

Proviso Township High Schools Board of Education Special Meeting

Thursday, June 27, 2024

5:30 PM

Proviso Math & Science Academy Auditorium and Board Room
8601 W Roosevelt Road
Forest Park, IL 60130

AGENDA

BOARD OF EDUCATION MEMBER OATH OF OFFICE

I, do solemnly swear that I will faithfully discharge the duties of the office of member of the Board of Education of Proviso Township High Schools District 209, in accordance with the Constitution of the United States, the Constitution of the State of Illinois, and the laws of the State of Illinois, to the best of my ability.

I further swear that:

I shall respect taxpayer interests by serving as a faithful protector of the School District's assets;

I shall encourage and respect the free expression of opinion by my fellow Board members and others who seek a hearing before the Board, while respecting the privacy of students and employees;

I shall recognize that a Board member has no legal authority as an individual and that decisions can be made only by a majority vote at a public Board meeting;

I shall abide by majority decisions of the Board, while retaining the right to seek changes in such decisions through ethical and constructive channels.

As part of the Board of Education, I shall accept the responsibility for my role in the equitable and quality education of every student in the School District;

I shall foster with the Board extensive participation of the community, formulate goals, define outcomes, and set the course for Proviso Township High Schools District 209;

I shall assist in establishing a structure and an environment designed to ensure all students have the opportunity to attain their maximum potential through a sound organizational framework;

I shall strive to ensure a continuous assessment of student achievement and all conditions affecting the education of our children, in compliance with State law;

I shall serve as education's key advocate on behalf of students and our community's school (or schools) to advance the vision for Proviso Township High Schools District 209; and

I shall strive to work together with the District Superintendent to lead the School District toward fulfilling the vision the Board has created, fostering excellence for every student in the areas of academic skills, knowledge, citizenship, and personal development.

EXECUTIVE SESSION 5:30 PM

OPEN SESSION 7:30 PM

1. Call to Order
2. Establish Quorum
3. Retire to Executive Session
4. Executive Session Board of Education
 - A. The appointment, employments, compensation, discipline, performance, or dismissal of specific employees of the public body or legal counsel for the public body, including hearing testimony on a complaint lodged against an employee of the public body or against legal counsel for the public body to determine its validity. 5 ILCS 120/2(c)(1).
5. Reconvene the Regular Meeting
6. Pledge of Allegiance
7. PTHS D209 Vision Statement
8. Public Comments
9. Evening School Emotional Services – **Action Item**

ACTION ITEM

Subject

Evening School Social Emotional Services

Background

Proviso Township High Schools District 209 is committed to ensuring that our students' academic and socioemotional needs are met through educational programs and student support services.

Having trained mental health professionals on-site weekly at our Evening School Program provide an essential resource to our students who struggle with a variety of challenges at school and at home.

The proposal is provided.

Administration's Analysis

The District would like to partner with Nehemiah Project to provide mental health services to support at risk students. This service will be provided through the Title IV grant.

Statute, Administrative Policy or Board Rules Statement

School Board Policy 4:60 regarding expenditures of \$25,000.00 or more require the approval of the Board of Education.

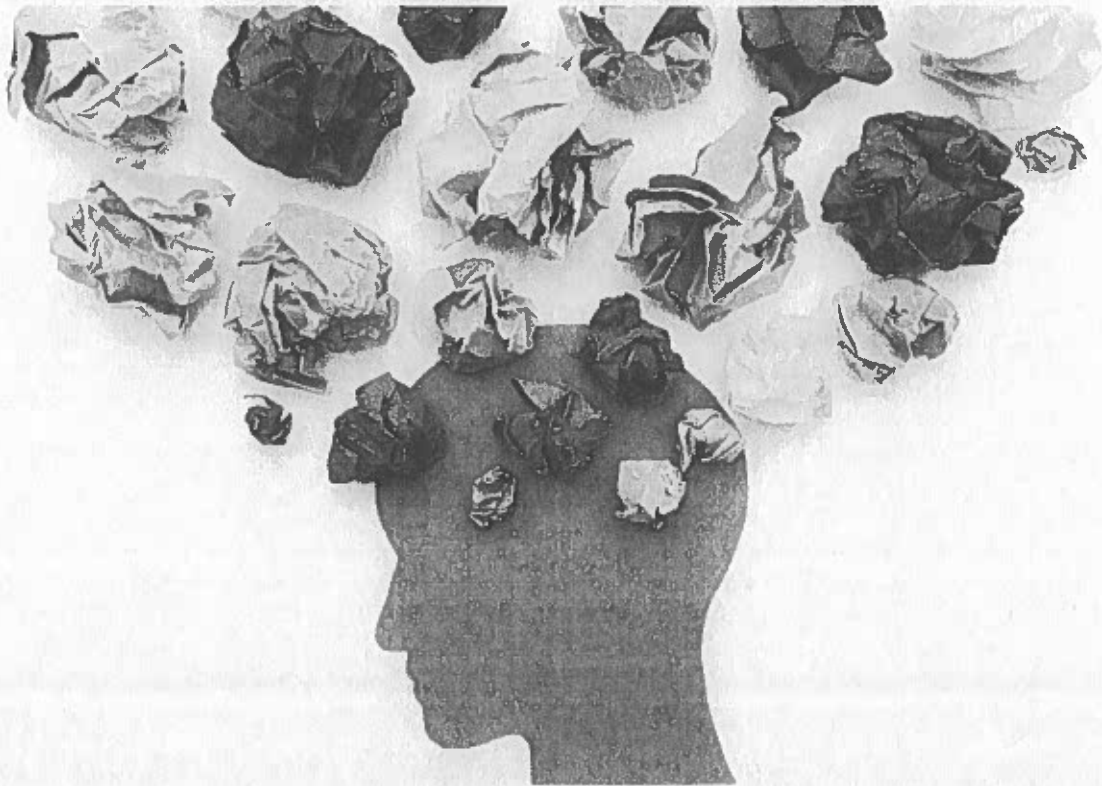
Superintendent's Recommendation

That the Board of Education for Proviso Township High Schools District 209 accepts the Superintendent's recommendation the proposed for partnership with the Nehemiah Project.

Empowering Minds: Navigating Mental Wellness in Young Adulthood

Project Proposal

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Empowering Minds: Navigating Mental Wellness in Young Adulthood

Course Description:

This comprehensive mental health course for young adults is designed to equip participants with the knowledge, skills, and tools to effectively understand and manage their mental health. Through interactive lectures, group discussions, practical exercises, and guest speakers, students will develop a strong foundation for maintaining emotional well-being, coping with stress, and seeking help. The course aims to promote mental health awareness and reduce the stigma surrounding mental health issues.

Background Information about the Instructors:

Christopher Chambliss is the visionary behind The Nehemiah Community Project, a nonprofit organization (501(c)3) that empowers youth aged 15 and above to identify and overcome their traumas, enabling them to thrive. With a primary focus on advocating for wholeness and healing, Christopher has pioneered unique programs tailored to address the needs of underserved teenagers and their families. Inspired by the biblical figure Nehemiah, a fervent advocate for healing his community, Christopher excels at leading diverse teams and prioritizes meeting the needs of others. A compassionate philanthropist and natural networker, he leverages his relationships and resources to make a meaningful impact on the lives of others.

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Elaine Smith, a Licensed Clinical Professional Counselor and the owner of CJL Counseling Services LLC and Adult and Child Trauma Services, is a multifaceted professional. Not only is she an author, but she is also a skilled EMDR therapist. Additionally, she is an Adjunct Professor at National Louis University, imparting her knowledge of psychology and mental health counseling to graduate-level students.

Ms. Smith extends her private practice services to the entire state in Calumet City, Illinois. With more than 18 years of experience, she offers compassionate and professional counseling, therapy, and coaching to individuals, families, couples, adolescents, and adults. Her expertise empowers clients to navigate adversity and trauma with knowledge and empathy.

In addition to her counseling services, Ms. Smith provides training and consultation in trauma, abuse, and dissociation. Her unwavering commitment to aiding clients in their healing and personal growth radiates through every aspect of her work.

Course Duration: 12 weeks for at least 90 minutes a week. One day a week (Tuesday)

Course Objectives:

1. Develop a deep understanding of mental health and its importance in young adulthood.
2. Recognize young adults' common mental health challenges and their early warning signs.
3. Learn practical strategies for coping with stress, anxiety, trauma and depression.
4. Explore techniques for building resilience and emotional intelligence.
5. Discover the benefits of a healthy lifestyle on mental well-being.
6. Understand the role of social connections and communication in maintaining mental health.
7. Develop effective problem-solving and decision-making skills.
8. Gain knowledge about available resources and support systems for mental health.
9. Reduce stigma surrounding mental health issues.
10. Create a personalized mental health action plan.

Course Outline:

****Week 1-2: Introduction to Mental Health****

- Understanding the concept of mental health
- The importance of mental health in young adulthood
- Common misconceptions and stigma

****Week 3-4: Recognizing Mental Health Challenges****

- Identifying common mental health disorders
- Early warning signs and symptoms
- Self-assessment tools

****Week 5-6: Coping Strategies****

- Stress management techniques
- Anxiety and panic attack coping strategies
- Depression and mood regulation

****Week 7-8: Building Resilience and Emotional Intelligence****

- Resilience-building exercises
- Emotional intelligence development
- Mindfulness and meditation practices

****Week 9-10: Lifestyle and Mental Health****

- Nutrition, exercise, and sleep for mental well-being
- Substance abuse and its impact on mental health
- Healthy habits and routines

****Week 11-12: Communication and Seeking Help****

- Effective communication skills
- Seeking professional help and therapy options
- Creating a personalized mental health action plan

****Throughout the Course: ****

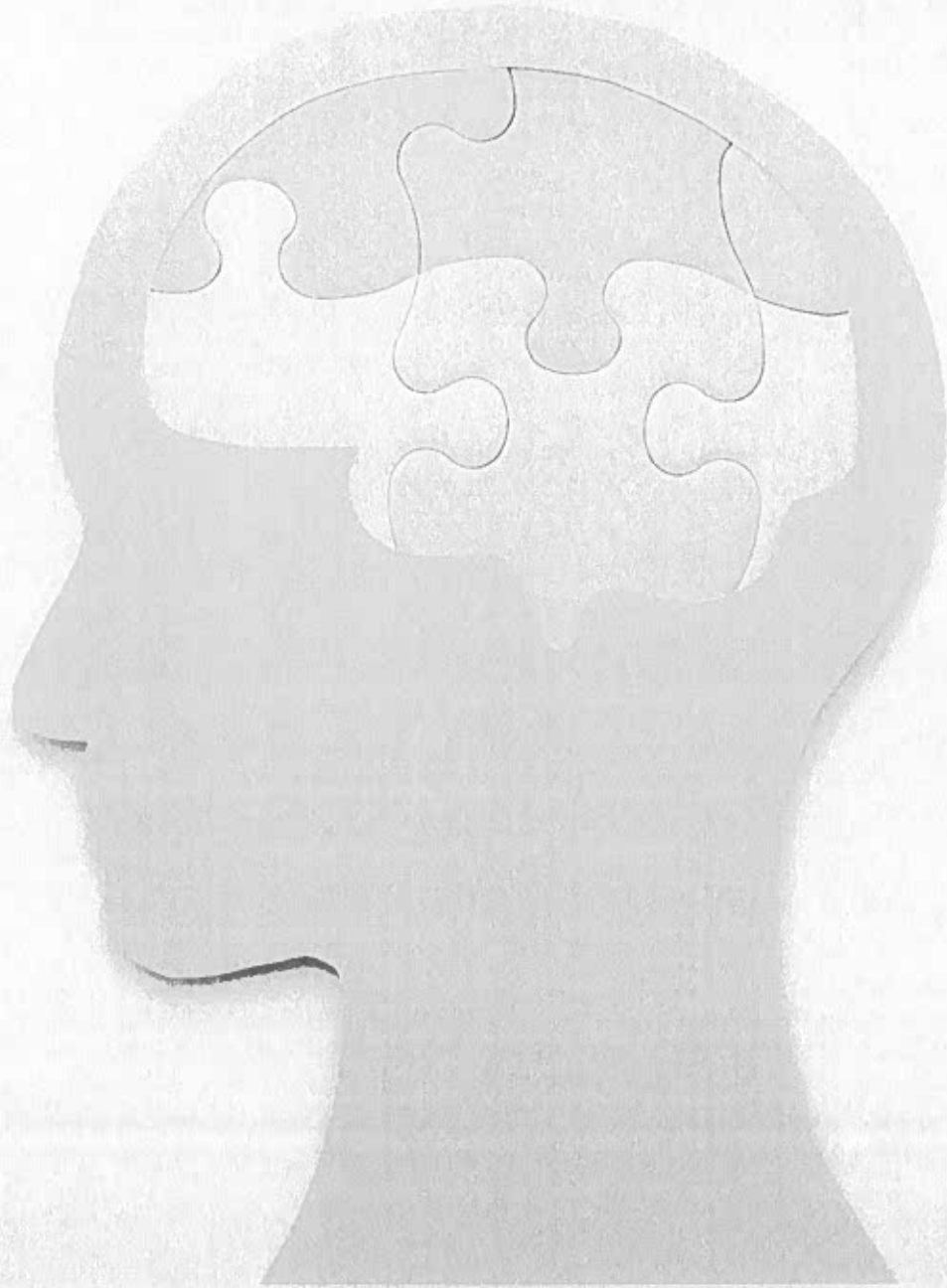
- Group discussions and sharing personal experiences
- Interactive activities and role-play exercises
- Weekly journaling for self-reflection
- Recommended readings and resources for further exploration

Assessment:

- Weekly reflections and journal entries
- Group participation and engagement
- Final survey of self-reporting knowledge of information received while in this course.

