

PRINCIPAL'S EMPLOYMENT AGREEMENT

AGREEMENT made between the **BOARD OF EDUCATION OF KENILWORTH SCHOOL DISTRICT NO. 38, COOK COUNTY, ILLINOIS**, hereinafter referred to as the "Board," and **STEPHANIE HELFAND**, hereinafter referred to as the "Principal."

WHEREAS, the Board finds that the Principal has met the student performance and academic improvement goals, as previously established by the Board.

WITNESSETH:

A. EMPLOYMENT AND COMPENSATION

1. The Board hereby employs the Principal for four (4) years commencing July 1, 2025 and terminating on June 30, 2029, with such responsibilities and duties in that connection as may be fixed by the Board in this Agreement and in its policies, rules, and regulations.
2. The Board shall pay to the Principal an annualized salary of ONE HUNDRED EIGHTY-FIVE THOUSAND TWO HUNDRED ELEVEN DOLLARS AND FORTY-FIVE CENTS (\$185,211.45) for the 2025-2026 contract year in equal installments in accordance with the rules of the Board governing payments of other administrative staff members in the District. The Principal's annual salary for future contract years covered by this Agreement will be determined by the Board after the Principal's review of the Principal's performance in accordance with paragraph F, provided that any such annual salary shall not be less than the Principal's salary for the prior contract year. The Principal hereby accepts employment upon the terms and conditions hereinafter set forth.
3. In addition to the annual salary stated in paragraph A.2 of this Agreement, the Board shall make a contribution on behalf of the Principal to the State of Illinois Teachers' Retirement System ("TRS"), in satisfaction of the Principal's entire required (9.0%) retirement contribution to TRS. It is the intention of the parties to qualify all such payments paid by the Board on the Principal's behalf as employer payments pursuant to Section 414(h) of the *Internal Revenue Code of 1986*, as amended. The Principal does not have any right or claim to these amounts except as they may become available at the time of retirement or resignation from TRS. Both parties acknowledge that the Principal did not have the option of choosing to receive the contributed amounts directly, instead of having such contributions paid by the Board to TRS, and that such contributions are made as a condition of employment to secure the Principal's future services, knowledge and experience.
4. Any salary or other modification made during the term of this Agreement shall be in the form of a written amendment and shall become a part of this Agreement, but such modification shall not be construed as a new Agreement with the Principal, or as an extension of the termination date of this Agreement.

During the term of this Agreement, the Principal shall hold a valid and properly registered license issued by the State of Illinois Teachers' Licensure Board qualifying her to act as a Principal for the District. The Principal shall also be a qualified evaluator for assistant principals and teachers.

5. The Principal acknowledges that by accepting the terms of the multi-year Principal's Employment Agreement, the Principal waives any right to tenure or continued contractual service in the School District for the duration of this multi-year contract or any multi-year contract extension pursuant to Section 5/10-23.8a of *The School Code*.

B. DUTIES

1. The Principal shall supervise the operation of The Joseph Sears School as the Board shall determine necessary. The Principal shall also assume administrative responsibilities and instructional leadership, under the supervision and direction of the Superintendent in consultation with the Board of Education and in accordance with the laws of the State of Illinois and the policies, rules and regulations of the Board, for the planning, operation and evaluation of the educational program of The Joseph Sears School. The Principal's job description identifying the Principal's essential duties is attached as Appendix A.
2. The Principal shall submit recommendations, as requested, to the Superintendent concerning the appointment, retention, promotion, and assignment of all personnel at Sears School; and shall keep such other registers and records and make such other reports as may be directed by the Superintendent and the Board or required by law.
3. The Principal shall suspend students guilty of gross disobedience or misconduct from school (and from the school bus) in accordance with the requirements of Section 10-22.6 of *The School Code* and Board policy.
4. The Principal agrees to devote her best efforts to the educational program of the District. The Principal shall not undertake or accept other employment or responsibilities that will conflict with her assigned duties, without the Superintendent's pre-approval.

C. BENEFITS

1. The Board will provide the Principal with the following benefits:
 - a. Full-family health, dental and long-term disability insurance coverage, as provided under the programs effective in the District;
 - b. Term life insurance in the amount of \$100,000, as provided under the program effective in the District; and
 - c. Liability insurance, as provided to other District administrators, and in

accordance with Section 10-20.20 of *The School Code*.

