

**GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
BOARD OF EDUCATION MEETING
THURSDAY, NOVEMBER 15, 2018
7:00 P.M. – LIBRARY**

AGENDA

- I. Call to Order
- II. Roll Call
- III. Audience
- IV. Consent Agenda **
 - Minutes of regular meeting held October 18, 2018
 - Minutes of closed meeting held October 18, 2018
 - November Bills Payable
 - October Treasurer's Report
 - Destruction of closed meeting audio recording from May 18, 2017
- V. Superintendent's Report
 - A. Student Recognition
 - B. Teacher Recognition
 - C. Board of Education Member Recognition
 - D. *Empower* – October 2018
 - E. English Learner Summer Enrichment Course**
 - F. DMGroup Update
 - G. ISBE College and Career Readiness Indicators
 - H. School Report Card
 - I. Calendar 2019/20**
 - J. Foreign Language Trips**
 - K. Foundation Gala Update
 - L. Personnel**
 - M. Principal's Report
- VI. Business Affairs
 - A. 2018Final Tax Levy**
 - B. Security Guard Recommendation**
 - C. Summer Construction 2019
- VII. Other Business
- VIII. Closed Session
 - A. Student disciplinary cases 5 ILCS 120/2 (c)(9)**
 - B. The appointment, employment, compensation, discipline, performance or dismissal of specific employees. 5 ILCS 120/2(c)(1)**
 - C. Collective negotiating matters between the public body and its employees or their representatives. 5 ILCS 120/2 (c)(2)
- IX. Action items from closed session discussion**
 - A. Potential Board action regarding student placement
 - B. Potential Board action regarding personnel
- X. Adjourn

** Indicates possible action item in open session

The next regular Board of Education meeting will be held on Thursday, December 20, 2018

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124 MINUTES OF BOARD OF EDUCATION MEETING OCTOBER 18, 2018

CALL TO ORDER AND ROLL CALL

A Regular Meeting of the Board of Education of Grant Community High School District 124, County of Lake, State of Illinois, was held on Thursday, October 18, 2018 and called to order at 7:00 p.m. in the Library of Grant Community High School, 285 E. Grand Avenue, Fox Lake. All those in attendance stood to recite the Pledge of Allegiance.

On Roll Call, the following Members were found to be present:

Steve Hill, President
Ken Mark, Vice President
Ruth Michniewicz, Secretary
Paul LaRoche, Member
Jim Loris, Member
John Jared, Member
Bob Yanik, Member

Members absent: None

Administration present:

Dr. Christine A. Sefcik, Superintendent
Mrs. Beth Reich, Business Manager
Mr. Jeremy Schmidt, Principal
Mr. Thomas Ross, Athletic Director
Mr. Blair Schoell, Divisional Administrator

AUDIENCE

Angelica Hernandez, Cheryl Wakefield, Zyla Waters, Alexandria Zelen, Julie Brua, Ed. D., Francis Fabian, Debie Jimenez-Fabian, Reggie Fabian, Stephanie Lesperance, Tracy Highley, Nannette Kiesgen, Kathy Kusiak, Henry Kusiak, Mark Linden, Andy Flaker, A.J. Havenga

President Steve Hill recognized Dr. Julia Brua, Superintendent and Mark Lindem, Business Manager of Gavin School District #37. They began their presentation regarding their referendum question on the November 6, 2018 ballot. The referendum asks to issue bonds in the amount of \$6 million for repairs, alterations, and upgrades to Gavin Central School and Gavin South Middle School. They also provided handouts to those in attendance.

CONSENT AGENDA

Minutes of regular meeting held September 13, 2018

October Bills Payable

September Treasurer's Report

Destruction of closed meeting audio recording from April 20, 2017

Quarterly list of authorized depositories, investment managers, dealers, and brokers

** A motion was made by Mr. Jared, second by Mr. LaRoche to approve the Consent Agenda as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Mark, Michniewicz, LaRoche, Loris, Jared, Yanik, Hill

Nay: None

Absent:

Motion – **Passed**

SUPERINTENDENT'S REPORT

Student Recognition

Dr. Sefcik invited Henry Kusiak to the Board table to introduce him, in the presence of his mom, Kathy, as the October Student of the Month. She detailed some of his accomplishments including induction into the National Honor Society during sophomore year, his 4.894 GPA, Academic All-Conference for baseball and basketball each year, 1450 SAT score and he has taken 6 AP classes so far. His extracurriculars include Student Council, FBLA, Principal's Advisory Council, baseball and basketball where he earned numerous awards. He has participated in many community service opportunities, works at Bella's Bouncies and at Royal Melbourne Country Club. Attended iLead-Illinois Leadership Seminar and NLCC Leadership Conference, and was nominated for Boys State. He plans to attend the Air Force Academy to study Management or Biology and hopes to play baseball. She presented Henry with a certificate to commemorate the honor and the Board and audience congratulated him.

Dr. Sefcik asked Principal Schmidt to introduce Francis Fabian, in the presence of his family, to be recognized as Commended Student in the 2019 National Merit Scholarship Program. Mr. Schmidt provided some information on the NMSQT test. Over 1.6 million students took the test nationwide and only 34,000 high performers qualified as Commended Students. There were 450 Grant seniors that tested and Francis was the only Grant student to earn this honor this year. Mr. Schmidt presented Francis with a commemorative certificate and the Board and audience applauded his accomplishment.

Requirements for Graduation

Dr. Sefcik explained that Computer Applications/Consumer Education (Com/Con) has been the only course used to fulfill a State of Illinois Consumer Education curriculum requirement. Beginning with the 2019/20 school year, the requirement can be met by any of the following courses:

- Computer Applications/Consumer Education (Com/Con)
- Economics
- AP Macroeconomics
- Life Resource Management
- Personal Finance

This allows students more flexibility for scheduling of their courses, while still meeting the State requirement.

** A motion was made by Mr. Yanik, second by Mrs. Michniewicz to approve the change to the graduation requirements to allow for the courses outlined to meet the State requirement.

Votes were taken by roll call. Votes were cast as follows:

Aye: Michniewicz, LaRoche, Loris, Jared, Yanik, Hill, Mark

Nay: None

Absent:

Motion – **Passed**

Curriculum Changes for 2019/20

Dr. Sefcik presented a number of curriculum changes for 2019/20 that included revisions, additions, and deletions, along with the explanation of the changes. These changes occur in Band, Choir, courses impacted by Consumer Education changes, Foreign Language, New Courses, and Workshops. She recommended approval of the curriculum changes for 2019/20 as presented.

** A motion was made by Mr. LaRoche, second by Mr. Mark to approve the changes to the 2019/20 curriculum as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: LaRoche, Loris, Jared, Yanik, Hill, Mark, Michniewicz

Nay: None

Absent:

Motion – **Passed**

Empower / Teaching & Learning Committee Discussions

Dr. Sefcik briefly highlighted that grading practices are emphasized in the publication and noted that the Teaching & Learning Committee is studying this area. Dr. Bob Eaker will be discussing this further when he returns on October 24th.

Attendance Week Recognition

Dr. Sefcik was happy to report that Grant placed first among high schools for the Regional Office of Education's 2018 Annual Attendance Week Competition. Our attendance rate was 98.63% for the week of September 10-14. Attendance has been a focus of PBIS and Keeping it R.E.D. initiatives.

Illinois Report Card

Dr. Sefcik informed the Board that School Report Cards are due to be released on October 31. She shared the indicators that will be used to determine a district's designation. The designations, which will be based on the school's overall data for all of the accountability indicators as well as individual student groups, will be identified as Exemplary, Commendable, Underperforming, or Lowest-Performing. Preliminary data released to districts was retracted when found to be incorrect. She will provide the District's designation when it becomes available.

Calendar 2019/20 –Draft Only

Dr. Sefcik provided a draft of the 2019/20 calendar for information purposes only. This calendar follows the Regional Office of Education's recommendations for winter and spring break holidays and has been shared with our feeder districts. The ISBE calendar is currently under revision and is unavailable to modify. The final calendar will be presented at the November Board meeting for review and approval.

2018 IASB Resolutions Committee Report

Dr. Sefcik asked the Board to consider if there were any resolutions that should be discussed as a group prior to the Joint Conference IASB Delegate Assembly on Saturday, November 17 at 10:30 am.

Homecoming 2019/20 BOE Date Change

Dr. Sefcik reported that Homecoming 2019 has been set for Friday, September 13, 2019. As the Hall of Fame inductees are formally inducted and participate in the homecoming activities throughout the week, she requested to change the date of our regular September meeting to Thursday, September 12, 2019.

- ** A motion was made by Mr. Jared, second by Mr. Loris to change the Board of Education meeting schedule date from September 19 to September 12, 2019.

Votes were taken by roll call. Votes were cast as follows:

Aye: Loris, Jared, Yanik, Hill, Mark, Michniewicz, LaRoche

Nay: None

Absent:

Motion – **Passed**

Overnight Travel

Dr. Sefcik presented three overnight travel requests. The varsity baseball team to travel to Marion, Illinois, March 24-28. The varsity softball team to travel to Pidgeon Forge, Tennessee, March 23-27. The varsity wrestling team to travel to Rochester, Minnesota, January 3 – 5.

- ** A motion was made by Mrs. Michniewicz, second by Mr. LaRoche to approve the overnight travel of varsity baseball, varsity softball, and varsity wrestling as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Jared, Yanik, Hill, Mark, Michniewicz, LaRoche, Loris

Nay: None

Absent:

Motion – **Passed**

Winter Coaches

Dr. Sefcik requested approval of the list of the winter coaching staff as presented.

- ** A motion was made by Mrs. Michniewicz, second by Mr. Yanik to approve the list of winter coaches as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Yanik, Hill, Mark, Michniewicz, LaRoche, Loris, Jared

Nay: None

Absent:

Motion – **Passed**

Personnel

Dr. Sefcik made the following personnel recommendations:

Employment of the following individuals:

- Barry Sessoms, Technology Support Specialist, \$37,000, starting 10/11/2018
- Roberta Presny, Kitchen Utility, \$10/hr., starting 9/17/2018
- Justin Strebel, Assistant Academic Team Sponsor
- John Christian, Head Boys' Lacrosse Coach

Accepting the resignation letters from:

- Melissa Ball, Food Services, effective October 5, 2018
- Maria Lopez, Food Services, effective October 12, 2018
- Tina Shea, Food Services, effective October 15, 2018
- Josh Christian, Instructional Lacrosse Club Sponsor
- Walter Alvarenga, Wrestling Coach, effective immediately

Approval of the FMLA Requests from:

- Stacy Petrovich, from October 31 through November 20, 2018.
- Stephanie Lesperance, from January 30 through May 3, 2019

** A motion was made by Mr. Loris, second by Mr. Yanik to approve the personnel recommendations as presented

Votes were taken by roll call. Votes were cast as follows:

Aye: Hill, Mark, Michniewicz, LaRoche, Loris, Jared, Yanik

Nay: None

Absent:

Motion – **Passed**

Principal's Report

Mr. Schmidt presented his monthly report which included information on Homecoming, Student Mental Health Awareness and Screening, September 28th Institute Day, Illinois High School Association, and Student Non-Compliance with Health Records and Immunizations Requirement.

BUSINESS AFFAIRS

2018 Tentative Tax Levy

Mrs. Reich provided the tentative 2018 Certificate of Tax Levy. The county is predicting that the District's equalized assessed value will increase from \$816,200,173 in 2017 to \$886,914,632. This is an 8.66% increase from the previous year. She informed the Board that she will bring the recommendation for approval of the final 2018 tax levy to the November Board meeting.

Audit 2017/18

Mrs. Reich stated that the 2017/18 audit was recently completed by Evoy, Kamschulte, Jacobs & Co. LLP. The district is overall fiscally stable and debt free. She indicated that page 16 of the report provides a brief summary. The audit shows a small balance in the Debt Service Fund that will be moved to another fund by resolution at a later meeting.

** A motion was made by Mr. Yanik, second by Mr. Loris to approve the 2017/18 audit as presented.

Votes were taken by roll call. Votes were cast as follows:

Aye: Mark, Michniewicz, LaRoche, Loris, Jared, Yanik, Hill

Nay: None

Absent:

Motion – **Passed**

Summer 2019 Construction

Mrs. Reich said that the Site and Facility Committee met on October 11th to go over schematic designs for construction during summer of 2019. She provided the Board a revised classroom plan. Included for summer, 2019 construction are modifications to various building bathrooms, complete remodel of green hall bathrooms, roof over the psychology/social worker offices, and classrooms in the computer lab hallway that will accommodate the new 2019/20 courses Project Lead the Way and the Tech Support Internship.

OTHER BUSINESS

The District received and fulfilled a Freedom of Information Act request from: (2) from HBO Real Sports, and (1) from SmartProcure.

CLOSED SESSION

- ** At 8:04 p.m. a motion was made by Mr. Yanik, second by Mr. Loris to go into closed session for the purpose of discussing student disciplinary cases 5 ILCS 120/2 (c)(9); the appointment, employment, compensation, discipline, performance or dismissal of specific employees 5 ILCS 120/2 (c)(1); collective negotiating matters between the public body and its employees or their representatives 5 ILCS 120/2 (c)(2); Security procedures, school building safety and security 5 ILCS 120/2(c)(8); and Pending Litigation 5 ILCS 120/2 (c)(11). Votes were taken by roll call. Votes were cast as follows:

Aye: Michniewicz, LaRoche, Loris, Jared, Yanik, Hill, Mark

Nay: None

Absent:

Motion – **Passed**

- ** At 8:20 p.m. a motion was made by Mr. Loris, second by Mr. Mark to end closed session and return to open session.

Votes were taken by roll call. Votes were cast as follows:

Aye: LaRoche, Loris, Jared, Yanik, Hill, Mark, Michniewicz

Nay: None

Absent:

Motion – **Passed**

ACTION ITEMS FROM CLOSED SESSION

- ** A motion was made by Mr. LaRoche, second by Mr. Mark to authorize Mrs. Reich, Business Manager, to negotiate a settlement of up to \$67,000 for tax objections.

Votes were taken by roll call. Votes were cast as follows:

Aye: Loris, Jared, Yanik, Hill, Mark, Michniewicz, LaRoche

Nay: None

Absent:

Motion – **Passed**

ADJOURN

- ** At 8:24 p.m. a motion was made by Mr. Loris, second by Mr. LaRoche to adjourn the meeting.

Steve Hill, President

Ruth Michniewicz, Secretary

Grant Community High School District 124
AP Invoice Listing Report
November 15, 2018

Total Invoices:	352	\$1,032,134.37
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FD	SOURCE	2018-19 ANNUAL BUDGET	October 2018-19 MONTHLY ACTIVITY	2018-19 FYTD ACTIVITY	2018-19 BALANCE	2018-19 FYTD %
10	EDUCATION FUND					
10	REVENUE FROM LOCAL SOURCES	16,689,688.00	324,912.15	7,497,681.95	9,192,006.05	44.92
10	FLOW THROUGH	0.00	0.00	0.00	0.00	0.00
10	STATE SOURCES	14,825,429.00	1,253.31	498,509.54	14,326,919.46	3.36
10	FEDERAL SOURCES	1,008,949.00	99,186.75	328,338.35	680,610.65	32.54
10	TRANSFERS	0.00	0.00	0.00	0.00	0.00
10	EDUCATION FUND	32,524,066.00	425,352.21	8,324,529.84	24,199,536.16	25.59
20	OPERATIONS & MAINTENANCE FUND					
20	REVENUE FROM LOCAL SOURCES	4,187,035.00	58,868.39	1,908,193.26	2,278,841.74	45.57
20	STATE SOURCES	1,000,000.00	397,248.52	794,497.04	205,502.96	79.45
20	TRANSFERS	0.00	0.00	0.00	0.00	0.00
20	OPERATIONS & MAINTENANCE F	5,187,035.00	456,116.91	2,702,690.30	2,484,344.70	52.10
30	DEBT SERVICE FUND					
30	REVENUE FROM LOCAL SOURCES	1,000.00	0.00	341.76	658.24	34.18
30	TRANSFERS	0.00	0.00	0.00	0.00	0.00
30	DEBT SERVICE FUND	1,000.00	0.00	341.76	658.24	34.18
40	TRANSPORTATION FUND					
40	REVENUE FROM LOCAL SOURCES	269,178.00	3,450.70	126,983.72	142,194.28	47.17
40	STATE SOURCES	1,050,000.00	0.00	315,940.03	734,059.97	30.09
40	TRANSFERS	600,000.00	0.00	0.00	600,000.00	0.00
40	TRANSPORTATION FUND	1,919,178.00	3,450.70	442,923.75	1,476,254.25	23.08
50	I.M.R.F./SOCIAL SECURITY FUND					
50	REVENUE FROM LOCAL SOURCES	790,209.00	7,968.86	346,492.59	443,716.41	43.85
50	I.M.R.F./SOCIAL SECURITY F	790,209.00	7,968.86	346,492.59	443,716.41	43.85
60	CAPITAL PROJECTS FUND					
60	REVENUE FROM LOCAL SOURCES	0.00	0.00	0.00	0.00	0.00
60	TRANSFERS	4,500,000.00	0.00	0.00	4,500,000.00	0.00
60	CAPITAL PROJECTS FUND	4,500,000.00	0.00	0.00	4,500,000.00	0.00
70	WORKING CASH FUND					
70	REVENUE FROM LOCAL SOURCES	398,532.00	7,593.22	183,846.33	214,685.67	46.13
70	WORKING CASH FUND	398,532.00	7,593.22	183,846.33	214,685.67	46.13
Grand Revenue Totals		45,320,020.00	900,481.90	12,000,824.57	33,319,195.43	26.48

FD	OBJ	OBJ	2018-19 ANNUAL BUDGET	October 2018-19 MONTHLY ACTIVITY	2018-19 FYTD ACTIVITY	2018-19 BALANCE	2018-19 FY %
10		EDUCATION FUND					
10	1---	SALARIES	13,646,320.00	1,034,767.20	4,264,279.12	9,381,540.88	31.25
10	2---	BENEFITS	2,987,914.00	300,958.00	1,009,520.90	1,974,750.27	33.79
10	3---	PURCHASED SERVICES	2,197,234.00	235,777.29	843,775.11	1,351,504.41	38.40
10	4---	SUPPLIES	1,596,392.00	96,611.01	712,869.72	842,027.77	44.66
10	5---	CAPITAL OUTLAY	311,700.00	33,201.88	166,383.70	101,397.71	53.38
10	6---	OTHER OBJECTS	2,513,350.00	279,778.01	1,203,270.17	1,310,169.83	47.88
10	7---	NON-CAP EQUIPMENT	1,500,000.00	0.00	0.00	1,500,000.00	0.00
10	8---	TUITION	0.00	0.00	0.00	0.00	0.00
10	----	EDUCATION FUND	24,752,910.00	1,981,093.39	8,200,098.72	16,461,390.87	33.13
20		OPERATIONS & MAINTENANCE FUND					
20	1---	SALARIES	1,116,798.00	85,679.87	337,777.36	779,020.64	30.25
20	2---	BENEFITS	204,336.00	17,417.94	67,423.44	136,912.56	33.00
20	3---	PURCHASED SERVICES	954,300.00	187,631.07	329,622.68	589,057.47	34.54
20	4---	SUPPLIES	930,856.00	118,974.57	267,363.31	658,825.25	28.72
20	5---	CAPITAL OUTLAY	350,000.00	8,225.00	141,014.95	195,376.67	40.29
20	6---	OTHER OBJECTS	500.00	114.00	114.00	386.00	22.80
20	7---	NON-CAP EQUIPMENT	3,000,000.00	0.00	0.00	3,000,000.00	0.00
20	----	OPERATIONS & MAINTENANCE FUND	6,556,790.00	418,042.45	1,143,315.74	5,359,578.59	17.44
30		DEBT SERVICE FUND					
30	6---	OTHER OBJECTS	2,000.00	0.00	0.00	2,000.00	0.00
30	----	DEBT SERVICE FUND	2,000.00	0.00	0.00	2,000.00	0.00
40		TRANSPORTATION FUND					
40	1---	SALARIES	520,000.00	52,415.58	186,307.22	333,692.78	35.83
40	2---	BENEFITS	125,028.00	10,418.56	41,674.24	83,353.76	33.33
40	3---	PURCHASED SERVICES	1,148,700.00	190,332.71	597,664.98	550,765.02	52.03
40	4---	SUPPLIES	80,300.00	10,133.43	16,038.19	64,261.81	19.97
40	5---	CAPITAL OUTLAY	1,000.00	0.00	0.00	1,000.00	0.00
40	6---	OTHER OBJECTS	1,000.00	0.00	0.00	1,000.00	0.00
40	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
40	----	TRANSPORTATION FUND	1,876,028.00	263,300.28	841,684.63	1,034,073.37	44.87
50		I.M.R.F./SOCIAL SECURITY FUND					
50	2---	BENEFITS	790,209.00	60,299.57	269,326.72	520,882.28	34.08
50	----	I.M.R.F./SOCIAL SECURITY FUND	790,209.00	60,299.57	269,326.72	520,882.28	34.08
60		CAPITAL PROJECTS FUND					
60	5---	CAPITAL OUTLAY	4,500,432.00	135,737.03	3,716,038.84	784,393.16	82.57
60	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
60	----	CAPITAL PROJECTS FUND	4,500,432.00	135,737.03	3,716,038.84	784,393.16	82.57

