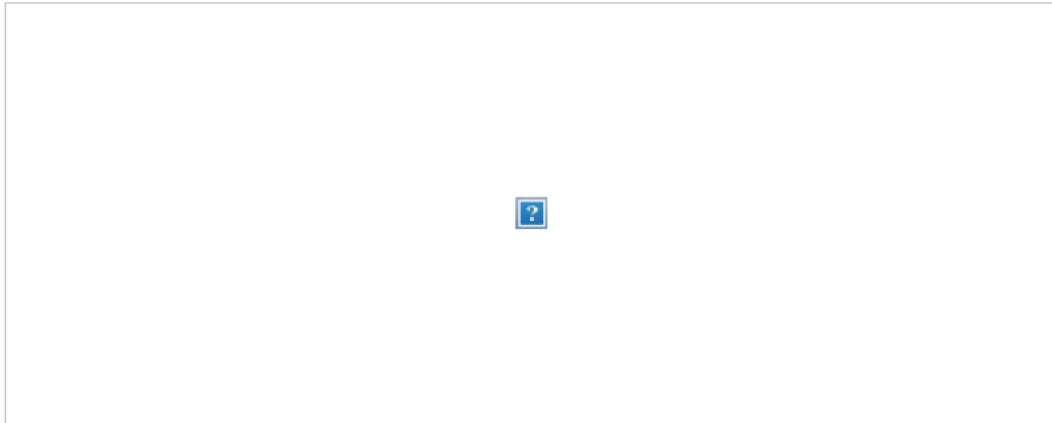


From: [PD at Illinois Principals Association](#)
To: [Baker, Carol](#)
Subject: Gobble Up These November PD Opportunities
Date: Tuesday, October 30, 2018 2:14:56 PM

Having Trouble Viewing This Email? View A [Web Version](#)



October 30, 2018

[Academy Calendar](#) | [Ed Leaders Network](#) | [IPA Fall Conference](#)

[Implement ALL Standards with Standards-Based Grading and Learning](#)



Participants will learn how to implement standards-based grading and learning and leave with ready-made resources for in-house professional development. Topics covered will include how to deconstruct standards and develop common language; communication to stakeholders; assessment design; and monitoring student progress.

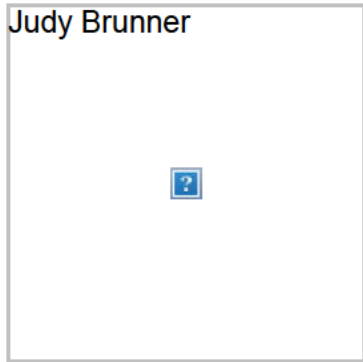
DATE: November 7

LOCATION: Naperville

AA#: 1489

[Register Here](#)

Upcoming Administrator Academies



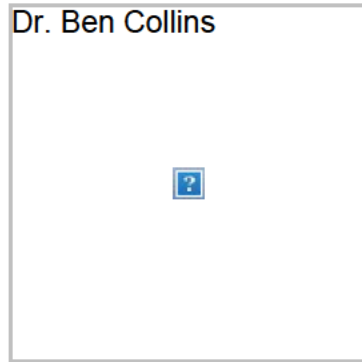
Classroom Management Strategies that Support Restorative Practices

Presenter: Judy Brunner
Date: November 14
Location: Online



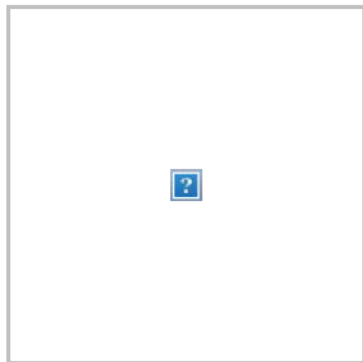
Practical Guidance on Section 504: Developing a Defensible Plan

Presenter: Dr. Christina Sepiol
Date: November 28
Location: Online



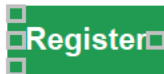
Understanding and Supporting Instructional Coaching: A Toolkit for Administrators

Presenter: Dr. Ben Collins
Date: November 29
Location: Online



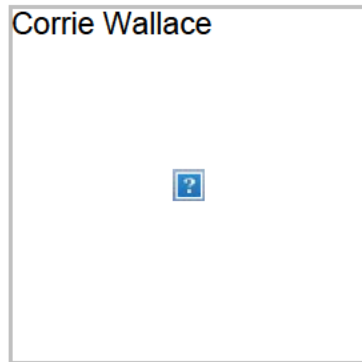
School Support Personnel Workshop

Presenter: Brian Schwartz
Date: November 30
Location: Moline



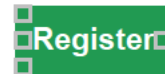
Alternatives to Suspension: Restorative Practices

Presenter: Judy Brunner
Date: November 30
Location: Springfield



Equity and Racial Literacy for School Leaders and Staff to Maximize Student Learning

Presenter: Corrie Wallace
Date: November 30
Location: Online



2940 Baker Drive
Springfield, IL 62703
217-525-1383

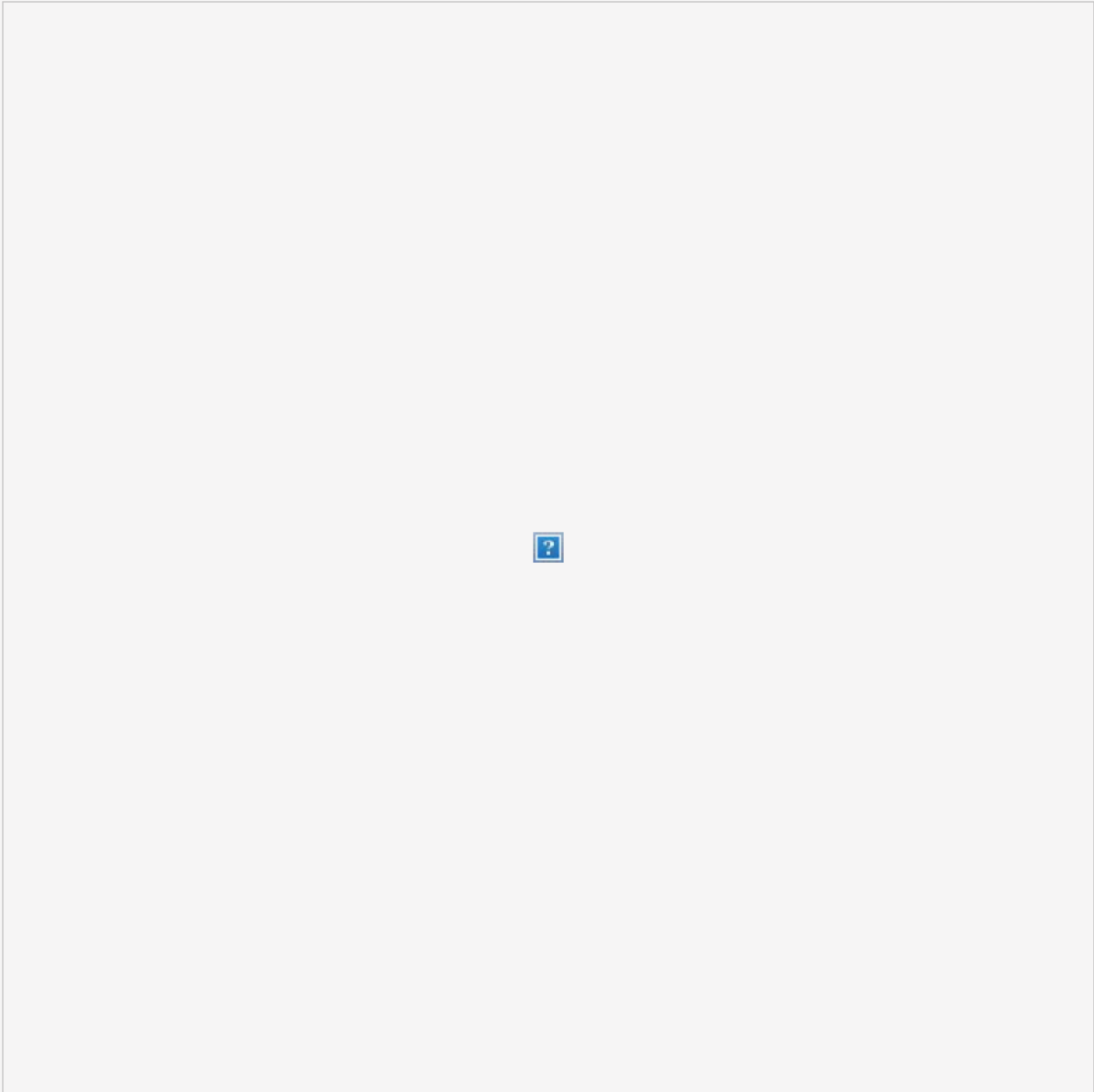
Not interested? That's okay. You have two options...

[Opt-out of promotions for IPA Professional Development](#) OR [Unsubscribe from everything from IPA and ELN](#)





From: [Illinois ASCD](#)
To: [Baker, Carol](#)
Subject: Join Leading Experts in the Most Cutting Edge Topics in Education!
Date: Friday, November 6, 2020 7:02:49 AM



January - May
9:00 am - 2:00 pm

Watch LIVE



or
On Demand!

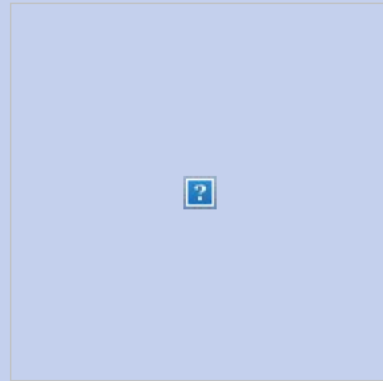
Who should attend?

Principals
Assistant Principals
Directors of Curriculum
Teacher Leaders
Curriculum Coordinators
Any leadership position with curriculum responsibilities

January 21, 2021:

Kristen Souers-A Culture of Safety

In this continuing exploration of #TraumaInvested practice, join childhood trauma expert Kristin Souers as she shares keen insights into the practices of empathy and attunement. She will work with the team on learning a communication strategy built to strengthen connection and understanding. Learn the characteristics of a Culture of Safety, and implement timely interventions for our students by addressing the New 3 R's in education: Relationships, Responsibility, and Regulation



February 24, 2021:

Crystal Wash- Restoring a School Community After a Crisis

Principals and Leadership Teams will engage in understanding adaptive and technical strategies to build a culture in the building after a crisis. The remainder of the training will cover developing a cohesive plan where everyone supports SEL goals for all students and staff using a system to track students who will need to reconnect to the classroom community. This system



ensures there is a Call to Mental Health that drives system change within the building.

