



PCCS Board of Directors and Finance Committee Meeting Joint Meeting Agenda

Postponed ~~Tuesday, August 27, 2019 7:00 PM~~
Rescheduled for Tuesday, Sept. 3, 2019 PM.

Vicky Ranney Library
Upper Wright Schoolhouse
1571 Jones Point Road
Grayslake, IL 60030

Call to Order

President Ed Jamison

Pledge of Allegiance

Recognition & Appreciation: Frances Verenski

Mission Moment: First Week of School

Motion to Approve Agenda

Discussion Agenda

1. Clifton Larson Allen Financial Statement for FY19 (Presentation)

Adjourn Finance Committee

2. Review and Renewal of Policy 500.14 (Bullying)
3. Open Enrollment – Employee Elected Benefits
4. Long Term Bond Financing Update
5. Legal Bills GSL (Recharter) \$5,455.00
6. Board and Committee Updates
7. PEL Evaluation/Growth Plan
8. Administrative and Teacher Salary Reporting FY19

Public Comment

10 Minutes

Consent Agenda

9. Reports & Financial Statements
10. Open Session Minutes of Previous Board and Committee Meetings
11. Motion to Accept Reports on Consent Agenda

Closed Session:

Discussions related to 5ILCS 120/2(c)(5) -The purchase or lease of real property for the use of the public body.

12. Item B Status

Discussion related to 5ILCS 120/2(c) 21-Discussion of minutes of meetings lawfully closed under this Act, whether for purposes of approval by the body of the minutes or semi-annual review of the minutes

13. Review Closed Session Minutes from Previous Board Meetings

Discussion Related to 5ILCS 120/2(c)(1) The appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body.

14. New Staff



Discussion Related to 5ILCS 120/2(c)(11) Litigation, when an action against, affecting, or on behalf of the public body has been filed and is pending before a court or administrative tribunal, or when the public body finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the minutes of the closed meeting.

- 15. Legal Bills
- 16. Pending Litigation Update

Public Comment

10 Minutes

Action Agenda

- 1A – Approval of FY 19 Financial Statements
- 2A – Approval to Renew Policy 500.14
- 3A – Authorize ED to execute renewal of EE Benefits Package with One Digital
- 5A – Approve Legal Bills for \$ 5,455.00
- 7A – Approve the PEL Evaluation/Growth Plan
- 8A – Administrative and Teacher Salary Reporting FY19
- 13A – Approve Closed Session Meeting Minutes for Previous Board Meetings
- 14A – Approve New Staff

New Business:

Adjourn

A copy of the board documents for this meeting is available for viewing on the school web site.

Thank you for attending the meeting of the PCCS Board of Education. As a reminder, individual Board members do not respond to public comment.

For questions or comments, please e-mail the Board at board@pccharterschool.org.

The PCCS Board of Directors:

Nell Anen(VP)

Dan Fedor

Nick Kotzamanis

Sue Ross

Marcelo Chiodi

Ed Jamison (Pres)

Devon Mann

Stacy White (Treas)

Abe Janis (Sec)

Jim Mertz

Discussion Agenda

Oct.
31

Deadline to submit annual budget to ISBE (<https://www.isbe.net/Pages/School-Finance.aspx>)

Nov.
15

Deadline to submit Annual Financial Report to ISBE (<https://www.isbe.net/Pages/School-Finance.aspx>)

SCHOOL HEALTH & WELLNESS

BULLYING PREVENTION POLICIES DUE BY SEPT. 30

Illinois School Code (105 ILCS 5/27-23.7) requires that all public schools, nonsectarian nonpublic schools, and charter schools create and implement policies concerning bullying prevention. The statute has evolved since 2007 and grown to encompass broader engagement of the community and a holistic focus on preventing bullying. The statute concerning bullying prevention thoroughly defines what bullying is and what areas need to be addressed in policies.

Policies **must be filed with ISBE by Sept. 30, 2019**. These policies must also be reviewed and re-evaluated every two years and be updated to reflect any necessary and appropriate revisions.

Acceptable documentation to satisfy the re-evaluated policy submission include one of the following, as applicable:

1. An updated version of the policy with the amendment/modification date included in the reference portion of the policy;
2. If no revisions are deemed necessary, a copy of board minutes clearly indicating that the policy was re-evaluated and no changes were deemed to be necessary or a signed statement from the board president indicating that the policy was re-evaluated and no changes were deemed to be necessary.

Initial policies in conformance with the aforementioned must be sent via email to bullyingpolicy@isbe.net (mailto:Bullyingpolicy@isbe.net) no later than **Sept. 30, 2019**.

Please visit ISBE's [Bullying Prevention Resources \(/Pages/Bullying-Prevention.aspx\)](/Pages/Bullying-Prevention.aspx) site for additional details and requirements for the policies. You will also find information there to stay updated with the most current changes to the statute regarding bullying prevention. Questions or concerns may be directed to bullyingpolicy@isbe.net (mailto:bullyingpolicy@isbe.net).

