

INFORMATION REPORTS

Treasurer's Report Income Summary
January 01, 2013 - January 31, 2013

<i>Fund</i>	<i>Beginning Balance</i>	<i>Revenues</i>	<i>Expenses</i>	<i>Change</i>	<i>Ending Balance</i>	<i>% Change</i>
10 EDUCATION FUND	\$4,725,325.35	\$618,872.72	\$1,081,664.93	\$462,792.21-	\$4,262,533.14	-9.8%
20 OM FUND	\$1,639,766.73	\$13,391.48	\$84,038.47	\$70,646.99-	\$1,569,119.74	-4.3%
30 BOND - INTEREST FUND	\$314,906.24	\$4.72	\$0.00	\$4.72	\$314,910.96	0.0%
40 TRANSPORTATION FUND	\$2,030,866.66	\$80,344.38	\$54,900.60	\$25,443.78	\$2,056,310.44	1.3%
50 IMRF FUND	\$131,401.82	\$3,948.60	\$35,919.62	\$31,971.02-	\$99,430.80	-24.3%
61 NEW CONSTRUCTION FUND	\$753,327.05	\$43.42	\$0.00	\$43.42	\$753,370.47	0.0%
70 WORKING CASH FUND	\$1,707,379.39	\$42.21	\$0.00	\$42.21	\$1,707,421.60	0.0%
80 TORT FUND	\$112,659.72	\$4.13	\$5,263.00	\$5,258.87-	\$107,400.85	-4.7%
Totals :	\$11,415,632.96	\$716,651.66	\$1,261,786.62	\$545,134.96-	\$10,870,498.00	0.00

Mokena School District 159
Treasurer's Detail Investment Report
January 31, 2013

Fund	Mokena St Bank Checking	Certificates of Deposit	Commercial Paper	Federal Agencies	IIIT Money Market	Illinois Funds Money Market	ISDLAF Money Market	Fund Balances
10								
Education & Adequacy Grant	\$ 97,127.61	\$ 3,326,773.06	\$ -	\$ -	\$ 7,425.17	\$ 45,945.58	\$ 785,261.72	\$ 4,262,533.14
20								
Operations & Maintenance	\$ 13,594.73	\$ 1,007,287.74	\$ -	\$ -	\$ 1,255.09	\$ 41,914.06	\$ 505,068.12	\$ 1,569,119.74
30								
Bond & Interest	\$ 41.35	\$ 220,259.68	\$ -	\$ -	\$ 4,328.15	\$ 6,449.03	\$ 83,832.75	\$ 314,910.96
40								
Transportation	\$ 130,703.16	\$ 1,096,433.34	\$ -	\$ -	\$ 3,079.28	\$ 12,586.66	\$ 813,508.00	\$ 2,056,310.44
50								
IMRF	\$ 1,339.46	\$ 85,121.32	\$ -	\$ -	\$ 690.76	\$ 174.39	\$ 12,104.87	\$ 99,430.80
61								
New Construction	\$ 25,308.38	\$ -	\$ -	\$ -	\$ -	\$ 2,304.69	\$ 725,757.40	\$ 753,370.47
70								
Working Cash	\$ 3,055.87	\$ 900,810.31	\$ -	\$ -	\$ 1,097.57	\$ 4,041.54	\$ 798,416.31	\$ 1,707,421.60
80								
Tort Fund	\$ 103.80	\$ 33,020.91	\$ -	\$ -	\$ 72.32	\$ -	\$ 74,203.82	\$ 107,400.85
TOTALS	\$ 271,274.36	\$ 6,669,706.36	\$ -	\$ -	\$ 17,948.34	\$ 113,415.95	\$ 3,798,152.99	\$ 10,870,498.00
Percentages	2.496%	61.356%	0.000%	0.000%	0.165%	1.043%	34.940%	100.000%

Certificate of Deposit Investments - Jan 2013

Financial Facility	Date Invested	Gross Rate	Net Rate	Opening Balance	Maturity Date
Associated Bank, NA - WI	07/30/12	0.330%	0.101%	\$ 249,800.00	2/20/2013
Banco Popular De Puerto Rico - IL	07/30/12	0.350%	0.100%	\$ 249,800.00	2/20/2013
Bank Leumi-NY	05/30/12	0.700%	0.349%	\$ 249,100.00	5/30/2013
Bank of China-NY	05/30/12	0.700%	0.359%	\$ 249,100.00	5/30/2013
Bank of India	08/30/12	0.300%	0.252%	\$ 249,059.00	2/27/2013
Bank of The West-CA	05/30/12	0.700%	0.460%	\$ 248,800.00	5/30/2013
Capital Pacific Bank	09/20/12	0.350%	0.100%	\$ 190,145.00	3/20/2013
Customers Bank	08/31/12	0.400%	0.200%	\$ 249,247.76	3/1/2013
East West Bank	05/30/12	0.643%	0.392%	\$ 249,000.00	5/30/2013
Enterprise Bank & Trust-MO	07/30/12	0.350%	0.100%	\$ 249,800.00	2/20/2013
First National Bank of McGregor-TX	12/03/12	0.350%	0.200%	\$ 248,000.00	6/3/2013
First Niagara Bank	09/28/12	0.300%	0.151%	\$ 249,183.81	3/28/2013
Firstbank of Puerto Rico	06/01/12	0.500%	0.350%	\$ 249,375.38	6/3/2013
GE Capital Retail Bank	06/01/12	0.450%	0.402%	\$ 248,118.60	5/31/2013
Goldman Sachs Bank	06/06/12	0.400%	0.351%	\$ 248,120.59	6/6/2013
Israel Discount Bank of New York-NY	12/03/12	0.350%	0.200%	\$ 248,000.00	6/6/2013
Liberty Bank-MO	06/06/12	0.350%	0.200%	\$ 248,000.00	3/4/2013
Mizuho Corporate Bank	06/06/12	0.400%	0.301%	\$ 158,156.22	6/6/2013
Old Plank Trail Comm Bank-IL	05/30/12	0.550%	0.301%	\$ 100,000.00	5/30/2013
Onewest Bank-CA	11/07/12	0.450%	0.300%	\$ 248,000.00	5/6/2013
Pacific Trust Bank	09/20/12	0.350%	0.099%	\$ 249,800.00	3/20/2013
PlainsCapital Bank	09/20/12	0.300%	0.100%	\$ 249,800.00	3/20/2013
Private Bank-MI	06/28/12	0.500%	0.257%	\$ 249,500.00	4/3/2013
Royal Savings Bank-IL	11/07/12	0.380%	0.230%	\$ 248,000.00	5/6/2013
Southside Bank-TX	06/06/12	0.430%	0.280%	\$ 248,000.00	6/6/2013
State Bank of India	11/07/12	0.450%	0.300%	\$ 248,000.00	5/6/2013
Sterling National Bank-NY	07/30/12	0.380%	0.101%	\$ 249,800.00	2/20/2013
Tristate Capital Bank-PA	06/06/12	0.550%	0.400%	\$ 248,000.00	6/6/2013
Total				\$ 6,669,706.36	

IIIT Investments
PMA Investments
PMA-DTC Investments



Mokena School District 159 **Information Report**

Date: February 15, 2013

To: Board of Education
Mr. Steve Stein, Superintendent of Schools

From: Dr. Charles J. Vitton, Assistant Superintendent for Instruction

RE: Technology Update

New Computers:

The new CPU's have arrived and should be installed in the MJHS lab by the end of the week and ready for students when we arrive back to school on Tuesday, February 19th.

Printer Contract:

A meeting is scheduled for February 19th regarding our current printer contract with Martin-Whalen. This meeting will be to garner information from Martin-Whalen's site review conducted on January 25th.

Subsequent to this meeting, the district will be submitting an RFP for the purposes of obtaining bids from vendors regarding a new printer contract.

Increased Broadband:

The conversion to a 40 MB Internet connection has been successfully completed across the district.