March 22, 2021:
Standards Based Grading with Steve Oertle

We will take a deep dive into not only the “WHAT” and “HOW” of standards-based grading, but the “WHY” as well. Participants will have time to develop action steps that will lead to greater clarity of purpose, a more impactful system for communicating growth and achievement and ultimately a student-led learning environment in which students are their own teachers.



April 26, 2021:
Student Voice with Dr. Terry Mootz

Over the course of more than three decades of working with students and teachers, research has identified the value of listening to their voices. Research demonstrates that honoring the voices of others simultaneously fosters respect, creates lasting partnerships built on trust, and develops a sense of shared responsibility. With a foundation built on social-emotional learning competencies, students will be able to work collaboratively with adults for continuous improvement



May 17, 2021:
Leadership and Learning Implications with Dr. Sarah Cacciatore
(Pending Administrator Academy #1185)

This academy will give administrators the tools they need to lead their districts through a change process. Whether that is updating standards, adopting new grading practices or improving instructional philosophies. They will learn how to identify which change theory will best suit their building or districts needs as they continue to lead and grow.



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Illinois ASCD | Illinois ASCD, 133 S 4th Street, Suite 203,
Springfield, IL 62701

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Sent by rcneviu@me.com powered by



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From: [Baker,Carol](#)
To: [Martzolf,Eric](#)
Subject: RE: Grading Sub committee
Date: Monday, June 10, 2019 3:42:00 PM
Attachments: [image003.png](#)
[image004.png](#)

I didn't see any times, just days. Are you planning a full day meeting? I completed it but some days I am available only morning or afternoon.

Dr. Carol K. Baker

Chief Academic Officer

Assistant Superintendent for Academics

Hinsdale Township High School District 86

cbaker@hinsdale86.org



From: Martzolf,Eric <emartzolf@hinsdale86.org>
Sent: Friday, June 7, 2019 10:13 AM
To: Lange,David <dlange@hinsdale86.org>; Lawrence,Jennifer <jlawrenc@hinsdale86.org>; Rasavongxay,Billson <brasavon@hinsdale86.org>; Vonnahme,Kurt <kvonnahm@hinsdale86.org>; Sancken,Kerin <ksancken@hinsdale86.org>; Gaubatz,Julie <jgaubatz@hinsdale86.org>; Lencioni,Kathy <klencion@hinsdale86.org>; May,Julie <jmay@hinsdale86.org>; Hurt,Jessica <jhurt@hinsdale86.org>; Baker,Carol <cbaker@hinsdale86.org>
Subject: Grading Sub committee

Good morning all,

What?? Another survey/Doodle poll?? Yup, you guessed it!! We need to find hopefully one date that we can all meet to discuss most/all of these topics:

- District grading scale
- Categories/Weights
- Standards based grading and/or Competency based?
- Retake Policy

Hopefully you are having a great start to your summer!!

<https://doodle.com/poll/gxixgbmmnatwirwt>

Eric

Thank you,

Eric Martzolf

Assistant Principal, Hinsdale South High School

Director of Assessment and Evaluation, Hinsdale Township High School D86

T: 630.468.4215 F: 630.920.8649



From: Dell-owner@list.dupage.k12.il.us on behalf of [Anne Roloff Dell](#);
To: [Dell](#); [Evonne Waugh](#); [Susanna Melon](#)
Subject: DELL - SBG meeting Wednesday
Date: Monday, June 10, 2019 2:25:48 PM
Attachments: [1st - 2nd Grade Report template.pdf](#)
[ESL Progress Report 3-5 - Google Docs.pdf](#)
[SBSummitFlyer2019 \(4\).pdf](#)
[ELD Report Key Uses - Grades 6 - 8.pdf](#)
[ELD Report Key Uses - Grade 1.pdf](#)

DELL members,

This is a reminder of our meeting on Wednesday morning at 8:30 to discuss the topic of standards based grading. We hope you can make it! We will meet in the DuPage ROE office conference room, 421 N. County Farm Road in Wheaton. Park in the parking garage and take the elevator to the 4th floor to get to the walkway into the building. The ROE office is straight down the hall on the left.


A lot of information has been shared on this topic, which is compiled and attached for you. We will have an open format for this meeting - we can discuss district practices and share ideas. This should be a very informative meeting!

Finally, there is a [SBG Summit](#) in Libertyville on Monday, June 17 if you're interested.

Hope to see you Wednesday,

Anne

--

Anne Roloff, Ph.D.
Assistant Regional Superintendent for Educational Leadership
DuPage Regional Office of Education
421 North County Farm Road
Wheaton, IL 60187
Office: 630-407-5776


1st - 2nd Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Listening	<p>__ Follow modeled, one-step oral directions (e.g., "Find a pencil.")</p> <p>__ Identify pictures of everyday objects as stated orally (e.g., in books)</p> <p>__ Point to real-life objects reflective of content-related vocabulary or oral statements</p> <p>__ Mimic gestures or movement associated with statements</p>	<p>__ Match oral reading of stories to illustrations</p> <p>__ Carry out two- to three-step oral commands (e.g., "Take out your science book. Now turn to page 25.")</p> <p>__ Sequence a series of oral statements using real objects or pictures</p> <p>__ Locate objects described orally</p>	<p>__ Follow modeled multi-step oral directions</p> <p>__ Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</p> <p>__ Match people with jobs or objects with functions based on oral descriptions</p> <p>__ Classify objects according to descriptive oral statements</p>	<p>__ Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</p> <p>__ Find details in illustrated, narrative, or expository text read aloud</p> <p>__ Identify illustrated activities from oral descriptions</p> <p>__ Locate objects, figures, places based on visuals and detailed oral descriptions</p>	<p>__ Use context clues to gain meaning from grade-level text read orally</p> <p>__ Apply ideas from oral discussions to new situations</p> <p>__ Interpret information from oral reading of narrative or expository text</p> <p>__ Identify ideas/concepts expressed with grade level content-specific language</p>	<p>__ At grade-level Listening expectations</p>
Trimester 1						
Trimester 2						
Trimester 3						

1st - 2nd Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Speaking	<p>__ Repeat simple words, phrases, and memorized chunks of language</p> <p>__ Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase</p> <p>__ Identify and name everyday objects</p> <p>__ Participate in whole group chants and songs</p>	<p>__ Use first language to fill in gaps in oral English (code switch)</p> <p>__ Repeat facts or statements</p> <p>__ Describe what people do from action pictures (e.g., jobs of community workers)</p> <p>__ Compare real-life objects (e.g., "smaller," "biggest")</p>	<p>__ Ask questions of a social nature</p> <p>__ Express feelings (e.g., "I'm happy because...")</p> <p>__ Retell simple stories from picture cues</p> <p>__ Sort and explain grouping of objects (e.g., sink v. float)</p> <p>__ Make predictions or hypotheses</p> <p>__ Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</p>	<p>__ Ask questions for social and academic purposes</p> <p>__ Participate in class discussions on familiar social and academic topics</p> <p>__ Retell stories with details</p> <p>__ Sequence stories with transitions</p>	<p>__ Use academic vocabulary in class discussions</p> <p>__ Express and support ideas with examples</p> <p>__ Give oral presentations on content-based topics approaching grade level</p> <p>__ Initiate conversation with peers and teachers</p>	<p>__ At grade-level Speaking expectations</p>
Trimester 1						
Trimester 2						
Trimester 3						

1st - 2nd Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Reading	<ul style="list-style-type: none"> __ Identify symbols, icons, and environmental print __ Connect print to visuals __ Match real-life familiar objects to labels __ Follow directions using diagrams or pictures 	<ul style="list-style-type: none"> __ Search for pictures associated with word patterns __ Identify and interpret pre-taught labeled diagrams __ Match voice to print by pointing to icons, letters, or illustrated words __ Sort words into word families 	<ul style="list-style-type: none"> __ Make text-to-self connections with prompting __ Select titles to match a series of pictures __ Sort illustrated content words into categories __ Match phrases and sentences to pictures 	<ul style="list-style-type: none"> __ Put words in order to form sentences __ Identify basic elements of fictional stories (e.g., title, setting, characters) __ Follow sentence-level directions __ Distinguish between general and specific language (e.g., flower v. rose) in context 	<ul style="list-style-type: none"> __ Begin using features of nonfiction text to aid comprehension __ Use learning strategies (e.g., context clues) __ Identify main ideas __ Match figurative language to illustrations (e.g., "as big as a house") 	<ul style="list-style-type: none"> __ At grade-level Reading expectations
Trimester 1						
Trimester 2						
Trimester 3						

1st - 2nd Grade

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
Writing	<ul style="list-style-type: none"> __ Copy written language __ Use first language (L1, when L1 is a medium of instruction) to help form words in English __ Communicate through drawings __ Label familiar objects or pictures 	<ul style="list-style-type: none"> __ Provide information using graphic organizers __ Generate lists of words/phrases from banks or walls __ Complete modeled sentence starters (e.g., "I like ____.") __ Describe people, places, or objects from illustrated examples and models 	<ul style="list-style-type: none"> __ Engage in prewriting strategies (e.g., use of graphic organizers) __ Form simple sentences using word/phrase banks __ Participate in interactive journal writing __ Give content-based information using visuals or graphics 	<ul style="list-style-type: none"> __ Produce original sentences __ Create messages for social purposes (e.g., get well cards) __ Compose journal entries about personal experiences __ Use classroom resources (e.g., picture dictionaries) to compose sentences 	<ul style="list-style-type: none"> __ Create a related series of sentences in response to prompts __ Produce content related sentences __ Compose stories __ Explain processes or procedures using connected sentences 	<ul style="list-style-type: none"> __ At grade-level Writing expectations
Trimester 1						
Trimester 2						
Trimester 3						

Bensenville School District 2 English Language Development Report - Grade 1



School Year:
School:
Number of years in the EL program:

Student Name:
Teacher Name:
Date met program transition criteria:

Grade:
Program Type: TBE or TPI

Summary of English Language Developmental Levels

- 1 Entering** - Able to understand and use single words or familiar phrases in English.
- 2 Beginning** - Able to understand and communicate with some difficulty using social English.
- 3 Developing** - Able to communicate more fluently and is developing academic proficiency in English.
- 4 Expanding** - Able to fully communicate in social settings and expanding academic proficiency in English.
- 5 Bridging** - Able to successfully meet grade level expectations in English with minimal support.
- 6 Reaching** - Able to successfully meet grade level expectations in English.

Adapted from:  **Can Do Descriptors, Key Uses Edition: Grade 1**

The boxes below show learning task examples for each English language proficiency level in the listening, speaking, reading and writing domains. EL students are able to be successful at learning tasks similar to those listed below by the end of each English language proficiency level. Your child's English language proficiency level for each trimester is listed under each of the language domains.