Upon successfully completing this comprehensive course, young adults will acquire invaluable knowledge and practical skills to effectively prioritize and nurture their mental health. They will develop resilience and the ability to overcome various challenges, while actively seeking support and maintaining their overall well-being. Empowered by the insights and tools provided in this course, they will confidently embark on a transformative mental health journey, equipped to thrive and flourish as they navigate the complexities of life. This course aims to offer young adults an opportunity to further develop their mental health as they transition into adulthood.

LESSON PLAN



Week 1-2: Introduction to Mental Health - Lesson Plan

****Learning Objectives: ****

1. Understand the concept of mental health and its importance.
2. Recognize common misconceptions and stigmas associated with mental health.
3. Identify the signs of good mental health.

****Materials: ****

1. Whiteboard and markers
2. PowerPoint presentation
3. Handouts with mental health statistics and facts
4. Pre-recorded video testimonies of individuals sharing their mental health experiences (if available)

****Duration:** Two 90-minute sessions**

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Session 1: Understanding Mental Health (Day 1)

****Introduction (15 minutes)****

- Welcome students and provide an overview of the course.
- Explain the importance of mental health in young adulthood.
- Share the learning objectives for the session.

****Activity 1: Brainstorming (15 minutes)****

- Ask students to brainstorm terms or phrases related to "mental health."
- Write their responses on the whiteboard and discuss their initial perceptions.

****Presentation (30 minutes)****

- Use a PowerPoint presentation to differentiate mental health from mental illness.
- Discuss the spectrum of mental health, emphasizing that everyone has mental health, just as physical health.
- Present statistics and facts about mental health relevant to young adults.

****Group Discussion (20 minutes)****

- Facilitate a discussion on the societal factors that impact mental health perceptions and attitudes.
- Encourage students to share their thoughts on stigmas and stereotypes associated with mental health.

****Activity 2: Myths vs. Facts (10 minutes)****

- Provide a list of common mental health myths and ask students to identify which statements are myths and which are facts.
- Discuss their answers as a group.

****Homework Assignment (5 minutes)****

- Assign students to watch a pre-recorded video testimonial of someone sharing their mental health journey.
- Ask them to write a brief reflection on what they learned or felt after watching the video.

****Session 2: Signs of Good Mental Health (Day 2)****

****Recap (10 minutes)****

- Review key concepts from the previous session.
- Ask students to share their reflections on the video testimonial.

****Activity 3: Signs of Good Mental Health (20 minutes)****

- Introduce the signs and characteristics of good mental health, such as resilience, emotional regulation, and positive relationships.
- Engage in a group activity where students discuss scenarios demonstrating these signs.

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****Presentation (20 minutes)****

- Present the early warning signs of mental health challenges, such as changes in mood, behavior, and functioning.
- Emphasize the importance of early intervention and seeking help.

****Activity 4: Personal Reflection (15 minutes)****

- Provide students with a reflection worksheet to assess their own mental health.
- Encourage them to consider their strengths and areas they may want to improve.

****Group Sharing (10 minutes)****

- Invite volunteers to share their reflections or insights from the personal assessment (optional).

****Q&A and Discussion (15 minutes)****

- Open the floor for questions and discussion about the material covered in the two sessions.

****Conclusion (5 minutes)****

- Summarize key takeaways from the lessons.
- Preview the upcoming sessions and assignments.

****Homework Assignment (5 minutes)****

- Assign students to journal their thoughts and feelings related to mental health for the week.

- Encourage them to jot down any questions or topics they'd like to explore further in the course.

Reflection Prompt: Reflect on your initial understanding of mental health. How has your perception changed after the first two weeks of the course? Are there any stigmas or misconceptions you've identified within yourself or your peers?

****Assessment:**** Students' participation in discussions, completion of homework assignments, and engagement in group activities will be used to assess their understanding of the material covered in Week 1-2.

Week 3-4: Recognizing Mental Health Challenges - Lesson Plan

****Learning Objectives:****

1. Identify common mental health challenges faced by young adults.
2. Recognize the early warning signs and symptoms of mental health issues.
3. Promote an environment of empathy and support for peers.

****Materials:****

1. Whiteboard and markers
2. PowerPoint presentation
3. Handouts with information on common mental health challenges
4. Case studies or scenarios for group discussion
5. Personal reflection worksheets

****Duration:** Two 90-minute sessions**

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****Session 1: Common Mental Health Challenges (Day 1)****

****Introduction (15 minutes)****

- Welcome students and recap the key concepts from the previous weeks.
- Set the learning objectives for the session.

****Presentation (30 minutes)****

- Use a PowerPoint presentation to introduce common mental health challenges faced by young adults, such as stress, anxiety, depression, and substance abuse.
- Share statistics and facts related to these challenges.

****Group Activity: Case Studies (20 minutes)****

- Divide students into small groups.
- Provide each group with a case study or scenario related to a specific mental health challenge.
- Ask groups to discuss and present how they would respond to the situation, considering the signs and symptoms.

****Discussion (15 minutes)****

- Facilitate a whole-class discussion based on the group presentations.
- Encourage students to share their insights and observations.

****Activity 1: Personal Reflection (10 minutes)****

- *Reflection Prompt:* After learning about the common mental health challenges and their early warning signs, have you recognized any of these signs in yourself or someone you know? What steps can you take to promote early intervention and support?

- Ask them to consider if they have ever experienced or observed any of the discussed mental health challenges in themselves or others.

****Homework Assignment (5 minutes)****

- Assign students to research and write a brief report on one of the common mental health challenges discussed in the session.

****Session 2: Early Warning Signs and Seeking Help (Day 2)****

****Recap (10 minutes)****

- Review the common mental health challenges and case studies from the previous session.
- Discuss any insights or questions that arose from the homework assignment.

****Presentation (25 minutes)****

- Explain the importance of recognizing early warning signs and symptoms.
- Provide examples of specific signs for various mental health challenges.

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****Group Activity: Recognizing Signs (20 minutes)****

- Give students a list of symptoms and ask them to match each symptom with the correct mental health challenge.
- Discuss the results as a class.

****Guest Speaker (15 minutes)****

- Invite a mental health professional or individual with personal experience to speak about recognizing early signs and the importance of seeking help.

****Activity 2: Role-Play (15 minutes)****

- Organize role-play scenarios where students practice approaching a friend or peer they suspect is facing a mental health challenge.
- Provide feedback and guidance during the role-play.

****Q&A and Discussion (15 minutes)****

- Open the floor for questions and a discussion on the challenges and strategies related to recognizing signs and offering support.

****Conclusion (5 minutes)****

- Summarize the key takeaways from the lessons.
- Preview the upcoming sessions and assignments.

****Homework Assignment (5 minutes)****

- Assign students to keep a journal of their observations regarding mental health signs and symptoms they may encounter in their daily lives.

****Assessment:**** Students' participation in discussions, completion of homework assignments, and engagement in group activities will be used to assess their understanding of the material covered in Week 3-4. Additionally, their ability to identify signs and symptoms of mental health challenges will be evaluated through the role-play activity.

Week 5-6: Coping Strategies - Lesson Plan

****Learning Objectives:****

1. Understand the impact of stress on mental health.
2. Learn practical coping strategies for managing stress, anxiety, and depression.
3. Apply coping techniques to real-life situations.

****Materials:****

1. Whiteboard and markers
2. PowerPoint presentation
3. Handouts with information on coping strategies
4. Stress management worksheets
5. Role-play scenarios for group discussion

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****Duration:** Two 90-minute sessions**

****Session 1: Stress Management ****

****Introduction (15 minutes)****

- Welcome students and recap the key concepts from the previous weeks.
- Set the learning objectives for the session.

****Presentation (30 minutes)****

- Use a PowerPoint presentation to define stress, its common causes among young adults, and its impact on mental health.
- Discuss the physiological and emotional responses to stress.

****Group Activity: Identifying Stressors (20 minutes)****

- Divide students into small groups.
- Ask each group to identify and list common stressors faced by young adults.
- Discuss their findings as a class.

****Activity 1: Stress Management Techniques (15 minutes)****

- Introduce various stress management techniques, such as deep breathing, mindfulness, and time management.
- Demonstrate a few techniques to the class.

****Homework Assignment (10 minutes)****

- Assign students to practice a stress management technique of their choice and reflect on its effectiveness in their journal.

****Session 2: Coping with Anxiety and Depression (Day 2)****

****Recap (10 minutes)****

- Review the key concepts related to stress management from the previous session.
- Discuss any insights or experiences students had with the homework assignment.

****Presentation (25 minutes)****

- Explain the differences between stress, anxiety, and depression.
- Discuss the signs and symptoms of anxiety and depression.

****Group Activity: Role-Play (20 minutes)****

- Provide role-play scenarios where students practice coping with anxiety or depression in themselves or helping a friend.
- Offer feedback and guidance during the role-play.

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****Activity 2: Coping Strategies (15 minutes)****

- Present a range of coping strategies for anxiety and depression, such as cognitive-behavioral techniques, relaxation exercises, and self-care routines.

****Q&A and Discussion (15 minutes)****

- Open the floor for questions and a discussion on the challenges and benefits of implementing coping strategies.

****Conclusion (5 minutes)****

- Summarize the key takeaways from the lessons.
- Preview the upcoming sessions and assignments.

****Homework Assignment (5 minutes)****

- Assign students to explore and practice a new coping strategy for managing stress, anxiety, or depression. They should record their experiences and effectiveness in their journals.

****Assessment:**** Students' participation in discussions, completion of homework assignments, and engagement in group activities will be used to assess their understanding of the material covered in Week 4-5. Additionally, their ability to apply coping techniques to role-play scenarios will be evaluated for practical application.

Week 7-8: Building Resilience and Emotional Intelligence - Lesson Plan

****Learning Objectives:****

1. Understand the concepts of resilience and emotional intelligence.
2. Learn practical strategies for building resilience.
3. Enhance emotional intelligence and interpersonal skills.

****Materials:****

1. Whiteboard and markers
2. PowerPoint presentation
3. Handouts with information on resilience and emotional intelligence
4. Resilience-building exercises
5. Emotional intelligence assessment

15

****Duration:** Two 90-minute sessions**

****Session 1: Building Resilience (Day 1)****

****Introduction (15 minutes)****

- Welcome students and recap the key concepts from the previous weeks.
- Set the learning objectives for the session.

****Presentation: Resilience (30 minutes)****

- Use a PowerPoint presentation to define resilience and its importance in maintaining mental health.
- Discuss the characteristics of resilient individuals.

****Group Activity: Resilience Exercises (20 minutes)****

- Engage students in resilience-building exercises, such as problem-solving challenges or scenario analysis.
- Encourage group discussions and reflections on how they tackled these exercises.

****Activity 1: Developing a Resilience Plan (15 minutes)****

- Ask students to create a personal resilience plan, outlining strategies they can use to enhance their resilience in the face of adversity.

