

Inspire every child to



Meeting of the Board of Education Park Ridge – Niles School District 64

Special Board Meeting Agenda
Monday, May 9, 2016
Jefferson School – Multipurpose Room
8200 N. Greendale Avenue
Niles, IL 60714

On some occasions the order of business may be adjusted as the meetings progresses to accommodate Board members' schedules, the length of session, breaks and other needs.

TIME

APPENDIX

- | | | |
|-----------|--|--|
| 5:30 p.m. | <p>Meeting of the Board Convenes</p> <ul style="list-style-type: none"> • Roll Call • Introductions • Opening Remarks from President of the Board | |
| 5:30 p.m. | <p>• Board Recesses and Adjourns to Closed Session</p> <p>-- Collective negotiating matters between the District and its employees or their representatives, or deliberations concerning salary schedules for one or more classes of employees [5 ILCS 120/2 (c)(2)] and the placement of individual students in special education programs and other matters relating to individual students [5 ILCS 120/2 (c)(10)].</p> | |
| 7:30 p.m. | <p>• Board Adjourns from Closed Session and Resumes Special Meeting</p> <p>• Public Comments</p> <p>• Update on Stormwater Fee</p> <p>-- Chief School Business Official/ Director of Facility Management</p> <p>• Approval of Caseload/Workload Guidelines</p> <p>-- Director of Student Services/ Assistant Director of Student Services/
Committee</p> <p>• 24 Big Ideas of Core Plus – Committee Update (Strategic Objective 3)</p> <p>-- Assistant Superintendent for Student Learning/ Director of Student Services/
Representatives from the Committee</p> <p>• Thoughtexchange Satisfaction Survey</p> <p>-- Superintendent</p> <p>• Discussion on Illinois Department of Revenue Tax Allocation Error, Overpayment and Impact to District 64</p> <p>-- Chief School Business Official</p> | <p>A-1</p> <p>A-2</p> <p>A-3</p> <p>A-4</p> <p>A-5</p> |

- **Update on Draft Comprehensive Safety and Security Plan** **A-6**
 -- Superintendent/Director of Facility Management

- **Approval of Asbestos Abatement Contractor** **A-7**
 -- Chief School Business Official **Action Item 16-05-2**

- **Approval of Primary Challenge and Channels of Challenge Program Recommendations** **A-8**
 -- Assistant Superintendent for Student Learning **Action Item 16-05-3**

- **Consent Agenda** **A-9**
 -- Board President **Action Item 16-05-4**
 - Personnel Report

- **Adjournment**

Next Regular
Meeting:

Monday, May 23, 2016
 Student Technology Showcase – 6:00 p.m.
 Closed Session – 6:30 p.m.
 Regular Board Meeting – 7:30 p.m. (moved from 7:00 p.m.)
 Closed Session (if needed)
Emerson Middle School – Multipurpose Room
 8101 N. Cumberland Avenue
 Niles, IL 60714

In accordance with the Americans with Disabilities Act (ADA), the Board of Education of Community Consolidated School District 64 Park Ridge-Niles will provide access to public meetings to persons with disabilities who request special accommodations. Any persons requiring special accommodations should contact the Director of Facility Management at (847) 318-4313 to arrange assistance or obtain information on accessibility. It is recommended that you contact the District, 3 business days prior to a school board meeting, so we can make every effort to accommodate you or provide for any special needs.

Upcoming Meetings and Topics
As of May 4, 2016

May 23, 2016 – Emerson School – Multipurpose Room

Student Technology Showcase – 6:00 p.m.

Closed Session – 6:30 p.m.

Regular Board Meeting – 7:00 p.m. (moved from 7:30 p.m. start)

(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)

- Pledge of Allegiance and Welcome
- Recognition of Student Awards
- Recognition of Tenured Teachers
- ELF Grant Awards 2016-17
- Recognition of Green Awards
- Approval of 2016-17 Health Insurance Rates
- Approval of Financial Update for the Period Ending April 30, 2016 (consent)
- Approval of Final Calendar for 2015-16 (consent)
- Approval of Policy 6:40, PRESS Issue May 2015 (consent)
- ISBE Certificate of Recognition “Fully Recognized” (memo)
- Illinois State Board of Education (ISBE) School District Financial Profile (memo)
- Presentation of Board Meetings (memo)

Continuation of Closed Session (if needed)

May 10, 2016 – Hendee ESC

Board Policy Review Committee – 2:30 p.m.

June 13, 2016 – Jefferson School – Multipurpose Room

Committee of the Whole: 2016-17 Budget Draft – 7:00 p.m.

Special Board Meeting

- Gifted Review Update

June 27, 2016 – Jefferson School – Multipurpose Room

Regular Board Meeting – 7:00 p.m.

(As of Thursday, August 27, 2015 all Regular meetings will move from 7:30 p.m. to 7:00 p.m.)

- ELF - Judith Snow Ethical Leadership Awards
- 2020 Vision Strategic Plan Year 1 Update
- Report on MAP Results
- Approval of 2016-17 Tentative Budget
- Update on Enrollment Model - Analysis
- Approval of Safety Hazards (Transportation)
- Resolution # for Prevailing Wage
- First Reading of Policies 7:190, 7:200, 7:210
- Approval of Maine Township School Treasurer Depositories
- Approval of Financial Update for the Period Ending May 31, 2016 (consent)
- Discipline Data Report (other)
- Update on Summer Construction Projects (other)

Future Meeting Topics

- Approval of Policies 7:190, 7:200, 7:210 (July or August meeting)
- Update on Educational Ends
- Approval of Health Life Safety Recommendations for a Five-year Plan

- Approval of Ten-year Health Life Safety Survey – September 2016

The above are subject to change.

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official

Date: May 9, 2016

Re: Update on Stormwater Fee

The administration received notification from the City of Park Ridge the week before the City Council was set to vote on a new Stormwater Retention Fee, which would impact not only homeowners, but also school districts, park districts, and building owners.

District 64, District 207 and the Park Ridge Park District strongly opposed the implementation of the Stormwater Retention Fee at the April 18, 2016 City Council Meeting. District 64's letter to the City Council is attached to this Board report. (Attachment 1)

Despite this opposition, the City Council approved a fee of \$2.75 per Equivalent Runoff Unit (ERU). An ERU is determined by the amount of impervious ground per property. At \$2.75/ERU, the approximate fee is about \$7,000 per year for the District. This fee is being used to fund the study being done by the City of Park Ridge on their stormwater management.