FD	OBJ	OBJ	2018-19 ANNUAL BUDGET	October 2018-19 MONTHLY ACTIVITY	2018-19 FYTD ACTIVITY	2018-19 BALANCE	2018-19 FY %
70		WORKING CASH FUND					
70	6---	OTHER OBJECTS	600,000.00	0.00	0.00	600,000.00	0.00
70	7---	NON-CAP EQUIPMENT	0.00	0.00	0.00	0.00	0.00
70	----	WORKING CASH FUND	600,000.00	0.00	0.00	600,000.00	0.00
Grand Expense Totals			39,078,369.00	2,858,472.72	14,170,464.65	24,762,318.27	36.26

Number of Accounts: 1061

***** End of report *****

GRANT COMM. HIGH SCHOOL DISTRICT #124 PROPERTY TAX DISTRIBUTION 2018

E.A.V. 816,200,173

TOTAL EXTENSION 20,594,754.55

RATES			1.853	0.502	0.031	0.043	0.043	0.045	0.000	0.007
% OF TOTAL DISTRIBUTION			73.42%	19.91%	1.22%	1.70%	1.70%	1.77%	0.00%	0.28%
DATE	AMOUNT	%	EDUCATION	O & M	TRANS.	IMRF	FICA	W.C.	B & I	SEDOL
=====										
05/04/18	754,669.65	3.66%	554,087.82	150,236.58	9,215.46	12,822.44	12,822.44	13,372.16	0.00	2,112.75
05/17/18	317,371.97	1.54%	233,018.44	63,181.13	3,875.51	5,392.40	5,392.40	5,623.59	0.00	888.50
06/07/18	6,645,935.76	32.27%	4,879,528.52	1,323,045.99	81,155.15	112,919.76	112,919.76	117,760.83	0.00	18,605.74
06/14/18	1,607,429.21	7.81%	1,180,194.48	320,000.50	19,628.71	27,311.51	27,311.51	28,482.40	0.00	4,500.10
06/28/18	1,279,024.30	6.21%	939,075.52	254,622.98	15,618.48	21,731.65	21,731.65	22,663.32	0.00	3,580.71
07/19/18	180,578.70	0.88%	132,583.12	35,948.88	2,205.09	3,068.18	3,068.18	3,199.71	0.00	505.54
08/16/18	1,105,985.14	5.37%	812,028.02	220,175.05	13,505.46	18,791.57	18,791.57	19,597.20	0.00	3,096.28
09/06/18	4,581,892.42	22.25%	3,364,082.28	912,144.60	55,950.61	77,850.01	77,850.01	81,187.58	0.00	12,827.31
09/13/18	1,734,215.92	8.42%	1,273,282.85	345,240.69	21,176.94	29,465.71	29,465.71	30,728.96	0.00	4,855.05
09/27/18	1,564,146.63	7.59%	1,148,415.87	311,383.98	19,100.18	26,576.10	26,576.10	27,715.47	0.00	4,378.93
10/18/18	214,094.48	1.04%	157,190.82	42,621.06	2,614.36	3,637.64	3,637.64	3,793.59	0.00	599.37
11/08/18		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
11/29/18		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Interest		0.00%	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTALS (without int.)	19,985,344.18	97.0%	14,673,487.75	3,978,601.44	244,045.94	339,566.97	339,566.97	354,124.82	0.00	55,950.30

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
INVESTMENT SCHEDULE AS OF OCTOBER 31, 2018
PMA FINANCIAL NETWORK, INC.

Trans.	Date	Date											
No.	Placed	Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	WORK CSH	INT. EST.
246534	09/28/17	11/14/18	CD	Third Coast Bank, SSB	246,300.00	1.31	246,300.00						3,644.80
246535	09/28/17	11/14/18	CD	First Capital Bank	246,300.00	1.30	246,300.00						3,614.20
248547	11/15/17	11/15/18	CD	Bank of the Ozarks	243,200.00	1.44	243,200.00						3,491.17
248548	11/15/17	11/15/18	CD	Affiliated Bank	243,300.00	1.43	243,300.00						3,479.19
252552	04/05/18	11/16/18	CD	Citibank, NA	900,000.00	1.88	900,000.00						10,435.68
239325	05/26/17	11/21/18	CD	Village Bank & Trust	245,300.00	1.25	245,300.00						4,569.98
239326	05/26/17	11/21/18	CD	Lake Forest B&TC	245,300.00	1.25	245,300.00						4,569.98
239327	05/26/17	11/21/18	CD	Whealon Bank & Trust	245,300.00	1.25	245,300.00						4,569.98
239328	05/26/17	11/21/18	CD	Old Plank Trail Commun	245,300.00	1.25	245,300.00						4,569.98
239407	05/30/17	11/26/18	CD	State Bank of the Lakes	245,300.00	1.26	150,000.00			95,300.00			4,615.01
240028	06/08/17	12/05/18	CD	Mainstreet Bank	240,900.00	1.27	240,900.00						4,544.86
240029	06/08/17	12/05/18	CD	First Internet Bank of Ind	240,900.00	1.27	240,900.00						4,535.71
241269	06/16/17	12/12/18	CD	United Bank	245,300.00	1.25	245,300.00						4,584.60
252551	04/05/18	12/20/18	CD	Citibank, NA	400,000.00	1.90	100,000.00					300,000.00	5,394.04
253126	04/27/18	12/20/18	CD	BankUnited NA	700,000.00	2.02			200,000.00	400,000.00		100,000.00	9,195.16
39846	06/22/17	12/21/18	DTC	Synovus Bank	248,183.17	1.45	100,061.07	148,122.10					3,598.66
241913	06/29/17	12/26/18	CD	Industrial & Commercial	244,900.00	1.36	244,900.00						4,985.06
249810	01/03/18	01/03/19	CD	Quontic Bank, FSB	245,900.00	1.64	245,900.00						4,033.99
253125	04/27/18	01/14/19	CD	BankUnited NA	1,253,800.00	2.08	1,153,800.00	100,000.00					18,731.48
253124	04/27/18	01/14/19	CD	Bank Leumi USA	246,200.00	2.09	246,200.00						3,693.54
254985	06/07/18	01/29/19	CD	Citibank, NA	500,000.00	2.08		500,000.00					6,737.32
255594	06/14/18	02/14/19	CD	Bank of Ruston	246,500.00	2.11		246,500.00					3,491.18
255593	06/14/18	02/22/19	CD	Citibank, NA	1,400,000.00	2.11	1,183,700.00	16,300.00			100,000.00	100,000.00	20,486.15
245322	09/08/17	03/06/19	CD	Farmers & Merchants Un	244,800.00	1.39	244,800.00						5,080.58
254984	06/07/18	03/14/19	CD	Town Bank - Wintrust	245,900.00	2.16		245,900.00					4,074.53
254983	06/07/18	03/14/19	CD	St. Charles B&T - Wintru	245,900.00	2.16	41,800.00	4,100.00			100,000.00	100,000.00	4,074.53
40610	09/15/17	03/15/19	DTC	Brookline Bank	249,368.53	1.35	50,000.00	50,000.00		50,000.00	50,000.00	49,368.53	3,366.48
254982	06/07/18	03/21/19	CD	Bank 7	200,000.00	2.16	200,000.00						3,398.39
254981	06/07/18	03/21/19	CD	Barrington B&T - Wintru	245,800.00	2.16	245,800.00						4,174.70
254980	06/07/18	03/21/19	CD	Northshore Comm B&TC	245,800.00	2.16	245,800.00						4,174.70
254979	06/07/18	03/21/19	CD	Rockford B&TC	216,800.00	2.16	216,800.00						3,682.16
254978	06/07/18	03/21/19	CD	Scaumburg B&TC - Win	245,800.00	2.16	245,800.00						4,174.70
254977	06/07/18	03/21/19	CD	Crystal Lake B&TC - Wi	245,800.00	2.16	245,800.00						4,174.70
14065	09/27/18	03/26/19	FDIC	Pinnacle Bank, GA	247,200.00	2.26				247,200.00			2,755.10
246532	09/28/17	03/27/19	CD	First State Bank Nebras	244,700.00	1.42	244,700.00						5,173.70
246533	09/28/17	03/27/19	CD	Mound City Bank	244,800.00	1.39	244,800.00						5,089.92
245848	09/14/17	04/12/19	CD	Broadway Federal Bank	244,900.00	1.31	244,900.00						5,035.52
245849	09/14/17	04/12/19	CD	Western Alliance Bank f	245,000.00	1.26	245,000.00						4,870.80
256871	06/28/18	04/22/19	CD	West Pointe Bank	245,600.00	2.17	245,600.00						4,356.24
256870	06/28/18	04/22/19	CD	Hinsdale B&T - Wintrust	245,600.00	2.17	245,600.00						4,351.23
259414	08/16/18	04/22/19	CD	Franklin Synergy Bank	200,000.00	2.17				200,000.00			2,960.72
256869	06/28/18	04/29/19	CD	Libertyville B&T - Wintru	245,400.00	2.19	245,400.00						4,490.83
256868	06/28/18	04/29/19	CD	Citizens State Bnk of La	209,300.00	2.18	209,300.00						3,812.71
256867	06/28/18	04/29/19	CD	Unity Bank	245,300.00	2.23	245,300.00						4,576.11
248546	11/15/17	05/14/19	CD	Bank of Kremlin	244,200.00	1.55	244,200.00						5,651.73
33306	09/27/18	05/14/19	CD	CIBC Bank USA/Private	246,500.00	2.23	246,500.00						3,448.99
24045	09/27/18	05/14/19	CD	Pacific Western Bank	246,500.00	2.23	246,500.00						3,448.99
34383	09/27/18	05/14/19	CD	Texas Capital Bank	246,500.00	2.23	246,500.00						3,449.19
41105	11/21/17	05/21/19	DTC	Plains State Bank	249,368.10	1.50	249,368.10						7,477.00
239323	05/26/17	05/28/19	CD	North American Banking	243,000.00	1.39	243,000.00						6,786.09
239324	05/26/17	05/28/19	CD	Northbrook B&TC	243,200.00	1.35	243,200.00						6,584.39
254976	06/07/18	06/07/19	CD	Peoples Bank	244,500.00	2.24	244,500.00						5,482.92
254975	06/07/18	06/07/19	CD	Mission National Bank	244,500.00	2.25	244,500.00						5,493.92
254974	06/07/18	06/07/19	CD	Cornerstone Bank	244,400.00	2.25	244,400.00						5,494.11
240025	06/08/17	06/10/19	CD	Business Bank of St. Lo	243,200.00	1.36	243,200.00						6,658.38
240026	06/08/17	06/10/19	CD	Natl Bank of St. Anne	243,800.00	1.24	243,800.00						6,075.03
240027	06/08/17	06/10/19	CD	Beverly Bank & Trust CC	243,200.00	1.35		243,200.00					6,584.39

GRANT COMMUNITY HIGH SCHOOL DISTRICT 124
INVESTMENT SCHEDULE AS OF OCTOBER 31, 2018
PMA FINANCIAL NETWORK, INC.

Trans. No.	Date Placed	Date Matures	Type	Location	Cost Basis	Yield	EDUC	BLDG	B & I	TRANS	IMRF/FICA	WORK CSH	INT. EST.
241268	06/16/17	06/17/19	CD	United Community Bank	243,000.00	1.39	243,000.00						6,776.82
39747	06/28/17	06/28/19	DTC	F&M Bank	249,245.15	1.50	249,245.15						7,477.35
39875	06/30/17	06/28/19	DTC	First Bank	249,488.73	1.55	249,488.73						7,734.15
259413	08/16/18	07/12/19	CD	Servisfirst Bank	244,700.00	2.32	244,700.00						5,141.52
259412	08/16/18	07/12/19	CD	Newbank, NA	144,000.00	2.31	44,000.00	100,000.00					3,010.69
259411	08/16/18	07/12/19	CD	Landmark Community B	211,300.00	2.31	211,300.00						4,417.77
41407	01/18/18	07/18/19	DTC	Safra National Bank	247,290.30	1.82	147,290.30			50,000.00	50,000.00		4,537.08
41405	01/19/18	07/19/19	DTC	Volunteer State Bank	249,293.74	1.82	249,293.74						4,537.15
256866	06/28/18	07/19/19	CD	Chemical Bank/Talmer E	243,900.00	2.32	243,900.00						5,984.26
256865	06/28/18	07/19/19	CD	Citizens State Bank Man	243,900.00	2.30	243,900.00						5,932.49
256864	06/28/18	07/19/19	CD	Merrick Bank	243,900.00	2.31	243,900.00						5,958.25
260642	09/06/18	07/29/19	CD	Associated Bank, NA	240,000.00	2.32				240,000.00			4,973.07
260643	09/06/18	07/29/19	CD	Associated Bank, NA-C	754,900.00	2.32	244,900.00	500,000.00		10,000.00			15,642.36
260638	09/06/18	08/14/19	CD	Bank of China	244,400.00	2.37	244,400.00						5,429.84
260639	09/06/18	08/14/19	CD	First Community Bank/Fi	244,400.00	2.37	244,400.00						5,433.02
260640	09/06/18	08/14/19	CD	Newbank, NA	99,000.00	2.37	99,000.00						2,200.77
260641	09/06/18	08/14/19	CD	BMO Harris Bank, N.A.	1,812,200.00	2.37	1,812,200.00						40,259.74
259410	08/16/18	08/29/19	CD	Bank of Versailles	100,000.00	2.31	100,000.00						2,392.28
259409	08/16/18	08/29/19	CD	CFG Community Bank	200,000.00	2.39						200,000.00	4,955.43
40613	09/12/17	09/12/19	DTC	American Express Bank	247,000.00	1.75	200,000.00					47,000.00	8,645.00
40611	09/13/17	09/13/19	DTC	Goldman Sachs Bank	247,241.84	1.70				100,000.00	100,000.00	47,241.84	8,406.22
40612	09/13/17	09/13/19	DTC	Discover Bank	247,000.00	1.75	247,000.00						8,645.00
261095	09/13/18	09/13/19	CD	Leighton State Bank	244,000.00	2.44	244,000.00						5,953.60
261094	09/13/18	09/13/19	CD	First Bank of Ohio	244,000.00	2.44	244,000.00						5,953.60
246531	09/28/17	09/30/19	CD	American NB - Fox Cities	242,600.00	1.47	242,600.00						7,140.25
41103	11/22/17	11/22/19	DTC	Morgan Stanley Private t	247,000.00	1.75	247,000.00						8,645.00
41102	11/22/17	11/22/19	DTC	Morgan Stanley Private t	247,000.00	1.80	247,000.00						8,770.00
254973	06/07/18	12/04/19	CD	Financial Federal Bank	241,000.00	2.40	241,000.00						8,636.39
42515	06/20/18	12/20/19	DTC	TCF National Bank	246,144.17	2.46	246,144.17						6,153.60
256863	06/28/18	12/26/19	CD	Providence Bank & Trust	240,700.00	2.48	240,700.00						8,951.94
42479	06/27/18	12/27/19	DTC	Pinnacle Bank TN	249,183.27	2.50	249,183.27						6,229.00
41406	01/12/18	01/13/20	DTC	Stearns Bank, NA	249,097.81	1.88	149,097.81			100,000.00			4,683.04
260636	09/06/18	03/04/20	CD	First Community Bank	232,000.00	2.48	232,000.00						8,596.60
260637	09/06/18	03/04/20	CD	Security Bank	240,700.00	2.48	240,700.00						8,913.58
260635	09/06/18	03/06/20	CD	EagleBank	240,600.00	2.53	240,600.00						9,119.25
261093	09/13/18	03/11/20	CD	Capital Bank, NA	240,600.00	2.60	240,600.00						9,342.31
42835	09/14/18	03/16/20	DTC	Comenity Capital Bank	249,183.60	2.55						249,183.60	11,437.52
42905	09/26/18	03/26/20	DTC	Southern First Bank, NA	249,146.28	2.56		249,146.28					11,480.66
43040	10/10/18	04/13/20	DTC	First Financial Bank	246,072.31	2.68	246,072.31						11,870.52
43234	10/26/18	04/27/20	DTC	Wells Fargo Bank, NA	60,044.15	2.75					60,044.15		2,790.00
43233	10/26/18	04/27/20	DTC	Compass Bank	240,140.49	2.76		240,140.49					11,923.20
254972	06/07/18	06/08/20	CD	Community State Bank -	237,500.00	2.50	237,500.00						11,909.08
255592	06/14/18	06/15/20	CD	American Plus Bank, N.J.	237,200.00	2.55		237,200.00					12,122.05
42476	06/15/18	06/15/20	DTC	BMW Bank North Ameri-	246,000.00	2.75	246,000.00						6,765.00
256862	06/28/18	06/29/20	CD	Foresight Bank	237,500.00	2.49	237,500.00						11,862.75
261092	09/13/18	09/14/20	CD	Sonabank	237,200.00	2.68	237,200.00						12,752.36
261091	09/13/18	09/14/20	CD	KS State Bank/Kansas S	237,100.00	2.68	34,200.00			200,000.00	2,900.00		12,854.69
42834	09/14/18	09/14/20	DTC	UBS Bank USA	249,242.33	2.80	249,242.33						16,749.08
42836	09/14/18	09/14/20	DTC	Bank of Hope	249,484.91	2.80	249,484.91						16,765.39
				Subtotal Investments	30,891,418.88		24,462,571.89	2,880,608.87	200,000.00	1,692,500.00	462,944.15	1,192,793.97	
		10/31/18	MMA	ISDLAF	4,269,034.11		3,520,792.62	213,070.75	53,880.56	173,643.91	219,543.24	88,103.03	
		10/31/18	MMA	ISDMAX	2,205,863.73		538,142.30	(0.00)	0.00	0.00	0.00	1,667,721.43	
				Total	37,366,316.72		28,521,506.81	3,093,679.62	253,880.56	1,866,143.91	682,487.39	2,948,618.43	

**SUPERINTENDENT'S REPORT
BOARD OF EDUCATION MEETING
NOVEMBER 15, 2018**

V. SUPERINTENDENT'S REPORT

A. Student Recognition

Leona Kondic will be in attendance so that we may recognize her accomplishments in being selected November Student of the Month.