REMINDER: UPCOMING WEBINARS FOR SCHOOL NURSES AND STAFF

[Illinois Department of Public Health Back to School Webinar – Aug. 21](https://register.gotowebinar.com/register/8292414842839009795) 📍 (<https://register.gotowebinar.com/register/8292414842839009795>)

School staff who have responsibility for assuring that students meet the health requirements for school attendance may listen to this webinar offered by staff from the Illinois Department of Public Health from **1:30-2:30 p.m. on Aug. 21**. Topics to be discussed include the schedule of required immunizations, including medical or religious waivers; the requirements of the child health examination (physical exam), including what constitutes a fully compliant exam; screenings for vision and hearing by qualified screeners; lead screening; screening for communicable diseases, including the conditions under which a child may be lawfully excluded from school attendance; and new laws or regulations related to student or staff health over which IDPH has jurisdiction.

[ISBE Back to School Webinar for School Nurses – Aug. 23](https://register.gotowebinar.com/register/4862806078855813635) 📍 (<https://register.gotowebinar.com/register/4862806078855813635>)

School staff who have responsibility for assuring that both students and staff meet health requirements may attend a training offered by staff from the ISBE Wellness Team from **1:30-2:30 p.m. on Aug. 23**. Topics to be discussed include health requirements for school attendance, the health examination and/or immunization requirement of school staff, required health data reporting, health evaluations for special education, legislative briefs, School Code and Administrative rules related to health, whole child framework, and other topics.



Board of Director's Policy Students 500 Series

Policy # 500.14

Preventing Bullying, Intimidation and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors and providing all students equal access to a safe, non-hostile learning environment are important school goals.

Bullying, including but not limited to bullying on the basis of actual or perceived race, color, national origin, military status, unfavorable discharge status from the military service, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic, is prohibited in each of the following situations:

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

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

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

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

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

bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of *bullying*.

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

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

Bullying Prevention and Response Plan

The Executive Director or designee shall develop and maintain a bullying prevention and response plan that advances the school's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the requirements listed below; each numbered requirement, 1-12, corresponds with the same number in the list of required policy components in 105 ILCS 5/27-23.7(b) 1-12.

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

Complaint Manager:

Executive Director

Prairie Crossing Charter School

1531 Jones Point Road, Grayslake, IL

See the Parent/Student Handbook for the Executive Director's email address.

"Bully Hotline" for Reporting Bullying Concerns:

847-986-3504

4. Consistent with federal and State laws and rules governing student privacy rights, the Executive Director or designee shall promptly inform the parent(s)/guardian(s) of every student involved in an alleged incident of bullying and discuss, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures.
5. The Executive Director or designee shall promptly investigate and address reports of bullying, by, among other things:
 - a. Making reasonable efforts to complete the investigation within 10 school days after the date the report of a bullying incident was received and taking into consideration additional relevant information received during the course of the investigation about the reported bullying incident.
 - b. Involving appropriate school support personnel and other staff persons with knowledge,

- experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
- c. Notifying the Dean of Faculty and Students or school administrator or designee of the reported incident of bullying as soon as possible after the report is received.
 - d. Consistent with federal and State laws and rules governing student privacy rights, providing parents/guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Dean of Faculty and Students or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

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

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

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

- 12. The school's bullying prevention plan must comply with State and Federal law and be consistent with other Board policies. This includes prompting the Board, every 2 years, to conduct a review and re-evaluation of this policy, make any necessary and appropriate revisions, and file the updated policy with the State Board of Education.

LEGAL REF.:

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

Adoption Dates:

Revised and Adopted December 2014

Renewed February 2018

Renewed August 2019

Prairie Crossing Charter School
Healthcare plan renewal overview
October 1, 2019 effective date

The contracts for the employee elected benefits renew October 1st each year. The healthcare benefits offered to our staff include Medical Insurance, Dental Insurance and a Vision Plan. During this time we are given the opportunity to re-evaluate the benefit plans offered and the plan designs by reviewing what is available in the insurance marketplace as presented to us through our insurance broker, OneDigital. I met with Craig Stubler from OneDigital in July to discuss the current trends in the healthcare market and my concerns over the rising costs for medical and dental benefits offered to our staff. He returned in August to review the quotes he was able to obtain from the various carriers offering services in the following areas:

Medical Insurance:

OneDigital provided an over-view of premiums and plans from UnitedHealthcare and Humana in comparison to the plans we currently have with BlueCross BlueShield. The quotes received from the various providers offering medical coverage ranged in premiums and networks. The UnitedHealthcare and Humana plans would result in an increase to premiums to our staff while the renewal offered from BlueCross BlueShield would result in a **DECREASE** in premiums. Insurance carriers leverage our claim history and risk pool to determine medical insurance quotes under the provisions of our plan. The size of our organization and the number of participants is a driving force in the rate structure offered to our employees. OneDigital provided their renewal quote based on these elements.

The key components to our plan offerings are participating doctors and hospitals, total out of pocket cost / deductibles and employee contributions. Feedback from staff supports that participating doctors and hospitals and employee contributions are the most important features of our medical plan in determining participation. The plans offered by UnitedHealthcare and Humana would affect the quality of care the staff has access to by changing the network of doctors and hospitals available to them and would cost the staff more money out of pocket through payroll deductions. The renewal quote received from OneDigital included the following:

- BlueCross BlueShield
 - **Increase** in premiums of 1.4% (comprehensive) - Industry average is 7.83%. Many of the plans that staff are currently enrolled in will result in no change or a reduction to their out-of-pocket costs.
 - Employee Only medical coverage: The premiums for this demographic **increased** 5.6%, however 5 / 6 of the plans would require no employee contribution for Employee Only coverage as the monthly premiums fall below the board approved amount of \$625.00 per month. One plan would require an employee contribution of \$5.25 per check as the monthly premiums are above the board approved allowance. We currently have 40 staff members enrolled in Employee Only medical coverage.