****Homework Assignment (10 minutes)****

- Assign students to try one of the resilience-building exercises from the session in their daily life and reflect on the experience in their journals.

****Session 2: Emotional Intelligence (Day 2)****

****Recap (10 minutes)****

- Review the key concepts related to resilience from the previous session.
- Discuss any insights or experiences students had with the homework assignment.

****Presentation: Emotional Intelligence (25 minutes)****

- Define emotional intelligence (EI) and its significance in personal and interpersonal development.
- Explain the components of EI, including self-awareness, self-regulation, empathy, and social skills.

****Activity 2: Assessing Emotional Intelligence (20 minutes)****

- Provide students with an emotional intelligence assessment or quiz.
- Discuss the results as a class and encourage reflection on areas of strength and growth.

****Group Activity: Role-Play (15 minutes)****

- Organize role-play scenarios where students practice using emotional intelligence skills, such as active listening or handling emotionally charged situations.

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****Q&A and Discussion (15 minutes)****

- Open the floor for questions and a discussion on the practical application of emotional intelligence in daily life.

****Conclusion (5 minutes)****

- Summarize the key takeaways from the lessons.
- Preview the upcoming sessions and assignments.

****Homework Assignment (5 minutes)****

- Assign students to practice a specific emotional intelligence skill in their interactions with others and reflect on the outcomes in their journals.

****Assessment:**** Students' participation in discussions, completion of homework assignments, and engagement in group activities will be used to assess their understanding of the material covered in Week 7-8. Additionally, their ability to apply resilience-building techniques and emotional intelligence skills in real-life scenarios will be evaluated.

Week 9-10: Lifestyle and Mental Health - Lesson Plan

****Learning Objectives:****

1. Understand the connection between lifestyle choices and mental health.
2. Explore the impact of nutrition, exercise, and sleep on mental well-being.
3. Learn practical strategies for maintaining a healthy lifestyle.

****Materials:****

1. Whiteboard and markers
2. PowerPoint presentation
3. Handouts with information on lifestyle and mental health
4. Worksheets for goal setting and tracking
5. Guest speaker (nutritionist, fitness expert, or sleep specialist, if available)

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****Duration:** Two 90-minute sessions**

****Session 1: Nutrition and Exercise (Day 1)****

****Introduction (15 minutes)****

- Welcome students and recap the key concepts from the previous weeks.
- Set the learning objectives for the session.

****Presentation: Nutrition and Mental Health (30 minutes)****

- Use a PowerPoint presentation to discuss the impact of nutrition on mental well-being.
- Highlight the role of essential nutrients and diet patterns in promoting mental health.

****Activity 1: Nutrition Self-Assessment (20 minutes)****

- Provide students with a nutrition self-assessment tool.
- Ask them to assess their current dietary habits and identify areas for improvement.

****Presentation: Exercise and Mental Health (20 minutes)****

- Discuss the benefits of physical activity for mental health, including stress reduction and mood enhancement.
- Explain how exercise influences brain chemistry.

****Activity 2: Goal Setting (15 minutes)****

- Guide students in setting realistic goals related to nutrition and exercise that can positively impact their mental well-being.

****Homework Assignment (10 minutes)****

- Assign students to try a new healthy recipe or incorporate a new physical activity into their routine.

- Encourage them to reflect on their experiences in their journals.

****Session 2: Sleep and Healthy Habits (Day 2)****

****Recap (10 minutes)****

- Review the key concepts related to nutrition and exercise from the previous session.
- Discuss any insights or experiences students had with the homework assignment.

****Presentation: Sleep and Mental Health (25 minutes)****

- Explain the importance of quality sleep for mental and emotional well-being.
- Provide tips for improving sleep hygiene and establishing a regular sleep schedule.

****Guest Speaker (15 minutes)****

- If available, invite a guest speaker (e.g., a sleep specialist) to share insights and practical tips for achieving better sleep.

****Activity 3: Creating a Healthy Routine (20 minutes)****

- Guide students in developing a daily or weekly routine that incorporates healthy habits, including nutrition, exercise, and sleep.

****Q&A and Discussion (15 minutes)****

- Open the floor for questions and a discussion on practical strategies for maintaining a healthy lifestyle and their impact on mental health.

****Conclusion (5 minutes)****

- Summarize the key takeaways from the lessons.
- Preview the upcoming sessions and assignments.

****Homework Assignment (5 minutes)****

- Assign students to follow their healthy routine for the week and track their experiences, including improvements in mood or stress levels, in their journals.

****Assessment:**** Students' participation in discussions, completion of homework assignments, and engagement in goal setting and reflection activities will be used to assess their understanding of the material covered in Week 9-10. Additionally, their ability to apply lifestyle changes to support mental well-being will be evaluated through their reflections and tracking of experiences.

Week 11-12: Communication and Seeking Help - Lesson Plan

****Learning Objectives:****

1. Develop effective communication skills for discussing mental health.
2. Understand the importance of seeking help when facing mental health challenges.
3. Learn about available resources and support systems.

****Materials:****

1. Whiteboard and markers
2. PowerPoint presentation
3. Handouts with information on communication and seeking help
4. Guest speaker (mental health professional or peer support group leader, if available)
5. Role-play scenarios for group discussion

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****Duration:** Two 90-minute sessions**

****Session 1: Effective Communication (Day 1)****

****Introduction (15 minutes)****

- Welcome students and recap the key concepts from the previous weeks.
- Set the learning objectives for the session.

****Presentation: Communication and Mental Health (30 minutes)****

- Use a PowerPoint presentation to discuss the importance of effective communication when addressing mental health issues.
- Explore the barriers to open and honest communication about mental health.

****Activity 1: Active Listening Exercise (20 minutes)****

- Conduct an active listening exercise where students practice listening attentively to a partner sharing a personal experience.
- Discuss the importance of empathy and non-judgmental listening in mental health conversations.

****Presentation: Assertive Communication (15 minutes)****

- Introduce assertive communication techniques and how they can be applied in discussing mental health concerns.

****Homework Assignment (10 minutes)****

- Assign students to practice assertive communication skills in a real-life conversation related to mental health.
- Encourage them to reflect on the experience in their journals.

****Session 2: Seeking Help and Support (Day 2)****

****Recap (10 minutes)****

- Review the key concepts related to communication from the previous session.
- Discuss any insights or experiences students had with the homework assignment.

****Guest Speaker (15 minutes)****

- Invite a guest speaker, such as a mental health professional or a peer support group leader, to share insights on seeking help and available resources.

****Activity 2: Role-Play (20 minutes)****

- Organize role-play scenarios where students practice seeking help from a friend or family member, or reaching out to a mental health professional.
- Provide feedback and guidance during the role-play.

****Presentation: Available Resources (20 minutes)****

- Discuss the various resources available for seeking help, including therapists, counselors, hotlines, and support groups.
- Provide information on how to access these resources.

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****Q&A and Discussion (15 minutes)****

- Open the floor for questions and a discussion on seeking help and support for mental health concerns.

****Conclusion (5 minutes)****

- Summarize the key takeaways from the lessons.
- Review the overall course objectives and what students have learned.

****Homework Assignment (5 minutes)****

- Assign students to research and list local mental health resources available in their community.
- Encourage them to share this information with friends and family.

****Assessment:**** Students' participation in discussions, completion of homework assignments, and engagement in role-play activities will be used to assess their understanding of the material covered in Week 11-12. Additionally, their ability to demonstrate effective communication and seeking help skills in role-play scenarios will be evaluated for practical application.

INVOICE



DATE
12/14/2023

INVOICE NO
1074

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Dr. Debra D. Thomas
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Revised for
Payment Purposes

| PROGRAM | PROGRAM # | PAYMENT TERMS | 12/22/23 |
|----------------|------------------|----------------------|-----------------|
| SEL Support | 101 | Due on Receipt | |

| QUANTITY | DESCRIPTION | UNIT PRICE | LINE TOTAL |
|-------------------------------------|---|-------------------|-------------------|
| 1 st half of School year | SEL for night school students, Mental Health Well-being support. | | \$20,500.00 |

| | |
|-----------|-------------|
| Subtotal | \$20,500.00 |
| Sales Tax | N/A |
| | |

- 2nd Invoice will be submitted May 15th for the remaining balance of \$20,500.00.
- Total amount for school year services totaling \$41,000.00.

ACTION ITEM

Subject

Summer School Social Emotional Services through the Nehemiah Project.

Background

Proviso Township High Schools District 209 is committed to ensuring that our students' academic and socioemotional needs are met through educational programs and student support services.

The access to trained mental health professionals on-site during our Summer School Program will provide an essential resource to our at-risk students.

The proposal is provided.

Administration's Analysis

The District would like to partner with Nehemiah Project to provide mental health services to support at risk students. This service will be provided through the Title IV grant.

Statute, Administrative Policy or Board Rules Statement

School Board Policy 4:60 regarding expenditures of \$25,000.00 or more require the approval of the Board of Education.

Superintendent's Recommendation

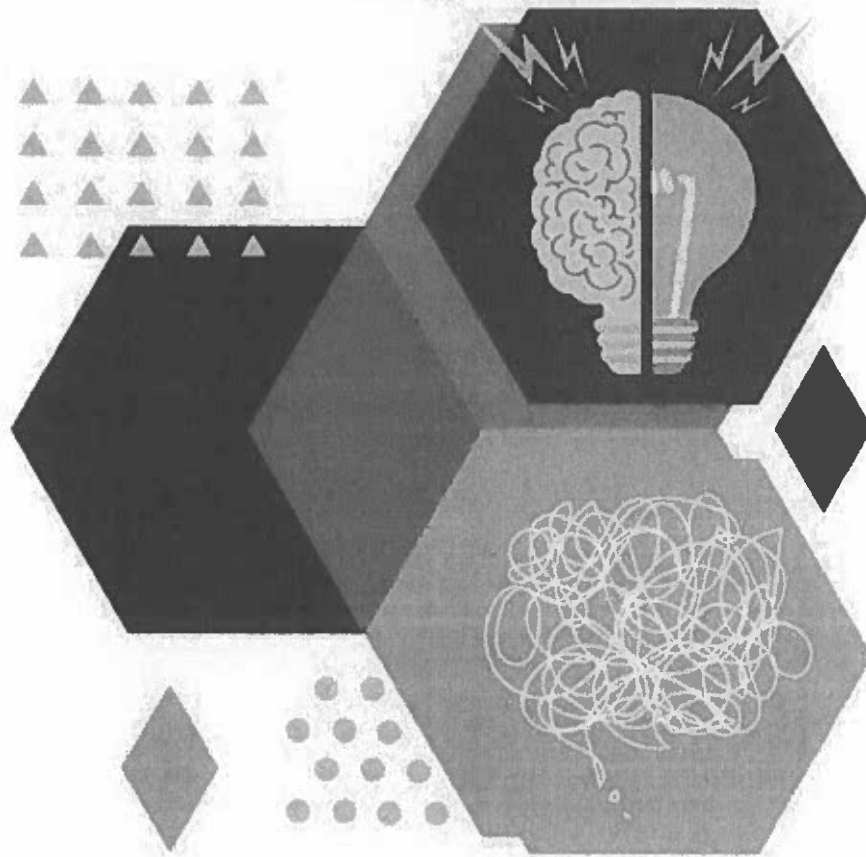
That the Board of Education for Proviso Township High Schools District 209 accepts the Superintendent's recommendation the proposed for partnership with the Nehemiah Project.