B. Teacher Recognition

Teacher Kristina Maestranzi will be in attendance to recognize her receipt of the first Excellence in Education Award of the school year.

C. Board of Education Member Recognition

November 15, 2018, has been designated as School Board Member Day in Illinois. This year's School Board Members Day theme is "Sharing the Vision." On behalf of the students, staff, and administration we thank you for the leadership you have provided on the Board of Education. We also thank you for your never ending support of our mission and vision to help all students learn at Grant Community High School.

D. *Empower* – October 2018

The focus of this month's edition of *Empower* is on redo and retake opportunities for our students. This edition features the reassessment practices of several teachers and provides student perspectives on the value of second chances to display learning. Also included is an article by Rick Wormelli "Redos and Retakes Done Right." In it he shares the effectiveness on the learning process of allowing students to redo both assignments and assessments. All students learn differently and some may require more time, knowledge and practice to demonstrate proficiency. As providing retake opportunities requires planning and time, we continue to look for ways to support teachers in that regard.

E. English Learner Summer Enrichment Course**

The administration is proposing the addition of an English Learner (EL) summer enrichment course beginning in summer 2019. EL students are identified through a required screening process and subsequent testing that assesses English language proficiency in speaking, listening, reading, and writing. This supplemental summer program will focus on reading and writing skills, with a special emphasis on the acquisition of academic vocabulary. We are recommending a 3-week long program that would align with our existing Summer Academy Program, so that additional transportation costs for students participating in the EL program would be minimal. Costs for the EL teacher and a teacher assistant for the 3-week program would be approximately \$3,800. Recommend approval of the enrichment course as presented.

F. DMGroup Update

I wanted to provide a brief status update on our partnership with DMGroup to strengthen and expand best-practice supports for students who struggle academically. They were onsite last week to meet with the guiding coalition, followed by interviews, focus group meetings, and classroom observations to learn more about our existing programs and supports. Prior to their visit, an array of data was shared electronically including student achievement, programs and placement, budgetary information, etc. In early December, a number of individuals will be schedule sharing with DMGroup so they can gain a deeper understanding of the myriad of roles and responsibilities the individuals have that are providing support for our struggling learners. DMGroup will then spend some time synthesizing our data and be in communication. I'll be sure to let you know next steps as the study progresses.

G. ISBE College and Career Readiness Indicators

Last June we discussed ISBE's College and Career Readiness Indicators. Those indicators have changed and I am sharing for awareness purposes. Instead of the four pathways originally presented for students to display college and career readiness, ISBE has identified two. Students will either be deemed a *Distinguished Scholar*, *College and Career Ready*, or not. Details are attached and I will briefly review the indicators and timeline for implementation at the meeting. We continue to plan administratively to meet the needs of our students for these new indicators.

H. School Report Card

Illinois School Report Cards were released on October 31 and you will find a copy of the Report in your packet. As we have discussed, Report Cards will continue to change over the next several years to align with Illinois' ESSA Plan. I am including a letter provided to parents highlighting the new Report Card and all Report Cards may be found at www.illinoisreportcard.com. Here are a few highlights:

- 94% student attendance
- 92% of freshman are on track to graduate on time
- 90% 4-year graduation rate / 95.4% 6-year graduation rate
- 80% of students enroll in college
- 429 students took early college coursework while at Grant
- 700 students took career and technical education coursework
- 1,776 college credits earned through successful AP tests
- 21 average class size
- 90% teacher retention

I. Calendar 2019/20**

The 2019/20 calendar is being presented at this time for approval. The first day of student attendance is scheduled for August 12, 2019, the last day of school will be May 21, 2020, and graduation held on May 24, 2020. Highlights of the pros and cons discussed in selecting a graduation date are provided. The calendar has been shared and discussed with our feeder districts. Recommend approval of the 2019/20 calendar as presented.

J. Foreign Language Trips**

The Spanish department is proposing a student trip over spring break 2020. Requested travel will take place from March 27 to April 5, 2020. Students will fly in and out of Madrid, with travel to a variety of cities over the course of 10 days. The cost of the trip will be \$3,560 per student and all travel arrangements are booked through the American Council for International Studies, Inc.

The French department is also proposing a student trip over spring break 2020. Requested travel will take place from March 27 to April 4, 2020. Students will fly into Paris and out of Nice, with travel to a variety of cities over the course of 9 days. The cost of the trip will be \$3,806 per student and all travel arrangements are booked through the American Council for International Studies, Inc.

For both trips, the number of students traveling will be based upon interest and an appropriate number of chaperones will be scheduled once interest is determined. As the travel will take place more than a year from now, we will continue to monitor the safety of travel to those areas through the U.S. Department of State. Recommend approval of the trips as presented.

K. Foundation Gala Update

The 24th annual Gala was held on November 3. We had 207 attendees for dinner, silent and live auctions, and dancing. We raised approximately \$31,000 which will be utilized to support students in financial need and to provide student scholarships. Many thanks to the Board members that were able to attend.

L. Personnel**

Notification of FMLA request from Linda Jacobs, Transportation, 11/19/2018 – 1/1/2019.

M. Principal's Report

Mr. Schmidt will give his monthly Principal's Report.

Leona Kondic

The Grant Community High School November Student of the Month is senior Leona Kondic, daughter of Alex and Ada Kondic of Round Lake.

Leona's academic achievements include induction into the National Honor Society during her sophomore year and she has appeared on Scholars' List and Honor Roll. She has taken several Honors and AP classes and has a 4.073 GPA.

She received the Social Studies Golden Globe Award and the Bulldog Pride Award.

During her time at Grant, her extracurricular and co-curricular activities have included Debate Team, French Club, Treble Choir, Concert/Honors Choir, Chamber Singers, Future Business Leaders of America, and JV & Varsity Tennis. She has served as Concert Choir Secretary since sophomore year, French Club Vice President, FBLA Parliamentarian, and she placed 9th in the State for Parliamentary Procedures in FBLA.

Leona enjoys giving her time to causes such as Feed My Starving Children, keeping her community clean and gardening, service opportunities through FBLA and NHS such as road-side cleanup, Camp Duncan 5K, Big Hollow's Colorfest, and has participated as a member of Chamber Singers for a variety of holiday concerts.

She joined a new program with the Centegra Healthcare Explorer Post and the Future Medical Professionals Club in order to further explore her love for the healthcare field.

Her plans for the future include attending a four-year university such as Marquette University in Wisconsin to earn a degree in Biomedical Sciences with a minor in International Affairs.

GRANT COMMUNITY HIGH SCHOOL

Excellence
in Education
AWARD

Grant Community High School

Excellence in Education AWARD

Awarded to: *Kristina Maestranzi*

Reason Chosen: Kristina Maestranzi is an incredible teacher who, for many reasons, is more than deserving of the Excellence in Education Award. Kristina is a professional who motivates and encourages all of her students to achieve high standards, while supporting them with kindness throughout their high school journey.

As a second year Bulldog, Kristina has immediately stepped up as a positive, influential, and contributing team member who works diligently to improve the opportunities we offer our students. Kristina is a lifelong learner through and through. She is dedicated to her colleagues, her PLT, and most importantly, her students. Additionally, Kristina is an active member on many committees, bringing fresh ideas rooted in best practices to both her professional conversations and her classroom.

One recent, significant, and highly-visible contribution that Kristina is responsible for is the revival of our school newspaper, The Bark. Kristina has worked tirelessly since May on ideas to revitalize the news publication. She worked closely with peers, outside vendors, administrators, and most importantly students to plan, develop, and execute a publication that reflects high student expectations and pride in our Grant community. Her thoughtful work to use technology to elevate the production, her foundationally strong journalistic content knowledge, and her vision to understand the larger context, reflect how she contributes in all areas of her professional influence, from classroom to committee.

We are very fortunate to have such an influential and inspiring educator like Kristina Maestranzi as a Bulldog to expand opportunities for students and to help us Improve Student Achievement.

Christine A. Selek, Ed.D.
Superintendent

Jeremy Schmidt
Principal

Empower

GRANT COMMUNITY HIGH SCHOOL
VOL. II, ISSUE 2 - OCTOBER 18, 2018

It's election time so we are always being confronted with polarizing or controversial issues. Well, besides elections, we are also dealing with issues in education that can be polarizing. While *Empower* has dealt with some of these controversial topics in previous issues, this issue may be the most polarizing one to date: the concept of ReDo/ReTakes. There can be very strong opinions about this process. Many teachers say we should be preparing students for the real world. I think we try to do that as much as possible, but some of those teachers will go on to say that you don't get a chance to redo or retake things in real life. Hmmmm...that might be true for some things but think about the following:

- You can amend a tax return after it has already been filed.
- You can retake your driver's license test or even your teacher certification test. Or the ACT, SAT, GRE, MCAT, etc.
- In the movie industry, directors are almost always reshooting scenes--very few films are all on one take.
- In golf, many golfers use "mulligans" or some call it a "breakfast ball." Of course only in the PGA you can't do this but for the everyday golfer, many do.
- A pilot can come around for a second attempt landing if things aren't seem perfect--you wouldn't want them to say, "Well, this is our one and only chance so pray hard."
- Even a professional baseball player gets another chance if he has two strikes already and hits a foul ball out of play on the next pitch. He can do this as many times as possible as long as he keeps hitting them foul out of play.
- Picture Retake Day---need we say more!



- And, finally, although not necessarily a positive one, you can start over again financially by declaring bankruptcy.

So, read on to find out more about ReDo/ReTakes. Where do you stand?



Targeted Retakes

Reassessment has been an issue that I have struggled to solidify my philosophy on. On the one hand, I do not want to give students the impression that it is not important to be prepared for the initial test simply because they will have the ability to retake it if they do poorly. However, if I want my grades to truly reflect what students know, it is important that students have the opportunity to relearn and reassess on material. Of course, the black cloud hovering over the entire conversation is the increased time needed to reteach and regrade tests.

Often in my class, a student can show proficiency or mastery on the majority of skills on an assessment, however because they struggle with one or two skills the entire grade is affected. This, to me, does not reflect the student's overall mastery of a unit. It is because of this that some of my students have the ability to take a targeted retake.

The first stipulation for qualifying for a targeted retake is that the student must have earned a 70% or better on the original assessment. Students earning under a 70% most likely have deficiencies in more than one area and will require a more thorough intervention. Targeted retakes are designed more for students who are only deficient on one or two skills that were assessed.

A student who qualifies for a targeted retake must first correct the original assessment. It is encouraged that they get help from myself or a teacher in the math lab in order to do this, but it is not required. They understand that they will only be able to earn points for problems that they successfully correct, so it is to their benefit to have this checked by a teacher. Students turn in their corrections, along with their original assessment, for me to review.

Once a student submits their corrections, I look to see which problems they successfully corrected. There is no partial credit, there is no "close enough", it is only correct or incorrect. This cuts down on the time it takes me to grade. Again, the student will only be able to earn back points on problems that they successfully correct.

The corrections themselves are not worth any points. We have created a second version of all of our assessments with similar problems but different numbers. As I look at their corrections, I will circle the number problem on the retake that corresponds with the problem they successfully corrected on the original assessment. On their own time, students will take the retake, but only be required to do the circled problems. This allows a student to do a retake during shortened periods or TEAM.

When the student submits the retake, it is much faster for me to grade because there are only a few problems to look over. Once again there is no partial credit or "close enough". Students either successfully releared the material and proved it by completing those problems correctly on the retake or they did not. If they did not, they will not earn back any points towards their final assessment grade. For any problem that they successfully complete, they earn back the points they lost on the original assessment. I require that this entire process be completed within two weeks of the original assessment date.

This streamlined process gives students a platform to relearn key skills from a unit and show their growth without having to "start over". This encourages a "B" student to strive for that "A" without adding an excessive amount of work for the student or the teacher.

The image displays three panels of student work. The left panel, labeled "#16 on the original assessment", shows handwritten work for problem 16: $(2c-1)^2$ and problem 17: $(6x^2-5x+4)(3x^2+2x-3)$. The middle panel, labeled "Test correction", shows the corrected work for problem 16: $(2c-1)^2 = 4c^2 - 2c + 1$. The right panel, labeled "New #16 on retake assessment done correctly", shows the new problem 16 on the retake: $(7y+3)^2 = 49y^2 + 42y + 9$.

Students earning below a 70% have an opportunity to raise their grade as well. However, because they have shown they are struggling on more skills, I require them to complete a full retake. The beginning of the process is the same. Students must correct every problem they made mistakes on the original assessment. They are encouraged, but not necessarily required, to get help in the Math Lab to do this. Only when a student has successfully completed their corrections are they eligible to retake the assessment.

Once a student has submitted their successful corrections, they are given the new version of the assessment to retake. They must complete the entire assessment and it will be graded the same way the original assessment was (including partial credit). Students understand that I will be taking the grade on the second assessment regardless of which grade is higher. This prevents students from "going through the motions". If they are not truly prepared to improve their grade, they risk getting a lower grade than what they started with.

There is no deadline on a full retake, other than the end of the semester. Students who miss the deadline for the targeted retake can still do a full retake if they choose. Knowing that the grade of the retake will be taken regardless of if it is higher or lower encourages the students to complete the retake in a timely manner.

Empower Research

FIXED MINDSET

MINDSET CHARACTERISTICS

GROWTH MINDSET

SET - YOU HAVE WHAT YOU HAVE

SKILLS+INTELLIGENCE

CAN BE GROWN AND DEVELOPED

HOW THEY LOOK
PERFORMANCE FOCUS

MAIN CONCERN

LEARNING / GETTING BETTER
PROCESS FOCUS

SOMETHING YOU DO
WHEN YOU'RE NOT GOOD

EFFORT

AN IMPORTANT PART OF
LEARNING

GIVE UP / CHECK OUT

CHALLENGES

PERSEVERE / WORK THROUGH
IT - SHOW MORE GRIT

TAKE IT PERSONAL
GET DEFENSIVE

FEEDBACK

LIKE IT / USE IT TO LEARN

HATE THEM / TRY
TO AVOID MAKING THEM

MISTAKES

TREAT THEM AS A LEARNING
OPPORTUNITY

make it happen.

positivity. inspiration. motivation.

Teacher Action	Result on Student Achievement
Just telling students # correct and incorrect	Negative influence on achievement
Clarifying the scoring criteria	Increase of 16 percentile points
Providing explanations as to why their responses are correct or incorrect	Increase of 20 percentile points
Asking students to continue responding to an assessment until they correctly answer the items	Increase of 20 percentile points
Graphically portraying student achievement	Increase of 26 percentile points

-- Marzano, CAGTW, pgs 5-6

"It is far more demanding for a student to redo an assignment than it is to be denied the option and given a zero."

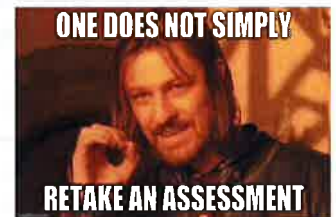
"It's the recovery from failure that teaches students best, not the label of failure."

Rick Wormeli 2018



Putting it in the Students' Hands: One Teacher's Perspective

How many times have you had a student ask you to retake an assessment because he or she performed poorly on a quiz or a test? Often, it is the student who missed a number of homework assignments during the unit or did not use class time wisely, but now wants another chance to take the assessment. In addition, this all-too-common student expects that we will just hand him or her another test and that performance will just "magically" improve the second time. It is very difficult to make an argument for allowing students to re-assess when these types of students continue to try and manipulate the system or policy we try to put in place regarding retakes. Plus, it is just more work for us to provide the retake opportunity and to grade the second attempt for a student that should have been more engaged in the first place.



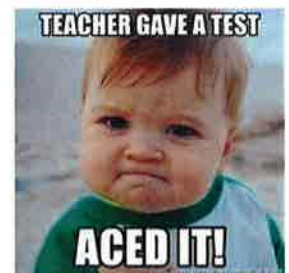
What about the student who works hard, completes all classwork and homework, performs poorly on an assessment, but is willing to keep trying to learn the material after the fact? Should a retake be offered to this student? If a student wants to get a better handle on concepts that he or she struggled with prior to an assessment even after the grade has been posted for that test or quiz, the student is showing a real desire to learn. And, of course, it is the learning that is most important. In addition, isn't it the learning that we are assessing on in the first place?



Conversations within PLTs can often get contentious when discussing the topic of retakes while the two scenarios summarized above play out. Teachers try to decide how to allow for growth in learning while holding students accountable at the same time. These conversations come down to differing opinions about whether or not students should be afforded a second opportunity to show that they have mastered the material.

In our Algebra 2 PLT, we have concluded that the most important thing for our students is that they are as ready as possible to move on to the next level, whether it be the next unit, class, or institution. Sometimes this means allowing students to **RELEARN** concepts that they may not have fully mastered the first time around, and retake an assessment. It is the relearning portion of this equation that is most important. The second opportunity to take a similar assessment is just evidence of learning. In order to get students to focus more on the re learning aspect and not the "retake" aspect we created a form for students to use if an opportunity to relearn material is something they are interested in. The form can be found below.

The idea here is that if students want to put forth more effort in order to ensure that they have mastered a given learning target, we want them to have that opportunity. However, they have to understand that just retaking a test is not going to magically improve their performance. They have to put in some extra work in order to ensure that they now have the knowledge or the skills to find success on their "retake".





Algebra II - I DIDN'T GET IT "YET" FORM



This form must be submitted within one week of receiving your test grade. You must complete all tasks and retake the test within 3 weeks of the date the original test was given. You are not permitted to use class time to retake a test.

Name: _____ Period: _____ Retake deadline: _____

I would like to retake the _____ test. My original score on this test was _____ %

Please address the following questions:

1. What may have caused your original score to be below your expectations?

2. Which checkpoint skill(s) do you need to relearn and identify your skill level on each according to your checkpoint tracker?

In order to be eligible for the retake the following must be completed and turned in with this form:

- ☐ Attend the math lab and get feedback/help from the math lab teacher or peer tutor.

Have the math lab teacher sign here _____

- ☐ Complete any missing assignments from this unit

Additionally you need to choose _____ of the following to complete and turn in with this form:

- ☐ Complete the optional practice questions
☐ Redo chapter review questions
☐ Redo homework assignments corresponding to missed checkpoint skills
☐ Practice with Khan Academy or other online tutorial. List website used and turn in the practice problems completed from website.

RETAKE TEST SCORE ☺ _____ %

By Tim Viscioni

REDOS AND RETAKES - Another Teacher's Perspective



Sometimes for a student it takes a little longer to really master the material they're learning... the whole concept of "not yet." Sometimes there may be also be extenuating circumstances. Students appreciate the opportunity to demonstrate their understanding when they weren't able to effectively do so the first time around. In my French classes, students are given the opportunity to retake any summative assessment that they feel they didn't perform well on. There are no restrictions in terms of what their original grade was, although most students opt to do the retake if they have a C or lower. Some also choose to just retake the written portion of the test. The retakes typically have different subjects or verbs for conjugating and sometimes the order of the questions is rearranged. Different vocabulary from the chapter may be also be

used. In the past we have restricted students to one or two retakes per semester, but in my French II classes this year I decided to offer retakes on any of the end of unit assessments.

Students are encouraged to analyze their original test results to see which instructional objectives they were proficient in and which ones they were not. With Schoology, students can easily see how they performed on various instructional objectives using the Mastery link in their class. I also provide a sheet at the beginning of each unit which includes a calendar, essential questions, instructional objectives, a KWL chart, and a post assessment reflection. In this way, students can start to develop a better understanding of their strengths and weaknesses in different areas. This can also help them target their studying so they can focus on the content or skills that they're not yet proficient in.