- Employee + Spouse medical coverage: The premiums for this demographic **increased** 6.6%. We currently do not have any staff members enrolled in this plan design.
 - Employee + Child(ren) medical coverage: The premium for this demographic will **decrease** 10%. We currently have 3 staff members enrolled in Employee + Child(ren) medical coverage.
 - Family medical coverage: The premium for this demographic will **decrease** 3.9%. We currently have 5 staff members enrolled in Family medical coverage.
- No change to out of pocket costs / deductibles
 - Continue to offer same network features
 - No change to Prescription Drug levels

Carrier, network and cost are important components to the staff in the medical plan offered to them. The staff is happy with BlueCross Blue Shield as their provider and the coverage levels are competitive. The reduction in premiums for most plans is a welcomed change for this benefit offering. For this reason I am recommending that we **renew the current medical plan with BlueCross Blue Shield effective October 1, 2019**. This plan provides the staff with the best access to doctors and hospitals in our area, has a range of plan offerings with varying out of pocket costs / deductibles and offers the staff plans designs with no payroll contribution for employee only coverage.

Dental Insurance:

The dental plan is currently provided by Principal and offers a level of benefit that is consistent with other plans in the marketplace. The renewal quote received from OneDigital had **NO CHANGE** to employee premiums or plan design. The dental insurance is widely accepted by providers in our area and appears to meet the needs of our staff. I am recommending that we **renew the current dental plan with Principal effective October 1, 2019** with no change to the plan design.

Vision Plan:

The vision plan is currently provided by Principal and offers employees with a payment structure for exams, frames and lenses or contacts. The renewal quote received from OneDigital provided **NO CHANGE** in employee premiums or plan design and continues to be the most lucrative option for the staff. I am recommending that we **renew the current vision plan with Principal effective October 1, 2019** with no change to the premiums or plan design.

Respectfully submitted,

Kim Disalvo

FRANCZEK

300 SOUTH WACKER DRIVE, SUITE 3400 | CHICAGO, IL 60606
T: 312.986.0300 | F: 312.986.9192 | FRANCZEK.COM

RESPICIO F. VAZQUEZ
312.786.6134
rfv@franczek.com

August 12, 2019

Geoff Deigan
Executive Director
Prairie Crossing Charter School
1531 Jones Point Road
Grayslake, IL 60030

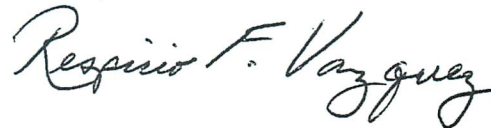
**Re: August 2019 Invoices
General School Law**

Dear Geoff:

Enclosed please find our invoices for services rendered in July, 2019 for the above-captioned matter(s).

Please do not hesitate to call me if you have questions.

Sincerely,



Respicio F. Vazquez

RFV:imp
Enclosure

FRANCZEK

300 SOUTH WACKER DRIVE, SUITE 3400 | CHICAGO, IL 60606
T: 312.986.0300 | F: 312.986.9192 | FRANCZEK.COM

FEIN 36-3924177

PERSONAL AND CONFIDENTIAL / ATTORNEY-CLIENT PRIVILEGED

Invoice Date: August 12, 2019

Invoice No. 192479

Matter No. 01907.107001

Geoff Deigan
Executive Director
Prairie Crossing Charter School
1531 Jones Point Road
Grayslake, IL 60030

FOR PROFESSIONAL FEES AND EXPENSES INCURRED THROUGH 07/31/19:

<u>Matter No.</u>	<u>Description</u>	<u>Fees</u>	<u>Expenses</u>	<u>Total</u>
01907.107001	General School Law	\$5,445.00	\$0.00	\$5,445.00
Total		\$5,445.00	\$0.00	\$5,445.00
Fees				\$5,445.00
Costs Advanced and Expenses Incurred				\$0.00
CURRENT INVOICE DUE				<u><u>\$5,445.00</u></u>

FRANCZEK

300 SOUTH WACKER DRIVE, SUITE 3400 | CHICAGO, IL 60606
T: 312.986.0300 | F: 312.986.9192 | FRANCZEK.COM

FEIN 36-3924177

PERSONAL AND CONFIDENTIAL / ATTORNEY-CLIENT PRIVILEGED

Invoice Date: August 12, 2019

Invoice No. 192479

Client No. 01907
Matter No. 01907.107001

Geoff Deigan
Executive Director
Prairie Crossing Charter School
1531 Jones Point Road
Grayslake, IL 60030

For Professional Services Rendered Through July 31, 2019

Total Professional Fees

\$5,445.00

CURRENT INVOICE DUE

\$5,445.00

REMITTANCE

THIS INVOICE IS PAYABLE UPON RECEIPT.

PLEASE RETURN THIS PAGE WITH YOUR REMITTANCE.



**CALENDAR OF RECURRING EVENTS
BOARD OF EDUCATION MEETINGS
2019-2020 SCHOOL YEAR**

All regular monthly meetings are typically held on the 4th Tuesday of the Month in the Vicky Ranney Library of the Wright Schoolhouse Building 1571 Jones Point Road, Grayslake, IL - at 7:00PM.