The Park Ridge City administrators indicated there is a possibility that credits will be available for individuals taking steps to retain more rain water and lessen runoff. The District has already taken steps at both Franklin and Carpenter schools by installing underground storage for water when the parking lots were redone in recent years.

As the City's stormwater management project moves forward, District 64 administration will be in contact with the City engineers regarding the credits available. When the District met with city engineers previously, they did not have a plan at that time for how a credit system would work. However, given the amount of parking lot renovations we need to complete and possible building additions, we will be addressing the fee issue on a continuing basis with them.



PARK RIDGE-NILES SCHOOL DISTRICT 64

164 South Prospect Avenue • Park Ridge, IL 60068 • (847) 318-4300 • F (847) 318-4351 • d64.org

Dr. Laurie Heinz, Superintendent of Schools

April 18, 2016

Park Ridge City Council Members
City of Park Ridge
505 Butler Place
Park Ridge, IL 60068

Dear Council Members:

Park Ridge-Niles School District 64 was informed of the proposed Stormwater Utility Fee only last week. The Stormwater Utility Fee would cost District 64 approximately \$6,800 *annually*. As you may be aware, school districts must now comply with both regulations from the Municipal Water Reclamation District (MWRD) and the City of Park Ridge when constructing any impervious surface, such as new parking lots, sidewalks and additions to our buildings. The District has met the stormwater regulations for both MWRD and the City of Park Ridge, when our parking lots were redone in recent years at Carpenter and Franklin schools. Major stormwater detention facilities were installed for both projects at the time of construction, which greatly increased the scope and cost of that work to District 64. There has been no mention of credits for stormwater detention work already completed by District 64 for this work.

Moreover, the proposed addition of the new, ongoing Stormwater Utility Fee would be a *direct loss of funding for the education of our students*. Unlike municipalities, school districts in Cook County are subject to the Property Tax Extension Limitation Law (PTELL), which holds the annual increase in our property tax revenues to the rate of inflation or 5%, whichever is less. As I am sure you are aware, “less” has become the new normal -- our increase for 2015 will be limited to CPI of 0.8%. What this means is that District 64 cannot simply ask taxpayers for more funding to pay the new Stormwater Utility Fee. *Unlike the City, District 64 is subject to the tax cap, so we will have to divert funding away from educating students to cover this expense instead.*

In addition, the Stormwater Utility Fee is not transparent. It is actually a tax that the City of Park Ridge is imposing, but instead of doing so directly, it is asking District 64 to use its taxpayer-provided revenues to pay this fee indirectly. (As you may know, local real estate property taxes account for 85% of our annual revenues.) The local Park Ridge taxpayer is still paying for it, but now it's been moved inside the District 64 budget -- this is a major loss of transparency on the City's part. Why ask taxpayers to pay this fee twice -- directly on their own property tax bills and again, indirectly when they pay it through District 64's portion of their tax bill?

Therefore, we respectfully urge that the City Council defer adopting this ordinance, and either amend the Stormwater Fee Reduction procedure to allow a prorated reduction or exempt units of local government entirely from the ordinance.

Please let me or Chief School Business Official Luann Kolstad know if we can provide any further data to help in your decision-making process.

Sincerely,

A handwritten signature in cursive script that reads "Laurie Heinz". The signature is written in black ink and is positioned above the printed name and title.

Dr. Laurie Heinz
Superintendent

Cc: District 64 Board of Education

To: District 64 Board of Education

From: Jane Boyd, Director of Student Services

Date: May 9, 2016

Re: Special Education Caseload/Workload Plan

Background Information:

ISBE mandated that every school district develop a special education caseload/workload plan to be implemented in the 2009-10 school year. Prior to this mandate, ISBE had been attempting to issue caseload limits for special educators. Making these decisions on a statewide basis proved to be problematic given the variable funding abilities of the districts in Illinois. In addition, caseload numbers alone do not provide a complete picture of a special educators tasks. Incorporating workload information provides a fuller picture. ISBE outlined how the plans should be developed and the key components of each plan. The state does not require that the plan be submitted to them, simply kept on file in each district.

In District 64, this required plan was not developed when it was mandated. This was confirmed during the ROE audit that took place in January 2016. In response, a committee was convened to address this need. The committee, as was prescribed was ISBE, contained equal members of the administration and PREA members who are special educators.

The Committee has been highly collaborative and effective. The committee members have outlined the work tasks that should be considered regarding both caseload and workload. In addition, the plan outlines a process for problem solving when any special education feels that they have concerns about their current caseload or workload. The plan incorporates the current ISBE special education class size limits and the caseload limit for one of the subgroups. The current services provided in our district are consistently below these limits.

The committee began by reviewing sample plans from other districts and deciding on a process for developing our plan. After surveying the impacted staff, drafting a plan and then seeking feedback from both the administrative team and from the special education staff, we have reached consensus on a plan that fully meets the ISBE guidelines and requirements. I want to thank the committee for their hard work and collaboration on this project.

Action Recommended by Administration:

Given that the plan has been mandated since September of 2009, we are recommending that the plan be approved by the Board.

ACTION ITEM 16-05-1

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Special Education Caseload/Workload Plan effective immediately.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Park Ridge-Niles Elementary District 64
Special Education
Caseload/Workload Plan
March 21, 2016

District 64 Mission Statement

Inspire every child to discover, learn, achieve, and care.

This plan provides a model for examining the caseloads and workloads of certified and licensed special educators in Park Ridge-Niles District 64. Special educators includes, in addition to special education teachers, other services providers such as, but not necessarily limited to, school psychologists, school social workers, speech and language pathologists, occupational therapists, and physical therapists. This plan also includes guidance counselors. Within this plan, the term “special educator” will include all of the subgroups listed here. It addresses the issue of workload versus the traditional caseload concept. This model is intended as a framework, not to dictate numbers, but to adapt to the changing tasks, responsibilities, and requirements of the District’s special education staff. Through careful analysis of the various responsibilities required in the plan, District 64 will be better able to respond proactively to the challenges of planning for and providing services to students with disabilities. The following information is included in this plan:

Section I: Workload Plan Introduction and Purpose

Section II: Workload versus Caseload

Section III: Caseload/Workload Analysis

1. Specially Designed Instruction
2. Consultative Services and Collaboration
3. Attendance at IEP Meetings and Other Staff Conferences
4. Case Management, Paperwork and Reporting
5. Crisis Management
6. Professional Development

Section IV: Steps for Resolving any Caseload/Workload Concerns

Section V: Approval and Board Adoption

Section I: Workload Plan Introduction and Purpose

Introduction - Pursuant to administrative regulations promulgated by the Illinois State Board of Education (23 Illinois Administrative Code 226.735), all school districts are required to adopt a caseload/workload plan. The caseload/workload plan establishes guidance on the caseload/workload of special educators so that all the services on a student's individual education plan (IEP) can be provided at the level specified within the IEP. Caseload/workload plans are to be in effect for the current year, and thereafter.