For a student that decides to do a retake, I am trying something new this year. I modified a test retake contract that the Spanish teachers are using. On the retake sheet is a checklist that students would need to fill out before retaking the assessment. It includes visiting the resource center twice and also completing several quizlet activities. In this way, students can practice the skills that they're not yet proficient in,

I would say on average of 2 students per assessment decide to do retakes, sometimes more and sometimes none at all. Last year, I kept track of how many students took advantage of the retake policy in my French II Honors classes. Of 33 students total, there were 12 that decided to do a retake at some point during the year. Every single one improved on their previous score by an average of 8 points! Most students said they looked over their notes again and reviewed the vocab and conjugations for the chapter. They all used their "student standards report" from Partners (which I used to provide to each student before switching to Schoology) to see which types of questions they got wrong so that they could be better prepared for the retake.



I am looking forward to seeing how my new retake policy works out with the new form. I'm hoping that it will really help students focus on what they need to be learning and what they need to improve upon. Does anyone else offer retakes? Do you have a form for students to fill out? Have your students done better, worse, or about the same on the retakes? How much time do you give your students? Please share any insights you have about your own redo/retake policy in the feedback form!!

Finally, I would like to leave you with this quote that my son used to recite at his elementary school, at every school community meeting. He still remembers it to this day and uses it to guide him through the times when he's struggling:

**"We make mistakes so we can learn
We learn so we can succeed
We succeed so we can help others
And by helping others we make our world a better place"**



By Amanda LeBrun

Another PLT's Working Copy of Figuring out a ReDo/Retake Policy

So You Still Want to Turn in a Summative?

"A failure to plan on your part should not constitute an emergency on my part."

Directions: You failed to turn in the summative. This **form** needs to be submitted to your teacher by **DECEMBER 7TH** at the latest. If you want to avoid stress, turn it in earlier. This form gives you the approval to submit the summative, I cannot accept them on the same day.

Due On or Before December 7th: Complete this form

Due On or Before December 10th: Formative work submitted

Due On or Before December 14th: Summative work submitted

*If there is a presentation component, you will present on the final exam day.

If you are caught working on this during class time when you should be working on other work, your work will not count. Since you chose not to use your in-class time during the unit, you do not get to use it during subsequent units.

Select which unit and assessments you are requesting:

ESSENTIAL QUESTION How do stories influence my personal truth? How does that truth help me make impact?		
semester 1 UNIT CONCEPT	Formative Process Assessments	Major Summative Assessments
1: CRAFTING A PERSONAL STATEMENT	Personal Statement: First Draft	Personal Statement: Final Draft
2: CREATING YOUR PERSONAL BRAND	EdPuzzle videos with questions	Introduction Video
3: FINDING YOUR PERSONAL TRUTH	Personal Journals	Book Project
4: UNPACKING MEDIA	Media Discussion	Media Project
5: PORTFOLIO semester 1	Blog reflections from each unit Rubrics/feedback for analysis.	Written Reflections on Blog Presentation of Blog
semester 2 UNIT CONCEPT	Formative Process Assessments	Major Summative Assessments
6: ANALYZING GENRE THROUGH NOVELS	Genre Research Practice	Literature Circles Media Project
7: ANALYZING FILM	Film Clip Analysis (Lit Flix)	Film Adaptation Analysis
8: WRITING A FILM ADAPTATION	Write a Script for a Short Story: Midpoint Feedback	Write a Script for a Short Story: Final Draft
9: CREATING A FILM ADAPTATION	Create a Short Film: First Draft	Create a Short Film: Final Draft

Did you complete the Required Formative Assessment? (see chart)

___ Yes

___ No (If you're not sure check your gradebook or schoology).

If No, complete #1-3. If Yes, skip to #3

1) If you did not complete the formative, why not?

2) Complete the formative work in order to demonstrate the learning process. Use your resources (i.e. ask a friend to give you feedback, go to the English Lab, have a parent help, meet with your teacher if he or she has time. This does NOT mean you expect your teacher to be available for one on one help at the last minute. That time has passed.

3) Based on the feedback you received, what skills do you need to relearn or focus on demonstrating for the summative assessment?

Summative Title: _____

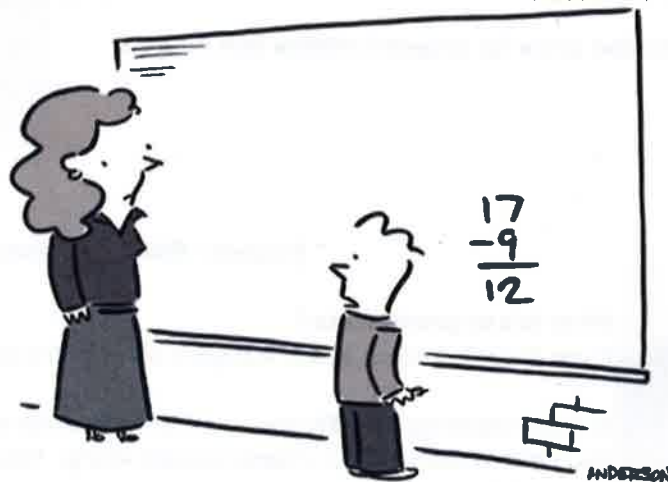
• How much of the summative did you complete during the actual unit?

• Why did you fail to turn it in? (P.S. I do NOT want excuses, I want legitimate reflection)

• What have you learned now?

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"I know it's wrong, I'm just waiting for the autocorrect."

Empower Student Voice

Student - Kayla McGill



What is a targeted retake?

If you get a 70% or above, you can retake a test without going to the math and it allows you to redeem your grade. It has been awhile since I did it so I don't remember all the details.

Is there anything specific you need to do in order to do a targeted retake?

You have to fill out a sheet and redo the problems you missed. You can use notes and other help to do this. Then you retake the test.

When you are preparing for a test or quiz, do you ever think you do not need to be as prepared because you can always do a retake?

No!

Do you feel you understand the material better after completing a targeted retake?

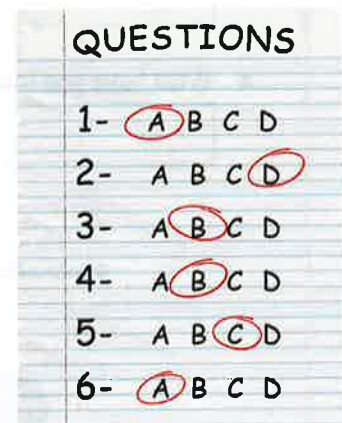
Yes. I overthought everything but realized I was doing it right. I did poorly because I was stressing out.

What do you like best about targeted retakes?

It allowed me to come back from an off day.

Are there other classes you feel could also allow for targeted retakes that do not?

Biology



Student - Elizabeth Newcomb



What is a targeted retake?

If you do really bad on a test, you get a second chance.

Is there anything specific you need to do in order to do a targeted retake?

You need to correct the problems you got wrong. You can use your notes, the math lab, anything.

When you are preparing for a test or quiz, do you ever think you do not need to be as prepared because you can always do a retake?

No. It is helpful if it is there but you shouldn't rely on it. If you do well the first time, you don't need to do it.

Do you feel you understand the material better after completing a targeted retake?

Yes because you end up asking more questions.

What do you like best about targeted retakes?

I like that it is available if you need it.

Are there other classes you feel could also allow for targeted retakes that do not?

It would have helped in Biology. I do well in all my other classes.

Testing







Redos and Retakes Done Right

Rick Wormeli

Allowing students to redo assignments and assessments is the best way to prepare them for adult life.

Jarrel plagiarized one paragraph in his health class essay on the dangers of second-hand smoke. Carla came to after-school review sessions and followed every direction, but she only scored a D on her English exam. Marco was distracted by other things when he did his history homework: It's full of incomplete thoughts and careless errors that he doesn't normally make.

All three students would like to redo their assignment or assessment properly, and they would like to receive full credit for the new versions they submit. All three cases put our instructional mind-set to the test.

Many teachers reason that they are building moral fiber and preparing students for the working world by denying them the opportunity to redo assignments and assessments—or if they do allow retakes, by giving only partial credit for redone assessments even when students have demonstrated full mastery of the content. These are the same teachers who set a deadline for submitting work and then give students who do not meet the deadline a zero, thinking that the devastating score will teach them responsibility.

In reality, these practices have the opposite effect: They retard student achievement and maturation. As hope wanes, resentment builds. Without hope—especially hope that teachers see the moral, competent, and responsible self inside them, waiting to shed its immature shell—students disengage from the school's mission and the adults who care for them. Our education enterprise is lost.

One Speed for All?

Schools that acquiesce to the factory model of schooling perpetuate an ineffective, age-based curriculum: "Eleven-year-olds learn this topic; 12-year-olds learn that topic"; "No, Shadnoosh, you can't learn that until next year"; "Mike, why didn't you learn this last month like the rest of your class?" When learning doesn't happen on schedule, these schools tend to blame students or circumstances.

Teachers do need schematics for moving students through the established curriculum. But as we apply sound pedagogy and respond to real students' individual needs, blind adherence to pacing mandates makes little sense.

The goal is that all students learn the content, not just the ones who can learn on the uniform timeline. Curriculum goals don't require that every individual reaches the same level of proficiency on the same day, only that every student achieves the goal. Appointing next Friday as the official test date is an arbitrary decision made for clerical convenience. Teachers do this out of survival, of course; because we teach large groups of students, we sometimes subordinate effective practices because that appears to be the only realistic way to move students through the system.

Although we can't do it 100 percent of the time, allowing students to redo both assignments and assessments for particularly important standards and outcomes most of the time is highly effective. This approach reflects what we know about successful learning, and it better prepares students for the world beyond school.

Practice, Practice, Practice

Consider the Olympic runner poised to begin the race for the gold medal in the final heat. The pistol goes off, and the runners push their bodies to the breaking point, all of them dashing across the finish line within seconds of one another. Our runner comes in fourth, however, so there's

no medal for him.

Does he get a "do-over" of that race? No—and that's proper at this level of competition. Remember, he's not in the learning-to-run stage of development; he's in the proficient-runner stage.

How did our runner become so competent at racing this event that he was found worthy of representing his country in the Olympics? He ran it dozens or even hundreds of times prior to today's race. And each time he ran it, his time was not an aggregated compilation of all his digressions (bad times) woven together with his more successful times. Can you imagine telling a runner that his earlier 68.74 seconds from two years ago would be averaged with his new and improved 51.03 seconds, and that this time mash-up would be his official label as a runner—that he would be evaluated as nothing more than the composite of his digressions and successes?

True competence that stands the test of time comes with reiterative learning. We carry forward concepts and skills we encounter repeatedly, and we get better at retrieving them the more we experience them. Why, then, would we impose on schools a policy that prohibits such an effective practice? Doing one successful compare-and-contrast essay in 8th grade does not mean we can do one in 10th grade, especially if we never practice writing such essays in the interim. We write a lot of essays in order to become proficient in essay writing. We become adept at analyzing politics by analyzing a lot of politics, and we get better at playing the guitar by playing the guitar a lot, not by playing it for a week and putting it aside.

It's only sensible, then, to expect different things of students during the learning process than we expect of them when it's time to demonstrate final proficiency or become fully certified. Applying expectations for a high level of competency to students who are in the process of coming to know content is counterproductive, even harmful.

Conveyor-Belt Learning

The problem, of course, is that teachers don't feel they have the luxury of revisiting content and skills to create that proficiency. We may believe the best we can do is to accept a superficial and fragile demonstration on a single, snapshot test and convince ourselves that the score earned is an accurate measure of the student's long-term capacity.

By some estimates,¹ it would take to grade 22 to teach the curriculum currently listed for grades K–12 in the United States. Anxious about this curriculum overload, we run our classes by alternating between admonishments: "Here's a bunch of stuff you have to learn; now take a test. Here's the next bunch of stuff you have to learn; now take the next test." When students fail to learn content on this conveyor belt, we tell them, "We don't have time to go back and teach it to you. Take the low grade and move on." This is no way to treat a child's future or conduct our profession.

Preparing Students for the Real Adult World

The teacher who claims to be preparing students for the working world by disallowing all redos forgets that adult professionals actually flourish through redos, retakes, and doovers. Surgeons practice on cadavers before doing surgeries on live patients. Architects redesign building plans until they meet all the specifications listed. Pilots rehearse landings and take-offs hundreds of times in simulators and in solo flights before flying with real passengers. Lawyers practice debate and analysis of arguments before litigating real cases. Teachers become much more competent and effective by teaching the same content multiple times, reflecting on what worked and what didn't work each time.

LSAT. MCAT. Praxis. SAT. Bar exam. CPA exam. Driver's licensure. Pilot's licensure. Auto mechanic certification exam. Every one of these assessments reflects the adult-level, working- world responsibilities our students will one day face. Many of them are high stakes: People's lives depend on these tests' validity as accurate measures of individual competence. All of them can be redone over and over for full credit. Lawyers who finally pass the bar exam on their second or third attempt are not limited to practicing law only on Tuesdays or only under the watchful eye of a seasoned partner for the duration of their careers. If an assessment of competence is valid, achieving its passing scores grants the assessed individual full rights and privileges thereof.

How pompous is it for a teacher, then, to declare to students, "This quiz/writing assignment/project/test cannot be redone for full credit because such a policy prepares you best for the working world." This teacher doesn't have a pedagogical leg to stand on. The best preparation for the world beyond school is to learn essential content and skills well.

The recursive nature of successful learning shouldn't be discarded because it's inconvenient or we haven't figured out how to do it logistically. (For suggestions on tackling the logistics, see "14 Practical Tips for Managing Redos in the Classroom.") It's too important to our society: We improve with practice, descriptive feedback, and revising our practices in light of that feedback, followed by more practice, feedback, and revision. It's the way authors write great books; it's the way scientists discover; it's the way machinists solve problems. Why would we deny these opportunities to the next generation? Providing feedback and asking students to redo assignments until those assignments match the standards set for them are not optional luxuries saved for when we have time; they're the keys to thriving classrooms.

Not Soft, but Tough

When we graduate from school, we gravitate toward those things we are good at doing. When we're hired, we have a skill set that matches a job's skill needs. We don't have to be good at everything the company does. To be considered successful in school, however, we have to be just

as good at all subjects and skills as everyone else is, and on the same schedule. We have to be good at graphing inequalities, conjugating irregular verbs, setting up websites using HTML, identifying literary devices in Dante, playing the concerto with the right timing, determining valence, recognizing nuance between artists, offering pithy insights in the cafeteria, and dealing with hormonal issues while navigating the hallways—and that's all by lunch on Tuesday.

It's no wonder that, in order to meet the needs of increasingly diverse students and the demands of an overloaded curriculum, teachers sometimes need to adjust the pacing of lessons and allow students to make repeated attempts at mastery. It makes sense to grade students according to their performance on standards, not the routes they take to achieve those standards. Some students need more time building background knowledge before they learn new material, and others need a graphic organizer to help them make sense of text, but all grades at the end of the unit should be based on whether they understand oxidation, for example, not on how they learned about oxidation.

Suppose a teacher allows retakes frequently. Will colleagues, students, and parents consider that teacher soft in some way? No—quite the opposite. In the hallway just outside my own classroom years ago, one of my students, unaware that I was nearby, announced to a classmate, "Mr. Wormeli makes you do it over and over again until you learn it. It sucks!" (Pardon the vernacular.) My reputation was not one of being soft, but one of "Slackers, beware."

Making students redo their learning until it meets high expectations demands far more of both students and teachers than letting them take a failing grade—but it also results in far more learning. Maturation occurs in the fully credited recovery from unsuccessful attempts, not by labeling those attempts as failures. If our mission is to teach so that students learn, we don't let their immaturity dictate their destiny. Irresponsible, forgetful, and inattentive students need us to be in their face more, not less.

The Supreme Goal

When it comes to deciding whether to allow a student to redo an assignment or assessment, consider the alternative—to let the student settle for work done poorly, ensuring that he or she doesn't learn the content. Is this really the life lesson we want to teach? Is it really academically better for the student to remain ignorant?

This practice is not acceptable. To be adequately prepared for college and career, students need to learn the content and skills that society identifies as important. Whether a student was initially irresponsible or responsible, moral or immoral, cognitively ready or not is irrelevant to the supreme goal: learning.

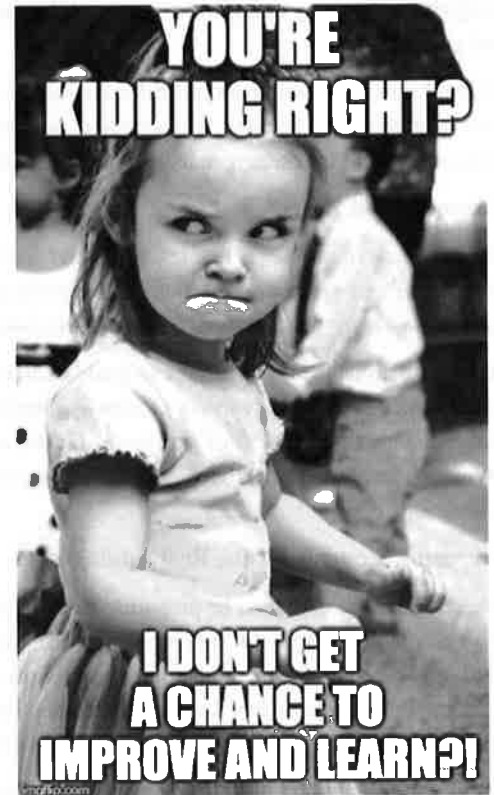
There are far more effective strategies for teaching responsibility than to simply label a student as immature and deny that student learning. We can honor Carla's effort by giving her the extra time and attention she needs to master the content. We can handle Marco's sloppy homework and Jarrel's plagiarism wisely by demanding that both of them redo their work properly. These students will then realize that they get more of what they want in life if they pay attention, keep up with the work, and do the assignments well the first time around. Scholarship dawns; there's hope.

Endnote

¹Florian, J. (1999). Teacher survey of standards-based instruction: Addressing time. Washington, DC: Office of Educational Research and Improvement; Kendall, J. S., & Marzano, R. J. (1998). Awash in a sea of standards. Denver, CO: McREL.

Rick Wormeli, a 30-year teaching veteran, resides in Herndon, Virginia, and trains teachers and principals around the world in a variety of education topics; rwormeli@cox.net. Further thinking on redoing assignments and assessments can be found in his book, *Fair Isn't Always Equal: Assessment and Grading in the Differentiated Classroom* (Stenhouse, 2006) and at its accompanying website, www.stenhouse.com/fiae.

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Questions for Your PLT

Redo/Retakes

- Are your common summative assessments aligned clearly to instructional objectives so you could try to do targeted retakes?
- What steps should a student take before they would be allowed a redo/retake option?
- Would the student be required to do some type of alternative assessment for a redo/retake or could the redo/retake be the same as the original assessment?
- Would your PLT be interested in having students write a reflection about the process after they receive their score on the redo/retake?
- If a student is asking for a redo/retake every time, what steps would you take to find out if something else is going on that is causing this to happen?
- Does the redo/retake grade replace the original grade or would you average it?
- Would you require parent signature or notification for a redo/retake?
- Does the student get only one chance for the redo/retake?
- What is the drop dead deadline for a student to do the redo/retake?
- What questions would your PLT have for your divisional or administration about this topic?

Feedback

Do you have any feedback you would like to share? We would love to hear from you--the good, the bad, the inquisitive. Use the link below to give feedback.

[Feedback on ReDo/ReTakes](#)

English Learner Summer Enrichment Course

The English Learner (EL) Summer Enrichment Course is designed to enhance the academic skills of incoming freshmen EL students as well as EL students currently enrolled at Grant Community High School. The need for EL services is based on a determination by a screening process and is reflected in the Student Information System (SIS). Students will focus on reading and writing skills through their participation in Reading Plus and Finish Line; both programs consist of computer, whole class, small group, and individual reading components. A special emphasis will be placed on the acquisition of academic vocabulary. This course can be repeated for elective credit.