TUESDAY, JULY 23, 2019

- ✎ Review/Approve Board of Education Recurring Calendar of Events
- ✎ Property Liability Insurance Renewal
- ✎ Health Insurance Renewal
- ✎ Review/Approve Final Staffing Roster (if necessary)
- ✎ Year End Fiscal Report Summary

TUESDAY, AUGUST 27, 2019

- ✎ Introduction of New Staff
- ✎ Board Election Timeline & Process
- ✎ Administrative and Teacher Salary Reporting
- ✎ Review Student Enrollment Numbers

TUESDAY SEPTEMBER 24, 2019

- ✎ Review Final Proposed Budget
- ✎ Six-Month Review of Closed Session Minutes
- ✎ Review School Leadership Goals
- ✎ Interview Board Candidates

TUESDAY, OCTOBER 22, 2019

- ✎ Annual Meeting
- ✎ Seating of New Board Members
- ✎ Review Board Goals/Evaluation
- ✎ Review Vision and Strategic Plan
- ✎ Review Year End Fiscal Report (Audit)
- ✎ Board Resolution Line of Credit LFBT

TUESDAY, NOVEMBER 26, 2019

- ✎ Academic Assessments
- ✎ Review Student Enrollment Numbers
- ✎ Announcement of Board Committee Assignments

TUESDAY DECEMBER 17, 2019 * *(note: Moved to Third Tuesday due to Winter Break)*

- ✎ Strategic Plan Update



CALENDAR OF RECURRING EVENTS (con't)

TUESDAY, JANUARY 28, 2020

- ✎ Review Chartering Documents

TUESDAY FEBRUARY 25, 2020

- ✎ Six-Month Review of Closed Session Minutes

TUESDAY MARCH 17, 2020 (note: Moved to Third Tuesday due to Spring Break)

- ✎ Board Members File Statement of Economic Interest With County Clerk's Office
- ✎ Review Proposed 2018-2019 School Calendar

TUESDAY APRIL 28, 2020

- ✎ CBA Salary Reopener
- ✎ FY19 Budget Review
- ✎ Execute Charter Documents

TUESDAY, MAY 26, 2020

- ✎ Proposed Personnel for 2018-2019
- ✎ FY18 Board and Committee Meeting Calendars
- ✎ Sub Consultants Contracts
- ✎ Review Staff Evaluation/Employment Recommendations (Closed Session)
- ✎ Adoption of Current Year Final/Amended School Calendar

TUESDAY, JUNE 23, 2020

- ✎ Review Summer Projects - Building, Grounds, and Facilities Maintenance Needs
- ✎ Leadership Team Annual Reviews/Recommendations

EST. 1999

PRAIRIE CROSSING CHARTER SCHOOL



CREATING NATURAL LEADERS

PROFESSIONAL EDUCATOR LICENSED STAFF EVALUATION PLAN



ACKNOWLEDGMENT

This plan was created to ensure Prairie Crossing Charter School (PCCS) is dedicated to the growth of educators while promoting and producing equity and academic growth for all students at the individual student, subgroup, classroom, grade, and school levels

PCCS wishes to gratefully acknowledge the following persons who were involved in the development of this evaluation plan. Their commitment to the utilization of evaluation as a means to improve instruction and programs for our students demonstrate their loyalty to our community of learners.

The Evaluation Plan was developed in 2019 by the *Evaluation Review Committee* pursuant to *Article IV Section A and Appendix C* of the collective bargaining agreement. Members of the Evaluation Review Committee included:

Geoff Deigan	Executive Director
Tony Zamiar	Dean of Faculty and Students
Jessica Loustauanu	Director of Student Services and Sped
Robb Freeman	ESL Teacher/Union President
Melissa Plucinski	Resource Teacher/ Union Secretary

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[PCCS Educator Evaluation Planning Tool](#)

Appendix A

[PCCS Educator Growth Tool](#)

Appendix B

[Observation Tools](#)

Appendix C

[Student Growth Tool](#)

Appendix D

[Remediation Planning Tool](#)

Appendix E

[Educator Summative Form](#)

Appendix F

QUALIFIED EVALUATORS

Professional employees who are required to hold Professional Educator Licenses with supervisory or administrative endorsements and/or those holding other Professional Educator Licenses who have successfully completed the qualified evaluator training for evaluation of Professional Educator Licensed educator and continue to attend Administrators' Academies as required in The School Code of Illinois.

ADMINISTRATION WHO EVALUATE PROFESSIONAL EDUCATOR LICENSED (PEL) STAFF

NAME	TITLE	EDUCATORS EVALUATED
Jessica Loustaunau	Director of Student Services and Special Education	
Tony Zamiar	Dean of Faculty and Students	

PROFESSIONAL EDUCATOR LICENSED STAFF

Professional employees who are required to hold Professional Educator Licensure from the Illinois State Board of Education.

Non-tenured -- educator who has not yet completed their probationary period of employment -- through three school years.

Tenured -- educator who has entered their fourth year of employment contractual continued service as provided in The School Code of Illinois

PART-TIME PEL STAFF

Part-time educators who have retained tenure within the district shall be evaluated the same as full-time tenured educators. Part-time educator without tenure will be evaluated annually.