Purpose - The purpose of the Caseload/Workload Plan is to make recommendations on the caseload/workload of the special educators employed by Park Ridge-Niles School District 64 so that all services required under student’s individualized education plans (IEPs), as well as all needed ancillary and support services, can be provided at the requisite level of frequency and intensity. The caseload/workload plan is a framework outlining components to consider when evaluating

caseload/workload responsibilities. It is not intended to quantify the components of caseload/workload. The development of this plan is intended for administration, certified and licensed special education staff members, and representatives from the bargaining unit to be able to examine the factors contributing to the caseload/workload of the special educators. The document is meant to examine all areas impacting each educator's caseload/workload. It is not intended to be contractual in nature or otherwise rigid in its application.

Section II: Workload versus Caseload

Workload is not caseload. In caseload, the reference is to the *number* of students with IEPs for whom the special education educators are responsible. Each student is counted as "one" no matter what the students' needs may be or the severity of the students' disabilities. Workload refers to all of the *responsibilities* required of special education educators and is based upon the intensity of the students' needs; provision of individualized instruction, time for consultation, collaboration, and problem solving; attendance at IEP meetings and staff conferences, paperwork and reporting; and other educationally related factors.

Section III: Caseload/Workload Analysis

This plan is based upon an analysis of the activities for which the District's special educators are responsible, as specified below. Each category defines the activity and takes into account the current staffing plan, number of students receiving the service, and the minutes available for special educators to provide the services. Environmental factors influencing the delivery of service including instructional space, travel, preparation of materials, the utilization of paraprofessionals and ready access to instructional materials will be considered. Additional environmental factors may be identified and applied to the caseload/workload analysis as pertinent. Caseload/workload will be determined on a yearly basis taking into consideration data collected on the components of the caseload/workload plan. If it is determined that adjustments in staffing, caseload/workload, or other accommodations are to be recommended, such recommendations shall be indicated for consideration by District administration and Board of Education. The caseload/workload plan will be based on the analysis of the following:

1. ***Specially Designed Instruction:*** may include 1:1 instruction; small group or whole group instruction; co-teaching; planning for instruction and creating quality instructional materials; delivery of Multi-Tiered System of Supports (MTSS) services
2. ***Consultative Services and Collaboration:*** may include consultation, collaboration, training, and modeling for general education, special education, and paraprofessional staff; support, training, and co-planning for implementation of curriculum and technology; communication with staff, parents, and outside support staff (therapists, psychologists, etc.)
3. ***Attendance at IEP Meetings and Other Staff Conferences:*** may include IEP, eligibility, problem-solving meetings and other staff conferences
4. ***Case Management, Paperwork, and Reporting:*** may include evaluations; observations; screenings and data collection; modification of assignments; test analysis and progress monitoring; development and implementation of FBA/BIP; IEP development and implementation
5. ***Crisis Management:*** may include individual student needs; Behavior Team; Crisis Prevention Intervention (CPI)
6. ***Professional Development:*** may include department meetings; required trainings for continuing education, certification purposes, and the District's Strategic Plan

Special Factors for Consideration:

- **Severity:** when determining the caseloads and workloads of a special educator, the severity of the disabilities of the students will be an important factor for consideration. Students with low incidence, complex disabilities have more significant needs.
- **MTSS (formerly known as RtI):** providing early intervention consultation and services is included in the workload for many special educators. While these tasks are important, the priority of services is placed on the students with identified special education needs.

Components:

Specially Designed Instruction:

Specially Designed Instruction (SDI) is the amount of instructional services needed to meet the unique needs of each student and/or the unique instructional delivery system within each program. The amount of direct service minutes delineated on each student's IEP will be taken into account, as well as the intensity of services needed and/or the severity of the student's disability as delineated on each student's IEP. SDI is the amount of student contact time needed to provide instructional services which meet the individual needs of each student.

The caseload/workload plan analysis for Specifically Designed Instruction shall include data collected on special educators employed by the District. Data collection will include direct IEP minutes, class size, individual and master schedules, instructional environment, and service delivery models such as small group, co-teaching, and consultation.

The District is committed to maintaining our current high levels of quality instruction, as well as complying with the class size (number of students in special education classroom during any particular academic instructional period) limits set forth in Illinois Administrative Code 23, Section 226.730, "Class Size for 2009-2010 and Beyond."

SECTION 226.730 CLASS SIZE LIMITS FOR 2009-2010 AND BEYOND

<i>Percentage of School Day Students Receive Services</i>	<i>Class size Teacher only</i>	<i>Class size with aide</i>
All students receiving services for 20% of school day or less	15	17
Any student receiving services for more than 20% but 60% or less of school day	10	15
Any student receiving services for more than 60% of school day	8	13
All early childhood classes	5	10

Current ISBE regulation on caseload of a speech-language pathologist may not exceed 60 students.

ASHA provides guidance on determining caseload/workload in conjunction with caseload. ISBE has not established guidelines about caseload size for occupational therapists, physical therapists, guidance counselors, psychologists, and social workers.

2. Consultative Services and Other Collaborations

Consultative services may be indicated on a student's IEP and refer to the amount of minutes delineated for a special educator to consult with service providers to effectively deliver the student's IEP. Consultative services also refer to the amount of time needed to discuss a student's instructional program with staff members, administrators, parents, and private providers on behalf of the student.

Time to observe students to provide input to teams or to collect behavior data is also included in this component. Additional collaboration may include, but not be limited to, weekly team meetings, modeling and training with team members (including paraprofessionals), and instructional service modifications and accommodations (including assistive technology and programming augmentative communication devices), and co-planning with general educators to plan and develop a differentiated curriculum and approach to instruction.