Summer School

M3

MY MIND MATTER

TRUE



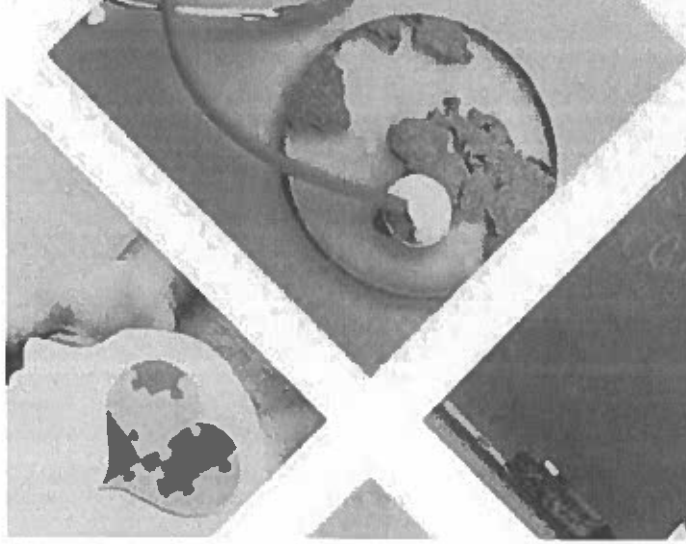
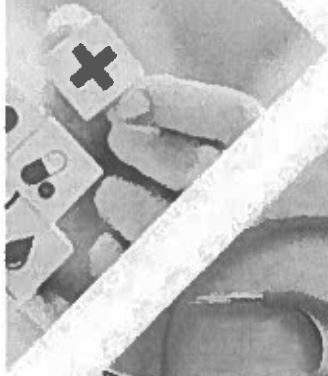
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PROJECT PROPOSAL

**Summer School Mental Health
Initiative: My Mind Matters (M3)**



LESSON PLAN





The "Summer School Mental Health Initiative: Building Resilience and Empowering Futures" is a transformative six-week program designed to equip high school students with vital skills and support to effectively navigate challenges surrounding violence prevention, anger management, social-emotional learning, and trauma. Through a dynamic curriculum comprising interactive workshops and group discussions, participants will cultivate resilience, deepen self-awareness, and foster healthier relationships. With a comprehensive approach and a cost breakdown covering personnel, material, and miscellaneous expenses totaling \$25,000, this initiative is poised to make a significant impact on the mental well-being of students, while also contributing valuable data to inform future services and support efforts in the community.

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Week 1: Introduction to Mental Health and Violence Prevention

Session 1: Understanding Mental Health: Breaking the Stigma

Session 2: Violence Prevention: Identifying Triggers and De-escalation Techniques

Week 2: Anger Management and Emotional Regulation

Session 3: Anger Management Strategies: Coping Skills and Mindfulness Techniques

Session 4: Emotional Regulation: Recognizing and Expressing Feelings Constructively

Week 3: Social Emotional Learning and Relationship Building

Session 5: Social Awareness and Empathy: Understanding Others' Perspectives

Session 6: Relationship Building: Effective Communication and Conflict Resolution Skills

Week 4: Trauma-Informed Care and Healing

Session 7: Trauma-Informed Approaches: Recognizing and Responding to Trauma

Session 8: Healing from Trauma: Self-Care Practices and Seeking Support

Week 5: Practical Application and Peer Support

Session 9: Applying Skills in Real-Life Situations: Role-plays and Scenarios

Session 10: Peer Support Circle: Sharing Experiences and Offering Encouragement

Week 6: Culmination and Reflection

Session 11: Celebration of Growth: Recognizing Progress and Achievements

Session 12: Reflection and Feedback: Gathering Data for Future Services and Continued Support.

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Program Cost Breakdown:

Personnel Costs (Lead Facilitator, Assistant Facilitator, Licensed Clinical Professional Counselor): \$15,000

Material Costs (Workshop materials, handouts, resources): \$5,000

Miscellaneous Costs (Special events, refreshments, transportation): \$5,000



*(Environments don't create Great Leaders...Great Leaders create Environments
MOKL...Dr. Carolyn Ransom-Champion)*

Greetings Dr. Debra Diane Thomas,

It was great speaking with you and learning about the amazing work you are doing with the youth at Proviso East and West Summer School Program.

As a follow-up to our conversation, I have attached the requested proposal.

I am Dr. Carolyn Ransom-Champion, the President and CEO of M.O.K.L., an ancillary firm for S.A.V.E.D., a faith-based nonprofit, which I am also the founder and CEO. Our primary mission is to bring mental health, emotional wellness, behavioral modification, and spiritual awareness, to youths, family, faculty, and community leaders, affected directly or indirectly by acts of violence and other trauma, maladaptive, related issues.

I would really like to discuss the potential of M.O.K.L. providing services for your students and/or Faculty/Parents at Proviso East and West High Schools.

M.O.K.L offers an array of therapeutic and educational services *for Youth, Family Members, Adults, Faculty, and Community Leaders, including but not limited to:*

- Grief/Loss Counseling/Group/Individual
- Behavior Modification Groups/Individual
- Addiction Counseling/Group/Individual
- PD (Staff/Faculty)
- Leadership Development (Youth/Staff/Faculty)
- Violence Prevention Training
- Multicultural Competency Training
- Curricula Development

As aforementioned, M.O.K.L. for over ten years, has offered a multiplicity of services geared towards empowering and reconciling emotional and mental wellness, and behavioral modification; utilizing biblical principles and theoretical orientations, in response to and prevention of traumatic experiences for youth and adults, including economic deprivation.

We also customize curricula to meet the specialized needs of each Client.

I have also created a curriculum for youth "Speaking The Language Of Our Youth" which is available for purchase on Amazon.

You may be familiar with some other work I currently am honored to be a part of ...Urban First Responders, where I, (M.O.K.L.) developed the intellectual property and assists in training youth and adults. I have also contracted with Proviso East High School, providing services for their female students addressing behavioral modification, (2019).

I would love to schedule to meet with you to further discuss how M.O.K.L. can be an asset to Proviso East and Proviso West students and faculty.

Please feel free to contact me directly at (773) 550-5591 or respond via this email with a time and date accommodating for you, to discuss in detail the potential of implementing collaborative efforts.



Warm Regards,

Dr. Carolyn Ransom-Champion, Ed.D., Ph.D., C.A.D.C.

moklconsult@gmail.com

moklconsulting.org

ACTION ITEM

Subject

Summer Student Success
MOKL DBA Dr. Carolyn Ransom-Champion

Background

Having a program that promotes student success, safety and health in a creative, safe and fun-learning environment will provide an essential resource to our students who are new high school and the Proviso community.

The proposal is provided.

Administration's Analysis

The District would like to partner with MOKL DBA Dr. Carolyn Ransom-Champion services to support the Freshman Connection/Newcomers' Program. This service will be provided through the Title IV grant.

Statute, Administrative Policy or Board Rules Statement

School Board Policy 4:60 regarding expenditures of \$25,000.00 or more require the approval of the Board of Education.

Superintendent's Recommendation

That the Board of Education for Proviso Township High Schools District 209 accepts the Superintendent's recommendation the proposed for partnership with the MOKL DBA Dr. Carolyn Ransom-Champion.



(Environments don't create Great Leaders...Great Leaders create Environments MOKL...Dr. Carolyn Ransom-Champion)

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33

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- Grief/Loss Counseling/Group/Individual
- Behavior Modification Groups/Individual
- Addiction Counseling/Group/Individual
- PD (Staff/Faculty)
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- Violence Prevention Training
- Multicultural Competency Training
- Curricula Development

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Warm Regards,

Dr. Carolyn Ransom-Champion, Ed.D., Ph.D., C.A.D.C. moklconsult@gmail.com
moklconsulting.org



Reimagining Summer School= Student Success is FUN!

Prepared by: Dr. Carolyn Ransom-Champion
April 25, 2024³⁴

Contractual Proposal: Reimagining Summer School=Student Success...
Contractor: Safe and Healthy Schools
Contractee: MOKL DBA Dr. Carolyn Ransom-Champion

Reimagining Summer School=Student Success Is Fun PURPOSE:

The purpose of this summer school program initiative "Reimagining Summer School" is to promote student success, safety, and health, in a creative, safe, and fun learning environment. M.O.K.L.'s Summer School modality and customized "resource toolkit" is culturally responsive and promotes academic sustainability, designed to replace the psychological stigma many youths attach to attending summer school. With a diverse and contemporary art of education, M.O.K.L.'s "Reimagining Summer School" curricula responds to the "whole" student while daring to make summer school not only successful but FUN! Utilizing the implementation of tools and techniques such as cultural responsiveness, effective communication, emotional intelligence, arts and crafts, and other EBP, the students will develop well rounded skills fostering academic enrichment, creative expression, conflict resolution, cultural competency, leadership skills, and self-efficacy...while enjoying *student success*.

Reimagining Summer School =Student Success Is Fun PROCESS:

This Summer School Initiative will consist of six (6) weeks Monday through Thursday from 8:00am-1:00pm, at Proviso East High School and Proviso West High School. This Summer School Initiative is geared towards equipping a maximum of twenty-five (25) students with strategies, and techniques fostering self-awareness, cultural competence and responsiveness, academic enrichment, effective communication, conflict resolution, creative expression, and other tools of empowerment promoting academic enrichment and self-efficacy. Through an array of questionnaires, role-playing, didactic lecturing, group discussions, group presentations, arts and crafts, and other tools of empowerment, students will

develop cultural awareness, cultural responsiveness, creative expression, self-efficacy, conflict resolution tactics, and self-empowerment.



Our summer program will yield measurable results, are research-based, and clearly aligned to the Common Core State Standards. The presenter will model best practices in teaching throughout the workshop, which include collaborative work and strategy-specific instruction that is step-by-step and easy to follow for the students.

Outline Of Curriculum (3) Weeks @ Proviso East and (3) Weeks @ Proviso West:

WEEK ONE: What's My "Swag": Introductions/Creating My Personal Lesson (*Life*) Plan Mon. Tues. Wed. Thurs.

WEEK TWO: Cultural Awareness: Communication/Awareness/Knowledge/Skills=Success Mon. Tues. 35 Wed. Thurs.

WEEK THREE: Branding: What's My "Creative Powers" Mon. Tues. Wed. Thurs.

(Curricula will duplicate for Proviso East and West) **Participant**

Outcomes:

- Participants will develop self-awareness, self-efficacy, conflict resolution skills, and cultural competency, fostering a sense of synergy with their Peers and faculty.
- Participants will be able identify how *the influence of response* creates your atmosphere and how personal perceptions can manipulate process and procedures.
- Participants will learn and practice research-based strategies and techniques for addressing EI, SEL, Coping Techniques, Effective Communication, and other Empowerment Tools offsetting maladaptive behaviors through conflict resolution in their learning environments.

Materials Provided:

- Each participant receives a printed copy of (1) detailed handbook and weekly handouts to be used during the Summer Program.
- Each participant completing at least (21) of the (24) scheduled classes will receive Certificates of Completion and tokens of personal branding memorabilia.

Rough Agenda:

This Contract will begin June 17, 2024-July 31, 2024, and will consist of:

- Six (6) Weeks
- Twenty-four (24) Groups

- Four (4) Groups Per Week
- Five (5) Hours Per Group
- The Group Process will be facilitated on Mondays -Thursdays, from 8:00am-1:00pm
(Holidays not included)

Audio/Visual and Computer Requirements:

A digital projector for a PowerPoint presentation and a flipchart with marker pens.
(Students are pre-assigned by Proviso East & Proviso West Faculty)



Contractee Biography:

Dr. Carolyn Ransom-Champion is an independent consultant and Chief Executive Officer of Maximizing Organizational & Kingdom Leaders, a Christian Counseling and Educational Consulting firm, in addition to being the Chancellor/Founder of MOKL Christian Academy. (M.C.A.).

She is also the Senior Pastor of MOKL Christian Ministries as well as the Founder and Executive Director of Sisters Achieving Victory Empowerment, & Dominion; (S.A.V.E.D.), & Saving Our Sons; (S.O.S.) a 501c3 Faith-based non-profit organization geared towards advocacy for reentry and ex-offender women, youth, and their families, affected by grief and loss in response to acts of violence and other social, economic, and emotional disparities.

Dr. Champion currently practices Faith-based Mental Health Counseling in her private practice and teaches degree earned and certification classes as a Professor of Education, Psychology, Pastoral Counseling, Leadership Development, and Biblical Studies. She is also the consultant for United Faith Christian Institute (UFCI) Bible College, Urban First Responders.

Dr. Champion has secured her Ed.D., in Education/Organizational Leadership & Development, she has her Ph.D., in Pastoral Clinical Counseling, she is certified with the State of Illinois as a C.A.D.C.