EVALUATION PROCEDURE

The goals of Professional Educator Licensed staff evaluation are:

- Identify and foster professional development for staff while recognizing areas of strength and areas for growth as well as guide instructional and support service improvement and staff development efforts in order to improve outcomes for students
- Facilitate proactive communication regarding district expectations
- Provide ongoing documentation for equitable decision-making
- Ensure that the district develops and retains effective educators

FORMATIVE ASSESSMENT TOOLS

Assessments that help to shape, mold, form or improve performance are formative. Evaluators provide feedback aimed at improving Professional Educator Licensed educator performance and growth. Formative assessments promote improvement and assist in identifying areas for personal and professional growth.

SUMMATIVE EVALUATION

A summative evaluation is a final rating of overall performance for an evaluation cycle. The annual and biennial evaluations of educators are summative evaluations and include information from formative assessment tools.

EVALUATION FEEDBACK

The educator will receive feedback as soon as possible following a formal observation from evaluating administrators no later than 10 school days after each scheduled formal performance observation so that the educators are able to take any necessary corrective action before the next observation. This feedback shall be provided prior to the next scheduled formal performance observation unless both parties agree otherwise. This feedback is considered formal and should be a written comment provided to the educator who are evaluated with opportunity for the educator to respond to feedback in writing following their own reflection. This written comment is considered a part of the formal, final written evaluation. There should be no surprises when the formal, final written evaluation is completed. Feedback should always be specific and include examples.

PRE-EVALUATION

Pursuant to Article IV Section A of the collective bargaining agreement, all educators who are to be evaluated during a given school term shall be provided a copy of the summative evaluation to be used and a copy of the Professional Educator Licensed Evaluation Plan by the first day of student attendance of the school term in which the educator is to be evaluated. Copies placed in the PCCS Staff handbook are considered to be sufficient to meet this requirement.

DATA COLLECTION

Evaluations are based upon data which is collected and shared by staff and qualified evaluators during pre-evaluation and post-evaluation conferences and observations of professional practice. Data from other sources deemed reliable by the qualified evaluators may also be used. Evaluation statements regarding strengths and areas of growth are based upon supportive data. Each evaluation *shall* consider supportive data as collected in the PCCS Educator Growth Tool and Student Growth tool.

EVALUATION TIMELINES

All non-tenured educators shall be evaluated annually. All tenured educators who have worked at PCCS for five (5) consecutive years shall be evaluated at least biennially, if they have been evaluated proficient or excellent the past five (5) years. On the “off year” of formal evaluation, these educators will complete only the Professional Goal and self evaluation using the PCCS Educator Growth Tool. Staff will be evaluated more or less often if deemed necessary by the qualified administrator.

Date Due	Evaluation Activity	Responsibility
First Date of Student Attendance	Notice to all staff who are to be evaluated of yearly evaluation plan	Evaluating Administrator
September	Notice to qualified evaluators that all educator evaluations are due during the school year	Evaluating Administrator
October 1	Review self evaluation of Educator Growth Tool Discuss areas of strength and growth for the year Determine Observation types and dates. Agree on Student Growth Goal for evaluation year (twelve week minimum goal period) Plan to be completed within 10 duty days following agreed upon Student Growth Goal (2nd+ year teachers only)	Qualified evaluators and educator being evaluated
October - March (biennially)	Pre-observation conference (tenured educator)	Qualified evaluators, staff
October - January	Pre-observation conference (non-tenured educator)	Qualified evaluators, staff
October - February	Observations (Non-Tenured) - at least three observations (two of which must be formal) Ongoing feedback during this timeframe	Qualified evaluators, staff
October - May	Observations (Tenured and Proficient or Excellent) - at least two observations (one of which must be formal)	Qualified evaluators, staff
October - May	Observations (Tenured and Needs Improvement or Unsatisfactory) - at least three observations (two of which must be formal)	Qualified evaluators, staff
October - February	Post-observation conferences and completion of evaluation instrument; copies to the educator evaluated (non-tenured educator)	Qualified evaluators, staff

December - January	Mid-Year Check In (Review Educator and Student Growth Tools for progress and adjustment as needed)	Qualified evaluators, staff
February - March	Discussion of non-tenured educator evaluations; renewal, or non-renewal of contract; and tenure status	Qualified evaluators
March - April	Recommendation to Board of non-renewal of non-tenured educator	Executive Director
October - June	Post-observation conferences and completion of evaluation instrument; copies to the educator evaluated (tenured educator)	Qualified evaluators, staff
As needed as outlined in the evaluation plan	Professional development or remediation plans for tenured educator (professional development plans can be used with non-tenured staff as outlined in plan)	Qualified evaluators
When completed; no later than July 1 st	Evaluations for all educators to educator Office for filing in the educator file	Qualified evaluators

PCCS EDUCATOR COMPETENCIES

PCCS Educator Competencies have been identified as a part of the PCCS evaluation process. The PCCS Educator Growth Tool provides basic definition of the components and essential elements of outstanding performance in each area.

CORE VALUES

Environmental Learning The environment is at the center of everything we do.

Academic Excellence Through innovative educational experiences graduates are academically prepared, confident of who they are and environmentally responsible.

Partner with Parents We partner with parents to provide children with a personalized education experience, where children learn the value of education, community and the environment.

Personal Responsibility Children are empowered to make a positive difference for themselves and their communities.

CATALYST GOALS

Goal #1 PCCS demonstrates growth each year on all academic standards through an integrated curriculum grounded in education for sustainability, service learning, and place-project-problem based learning (P³BL).