2. The Principal shall be entitled to paid vacation of twenty (20) working days per contract year during the term of this Agreement, to be used as mutually agreed upon by the Principal and Superintendent. Vacation days must be taken within the contract year. Payment for any unused vacation days upon separation of employment will occur thirty (30) days after the Principal's final workday and final paycheck.

The Principal shall also be entitled to all legal school holidays observed by the District. Winter, Spring, and Summer recess periods shall constitute working days unless specifically scheduled and credited toward the vacation days listed above.

3. The Principal shall be granted sick leave, as defined in Section 24-6 of *The School Code*, of thirteen (13) working days per contract year during the term of this Agreement. Unused sick days may be accumulated to a maximum of three hundred sixty (360) days. The Principal shall not be entitled to payment for any accrued but unused sick leave upon separation of employment from the District for any reason.
4. The Principal shall be granted personal leave of five (5) working days per contract year during the term of this Agreement which may also be used as sick leave. Earned, unused personal days shall carry over into the next school year without limit and shall be added to the Principal's balance of sick leave. The Principal shall not be entitled to payment for any accrued but unused personal leave upon separation of employment from the District for any reason.
5. The Principal shall be reimbursed for District business travel in her personal vehicle at the IRS approved mileage reimbursement rate.
6. The Principal shall be reimbursed for participation in professional development courses and activities and up to one thousand dollars (\$1,000.00) per contract year for dues and membership fees to professional organizations. All professional development courses or activities and/or memberships in professional organizations must be approved, in advance, by the Superintendent to qualify for reimbursement.

D. TERMINATION

1. This Agreement may be terminated by:
 - a. Mutual agreement of the parties;
 - b. Permanent disability (as de-fined below) of the Principal;
 - c. Discharge of the Principal for cause (as defined below);
 - d. Resignation, provided, however, the Principal shall provide the Board at least one hundred and twenty days (120) days advance written notice of

the resignation; or

e. Death of the Principal.

2. Permanent Disability

The Board may terminate this Agreement for reasons of permanent disability or incapacity at any time after the Principal has exhausted her accumulated sick leave, personal leave and vacation benefits, has been absent from her employment for a continuous period of three (3) months, or presents to the Board upon request a physician's statement certifying that she is permanently disabled or incapacitated. All contractual obligations of the Board shall cease upon written notice of termination for permanent disability or incapacity, provided that the Principal shall be entitled to a meeting before the Board if she so requests. The Board reserves the right to require the Principal to submit to a medical examination, either physical or mental, whenever the Board deems the Principal disabled. Such examination shall be performed by a physician licensed to practice medicine in all its branches, who is mutually selected and paid for by the Board. The Principal expressly agrees that the physician shall prepare a detailed report of the state of her physical and/or mental health and submit it to the Board.

3. Discharge for Cause

Discharge for cause shall be for any conduct, act, or failure to act by the Principal which is detrimental to the best interests of the District, or for violation of this Agreement. Reasons for discharge for cause shall be given in writing to the Principal, who shall be entitled to notice and an opportunity to request a hearing before the Board to discuss such causes. If the Principal chooses to be accompanied by legal counsel, she shall bear any costs therein involved. The Board hearing shall be conducted in closed session.

4. Early Termination

If the Principal's employment is terminated by the Board or the Principal pursuant to Paragraph D(1) prior to the expiration date of this Agreement or any contract extension, no further salary, payments, compensation or benefits shall be payable to the Principal under this Agreement after the date of such termination.

E. STUDENT PERFORMANCE AND ACADEMIC IMPROVEMENT GOALS

The Principal acknowledges that pursuant to Section 10-23.8a of *The School Code*, this multi-year Agreement is subject to performance-based goals, which are linked to student performance and academic improvement attributable to the responsibilities and duties of the Principal. The Principal's student performance and academic improvement goals are attached hereto as Appendix B. As part of the Principal's annual evaluation, the Principal and Superintendent shall meet to review the Principal's progress towards meeting the student performance and academic

improvement goals. The Superintendent will review and assess the Principal's overall performance on an annual basis based upon the student performance and academic improvement goals, and any other objectives established by the Board. The Board reserves the right to annually adjust or modify the student performance and academic improvement goals listed herein and to establish other goals and objectives for the Principal.

F. EVALUATION

The Superintendent will annually review and assess the Principal's performance by March 1 of each contract year. The Superintendent will prepare a written summative evaluation based upon a review and assessment of the Principal's progress towards meeting the student performance and academic improvement goals and the Principal's evaluation criteria in accordance with Section 5/24A-15 of *The School Code*.