Proposal:

EL Summer Enrichment Course

- For eligible students designated as English Learners.
- 3- week long program held during summer school hours Monday – Thursday 8:00 – 1:00, with the time spent on evidenced based instruction in reading and English.
- Enrollment would vary from summer to summer, as identified by student need.
- Would require 1 teacher and 1 teacher aide.
- Transportation would be provided to families.

Cost

- Teacher \$47.28 per hour
- Teacher Assistant \$14.54-\$18.37 hourly/dependent upon experience
- Transportation

Credit

- .25 elective credit



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Civil Rights Division

U.S. Department of Education
Office for Civil Rights



Ensuring English Learner Students Can Participate Meaningfully and Equally in Educational Programs

English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

The U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ) have issued joint guidance to remind state education agencies (SEAs), public school districts, and public schools of their legal obligation to ensure that EL students can participate meaningfully and equally in educational programs.

This fact sheet provides an overview of the joint guidance, but does not attempt to comprehensively address all of the issues in the guidance. While this fact sheet focuses on the responsibilities of school districts, the guidance makes clear that SEAs also have legal obligations toward EL students and limited English proficient (LEP) parents. The guidance is available at: <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

Identifying and Assessing All Potential EL Students

- School districts must have procedures in place to accurately and timely identify potential EL students. Most school districts use a home language survey at the time of enrollment to gather information about a student's language background and identify students whose primary or home language is other than English.
- School districts must then determine if potential EL students are in fact EL through a valid and reliable test that assesses English language proficiency in speaking, listening, reading and writing.

Providing Language Assistance to EL Students

- EL students are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time.
- School districts can choose among programs designed for instructing EL students provided the program is educationally sound in theory and effective in practice.



Staffing and Supporting an EL Program

- EL students are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.
- School districts must have qualified EL teachers, staff, and administrators to effectively implement their EL program, and must provide supplemental training when necessary.

Providing Meaningful Access to All Curricular and Extracurricular Programs

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

Avoiding Unnecessary Segregation of EL Students

- School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

Evaluating EL Students for Special Education and Providing Dual Services

- EL students with disabilities must be provided *both* the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student's needs and language skills.



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Office for Civil Rights



- To ensure that an individualized plan for providing special education or disability-related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student's language needs.

Meeting the Needs of Students Who Opt Out of EL Programs or Particular Services

- All EL students are entitled to services. Parents may, however, choose to opt their children out of a school district's EL program or out of particular EL services within an EL program.
- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

Monitoring and Exiting EL Students from EL Programs and Services

- School districts must monitor the progress of all EL students to ensure they achieve English language proficiency and acquire content knowledge within a reasonable period of time. Districts must annually administer a valid and reliable English language proficiency (ELP) assessment, in reading, writing, listening and speaking, that is aligned to State ELP standards.
- An EL student must not be exited from EL programs, services, or status until he or she demonstrates English proficiency on an ELP assessment in speaking, listening, reading, and writing.
- School districts must monitor the academic progress of former EL students for at least two years to ensure that students have not been prematurely exited; any academic deficits they incurred resulting from the EL program have been remedied; and they are meaningfully participating in the district's educational programs comparable to their peers who were never EL students (never-EL peers).



Evaluating the Effectiveness of a District's EL Program

- EL programs must be reasonably calculated to enable EL students to attain English proficiency and meaningful participation in the standard educational program comparable to their never-EL peers.
- School districts must monitor and compare, over time, the academic performance of EL students in the program and those who exited the program, relative to that of their never-EL peers.
- School districts must evaluate EL programs over time using accurate data to assess the educational performance of current and former EL students in a comprehensive and reliable way, and must timely modify their programs when needed.

Ensuring Meaningful Communication with Limited English Proficient Parents

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.
- For more information about the civil rights of LEP parents and guardians and districts' specific obligations to parents of EL students, visit <http://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-lep-parents-201501.pdf>.

* * * * *

If you have questions, want additional information, or believe that a school is violating federal law:

- You may visit the website of ED's Office for Civil Rights (OCR) at www.ed.gov/ocr or contact OCR at (800) 421-3481 (TDD: 800-877-8339) or at ocr@ed.gov. For more information about filing a complaint, visit www.ed.gov/ocr/complaintintro.html.
- You may visit DOJ's Civil Rights Division, Educational Opportunities Section, website at www.justice.gov/crt/about/edu/ or contact DOJ (877) 292-3804 or education@usdoj.gov. For more information about filing a complaint, visit www.justice.gov/crt/complaint/#three.
- For more information about school districts' obligations to English learner students and limited English proficient parents, additional OCR guidance is available at <http://www2.ed.gov/about/offices/list/ocr/ellresources.html>.

ISBE College and Career Readiness Indicator (April 2018)

Distinguished Scholar

1. GPA: 3.75/4.0
2. ACT Composite Score: 30 or SAT Composite Score: 1400
3. At least one academic indicator in each English language arts (ELA) and mathematics during junior or senior year (Algebra II at any time)
4. Three career readiness indicators during junior or senior year
5. 95% attendance junior and senior year

College and Career Readiness

1. GPA: 2.8/4.0
2. 95% attendance in high school junior and senior year
3. **EITHER**
 - (A) College and Career Pathway Endorsement under Postsecondary and Workforce Readiness Act; **OR**
 - (B) All of the following:
 - One academic indicator in each of ELA and math during junior or senior year (or Algebra II at any time)
 - Identify a career area of interest by the end of the sophomore year
 - Three career readiness indicators during junior or senior year

Academic Indicators	
ELA	MATH
ELA Advanced Placement (AP) Exam (Score of 3 or Higher)	Math AP Exam (Score of 3 or Higher)
ELA AP Course (Grade of A, B, or C)	Math AP Course (Grade of A, B, or C)
Dual Credit English Course (Grade of A, B, or C)	Dual Credit Math Course (Grade of A, B, or C)
International Baccalaureate (IB) ELA Course (Grade of A, B, or C)	IB Math Course (Grade of A, B, or C)
IB Exam (Score of 4 or Higher)	IB Exam (Score of 4 or Higher)
Transitional English (Grade of A, B, or C)	Transitional Math (Grade of A, B, or C)
	Algebra II (Grade of A, B, or C)
Minimum ACT Subject Scores of English: 18 and Reading: 22	Minimum ACT Subject Score of Math: 22 and Math Course in Senior Year
Minimum SAT Subject Score of Evidence-Based Reading and Writing: 540	Minimum SAT Subject Score of Math: 540 and Math Course in Senior Year

Career Readiness Indicators
• Career Development Experience • Industry Credential • Military Service or an ASVAB Score of 31 or Higher • Dual Credit Career Pathway Course (College Credit Earned) • Completion of Program of Study • Attaining and Maintaining Consistent Employment for a Minimum of 12 Months • Consecutive Summer Employment • 25 Hours of Community Service • Two or More Organized Co-curricular Activities

**ISBE Accountability College and Career Readiness Indicator
Implementation Guidance
October 2018**

College and Career Readiness Indicator Data Points

The College and Career Readiness Indicator (CCRI) is composed of multiple points of data. These data points will combine to become 6.25% of the Student Success/School Quality Indicator within the Illinois Accountability System in the 2020-21 school year. Many data points are currently collected (e.g. SAT composite score and course assignments entered into SIS) while others will require additional collection efforts by districts. ISBE will revise SIS to include the new data points by the end of the 2018-19 school year to collect this indicator.

Information gathered for CCRI should be used to guide direction for students, schools, and communities. CCRI should not be used as the sole basis for postsecondary individual student advising. Additional information regarding Report Card Metrics may be found [here](#).

A. 95% Attendance Junior and Senior Years

Due to the repeal of 105 ILCS 5/18-8.05, there is no definition of “student attendance day” in the School Code. A school district must demonstrate that it has 176 student attendance days on its calendar, plus four days for institutes and/or teacher conferences. A district needs to work with its school board and collective bargaining unit to define a student attendance day. For the purposes of this indicator, a student is in attendance if they are participating in learning regardless of where and when that learning takes place as long as the board of education has approved. ISBE uses data currently entered into SIS by districts to calculate an average of attendance junior and senior years for each student.

Implementation Guidance: Attendance can be counted when the student is participating in learning anywhere and anytime. For the purposes of guidance, it may be helpful to utilize the opposite of attendance by reviewing the definition of “truant” as defined in the School Code (105 ILCS 5/26-2a): “as a child subject to compulsory school attendance and who is absent without valid cause from such attendance for a school day or portion thereof. “Valid cause” for absence shall be illness, observance of a religious holiday, death in the immediate family, family emergency, and shall include such other situations beyond the control of the student as determined by the board of education in each district, or such other circumstances which cause reasonable concern to the parent for the safety or health of the student.”

B. 25 hours of community service

A volunteer service or activity performed by students to address a social issue in the community, such as (but not limited to) poverty, disaster relief, education, the environment, homelessness, or community wellness. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE in through a new file in SIS added by the end of the 2018-2019 school year.

Implementation Guidance: The student should receive written verification by an adult, non-relative supervisor of the community service that both describes the services performed and documents the number of hours served.

C. Adaptive Competencies

As defined in Section 10 of the Postsecondary and Workforce Readiness Act, "adaptive competencies" mean "foundational skills needed for success in college, careers, and life, such as, but not limited to, work ethic, professionalism, communication, collaboration and interpersonal skills, and problem-solving."

Implementation Guidance: This term is used in the definition for "Two or more organized co-curricular or extra-curricular activities" later in this document. Adaptive competencies and Essential Employability Skills may be incorporated within existing courses or programs. These competencies should be assessed based on how students apply and integrate into actions.

D. Attaining and maintaining consistent employment for a minimum of 12 months

Verified employment of a continuous nature during a 12-month period.

Implementation Guidance: Part-time employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consistent employment may include a total of 480 hours which is an average of 10 hours per week for 12 of the 24 months. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

E. Career Development Experience

A supervised work experience relating to an individual's career area of interest that meets all of the following:

1. Occurs in a workplace or under other authentic working conditions;
2. Is co-developed by an education provider and at least one employer in the relevant field;
3. Provides compensation or educational credit to the participant;
4. Reinforces foundational professional skills including, at a minimum, those outlined in the Illinois Essential Employability Skills framework;
5. Includes a Professional Skills Assessment that assesses skill development and is utilized as a participant feedback tool; and
6. Takes place for a minimum of 60 total hours.
7. Career Development Experience may not consist solely of technical training by an education provider.

Implementation Guidance: Career Development Experiences may include any of the following, provided the experience meets the definitional criteria: internship, school-based enterprise, supervised agricultural experience, work-based learning, cooperative education, research apprenticeship, remote work for a client or employer, student-led enterprise, or youth apprenticeship. The Illinois Essential Employability Skills framework, developed by a collaborative of state agencies and organizations, includes: personal ethic, work ethic, teamwork, and communication. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

F. Completion of a Program of Study

Completion of coursework necessary to qualify a student as a CTE Concentrator.

Implementation Guidance: As defined by the federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), "CTE Concentrator" means:

- (A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and

- (B) at the postsecondary level, a student enrolled in an eligible recipient who has
- (i) earned at least 12 credits within a career and technical education program or program of study; or
 - (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

This information is currently captured in the student course assignment record in SIS and entered by the district.

G. Consecutive summer employment

Verified employment for two consecutive summers.

Implementation Guidance: Employment may be verified through pay stubs, timesheets, or a signed letter from an adult supervisor that includes the number of hours worked. Suggested consecutive summer employment may include a cumulative 120 hours per summer. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

H. Dual Credit Career Pathway Course (college credit earned)

As defined in 110 ILCS 27/5, “dual credit course” means a college course taken by a high school student for credit at both the college and high school level.

Implementation Guidance: The following should be considered toward meeting this metric: a dual credit course, or a dual credit course in Career and Technical Education, or included within a career-focused instructional sequence for a College and Career Pathway Endorsement program in accordance with the Postsecondary and Workforce Readiness Act.

I. Grade Point Average (GPA)

Grade point average will be determined by districts. For the new indicator, the district will enter one of three codes into a new file in SIS that will specify if the student meets the “distinguished scholar” standard with a GPA of 3.75 or higher on a 4.0 scale, meets the “college and career readiness” definition of a GPA of 2.8 on a 4.0 scale, or has a GPA under 2.8 and does not meet the standard.

Implementation Guidance: Districts will continue to determine their own system for calculation of GPA and the equivalent for this indicator. This indicator will be gathered on each student at the end of their senior year. This indicator will be added to SIS by the end of the 2018-2019 school year.

J. Identify a career area of interest by the end of the sophomore year

A student may indicate a career area of interest by participating in pathways as defined by a local board of education, creating an individualized plan as part of the College and Career Pathway Endorsement program, or engaging in activities as part of Illinois Career Pathways (adopted by ICCB, ISBE, IWIB, P-20 Council, IBHE, and ISAC).

Implementation Guidance: The identification of a career area of interest by a student will be determined by school districts within a range of career exploration activities such as those suggested in the Postsecondary and Career Expectations framework. The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

K. Industry Credential

A work-related credential, certification, or license that:

1. Verifies an individual's qualifications or competence in a specific skillset related to a particular industry or occupation;
2. Is issued by an industry-related organization or state licensing body with the relevant authority to issue such credentials; and
3. Is broadly sought or accepted by employers as a recognized, preferred, or required credential for recruitment, screening, hiring, retention, or advancement purposes.

Implementation Guidance: A student must, depending upon the requirements of the recognized industry credential, either receive the license or is eligible to receive a license pending the receipt of a high school diploma. A credential issued by a postsecondary education provider is not an "Industry Credential," however, the coursework for the credential may qualify as a Dual Credit Career Pathway Course and will often prepare students for an Industry Credential examination. The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS added by the end of the 2018-2019 school year. A multi code will be available to enter specific credentials earned.

L. Military Service or an ASVAB Score of 31 or Higher

Students make a commitment to serve in the armed services or participate in Junior Reserve Officer Training Corps.

Implementation Guidance: There are three ways to meet this indicator:

1. An Armed Services Vocational Aptitude Battery (ASVAB) score of 31 or higher and student commitment to serve in the Armed Services.
2. Split training enlistment, which entails enlistment at age 17 as a Junior with permission of a parent or guardian, attendance at Basic Combat Training before Senior year, training one weekend per month through Senior year with a local unit, and planned attendance at Advanced Individual Training after Senior year.
3. Junior Reserve Officer Training Corps participation.

The district will collect and compile the initial data prior to submitting aggregate "yes" or "no" data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

M. Professional Skills Assessment

A Professional Skills Assessment is a tool-based observational assessment of a participant's performance in a Career Development Experience administered by an adult supervisor addressing foundational professional skills including, at a minimum, those outlined in the Illinois Essential Employability Skills framework.

Implementation Guidance: The Professional Skills Assessment tool should be used primarily as a feedback tool and development strategy and not as the sole basis for a grade or credit determination. Illinois WorkNet's Observational Assessment and Worksite Evaluation tools may be used as a Professional Skills Assessment.

N. Two or more organized co-curricular or extra-curricular activities

Activities, programs, and applied learning experiences that:

1. Are connected to or mirror the academic curriculum, but for which students do not receive academic credit; and,

2. Take place outside of school or after regular school hours, and may be operated by outside organizations.
3. Instills adaptive competencies and/or Illinois Essential Employability Skills including personal ethic, work ethic, teamwork, and communication.

Implementation Guidance: Districts determine level of participation. Acceptable co-curricular activities may include student newspapers, student council, musical performances, art shows, mock trials, honors societies, debate competitions, mathematics, robotics, and engineering teams and contests. Students may count extracurricular activities such as sports teams and general interest clubs toward the requirement. “Essential Employability Skills” are foundational skills needed for success in college, careers, and life including, but not limited to, the following:

1. Personal Ethic: integrity, respect, perseverance, positive attitude;
2. Work Ethic: dependability, professionalism;
3. Teamwork: critical thinking, effective and cooperative work; and
4. Communication: active listening, clear communication

The district will collect and compile the initial data prior to submitting aggregate “yes” or “no” data to ISBE through a new file in SIS added by the end of the 2018-2019 school year.

Additional Resources: Illinois Essential Employability Skills Framework and Self-Assessment; Postsecondary and Workforce Readiness Act Essential Employability Competency Statements.

O. Youth Apprenticeship

A program for youth (ages 16 to 24) currently enrolled in secondary or pursuing a high school equivalency, including those with disabilities, that include, at minimum, the following:

1. 450 hours of paid on-the-job training under the supervision of a mentor;
2. At least 2 semesters of related instruction that ideally counts towards a high school and/or postsecondary credential, but minimally leading to an Industry Credential;
3. Ongoing and a final assessment measuring success in mastering skill standards;
4. Career exploration where participants learn about several positions within the employer and the field;
5. Wraparound supports (e.g. case management and counseling) and holistic upskilling (e.g. technical skills and soft skills); and
6. Upon successful completion of the program, participants are supported to apply for one or more of the following: entry-level employment, admission to a Registered Apprenticeship or Non-Registered Apprenticeship program, or admission to other articulated postsecondary education options (including 2- and 4-year programs).

Implementation Guidance: Program sponsors may serve a subset of youth within the 16-24 age range instead of the full range. Programs must include a documented partnership with an employer. For any industry area where an industry credentials does not yet exist, a group of employers representative of the industry (including small, medium, and large firms) in Illinois should determine the critical core competencies participants should learn through the apprenticeship and agree to a formal process for recognizing mastery of those competencies.

Grant CHSD 124
Grant Community High School
285 E Grand Ave
Fox Lake, ILLINOIS 60020
GRADES - 9 10 11 12

Jeremy Schmidt
Email - jschmidt@grantbulldogs.org
(847) 587-2561



Summative Designation - Commendable
Student Group - All Students
Title 1 Status - Targeted Assistance Title One Program

EBF District Funding Tier - 2
Financial capacity to meet expectations - 66.2 %
State Senate District - 32
State Representative District - 064

State and federal laws require public school districts to release report cards to the public each year.

This year, the Illinois State Board of Education has updated the report card to provide a full picture of school performance beyond just test scores. A display of this data designed with parents and communities in mind is available on illinoisreportcard.com. All of the metrics posted on illinoisreportcard.com are also included in this report.

STUDENTS

STUDENT ENROLLMENT

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income	Homeless
School	1,796	1,118	69	446	69	*	*	89	187	26	611	*
		62.2%	3.8%	24.8%	3.8%	*	*	5.0%	10.4%	1.4%	34.0%	*
District	1,845	1,150	75	455	70	*	*	90	236	27	637	*
		62.3%	4.1%	24.7%	3.8%	*	*	4.9%	12.8%	1.5%	34.5%	*
State	2,001,529	961,211	336,956	523,950	101,548	2,091	5,591	70,182	289,903	233,348	988,686	39,266
		48.0%	16.8%	26.2%	5.1%	0.1%	0.3%	3.5%	14.5%	11.7%	49.4%	2.0%

Student Enrollment is based on [Serving School](#).

Students With IEPs are those eligible to receive special education services.

English Learners are students eligible for transitional bilingual programs.

Low Income are students who receive or live in households that receive SNAP or TANF; are classified as homeless, migrant, runaway, Head Start, or foster children; or live in a household where the household income meets the USDA income guidelines to receive free or reduced-price meals.

Homeless students are those who do not have permanent and adequate homes.