Goal #2 PCCS commits to an inclusive culture of sustainability and caring for self, others and the environment... today and tomorrow.

CARES STATEMENTS

A PCCS Educator demonstrates the following attributes:

Collaborate - Through teamwork, partnership, cooperation, and inclusion our staff and students work together for greater results.

Aware - By being mindful, attentive, and recognizing each other's contributions to the vision and goals; creates a learning atmosphere that thrives .

Respect - Through appreciation, understanding, and courtesy of ourselves, each other and our environment we grow stronger together.

Empowered – By being authentic in all I do, I will recognize efforts and reward successes, remove roadblocks and provide assistance to staff and students.

Sustainable - By being environmentally responsible I will help strengthen our community and foster opportunities for collaborative innovations and personal growth.

EVALUATION COMPONENTS

EVALUATION PLANNING TOOL

The Evaluation Planning Tool includes visuals, links to supporting documents, and note-taking sections for the three components of evaluation: Educator Growth Tool, Observations, Student Growth Tool, and areas of strength and growth.

RATINGS

Each Professional Educator Licensed educator shall be rated: *Excellent, Proficient, Needs Improvement, or Unsatisfactory.*

SELF ASSESSMENT

PEL staff that engage in reflective practice demonstrate a key component of continuous professional improvement. Staff are encouraged to utilize the PCCS Educator Growth Tool to reflect on their practice. For staff in an “off year” of the evaluation cycle (a year in which a

summative evaluation is not required) a year end self assessment utilizing the PCCS Educator Growth Tool is required. The goal of this self assessment is to identify areas of strength and develop a draft for goals for the following school year.

EVALUATION COPIES

A copy of the educator summative evaluation shall be placed in the employee’s educator file, and the educator shall be provided with a copy. Staff will have the opportunity to provide written comments which shall always be included in the final evaluation and in any transmittal of the final evaluation.

EVALUATION STRUCTURE

The evaluation structure is designed to facilitate the participants’ understanding of the process, clearly delineate expectations and how they will be monitored and reported, gather data for decision-making and ensure that the results lead to professional development and instructional improvement. The evaluation structure includes both formal and informal observations. The formal observation process requires a pre-observation, observation, post-observation conference, and data-gathering by the qualified evaluator. Data gathered from informal observations may be used in the summative rating only if the qualified evaluator provides the educator written feedback following the informal observation and offers the educator an opportunity to meet to discuss the observation and feedback. A minimum of two observations, one of which must be formal, shall be conducted and there is no limit to informal observations. See below for more detail regarding formal and informal observations.

FORMAL OBSERVATIONS

Formal observations is comprised of three components:

1. Pre-Observation Conference
2. Observation
3. Post-Observation Conference

The educator and evaluator will determine the types of observations for the evaluation cycle using the Educator Evaluation Planning Tool. Observation Tools available for formal observations are Instructional, Meeting, Event and Professional Development Delivery. It is suggested that you return your pre-observation conference report to your evaluator at least 24 hours in advance of your pre-conference meeting in order to facilitate professional discussion. Schedule your pre-observation conference for at least 48 hours prior to the observation.

PRE-OBSERVATION CONFERENCE

One pre-observation conference may precede several observations. The objectives of the pre-observation conference are:

EDUCATOR	QUALIFIED EVALUATOR
Know the standards and expectations of the district in the areas to be evaluated	Prepare for data collection and explain that data comes from observations and other sources deemed reliable
Understand how the evaluation process works and possible outcomes	Develop a plan for the observations

Give input on the observations, e.g., when, where.	Understand how the staff member views their role in the instructional process
Give input on the job performance areas to be evaluated	Delineate the focus of the observations

OBSERVATION

The objectives of the observation are:

EDUCATOR	QUALIFIED EVALUATOR
Demonstrate level of expertise in communication, collaborative problem-solving, continuous professional improvement and essential job function.	Personally gather objective data regarding communication, collaborative problem-solving, continuous professional improvement and essential job function

POST-OBSERVATION

One post-observation conference may follow several observations.

The objectives of the post-observation conference are:

EDUCATORS	QUALIFIED EVALUATOR
Provide input into the evaluation	Review data personally gathered during observations and from other reliable sources related to strengths and weaknesses
Reflect on the data gathered during the observation and from other reliable sources	Identify patterns of behavior that facilitate or distract from the instructional process
Identify areas of staff development and/or self improvement	Assist in planning reinforcement of behaviors that facilitate instruction or improvement of behaviors that distract from instruction
Reinforce patterns of behavior that facilitate instruction and plan for improvement of patterns that distract from instruction	Plan follow-up evaluations as deemed necessary If any evidence will be used to rate the educator as unsatisfactory or needs improvement the educator must be notified regarding the impact of this evidence toward that possibility
	Complete evaluations with Excellent, Proficient, Needs Improvement, and/or Unsatisfactory ratings and prepare for Professional Development Plans or Remediation Plans as needed

INFORMAL OBSERVATIONS

Informal observations may be made at any time and without prior knowledge of the educator being evaluated. However, if data from and feedback given resulting from an informal observation is to be used in the summative rating of a Professional Educator Licensed staff

member the qualified evaluator must provide written feedback within ten (10) duty days from the observation and offer an opportunity for the educator to meet with the qualified evaluator to discuss the feedback.

