

## **Regular Meeting**

Wednesday, September 19, 2018 7:00 PM

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

### **I. Roll Call / Visitors**

### **II. Pledge of Allegiance (1 Minute)**

### **III. Budget Hearing (15 Minutes)**

III.A. Declare Budget Hearing Open at \_\_\_\_\_  
p.m.

III.B. Presentation/Discussion of 2018-19 School  
District Budget

III.C. Declare Budget Hearing Closed at \_\_\_\_\_  
p.m.

III.D. \* Motion to Approve the Amendments to the  
2018-19 Tentative Budget as Presented

III.E. \* Motion to Adopt the 2018-19 School  
District Budget as Presented

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

### **V. \* Consent Agenda (5 Minutes)**

V.A. Approve Regular Meeting Minutes of August 15,  
2018

V.B. Approve Closed Session Minutes of August 15,  
2018

V.C. Approve Special Meeting Minutes of August 20,  
2018

V.D. Approve Closed Session Minutes of August 20,  
2018

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

V.F. Resolution Appointing IMRF Authorized Agent

V.G. Approve Personnel (sec. 5) Board Policies

V.H. Approve September 2018 Personnel Report

### **VI. Reports and Discussion Items**

VI.A. Informational Updates (5 Minutes)

VI.A.1. Introductions of New Pleasantdale Staff

VI.A.2. Strategic Blueprint Update

VI.B. Administration Reports

VI.B.1. Establish Superintendent Advisory Teams  
(10 Minutes)

VI.B.2. Board Self-Evaluation Follow-up (15  
Minutes)

VI.B.2.a. **Accepts IASB Self-Evaluation Closing Report**

VI.B.3. **Curriculum Review Cycle Update (15 Minutes)**

VI.B.4. **Spanish Program Review (20 Minutes)**

VI.B.5. **Superintendent 2018-19 Goals (15 Minutes)**

VI.B.6. **Library Update (30 Minutes)**

VI.B.7. **Review Finance (sec. 4) and Curriculum and Instruction (sec. 6) Board Policies (10 Minutes)**

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

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

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

VII.A. **Approve Superintendent 2018-19 Goals; Approve Finance (sec. 4) and Curriculum and Instruction (sec. 6) Board Policies; Approve ISBE Application for Recognition; Class Size Update; Elementary/Middle School Improvement Plans; and Adopt Proposed Tax Levy.**

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

IX. **Closed Session (30 Minutes)**

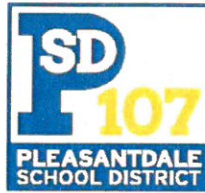
IX.A. **The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District.**

X. **Written Reports**

X.A. **Salary Report**

XI. **Adjournment**

Pleasantdale Elementary School  
8100 School Street  
La Grange, IL 60525  
708.246.4700 Fax: 708.246.4625



Pleasantdale Middle School  
7450 S. Wolf Road  
Burr Ridge, IL 60527  
708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | [www.d107.org](http://www.d107.org)

# **Pleasantdale School District 107**

## **Proposed Final Budget FY 2019**

**September 19<sup>th</sup>, 2018**

**7:00 p.m.**

## **FY19 Final Budget**

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# **SECTION 1**

## **Presentation**

## Pleasantdale School District 107

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### Fiscal Year 2019 Budget Hearing September 19, 2018

### FY18 (Last Year) Budget vs Actual

Revenue	Budget	Received (as of 6/30/2018)	Actual to Budget
	\$15,349,260	\$15,664,556	Over the budget by 2.1%
Expenditures	Budget	Spent (as of 6/30/2018)	Actual to Budget
	\$16,039,260	\$15,838,048	Under the budget by 1.3%

As a result: Fund Balance decreased by **\$173,492**

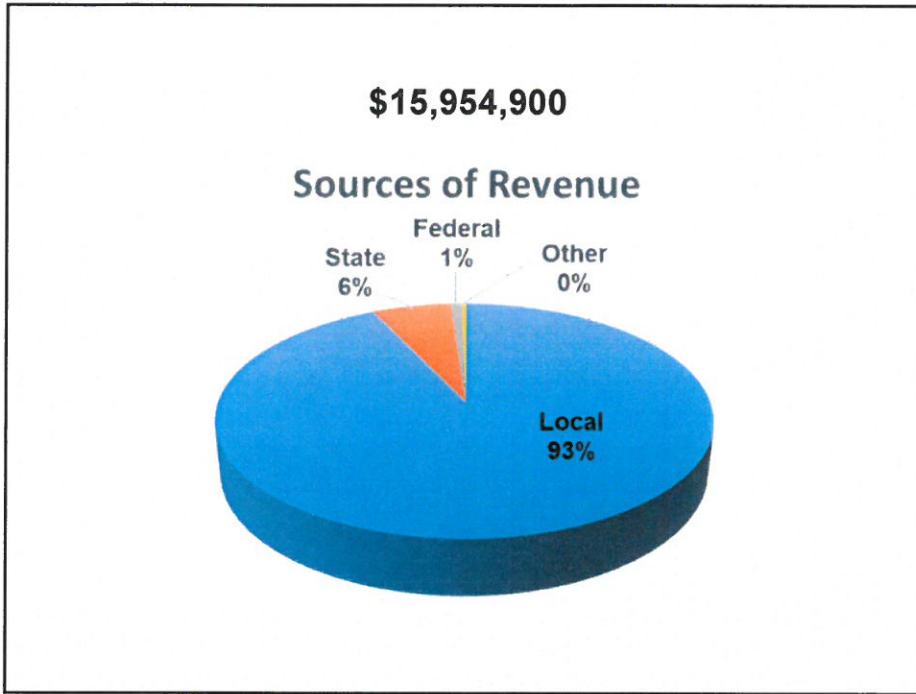
## Fiscal Year 2019 Amendments to Tentative

<u>REVENUE</u>	<u>EXPENDITURES</u>
<b>+\$90,805</b>	<b>\$251,556</b>

## Revenues

Fund	FY18 Actual <small>Unaudited</small>	FY19 Budget	% Change
Education	\$ 10,730,986	\$ 11,353,788	6%
Operation & Maintenance	\$ 1,634,832	\$ 1,772,300	8%
Debt	\$ 1,824,251	\$ 1,315,492	-28%
Trans	\$ 959,987	\$ 959,262	0%
IMRF/SS	\$ 425,114	\$ 457,124	8%
Capital Outlay	\$ -	\$ -	0%
Working Cash	\$ 3,751	\$ 3,500	-7%
Tort	\$ 81,627	\$ 89,491	10%
Fire and Safety	\$ 4,007	\$ 3,943	-2%
Total	\$ 15,664,555	\$ 15,954,900	1.9%

Debt Service FY18 reflects transfer in of \$750,000 on tax abatements



**Revenues by Fund**

Education	\$	11,353,788
Operation & Maintenance	\$	1,772,300
Debt	\$	1,315,492
Trans	\$	959,262
IMRF/SS	\$	457,124
Capital Outlay		-
Working Cash	\$	3,500
Tort	\$	89,491
Fire and Safety	\$	3,943
<b>TOTAL</b>	<b>\$</b>	<b>15,954,900</b>

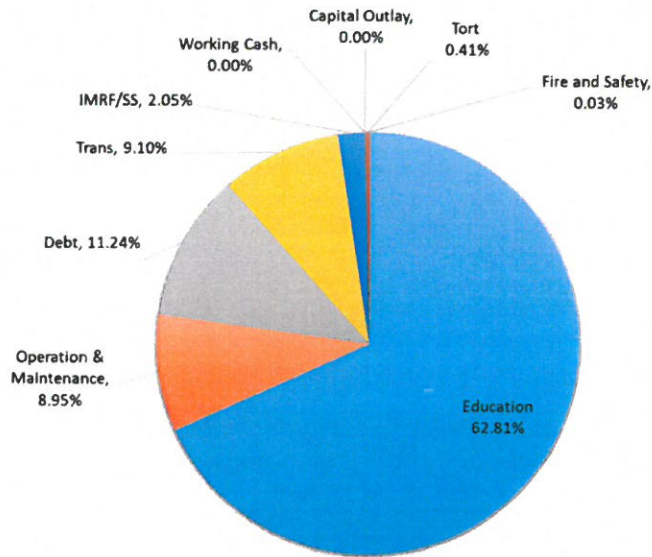
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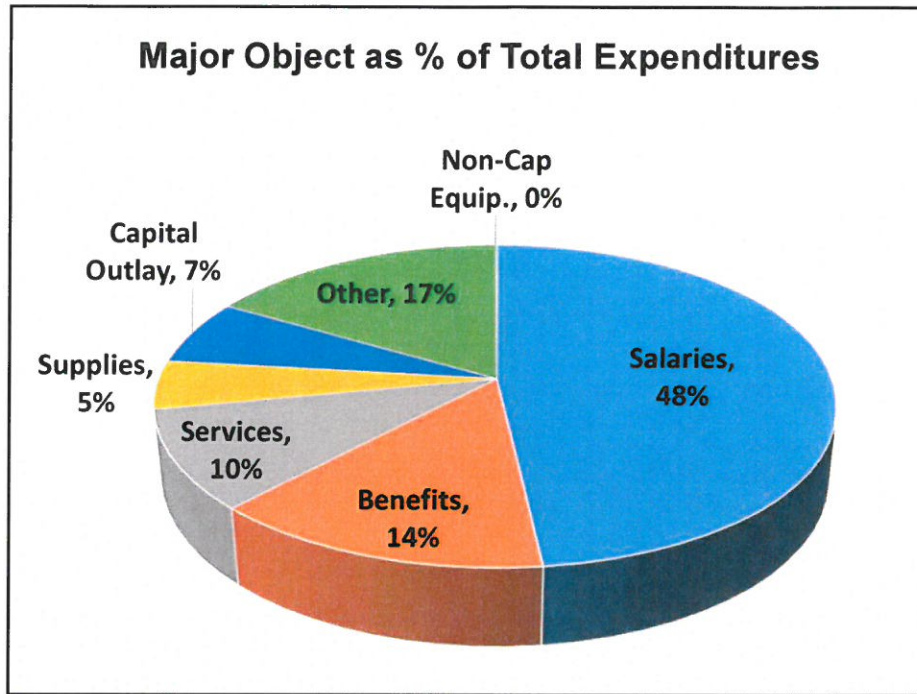
# Expenditures

Fund	FY18 Actual	FY19 Budget	% Change
	Unaudited		
Education	\$ 10,802,673	\$ 11,602,865	7.4%
Operation & Maintenance	\$ 1,417,955	\$ 1,976,987	39.4%
Debt	\$ 1,780,155	\$ 1,898,686	6.7%
Trans	\$ 1,441,455	\$ 818,003	-43.3%
IMRF/SS	\$ 325,193	\$ 346,516	6.6%
Capital Outlay	\$ -	\$ -	0.0%
Working Cash	\$ -	\$ -	0.0%
Tort	\$ 65,644	\$ 72,043	9.7%
Fire and Safety	\$ 4,973	\$ 6,500	30.7%
<b>Total</b>	<b>\$ 15,838,048</b>	<b>\$ 16,721,600</b>	<b>5.6%</b>

Transportation reflects transfer out of \$750,000 to Debt Service

Each Fund as a % of Total Expenditures





### Pleasantdale School District #107 Final Budget FY19

Fund	FY19 Revenues	FY19 Expenses	Difference
Education	\$ 11,353,788	\$ 11,602,865	\$ (249,077)
Oper & Maint	\$ 1,772,300	\$ 1,976,987	\$ (204,687)
Debt Service	\$ 1,315,492	\$ 1,898,686	\$ (583,194)
Trans	\$ 959,262	\$ 818,003	\$ 141,259
IMRF	\$ 457,124	\$ 346,516	\$ 110,608
Capital Projects	\$ -	\$ -	\$ -
Working Cash	\$ 3,500	\$ -	\$ 3,500
Tort	\$ 89,491	\$ 72,043	\$ 17,448
Life Safety	\$ 3,943	\$ 6,500	\$ (2,557)
<b>TOTAL</b>	<b>\$ 16,954,900</b>	<b>\$ 16,721,600</b>	<b>\$ (766,700)</b>

## Projected Fund Balance June 30, 2019

Fund	June 30, 2018 Fund Balances Unaudited	FY19 Projected Budget Difference	June 30, 2019 Projected Balances
Education	\$6,958,277	(\$249,077)	\$6,709,200
Oper & Maint	\$4,304,750	(\$204,687)	\$4,100,063
Debt Service	\$915,587	(\$583,194)	\$332,393
Trans	\$626,587	\$141,259	\$767,846
IMRF	\$306,893	\$110,608	\$417,501
Capital Projects	-	\$0	\$0
Working Cash	\$273,071	\$3,500	\$276,571
Tort	\$47,746	\$17,448	\$65,194
Life Safety	\$288,973	(\$2,557)	\$286,416
<b>TOTAL</b>	<b>\$13,721,884</b>	<b>(\$766,700)</b>	<b>\$12,955,184</b>

\* Balances reflect transfer of \$750,000 from Transportation Fund to Debt Service

## Pleasantdale School District 107 Budget Fiscal Year 2019

# QUESTIONS?

## Amendments to Tentative Budget FY19

<u>REVENUES</u>	<u>Tentative</u> 2018/19	<u>Final</u> 2018/19	<u>DIFFERENCE</u>
Education	\$ 11,324,926	\$ 11,353,788	\$ 28,862
Oper & Maint	\$ 1,770,300	\$ 1,772,300	\$ 2,000
Debt Service	\$ 1,315,492	\$ 1,315,492	\$ -
Trans	\$ 899,262	\$ 959,262	\$ 60,000
IMRF	\$ 457,124	\$ 457,124	\$ -
Capital Projects	\$ -	\$ -	\$ -
Working Cash	\$ 3,500	\$ 3,500	\$ -
Tort	\$ 89,491	\$ 89,491	\$ -
Life Safety	\$ 4,000	\$ 3,943	\$ (57)
<b>TOTAL</b>	<b>\$ 15,864,095</b>	<b>\$ 15,954,900</b>	<b>\$ 90,805</b>

<u>EXPENSES</u>	<u>Tentative</u> 2018/19	<u>Final</u> 2019/19	<u>DIFFERENCE</u>
Education	\$ 11,359,656	\$ 11,602,865	\$ (243,209)
Oper & Maint	\$ 1,976,237	\$ 1,976,987	\$ (750)
Debt Service	\$ 1,898,775	\$ 1,898,686	\$ 89
Trans	\$ 818,003	\$ 818,003	\$ -
IMRF	\$ 335,330	\$ 346,516	\$ (11,186)
Capital Projects	\$ -	\$ -	\$ -
Working Cash	\$ -	\$ -	\$ -
Tort	\$ 72,043	\$ 72,043	\$ -
Life Safety	\$ 10,000	\$ 6,500	\$ 3,500
<b>TOTAL</b>	<b>\$ 16,470,044</b>	<b>\$ 16,721,600</b>	<b>\$ (251,556)</b>

