples

A total of twenty-five (25) indoor and outdoor mold air samples were collected and were analyzed for total mold spores by microscopy, and by culturing. The 25 total samples included five outdoor samples with some samples obtained in the morning then again in the afternoon. Multiple outdoor air samples were collected to account for the high degree of variability in outdoor mold levels and types of molds that are commonly observed in mold air sampling. In each sample location, two sets (pairs) of air samples were generally collected consisting of a spore trap sample analyzed by microscopy, and a culture sample. (An additional outdoor culturable mold air sample was collected as a backup due to the absence of impaction contours observed on the surface of the agar media on one of the outdoor samples). The indoor paired samples were obtained based on the TAP Survey results and (limited) evidence of visible mold, or staining suggestive of moisture that might result in mold growth. Specifically, the indoor mold air samples were collected in the following locations:

- Classroom 135
- Library
- Classroom 125
- Teacher's Lounge 121
- Gym/Lunch room 104
- Classroom 124
- Nurse's office 103
- Classroom 131
- Classroom 140
- Classroom 144

The mold air sample results are summarized in Table 2. The laboratory report is contained in Appendix B.

Outdoor Mold Air Sample Results

The outdoor "total" mold air sample results were 2,200 and 6,600 fungal (mold) structures per cubic meter (F.S./m³). The outdoor levels were moderately elevated and typical for the summer season. The types of fungal structures in rank order (highest to lowest) included ascospores, followed by basidiospores, Cladosporium, then lower levels of various other mold structures including Polythrincium, Ganoderma, Epicoccum, hyphal fragments, Pithomyces,

Penicillium/Aspergillus-like (Pen/Asp-like) organisms, myxomycetes, hyphal fragments, smuts, and Torula herbarum. The outdoor total fungal structures were typical.

For culturable mold samples collected outdoors, the results were 600, 890, and 1,100 colony forming units per cubic meter (CFU/m³). In rank order, the samples consisted of a wide variety of organisms including basidiomycetes followed by Cladosporium cladosporioides, then lower levels of various molds and yeasts including four species of Cladosporium (C. sphaerospermum, C. cladosporioides, C. herbarum, and C. langeronii), five species of Penicillium (P. brevicompactum, P. crustosum, P. decumbens, P. spinulosum, and P. variable), and Aspergillus fumigatus. The outdoor culturable organisms were also typical.

Classroom 135

The indoor total mold spore result in classroom 135 was 320 F.S./m³. The indoor level was lower than the outdoor levels (2,200 and 6,600 F.S./m³), which is a normal finding. The sample in rank order contained ascospores, basidiospores, and Cladosporium. The indoor mold spore types were similar to the outdoor types, which is an expected finding.

The result of the culturable mold sample was 190 CFU/m³. The indoor level was also lower than the outdoor levels (600, 890, and 1,100 CFU/m³), which is normal. In rank order, the sample included basidiomycetes, Cladosporium sphaerospermum, then single CFUs (equivalent to 12 CFU/m³ each) of Aspergillus fumigatus and three species of Penicillium (P. decumbens, P. purpurogenum, and P. variable). Except for the single CFU of P. purpurogenum, these organisms were also observed outdoors, which is a normal condition.

It is important to note that it is not unusual for mold air samples to contain a small number of indoor spores that differ from the types of outdoor spores. There is a high degree of variability in mold air sampling and mold air sample results and small differences on the order of a few spores are a normal occurrence.

Library

The indoor total mold spore result in the Library was 110 F.S./m³ and consisted of a single spore each of ascospores and basidiospores. The indoor level was lower than the outdoor levels (2,200 and 6,600 F.S./m³) and the indoor mold types were similar to the outdoor types, which is normal.

The culturable mold air sample result was 95 CFU/m³. The indoor result was lower than the outdoor results (600, 890, and 1,100 CFU/m³), which is expected. In rank order, the sample included basidiomycetes and single CFU's each of Aspergillus fumigatus, and Penicillium brevicompactum. These organisms were also detected in the outdoor samples. Overall, the Library result was normal.

Classroom 125

In classroom 125, the total mold air sample result was 320 F.S./m³. The indoor result was lower than the outdoor results (2,200 and 6,600 F.S./m³), which is normal. The sample consisted of ascospores, Alternaria, Cladosporium, and myxomycetes, which were also present outdoors. The result was normal.

The result of the culturable mold air sample was 110 CFU/m³. The indoor level was lower than the outdoor levels (600, 890, and 1,100 CFU/m³), which is expected. In rank order, the sample contained *Aspergillus fumigatus* followed by single CFU each of *Aspergillus versicolor*, *Cladosporium langeronii*, *Cladosporium sphaerospermum*, *Penicillium brevicompactum*, *Penicillium decumbens*, *Penicillium pinophilum*, and *Rhizopus stolonifer*. Except for the single CFU of *Aspergillus versicolor*, *P. pinophilum*, and *Rhizopus stolonifer*, these organisms were also seen outdoors, which is a normal condition.

Teacher's Lounge 121

In the Teacher's lounge, the total mold air sample result was 330 F.S./m³. The indoor level was lower than the outdoor levels (2,200 and 6,600 F.S./m³), which is a normal finding. The sample consisted of ascospores, hyphal fragments, basidiospores, and *Cladosporium*. These structures were also noted in the outdoor air sample, which is a normal condition.

The culturable mold air sample result was 150 CFU/m³. Once again, the indoor level was lower than the outdoor levels (600, 890, and 1,100 CFU/m³), which is normal. In rank order, the sample contained *Penicillium chrysogenum*, basidiomycetes, then single CFU of *Aspergillus fumigatus*, *Pithomyces chartarum*, and *Rhizopus oryzae*. These organisms were also noted in the outdoor samples, which is a normal condition.

Gym/Lunchroom 104

In the gym/lunchroom 104, the total mold air sample result was 110 F.S./m³ and the sample consisted of a single structure each of ascospores and *Cladosporium*. The indoor result was lower than the outdoor results (2,200 and 6,600 F.S./m³) and both structures were also noted in the outdoor air samples, which is a normal condition.

The culturable mold air sample result was 71 CFU/m³. Once again, the indoor result was lower than the outdoor results (600, 890, and 1,100 CFU/m³), which is normal. In rank order, the sample contained *Penicillium chrysogenum* followed by a single CFU of *Mucor racemosus*. Except for the single CFU of *Mucor racemosus*, these organisms were also noted in the outdoor samples, which is a normal condition.

Classroom 124

In classroom 124, the total mold air sample concentration was 490 F.S./m³. The indoor level was lower than the outdoor levels (2,200 and 6,600 F.S./m³), which is normal. The sample consisted of Pen/Asp-like, basidiospores, *Cladosporium*, and hyphal fragments, which were also noted outdoors. The result was normal.

The culturable mold air sample level was 60 CFU/m³. The indoor level was lower than the outdoor level (600, 890, and 1,100 CFU/m³), which is a normal finding. In rank order, the sample contained *Aspergillus fumigatus* followed by single CFU each of *Cladosporium sphaerospermum*, *Penicillium chrysogenum*, and *Penicillium corylophilum*. Except for the single CFU of *P. corylophilum*, these organisms were also seen outdoors, which is a normal condition.

Nurse's office 103

In room 103, the total mold air sample result was 690 F.S./m³. The indoor concentration was lower than the outdoor concentrations (2,200 and 6,600 F.S./m³), which is an expected finding. The sample in rank order consisted of Cladosporium, ascospores, basidiospores, and hyphal fragments, which were also noted outdoors. The result was normal.

The culturable mold air sample result in room 103 was 140 CFU/m³. The indoor concentration once again was lower than the outdoor concentrations (600, 890, and 1,100 CFU/m³), which is normal. In rank order, the sample contained Cladosporium cladosporioides and Aspergillus fumigatus, followed by single CFU each of Acremonium strictum, Aspergillus versicolor, Cladosporium sphaerospermum, Pithomyces chartarum, yeasts and sterile fungi. Except for the single CFU of Acremonium strictum and Aspergillus versicolor, these organisms were also seen outdoors, which is a normal condition.

Classroom 131

The total mold air sample concentration in classroom 131 was 110 F.S./m³. The indoor level was lower than the outdoor levels (2,200 and 6,600 F.S./m³), which is normal. The sample consisted of single structures of ascospores and basidiospores, which were also noted outdoors. The result was normal.

The culturable mold air sample level in room 131 was 260 CFU/m³. Again, the indoor level was lower than the outdoor levels (600, 890, and 1,100 CFU/m³), which is a normal finding. In rank order, the sample contained basidiomycetes, Acremonium strictum, Cladosporium cladosporioides, Cladosporium sphaerospermum, Penicillium brevicompactum, followed by single CFU each of Aspergillus versicolor, Chrysosporium pannorum, Penicillium chrysogenum, Penicillium decumbens, Penicillium spinulosum, and Penicillium restrictum, and sterile fungi. Except for Acremonium strictum and the single CFU of Aspergillus versicolor, Chrysosporium pannorum, and Penicillium restrictum, these organisms were also noted outdoors, which is a normal condition.

Classroom 140

In classroom 140, the total mold air sample result was 690 F.S./m³. The indoor level was lower than the outdoor levels (2,200 and 6,600 F.S./m³), which is a normal finding. The sample consisted of basidiospores, ascospores, Cladosporium, Alternaria, Pithomyces, and Pen/Asp-like which were also noted outdoors. The overall result was normal.

The culturable mold air sample level in room 140 was 250 CFU/m³. As before, the indoor result was lower than the outdoor results (600, 890, and 1,100 CFU/m³), which is an expected finding. In rank order, the sample contained Cladosporium cladosporioides, Penicillium spinulosum, and yeasts, followed by single CFU each of Aspergillus niger, Cladosporium sphaerospermum, Penicillium decumbens, Penicillium variabile, Scolecobasidium constrictum, and sterile fungi. With the exception of the single CFU of Scolecobasidium constrictum, these organisms were also noted outdoors, which is normal.

Classroom 144

The total mold air sample result in classroom 144 was 220 F.S./m³. The indoor level was lower than the outdoor levels (2,200 and 6,600 F.S./m³), which is expected. The sample consisted of

Cladosporium, basidiospores, and hyphal fragments which were also outdoors. The result was normal, overall.

The culturable mold air sample level in classroom 144 was 180 CFU/m³. Again, the indoor level was lower than the outdoor levels (600, 890, and 1,100 CFU/m³), which is an expected condition. In rank order, the sample contained Cladosporium cladosporioides and yeasts, then single CFU each of Cladosporium sphaerospermum, Penicillium chrysogenum, and sterile fungi. These fungal organisms were also noted in the outdoor samples, which is normal.

Skin Cells

Skin cells, or skin flakes - shed from the human skin in all occupied spaces - were co-determined in the laboratory by microscopic examination of each of the ten indoor mold air samples collected on Air-O-Cell cassettes. The laboratory reported the levels of skin cells or flakes using a qualitative numerical indicator of 1 to 5 with Level 1 being the lowest and Level 5 the highest relative density of skin flakes on the sample. Airborne skin cell levels ranged from Level < (less than) 1 to Level 2 in the eight indoor air samples. Overall, the levels were low, which suggests a high level of housekeeping accompanied by normal occupant density. Overall, conditions were normal from the standpoint of skin cells or skin flakes.

Bulk and Surface Tape Lift Sample Results

During the visual inspections, staining or discoloration suggestive of mold growth was observed on a small area of pipe insulation above the ceiling in the Library storage room and in classroom 139. The stained and discolored bulk insulation sample (sample IC062315-01 in Table 3) from the Library storage room was analyzed by microscopy. Based on the microscopic examination of the bulk sample, the sample contained mold growth, according to the laboratory. The sample contained spores, hyphae, and conidiophores (fungal growth structures) of Cladosporium mold. The surface area of the mold growth was small, approximately 2 to 3 square inches, or palm-sized

The surface tape lift sample (sample 4 in Table 3) collected from staining or discoloration on a small area of pipe insulation above the ceiling in classroom 139 was also confirmed by the laboratory as containing mold growth. The tape lift sample contained spores, hyphae, and conidiophores of Acremonium, Gliomastix, and Cladosporium mold. Also, the laboratory reported the presence of mites and their fecal matter, suggestive of a long term moisture source. The surface area of the mold growth was small, approximately 1 to 2 square inches, i.e., thumbnail-sized.

It is important to note that the presence of the small areas of visible mold growth did not result in a degradation of the indoor air quality, based on the normal mold air sample results described previously.

Carpet Dust Mold Sample Results

Three carpet dust samples were collected from the Library. The three samples, along with an additional laboratory "blank" or control sample, were analyzed for culturable mold. One "concern" sample was obtained from the carpeting in the location where the previous roof leak occurred which was called out in the TAP Survey. According to Mr. McCoy, the leak occurred from a roof drain which was subsequently repaired. The second sample was collected from an

area of carpet staining near a desk, also a “concern” sample, due to the staining. The third sample was obtained near the entry door as a “non-concern” sample to provide a basis of comparison to the other two “concern” samples.

The “concern” sample (sample CPT-1 – Table 4), obtained from the carpeting in the location where the previous roof leak occurred, contained 260,000 colony forming units per gram (CFU/g). The types of mold, comprised in rank order (highest to lowest) included *Cladosporium sphaerospermum*, *Cladosporium langeronii*, and yeasts, followed by lower levels of *Aspergillus niger*, *Penicillium brevicompactum*, *Penicillium minioluteum*, *Phoma glomerata*, *Pithomyces chartarum*, and sterile fungi.

The second “concern” sample (sample CPT-1 – Table 4),, collected from stained carpeting by the desk, contained 190,000 CFU/g. The types of mold, again comprised in rank order included *Aspergillus fumigatus*, *Aureobasidium pullulans*, *Cladosporium langeronii*, *Cladosporium sphaerospermum*, and yeasts followed by *Alternaria alternata*, *Aspergillus calidoustus*, *Aspergillus niger*, *Chaetomium globosum*, *Penicillium aurantiogriseum*, *Penicillium pinophilum*, *Phoma herbarum*, and sterile fungi.

The third “non-concern” sample (sample CPT-1 – Table 4), obtained from carpeting in the entryway, contained 400,000 CFU/g. The types of mold, again comprised in rank order included *Cladosporium sphaerospermum*, *Phoma* spp., *Aspergillus fumigatus*, *Phoma glomerata*, *Phoma herbarum*, followed by yeasts, *Aureobasidium pullulans*, *Cladosporium langeronii*, *Cladosporium sphaerospermum*, and sterile fungi.

The laboratory blank (control) sample was negative for mold colonies, which is a satisfactory finding.

To facilitate data interpretation, the carpet dust sample results were converted to total mass of fungi by multiplying the results in CFU/g by the weight of the actual sample used in grams. Expressed in this manner, the carpet dust sample results are shown below.

Sample Location	Fungi (CFU/g)	Weight (g)	Total Fungi (CFU)
Library under prior roof leak	260,000	0.0546	14,196
Library stained carpeting by desk	190,000	0.1837	34,903
Library entryway	400,000	0.0724	28,960

Carnow Conibear’s experience, as well as those of others (Scott and Hodgson, Ellringer), indicates that it is unusual to find mold spore levels in carpet dust in excess of 1,000,000 CFU/g, or 25,000 CFU. These references are available upon request. Based on the above factors, the result of the sample of the carpet dust where the prior roof leak occurred was considered to be low. The other two samples were also low. However, for full interpretation, the types of fungal organisms should also be considered. In particular, in a normal indoor environment, sampling of carpeting dust should reveal a variety of common outdoor and soil-borne fungi such as *Cladosporium*, *Alternaria* and *Epicoccum*, and others. It is unusual to find a small number of fungi that predominate, particularly if the types of fungi require high moisture levels or are commonly associated with water-damaged building materials. In all the carpet dust samples,

the mold species identified were a mix of several common outdoor fungi. Overall, the carpet dust mold sample results were judged to be normal.

Moisture Meter Reading Results

Two moisture meters were used to test the carpeted floor in the Library where it was reported that the roof leak occurred. The carpet where moisture content was tested was in the same location where carpet dust mold samples were collected. No elevated moisture readings were observed in the tested areas. The test results indicated that the carpet areas were dry in the tested areas at the time of the investigation. This finding is consistent with the report that the roof leak was previously repaired and has not recurred.

DISCUSSION

The indoor air quality project undertaken at Pleasantdale Elementary School was a focused investigation primarily derived from concerns or complaints outlined in the TAP Survey. In addition, Carnow Conibear considered ancillary concerns such as a report of pesticide spraying within the school, concerns from a parent about VOC off-gassing from new furniture, and concerns about bus exhaust odors.

Pest Control & Management

According to the District, the school has experienced typical elementary school pest incidents including periodic occurrences of head lice, ants in the cafeteria this past school year, and mice in the Art room the prior school year. The school has an integrated pest management program implemented by Rose Pest Solutions that utilizes powders, granules, bait or traps and minimizes broad spraying of liquid pesticides. Parent-student packets released before each school year state that employees and parents/guardians of students will be notified before pesticides are used on District premises as required by the Structural Pest Control Act and the Lawn Care Products Application and Notice Act.

In addition, Safety Data Sheets (SDS) for typical pesticides that might be used were provided by the District to Carnow Conibear for review, including the following:

- Tempo by Bayer 1% powder/dust insecticide – active ingredient Cyfuthrin
- Advion by DuPont ant gel bait – active ingredient Indoxacarb
- Advion by DuPont cockroach gel bait – active ingredient Indoxacarb
- Advion by DuPont insect granule – active ingredient Indoxacarb
- Advance 360A Dual Choice solid by BASF – active ingredient Abamectin
- Niban granular bait by Nisus Corp. – no hazardous ingredient
- Maxforce FC insect, ant and roach gel bait by Maxforce – active ingredient Fipronil

These products are used by a licensed applicator in conjunction with the school's integrated pest management program and spraying of liquid pesticides is avoided.

Various common lawncare products such as fertilizers and pest control products are also used including:

- Scott's Turf Builder granules
- Scott's Herbicide powder
- Bayer Grub Control granules
- Monsanto Round Up herbicide powder
- Monterey Weed Impeded powder

VOC Furniture Off-Gassing

Volatile organic compounds (VOCs) are often emitted from new furniture or furnishings such as carpeting. According to the District, 80 new student desks were purchased in the summer of 2014 encompassing one grade level. A few years prior to that, new furniture was purchased for the Library. It is unlikely that VOCs are emitted from furniture since the 80 new desks have been in place for approximately one year and any VOCs that may have been present have likely dissipated (off-gassed) over time. In addition, VOC measurements obtained during the

investigation were negligible with detected readings noted only in one area, classroom 122, on one day. VOCs were not detected in classroom 122 when readings were obtained on the second day of the investigation.

Bus Exhaust Odors

Bus exhaust odors were also a point of concern expressed in the TAP Survey. Limited student bus unloading was observed during the mornings of the investigation and bus traffic was not representative of a typical school day. Exhaust odors were not detected by Carnow Conibear on either day, and there were no elevated readings of VOCs or carbon monoxide noted that might indicate exhaust infiltration. Depending on wind direction, there is the potential for bus exhaust odors to infiltrate the school such as through exterior doors or ventilation intakes including the roof top units. The presence of odors or low levels of contaminants, if any, is likely to be short-lived and should dissipate after the buses have disembarked their passengers. Due to the limited duration of exposure (possibly lasting a few minutes) and likelihood that any exhaust contaminants are at low levels, adverse health effects are unlikely.

CONCLUSIONS

The following conclusions are based on the visual observations, information provided, and data obtained at the time of the June 23, 24, and 25, 2015 investigation.

- A. Inspected classrooms and ancillary areas were particularly clean and orderly based on numerous, similar investigations in other schools. Likewise, inspected ventilation fan coil systems (uni-vents) and roof top units were similarly clean except classroom 133 which contained dust or debris in the uni-vent grille. Ventilation systems are cleaned and filters are changed on a regular schedule, which is desirable. Staff complaints about a lack of air circulation and thermal discomfort may be partially due to numerous instances of school supplies and items stored on and obstructing uni-vent supply grilles, a practice which should be discontinued.
- B. Indoor air quality measurements and air samples collected for carbon monoxide, Volatile Organic Compounds, airborne dust (PM-10), Lindane on surfaces, airborne mold, and mold in the carpet dust in the Library were all within normal limits or were otherwise normal overall, which is a favorable finding. Exceptions to the normal findings included a few instances of low temperature, and numerous instances of elevated relative humidity and carbon dioxide. The somewhat low temperature findings (noted only in a few rooms) and more widespread elevated relative humidity readings would seem to support the TAP Survey observations of thermal discomfort (too hot, too cold). However, it should be stressed that the temperature and humidity readings at the time of the investigation were not representative of typical school year conditions. Further investigation of temperature and relative humidity readings during the regular school year under normal occupancy conditions will likely reveal lower relative humidity levels during the heating season.
- C. There were small areas of visible mold growth observed and in some cases confirmed by laboratory analysis on a few stained ceiling tiles and on some areas of pipe insulation above the ceiling tile grid. The total area of visible mold growth amounted to no more than a few square inches, which is negligible. Mold air sample results were normal for an indoor space indicating the small areas of visible mold growth did not negatively impact the indoor air quality. Nevertheless, there were approximately 50 stained ceiling tiles observed indicating there is a potential for additional mold growth if the moisture sources are not mitigated. Correcting the source of the moisture would reduce the potential for future mold growth and would alleviate complaints of water stained ceiling tiles and reports of moisture called out in the TAP Survey. The majority of the moisture sources causing staining on the ceiling tiles appeared to be associated with thermal pipe insulation deficiencies above the ceiling tile grid. The source of the somewhat elevated moisture meter readings in the gypsum board roof deck in Zone 1 was not determined, however.
- D. Odors in school rooms were reported by staff in the TAP Survey. Odors were also detected by the investigators in a limited number of rooms (six). The odors may be partially attributable to elevated carbon dioxide levels measured in several rooms, caused by insufficient outdoor air. The elevated carbon dioxide levels were noted in rooms with several occupants, as well as just a few occupants, which is somewhat unusual because elevated carbon dioxide is typically caused by high occupancy conditions and reduced outdoor air. Elevated relative humidity was observed in several rooms accompanied by bowed ceiling tiles possibly suggestive of humidity or age of the tiles in numerous rooms, and visible condensation (water droplets) on roof trusses and pipe hangers above the drop

ceiling. The combination of elevated carbon dioxide and elevated relative humidity suggests that the design and operating characteristics of the school ventilation systems should be evaluated.