The caseload/workload plan analysis for Consultative Services and Other Collaborations shall include data collected on special educators employed by the District. Data collection will include IEP consult minutes, IEP Supplementary Aids and Services, parent communication, communication and collaboration with private providers, modeling and training, and material modifications/adaptations.

3. Attendance at IEP Meetings and Other Staff Conferences

Many special educators are required participants in meetings, including annual reviews, transition meetings, three-year re-evaluations, domain meetings, and problem-solving meetings. Staff and parent conferences pertaining to the planning of special education services and/or the review/analysis of data driving student interventions will be considered as part of the caseload/workload time analysis for special educators. The majority of these meetings are held during the workday.

The caseload/workload plan analysis for attendance at IEP meetings and staff conferences shall be collected by special educators employed by the district. Data collection will include the number and typical length of time for IEP meetings, time to prepare for IEP meetings, and the number and typical length of time for team/problem-solving meetings. IEP meetings are defined as any meeting reviewing and discussing special education services.

4. Case Management, Paperwork and Reporting

The collaboration and compilation of information required to complete each student's IEP and evaluations should be considered as part of a special educator's caseload/workload. The amount of time needed to complete paperwork is not a part of specific time delineated for individualized instruction. The IEP is an essential part of each student's instructional program and is mandated by Federal and State Regulations. A distinction must be made between required administrative paperwork and reports as part of the general education requirements and those unique to the caseload/workload of special educators.

The caseload/workload plan analysis for paperwork and reporting shall be collected by special educators. Data collection will include the typical amount of time required to complete a student's IEP and/or evaluation report throughout the school year, time required to update students' IEPs,

time needed to progress monitor, and/or any additional required reporting for special educators. Case management data collection will include such activities as planning meetings, communicating with team members, and proofing and sending IEPs home after an IEP meeting.

Functional Behavior Assessments (FBA) and Behavior Intervention Plans (BIP) are required IEP components for any student needing behavior interventions. Time to collect data for the FBA and then develop a BIP should be considered when determining caseload/workload.

5. Crisis Management

The amount of time detracted from instruction or completing any of the other caseload/workload components due to managing crisis situations should be considered as part of a special educator's caseload/workload. In addition, attention should be given to the amount of time needed to collaborate, problem solve, manage a student in crisis, de-escalate, and then debrief as a team.

6. Professional Development

Professional development could include quality learning opportunities to increase the special educators' skills in state-of-the-art, research-based instruction and problem solving, required trainings for continuing education and certification purposes. It could also include required training opportunities that support the District 64 Strategic Plan.

Section IV: Steps for Resolving any Caseload/Workload Concerns

1. The special educator will gather data regarding their caseload/workload tasks (see attached samples for reference or create a template suited to your specific needs).
2. The special educator will schedule a meeting with their principal/assistant principal to share the data and problem solve. Other special education administrators included as appropriate.
3. A written document of options and strategies will be developed and shared to address the concern. A follow-up meeting will be scheduled within six weeks.
4. A follow-up meeting will take place, within six weeks, to determine if the strategies are effective.
5. If no options and strategies could be developed at the initial meeting, or when the options have been determined to be ineffective after implementation, a meeting with the Director of Student Services will be scheduled.

Section V: Approval and Board Adoption

This plan was developed collaboratively by a joint committee that included three administrators and three special educators. The special educator members were selected by the PREA. Members of the Caseload/Workload Joint Committee surveyed all special educators and reviewed the results of the survey. Information from the survey aided in the formation of the plan.

This plan will be reviewed by the special educators and administrators in District 64 before final adoption. Once adopted the plan will be reviewed annually to consider any changes in ISBE guidance as well as changes within the district for special education personnel. This plan has been developed in cooperation with the PREA and in accordance with the Illinois Education Labor Relations Act.

This plan is adopted by Park Ridge Niles Elementary School District 64 Board of Education on

Date

President, Board of Education

Date

Superintendent

Date

Workload Plan Worksheet (Sample A)

Name:
Position:

Date of Meeting:
Participants:

Specially Designed Instruction (Direct services to be provided:)

Groups/Students	Minutes

Consultative Services

Service	Minutes
Supplementary Aids & Services	
Communication with Parents/outside providers	
Coaching	
Material modifications/adaptations	
Collaborative team meetings	
Consultation minutes	

Attendance IEP Meetings

Service	Minutes
IEP meetings	
Parent conferences	
Section 504 meetings	
RtI meetings	
Transition meetings	

Case Management, Paperwork, and Reporting

Service	Minutes
IEP development	
Observations	
Evaluations	
Other	

Crisis Management

Service	Minutes
FBA/BIPs	
Problem Solving: collaboration, planning, evaluating	
Crisis: (include time to follow up with team)	
Data Collection	

Discussion:

Resolution:

Workload Plan Worksheet (Sample B)

Name:
Position:

Date of Meeting:
Participants:

Week of:	Number of minutes performing function					
	Monday	Tuesday	Wednesday	Thursday	Friday	*Time you need
Direct Services <ul style="list-style-type: none"> ● Face-to-face services <ul style="list-style-type: none"> ○ in pull-out setting ○ in classroom or other settings ● Face-to-face initial evaluations and reevaluations (administer tests, observe student in class for eval purposes) ● Other face-to-face interactions with students 						
Indirect Services to support students' ed programs <ul style="list-style-type: none"> ● Analyze environments (aug comm) ● Analyze curriculum (gen ed) ● Attend student team meetings ● Design lesson plans (prep 55 min/day) ● Design transition plans ● Program aug comm devices ● Train teachers/paras/parents (e.g., aug comm) ● Maintain aug comm equipment ● Special student-related preparation ● Interview teachers (gen ed) ● Provide staff development 						
Indirect Services to support students in LRE/gen ed <ul style="list-style-type: none"> ● Observe students in classrooms (for all purposes) 						

except evals) ● Pre-referral activities including teacher consultation and attendance at CTARS meetings ● Adapt gen ed curriculum and materials for your students ● Connect standards to IEP (include. becoming familiar with the standards, materials, lessons, texts, and projects for which your students are responsible) ● Consult with teachers to match student learning style and teaching style						

Discussion:

Resolution:

Workload Plan Worksheet (Sample C)

Name:
Position:

Date of Meeting:
Participants:

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Therapy						
Inclusion Therapy						
Consultation						
Evaluation & Screening						
Observation						
Phone Calls & E-Mail						
Report Writing & Progress Reports						
Pre-referral Team Meetings						
Evaluation Team Meetings						
IEP Meetings						
Compliance Paperwork						
District Paperwork						
Planning & Material Prep						
Preparation of AAC & Visuals						
Scheduling/Rescheduling Students						
Professional Dev/Colleague Support						
Travel Time						
Cancelled Therapy (list reason)						
Work at Home						

Misc Other (list activity)						
1 tally mark = 10 min.						