English learners can:

	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5-Bridging	Level 6-Reaching
Listening	<ul style="list-style-type: none"> •Match key words or expressions in songs, chants, and poems to illustrations •Point to objects or people reflective of content-related vocabulary (e.g., family members) •Answer questions about likes and preferences 	<ul style="list-style-type: none"> •Point to objects, characters or places from oral descriptions •Interpret oral descriptions and match them to illustrations •Evaluate options to make personal choices from oral simple sentences 	<ul style="list-style-type: none"> •Follow modeled oral instructions related to content •Identify illustrated cycles or processes described orally •Follow conditional directions (e.g., "Raise two hands if you like ice cream.") 	<ul style="list-style-type: none"> •Identify characters, plots, and settings from oral stories •Follow illustrated content-related procedures shared orally •Identify claims about real-life objects or events based on observations or experiences 	<ul style="list-style-type: none"> •Follow multistep oral directions during content-related activities •Organize causes and effects of various phenomena presented orally •Identify claims and reasons from oral discourse 	<ul style="list-style-type: none"> •Match relevant details to main ideas presented in oral discourse •Identify details from oral descriptions of processes or procedures •Identify reasons authors give to support points in text read aloud
	Listening: Level _____ First Trimester		Level _____ Second Trimester		Level _____ Third Trimester	
Speaking	<ul style="list-style-type: none"> •Repeat words, phrases and memorized chunks of language related to different topics •Answer questions with words or phrases (e.g., "Go washroom.") •Express preferences in naming and pointing to objects •Share pictures, created work, or visuals to contribute to conversations 	<ul style="list-style-type: none"> •Describe characters or places in picture books •Describe what people do from action pictures (e.g., jobs of community workers) •State likes and dislikes to participate in conversations with peers •Follow along familiar routines of small and large groups 	<ul style="list-style-type: none"> •Retell simple stories from picture cues •State associations between two objects, people, or events (e.g., "Lidia is my sister and Lisa is my sister.") •Describe characters or objects using pictures or actions •Ask clarifying questions 	<ul style="list-style-type: none"> •Summarize a series of familiar events or routines •Describe in detail the function of objects or roles of people •Support content-related ideas with examples •Use intonation appropriate for the purposes of communication 	<ul style="list-style-type: none"> •Present information on content-related topics •State conditions for cause and effect (e.g., "If it rains, I play inside.") •Compare and contrast content-related ideas (e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.") •Elaborate on someone else's comments to participate in conversations 	<ul style="list-style-type: none"> •Produce discourse appropriate to task and situation •Ask and answer content-related "how" and "why" questions •Elaborate reasons to justify content-related ideas •Ask and answer questions about key details in social and academic contexts

	Speaking: Level ____ First Trimester		Level ____ Second Trimester		Level ____ Third Trimester	
Reading	<ul style="list-style-type: none"> • Use pictures and illustrations to identify themes or storylines • Sort objects according to their use based on labeled illustrations • Identify opinions from illustrated statements (e.g., likes and dislikes) 	<ul style="list-style-type: none"> • Point to icons, letters, or illustrated words that represent ideas • Match descriptive labels or headings to illustrated text • Identify information related to events from graphics (e.g., birthday charts, weather calendars) 	<ul style="list-style-type: none"> • Recall content-related information from illustrated texts read aloud • Sort illustrated content words and phrases into categories • Identify persuasive words in written phrases or statements in context (e.g., "have to," "must") 	<ul style="list-style-type: none"> • Identify the main topic of texts • Find details in illustrated narrative or informational texts read aloud • Determine the author's point of view from illustrated texts 	<ul style="list-style-type: none"> • Distinguish among characters, settings, and events in narratives • Identify steps or stages of content-related processes or events from informational or explanatory texts • Determine what happens next from illustrated observations 	<ul style="list-style-type: none"> • Match original text to paraphrased versions • Identify words and phrases related to cause and effect • Identify similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
	Reading: Level ____ First Trimester		Level ____ Second Trimester		Level ____ Third Trimester	
Writing	<ul style="list-style-type: none"> • Form words using a variety of strategies • Design, draw and label content-specific models • Draw icons or symbols to represent preferences 	<ul style="list-style-type: none"> • Present content-related information labeling visuals or graphics • Describe people, places, or objects from illustrated examples • Produce simple sentences from models about likes, wants, and needs (e.g., "I like..., I don't like...") 	<ul style="list-style-type: none"> • Recall information from events or experiences • Classify illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.") • State preferences related to social and academic topics (e.g., "I want to go...") 	<ul style="list-style-type: none"> • Produce a series of related sentences from transition word starters (e.g., first, next, last) • Express feelings and a reason related to situations or events • State reasons for particular claims or opinions in content-related topics 	<ul style="list-style-type: none"> • Compose stories or narratives using sequential language • Describe causes and effects of actions and strategies • Elaborate content-related claims with examples 	<ul style="list-style-type: none"> • Produce narrative sequences from timelines and labeled drawings • Produce texts that can name a topic and supply topic-related facts • Produce opinion pieces by stating an opinion and providing a connected reason
	Writing: Level ____ First Trimester		Level ____ Second Trimester		Level ____ Third Trimester	

COMMENTS:

First Trimester:

Second Trimester:

Third Trimester:

Bensenville School District 2 English Language Development Report - Grades 6 - 8



School Year:
 School:
 Number of years in the EL program:

Student Name:
 Teacher Name:
 Date met program transition criteria:

Grade:
 Program Type: TBE or TPI

Summary of English Language Developmental Levels

- 1 Entering** - Able to understand and use single words or familiar phrases in English.
- 2 Beginning** - Able to understand and communicate with some difficulty using social English.
- 3 Developing** - Able to communicate more fluently and is developing academic proficiency in English.
- 4 Expanding** - Able to fully communicate in social settings and expanding academic proficiency in English.
- 5 Bridging** - Able to successfully meet grade level expectations in English with minimal support.
- 6 Reaching** - Able to successfully meet grade level expectations in English.

Adapted from:  **Can Do Descriptors, Key Uses Edition: Grades 6 - 8**

The boxes below show learning task examples for each English language proficiency level in the listening, speaking, reading and writing domains. EL students are able to be successful at learning tasks similar to those listed below by the end of each English language proficiency level. Your child’s English language proficiency level for each trimester is listed under each of the language domains.

English learners can:

	Level 1- Entering	Level 2- Beginning	Level 3- Developing	Level 4- Expanding	Level 5-Bridging	Level 6-Reaching
Listening	<ul style="list-style-type: none"> •Point to objects, people, or places based on short oral descriptions •Match instructional language, given orally, with visual representation (e.g., “Show me your schedule.”) •Identify points of view (e.g., first or third person) from short statements 	<ul style="list-style-type: none"> •Sequence labeled visuals per oral directions •Classify content-related visuals per oral descriptions (e.g., environmental v. genetic factors) •Identify evidence to support claims from charts and tables 	<ul style="list-style-type: none"> •State the next event in a series based on clues from narrative or informational oral texts •Match main ideas of familiar text read aloud with visuals •Identify opposing perspectives from oral text (e.g., sides in wars, regimes, or revolutions) 	<ul style="list-style-type: none"> •Identify main ideas and details in oral discourse •Identify relationships between people, ideas, or events in oral discourse •Match evidence to claims in oral discourse 	<ul style="list-style-type: none"> •Categorize details of content-related main ideas seen and heard in videos or other technologies •Carry out a series of oral directions to construct mathematical or scientific models •Establish connections among claims, arguments, and supporting evidence within oral discourse 	<ul style="list-style-type: none"> •Identify key ideas expressed orally •Evaluate main ideas and supporting details presented in diverse media and oral formats •Identify bias within claims in oral discourse
	Listening: Level ____ First Trimester		Level ____ Second Trimester		Level ____ Third Trimester	

Speaking	<ul style="list-style-type: none"> • Answer select Wh-questions • Compare attributes of real-life objects with a partner • Respond yes or no to short statements or questions related to a claim • Contribute to conversations by sharing own work (e.g., pictures, posters, graphics) 	<ul style="list-style-type: none"> • Restate details of content-related topics (in home language and English) in small groups • Describe situations from modeled sentences • Answer simple questions related to claims • Answer Wh-questions in conversations 	<ul style="list-style-type: none"> • Connect ideas in content-related discourse using transitions • Demonstrate how to conduct experiments, engage in processes, or solve problems with supports • Critique opposing claims • Generate new questions to maintain conversations 	<ul style="list-style-type: none"> • Paraphrase and summarize content-related ideas presented orally • Compare content-related concepts • Connect ideas with supporting details or evidence • Recognize purposes of contributions in conversations 	<ul style="list-style-type: none"> • Produce oral multimedia, content-related reports based on research from multiple sources • Evaluate the significance of events, people, or phenomena in oral presentations • Engage in debates on content-related topics with claims and counterclaims along with reasonable evidence • Build on the ideas of others 	<ul style="list-style-type: none"> • Pose questions that elicit elaboration and responding to others' questions and comments • Pose questions that connect several speakers' ideas and responding to others' ideas • Make presentations with multimedia components to clarify claims and emphasize salient points • Synthesize ideas of several speakers, posing questions, and responding with evidence, examples, and ideas
	Speaking: Level ____ First Trimester		Level ____ Second Trimester		Level ____ Third Trimester	
Reading	<ul style="list-style-type: none"> • Identify responses to Wh-questions in charts or illustrated text • Match content-related objects, pictures, or media to words and phrases • Identify words or phrases associated with topic choices 	<ul style="list-style-type: none"> • Locate main ideas in a series of simple sentences • Compare ideas on the same topic in a series of simple sentences • Distinguish facts from opinions in text 	<ul style="list-style-type: none"> • Identify topic sentences, main ideas, and details in paragraphs • Sequence steps or events to describe processes (e.g., solving math problems) • Identify claims and the reasons for each claim 	<ul style="list-style-type: none"> • Identify summaries of passages in a variety of genres • Highlight text evidence that points to how systems function (e.g., different forms of government) • Identify evidence to support analysis of what texts say (e.g., position papers) 	<ul style="list-style-type: none"> • Sequence main ideas, events, and conclusions in narrative and informational text • Sort grade-level text by highlighting elements of the genre (e.g., differentiating the "how" from the "why") • Evaluate evidence presented in support of claims 	<ul style="list-style-type: none"> • Identify a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments • Compare and contrast information from experiments, simulations, videos, or multimedia sources with that of text on the same topics • Identify specific evidence to support analyses of content area text
	Reading: Level ____ First Trimester		Level ____ Second Trimester		Level ____ Third Trimester	
Writing	<ul style="list-style-type: none"> • Reproduce words and phrases related to topics (e.g., including cognates) • Describe processes or cycles by labeling diagrams and graphs • Generate words and phrases that represent opinions (e.g., "I think...") 	<ul style="list-style-type: none"> • Complete sentences using word banks • Compare illustrated descriptions of content-related concepts (e.g., animals vs. plants) • State opinions using evaluative language related to content (e.g., "I agree. Metric is better.") 	<ul style="list-style-type: none"> • Produce short paragraphs with main ideas and some details • Compare and contrast information, events, or characters • Substantiate opinions with content-related examples and evidence 	<ul style="list-style-type: none"> • Produce content-related reports • Describe relationships between details or examples and supporting ideas • Craft persuasive pieces (e.g., editorials) with a series of substantiated content-related claims 	<ul style="list-style-type: none"> • Produce research reports using multiple sources • Compare content-related ideas from multiple sources in essays, reports, and narratives • Present opinions in persuasive essays or reports backed by content-related research 	<ul style="list-style-type: none"> • Provide a concluding statement or section that follows from and supports the information presented • Evaluate the interactions between individuals, events, and ideas in text (e.g., how ideas influence individuals or events and the converse) • Introduce claims and opposing claims, along with their associated reasons and evidence
	Writing: Level ____ First Trimester		Level ____ Second Trimester		Level ____ Third Trimester	