CONTRACTUAL FEES

Break-Down of Fees:

| Manuals | Materials | Memorabilia | Creation of Curricula Facilitation 110 hours | Total |
|--------------------------------|----------------------|----------------------|---|-------------|
| \$30.00 Per Manual Included | \$100.00 Included | \$100.00 Included | \$25,000.00 | \$25,000.00 |

- **Materials: (includes classroom prompts /utensils /art/ branding paraphernalia) ...** 37
- **Manuals: \$30.00 per manual (includes printing and courier fees).**
(Ten, ten is the base minimal amount for manual production. The above quote is an example, and the final cost will reflect the actual census of students requiring manuals).
- **Facilitation: \$25,000.00 for 110 hours (includes Pre and Post Qualitative Measurable Assessments, and travel expenses).**
- **A 50% Deposit is requested prior to services rendered and/or on the initial date of services and the balance to be rendered on the last day/date of scheduled services.**
Disbursements/Checks to be made out to Dr. Carolyn Champion DBA MOKL
- **Memorabilia Empowerment Tokens for each student (courtesy of Dr. Champion).**

Please do not hesitate to contact me with any questions or concerns.

Warm Regards,

Dr. Carolyn Ransom-Champion, Ed.D., Ph.D., C.A.D.C.
Moklconsult@gmail.com
Moklconsult.org

12. Possible action concerning the appointment of Interim Superintendent –
Action Item

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Action Item

Subject:

Possible action concerning the appointment of Interim Superintendent

ACTION ITEM – PERSONNEL REPORT

Below you will find a list of recommended candidates that must be approved by the BOE before a contract or official agreement is legally binding. Pursuant to 105 ILCS 5/24-14, the Board reserves the right to rescind acceptance of certified staffs' mid-year resignation, in the event the certified employee accepts a position at a K-12 school during SY 24.

June 27, 2024 - Personnel Report

I. Proviso Teacher Union

A. Employment - Proviso Teacher Union

- | | |
|-----------------------------|--|
| 1.) McCall, Daniel R | Science Teacher, West |
| Effective Date: | August 13, 2024 |
| Compensation: | \$61,033.00 |
| Experience: | Step 3, BA |
| Replacing: | 24-25 West SCI, 1 (Noble) |
| 2.) Gadau, Melissa B | Special Education Teacher, West |
| Effective Date: | August 13, 2024 |
| Compensation: | \$66,026.00 |
| Experience: | Step 2, MA |
| Replacing: | VACANCY [24-25 West SPED, 1 (New)] |
| 3.) Carter, Latonia | Family and Consumer Sciences Teacher, West |
| Effective Date: | August 13, 2024 |
| Compensation: | \$68,579.00 |
| Experience: | Step 1, MA+30 |
| Replacing: | VACANCY [24-25 West FCS Ed, 1 (New)] |
| 4.) Jaimes, Robert | Career and Technical Education Teacher - Automotive, East |
| Effective Date: | August 13, 2024 |
| Compensation: | \$103,589.00 |
| Experience: | Step 24, MA+60 |
| Replacing: | VACANCY [24-25 East AUTO, 1 (New)] |

B. Resignation - Proviso Teacher Union

- | | |
|---------------------------|------------------------------|
| 1.) Puhr, Thomas M | English Teacher, East |
| Resignation Date: | June 17, 2024 |

C. Retirement - Proviso Teacher Union

- | | |
|-----------------------|------------------------------|
| 1.) Emmanuel, Ashok V | Social Studies Teacher, West |
| Retirement Date: | June 30, 2028 |

D. Transfer - Proviso Teacher Union

- | | |
|-----------------------|--------------------------------------|
| 1.) Morain, Cynthia S | Science Teacher, PMSA |
| Transfer from: | Science Teacher, West |
| Effective Date: | July 1, 2024 (2024-2025 School Year) |
| Compensation: | No change |

II. Special Payroll

A. Resignation - Special Payroll

- | | |
|-----------------------------|--|
| 1.) Tanaka, Rebecca Jeanine | Coordinator II - International Baccalaureate, District |
| Resignation Date: | June 28, 2024 |
| 2.) Moody, Leonard C | Coordinator I - Accounting and Finance, District |
| Resignation Date: | June 30, 2024 |

III. Summer School

A. Retroactive Employment - Summer School (2024) - District

- | | |
|--------------------------------|--|
| 1.) Raceala, Veronica Marinela | Summer School Teacher for Credit Recovery: Edgenuity (1st Session Only) |
| Effective Date: | June 17, 2024 |
| Replacing: | Hackett, Patrick J |
| Compensation: | \$3,000.00 |
| 2.) Johnson, Darius | Summer School - Security |
| Effective Date: | June 20, 2024 |
| Replacing: | Burrell, Lashawn M (LOA) |
| Compensation: | \$25/hour |

B. Approval Adjustment - Summer School (2024) District

- | | |
|--------------------------|--|
| 1.) Barone, Meghan Leigh | Summer School Teacher for Special Education - Instructional ESY |
| Compensation: | \$7,500.00 (from \$6,000.00) |

- | | |
|-------------------------------|--|
| 2.) Josefek, Rebecca S | Summer School Teacher for Special Education - Instructional ESY |
| Compensation: | \$7,500.00 (<i>from \$6,000.00</i>) |
| 3.) Morrow, Jasmine | Summer School Teacher for Freshman Connection |
| Transfer from: | <i>Summer School Teacher for Credit Recovery: Edgenuity (1st Session Only)</i> |
| Compensation: | \$6,000.00 (<i>No Change</i>) |

C. Reversal of Approval - Summer School (2024) - District

- | | |
|-------------------------------|--|
| 1.) Hackett, Patrick J | Summer School Teacher for Credit Recovery: Edgenuity (1st Session Only) |
| Board Approval Date: | April 23, 2024 |
| Reversal Effective Date: | April 23, 2024 |
| Reason: | <i>Resignation from Summer School only</i> |

IV. Summer Sports Camp Program 2024

A. Retroactive Employment - Summer Sports Camp Program 2024

- | | |
|------------------------------|---|
| 1.) Peppers, Aaron | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 2.) Gonzalez, Antonio | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 3.) Moran, Dean | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 4.) Benion, Devaughn | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 5.) Johnson, Diana | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 6.) Boyce, Donnie | Summer Sports Camp- Head Coach, East |

- | | |
|----------------------------------|--|
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 7.) Baker, Eddie | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 8.) Stubblefield, Everett | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 9.) Mobley, Launa | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 10.) Jones, Marc | Summer Sports Camp- Head Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 11.) McGrew, Andrea | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 12.) Higgins, Angela | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 13.) Lishka, Blake | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 14.) Carswell, Jared | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 15.) Swinnie, Javon | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 16.) Madison, Willie | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 17.) Courts, Diamond | Summer Sports Camp- Camp Aides, East |

| | |
|--------------------------------|---|
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 18.) Westbrook, Richard | Summer Sports Camp- Camp Aides, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 19.) Hurley, Robert | Summer Sports Camp- Camp Aides, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 20.) Bey-Pugh, Alice | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 21.) Ramirez, Allan | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 22.) Laudo, Bria | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 23.) Otero, Bryan | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 24.) Medina, Diane | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 25.) Bryant, Lamont | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 26.) Stepter, Lavar | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 27.) George, Regina | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 28.) Nyquist, Rex | Summer Sports Camp- Head Coach, West |

| | |
|-----------------------------------|--|
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 29.) Cannon, Terriel | Summer Sports Camp- Head Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$35/hour |
| 30.) Smith, Adam | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 31.) Barajas, Amanda | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 32.) Mason, Amirah | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 33.) Weston, Avery | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 34.) Morris, Dejanae | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 35.) Shriber, Emily | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 36.) Young, John | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 37.) Orbell, Matt | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 38.) Garcia, Pablo | Summer Sports Camp- Assistant Coach, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 39.) Rodriguez, Estephanie | Summer Sports Camp- Camp Aides, West |

| | |
|---------------------------------------|--|
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 40.) Dubois, Victor | Summer Sports Camp- Camp Aides, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 41.) Robinson, Brian Jephunneh | Summer Sports Camp - Security, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 42.) Harris, Lance | Summer Sports Camp - Security, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 43.) Powell, Sharell L | Summer Sports Camp - Security, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 44.) Powell, Patricia A | Summer Sports Camp - Security, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 45.) Mackey, Lionel | Summer Sports Camp - Security, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 46.) Murphy, Ernest L | Summer Sports Camp - Security, West |
| Effective Date: | June 18, 2024 |
| Compensation: | \$25/hour |
| 47.) Wade, Arian | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 48.) Upchurch, Derrick | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |
| 49.) Mohorn, Frank | Summer Sports Camp- Assistant Coach, East |
| Effective Date: | June 18, 2024 |
| Compensation: | \$30/hour |

V. Summer Employment

A. Summer (2024) - District

- | | |
|---|--|
| 1.) Gillespie, Robert L Compensation: | Summer Security for Registration and Building Activities, West \$25/hour |
| 2.) Howard, Christina C Compensation: | Summer Security for Registration and Building Activities, West \$25/hour |
| 3.) Johnson, Ashley Compensation: | Summer Security for Registration and Building Activities, West \$25/hour |
| 4.) Farries, Brody E Compensation: | Summer Security for Registration and Building Activities, PMSA \$25/hour |
| 5.) Chatman, Terrell Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 6.) Johnson, Everitt Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 7.) Johnson, Jeremiah Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 8.) Hernandez, Rakiyah Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 9.) Lindsay, Byron Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 10.) Martinez, Gabriel Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 11.) McMiller, William Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 12.) Reyes, Sebastian Compensation: | Summer PLCCA Student Worker \$15.80/ hour |
| 13.) Russell, Janiyah | Summer PLCCA Student Worker |

| | |
|-------------------------------------|------------------------------------|
| Compensation: | \$15.80/ hour |
| 14.) Smith, Sania | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |
| 15.) Valerio-Cruz, Janeliz | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |
| 16.) Cross, Montrell | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |
| 17.) Gay, Zoey | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |
| 18.) Ivory, Destiny | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |
| 19.) McDaniel, Dakota | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |
| 20.) Rhodes-Chambers, Areona | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |
| 21.) Owens, Adonia | Summer PLCCA Student Worker |
| Compensation: | \$15.80/ hour |

VI. Approved Leaves

A. Intermittent Leaves

| | |
|---------------------------|--|
| 1.) Jones, Latanya | Grade Level II: Administrative Assistant II, West |
| Begin Date: | June 21, 2024 |
| End Date: | December 21, 2024 |





FY25 Employee Count Report - June 27, 2024





PROVISO TOWNSHIP HIGH SCHOOL DISTRICT 209

Office of Human Resources

| | | | | | | | | | | | | | | | | | | | | |
|--|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|---|---|---|---|
| KEY: Names in red = VACANCY Names in green = VACANCY filled pending BOE Approval Names in blue = INTERIM only Names in grey = Serving as internal INTERIM Names in gold = Leave of Absence | East | West | PMSA | District | BOE Allocation | East | West | PMSA | District | Leave of Absence | East | West | PMSA | District | Total Vacancies | Pending Approval |  |  |  |  |
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | East | West | PMSA | District |