Discussion:

Resolution:

Workload Plan Worksheet (Sample D)

Name:
Position:

Date of Meeting:
Participants:

Psychologist Workload Plan Worksheet			
Activity	Time Per Week	Activity	Time Per Week
Team Participation/Leadership and Collaboration		Direct Intervention for Students and Families	
IEP - Annual Review		Individual Counseling	
IEP - Eligibility		Group Counseling	
GLP - Consultation		Classroom Interventions - Consultation	
Behavior Team		Grade Level Interventions - Consultation	
Crisis Team		Schoolwide Interventions - Consultation	
Diversity Team		Crisis Intervention/CPI & Suicide Risk Assessment	
Benchmark Data		Academic Intervention	
IPST - Consultation		Teacher Consultation - esp Behavior	
Lead Staff Development		Parent Support/Workshops	
District Teams/Committees		Parent Consultation	
SEL Curriculum - Consultation		Assessment & Interpretation	
SEL Interventions - Consultation/Support		Traditional Assessment	
Service Learning		FBAs/BIPs - Participation	
Administrator Consultation		CBMs	
Intern/Practicum Student Supervision		Benchmark Assessment	
		Observation	

		Parent/Teacher/Student Interviews	
		Screening Assessment	
		Play-based Assessment	

Discussion:

Resolution:

To: District 64 Board of Education

From: Jane Boyd, Director of Student Services
Lori Lopez, Assistant Superintendent for Student Learning

Date: May 9, 2016

Re: 24 Big Ideas of Core Plus/Committee Update (Strategic Objective 3)

Background

The Core Plus Committee was established in June of 2015 to support the full implementation of the Response to Intervention (RtI) process which the state has now renamed Multi-Tiered System of Supports (MTSS). The implementation of MTSS is an ISBE mandate. There is a direct link between this implementation and Strategic Objective Three of our Strategic Plan: *Differentiate to Meet the Academic and Social/Emotional Health Needs of All Students.*

Committee History

The Core Plus Committee first met in June of 2015. All the members of the committee have made a multi-year commitment to this work. Core Plus Committee members include:

Camille Derwin, PC/CC Curriculum Specialist (CA)	Melanie Moon - 2nd (FI)	Lee Deines - Art (LI)
Kara Forrest, Literacy (CA)	Diane Kucharski - EL Curriculum Specialist (WA)	Jess Caplis- 6th/8th Math (LI/EM)
Beth Rihtar - ITC (FI)	Joy Benjamin - 2nd (WA)	Jill Dziek - Facilitator (LI/EM)
Cassie Prejzner - 4th (CA)	Mariellyn Kowatsch - PreK (JE)	Vasiliki Frake - Asst. Director of Student Services (ESC)
Bill Connor - Psych (CA/EM)	Julie Vukmarkaj - 2nd (FR)	Jane Boyd - Director of Student Services (ESC)
Lynda Kasky-Hernandez - Psych Intern (CA/EM)	Mary McCabe - Resource (FR)	Lori Lopez- Asst. Supt. of Student Learning
Madeline Kiem - 6th SS (EM)	Andrew Bielenda - PE (RO)	Brett Balduf - Principal (CA)
Linda Aichinger - 6th Math (EM)	Cara Filipiak - 3rd (RO)	Sia Albans - Asst. Principal (RO)
Lindsey Harrington - 7th/8th ELA (EM)	Melissa Johnson - 6th SS (LI)	Jim Morrison - Principal (EM)
Julie Chalberg - 1st (FI)		

The Core Plus Committee identified four goal areas in Fall 2015:

1. Differentiated Tier 1 Instruction in Math, ELA and Social/Emotional Learning (SEL) aligned to Explicit Common Standards (PreK - 8)
2. Comprehensive Data Systems to support student progress in the areas of Math, ELA and SEL (PreK-8)
3. Scientifically Research-Based Tier 2 and Tier 3 interventions available to all students at-risk in Math, Reading, Writing, and/or SEL (PreK- 8)
4. Regular High-Quality Problem-Solving Process for all students at risk in Math, Reading, Writing, and/or SEL (PreK - 8)

More recently, the committee identified 24 targets related to these goal areas. These targets can be found in Attachment 1.

The Core Plus Committee currently has two subcommittees focused on specific portions of this initiative:

- The Problem-Solving sub-committee has been meeting for several months, with the goal of defining a process and paperwork system for identifying and supporting students in need. This process will be common across the District. The sub-committee has selected a web-based system to support the MTSS problem-solving process.
- The SEL sub-committee has begun its work with a focus on developing a comprehensive system to support social and emotional learning (SEL) across the district. For continuity, these committees contain a few members of the main committee, but primarily consists of members who have interest and expertise in a particular area. This structure allows for extensive participation by a large number of teachers.

Next Steps

The Core Plus Committee has drafted a multi-year timeline for implementation. The group will meet in September 2016 to finalize the timeline and share with the entire district.

CORE+ Mission and Outcome Statements

A	Differentiated Tier 1 Instruction in Math, ELA and SEL aligned to Explicit Common Standards (PreK - 8)
A1	All schools will provide common across the District, comprehensive standards based Tier 1 instruction in: Math, Reading, Writing and SEL
A2	All teachers will have initial and on-going professional development in Tier 1 curriculum, formative assessment, differentiation, and co-teaching
A3	All students will participate in Tier 1 instruction in these areas.
A4	All schools will offer differentiated instruction in the general education setting. All schools will provide co-taught instructional options for all students that need this level of support (Special Education legal requirement)
A5	All co-teaching partnerships will have initial and ongoing professional development.
B	Comprehensive Data Systems to support student progress in the areas of Math, ELA and SEL (PreK-8)
B1	All schools will have a common, across the district, explicit system for universal screening in the areas of: Math, Reading, Writing, and SEL (PreK - 8)
B2	Teachers will receive initial and on-going professional development around the data tools in the district
B3	Teachers will have easy access and full understanding of the data provided by universal screening as well as other sources of student data
B4	Teacher teams will regularly review both universal screening and progress monitoring data
B5	Students will understand their performance data and set progress goals
C	Scientifically Research Based Tier 2 and Tier 3 interventions available to all students at-risk in Math, Reading, Writing, and/or SEL (PreK- 8)
C1	All schools will provide Tier 2 and Tier 3 interventions in: Math, Reading, Writing, and SEL
C2	Each school will merge and combine school resources and supports within that building to best provide these interventions (ex: RtI; IEP student goes into regular ed classroom and receive interventions that non-IEP students receive by non-sped teacher)
C3	All teachers are aware of and have a role in closing individual student gaps in Math, Reading, Writing and/or SEL
C4	Teams of staff will show flexibility and adapt student schedules, when needed and in the