Interactive Projectors:

The administrative team has met several times to discuss an implementation plan for interactive projectors in all classrooms in the district. Based on the current FY13 technology budget (\$30,000 technology equipment + \$20,000 technology contingency), as well as funds from the ELL Consolidated Grant, MEF/PTA, and Student Activity Funds, the following plan is to be implemented:

- Purchase 30 interactive projectors to be installed at MJHS (\$48,000).
 - RFP will be posted for vendor bids
 - Installation, materials, supplies (\$12,000)
- MES and MIS to configure all classrooms with whiteboards (8 and MIS, 20 at MES) between now and summer 2013 (\$12,000-\$14,000).
- MES and MIS to install interactive projectors (40 units = \$64,000 plus \$12,000 installation costs: total \$76,000). Funded through FY14 technology budget (to be appropriated).
 - Installation to begin in summer 2013 and conclude in spring 2014.
- Professional development to be provided to all staff to increase instructional capacity with regard to the interactive projectors (funded via Title II).



Mokene School District 159 **Information Report**

Date: February 12, 2013

To: Board of Education

From: Steve Stein, Superintendent

Re: Board Policy 7:60; Residence

Attached is Residence; Policy 7:60 for your review. The change has been highlighted in yellow. This revision was recommended by IASB Press in 2010.

I will be happy to answer any questions you might have regarding the policy update. I would hope to adopt this policy at the next regular Board meeting.

Students

Residence

Resident Students

Only students who are residents of the District may attend a District school except as provided below or in State law. A student's residence is the same as the person who has legal custody of the student in accordance with the School Code.

A person asserting legal custody over a student, who is not the child's natural or adoptive parent, shall complete a signed statement, stating: (a) that he or she has assumed and exercises legal responsibility for the child, (b) the reason the child lives with him or her, other than to receive an education in the District, and (c) that he or she exercises full control over the child regarding daily educational and medical decisions in case of emergency. If the District knows the current address of the child's natural or adoptive parent, the District shall request in writing that the person complete a signed statement or Power of Attorney stating: (a) the role and responsibility of the person with whom their child is living, and (b) that the person with whom the child is living has full control over the child regarding daily educational and medical decisions in case of emergency.

A student whose family moves out of the District during the school year will be permitted to attend school for the remainder of the year without payment of tuition.

When a student's change of residence is due to the military service obligation of the student's legal custodian, the student's residence is deemed to be unchanged for the duration of the custodian's military service obligation if the student's custodian made a written request. The District, however, is not responsible for the student's transportation to or from school.

If, at the time of enrollment, a dependent child of military personnel is housed in temporary housing located outside of the District, but will be living within the District within 60 days after the time of initial enrollment, the child is allowed to enroll, subject to the requirements of State law, and must not be charged tuition.

Requests for Non-Resident Student Admission:

1. Non-resident students may attend District schools upon the approval of a request submitted by the student's parent(s)/guardian(s) for non-resident admission. The Superintendent may approve the request subject to the following
2. The student will attend on a year-to-year basis. Approval for any one year is not authorization to attend a following year.
3. The student will be accepted only if there is sufficient room.
4. The student's parent(s)/guardian(s) will be charged the maximum amount of tuition as allowed by State law.

The student's parent(s)/guardian(s) will be responsible for transporting the student to and from school.

Admission of Non-Resident Students Pursuant to an Agreement or Order

Non-resident students may attend District schools tuition-free pursuant to:

1. A written agreement with an adjacent school district to provide for tuition-free attendance by a student of that district, provided both the Superintendent or designee and the adjacent district determine that the student's health and safety will be served by such attendance.

2. A written agreement with cultural exchange organizations and institutions supported by charity to provide for tuition-free attendance by foreign exchange students and non-resident pupils of charitable institutions.
3. According to an intergovernmental agreement.
4. Whenever any State or federal law or a court order mandates the acceptance of a non-resident student.

Homeless Children

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

Challenging a Student's Residence Status

If the Superintendent or designee determines that a non-resident student is attending a District school, he or she on behalf of the Board shall notify the person who enrolled the student of the tuition amount that is due and immediately begin proceedings to ban the student from future attendance. The notice shall be given by certified mail, return receipt requested. The person who enrolled the student may challenge this determination and request a hearing as provided by The School Code, 105 ILCS 5/10-20.12b.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
 30 ILCS 220/11.
 105 ILCS 5/10-20.12a, 5/10-20.12b, and 5/10-22.5.
 105 ILCS 45/1-5.
 23 Ill.Admin.Code §1.240(e).
Israel S. by Owens v. Board of Educ. of Oak Park and River Forest High School
Dist. 200, 601 N.E.2d 1264 (Ill.App.1, 1992).
Joel R. v. Board of Education of Manheim School District 83, 686 N.E.2d 650
 (Ill.App.1, 1997).
Kraut v. Rachford, 366 N.E.2d 497 (Ill.App.1, 1977).

CROSS REF.: 6:15 (School Accountability *containing* "School Choice for Students Enrolled in a School Identified for Improvement, Corrective Action, or Restructuring"),
 6:140 (Education of Homeless Children), 7:50 (School Admissions and Student Transfers To and From Non-District Schools), 7:70 (Attendance and Truancy)

ADOPTED: September 12, 2007

REVISED: September 9, 2009

REVISED: March 20, 2013



Mokena School District 159

Information Report

Date: February 13, 2013

To: Board of Education
Steve Stein, Superintendent

From: Eileen Parente, Director of Student Services

Re: Job Descriptions

On February 1, 2013, the District informed LWASE Cooperative of services that we will discontinue for the 2013-14 school year. The following services that were discontinued included:

- MES Social Worker
- MES, MIS, MJH Instructional Assistants
- Early Childhood Program
- Phonological Disorder Program
- Private Placement Management
- Legal Pool
- File Administration

We have begun planning and preparing for the Fall of 2013. The families and students are accustomed to high quality curriculum, with well trained teachers and support staff, in which every students' needs are identified and met. Mokena School District is committed to providing the same high quality early childhood education programming that our families expect.

With this in mind, updated job descriptions are included in the packet for a First Read for the personnel needed for staffing these programs at District 159. We have posted the positions internally through February 13, 2013. The jobs will then be posted on the IASA Job Bank and district website the following day.

If you have any questions regarding these job descriptions, please feel free to give me a call.



Job Description

Title: Special Education Teacher/Early Childhood Teacher

Minimum Qualifications:

- Appropriately licensed/certified by the Illinois State Board of Education.

Preferred Qualifications:

- Experience teaching special education and/or related service.
- Specialized training in research-base and evidence-base interventions.
-

Accountable to:

- Director of Student Services, Building Administrators

Primary Objective:

- Apply principles, methods and procedures for an analysis of designing specialized instruction to meet the diverse needs of students entitled to special education services. Provide intervention strategies and services related to individualization of academic and behavior/emotional needs.

Major Areas of Accountability*:

- Establish clear objectives for all lessons, units, and projects and effectively communicate those objectives to students.
- Identify students' needs and make appropriate referrals and develop strategies for individual education plans.
- Effectively communicate with parents by means of newsletters, e-mail, notes, phone calls and individual parent conferences.
- Discuss student problems, behavior incidents, positive developments, and progress with parents in an honest, sensitive, and confidential manner.
- Promotes parent participation and involvement in education activities provided for their children.
- Confer and cooperate with other staff members to plan and schedule lessons promoting student learning, following approved curriculum.
- Confer with parents or guardians, other teachers, support staff, and administrators to resolve student behavioral and academic problems.
- Engage in collaborative work and contribute to team planning.
- Support instruction through an Individual Education Plan for students with special needs, aligning with District adopted curriculum.
- Provide individual and small group research-based instruction designed to meet individual needs of students based upon data that promotes academic, social, and emotional growth.
- Evaluate students' academic and social growth by monitoring individualized education plans and progress reports.
- Develop and use instructional materials suitable for verbal or visual instruction of students with a wide range of mental, physical, and emotional maturities.
- Develop lesson plans and instructional materials and provide individualization and small group instruction in order to adapt the curriculum to the needs of each student.
- Plan and conduct activities for a balanced program of instruction, demonstration, and or time that provides students with opportunities to observe, question, and investigate.
- Translate lesson plans and activities into developmentally appropriate learning experiences to best utilize the available time for instruction.
- Develop individualized educational plans that meet State and Federal Guidelines.