RECOMMENDATIONS

- A. To address elevated carbon dioxide and relative humidity, moisture, staining, and condensation on ceiling tiles and pipe insulation, retain the services of a qualified mechanical engineering firm to evaluate the design and performance of the school's ventilation systems as well as the condition and performance of the thermal pipe insulation. As part of the evaluation, it may be helpful to obtain measurements of carbon dioxide, temperature, and relative humidity during the regular school year under heating as well as cooling conditions.
- B. Replace stained ceiling tiles more frequently to avoid the potential for mold growth to occur. If not currently in place, establish a system whereby staff can notify the school of incidents of staining or suspect visible mold. Provide confirmation back to the staff person up to and including verification of repairs or replacement.
- C. Monitor the staff complaints or symptoms. If complaints or symptoms persist after the above recommendations are completed, conduct an additional, follow-up investigation.

General Comments

Carnow, Conibear, and Assoc., Ltd. has applied prevailing industry standards and reasonable judgment and effort while conducting activities at the project site. Carnow Conibear makes no claim that all potential sources of moisture intrusion and/or mold growth within the building have been identified. Findings presented in this report are only indicative of conditions present during the time of the investigation and cannot be used to predict potential future or previous health effects on building occupants. The services performed by Carnow Conibear on this project have been conducted in a professional manner consistent with industry standards at the time of testing.

The information contained in this report was prepared based upon the work plan approved by the client and regulations in force at the time of the report. The information herein is only for the specific use of the client and Carnow Conibear. Carnow Conibear accepts no responsibility for the use, reuse, interpretation, or reliance by other parties on the information contained herein, unless written authorization has been obtained from Carnow Conibear. Carnow Conibear bears no responsibility for the implementation of recommendations included in this report unless specifically requested to do so by the client.

TABLE 1A
Summary of Air Sampling Results
Pleasantdale Elementary School
June 24, 2015

Sample Location	Occupancy	Time	Temp. °F	Relative Humidity (%)	CO ₂ ^a (ppm) ^b	CO ^c (ppm)	VOCs ^d (ppm)	Odor Noted
Recommended Level or Range	--	--	72 - 78	< 65 ^e	Outdoors + 700 = 1,104	< 9	< 1	-
Teachers' Lounge 121*	3	9:48 am	71.2	65.3	722	0.1	0.0	Musty
Classroom 120	1	10:04 am	72.1	63.0	1,530	0.1	0.0	None
Classroom 125	1	10:30 am	72.6	59.4	1,082	0.0	0.0	None
Classroom 124	13	10:45 am	73.1	62.3	1,581	0.3	0.0	None
Classroom 122	12	11:00 am	74.0	64.8	1,671	0.1	1.0	Musty
Gymnasium	2	11:15 am	75.3	61.4	642	0.0	0.0	None
Nurse Office 103	1	11:24 am	72.7	57.8	767	0.0	0.0	None
Music Room 111	2	11:39 am	70.8	55.1	612	0.0	0.0	None
Classroom 131	2	11:44 am	71.1	55.6	426	0.1	0.0	None
Classroom 140	1	12:50 pm	70.7	60.0	502	0.0	0.0	None
Classroom 144	2	1:09 pm	73.4	61.8	752	0.0	0.0	None
Outdoors	-	1:45 pm	79	58	404	0.0	0.0	None

- Notes: a. CO₂ denotes carbon dioxide
b. ppm denotes parts per million
c. CO denotes carbon monoxide
d. VOCs denotes Volatile Organic Compounds
e. < denotes less than

Bold text indicates readings outside recommended level or ranges

TABLE 1B
Summary of Air Sampling Results
Pleasantdale Elementary School
June 25, 2015

Sample Location	Occupancy	Time	Temp. °F	Relative Humidity (%)	CO ₂ ^a (ppm) ^b	CO ^c (ppm)	PM-10 ^d (mg/m ³) ^e	VOCs ^f (ppm)	Odor Noted
Recommended Level or Range	--	--	72 - 78	< 65 ^g	Outdoors + 700 = 1,261	< 9	< 0.150	< 1	-
Gymnasium**	2	11:06 am	72.2	64.4	716	0.3	0.012	0.0	None
Music Room 111	2	11:08 am	72.8	41.8	446	0.3	0.007	0.0	None
Art Room 109	2	11:11 am	72.4	63.3	498	0.0	0.006	0.0	None
Room 107	2	11:13 am	72.6	66.0	535	0.0	0.012	0.0	Slight Musty
Kitchen 106	1	11:14 am	74.0	68.8	654	0.0	0.003	0.0	None
All Purpose Room (APR)	15	11:15 am	75.7	65.5	825	0.2	0.045	0.0	None
Social Work Office 105	2	11:17 am	74.3	50.3	826	0.1	0.031	0.0	None
Nurse Office 103	4	11:18 am	72.9	62.9	893	0.0	0.011	0.0	None
Main Office	3	11:19 am	72.3	64.8	562	0.0	0.004	0.0	None
Principal's Office	1	11:33 am	72.9	57.9	685	0.0	0.006	0.0	None
Copy Room	1	11:22 am	72.7	67.4	602	0.0	0.003	0.0	None
Classroom 120	13	11:24 am	73.6	62.9	1397	0.0	0.005	0.0	None
Classroom 122	3	11:25 am	74.3	68.0	1450	0.1	0.010	0.0	None
Classroom 124	14	11:26 am	75.0	63.1	1453	0.2	0.011	0.0	None
Classroom 125	2	11:28 am	75.3	61.1	1136	0.1	0.006	0.0	Sweet Type
Library	2	11:30 am	74.4	62.4	528	0.0	0.003	0.0	None

TABLE 1B
Summary of Air Sampling Results
Pleasantdale Elementary School
June 25, 2015

Sample Location	Occupancy	Time	Temp. °F	Relative Humidity (%)	CO ₂ ^a (ppm) ^b	CO ^c (ppm)	PM-10 ^d (mg/m ³) ^e	VOCs ^f (ppm)	Odor Noted
Recommended Level or Range	--	--	72 - 78	< 65 ^g	Outdoors + 700 = 1,261	< 9	< 0.150	< 1	-
Library Storage Room	2	11:31 am	73.6	60.8	551	0.1	0.002	0.0	None
Teachers' Lounge 121	3	11:32 am	73.6	68.6	876	0.1	0.009	0.0	Slight Musty
Reading Room 130	2	11:35 am	72.8	53.0	506	0.0	0.003	0.0	None
Classroom 131	11	11:36 am	72.2	65.6	705	0.0	0.035	0.0	None
vClassroom133	2	11:37 am	71.7	64.9	815	0.0	0.024	0.0	None
Classroom135	2	11:39 am	70.5	57.2	916	0.0	0.008	0.0	None
Classroom 137	2	11:40 am	70.3	62.6	1235	0.0	0.017	0.0	None
Speech Room 141	2	11:41 am	71.6	83.5	499	0.0	0.008	0.0	None
Classroom 142	2	11:42 am	72.9	80.5	1452	0.0	0.012	0.0	Slight Musty
Classroom 144	4	11:44 am	73.0	57.2	1483	0.0	0.009	0.0	None
Classroom 139	2	11:46 am	72.2	59.3	1082	0.0	0.035	0.0	None
Classroom 140	4	11:47 am	72.3	69.4	851	0.1	0.014	0.0	None
Classroom 138	3	11:48 am	72.7	71.7	747	0.0	0.015	0.0	None
Classroom 136	5	11:49 am	72.3	59.7	1125	0.2	0.007	0.0	Cleaning Agent
Classroom 134	4	11:51 am	72.7	71.5	844	0.0	0.009	0.0	None
Outdoors	-	11:55 am	77.0	76.2	461	0.0	0.010	0.0	-

TABLE 1B
Summary of Air Sampling Results
Pleasantdale Elementary School
June 25, 2015

- Notes:
- a. CO₂ denotes carbon dioxide
 - b. ppm denotes parts per million
 - c. CO denotes carbon monoxide
 - d. PM-10 denotes particulate matter less than 10 microns in diameter
 - e. mg/m³ denotes milligrams per cubic meter of air
 - f. VOCs denotes Volatile Organic Compounds
 - g. < denotes less than

Bold text indicates readings outside recommended level or ranges

TABLE 2
Summary of Mold Air Sample Results
Pleasantdale Elementary School
June 24, 2015

Sample Location	Medium Used/ Sample #	Fungi (Mold)/ Identification	Result	Unit
Room 135	AOC ^a / AOC-1	Ascospores Basidiospores Cladosporium	210 53 53 Total 320	F.s./m ^{3b}
	MEA ^c / MEA-1	Aspergillus fumigatus Basidiomycetes Cladosporium sphaerospermum Penicillium decumbens Penicillium purpurogenum Penicillium variabile	12 120 24 12 12 12 Total 190	CFU/m ^{3d}
Library	AOC/ AOC-2	Ascospores Basidiospores	53 53 Total 110	F.s./m ³
	MEA/ MEA-2	Aspergillus fumigatus Basidiomycetes Penicillium brevicompactum	12 71 12 Total 95	CFU/m ³
Outdoors Morning	AOC/ AOC-3	Alternaria Ascospores Basidiospores Cladosporium Epicoccum Ganoderma Hyphal fragments Myxomycetes Pithomyces Pen/Asp-like Polythrincium	130 3,800 920 660 130 130 130 130 130 130 260 Total 6,600	F.s./m ³
	MEA/ MEA-3A	Alternaria alternata Aspergillus fumigatus Aspergillus niger Basidiomycetes Botrytis cinerea Cladosporium cladosporioides Cladosporium langeronii Cladosporium sphaerospermum Fusarium solani Penicillium brevicompactum Penicillium variabile Phoma glomerata Phoma herbarum Pithomyces chartarum Rhodotorula glutinis Yeasts Sterile fungi	35 71 18 180 18 250 18 71 18 35 18 35 18 35 18 35 18 18 Total 890	CFU/m ³

TABLE 2
Summary of Mold Air Sample Results
Pleasantdale Elementary School
June 24, 2015

Sample Location	Medium Used/ Sample #	Fungi (Mold)/ Identification	Result	Unit	
Outdoors Morning	MEA/ MEA-3B	Aspergillus ochraceus	18	CFU/m ³	
		Basidiomycetes	320		
		Cladosporium cladosporioides	210		
		Cladosporium herbarum	35		
		Cladosporium langeronii	35		
		Cladosporium sphaerospermum	110		
		Epicoccum nigrum	53		
		Penicillium brevicompactum	53		
		Penicillium crustosum	35		
		Penicillium decumbens	35		
		Penicillium spinulosum	35		
		Pithomyces chartarum	53		
		Rhizopus oryzae	18		
		Rhodotorula glutinis	18		
		Yeasts	53		
			Total 1,100		
Room 125	AOC/ AOC-4	Alternaria	53	F.s./m ³	
		Ascospores	160		
		Cladosporium	53		
		Myxomycetes	53		
				Total 320	
	MEA/ MEA-4	Aspergillus fumigatus	24	CFU/m ³	
		Aspergillus versicolor	12		
		Cladosporium langeronii	12		
		Cladosporium sphaerospermum	12		
		Penicillium brevicompactum	12		
Penicillium decumbens		12			
Penicillium pinophilum	12				
Rhizopus stolonifer	12				
			Total 110		
Teacher's Lounge 121	AOC/ AOC-5	Ascospores	110	F.s./m ³	
		Basidiospores	53		
		Cladosporium	53		
		Hyphal fragments	110		
				Total 330	
	MEA/ MEA-5	Aspergillus fumigatus	12	CFU/m ³	
		Aspergillus niger	12		
		Basidiomycetes	47		
		Penicillium chrysogenum	59		
		Pithomyces chartarum	12		
Rhizopus oryzae	12				
			Total 150		
Gym/Lunch Room 104	AOC/ AOC-6	Ascospores	53	F.s./m ³	
		Cladosporium	53		
				Total 110	
	MEA/ MEA-6	Mucor racemosus	12	CFU/m ³	
Penicillium chrysogenum	59				
			Total 71		
Room 124	AOC/ AOC-7	Basidiospores	110	F.s./m ³	
		Cladosporium	110		
		Hyphal fragments	110		
		Pen/Asp-like	160		
					Total 490

TABLE 2
Summary of Mold Air Sample Results
Pleasantdale Elementary School
June 24, 2015

Sample Location	Medium Used/ Sample #	Fungi (Mold)/ Identification	Result	Unit
	MEA/ MEA-7	Aspergillus fumigatus Cladosporium sphaerospermum Penicillium chrysogenum Penicillium corylophilum	24 12 12 12 Total 60	CFU/m ³
Room 103	AOC/ AOC-8	Ascospores Basidiospores Cladosporium Hyphal fragments	210 53 370 53 Total 690	F.s./m ³
	MEA/ MEA-8	Acremonium strictum Aspergillus fumigatus Aspergillus versicolor Cladosporium cladosporioides Cladosporium sphaerospermum Pithomyces chartarum Yeasts Sterile fungi	12 24 12 47 12 12 12 12 Total 140	CFU/m ³
Room 131	AOC/ AOC-9	Ascospores Basidiospores	53 53 Total 110	F.s./m ³
	MEA/ MEA-9	Acremonium strictum Aspergillus versicolor Basidiomycetes Chrysosporium pannorum Cladosporium cladosporioides Cladosporium sphaerospermum Penicillium brevicompactum Penicillium chrysogenum Penicillium decumbens Penicillium spinulosum Penicillium restrictum Sterile fungi	35 12 47 12 35 35 24 12 12 12 12 12 Total 260	CFU/m ³
Room 140	AOC/ AOC-10	Alternaria Ascospores Basidiospores Cladosporium Pithomyces Pen/Asp-like	53 160 210 160 53 53 Total 690	F.s./m ³
	MEA/ MEA-10	Aspergillus niger Cladosporium cladosporioides Cladosporium sphaerospermum Penicillium decumbens Penicillium spinulosum Penicillium variabile Scolecobasidium constrictum Yeasts Sterile fungi	12 130 12 12 24 12 12 24 12 Total 250	CFU/m ³

TABLE 2
Summary of Mold Air Sample Results
Pleasantdale Elementary School
June 24, 2015

Sample Location	Medium Used/ Sample #	Fungi (Mold)/ Identification	Result	Unit
Room 144	AOC/ AOC-11	Basidiospores Cladosporium Hyphal fragments	53 110 53 Total 220	F.s./m ³
	MEA/ MEA-11	Cladosporium cladosporioides Cladosporium sphaerospermum Penicillium chrysogenum Yeasts Sterile fungi	82 12 12 59 12 Total 180	CFU/m ³
Outdoors Afternoon	AOC/ AOC-12	Ascospores Basidiospores Cladosporium Epicoccum Ganoderma Hyphal fragments Pithomyces Smuts Torula herbarum	790 420 580 53 110 53 53 53 53 Total 2,200	F.s./m ³
	MEA/ MEA-12	Alternaria alternata Basidiomycetes Cladosporium cladosporioides Cladosporium herbarum Cladosporium langeronii Cladosporium sphaerospermum Epicoccum nigrum Fusarium solani Paecilomyces variotii Penicillium spinulosum Pithomyces chartarum	47 24 250 35 24 82 24 24 12 59 24 Total 600	CFU/m ³

- Notes: a. AOC denotes Air-O-Cell cassette (“total” mold spores)
b. F.s./m³ denotes Fungal Structures per cubic meter of air
c. MEA denotes Malt Extract agar (culturable mold)
d. CFU/m³ denotes Colony Forming Units per cubic meter of air

TABLE 3
Summary of Bulk & Surface Tape Lift Mold Sample Results
Pleasantdale Elementary School
June 23, 2015

Sample Type/ Location/ Sample #	Fungi (Mold)/ Identification	Fungal Structures	Comments
Bulk/ Pipe Insulation Above Library Ceiling/ IC062315-01	Cladosporium	Spores, conidiophores, hyphae	Fungal (mold) growth. Growth coverage approximately 60%; bacterial growth observed
Tape Lift/ Pipe Insulation Above Room 139 Ceiling/ 4	Acremonium/Gliomastix Cladosporium	Spores, conidiophores, hyphae Spores, conidiophores, hyphae	Fungal (mold) growth. Some fungal structures in fragments; mites and their fecal matter observed

TABLE 4
Summary of Carpet Dust Mold Sample Results
Pleasantdale Elementary School
June 24, 2015

Sample Location/ Sample #	Medium Used	Fungi (Mold)/ Identification	Result	Unit
Library Carpet "Concern" Area location of prior roof leak/ CPT-1	MEA ^a Bulk Micro- Vac	Aspergillus niger Cladosporium langeronii Cladosporium sphaerospermum Penicillium brevicompactum Penicillium minioluteum Phoma glomerata Pithomyces chartarum Trichoderma longibrachiatum Yeasts Sterile fungi	18,000 37,000 55,000 18,000 18,000 18,000 18,000 18,000 18,000 37,000 18,000 Total 260,000	CFU/g ^b
Library Carpet Area of carpet staining near desk/ CPT-2	MEA Bulk Micro- Vac	Alternaria alternata Aspergillus calidoustus Aspergillus fumigatus Aspergillus niger Aureobasidium pullulans Chaetomium globosum Cladosporium langeronii Cladosporium sphaerospermum Penicillium aurantiogriseum Penicillium pinophilum Phoma herbarum Pithomyces chartarum Yeasts Sterile fungi	9,700 9,700 29,000 9,700 19,000 9,700 19,000 19,000 9,700 9,700 9,700 9,700 19,000 9,700 Total 190,000	CFU/g
Library Carpet "Non-concern" control area near entryway/ CPT-3	MEA Bulk Micro- Vac	Aspergillus fumigatus Aureobasidium pullulans Cladosporium langeronii Cladosporium sphaerospermum Phoma spp. Phoma glomerata Phoma herbarum Yeasts Sterile fungi	69,000 14,000 14,000 83,000 83,000 55,000 41,000 28,000 14,000 Total 400,000	CFU/g

Notes: a.. MEA denotes Malt Extract agar

b. CFU/g denotes Colony Forming Units per gram of carpet dust sample

TABLE 5
Summary of Lindane Surface Wipe Sample Results
Pleasantdale Elementary School
June 24, 2015

Sample Location/ Sample #	Lindane $\mu\text{g}/100 \text{ cm}^2$ ^a
Nurse's room 103 Desk/ L-1	<0.020 ^b
Nurse's room 103 Bed 1/ L-2	<0.020
Nurse's room 103 Bed 2/ L-3	<0.020

Notes: a. $\mu\text{g}/100 \text{ cm}^2$ denotes micrograms per 100 square centimeters
b. < denotes less than, i.e., less than the detection limit

APPENDIX A
BACKGROUND INFORMATION ON INDOOR ENVIRONMENTAL QUALITY



Indoor Air Quality in Non-Industrial, Indoor Environments

Studies have shown that occupant complaints related to air quality in office buildings and schools are widespread. The Occupational Safety and Health Administration (OSHA) estimates 30 percent of the non-industrial buildings in the United States have indoor air quality problems resulting in documented occupant complaints and medical symptoms. The reported symptoms are diverse and include headache, dizziness, fatigue, irritation and dryness of the eyes, nose or skin, cough, and respiratory irritation. Such health effects have been classified as sick building syndrome. In some cases, specific building related illnesses are associated with a building environment that can be documented by medical diagnosis and laboratory findings. Scientists investigating indoor air problems believe that there are multiple factors that contribute to the complaints. The factors include exposure to low levels of multiple chemical substances, dust, microorganisms, odors, temperature and relative humidity, and various psychosocial factors.

Contaminants that contribute to complaints of poor indoor air quality may be present from indoor sources, outdoor sources, or both. Outdoor contaminants can be brought into a building through ventilation system air intakes, openings in doors, windows, or the building envelope. Sources of internally generated contaminants include building construction materials, office furnishings, equipment and supplies. Human occupancy activities, housekeeping and maintenance tasks also produce contaminants. Poor design or maintenance of building heating, ventilating and air-conditioning (HVAC) systems can contribute to occupant complaints. In fact, the National Institute for Occupational Safety and Health (NIOSH) indicates that most indoor air quality complaints are related to ventilation issues.

Indoor Environmental Quality Guideline Levels

OSHA requires employers to limit employee's exposures to the chemical substance Permissible Exposure Limit (PEL) through engineering controls, administrative controls, or the use of personal protective equipment. OSHA considers health effects as well as technological and economic feasibility when establishing PELs.

The American Conference of Governmental Industrial Hygienists (ACGIH) has established Threshold Limit Values (TLVs) for many chemical substances and physical agents. The TLVs are guideline levels, not regulatory limits. TLVs refer to airborne concentrations of chemical substances and represent conditions under which it is believed that nearly all workers may be repeatedly exposed day after day over their working lifetime without adverse effect. TLVs are developed to protect workers who are normal, healthy adults. Because of individual susceptibilities, TLVs will not adequately protect all workers and should not be considered a fine line between healthy or unhealthy work environments.

The regulatory limits established by OSHA and advisory guideline levels established by ACGIH are generally based on animal studies or studies of health effects experienced by healthy, adult (industrial) workers. Interpretation of air sampling results in non-industrial indoor air quality studies is challenging as levels rarely approach levels found in industrial settings. Currently, the only legally enforceable regulations are OSHA PELs. While employers must comply with the OSHA regulations, merely complying with the regulations or the TLVs will often not resolve occupant complaints attributed to indoor air quality in non-industrial buildings.

Temperature, Relative Humidity

The American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) has established temperature and relative humidity comfort levels for buildings in Standard 55. ASHRAE recommends maintaining the indoor temperature during the heating season between

approximately 68 and 76 degrees and between approximately 72 and 78 degrees during the cooling season. ASHRAE recommends maintaining the indoor relative humidity below approximately 65 per cent, based on thermal comfort. The values for temperature and humidity take into consideration type of clothing, air movement, radiant heat, and other complex factors. The values referenced herein are approximations. In Standard 62.1, ASHRAE also recommends controlling humidity to help reduce the potential for growth of microorganisms.

Carbon Monoxide

Carbon monoxide is a common air pollutant and is produced during the incomplete combustion of fossil fuels (e.g., heating oil, natural gas, propane, gasoline) and other organic matter. At low concentrations, carbon monoxide produces fatigue and increased chest pain in people with heart disease. Higher levels produce headache, dizziness, nausea and weakness.

The time-weighted average (TWA) Permissible Exposure Limit (PEL) established by OSHA for carbon monoxide is 50 parts per million (ppm). The PEL applies to workers in general industry in the Code of Federal Regulations 29 CFR 1910.1000.

The ACGIH has established a Threshold Limit Value (TLV) for carbon monoxide of 25 ppm as an eight-hour time-weighted average (TWA) concentration. The TLV refers to the concentration to which it is believed that nearly all workers may be repeatedly exposed without adverse effect. Because of individual susceptibilities, the ACGIH indicates that the TLV should not be considered a fine line between safe and unsafe exposure levels.