COMMENTS:

First Trimester:

Second Trimester:

Third Trimester:

Student Name:

Grade: 5

Reported by:

Domain	Trimester		
	1st	2nd	3rd
Listening			
Speaking			
Reading			
Writing			

	ACCESS Test		Exit Requirement
	2018	2019	
Listening			
Speaking			
Reading			
Writing			
Composite			4.8

	Entering Level 1	Emerging Level 2	Developing Level 3	Expanding Level 4	Bridging Level 5
Listening	<ul style="list-style-type: none"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or mul i-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios
Speaking	<ul style="list-style-type: none"> Express basic needs or conditions Name pre-taught objects, people, diagrams, or pictures Recite words or phrases from pictures of everyday objects and oral modeling Answer yes/no and choice questions 	<ul style="list-style-type: none"> Ask simple, everyday questions (e.g., "Who is absent?") Restate content-based facts Describe pictures, events, objects, or people using phrases or short sentences Share basic social information with peers 	<ul style="list-style-type: none"> Answer simple content based questions Re/tell short stories or events Make predictions or hypotheses from discourse Offer solutions to social conflict Present content-based information Engage in problem-solving 	<ul style="list-style-type: none"> Answer opinion questions with supporting details Discuss stories, issues, and concepts Give content-based oral reports Offer creative solutions to issues/problems Compare/contrast content-based functions and relationships 	<ul style="list-style-type: none"> Justify/defend opinions or explanations with evidence Give content-based presentations using technical vocabulary Sequence steps in grade level problem-solving Explain in detail results of inquiry (e.g., scientific experiments)
Reading	<ul style="list-style-type: none"> Match icons or diagrams with words/concepts Identify cognates from first language, as applicable Make sound/symbol/word relations Match illustrated words/phrases in differing contexts (e.g., on the board, in a book) 	<ul style="list-style-type: none"> Identify facts and explicit messages from illustrated text Find changes to root words in context Identify elements of story grammar (e.g., characters, setting) Follow visually supported written directions (e.g., "Draw a star in the sky.") 	<ul style="list-style-type: none"> Interpret information or data from charts and graphs Identify main ideas and some details Sequence events in stories or content-based processes Use context clues and illustrations to determine meaning of words/phrases 	<ul style="list-style-type: none"> Classify features of various genres of text (e.g., "and they lived happily ever after"—fairy tales) Match graphic organizers to different texts (e.g., compare/contrast with Venn diagram) Find details that support main ideas Differentiate between fact and opinion in narrative and expository text 	<ul style="list-style-type: none"> Summarize information from multiple related sources Answer analytical questions about grade-level text Identify, explain, and give examples of figures of speech Draw conclusions from explicit and implicit text at or near grade level
Writing	<ul style="list-style-type: none"> Label objects, pictures, or diagrams from word/phrase banks Communicate ideas by drawing Copy words, phrases, and short sentences Answer oral questions with single words 	<ul style="list-style-type: none"> Make lists from labels or with peers Complete/produce sentences from word/ phrase banks or walls Fill in graphic organizers, charts, and tables Make comparisons using real-life or visually supported materials 	<ul style="list-style-type: none"> Produce simple expository or narrative text String related sentences together Compare/contrast content based information Describe events, people, processes, procedures 	<ul style="list-style-type: none"> Take notes using graphic organizers Summarize content-based information Author multiple forms of writing (e.g., expository, narrative, persuasive) from models Explain strategies or use of information in solving problems 	<ul style="list-style-type: none"> Produce extended responses of original text approaching grade level Apply content-based information to new contexts Connect or integrate personal experiences with literature/content Create grade-level stories or reports

1st Trimester Comments:

2nd Trimester Comments:

3rd Trimester Comments:



#SBSOG19

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STANDARDS BASED SUMMIT 2019

Consider attending if you are interested in:

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- Shifting instructional practice**
- Collaborating**
- Networking**
- Learning**

MONDAY, JUNE 17, 2019

9:00A.M. - 1:00P.M.

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Event Location:

OAK GROVE SCHOOL

1700 O'PLAINE RD, LIBERTYVILLE, IL 60048

From: [Andrew Duch](#)
To: [Baker, Carol](#)
Subject: A standards-based 2019-20 school year?
Date: Thursday, June 6, 2019 7:45:46 AM



We're excited about our new Standards-Based Gradebook. Let us show you!

Schoology's new [Standards-Based Gradebook](#) takes the manual work out of understanding student proficiency, so you can figure out what each student needs without adding time to your day.

Is standards-based grading in your future?

Standards-based grading



Let us show you how it works.

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2 Penn Plaza, 10th Floor, New York, NY 10121

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From: [Martzolf, Eric](#)
To: [Friebel, Jared](#); [Cazzato, Rick](#)
Cc: [Pokorny Lyp, Arwen](#); [Walsh, William](#); [Baker, Carol](#)
Subject: RE: District Grading Practices Committee
Date: Tuesday, June 4, 2019 2:44:06 PM
Attachments: [image001.png](#)

Jared,

Thank you for the email and absolutely no reason to apologize, yesterday was a crazy day! I love the idea of meeting as a team, however after further discussions at Academic Cabinet (Jess Hurt, Carol Baker, Dave Lapetino and myself), we decided to put a pause on this for now. The reason being is that we have more work to do and are not ready as a district alignment team (all of the DCs) to move forward on this.

Please let me know if you have any questions and I am sorry for the confusion.

Eric

From: Friebel, Jared
Sent: Tuesday, June 4, 2019 1:39 PM
To: Martzolf, Eric <emartzolf@hinsdale86.org>; Cazzato, Rick <rcazzato@hinsdale86.org>
Cc: Pokorny Lyp, Arwen <apokorny@hinsdale86.org>; Walsh, William <wwalsh@hinsdale86.org>; Baker, Carol <cbaker@hinsdale86.org>
Subject: RE: District Grading Practices Committee

Good afternoon, Eric—

Given the internet situation yesterday and the last-week-of-school craziness, I'm just seeing this email. My apologies.

First, thank you for working with us to organize this Grading Practices Committee.

Second, as for scheduling a time to meet, the next few weeks for me are really hectic since my family has made plans in advance and I don't live nearby where I can just drop in on any day.

However, **here's a possible time: July 9 from 8:30 to 10:00 a.m. @South.** Rick and I have Negotiations later that morning at South, so we already have the day slotted for D86 purposes.

At this meeting, could Rick, Jess Hurt, you, and I meet to discuss possibilities for DCs and teachers? When PERA was organized back in the fall of 2013, the two Association Presidents and two APIs met together to create the team, and that team was really functional—at least that was my experience, as one of the teachers to serve on that Steering Committee. Too, I am hesitant to be the only Central representative to select representatives from Central; I'd rather it be more collaborative by including an HC administrator, as well.

Please let me know if this works. I have not included Jess on this email because I didn't want to disrupt your email chain, but please feel free to forward my email to her, if that would help.

Best,
Jared

Jared Friebel

Teacher & Assistant Dept. Chair
English Department
Hinsdale Central High School

From: Martzolf, Eric

Sent: Monday, June 3, 2019 1:35 PM

To: Friebel, Jared <jfriebel@hinsdale86.org>; Cazzato, Rick <rcazzato@hinsdale86.org>

Cc: Pokorny Lyp, Arwen <apokorny@hinsdale86.org>; Walsh, William <wwalsh@hinsdale86.org>;
Baker, Carol <cbaker@hinsdale86.org>

Subject: District Grading Practices Committee

Rick and Jared,

I wanted to make you aware that at our department chair meeting regarding alignment, we decided we would need a committee to study the district's grading practices as they relate to these four areas:

- A District grading scale
- Categories/Weights
- Standards based grading and/or Competency based?
- Retake Policy

We need two staff members from each department on this committee. I would like to start with selecting the four chairs who will be on this committee and then ask the teachers. Below are the department chairs that volunteered:

David Lange
Jay Lawrence
Billson Rasavongxay
Kurt Vonnahme,
Kerin Sancken,
Julie Gaubatz,
Kathy Lencioni,
Julie May

Is there a time where we can briefly meet to discuss this?

Eric

Thank you,

Eric Martzolf
Assistant Principal, Hinsdale South High School
Director of Assessment and Evaluation, Hinsdale Township High School D86

T: 630.468.4215 F: 630.920.8649



From: [Mike Roberts](#)
To: [Baker, Carol](#)
Subject: [Guide] Standards-Based Grading: Everything You Need To Know
Date: Wednesday, May 15, 2019 7:51:25 AM

Hey, here's everything you need to know about standards-based grading



Adopt the cultural shift your district needs.

When embarking on the journey of standards-based grading, you will be intentionally tracking your students' learning.

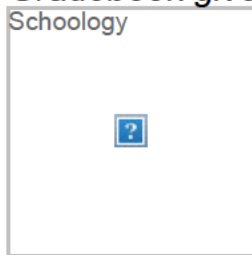
As a result of the accountability & expectations that come with this mindset, [students and teachers have more freedom](#) to explore their interests and preferences.