Job Description

- Foster cooperative social behavior through activities and group projects to assist children in forming satisfying relationships with other children and adults.
- Utilize technology-computers, audiovisual aids, and other equipment in the delivery of instruction.
- Utilize assessment materials and make appropriate classroom student assessments.
- Maintain accurate and complete student records and prepare reports on students and activities as required by laws, district policies, and administrative regulations.
- Model and maintain standards of responsible student behavior.
- Establish, implement, and enforce rules and procedures for appropriate classroom behavior, to maintain a positive learning environment.
- Implement effective individualized behavior management strategies and curriculum accommodations.
- Attend professional inservice activities and teacher training workshops offered and provided by the District, as well as self-selected professional growth activities in order to maintain and improve professional competence.
- Effectively communicate collaborate, and cooperate with parents, colleagues, supervisors, and students.
- Plan and coordinate the work of special education paraprofessionals. Demonstrate cultural competence and behaviors consistent with the core values, visions, and mission of District 159.
- Other duties as assigned.

Requirements:

- Ending, carrying, climbing, must e able to travel between job sites, lifting, pushing-pulling, reaching, sitting, standing and walking.
- Must be able to occasionally lift, move, or push items of 50 lbs such as assisting children or moving/rearranging furniture.
- Must be able to supervise students in all types of weather, meet multiple demands from several people, and interact with the public and other staff.
- CPI Trained and Certified

Working Conditions:

- Includes extremes of temperature and humidity.
- Hazards include stairs and communicable diseases.

*All areas of accountability considered essential functions of the job.



Job Description

Title: School Social Worker

Minimum Qualifications:

- Appropriately licensed/certified by the Illinois State Board of Education.
- Masters degree in Social Work from a graduate school of Social Work.

Preferred Qualifications:

- Training in education and understanding of public school services and special education are preferred.
- Experience in a public school social work or child-related social work.

Accountable to:

- Director of Student Services, Building Administrators

Primary Objective:

- Assist the Building Principal and Assistant Principal under the direct supervision of the Director of Student Services to provide services for the identification, evaluation and educational programming for children from birth through age 21, and to assist parents and professionals in meeting the educational and social/emotional/behavioral, and mental health needs of children and youth.

Major Areas of Accountability*:

- Communicate with parents, school personnel, and community resource staff to involve them in a problem solving approach with children from birth through age 21 to develop coordinated action plans that meets the educational needs of the individual students.
- Assist the design, implementation, monitoring and evaluation of interventions developed in response to educational performance problems at the systems level (school/district-wide) and for groups and individual students.
- Use functional assessment techniques that are designed to focus on the child's relationship with home, school and community and on the development of interventions to improve students' educational performance.
- Manage time, organize materials necessary and communicate with the Building Administrators and the Director of Student Services to effectively manage cases in assigned buildings.
- Support the full and meaningful participation of parents in educational decisions.
- Collaborate and communicate with other professions to improve school social work services.
- Participate in inter-agency/inter-disciplinary meetings that determine the eligibility and appropriate educational plans for children with disabilities.
- Contribute to professional development by providing inservices, consultation, research activities and mentoring colleagues as needed.
- Participate in supervision of practicum students.
- Serve as an advocate for all children and youth.
- Report any and all violations of state and federal rules and regulations, and agency procedures to the Building Principal and the Director of Student Services.
- Act in concert with legal requirements and ethical codes of the profession.
- Demonstrate cultural competence and behaviors consistent with the core values, vision, and mission of School District 159.
- Other duties as assigned.

Job Description

Requirements:

- Bending, carrying, climbing must be able to travel between job sites, lifting, pushing-pulling, reaching, sitting, standing, and walking.
- Must be able to lift, move, or push items of 50 lbs such as assisting children or moving/rearranging furniture.
- CPI Trained and Certified.

Working Conditions:

- Includes extremes of temperature and humidity.
- Hazards include stairs and communicable diseases.

*All areas of accountability considered essential functions of the job.



Job Description

Title: Speech and Language Pathologist

Minimum Qualifications:

- Appropriate licensed/certified by the Illinois School Board of Education.

Preferred Qualification:

- Certificate of Clinical Competence
- Member of American Speech and Hearing Association

Accountable to:

- Director of Student Services, Building Administrators

Primary Objective:

- Apply principles, methods and procedures for an analysis of speech and language comprehension and production to determine communicative competencies. Provide intervention strategies and services related to speech and language development (including literacy development) as well as disorders of language, voice, articulation and fluency that adversely affect an individual's education performance.

Major Areas of Accountability*:

- Collaborate with professionals and parents to observe, plan, implement, monitor, and facilitate generalization of communication skills.
- Provide assessments that are relevant to the presenting concern, meaningful within an educational context, and designed to identify the individual's communication skills.
- Use a variety of service delivery options, evidence-based practices and collaboration with professionals and parents to plan, implement, monitor and facilitate generalization of communication skills.
- Assist in the design, implementation, monitoring, evaluation of interventions developed in response to educational academic and/or performance problems at the systems-level (school/district-wide) and for groups and individual students.
- Manage time, organize material, and communicate with district administrators and staff to effectively manage individual student programs.
- Monitor individual progress towards measurable goals and objectives.
- Share knowledge with individuals and groups concerning communication differences, developmental norms, and specific information/techniques to enhance the student's communicative performance.
- Advocate for the individual's communication needs across a variety of settings.
- Develop and/or participate in professional enrichment activities to maintain a high standard of service delivery.
- Engage in public awareness activities to assist parents and professionals in understanding the services provided by speech-language pathologist through the educational system.
- Act in concert with legal requirements and ethical codes of the profession.
- Participate in inter-agency/inter-disciplinary meetings that determine the eligibility and appropriate educational plans for children with disabilities.
- Participate in or utilize specialized services to provide better programming for individuals with complex needs.
- Participate in supervision of practicum students.

Job Description

- Report any and all violations of rules and regulations to supervisor.
- Demonstrate cultural competence and behaviors consistent with the core values, vision, and mission of District 159.
- Other duties as assigned.

Requirements:

- Bending, carrying, climbing, must be able to travel between job sites, lifting, pushing-pulling, reaching, sitting, standing, and walking.
- Must be able to lift, move, or push items of 50 lbs such as assisting children or moving/rearranging furniture.
- CPI Trained and Certified.

Work Conditions:

- Includes extremes in temperature and humidity.
- Hazards include stairs and communicable diseases.

*All areas of accountability considered essential functions of the job.



Job Description

Title: School Psychologist

Minimum Qualifications:

- Appropriately licensed/certified by the Illinois State Board of Education

Preferred Qualifications:

- Specialist in a specific area.
- Member of National Association of School Psychologist.

Accountable to:

- Director of Student Services, Building Administrators

Primary Objective:

- Assist the Building Principal and Assistant Principal under the direct supervision of the Director of Student Services to provide services for the identification, evaluation and educational programming for children from birth through age 21, and to assist parents and professionals in meeting the educational and social/emotional/behavioral, and mental health needs of children and youth.

Major Areas of Accountability*:

- Serve as an advocate for all children and youth.
- Consult and collaborate with educators, parents, children, and other professionals or agencies to improve student outcomes.
- Provide functional academic and behavioral assessments that are relevant to the presenting problem and student characteristics and are intervention and results oriented.
- Develop individual, group or system level interventions, which improve or resolve the identified problems or concerns including academic, social/emotional/behavioral, and mental health needs as they relate to educational progress.
- Provide support, instructions, technical assistance, and ongoing monitoring of progress toward measurable, identified goals for students at individual, group, or systems level.
- Participate in staff development through membership in professional organizations, educating school personnel, consulting, and research.
- Involvement in data analysis and evaluation, using data outcomes for implementing plans at an individual, group, or systems level.
- Engage in public awareness activities that assist parents and staff in understanding services and anticipated outcomes of these services.
- Act in concert with legal requirements and ethical codes of the profession.
- Participate in inter-disciplinary staffing to determine the eligibility, appropriate planning and re-evaluation for students who require special education programs and services.
- Participate in inter-agency/inter-disciplinary meetings that determine the eligibility and appropriate educational plans for children with disabilities.
- Reports any and all violations of rules and regulations to the Building Principal and Director of Student Services.
- Engage in professional growth including continuous inquiry, professional development practices, application and sharing of research based practices.
- Demonstrate cultural competence and behaviors consistent with the core values, visions, and mission of District 159.