G. NOTICE

All notices under this Agreement shall be deemed sufficient if given in writing and served upon the Principal and the President of the Board personally or by certified mail, return receipt requested, addressed as follows:

- | | |
|------------------------------------|--------------------------------------------------------------------------------------------------------|
| (1) <i>If to the Board:</i> | Board of Education
Kenilworth School District No. 38
542 Abbotsford Road
Kenilworth, IL 60043 |
| (2) If to the Principal: | Dr. Stephanie Helfand at the last known address
on record with the District |

H. MISCELLANEOUS

1. This Agreement is subject to *The School Code*, the regulations of the State Board of Education and the Superintendent of the Educational Service Region of Cook County, and the policies of the Board.
2. This Agreement contains all the terms agreed upon by the parties with respect to the subject matter of this Agreement and supersedes all prior agreements, arrangements, and communications between the parties, whether oral or written, concerning such subject matter. Except as may otherwise be provided herein, no subsequent alteration, amendments, change or addition to this Agreement shall be binding upon the parties unless reduced in writing and duly authorized and signed by each of the parties.
3. This Agreement has been executed in the State of Illinois and shall be governed in accordance with the laws of Illinois. If any provision of this Agreement is deemed illegal or unenforceable for any reason, the remainder of the Agreement shall remain in full force and effect.

4. Section headings and paragraph numbers have been inserted for convenience of reference only. In the event of any conflict between any such headings or numbers and the text of this Agreement, the text shall control.
5. This Agreement may be executed in one or more counterparts each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.
6. This Agreement shall be binding upon and inure to the benefit of the Principal, her successors, assigns, heirs, executors, and personal representatives, and shall be binding upon, and inure to the benefit of the Board, its successors, and assigns.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed in their respective names and, in the case of the Board, by its President and Secretary on the dates set forth below.

PRINCIPAL

Date: _____

**BOARD OF EDUCATION OF
KENILWORTH SCHOOL DISTRICT NO.
38, COOK COUNTY, ILLINOIS**

By: _____
President

ATTEST:

By: _____
Secretary

Date: _____

APPENDIX A
PRINCIPAL JOB DESCRIPTION

Job Title: Principal

District Name: Kenilworth School District 38

Address: 542 Abbotsford Rd., Kenilworth, IL 60043

Phone Number: 847-853-3802

Region: Cook North

County: Cook

Type of Employment: Full-time Permanent

Job Category: Administration

Salary/Benefits: 12-Month Contract, Competitive Salary and Benefits

Supervisor: Superintendent

Summary

The principal leads in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff, and parents. This includes such responsibilities as leading, directing, counseling, and supervising a variety of personnel and programs; creating effective parent, teacher, and child communications; supporting, encouraging, mentoring, and evaluating staff; fostering teamwork between teachers and among staff and parents; and managing budget items.

The principal supports the District by establishing a safe, healthy, and inclusive community and learning environment that empowers all students to develop the skills to achieve the *Portrait of a Sears Graduate*.

Essential Duties

1. **Living a Mission and Vision Focused on Results.** The principal works with the staff and community to build a shared mission, and vision of high expectations that ensures all students are on the path to college and career readiness, and holds staff accountable for results.
 - a. Coordinates efforts to create and implement a vision for the school and defines desired results and goals that align with the overall school vision and lead to student improvement for all learners
 - b. Ensures that the school's identity, vision, and mission drive school decisions
 - c. Conducts difficult but crucial conversations with individuals, teams, and staff based on student performance data in a timely manner for the purpose of enhancing student learning and results
 - d. **Specific Responsibilities:**
 - i. Co-Leads Strategic Plan and supporting data collection and analysis with the Superintendent, including the annual School Report Card

- ii. Co-Leads District Coordinators with the Superintendent
- iii. Oversees the implementation of Portrait of a Sears Graduate
- iv. Supporting District Equity Leadership Committee - Teaching & Learning
- v. Supporting PERA and the Evaluation Program
 - 1. Supporting New Teacher Mentor Program

2. **Leading and Managing Systems Change.** The principal creates and implements systems to ensure a safe, orderly, and productive environment for student and adult learning toward the achievement of school and district improvement priorities.