Read this guide to take a closer look at:

- Standards-based Grading vs. Traditional Grading
- Standards-based Grading Pros and Cons
- Standards-based Grading for Parents
- Supporting Standards-based Grading with Technology

[READ GUIDE](#)

Psssst. Have you seen how Schoology's new Standards-Based Gradebook gives insights into your students' needs? [Learn more.](#)



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2 Penn Plaza, 10th Floor, New York, NY 10121

[View email in your browser](#)

From: [Mike Roberts](#)
To: [Baker, Carol](#)
Subject: [Must attend] Standards-based grading webinar tomorrow
Date: Tuesday, April 16, 2019 6:57:18 AM



Tomorrow: It's all About the Foundation of Standards-Based Grading

Join us tomorrow, **April 17th from 12-1 PM ET / 9-10 AM PT** to find out how you can adopt a standards-based mindset to create a cultural shift at your school or district.

This webinar is intended for anyone who is interested in [implementing](#)

[standards-based grading](#) in their classroom, school or district.

This webinar will dive into:

- What is a standards-based mindset?
- Where do you start?
- What grading practices need to be explored?
- How technology can support a standards-based mindset
- Actionable ideas you can implement today

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From: [Mike Roberts](#)
To: [Baker, Carol](#)
Subject: Webinar: How to Adopt a Standards-Based Mindset
Date: Wednesday, April 10, 2019 6:55:21 AM



It's all About the Foundation of Standards-Based Grading

Join us on **April 17th from 12-1 PM ET / 9-10 AM PT** to find out how you can adopt a standards-based mindset to create a cultural shift at your school or district.

This webinar is intended for anyone who is interested in [implementing](#)

[standards-based grading](#) in the classroom, school or district.

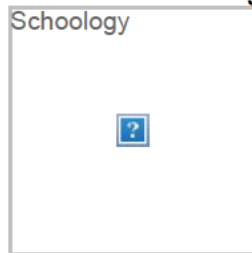
This webinar will dive into:

- What is a standards-based mindset?
- Where do you start?
- What grading practices need to be explored?
- How technology can support a standards-based mindset
- Actionable ideas you can implement today

Register for the webinar today.

SAVE MY SEAT

Psssst. Did you know the best way to use Google in the classroom is with Schoology? [Learn more.](#)



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2 Penn Plaza, 10th Floor, New York, NY 10121

[View email in your browser](#)

From: [David Wolpert](#)
To: [Baker, Carol](#)
Subject: Fwd: See Schoology's New Standards-Based Gradebook
Date: Tuesday, February 26, 2019 7:13:38 AM

Good morning,

I wanted to make sure you saw our last email. We're super excited to show you how Schoology's new Standards-Based Gradebook could be used to better personalize learning and offer insights into how students are performing against objectives.

Schoology's Standards-Based Gradebook lets you:

- Standardize objectives across your district
- Get the full picture of student performance
- Empower students and parents with data

I'd recommend having one of our digital learning specialists show you all of this firsthand. If you're interested, use this page to [schedule some time](#).

Please let me know if you have any questions.

Regards,
David Wolpert

----- Forwarded message -----

From: Andrew Duch (andrew.duch@schoology.com)
Date: Thu, Feb 14, 2019
Subject: See Schoology's New Standards-Based Gradebook
To: cbaker@hinsdale86.org

Personalized Learning Requires Knowing How Your Students Are *Actually* Doing

Enter Schoology's new [Standards-Based Gradebook](#). It takes the manual work out of understanding student proficiency, so you can figure out what each student needs without adding time to your day.

Schoology's New Standards-Based Gradebook

Standards-based grading



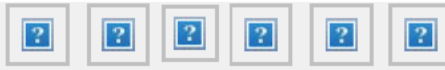
Let us show you how it works.

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From: [Andrew Duch](#)
To: [Baker, Carol](#)
Subject: Want to personalize learning? Start here.
Date: Thursday, February 14, 2019 6:59:00 AM



Personalized Learning Requires Knowing How Your Students Are *Actually* Doing

Enter Schoology's new [Standards-Based Gradebook](#). It takes the manual work out of understanding student proficiency, so you can figure out what each student needs without adding time to your day.

Schoology's New Standards-Based Gradebook

Standards-based grading



Let us show you how it works

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[View email in your browser](#)

From: [Illinois Principals Association](#)
To: [Baker, Carol](#)
Subject: Do you have emotional intelligence?
Date: Tuesday, February 12, 2019 1:46:42 PM

Having Trouble Viewing This Email? View A [Web Version](#)



February 12, 2019

[Academy Calendar](#) | [Ed Leaders Network](#)



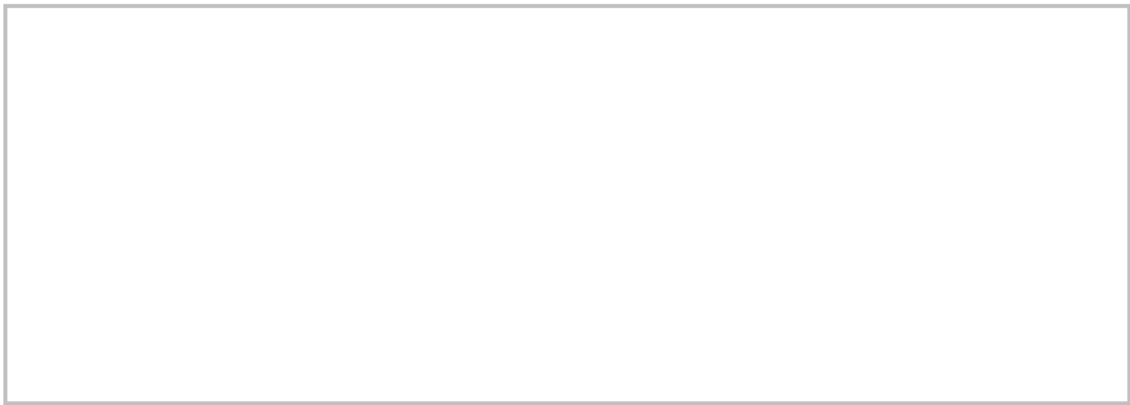
As a school leader, your emotional intelligence impacts the ebb and flow, the success and failure of your teachers, your students and your school. This session will use several resources, including the 15 Commitments of Conscious Leadership and the 4 Agreements to help you to create a plan to address, improve and maintain your emotional intelligence, a fun session that gives participants a chance to walk away with resources to support growth in the area of emotional intelligence.

DATE: February 20

LOCATION: Rockford

PRESENTER: Dr. Richard Smith

[Learn More](#)



Don't miss this event to empower, connect, inspire, support, celebrate and develop women in educational leadership! leadership. This inaugural event will begin with an evening reception on March 13, allowing registrants a chance to create a one-of-a-kind keepsake during a fun event that will guide participants to discover their inspirational WORDs.

[Learn More](#)

UPCOMING ADMINISTRATOR ACADEMIES



Implement ALL Standards with Standards-Based Grading and Learning
PRESENTER: Christine Paxson
DATE: February 21
LOCATION: Collinsville

[Register](#)



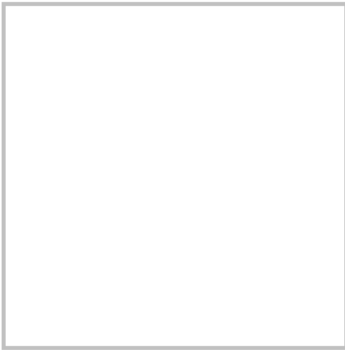
Data Literacy: Using Information to Improve Student Outcomes
PRESENTER: Adam Larsen
DATE: February 28
LOCATION: Hoffman Estates

[Register](#)



How Data Demands Dual Credits for Everyone
PRESENTER: Danielle Hauser and Amy Jo Clemens
DATE: March 5
LOCATION: Online

[Register](#)



Alternatives to Suspension: Restorative Practices

PRESENTER: Judy Brunner

DATE: March 7

LOCATION: Collinsville



Standards-Based Assessment and Reporting

PRESENTER: Olimpia Bahena

DATE: March 7

LOCATION: Online



Responding to Crisis: Attending to Mental Health and Wellness in Schools Today

PRESENTER: Dr. Timothy Dohrer and Thomas Golebiewski, Ph.D.

DATE: March 6

LOCATION: Rockford



2940 Baker Drive
Springfield, IL 62703
217-525-1383

Not interested? That's okay. You have two options...

[Opt-out of promotions for IPA Professional Development](#) OR [Unsubscribe from everything from IPA and ELN](#)



From: [Illinois Principals Association](#)
To: [Baker, Carol](#)
Subject: Are you emotionally intelligent?
Date: Tuesday, February 5, 2019 3:18:26 PM

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February 5, 2019

[Academy Calendar](#) | [Ed Leaders Network](#)



The Emotionally Intelligent Principal: The Key to Successful School Leadership

As a school leader, your emotional intelligence impacts the ebb and flow, the success and failure of your teachers, your students and your school. This session will use several resources, including the 15 Commitments of Conscious Leadership and the 4 Agreements to help you to create a plan to address, improve and maintain your emotional intelligence, a fun session that give participants a chance to walk away with resources to support growth in the area of emotional intelligence.

DATES: February 20

LOCATION: Rockford

PRESENTERS: Dr. Richard G. Smith

[Register](#)

Upcoming Administrator Academies

Dr. Herschel Hannah



Christine Paxson



Adam Larsen



Book Study: Mindset (First Session)

PRESENTER: Dr. Herschel Hannah

LOCATION: Online

DATE: February 15

[Register](#)

Implement ALL Standards with Standards-Based Grading and Learning

PRESENTER: Christine Paxson

LOCATION: Collinsville

DATE: February 21

[Register](#)

Data Literacy: Using Information to Improve Student Outcomes

PRESENTER: Adam Larsen

LOCATION: Hoffman Estates

DATE: February 28

[Register](#)



How Data Demands Duel Credits for Everyone

PRESENTERS: Danielle Hauser and Amy Jo Clemens

LOCATION: Online

DATE: March 5

[Register](#)

Responding to Crisis: Attending to Mental Health and Wellness in Schools Today

PRESENTER: Dr. Timothy Dohrer and Thomas Golebiewski, Ph.D.

LOCATION: Rockford

DATE: March 6

[Register](#)

School Security: A Proactive and Holistic Approach

PRESENTER: Paul Timm

LOCATION: Online

DATE: March 6

[Register](#)

2940 Baker Drive
Springfield, IL 62703

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From: [Illinois Principals Association](#)
To: [Baker, Carol](#)
Subject: "I can't wait to get out to my staff and continue the work we've begun."
Date: Tuesday, January 29, 2019 2:41:36 PM

Having Trouble Viewing This Email? View A [Web Version](#)



January 29, 2019

[Academy Calendar](#) | [Ed Leaders Network](#)



Online Book Study

Join Dr. Herschel Hannah for a deep dive into Carol Dweck's "Mindset: The New Psychology of Success." The online academy will explore how mindsets, growth or fixed, can impact the quality of our lives, relationships, and accomplishments.