Job Description

Requirements:

- Bending, carrying, climbing must be able to travel between job sites, lifting, pushing-pulling, reaching, sitting, standing, and walking. Must be able to occasionally lift, move, or push items of 50 lbs such as assisting children or moving/rearranging furniture.
- CPI Trained and Certified.

Working Conditions:

- Includes extremes of temperature and humidity.
- Hazards include stairs and communicable diseases.

*All areas of accountability considered essential functions of the job.



Job Description

Title: Special Education Paraprofessional

Minimum Qualifications:

- Valid State and NCLB approval letter from Illinois State Board of Education

Preferred Qualifications:

- Physically able to efficiently perform the essential functions of the position.
- Works well with minimal supervision and works well with others.
- Ability to function within a confidential atmosphere.
- Aptitude for completion of tasks.

Accountable to:

- Supervising teacher, Building Administrators

Primary Objective:

- Attends to the care and supervision of an assigned group of students or one individual student throughout the school day in accordance with the Individual Education Plan. Duties can vary, ranging from instructional, physical, social/emotional/behavioral or a combination the various areas.

Major Areas of Accountability:

- .Assists in the implementation of students Individual Education Plans under the direction of the special education teacher.
- Maintains data records as directed by the classroom teacher or the students' special education teacher.
- Modifies the learning environment to accommodate the unique needs of the students to whom the aide is assigned.
- Communicates to the special education teacher any changes observed in the student's behavior or response to specific stimuli or situations.
- Assist the students in health related or hygienic procedures to maintain safe and caring environment conducive to the learning needs of the students.
- Adapt classroom activities to support the successful inclusion of the student in regular school programs under the guidance of the special education teacher and general education teacher.
- Keeps in confidence all records of the school office.
- Attends building level faculty meetings as required.
- Performs duties with awareness of all district requirements and Board of Education policies.
- Performs additional duties as assigned.

Requirements:

- Bending, carrying, climbing must be able to travel between job sites, lifting, pushing-pulling, reaching, sitting, standing, and walking.
- Must be able to lift, move, or push items of 50 lbs such as assisting children or moving/rearranging furniture.
- Must be able to supervise students in all types of weather, meet multiple demands from several people, and interact with the public and other staff.
- CPI Trained and Certified.

Job Description

Working Conditions:

- Includes extremes of temperature and humidity.
- Hazards include stairs and communicable diseases.

*All areas of accountability considered essential functions of the job.

ACTION REQUESTS



MOKENA SCHOOL DISTRICT 159 **ACTION REQUEST**

Date: February 1, 2013

To: Board of Education

From: Steve Stein, Superintendent

Re: Board Policies

Attached you will find Board Policies presented as Information at the January 16, 2013 Regular meeting.

- 2:260 Powers and Duties of the board of Education
- 7:10 Equal Educational Opportunities
- 7:20 Harassment of Students Prohibited

Recommended Motion:

".....move to approve the following policies as presented: 2:260, 7:10 and 7:20."

Moved By: _____

Seconded By: _____

Board of Education

Uniform Grievance Procedure

A student, parent/guardian, employee, or community member should notify any District Complaint Manager if he or she believes that the Board of Education, its employees, or agents have violated his or her rights guaranteed by the State or federal Constitution, State or federal statute, or Board policy, or have a complaint regarding:

1. Title II of the Americans with Disabilities Act;
2. Title IX of the Education Amendments of 1972;
3. Section 504 of the Rehabilitation Act of 1973;
4. Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.;
5. Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.;
6. Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.;
7. Sexual harassment (Illinois Human Rights Act, Title VII of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972);
8. Misuse of funds received for services to improve educational opportunities for educationally disadvantaged or deprived children;
9. Curriculum, instructional materials, and/or programs;
10. Victims' Economic Security and Safety Act, 820 ILCS 180;
11. Illinois Equal Pay Act of 2003, 820 ILCS 112; or
12. Provision of services to homeless students.
13. Illinois Whistleblower Act, 740 ILCS 174/1 et seq.

The District may not intimidate, threaten, coerce or retaliate against anyone who asserts a claim of harassment or discrimination under the Americans with Disabilities Act, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, Title VI of the Civil Rights Act, Title VII of the Civil Rights Act or anyone who cooperates in an investigation regarding one of these civil rights laws. Anyone who believes that he or she has been intimidated or retaliated against should file a complaint with the District through the Uniform Grievance Procedure.

The Complaint Manager will attempt to resolve complaints without resorting to this grievance procedure and, if a complaint is filed, to address the complaint promptly and equitably. The right of a person to prompt and equitable resolution of a complaint filed hereunder shall not be impaired by the person's pursuit of other remedies. Use of this grievance procedure is not a prerequisite to the pursuit of other remedies and use of this grievance procedure does not extend any filing deadline related to the pursuit of other remedies. All deadlines may be extended by the Complaint Manager as he or she deems appropriate. As used in this policy, "school business days" means days on which the District's main office is open.

1. Filing a Complaint

A person (hereinafter Complainant) who wishes to avail him or herself of this grievance procedure may do so by filing a complaint with any District Complaint Manager. The Complainant shall not be required to file a complaint with a particular Complaint Manager and may request a Complaint Manager of the same gender. The Complaint Manager may request the Complainant to provide a written statement regarding the nature of the complaint

or require a meeting with a student's parent(s)/guardian(s). The Complaint Manager shall assist the Complainant as needed.

2. Investigation

The Complaint Manager will investigate the complaint or appoint a qualified person to undertake the investigation on his or her behalf. If the Complainant is a student, the Complaint Manager will notify his or her parent(s)/guardian(s) that they may attend any investigatory meetings in which their child is involved. The complaint and identity of the Complainant will not be disclosed except: (1) as required by law, this policy, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the Complainant.

The identity of any student witnesses will not be disclosed except: (1) as required by law or any collective bargaining agreement, or (2) as necessary to fully investigate the complaint, or (3) as authorized by the parent/guardian of the student witness, or by the student if the student is 18 years of age or older.

Within 30 school business days of the date the complaint was filed, the Complaint Manager shall file a written report of his or her findings with the Superintendent. The Complaint Manager may request an extension of time. If a complaint of sexual harassment contains allegations involving the Superintendent, the written report shall be filed with the Board of Education, which will make a decision in accordance with Section 3 of this policy. The Superintendent will keep the Board informed of all complaints.

3. Decision and Appeal

Within 5 school business days after receiving the Complaint Manager's report, the Superintendent shall mail his or her written decision to the Complainant by U.S. mail, first class, as well as the Complaint Manager.

Within 10 school business days after receiving the Superintendent's decision, the Complainant may appeal the decision to the Board of Education by making a written request to the Complaint Manager. The Complaint Manager shall promptly forward all materials relative to the complaint and appeal to the Board of Education. Within 30 school business days, the Board of Education shall affirm, reverse, or amend the Superintendent's decision or direct the Superintendent to gather additional information. Within 5 school business days of the Board's decision, the Superintendent shall inform the Complainant of the Board's action.

This grievance procedure shall not be construed to create an independent right to a Board of Education hearing. The failure to strictly follow the timelines in this grievance procedure shall not prejudice any party.

Professional Personnel – Grievance Procedure

Please refer to the current Mokena Public Schools Professional Negotiations Agreement Between Mokena Teachers' Association, IEA/NEA and Board of Education Mokena Public School District 159.

Appointing Complaint Managers

The Superintendent shall appoint at least 2 Complaint Managers, one of each gender. The District's Nondiscrimination Coordinator, if any, may be appointed a Complaint Manager. The Superintendent shall insert into this policy the names, addresses, and telephone numbers of current Complaint Managers.

Complaint Managers:Charles VittonNameMokena Public School District 159Address11244 Willowcrest LaneMokena, IL 60448708.342.4900TelephoneEileen ParenteNameMokena Public School District 159Address11244 Willowcrest LaneMokena, IL 60448708.342.4900Telephone**LEGAL REF.:**Age Discrimination in Employment Act, 29 U.S.C. §621 et seq.Americans With Disabilities Act, 42 U.S.C. §12101 et seq.