| SPECIAL PAYROLL | | | | | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|--|--|---|---|---------------------|-----------------------|-----------------|--|
| <i>Office of the Superintendent</i> | | | | | | | | | | | | | | | | | | | | |
| Superintendent of Schools | | | | | 1 | | | | | 1 | | | | | 1 | 1 | | | | VACANCY (J. Henderson) Aschoff, Alexander S (Interim) Pavone, Luke (Interim) |
| Deputy Superintendent for Operational Services | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Pavone, Luke (Interim Acting Superintendent of Schools) |
| Deputy Superintendent for Educational Services | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY (S Williams) |
| Executive Assistant - Superintendent's Office and Board of Education | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Salgado, Janessa |
| <i>Budget and Finance</i> | | | | | | | | | | | | | | | | | | | | |
| Chief Financial Officer | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Watson-Hill, Deborah |
| Coordinator I - Accounting and Finance | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY (L Moody) |
| Coordinator I - State and Federal Programs | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY (D. Watson-Hill) |
| Coordinator II - Payroll | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Geans, Jeanetta |
| Administrative Assistant - Office of Finance | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Johnson, Carla D |
| Financial Generalist | | | | 2 | 2 | | | | | 2 | | | | | | | | | | Horton, Brenda Watson, Marcia S |
| <i>Human Resources</i> | | | | | | | | | | | | | | | | | | | | |
| Director - Human Resources | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY (S. Haddad) 50 |
| Coordinator I - Human Resources | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Breich Jr, William C |
| Coordinator I - Benefits Specialist | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY |
| Coordinator II - Human Resources Generalist | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Edwards, Michelle L |
| Administrative Assistant - Human Resources | | | | 1 | 1 | | | | | 1 | 1 | | | | | | | | | Reyes, Lizett |
| Specialist - Benefits | | | | 1 | 1 | | | | | 1 | 1 | | | | | | | | | Sabado, Arlene R |
| <i>Technology</i> | | | | | | | | | | | | | | | | | | | | |
| Director - Technology | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Swanson, Michael Scott |
| Coordinator I - Computer Solutions | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Uddin, Faraz |
| Coordinator I - Network Systems | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Koval, Vasyi |
| Coordinator II - Student Information System | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Moon, Dejuan A |
| Coordinator II - Information Systems | | | | 3 | 3 | | | | | 3 | | | | | | | | | | Bennett, David L Bennett, Lamont D Chielo, Victor A |
| Generalist IT | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Emory, Mariah |
| <i>Operational Services</i> | | | | | | | | | | | | | | | | | | | | |
| Director for Operations | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Taylor Jr, L T |
| Custodial and Maintenance Building Lead | 1 | | 1 | 1 | 4 | 1 | 1 | 1 | 1 | | | 1 | | | | | McDonald Jr, Alfred | VACANCY | House, Leon | Perales, Jose L |
| Manager - Transportation | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY (W Garrett) |
| Bus Driver - Full Time | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Hernandez, Claudia M |
| Bus Driver - Part Time | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY |
| District Director of Athletics and Activities | | | | 1 | 1 | | | | | 1 | | | | | | | | | | Davis, Calvin |
| Assistant Director of Athletics and Activities | | 1 | | | 1 | | | | | 1 | | | | | | | | | McGinnis, Cyrus | |
| Manager - District Safety and Security | | | | | 1 | | | | | 1 | | | | | | | | | | VACANCY |
| Security Lead | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Peppers, Aaron | Robinson Jr, Levertis | Allen, Taylor | |

| KEY: Names in red = VACANCY Names in green = VACANCY filled pending BOE Approval Names in blue = INTERIM only Names in grey = Serving as internal INTERIM Names in gold = Leave of Absence | East | West | PMSA | District | BOE Allocation | East | West | PMSA | District | Leave of Absence | East | West | PMSA | District | Total Vacancies | Pending Approval |  PROVISO EAST East |  West |  PMSA |  District | |
|---|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|--|--|--|--|---|
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | | |
| Administrative Assistant to Director of Operations | | | | | 1 | | | | 1 | | | | | 1 | 1 | | | | | | VACANCY |
| Educational Services | | | | | | | | | | | | | | | | | | | | | |
| Director of CTE, Early College, Licensing, and Dual Enrollment/Dual Credit/Dual Degrees | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Brandon, Alexander J |
| Director of M.T.S.S. and A.W.A.R.E. Programs | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Thomas, Debra D |
| Coordinator I - Counselor and World Languages | | | | 1 | 1 | | | | 1 | | | | | 1 | 1 | | | | | | VACANCY (D. Stowers) |
| Coordinator I - CTE | | | | 1 | 1 | | | | 1 | | | | | 1 | 1 | | | | | | VACANCY (A. Brandon) |
| Coordinator I - Social Studies and Wellness | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Valente, Tony F |
| Coordinator I - Data and Assessment | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Aschoff, Alexander S (Interim Interim Acting Superintendent of Schools) |
| Coordinator I - Data and Enrollment | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Svelnys, Derrick M |
| Coordinator I - ELA and Fine Arts | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Marino, Angela K |
| Coordinator I - English Learners, Bilingual Education and World Languages | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Kalleris, Dimitrios J |
| Coordinator I - Math and Science | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Lazansky-Roach, Lisa M |
| Coordinator I - Performance Management and Professional Development | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Albans, Athanasia |
| Coordinator I - Special Education | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Fleming, Ramonda S |
| Coordinator II - Technology Integration | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Lee, Felicia |
| Coordinator II - IB Academics, Academics and Strategic Initiatives | | | | 1 | 1 | | | | 1 | | | | | 1 | 1 | | | | | | VACANCY (R Tanaka) |
| Coordinator II - Special Education Programming | 1 | 2 | | | 4 | 2 | 2 | | | | 1 | | | | 1 | | Truitt-Gamble, Shonte E VACANCY | Harris-Hughes, Beverly E Ramirez, Myeisha S | | | 51 |
| Coordinator II - Transition | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Mini, Mark Charles |
| Coordinator II - Multi-Tiered Systems of Support | | | | 1 | 1 | | | | 1 | | | | | 1 | 1 | | | | | | VACANCY (D. Thomas) |
| Administrative Assistant - Deputy Superintendent for Educational Services | | | | 1 | 1 | | | | 1 | | | | | 1 | 1 | | | | | | VACANCY (D. Carter) |
| Administrative Assistant - To Coordinators | | | | 5 | 6 | | | | 6 | | | | | 1 | 1 | | | | | | Brooks-Lawrence, Tiffany Daniel, Roberto Greenhow, Jonette M Molina, Melanie Stackhouse, Valencia VACANCY (EL Dept.) |
| School Psychologist | | 1 | | | 3 | 1 | 2 | | | | 1 | 1 | | | 2 | | VACANCY (G. Washington) | Burton, Treavon T VACANCY (J. Keene) | | | |
| Homebound Tutor | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Lazarus, Michael W |
| Permanent Building Substitute Teacher | 3 | 2 | 1 | | 10 | 4 | 4 | 2 | | | 1 | 2 | 1 | | 4 | | Robinson Jr, Patrick L Spears, Aaron D Stith, Eric J VACANCY | George, Regina N Varnado, Morgan X VACANCY (R. Brown) VACANCY (K. Williams) | Zenteno, Alejandro VACANCY | | |
| Public and Community Relations | | | | | | | | | | | | | | | | | | | | | |
| Public and Community Officer | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Vandenbroek, Kristine A |
| Coordinator II - Parental Engagement | 1 | 1 | | | 2 | 1 | 1 | | | | | | | | | | Hobbs, Cori | Hibbler, Gail | | | |
| Digital Specialist | | | | 1 | 1 | | | | 1 | 1 | | | | | | | | | | | Mendieta, Noemi |
| School Administration | | | | | | | | | | | | | | | | | | | | | |
| Principal | 1 | 1 | | | 3 | 1 | 1 | 1 | | | | | | 1 | 1 | | Hull, Rodney | Martinez, Elizabeth A | | | VACANCY (S. Ngo) Chiganos, Cristin Samantha (Interim) |
| Assistant Principal for Instruction | 2 | 2 | 1 | | 5 | 2 | 2 | 1 | | | | | | | | | Garcia, Ricardo Mcintosh, Latoya A | Gottlieb, Anne M Wilson, Oriana Y | | | Chiganos, Cristin Samantha (Interim Principal) Mason, Erin M (Interim) |





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|---|------------|-----------|----------|-----------|----------------|-------------|-----------|----------|-----------|------------------|-----------|----------|----------|-----------|-----------------|------------------|--|--|--|--|--|
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | | |
| Assistant Principal for Student Success | 2 | 2 | 1 | | 5 | 2 | 2 | 1 | | 1 | | | | | | | Lang, Kisha M Seegars, Wisando K | Jones, Shameka A Carson, Akiva S | Walker, Shaylon M | | |
| Dean of Student Success, Safety and Wellbeing | | | | | 5 | 2 | 2 | 1 | | | 2 | 2 | 1 | | 5 | | VACANCY (New) VACANCY (New) | VACANCY (New) VACANCY (New) | VACANCY (New) | | |
| Administrative Assistant - Office of the Principal | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Green, Karmen | Hernandez, Jacqueline | Chambers, Marchanne | | |
| Special Payroll Count | 13 | 14 | 6 | 43 | 106 | 18 | 20 | 9 | 59 | 4 | 5 | 6 | 3 | 16 | 30 | | | | | | |



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|--|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|--|--|--|--|
| KEY: Names in red = VACANCY Names in green = VACANCY filled pending BOE Approval Names in blue = INTERIM only Names in grey = Serving as internal INTERIM Names in gold = Leave of Absence | East | West | PMSA | District | BOE Allocation | East | West | PMSA | District | Leave of Absence | East | West | PMSA | District | Total Vacancies | Pending Approval |  PROVISO EAST East |  PROVISO WEST West |  PMSA |  District |
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | |

PROVISO TEACHERS WSTU, LOCAL 571 AFT AFL-CIO

| | | | | | | | | | | | | | | | | | | | | |
|---|----|----|---|---|----|----|----|---|---|--|---|---|---|--|---|---|--|---|---|-------------------------------|
| Art Teacher | 5 | 4 | 3 | | 14 | 6 | 5 | 3 | | | 1 | 1 | | | 2 | | Cox, Ahneise Hill, Daphne A Kim, Marilyn Sandoval, Ismael A Tomita Martin, Johannah C VACANCY [24-25 East ART, 2 (New)] | Dolezal, Luke Doyle, Daniel P Pawluk, Judith Shipley, Sean L VACANCY [24-25 West ART, 2 (New)] | Cornelius, Jeannine Gerise La Porte, Marcia Schmidt, Grace E | |
| Business Education Teacher | 4 | 4 | | | 8 | 4 | 4 | | | | | | | | | | Bivens, Natalia Mitchell Earl, Keisha A Pittman, Richard L Richards, Lamario A | Casto, Trinity D Renaud, Daniel J Walter, Herman Winfield, Shaunae | | |
| English Teacher | 12 | 16 | 8 | | 38 | 13 | 16 | 9 | | | 1 | 1 | | | 2 | | Blagojev, Kristina Clay, Courtney Blair Fischer, Brian J Glass, Donica L Gray, Laura A Harris, Lynn K Josephs, Catherine Muhammad, Nadia T Olson, Cole L Pak, Faith Y Rasul, Noreen Wordlaw-Franklin, Tabitha L VACANCY [24-25 PMSA ENG, 1 (Puhr)] | Bates, Sherry D Carey, Michael Conley, Candice M Daniel, David M Gillespie, Carissa M Goel, Angda La Bash, Jennifer J Mendelsohn, Mark S Natschke, Adenike O Orbell, Matthew D Ruggiero, Allison Marie Sears, Robin R Sloma, Morgan Smith, Michaela Wesolowski, Beata A | Beresheim, Courtney Ann Duran, Cassidy M Foti, Silvia V Markus, Robert A Ovale, Kathryn Phifer, Robyn Grace Rutstein, Neal David Taylor, Shantel VACANCY [24-25 PMSA ENG, 2 (Weiner)] | |
| ESL/Bilingual Education English Teacher | 4 | 2 | | | 7 | 4 | 3 | | | | | 1 | | | 1 | | Bojalad-Baginski, Catherine M (ESL) Gonzalez, Patricia E (ESL) Hayslett, Karen Jo (BSPA/ESL) Platek, Alexandra M (ESL) | Costello, Michael S (ESL) Serritella, Victoria Lynn (ESL) VACANCY [24-25 West ENG EL, 1 (New)] | | 53 |
| Family and Consumer Sciences Teacher | 3 | 2 | | | 7 | 3 | 4 | | | | | 2 | | | 2 | 1 | Green, Patricia E Ibioloye, Maya I Morrow, Jasmine | Hampton, Glenida L Riley, Margaret M VACANCY [24-25 West FCS Cull, 2 (New)] VACANCY [24-25 West FCS Ed, 1 (New)], pending L Carter | | |
| School Counselor | 8 | 8 | 4 | | 20 | 8 | 8 | 4 | | | | | | | | | Bridges, Tonya Caballero, Jocelyn Ingram, Thomas D Kopf, Julie C Pappas, George A Martinez, Melissa N Mercado, Nia Soria-Alvarez, Linda | Blade, Sherman Cuci, Cassandra Hooper, De Cora Nichole Oconnor, Nicole G Gonzalez, Antonio Gray-Jones, Hillary V Greenhow, Antony D Robertson, Lauren N | Jarmoc, Ninorta D Lugo, Melissa Maria Mejstrik, Nicole L Paprocki, Constance E | |
| College and Career Counselor | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Korntheuer, John D | Spiridis-Skoupas, Anastasia | Paulus, Amy E | |
| Librarian | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Adjetey, Patricia | Scott, Shannon M | Fiala, Shoshana E | |
| Mathematics Teacher | 10 | 13 | 7 | 1 | 32 | 10 | 13 | 8 | 1 | | | | 1 | | 1 | | Appelman, David T Crecco, Paul C Domanski, Michelle A Kram, Daniel James Lanzillotti, Angela Souza IV, Henry M Thomas, Debra Ann Tran, Carisa C Walker, Ryan A Zabrodsky, Andre M | Arce, Louis J Aulakh, Parampreet Kaur Blood, David Brown, Keith A Collains, Clezeal Peoples, Christopher D Rosko, Jozsef Saltzman, Jay A Sauter, Kristina Spires, Larry Douglas Stamer, Dan E Targos, Melanie N Uribe-Lopez, Miguel A | Bokar, Michael J Ferraro, Jessica Nowak, Bradley J Resnick, Rebecca A Stompor, Jennifer J Vega Puente, Rolando S Wolff-Klammer, Kurt VACANCY [24-25 PMSA MAT, 1 (New)] | Birch, Nicholas P (East/PMSA) |