### FY19 Proposed Final Budget

Fund	FY19 Revenues	FY19 Expenses	Difference
Education	\$ 11,353,788	\$ 11,602,865	\$ (249,077)
Oper & Maint	\$ 1,772,300	\$ 1,976,987	\$ (204,687)
Debt Service	\$ 1,315,492	\$ 1,898,686	\$ (583,194)
Trans	\$ 959,262	\$ 818,003	\$ 141,259
IMRF	\$ 457,124	\$ 346,516	\$ 110,608
Capital Projects	\$ -	\$ -	\$ -
Working Cash	\$ 3,500	\$ -	\$ 3,500
Tort	\$ 89,491	\$ 72,043	\$ 17,448
Life Safety	\$ 3,943	\$ 6,500	\$ (2,557)
<b>TOTAL</b>	<b>\$ 15,954,900</b>	<b>\$ 16,721,600</b>	<b>\$ (766,700)</b>

## Projected Fund Balance June 30, 2019

Fund	June 30, 2018 Fund Balances Unaudited	FY19 Projected Budget Difference	June 30, 2019 Projected Balances
Education	\$6,958,277	(\$249,077)	\$6,709,200
Oper & Maint	\$4,304,750	(\$204,687)	\$4,100,063
Debt Service	\$915,587	(\$583,194)	\$332,393
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Capital Projects	-	\$0	\$0
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Tort	\$47,746	\$17,448	\$65,194
Life Safety	\$288,973	(\$2,557)	\$286,416
<b>TOTAL</b>	<b>\$13,721,884</b>	<b>(\$766,700)</b>	<b>\$12,955,184</b>

Balances reflect transfer of \$750, 000 from Transportation Fund to Debt Service

# **SECTION 2**

## **Revenue**

## REVENUES

FY 2019 Final Budget compared with FY 2018 Actual Revenues

Fund	FY18 Actual Unaudited	FY19 Budget	% Change
Education	\$ 10,730,986	\$ 11,353,788	6%
Operation & Maintenance	\$ 1,634,832	\$ 1,772,300	8%
Debt	\$ 1,824,251	\$ 1,315,492	-28%
Trans	\$ 959,987	\$ 959,262	0%
IMRF/SS	\$ 425,114	\$ 457,124	8%
Capital Outlay	\$ -	\$ -	0%
Working Cash	\$ 3,751	\$ 3,500	-7%
Tort	\$ 81,627	\$ 89,491	10%
Fire and Safety	\$ 4,007	\$ 3,943	-2%
<b>Total</b>	<b>\$ 15,664,555</b>	<b>\$ 15,954,900</b>	<b>1.9%</b>

# **SECTION 3**

## **Expenditures**

## EXPENDITURES

### FY19 Final Budget compared with FY18 Actual Expenditures

Fund	FY18 Actual Unaudited	FY19 Budget	% Change
Education	\$ 10,802,673	\$ 11,602,865	7.4%
Operation & Maintenance	\$ 1,417,955	\$ 1,976,987	39.4%
Debt	\$ 1,780,155	\$ 1,898,686	6.7%
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IMRF/SS	\$ 325,193	\$ 346,516	6.6%
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Working Cash	\$ -	\$ -	0.0%
Tort	\$ 65,644	\$ 72,043	9.7%
Fire and Safety	\$ 4,973	\$ 6,500	30.7%
<b>Total</b>	<b>\$ 15,838,048</b>	<b>\$ 16,721,600</b>	<b>5.6%</b>

# **SECTION 4**

## **Supplemental**

Pleasantdale Elementary School  
8100 School Street  
La Grange, IL 60525  
708.246.4700 Fax: 708.246.4625



Pleasantdale Middle School  
7450 S. Wolf Road  
Burr Ridge, IL 60527  
708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | [www.d107.org](http://www.d107.org)

## NOTICE OF PUBLIC HEARING

Notice is hereby given by the Board of Education of School District No. 107, County of Cook, State of Illinois, that the budget for said school district for the fiscal year beginning July 1, 2018 will be on file and conveniently available to be inspected at 7450 S. Wolf Road, Burr Ridge, Illinois in the Administration Building as of August 16, 2018 through September 19, 2018, from and after 8:00 A.M. until 3:00 P.M. Notice is hereby given that a public hearing on said budget will be held at 7:00 P.M. on the 19<sup>th</sup> day of September 2018 at 7450 S. Wolf Road, Burr Ridge, Illinois, in this School District No. 107.

**MINUTES OF THE BOARD OF EDUCATION**

Regular Meeting      Administration Building      7:00 p.m.– 10:02 p.m.      August 15, 2018

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Members Present:

Mark Mirabile, Presiding Officer

Jon Buralli

Vipul Dedhia

Mary Lenzen

Michael Rak

Kristin Violante

Absent:

David Negron

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ROLL CALL AND VISITORS

Present with Superintendent Dave Palzet were staff members Erika Sawosko, Jennifer Ban, Frank Adams, Debbie Lubeck, Kathleen Tomei, Griffin Sonntag, Brianne Malatt and Karyn Lisowski.

PLEDGE OF ALLEGIANCE

Students who enrolled in the Summer Academy Quad Copter class led the Pledge of Allegiance.

ACTION NO. 1  
Consent Agenda

Motion by Violante, seconded by Rak, that the Board of Education approve the consent agenda consisting of: regular meeting minutes of June 20, 2018; closed session minutes of June 20, 2018; payment of June and July Payroll/July and August Warrants; Kiefer gym floor settlement; establish Petty Cash Fund; declassify closed session minutes; and August 2018 Personnel Report consisting of the resignations of instructional aides Juliette Migileri and Kali Prath; middle school math specialist Dimitra Georganas effective the end of the 2017-18 school year; elementary secretary Leah London effective August 3, 2018; Hiring of Amy Zielke, Kindergarten, Sara Ortiz, middle school math specialist, Ashley August, middle school math for the 2018-19 school year; hiring of Terry Maly as elementary secretary effective August 6, 2018; hiring of Tony Simmons as district technology specialist effective July 2, 2018; instructional aide recall for Sherry Niedbalec; administrative bonus for exiting business manager Catherine Chang and assistant principal Meg Knapik; and Erin Berwick transfer to elementary math specialist. Motion carried by a roll call vote of 6 ayes (Buralli, Dedhia, Lenzen, Mirabile, Rak, Violante) absent - Negron.

REPORTS AND DISCUSSION ITEMS

*Opening Day Reminders*

Parents are being asked to complete the tasks on the Summer To-Do list which includes items such as online registration, paying fees, and updating lunch accounts. The first half day of school will be August 23<sup>rd</sup>, full day August 24<sup>th</sup>. Preschool will begin on August 27<sup>th</sup>.

*Strategic Blueprint Update*

Superintendent Palzet updated the Board on the progress that the administration and staff have made on advancing the district's mission through our Strategic Blueprint. This progress included professional development for teachers in the areas of math, writing, and the co-teaching model of instruction. Additionally, staff completed summer curriculum projects in math and writing. This work advances the Building Learning Capacity goal of our Strategic Blueprint.

### School Libraries

Drs. Palzet (superintendent), Ban (assistant superintendent) and business manager, Mr. Adams, presented a plan to further investigate upgrading library facilities at our schools. This project, seen as the next step in our *Building Learning Environments* goal, would transform our libraries into more vibrant and flexible spaces for student learning. The presentation focused on the need for upgraded library spaces, how the spaces would be used by students and staff, and how the district could fund the construction of these spaces. At the end of the presentation, the Board directed the administration to continue to investigate the upgrading of our libraries.

### Summer Academy Update

Director of Special Education Debbie Lubeck presented a review of this year's Summer Academy. Since an overhaul of the program last year, our summer academy enrollment has grown by leaps and bounds. This year the district made additional improvements, and the enrollment grew once again. The 17 courses we offered drew 154 participants. The district will survey parents for feedback on how we can further improve the program for next year.

### Review Personnel (sec. 5) Board Policies

The Board of Education reviews Board policy to ensure that the current policies reflect the realities of running a school district. The proposed changes to Personnel (sec.5) Board Policies will be on the September consent agenda for approval.

### Gym Floor Update

The district has received settlements from contractors for our gym floor, which is debonding from its foundation. In order to compare materials to replace the floor, the administration asked the Board for permission to obtain bids for both a new wood floor as well as a synthetic gym floor. The Board agreed and directed the administration to secure pricing for both materials. Once the bids have been submitted and opened, the Board will make a decision on the best material with which to replace the floor.

### Class Size Update

The administration works hard to ensure that our class sizes fall within Board guidelines. At the June Board of Education meeting, the administration provided the Board with a class size update. This month the administration updated the board on changes to enrollment that occurred over the summer due to new enrollments and students transferring out of our schools. During the summer months, we saw significant increases to our Kindergarten enrollment, which required us to add a kindergarten teacher. At the same time, our lower numbers in first grade allowed us to close a section in first grade. Therefore, we did not experience an increase in staff to address the larger enrollment in kindergarten and maintained class size guidelines.

### Graduation Reflection

The Board of Education discussed the seating arrangements of this past year's graduation. It was decided that Board members, with a student graduating, would receive seating for their immediate family only or if no graduate, just for individual member.

### Tentative Budget

In compliance with state law, the administration presents a tentative budget to the Board of Education each August. Business Manager Frank Adams presented a tentative budget that reflects our district's priorities as we seek to make responsible financial decisions. The tentative budget will be on public display at our district office (7450 S. Wolf Rd., Burr Ridge) for 30 days.

Board of Education Information Requests

No requests were made at this time.

NEXT AGENDA

Items submitted for the September agenda include:  
Budget Hearing; Adopt Annual Budget; Staff Introductions; Approve Personnel (sec. 5)  
Board Policies; Review Finance (sec. 4) and Curriculum (sec. 6) Board polices; Curriculum  
Review Cycle Update; Spanish Program Update; Library Update, and Gym Floor Update.

OPEN FORUM:

Board Secretary Violante complemented Business Manager Frank Adams for his  
presentation. She also stated that she has learned a lot from Board President Mirabile and that  
Mr. Adams handled all the Boards questions well.

ACTION NO. 2

Closed Session

Motion by Lenzen, seconded by Violante, that the Board of Education go into closed session  
at 8:48 p.m. to discuss appointment, compensation, discipline, performance, or dismissal of  
specific employees of the District. Motion carried by a roll call vote of 6 ayes (Buralli,  
Dedhia, Lenzen, Mirabile, Rak, Violante) absent - Negron.

The Board came out of closed session at 10:01 p.m.

ADJOURNMENT

Motion by Violante, seconded by Rak, that the regular meeting adjourns at 10:02 p.m. Voice  
vote. Motion carried.

App. \_\_\_ President \_\_\_\_\_ Secretary \_\_\_\_\_

MINUTES OF THE BOARD OF EDUCATION

Special Meeting Administration Building 6:00 p.m.– 8:50 p.m. August 20, 2018

Members Present:

- Mark Mirabile, Presiding Officer
- Jon Buralli
- Vipul Dedhia
- Mary Lenzen
- Michael Rak
- Kristin Violante

Absent:

- David Negron

ROLL CALL AND VISITORS

Present with Superintendent Dave Palzet were staff member Erika Sawosko and IASB Representative Perry Hill.

ACTION NO. 3

Closed Session

Motion by Lenzen, seconded by Dedhia, that the Board of Education go into closed session at 6:02 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 of 6 ayes (Buralli, Dedhia, Lenzen, Mirabile, Rak, Violante) absent - Negron.

The Board came out of closed session at 8:49 p.m.

ADJOURNMENT

Motion by Rak, seconded by Dedhia, that the special meeting adjourns at 8:50 p.m. Voice vote. Motion carried.

App. \_\_\_ President \_\_\_\_\_ Secretary \_\_\_\_\_

## **RESOLUTION CHANGING IMRF AUTHORIZED AGENT**

**WHEREAS**, the Board of Education of Pleasantdale School District No. 107, Cook County, Illinois (the “Board”), participates in the Illinois Municipal Retirement Fund (“IMRF”) and is required to appoint an authorized agent who shall have the powers and duties set forth in Section 7-135 of the *Pension Code* (40 ILCS 5/7-135); and

**WHEREAS**, Catherine Chang was appointed to be the IMRF authorized agent and terminated her employment with the Board on June 30, 2018; and

**WHEREAS**, the Board desires to appoint a new IMRF authorized agent to replace Catherine Chang.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of Pleasantdale School District No. 107, Cook County, Illinois, as follows:

**Section 1:** As of July 1, 2018, the IMRF authorized agent shall be Frank Adams.

**Section 2:** The IMRF authorized agent shall have the following powers and duties, as required by Section 7-135(b) of the *Pension Code* (40 ILCS 5/7-135):

1. To certify to the fund whether or not a given person is authorized to participate in the fund;
2. To certify to the fund when a participating employee is on a leave of absence authorized by the school district;
3. To request the proper officer to cause employee contributions to be withheld from earnings and transmitted to the fund;
4. To request the proper officer to cause school district contributions to be forwarded to the fund promptly;
5. To forward promptly to all participating employees any communications from the fund for such employees;
6. To forward promptly to the fund all applications, claims, reports and other communications delivered to him by participating employees; and
7. To perform all duties related to the administration of this retirement system as requested by the fund and the governing body of the school district.

**Section 3:** The attached Notice of Appointment of Authorized Agent (Exhibit A hereto) is

hereby approved and shall be executed by the appropriate persons and submitted to the IMRF by the Superintendent or designee.

**Section 4:** All resolutions or parts thereof in conflict with this Resolution shall be repealed and this Resolution shall be in full force and effect immediately upon its passage.

**ADOPTED** this 19th day of September, 2018, by the following roll call vote:

AYES:

NAYS:

ABSENT:

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President, Board of Education

ATTEST:

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Secretary, Board of Education



# NOTICE OF APPOINTMENT OF AUTHORIZED AGENT

IMRF Form 2.20 (Rev. 10/2014)

## INSTRUCTIONS

- The governing body of an IMRF employer (including townships) can appoint any qualified party as the employer's IMRF Authorized Agent.
- The governing body makes the appointment by adopting a resolution.
- The clerk or secretary of the governing body must certify the appointment (see Certification below).
- Mail the completed form to the Illinois Municipal Retirement Fund.
- A copy of the completed form should be retained by the employer.
- The new Authorized Agent will need to register for a new User ID on IMRF Employer Access.