Equal Pay Act, 29 U.S.C. §206(d).

Immigration Reform and Control Act, 8 U.S.C. §1324a et seq.Individuals With Disabilities Education Act, 20 U.S.C. §1400 et seq.McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.Title VI of the Civil Rights Act, 42 U.S.C. §2000d et seq.Equal Employment Opportunities Act (Title VII of the Civil Rights Act), 42 U.S.C. §2000e et seq.Title IX of the Education Amendments, 20 U.S.C. §1681 et seq.

Equal Pay Act of 2003, 820 ILCS 112.

Victims' Economic Security and Safety Act, 820 ILCS 180, 56 Ill.Admin.Code Part 280.

775 ILCS 5/1-101.

105 ILCS 5/2-3.8, 5/3-10, 5/10-20.7a, 5/10-22.5, 5/22-19, 5/24-4, 5/27.1, and 45/1-15.

23 Ill.Admin.Code §§1.240 and 200-40.

CROSS REF.:

5:10 (Equal Employment Opportunity and Minority Recruitment), 5:20 (Sexual Harassment), 6:140 (Education of Homeless Children), 6:260 (Complaints About Curriculum, Instructional Materials, and Programs), 7:10 (Equal Educational Opportunities), 7:20 (Harassment of Students Prohibited), 8:70 (Accommodating Individuals with Disabilities)

ADOPTED:

September 12, 2007

REVISED:

November 10, 2009

REVISED:

September, 2011; February 6, 2013

Students

Equal Educational Opportunities

Equal educational and extracurricular opportunities shall be available for all students without regard to race, color, nationality, sex, religion, sexual orientation, ancestry, age, physical and mental handicap or disability, gender identity, status as homeless, order of protection status, actual or potential marital or parental status, including pregnancy. Further, the District will not knowingly enter into agreements with any entity or any individual that discriminates against students on the basis of sex or any other protected status, except that the District remains viewpoint neutral when granting access to school facilities under Board policy 8:20, *Community Use of School Facilities*. Any student may file a discrimination grievance by using the Uniform Grievance Procedure.

The District may not intimidate, threaten, coerce or retaliate against anyone who asserts a claim of harassment or discrimination under the Americans with Disabilities Act, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, Title VI of the Civil Rights Act, Title VII of the Civil Rights Act or anyone who cooperates in an investigation regarding one of these civil rights laws. Anyone who believes that he or she has been intimidated or retaliated against should file a complaint with the District through the Uniform Grievance Procedure.

Sex Equity

No student shall, based on sex, sexual orientation, or gender identity be denied equal access to programs, activities, services, or benefits or be limited in the exercise of any right, privilege, advantage, or denied equal access to educational and extracurricular programs and activities.

Any student may file a sex equity complaint by using the Uniform Grievance Procedure. A student may appeal the Board of Education's resolution of the complaint to the Regional Superintendent of Schools (pursuant to 105 ILCS 5/3-10 of The School Code) and, thereafter, to the State Superintendent of Education (pursuant to 105 ILCS 5/2-3.8 of The School Code).

Administrative Implementation

The Superintendent shall appoint a Nondiscrimination Coordinator. The Superintendent and Building Principal shall use reasonable measures to inform staff members and students of this policy and grievance procedure.

LEGAL REF.: McKinney Homeless Assistance Act, 42 U.S.C. §11431 et seq.
Title IX, 20 U.S.C. §1681 et seq.; 34 C.F.R. Part 106.
Rehabilitation Act of 1973, 29 U.S.C. §791 et seq.
Religious Freedom Restoration Act, 775 ILCS 35/5.
Ill. Constitution, Art. I, §18.
Good News Club v. Milford Central School, 121 S.Ct. 2093 (2001).
105 ILCS 5/10-21.3, 5/10-22.5, 5/22-19, and 5/27-1.
23 Ill.Admin.Code §§1.240, 200.40, and 200.50.

CROSS REF.: 2:260 (Uniform Grievance Procedure), 6:220 (Instructional Materials Selection and Adoption), 7:20 (Harassment of Students Prohibited), 7:130 (Student Rights and Responsibilities), 8:20 (Community Use of School Facilities)

ADOPTED: September 12, 2007

REVISED: February 10, 2010; February 6, 2013

Students

Harassment of Students Prohibited

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

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

Sexual Harassment Prohibited

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

1. Denies or limits the provision of educational aid, benefits, services, or treatment; or that makes such conduct a condition of a student's academic status; or
2. Has the purpose or effect of:
 - a. Substantially interfering with a student's educational environment;
 - b. Creating an intimidating, hostile, or offensive educational environment;
 - c. Depriving a student of educational aid, benefits, services, or treatment; or
 - d. Making submission to or rejection of such conduct the basis for academic decisions affecting a student.

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

The District may not intimidate, threaten, coerce or retaliate against anyone who asserts a claim of harassment or discrimination under the Americans with Disabilities Act, Title IX of the Education Amendments Act of 1972, Section 504 of the Rehabilitation Act, the Individuals with Disabilities Education Act, Title VI of the Civil Rights Act, Title VII of the Civil Rights Act or anyone who cooperates in an investigation regarding one of these civil rights laws. Anyone who believes that he or she has been intimidated or retaliated against should file a complaint with the District through the Uniform Grievance Procedure.

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

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

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

Nondiscrimination Coordinator:

Steve Stein

Name

11244 Willowcrest Lane

Mokena, IL 60448

Address

708.342.4900

Telephone

Complaint Managers:

Dr. Charles Vitton

Name

Mokena Public School District 159

Address

11244 Willowcrest Lane

Mokena, IL 60448

708.342.4900

Telephone

Eileen Parente

Name

Mokena Public School District 159

Address

11244 Willowcrest Lane

Mokena, IL 60448

708.342.4900

Telephone

The Superintendent shall use reasonable measures to inform staff members and students that the District will not tolerate sexual harassment, such as by including this policy in the appropriate handbooks.

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

Harassment of Students

Please refer to the current Mokena Public Schools Professional Negotiations Agreement Between Mokena Teachers' Association, IEA/NEA and Board of Education Mokena Public School District 159.

LEGAL REF.: Title IX of the Educational Amendments, 20 U.S.C. §1681 et seq.
34 C.F.R. Part 106.
105 ILCS 5/10-22.5 and 5/27-1.
23 Ill.Admin.Code §200.10 et seq.
Davis v. Monroe County Board of Education, 119 S.Ct. 1661 (1999).
Franklin v. Gwinnett Co. Public Schools, 112 S.Ct. 1028 (1992).
Gebser v. Lago Vista Independent School District, 118 S.Ct. 1989 (1998).
West v. Derby Unified School District No. 260, 206 F.3d 1358 (10th Cir., 2000).

CROSS REF.: 2:260 (Uniform Grievance Procedure), 5:20 (Sexual Harassment), 7:10 (Equal Educational Opportunities)

ADOPTED: September 12, 2007

REVISED: November 10, 2009; February 10, 2010; February 6, 2013



MOKENA SCHOOL DISTRICT 159 **ACTION REQUEST**

To: Board of Education

From: Steve Stein, Superintendent

Date: February, 2013

Re: 2013-2014 School Calendar

Last month we shared with you the tentative draft of the 2013-2014 school calendar. We also shared a copy of the calendar with the MTA leadership.

Recommended Motion:

"Move to approve the 2013-2014 School Calendar as presented."

Moved By: _____

Seconded By: _____

2013-2014 Proposed Public School Calendar for Mokena SD 159, Draft, as of 1/8/2013

Codes: X = attendance day; XH1, XHPT, XID, XDS, XHS, XHSW, XH1H, XHPH, XHSH = half attendance day; XH = holiday attendance waiver; FPT, FPTH, WFPT = full day parent teacher conference; FI, WFI, FIH = teacher inservice; PI, TI, TIH = parent/teacher institute; ED = emergency day; XED = proposed emergency day; HOL = holiday; NIA = not in attendance

Total Days of Attendance: 179 Regular Day: 9:00AM - 3:00PM Instruct. Day Lgth: 5 Hrs. 15 Mins.