STUDENT GROWTH

PCCS will promote and produce equity and academic growth for all students at the subgroup, grade, classroom and individual student levels. During the 19-20 school year the *Evaluation Review Team* and the Administration will work towards increasing opportunities to meet the academic growth goals and to define rubrics to measure that success. Upon completion, it will be incorporated into this section of the Evaluation Plan and used to evaluate the progress of the staff in the 20-21 school year.

REMEDIATION PLAN

Within 30 school days of an Unsatisfactory or Needs Improvement rating on the educator evaluation; the educator, qualified evaluator(s), and a support educator selected by the qualified evaluators must develop a ninety (90) day Remediation Plan (See Appendix E) designed to correct the areas identified as Unsatisfactory or Needs Improvement. The support educator must have five (5) years of experience, should be reasonably familiar with the assignment of the educator being evaluated, and have received proficient and/or excellent ratings on their growth tool and most recent evaluation. Any staff member that was rated as needs improvement in their summative evaluation and returns to work at PCCS the following year shall be evaluated regardless of tenure status.

The Remediation Plan includes the following:

1. Area(s) of needs improvement or unsatisfactory performance
2. Required activities and expected outcomes to meet remediation objectives, specifically delineating what behaviors Professional Educator Licensed staff member must exhibit
3. Timeline of steps that will be followed for each area rated needs improvement or unsatisfactory
4. Resources that the district will commit to the remediation in each area rated needs improvement or unsatisfactory
5. Assessment and evaluation procedures: dates of announced observations, requirement for unannounced observations
6. Satisfactory completion of the Remediation Plan - reinstatement to the schedule of evaluations required by the Evaluation Plan
7. Failure to satisfactorily complete the Remediation Plan could result in dismissal from employment
8. Signature of the educator being evaluated under this remediation plan stating that he/she has reviewed the Remediation Plan and understands its content and consequences

APPENDICES

Appendix A

[Educator Evaluation Planning Tool](#)

Appendix B

[Educator Growth Tool](#)

Appendix C

[Instructional Observation Tool](#)
[IEP/504 Meeting Observation Tool](#)
[Team Meeting Observation Tool](#)
[Event & PD Observation Tool](#)

Appendix D

[Student Growth Tool](#)

Appendix E

[Remediation Planning Tool](#)

Appendix F

[Educator Summative Form](#)

**Prairie Crossing Charter School
EIS Administrator and Teacher Salary and Benefits Report - School Year 2019**

Name	Position	Base Salary	FTE	Vacation Days	Sick Days	Bonuses	Annuities	Retirement Enhancements	Other Benefits
Barnett, Katherine Elizabeth	200-Teacher	\$64,532.40	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$0.00
Bonczkowski, Kimberly	200-Teacher	\$38,823.84	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$7,610.00
Deigan, Geoff J	100-District Superintendent	\$170,796.41	1.00	10	12	\$20,874.00	\$0.00	\$0.00	\$2,611.00
Dietzel-Hershiser, Naomi	126 - Dean of Studetns Teacher no admin endorsement	\$62,118.00	1.00	10	12	\$5,325.00	\$0.00	\$0.00	\$6,742.00
Fiorelli, Kyle	250-Special Education Teacher	\$38,768.04	0.90	0	14	\$1,525.00	\$0.00	\$0.00	\$7,944.00
Flinn, Joshua	200-Teacher	\$21,353.28	0.55	0	7	\$1,525.00	\$0.00	\$0.00	\$7,610.00
Flood, Joshua J	200-Teacher	\$45,446.16	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$7,760.00
Freeman, Robert Francis	611 - Resource Teacher Other	\$40,266.48	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$7,760.00
Hahn, Lynn Marie	200-Teacher	\$58,126.32	1.00	0	14	\$3,225.00	\$0.00	\$0.00	\$6,650.00
Hershiser, Michael Christopher	200-Teacher	\$61,065.12	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$6,298.00
Hurwitz, Samuel	200-Teacher	\$36,545.04	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$6,732.00
Jackson, Heather Dee	200-Teacher	\$40,467.60	1.00	0	14	\$3,225.00	\$0.00	\$0.00	\$7,176.00
Jeffery, Christine Marie	200-Teacher	\$56,410.56	1.00	0	14	\$2,025.00	\$0.00	\$0.00	\$0.00
Johnson, Matthew	200-Teacher	\$20,857.68	0.55	0	7	\$0.00	\$0.00	\$0.00	\$7,413.00
Johnson, Patricia Anne	200-Teacher	\$51,696.00	1.00	0	14	\$2,125.00	\$0.00	\$0.00	\$6,314.00
Klug, Rachel	200-Teacher	\$37,781.76	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$7,176.00
Larson, September L	200-Teacher	\$40,547.28	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$0.00
Loustaunau, Christopher R	200-Teacher	\$44,598.24	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$7,176.00
Loustaunau, Jessica	152-Special Education Director	\$111,712.80	1.00	10	12	\$10,725.00	\$0.00	\$0.00	\$7,176.00
Martinez, Ashley M	250-Special Education Teacher	\$37,795.20	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$6,583.00
Mc Geever, Jana K	202-Bilingual Education Teacher	\$41,125.44	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$0.00
McKee, Marjorie J	200-Teacher	\$35,273.04	0.80	0	14	\$2,025.00	\$0.00	\$0.00	\$7,166.00
McNally, Sydney	200-Teacher	\$36,545.04	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$0.00
Mui, Katherine K	200-Teacher	\$36,545.04	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$6,762.00
Neil, Susan A	200-Teacher	\$39,372.48	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$0.00
Neuman, Christen J	250-Special Education Teacher	\$3,289.08	0.09	0	1	\$0.00	\$0.00	\$0.00	\$0.00
Ottaviani, Megan	200-Teacher	\$36,545.04	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$0.00
Parker, Julianna	200-Teacher	\$33,938.88	0.80	0	14	\$1,525.00	\$0.00	\$0.00	\$3,310.00
Plucinski, Melissa Anne	250-Special Education Teacher	\$51,806.40	1.00	0	14	\$2,125.00	\$0.00	\$0.00	\$6,742.00
Roman-Ahlgrim, Lisette M	202-Bilingual Education Teacher	\$24,972.96	0.55	0	7	\$1,525.00	\$0.00	\$0.00	\$0.00
Stewart, Sarah Elizaeth	200-Teacher	\$46,266.96	1.00	0	14	\$2,725.00	\$0.00	\$0.00	\$7,610.00
Thomas, Andrew E	200-Teacher	\$40,266.96	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$6,390.00
Turner, Roxanne L	200-Teacher	\$39,680.40	1.00	0	14	\$1,525.00	\$0.00	\$0.00	\$6,650.00
Venegoni, Danielle	250-Special Education Teacher	\$46,211.52	1.00	0	14	\$2,025.00	\$0.00	\$0.00	\$7,176.00
Zamiar, Robert Anthony	103-Principal	\$100,831.44	1.00	10	12	\$11,900.00	\$0.00	\$0.00	\$6,742.00
Totals: Distinct Employee Count: 35 Distinct Positions Count: 35 Total Positions Count: 35 Vacation Days: 40 Sick Days: 448 Base Salary: \$1,692,378.89 Bonuses: \$111,149.00 Annuities: \$0.00 Retirement Enhancements: \$0.00 Other Benefits: \$175,279.00									