EMPLOYER NAME <b>Pleasantdale School District 107</b>		EMPLOYER IMRF I.D. NUMBER <b>02071</b>	
AUTHORIZED AGENT'S SALUTATION <input type="checkbox"/> Dr. <input checked="" type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms.	LAST NAME <b>Adams</b>	FIRST NAME <b>Frank</b>	MIDDLE INITIAL JR., SR., II, ETC.
TYPE OF GOVERNING BODY <b>School District</b>			
DATE APPOINTMENT MADE (MM/DD/YYYY) <b>09/19/2018</b>	EFFECTIVE DATE OF APPOINTMENT (MM/DD/YYYY) <b>07/01/2018</b>	POSITION TITLE <b>Business Manager/CSBO</b>	
Powers and duties delegated to Authorized Agent pursuant to Sec. 7-135 of Illinois Pension Code by governing body (P.A. 97-0328 <b>removed</b> the requirement that the Authorized Agent be a participant in IMRF to file a petition or cast a ballot):			
To file Petition for Nominations of an Executive Trustee of IMRF		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
To cast a Ballot for Election of an Executive Trustee of IMRF		<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
<b>X</b>			
SIGNATURE OF AUTHORIZED AGENT NAMED ABOVE		DATE (MM/DD/YYYY)	
<b>CERTIFICATION</b>			
I, <u>Mary Lenzen</u>		do hereby certify that I am <u>Board of Education Secretary</u>	
NAME		CLERK OR SECRETARY	
of the <u>Pleasantdale School District 107</u>		NAME OF EMPLOYER	
and the keeper of its books and records and the foregoing appointment and delegation were made by resolution duly adopted on the date indicated.			
SEAL		SIGNATURE OF CLERK OR SECRETARY	
<b>BUSINESS ADDRESS</b>			
All correspondence and communications with the Authorized Agent are to be addressed as follows:			
NAME (IF DIFFERENT FROM ABOVE)			
<input checked="" type="checkbox"/> Mr. <input type="checkbox"/> Mrs. <input type="checkbox"/> Ms.			
BUSINESS ADDRESS			
<b>7450 S. Wolf Road</b>			
CITY STATE AND ZIP + 4			
<b>Burr Ridge, IL 60527</b>			
DAYTIME TELEPHONE NO. (with Area Code)		ALTERNATE TELEPHONE NUMBER (with Area Code)	
<b>(708) 784-2172</b>			
FAX NO. (with Area Code)		EMAIL ADDRESS	
<b>(708) 246-0161</b>		<b>fadams@d107.org</b>	

IMRF

2211 York Road Suite 500 Oak Brook, IL 60523-2337

Employer Only Phone: 1-800-728-7971 Member Services Representatives 1-800-ASK-IMRF (1-800-275-4673) Fax (630) 706-4289

## 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:**

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

Jennifer Ban, Asst. Supt. Teaching & Learning  
Name  
7450 S. Wolf Road  
Address  
Burr Ridge, IL 60527  
708-784-2177  
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.~~

8 U.S.C. §1324a et seq., Immigration Reform and Control Act.

20 U.S.C. §1681 et seq., Title IX of the Education Amendments of 1972, implemented by 34 C.F.R. Part 106.

29 U.S.C. §206(d), Equal Pay Act.

29 U.S.C. §621 et seq., Age Discrimination in Employment Act.

29 U.S.C. §791 et seq., Rehabilitation Act of 1973.

38 U.S.C. §4301 et seq., Uniformed Services Employment and Reemployment Rights Act (1994).

42 U.S.C. §1981 et seq., Civil Rights Act of 1991.

42 U.S.C. §2000e et seq., Title VII of the Civil Rights Act of 1964, implemented by 29 C.F.R. Part 1601.  
42 U.S.C. §2000ff et seq., Genetic Information Nondiscrimination Act of 2008.  
42 U.S.C. §2000d et seq., Title VI of the Civil Rights Act of 1964.  
42 U.S.C. §2000e(k), Pregnancy Discrimination Act.  
42 U.S.C. §12111 et seq., Americans with Disabilities Act, Title I.  
Ill. Constitution, Art. I, §§17, 18, and 19.  
105 ILCS 5/10-20.7, 5/20.7a, 5/21.1, 5/22.4, 5/23.5, 5/22-19, 5/24-4, 5/24-4.1, and 5/24-7.  
410 ILCS 130/40, Compassionate Use of Medical Cannabis Pilot Program Act.  
410 ILCS 513/25, Genetic Information Protection Act.  
740 ILCS 174/, Ill. Whistleblower Act.  
775 ILCS 5/1-103, 5/2-102, 103, and 5/6-101, Ill. Human Rights Act.  
775 ILCS 35/5, Religious Freedom Restoration Act.  
820 ILCS 55/10, Right to Privacy in the Workplace Act.  
820 ILCS 70/, Employee Credit Privacy Act.  
820 ILCS 75/, Job Opportunities for Qualified Applicants Act.  
820 ILCS 112/, Ill. Equal Pay Act of 2003.  
820 ILCS 180/30, Victims' Economic Security and Safety Act.  
820 ILCS 260/, Nursing Mothers in the Workplace Act.

APPROVED: September 23, 2009

REVISED: August 18, 2010; October 15, 2014; August 12, 2015

## **Personnel**

### **Workplace Harassment Prohibited**

The School District expects the workplace environment to be productive, respectful, and free of unlawful discrimination, including 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.

### **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

Jennifer Ban, Asst. Supt. Teaching &amp; Learning

Name

7450 S. Wolf Road

Address

Burr Ridge, IL 60527

708-784-2177

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 of 1964, 42 U.S.C. §2000e et seq., implemented by 29 C.F.R. §1604.11.  
 Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq., implemented by 34 C.F.R. Part 106.  
 Ill. Human Rights Act, 775 ILCS 5/2-101(E), 5/2-102(D), 5/2-102(E-5), 5/5-102, and 5/5-102.2.  
 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; August 12, 2015; January 17, 2018

## Personnel

### Hiring Process and Criteria

The District hires the most qualified personnel consistent with budget and staffing requirements and in compliance with School Board policy on equal employment opportunities and minority recruitment. The Superintendent is responsible for making hiring recommendations to the Board. Hiring recommendations are subject to Board approval. No individual will be employed who has been convicted of a criminal offense listed in Section 5/21B-80 of The School Code. No substitute teacher will be employed without first presenting his or her certificate of authorization from the appropriate Intermediate Service Center.

All applicants must complete a District application in order to be considered for employment.

### Job Descriptions

The Superintendent shall develop and maintain a current comprehensive job description for each position or job category; however, a provision in a collective bargaining agreement or individual contract will control in the event of a conflict. A written description of each employment position shall be established prior to the approval of the position by the Board of Education and all such descriptions shall be maintained in district files.

### Investigations

The Superintendent or designee shall ensure that a fingerprint-based criminal history records check and a check of the Statewide Sex Offender Database and Violent Offender Against Youth Database is performed on each applicant as required by State law. The Superintendent or designee shall notify an applicant if the applicant is identified in either database. A conviction record will be kept confidential and shared only with the Board President, Superintendent, Regional Superintendent, State Superintendent, State Educator Preparation and Licensure Board, any other person necessary to the hiring decision, or for purposes of clarifying the information, the Department of State Police and/or Statewide Sex Offender Database.

Each newly hired employee must complete an Immigration and Naturalization Service Form as required by federal law.

The District retains the right to discharge any employee whose criminal background investigation reveals a conviction for committing or attempting to commit any of the offenses outlined in Section 5/21B-80 of The School Code or who falsifies, or omits facts from, his or her employment application or other employment documents.

The Superintendent shall ensure that the District does not engage in any investigation or inquiry prohibited by law and complies with each of the following:

1. The District uses an applicant's credit history or report from a consumer reporting agency only when a satisfactory credit history is an established bona fide occupational requirement of a particular position.
2. The District does not ask an applicant or applicant's previous employers about claim(s) made or benefit(s) received under the Workers' Compensation Act.
3. The District does not request of an applicant or employee access in any manner to his or her social networking website, including a request for passwords to such sites.
4. The District provides equal employment opportunities to all persons. See policy 5:10, *Equal Employment Opportunity and Minority Recruitment*.

Physical Examinations

New employees must furnish evidence of physical fitness to perform assigned duties and freedom from communicable disease. All physical fitness examinations must be performed by a physician licensed in Illinois, or any other state, to practice medicine and surgery in any of its branches, or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations. The employee must have the physical examination performed no more than 90 days before submitting evidence of it to the Board.

Any employee may be required to have an additional examination by a physician who is licensed in Illinois to practice medicine and surgery in all its branches, or an advanced practice nurse who has a written collaborative agreement with a collaborating physician that authorizes the advanced practice nurse to perform health examinations, or a physician assistant who has been delegated the authority by his or her supervising physician to perform health examinations, if the examination is job-related and consistent with business necessity.

Orientation Program

The District's staff will provide an orientation program for new employees to acquaint them with the District's policies and procedures, the school's rules and regulations, and the responsibilities of their position. Before beginning employment, each employee must sign the *Acknowledgement of Mandated Reporter Status* form as provided in policy 5:90, *Abused and Neglected Child Reporting*.

LEGAL REF.: ~~Americans with Disabilities Act, 42 U.S.C. §12112, 29 C.F.R. Part 1630.~~  
~~Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.~~  
~~105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/10-22.34, 5/10-22.34b, 5/22-6.5, and 5/24-1 et seq.~~  
 105 ILCS 5/10-21.9 and 5/24-5.  
 Employee Credit Privacy Act, 820 ILCS 70/.  
 Right to Privacy in the Workplace Act, 820 ILCS 55/.  
 Americans with Disabilities Act, 42 U.S.C. §12112, 29 C.F.R. Part 1630.  
 Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.  
 105 ILCS 5/10-16.7, 5/10-20.7, 5/10-21.4, 5/10-21.9, 5/21B-10, 5/21B-80, 5/10-22.34, 5/10-22.34b, 5/22-6.5, and 5/24-1 et seq.  
 820 ILCS 55/ and 70/.  
Duldulao v. St. Mary of Nazareth Hospital, 483 N.E.2d 956 (Ill.App.1, 1985), *aff'd in part and remanded* 505 N.E.2d 314 (Ill., 1987).  
Kaiser v. Dixon, 468 N.E.2d 822 (Ill.App.2, 1984).  
Molitor v. Chicago Title & Trust Co., 59 N.E.2d 695 (Ill.App.1, 1945).

ADOPTED: September 23, 2009

REVISED: August 18, 2010; August 17, 2011; October 15, 2014

## 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.  
**Compassionate Use of Medical Cannabis Pilot Program, 410 ILCS 130/  
105 ILCS 5/10-20.5b.**

ADOPTED: September 23, 2009

REVISED: August 14, 2013, August 12, 2015

## **General Personnel**

### **Personal Technology and Social Media; Usage and Conduct**

#### Definitions

**Includes** - Means “includes without limitation” or “includes, but is not limited to.”

**Social media** - Media for social interaction, using highly accessible communication techniques through the use of web-based and mobile technologies to turn communication into interactive dialogue. This includes *Facebook, LinkedIn, MySpace, Twitter, Instagram, Snapchat* and *YouTube*.

**Personal technology** - Any device that is not owned or leased by the District or otherwise authorized for District use and: (1) transmits sounds, images, text, messages, videos, or electronic information, (2) electronically records, plays, or stores information, or (3) accesses the Internet, or private communication or information networks. This includes smartphones such as BlackBerry®, Android®, iPhone®, and other devices, such as, iPads® and iPods®.

#### Usage and Conduct

All District employees who choose to use personal technology and social media shall:

1. Adhere to the high standards for appropriate school relationships in policy 5:120, *Ethics and Conduct* at all times, regardless of the ever-changing social media and personal technology platforms available. This includes District employees posting images or private information about themselves or others in a manner readily accessible to students and other employees that is inappropriate as defined by policy 5:20, *Workplace Harassment Prohibited*; 5:120, *Ethics and Conduct*; 6:235, *Access to Electronic Networks*; 7:20, *Harassment of Students Prohibited*; and the Ill. Code of Educator Ethics, 23 Ill.Admin.Code §22.20.
2. Choose a District-provided or supported method whenever possible to communicate with students and their parents/guardians.
3. Not interfere with or disrupt the educational or working environment, or the delivery of education or educational support services.
4. Comply with policy 5:130, *Responsibilities Concerning Internal Information*. This means that personal technology and social media may not be used to share, publish, or transmit information about or images of students and/or District employees without proper approval.
5. Not use District’s logos without permission. Permissible usage must follow Board policy 5:170, *Copyright*, and all District copyright compliance procedures.
6. Use personal technology and social media for personal purposes only during non-work times or hours. Any duty-free use must occur during times and places so that the use will not interfere with job duties or otherwise be disruptive to the school environment or its operation.
7. Assume all risks associated with the use of personal technology and social media at school or school-sponsored activities, including students’ viewing of inappropriate Internet materials through the District employee’s personal technology or social media. The Board expressly disclaims any responsibility for imposing content filters, blocking lists, or monitoring of its employees’ personal technology and social media.

8. Be subject to remedial and any other appropriate disciplinary action for violations of this policy ranging from prohibiting the employee from possessing or using any personal technology or social media at school to dismissal and/or indemnification of the District for any losses, costs, or damages, including reasonable attorney fees, incurred by the District relating to, or arising out of, any violation of this policy.

The Superintendent shall:

1. Inform District employees about this policy during the in-service on educator ethics, teacher-student conduct, and school employee-student conduct required by Board policy 5:120, *Ethics and Conduct*.
2. Direct Building Principals to annually:
  - a. Provide their building staff with a copy of this policy.
  - b. Inform their building staff about the importance of maintaining high standards in their school relationships.
  - c. Remind their building staff that those who violate this policy will be subject to remedial and any other appropriate disciplinary action up to and including dismissal.
3. Build awareness of this policy with students, parents, and the community.
4. Ensure that no one from the District, or on its behalf, requests of an employee or applicant access in any manner to his or her social networking website or requests passwords to such sites.
5. Periodically review this policy and any procedures with District employee representatives and electronic network system administrator(s) and present proposed changes to the Board.

LEGAL REF.: 105 ILCS 5/21B-75 and 5/21B-80.  
Ill. Human Rights Act, 775 ILCS 5/5A-102.  
Code of Ethics for Ill. Educators, 23 Ill.Admin.Code §22.20.  
Garcetti v. Ceballos, 547 U.S. 410 (2006).  
Pickering v. High School Dist. 205, 391 U.S. 563 (1968).  
Mayer v. Monroe County Community School Corp., 474 F.3d 477 (7th Cir. 2007).

ADOPTED: September 19, 2012

REVISED: October 16, 2013

# **Personnel Report**

## **September 19, 2018**

### **1. Resignation of Personnel**

The Superintendent received letters of resignation from instructional aides Cinda Rokicki and Merri Burkett effective the end of the 2017-18 school year.

#### **Recommendation:**

**That the Board of Education accept the resignations of instructional aides Cinda Rokicki and Merrie Burkett effective the end of the 2017-18 school year.**

### **2. Employment of Educational Support Personnel**

It is being recommended to hire Sandra Nichin for the position of clerical aide at Pleasantdale Elementary School and Paula Berger as part time elementary instructional aide.