	best interest of students, using data and considering student passions and interests, to close gaps in Math, Reading, Writing, and SEL
C5	Teachers (specialists and general education teachers) will have initial and on-going professional development linked to these interventions as appropriate.
C6	All students will promptly and fully participate in interventions that are effectively closing their gaps in Math, Reading, Writing, and/or SEL
C7	All schools will have equity in access of interventions to provide to students. (Title I guidance must be followed)
D	Regular High Quality Problem Solving Process for all students at risk in Math, Reading, Writing, and/or SEL (PreK - 8)
D1	All schools will have clear and measurable goals relating to improved student performance in the areas of Math, Reading, Writing, and SEL
D2	All schools will use a common new form for individual student problem-solving
D3	All staff will be trained in the Problem Solving/Tier 3 forms and process
D4	Common data systems that include entrance, progress monitoring, problem solving, selection, and exit criteria for math, reading, writing, and SEL intervention decisions will be used across the district (individual student needs will be considered)
D5	Teachers will have quality dedicated common plan time to collaborate about both individual and group student performance data and needs (above and beyond the 2015-2016 school year)
D6	All students will have any gaps and needs in the areas of Math, Reading, Writing, and SEL addressed promptly, reviewed regularly and remediated fully
D7	All students regardless of diverse characteristics will be expected to close their individual gaps to eventually meet district standards (the small group of students with significant needs will be expected to meet individual standards)

To: Board of Education

From: Dr. Laurie Heinz, Superintendent
Bernadette Tramm, Public Information Coordinator

Date: May 9, 2016

Re: Thoughtexchange Satisfaction Survey

We have been working to create a satisfaction survey that can be used primarily with staff and parents on alternate years when we are not obliged to use the 5Essentials Survey administered by the Illinois State Board of Education. Results of the survey will be included as measures within the 2020 Vision Strategic Plan/Strategic Objectives 5 and 6.

We have identified a very innovative new format that we think our parent/staff/community will enjoy using, called *Thoughtexchange*. *Thoughtexchange* is an online outreach tool that works to engage various stakeholder groups in expressing what's important to them. It provides organizations an opportunity for a 360-degree online dialogue to help identify what is valued and spot emerging issues within the community. Dr. Heinz had an opportunity to participate in a *Thoughtexchange* for one of her national organizations, and found it very engaging and easy to use. Arlington Heights School District 25 also used the process earlier this spring as part of its strategic planning.

It is best described as an "online town hall meeting" and includes *Share* and *Star* steps, followed by a *Discover* step. [Here is a short, 1-minute video](#) that introduces how it works. We previewed this process with our Superintendent Community Relations Council members at the April 12 meeting, and received an enthusiastic response to this fresh approach. The Council also brainstormed ways to reach out to other community members to engage them in the process. We have also reviewed it with our District 64 administrative group and received a similar positive response.

District 64 will be actively seeking input from parents, staff, and the larger District 64 community through May and into early June. We think this window will be well-timed to capture stakeholders' thoughts as the 2015-16 school year comes to a close.

During the multi-step process, participants will:

1. ***Share*** -- their thoughts surrounding 3 open-ended questions about our schools and District, and the work identified within our 2020 Vision Strategic Plan

2. ***Star*** -- review ideas from others and adds “stars” based on their level of importance to them
3. ***Discover*** -- learn what the community values/cares about the most

All parents and staff will receive direct email invitations to participate. In addition, we are mailing postcards to the Park Ridge-Niles community to invite all community members to join the conversation. The *Thoughtexchange* invitation is sharing space on the previously budgeted postcard we use to announce the online availability of our second annual Financial Report for 2015. Our Superintendent Community Relations Council members also will be helping to spread the word about the *Thoughtexchange* forum with their contacts and organizations. We will utilize all our other communications outreach channels as well.

In the *Discover* step this summer, we will be analyzing the satisfaction data contributed by our parents, staff and community through the process, and will be reporting to the Board and stakeholders as we prepare for the start of the 2016-17 school year.

To: Board of Education
Dr. Laurie Heinz, Superintendent

From: Luann Kolstad, Chief School Business Official

Date: May 9, 2016

Re: Discussion on Illinois Department of Revenue Tax Allocation Error, Overpayment and Impact to District 64

The administration received notice on April 19, 2016 that the Illinois Department of Revenue (IDOR), through a tax system upgrade, discovered an overpayment in Personal Property Replacement Tax (PPRT) for the 2014 tax year. PPRT are revenues collected by the State of Illinois and paid to local governments to replace money that was lost by local governments when their powers to impose personal property taxes on the corporations, partnerships, and other business entities was abolished in the 1970 Constitution.

The error has resulted in the overpayment of an estimated \$168,000,000 to taxing districts that receive PPRT. Approximately 6,500 districts (taxing bodies), including school districts, are impacted by the misallocation that began in 2014. The IDOR is sensitive to the impact recouping of the funds will have on some of the taxing districts. They will be working with the districts to establish a plan to recapture the funds over an extended period of time.

District 64 will be asked to pay back \$142,990. At this time we have not received word on how this repayment will take place. We will provide the Board with additional information as it becomes available.

Update on Draft Comprehensive Safety and Security Plan

Superintendent Dr. Laurie Heinz will provide the Board with an update on progress made in their partnership with NIPSTA to develop a comprehensive safety and security plan. Director of Facility Management Mr. DeGeorge will also provide the Board with an update on construction related security updates/enhancements.

To: Board of Education

From: Luann Kolstad, Chief School Business Official
Ron DeGeorge, Director of Facility Management

Date: May 9, 2016

Re: Approval of Asbestos Abatement Contractor

On Monday, April 25, 2016 District 64 opened bids for Asbestos Abatement related to the Washington School secure vestibule project scheduled to begin upon the completion of the 2015-16 school year.