- a. Develops, implements, and monitors the outcomes of the school improvement plan and school wide student achievement data results to improve student achievement
- b. Creates a safe, clean and orderly learning environment
- c. Collaborates with staff to allocate personnel, time, material, and adult learning resources appropriately to achieve the school improvement plan targets
- d. Employs current technologies
- e. **Specific Responsibilities:**
 - i. Collaborates with Superintendent on District Policy and Procedures
 - ii. Lead Building Administrative Team
 - iii. Lead Building Budget
 - iv. Supporting Team Coordinators
 - v. Supporting Building Office Staff

3. **Improving Teaching and Learning.** The principal works with the school staff and community to develop a research-based framework for effective teaching and learning that is refined continuously to improve instruction for all students.

- a. Works with staff to develop a consistent framework for effective teaching and learning that includes a rigorous and relevant standards-based curriculum, research-based instructional practices, and high expectations for student performance
- b. Creates a continuous improvement cycle that uses multiple forms of data and student work samples to support individual, team, and school-wide improvement goals, identify and address areas of improvement and celebrate successes
- c. Implements student interventions that differentiate instruction based on student needs
- d. Selects and retains teachers with the expertise to deliver instruction that maximizes student learning
- e. Evaluates the effectiveness of instruction and of individual teachers by conducting frequent formal and informal observations providing timely feedback on instruction as part of the district teacher appraisal system
- f. Ensures the training, development, and support for high-performing instructional teacher teams to support adult learning and development to

advance student learning and performance

- g. Develops systems and structures for staff professional development and sharing of effective practices including providing and protecting time allotted for development

- h. Advances Instructional Technology within the learning environment

i. Specific Responsibilities:

- i. Lead Academic Achievement District Committee
 - 1. Lead Integrated System of Teaching and Learning/MTSS
 - 2. Lead Curriculum and Instruction
- ii. Lead Professional Development
 - 1. Tuesday In-Service & staff meetings
 - 2. Institute Days
- iii. Lead Co-Teaching Initiatives and Inclusion

- 4. **Building and Maintaining Collaborative Relationships.** The principal creates a collaborative school community where the school staff, families, and community interact regularly and share ownership for the success of the school.

- a. Creates, develops and sustains relationships that result in active student engagement in the learning process
- b. Utilizes meaningful feedback of students, staff, families, and community in the evaluation of instructional programs and policies
- c. Proactively engages families and communities in supporting their child's learning and the school's learning goals
- d. Demonstrates an understanding of the change process and uses leadership and facilitation skills to manage it effectively

e. Specific Responsibilities:

- i. Oversees communications and Communication Coordinator
- ii. Supports student engagement, leadership, and clubs
- iii. Supports collaboration with KEA Executive Committee
- iv. Supports collaboration with JSSPVA Board
- v. Collaborates with NT Township Principals
- vi. Collaborates with NT Township Curriculum Directors
- vii. Oversees Alumni Outreach
- viii. Conducts New Family Tours

- 5. **Leading with Integrity and Professionalism.** The principal works with the school staff and community to create a positive context for learning by ensuring equity, fulfilling professional responsibilities with honesty and integrity, and serving as a model for the professional behavior of others

- a. Treats all people fairly, equitably, and with dignity and respect
- b. Demonstrates personal and professional standards and conduct that enhance the image of the school and the educational profession. Protects the rights and confidentiality of students and staff

- c. Creates and supports a climate that values, accepts and understands diversity in culture and point of view
6. **Creating and Sustaining a Culture of High Expectations.** The principal works with staff and community to build a culture of high expectations and aspirations for every student by setting clear staff and student expectations for positive learning behaviors and by focusing on students' social-emotional learning
 - a. Builds a culture of high aspirations and achievement and for every student
 - b. Requires staff and students to demonstrate consistent values and positive behaviors aligned to the school's vision and mission
 - c. Leads a school culture and environment that successfully develops the full range of students' learning capacities—academic, creative, social-emotional, behavioral and physical

Requirements

- Illinois Administrative Principal's Endorsement
- PERA Certified
- Record of proven leadership
- Five years successful teaching experience
- All other requirements required by law

Physical Requirements

Ability to actively perform work in classroom, office and other business and community settings. Ability to move freely and perform duties in numerous locations throughout the day (typically involving frequent standing, walking, sitting, bending and lifting). Exposure to noise and activity of a school setting. Exposure to weather conditions. Ability to travel outside the district for a variety of meetings and conferences.