#### **Recommendation:**

**That the Board of Education approve the hiring of Sandra Nichin as elementary clerical aide effective August 21, 2018 at a rate of \$12.62 per hour/8 hours a day; and Paula Berger as part time elementary instructional aide effective September 18, 2018 at a rate of \$14.73 per hour/6.75 hours a day.**

### **3. Instructional Aide Recall**

Positions have opened for ESP paraprofessional positions. Per the School Code, positions becoming available for the 2018-2019 school year must be offered to any aides who were reduced-in-force last spring, 2018, and who are qualified to hold the position. The following aide who was RIF'd are being recalled to fill the vacancy and have indicated their willingness to return to the District: Patricia Gully.

#### **Recommendation:**

**That the Board of Education recall instructional aide Patricia Gully for the 2018-19 school year.**

### **4. FTE Changes for the 2018-19 School Year**

Instructional Aide Patti Battaglia will increase her FTE to 1.0 for the 2018-19 school year. She was a part-time aide last year.

#### **Recommendation:**

**That the Board of Education approve the increase instructional aide Patti Battaglia from part-time to 1.0 FTE for the 2018-19 school year.**

### **5. Administrative Bonus**

Superintendent Dave Palzet completed his goals for the 2017-18 school year which had a bonus attached to each goal.

#### **Recommendation:**

**That the Board of Education approves a \$7,300 bonus to Superintendent Dave Palzet for the 2017-18 school year.**

August 22, 2018

Board of Education  
c/o Mr. Mark Mirabile, Board of Education President  
Dr. Dave Palzet, Superintendent  
Pleasantdale SD 107  
7450 Wolf Road  
Burr Ridge, IL 60527

Dear Members of the Board of Education and Dr. Dave Palzet:

Thank you for your participation in a Board Self-Evaluation on Monday, August 20, 2018. I appreciated your attendance at a time other than your scheduled board meeting, your participation in the board governance presentation, your honesty in sharing your thoughts on the governance survey, and your work toward refining your Board Operating Procedures.

The following are the “Next Steps” that you identified:

- Consider encouraging each school board member to enhance his/her school board knowledge through Board Development opportunities addressing state and federal legal issues impacting education;
  - Opportunities for individual Board Development should occur outside the timespan reserved for a board meeting.
- Consider instituting a “Policy Education Section” during certain board meeting cycles/rotations (focusing on the Board and the public learning about the content as well as the purpose, for a set number of policies [2-3 suggested] each cycle/rotation.
- Consider reflecting on the legal origins of the policies noted in the Policy Manual of the Board;
  - This reflection may be considered during the board meeting timespan addressing policy review/education (i.e., the “Policy Education Section” of certain board meeting cycles/rotations).
- Consider using footnotes in PRESS Services updates as a resource to connect a specific Board policy to its applicable law.
- Consider including select-Board members as recipients of the PRESS Services updates, in addition to the Superintendent.
- Consider developing a new board member mentor initiative;
  - Establish specific expectations for the mentor and the mentee.
- Consider linking Superintendent recommendations for board action items to Board policy, generally, within the agenda content of the Board packet.
- Consider upholding that each board member should listen to the position(s) of every board member to ensure all perspectives are presented.
- Consider completing a Board Self-Evaluation, biennially, starting April or May 2020.
- Consider requesting that each school board member bring his/her *Illinois School Code* book to each board meeting in order to re-emphasize the connection between the law, Board policy, and Board roles.
- Consider applying the refined, Board Operating Procedures.

PLEASE REPLY TO:

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217/528-9688  
Fax: 217/528-2831

□ One Imperial Place  
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Suite 20  
Lombard, Illinois  
60148-6120  
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Fax: 630/629-3940

**OFFICERS**

Joanne Osmond  
*President*

Thomas Neeley  
*Vice President*

Phil Pritzker  
*Immediate Past President*

Linda Eades  
*Treasurer*

Thomas E. Bertrand, Ph.D.  
*Executive Director*



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*Lighting The Way  
To Excellence In  
School Governance*

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Enclosed with this letter are the Board Operating Procedures that were revised at the August 20, 2018 workshop. I recommend the board review the "Next Steps," approve them at a regularly-scheduled board meeting, and codify them in your policy manual, if appropriate.

An invoice for \$400.00, covering for the cost of a board self-evaluation, will be issued to the district.

I enjoyed working with you and look forward to working with you again. If I may be of assistance in the near future on matters of governance, please contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Perry Hill, IV', is written over a horizontal line.

Perry Hill, IV  
Field Services Director  
Illinois Association of School Boards  
630/629-3776, extension 1215  
[phill@iasb.com](mailto:phill@iasb.com)

Enc.: Board Operating Procedures

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Pleasantdale SD 107  
**Board Operating Procedures**  
(Drafted 7/23/15; Revised 5/31/17 + 8/20/18)

**Belief Statement:** The goal of the governance team (Board of Education and Superintendent) is to ensure that the district is focused on enhancing the lives of the students and families of Pleasantdale SD 107. This sentiment is echoed in the Board members' Legacy statements below.

- The Board will make decisions in the best interest of students, community, and staff.
- The Board evaluates the long-term strategic plan for how the district will look in the future - (i.e. clear vision).
- The Board values high-quality education and strives to be better every day.

Further, the Board and the Superintendent realize that they are a team and to work together effectively, they must demand 100% honesty from one another, depend on the wisdom of the team, and function in a respectful and honorable manner at all times.

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In an effort to adhere to this belief statement, the Board and the Superintendent will strictly observe a set of operating procedures. These procedures will allow all parties to have timely information and ensure that the Board can focus on Board work (the what) and the Superintendent can focus on administrative work (the how).

1. The Board will receive a weekly update every Friday via email.
2. Individual Board members will receive a phone call prior to each Board meeting to answer any questions about the meeting or the packet.
3. Board members will be notified by email, phone, and/or text in the event of an emergency.
  - The text will reference the emergency, generally, and mention a need to check one's email for additional information.
4. Board members will receive the Board packet the Thursday before a Board meeting. Additionally, as components of the Board packet become available, they will be released to the Board for timely review.
  - The Board will receive confidential information prior to the Board meeting, with the information left at the door of each board member.
  - The Board/District will not place information in the mailbox of board members. Only items mailed via the United States Postal Service are authorized for placement in the mailboxes.
5. When a question is asked by an individual Board member, the answer will be included in the next Friday Update.
6. Board members will follow the chain of command. When a "customer" or an "owner" expresses a question or concern, that individual will be routed to the teacher, principal, or superintendent for an answer.
7. The superintendent and Board agree that a philosophy of "no surprises" will allow for everyone to do their best work.

8. Direction is only given at Board meetings when a majority of the Board agrees to give direction.
9. The Board President is the Board spokesperson for Board-related questions.
10. The Superintendent is the District spokesperson for district-related questions.
11. A board member desiring to communicate with the staff (in the capacity of a board member) should contact the Superintendent regarding the request.
12. A board member desiring to visit a campus (in the capacity of a board member) should contact the Superintendent prior to the visit.

In addition to the above operating procedures, the Board identified four specific behaviors that will ensure that the Governance Team works well together and is most productive. These have been arranged by category and include specific behaviors that support that category. Finally,

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<sup>1</sup> This is a representation of the Legacy Statements and does not include all Board members' individual statements.

Each category is accompanied by a narrative that outlines the conversations that occurred at our Board/Superintendent Retreat.

Concept	Behavior	Narrative
Respect	<p>Active Listening to all members</p> <p>Value other's point of view</p> <p>Board gives the superintendent the freedom to do his job</p> <p>Superintendent gives the Board the information they need to do their job</p> <p>Always observe 100% honesty</p>	<p>Part of being respectful to one another means that it is okay to make mistakes. When a mistake is made we need to own it and forge ahead. Likewise we need to understand that the ultimate goal is a better school district and that can't happen without some missteps.</p>
Open	<p>Information shared freely to help build a community of learners</p> <p>All Board members will have the same information (no silos)</p> <p>Open to change (new and fresh ideas)</p>	<p>As a governance team we need to be open to new ideas and not be afraid to experiment with new ways of doing things. Our goal is to create a community of learners and leaders and that can't be done by maintaining the status quo.</p>
Appropriate	<p>Conversations are focused on solutions</p> <p>Superintendent will seek advice from Board members</p> <p>Board will seek advice from Superintendent</p> <p>Governance Team will rely on the wisdom of the group</p>	<p>We recognize that the collective group is always wiser than the individuals. As we focus on solutions we will seek others' opinions and always look for ways to bring all voices into the conversation. This means seeking feedback from one another.</p>
Direct	<p>Problems are an opportunity for success</p> <p>We can solve anything if we are respectful, open, honest, and solution focused</p> <p>Provide members of the Governance Team the time they need to express their opinion</p>	<p>We respect one another enough to tell the truth. We prefer conversations to be direct, honest, and solution focused.</p>



Last year, Dr. Ban presented our new curriculum review process that was developed for Pleasantdale School District 107. The process follows a flexible cycle that takes place over five phases, allowing for an in-depth study of each curricular area that is tailored to the needs of both school buildings and the district. The 2018-2019 school year marks the first year that the process will be put into action. Each curricular area has been plotted on the cycle and will be monitored by Dr. Ban and the members of Curriculum Council at monthly meetings throughout the school year. Each year at the start of the school year, the board will receive an update on where each curricular area is in the process.

It is important to remember that the curriculum review process is designed to be flexible, allowing for time to review, create, revise, and implement with consistency, but at the same time providing the opportunity for each subject area to move at a pace that best fits the needs and resources available. Each subject area team creates the timeline for work to be completed based on the needs of their particular area under review, and there are **no time limits** for each phase of the process. Because the process is managed by members of the Curriculum Council, the process also allows for continuous review so that teams can respond to any immediate needs for students and teachers, commitment to local school and district improvement goals, as well as any policy changes at the local, state, and national levels.

This is the comprehensive summary of where each area is in the process at the start of the 2018-2019 school year:

#### **Phase 1: Convene and Train a Subject Area Team**

- K-8 SEL (Social Emotional Learning): District-wide SEL Committee formed per the Strategic Blueprint
- K-8 TAG: The TAG Team is currently reviewing recommendations from the Northwestern Center for Talent Development and prioritizing action steps for the next three years (also in Phase 2) .
- K-8 World Language: Updating Spanish; expanding language options to move to a World Language program (also in Phases 2 and 3).
- K-4 Literacy: We will begin in 2019
- K-4 Science and Social Studies: This will also begin in 2019 and aligned with K-4 literacy

#### **Phase 2: Identify Needs and Create a Timeline**

- 5-8 Social Studies: The team is working on inquiry-based units of study after a 5-day summer training
- 5-8 Science: The team is working on vertical alignment of units and incorporating science and engineering practices.

#### **Phase 3: Evaluate and Select Resources and Professional Development**

- 6-8 Health: Working on completing unit outlines and reviewing resources to support units of study
- K-4 Writing: Year 1 of of writers workshop implementation supported by PD and coaching (also in Phase 4).
- 5-8 Writing: Year 1 of of writers workshop implementation supported by PD and coaching (also in Phase 4).

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#### **Phase 4: Implement Resources/Curricula and Train Staff**

- Pre-K Math: Year 1 of implementation of Bridges for Pre-K resource
- K-4 Art (Makerspace)
- 6-8 Math: Year 1 of Big Ideas and CMP3 hybrid resource implementation

#### **Phase 5: Reflect and Monitor Progress**

- K-5 Math: Year 2 of Bridges and Number Corner implementation
- K-4 PE and Music
- 5-8 PE, Art, STEM, Music
- 5-8 Literacy

#### **Presentation Takeaways:**

- This is the first year of implementation of the new PSD 107 curriculum review process.
- The process is managed by Curriculum Council and works on a flexible timeline.
- The Assistant Superintendent of Teaching and Learning will give an annual update on where each curricular area is in the process.



The Strategic Blueprint goal of building learning capacity focuses on building our students' global competencies and cultural awareness through innovative learning experiences. One of our action steps under this goal is to investigate opportunities for students to have increased voice and choice through learning pathways that allow students to investigate their interests and passions. One way we are planning to accomplish this goal is through the expansion of our World Language program. During the 2018-2019 school year, in alignment with our curriculum review process, we are working to both 1) update the current Spanish classes, and also 2) examine options that go beyond our current Spanish offerings to allow students more choice in their language study.

### Updated Spanish Classes (Phases 2 and 3)

This year our Spanish teachers will be finishing their work in Phase 2 (**Identify Needs and Timeline**) and at the same time moving to Phase 3 (**Evaluate and Select Resources**) of our curriculum review process. Our Spanish teachers are spending this year aligning their mastery outcomes with the ACTFL (American Council of Teaching of Foreign Language) standards. These standards are guided by five goals for world language: Communication, Cultures, Connections, Comparisons, and Communities. To support the alignment with these standards, we will be piloting the new resource, Auténtico, in 6th grade. This pilot comes at a great time because our current Spanish textbook, Expresate, was last published in 2008 and has been discontinued. Our teachers will be evaluating the pilot using [ACTFL's textbook evaluation tool](#) and student, teacher, and parent surveys prior to making any recommendations for a full adoption.

Auténtico is aligned with ACTFL standards and immerses students in authentic Spanish language and cultural experiences through text, video, audio, and online learning. The materials in Auténtico expose students to authentic materials written for Spanish speakers, not simply created for learners. (Examples: an actual school supply list that teachers would hand out in class in Mexico, a menu from an actual restaurant in Spain, videos of real people speaking Spanish). Furthermore, Auténtico offers an online component where students can listen to, record, and interact with the text and its authentic resources through their iPads, providing a seamless integration of technology in our Spanish Courses. Finally, LTHS has also aligned their world language curricula to the ACTFL standards and will begin using the Auténtico resources in their Spanish classes this year, so our students will have exposure to the same text and resources.

### Student Choice in Language Study (Phases 1 and 2)

Also in alignment with our curriculum review process, we will begin looking at options to expand our World Language program beyond just Spanish for our students. Under Phase 1 (**Convene and Train a Subject Area Team**) of the process, a subject area team conducts a needs assessment and creates a philosophy and belief statements for the program. While the teachers on the World Language subject area team have worked on this phase for Spanish classes, they will be expanding the philosophy to include the exploration of languages beyond Spanish. At the same time, we will be conducting a needs assessment and then moving to Phase 2 (**Identify Needs and Timeline**) where we will analyze the data from the needs assessment and create a timeline for the work to be done to move to a more comprehensive World Language program that offers student voice and choice. We anticipate researching other

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programs, going on site visits, and holding student and parent focus groups. We will provide another update on this work later in the school year.

**Presentation Takeaways:**

- Giving students increased voice and choice in curricular options is a goal of the Strategic Blueprint under Building Learning Capacity.
- Following the PSD 107 curriculum review process, we are updating our Spanish classes and looking into ways to expand our language offerings.

**APPENDIX A  
SUPERINTENDENT’S PERFORMANCE GOALS AND INDICATORS  
(2018-2019)**

**BUILDING ACADEMIC ACHIEVEMENT**

**Goal:** Ensure that the District’s curriculum and instruction support the academic growth of students as compared to student achievement in other high-performing schools.

**Indicators:**

- Students in Pleasantdale SD 107 in grade 3-8 will show 5% growth in reading and math as measured by the PARCC Assessment.
- Students in grades K-8 will make average academic gains as outlined in the NWEA MAP national norms.