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|---|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|---|---|---|--|
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| ESL/Bilingual Education Mathematics Teacher | 1 | 1 | | | 6 | 3 | 3 | | | | 2 | 2 | | | 4 | | Pijut, Dale A (ESL) VACANCY [24-25 East IMAT EL, 1 (New)] VACANCY [24-25 East IMAT EL, 2 (New)] | Perez, Damian (BSPA/ESL) VACANCY [24-25 West MAT EL, 1 (New)] VACANCY [24-25 West MAT EL, 2 (New)] | | |
| Music Teacher | 2 | 2 | 1 | | 5 | 2 | 2 | 1 | | | | | | | | | Seals Jr, Cletis Darrell Welte, Caroline M | Atcher, Samuel Watson, Salina E | Brown, Matthew A | |
| Physical Education Teacher | 9 | 11 | 5 | | 26 | 9 | 11 | 6 | | | | | 1 | 1 | | | Donnelly, Melissa A Goslowski, Bennie J Koczor, Amy C Lishka, Blake A Moran, Dean E Pennington, Robert J Romo, Rodolfo Talley, Angela R Zuazo, Jose Angel | Barajas, Amanda M Bryant, Lamont Cox, Travis Mercedes Elisco, Ryan Paul Green, Michael J Ramirez Lona, Allan G Shriber, Emily A Spaulding, Randall J Struwing, Paula Williams, Brian A Zubeck, Joseph A | Mccormick, Tracy L Olivares, Ruben D Reich, Robert J Schaub, Jessica L Zak, Peter VACANCY [24-25 PMSA WEL, 1 (New)] | |
| Science Teacher | 9 | 8 | 7 | | 30 | 11 | 11 | 8 | | | 2 | 3 | 1 | 6 | 1 | | Crawford, Marianne Duffey, Siobhan Mcallister, Crystal L Mcelhatton, Ann E Moore, Justin W Raceala, Veronica Marinela Razeq, Chadia Z Richards, Linea Solano, Anthony C VACANCY [24-25 East SCI, 1 (New)] VACANCY [24-25 East SCI, 2 (New, Analtis TR)] | English, Danielle Delisa Humphreys, Jeremy A Kjeldsen, Zachary A Kleffner, James H Laiq, Subuhee Lane, James W Lucas, Michelle E Morain, Cynthia S Pilcher, Chad D Vassallo, David N VACANCY [24-25 West SCI, 1 (Noble)], pending D McCall VACANCY [24-25 West SCI, 2 (Polizzotto)] VACANCY [24-25 West SCI 3 (Kleffner)] | Beidas, Mahera Z Caldwell, Daniel S Demirika, Eva Huels, Sarah Elizabeth Krejci, Christie Popadowski, Stacey Wardisiani, John C VACANCY [24-25 PMSA SCI, 1 (New)] | 54 |
| ESL/Bilingual Education Science Teacher | 2 | 1 | | | 4 | 2 | 2 | | | | | 1 | | 1 | | | Castellanos-Guevara, Isabel C (BSPA/ESL) Hillegonds, Cathy Dorothea (ESL) | Klonowski, Joanne V (ESL) VACANCY [24-25 West SCI EL, 1 (New)] | | |
| Social Studies Teacher | 13 | 14 | 8 | | 35 | 13 | 14 | 8 | | | | | | | | | Brouwer, Faith E Corso, Christine E Gibfried, Jonathan J Martin, Ryan Douglas Mcclistrim, Martina McCulloch, Tyler O Mullen, Joshua Joseph Perry, Ralph B Piemonte, Jessica M Salazar, Omar F Short, Paula E Sunner, Christopher S | Brakie, James E Butler, Danele Lee Emmanuel, Ashok V Gordon, Jennifer Hammoud, Karen B Hendrickson, Scott L Kozlars, Thomas Levasseur, Margarita Anna Loulouis, Ekaterini Mcfall, Conor M Schaeffges, Rachel R Schlessler, Rachael Spiering, Victoria A Villanueva, Carlos L | Colwell, Steven J Gibbons, John P Kozma, Michael J Momney, Alexandra Jacqueline Nyquist, Rex D O'Connell-Martinez, Kelly Maureen Petruzzi-Asselborn, Sarah C Salinas, Colette L | |
| ESL/Bilingual Education Social Studies Teacher | 3 | 2 | | | 6 | 3 | 3 | | | | | 1 | | 1 | | | Hingu, Vrunda J (ESL) Oquendo Jr, Lucio (BSPA) Soto, Micaela (BSPA/ESL) | Medina-Olaque, Diana M (BSPA/ESL) Wortel, Robert J (ESL) VACANCY [24-25 West SOC EL, 1 (New)] | | |
| School Social Worker | 5 | 4 | 2 | | 12 | 5 | 5 | 2 | | | | 1 | | 1 | | | Johnson, Hannah M Murchison, Carol H Ross, Amanda E Santino, Amy M Williams, Amanda | Doran, Joseph S Grady, Charlotte Hogan-Matthews, Jeri B Montoto Vega, Elsa J VACANCY [24-25 West SW, 2 (New)] | Godinez, Ruben Watt, Tianna M | |


| | East | West | PMSA | District | BOE Allocation | East | West | PMSA | District | Leave of Absence | East | West | PMSA | District | Total Vacancies | Pending Approval |  East |  West |  PMSA |  District |
|--|------------|------------|-----------|----------|----------------|-------------|------------|-----------|----------|------------------|-----------|-----------|----------|----------|-----------------|------------------|---|---|--|--|
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | |
| Special Education Teacher | 16 | 13 | 1 | | 36 | 17 | 18 | 1 | | | 1 | 5 | | | 6 | 1 | Atcher, Marhonda C Barone, Meghan Leigh Bishop, Danielle A Brecheisen, Lauren E Buffa, Beth Deady, Lauren E Gough, Gregory T Hackett, Patrick J Josefek, Rebecca S Katz, Susan S Langdon, Elisha Lodovico, Dean M Mayhan, Ann Moss, David J Radecki, Joseph C Sirota, Michelle E VACANCY [24-25 East SPED, 3 (New)] | Biniewicz, Daniel Michael Contractor, Satyam R Ford, Steven R Kissel, Christopher S Lira, Tina C Morrow, Kevin T Oconnell, Linda T Owolabi, Babatunde Powers, Emily E Shelby, Julius J Smith, Suzan A Stripp, Andrew W Weldon, Caryn Joan Zamora, Saul VACANCY [24-25 West SPED, 1 (New)], pending M Gadau VACANCY [24-25 West SPED, 2 (New)] VACANCY [24-25 West SPED, 3 (New)] VACANCY [24-25 West SPED, 4 (Swikart)] VACANCY [24-25 West SPED, 4 (Stripp)] | Harney-Forde, Kathryn | |
| Career Technical Education (CTE) Teacher | | 3 | 1 | | 6 | 2 | 3 | 1 | | | 2 | | | | 2 | | VACANCY [24-25 East AUTO, 1 (New)], pending R Jaimes VACANCY [24-25 East AUTO, 2 (Robinson)] | Fedele Jr, Carl S Ferguson, Mark Senase, April M | Syed, Abdur-Rehman | |
| World Languages Teacher | 7 | 5 | 6 | | 19 | 7 | 6 | 6 | | | | 1 | | | 1 | | Augustin, Sherty N Collins, Vanessa M Dominguez, Claudia Gonzalez, Hector J Greab, Anamaria Konstant, Janet Ann Spain, Sydney E | Coronado, Jeanette Cruz, Wanda R Dorleans, Jocelyn Mcmanmon, Zoe C Otero, Bryan VACANCY [24-25 West WLA Sp, 2 (New)] | Duvall, Amanda Kate Garcia, Pablo Gart, Audra D Hahn, Cory A Martinez, Alexandra Restivo, Elizabeth A | 55 |
| Reset Room Certified Teacher | 1 | 1 | | | 2 | 1 | 1 | | | | | | | | | | Analtis, Alexander C | Brown, Cheryl L | | |
| PTU Count | 116 | 116 | 55 | 1 | 319 | 125 | 134 | 59 | 1 | 0 | 9 | 18 | 4 | 0 | 31 | 3 | | | | |

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|--|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|--|--|--|--|
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| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | |

PROVISO SUPPORT STAFF COUNCIL OF THE WSTU, LOCAL 571 AFT

| Ten (10) Month Support Staff | | | | | | | | | | | | | | | | | | | | |
|--|----|----|---|---|----|----|----|---|---|---|---|---|--|--|--|--|--|--|--|--|
| Grade Level I: Job Coach | | | | 1 | 1 | | | | 1 | | | | | | | | | | | Walker, Montese |
| Grade Level I: Administrative Assistant I | 1 | 6 | | | 7 | 1 | 6 | | | | | | | | | | | | | Garcia, Maria P Ayala, Andrea S Carter, Latonia Hrobowski, Kya K Lambert, Diann G Lindsey, Kim Leanna Rodriguez, Estephania |
| Grade Level II: Technical Support Aide | | | | | | | | | | | | | | | | | | | | |
| Grade Level IV: Nurse | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | 1 | | | | | | | | | | Northern, Karen Rice, Lisa Delgado, Maria Margarita |
| Lunchroom Monitor | 3 | 2 | 1 | | 9 | 4 | 4 | 1 | | | 1 | 2 | | | | | | | | Griffin, Alfred Moore, Barbara Thomas, Betty J VACANCY Bailey, Laura H Neal, Valeria VACANCY VACANCY Thomas, Beatrice |
| Security (Full-Time) | 19 | 25 | 8 | | 54 | 21 | 25 | 8 | | 5 | 2 | | | | | | | | | Barker, Peaches Burns, Daryl A Diaz, Sofia Donaldson, Cleophus Douglass, Mary L Fardon, Corey A Ford, Willard S Gaddis, Antonio Green, Liza R Harris, Lance Manzo, Elizabeth D Mcguirk, Isaiah J Pieranunzi, Frank J Powell, Sharell L Robinson, Brian Jephunneh Tate, Derrinesha Wade, Arian Walker, Tifiana D Worthy, Brandon D VACANCY VACANCY Akui, Jahwan El-Haj Burrell, Lashawn M Garcia, Jose Gillespie, Robert L Greenhow, Devaughn J Harris, Anthony N Hill, Leticia Howard, Christina C Howard, Qunnetti Johnson, Ashley Johnson, Darien D Mackey, Lionel Mitchell, Darryl Murphy, Ernest L Pointer, Demetrius J Rodgers, Richard Smith, Adam M Stallings, Allen Stepter, Lavar J Villafuerte, Miguel Walker, Lawrence R Washington Sr, Khari J Wilson, Racquel M Womack Jr, Johnnie Young, Keeshawn M Arreola, Jacqueline Farries, Brody E Grant, Bobby D Jenkins, Joshua Pierre Johnson, Darius Powell, Patricia A Smith Banner, Tami D White, Anthony D |
| Security (Part-Time) | 2 | 2 | 1 | | 9 | 4 | 4 | 1 | | 1 | 2 | 2 | | | | | | | | Horn, De Andre Loury, Chere VACANCY (M. Williams) VACANCY Pruitt, Darryl Williams, William C VACANCY (A. Johnson) VACANCY (A. Elam) Russell, Billy |
| Twelve (12) Month Support Staff | | | | | | | | | | | | | | | | | | | | |
| Grade Level II: Administrative Assistant II | 11 | 11 | 2 | 1 | 27 | 13 | 11 | 2 | 1 | 1 | 2 | | | | | | | | | Boyce, Donald N Brown, Quinnel L Iniguez, Celia Jones, Oni Bria Lucas, Johnnie R Mancilla, Jessica Mendoza, Gabriela Naylor, Harriet Negrete Luevano, Dolores Smith, Tatanisha Williams, Sloane R VACANCY (J. Walker) VACANCY (D Racan) Adams, Deanna M Faleti, Pearl Garcia, Lynette Horton, Tara N Jackson, Barbara J Jacob, Lorena Jenkins, Johnny N Jones, Latanya Rodriguez, Angelica Satterfield, Angela C Braxton, Summer Correa, Alexandra V Ortiz, Erica Jones, Marc |
| Grade Level II: Assistant to the Band Director | 1 | 1 | | | 2 | 1 | 1 | | | | | | | | | | | | | Johnson, Joseph Ross, Timothy |