CHRONIC ABSENTEEISM RATE

	All	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	3.3%	2.8%	4.3%	4.6%	1.4%	*	*	3.5%	5.4%	0.0%	6.0%
District	3.3%	2.8%	4.3%	4.6%	1.4%	*	*	3.5%	5.4%	0.0%	6.0%
State	16.8%	13.2%	27.4%	17.6%	8.5%	14.4%	33.1%	18.2%	25.2%	14.6%	23.3%

STUDENT MOBILITY RATE

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	5.4%	5.6%	5.2%	4.4%	11.8%	6.5%	6.9%	*	*	4.3%	19.5%	27.3%	8.6%
District	5.8%	6.1%	5.4%	4.8%	15.0%	6.4%	6.8%	*	*	5.2%	19.1%	26.5%	9.4%
State	6.9%	7.3%	6.4%	4.6%	13.5%	6.7%	6.4%	9.2%	10.8%	8.0%	10.1%	9.3%	10.0%

INSTRUCTIONAL SETTING

TOTAL SCHOOL DAYS		% of 8TH GRADERS PASSING ALGEBRA I	
Number of Days			
School	177	School	*
District	177	District	*
State	175	State	30.6%

STUDENT-TO-STAFF RATIOS					HEALTH AND WELLNESS (days per week)	
	Pupil- Teacher Elementary	Pupil- Teacher Secondary	Pupil- Certified Staff	Pupil- Administrator		
School	--	--	--	--	School	5.0
District	*	20.5	13.6	120.9	District	5.0
State	19.0	19.3	11.1	180.6	State	3.0

AVERAGE CLASS SIZE (as of the first school day in May)											
Grades	K	1	2	3	4	5	6	7	8	9 - 12	Overall
School	*	*	*	*	*	*	*	*	*	21.0	21.0
District	*	*	*	*	*	*	*	*	*	21.0	21.0
State	19.0	19.0	20.0	20.0	21.0	21.0	21.0	20.0	20.0	20.0	20.0

TEACHER INFORMATION (Full-Time Equivalents)											
	Total Number	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Unknown
District	100	51.6%	48.4%	98.0%	*	1.0%	*	*	*	*	1.0%
State	128,999	23.3%	76.7%	83.2%	5.8%	6.2%	1.5%	0.1%	0.2%	0.8%	2.3%

TEACHER INFORMATION (Continued)			
	Average Teaching Experience (Years)	% of Teachers with Bachelor's Degrees	% of Teachers with Master's & Above
School	--	--	--
District	11.2	26.0%	74.0%
State	13.2	38.5%	61.0%

TEACHER RETENTION RATE	
School	90.1%
District	90.1%
State	85.2%

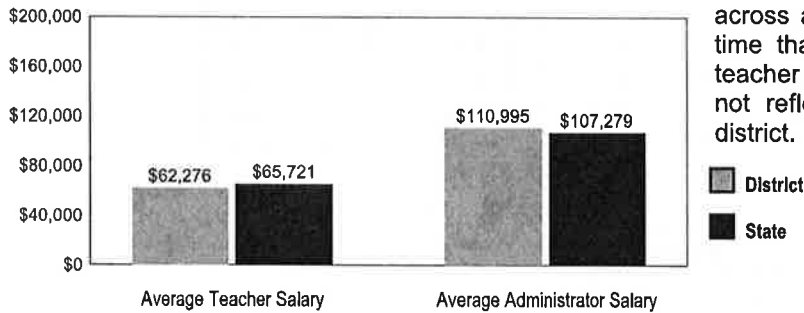
TEACHER ATTENDANCE RATE	
School	--
District	87.0%
State	70.2%

TEACHER EVALUATION RATE	
School	--
District	100.0%
State	97.1%

PRINCIPAL TURNOVER (Count)	
School	2.0
District	2.0
State	2.0

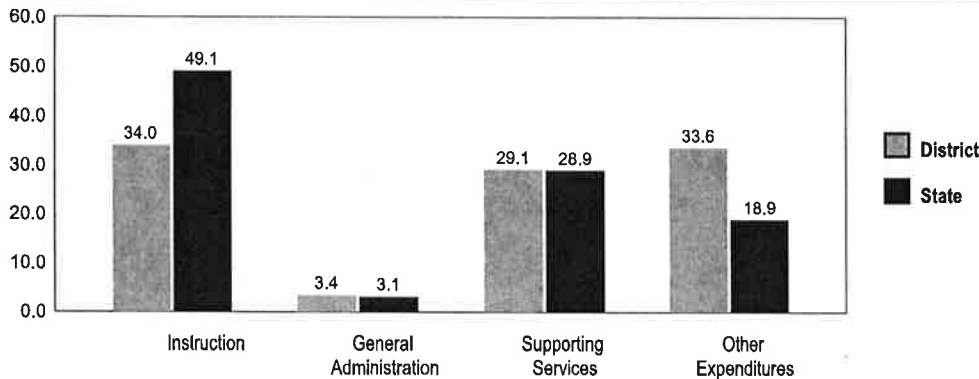
SCHOOL DISTRICT FINANCES

AVERAGE TEACHER/ADMINISTRATOR SALARIES



Salaries and counts of staff are summed across a district based on the percentage of time that each individual is employed as a teacher or an administrator and may or may not reflect the actual paid salaries for the district.

EXPENDITURE BY FUNCTION 2016-17 (Percentages)



REVENUE BY SOURCE 2016-17

	District	District %	State %
Local Property Taxes	\$26,173,537	78.7%	63.1%
Other Local Funding	\$1,146,663	3.4%	5.0%
General State Aid	\$3,494,455	10.5%	17.6%
Other State Funding	\$1,357,484	4.1%	6.8%
Federal Funding	\$1,067,021	3.2%	7.5%
TOTAL	\$33,239,160		

EXPENDITURE BY FUND 2016-17

	District	District %	State %
Education	\$20,341,988	59.9%	71.6%
Operations & Maintenance	\$4,930,810	14.5%	7.1%
Transportation	\$1,766,179	5.2%	3.8%
Debt Service	\$6,213,041	18.3%	9.5%
Tort	\$0	0.0%	1.2%
Municipal Retirement/ Social Security	\$727,598	2.1%	2.1%
Fire Prevention & Safety	\$0	0.0%	0.7%
Capital Projects	\$0	0.0%	4.0%
TOTAL	\$33,979,616		

OTHER FINANCIAL INDICATORS

	2015 Equalized Assessed Valuation per Pupil	2015 Total School Tax Rate per \$100	2016-17 Instructional Expenditure per Pupil	2016-17 Operating Expenditure per Pupil
District	\$425,681	3.51	\$6,756	\$13,427
State	**	**	\$8,024	\$13,337

** Due to the way Illinois school districts are configured, state averages for equalized assessed valuation per pupil and total school tax rate per \$100 are not provided.

Equalized assessed valuation includes all computed property values upon which a district's local tax rate is calculated.

Total school tax rate is a district's total tax rate as it appears on local property tax bills.

Instructional expenditure per pupil includes the direct costs of teaching pupils or the interaction between teachers and pupils.

Operating expenditure per pupil includes the gross operating cost of a school district excluding summer school, adult education, bond principal retired, and capital expenditures.

ACADEMIC PERFORMANCE

COLLEGE ENROLLMENT RATE		
	12 Months	16 Months
School	78.4%	79.5%
District	78.4%	79.5%
State	74.8%	75.7%

9TH GRADE ON TRACK RATE	
School	91.9%
District	91.5%
State	86.8%

CAREER AND TECHNICAL EDUCATION ENROLLMENT	
School	700
District	708
State	283,473

ADVANCED COURSE WORK (AP/IB/DUAL CREDIT)				
	GRADE 9	GRADE 10	GRADE 11	GRADE 12
School	*	57	186	186
District	*	57	186	186
State	16,088	29,581	61,294	77,168

ADVANCED PLACEMENT COURSE WORK												
	ADVANCED PLACEMENT (AP) COURSE WORK				INTERNATIONAL BACCALAUREATE (IB) COURSE WORK				DUAL CREDIT COURSE WORK			
	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12	Grade9	Grade10	Grade11	Grade12
All												
School	*	57	165	142	*	*	*	*	*	*	23	55
District	*	57	165	142	*	*	*	*	*	*	23	55
State	11,945	24,678	47,158	55,838	263	332	2,447	2,549	4,362	5,616	18,004	33,555
White												
School	*	39	102	83	*	*	*	*	*	*	17	29
District	*	39	102	83	*	*	*	*	*	*	17	29
State	5,412	13,071	24,743	30,029	26	51	368	465	2,219	3,119	11,689	21,388
Black												
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	1,310	1,824	4,171	5,661	125	125	620	671	865	772	1,851	3,580
Hispanic												
School	*	13	31	34	*	*	*	*	*	*	*	14
District	*	13	31	34	*	*	*	*	*	*	*	14
State	2,954	5,507	11,684	13,082	100	135	1,239	1,192	979	1,290	3,059	5,958
Asian												
School	*	*	18	13	*	*	*	*	*	*	*	*
District	*	*	18	13	*	*	*	*	*	*	*	*
State	1,747	3,279	4,710	5,269	10	16	181	169	144	265	791	1,622
Native Hawaiian/Pacific												
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	33	41	56	58	1	0	5	3	1	6	17	34
American Indian												
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	31	43	109	120	1	3	7	9	6	11	30	72
Two or More Races												
School	*	*	*	10	*	*	*	*	*	*	*	*
District	*	*	*	10	*	*	*	*	*	*	*	*
State	458	913	1,685	1,619	0	2	27	40	148	153	567	901
EL												
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	67	160	441	541	7	11	52	34	187	226	319	429
Non EL												
School	*	57	165	142	*	*	*	*	*	*	23	55
District	*	57	165	142	*	*	*	*	*	*	23	55
State	11,878	24,518	46,717	55,297	256	321	2,395	2,515	4,175	5,390	17,685	33,126
IEP												
School	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*
State	128	280	568	1,021	11	7	48	66	463	520	1,278	2,024
Non IEP												
School	*	57	164	142	*	*	*	*	*	*	19	54
District	*	57	164	142	*	*	*	*	*	*	19	54
State	11,817	24,398	46,590	54,817	252	325	2,399	2,483	3,899	5,096	16,726	31,531
Low Income												
School	*	12	33	31	*	*	*	*	*	*	*	22
District	*	12	33	31	*	*	*	*	*	*	*	22
State	3,415	5,976	12,814	17,291	181	209	1,429	1,799	1,706	2,228	5,960	10,979
Non Low Income												
School	*	45	132	111	*	*	*	*	*	*	17	33
District	*	45	132	111	*	*	*	*	*	*	17	33
State	8,530	18,702	34,344	38,547	82	123	1,018	750	2,656	3,388	12,044	22,576

Please note that asterisks in the tables indicate either non-reported data or suppressed data due to privacy concerns. Student counts reported are counts out of groups 10 or greater.

ADVANCE PLACEMENT (AP) EXAMS				
GRADE 10				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	67	31	51	22
District	67	31	51	22
State	32,448	21,887	21,622	14,877

GRADE 11				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	346	220	139	106
District	346	220	139	106
State	105,217	68,247	39,649	27,289

GRADE 12				
	No. of AP Exams Taken	No. of AP Exams Passed	Took One or More AP Exams	Passed One or More AP Exams
School	450	341	102	91
District	450	341	102	91
State	173,528	115,242	40,696	30,560

POSTSECONDARY ENROLLMENT 12 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School	78.4%	68.9%	9.4%	32.7%	45.6%	0.0%
District	78.4%	68.9%	9.4%	32.7%	45.6%	0.0%
State	74.8%	61.6%	13.2%	32.1%	42.7%	0.0%

POSTSECONDARY ENROLLMENT 16 MONTH						
	All	Public Institution	Private Institution	4 Yr	2 Yr	< 2 Yr
School	79.5%	70.1%	9.4%	32.7%	46.8%	0.0%
District	79.5%	70.1%	9.4%	32.7%	46.8%	0.0%
State	75.7%	62.3%	13.3%	32.3%	43.3%	0.0%

CLIMATE AND CULTURE (Count)													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
In-School Suspensions	149	100	49	82	14	42	2		1	8	29	7	82
Out-of-School Suspensions	68	46	22	41	5	15	2		0	5	20	1	38
Expulsions	0	0	0	0	0	0	0		0	0	0	0	0
Incidents of Violence (including bullying and harassment)	0	0	0	0	0	0	0		0	0	0	0	0

4-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity									
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Students With IEPs	Low Income
School	89.9%	87.4%	92.6%	92.0%	87.5%	86.4%	95.7%	*	*	87.1%	78.6%	71.2%	85.1%
District	88.5%	85.8%	91.5%	90.7%	82.4%	85.8%	95.7%	*	*	82.4%	78.6%	64.6%	84.4%
State	85.4%	82.5%	88.4%	90.6%	75.0%	80.7%	93.6%	81.0%	79.8%	84.7%	76.5%	68.8%	77.0%

HIGH SCHOOL 5-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity									
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Students With IEPs	Low Income
School	90.9%	92.7%	88.9%	91.3%	86.7%	89.7%	90.0%	*	*	100.0%	70.0%	78.2%	86.3%
District	89.7%	91.4%	87.9%	89.7%	84.8%	89.8%	90.0%	*	*	100.0%	70.0%	70.8%	85.5%
State	87.6%	85.3%	89.9%	91.5%	78.4%	84.6%	95.3%	84.3%	82.6%	86.8%	83.0%	73.5%	80.2%

HIGH SCHOOL 6-YEAR GRADUATION RATE													
	Gender			Race / Ethnicity									
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	English Learners	Students With IEPs	Low Income
School	95.4%	92.9%	97.7%	97.5%	100.0%	88.9%	90.5%	*	*	94.1%	70.0%	84.4%	92.7%
District	94.0%	91.4%	96.4%	96.3%	100.0%	85.9%	90.5%	*	*	94.1%	70.0%	76.7%	89.4%
State	87.7%	85.4%	90.1%	91.7%	78.3%	84.7%	95.3%	86.9%	82.4%	86.9%	83.0%	74.9%	80.3%

DROPOUT RATE BY RACIAL/ETHNIC BACKGROUND AND OTHER INFORMATION													
	Gender			Race / Ethnicity							English Learners	Students With IEPs	Low Income
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School	1.8%	2.0%	1.7%	1.3%	4.3%	2.9%	1.4%	*	*	1.1%	7.7%	0.5%	3.3%
District	2.0%	2.2%	1.8%	1.4%	6.7%	2.9%	1.4%	*	*	1.1%	7.4%	0.4%	3.5%
State	2.1%	2.4%	1.7%	1.2%	4.0%	2.8%	0.5%	2.3%	2.9%	2.1%	2.8%	3.8%	3.6%

ELA PROFICIENCY													
	All Students			Race / Ethnicity							Students With IEPs	English Learners	Low Income
	Male	Female		White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School	167	74	93	114	6	20	14	*	*	11	4	*	37
	36.5%	32.3%	40.8%	39.3%	26.1%	20.8%	60.9%	*	*	47.8%	10.8%	*	27.4%
District	168	75	93	114	6	20	15	*	*	11	5	*	38
	35.9%	31.5%	40.4%	38.1%	26.1%	20.6%	62.5%	*	*	47.8%	10.5%	*	27.0%
State	373,532	160,882	212,650	227,977	29,576	67,203	33,470	463	833	14,010	12,783	11,564	115,196
	36.7%	30.9%	42.8%	46.8%	17.4%	24.8%	65.6%	44.7%	29.2%	40.0%	8.9%	10.9%	22.1%

MATH PROFICIENCY													
	All Students			Race / Ethnicity							Students With IEPs	English Learners	Low Income
	Male	Female		White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School	159	73	86	104	6	24	14	*	*	10	0	*	43
	34.8%	31.9%	37.7%	35.9%	26.1%	25.0%	60.9%	*	*	43.5%	0.0%	*	31.9%
District	160	74	86	105	6	24	14	*	*	10	1	*	43
	34.2%	31.1%	37.4%	35.1%	26.1%	24.7%	58.3%	*	*	43.5%	2.1%	*	30.5%
State	321,607	163,519	158,088	201,422	19,256	53,675	34,370	435	682	11,767	11,241	12,270	88,476
	31.5%	31.3%	31.7%	41.3%	11.4%	19.7%	66.0%	41.4%	23.6%	33.6%	7.9%	11.1%	16.9%

ISA PROFICIENCY													
	All Students			Race / Ethnicity							Students With IEPs	English Learners	Low Income
	Male	Female		White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races			
School	205	112	93	148	3	34	11	*	*	8	10	2	53
	45.7%	48.1%	43.1%	48.8%	15.8%	34.3%	78.6%	*	*	61.5%	15.6%	13.3%	32.1%
District	205	112	93	148	3	34	11	*	*	8	10	2	53
	45.0%	47.1%	42.7%	48.1%	15.8%	34.0%	78.6%	*	*	53.3%	14.3%	13.3%	31.4%
State	215,229	106,179	109,050	129,557	17,623	43,209	16,338	269	503	7,730	10,024	4,347	72,825
	50.5%	48.9%	52.0%	62.2%	25.3%	38.0%	73.9%	59.5%	43.1%	54.7%	18.3%	13.4%	34.9%

MEAN ELA GROWTH PERCENTILE

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	50.0	47.5	52.5	51.8	44.5	48.7	57.4	52.4	49.8	50.0	43.5	48.1	47.5

MEAN MATH GROWTH PERCENTILE

	All Students	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	50.0	49.0	51.0	51.6	44.5	48.9	58.0	50.3	48.5	49.6	44.0	47.6	47.5

EL Proficiency on ACCESS

	# ELS	# Tested	# Proficient	% Proficient	# Long Term EL	% Long Term EL
School	28	28	0	0.0%	19	*
District	28	28	0	0.0%	19	67.9%
State	210,124	207,307	18,810	9.1%	24,957	11.9%

ELA Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	457	229	228	290	23	96	23	*	*	23	37	*	135
	99.1%	98.3%	100.0%	98.6%	100.0%	100.0%	100.0%	*	*	100.0%	97.4%	*	97.8%
District	468	238	230	299	23	97	24	*	*	23	47	*	141
	98.7%	97.5%	100.0%	98.4%	95.8%	100.0%	100.0%	*	*	100.0%	94.0%	*	96.6%
State	1,017,260	520,123	497,137	486,626	169,503	271,186	51,039	1,036	2,854	35,016	142,919	106,440	521,722
	98.1%	98.1%	98.1%	98.3%	97.0%	98.2%	98.9%	97.5%	98.0%	97.8%	96.9%	98.7%	98.0%

Math Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	457	229	228	290	23	96	23	*	*	23	37	*	135
	99.1%	98.3%	100.0%	98.6%	100.0%	100.0%	100.0%	*	*	100.0%	97.4%	*	97.8%
District	468	238	230	299	23	97	24	*	*	23	47	*	141
	98.7%	97.5%	100.0%	98.4%	95.8%	100.0%	100.0%	*	*	100.0%	94.0%	*	96.6%
State	1,020,683	521,922	498,761	487,140	169,521	272,992	52,057	1,051	2,885	35,037	142,911	110,540	523,904
	98.0%	98.0%	98.0%	98.2%	96.9%	98.2%	98.9%	97.2%	97.9%	97.7%	96.9%	98.6%	98.0%

ISA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	449	233	216	303	19	99	14	*	*	13	64	15	165
	96.6%	97.5%	95.6%	97.1%	90.5%	96.1%	100.0%	*	*	92.9%	97.0%	100.0%	95.9%
District	456	238	218	308	19	100	14	*	*	14	70	15	169
	96.4%	97.5%	95.2%	97.2%	90.5%	96.2%	100.0%	*	*	87.5%	95.9%	100.0%	96.0%
State	426,608	217,043	209,565	208,207	66,876	113,680	22,099	452	1,165	14,129	52,325	32,340	206,136
	95.2%	94.9%	95.6%	96.5%	91.1%	95.3%	96.6%	95.6%	94.8%	95.1%	90.6%	94.4%	93.7%

SAT ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	457	229	228	290	23	96	23	*	*	23	37	*	135
	99.1%	98.3%	100.0%	98.6%	100.0%	100.0%	100.0%	*	*	100.0%	97.4%	*	97.8%
District	466	236	230	298	23	96	24	*	*	23	45	*	140
	98.9%	97.9%	100.0%	98.7%	95.8%	100.0%	100.0%	*	*	100.0%	95.7%	*	97.2%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

SAT Math Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	457	229	228	290	23	96	23	*	*	23	37	*	135
	99.1%	98.3%	100.0%	98.6%	100.0%	100.0%	100.0%	*	*	100.0%	97.4%	*	97.8%
District	466	236	230	298	23	96	24	*	*	23	45	*	140
	98.9%	97.9%	100.0%	98.7%	95.8%	100.0%	100.0%	*	*	100.0%	95.7%	*	97.2%
State	143,340	72,123	71,217	72,316	23,022	36,068	7,283	155	351	4,145	16,120	6,268	62,850
	97.9%	97.5%	98.3%	98.8%	95.4%	97.4%	99.5%	98.1%	97.5%	97.6%	95.7%	96.3%	96.6%

DLM-AA ELA Participation													
	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,437	7,546	3,891	4,943	2,595	2,975	519	11	36	358	11,433	2,393	7,166
	95.9%	95.9%	95.9%	96.5%	93.8%	96.7%	96.6%	84.6%	100.0%	95.5%	95.9%	97.0%	95.6%

DLM-AA Math Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	11,444 95.7%	7,555 95.8%	3,889 95.7%	4,938 96.3%	2,590 93.6%	2,981 96.5%	526 96.3%	12 85.7%	36 100.0%	361 96.0%	11,440 95.7%	2,417 96.9%	7,172 95.4%

PARCC ELA Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	862,483 98.1%	440,454 98.2%	422,029 98.0%	409,367 98.2%	143,886 97.4%	232,143 98.4%	43,237 98.9%	870 97.5%	2,467 98.0%	30,513 97.9%	115,366 97.2%	97,779 98.9%	451,706 98.3%

PARCC Math Participation

	All	Male	Female	White	Black	Hispanic	Asian	Native Hawaiian /Pacific Islander	American Indian	Two or More Races	Students With IEPs	English Learners	Low Income
School	*	*	*	*	*	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*	*	*	*	*	*
State	865,899 98.1%	442,244 98.1%	423,655 98.0%	409,886 98.2%	143,909 97.3%	233,943 98.3%	44,248 98.9%	884 97.2%	2,498 97.9%	30,531 97.8%	115,351 97.1%	101,855 98.8%	453,882 98.2%

SAT

Each Performance Level is a broad, categorical level defined by a student's score and used to report overall student performance by describing how well students met the expectations for their grade level/course. Each Performance Level is defined by a range of overall scores for the assessment. There are four Performance Levels for SAT:

Level 1 -- Partially Meets Standards	The student has only partially met standards & demonstrates a minimal understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 2 -- Approaching Standards	The student is approaching the proficiency level & demonstrates an incomplete understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 3 -- Meets Standards	The student has met the proficiency level & demonstrates adequate understanding of the knowledge & skills needed relative to the Illinois Learning Standards.
Level 4 -- Exceeds Standards	The student has exceeded the proficiency level & demonstrates a thorough understanding of the knowledge & skills needed relative to the Illinois Learning Standards.