July 2013							August 2013							September 2013						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
24	25	26	27	28	29	30	29	30	31	1	2	3	4	26	27	28	29	30	31	1
1	2	3	HOL	5	6	7	5	6	7	8	9	10	11	2	3	4	5	6	7	8
8	9	10	11	12	13	14	12	13	14	15	16	17	18	9	10	XHS	12	13	14	15
15	16	17	18	19	20	21	19	20	21	22	23	24	25	16	17	18	19	20	21	22
22	23	24	25	26	27	28	26	27	28	29	30	31	1	23	24	25	26	27	28	29
29	30	31	1	2	3	4	2	3	4	5	6	7	8	30	1	2	3	4	5	6

July Atnd: 0 Accum: 0

Aug Atnd: 8 Accum: 8

Sept Atnd: 20 Accum: 28

October 2013							November 2013							December 2013						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	1	2	3	4	5	6	28	29	30	31	1	2	3	25	26	27	28	29	30	1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	XHS	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31	1	2	3	25	26	27	28	29	30	1	23	24	25	26	27	28	29
4	5	6	7	8	9	10	2	3	4	5	6	7	8	30	31	1	2	3	4	5

Oct Atnd: 22

Accum: 50

Nov Atnd: 15

Accum: 65

Dec Atnd: 15

Accum: 80

January 2014							February 2014							March 2014						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
30	31	HOL	2	NIA	4	5	27	28	29	30	31	1	2	24	25	26	27	28	1	2
6	7	8	9	10	11	12	3	4	5	6	7	8	9	3	4	5	6	7	8	9
13	14	15	16	17	18	19	10	11	12	13	14	15	16	10	11	12	13	14	15	16
20	21	22	23	24	25	26	17	18	19	20	21	22	23	17	18	19	20	21	22	23
27	28	29	30	31	1	2	24	25	26	27	28	1	2	24	25	26	27	28	29	30
3	4	5	6	7	8	9	3	4	5	6	7	8	9	31	1	2	3	4	5	6

Jan Atnd: 19

Accum: 99

Feb Atnd: 18

Accum: 117

Mar Atnd: 21

Accum: 138

April 2014							May 2014							June 2014						
Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Sun
31	1	2	3	4	5	6	28	29	30	1	2	3	4	26	27	28	29	30	31	1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30	1	2	3	4	26	27	28	29	30	31	1	23	24	25	26	27	28	29
5	6	7	8	9	10	11	2	3	4	5	6	7	8	30	1	2	3	4	5	6

Apr Atnd: 16

Accum: 154

May Atnd: 20

Accum: 174

June Atnd: 5

Accum: 179

DRAFT

2013-2014 Mokena SD 159 as of 1/8/2013**Calendar Legend - Totals for the Year**

Calendar Code	Code Description	No. of Days	Totals
X	Pupil Attendance Day	168	
XHS	Half-Day School Improvement Program	6	
XED	Emergency Day-Proposed	5	
			Total Attendance Days: 179
FPT	Full-Day Parent/Teacher Conference	2	
TI	Teacher Institute/Workshop	4	
			Total Calendar Days: 185
HOL	Holiday	9	
NIA	Not in Attendance	17	

DRAFT**PT /In-Service/School Improv./Act of God/Interrupted Days/Delayed Start-Explanations**

School Begin Date: 08/19/2013 School End Date: 06/06/2014

Regular Day: 9:00AM - 3:00PM Instruct. Day Lgth: 5 Hrs. 15 Mins.

Cal. Date	Cal. Code	Code Descr.	Student Attend.	Activity Time	Brief Explanation for Activity or School Closing
09/11/2013	XHS	Half-Day School Improvement Program	9:00AM 12:00PM	12:30PM 3:55PM	Professional Development
10/09/2013	XHS	Half-Day School Improvement Program	9:00AM 12:00PM	12:30PM 3:00PM	Professional Development
11/25/2013	FPT	Full-Day Parent/Teacher Conference		12:00PM 8:00PM	Parent-Teacher Conference after first quarter. 8 hour day conducted from noon until 8:00 p.m.
12/11/2013	XHS	Half-Day School Improvement Program	9:00AM 12:00PM	12:30PM 3:55PM	Professional Development
02/12/2014	XHS	Half-Day School Improvement Program	9:00AM 3:00PM	12:30PM 5:55PM	Professional Development
02/14/2014	FPT	Full-Day Parent/Teacher Conference		8:00AM 3:00PM	Spring Parent-Teacher Conferences
03/17/2014	XHS	Half-Day School Improvement Program	9:00AM 12:00PM	12:30PM 3:55PM	Professional Development
04/09/2014	XHS	Half-Day School Improvement Program	9:00AM 12:00PM	12:30PM 3:55PM	Professional Development



Mokena School District 159

Action Request

Date: February 1, 2013

To: Board of Education
Steve Stein, Superintendent

From: John Troy, Assistant Superintendent of Business

Re: **Resolution Adopting an Amendment to the Mokena School District 159
403(b) Retirement Plan**

As presented at the February 6, 2013 Board meeting, we were working with our 403(b) administrator on an amendment to the plan in regards to permitting loans under *Article 6*. Attached is the Resolution Adopting the Amendment to the Mokena School District – 403(b) Retirement Plan. If this is acceptable the appropriate motion is as follows:

Recommended Motion:

.....adopt the Amendment to the Mokena School District 159 403(b) Retirement Plan as presented”.

Mokena School District 159 Board of Education

Certificate of Adoption

The undersigned hereby certifies that he/she is Secretary of the Board of Education of the Mokena School District 159 (the "District"), a governmental entity organized and existing under the laws of the State/Commonwealth of Illinois, and that the following resolution was duly adopted by the Mokena School District 159 Board of Education (the "Board") and was enacted pursuant to the authority granted to the Board and recorded in its minutes at a meeting of said Board at which a quorum was present on the _____ day of _____, 20____, and that the same has not been amended or rescinded and is in full force and effect:

**Resolution Adopting Amendment to
Mokena School District 159 403(b) Retirement Plan**

WHEREAS, the District currently offers the Mokena School District 159 403(b) Retirement Plan (the "Plan") to give its employees the opportunity to save additional funds for retirement; and

WHEREAS, the District desires to amend the Plan, effective as of the date of adoption; and

WHEREAS, there has been presented to the meeting a copy of the proposed amendment to the Plan; and

WHEREAS, after full discussion, the adoption and execution of the amendment to the Plan appear to be in the best interest of the District and its employees;

NOW, THEREFORE, it is hereby:

RESOLVED, that the Plan be amended substantially in the form presented below and that such amendment to the Plan is hereby adopted and approved by the Board, effective as of the date of adoption:

ARTICLE 6, "Loans", shall be restated in its entirety as follows:

ARTICLE 6

Loans

6.1 **Loans.** Loans shall be permitted under the Plan to the extent permitted by the Individual Agreement(s) controlling the Account assets from which the loan is made and by which the loan will be secured.

6.2 **Terms of Loans.**

- (a) If loans are permitted by this Article 6 of the Plan, and to the extent permitted by the Individual Agreement(s) controlling the Account assets from which the loan is made, the Vendor shall determine the terms of the loan, such as the repayment period of the loan, the security for the loan, the amount and method of repayment and the rate of interest to be paid on such loan. The Vendor shall set forth in writing the rules and regulations with respect to loans which are to provide, at a minimum, the following: (i) the identity of the person or position authorized to administer the loan program; (ii) the procedure for applying for loans; (iii) the basis on which loans will be approved or denied; (iv) limitations (if any) on the types and amount of loans offered; (v) the procedure for determining a reasonable rate of interest; (vi) the types of collateral which may secure a loan; (vii) available methods by which the loan can be repaid; and (viii) the events constituting default and the steps that will be taken to preserve Plan assets in the event of a default.
- (b) If loans are permitted by this Article 6 of the Plan, the Administrator shall determine the process for pre-authorization of the loan, such as confirmation that the loan is permitted under the terms of the Plan and the loan satisfies the limitations on the maximum loan amount available under Article 6 of the Plan. The Administrator shall set forth in writing the rules and regulations with respect to the pre-authorization of loans which are to provide, at a minimum, the following: (i) the identity of the person or position authorized to pre-authorize loans under the Plan; (ii) the procedure for applying for the pre-authorization of loans; (iii) the basis on which the pre-authorization of loans will be approved or denied; and (iv) the limitations on the maximum loan amount available under the Plan.
- (c) If loans are permitted by this Article 6 of the Plan, and to the extent permitted by the Individual Agreement(s) controlling the Account assets from which the loan is made, loans will be made only in the event that the loans: (i) are evidenced by an enforceable agreement; (ii) bear a reasonable rate of interest; (iii) are adequately secured; (iv) are amortized evenly and at least quarterly, and (v) (except in the case of a loan used to acquire a principal residence) are repayable within 5 years;

Rules and procedures promulgated and provided by the Vendor and/or contained in the Individual Agreement(s) and rules and procedures for pre-authorization of loans promulgated and provided by the Administrator shall be deemed a part of the Plan for purposes of Code section 403(b) and

its regulations and shall be deemed to comply in every way with Code section 72(p) and its related regulations.