Grade	Reading		Math	
	Cohort %ile Rank	Target RIT Growth	Cohort %ile Rank	Target RIT Growth
K				
1				
2				
3				
4				
5				
6				
7				
8				

- STRETCH GOAL: Pleasantdale SD 107 will improve its township ranking as measured by PARCC from fourth to third.
- Additional Goals
  - Superintendent will ensure information on the district website is kept up to date and accurate including, but not limited to: employee lists, calendars, and photographs.
  - Superintendent will ensure the Board has all information discussed at a Board meeting well in advance of the meeting.

The Superintendent will report annually to the Board on the academic achievement of Pleasantdale students as measured against other high-performing school districts.

## **BUILDING LEARNING CAPACITY**

**Goal:** Develop opportunities for Pleasantdale leaders and learners to cultivate advancement of global competency and cultural awareness through innovative learnings experiences.

### **Indicators:**

<b>Building Learning Capacity (Action Steps)</b>	<b>Measures (when applicable)</b>	<b>Deliverables (when applicable)</b>
Complete and publish aligned units of study in all fundamental learning areas (1-2 units per discipline per year) pre-K through eighth grade that embeds technology, inquiry, and global competencies.	Once created, core area units will be reviewed with the corresponding Equip rubric, and will result in 2s (meets many of the criteria) or 3s (meets most to all of the criteria) on all measures.	
As curriculum and units of study are designed, align and analyze assessments to support differentiated instruction.		Systems for data analysis will be implemented in grade level (PES) and subject area teams (PMS) to provide teachers with the information they need to fully differentiate for their students.
Support parents as we implement changes to the curriculum and instructional practices (e.g. parent universities, learning experiences, celebrations).		Each new curricular improvement will be accompanied by a parent information session. (e.g. second cup of coffee, presentations, experts, meetings)
Adopt a workshop model of instruction that supports individualized student learning through differentiation and timely/targeted feedback.	Collect baseline data on student growth in writing based on a pre/post on-demand	All K-4 and ELA teachers will receive ongoing professional

	assessment	development in Writers Workshop
Investigate opportunities for students to have increased choice and voice through learning pathways that allow students to pursue their interests and passions.		Recommendations to the Board for changes in the delivery of world language.
Continue to support the Pleasantdale staff in year two of adopting a growth mindset; build capacity for students and community.	75% of classrooms will include lessons on the growth mindset based on a self-reporting survey.	
Implement a framework for technology integration into teaching and learning (e.g. SAMR, 4 Shifts Protocol . . .).	50% of teachers will use the innovative teaching coach to implement framework friendly lessons in their classes	

The Superintendent will report annually to the Board on his progress in building learning capacity in the District. The Superintendent will report annually to the Board on actions taken and activities held to support the Board-approved action steps for building learning capacity.

**BUILDING LEARNING ENVIRONMENTS**

**Goal:** Develop flexible learning environments in the District’s schools that promote purposeful collaboration and a balanced educational approach to create inspired 21<sup>st</sup> century learners.

**Indicators:**

<b>Building Learning Environments (Action Steps)</b>	<b>Measures (when applicable)</b>	<b>Deliverables (when applicable)</b>
Implement a district safety taskforce that will bring recommendations to the Board to ensure that we continue to provide a safe and secure school environment.		Based on recommendations, develop a three year school safety implementation plan.
Form an SEL (Social/Emotional Learning) stakeholder committee at each building to examine feasibility and options to best meet the needs of students at each building.		Based on committee work, bring recommendations to the Board of Education for an

		improved SEL program.
Provide staff with resources to pilot flexible use of learning spaces that support the competencies outlined in our Portrait of a Pleasantdale Graduate and Pleasantdale 107 belief statements.		
Seek community input and develop a plan for constructing modern library space at both schools that will support our mission to create a community of inspired learners.		Based on Board approval develop a community engagement process and bring recommendations to the Board.
Develop articulation processes for grade-to-grade (Pre-K through 8th grade) and middle to high school transitions.	Collect baseline data from kindergarten and 5th grade parents to determine how well students transitioned to their new school.	

The Superintendent will report annually to the Board on his progress in developing flexible learning environments in the schools. The Superintendent will report annually to the Board on actions taken to support the Board-approved action steps for building flexible learning environments.

**BUILDING HUMAN CAPITAL**

**Goal:** Ensure that the District is recruiting, hiring, and retaining high-level professionals who engage in collaborative professional development and are committed to learning and implementing innovative strategies focused on improved student learning.

**Indicators:**

<b>Building Human Capital (Action Steps)</b>	<b>Measures (when applicable)</b>	<b>Deliverables (when applicable)</b>
Establish building and district schedules allowing staff the time to have the greatest impact on teaching and learning.		
Pilot a co-teaching model of instruction in ELA and Math at both schools.	Analyze cohort growth data for students in the co-taught classes	

	to determine how many meet/exceed growth targets.	
Implementation of the paraprofessional evaluation tool and the use of a research based rubric for teacher evaluation.		
Establish a Professional Development Pathways (PDP) program that allows teachers to engage in professional development that is individualized and provides staff with greater agency. (i.e. online programs, instructional coaching, learning cadres).	80% of teachers, who have completed courses, will report that they have applied what they learned to their current practice.	
Implement a comprehensive mentoring program for certified staff and implement an employee induction program for instructional assistants.		Convene focus groups of mentors and new teachers to determine areas for improvement.
Implement a wellness program that will build a culture of health, wellbeing, and the ability to grow by supporting the whole person (physically, socially, and emotionally).		
In collaboration with TAP ( <i>Teachers Association of Pleasantdale</i> ), investigate various methods/models for collective bargaining.		

The Superintendent will report annually to the Board on his progress in building human capital in the District. The Superintendent will report annually to the Board on actions taken to support the Board-approved action steps for building human capital.

Below are the district's ongoing measures of success.

Measurement Tool	Goal Statement	Specific Measures
<b>Academic Measures of Progress</b>		
NWEA-MAP Test	Thorough improved teaching practices, improve student outcomes as measured by MAP.	From the Fall assessment period to the Spring assessment period, students will meet their target RIT growth in both reading and math.
PARCC Exam	Improve attainment scores in	Improve district composite scores in

	reading and math as measured by the PARCC Exam.	reading and math by 3%.	
<b>Culture/Climate Measures of Progress</b>			
School Perceptions Community Survey	Improve our overall teacher, parents, and student satisfaction with district services	2016 <sup>1</sup> Parent: 97.1% Student: 81% Teacher: 93.3%	2018 Parent: 93.3% Student: 78.2% Teacher: 89.3%
Illinois 5Essentials Survey of Learning Conditions	Improve culture/climate of schools as measured by the 5Essentials survey.	2017 More Implementation <sup>2</sup>	2019 TBD
Freshman Preparedness Survey	Improve how well students report they are prepared for high school based on the Lyons Township Freshman Preparedness Survey.	2017  91.7%	2018  91%
<b>Financial Measures of Progress</b>			
Annual Financial Report	Individual fund expenditure containment	Expenditures in each major fund will be contained to the below increases: Educational Fund: 4% Operations and Maintenance: 3.5% Transportation: 4% Capital Projects 4%	
Annual Financial Report	Overall budget expenditure containment	Overall budget expenditures will be contained to no more than a 3.5% increase.	

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<sup>1</sup> Parent Question: Overall how satisfied are you with district services?  
Student Question: My teacher explains things in a way that makes sense to me.  
Teachers: The district is a good place to work.

<sup>2</sup> More Implementation is the second highest designation on the rating scale and means that our schools score between .5 and 1.5 standard deviations above the benchmark.

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At the August 15, 2018 Board of Education meeting the administration presented a draft plan to upgrade our libraries at both schools. This presentation reviewed the current state of our libraries and how learning spaces are evolving to better meet students' needs. Likewise the presentation allowed the Board to see how updated libraries could support the 4C's (communication, collaboration, critical thinking, and creativity) for our students. Finally, the administration reviewed a rough timeline for the project and cost estimates. At the conclusion of the presentation, the administration sought guidance from the Board on potential next steps. The Board directed the administration to continue to investigate the feasibility of updating our library spaces. Specifically, the Board asked for more detailed cost estimates, timeline, and how the community would be engaged in the process.

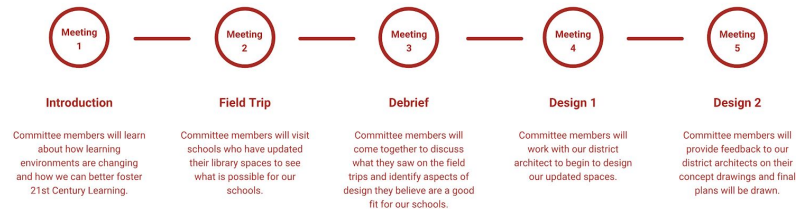
Over the course of the past month the administration has met with the district's architecture firm, STR Partners to provide the Board with the requested information. Below is the response to the Board's three specific requests.

### Community Engagement

With Board direction, the administration will convene a committee of parents, community members, staff, students, and administration to learn more about 21st century learning spaces.

This group will also provide feedback on potential design features

that are a good fit for our community and make recommendations that can be incorporated into the space designs. In the spring of 2018, the district launched a survey to solicit parent feedback. In that survey community members were asked if they would serve on a committee to investigate updated libraries at our schools. The administration will invite these seventeen parents to be a part of the committee. The committee will meet five times over the course of several months. Each meeting will help advance committee member knowledge and bring us closer to a design that meets the needs of our students and community. The first meeting will serve as an introduction to the process and will act as an information session for participants. During this first meeting we will define 21st century learning and outline a vision for the future of our library spaces. The second meeting will take participants outside the district to visit renovated library spaces. The goal of this meeting is to allow committee members to see the possibilities of an updated space and hear first hand how the space is used and what particular schools would have done differently. The third meeting will allow committee members and opportunity to debrief their "field trip" experience and discuss the design aspects that they liked and disliked. Finally, the group will come together two more times to review the



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architect’s designs and offer feedback on how the spaces can be improved. The entire community engagement process will take at least ten weeks to complete.

**Timeline**

At the August 15, 2018 Board meeting, the administration was asked to develop a more detailed timeline that includes a community engagement process and also outlines the timeline for demolition of the old space and construction of the new space. Below you will find an updated timeline.



**Cost Estimates**

At the August 15, 2018 Board of Education meeting, the administration explained to the Board that the cost of this project would be in the neighborhood of \$175 per sq/ft. At the time, the middle school was used as an example (3000 sq/ft x \$175 = \$525,000). Again this was a very rough estimate and was meant to simply give a point of reference to the Board. While the estimate of \$175 per sq/ft is a good starting point, this number is subject to change. It is the advice of our architect that, for the purpose of planning, \$175 per sq/ft makes sense. Below is a table that more accurately captures the potential costs at each building.

	Construction	Furniture
Pleasantdale Elementary	\$262,000	\$40,000
Pleasantdale Middle	\$525,000	\$80,000
<b>Total</b>	<b>\$907,000</b>	

## Financial Services

### Incurring Debt

The Superintendent shall provide early notice to the School Board of the District's need to borrow money. The Superintendent or designee shall prepare all documents and notices necessary for the Board, at its discretion, to: (1) issue State Aid Anticipation Certificates, tax anticipation warrants, working cash fund bonds, bonds, notes, and other evidence of indebtedness, or (2) establish a line of credit with a bank or other financial institution. The Superintendent shall notify the State Board of Education before the District issues any form of long-term or short-term debt that will result in outstanding debt that exceeds 75% of the debt limit specified in State law.

### Bond Issue Obligations

In connection with the Board's issuance of bonds, the Superintendent shall be responsible for ensuring the District's compliance with federal securities laws, including the anti-fraud provisions of the Securities Act of 1933, as amended and, if applicable, the continuing disclosure obligations under Rule 15c2-12 of the Securities Exchange Act of 1934, as amended.

Additionally, in connection with the Board's issuance of bonds, the interest on which is excludable from *gross income* for federal income tax purposes, or which enable the District or bond holder to receive other federal tax benefits, the Board authorizes the Superintendent to establish written procedures for post-issuance compliance monitoring for such bonds to protect their tax-exempt (or tax-advantaged) status.

The Board may contract with outside professionals, such as bond counsel and/or a qualified financial consulting firm, to assist it in meeting the requirements of this subsection.

~~LEGAL REF.: 30 ILCS 305/2 and 352/1 et seq.  
50 ILCS 420/  
105 ILCS 5/17-16, 5/17-17, 5/18-18, and 5/19-1 et seq.~~

LEGAL REF.: Securities Act of 1933, 15 U.S.C. §77a et seq.  
Securities Exchange Act of 1934, 15 U.S.C. §78a et seq.  
17 C.F.R. §240.15c2-12.  
Bond Authorization Act, 30 ILCS 305/2.  
Bond Issue Notification Act, 30 ILCS 352/.  
Local Government Debt Reform Act, 30 ILCS 350/.  
Tax Anticipation Note Act, 50 ILCS 420/.  
105 ILCS 5/17-16, 5/17-17, 5/18-18, and 5/19-1 et seq.

ADOPTED: November 18, 2009

REVISED:

## **Operational Services**

### **Accounting and Audits**

The School District's accounting and audit services shall comply with the *Requirements for Accounting, Budgeting, Financial Reporting, and Auditing*, as adopted by the Illinois State Board of Education, State and federal laws and regulations, and generally accepted accounting principles. Determination of liabilities and assets, prioritization of expenditures of governmental funds, and provisions for accounting disclosures shall be made in accordance with government accounting standards as directed by the auditor designated by the Board. The Superintendent, in addition to other assigned financial responsibilities, shall report monthly on the District's financial performance, both income and expense, in relation to the financial plan represented in the budget.

#### **Annual Audit**

At the close of each fiscal year, the Superintendent shall arrange an audit of the District funds, accounts, statements, and other financial matters. The audit shall be performed by an independent certified public accountant designated by the Board and be conducted in conformance with prescribed standards and legal requirements. A complete and detailed written audit report shall be provided to each Board member and to the Superintendent. The Superintendent shall annually, on or before October 15, submit an original and one copy of the audit to the Regional Superintendent of Schools.

#### **Annual Financial Report**

The Superintendent or designee shall annually prepare and submit the Annual Financial Report on a timely basis using the form adopted by the Illinois State Board of Education. The Superintendent shall review and discuss the Annual Financial Report with the Board before it is submitted.

#### **Inventories**

The Superintendent or designee is responsible for establishing and maintaining accurate inventory records. The inventory record of supplies and equipment shall include a description of each item, quantity, location, purchase date, and cost or estimated replacement cost.

#### **Disposition of District Property**

The Superintendent or designee shall notify the Board, as necessary, of the following so that the Board may consider its disposition: (1) District personal property (property other than buildings and land) that is no longer needed for school purposes, and (2) school site, building, or other real estate that is unnecessary, unsuitable, or inconvenient. Notwithstanding the above, the Superintendent or designee may unilaterally dispose of personal property of a diminutive value.