Consent Agenda

Director's Report

Pace

Observing mediates my stride. Hanging with my daughters earlier this month, I struggled to strike a balance between my speed-demon daughters, and slower-but-steady mother. I remember being my kids' age, discovering a capacity to clock miles at a steady, accelerated clip, riding a mild adrenaline high that was difficult to moderate.

Neither of my two likes to slow down either. Mental picture taking imposes a discipline, heightening my visual awareness of searching for a compelling combination of pattern, vista and light. It is a solitary and subjective pursuit, regardless of any accompanying companions. It is the opposite of most of my daily work, which is most often collective and striving for objectivity. Contrasts stimulate me. Some are chosen, others are imposed.

Sustainability is fundamentally about navigating the space between what is and not just would should be, but what needs to be, whether widely acknowledged yet or not. I see different things depending on my pace, not better or worse. I have learned to enjoy walking slower, but the challenge remains the same: acknowledging the potential opportunity my eye has caught and sized up, and then mustering the will to break my stride, stop, and take that mental snapshot.

Bounce

The summer break came and went in what seemed to be in the blink of an eye. On Monday morning before the families return for the traditional opening ceremony, I had the privilege of walking through our classrooms. My snapshot showed that we were ready... ready for a school year to be filled with wonder and curiosity. I observed an amazing energy that wafted through the halls with staff excited for their kids first day and passionate about working together to create learning opportunities for children to learn the value of community and environment. It didn't stop there... The campus was ready too, due to the hard work from our staff throughout June, July and August. The landscape for learning looks better than ever, the buildings are clean, organized and improved, the credit goes to those that worked tirelessly over the summer to make it to opening day.

Two Steps at a Time

We are ready – ready to serve our dedicated families that trust us with their child's education. Ready to work together as a team to reach our growth goals for both students and staff. Ready to provide our families with a personalized education. Ready to Create Natural Leaders.

Yvon Chouinard shares in his book *Let My People Go Surfing* that... “*Work has to be enjoyable on a daily basis. We all have to come to work on the balls of our feet and go up the stairs two steps at a time. We need to be surrounded by friends... We need to blur the distinction between work and play and family.*”

If you don't want to read his book, I offer that you come and take a mental snapshot of who we are at PCCS. It makes me proud of what we have become and excited to see where we are going.

Sustainably,



Geoff Deigan - Executive Director

Prairie Crossing Charter School

Business Managers Report

August 27, 2019

- Auditors from CliftonLarsonAllen were on campus the week of July 29th and completed their field work. They are finalizing their review of the 2018/2019 transactions and will present the Audited Financial Statements at today's board meeting.
- TRS rates for the 2019/2020 school year:
 - Member TRS retirement contributions: remain unchanged at 9.0% of creditable earnings.
 - Employer Retirement Contributions remain unchanged at .58% of creditable earnings.
 - Employer TRS contributions on federally funded salaries increased from 9.85% to 10.66%.
 - Member THIS Fund Contributions remain unchanged at 1.24%
 - Employer THIS Fund Contributions remain unchanged at .92%
- The 2019 salary data reportable to the Illinois State Board of Education (ISBE) – Employee Information System (EIS) due August 15, 2019 was finalized August 8, 2019.
- The creditable earnings and TRS withholdings report related to the 2018/2019 school year due to TRS before 8/10/2019 was submitted 7/16/2019 and was accepted by TRS after their internal review on 7/31/2019.

Respectfully submitted,

Kim Disalvo