6.3 **Information Coordination Concerning Loans.** Each Vendor is responsible for all information reporting and tax withholding required by applicable federal and state law in connection with distributions and loans. To minimize the instances in which Participants have taxable income as a result of loans from the Plan, the Administrator shall take such steps as may be appropriate to coordinate the limitations on loans set forth in Section 6.4 of the Plan, including the collection of information from Vendor(s), and transmission of information requested by any Vendor, concerning the outstanding balance of any loans made to a Participant under the Plan or any other plan of the Employer. The Administrator shall also take such steps as may be appropriate to collect information from Vendor(s), and transmission of information to any Vendor, concerning any failure by a Participant to repay timely any loans made to a Participant under the Plan or any other plan of the Employer.

6.4 **Maximum Loan Amount.** No loan to a Participant under the Plan may exceed the lesser of:

- (a) \$50,000, reduced by the greater of (i) the outstanding balance on any loan from the Plan to the Participant on the date the loan is made or (ii) the highest outstanding balance on loans from the Plan to the Participant during the one-year period ending on the day before the date the loan is pre-authorized by the Administrator (not taking into account any payments made during such one-year period); or
- (b) one-half of the value of the Participant's Vested Account Balance (as of the Valuation Date immediately preceding the date on which such loan is pre-authorized by the Administrator).

For purposes of this Section 6.4, any loan from any other plan maintained by the Employer and any Related Employer shall be treated as if it were a loan made from the Plan, and the Participant's vested interest under any such other plan shall be considered a Vested interest under this Plan; provided, however, that the provisions of this paragraph shall not be applied so as to allow the amount of a loan to exceed the amount that would otherwise be permitted in the absence of this paragraph.

6.5 **Loan Repayments by Payroll Reduction.** To the extent permitted by the Administrator and to the extent permitted by the Individual Agreement(s) controlling the Account assets from which the loan is made and/or the Vendor(s) of such Individual Agreement(s), loan repayments may be made by payroll reduction subject to an authorization by the Participant to have such loan

repayment amounts deducted from the Participant's Compensation on an after-tax basis and remitted by the Administrator to the applicable Funding Vehicle.

6.6 **New Loan Restriction in Event of Outstanding Defaulted Prior Loan.**

Notwithstanding any other provision of the Plan or the Individual Agreement(s), no loan may be made to a Participant under the Plan if the Participant has an outstanding balance due on a defaulted prior loan made under the Plan or any other plan maintained by the Employer or any Related Employer, as described in Section 6.4 of the Plan, at the time of the Participant's request for the new loan. However, the new loan may be made to the Participant if the Participant is repaying the defaulted prior loan by making loan repayments by payroll reduction at the time of the Participant's request for the new loan, subject to the provisions of Section 6.5 of the Plan and as permitted by the Administrator and the applicable Individual Agreement for loans made under the Plan and as permitted under and subject to the provisions of such other plan for loans made under any other plan.

6.7 **Loan Repayments for Participants in Military Service.** Notwithstanding any other provision of the Plan or the Individual Agreement(s), loan repayments by a Participant whose employment is interrupted by qualified military service under Code section 414(u) or who is on a leave of absence for qualified military service under Code section 414(u) may be suspended as permitted under Code section 414(u)(4) and the terms of any loan shall be modified to conform to the requirements set forth in USERRA and its regulations.

and

RESOLVED FURTHER, that a copy of the above-stated amendment to the Plan be made a part of the minutes of this meeting; and

FINALLY RESOLVED, that the Benefits Plan Committee (or its designee) is authorized and directed to execute and implement the amendment to the Plan substantially in the form presented to the meeting.

IN WITNESS WHEREOF, the undersigned has hereunto set his/her hand and the seal of the Board this _____ day of _____, 20____.

Signature of Secretary
Mokena School District 159 Board of Education

Print Name of Secretary

PERSONNEL ACTION REQUEST

Mokena School District 159

REGULAR MEETING

Personnel Recommendations – February 20, 2013

NAME	POSITION	BUILDING	EFFECTIVE DATE	EMPLOYMENT DETAIL
1. Certified– New Hire				
Crystal Vargas	Extended-Sub PE Teacher	MJH	2/11/2013 thru FY 2013	\$155.02/day
Jocelyn Pascale	Extended –Sub Social Worker	MJH	Approx. 2/25/2013 Thru 4/22/2013	\$155.02/day
2. Classified – New Hire				
Sheryl Muth	Bus Driver	DO	2/14/2013	\$13.89/hr 4.25hrs/day 174 days/yr
3. Classified - Resignation				
Dawn Nelligan	Kitchen Server	DO	2/8/2013	
Rachel Aguirre	Bus Driver	DO	2/14/2013	

Recommended Motion:

"Move to approve personnel recommendations 1 through 3 as presented, subject to successful background check, drug screening (if applicable) and physical."



MOKENA JUNIOR HIGH SCHOOL DISTRICT 159

19815 Kirkstone Way • Mokena, IL 60448-1334 • (708) 342-4870 • www.mokena159.org

ACTION REQUEST

To: Mr. Steve Stein, Board of Education
From: Mr. Rolinitis
CC: Mrs. Knoerzer, Mrs. Hanson
Date: February 4, 2013
RE: Recommendation for Physical Education

I would like to recommend Miss Crystal Vargos for the position of Mokena Junior High School Physical Education Teacher for the remainder of the 2012-2013 school-year.

This position became open when the previous Physical Education teacher, Mrs. VanDeWoestyne, was placed on Medical Leave of Absence earlier this year, has since taken a leave for the remainder of the school-year.

Miss Vargos is a graduate from Illinois State University in their Health PE and Recreation program.

Miss Vargos will begin this position February 11th at extended sub hourly rate of \$155.02/hour.

Crystal Vargas

7830 West 161st St. Tinley Park, IL, 60477, (708) 990-6520, cmvargos@gmail.com

Education and Certification

Illinois State University: Normal, IL

B.S. Degree: December 2012

Major: Physical Education K-12

Minor: Health Education 9-12

Endorsements: Health Education 6-8 and Social Sciences

Certified in the American Sport Education Program

Academic Accomplishments

- ♦ Dean's list: 2011-2012
- ♦ Chosen as one of three representatives of Illinois State University for the Accreditation of Teacher Education Process: May 2012
- ♦ Independent research study presentation: Illinois State University Undergraduate Symposium: April 2012
- ♦ Independent research study presentation: I.A.H.P.E.R.D Convention: November 2011
- ♦ Study abroad trip to Opole University of Technology in Opole, Poland: Summer 2011
- ♦ International independent research study presentation: Movement is Medicine conference in Opole, Poland: May 2011
- ♦ Independent research study: *Youth Sports and Burnouts*: Spring 2011

Professional Development Experience

- ♦ Student Teacher at Paul Revere Primary School: October-December 2012
- ♦ Student Teacher at Nathan Hale Middle School: August-October 2012
- ♦ Member of the Illinois Association for Health, Physical Education, Recreation and Dance: October 2010-present
- ♦ Member of Alpha Sigma Pi: National Society of Leadership and Success: January 2011-present
- ♦ Member of the Illinois State University Physical Education Teacher Education Club: August 2009-May 2012