The EPA National Ambient Air Quality Standard (NAAQS) for carbon monoxide in the outdoor air is 9 ppm averaged over a 24-hour period and 35 ppm averaged over an 8-hour period. In Standard 62.1, ASHRAE recommends that indoor carbon monoxide levels should not exceed the outdoor NAAQS level regulated by the EPA.

Carbon Dioxide

Carbon dioxide is a normal constituent of the atmosphere and is a by-product of respiration and the combustion of organic materials. In rural areas, the typical ambient carbon dioxide level in the atmosphere is approximately 450 ppm, while in urban areas the ambient level may be 500 ppm or more. Carbon dioxide levels are used as an indicator of ventilation adequacy because elevated levels are often employed with inadequate fresh air supply. Elevated carbon dioxide can produce occupant complaints of odor, fatigue, sleepiness and irritation.

The OSHA PEL and ACGIH TLV for carbon dioxide is 5,000 ppm, TWA. The EPA does not regulate airborne levels of carbon dioxide indoors, or outdoors. Within Standard 62.1, ASHRAE recommends that levels of carbon dioxide in buildings should not exceed the background level of carbon dioxide in the ambient air by more than 700 ppm. The ASHRAE guideline for carbon dioxide is designed to reduce complaints from occupants about human-source odor in buildings caused by insufficient outdoor, fresh air.

Particulate Matter (PM-10)

Particulate matter (dust) is ubiquitous in the earth's atmosphere and is also produced from motor vehicle exhaust, cigarette smoke, and industrial sources such as coal-burning power plants. Exposure to airborne particulate matter is associated with irritation of the upper respiratory system and may aggravate or promote the development of lung diseases such as bronchitis and asthma.

The OSHA PEL for general industry for Particulates Not Otherwise Regulated - respirable fraction is 5 milligrams per cubic meter (mg/m³) for an 8 hour TWA. The ACGIH does not have a TLV for respirable particulates, however in an Appendix to the TLV booklet 3 mg/m³ is recommended as an 8-hour TWA. The EPA NAAQS for PM-10 (particulate matter less than 10 microns diameter) in the outdoor air is 150 micrograms per cubic meter (0.150 mg/m³), averaged over a 24-hour period. In Standard 62.1, ASHRAE recommends that indoor PM-10 levels should not exceed the outdoor NAAQS level regulated by the EPA.

Volatile Organic Compounds (VOCs)

Literally hundreds of Volatile Organic Compounds (VOCs) have been found in the indoor environment. VOCs are used in many types of construction materials, consumer products, furnishings, pesticides and fuels. There are a wide variety of sources of VOCs in indoor air, including cleaners, paints, adhesives, personal care products, combustion products, building materials, gasoline, office machines, and tobacco smoke. Symptoms of VOC exposure at low levels commonly found in indoor spaces include irritation to the nose and throat, headaches, dizziness, nausea, fatigue, and chest tightness.

OSHA and ACGIH do not have limits or guideline levels for total VOCs. However, limits and guideline levels have been established for many individual VOCs. Likewise, the EPA and ASHRAE do not have limits or standards for total VOCs. A level of less than 1 ppm of VOCs as determined using a direct reading PID instrument is indicative of the absence of a strong, localized source of VOCs.

Mold

Spores from fungi (mold and yeast) are commonly present in the outdoor air and soil, particularly in warm weather seasons. Because spores are prevalent in the outdoor air, spores are found in the indoor air in all homes, schools, commercial and industrial buildings. In buildings that have closed windows and mechanical ventilation with filtration of outdoor air, indoor levels of airborne mold spores are usually lower than the outdoor levels. Closed windows help keep outdoor mold spores from accessing the building and ventilation system filters remove some of the spores from the indoor air. Since mold spores are present in the indoor and outdoor air and soil, it is common to find spores present on indoor building surfaces including floors and carpeting. The mold spores settle from the air on surfaces and are tracked in buildings on clothing or shoes. Thus, it is normal to find mold spores on all surfaces in buildings. However, if moisture is present from flooding, chronic water leaks or prolonged periods of high humidity, a reservoir of mold may grow (amplify). Active mold growth in buildings is unusual, and undesirable.

Molds play important roles in the decomposition of organic matter and the production of foods and medicines. However, molds may produce microbial volatile organic compounds which may cause musty, moldy odors that can be irritating. More importantly, mold spores may be inhaled and can produce various symptoms including upper respiratory irritation, aggravation or development of mold allergy, asthma, or lung infections in susceptible people like those with weakened immune systems. In recent years, exposure to mold has been alleged to cause a wide range of other adverse health effects. Scientific evidence on exposure and the alleged health effects is lacking, and in many cases controversial. Regardless of the debate over health effects, it is clear that mold growth inside a building is not desirable. Mold growth in buildings should be controlled by instituting good housekeeping that reduces available nutrients on building surfaces, providing adequate filtration of outdoor air, instituting good housekeeping, and most importantly, controlling sources of moisture.

Presently, there are no specific regulatory limits established for mold spores in indoor air or on

surfaces by governmental agencies such as OSHA or the EPA. Guidelines that have been established by the ACGIH and others typically recommend conducting a visual inspection for visible mold growth. If needed, sampling can be performed in complaint areas, non-complaint areas, and in the case of air samples, outdoors. Air sample results from complaint areas are compared to non-complaint areas. Indoor air sample results are compared to outdoor results. Outdoor air is used as a yardstick in evaluating indoor air sample results. In particular, in a building furnished with adequate filtration by a mechanical ventilation system, the counts of fungal microorganisms indoors should be lower than levels outdoors. In addition, the types of microorganisms indoors should be similar to the types outdoors. It is considered an unusual finding if indoor counts are higher than outdoor counts and/or if the types of fungal microorganisms indoors vary significantly from the types outdoors. To evaluate whether surfaces contain an unusual number of mold spores, samples are typically obtained in affected and non-affected areas and results compared by number and types of organisms. In a normal situation, the number of fungal organisms on surfaces would not be substantially different from one area to another in the same space and the types of fungal organisms should be diverse. It would be unusual if counts were substantially higher in otherwise similar areas or if a single or small number of organisms predominated.

APPENDIX B
LABORATORY REPORTS



Prestige EnviroMicrobiology, Inc

www.prestige-em.com

Analytical Test Report

Client: Carnow, Conibear & Associates, 600 W. Van Buren Street, Ste 500, Chicago, IL 60607

Client Project/Name: A143980006

Sample date: 6-24-2015

Submittal date: 6-24-2015

Samples submitted by: John Dobby

Date analysis completed: June 26, 2015

Prestige report number: 150625-01


Microscopic Method (P001): Analysis of Air-O-Cell Samples for Total Fungal Structures by Optical Microscopy


Prestige # Client sample ID Location	Air vol. (m ³)	% read	Presumptive fungal ID	Counts of fungal structures	Fungal structures/m ³	Percentage	Background rating
150625-01-001 AOC-1 Rm 135	0.075	25.3	ascospores basidiospores <i>Cladosporium</i> Skin flakes	4 1 1	210 53 53 Total 320	67% 17% 17%	3 Level 1
150625-01-003 AOC-2 Library	0.075	25.3	ascospores basidiospores Skin flakes	1 1	53 53 Total 110	50% 50%	2 Level 1
150625-01-005 AOC-3 Outdoors	0.030	25.3	<i>Alternaria</i> ascospores basidiospores <i>Cladosporium</i> <i>Epicoccum</i> <i>Ganoderma</i> hyphal fragments myxomycetes <i>Pithomyces</i> Pen/Asp-like <i>Polythrincium</i> Skin flakes	1 29 7 5 1 1 1 1 1 1 2	130 3,800 920 660 130 130 130 130 130 130 260 Total 6,600	2% 58% 14% 10% 2% 2% 2% 2% 2% 2% 4%	1 Level <1
150625-01-007 AOC-4 Rm 125	0.075	25.3	<i>Alternaria</i> ascospores <i>Cladosporium</i> myxomycetes Skin flakes	1 3 1 1	53 160 53 53 Total 320	17% 50% 17% 17%	4 Level 2
150625-01-009 AOC-5 Staff Lounge	0.075	25.3	ascospores basidiospores <i>Cladosporium</i> hyphal fragments Skin flakes	2 1 1 2	110 53 53 110 Total 330	33% 17% 17% 33%	2 Level 1

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150625-01-014 AOC-6 Rm 104	0.075	25.3	ascospores <i>Cladosporium</i> Skin flakes	1 1	53 53 Total 110	50% 50%	2 Level 1
150625-01-016 AOC-7 Rm 124	0.075	25.3	basidiospores <i>Cladosporium</i> hyphal fragments Pen/Asp-like Skin flakes	2 2 2 3	110 110 110 160 Total 490	22% 22% 22% 33%	3 Level 2
150625-01-018 AOC-8 Rm 103	0.075	25.3	ascospores basidiospores <i>Cladosporium</i> hyphal fragments Skin flakes	4 1 7 1	210 53 370 53 Total 690	31% 8% 54% 8%	2 Level 1
150625-01-020 AOC-9 Rm 131	0.075	25.3	ascospores basidiospores Skin flakes	1 1	53 53 Total 110	50% 50%	2 Level 1
150625-01-022 AOC-10 Rm 140	0.075	25.3	<i>Alternaria</i> ascospores basidiospores <i>Cladosporium</i> <i>Pithomyces</i> Pen/Asp-like Skin flakes	1 3 4 3 1 1	53 160 210 160 53 53 Total 690	8% 23% 31% 23% 8% 8%	2 Level 1
150625-01-024 AOC-11 Rm 144	0.075	25.3	basidiospores <i>Cladosporium</i> hyphal fragments Skin flakes	1 2 1	53 110 53 Total 220	25% 50% 25%	2 Level 1
150625-01-026 AOC-12 Outdoors	0.075	25.3	ascospores basidiospores <i>Cladosporium</i> <i>Epicoccum</i> <i>Ganoderma</i> hyphal fragments <i>Pithomyces</i> smuts <i>Torula herbarum</i> Skin flakes	15 8 11 1 2 1 1 1 1	790 420 580 53 110 53 53 53 53 Total 2,200	37% 20% 27% 2% 5% 2% 2% 2% 2%	1 Level <1

Report approved: 
Theresa Lehman, MPH, Lab Director

Technical Manager: 
Chin S Yang, Ph.D.

Analyst: Theresa Lehman

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1. The samples in this report were received in good, acceptable conditions. Prestige EnviroMicrobiology has not performed sample collection for the sample items listed in this report. Results relate only to the items tested.
2. Percentage is for each group in total population.
3. Concentrations and percentages are rounded to the nearest two significant digits. Total percentage may not add up to 100% due to rounding.
4. Background rating 1-5 (1 being the lowest and 5 the highest) indicates density of sample deposit. The higher the sample deposit is, the more likely some fungal structures are obscured. A "0" background indicates no trace was observed.
5. The detection limit of this analysis is one fungal colony, one bacterial colony or one fungal structure. The analytical sensitivities vary from analysis to analysis or by air volume. For calculation of your analytical sensitivities, please visit our webpage <http://prestige-em.com/index-tech.htm> or contact us by calling 856-767-8300 or by email info@Prestigeem.com.
6. For technical information on result interpretation, please visit www.Prestige-EM.com.
7. Level 1-5 (1 being the lowest and 5 the highest) is used to indicate relative density of skin flakes on the sample.

Prestige EnviroMicrobiology, Inc

AIIA Environmental Microbiology PAT Program participant

EMLAP Laboratory ID Number 192810

Website: www.prestige-em.com

Analytical Test Report

Client: Carnow, Conibear & Assoc., Ltd., 600 W. Van Buren Street, Suite 500, Chicago, IL 60607

Client Project/Name: A143980006

Sample date: 6-24-2015

Submittal date: 6-24-2015

Date samples received: 6-25-2015

Inoculation date: 6-24-2015 (Andersen); 6-25-2015(Dust)

Samples submitted by: John Dobby

Date analysis completed: July 2, 2015

Prestige report number: 150625-01

Culture Method (P007): Culture Analysis of Andersen Samples for Airborne Fungi Speciation

Prestige # Client sample ID Location	Air vol. (m ³)	Medium used	Fungal Identification	Colony counts	CFU/ m ³	Percentage
150625-01-002 MEA-1 Rm. 135	0.0849	MEA	<i>Aspergillus fumigatus</i>	1	12	6%
			basidiomycetes	10	120	63%
			<i>Cladosporium sphaerospermum</i>	2	24	13%
			<i>Penicillium decumbens</i>	1	12	6%
			<i>Penicillium purpurogenum</i>	1	12	6%
			<i>Penicillium variable</i>	1	12	6%
			Total			
150625-01-004 MEA-2 Library	0.0849	MEA	<i>Aspergillus fumigatus</i>	1	12	13%
			basidiomycetes	6	71	75%
			<i>Penicillium brevicompactum</i>	1	12	13%
Total				95		
150625-01-006 MEA-3A Outdoors	0.0566	MEA	<i>Alternaria alternata</i>	2	35	4%
			<i>Aspergillus fumigatus</i>	4	71	8%
			<i>Aspergillus niger</i>	1	18	2%
			basidiomycetes	10	180	20%
			<i>Botrytis cinerea</i>	1	18	2%
			<i>Cladosporium cladosporioides</i>	14	250	28%
			<i>Cladosporium langeronii</i>	1	18	2%
			<i>Cladosporium sphaerospermum</i>	4	71	8%
			<i>Fusarium solani</i>	1	18	2%
			<i>Penicillium brevicompactum</i>	2	35	4%
			<i>Penicillium variable</i>	1	18	2%
			<i>Phoma glomerata</i>	2	35	4%
			<i>Phoma herbarum</i>	1	18	2%
			<i>Pithomyces chartarum</i>	2	35	4%
			<i>Rhodotorula glutinis</i>	1	18	2%
			yeasts	2	35	4%
sterile fungi	1	18	2%			
Total				890		

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150625-01-031 MEA-3B Outdoors	0.0566	MEA	<i>Aspergillus ochraceus</i>	1	18	2%
			basidiomycetes	18	320	30%
			<i>Cladosporium cladosporioides</i>	12	210	20%
			<i>Cladosporium herbarum</i>	2	35	3%
			<i>Cladosporium langeronii</i>	2	35	3%
			<i>Cladosporium sphaerospermum</i>	6	110	10%
			<i>Epicoccum nigrum</i>	3	53	5%
			<i>Penicillium brevicompactum</i>	3	53	5%
			<i>Penicillium crustosum</i>	2	35	3%
			<i>Penicillium decumbens</i>	2	35	3%
			<i>Penicillium spinulosum</i>	2	35	3%
			<i>Pithomyces chartarum</i>	3	53	5%
			<i>Rhizopus oryzae</i>	1	18	2%
			<i>Rhodotorula glutinis</i>	1	18	2%
			yeasts	3	53	5%
					Total 1,100	
150625-01-008 MEA-4 Rm. 125	0.0849	MEA	<i>Aspergillus fumigatus</i>	2	24	22%
			<i>Aspergillus versicolor</i>	1	12	11%
			<i>Cladosporium langeronii</i>	1	12	11%
			<i>Cladosporium sphaerospermum</i>	1	12	11%
			<i>Penicillium brevicompactum</i>	1	12	11%
			<i>Penicillium decumbens</i>	1	12	11%
			<i>Penicillium pinophilum</i>	1	12	11%
			<i>Rhizopus stolonifer</i>	1	12	11%
					Total 110	
150625-01-010 MEA-5 Staff lounge	0.0849	MEA	<i>Aspergillus fumigatus</i>	1	12	8%
			<i>Aspergillus niger</i>	1	12	8%
			basidiomycetes	4	47	31%
			<i>Penicillium chrysogenum</i>	5	59	38%
			<i>Pithomyces chartarum</i>	1	12	8%
			<i>Rhizopus oryzae</i>	1	12	8%
					Total 150	
150625-01-015 MEA-6 Rm. 104	0.0849	MEA	<i>Mucor racemosus</i>	1	12	17%
			<i>Penicillium chrysogenum</i>	5	59	83%
					Total 71	
150625-01-017 MEA-7 Rm. 124	0.0849	MEA	<i>Aspergillus fumigatus</i>	2	24	40%
			<i>Cladosporium sphaerospermum</i>	1	12	20%
			<i>Penicillium chrysogenum</i>	1	12	20%
			<i>Penicillium corylophilum</i>	1	12	20%
					Total 60	
150625-01-019 MEA-8 Rm. 103	0.0849	MEA	<i>Acremonium strictum</i>	1	12	8%
			<i>Aspergillus fumigatus</i>	2	24	17%
			<i>Aspergillus versicolor</i>	1	12	8%
			<i>Cladosporium cladosporioides</i>	4	47	33%
			<i>Cladosporium sphaerospermum</i>	1	12	8%
			<i>Pithomyces chartarum</i>	1	12	8%
			yeasts	1	12	8%
			sterile fungi	1	12	8%
					Total 140	

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150625-01-021 MEA-9 Rm. 131	0.0849	MEA	<i>Acremonium strictum</i>	3	35	14%
			<i>Aspergillus versicolor</i>	1	12	5%
			basidiomycetes	4	47	18%
			<i>Chrysosporium pannorum</i>	1	12	5%
			<i>Cladosporium cladosporioides</i>	3	35	14%
			<i>Cladosporium sphaerospermum</i>	3	35	14%
			<i>Penicillium brevicompactum</i>	2	24	9%
			<i>Penicillium chrysogenum</i>	1	12	5%
			<i>Penicillium decumbens</i>	1	12	5%
			<i>Penicillium spinulosum</i>	1	12	5%
			<i>Penicillium restrictum</i>	1	12	5%
			sterile fungi	1	12	5%
			Total 260			
150625-01-023 MEA-10 Rm. 140	0.0849	MEA	<i>Aspergillus niger</i>	1	12	5%
			<i>Cladosporium cladosporioides</i>	11	130	52%
			<i>Cladosporium sphaerospermum</i>	1	12	5%
			<i>Penicillium decumbens</i>	1	12	5%
			<i>Penicillium spinulosum</i>	2	24	10%
			<i>Penicillium variabile</i>	1	12	5%
			<i>Scolecobasidium constrictum</i>	1	12	5%
			yeasts	2	24	10%
			sterile fungi	1	12	5%
Total 250						
150625-01-025 MEA-11 Rm. 144	0.0849	MEA	<i>Cladosporium cladosporioides</i>	7	82	47%
			<i>Cladosporium sphaerospermum</i>	1	12	7%
			<i>Penicillium chrysogenum</i>	1	12	7%
			yeasts	5	59	33%
			sterile fungi	1	12	7%
Total 180						
150625-01-027 MEA-12 Outdoors	0.0849	MEA	<i>Alternaria alternata</i>	4	47	8%
			basidiomycetes	2	24	4%
			<i>Cladosporium cladosporioides</i>	21	250	41%
			<i>Cladosporium herbarum</i>	3	35	6%
			<i>Cladosporium langeronii</i>	2	24	4%
			<i>Cladosporium sphaerospermum</i>	7	82	14%
			<i>Epicoccum nigrum</i>	2	24	4%
			<i>Fusarium solani</i>	2	24	4%
			<i>Paecilomyces variotii</i>	1	12	2%
			<i>Penicillium spinulosum</i>	5	59	10%
			<i>Pithomyces chartarum</i>	2	24	4%
Total 600						

Prestige EnviroMicrobiology, Inc

AIIA Environmental Microbiology PAT Program participant

EMLAP Laboratory ID Number 192810

Website: www.prestige-em.com

Culture Method (P010): Culture Analysis of Dust Samples for Fungi with Speciation

Prestige # Client sample ID Location (Total dust wt. g)	Wt. (g)	Medium used	Dilution factor	Fungal Identification	Colony counts	Conc. (CFU/g)	Percentage
150625-01-011 CPT-1 Library carpet (0.0546g)	0.0546	MEA	1,000x	<i>Aspergillus niger</i>	1	18,000	7%
				<i>Cladosporium langeronii</i>	2	37,000	14%
				<i>Cladosporium sphaerospermum</i>	3	55,000	21%
				<i>Penicillium brevicompactum</i>	1	18,000	7%
				<i>Penicillium minioluteum</i>	1	18,000	7%
				<i>Phoma glomerata</i>	1	18,000	7%
				<i>Pithomyces chartarum</i>	1	18,000	7%
				<i>Trichoderma longibrachiatum</i>	1	18,000	7%
				yeasts	2	37,000	14%
				sterile fungi	1	18,000	7%
				Total 260,000			
150625-01-012 CPT-2 3101 carpet dust (0.1837g)	0.1028	MEA	1,000x	<i>Alternaria alternata</i>	1	9,700	5%
				<i>Aspergillus calidoustus</i>	1	9,700	5%
				<i>Aspergillus fumigatus</i>	3	29,000	15%
				<i>Aspergillus niger</i>	1	9,700	5%
				<i>Aureobasidium pullulans</i>	2	19,000	10%
				<i>Chaetomium globosum</i>	1	9,700	5%
				<i>Cladosporium langeronii</i>	2	19,000	10%
				<i>Cladosporium sphaerospermum</i>	2	19,000	10%
				<i>Penicillium aurantiogriseum</i>	1	9,700	5%
				<i>Penicillium pinophilum</i>	1	9,700	5%
				<i>Phoma herbarum</i>	1	9,700	5%
				<i>Pithomyces chartarum</i>	1	9,700	5%
				yeasts	2	19,000	10%
				sterile fungi	1	9,700	5%
Total 190,000							
150625-01-013 CPT-3 Library carpet (0.0724g)	0.0724	MEA	1,000x	<i>Aspergillus fumigatus</i>	5	69,000	17%
				<i>Aureobasidium pullulans</i>	1	14,000	3%
				<i>Cladosporium langeronii</i>	1	14,000	3%
				<i>Cladosporium sphaerospermum</i>	6	83,000	21%
				<i>Phoma</i> spp.	6	83,000	21%
				<i>Phoma glomerata</i>	4	55,000	14%
				<i>Phoma herbarum</i>	3	41,000	10%
				yeasts	2	28,000	7%
				sterile fungi	1	14,000	3%
Total 400,000							
150625-01-030 CPT-4 Blank (NA)	NA	MEA	10x	No fungal colony detected	ND	NA	NA

Report approved: _____



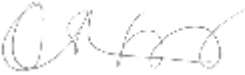
Theresa Lehman, MPH, Lab Director

Prestige EnviroMicrobiology, Inc

AIIA Environmental Microbiology PAT Program participant

EMLAP Laboratory ID Number 192810

Website: www.prestige-em.com

Technical Manager:  _____

Chin S Yang, Ph.D.