District 64's consultant, United Analytical Services, assembled the project design and bid documents. United Analytical will also be performing the project management and other professional services for the project. A letter of recommendation from Thad Daniels, the District's environmental consultant, is attached to this report (Attachment 1).

Colfax Corporation was the lowest responsible bidder with a \$25,000 proposal to complete the asbestos abatement project. We are showing a 15% contingency allowance to defer the costs of any unforeseen conditions, in a building this age as we open and remove walls, there is always a possibility that additional asbestos will be discovered. A copy of the Bid Amounts (Attachment 2) is attached to this report. The abatement work will begin on Monday, June 13, 2016 and is scheduled to be completed on Wednesday, June 22, 2016.

Cost breakdown:

Colfax Corporation Bid	\$25,000.00
• 15% contingency	\$ 3,750.00 (not in bid)
Subtotal:	\$28,750.00

United Analytical Services	
• Project Design	\$ 2,500.00
• Project management	\$ 6,255.00
• TEM clearances	\$ 2,000.00
• Asbestos report	\$ 695.00
Subtotal:	\$11,450.00

The total cost of the project is \$39,505.00.

Administration recommends that the Board approve this action item.

ACTION ITEM 16-05-2

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, award the Washington School asbestos abatement contract for summer 2016 to Colfax Corporation in the amount of \$25,000.

The votes were cast as follows:

Moved by _____ Seconded by _____

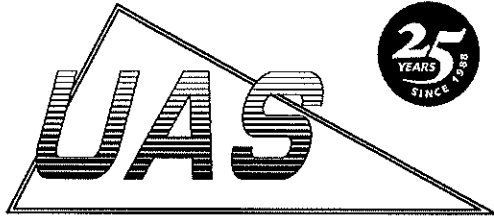
AYES:

NAYS:

PRESENT:

ABSENT:

5/9/16



UNITED ANALYTICAL SERVICES, INC.

Attachment 1

1429 Centre Circle Drive
Downers Grove, IL 60515
PHONE: (630) 691-8271
FAX: (630) 691-1819
E-Mail: uasinc@uas1.com

May 2, 2016

Ron DeGeorge / Luann Kolstad
Director of Facility Management
Park Ridge Niles School District #64
164 S. Prospect Avenue
Park Ridge, IL 60068

Re: **Bid Recommendation Letter for Colfax Corporation (Colfax)
Asbestos Abatement Response Action Services - Summer 2016
Park Ridge Niles School District 64 - Washington School
1500 Stewart Avenue, Park Ridge, IL 60068**

Dear Mr. DeGeorge & Ms. Kolstad:

On April 25, 2016, nine (9) bids were received, opened, and read by Park Ridge Niles School District #64. A copy of the Bid Tabulation for the project is attached. The nine (9) bids ranged from \$20,000 to \$38,500, with an average bid amount of \$31,058. Following review of the bids, bid documentation and contractor projected schedules, the apparent low responsible bidder was Colfax Corporation (Colfax) of Chicago, Illinois, with a bid of \$25,000. Colfax's detailed project schedule and staffing for the project represented the lowest responsible bid submitted, in accordance with the bid specifications and instructions to bidders. In addition, Colfax viewed the proposed scope of work for the project on April 18, 2016.

We have contacted Mr. Tim Boll, Estimator for Colfax and reviewed his bid and scope of work. Mr. Boll stated that he fully understands the scope of work, the tight time frame for this project, manpower needed for the project and current site conditions. Mr. Boll stated that he was comfortable and confident with the bid. In addition, review of Colfax's past work experience demonstrates that they are both competent and capable of performing the work as specified. Therefore, United Analytical Services, Inc. (UAS) recommends award of the project to the apparent low responsible bidder, Colfax.

Sincerely,
UNITED ANALYTICAL SERVICES, INC.

Thad Daniels
Director of Field Services

attachment - Bid Tabulation

PARK RIDGE-NILES SCHOOL DISTRICT 64

ASBESTOS ABATEMENT - WASHINGTON SCHOOL & HENDEE ESC ADMINISTRATION

DEPOSIT: None

BID DATE: MONDAY, APRIL 25, 2016 @ 2:00 P.M.

UAS No. 1691088-02

VOL NO.	CONTRACTOR'S NAME AND ADDRESS/PHONE/E-MAIL	ADDENDA ACKNOWLEDGED (Yes or No)	BASE BID	ALTERNATE BIDS 1, 2, &3	REQUIRED DOCUMENTS INCLUDED
1	ARC Environmental - 5406 N Melvina Chicago, IL 60630 Ralph Lewczykovski 708-369-6619 arcabatement@att.net	Yes	Washington - \$33,500 Hendee ESC - \$41,300	#1 - \$28,300 #2 - \$44,500 #3 - \$32,000	OK. No Schedule Provided.
2	Shawn Brown Enterprises - 1401 E 79 th Street Chicago, IL 60619 Jean Eddy 630-913-9833 jeddy@sbentinc.com	Yes	Washington - \$38,500 Hendee ESC - \$58,800	#1 - \$62,000 #2 - \$56,000 #3 \$58,000	Ok No Schedule Provided.
3	DEM Services - 2602 W. Van Buren, Suite B, Bellwood, IL 60104 Guido Gorniak 708-544-2244 guido@demservices.com	Yes	Washington - \$32,500 Hendee ESC - \$49,700	#1 - \$32,500 #2 - \$3,000 #3 - \$3,000	OK. Time line Schedule Only - no manpower provided.
4	Valor Technologies, Inc. - 3 Northpoint Court Bolingbrook, IL 60440 Scott Montgomery 630-679-9800 scott@valortechnologies.com	Yes	Washington - \$30,525 Hendee ESC - \$30,650	#1 - \$32,880 #2 - \$38,850 #3 - 33,518	Ok. Detailed Schedule Provided.
5	Bay Remediation, LLC - 6124 N Milwaukee Ave. Chicago, IL 60646 Pat Kramer 773-744-0051 bayenvironmental@sbcglobal.net	Yes	Washington - \$20,000 Hendee ESC - \$27,000	#1 - \$13,000 #2 - \$27,000 #3 - \$13,000	Ok. Time line Schedule only - no manpower provided.

PARK RIDGE-NILES SCHOOL DISTRICT 64

ASBESTOS ABATEMENT - WASHINGTON SCHOOL & HENDEE ESC ADMINISTRATION

BID DATE: MONDAY, APRIL 25, 2016 @ 2:00 P.M.