DATES: February 15, March 8, April 5 and May 3

TIME: 8am - 9am

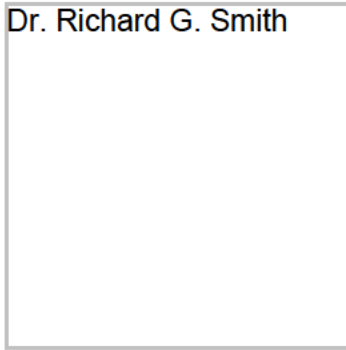
LOCATION: Online

PRESENTERS: Dr. Herschel Hannah

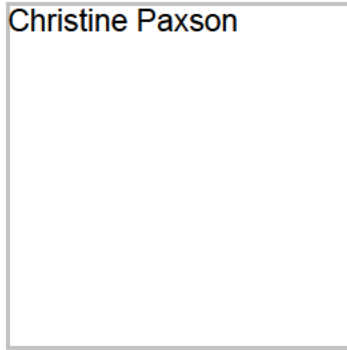
[Register](#)



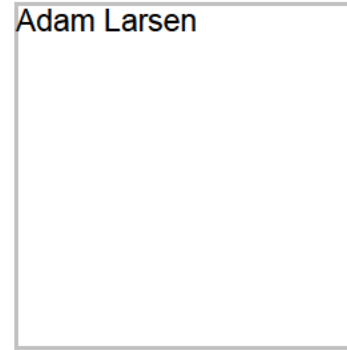
Dr. Richard G. Smith



Christine Paxson



Adam Larsen



**The Emotionally Intelligent
Principal: The Key to
Successful School
Leadership**

PRESENTER: Dr. Richard
G. Smith

LOCATION: Rockford

DATE: February 20

[Register](#)

**Implement ALL Standards
with Standards-Based
Grading and Learning**

PRESENTER: Christine
Paxson

LOCATION: Collinsville

DATE: February 21

[Register](#)

**Data Literacy: Using
Information to Improve
Student Outcomes**

PRESENTER: Adam Larsen

LOCATION: Hoffman
Estates

DATE: February 28

[Register](#)



**How Data Demands Duel
Credits for Everyone**

PRESENTERS: Danielle
Hauser and Amy Jo
Clemens

LOCATION: Online

DATE: March 5

[Register](#)



**Responding to Crisis:
Attending to Mental Health
and Wellness in Schools
Today**

PRESENTER: Dr. Timothy
Dohrer and Thomas
Golebiewski, Ph.D.

LOCATION: Rockford

DATE: March 6

[Register](#)



**School Security: A
Proactive and Holistic
Approach**

PRESENTER: Paul Timm

LOCATION: Online

DATE: March 6

[Register](#)

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Springfield, IL 62703
217-525-1383



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From: [Illinois Principals Association](#)
To: [Baker, Carol](#)
Subject: LGBTQ Sensitivity, Bias and Response
Date: Tuesday, January 22, 2019 6:02:45 PM

Having Trouble Viewing This Email? View A [Web Version](#)



January 22, 2019

[Academy Calendar](#) | [Ed Leaders Network](#)



Leading with Justice for All: Are you Prepared? LGBTQ Sensitivity, Bias and Response

This Academy will offer the opportunity for you to reflect upon leading with justice for all, giving reflection opportunities, guidance and tools when addressing students who identify as LGBTQ (Lesbian, Gay, Bisexual, Transgender, Questioning).

DATE: February 5

LOCATION: Online

PRESENTERS: Dr. Todd Pettit and Dr. Jody Wood



Register

Dr. PJ Caposey



The School Leaders Guide to Social Media

PRESENTER: Dr. PJ Caposey

LOCATION: O'Fallon

DATE: February 5

[Register](#)

Dr. Herschel Hannah



Book Study: Mindset – Session 1 of 4

PRESENTER: Dr. Herschel Hannah

LOCATION: Online

DATE: February 5

[Register](#)



Data Literacy: Using Information to Improve Student Outcomes

PRESENTER: Adam Larsen

LOCATION: Online

DATE: February 8

[Register](#)

Dr. Richard Smith



The Emotionally Intelligent Principal: The Key to Successful School Leadership

PRESENTER: Dr. Richard G. Smith

LOCATION: Rockford

DATE: February 20

[Register](#)

Dr. Christine Paxson



Implement ALL Standards with Standards-Based Grading and Learning

PRESENTER: Christine Paxson

LOCATION: Collinsville

DATE: February 21

[Register](#)

Adam Larsen



Data Literacy: Using Information to Improve Student Outcomes

PRESENTER: Adam Larsen

LOCATION: Hoffman Estates

DATE: February 28

[Register](#)

2940 Baker Drive
Springfield, IL 62703

217-525-1383



Not interested? That's okay. You have two options...

[Opt-out of promotions for IPA Professional Development](#) OR [Unsubscribe from everything from IPA and ELN](#)



From: [IASA](#)
To: [Baker, Carol](#)
Subject: Eye on Education 1/22/2019
Date: Tuesday, January 22, 2019 9:55:12 AM



January 22, 2019



Your daily synopsis of education news

EBF helping Round Lake 116 hire reading and math interventionists

The Lake County News-Sun reports new Evidence-Based Funding dollars is helping Round Lake School District 116. From the story:

Round Lake School District 116 plans on adding eight more reading interventionist positions like the one held by Kurtz next school year, plus another eight focused on math, according to Chief Academic Officer Susan Center.

The district started with interventionist teaching positions at Round Lake High School about five to six years ago, she said. The elementary schools currently have nine reading and zero math interventionists, while the middle school added two reading and two math interventionists this year.



The hires build on the district's switch to standards-based grading, which was implemented at the high school about a decade ago, the middle schools about four years ago and the elementary schools last year, Center said.

New funding through the state's evidence-based funding model, signed into law in 2017, has "really made this possible for us," Center said.

[Lake County News-Sun](#)

CCSD 46 names Lynn Glickman as new superintendent



Patch.com in Grayslake reports Community Consolidated School District 46 school board has approved the hiring of a new superintendent. From the story:

During a Jan. 16 meeting, the school board voted in favor of bringing on board Lynn Glickman as its new superintendent of schools. Glickman will take the reigns on July 1, 2019. She replaces Ellen Correll, who is retiring.

Glickman is currently the Assistant Superintendent for Human Resources in Community Consolidated School District 21 in Wheeling, a pre-K through eighth-grade public school district with 11 schools serving more than 7,000 students.

Over the past 16 years, Glickman has served in a variety of leadership roles in District 21 as well as in East Maine District 63, Des Plaines.

[Patch.com](#)

District 64 embarking on national search for new superintendent

The Park Ridge Herald-Advocate reports Park Ridge-Niles School District 64 has hired School Exec Connect to find its next superintendent. From the story:

Members of the Park Ridge-Niles School District 64 Board of Education on Jan. 14 supported a plan to launch a national search for its next superintendent.

The board would spend \$1,200 to advertise the position based on recommendations from School Exec Connect, the firm hired to search for Heinz's replacement. It would bring the total cost of the effort to replace Superintendent Laurie Heinz to \$19,700.

The plan includes advertisements that will be placed on the Education Week website as well as the American Association of School Administrators, in addition to email blasts to 5,000 superintendents across the country.

Board President Anthony Borrelli and board member Larry Ryles said they were skeptical that the email blast would result in a viable candidate. However, the other members of the board — including Vice President Rick Biagi, who participated by phone — endorsed the plan.

"I'm all for casting the widest net possible," said board member Mark Eggemann.

[Park Ridge Herald-Advocate](#)

Superintendent-Union Relations

The dynamics between superintendents and union officials can sometimes create friction, but it doesn't have to be that way. In this episode, IASA Associate Director Dr. Rich Voltz speaks to Larry

Frank, a research specialist for the Illinois Education Association, about developing positive relations between union representatives and administrators.

Listen Here



STAY CONNECTED



LAUSD teachers will stay off the job Tuesday

The LA Times has the latest on the teacher strike in Los Angeles. From the story:

Signs late Monday night pointed to a probable settlement of the Los Angeles teachers' strike, but not in time to get teachers back into classrooms on Tuesday.

Settlement or not, teachers are expected to picket and rally — either to continue their walkout or to celebrate its end. If an agreement was reached, they would need time to vote on it.

Both sides reported that talks were productive. They just hadn't moved as fast as hoped — forcing the first L.A. teachers' strike in 30 years to move into a sixth school day.

[LA Times](#)