#### **Taxable Fringe Benefits**

The Superintendent or designee shall: (1) require that all use of District property or equipment by employees is for the District's convenience and best interests unless it is a Board-approved fringe benefit, and (2) ensure compliance with the Internal Revenue Service regulations regarding when to report an employee's personal use of District property or equipment as taxable compensation.

#### **Controls for Revolving Funds and Petty Cash**

Revolving funds and the petty cash system are established in Board policy 4:50, *Payment Procedures*. The Superintendent shall: (1) designate a custodian for each revolving fund and petty cash fund, (2) obtain a bond for each fund custodian, and (3) maintain the funds in compliance with this policy,

State law, and Illinois State Board of Education rules. A check for the petty cash fund may be drawn payable to the designated petty cash custodian. Bank accounts for revolving funds are limited to a maximum balance of \$500.00. All expenditures from these bank accounts must be directly related to the purpose for which the account was established and supported with documentation, including signed invoices or receipts. All deposits into these bank accounts must be accompanied with a clear description of their intended purpose. The Superintendent or designee shall include checks written to reimburse revolving funds on the Board's monthly listing of bills indicating the recipient and including an explanation.

#### Control Requirements for Checks

The Board must approve all bank accounts opened or established in the District's or a District school's name or with the District's Federal Employer Identification Number. All checks issued by the School District must be signed by either the Treasurer or Board President, except that checks from an account containing student activity funds and revolving accounts may be signed by the respective account custodian.

#### Internal Controls

The Superintendent is primarily responsible for establishing and implementing a system of internal controls for safeguarding the District's financial condition; the Board, however, will oversee these safeguards. The control objectives are to ensure efficient business and financial practices, reliable financial reporting, and compliance with State law and Board policies, and to prevent losses from fraud, employee error, misrepresentation by third parties, or imprudent employee action.

The Superintendent or designee shall annually audit the District's financial and business operations for compliance with established internal controls and provide the results to the Board. The Board may from time-to-time engage a third party to audit internal controls in addition to the annual audit.

~~LEGAL REF.: 105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.  
23 Ill.Admin.Code Part 100.~~

LEGAL REF.: 2 C.F.R. §200 et seq.  
30 ILCS 708/, Grant Accountability and Transparency Act, implemented by 44 Ill.Adm.Code 7000 et seq.  
105 ILCS 5/2-3.27, 5/2-3.28, 5/3-7, 5/3-15.1, 5/5-22, 5/10-21.4, 5/10-20.19, 5/10-22.8, and 5/17-1 et seq.  
23 Ill.Admin.Code Part 100.

ADOPTED: November 16, 2016

## **Operational Services**

### **Transportation**

~~The District shall provide free transportation for any student who resides within the District. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312©(5)(B) of the Elementary and Secondary Education Act.~~

The District shall provide free transportation for any student in the District who resides: (1) at a distance of one and one-half miles or more from his or her assigned school or (2) within one and one-half miles from his or her assigned school where walking to or from school or to or from a pick-up point or bus stop would constitute a serious hazard due to vehicular traffic or rail crossing, and adequate public transportation is not available. A student's parent(s)/guardian(s) may file a petition with the Board requesting transportation due to the existence of a serious safety hazard. Free transportation service and vehicle adaptation is provided for a special education student if included in the student's individualized educational program. Non-public school students shall be transported in accordance with State law. Homeless students shall be transported in accordance with Section 45/1-15 of the Education for Homeless Children Act. Foster care students shall be transported in accordance with Section 6312(c)(5)(B) of the Elementary and Secondary Education Act.

Bus schedules and routes shall be determined by the Superintendent or designee and shall be altered only with the Superintendent or designee's approval and direction. In setting the routes, the pick-up and discharge points should be as safe for students as possible.

No school employee may transport students in school or private vehicles unless authorized by the administration.

Every vehicle regularly used for the transportation of students must pass safety inspections in accordance with State law and Illinois Department of Transportation regulations. The strobe light on a school bus may be illuminated only when the bus is actually being used as a school bus and (1) is stopping or stopped for loading or discharging students on a highway outside an urban area, or (2) is bearing one or more students. The Superintendent shall implement procedures in accordance with State law for accepting comment calls about school bus driving.

All contracts for charter bus services must contain the clause prescribed by State law regarding criminal background checks for bus drivers.

### **Pre-Trip and Post-Trip Vehicle Inspection**

~~The Superintendent or designee shall develop and implement a pre-trip and post-trip inspection procedure to ensure that the school bus driver: (1) tests the two-way radio or cellular radio telecommunication device and ensures that it is functioning properly before the bus is operated, and (2) walks to the rear of the bus before leaving the bus at the end of each route, work shift, or work day, to check the bus for children or other passengers in the bus.~~

LEGAL REF.: Elementary and Secondary Education Act, 20 U.S.C. §6312(c)(5)(B).  
McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.  
105 ILCS 5/10-22.22 and 5/29-1 et seq.  
105 ILCS 45/1-15 and 1-17.  
625 ILCS 5/1-148.3a-5, 5/1-182, 5/11-1414.1, 5/12-813, 5/12-813.1, 5/12-815,  
5/12-816, 5/12-821, and 5/13-109.  
23 Ill.Admin.Code §§1.510 and 226.750; Part 120.  
92 Ill.Admin.Code §440-3.

ADOPTED: October 21, 2015

REVISED: March 15, 2017

## Financial Services

### Free and Reduced-Price Food Services

#### Notice

The Superintendent shall be responsible for implementing the District's free and reduced-price food services policy and all applicable programs.

#### Eligibility Criteria and Selection of Children

A student's eligibility for free and reduced-price food services shall be determined by the income eligibility guidelines, family-size income standards, set annually by the U.S. Department of Agriculture and distributed by the Illinois State Board of Education.

#### Notification

At the beginning of each school year, by letter, the District shall notify students and their parents/guardians of: (1) eligibility requirements for free and reduced-price food service; (2) the application process; (3) the name and telephone number of a contact person for the program; and (4) other information required by federal law. **The Superintendent shall provide the same information to: (1) informational media, the local unemployment office, and any major area employers contemplating layoffs; and (2) the District's website.** Parents/guardians enrolling a child in the District for the first time, any time during the school year, shall receive the eligibility information.

#### Nondiscrimination Assurance

The District shall avoid publicly identifying students receiving free or reduced-price meals and shall use methods for collecting meal payments that prevent identification of children receiving assistance.

#### Appeal

A family may appeal the District's decision to deny an application for free and reduced-price food services or to terminate such services as outlined by the U.S. Department of Agriculture in 7 C.F.R. §245.7, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools. The Superintendent shall establish a hearing procedure for adverse eligibility decisions and provide by mail a copy of them to the family. The District may also use these procedures to challenge a child's continued eligibility for free or reduced-price meals or milk.

During an appeal, students previously receiving food service benefits shall not have their benefits terminated. Students who were denied benefits shall not receive benefits during the appeal.

The Superintendent shall keep on file for a period of 3 years a record of any appeals made and the hearing record. The District shall also maintain accurate and complete records showing the data and method used to determine the number of eligible students served free and reduced-price food services. These records shall be maintained for 3 years.

LEGAL REF.: U.S. Dept. of Agriculture, Food and Nutrition Service, National School Lunch Program, 7 C.F.R. Part 210.  
U.S. Dept. of Agriculture, Food and Nutrition Service, Determining Eligibility for Free and Reduced-Price Meals and Free Milk in Schools, 7 C.F.R. Part 245.  
105 ILCS 125/ et seq. and 126/  
23 Ill.Admin.Code §305.10 et seq.

ADOPTED: November 18, 2009

REVISED:

## **Financial Services**

### **Waiver of Student Fees**

The Superintendent will recommend to the School Board for adoption what fees, if any, will be charged for the use of textbooks, consumable materials, extracurricular activities, and other school fees. Students will pay for loss of school books or other school-owned materials.

Fees for textbooks, other instructional materials, are waived for students who meet the eligibility criteria for a fee waiver contained in this policy. In order that no student is denied educational services or academic credit due to the inability of parents/guardians to pay fees and charges, the Superintendent will recommend to the Board for adoption what additional fees, if any, the District will waive for students who meet the eligibility criteria for fee waiver. Students receiving a fee waiver are not exempt from charges for lost and damaged books, locks, materials, supplies, and equipment.

### **Notification**

The Superintendent shall ensure that applications for fee waivers are widely available and distributed according to State law and ISBE rule and that provisions for assisting parents/guardians in completing the application are available.

### **Eligibility Criteria**

A student shall be eligible for a fee waiver when the student currently lives in a household that meets the same income guidelines, with the same limits based on household size, that are used for the federal free meals program.

The Superintendent or designee will give additional consideration where one or more of the following factors are present:

- Illness in the family;
- Unusual expenses such as fire, flood, storm damage, etc.;
- Unemployment;
- Emergency situations;
- When one or more of the parents/guardians are involved in a work stoppage.

### **Verification**

The Superintendent or designee shall establish a process for determining a student's eligibility for a waiver of fees in accordance with State law requirements. The Superintendent or designee may require family income verification at the time an individual applies for a fee waiver and anytime thereafter but not more often than once every 60 calendar days. The Superintendent or designee shall not use any information from this or any independent verification process to determine free or reduced-price meal eligibility.

If a student receiving a fee waiver is found to be no longer eligible during the school year, the Superintendent or designee shall notify the student's parent/guardian and charge the student a prorated amount based upon the number of school days remaining in the school year.

### Determination and Appeal

~~The Superintendent or designee will notify the parent(s)/guardian(s) promptly as to whether the fee waiver request has been granted or denied. The denial of a fee waiver request may be appealed to the Superintendent by submitting the appeal in writing to the Superintendent within 14 days of the denial. The Superintendent or designee shall respond within 14 days of receipt of the appeal. The Superintendent's decision may be appealed to the Board. The decision of the Board is final and binding.~~

Within 30 calendar days after the receipt of a waiver request, the Superintendent or designee shall mail a notice to the parent/guardian whenever a waiver request is denied. The denial notice shall include: (1) the reason for the denial, (2) the process and timelines for making an appeal, and (3) a statement that the parent/guardian may reapply for a waiver any time during the school year if circumstances change. If the denial is appealed, the District shall follow the procedures for the resolution of appeals as provided in the ISBE rule on waiver of fees.

Questions regarding the fee waiver request process should be addressed to the Business Office.  
~~Building Principal's office.~~

~~LEGAL REF.: 105 ILCS 5/10-20.13, 5/10-22.25  
23 Ill.Admin.Code §1.245 [unenforceable].~~

LEGAL REF.: 105 ILCS 5/10-20.13, 5/10-22.25, 5/27-24.2, and 5/28-19.2.  
23 Ill.Admin.Code §1.245 [may contain unenforceable provisions].

ADOPTED: November 18, 2009

REVISED: October 20, 2010; October 18, 2017

## Operational Services

### Safety

#### Safety and Security

All District operations, including the education program, shall be conducted in a manner that will promote the safety and security of everyone on District property or at a District event. The Superintendent or designee shall develop, implement, and maintain a comprehensive safety and security plan that includes, without limitation:

1. An emergency operations plan(s) addressing prevention, preparation, response, and recovery for each school;
2. Provisions for a coordinated effort with local law enforcement and fire officials, emergency medical services personnel, and the Board Attorney;
3. A school safety drill plan;
4. Instruction in safe bus riding practices; and
5. A clear, rapid, factual, and coordinated system of internal and external communication.

In the event of an emergency that threatens the safety of any person or property, students and staff are encouraged to follow the best practices discussed for their building regarding the use of any available cellular telephones.

#### School Safety Drill Plan

During every academic year, each school building that houses school children shall conduct, at a minimum, each of the following in accordance with the School Safety Drill Act, 105 ILCS 128/:

1. ~~Three school evacuation drills~~ **Three school evacuation drills to address and prepare students and school personnel for fire incidents. One of these three drills shall require the participation of the local fire department or district.**
2. One bus evacuation drill
3. ~~One severe weather and shelter-in-place drill~~ **One severe weather and shelter-in-place drill to address and prepare students and school personnel for possible tornado incidents.**
4. ~~One law enforcement drill~~ **One law enforcement drill to address a school shooting incident.**

#### Automated External Defibrillator (AED)

The Superintendent or designee shall implement a written plan for responding to medical emergencies at the District's physical fitness facilities in accordance with the Fitness Facility Medical Emergency Preparedness Act. The plan shall provide for an automated external defibrillator (AED) to be available according to State law requirements. This policy does not create an obligation to use an AED nor is it intended to create any expectation that an AED will be present or a trained person will be present and/or able to use an AED.

#### Carbon Monoxide Alarms

The Superintendent or designee shall implement a plan with the District's local fire officials to:

1. Determine which school buildings to equip with approved *carbon monoxide alarms* or *carbon monoxide detectors*,

2. Locate the required carbon monoxide alarms or carbon monoxide detectors within 20 feet of a carbon monoxide emitting device, and

3. Incorporate carbon monoxide alarm or detector activation procedures into each school building that requires a carbon monoxide alarm or detector. The Superintendent or designee shall ensure each school building annually reviews these procedures.

#### Emergency Closing

The Superintendent is authorized to close school(s) in the event of hazardous weather or other emergency that threatens the safety of students, staff members, or school property.

#### Annual Review

~~The Board or its designee will annually review each school building's safety and security plans, protocols, and procedures, as well as each building's compliance with the school safety drill plan.~~ The Board or its designee will annually review each school building's emergency operations and crisis response plan(s), protocols, and procedures, as well as each building's compliance with the school safety drill plan. This annual review shall be in accordance with the School Safety Drill Act (105 ILCS 128/) and the Joint Rules of the Office of the State Fire Marshal and the Illinois State Board of Education (29 Ill.Admin.Code Part 1500).

#### Lead Testing in Water

The Superintendent or designee shall implement testing for lead in each source of drinking water in school buildings in accordance with the Illinois Plumbing License Law and guidance published by the IDPH. The Superintendent or designee shall notify parent(s)/guardian(s) about the sampling results from their children's respective school buildings.

LEGAL REF.: 105 ILCS 5/10-20.2, 5/10-20.56, 5/18-12, 5/18-12.5, and 128/  
210 ILCS 74/, Physical Fitness Facility Medical Emergency Preparedness Act.

ADOPTED: November 16, 2016

REVISED:

## Instruction

### School Wellness

Student wellness, including good nutrition and physical activity, shall be promoted in the District's educational program, school activities, and meal programs. This policy shall be interpreted consistently with Section 204 of the Child Nutrition and WIC Reauthorization Act of 2004 and the Healthy Hunger-Free Kids Act of 2010 (HHFKA). The Superintendent or designee will ensure each school building complies with this policy, the policy is available to the community on an annual basis, and that the community is informed about the progress of this policy's implementation.

