

NewsBits



April 2019

Iroquois Community School welcomes visitors from Hong Kong

Iroquois Community School welcomed 40 visitors from Hong Kong along with representatives from Apple in February. The school was recognized as an Apple Distinguished School for 2017–2019 for its visionary and unique approach through digital literacy.

Through the Apple Distinguished Schools program, the opportunity arose for this visit of 40 educators from 10 different schools in Hong Kong. The visitors observed classrooms to see what day-to-day activities teachers create using technology and STEM learning.

"I like using Apple products because it helps me with my learning, and it is useful in school

because we do projects using different Apple programs," said Iroquois Community School student Tia. "I am excited to meet other people from different countries and see why they enjoy using technology."



Following the classroom visits, the visitors participated in a "gallery walk," where they interacted with students and saw different projects

students had worked on throughout the year.

"This visit celebrates Iroquois's recent developments as an innovative learning center and sets a course for where the school is embarking next," said teacher Katie Conway.

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Collaborating on a global scale like this provides a concrete example of the moonshot thinking Iroquois teachers encourage students to exercise each day.

Iroquois Community School teacher Katie Conway

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Apple Distinguished Schools are centers of innovation, leadership, and educational excellence that use technology to inspire creativity, collaboration, and critical thinking. They showcase innovative uses of technology

in learning, teaching, and the school environment and have documented results of academic accomplishment.



District receives dollars from Rivers Casino

District 62 was the fortunate recipient of \$123,677 in grant dollars in March. Below is a brief summary of the four grants received:



- Plainfield Elementary School received **\$58,765** to build a playground for 150 primary grade students (K-2) for the purpose of developing oral language and social emotional skills, encouraging movement and community involvement.
- Terrace Elementary School received **\$39,455** to build a playground that will provide all 210 students (and community) with a play environment that serves the physical, social, visual, sensory, cognitive, and emotional needs of children of all ages and physical abilities.
- The Jane L. Westerhold Early Learning Center received **\$15,718** to create a safe and efficient sensory room. This room would be accessible to all 644 students at the ELC, but would mainly be used for our students with emotional and sensory seeking disabilities.
- Algonquin and Chippewa Middle School received **\$9,738.57** to provide a safe environment that serves the physical, social, visual, sensory, cognitive, and emotional needs of 1,300 children in both middle schools' special education programs in order for them to feel safe and give them meaningful opportunities to fully participate in the school experience.

D62 remains focused on school safety measures

School safety remains at the forefront of our minds as we continue to learn best practices regarding how to support all students. Several district administrators and staff recently attended a conference, facilitated by Dr. Nancy Zarse, a forensic psychologist with an extensive background that includes having conducted an assessed risk of violence at several high-profile prisons. Dr. Zarse is also a full professor at the Chicago School of Professional Psychology.

The presentation addressed the following key topics:

- The critical function of the Threat Assessment Team in addressing school-based violence
- Risk factors for school-based violence
- The biopsychosocial model of violence risk assessment
- The stages of targeted or intended violence
- How to distinguish between “hunters,” who truly intend violence, and “howlers,” whose “affective violence” is primarily emotional and defensive, including the importance of basing assessments on known facts and behaviors
- Student reporting challenges (related to safety) in the school setting

Online registration now open

Returning students entering grades 1-8 for school year 2019-2020 may now be registered online. New students or students entering Kindergarten will use the existing paper registration process. Additional information: bit.ly/62registrationinfo

Online Registration



Now open!

Visit the Tyler Parent Portal website:
bit.ly/parentportal62

FinanceBits

This is the first year that the state of Illinois is using the Evidence-Based model to fund education. It is designed to give more monies to low-income districts. District 62 received an additional \$6,700 this year. While this program is going to put approximately an additional \$350 million a year into education, the district is unlikely to see many of those funds, but this has the effect of providing better equity in education across the state.

Assistant Superintendent of Business Services Mark Bertolozzi, provided a report to the Board of Education on the Evidence-Based Funding state revenue formula and its impact on the district in February. The Evidence-Based Funding (EBF) formula performs calculations in three stages:

- Stage 1: Determine the cost of educating all students, according to the defined cost factors. The result is the Adequacy Target for each district.
- Stage 2: Measure district's local resources in comparison to the adequacy target.
- Stage 3: Distribute additional state funds to aid districts in meeting their adequacy target.

A copy of the report can be accessed [here](#).

Seeking substitute teachers



District 62 invites you to apply to serve as a substitute teacher. It's a perfect opportunity for those wanting to spend time with students, earn extra dollars and give back to public education.

Questions? Contact: Sylvia Ortega at ortegas@d62.org or 847.824.1136

Seeking substitute teachers

District 62 invites its community to consider applying to serve as a substitute teacher to support those staff who are on long-term leaves. In addition to these long-term roles, the district has day-to-day substitute positions available for your consideration. Be part of the District 62 community. Click here to begin the process: <http://bit.ly/62Substitutes>

District 62 Education Foundation Footnotes

The [District 62 Foundation](#) Board would like to thank everyone who attended the Foundation's annual fundraiser, Spring Fling, on March 1.

The Spring Fling was a fun evening that brought people together to enjoy the company of colleagues and friends, great food and entertainment, and lots of fundraising games and auctions. Over \$18,000 was raised at this year's benefit and over \$2,000 was raised for teacher Wishes. The Foundation will continue to work hard on behalf of the students and staff of District 62.

The Foundation extends its sincere gratitude to the sponsors for their generous support: Anne Evans, Des Plaines Education Association, Franczek Radelet P.C., Maxine and Doug Hubbard, Johler Demolition, Millennium Bank, Suzanne and Burke Oehrlein, and Village Bank & Trust.

The District 62 Education Foundation was founded in 2001. The 501c3 charitable organization is separate from School District 62. It was established to support and enhance educational opportunities for District 62 students.

The primary way the Foundation supports the staff, and therefore the students, of District 62 is through Foundation grants. The grant program was initiated in the Foundation's first year. That first year, three grants were awarded, each grant being \$150. Since that time, the Foundation has awarded hundreds of grants totaling close to \$300,000.