Analyst: Chin S. Yang, Ph.D.

1. The samples in this report were received in good, acceptable conditions. Prestige EnviroMicrobiology has not performed sample collection for the sample items listed in this report. Results relate only to the items tested.
2. Percentage is for each group in total population. Concentrations and percentages are rounded to the nearest two significant digits. Total percentage may not add up to 100% due to rounding.
3. Abbreviations where applicable: CMA = cornmeal agar, DG18 = Dichloran 18% glycerol agar, MEA = 2% malt extract agar, PCA = plate count agar, TSA = tryptic soy agar, ND = not detected, NA = not applicable.
4. All culture samples are incubated at 25±0.5°C unless otherwise indicated.
5. The detection limit of this analysis is one fungal colony, one bacterial colony or one fungal structure. The analytical sensitivities vary from analysis to analysis or by air volume. For calculation of the analytical sensitivities, please visit our webpage <http://prestige-em.com/index-tech.htm> or contact us by calling 856-767-8300 or by email info@Prestigeem.com.

Prestige EnviroMicrobiology, Inc

www.prestige-em.com

Analytical Test Report

Client: Carnow, Conibear & Associates, 600 W. Van Buren Street, Ste 500, Chicago, IL 60607

Client Project/Name: A143980006

Sample date: 6-24-2015

Submittal date: 6-24-2015

Samples submitted by: John Dobby

Date analysis completed: June 26, 2015

Prestige report number: 150625-01


Microscopic Method (P003): Analysis of Bulk Samples for Fungi by Optical Microscopy

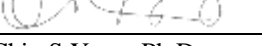
Prestige # Client sample ID Location	Sample dimension	Fungal ID	Fungal structures observed	Fungal density	Notes
150625-01-028 IC062315-01 Pipe insulation above library ceiling	irregular	<i>Cladosporium</i>	spores, conidiophores, hyphae	3	Fungal growth, growth coverage approximately 60%; bacterial growth observed.

Microscopic Method (P003): Analysis of Tape-Lift Samples for Fungi by Optical Microscopy

Prestige # Client sample ID Location	Sample dimension	Fungal ID	Fungal structures observed	Fungal density	Notes
150625-01-029 4 Rm. 139 pipe insulation above ceiling	½" x 1 ¼"	<i>Acremonium/Gliomastix</i> <i>Cladosporium</i>	spores, conidiophores, hyphae spores, conidiophores, hyphae	1 3	Fungal growth, some fungal structures in fragments; mites & their fecal matter observed.

1. The samples in this report were received in good, acceptable conditions. Prestige EnviroMicrobiology has not performed sample collection for the sample items listed in this report. Results relate only to the items tested.
2. Fungal density rating 1-5 (1 being the lowest and 5 the highest) indicates density of fungal growth structures observed. No fungal density is provided for loose spores, hyphal fragments and other structures. (<1) is used to indicate a light fungal density. NA = not applicable, ND = not detected.
3. Growth coverage, if provided, is based on estimation of the entire bulk sample surface on all sides.
4. Fungal contamination is noted when an analyst, at times during sample analysis, can differentiate the unusual compositions (types or numbers) of fungal spores or structures from background fungal compositions.
5. For more information on the results and their interpretation, please visit our website www.prestige-em.com.

Report approved: 
Theresa Lehman, MPH, Lab Director

Technical Manager: 
Chin S Yang, Ph.D.

Analyst: Chin S. Yang, Ph.D.

Prestige EnviroMicrobiology, Inc. Tel: 856-767-8300 Fax: 856-767-8305
 242 Terrace Boulevard., Suite B-1, Voorhees, New Jersey 08043

Prestige Proj.#: 150625-01

Chain-of-Custody and Analysis Request Form

Client name: CARNOW, CONIBEAR & ASSOC., LTD. Client proj.#: A143980006
 Address: 312-762-2912 Tel: 312-782-5145 P.O.#:
800 W. VAN BUREN SUITE 500 E-mail: jdobby@ccahtd.co Date sampled: 6/24/15
CH. CAGO, IL 60607

Sample ID	Location or source	Sample type	Air vol (L)/ Area (inch ²)	Water: potable or non-potable	Analysis requests code or description	Turnaround time	Notes or special instructions
AOC-1	RM. 175	AIROCELL	75L	/	P001	5YD	PLS PROVIDE
MEA-1	"	ANDERSEN	84.9L	/	P007		OTHER PARTICLES
AOC-2	LIBRARY	AIROCELL	75L	/	P001		ON AIR-O-CELLS
MEA-2	"	ANDERSEN	84.9L	/	P007		EG, SKIN CELLS,
AOC-3	OUTDOORS	AIROCELL	30L	/	P001		DEBRIS, HYALAL
MEA-3A	"	ANDERSEN	56.6L	/	P007		FRAGMENTS, ETC,
MEA-3B	"	"	56.6L	/	P007		
AOC-4	RM. 125	AIROCELL	75L	/	P001		
MEA-4	"	ANDERSEN	84.9L	/	P007		
AOC-5	STAFF LOUNGE	AIROCELL	75L	/	P001		
MEA-5	"	ANDERSEN	84.9L	/	P007		

Contact name: JOHN DOBBY Submitted by: (sign & print) John Dobby Date submitted: 6/24/15
 Received by: (sign & print) Julie Yang Date & time received: 6/25/15 10:15A Delivered by: Fedex, UPS, USPO, in person

(For lab use only) Processed by: _____ Sample type: _____ Date: _____

Prestige EnviroMicrobiology, Inc. Tel: 856-767-8300
 242 Terrace Boulevard., Suite B-1, Voorhees, New Jersey 08043

Fax: 856-767-8305

Prestige Proj.#: 150625-01

Chain-of-Custody and Analysis Request Form

Client name: _____ Tel: _____ Client proj.#: A143980006

Address: _____ Fax: _____ P.O.#: _____

E-mail: _____ Date sampled: _____

Sample ID	Location or source	Sample type	Air vol (L)/ Area (inch ²)	Water: potable or non-potable	Analysis requests code or description	Turnaround time	Notes or special instructions
CPT-1	LIBRARY CARPET	BULK	4 SQ FT	/	P010	STD	WEIGHT DUST SAMPLE REPORT
↓ -2	"	MICRO-	2.50 FT	/	↓		RESULTS IN
↓ -3	"	VAC	2.50 FT	/			CFU/g OF SAMPLE
AOC-6	RM. 104	AIROCCEL	75L	/	P001		
MEA-6	"	ANDERSEN	84.9L	/	P007		
AOC-7	RM. 124	AIROCCEL	75L	/	P001		
MEA-7	"	ANDERSEN	84.9L	/	P007		
AOC-8	RM. 103	AIROCCEL	75L	/	P001		
MEA-8	"	ANDERSEN	84.9L	/	P007		
AOC-9	RM. 131	AIROCCEL	75L	/	P001		
MEA-9	"	ANDERSEN	84.9L	/	P007		
CPT-4		micro-vac	Blank		P010		

Contact name: John Dobby Submitted by: (sign & print) John Dobby Date submitted: 4/24/12
 Received by: (sign & print) Janie Jung Date & time received: 6/13/12 10:15 AM
 Delivered by: Fedex, UPS, USPO, in person

(For lab use only) Processed by: _____ Sample type: _____ Date: _____

Prestige EnviroMicrobiology, Inc. Tel: 856-767-8300 Fax: 856-767-8305
 242 Terrace Boulevard., Suite B-1, Voorhees, New Jersey 08043

Prestige Proj.#: 150625-01

Chain-of-Custody and Analysis Request Form

Client name: _____ Tel: _____ Client proj.#: A143980006
 Address: _____ Fax: _____ P.O.#: _____
 E-mail: _____ Date sampled: _____

Sample ID	Location or source	Sample type	Air vol (L)/ Area (inch ²)	Water: potable or non-potable	Analysis requests code or description	Turnaround time	Notes or special instructions
A06-10	RM. 140	AIR CELL	75L	X	P001	STD	
MEA-10	"	ANALYZED	84.9L	X	P007		
A06-11	RM. 144	AIR CELL	75L	X	P001		
MEA-11	"	ANALYZED	84.9L	X	P007		
A06-12	OUTDOORS	AIR CELL	75L	X	P001		
MEA-12	"	ANALYZED	84.9L	X	P007		
IC062714-01	PIPE INSULATION ABOVE LIBRARY CELL	BULK	-	-	P003	STD	
#	RM. 139 PIPE INSULATION	TAPE	-	-	↓	↓	
	ABOVE CEILING						

Contact name: JOHN DOBBY Submitted by: (sign & print) John Dobby Date submitted: 6/24/15

Received by: (sign & print) Julie Yang Date & time received: 6/25 10:15A Delivered by: Fedex, UPS, USPO, in person

(For lab use only) Processed by: _____ Sample type: _____ Date: _____



ANALYTICAL REPORT

Amended-20150804

Report Date: August 04, 2015

John Dobby
Carnow, Conibear, & Associates, Ltd.
600 W. Van Buren St., Ste 500
Chicago, IL 60607

Phone: (312) 782-4486 x 312
Fax: (312) 782-5145
E-mail: jdobby@ccaltd.com

Workorder: **34-1518035**

Client Project ID: A143980006/Pleasantdale
062915
Purchase Order: A14398006
Project Manager: Paul Pope

Analytical Results

Sample ID: L-1	Collected: 06/24/2015	
Lab ID: 1518035001	Received: 06/29/2015	
Method: NIOSH 5600	Media: Wipe	
	Sampling Parameter: Area 100 cm ²	
Analyzed: 07/01/2015		
Sampling Location: Pleasantdale		
Analyte	ug/sample	RL (ug/sample)
Lindane	<0.020	0.020

Sample ID: L-2	Collected: 06/24/2015	
Lab ID: 1518035002	Received: 06/29/2015	
Method: NIOSH 5600	Media: Wipe	
	Sampling Parameter: Area 100 cm ²	
Analyzed: 07/01/2015		
Sampling Location: Pleasantdale		
Analyte	ug/sample	RL (ug/sample)
Lindane	<0.020	0.020

Sample ID: L-3	Collected: 06/24/2015	
Lab ID: 1518035003	Received: 06/29/2015	
Method: NIOSH 5600	Media: Wipe	
	Sampling Parameter: Area 100 cm ²	
Analyzed: 07/01/2015		
Sampling Location: Pleasantdale		
Analyte	ug/sample	RL (ug/sample)
Lindane	<0.020	0.020

Sample ID: L-4	Received: 06/29/2015	
Lab ID: 1518035004		
Method: NIOSH 5600	Media: Wipe	
	Sampling Parameter: Area Not Applicable	
Analyzed: 07/01/2015		
Sampling Location: Pleasantdale		
Analyte	ug/sample	RL (ug/sample)
Lindane	<0.020	0.020

ADDRESS 960 West LeVoy Drive, Salt Lake City, Utah, 84123 USA | PHONE +1 801 266 7700 | FAX +1 801 268 9992

ALS GROUP USA, CORP. An ALS Limited Company

Environmental

www.alsglobal.com

RIGHT SOLUTIONS RIGHT PARTNER



ANALYTICAL REPORT

Amended-20150804

Workorder: **34-1518035**

Client Project ID: A143980006/Pleasantdale
062915

Purchase Order: A14398006

Project Manager: Paul Pope

Report Authorization (/S/ is an electronic signature that complies with 21 CFR Part 11)

Method	Analyst	Peer Review
NIOSH 5600	/S/ Mila V. Potekhin 07/02/2015 16:07	/S/ Yimin Zhao 07/06/2015 10:07

Laboratory Contact Information

ALS Environmental
960 W Levoy Drive
Salt Lake City, Utah 84123

Phone: (801) 266-7700
Email: alsst.lab@ALSGlobal.com
Web: www.alssl.com

General Lab Comments

The results provided in this report relate only to the items tested.
Samples were received in acceptable condition unless otherwise noted.
Samples have not been blank corrected unless otherwise noted.
This test report shall not be reproduced, except in full, without written approval of ALS.

ALS provides professional analytical services for all samples submitted. ALS is not in a position to interpret the data and assumes no responsibility for the quality of the samples submitted.

All quality control samples processed with the samples in this report yielded acceptable results unless otherwise noted.

ALS is accredited for specific fields of testing (scopes) in the following testing sectors. The quality system implemented at ALS conforms to accreditation requirements and is applied to all analytical testing performed by ALS. The following table lists testing sector, accreditation body, accreditation number and website. Please contact these accrediting bodies or your ALS project manager for the current scope of accreditation that applies to your analytical testing.

Testing Sector	Accreditation Body (Standard)	Certificate Number	Website
Environmental	AClass (DoD ELAP)	ADE-1420	http://www.aiclasscorp.com
	Utah (NELAC)	DATA1	http://health.utah.gov/lab/labimp/
	Nevada	UT00009	http://ndep.nv.gov/bsdwlabservice.htm
	Oklahoma	UT00009	http://www.deq.state.ok.us/CSDnew/
	Iowa	IA# 376	http://www.iowadnr.gov/InsideDNR/RegulatoryWater.aspx
	Florida (TNI)	E871067	http://www.dep.state.fl.us/labs/bars/sas/qa/
Texas (TNI)	T104704456-11-1	http://www.tceq.texas.gov/field/qa/lab_accred_certif.html	
Industrial Hygiene	AIHA (ISO 17025 & AIHA IHLAP/ELLAP)	101574	http://www.aihaaccreditedlabs.org
Lead Testing:			
CPSC	AClass (ISO 17025, CPSC)	ADE-1420	http://www.aiclasscorp.com
Soil, Dust, Paint ,Air	AIHA (ISO 17025, AIHA ELLAP and NLLAP)	101574	http://www.aihaaccreditedlabs.org
Dietary Supplements	AClass (ISO 17025)	ADE-1420	http://www.aiclasscorp.com



ANALYTICAL REPORT

Amended-20150804

Workorder: **34-1518035**

Client Project ID: A143980006/Pleasantdale
062915

Purchase Order: A14398006

Project Manager: Paul Pope

Definitions

LOD = Limit of Detection = MDL = Method Detection Limit, A statistical estimate of method/media/instrument sensitivity.

LOQ = Limit of Quantitation = RL = Reporting Limit, A verified value of method/media/instrument sensitivity.

ND = Not Detected, Testing result not detected above the LOD or LOQ.

NA = Not Applicable.

** No result could be reported, see sample comments for details.

< This testing result is less than the numerical value.

() This testing result is between the LOD and LOQ and has higher analytical uncertainty than values at or above the LOQ.

1518035



ALS Environmental
Field Chain-of-Custody Record

333370
1518035

Page of

Client Name & Address:

CAENOW, CONIBEAR & ASSOC., LTD.
600 W. VAN BUREN, STE. 500
CHICAGO, IL 60607

Project No.:

A14398006

Project Name:

PLEASANTDALE

Sampler: (Signature)

John M. Kelly

Preservation Code

Sample Matrix Code

Sample for Matrix QC

LINDANE

Analyses Requested

No. of Containers

Matrix Codes: W) Water B) Bulk L) Liquid F) Filter S) Soil G) Wipe C) Solid M) Media
Preservation Codes:
1) Cool to 4°C
2) HCl to pH<2, 4°C
3) H₂SO₄ to pH<2, 4°C
4) HNO₃ to pH<2, 4°C
5) NaOH to pH>12, 4°C
6) ZnOAc/NaOH to pH>9, 4°C

Remarks

WIPED AREA = 100 cm²

Field Sample Number	Site ID	Date	Time	Depth	ALS Sample Number
L-1	NUOSE'S OFFICE DECK	6/24/15			
L-2	BED 1				
L-3	BED 2				
L-4	BLANK				

Possible Hazard Identification

- Non-Hazard
- Flammable
- Skin Irritant
- Poison
- Rad
- Unknown

Sample Disposal

- Return to Client
- Disposal by Lab

(fees may be assessed if samples are retained longer than 3 months)

Archive for ___ Months

Requested Turn Around Time

- 2 Days (Rush)
- 3 Days (Rush)
- 7 Days (Rush)
- 14 Days
- 21 Days
- Other

(Rush = email data by COB on day due. Surcharges assessed.)

Relinquished by: (Signature)

John M. Kelly

Received by: (Signature)

John M. Kelly

Relinquished by: (Signature)

Received by: (Signature)

Carrier/Airbill #:

Date

06-29-16

Time

09:16

Shipped to:

ALS Environmental
960 West LeVoy Drive
Salt Lake City, UT 84123
Phone: (800) 356-9135
Phone: (801) 266-7700
FAX: (801) 268-9992