SAT - All

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
School	20.6%	42.9%	27.8%	8.8%	30.6%	34.6%	29.5%	5.3%
District	21.0%	42.9%	27.5%	8.6%	31.3%	34.3%	29.2%	5.2%
State	24.9%	38.2%	24.4%	12.5%	33.6%	32.0%	25.2%	9.1%

SAT - Gender

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
Male								
School	23.6%	44.1%	23.6%	8.7%	34.1%	34.1%	24.9%	7.0%
District	24.6%	43.6%	23.3%	8.5%	34.7%	33.9%	24.6%	6.8%
State	28.5%	36.3%	22.8%	12.4%	34.1%	30.3%	25.0%	10.5%
Female								
School	17.5%	41.7%	32.0%	8.8%	27.2%	35.1%	34.2%	3.5%
District	17.4%	42.2%	31.7%	8.7%	27.8%	34.8%	33.9%	3.5%
State	21.2%	40.2%	25.9%	12.7%	33.1%	33.7%	25.4%	7.7%

SAT - Racial/Ethnic Background

Levels	ELA				Mathematics			
	1	2	3	4	1	2	3	4
White								
School	19.3%	41.4%	30.7%	8.6%	26.9%	37.2%	30.7%	5.2%
District	20.1%	41.6%	29.9%	8.4%	28.2%	36.6%	30.2%	5.0%
State	15.6%	35.8%	31.0%	17.6%	22.6%	32.5%	32.6%	12.2%
Black								
School	21.7%	52.2%	26.1%	0.0%	39.1%	34.8%	26.1%	0.0%
District	21.7%	52.2%	26.1%	0.0%	39.1%	34.8%	26.1%	0.0%
State	45.4%	40.8%	11.5%	2.3%	59.3%	29.6%	10.0%	1.1%
Hispanic								
School	29.2%	50.0%	17.7%	3.1%	45.8%	29.2%	22.9%	2.1%
District	29.2%	50.0%	17.7%	3.1%	45.8%	29.2%	22.9%	2.1%
State	33.7%	44.0%	17.9%	4.4%	44.0%	34.8%	18.3%	2.9%
Asian								
School	4.3%	34.8%	17.4%	43.5%	17.4%	21.7%	34.8%	26.1%
District	4.2%	33.3%	20.8%	41.7%	16.7%	25.0%	33.3%	25.0%
State	10.6%	27.0%	30.9%	31.6%	12.5%	20.6%	33.7%	33.1%
Native Hawaiian/Pacific Islander								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	26.5%	38.1%	21.3%	14.2%	*	*	*	*
American Indian								
School	*	*	*	*	*	*	*	*
District	*	*	*	*	*	*	*	*
State	*	*	*	*	37.3%	34.5%	20.5%	7.7%
Two or More Races								
School	17.4%	34.8%	39.1%	8.7%	21.7%	34.8%	39.1%	4.3%
District	17.4%	34.8%	39.1%	8.7%	21.7%	34.8%	39.1%	4.3%
State	20.8%	36.1%	25.7%	17.3%	29.6%	31.5%	26.5%	12.4%

SAT - Students with IEPs

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
IEP	School	64.9%	24.3%	5.4%	5.4%	89.2%	10.8%	0.0%	0.0%
	District	60.0%	28.9%	6.7%	4.4%	84.4%	13.3%	2.2%	0.0%
	State	66.9%	25.5%	5.5%	2.1%	78.2%	16.1%	4.5%	1.2%
Non-IEP	School	16.7%	44.5%	29.8%	9.0%	25.5%	36.7%	32.1%	5.7%
	District	16.9%	44.4%	29.7%	9.0%	25.7%	36.6%	32.1%	5.7%
	State	19.5%	39.9%	26.8%	13.8%	28.0%	34.0%	27.9%	10.1%

SAT - Economically Disadvantaged

Levels		ELA				Mathematics			
		1	2	3	4	1	2	3	4
Free/Reduced Price Lunch	School	33.3%	39.3%	23.7%	3.7%	43.7%	24.4%	30.4%	1.5%
	District	34.3%	38.6%	23.6%	3.6%	45.0%	24.3%	29.3%	1.4%
	State	38.8%	42.4%	15.3%	3.4%	50.2%	32.8%	14.8%	2.2%
Not Eligible	School	15.2%	44.4%	29.5%	10.9%	25.2%	38.8%	29.2%	6.8%
	District	15.3%	44.8%	29.1%	10.7%	25.5%	38.7%	29.1%	6.7%
	State	14.0%	35.0%	31.4%	19.6%	20.7%	31.4%	33.3%	14.5%



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 • Fax: 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

October 31, 2018

Dear Grant Families,

The Illinois State Board of Education (ISBE) released our 2018 School Report Card today. The Report Card shows how well our school is progressing on a wide range of educational goals. We are pleased to report that Grant Community High School received a designation of *Commendable*.

The designation is a descriptor of how well our school is meeting the needs of all students, based on the following measures of performance:

Measures of Academic Performance and Growth (75%)

1. English Language Arts Proficiency (10% in 2018-19; 7.5% in 2019-20)
2. Math Proficiency (10% in 2018-19; 7.5% in 2019-20)
3. Graduation (50%)
4. English Learner Progress (5%)
5. *Science Proficiency (0% in 2018-19; 5% in 2019-20)*

Measures of School Quality/Student Success (25%)

1. Chronic Absenteeism (7.5% in 2018-19; less than 7.5% in 2021-22)
2. 9th-Graders on Track to Graduate (6.25%)
3. *Climate Survey (5%; full credit until 2019-20)*
4. *College and Career Readiness (6.25%; full credit until 2021-22)*
5. *Fine Arts (0% in 2018-19; more than 0% in 2021-22)*

As you can see, indicators and their corresponding percentages will be phased in over time in order to comply with Every Student Succeeds Act. We are likely to see additional changes to the measures of performance as ISBE incorporates student growth as a factor for high schools. Student growth is already a heavily weighted measure for K-8 schools. Measuring growth at the high school level was not possible historically, as up until last year only students in grade 11 took a state assessment. With the addition of PSAT/SAT suite of assessments for grades 9 through 11, it will now be possible to incorporate student growth for high schools.

The School Report Card may be found at www.illinoisreportcard.com, but we'd also like to share just a few of our highlights with you here:

- 94% student attendance
- 92% of freshman are on track to graduate on time

- 90% graduation rate
- 80% of students enroll in college
- 429 students took early college coursework while at Grant
- 1,776 college credits earned through successful AP tests
- 21 average class size

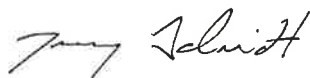
As mentioned previously, we received a *Commendable* designation. Here is a brief description of the four possible School Designations:

School Designations			
<i>Exemplary</i>	<i>Commendable</i>	<i>Underperforming</i>	<i>Lowest-Performing</i>
• Performance in the top 10% of all schools • High schools with graduation rate higher than 67% • No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools • Eligible to apply to serve as an IL-EMPOWER Learning Partner	• Performance not in the top 10% of all schools • High schools with graduation rate higher than 67% • No underperforming student groups at or below the “all students” group in the lowest-performing 5% of all schools • Eligible to apply to serve as an IL-EMPOWER Learning Partner	• One or more student groups underperforming at or below the “all students” group in the lowest-performing 5% of all schools; groups must have at least 20 students in at least three indicators • Completes a Work Plan for School Improvement and provided targeted support through IL-EMPOWER process	• In the lowest-performing 5% of Title I eligible schools statewide • High schools with graduation rate at or below 67% • Completes a Work Plan for School Improvement and provided comprehensive support through IL-EMPOWER process

We are very proud of the collective efforts of faculty, staff, students and parents to make learning a priority here at Grant Community High School. We are also proud of the positive culture and climate that isn’t measured in this School Report Card, but is essential in creating the type of learning experience we want for our students. As always, we will continue to focus our efforts on our goal of improving student achievement and look forward to sharing more positive results with you as the year progresses.

If you have any questions, please don’t hesitate to ask. Thank you.

Sincerely,



Jeremy N. Schmidt
Principal



Christine A. Sefcik, Ed.D.
Superintendent



Grant Community High School

District 124 - Calendar



2019

August 8, 9	Institute Days, no student attendance
August 12	First Day of Student Attendance
August 29	Back to School Night, 1:35 early release
Sept. 2	Labor Day, legal school holiday
Sept. 4	School Improvement Meeting, 9:40 am Late Start
Sept. 11	Progress Reports
Sept. 13	Homecoming
Sept. 18	School Improvement Meeting, 9:40 am Late Start
Sept. 27	Institute Day, no student attendance
Oct. 9	School Improvement Meeting, 9:40 am Late Start
Oct. 14	Columbus Day, legal school holiday
Oct. 15	Progress Reports
Oct. 16	State Testing (freshman/sophomore/junior) - Tentative
Oct. 24	Parent/Teacher Conferences, 5:00 to 8:00 pm
Oct. 25	Parent/Teacher Conferences, 8:00 am to noon, no student attendance
Oct. 30	School Improvement Meeting, 9:40 am Late Start
Nov. 13	School Improvement Meeting, 9:40 am Late Start
Nov. 15	Progress Reports
Nov. 27, 28, 29	Thanksgiving Recess, no school
Dec. 11	School Improvement Meeting, 9:40 am Late Start
Dec. 18, 19, 20	Semester Exams
Dec. 23 - Jan. 3	Winter Break

2020

Jan. 6	School Resumes, 2nd semester begins
Jan. 8	School Improvement Meeting, 9:40 am Late Start
Jan. 20	Martin Luther King's Birthday, legal school holiday
Jan. 22	School Improvement Meeting, 9:40 am Late Start
Feb. 5	Progress Reports
Feb. 5	School Improvement Meeting, 9:40 am Late Start
Feb. 14	Institute Day, no student attendance
Feb. 17	President's Day Observed, no school
Feb. 26	School Improvement Meeting, 9:40 am Late Start
March 11	School Improvement Meeting, 9:40 am Late Start
March 11	Progress Reports
March 25	School Improvement Meeting, 9:40 am Late Start
Mar. 30 - Apr. 3	Spring Break
April 6	School Resumes
April 7	State Testing (freshman/sophomore/junior) - Tentative
April 10	Day of Non-attendance
April 15	School Improvement Meeting, 9:40 am Late Start
April 20	Progress Reports
May 1	School Improvement Meeting, 1:35 early release
May 1	Prom
May 19, 20	Senior Exams
May 19, 20, 21	Final Exams (freshman/sophomore/junior)
May 24	Graduation
May 25	Memorial Day, legal school holiday

August '19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September '19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October '19						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November '19						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December '19						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January '20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February '20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March '20						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April '20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May '20						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June '20						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- ★ First Day of School
- Parent/Teacher Conf.
- ✕ No Student Attendance
- △ Late Start / Early Release
- End of Semester
- ☼ Graduation

*Calendar is subject to revision

11/5/2018

Graduation Date Options - Pros and Cons

Option 1: Sunday, May 17

Pros:	Cons:
Not a holiday weekend	Seniors finish 6 days before other students; presents a significant challenge from a curriculum and instruction standpoint
	Potential IHSA conflicts for graduation rehearsal and ceremony: Girls' Track and Field Sectionals Girls' Soccer Regionals Bass Fishing State Competition
	Conflict with senior final exams and AP Testing window; last AP test scheduled for May 15.
	Would require creating an alternative schedule for graduation rehearsal which impacts all students
	9 end-of-year calendar conflict days/days missed for senior Tech Campus students between May 13 and May 27 (Tech Campus last day)
	Personnel considerations with seniors finishing 6 days before other students

Option 2: Sunday, May 24

Pros:	Cons:
Finish school same week as underclassmen; no reduction in teaching of skills for seniors	Holiday weekend
Fewer conflicts with co-curricular activities	Represents a change; graduation has not been on holiday weekend the last three years
No conflict with AP Testing window	Potential IHSA conflicts: Boys' Track and Field Sectionals Girls' Track and Field State Final

	Lacrosse Sectionals Girls' Soccer Sectionals
Graduation rehearsal schedule has no impact on instructional day	
Lessens number of end-of-year Tech Campus calendar conflict days to 4	
No personnel considerations	

Spain 2020 Proposal

ok
7 Admitted
10/29/18

Dates: Travel Dates: March 27, 2020 - April 5, 2020
Info Meeting: November 28, 2018

Cost: \$3560
Trip can increase in price as we approach travel date. With 5 students registered before January 1st, the price locks in for all future travelers who register.

Auto-Pay: Students can save \$50 by enrolling in auto-pay

Included in Cost:

- Round Trip Flights
- Centrally Located Hotels
- Daily Breakfast and Dinner
- 24 Hour Tour Manager
- Toledo Tour with Guide and Personal Headsets
- Toledo Gothic Cathedral, Synagogue, Church of Santo Tomé
- Flamenco Lesson, Dinner and Show in Granada Granada
- Tour with Guide Alhambra and Generalife Gardens with Personal Headsets
- Ronda Tour with Guide Ronda Bullring
- Seville Tour with Guide and Personal Headsets
- Seville Cathedral and Giralda Tower
- Spanish Fan Painting Workshop
- Córdoba Tour with Guide Córdoba
- Mezquita with Audio Guides
- Paella Dinner
- Madrid Tour with Guide Prado Tour with Personal Headsets

Not included: Passport expenses, spending money, optional protection plans

Lodging: Arranged by ACIS a few weeks before the trip. Hotels are always centrally located and 4+ stars.

Purpose: To gain a deeper understanding of the history of the Spanish language and fully immerse students in the language to solidify and develop their language skills. This trip changes a student's global perspective and helps to form them as more globally aware citizens.

Trip Overview: Students will have the opportunity to tour the highlights of Spain, a country deeply discussed and studied in the GCHS Spanish curriculum. Students will tour over 10 days, seven unique and historical cities that are rich in Spanish history but also demonstrate daily life of Spaniards. Students will use their language skills on a regular basis to communicate with our tour guide, chaperones and locals in each city. Our tour guide always provides constant commentary, knowledge and insights into Spain's history and what it means to be a Spaniard today.

Itinerary:

Mar 27, 2020: Overnight Flight Depart from the USA.

Mar 28, 2020: Toledo

Spain 2020 Proposal

Arrive in Madrid, meet your ACIS Tour Manager and drive the short distance to Toledo.

Mar 29, 2020: Toledo

Get to know the old Visigothic capital of Toledo. With an expert local guide giving commentary via personal headsets, explore the Medieval Synagogue, visit El Greco's great painting in the Church of Santo Tomé and have a complete tour of the treasures of the Gothic Cathedral. In the afternoon, there is an optional excursion to Aranjuez, a favorite residence of monarchs throughout the centuries. If you prefer, enjoy free time to shop for Toledo Damascene ware or take time out in the main plaza for a café con leche.

Mar 30, 2020: Granada

Live out the famous scenes of Cervantes' Don Quixote today as you view the windmills of Consuegra. Continue to beautiful Granada, situated at the foot of the Sierra Nevada and home to Europe's greatest Moorish legacy. Tonight you will tour the fascinating caves of the Sacromonte neighborhood, stopping to learn the steps to Spain's most famous dance during a flamenco lesson. Enjoy a special dinner, then watch your instructors show you how it's done with a flamenco show.

Mar 31, 2020: Ronda

Your local guide provides expert commentary via personal headsets during this morning's sightseeing tour of the Alhambra, one of the greatest accomplishments of Moorish art and architecture, and the fragrant Generalife Gardens. Depart in the afternoon for Mijas, one of Spain's picturesque pueblos blancos. The white houses decorated with iron grilles make this a jewel of Andalucía. You'll also want to check out the intricate weaving, pottery and basket-making that the town is known for. Your final destination today is Ronda.

Apr 1, 2020: Seville

This morning's guided sightseeing tour of Ronda includes time to visit inside the 18th century bullring and then view the cathedral as well as the Puente Nuevo bridge spanning the dramatic gorge over the Guadalquivir River. Then head north to Seville, capital of Andalucía. Your route may take you past several more beautiful pueblos blancos—white villages—situated on rocky crags with charming streets and whitewashed houses.

Apr 2, 2020: Seville

Located in the heart of Andalucía, Seville is the region's capital. During today's sightseeing tour a local expert will show you, with commentary via personal headsets, the city's immense Gothic Cathedral, burial place of Christopher Columbus, and the grand Giralda Tower with its panoramic views. In the afternoon participate in a fan painting workshop with an expert instructor from the Escuela de Bellas Artes. Then stroll the old section of the city, past the Torre de Oro or into the Parque María Luisa in the evening.

Apr 3, 2020: Madrid

This morning drive to Córdoba, where sightseeing with a local expert using audio guides includes the unique striped arches of the Moorish Mezquita and the myriad narrow lanes lined with whitewashed buildings. Next journey to Madrid, Spain's modern capital for a traditional Spanish paella dinner—a spicy tangy of rice, seafood and vegetables considered by many as Spain's national dish.