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|---|------------|-----------|-----------|----------|----------------|-------------|-----------|-----------|----------|------------------|-----------|-----------|----------|----------|-----------------|------------------|---|---|--|--|-------------------|----|
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | | | |
| Grade Level II: Translator/Office Assistant | | 1 | | | 1 | | 1 | | | | | | | | | | | | | | | |
| Grade Level III: Administrative Assistant III | 1 | 1 | | | 2 | 1 | 1 | | | | | | | | | | Washington, Joann | Walker, Daphne | | | | |
| Grade Level IV: Accounts Payable and Receivable Agent | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Mobley, Launa P | |
| Grade Level IV: Assistant to the Coordinators of Accounting and Payroll | | | | | 1 | | | | 1 | | | | | | 1 | 1 | | | | | VACANCY | |
| Grade Level IV: Business Office Liaison | 1 | 1 | | | 3 | 1 | 1 | 1 | | | | | | 1 | 1 | | Benion, Devaughn P | Chester, Ida L | VACANCY (D. Courts) | | | |
| Grade Level IV: Computer Support Tech | | | | | 0 | | | | | | | | | | | | | | | | | |
| Grade Level IV: Head Bookkeeping/Chief Cashier | | | | | 1 | | | | 1 | | | | | | 1 | 1 | | | | | VACANCY | |
| Grade Level IV: Jr. Database/Helpdesk | | | | | 0 | | | | | | | | | | | | | | | | | |
| Grade Level IV: Procurement Agent | | | | 1 | 1 | | | | 1 | | | | | | | | | | | | Courts, Diamond A | |
| Grade Level IV: Registrar | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | White, Marion D | Magee, Shirley | Teruel, Wanda V | | | |
| Instructional Aide (Full-time) | 7 | 7 | | | 26 | 13 | 13 | | | 1 | 6 | 6 | | | 12 | | Higgins, Angela S Johnson, Diana K Julio, Dilson R Smith, Lincoln R Swinnie, Javon A Yates, Carla VACANCY (L. Whisby) VACANCY (BSPA) VACANCY (BSPA) VACANCY (BSPA) VACANCY (BSPA) VACANCY (BSPA) VACANCY (BSPA) | Brown, Keva Ann Gomez, Kimberly Mazzulla, Ana K Norwood, Fatima L Parrott, Marco C Tyler, Tiffany E Wilson, Keyuna P VACANCY VACANCY (BSPA) VACANCY (BSPA) VACANCY (BSPA) VACANCY (BSPA) VACANCY (BSPA) | | | | 57 |
| Instructional Aide (Part-time) | 2 | 1 | | | 6 | 3 | 3 | | | 1 | 1 | 2 | | | 3 | | Hampton, Glenida Westbrook, Richard Tyrone VACANCY (L. Porter) | Washington, Carrie F VACANCY VACANCY | | | | |
| Support Staff Union Count | 50 | 60 | 14 | 4 | 157 | 64 | 72 | 15 | 6 | 10 | 14 | 12 | 1 | 2 | 29 | | | | | | | |

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|--|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|--|--|--|--|
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| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | |

PROVISO CUSTODIAL AND MAINTENANCE UNION SEIU LOCAL 73, CTW

| Tier I Custodial And Maintenance | | | | | | | | | | | | | | | | | | | | |
|--|-----------|-----------|-----------|----------|-----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|-----------|--|--|--|--|----|
| Lead Fireman | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Gluecklich, Steven E | Noyola, Sergio X | Johnson, Corey J | |
| Fireman | 1 | 1 | | | 2 | 1 | 1 | | | | | | | | | | Edmond, Terry | Duncan, Darwin C | | |
| Maintenance I | 6 | 4 | 3 | | 13 | 6 | 4 | 3 | | | | | | | | | Brown, Claude E Cozzi, Joseph E Donatille, Anthony John Pirozzoli, Vito Anthony Shelton, Woodrow A Sloan, Thomas | Echevarria, Martin R Good, Ronald A Ruiz, Roy Welch, Billy W | Taylor, Calvin K Williams, Keith V Zambole, Nicholas C | |
| Maintenance II | 2 | 1 | 1 | | 4 | 2 | 1 | 1 | | | | | | | | | Murray, Danielle Lavon Williams, Larry D | Aviles, Andres | Madlock, Jeffrey | |
| Custodian (Day) | 2 | 2 | 1 | | 5 | 2 | 2 | 1 | | | | | | | | | Craig, Terrase Straughter, Darrell R | Daniels, Denise L Hughes, Leroy I (Interim Maintenance) | Mccarroll Wynn, Rayda L | |
| Custodian (Night) | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Angelino, Elicelda | Graham, Michael M | Velazquez, Ambrosio | |
| Tier II Custodial And Maintenance | | | | | | | | | | | | | | | | | | | | |
| Custodian (Day) | 1 | | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Johnson, Reginald | VACANCY (A. Harris) | Garcia, Ana Rosa | |
| Custodian (Night) | 7 | 12 | 3 | | 25 | 8 | 13 | 4 | | 3 | 1 | 1 | 1 | | | | Davis, Lamar F Hayes, Jesse Joiner Sr, Bryce M Love, Demetre K Sr Ross, Nijel Q Taylor, William C Velazquez, Juan C VACANCY (J Jenkins) | Aguilera Aguilar, Fermin E Boyd, William E Coleman, Jaaron S Hrobowski, Marcus Jay, Rodney M Lopez De Gallegos, Yessica A Macias, Wenceslada Plomero, Aricia Plomero, Javier Sotelo, Ofelia Stafford, Larry L Jr Villalva, Luis A (Interim Fireman) VACANCY (C. Roman) | Enciso, Salvador Galvan, Jose L Robbins, Winston B VACANCY (J. Madlock) | 58 |
| Maintenance | | 1 | | | 7 | 2 | 5 | | | | 2 | 4 | | | | | VACANCY (C. Taylor) VACANCY (V. Trombetta) | Tellez, Sergio VACANCY (J. Perales) VACANCY (D. Knapp) VACANCY (K. Williams) VACANCY (D. Dunkin) Hughes, Leroy I (Interim - Tier I) | | |
| Fireman | | 1 | | | 4 | 2 | 2 | | | | 2 | 1 | | | | | VACANCY (T. Garner) VACANCY (K. Johnson) | Rodas-Beltran, Dario Xavier VACANCY (L. Leaks) Villalva, Luis A (Interim) | | |
| Custodial & Maintenance Union Count | 21 | 24 | 11 | 0 | 69 | 26 | 31 | 12 | 0 | 3 | 5 | 7 | 1 | 0 | 13 | | | | | |

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|--|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|--|--|--|--|
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| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | |





| NUTRITION SERVICES (Special Payroll) | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------|----------|----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---|---|------------------------------------|---------------------|
| Manager - Student Nutrition | | | | 1 | 1 | | | | 1 | | | | | | | | | | | Garza, Stephanie A |
| Assistant Manager of Food Services | | | | 1 | 1 | | | | 1 | | | | | | | | | | | Gonzalez, Roberto R |
| Kitchen Supervisor | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Dixon, Letitia | Wachowski, Jennifer | Ratley Jr., Joseph B | |
| Kitchen Lead | 1 | 1 | 1 | | 3 | 1 | 1 | 1 | | | | | | | | | Sanderson, Larhonda | Draper, Infinite | Griffin, Deaja | |
| Food Service Worker (8 hours) | 2 | 2 | 2 | | 6 | 2 | 2 | 2 | | | | | | | | | Jones, Brandon D Watson, James E | Miller, CD Watts, Kunta K | Lewis, Sandra Williams, Cynthia | |
| Food Service Worker (6.5 hours) | 1 | 2 | 1 | | 5 | 2 | 2 | 1 | | | 1 | | | | | | Gillings, Jeanette O VACANCY 6.12.24 (A. Givens) | Geans, Essie M Young, Twanna | Coombs, Yvette D | |
| Food Service Worker (6 hours) | 1 | | 1 | | 3 | 1 | 1 | 1 | | | | 1 | | | | | Miller, Charles W | VACANCY (T. Dunning) | Hicks, Patricia | |
| Food Service Worker (4 hours) | 1 | 1 | | | 6 | 3 | 3 | | | | 2 | 2 | | | | | Jefferson, Tanya VACANCY (M. Ruiz) VACANCY (T. Aguirre) | Perkins E, Jackson III VACANCY (C. Fragoso) VACANCY (A. Graham) | | |
| Nutritional Services Count | 7 | 7 | 6 | 2 | 28 | 10 | 10 | 6 | 2 | 0 | 3 | 3 | 0 | 0 | 6 | 0 | | | | |

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|--|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|--|--|--|--|
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| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | |

| OTHER CONTRACTUAL | | | | | | | | | | | | | | | | | | | | |
|---|-----------|-----------|----------|----------|-----------|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|--|--|---|--|---|
| NJROTC | 3 | 2 | | | 5 | 3 | 2 | | | | | | | | | | Person, Darryl N Toombs, Mckinley Albert Velez, Alejandro | Hawley, Regina M Rushing, Felinquist R | | |
| Special Education Teacher (Epic Staffing) | 2 | 1 | | | 3 | 2 | 1 | | | | | | | | | | | | | |
| PAEC School Psychologist | | | | 2 | 2 | | | | 2 | | | | | | | | | | | Antwine, Damien (East / West) Crawford, Alexis (East / West) |
| PAEC Social Worker | 2 | 1 | | | 4 | 2 | 2 | | | | | 1 | | | 1 | | Ross, Mandy Stephens, Diana | Kuchera, Donna VACANCY | | |
| PAEC Speech/Language Pathologist | | 2 | | 1 | 3 | 2 | | | 1 | | | | | | | | | Bonnert, Camilla Thompson, Antionette | | Redmond, Georgette (East / PMSA) |
| PAEC Occupational Therapist | 1 | 1 | | | 2 | 1 | 1 | | | | | | | | | | Martin, Isis | Michelson, Paul | | |
| PAEC Physical Therapist | | 1 | | 1 | 2 | | 1 | | 1 | | | | | | | | | Costello, Nancy | | Littman, Esther (East / PMSA) |
| School Resource Officer (SRO) | 8 | 4 | | | 12 | 8 | 4 | | | | | | | | | | Diaz, Jaime Fuqua, Christopher L Ingram, Jesse F Johnson, Jerry A Jones, William Kosevich, Mark Negron, Phillip Patterson, Carlos | Armstrong, Paul B Dominguez, Noel Smith, Randy B Wilkins, Torrance P | | |
| Other Contractual Count | 16 | 12 | 0 | 4 | 33 | 16 | 13 | 0 | 4 | 0 | 0 | 1 | 0 | 0 | 1 | | | | | |

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|---|------------|------|------|----------|----------------|-------------|------|------|----------|------------------|-----------|------|------|----------|-----------------|------------------|--|--|--|--|--|
| | Head Count | | | | | Allocations | | | | | Vacancies | | | | | | | | | | |
| GRAND TOTALS | 207 | 221 | 92 | 50 | 679 | 243 | 267 | 101 | 68 | 17 | 36 | 46 | 9 | 18 | 109 | 3 | <i>Grand Totals* do <u>not</u> include "OTHER CONTRACTUAL"</i> | | | | |

14. Adjourn