Kenilworth School District No. 38 is an Equal Opportunity Employer. All qualified applicants will receive consideration for employment without regard to race, national origin, age, sex, religion, disability, sexual orientation, marital status, military or veteran status, gender identity or expression, or any other basis protected by local, state, or federal law.

APPENDIX B
PRINCIPAL'S STUDENT
PERFORMANCE AND ACADEMIC
IMPROVEMENT GOALS

Vision: The Joseph Sears School is committed to achieving the four tenets of our **Portrait of a Sears Graduate** for all students: Fearless Learner, Creative Thinker, Compassionate Citizen, and Courageous Advocate.

Mission: Through an integrated system of teaching and learning and a culture of care, we support the academic achievement and social-emotional well-being of all students.

Motto:

All Students. Our Students.

Academic Achievement

Ongoing academic success requires a common curriculum by grade and subject area that can also be tailored to each individual or student group. Adhering to curriculum standards allows us to measure academic achievement and growth over time, but we also leave room for teaching and learning practices to be refined based on measurable results and empirical feedback.

Strategic Plan Goal

Provide a student-centered education rooted in best practices and quality learning experiences to drive academic achievement for all.

Strategic Plan Strategy

1. Draw upon **Portrait of a Sears Graduate** characteristics, student performance indicators, and success criteria to guide academic and extracurricular programming.
2. Articulate and implement a standards-based, integrated system of teaching and learning in all content areas to establish a guaranteed, viable curriculum for all students.
3. Create a multi-tiered system of support structure to respond to individual students' needs.
4. Provide collaborative structures and professional development for staff to facilitate conversations around student learning and well-being. While this has always been the norm across District 38, this enhanced programming has proven critical for

ongoing student success.

Principal-Specific Academic Achievement Goals 2025-2029

- **Goal 1:** Align District programming to the *Portrait of a Sears Graduate* Progressions ○ As part of Goal 2 and the curriculum review cycles, ensure the *Portrait of a Sears Graduate* Progressions are embedded into the curriculum at each grade level and content areas, including assessment and reporting practices.
- **Goal 2:** Maintain a five-year curriculum review cycle to ensure alignment with the *Portrait of a Sears Graduate* and state and national standards, and the Integrated System of Teaching and Learning (ISTL).
 - **2025-2026:** Evaluate Science and Fine Arts, Implement World Language and Performing Arts, and continue the ISTL Framework implementation.
 - **2026-2027:** Implement Science and Fine Arts; implement Professional Learning Communities (PLC) in K-2nd grades in preparation for Standards Based Grading in 2030, and continue the ISTL Framework implementation.
 - **2027-2028:** Implement Professional Learning Communities (PLC) in 3-5th grades in preparation for Standards Based Grading in 2030, implement Kagan Strategies in K-2nd grades, and continue the ISTL Framework implementation.
 - **2028-2029:** Implement Professional Learning Communities (PLC) in 6-8th grades in preparation for Standards Based Grading in 2030, implement Kagan Strategies in 3-5th grades, and continue the ISTL Framework implementation.
 - *Although beyond the scope of this contract, in 2029-2030, we will implement Kagan Strategies in 6-8th grades and Standards Based Grading for all grades.*
- **Goal 3:** Implement improvements to Multi-Tiered Systems of Support (MTSS) based on feedback and research.
 - As part of Goal 2, in collaboration with the Dean of Students/MTSS Coordinator, align the MTSS supports with new program materials and the Professional Learning Communities (PLC) Framework.
 - Collaborate with the Director of Student Services and Dean of Students/MTSS Coordinator to ensure students requiring specially designed instruction are supported through an Inclusion Framework.
- **Goal 4:** Continue to establish common best-practices for all staff by developing Instructional Strategies Quick Guides.
 - Develop specific guides beyond the ISTL Framework, including Professional Learning Communities (PLC) and data-driven Kagan Instructional Structures.
 - Collaborate with the Director of Student Services to ensure general

education and student services staff develop the skills to effectively support students requiring specially designed instruction through an Inclusion Framework.

Whole Child Approach

Supporting the whole child begins with a welcoming environment in which students are able to learn and grow. Our curriculum and additional programs such as extracurricular activities, clubs, and athletics focus on behavior norms, skills, and expectations, as well as helping students develop social skills and learn to interact successfully in school and society.

Strategic Plan Goal

Establish a safe, kind, inclusive learning community that promotes the social-emotional well-being of all students.