#### Goals for Nutrition Education

The goals for addressing nutrition education include the following:

- Schools will support and promote good nutrition for students.
- Schools will foster the positive relationship between good nutrition, physical activity, and the capacity of students to develop and learn.
- Nutrition education will be part of the District's comprehensive health education curriculum.

#### Goals for Physical Activity

The goals for addressing physical activity include the following:

- Schools will support and promote an active lifestyle for students.
- Physical education will be taught in all grades and shall include a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle.
- The curriculum will be consistent with and incorporate relevant *Illinois Learning Standards for Physical Development and Health* as established by the Illinois State Board of Education (ISBE).

#### ~~Nutrition Guidelines for Foods Available in Schools During the School Day~~

~~Students will be offered and schools will promote nutritious food and beverage choices consistent with the current Dietary Guidelines for Americans and Food Guidance System published jointly by the U.S. Department of Health and Human Services and the Department of Agriculture. In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall establish such administrative procedures to control food sales that compete with the District's non-profit food service in compliance with the Child Nutrition Act. Food service rules shall restrict the sale of foods of minimal nutritional value as defined by the U.S. Department of Agriculture in the food service areas during the meal periods and comply with all applicable rules of the Illinois State Board of Education.~~

#### Nutrition Guidelines for Foods Available During the School Day; Marketing Prohibited

Students will be offered and schools will promote nutritious food and beverage choices during the school day that are consistent with Board policy 4:120, *Food Services* (requiring compliance with the nutrition standards specified in the U.S. Dept. of Agriculture's (USDA) *Smart Snacks* rules).

In addition, in order to promote student health and reduce childhood obesity, the Superintendent or designee shall:

1. Restrict the sale of *competitive foods*, as defined by the USDA, in the food service areas during meal periods;
2. Comply with all ISBE rules; and

3. Prohibit marketing during the school day of foods and beverages that do not meet the standards listed in Board policy 4:120, *Food Services*, i.e., in-school marketing of food and beverage items must meet *competitive foods* standards.

*Competitive foods* standards do not apply to foods and beverages available, but not sold in school during the school day; e.g., brown bag lunches, foods for classroom parties, school celebrations, and reward incentives.

#### Exempted Fundraising Day (EFD) Requests

All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law.

ISBE rules prohibit EFDs for grades 8 and below in participating schools.

#### Exempted Fundraising Day (EFD) Requests

~~All food and beverages sold to students on the school campuses of participating schools during the school day must comply with the “general nutrition standards for competitive foods” specified in federal law, unless the Superintendent or designee in a participating school has granted an *exempted fundraising day* (EFD). To request an EFD and learn more about the District’s related procedure(s), contact the Superintendent or designee. The District’s procedures are subject to change. The number of EFDs is set by ISBE rule.~~

#### Guidelines for Reimbursable School Meals

Reimbursable school meals served shall meet, at a minimum, the nutrition requirements and regulations for the National School Lunch Program and/or School Breakfast Program.

#### Monitoring

The Superintendent or designee shall annually provide implementation data and/or reports to the Board concerning this policy’s implementation sufficient to allow the Board to monitor and adjust the policy (a **triennial report**). This **triennial** report must include without limitation each of the following:

- \* An assessment of the District’s implementation of the policy
- \* The extent to which schools in the District are in compliance with the policy
- \* The extent to which the policy compares to model local school wellness policies
- \* A description of the progress made in attaining the goals of the policy
- \* **How the District will make the results of the assessment available to the public**
- \* **Where the District will retain records of the assessment**

#### Recordkeeping

The Superintendent or designee shall retain records to document compliance with this policy.

LEGAL REF.: Child Nutrition and WIC Reauthorization Act of 2004, PL 108-265, Sec. 204.  
Child Nutrition Act of 1966, 42 U.S.C. §1771 et seq.  
National School Lunch Act, 42 U.S.C. §1751. et seq.  
Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. §1758b, PL 111-296  
42 U.S.C. §1779, as implemented by 7 C.F.R. §210.11.  
105 ILCS 5/2-3.139  
23 Ill.Admin.Code Part 305, Food Program.  
ISBE's "School Wellness Policy" Goal, adopted Oct. 2007.

ADOPTED: October 21, 2009

REVISED: September 22, 2010; October 18, 2017

## Instruction

### Curriculum Content

The curriculum shall contain instruction on subjects required by State statute or regulation as follows:

1. In kindergarten through grade 8, subjects include: (a) language arts, (b) reading, (c) other communication skills, (d) science, (e) mathematics, (f) social studies, (g) art, (h) music, and (i) drug and substance abuse prevention. A reading opportunity will be promoted for all students in kindergarten through grade 3 whose reading levels do not meet district criteria. **Before the completion of grade 5, students will be offered at least one unit of cursive instruction.**
2. In grades 7 through 12, as well as in interscholastic athletic programs, steroid abuse prevention must be taught.
3. In kindergarten through grade 12, provided it can be funded by private grants or the federal government, violence prevention and conflict resolution must be stressed, including: (a) causes of conflict, (b) consequences of violent behavior, (c) non-violent resolution, and (d) relationships between drugs, alcohol, and violence.
4. In grades kindergarten through 12, age-appropriate Internet safety must be taught, the scope of which shall be determined by the Superintendent or designee. The curriculum must incorporate policy 6:235, *Access to Electronic Networks* and, at a minimum, include: (a) education about appropriate online behavior, (b) interacting with other individuals on social networking websites and in chat rooms, and (c) cyberbullying awareness and response.
5. In all grades, character education must be taught including respect, responsibility, fairness, caring, trustworthiness, and citizenship in order to raise students' honesty, kindness, justice, discipline, respect for others, and moral courage.
6. In all schools, citizenship values must be taught, including: (a) patriotism, (b) democratic principles of freedom, justice, and equality, (c) proper use and display of the American flag, (d) the Pledge of Allegiance, and (e) the voting process.
7. In all grades, physical education must be taught including a developmentally planned and sequential curriculum that fosters the development of movement skills, enhances health-related fitness, increases students' knowledge, offers direct opportunities to learn how to work cooperatively in a group setting, and encourages healthy habits and attitudes for a healthy lifestyle. Unless otherwise exempted, all students are required to engage daily during the school day in a physical education course.
8. In all schools, health education must be stressed, including: (a) proper nutrition, (b) physical fitness, (c) components necessary to develop a sound mind in a healthy body, (d) dangers and avoidance of abduction, and (e) age-appropriate sexual abuse and assault awareness and prevention education in all grades. The Superintendent shall implement a comprehensive health education program in accordance with State law.
9. In all schools, career/vocational education must be taught, including: (a) the importance of work, (b) the development of basic skills to enter the world of work and/or continue formal education, (c) good work habits and values, (d) the relationship between learning and work, and (e) if possible, a student work program that provides the student with work experience as an extension of the regular classroom. A career awareness and exploration program must be available at all grade levels.
10. In all schools, conservation of natural resources must be taught, including: (a) home ecology, (b) endangered species, (c) threats to the environment, and (d) the importance of the environment to life as we know it.

11. In all schools, United States history must be taught, including: (a) the principles of representative government, (b) the Constitutions of the U.S. and Illinois, (c) the role of the U.S. in world affairs, (d) the role of labor unions, and (e) the role and contributions of ethnic groups, including but not limited to, the African Americans, Albanians, Asian Americans, Bohemians, Czechs, French, Germans, Hispanics (including the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression), Hungarians, Irish, Italians, Lithuanians, Polish, Russians, Scots, and Slovaks in the history of this country and State.

In addition, all schools shall hold an educational program on the United States Constitution on Constitution Day, each September 17, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

12. In grade 7 and all high school courses concerning U.S. history or a combination of U.S. history and American government, students must view a Congressional Medal of Honor film made by the Congressional Medal of Honor Foundation, provided there is no cost for the film.
13. In all schools, the curriculum includes a unit of instruction on the Holocaust and crimes of genocide, including Nazi atrocities of 1933-1945, Armenian Genocide, the Famine-Genocide in Ukraine, and more recent atrocities in Cambodia, Bosnia, Rwanda, and Sudan.
14. In all schools, the curriculum includes a unit of instruction on the history, struggles, and contributions of women.
15. In all schools, the curriculum includes a unit of instruction on Black History, including the history of the African slave trade, slavery in America, and the vestiges of slavery in this country, as well as the struggles and contributions of African-Americans.
16. In all schools, instruction during courses as determined by the Superintendent or designee on disability history, awareness, and the disability rights movement.

LEGAL REF.: 5 ILCS 465/3 and 465/3a.  
20 ILCS 2605/2605-480.  
105 ILCS 5/2-3.80(e) and (f), 5/27-3, 5/27-3.5, 5/27-5, 5/27-6, 5/27-7, 5/27-12, 5/27-12.1, 5/27-13.1, 5/27-13.2, 5/27-20.3, 5/27-20.4, 5/27-20.5, 5/27-21, 5/27-22, 5/27-23.3, 5/27-23.4, 5/27-23.7, 5/27-23.8, 5/27-23.10, 5/27-24.2, 435/, and 110/3.  
625 ILCS 5/6-408.5.  
23 Ill.Admin.Code §§1.420, 1.430, and 1.440.  
Consolidated Appropriations Act of 2005, Pub. L. No. 108-447, Section 111 of Division J.  
Protecting Children in the 21<sup>st</sup> Century Act, Pub. L. No. 110-385, Title II, 122 stat. 4096 (2008).  
47 C.F.R. §54.520.

APPROVED: November 19, 2014

## **Instruction**

### **Education of Children with Disabilities**

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of The School Code, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term “children with disabilities,” as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the Illinois State Board of Education’s *Special Education* rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the Illinois State Board of Education’s *Special Education* rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students’ identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student’s parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student’s parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District’s disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

~~LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. §12101 et seq.  
Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C.  
§1400 et seq.  
Rehabilitation Act of 1973, Section 504, 29 U.S.C. §794.  
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.  
23 Ill.Admin.Code Part 226.~~

LEGAL REF.: 20 U.S.C. §1400 et seq., Individuals With Disabilities Education Improvement Act  
of 2004.  
29 U.S.C. §794, Rehabilitation Act of 1973, Section 504.  
42 U.S.C. §12101 et seq., Americans With Disabilities Act.  
34 C.F.R. §300.  
105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02b.  
23 Ill.Admin.Code Part 226.

ADOPTED: October 21, 2009

## **Instruction**

### **Accelerated Placement**

The District provides the opportunity for accelerated placement. Accelerated placement advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. Accelerated placement provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in accelerated placement. Accelerated placement options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility shall not be conditioned upon the protected classifications identified in School Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement accelerated placements that include:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s);
2. Notification processes that notify a student's parent(s)/guardian(s) of a decision affecting a student's participation in an accelerated placement; and
3. Assessment processes that include multiple valid, reliable indicators.

The Superintendent or designee shall notify the community, parent(s)/guardian(s), students, and school personnel about accelerated placements, the process for referring a student for possible evaluation for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5/14A.

ADOPTED:

## **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 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: September 16, 2015

## **Instruction**

### **Home and Hospital Instruction**

~~A student who is absent from school, or whose physician anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rule governing the continuum of placement options for home/hospital services. Appropriate educational services from qualified staff shall begin no later than 5 school days after receiving a physician's written statement. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.~~

A student who is absent from school, or whose physician, physician assistant, or advanced practice registered nurse anticipates that the student will be absent from school, because of a medical condition may be eligible for instruction in the student's home or hospital. Eligibility shall be determined by State law and the Illinois State Board of Education rules governing (1) the continuum of placement options for students who have been identified for special education services or (2) the home and hospital instruction provisions for students who have not been identified for special education services. Instructional or related services for a student receiving special education services will be determined by the student's individualized education program.

A student who is unable to attend school because of pregnancy will be provided home instruction, correspondence courses, or other courses of instruction before the birth of the child when the student's physician indicates, in writing, that she is medically unable to attend regular classroom instruction as well as for up to 3 months after the child's birth or a miscarriage.

Periodic conferences will be held between appropriate school personnel, parent(s)/guardian(s), and hospital staff to coordinate course work and facilitate a student's return to school.

LEGAL REF.: 105 ILCS 5/10-22.6a, 5/14-13.01, 5/18-4.5, and 5/18-8.05.  
23 Ill.Admin.Code §226.300.

ADOPTED: October 21, 2009

REVISED: September 21, 2011; September 19, 2012

## **Instruction**

### **English Language Learners**

The District offers opportunities for school age resident English Language Learners to develop high levels of academic attainment in English and to meet the same academic content and student academic achievement standards that all children are expected to attain. The Superintendent or designee shall develop and maintain a program for English Language Learners that will:

1. Assist all English Language Learners to achieve English proficiency, facilitate effective communication in English, and encourage their full participation in school activities and programs as well as promote participation by the parents/guardians of English Language Learners.
2. Appropriately identify students with limited English-speaking ability.
3. Comply with State law regarding the Transitional Bilingual Educational Program and Transitional Program of Instruction.
4. Comply with any applicable State and federal requirements for the receipt of grant money for English Language Learners and programs to serve them.
5. Determine the appropriate instructional program and environment for English Language Learners.
6. Annually assess the English proficiency of English Language Learners and monitor their progress in order to determine their readiness for a mainstream classroom environment.
7. Include English Language Learners, to the extent required by State and federal law, in the District's student assessment program to measure their achievement in reading/language arts and mathematics.
8. Provide information to the parents/guardians of English Language Learners about: (1) the reasons for their child's identification, (2) their child's level of English proficiency, (3) the method of instruction to be used, (4) how the program will meet their child's needs, (5) specific exit requirements of the program, (6) how the program will meet their child's individualized education program, if applicable, and (7) information on parent/guardian rights. Parents/guardians will be regularly apprised of their child's progress and involvement will be encouraged.

### **Parent Involvement**

Parents/guardians of English Language Learners will be: (1) given an opportunity to provide input to the program, and (2) provided notification regarding their child's placement in, and information about, the District's English Language Learners programs.

LEGAL REF.: ~~20 U.S.C. §§6312-6319 and 6801.~~

20 U.S.C. §§6312, 6314, 6315, and 6318.

20 U.S.C. §6801 et seq.

34 C.F.R. Part 200.

105 ILCS 5/14C-1 et seq.

23 Ill.Admin.Code Part 228.

ADOPTED: October 21, 2009

REVISED:

## Instruction

### Instructional Resources

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~~ **G, PG, and PG-13 (7<sup>th</sup> and 8<sup>th</sup> grade only)** 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; September 16, 2015

## **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. **To assist in times of violence or other traumatic incidents within the District by providing crisis intervention services to lessen the effects of emotional trauma on staff, students, and the community, provided the volunteer meets the qualifications established by the Ill. School Crisis Assistance Team Steering Committee;**
5. As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; or
6. 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.~~

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.  
720 ILCS 5/12C-50.1, Failure to Report Hazing.  
730 ILCS 150/1 et seq., Sex Offender Registration Act.  
730 ILCS 152/101 et seq., Sex Offender Community Notification Law.  
730 ILCS 154/75 et seq., Murderer and Violent Offender Against Youth  
Community Notification Law.  
730 ILCS 154/101 et seq., Murderer and Violent Offender Against Youth  
Registration Act.