Date

Time

White - Laboratory Copy

Yellow - Client Copy

Received like L-2. Broken
Recovered like transferred to new vial
MS 06-29-16

APPENDIX C
RELEVANT PHOTOGRAPHS





Photo 1 – Room 124 Obstructed uni-vent

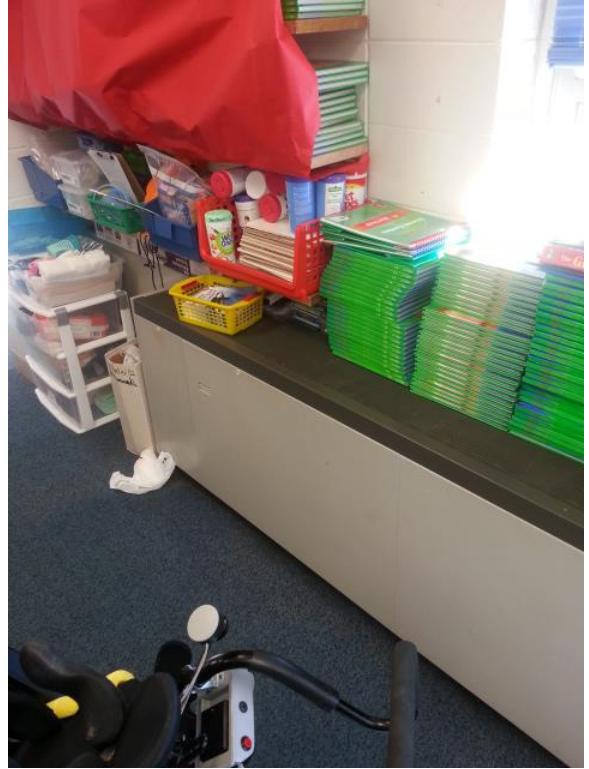


Photo 2 – Room 124 Obstructed uni-vent



Photo 3 – Room 125 Clean, orderly conditions



Photo 4 – Room 125 Stained Ceiling Tile



Photo 5 – Room 125 Bowed Ceiling Tiles



Photo 6 – Room 125 stained tiles under removed cabinets



Photo 7 – Room 125 stained tiles under removed cabinets

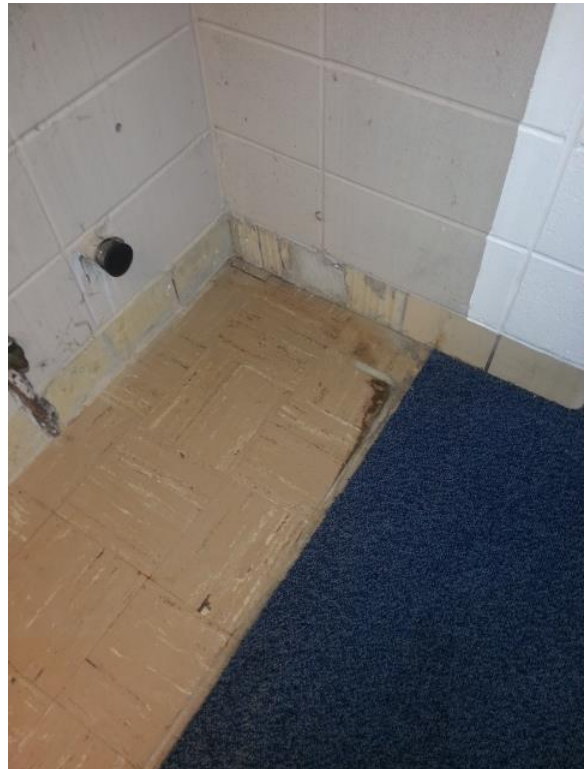


Photo 8 – Room 125 stained tiles under removed cabinets



Photo 9 – Room 125 above drop ceiling – discoloration on gypsum board decking



Photo 10 – Room 122 Clean, orderly conditions



Photo 11 – Room 122 Obstructed uni-vent

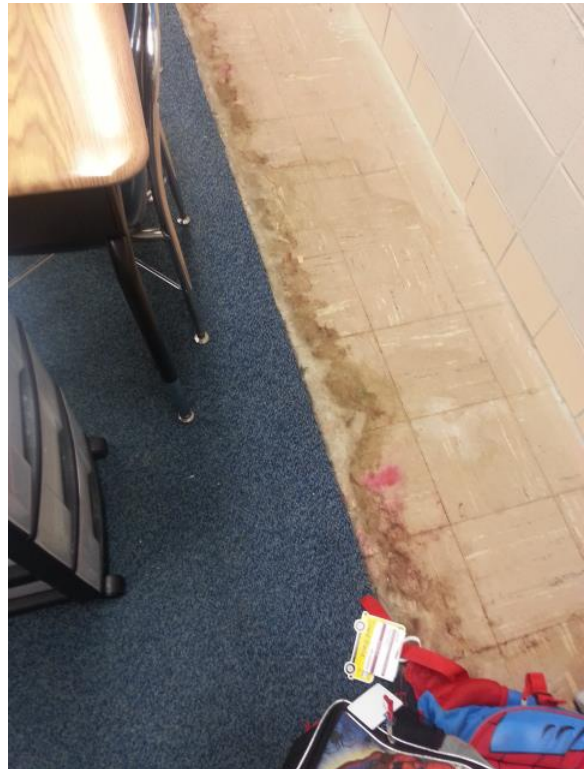


Photo 12 – Room 122 stained tile under removed cabinets



Photo 13 – Room 122 stains under removed cabinets



Photo 14 – Room 120 Stained Ceiling tile



Photo 15 – Room 120 Obstructed uni-vent



Photo 16 – Lounge: Roach trap in south corner



Photo 17 – Lounge: Moisture on Ceiling

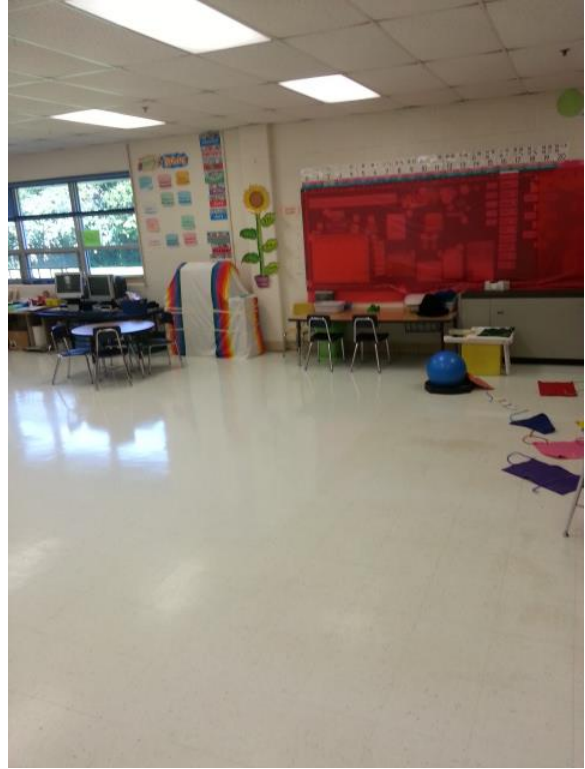


Photo 18 – Room 133 clean, orderly conditions



Photo 19 – Room 133 Water Stain on ceiling tile

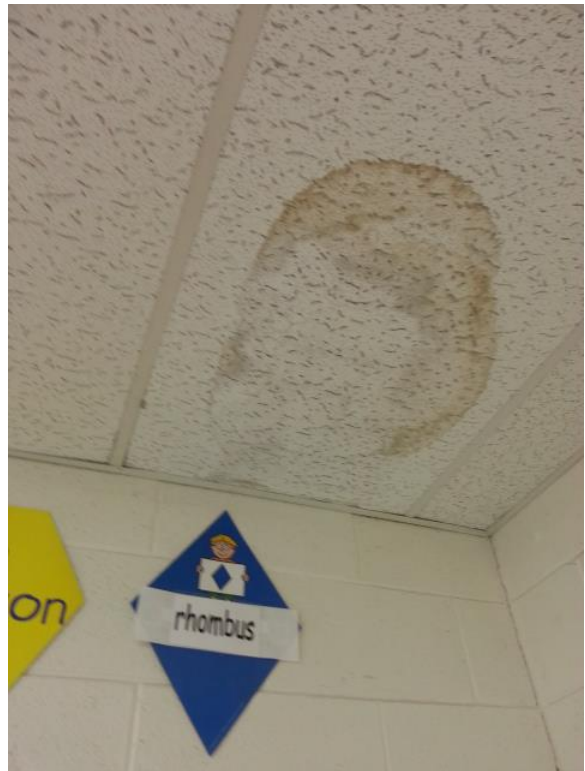


Photo 20 – Room 133 Water Stain on ceiling tile



Photo 21 – Room 133 Water Stain on ceiling tile



Photo 22 – Room 133 Stain on reverse of ceiling tile

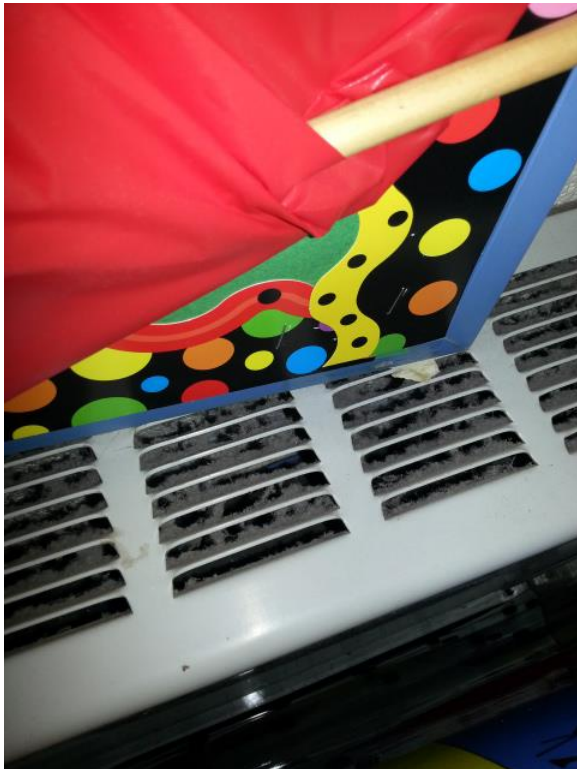


Photo 23 – Room 133 dirt, debris in uni-vent grille



Photo 24 – Room 133 Stained ceiling tile



Photo 25 – Room 133 Stained Pipe Cover



Photo 26 – Room 135 Water stain on ceiling tile



Photo 27 – Water stain on ceiling tile



Photo 28 – Obstructed uni-vent

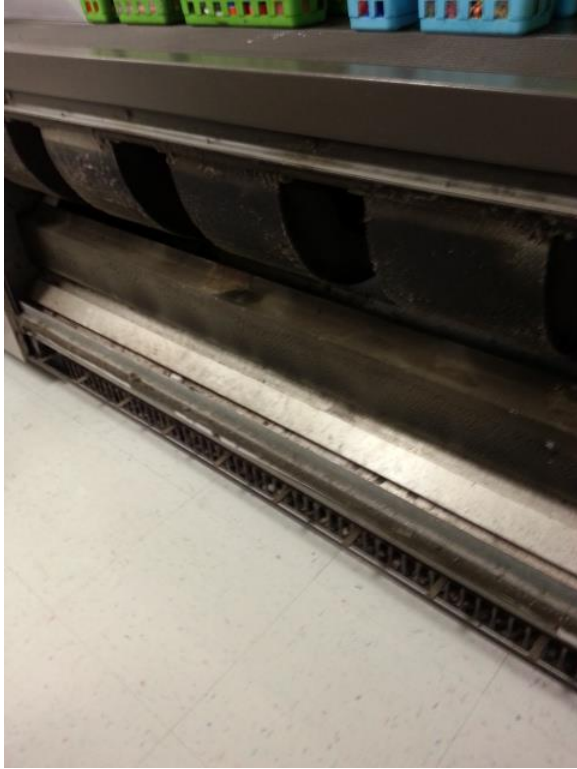


Photo 29 – Room 135 clean interior of uni-vent



Photo 30 – Room 135 leaking pipes above ceiling



Photo 31 – Room 135 Condensation and water damage on pipe above ceiling



Photo 32 – Room 137 clean, orderly conditions



Photo 33 – Room 137 Stained ceiling tile



Photo 34 – Room 137 Water damaged pipe



Photo 35 – Room 137 damaged pipe wrap



Photo 36 – Room 137 damaged pipe



Photo 37 – Room 137 Interior of water collection tub underneath pipe

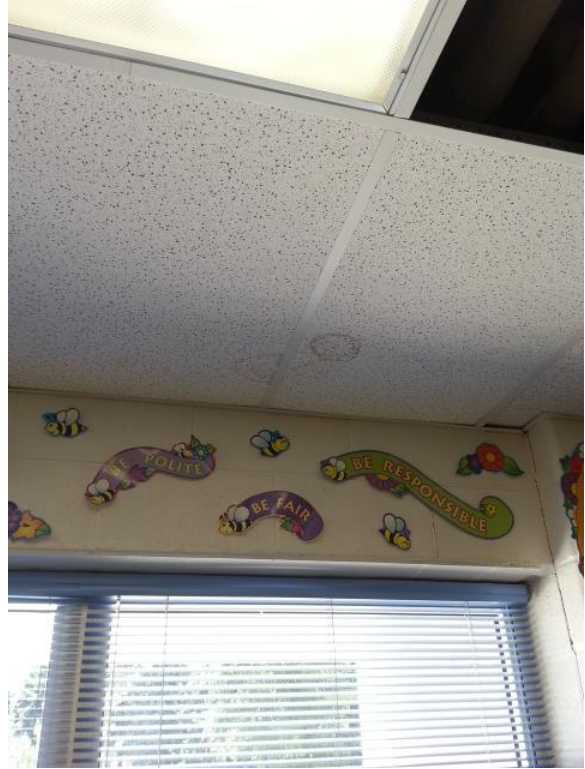


Photo 38 – Room 138 water stained ceiling tile



Photo 39 – Room 138 Damaged pipe with condensation



Photo 40 – Room 138 Damaged pipe



Photo 41 – Room 138 Water stained ceiling tile



Photo 42 – Room 136 Stained ceiling tile

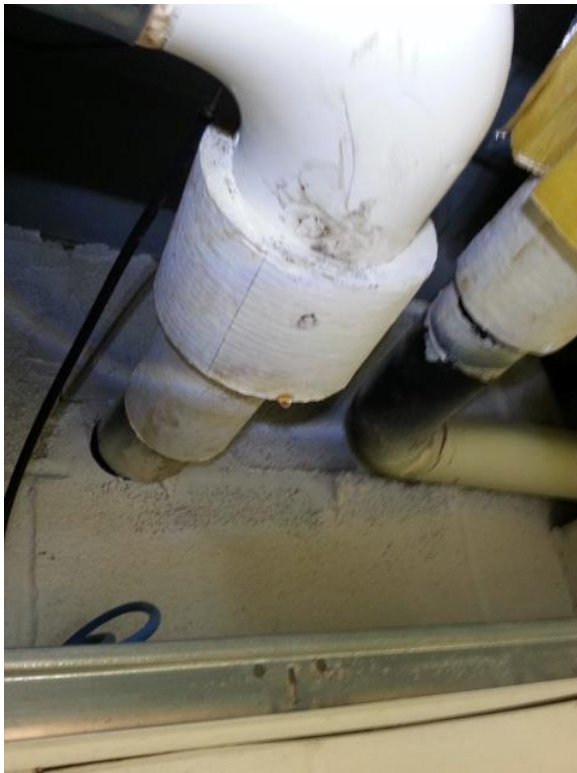


Photo 43 – Room 136 Damaged pipes



Photo 44 – Room 136 actively wet pipe covering



Photo 45 – Room 134 Water stain on ceiling tile



Photo 46 – Room 134 above ceiling, gap in insulation, moisture



Photo 47 – Room 134 water stained ceiling tile



Photo 48 – Room 134 gap in insulation, moisture



Photo 49 – Library ceiling, slightly bowed ceiling tiles



Photo 50 – Library Storage Stain and mold on ceiling tile



Photo 51 – Bulk sample collected from Library storage confirmed as containing mold growth



Photo 52 – Library Storage, damaged pipe above ceiling tile



Photo 53 – Library Storage damaged pipe above ceiling tile

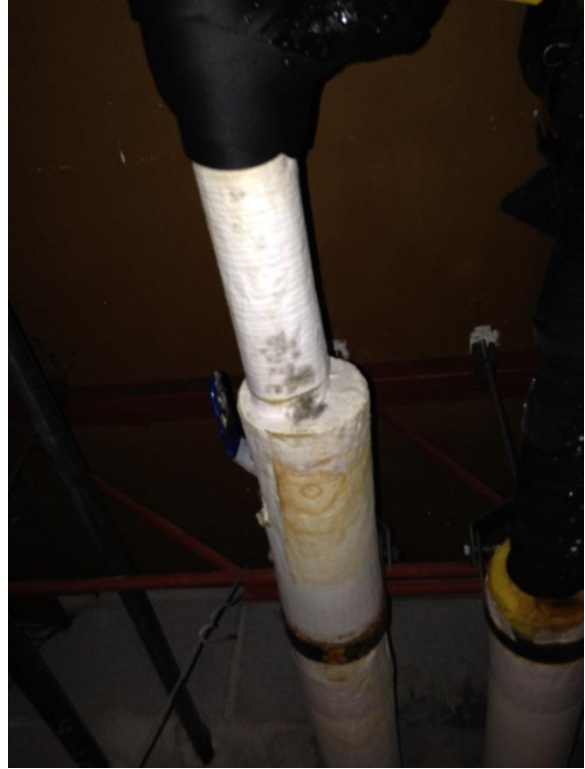


Photo 54 – Library SR Damaged pipe above ceiling

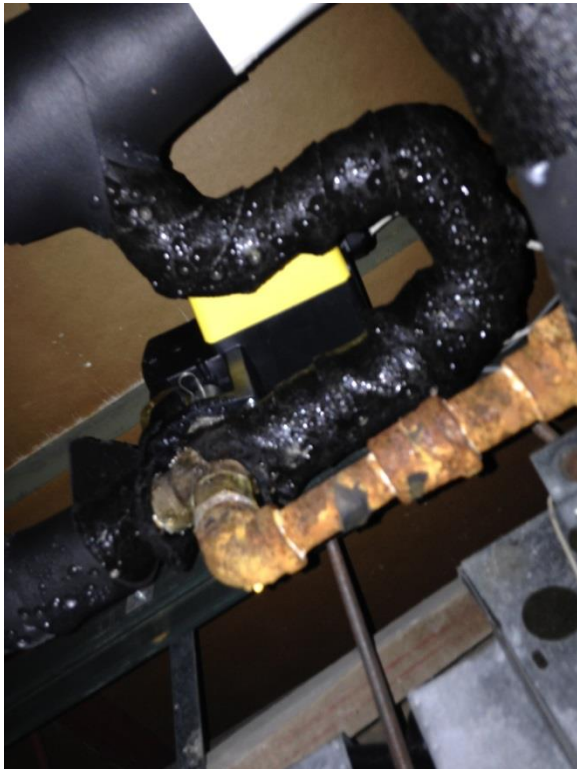


Photo 55 – Library Storage tar wrap above ceiling

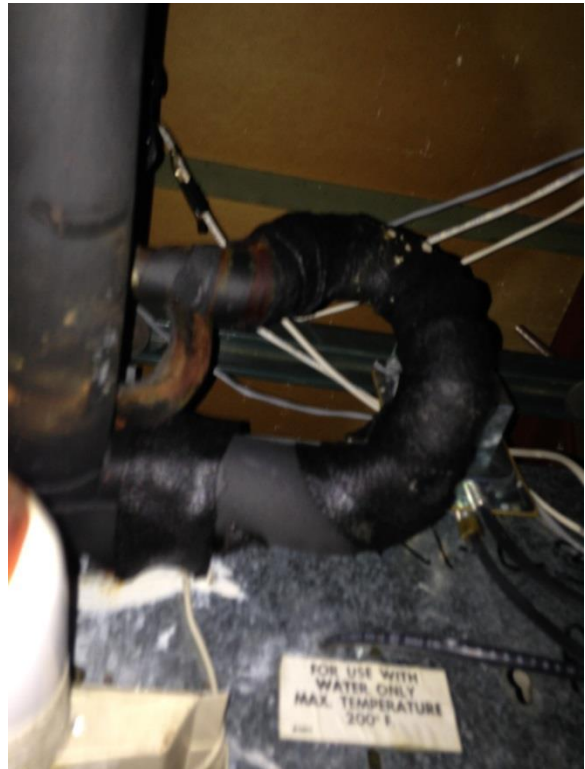


Photo 56 – Library Storage tar wrap above ceiling



Photo 57 – Outside room 134, partially obstructed exhaust grille

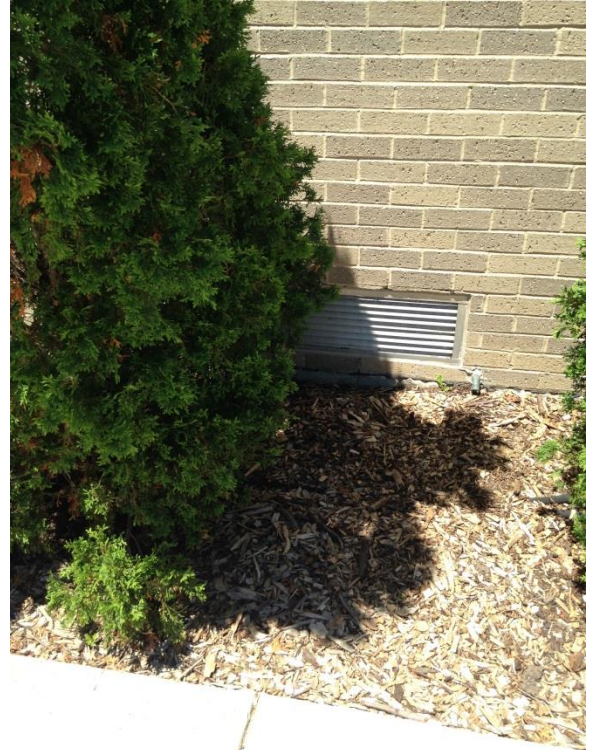


Photo 58 – Outside room 136, partially obstructed exhaust grille

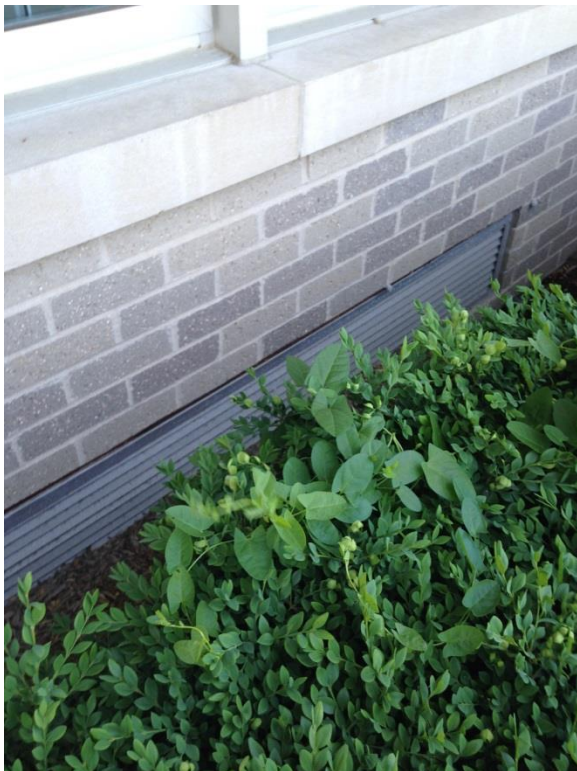


Photo 59 – Outside room 131, partially obstructed exhaust grille



Photo 60 – Room 139 - Obstructed uni-vent



Photo 61 – Room 139 - Obstructed uni-vent



Photo 62 – Room 139, stain on ceiling tile



Photo 63 – Room 139, stains and gap in insulation



Photo 64 – Room 139 suspect growth on pipe above ceiling tile



Photo 65 – Room 140, stained ceiling tile



Photo 66 – Room 141, stained ceiling tile



Photo 67 – Room 141, stained/damaged pipe above ceiling tile

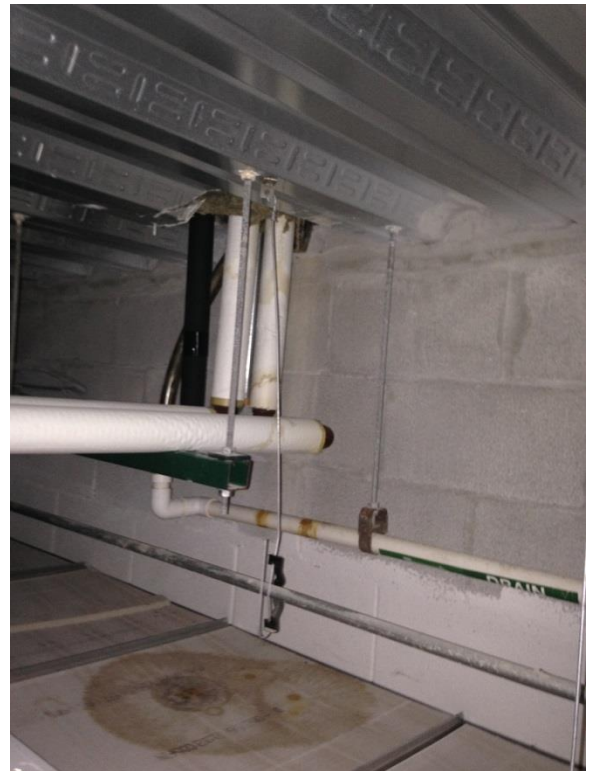


Photo 68 – Room 141, water damage/stain on pipe and ceiling tile



Photo 69 – Zone 5/SW hallway, damaged Pipe/condensation on supports



Photo 70 – Zone 5/SW hallway, damage on ceiling tile above supports



Photo 71 – Room 142, water stained ceiling tile



Photo 72 – Room 142, condensation and water damage on pipes



Photo 73 – Room 144, Water stained ceiling tile



Photo 74 – Room 144, water stained ceiling tile

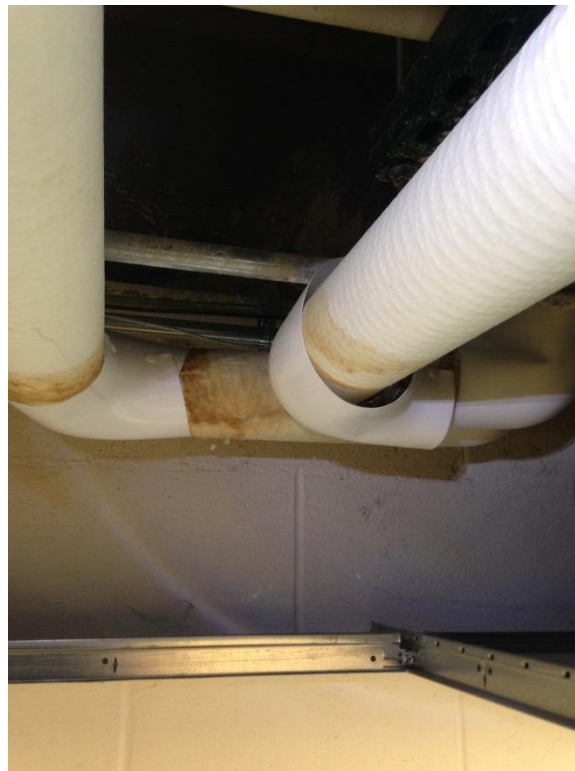


Photo 75 – Room 144, water damaged pipes

APPENDIX D
STAFF REPORTED HEALTH ISSUES SURVEY



Issue	Area	Symptoms	Comments
1	Whole Building	Allergies has increased ove the years, Now have bronchitis, mild asthma, and developed Graves Disease Hyperthroidism, had to have throid removed	
2	Zone 2 Zone 1	Burning eyes and drippy nose, only on schoold days	Ventilation system rarelyt works correctly (either freezing or very hot). It is often being fixed only to have the same prolem again. Dust and dirt come out every time. Water stained tiles in ceiling Dead bugs in light covers that have been there a long while. Large ceiling to floor cracks in various locations (classroom) Zone 1, girls' bathroom has had pans to collect dripping water all year-perhaps even last year. Venteation system draws in dideseufumes of busses. Room smells terrible-this can't be healthy
3.	Zone 5	On dalily medication because Allergies are so bad	
4	Staff Lounge	First time I was back in building for summer hours in July, I started with sneezing and within the next two hours I became very congested and had full blown allergy. I went home and dad a lowgrade fever. The next day I went to the doctor and was given medication for a sinus infection and upper respiratory infection	
5	Library	I suffer migraines and have realized they're getting more frequent. Sunlight coming in directly onto my built in desk. It was advised by my dermatologist tht a filter be put on there (the windows) and they (admin) dinally did but I don't think it's enough. I have a history of skin cancer.	Water leaking from ceiling
6	Whole Building	I have a headache every day! I am a cancer patient who has worked for Pleasantdale for 20 years. Remission - 4 years. Formn of B-Cell Lymphoma. (LYmphamatoid Granulamatosi). Have worked in both buildings. Mold in Middle School Room. (Rozim's Room) (Very strong smell when locked up over a weekend.	
7	Rm 140	I have been tested and am allergic to 8 different molds. When I had carpet in my room, I took allergy medicine year round and had frequent head aches wile at work. While on maternity lea e and this year, I don't have the sneezing or head aches. My room got the tile last year. Based on my symptoms, I dedinately think there was mold in the carpet.	
8	Zone 5	Post nasal drip, ear pressure	Concerns: Air Vent Safety- when was the last time the vents were cleaned and filters replaced. There has become a constant air pressure issue and the smell of mold andmildew. The bathroom, in our classroom is next to the sump pump. Is the air quality from the pump causing this or adding to the overall safety concerns in this area of the building? The teachers lounge is also a concern mainly because of the lack of air circulation. There is <u>no</u> ventilation, therefoe, the consistent poor air quality continues to recirculate...not pleasant for a lunch break.
10	Rm. 144	Allergies - mold and seasonal Asthma, Bronchitis Nodules on my lungs and one on my kidney	
11	Room 137 (Zone 2)	Small pulmonary nodules on lungs. Conjestion wihin an hour of entering room. Headaches (occasionally) within an hour of entering building.	
12	Zone 2		Vents throw dirt/dust into the air and oto tables/floor. Room is often muggy and moldy smiling. Things fall off the