IASA | 2648 Beechler Court, Springfield, IL 62703-7305

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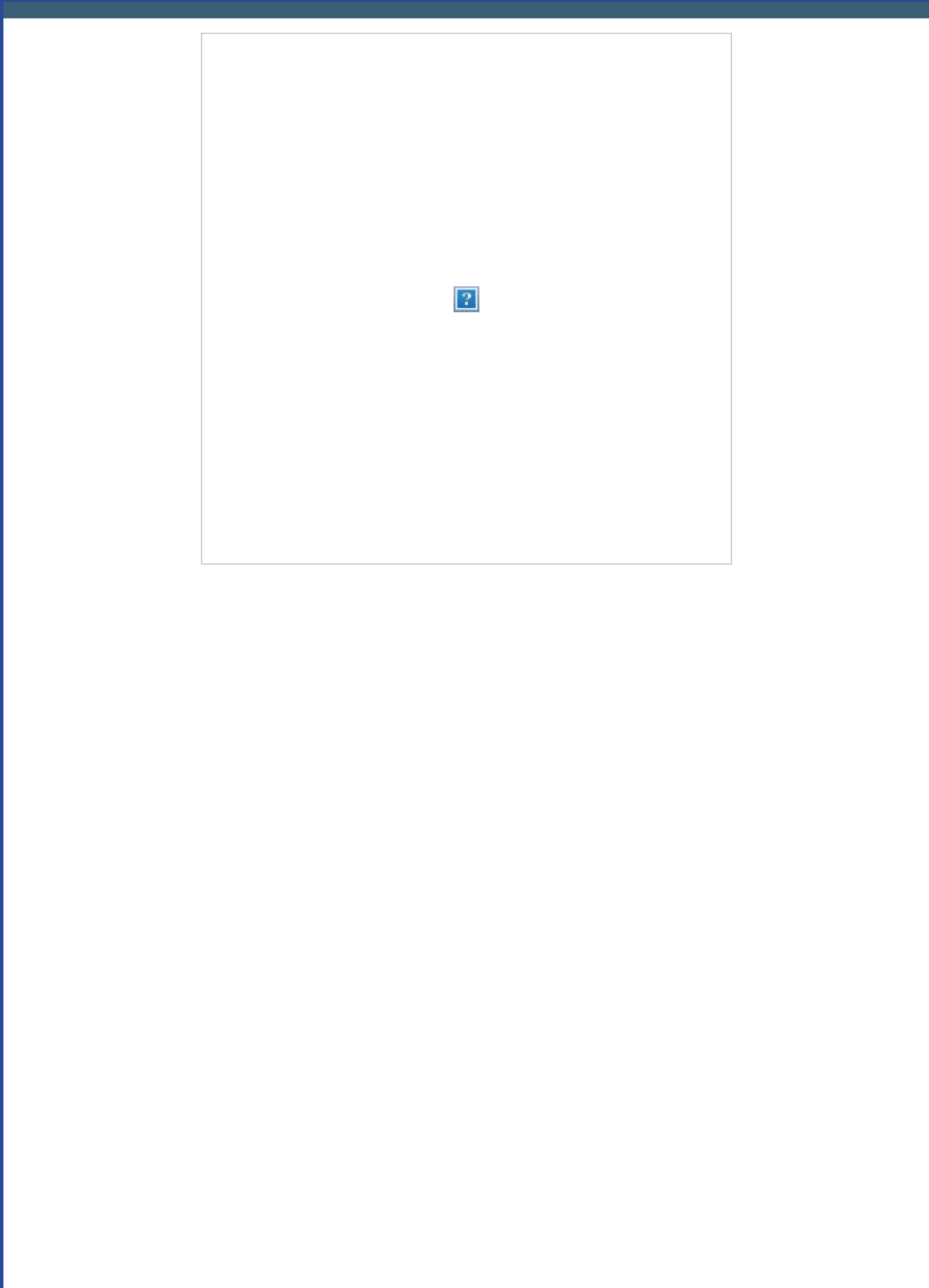
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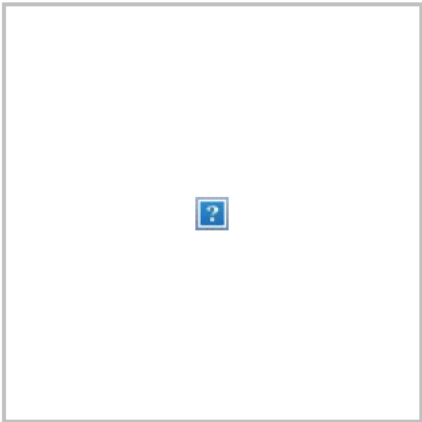
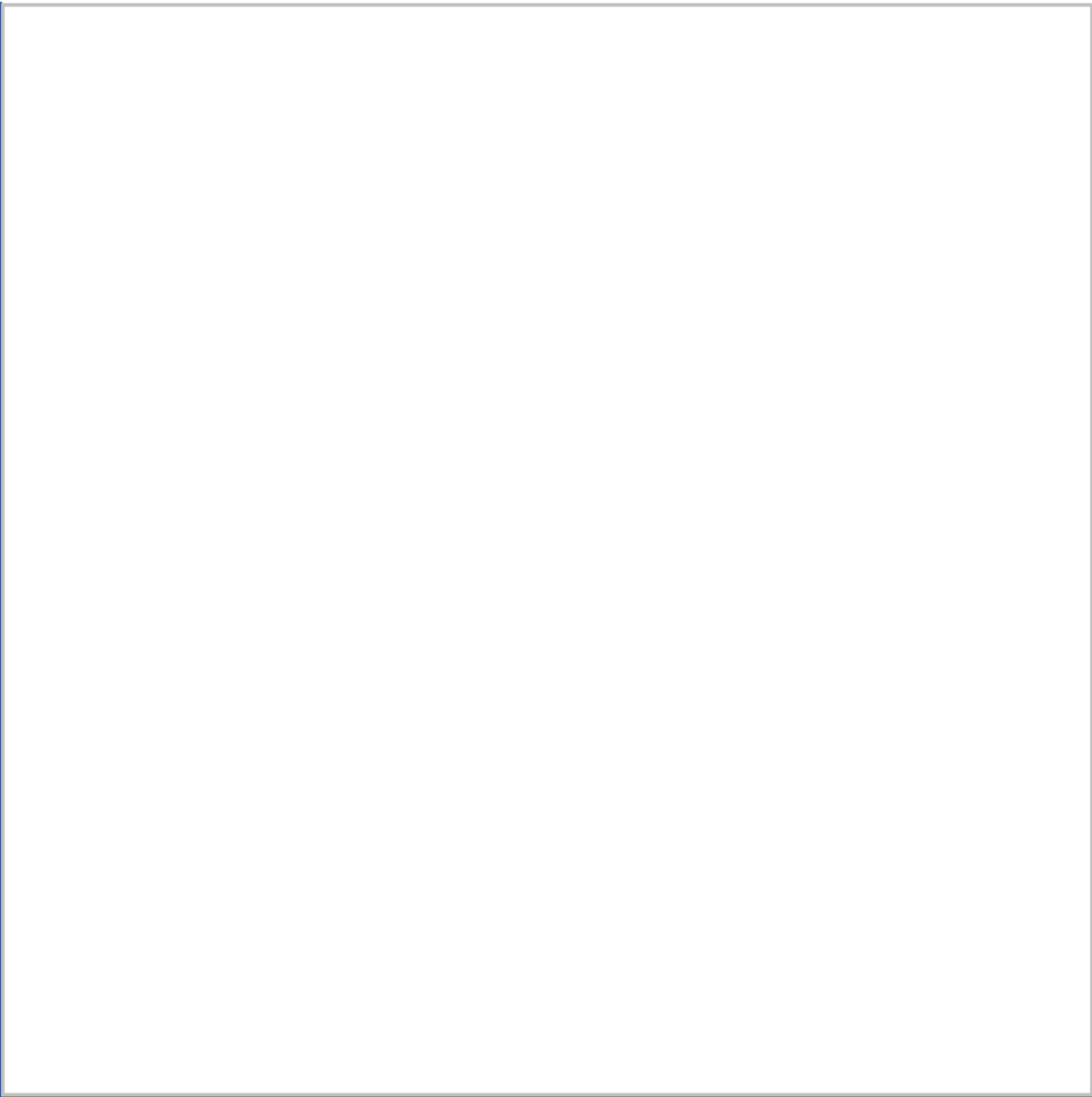
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Try it free today

From: [Illinois ASCD](#)
To: [Baker, Carol](#)
Subject: Stories of Success: How and why grading and assessment changes can transform the lives of struggling learners
Date: Friday, December 7, 2018 3:31:10 PM





What Are We Supposed to do About Homework?

Tackle real-life examples of replacement routines that transform homework as we know it.

Leading through Uncharted

Stories of Success: How and why grading and

Waters: Developing SBG & AFL Literacy

Concepts and ideas that administrators need to take into account when moving their schools forward in the standards-based grading and assessment conversation, as well as the plans and templates used to initiate the conversations.

assessment changes can transform the lives of struggling learners

Finish off our day of learning by hearing real-life accounts of change and how positive relationships were fostered with the most unlikely students.

[Full Details and Registration](#)

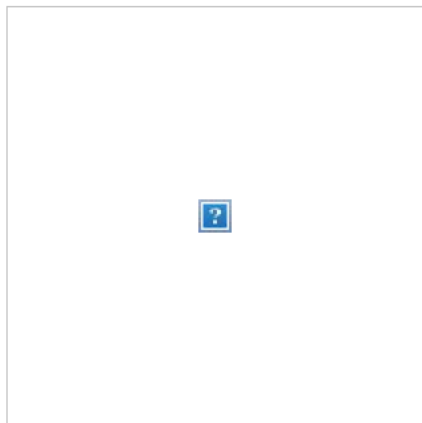
Myron Dueck has gained experience over 22 years in both Canada and New Zealand in subjects ranging from grades 4 to 12. He developed assessments and grading systems with his classes in which students can show what they understand, adapt to the feedback they receive and play a significant role in the reporting of that learning. His best-selling book, "Grading Smarter, Not Harder – Assessment Strategies that Motivate Kids and Help Them Learn" was released by ASCD in July 2014.

Illinois ASCD | Illinois ASCD, P.O. Box 852, Normal, IL 61761

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From: [Illinois ASCD](#)
To: [Baker, Carol](#)
Subject: Standards-Based Grading is really not about grading
Date: Saturday, December 1, 2018 10:10:46 AM





Teachers need to communicate the answers to these 3 questions:

Where Are Students Going? (Standards)

How Are They Doing? (Assessment)

What Are Their Next Steps? (Instruction)

We will take a deep dive into not only the “WHAT” and “HOW” of standards-based grading, but the “WHY” as well. When you know your “why,” your “what” and “how” have more impact.

This session will empower attendees to make connections between standards, assessments and best practice instruction.

The final portion of the workshop will address the “how.” Everyone will have

time to develop action steps that will lead to a greater clarity of purpose, a more impactful system for communicating growth and achievement and ultimately a student-led learning environment in which students are their own teachers.

[Jan. 22nd, Normal - Details & Registration](#)

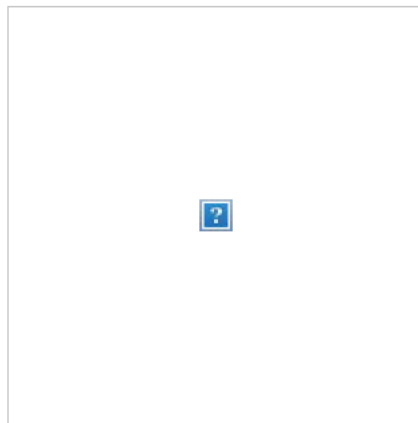


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Try it free today

From: [REDACTED]
To: [Covino,Christopher](mailto:Covino.Christopher)
Cc: [Board of Education](#); [REDACTED]
Subject: Re: district 86--more bad news on curriculum "alignment," including "standards-based grading," and what we can do about it
Date: Wednesday, November 18, 2020 3:32:37 PM

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.