ADOPTED: October 21, 2009

REVISED: September 16, 2015

Pleasantdale Elementary School  
8100 School Street  
La Grange, IL 60525  
708.246.4700 Fax: 708.246.4625



Pleasantdale Middle School  
7450 S. Wolf Road  
Burr Ridge, IL 60527  
708.246.3210 Fax: 708.352.0092

Pleasantdale School District 107 | 7450 S. Wolf Road | Burr Ridge, IL 60527 | 708.784.2013 | Fax: 708.246.0161 | [www.d107.org](http://www.d107.org)

To: Board of Education  
From: Frank Adams  
Date: September 13, 2018  
Re: Compliance with Section 10-20.46 of the Illinois Administrative Code (P.A. 96-434)

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Per State of Illinois legislation P.A. 96-434, the attached information pertaining to administrative compensation must be presented to the Board of Education. In addition, the same information and the Professional Negotiated Contract (union contract) must be posted on the district website.

**Salary Compensation Report pursuant to Section 10-20.46 of the Illinois School Code (P.A. 96-0434)  
Pleasantdale School District 107 for FY19**

<b>Position</b>	<b>Base Salary</b>	<b>Pension Contribution</b>	<b>Health/Dental/ Vison Insurance</b>	<b>Life Insurance</b>	<b>Sick DayPayout</b>	<b>Vacation Day Payout</b>	<b>Travel/Mileage Allowance</b>
<b>Superintendent</b>	\$183,525.00	\$18,150.81	\$32,013.29	\$507.84	None	None	\$250 per month
<b>Assistant Superintendent of Teaching &amp; Learning</b>	\$137,835.00	\$13,632.02	\$10,191.72	\$380.88	None	None	None
<b>Business Manager/CSBO</b>	\$125,000.00	\$12,362.63	\$20,330.52	\$345.00	None	None	\$250 per month
<b>Director of Special Education</b>	\$102,976.00	\$10,184.43	\$29,633.52	\$284.28	None	None	(11 months) \$250 per month
<b>Middle School Principal</b>	\$129,667.00	\$12,824.20	\$19,201.80	\$358.80	None	None	None
<b>Elementary School Principal</b>	\$125,583.00	\$12,420.28	\$29,517.48	\$347.76	None	None	None
<b>Middle School Assistant Principal</b>	\$90,000.00	\$8,901.09	\$27,858.48	\$226.32	None	None	None

# EIS Administrator and Teacher Salary and Benefits Report - School Year 2018

9/12/2018 2:07 pm

## Pleasantdale SD 107 7450 Wolf Rd, Burr Ridge, IL 60527 060161070020000

Selection Criteria: (Employer) Employees = All

Name	Position	Base Salary	FTE	Vacation	Sick	Bonuses	Annuities	Retirement	Other
				Days	Days			Enhancements	Benefits
Ayala, Simoen M	200-Teacher	\$18,525.60	0.400	0	12	\$0.00	\$0.00	\$1,950.23	\$2,872.82
Ban, Jennifer M	101-Assistant/Associate District Superintendent	\$135,000.00	1.000	25	12	\$0.00	\$0.00	\$14,212.08	\$10,579.26
Bedell, Wendy	200-Teacher	\$74,290.00	1.000	0	12	\$0.00	\$0.00	\$7,820.65	\$69.00
Bell, Fredrick M	200-Teacher	\$77,241.60	1.000	0	12	\$0.00	\$0.00	\$8,131.62	\$12,460.69
Beronio, Jill H	200-Teacher	\$57,036.00	1.000	0	10	\$0.00	\$0.00	\$6,004.32	\$69.00
Berwick, Erin	200-Teacher	\$76,316.00	1.000	0	12	\$0.00	\$0.00	\$8,034.24	\$69.00
Bialobrzski, Magdalena C	203-English as a Second Language Teacher	\$53,682.00	1.000	0	10	\$0.00	\$0.00	\$5,651.07	\$13,598.54
BLOMARZ, ALEX MICHAEL	200-Teacher	\$30,133.69	0.630	0	6	\$0.00	\$0.00	\$2,979.25	\$5,198.16
Borse, MaryJo	200-Teacher	\$73,845.00	1.000	0	12	\$0.00	\$0.00	\$7,773.85	\$13,610.04
Brade, William T	200-Teacher	\$89,469.00	1.000	0	12	\$0.00	\$0.00	\$9,418.80	\$13,610.04
Bubulka, Meagan R	200-Teacher	\$58,586.00	1.000	0	10	\$0.00	\$0.00	\$6,167.29	\$176.19
Busch, Eric	200-Teacher	\$64,819.00	1.000	0	12	\$0.00	\$0.00	\$6,823.69	\$13,610.04
Camer, Catherine	610-Resource Teacher Elementary	\$12,470.01	0.180	0	12	\$0.00	\$0.00	\$1,312.76	\$10.35
Chang, Catherine	114-Chief School Business Official	\$158,210.00	1.000	25	12	\$0.00	\$0.00	\$16,655.53	\$20,796.69
Crist, Julie	200-Teacher	\$70,139.00	1.000	0	12	\$0.00	\$0.00	\$7,383.63	\$16,944.72
Deaton, Nancy A	200-Teacher	\$49,923.00	1.000	0	10	\$0.00	\$0.00	\$5,255.28	\$7,357.44
Dreher, Mark A	200-Teacher	\$66,766.00	1.000	0	12	\$0.00	\$0.00	\$7,028.65	\$13,610.04
Driscoll, Jennifer Lynn	200-Teacher	\$60,040.00	1.000	0	12	\$0.00	\$0.00	\$6,320.42	\$6,302.04
DuVall, Amy	200-Teacher	\$70,000.00	1.000	0	12	\$0.00	\$0.00	\$7,369.21	\$69.00
Emso, Almir	200-Teacher	\$44,902.00	1.000	0	12	\$0.00	\$0.00	\$4,726.80	\$5,865.00
Georganas, Dimitra E	200-Teacher	\$52,452.00	1.000	0	10	\$0.00	\$0.00	\$5,521.80	\$16,944.72
Gilmartin, Cathleen	200-Teacher	\$71,817.00	1.000	0	12	\$0.00	\$0.00	\$7,560.48	\$69.00
Griffin, Kerri A	200-Teacher	\$79,141.00	1.000	0	12	\$0.00	\$0.00	\$8,331.37	\$69.00
Halusek, Melissa	200-Teacher	\$78,798.00	1.000	0	12	\$0.00	\$0.00	\$8,295.13	\$10,898.04
Holubecki, Jeanine M	200-Teacher	\$71,104.00	1.000	0	12	\$0.00	\$0.00	\$7,485.37	\$5,729.05
Interrante, Michelle M	610-Resource Teacher Elementary	\$37,954.00	1.000	0	10	\$0.00	\$0.00	\$3,995.52	\$6,194.85
Jarosik, Michelle A	200-Teacher	\$21,462.48	0.520	0	10	\$0.00	\$0.00	\$2,259.36	\$0.00
Johnson, Judy	200-Teacher	\$78,461.00	1.000	0	12	\$0.00	\$0.00	\$8,259.83	\$10,898.04
Kavanaugh, Maribeth	200-Teacher	\$69,621.00	1.000	0	12	\$0.00	\$0.00	\$7,329.27	\$13,610.04
Kelly, Patricia A	610-Resource Teacher Elementary	\$47,468.00	1.000	0	10	\$0.00	\$0.00	\$4,997.04	\$7,782.98

Name	Position	Base Salary	FTE	Vacation	Sick	Bonuses	Annuities	Retirement	Other
				Days	Days			Enhancements	Benefits
Kim, Tanya	200-Teacher	\$64,507.00	1.000	0	12	\$0.00	\$0.00	\$6,790.83	\$16,944.72
Knapik, Margaret C	104-Assistant Principal	\$81,600.00	1.000	25	12	\$0.00	\$0.00	\$8,590.56	\$28,084.80
Lasko, Niki	200-Teacher	\$65,306.10	1.000	0	12	\$0.00	\$0.00	\$6,874.96	\$13,610.04
Lauermann, Jennifer	200-Teacher	\$68,514.00	1.000	0	12	\$0.00	\$0.00	\$7,212.50	\$7,794.48
Leone-Arroyo, Lucy	200-Teacher	\$63,665.00	1.000	0	12	\$0.00	\$0.00	\$6,702.03	\$57.50
Lewellyan, Kay	200-Teacher	\$105,177.00	1.000	0	12	\$0.00	\$0.00	\$11,072.40	\$13,610.04
Lisowski, Karyn E	610-Resource Teacher Elementary	\$62,556.00	1.000	0	12	\$0.00	\$0.00	\$6,585.38	\$6,302.04
Lubeck, Deborah	152-Special Education Director	\$100,858.00	1.000	0	12	\$0.00	\$0.00	\$10,617.60	\$29,957.37
Macek, Stephanie	200-Teacher	\$64,094.00	1.000	0	12	\$0.00	\$0.00	\$6,747.46	\$6,302.04
Madsen, Anthony M	200-Teacher	\$48,567.00	1.000	0	10	\$0.00	\$0.00	\$5,112.64	\$8,772.44
Marrari, Juliette L	200-Teacher	\$43,801.00	1.000	0	10	\$0.00	\$0.00	\$4,611.12	\$13,610.04
Mars, Andrea L	250-Special Education Teacher	\$85,228.00	1.000	0	12	\$0.00	\$0.00	\$8,972.17	\$6,302.04
Mattice, Pamela	203-English as a Second Language Teacher	\$59,024.70	0.700	0	7	\$0.00	\$0.00	\$6,213.82	\$0.00
McCarter, Margaret A	200-Teacher	\$41,231.00	1.000	0	12	\$0.00	\$0.00	\$4,340.49	\$6,290.54
McFadden, Kristin	200-Teacher	\$88,566.72	1.000	0	12	\$0.00	\$0.00	\$9,323.57	\$6,091.44
McPherson, Maureen	200-Teacher	\$59,951.00	1.000	0	12	\$0.00	\$0.00	\$6,311.28	\$69.00
Merchant, Dana	200-Teacher	\$67,653.00	1.000	0	12	\$0.00	\$0.00	\$7,122.00	\$69.00
Munchoff, Jason J	610-Resource Teacher Elementary	\$54,497.00	1.000	0	12	\$0.00	\$0.00	\$5,736.96	\$10,898.04
Neuberg, Michelle	200-Teacher	\$57,209.00	1.000	0	12	\$0.00	\$0.00	\$6,022.56	\$6,302.04
Newberry, Jennifer	200-Teacher	\$33,413.57	0.670	0	7	\$0.00	\$0.00	\$3,517.43	\$0.00
OLLMANN, AMANDA	200-Teacher	\$34,704.42	0.780	0	10	\$0.00	\$0.00	\$3,653.59	\$46.00
Olsen, Maureen C	200-Teacher	\$85,328.00	1.000	0	12	\$0.00	\$0.00	\$8,982.73	\$6,302.04
Oskroba, Erin	200-Teacher	\$71,846.00	1.000	0	12	\$0.00	\$0.00	\$7,563.60	\$10,898.04
Palzet, David E	100-District Superintendent	\$179,750.00	1.000	25	12	\$0.00	\$0.00	\$18,923.29	\$34,244.38
Ratcliff, Daniel S	200-Teacher	\$40,679.00	1.000	0	12	\$0.00	\$0.00	\$4,282.56	\$6,302.04
Reid, John M	200-Teacher	\$108,463.00	1.000	0	12	\$0.00	\$0.00	\$11,418.26	\$6,302.04
Riordan, Margaret	200-Teacher	\$82,083.00	1.000	0	12	\$0.00	\$0.00	\$8,640.97	\$13,173.00
Schmager, Natalie	200-Teacher	\$52,452.00	1.000	0	12	\$0.00	\$0.00	\$5,521.92	\$10,898.04
Sheridan, Linda S	200-Teacher	\$77,629.00	1.000	0	12	\$0.00	\$0.00	\$8,172.25	\$16,944.72
Sonntag, Griffin L	103-Principal	\$127,000.00	1.000	25	12	\$0.00	\$0.00	\$13,369.91	\$19,597.41
Soverino, Jennifer M	200-Teacher	\$44,335.00	1.000	0	10	\$0.00	\$0.00	\$4,667.28	\$6,302.04
Spetter, Denise B	610-Resource Teacher Elementary	\$81,406.00	1.000	0	12	\$0.00	\$0.00	\$8,569.71	\$10,898.04
Szymczak, Annette P	200-Teacher	\$40,679.00	1.000	0	10	\$0.00	\$0.00	\$4,282.32	\$6,302.04
Tatina, Anthony	200-Teacher	\$65,932.00	1.000	0	12	\$0.00	\$0.00	\$6,940.81	\$13,610.04
Tomei, Kathleen J	103-Principal	\$123,000.00	1.000	25	12	\$0.00	\$0.00	\$12,948.72	\$29,899.44
Triggs, Barbara	200-Teacher	\$53,763.00	1.000	0	12	\$0.00	\$0.00	\$5,659.68	\$16,944.72
Tristano, Joy K	610-Resource Teacher Elementary	\$48,567.00	1.000	0	10	\$0.00	\$0.00	\$5,112.64	\$69.00
Truesdale, Lindsay A	200-Teacher	\$46,025.00	1.000	0	10	\$0.00	\$0.00	\$4,845.13	\$14,714.54

Name	Position	Base Salary	FTE	Vacation	Sick	Bonuses	Annuities	Retirement	Other
				Days	Days			Enhancements	Benefits
Vidakovich, Millie	200-Teacher	\$60,887.00	1.000	0	12	\$0.00	\$0.00	\$6,409.68	\$14,204.94
Wagner, Hannah	610-Resource Teacher Elementary	\$35,203.85	0.800	0	10	\$0.00	\$0.00	\$3,706.07	\$57.50
Washburn, Dianne H	200-Teacher	\$133,703.00	1.000	0	12	\$0.00	\$0.00	\$14,075.28	\$7,794.48
Williamson, Jeanne	200-Teacher	\$88,868.00	1.000	0	12	\$0.00	\$0.00	\$9,355.44	\$10,898.04
Windisch, Amy	200-Teacher	\$83,394.00	1.000	0	12	\$0.00	\$0.00	\$8,778.97	\$69.00
Woltman, Eric M	200-Teacher	\$71,859.00	1.000	0	12	\$0.00	\$0.00	\$7,564.80	\$7,583.88
<b>Totals</b>									
<b>Distinct Employee Count: 74</b>		<b>Distinct Positions Count: 74</b>		<b>Total Positions Count: 74</b>		<b>Vacation Days: 150</b>		<b>Sick Days: 840</b>	
<b>Base Salary: \$5,102,647.74</b>		<b>Bonuses: \$0.00</b>		<b>Annuities: \$0.00</b>		<b>Retirement Enhancements: \$536,977.91</b>		<b>Other Benefits: \$674,196.80</b>	