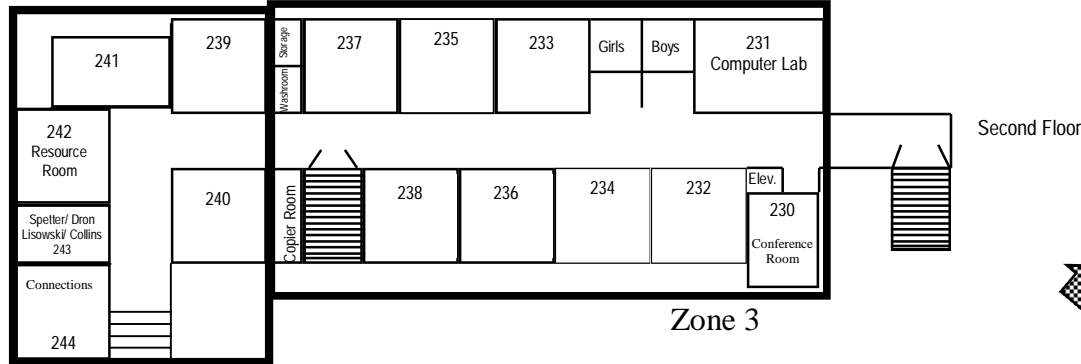
			wall because of this: They peel and curl. Ceiling tiles have stains.
13	125	Headaches	Carpet vomit from students being sick Awful smell in our room that does not go away (air quality?) What appears to be black mold in the "newer" ca inets- (air quality, safety?) Water rings on ceiling tiles
14	103 Nurse #1	Nurses' office sneezing/allergic Rhinitis	Ventilation system heating/cooling erratic. Temperatures from 60-100
15	103 Nurse #2	Thyroid CA (=2012) Breast CA (2014/2015) R/T Gene mutation	
16	124	Chronic cough	Carpet: creeks when walked on in areas Flood Damage: air quality Rusting Furniture: safety? Students' illnesses: air quality?
17	133	Cold and have to wearing coat indoors when temperatures outside are 70+, Other times our room is like a saunas	The ceiling tiles in our room have been damaged and not been replaced since I have been in the room (2 years). New water damage appears occasionally and we have pointed this out to the maintenance. On a weekly basis we find black dirt on the table and floor next to the heating/cooling system. This should indicate that this system needs to be cleaned. Pictures are enclosed of both water damaged tiles and dirt on tables and floor) Concerned about the fluctuating temperatures throughout the whole building.
18	131	I suffer from allergies to mold	Throughout the building (including my room, hallways, library) there are wet ceiling tiles that are not changed. My room was evacuated for about 1 week due to radon levels. The measured radon levels during a 24 hour period test varied from 3-24. Carpets have been the same for many, over thirteen years, and cleaned only yearly. Roof leaking in library but carpet that was wet was never cleaned (bottom of ceiling windows, close to closet wall).
19	141		I suffer from excema. When in the building I have to use bandaids many days to minimize the excema on my left hand. When available I use a big knee bandaide so it covers all the effected area. Post nasal drip when at work I use my own "dove" soap. I have been at home for 2 weeks and the excema is almost totlly gone. When I did use the school soap in the women's bathroom it takes 2 days of washing my hands a few times before excema begins. So that is why I never use the school soap. I am very concerned about the amount of time I spent in room 135 before the radon was ever mitigated. I am concerned about the time I have spent in room 141 with what I now suspect was unmitigated ranon. My concern is my lack of knowledge to be proactive about addressing any illness I may encounter because of the radon situation.
20	135	Felt like I had the flu most days when I worked in that classroom years ago. I worked in there for around 5 years. I told my doctor I called it the "stress flue" because no fever. But it went away when I no longer worked in that room. Diagnosed with sinus infection every year in the winter	
20	Music Room	I have dealt with: excema chronic fatigue syndrome	I had to evacuate my room because of hisg levels of radon. I wonder if the pesticides sprayed around school affects us negatively?

APPENDIX E
SITE FLOOR PLAN



Your help is needed for the upcoming environmental testing that will be done at the elementary school.

Zone 6



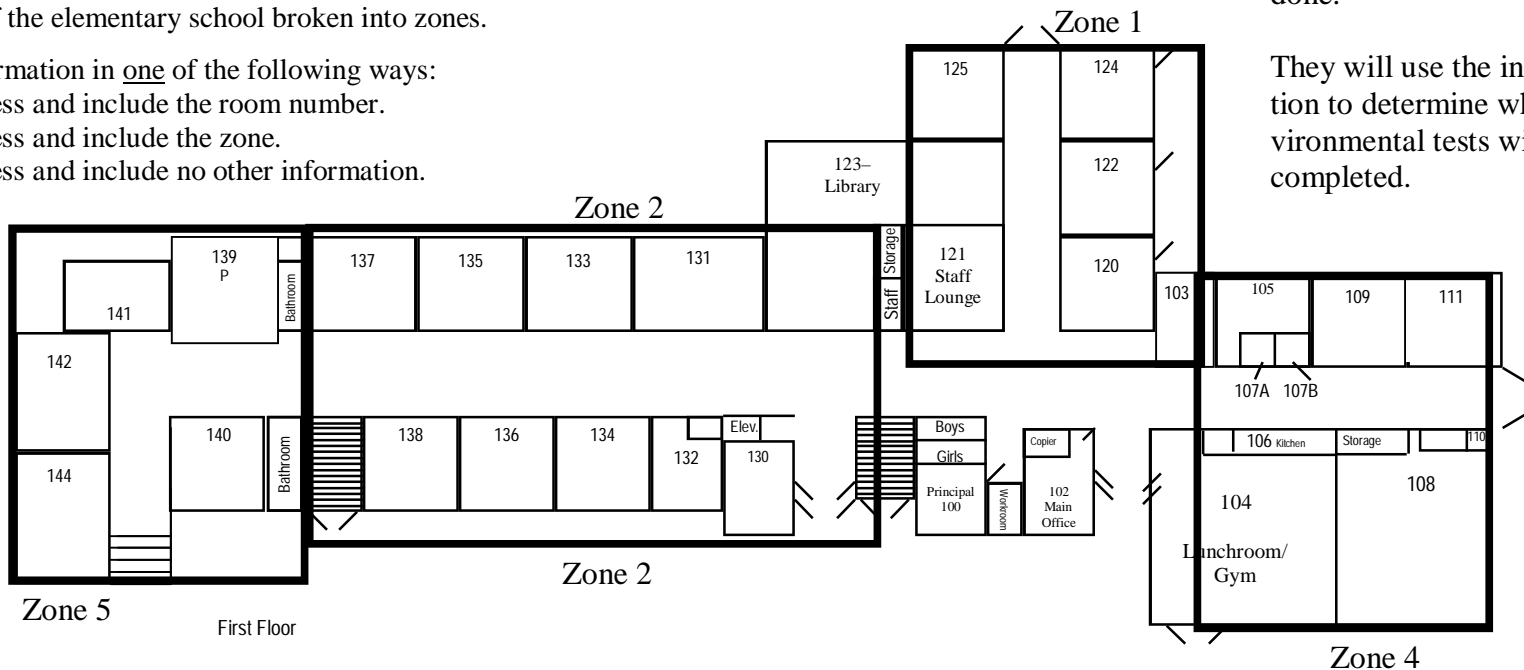
The school board would like TAP's help in generating a list of illnesses/ailments the building environment might be having on the staff.

The better they can pinpoint the areas of staff illness, the better the testing that can be done.

Here is a map of the elementary school broken into zones.

Please give information in one of the following ways:

- List the illness and include the room number.
- List the illness and include the zone.
- List the illness and include no other information.



They will use the information to determine which environmental tests will be completed.

Pleasantdale Elementary School
2014-2015

Pleasantdale School District 107

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In preparation for the 2015-16 school year, differentiation and individualization are kept at the forefront while planning for professional development (PD). In order to prepare for a smooth flow to the school year, some alterations to the PD delivery method have been streamlined for effectiveness. The purpose for revising the process is to provide each staff member with a PD path that is unique to his/her position, thereby improving our teaching and the overall student experience.

In response to staff input, the PD plan will hold a consistent focus, yet allow the flexibility for groups with differing needs to focus on concepts specific to their needs. We will achieve this goal via a series of unique PD pathways to provide staff members with an experience specifically tailored to their positions. Creating these pathways will be accomplished through open communication and collaboration.

Based on staff feedback, we need to focus on both the content and the delivery of our professional development. To that end, PD will be delivered in several ways, including using time at after-school meetings on the second Wednesday of each month. Additionally, we will design a system of extended PD via one-half day of “release” time per trimester for groups to work on classroom implementation of their focus area. Throughout the course of the school year, we will revisit concepts addressed covered during PD, allowing participants to experience intertwining ideas.

Depending on the composition of each group, the areas of focus include Next Generation Science Standards, the new Illinois Learning Standards for Physical Development and Health, the increased incorporation of writing within the Common Core State Standards, math intervention, and exploring the new Core Arts Standards, to name a few.

Additionally, Curriculum Council will take on a new look. While the name will remain the same, the purpose of the group will be revised. Participants will undertake an in-depth review of one focus area at a time. The first point that will be addressed by the Curriculum Council is math, which will undergo a thorough curriculum review. This will allow us to refine our practices in order to advance student engagement and achievement. As time progresses and desired outcomes are attained, we will plan additional areas of focus.

Presentation takeaways:

- Format adjustments were developed as a result of administration and TAP discussion.
- PD paths are established with staff input.
- There may be mini PD paths that occur to either revisit or expose/introduce additional material while continuing the primary focus.
- Curriculum Council has been restructured to better meet our district’s needs.

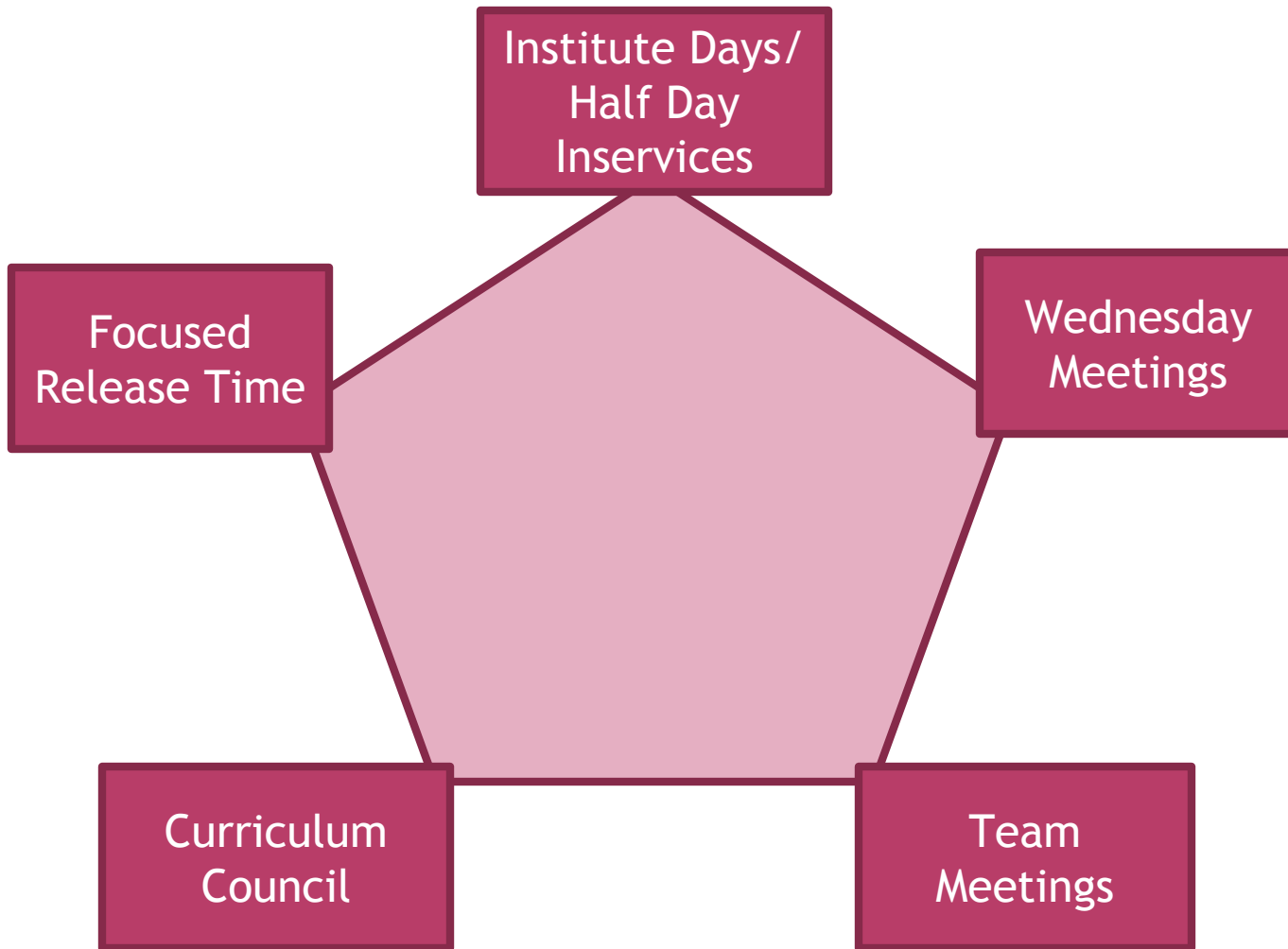
Mission

Ensure that each student is a passionate learner empowered with the Academic and social skills to responsibly choose and excel in life pursuits.

PLEASANTDALE PROFESSIONAL DEVELOPMENT PLAN

2015-16 School Year

MULTIFACETED



A CLOSER LOOK AT THE FACETS

- ⦿ Institute/Inservice Days
 - big picture, but not always the “same” picture
- ⦿ Wednesday Meetings
 - one Wednesday a month dedicated to a “PD Wednesday”
- ⦿ Focused Release Time
 - one half-day per trimester for an in-depth continuation of the work specific to each group
- ⦿ Team Meetings
 - on an as-needed basis for continuation or clarification
- ⦿ Curriculum Council
 - will take on a new look with a narrowed, specific focus



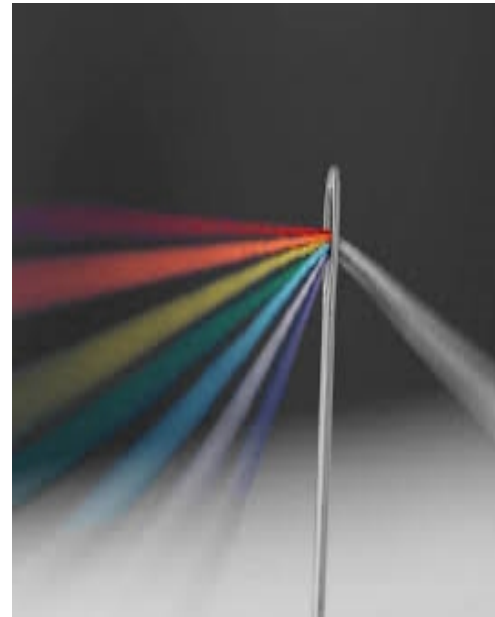
FOCUSED

- ◎ the big picture: **F**ollow
One **C**ourse **U**ntil
Successful
- ◎ one primary progression
at a time while:
 - following up what might
need revisiting
 - exposing to what lies ahead



A COMMON THREAD LIES THROUGH THE FACETS

- ⦿ a universal theme will be woven through the various methods of delivery
- ⦿ continuity will keep us progressing
- ⦿ staff input and feedback will keep us productive



DIFFERENTIATED AND INDIVIDUALIZED

⦿ to consistently meet the various needs of the staff and continue on the unique focused paths, a scheduling guide has been developed for all staff to know:

- participants of the session
- purpose of the session
- location of the session

Group	Purpose	Location
PreK/EC Teachers		
Kinder Teachers		
Grade 1 Teachers		
Grade 2 Teachers		
Grade 3 Teachers		
Grade 4 Teachers		
Elem Resource		
MS Resource		
Gr 5 ELA/SS		
MS ELA		
MS Math		
MS Science		
MS Social Studies		
Reading Specialists		
Physical Education		
Social Work		
Connections		
ELL		
Art		
Spanish		
Music		
Health		
Proj. Lead the Way		
Media		
Para-Professionals		

QUESTIONS?

“Nothing great was ever achieved without enthusiasm.”

- Ralph Waldo Emerson
American essayist, lecturer, and poet

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Pleasantdale Elementary School

When scheduling students, placing children in a positive learning environment is a priority. Pleasantdale Elementary administration and staff members spend a great deal of time and energy ensuring each child's unique needs are considered. Annually, the team reflects on the scheduling process and makes improvements.

Preschool groupings are unique because parents have choices regarding the number of days their child attends (2, 3, or 5) as well as a.m., p.m., or full day. Some of the challenges associated with this model include balancing classes, differentiating instruction, assessing, tracking, and making sure instruction is not repeated. We will be looking into ways to improve the preschool scheduling process this year.

Most of our incoming kindergarten students attended our preschool so placement is done in a very similar manner to grades 1-4. However, we are fortunate to have new students enroll in the spring and summer. For example, of the 40 kindergarten students currently enrolled 17 are new to our school. Through conversations with parents, we do our best to learn about these children in an attempt to keep classes balanced.

The introduction of free extended day kindergarten will not affect the overall structure of the day. There will still be half-day students going home at noon. However, as of August 5, there are only six children opting for half-day. Last year at this time, there were thirteen half-day students.

Transition from Elementary to Middle School

The elementary staff members play an important role in the initial placements for our incoming 5th grade students. They assist with the administration of placement tests, provide feedback from data reviews, both regarding academic and behavioral strengths/areas of focus for our new students. They are also critical in helping establish the Advisory/Homeroom groups, the central focus of our Social Emotional Learning curriculum (SEL) These groups are balanced by gender and SEL factors in order to assist with a smooth transition to Middle School.

Pleasantdale Middle School

The Middle School process differs greatly from the Elementary School process, as teachers generally instruct in singular academic areas of focus and students traditionally rotate classes and classrooms throughout the school day. Class sections at each grade level are set based upon the number of students at each grade level, the number of sections in differentiated subjects (Above Level courses in Math and English Language Arts), with a focus both on local district guidelines (class size), state rules regarding IEP/Non-IEP ratios in classrooms (30%/70%), and gender, behavior, and ability balances.

Additional goals for the scheduling process include: aligning staff schedules, when possible, to allow for collaborative planning, data reviews, and grade level planning; aligning English Language Arts classes (composition and literary arts) so that instruction is provided by the same instructor to the

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same set of students for best delivery/continuity of the curriculum; at the 5th Grade level, creating an Language Arts/Social Studies block to minimize transitions and acclimate the students to the Middle School Environment.

The size of the school/grade and the needs for interventions/accelerated curriculum can provide great stress on the schedule. In all but one grade level (7th) two distinct pathways of must be developed for the students to “travel” through their day in order to meet the IEP guidelines. These two paths must intersect on a common period for special services (resource,math/reading labs). Additionally, students identified with the potential for additional supports (Rtl tiered supports) are scheduled proactively to allow for seamless transition in and out of interventions. These students are scheduled into these tiered interventions in lieu of either Social Studies or Spanish, at times resulting in an apparent imbalance in these classes.

Similarly, multiple pathways need to be created to allow for students to participate in accelerated curriculum, including those Above Level courses offered within grade levels, double accelerated classes, and those participating in classes at the high school.

One of the greatest challenges this school year has been the great influx of new students to the Middle School To date, 15 new students have enrolled, with 6 pending district registration. Such new enrollments have already created some challenges, including a complete rescheduling of one grade level in late July in order to balance classes.While all courses currently

Presentation Takeaways:

Elementary School

- ❖ Finding the best placement for students is a priority. This is a collaborative process between administration and staff. Student placement is often met with positive feedback from parents.
- ❖ Because of the structure of preschool, sectioning can be improved. There will be possible suggestions explored and presented during the year for 2016-2017 implementation.
- ❖ We reflect on the process and make improvements every year.

Middle School:

- ❖ Students are scheduled individually in order to best provide appropriate supports and academic challenges, based upon prior identified strengths and areas requiring support.
- ❖ Balance is sought in regard to class size, demographics, behaviors, with state (IEP) and local (class size) guidelines providing direction.
- ❖ Common Team time is sought for staff members to allow for collaboration, data reviews, and coordination of grade level activities.
- ❖ Summer new student registration, assessments for grade level transitions have provided challenges to the scheduling process.