Extra-curricular Activities

- ♦ Volunteer for the Paul Revere Primary School Girls on the Run 5k: November 2012
- ♦ Volunteer volleyball assistant at Bremen High School: September-October 2012
- ♦ Volunteer volleyball assistant at Kingsley Junior High School: November 2011
- ♦ Volunteer assistant for Heritage Manor Enterprises Nursing Home: August-December 2011
- ♦ Volunteer Track assistant at Kingsley Junior High School: March-May 2009-2012
- ♦ Varsity and junior varsity volleyball coach at Andrew High School: June-July 2008

Crystal Vargos

7830 West 161st St. Tinley Park, IL, 60477 (708) 990-6520, cmvargos@gmail.com

References

Sherri Sera

Student teaching cooperative teacher
(708)-489-3533 ex. 8328

Michael Bednarz

Student teaching cooperative teacher
(708)-385-6690 ex. 8144

Deborah Garrahy

Illinois State University professor and mentor
(309) 438-5187

il



MOKENA JUNIOR HIGH SCHOOL DISTRICT 159

19815 Kirkstone Way • Mokena, IL 60448-1334 • (708) 342-4870 • www.mokena159.org

ACTION REQUEST

To: Mr. Steve Stein, Board of Education
From: Mr. Rolinitis
CC: Mrs. Knoerzer, Mrs. Hanson
Date: February 14, 2013
RE: Recommendation for long term substitute for Social Worker

I would like to recommend Mrs. Jocelyn Pascale for the long term substitute position at Mokena Junior High School for our School Social Worker during Mrs. Boldman's upcoming six week maternity leave.

Mrs. Pascale is a graduate from Jane Addams College of Social Work, University of Illinois at Chicago where she earned both her bachelor's and master's degrees in Social Work. She has successfully worked as a social worker in two previous school districts.

Mrs. Pascale will begin this position on no later than March 1st. Mrs. Pascale may begin earlier if Mrs. Boldman delivers early. Mrs. Pascale will be paid a per diem rate determined by the collective bargaining agreement.

JOCELYN E. PASCALE
8320 W. Chestnut Court Frankfort, Illinois 60423
(708) 250-3498
Jocelynpascale@gmail.com

Objective Part-time School Social Work Position

Education **Master of Social Work**, Concentration in School Social Work
May 2006

Jane Addams College of Social Work, University of Illinois at Chicago

Bachelor of Social Work

2005

May

Jane Addams College of Social Work, University of Illinois at Chicago

Relevant **District 2, Herscher Community Unit School District, Herscher, IL**
August 2007- August 2012

Experience **School Social Worker**

- Interacts with students in all areas of special education K-12
- Conducts all mandated services (SDS, IEPs, FAS, BIPs)
- Provides crisis intervention
- Facilitates students' academic success and emotional and psychological support through individual and group counseling
- Collaboration with communities agencies
- Provided consultation and in-service to staff regarding social/ emotional needs of students
- Consults with families regarding parenting, education and discipline issues
- Member of Students Empowered for Life (SeL) aligned to state SeL

August 2006-June 2007 **District 122, Spencer Pointe/ Spencer Crossing Elementary Schools, New Lenox, IL**

School Social Worker

- Provided individual and group counseling for regular and special education students
- Developed, implemented, evaluated and modified IEP's for students
- Facilitated classroom social skill groups
- Identified and linked students and their families to community resources
- Assessed and provided crisis intervention services
- Completed Social Developmental Studies and re-evaluations as mandated by Illinois law
- Participated in collaboration meetings (domain, IEP's, behavioral plans)
- Conducted classroom prevention lessons (friendship and bully prevention)
- Implemented and conducted Red Ribbon Week activities and Bully Prevention Week activities
- Coordinated and administered Terra Nova and ISAT

August 2005- June 2006 **District 59, Friendship Junior High School, Des Plaines, IL**

School Social Work Intern

- Counseled and developed behavior management programs for regular and special education students
- Facilitated therapeutic support groups and social skill development groups
- Completed Social Developmental Studies and re-evaluations as mandated by Illinois law

- Consultation to teachers and support staff on a weekly basis
- Co-facilitated two cross-categorical classroom groups for social skills
- Developed and implemented IEP
- Participated in all team meetings/IEP and staffing
- Provided individual counseling with students, parent consultation and collaboration with community agencies

Youth Services of Glenview/Northbrook, Glenview, IL

August 2004-July 2005

Social Work Intern

- Co-facilitated children and adolescent support groups
- Provided Individual and group recreational therapy
- Implemented projects to enhance the social skills and personal growth in the Study buddies after school program
- Assisted in organizing and implementing services for the holiday gift program
- Conducted home visits
- Mentored individual clients with social and emotional concerns
- Monitored supervised visitations for children
- Presentations to community agencies

Chicago Christian Industrial League, Chicago, IL

January 2004-April 2004 *Pre-Professional Internship*

- Supervised and interacted with children in the nursery program of a shelter.
- Collaborated with multidisciplinary team to assess and provide services to children and families.

Anita M. Stone Jewish Community Center, Flossmoor, IL

June 2003 August 2003

Camp Counselor

- Supervised recreational programs and facilitated group activities for children and adolescents

Youth Service Project, Humbolt Park, Chicago, IL

September 2002-December 2002

Intern

- Internship working with an at risk population involved with substance abuse
- Led and co-led adolescent group sessions

Certification

January 2006

Type 73 Certification

Peer Mediation Facilitator

November 2005

Crisis Prevention Institution Training (CPI Certification)

August 2006

Rainbows Facilitator Training and Certification

October 2005



Mokena School District 159 ACTION REPORT

Date: February 20, 2013

To: Board of Education
Steve Stein, Superintendent

From: Ann Lewandowski

Re: Personnel Change
Food Server – Dawn Nelligan

Effective, February 8, 2013, Mrs. Nelligan resigned from her position as food server for a full time job outside the district. She is a valued employee even though she hadn't work here very long. She will be missed by many. We wish her well.



Mokena School District 159

Action Request

Date: February 12, 2013

To: Board of Education

From: John Troy, Director of Business Operations

RE: Fees- Registration

Registration: Our registration fees are roughly \$275,000 in aggregate. A 10% reduction would cost \$27,500 and a 20% reduction would cost \$55,000. Eliminating the \$15.00 locker fee would cost approx. \$11,400 and eliminating the technology fee would cost approx. \$26,600 for 4-8th grades and 11,900 for 1-3rd grades, eliminating both locker and technology fee would cost \$49,900 (please note the January 16th Board info report only calculated eliminating the technology fee for grades 4-8, and not grades 1-3).

Recommended Motion:

"I move to set the registration fees for the 2013-2014 school year at:"

- a. The same as the current fees for 2012-2013 school year (zero cost)
- b. At 10% less than the fees for the 2012-2013 school year (\$27,500 cost)
- c. At 20% less than the fees for the 2012-2013 school year (\$55,000 cost)
- d. The same as the current fees for the 2012-2013 school year except eliminate the locker fee. (\$11,400 cost)
- e. The same as the current fees for the 2012-2013 school year except eliminate the technology fee. (\$38,500 cost)
- f. The same as the current fees for the 2012-2013 school year except eliminate both the locker fee and the technology fees (\$49,900 cost)

First: _____

Second: _____



Mokena School District 159 **Action Request**

Date: February 12, 2013
To: Board of Education
From: John Troy, Director of Business Operations
RE: Fees- Extracurricular

Extracurricular: Our extracurricular fees are roughly \$68,000 in aggregate. A 10% reduction would cost approx. \$6,800 and a 20% reduction would cost approx. \$13,600. Reducing the higher cost activities while keeping the lower cost activities the same would cost approx. \$17,000.

Recommended Motion:

"I move to set the extra-curricular fees for the 2013-2014 school year at:"

- a. The same as the current fees for 2012-2013 school year (zero cost)
- b. At 10% less than the fees for the 2012-2013 school year (\$6,800 cost)
- c. At 20% less than the fees for the 2012-2013 school year (\$13,600 cost)
- d. At the level outlined as adhoc reductions in the January 16, 2013
Board Information Report (\$17,000 cost)

e. _____

First: _____

Second: _____