Spain 2020 Proposal

Apr 4, 2020: Madrid

Madrid's rich heritage comes alive on your guided sightseeing tour of classic Spanish boulevards, grand plazas, and the diverse architecture of modern-day Madrid. Highlights include the Plaza de España with its statue of Don Quixote, the majestic Alcalá Gate, and the famous bullring Las Ventas. Then visit the magnificent Prado (skipping the lines with a timed reservation), one of the world's premier art museums. Here, an expert provides illuminating commentary via personal headsets on the artwork of Velázquez, Goya, Raphael, Rubens, and Bosch. Even the 18th-century Neo-Classical building that houses the collection is stunning. Spend your final evening in Spain wandering to see the artists and street performers in the Plaza Mayor.

Apr 5, 2020: Departure Depart for the USA.

French 2020 Proposal

GCHS France Trip 2020

Coordinated/Led by Becky Wilds

Dates: **Travel Dates:** **March 27, 2020 - April 4, 2020**
Info Meeting: **Late January/Early February TBA**

Cost: **\$3806**
Trip can increase in price as we approach travel date.
Auto-Pay: **Students can save \$50 by enrolling in auto-pay**

Included in Cost:

- Round Trip Flights
- Centrally Located Hotels
- Daily Breakfast and Dinner
- 24 Hour Tour Manager
- Paris Tour with Guide and Personal Headsets
- Louvre
- Eiffel Tower Top Floor
- Seine Boat Ride
- Paris-Bordeaux TGV
- Truffle Hunt and Lunch
- Lascaux 4
- Pont du Gard Third Floor with Guide
- Be Cézanne Painting Lesson
- Jardin Exotique
- Fragonard Perfume Factory Tour

Not included: Passport expenses, lunch, spending/souvenir money, tip money, optional protection plans

Lodging: **Arranged by ACIS a few weeks before the trip. Hotels are always centrally located and 4+ stars.**

Purpose: **To gain a deeper understanding of the history of the French language and fully immerse students in the language to further practice and develop their language skills. This trip is an amazing opportunity to change students' global perspective, helps them to become more globally-aware citizens, and to appreciate the world they live in. It sets the foundation for studying abroad in college as well as building the desire for life-long learning through travel.**

Handwritten signature and date:
11/6/18

French 2020 Proposal

Trip Overview: Students will have the opportunity to tour some highlights of France, a country deeply discussed and studied in the GCHS French curriculum. Students will tour over 9 days visiting unique and historical cities that are rich in French history, but also participate in the daily life of the French people. Students will use their language skills to communicate with our tour guide, chaperones, and locals in each city. Our tour guide always provides commentary, knowledge and insight into France's history, and what it means to live in France today. He/She is also with us 24/7, and even stays with us in every hotel.

Itinerary:

- Mar 27, 2020:** Overnight flight from the USA to Paris.
- Mar 28, 2020:** Paris- We will arrive in Paris, meet our ACIS Tour Manager and begin touring the "City of Light".
- Mar 29, 2020:** Paris- We will begin by sightseeing throughout the city (Champs-Élysées, Notre Dame, Les Invalides, and visit the Louvre in the afternoon. After dinner, we will ascend to the top of the Eiffel Tower that evening.
- Mar 30, 2020:** Dordogne Valley/Bordeaux- We will travel on the high-speed TGV to Bordeaux, take a walking tour of the city, and visit the river.
- Mar 31, 2020:** Dordogne Valley- We will visit a truffle farm and participate in a truffle hunt with dogs trained to sniff out these highly prized delicacies. We will also visit Lascaux 4 to see prehistoric cave art.
- Apr 1, 2020:** Provence- We will drive through southern France and visit the walled, medieval town of Carcassonne, which has been featured in many movies.
- Apr 2, 2020:** Provence/Côte d'Azur- We will visit the Pont du Gard, a 161 foot aqueduct designed and built by the Romans over 2000 years ago. We will have a exclusive guided tour of the third floor. In the afternoon, we will go to Aix-en-Provence, hometown of Paul Cézanne. There, we will have an art lesson to learn more about Impressionism in which students will have the opportunity to paint.
- Apr 3, 2020:** Côte d'Azur- We will tour Nice and go to Fragonard, a perfume factory in Eze, where we have a tour of the factory. We will then walk up through the town and enjoy the sweeping views from the Jardin Exotique.
- Apr 4, 2020:** Departure from Nice to the USA.

FAMILY AND MEDICAL LEAVE REQUEST FORM

Name: Linda Jacobs
Title: Transportation
Seniority Date: October 21, 2011
Date of Request: October 26, 2018

PURPOSE OF LEAVE (check one):

- ☐ Birth of Child
- ☐ Expected placement of child for adoption
- ☐ Expected placement of child for foster care
- ☐ Serious illness of family member
Name of family member: _____
Relationship to employee: _____
- ☒ Employee's serious illness

LEAVE DATES Beginning: **November 19, 2018** Ending: **January 1, 2019**

TYPE OF LEAVE (check one):

- ☒ Continuous
- ☐ Intermittent basis
Schedule requested _____
- ☐ Reduced schedule
Schedule requested _____

This form is to be completed either by the employee requesting leave or the employer's designated representative to whom the request is made. Attach any written leave requests from the employee to this form.



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020

847-587-2561 · fax 847-587-2991

Christine A. Sefcik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

FAMILY AND MEDICAL LEAVE REQUEST APPROVAL FORM

TO: Linda Jacobs

The Board of Education is in receipt of your request for a leave pursuant to the federal Family and Medical Leave Act (the "Act") of 1993. This is to notify you that your leave request has been granted. Your leave is scheduled to **begin on November 19, 2018** and is scheduled to **end on January 1, 2019**. The stated purpose for your leave is **for employee's serious illness** and it will be taken on the following basis:

☒

Continuous basis

☐

Intermittent basis

Schedule of leave _____

☐

Reduced schedule

Schedule of leave _____

This is also to notify you that the Board will require you to substitute N/A (days) (weeks) of your accrued paid N/A time for N/A (days) (weeks) of your unpaid FMLA leave.

President, Board of Education

Date

Principal's Report to the Board of Education
Jeremy Schmidt, Principal
November 2018

Fall Blood Drive

On October 17, 2018 the Junior Class partnered with LifeSource to host our annual fall blood drive. This fall we registered 189 donors and were able to have 168 staff and students donate Whole Blood. Since one Whole Blood donation can save up to 3 lives, the 168 units that were collected at this drive will potentially save the lives of 504 patients!

This semiannual event serves the dual purpose of generating fundraising dollars for the Junior class, eventually defraying the cost of prom, as well as providing a vital resource for much needed blood banks. Based on the continued success of this event, we plan on continuing running it in subsequent semesters.

Parent University

Since the October School Board Meeting, we have hosted two Parent Universities. The October 17 event was a screening and discussion of the documentary *Most Likely to Succeed*. This documentary examines the history of education in the United States, focusing on the growing discrepancies of conventional education methods. With Grant teachers increasingly exploring innovative teaching strategies, extending the dialogue to parents about compelling new instructional approaches is an important element of our progress.

This past week, November 7, we welcomed parents and students to our annual Advanced Placement Night. The primary focus of this event is to provide information to those who are considering taking an AP class next year. The timing of this night, coincides with our first group of students, Juniors, beginning to enroll in classes for next year. AP Night begins with a general session explaining the benefits and rigors of AP classes, followed by break-out sessions with individual teachers speaking to the details and expectations of each of the AP classes we offer.

Parent-Teacher Conferences

Parent-Teacher Conferences were held on the evening of Thursday, November 1 and the morning of Friday, November 2. Since we have been scheduling conferences via Skyward the past several years, we have been able to collect reliable year-over-year data on parental involvement in this event. This year's conferences had significantly higher attendance than any previous year since we have been tracking. There were 2,452 total conferences scheduled by 447 different families. By comparison, last year there were 1,811 total conferences scheduled by 326 different families. With parent involvement an ongoing focus of continuous improvement, we are pleased to see this increase.

Fall Play

Grant's fall play, *The Crucible*, is running three shows during this coming weekend. Friday, November 16 and Saturday, November 17 are evening performances, and Sunday, November 18 is a matinee performance. As described in the Playbill, *The Crucible*, Arthur Miller's tale of the Salem witch trials, in which a group of girls accuse upstanding women in the town of witchcraft to divert suspicion from their own activities, has been seen as an allegory for Senator Joseph McCarthy's anti-Communist crusades of the 1950s. Grant students have been hard at work as cast and crew members to create a high-quality, entertaining production.

**BUSINESS MANAGER'S REPORT
BOARD OF EDUCATION MEETING
NOVEMBER 15, 2018**

VI. BUSINESS AFFAIRS

A. 2018 Final Tax Levy**

Last month, I presented the tentative 2018 Certificate of Tax Levy. Attached, please find the final 2018 Certificate of Tax Levy, along with the Resolution to Spread a Tax Levy for Year 2018, the Resolution to Levy Certain Special Taxes for Special Education District IMRF Purposes, and the Resolution for Levying for Working Cash Fund Purposes for the Year 2018. There has been no change to what was presented last month. Recommend approval of the 2018 Final Tax Levy.

B. Security Guard Recommendation**

With the additional secure entry at the front of the building, we have identified the need for one additional guard through Per Mar Security. The additional guard will cost the district \$15,931.44 for the rest of the school year. Recommend approval of hiring one additional security guard through Per Mar Security.

C. Summer Construction 2019

I will have an update at the meeting for you on progress of the drawings for the summer 2019 construction.

ILLINOIS STATE BOARD OF EDUCATION

School Business and Support Services Division

217/785-8779

Original:

x

Amended:

CERTIFICATE OF TAX LEVY

A copy of this Certificate of Tax Levy shall be filed with the County Clerk of each county in which the school district is located on or before the last Tuesday of December.

District Name	District Number	County
Grant Community High School	124	Lake

Amount of Levy

Educational	\$ 15,500,000	Fire Prevention & Safety *	\$ 0
Operations & Maintenance	\$ 4,450,000	Tort Immunity	\$ 0
Transportation	\$ 470,000	Special Education	\$ 0
Working Cash	\$ 375,000	Leasing	\$ 0
Municipal Retirement	\$ 375,000	0	\$ 0
Social Security	\$ 400,000	SEDOL IMRF	\$ 51,113
		Total Levy	\$ 21,621,113

* Includes Fire Prevention, Safety, Energy Conservation, Disabled Accessibility, School Security, and Specified Repair Purposes.

See explanation on reverse side.

Note: Any district proposing to adopt a levy must comply with the provisions set forth in the Truth in Taxation Law.

We hereby certify that we require:

the sum of	15,500,000	dollars to be levied as a special tax for educational purposes; and
the sum of	4,450,000	dollars to be levied as a special tax for operations and maintenance purposes; and
the sum of	470,000	dollars to be levied as a special tax for transportation purposes; and
the sum of	375,000	dollars to be levied as a special tax for a working cash fund; and
the sum of	375,000	dollars to be levied as a special tax for municipal retirement purposes; and
the sum of	400,000	dollars to be levied as a special tax for social security purposes; and
the sum of	0	dollars to be levied as a special tax for fire prevention, safety, energy conservation, disabled accessibility, school security and specified repair purposes; and
the sum of	0	dollars to be levied as a special tax for tort immunity purposes; and
the sum of	0	dollars to be levied as a special tax for special education purposes; and
the sum of	0	dollars to be levied as a special tax for leasing of educational facilities or computer technology or both, and temporary relocation expense purposes; and
the sum of	0	dollars to be levied as a special tax for
the sum of	51,113	dollars to be levied as a special tax for SEDOL IMRF
on the taxable property of our school district for the year	2018	

Signed this day of 2018 (President)

(Clerk or Secretary of the School Board of Said School District)

When any school is authorized to issue bonds, the school board shall file a certified copy of the resolution in the office of the county clerk of each county in which the district is situated to provide for the issuance of the bonds and to levy a tax to pay for them. The county clerk shall extend the tax for bonds and interest as set forth in the certified copy of the resolution, each year during the life of the bond issue. Therefore to avoid a possible duplication of tax levies, the school board should not include a levy for bonds and interest in the district's annual tax levy.

Number of bond issues of said school district that have not been paid in full 0

(Detach and Return to School District)

This is to certify that the Certificate of Tax Levy for School District No. 124, Lake County, Illinois, on the equalized assessed value of all taxable property of said school district for the year 2018 was filed in the office of the County Clerk of this County on 2018. In addition to an extension of taxes authorized by levies made by the Board of Education (Directors), an additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire bonds and pay interest thereon. The total levy, as provided in the original resolution(s), for said purposes for the year 2018, is \$

(Signature of County Clerk)

(Date)

(County)



Grant Community High School District 124

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Christine A. Sefeik, Ed.D.
Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

TRUTH IN TAXATION CERTIFICATE OF COMPLIANCE

I, the undersigned, hereby certify that I am the presiding officer of Grant Community High School District 124, and as such presiding officer I certify that the levy ordinance, a copy of which is attached, was adopted pursuant to, and in all respects in compliance with the provisions of Section 18-60 through 18-85 of the "Truth in Taxation Act".

Notice and hearing requirements of Section 18-60 through 18-85 of the Truth in Taxation Act are applicable.

This certificate applies to the 2018 levy.

Date: November 15, 2018

Presiding Officer: _____



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Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

November 15, 2018

RESOLUTION TO SPREAD A TAX LEVY

RESOLVED THAT (1) this Board spread a tax levy as follows: The sum of \$15,500,000 to be levied as a special tax for educational purposes; the sum of \$4,450,000 to be levied as a special tax for operations and maintenance purposes; the sum of \$470,000 to be levied as a special tax for transportation purposes; the sum of \$375,000 to be levied as special tax for municipal retirement purposes; the sum of \$400,000 to be levied as special tax for Social Security purposes; the sum of \$0 to be levied as a special tax for bond and interest purposes; the sum of \$0 to be levied as a special tax for tort immunity purposes on the assessed value of the taxable property of District #124 for the year 2018. (2) the President and the Secretary of this Board certify said tax levy in the form and manner prescribed by statute.

President

ATTEST: _____
Secretary



Grant Community High School District 124

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Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

November 15, 2018

STATE OF ILLINOIS)
)
COUNTY OF LAKE)

I, Ruth Michniewicz, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Grant Community High School District Number 124, Lake County, Illinois, and as such I am the keeper of the records and files of the Board of Education of said District.

I do further certify that the foregoing constitutes a full, true and complete copy of the Resolution entitled "RESOLUTION TO SPREAD A TAX LEVY FOR THE YEAR 2018", and that said Resolution was duly passed and adopted at a lawfully convened and held meeting of the Board of Education of said School District Number 124 held on November 15, 2018.

IN WITNESS WHEREOF, I hereunto affix my signature at Fox Lake, Illinois this 15th day of November, 2018.

Secretary
Board of Education
Grant Community High School
District No. 124
Lake County, Illinois



Grant Community High School District 124

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Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

November 15, 2018

STATE OF ILLINOIS)
)
COUNTY OF LAKE)

I, Ruth Michniewicz, do hereby certify that I am duly qualified and acting Secretary of the Board of Education of Grant Community High School District Number 124, Lake County, Illinois and as such I am the keeper of the records and files of the Board of Education of said District.

I do certify that the foregoing constitutes a full, true and complete copy of the "LEVY ORDINANCE" and that said Ordinance was duly passed and adopted at a lawfully convened and held meeting of the Board of Education of said School District Number 124 on November 15, 2018.

IN WITNESS WHEREOF, I hereunto affix my signature at Fox Lake, Illinois this 15th day of November 2018.

Secretary
Board of Education
Grant Community High School
District No. 124
Lake County, Illinois



Grant Community High School District 124

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Superintendent

Jeremy N. Schmidt
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Business Manager

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

CERTIFICATION

I, Ruth Michniewicz, the duly qualified and acting Secretary of the Board of Education, Grant Community High School District Number 124, Lake County, Illinois, and the keeper of the records thereof, DO HEREBY CERTIFY that attached hereto is a true and correct copy of the resolution entitled:

RESOLUTION TO LEVY CERTAIN SPECIAL TAXES FOR SPECIAL EDUCATION DISTRICT IMRF PURPOSES

adopted at a regular meeting of the Board of Education of said School District held on the 15th day of November, 2018.

IN WITNESS WHEREOF, I have hereunto set my hand this 15th day of November, 2018.

Secretary, Board of Education
Grant Community High School
District No. 124
Lake County, Illinois



Grant Community High School District 124

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Beth A. Reich
Business Manager

RESOLUTION TO LEVY CERTAIN SPECIAL TAXES FOR SPECIAL EDUCATION DISTRICT IMRF PURPOSES

WHEREAS, the Board of Education is authorized by Section 7-171 of the Pension Code to levy, by proper resolution, an annual tax for Illinois Municipal Retirement purposes; and

WHEREAS, the Board of Education is authorized by Public Act 90-511 to levy, by proper resolution, an annual tax for Illinois Municipal Retirement purposes for its contribution to the Special Education District of Lake County; and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF EDUCATION, Grant Community High School District Number 124, Lake County, State of Illinois, as follows:

Section 1. For the ensuing year, the County Clerk of Lake County is hereby authorized and directed to extend the following special taxes on behalf of this School District: the sum of \$51,113 to be levied as a special tax for its contributions to Special Education District of Lake County for its employees for Illinois Municipal Retirement purposes.

Section 2. This Resolution shall be in full force and effect upon its adoption.

Adopted this 15th day of November, 2018.

President, Board of Education

ATTEST:

Secretary, Board of Education



Grant Community High School District 124

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Superintendent

Jeremy N. Schmidt
Principal

Beth A. Reich
Business Manager

November 15, 2018

STATE OF ILLINOIS)
) SS
COUNTY OF LAKE)

I, Ruth Michniewicz, do hereby certify that I am the duly qualified and acting Secretary of the Board of Education of Grant Community High School District Number 124, Lake County, Illinois, and as such I am the keeper of the records and files of the Board of Education of said District.

I do further certify that the foregoing constitutes a full, true and complete copy of the Resolution entitled "RESOLUTION FOR LEVYING FOR WORKING CASH FUND PURPOSES FOR THE YEAR 2018," and that said Resolution was duly passed and adopted at a lawfully convened and held meeting of the Board of Education of said School District No. 124 held on November 15, 2018.

IN WITNESS WHEREOF, I hereunto affix my signature at Fox Lake, Illinois this 15th day of November, 2018.

Secretary
Board of Education
Grant Community High School
District No. 124
Lake County, Illinois



Grant Community High School District 124

285 East Grand Avenue, Fox Lake, Illinois 60020
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Christine A. Sefcik, Ed.D.
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Beth A. Reich
Business Manager

November 15, 2018

RESOLUTION FOR LEVYING FOR WORKING CASH FUND PURPOSES FOR THE YEAR 2018

IT IS HEREBY RESOLVED BY THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 124, LAKE COUNTY, ILLINOIS, AS FOLLOWS:

SECTION 1. That this Board of Education hereby determines that is necessary and for the best interest of this School District that a Working Cash Fund be levied by this Board of Education for the year 2018.

SECTION 2. That there is hereby levied a tax in the sum of \$375,000 or whatever but not more than .05 per cent of the full fair cash value as equalized or assessed by the Department of Revenue for the year 2018 upon all the taxable property of this School District No. 124, Lake County, Illinois.

SECTION 3. That the Secretary of the Board of Education is hereby authorized and directed to include said tax hereby levied for the year 2018 in the Certificate of Tax Levy for the year 2018 which certificate the Secretary shall file in the office of the County Clerk of Lake County, Illinois.

SECTION 4. That the Resolution shall be in full force and effect immediately upon its passage.

ADOPTED THIS 15th day of November, 2018.

President

ATTEST: _____
Secretary