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Sectioning Update

August 12, 2015

The Placement Puzzle (Elementary)

Goals of student placement:

- Assure each student is placed in a nurturing learning environment
- Assure each student has a learning peer group
- Streamline services (speech, ELL, Reading Lab, etc.) for efficiency
- Assure students get to know all peers in cohort
- Balance classes (gender, ability, behavior)

The Placement Puzzle (Elementary)

Process:

- Current grade level teams divide their students into balanced groups
- “Specials” teachers give input
- Adjustments can be made following spring data meetings to be efficient and streamline services.
- Groups are randomly assigned to teachers
- Students enrolling over the summer are placed based on as much as we can learn about them

Preschool Sections

- By midyear, preschool offerings are determined and communicated to the community.
- Early February - preschool registration begins. Registration paperwork asks for first and second choice of offerings. A security deposit is required.
- Mid March - preschool screenings are held.
- Students with special needs are placed in classrooms.
 - Spots are held for IEP students who turn 3 and/or move in during the school year.

Preschool Sections 2014-2015

a.m. classes	p.m. classes
<p>Preschool 4s (16 students)</p> <ul style="list-style-type: none">● T/Th (2 students)● M/W/F (8 students)● M/T/W/Th/F (6 students)	
<p>Preschool 4s (16 students)</p> <ul style="list-style-type: none">● T/Th (1 student)● M/W/F (3 students)● M/T/W/Th/F (12 students)	<p>Preschool 3s & 4s (14 students)</p> <ul style="list-style-type: none">● T/Th (2 students)● M/W/F (5 students)● M/T/W/Th/F (7 students)
<p>Preschool 3s (23 students)</p> <ul style="list-style-type: none">● T/Th (7 students)● M/W/F (8 students)● M/T/W/Th/F (8 students)	<p>Preschool 3s & 4s Extended Day (12 students)</p> <ul style="list-style-type: none">● T/Th (1 student)● M/W/F (1 student)● M/T/W/Th/F (10 students)
<p>ECSE 3s & 4s (7 students)</p> <ul style="list-style-type: none">● M/T/W/Th/F (7 students)	<p>ECSE 3s & 4s (5 students)</p> <ul style="list-style-type: none">● M/T/W/Th/F (5 students)

Preschool Sections 2015-2016

a.m. classes	p.m. classes
<p>Preschool 4s (15 students)</p> <ul style="list-style-type: none">• T/Th (0 students)• M/W/F (4 students)• M/T/W/Th/F (11 students)	
<p>Preschool 4s (17 students)</p> <ul style="list-style-type: none">• T/Th (2 students)• M/W/F (5 students)• M/T/W/Th/F (10 students)	<p>Preschool 3s & 4s (10 students)</p> <ul style="list-style-type: none">• T/Th (3 students)• M/W/F (5 students)• M/T/W/Th/F (2 students)
<p>Preschool 3s (16 students)</p> <ul style="list-style-type: none">• T/Th (5 students)• M/W/F (7 students)• M/T/W/Th/F (4 students)	<p>Preschool 3s & 4s Extended Day (13 students)</p> <ul style="list-style-type: none">• T/Th (4 students)• M/W/F (3 students)• M/T/W/Th/F (6 students)
<p>ECSE 3s & 4s (3 students)</p> <ul style="list-style-type: none">• M/T/W/Th/F (3 students)	

Preschool Sections

- Tentative classrooms are formed based on time of registration and first preference.
 - Preference for the 4 year old program is give to those currently in the 3 year old program.
- Parents are notified in April as to their placement.
- Parents are notified in August as to their teacher.

Kindergarten Sections

- Preschool teachers divide their current students into balanced groups (gender, ability, behavior)
- Students enrolling over the summer are placed based on as much as we can learn about them.

Kindergarten 2014-2015

Mrs. McFadden	Ms. Olsen	Mrs. Oskroba
<u>Beginning of school year</u> 21 students <ul style="list-style-type: none">● 11 male● 10 female● 16 full day● 5 half day	<u>Beginning of school year</u> 21 students <ul style="list-style-type: none">● 11 male● 10 female● 17 full day● 4 half day	<u>Beginning of school year</u> 20 students <ul style="list-style-type: none">● 10 male● 10 female● 16 full day● 4 half day
<u>End of school year</u> 22 students <ul style="list-style-type: none">● 11 male● 11 female● 18 full day● 4 half day	<u>End of school year</u> 21 students <ul style="list-style-type: none">● 11 male● 10 female● 19 full day● 2 half day	<u>End of school year</u> 20 students <ul style="list-style-type: none">● 10 male● 10 female● 16 full day● 4 half day

Kindergarten 2015-2016

Mrs. McFadden	Ms. Olsen	Mrs. Oskroba
<p><u>Beginning of school year</u> 20 students</p> <ul style="list-style-type: none">● 11 male● 9 female● 17 full day● 3 half day	<p><u>Beginning of school year</u> 18 students</p> <ul style="list-style-type: none">● 9 male● 9 female● 16 full day● 2 half day	<p><u>Beginning of school year</u> 19 students</p> <ul style="list-style-type: none">● 11 male● 8 female● 17 full day● 1 half day

First Grade Sections

- Kindergarten teachers divide their current students into balanced groups (gender, ability, behavior)
- Parents opting out of Job-Share classrooms are considered and replaced.
- Adjustments can be made following spring data meetings to be efficient and streamline services.
- Students enrolling over the summer are placed based on as much as we can learn about them.

The Placement Puzzle (Middle School)

Goals for the Scheduling Process:

- Students will be provided the appropriate supports and academic challenges to best reach their learning potential through the provided courses.
- Appropriate balances in class demographics will be sought in gender, ability, behaviors, and to meet state guidelines (Special Education 30% rule).
- Available resources will be best used to meet the needs of the students (staff FTE, classrooms/labs, materials)

The Placement Puzzle (Middle School)

Goals for the Scheduling Process (cont.):

- Common Team Time will be provided for staff members to best collaborate on services and supports for students at each grade level.
- English Language Arts classes (literary arts and composition) will be aligned to provide continuity of instruction and best deliver the curriculum.
- Interventions and supports (Math and Reading Labs) will be scheduled to allow for fluid entry/exit

The Placement Puzzle (Middle School)

Challenges to the Scheduling Process:

- Shared instructors/resources across the grade levels
- Establishing multiple pathways that intersect at one point. (Special Education/RtI Interventions)
- Summer testing for change in level placements in Math
- Greater number of new students to the district - 16 registered, with 5 pending
- Differentiated courses creating multiple pathways and impact class size

The Placement Puzzle (Middle School)

Differentiated courses creating multiple pathways and impact class size - 8th Grade Example

- In a Class of 93 students:
 - 49 in Above Level ELA
 - 27 in Above Level Math
 - 11 in Double Accelerated Math at LT
 - 8 potential 7th Grade Students in 8th Grade Accelerated Math
 - 23 in Above Level Math and ELA
 - 4 in AL Math and Regular ELA
 - 11 in LT Math and AL ELA
 - 15 in Regular Math and AL ELA
 - 2 pathways for Special Education students

Fifth Grade Sections

83 Returning Students with 3 new - 86 total

Subject	Section1	Section 2	Section 3	Section4
AL Language Arts	22			
Language Arts	23	23	18	
AL Math	18			
Math	24	22	22	
Science	18	22	23	24
Spanish	22	18	17*(5)	18*(4)
Social Studies	20*(3)	18*(5)	18	22
Physical Education	22(per class)			
Specials	14(per class)			

* Students scheduled in interventions

Sixth Grade Sections

101 Returning Students with 5 new - 106 total

Subject	Section1	Section 2	Section 3	Section4	Section 5	Section 6
AL Language Arts	25					
Language Arts	23	20	21	17		
AL Math	18	16				
Math	17	17	18	19		
Science	24	22	22	16	22	
Spanish	18	17	16* (4)	16*(5)	18	18
Social Studies	19	14* (4)	23	18	18* (5)	
Physical Education	26 (per class)					
Specials	18(per class)					

* Students scheduled in interventions

Seventh Grade Sections

80 Returning Students with 5 new - 86 total (1 additional pending)

Subject	Section1	Section 2	Section 3	Section4
AL Language Arts	19	18		
Language Arts	24	24		
AL Math	13	14		
Math	18	18	15	
Science	15	22	23	22
Spanish	22	14* (3)	19* (5)	20
Social Studies	23	21	24	18
Physical Education	21 (per class)			
Specials	14 (per class)			

* Students scheduled in interventions

Eighth Grade Sections

91 Returning Students with 2 new - 93 total (3 additional pending)

Subject	Section1	Section 2	Section 3	Section4
AL Language Arts	26	23		
Language Arts	23	21		
AL Math	13(+ 7th gr)	14	11(at LTHS)	
Math	17	18	20	
Science	25	24	26	18
Spanish	21	26	14* (14)	18
Social Studies	26	26	23	17
Physical Education	23 (per class)			
Specials	16 (per class)			

* Students scheduled in interventions

Questions/Comments

Pleasantdale School District 107

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Each year, Districts across the State of Illinois draft and begin work on annual goals. Pleasantdale School District 107 is no different and, over the years, has used clear and focused goals to make great strides. The purpose of District goals is to lend clarity and direction to the work of the staff and administration. Additionally, these goals also help improve teaching, learning, and the student experience. As we prepare for the start of the 2015-16 school year, we present this year's District Goals for your review.

The goal setting process included discussions with Board members, staff, and parents. In order to help create this year's goals, the administration reviewed three years of staff and parent survey data, available achievement data, and the District's current systems and structures (e.g. maintenance work orders, budgeting process, hiring process, etc.) This data was used to create a first draft of District Goals. Once in draft form, the goals were/are reviewed and revised by the administration, the Board of Education, and the staff. We are currently in the review stage and will continue to make revisions based on the feedback from these three groups. The administration will seek Board approval of the goals in September. In the future, the District will undertake a strategic planning process which will allow for a more inclusive process. Based on the time available, the process described above was the most efficient way to get stakeholder feedback.

Goals fall into six categories: Teaching & Learning, Technology, Communication, Finance & Facilities, Culture & Climate, and Board Governance. Each goal area has specific goal statements with clear outcomes and is accompanied by one or more deliverables or action statements. Finally, measures have been included (where applicable) to measure the impact the goal or change has had on our organization.

Presentation Takeaways:

- Goals were drafted with input from Board, staff, and administration.
- Goals have clear focus based on six categories.
- All goals include specific and observable deliverables.
- Measures are included in each goal when applicable.

Mission

Ensure that each student is a passionate learner empowered with the Academic and social skills to responsibly choose and excel in life pursuits.

Title: Year One Road Map (District Goals) DRAFT

Category	Goal/Objective Statement	Deliverables	Measures
<p>Teaching & Learning</p>	<p>1. Ensure that D107 is prepared for and compliant for the student growth component of Performance Evaluation Reform Act.</p> <p>2. Create a professional development system that ensures that teachers have the training and support to complete district initiatives with integrity.</p> <p>3. Provide standards-based curricular programs and services reflecting current research and best practice for all students.</p>	<p>1a. Convene a joint committee made up of teachers and administrators to implement student growth into the D107 evaluation system.</p> <p>2a. Establish a professional development committee made up of teachers and administrators to set the course for PD in the district.</p> <p>2b. Create a map of professional development time for the school year.</p> <p>3a. Implement a process to review the math curriculum to ensure that the district is Common Core State Standards (CCSS) aligned.</p> <p>3b. Restructure Wednesday meetings at the Elementary School to ensure that teachers are provided opportunity to focus on the new Illinois Learning Standards</p>	<p>80% of teachers will report that they fully understand and can implement the student growth model by the end of the 2015-16 school year. This will be measured by a professional development evaluation tool.</p>
<p>Technology (based on recommendations from the District Technology Committee)</p>	<p>1. Ensure that the district has the hardware and software to adequately instruct all students.</p>	<p>1a. Inventory and catalog all hardware (servers, access points, switches, and computing devices).</p>	<p>Based on a 181 day school year both schools will have 181/181 days of internet connectivity.</p>

	<p>2. Investigate the use of a cloud based collaborative program to enhance communication and classroom instruction.</p>	<p>1b. Create a replacement cycle for district hardware. 1c. Improve connectivity for all teachers/staff in District 107 2a. Recruit teachers at the Elementary School and Middle School to pilot the use of a cloud based computing system. 2b. Provide teachers with professional development in the use of Google Apps for Education (GAFE) 2c. Teachers will make recommendations to the Board of Education regarding a cloud based computing system.</p>	<p>75% of piloting students will report an improved school experience due to the use of cloud based computing platforms. This will be measured by a student pilot evaluation tool.</p> <p>Post-pilot interviews with teachers (focus groups) will reveal that the use of cloud based computing systems improved processes within their classrooms.</p>
<p>Communication</p>	<p>1. Clearly communicate the impact the district is having on students. 2. Improve the District's online presence. 3. Establish a support/informational program for parents of students receiving special services.</p>	<p>1a. Set baseline measures for the use of the STAR test and PARCC. 1b. Use all district assessments (Explore test, PARCC, STAR, and classroom assessments) to provide a clear picture of student achievement. 1c. Develop "Beyond Measures" to communicate the full student experience. "Beyond Measures" may include student surveys, preparedness surveys, data</p>	<p>80% of freshman respondents will report that they feel well prepared for the rigors of high school based on a freshman preparedness survey.</p> <p>Set baseline data for "Beyond Measures" during the 2015-16 school year.</p>

		<p>on extracurricular activities, etc.</p> <p>2a. Launch a new website.</p> <p>2b. Investigate and launch an improved email communication system for parents.</p> <p>2c. Investigate and utilize social networks to communicate with parents (Facebook, Twitter, Instagram, etc.)</p> <p>3a. Develop a group that meets regularly (monthly) that supports families whose students receive special services (speakers, presentations, information).</p>	
<p>Finance/Facilities</p>	<p>1. Communicate the district's financial position to the D107 community.</p> <p>2. Investigate ways to Involve the Board of Education in construction and life safety projects.</p> <p>3. Ensure that building issues (as identified by building staff) are addressed in a timely manner.</p>	<p>1a. Develop a district financial dashboard that will be linked to the district homepage.</p> <p>2a. Establish a process for the BoE to provide input into district construction and life safety projects.</p> <p>3a. Implement a work order system for maintenance.</p> <p>3b. All maintenance issues will be addressed within 48 hours</p> <p>3c. Develop and communicate a maintenance plan for regularly scheduled</p>	

		maintenance (vent filters, painting, etc.)	
Culture/Climate	1. Establish a collaborative working environment that celebrates the work of our students and staff.	1a. Establish monthly meetings between staff leaders and building/district administration. 1b. Review existing data regarding culture and climate within our buildings and act on the concerns of respondents.	In an end of year climate survey, 80% of staff will report that school climate has improved significantly.
School Board Governance	1. Ensure that the Board of Education is an efficient and well run governing board.	1a. The full board will participate in a Board Governance session facilitated by IASB certified staff. 1b. Clearly define Board/Superintendent roles and responsibilities. 1c. Develop Board of Education operating procedures.	

District Goals

August 12, 2015

Deliver Goal Modern Win Action
Forward Energizing Finish Student
Deliverables Objective Work Tools Move
Technology Ends Growth Targets Fun Means Synergy Advancement
Content Improvement Set Partnership Voice Success Vision
Development Prosper Positive Measures Exciting
Progression Accomplish Emphasis Achieve Clarity Direction
Systems Learning CELEBRATE Honor Reach
Electric Respect Attainment Score Attain
past future Align Motion



Goal 1: Teaching & Learning

- Prepare our District for the implementation of the student growth component of PERA.
- Create a focused and teacher driven professional development plan.
- Provide standards-based curricular programs and services.

Goal 2: Technology

- Ensure that the district has the hardware and software to adequately instruct all students.
- Investigate the use of a cloud based collaborative program to enhance communication and classroom instruction.

Goal 3: Communication

- Clearly communicate the impact the District is having on students.
- Improve the District's online presence.
- Establish a support/informational program for parents of students receiving special services.

Goal 4: Finance and Facilities

- Communicate the District's financial position to the D107 community.
- Investigate ways to Involve the Board of Education in construction and life safety projects.
- Ensure that building issues are addressed in a timely manner.

Goal 5: Culture and Climate

- Establish a collaborative working environment that celebrates the work of our students and staff.

Goal 6: Board Governance

- Ensure that the Board of Education is an efficient and well run governing board.

Questions/Comments

Instruction

School Accountability

According to the Illinois General Assembly, the primary purpose of schooling is the transmission of knowledge and culture through which students learn in areas necessary to their continuing development and entry into the world of work. To fulfill that purpose, the Illinois State Board of Education prepared State Goals for Learning with accompanying Illinois Learning Standards.

The School Board gives priority in the allocation of resources, including funds, time, personnel, and facilities, to fulfilling this purpose.

Quality Assurance

The Board continuously monitors student achievement and the quality of the District's work. The Superintendent shall supervise the following quality assurance components, in accordance with State statute and State Board of Education rules, and continuously keep the Board informed:

1. Prepare each school's annual recognition application and quality assurance appraisal, whether internal or external, to assess each school's continuous school improvement.
2. If applicable, implement a No Child Left Behind Act plan, including the completion of the NCLB Consolidated Application, and seek Board approval where necessary or advisable.
3. Continuously assess whether the District and its schools are making adequate yearly progress as defined by State law.
4. If applicable, develop District and School Improvement Plans, present them for Board approval, submit them to the State Superintendent for verification, and supervise their implementation. If applicable, develop a restructuring plan for any school that remains on academic watch status after a fifth annual calculation.
5. Prepare a school report card, present it at a regular Board meeting, and disseminate it as provided in State law.
6. In accordance with Sec. 2-3.153 of the School Code, administer at least biennially a survey of learning conditions on the instructional environment within the school to, at minimum, students in grades 6 through 12 and teachers.

School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring

This section applies to only those students enrolled in a school identified by the Board for school improvement, corrective action, or restructuring as defined by federal law. Those students may transfer to another public school within the District, if any, that has not been so identified. If there are no District schools available into which a student may transfer, the Superintendent or designee shall, to the extent practicable, establish a cooperative agreement with other districts in the area. A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. All transfers and notices provided to parents/guardians and transfer requests are governed by State and federal law.

Students from low-income families shall be provided supplemental educational services as provided in federal law if they attend any District school that: (1) failed to make adequate yearly progress for 3 consecutive years, or (2) is subject to corrective action or restructuring.

LEGAL REF.: No Child Left Behind Act, §1116, 20 U.S.C. §6316.
34 C.F.R. §§200.32, 200.33, 200.42, and 200.43.
105 ILCS 5/2-3.25d, 5/2-3.63, 5/2-3.64, 5/10-21.3a, and 5/27-1.
23 Ill.Admin.Code Part 1, Subpart A: Recognition Requirements.

APPROVED: April 20, 2011

REVISED:

Instruction

School Year Calendar and Day

School Calendar

The School Board, upon the Superintendent's recommendation and subject to State regulations, annually establishes the dates for opening and closing classes, teacher institutes and in-services, the length and dates of vacations, and the days designated as legal school holidays. The school calendar shall have a minimum of 185 days to ensure 176 days of actual student attendance.

Commemorative Holidays

The teachers and students shall devote a portion of the school day on each commemorative holiday designated in the School Code to study and honor the commemorated person or occasion. The Board may, from time to time, designate a regular school day as a commemorative holiday.

School Day

The Board establishes the length of the school day with the recommendation of the Superintendent and subject to State law requirements. The Superintendent or designee shall ensure that observances required by State law are followed during each day of school attendance.

LEGAL REF.: 105 ILCS 5/10-19, 5/10-24.46, 5/18-8.05, 5/18-12, 5/18-12.5, 5/24-2, 5/27-3, 5/27-18, 5/27-19, 5/27-20, 5/27-20.1, 5/27-20.2, and 20/1.
10 ILCS 5/11-4.1.
23 Ill.Admin.Code §1.420(f).
Metzl v. Leininger, 850 F.Supp. 740 (N.D. Ill., 1994), *aff'd* by 57 F.3d 618 (7th Cir., 1995).

ADOPTED: October 21, 2009

REVISED:

Instruction

Student Social and Emotional Development

Social and emotional learning (SEL) is defined as the process through which students enhance their ability to integrate thinking, feeling, and behaving to achieve important life tasks. Students competent in SEL are able to recognize and manage their emotions, establish healthy relationships, set positive goals, meet personal and social needs, and make responsible and ethical decisions.

The Superintendent shall incorporate SEL into the District's curriculum and other educational programs consistent with the District's mission **and the goals and benchmarks of the III. Learning Standards. The III. Learning Standards include three goals for students:**

1. **Develop self-awareness and self-management skills to achieve school and life success.**
2. **Use social-awareness and interpersonal skills to establish and maintain positive relationships.**
3. **Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.**

The incorporation of SEL objectives into the District's curriculum and other educational programs may include but is not limited to:

1. Classroom and school-wide programming to foster a safe, supportive learning environment where students feel respected and valued. This may include incorporating scientifically based, age-and-culturally appropriate classroom instruction, District-wide, and school-wide strategies that teach SEL skills, promote optimal mental health, and prevent risk behaviors for all students.
2. Staff development and training to promote students' SEL development. This may include providing all personnel with age-appropriate academic and SEL and how to promote it.
3. Parent/Guardian and family involvement to promote students' SEL development. This may include providing parents/guardians and families with learning opportunities related to the importance of their children's optimal SEL development and ways to enhance it.
4. Community partnerships to promote students' SEL development. This may include establishing partnerships with diverse community agencies and organizations to assure a coordinated approach to addressing children's mental health and SEL development.
5. Early identification and intervention to enhance students' school readiness, academic success, and use of good citizenship skills. This may include development of a system and procedures for periodic and universal screening, assessment, and early intervention for students who have significant risk factors for social, emotional, or mental health conditions that impact learning.
6. **Treatment to prevent or minimize mental health conditions in students. This may include building and strengthening referral and follow-up procedures for providing effective clinical services for students with social, emotional, and mental health conditions that impact learning. This may include student and family support services, school-based behavioral health services, and school-community linked services and supports.**
7. Assessment and accountability for teaching SEL skills to all students. This may include implementation of a process to assess and report baseline information and ongoing progress about school climate, students' social and emotional development, and academic performance.

LEGAL REF.: Children's Mental Health Act of 2003, 405 ILCS 49/.