DEPOSIT: None

UAS No. 1691088-02

VOL NO.	CONTRACTOR'S NAME AND ADDRESS/PHONE/E-MAIL	ADDENDA ACKNOWLEDGED (Yes or No)	BASE BID	ALTERNATE BIDS 1, 2, &3	REQUIRED DOCUMENTS INCLUDED
6	Colfax Corporation - 2441 N Leavitt Street Chicago, IL 60647 Gary Barth 773-489-4170 Tim Boll 773-489-4170 tboll@colfaxcorp.net	Yes	Washington - \$25,000 Hendee ESC - \$40,500	#1 - 35,200 #2 - 49,000 #3 - 42,000	OK. Detailed Schedule provided.
7	Midwest Service Group -5014 Chase Avenue Downers Grove, IL 60515 Raymond Sarkis III 630-541-8718 rsarkis@maa-chi.com	Yes	Washington - \$31,500 Hendee ESC - \$46,500	#1 - \$45,380 #2 - \$45,800 #3 - \$44,168	Ok. Time line Schedule Only - no manpower provided.
8	The Luse Companies - 3990 Enterprise Court Aurora, IL 60504 Bob Whitesell 630-862-2673 rwhitesell@luse.com	Yes	Washington - \$32,000 Hendee ESC - \$38,000	#1 - \$36,000 #2 - \$42,000 #3 - \$40,000	Ok. No Schedule provided.
9	Midway Contracting Group, LLC -7413 Duvan Drive, Unit 2A, Tinley Park, IL 60477 Dave Sharkey 708-342-1200 dave@midwaycgc.com	Yes	Washington - \$36,000 Hendee ESC - \$43,500	#1 - 41,500 #2 - 47,500 #3 - 44,500	Ok. Time line Schedule Only - no manpower provided.

Approval of Primary Challenge and Channels of Challenge Program Recommendations

At the April 25, 2016 regular meeting of the Board of Education, Dr. Lori Lopez presented two recommendations from the Primary Challenge/Channels of Challenge Review Committee related to screening and instructional minutes:

1. Administer the Cognitive Abilities Test to all 2nd graders beginning in the 2016-17 school year.
2. Extend 3rd-5th grade Channels of Challenge (C of C) instruction so that it matches Core class instruction, resulting in 60 minutes of C of C Math and 60 minutes of C of C Reading.

Administration is asking the Board to approve these recommendations.

ACTION ITEM 16-05-3

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the recommendations for the Primary Challenge and Channels of Challenge Program.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Consent Agenda

ACTION ITEM 16-05-4

I move that the Board of Education of Community Consolidated School District 64, Park Ridge – Niles, Illinois, approve the Consent Agenda of May 9, 2016 which includes the Personnel Report.

The votes were cast as follows:

Moved by _____ Seconded by _____

AYES:

NAYS:

PRESENT:

ABSENT:

Personnel Report
May 9, 2016

Jamie Zimniok	Employ as .60 Instrumental Music - Band at Emerson School effective August 15, 2016.
Mary Condon	Change of Assignment from (.50) Private Social Worker to full-time Private Social Worker effective August 15, 2016.
Christine Palermo	Retire as 12-month Head Secretary at Emerson School effective June 30, 2016.
Edward Dreyer	Resign as Instructional Resource Assistant at Emerson School effective May 7, 2016.
Brenda Aiello	Employ as Summer School Secretary effective 6/7/16 – Emerson School.
Ruth Klepitsch	Employ as Summer School Secretary effective 6/7/16 – Field School.
Pam Jachino	Employ as Summer School Early Childhood Secretary effective 6/7/16 – Jefferson School.
Georgette Demarinis Christy Holtz Valerie Lenzion	Employ as Summer School Early Childhood Teachers effective 6/7/16 - Jefferson School.
Lynne Bonahoom Goamma Marzec Lisa Marzec Caroline Meredith Kirsten Munn Mary Ann Murray Jackie Tsevis	Employ as Summer School Early Childhood Assistants effective 6/7/16 - Jefferson School.
Anna Marie Petricca	Employ as Summer School Academic Instructor effective 6/7/16 – Emerson School.
Christina Bridich Debra Keane	Employ as Summer School One-on-One Assistants effective 6/7/16 - Field School.
Mary McCabe	Employ as Summer School Academic Instructor effective 6/7/16 – Field School.
Jennifer Drajpuch Frances Flood	Employ as Summer School Special Needs Speech-Language Pathologist effective 6/7/16 - Emerson, Field and Jefferson School.

Personnel Report
May 9, 2016

Dawn Appelhans Lynn Condon	Employ as Summer School OT effective 6/7/16 – Emerson, Field and Jefferson School.
Caitlin Cuthbertson Shannon Walder	Employ as Summer School Special Education Teachers effective 6/7/16 - Field School.
Abby Amelse Lisa Anderson Christine Balcarcel Nathalie Baranyk Betty Berg Melisa Bergen Andrew Bielenda Roisin Dohl Kerry Downes Jennie Fragale Beth Gelfand Andrea Hetzke Jackie Mayer Patricia Mayer Pamela Morgan Kelly Nowak Christina Pappadis Cindy Pasowicz Julia Risk Erin Roche Liane Sisko-Skolak Magdalena Szakola Linda Thomas Anna Toulon Leslie Wesolowski Nancy Tierney	Employ as Summer School Teachers effective 6/7/16 - Field School. *Plus Bus Stipend
Marie Anderson Jillian Cohen Marco Colapietro Erin Condon Erin Curry Sara Due Casey Gibbons Donna Hapeman Gregory Knappss Alegra Miller	Employ as Summer School Special Education Assistants effective 6/7/16 - Field School.
Jessica Condon	Employ as Summer School Special Education Teacher effective 6/7/16 - Emerson School.

Personnel Report
May 9, 2016

Ianni Avgerinos Kathy Brown Kelly Fleck Kayla Forsythe Katie Kennedy Katherine Kopoulos Lauren Skolak Susan Sweeney Kathie Walsh Jenny Wessel Cheryl Williams	Employ as Summer School Assistants effective 6/7/16 - Field School.
Linda Adamowski Marco Colapietro Rita Downing Cailie McLean Jacob Szczesniak	Employ as Summer School Special Education Assistants effective 6/7/16 - Emerson School.