APPROVED: September 18, 2013

REVISED:

Instruction

Academic Program Extensions for the Gifted

~~Gifted and talented students are those with exceptional ability in academic subjects, high level thought processes, divergent thinking, creativity, and the arts. All gifted and talented students shall have an opportunity to participate in appropriate educational programs within budgetary constraints. The purpose of such educational programs is to provide a challenging academic experience in which high ability students can reach their full potential.~~

~~It is the responsibility of the Superintendent to develop a gifted program that provides for:~~

- ~~1. A documented process that utilizes appropriate criteria for the identification of gifted and talented students. The process is to be based upon multiple measurement techniques and ensure that all students have equal access to the identification process. Eligibility to participate in the gifted program shall be conditioned solely upon the student's identification as gifted or talented. Race, religion, sex, disability, and social economic, linguistic, ethnic, and family background will not be considered in determining eligibility for participation.~~
- ~~2. Educational programs that provide a developmentally appropriate progression of services from one grade level to the next and equity of services across all grade levels.~~
- ~~3. Qualified instructional and administrative personnel with appropriate knowledge, training, and experience to implement the program.~~
- ~~4. Staff development programs addressing the need for all teachers to be knowledgeable about the characteristics and learning needs of the gifted and talented students.~~
- ~~5. Procedures to foster cooperative relationships among classroom teachers, parents, and the teachers assigned to the gifted program.~~
- ~~6. Procedures to foster parental involvement.~~
- ~~7. Procedures to continually evaluate the placement and progress of students in the gifted program with periodic progress reports issued to parents.~~

~~The Superintendent shall submit an annual report on the status of the District's gifted program to the Board of Education. The report shall include an evaluation of program effectiveness in meeting the needs of gifted and talented students.~~

Program for the Gifted

~~The Superintendent or designee shall implement an education program for gifted and talented learners. If the State Superintendent of Education issues a Request for Proposals because sufficient State funding is available to support local programs of gifted education, the Superintendent or designee shall inform the Board concerning the feasibility and advisability of developing a "plan for gifted education" that would qualify for State funding.~~

~~Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner.~~

~~In order to allow the School Board to monitor this policy, the Superintendent or designee shall report at least annually on the status of the District's gifted program.~~

~~LEGAL REF.: 105 ILCS 5/14A-5 et seq.
23 Ill.Admin.Code Part 227.~~

~~LEGAL REF.: 105 ILCS 5/2-3.61, 5/2-3.62, and 5/14A-1 et seq.~~

ADOPTED: December 14, 1994

REVISED: May 19, 2004, October 21, 2009

Instruction

Education of Homeless Children

Each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, as provided to other children and youths, including a public pre-school education. A “homeless child” is defined as provided in the McKinney Homeless Assistance Act and State law. The Superintendent shall act as or appoint a Liaison for Homeless Children to coordinate this policy’s implementation.

A ~~homeless child~~ **McKinney-Vento student** may attend the District school that the child attended when permanently housed or in which the child was last enrolled. A homeless child living in any District school’s attendance area may attend that school.

The Superintendent or designee shall review and revise rules or procedures that may act as barriers to the enrollment of homeless children and youths. In reviewing and revising such procedures, consideration shall be given to issues concerning transportation, immunization, residency, birth certificates, school records and other documentation, and guardianship. Transportation shall be provided in accordance with the McKinney Homeless Assistance Act and State law. The Superintendent or designee shall give special attention to ensuring the enrollment and attendance of homeless children and youths who are not currently attending school. If a child is denied enrollment or transportation under this policy, the Liaison for Homeless Children shall immediately refer the child or his or her parent/guardian to the ombudsperson appointed by the Regional Superintendent and provide the child or his or her parent/guardian with a written explanation for the denial. Whenever a child and his or her parent/guardian who initially share the housing of another person due to loss of housing, economic hardship, or a similar hardship continue to share the housing, the Liaison for Homeless Children shall, after the passage of 18 months and annually thereafter, conduct a review as to whether such hardship continues to exist in accordance with State law.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
105 ILCS 45/1-1 et seq.

ADOPTED: October 21, 2009

REVISED:

Instruction

Title I Programs

The Superintendent or designee shall pursue funding under Title I, Improving the Academic Achievement of the Disadvantaged, of the Elementary and Secondary Education Act, to supplement instructional services and activities in order to improve the educational opportunities of educationally disadvantaged or deprived children.

All District schools, regardless of whether they receive Title I funds, shall provide services that, taken as a whole, are substantially comparable. Teachers, administrators, and other staff shall be assigned to schools in a manner that ensures equivalency among the District's schools. Curriculum materials and instructional supplies shall be provided in a manner that ensures equivalency among the District's schools.

LEGAL REF.: Title I of the Elementary and Secondary Education Act, 20 U.S.C. §6301-6514.

ADOPTED: October 21, 2009

REVISED:

Instruction

Instructional Resources

Resource Allocation

~~In order to satisfy its Mission, the resources of the District are to be allocated so that all students within sections of a cohort have similar access to necessary materials, facilities, and instructional strategies as set forth in the Curriculum Document. The Superintendent is charged with allocating instructional resources such that:~~

- ~~• Classrooms where the same grade or topic is taught are similarly equipped~~
- ~~• Access to shared resources is equitable among sections of a grade level or subject~~
- ~~• All teachers have adequate training in and regularly demonstrate the use of instructional strategies set forth in the District's Curriculum Documents~~

Non-discriminatory

~~Materials and resources used in the District may not be discriminatory with regard to race, gender, sexual orientation, or religion. The District's curriculum may include the study of religions as an academic subject, ancillary to studies of human history and various national, cultural, and ethnic groups, with no emphasis on the advancement or practice of religion.~~

All District classrooms and learning centers should be equipped with an evenly-proportioned, wide assortment of instructional materials, including textbooks, workbooks, audio-visual materials, and electronic materials. These materials should provide quality learning experiences for students and:

1. Enrich and support the curriculum;
2. Stimulate growth in knowledge, literary appreciation, aesthetic values, and ethical standards;
3. Provide background information to enable students to make informed judgments and promote critical reading and thinking;
4. Depict in an accurate and unbiased way the cultural diversity and pluralistic nature of American society; and
5. Contribute to a sense of the worth of all people regardless of sex, race, religion, nationality, ethnic origin, sexual orientation, disability, or any other differences that may exist.

The Superintendent or designee shall annually provide a list or description of textbooks and instructional materials used in the District to the School Board. Anyone may inspect any textbook or instructional material.

Inappropriate Content

Teachers are encouraged to use supplemental material only when it will enhance, or otherwise illustrate, the subjects being taught and to ensure it is age-appropriate. Graphic or otherwise inappropriate portrayal of excessive violence, illegal substance use, offensive language, or sexual activity in any instructional material is prohibited. Specifically with regard to movies, only films rated G or PG are permitted. The Superintendent is charged with making a determination regarding the appropriateness of other types of questionable material.

Instructional Materials Selection and Adoption

The Superintendent shall approve the selection of all textbooks and instructional materials according to the standards described in this policy. The School Code governs the adoption and purchase of textbooks and instructional materials.

LEGAL REF.: 105 ILCS 5/10-20.8, 5/10-20.9, and 5/28-19.1

ADOPTED: May 19, 2004

REVISED: October 21, 2009

Instruction

Library Media Program

The Superintendent or designee shall manage the District's library media program to comply with (1) State law and Illinois State Board of Education rule and (2) the following standards:

1. The program includes an organized collection of resources available to students and staff to supplement classroom instruction, foster reading for pleasure, enhance information literacy, and support research, as appropriate to students of all abilities in the grade levels served.
2. Financial resources for the program's resources and supplies are allocated to meet students' needs.
3. Students in all grades served have equitable access to library media resources.
4. The advice of an individual who is qualified according to ISBE rule is sought regarding the overall direction of the program, including the selection and organization of materials, provision of instruction in information and technology literacy, and structuring the work of library paraprofessionals.
5. Staff members are invited to recommend additions to the collection.
6. Students may freely select resource center materials as well as receive guided selection of materials appropriate to specific, planned learning experiences.

LEGAL REF.: 23 Ill.Admin.Code §1.420(o).

ADOPTED:

Instruction

Field Trips

Field trips are permissible when the experiences are a part of the school curriculum and/or contribute to the District's educational objectives.

All field trips must have the Superintendent or designee's prior approval, except that field trips beyond a 200-mile radius of the school or extending overnight must have the prior approval of the School Board. The Superintendent or designee shall analyze the following factors to determine whether to approve a field trip: educational value, student safety, parent concerns, heightened security alerts, and liability concerns. On all field trips, a bus fee set by the Superintendent or designee may be charged to help defray the transportation costs.

Parents/guardians of students: (1) shall be given the opportunity to consent to their child's participation in any field trip, and (2) are responsible for all entrance fees, food, lodging, or other costs, except that the District will pay such costs for students who qualify for free or reduced school lunches. All non-participating students shall be provided an alternative experience. Any field trip may be cancelled without notice due to an unforeseen event or condition.

Privately arranged trips, including those led by District staff members, shall not be represented as or construed to be sponsored by the District or school. The District does not provide liability protection for privately arranged trips and is not responsible for any damages arising from them.

LEGAL REF.: 105 ILCS 5/29-3.1.

ADOPTED:

Instruction

Community Resource Persons and Volunteers

The School Board encourages the use of resource persons and volunteers to: (1) increase students' educational attainment, (2) provide enrichment experiences for students, (3) increase the effective utilization of staff time and skills, (4) give more individual attention to students, and (5) promote greater community involvement.

Resource persons and volunteers may be used:

1. For non-teaching duties not requiring instructional judgment or evaluation of students;
2. For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
3. To assist with academic programs under a certificated teacher's immediate supervision;
4. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; or
5. As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall establish procedures for securing and screening resource persons and volunteers. A person who is a "sex offender," as defined by the Sex Offender Registration Act, or a "violent offender against youth," as defined in the Child Murderer and Violent Offender Against Youth Registration Act, is prohibited from being a resource person or volunteer. *All volunteer coaches must comply with the requirement to report hazing in policy 5:90 Abused and Neglected Child Reporting.*

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.
730 ILCS 152/101 et seq. and 154/75-105.

ADOPTED: October 21, 2009

REVISED:

Instruction

Guidance and Counseling Program

The School District provides a guidance and counseling program for students. The Superintendent or designee shall direct the District's guidance and counseling program. School counseling services, as described by State law, may be performed by a qualified guidance specialist or any certificated staff member.

Each staff member is responsible for effectively guiding students under his/her supervision in order to provide early identification of intellectual, emotional, social, or physical needs, diagnosis of any learning disabilities, and development of educational potential. The District's counselors shall offer counseling to those students who require additional assistance.

LEGAL REF.: 105 ILCS 5/10-22.24a and 5/10-22.24b.
23 Ill.Admin.Code §§1.420(q).

ADOPTED:

Instruction

Grading and Promotion

The Superintendent shall establish a system of grading and reporting academic achievement to students and their parents/guardians. The system shall also determine when promotion and graduation requirements are met. The decision to promote a student to the next grade level shall be based on successful completion of the curriculum, attendance, ~~performance based on the Illinois Standards Achievement Tests~~, and/or other testing. A student shall not be promoted based upon age or any other social reason not related to academic performance. The administration shall determine remedial assistance for a student who is not promoted.

Every teacher shall maintain an evaluation record for each student in the teacher's classroom. A District administrator cannot change the final grade assigned by the teacher without notifying the teacher. **Reasons for changing a student's final grade include:**

- A miscalculation of test scores,
- A technical error in assigning a particular grade or score,
- The teacher agrees to allow the student to do extra work that may impact the grade,
- An inappropriate grading system used to determine the grade, or
- An inappropriate grade based on an appropriate grading system.

Should a grade change be made, the administrator making the change must sign the changed record.

LEGAL REF.: 105 ILCS 5/10-20.9a, 5/10-21.8, and 5/27-27.

ADOPTED: October 21, 2009

REVISED:

Instruction

Student Testing and Assessment

Philosophy

~~The District will employ a student assessment program to provide information for the following purposes:~~

- ~~• Determining individual student academic progress and the effectiveness of specific related services~~
- ~~• Assessing District progress in attaining strategic objectives~~
- ~~• Assessing curriculum and instruction effectiveness~~
- ~~• Assessing the effectiveness of District programs~~
- ~~• Guiding the process of student placement~~

Assessment Program Development

~~The student assessment program will be developed by the Superintendent and approved by the Board of Education, either in whole, or in part through the curriculum development process. The program will be developed with the goal of balancing the benefits of student assessment data with the loss of instructional time required to administer it. The program:~~

- ~~• Will use a variety of appropriate assessment methods and instruments~~
- ~~• Will uniformly apply standardized testing to all students required to be tested~~
- ~~• May include testing beyond that required by State law~~

Assessment Program Documentation

~~The Superintendent will maintain written descriptions of the District's assessment measures and copies of District wide instruments with corresponding longitudinal results. Samples of these materials will be made available to parents upon their request.~~

~~Assessment results will be recorded in the student's school record and be available only to the student, the student's parent(s)/guardian(s), and school personnel directly involved with the student's educational program.~~

~~The Superintendent will report student assessment data collected for purposes of measuring progress toward strategic objectives to the Board of Education and the community on a timely basis throughout the school year.~~

The District student assessment program provides information for determining individual student achievement and instructional needs; curriculum and instruction effectiveness; and school performance measured against District student learning objectives and statewide norms.

The Superintendent or designee shall manage the student assessment program that, at a minimum:

1. Administers the State assessment system, known as the *Partnership for Assessment of Readiness for College and Careers* (PARCC), to all students and/or any other appropriate assessment methods and instruments, including norm and criterion-referenced achievement tests, aptitude tests, proficiency tests, and teacher-developed tests.
2. Informs students of the timelines and procedures applicable to their participation in every State assessment.
3. Provides each student's parents/guardians with the results or scores of each State assessment and an evaluation of the student's progress. See policy 6:280, *Grading and Promotion*.
4. Utilizes professional testing practices.

Overall student assessment data on tests required by State law will be aggregated by the District and reported, along with other information, on the District's annual report card. Board policy 7:340, *Student Records*, and its implementing procedures govern recordkeeping and access issues.

LEGAL REF.: Family Educational Rights and Privacy Act, 20 U.S.C. §1232g.
105 ILCS 5/2-3.63a-5, 5/2-3.64, 5/10-17a, and 5/27-1.

ADOPTED: December 14, 1994

REVISED: May 19, 2004, October 21, 2009

Pleasantdale School District 107

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Each year, school districts throughout the state undertake a budget cycle that is meant to be informative and transparent. Pleasantdale School District is no exception and seeks to partner with its community to provide the best possible education and services to students. The first phase in the budget cycle is to present a tentative budget to the Board of Education and put the tentative budget on public display for 30-days. Following public display, the Board will take final action to approve the budget and the levy process will begin in December.

After careful review of the fiscal year (FY) 15 budget, we found that revenue came in below the budgeted amount by 2.9% and expenditures came in below by 6.9%. There were several factors that contributed to revenues and expenditures being lower than expected.

- Revenue
 - Revenue collections came in 5% below projected
 - The district received only three of the four special education and transportation payments required by law
 - The interest rate was 1.7% rather than the budgeted .5% which allowed the district to realize increased revenue
- Expenditure
 - Special education services and transportation costs for students receiving special education services were lower than predicted which allowed the district to realize a savings
 - Curriculum and textbook expenditures were lower than anticipated
 - Due to our well-maintained buildings, our capital improvement costs were lower than budgeted

Since the tentative budget is a forecast of things to come, the district administration is required to develop financial assumptions. These assumptions are based on market forces and the realities of managing the district. The ongoing negotiations with our staff had a major impact on these assumptions. Below are some of the assumptions that informed the process of drafting the tentative budget:

- Revenue
 - 1.5% Consumer Price Index (CPI) for the first half of the year and 0.8% CPI for the second half of the year
 - From historical data, we may refund approximately 5% of the levied funds

Mission

Ensure that each student is a passionate learner empowered with the Academic and social skills to responsibly choose and excel in life pursuits.

Pleasantdale School District 107

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- The interest rate at 1.5%
- State funding for special education and transportation remains at FY15 levels
- General State Aid (GSA) at 92%
- Loss of extended day kindergarten revenue
- Expenditure
 - Salary and corresponding benefits increased by 4.5%
 - A 3% increase in services other than contracted services
 - Increase to Township Treasurer's cost of 40% due to new software and litigation costs
 - Increase in special education services costs by 30%

In addition to assumptions, there are several known factors that impacted the tentative budget.

These factors include:

- Board approved debt service abatement of \$1,782,378
- Illinois Municipal Retirement Fund (IMRF) increased from 10.68% to 11.5%
- TRS employer paid increased from .76% to .80%
- Federal Funding for TRS increased from 33% to 36.06%
- Expenditures on painting, tiling, asbestos abatement, and equipment

A Board approved tentative budget is only the first step in our cycle. At the September Board of Education meeting, the administration will present a finalized budget that reflects Board and community feedback. Pleasantdale School District remains in good financial standing and will continue to operate in a manner that maximizes programing with the lowest possible operating costs.

Mission

Ensure that each student is a passionate learner empowered with the Academic and social skills to responsibly choose and excel in life pursuits.

Administrative Office • 7450 S. Wolf Road • Burr Ridge, IL 60527
(708) 784-2013 • Fax: (708) 246-0161 • www.d107.org
Dr. Dave Palzet, Superintendent

NOTICE OF PUBLIC HEARING

NOTICE IS HEREBY GIVEN BY THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 107 , in the County of Cook, State of Illinois, that a tentative budget for said School District for the fiscal year beginning July 1, 2015 and ending June 30, 2016, will be on file and conveniently available to public inspection at the Board of Education Office, 7450 S. Wolf Road, Burr Ridge, Illinois in the Administration Building as of August 13, 2015 through September 16, 2015 between the hours of 8:00 a.m. and 3:00 p.m. central daylight savings time.

NOTICE IS FURTHER GIVEN HEREBY that a public hearing on said budget will be held at 7:00 p.m. central daylight savings time, on the 16th day of September, 2015 at 7450 S. Wolf Road, Burr Ridge, Illinois, in this School District No. 107.

Dated this 12th day of August, 2015

**Kim Barker
Secretary of the Board of Education
School District No. 107**

Mission

Ensure that each student is a passionate learner empowered with the academic and social skills to responsibly choose and excel in life pursuits.

Pleasantdale School District 107

FY16 Tentative Budget

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- FY16 Tentative Revenues & Expenses
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Section 2 – Tentative Revenue

-- FY15 Actual Revenue compared to FY16
Tentative Revenue

Section 3 – Tentative Expenditures

-- FY15 Actual Expenditure compared to FY16
Tentative Expenditure

FY15 Actual Revenues & Expenses

Fund	FY15 Revenues	FY15 Expenses	Difference
Education	\$ 9,900,568	\$ 9,497,301	\$ 403,268
Oper & Maint	\$ 1,594,200	\$ 918,808	\$ 675,392
Debt Service	\$ 2,431	\$ 1,623,708	\$ (1,621,277)
Trans	\$ 895,875	\$ 707,193	\$ 188,682
IMRF	\$ 308,810	\$ 303,633	\$ 5,177
Site/Construction	\$ -	\$ -	\$ -
Working Cash	\$ 3,248	\$ -	\$ 3,248
Tort	\$ 77,770	\$ 80,133	\$ (2,363)
Life Safety	\$ 3,689	\$ 16,147	\$ (12,458)
Total	\$ 12,786,591	\$ 13,146,923	\$ (360,331)
Compared to Budget	- 2.9% *	- 6.5% **	

* Actual revenues received were 2.9% less than anticipated.

** Actual expenditures were 6.5% under budget.

Numbers shown are rounded to the dollar - rounding "errors" may occur.

FY16 Tentative Revenues & Expenses

Fund	FY16 Revenues	FY16 Expenses	Difference
Education	\$ 10,211,421	\$ 10,222,007	\$ (10,586)
Oper & Maint	\$ 1,631,635	\$ 1,135,372	\$ 496,263
Debt Service	\$ 2,250	\$ 1,755,153	\$ (1,752,903)
Trans	\$ 992,993	\$ 753,015	\$ 239,978
IMRF	\$ 322,064	\$ 332,152	\$ (10,088)
Capital Projects	\$ -	\$ -	-
Working Cash	\$ 3,200	\$ -	\$ 3,200
Tort	\$ 82,827	\$ 78,609	\$ 4,218
Life Safety	\$ 3,600	\$ 17,650	\$ (14,050)
TOTAL	\$ 13,249,990	\$ 14,293,958	\$ (1,043,968)

**Projected Fund Balances
June 30, 2016**

Fund	June 30, 2015**	FY16 Tentative Budget Difference	June 30, 2016 Projected Balances
Education	\$ 8,047,119	\$ (10,586)	\$ 7,036,533 *
Oper & Maint	\$ 3,712,747	\$ 496,263	\$ 3,426,632 *
Debt Service	\$ 150,569	\$ (1,752,903)	\$ 180,044 *
Trans	\$ 1,210,250	\$ 239,978	\$ 1,450,228
IMRF	\$ 117,239	\$ (10,088)	\$ 107,151
Capital Projects	-	-	-
Working Cash	\$ 263,223	\$ 3,200	\$ 266,423
Tort	\$ 10,934	\$ 4,218	\$ 15,152
Life Safety	\$ 296,238	\$ (14,050)	\$ 282,188
	\$ 13,808,321	\$ (1,043,968)	\$ 12,764,353

** Unaudited

* Balances reflect transfer of \$1,000,000 from Education Fund and \$782378 from O&M to Debt Service

Section 1

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Dated this 12th day of August, 2015

Kim Barker
Secretary of the Board of Education
School District No. 107

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Section 2

FY16 Tentative Revenue

REVENUES	Actual Revenue 2014/15	Tentative Budget 2015/16	% Change Budget to LY Actual
Education	\$ 9,900,568	\$ 10,211,421	3%
Oper & Maint	\$ 1,594,200	\$ 1,631,635	2%
Debt Service	\$ 2,431	\$ 2,250	-7%
Trans	\$ 895,875	\$ 992,993	11%
IMRF	\$ 308,810	\$ 322,064	4%
Capital Projects	\$ -	\$ -	-
Working Cash	\$ 3,248	\$ 3,200	-1%
Tort	\$ 77,770	\$ 82,827	7%
Life Safety	\$ 3,689	\$ 3,600	-2%
Total	\$ 12,786,591	\$ 13,249,990	4%

Section 3

FY16 Tentative Expenses

Expenses	Actual Expenses 2014/15	Tentative Budget 2015/16	% Change Budget to LY Actual
Education	\$ 9,497,301	\$ 10,222,007	8%
Oper & Maint	\$ 918,808	\$ 1,135,372	24%
Debt Service	\$ 1,623,708	\$ 1,755,153	8%
Trans	\$ 707,193	\$ 753,015	6%
IMRF	\$ 303,633	\$ 332,152	9%
Capital Projects	\$ -	\$ -	-
Working Cash	\$ -	\$ -	-
Tort	\$ 80,133	\$ 78,609	-2%
Life Safety	\$ 16,147	\$ 17,650	9%
TOTAL	\$ 13,146,923	\$ 14,293,958	9%