Dear all,

Thank you for your reply. Please rest assured that the readership of my emails has declined from very few to almost none, seemingly as a result of my defending your cautious and staged return to in-person learning. Those who wanted a speedy and full return are enraged at me now. I have no influence now, whether for good or ill. Responding to your concerns, I very often send correction emails when my info has turned out to be out of date or just plain wrong. I will send a strong caveat on the standards-based grading component of today's email. People could have been jumping to conclusions on that. On stem curriculum changes, and their boding ill for future "alignment" of courses, I cannot honestly change my opinion or cease from my advocacy, for all the reasons my emails have reviewed many times. At an absolute minimum, all new courses should be piloted with small groups and rigorous data analysis. This step is even more important when similar courses have mostly not been tried by our peer districts, and the results have been unimpressive where they have been tried. Respectfully,

[REDACTED]

Sent from my iPhone

On Nov 18, 2020, at 2:54 PM, Covino,Christopher <ccovino@hinsdale86.org> wrote:

[REDACTED]

While I can appreciate the intent to inform (and often act) at the heart of your communications, I would respectfully request that you consult our administration before leveling unsubstantiated claims about the work that so many of us are committed to. So that you understand my frustration, I find it disconcerting when you send an email to a large group that includes false statements and that fabricates definitions for the work we are doing without providing those actually doing the work a chance to respond to the group. I appreciate being able to write to you and to sit with you and [REDACTED] to rationally discuss concerns about curriculum alignment, but I do not have the opportunity to engage the recipients of your emails directly. Normally, I would not desire to do so – but in this case, you have provided such inaccurate information that I would respectfully request that you forward the response below to

those that receive District 86 information from you. It is my hope that you and they would read this response and chose to engage us in direct conversation. I can also assure you that the BOE and Ms. Prentiss have been very clear about their expectations for transparency in the curriculum alignment work that we are doing. In addition to regular conversations with Ms. Prentiss, I also presented to the BOE in October and will again with the entire Strategic Plan team next month. And as you and may other parents/community members know already, I have not said no to any request for a personal conversation. Please just call...

In response to your original email:

1. You stated that “there is a “proposed move to ‘standards based grading’.” This is false. For the last 18 months a group called the Learning Leadership Team (LLT) has been meeting to discuss how to best align grading practices in the district. You may recall from past BOE meetings that there are currently more than two dozen individual grading scales used in the District. The work of the committee is to discuss and evaluate the best way to align grading scales. You can imagine how confusing it is for a family to have to internalize a different grading scale for each course their child takes? So many scales make effective communication impossible. When I joined the work of the LLT in August, they had already created a District 86 purpose statement for grading, and now it is our task to think about and align grading practices for all classes [based on this statement](#) – I large task given how divergent grading practices are currently. We have a great team made up of department chairs from all departments and teachers from all departments (at both buildings). This work is ongoing. To be clear, we have not put forward a proposal of any kind. Our next meeting is in the beginning of December

2. The mischaracterization of curriculum alignment and the subsequent ‘definition’ you have attributed to the District’s work is, quite simply, false. A much more accurate definition of the work can be found in the public Strategic Plan documents – most specifically under Goal 1: Student Growth and Achievement; and most broadly under the headings ‘Coherent System’ and Critical Competencies’. In short, they state:

[I have linked the document here](#). Our work is defined by these goals.

3. With all due respect, the work of curriculum alignment is hard – there are no easy or simple fixes. When the goal is for all students to be challenged, supported, engaged and heard and for all students to be college, career, and life ready in whatever field they choose, then the work is inherently challenging and nuanced and meaningful. Nowhere in our stated, practiced or implied goals are we attempting to lower standards for students, or provide anything less than the excellent education they deserve. To say otherwise indicates a lack of information about what we are actually doing.

I ask that anyone who has a question or a concern contact the District, contact me

personally. I appreciate the opportunity to discuss (and sometimes defend) the truly outstanding work that so many of our teachers and administrators believe in and engage in every day.

Respectfully,

Dr. Chris Covino
Assistant Superintendent for Academics

Hinsdale Township High School District 86
630-655-6107

ccovino@hinsdale86.org

<image001.png>

From: [REDACTED]
Sent: Wednesday, November 18, 2020 12:15 PM
To: [REDACTED]
Subject: district 86--more bad news on curriculum "alignment," including "standards-based grading," and what we can do about it

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hi all,

I am sorry I have not been able to send emails on every event and issue in the district. Both the *Patch* and *Hinsdalean* newspapers are now free and online--plus, my office work is now so time-consuming that i simply don't have time to do everything.

Given my current situation, my TOP PRIORITY in reporting to you is to expose and stop the ongoing, devastating, largely inexplicable move by the district leadership to "align" CURRICULUM across the district through a reckless and unpiloted experiment in lowering aspirations and standards.

This email reports on TWO new initiatives related to this movement, hopefully to be stopped by the election of a new boe majority in spring 2021.

First, thanks to [REDACTED], I have attached [REDACTED] article on the proposed move to "standards-based grading," which--as you can see--has been tried in neighboring districts and has proven extremely problematic. It aims to replace standard letter or numerical grading with a lengthy checklist, and to lower the incentives for students' completing work on time and controlling their behavior. As with every proposed academic innovation, I am sure there are good elements to SBG, such as giving extra chances to really master the material--but these could be incorporated--if they are not already--without throwing away the baby with the bathwater.

Second, I have linked in the *Hinsdalean* article on the continuing movement by Tammy

Prentiss, Chris Covino, and the boe to "align" curriculum across the district. I place "align" in quotation marks because this word has a special meaning in current D86 leadership discourse--to them, it means equalizing curriculum through experimental courses aimed at lowering standards for all in the name of equity. True "alignment" with "equity" means alignment through equal opportunity and excellence for all--not less. This tragic misinterpretation of alignment is already underway in our science curriculum and is proposed for fall 2022 in math. Now, as you can see from the article, the same process is threatened across the entire curriculum.

This article makes no attempt to investigate the real meaning of platitudes on "alignment" offered by the district (I trust that will happen if the process moves forward), but there is an ominous connotation to the promise of "difficult conversations" across the district. Why should true alignment be difficult or painful for anyone? We could easily offer every course equally to both campuses almost instantaneously, if we had the will. For example, ASL could be offered remotely at Central. Smaller-enrollment electives could be combined through remote learning, with the in-person teacher alternating location by the week. One period of the day could be designated for easy intercampus commuting. Why would these changes be "difficult" for anyone?

No, the real reason we are being warned of a "difficult" conversation is that the experiment in watering down curriculum for everyone is planned for all classes, and not just in STEM.

So what can we do? We can continue the drumbeat of protest, emailing the boe and Prentiss at boe@hinsdale86.org cc covino@hinsdale86.org, and speaking up at boe meeting Aud Comm. Communities within the district--such as the sports communities--can band together to resist the termination of D86 as an academic/student athlete destination, as our attractiveness has been based on academic quality. We can elect a new boe majority in spring 2021 that will rescind the changes already in progress and absolutely prevent any more "reforms" along this line.



D86 moves ahead on academic equity - The Hinsdalean

<https://www.thehinsdalean.com/story/2020/11/12/news/d86-moves-ahead-on-academic-equity/2267.html>

From: [Chval,Keith](#)
To: [REDACTED] [Hanson,Cynthia](#)
Cc: [Covino,Christopher](#); [REDACTED] [Board of Education](#); [Daniel Levinthal](#)
Subject: Re: Upcoming PTAC meeting
Date: Wednesday, November 18, 2020 2:37:56 PM

I originally wasn't planning on it, but seeing this kind of treatment of the administration, staff, teachers, and fellow board members, and the concern for a return of the board dysfunction of bygone days should those who engage in the same seek and attain office is enough to make me think twice.

Keith Chval, Member
District 86 Board of Education

From: [REDACTED]
Sent: Wednesday, November 18, 2020 2:03 PM
To: Chval,Keith <kchval@hinsdale86.org>; Hanson,Cynthia <chanson@hinsdale86.org>
Cc: Covino,Christopher <ccovino@hinsdale86.org>; [REDACTED] Board of Education <boe@hinsdale86.org>; Daniel Levinthal [REDACTED]
Subject: Re: Upcoming PTAC meeting

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I hope for the sake of our community that you are not running for re-election. You are toxic and do not deserve to sit at the board table.

From: Chval,Keith <kchval@hinsdale86.org>
Sent: Wednesday, November 18, 2020 1:59 PM
To: [REDACTED]; Hanson,Cynthia <chanson@hinsdale86.org>
Cc: Covino,Christopher <ccovino@hinsdale86.org>; [REDACTED]; Board of Education <boe@hinsdale86.org>; Daniel Levinthal [REDACTED]
Subject: Re: Upcoming PTAC meeting

[REDACTED]

Your communication, the tone of it, and your continuing pattern of behaviors speak for themselves.

I assume, should/when this exchange is posted to whatever secret social media groups, the full exchanges will be posted, to include the messages from the two individuals who were included without their consent and shared their obvious consternation at those liberties being taken with their privacy and names, and their equally obvious desire not to be associated with

campaigns of this nature.

Regards.

Keith Chval, Member
District 86 Board of Education

From: [REDACTED]
Sent: Wednesday, November 18, 2020 1:11 PM
To: Chval,Keith <kchval@hinsdale86.org>; Hanson,Cynthia <chanson@hinsdale86.org>
Cc: Covino,Christopher <ccovino@hinsdale86.org>; [REDACTED] Board of Education <boe@hinsdale86.org>; Daniel Levinthal [REDACTED]
Subject: Re: Upcoming PTAC meeting

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Sadly, there is no GOTCHA moment here, Mr. Chval. In good faith [REDACTED] and I met with Dr. Covino earlier this fall and he was extremely generous with his time. We had meaningful engagement on curriculum concerns, which included his acknowledgement that there were improvements that could be made on community engagement on curriculum issues. My email was a legitimate request to learn if he had sent the PTAC committee members the materials for this week's meeting, even if not yet posted on Board Docs. He has not responded to my email, but others have and sadly they did not get materials to prepare for the meeting. So, I am left disappointed that he may have just been paying me and [REDACTED] lip service when we met. You may not like hearing this criticism, and no doubt don't care at all what I have to say, but in fact, you should want the administration to do better in "simple ways" such as providing prep materials to community members who have stepped up to give their time to meaningfully engage. And the PTAC chair -- Ms. Hanson -- should want the same.

[REDACTED]

From: Chval,Keith <kchval@hinsdale86.org>
Sent: Wednesday, November 18, 2020 11:08 AM
To: Daniel Levinthal [REDACTED]; Hanson,Cynthia <chanson@hinsdale86.org>
Cc: Covino,Christopher <ccovino@hinsdale86.org>; [REDACTED] Susan Owens [REDACTED] The Law Office of Patricia Kladis Schiappa <patricia@pkslaw.com>; Board of Education <boe@hinsdale86.org>; [REDACTED]
Subject: Re: Upcoming PTAC meeting

Why does it always feel like these emails are trying to play a game of "gotcha," drafted more for re-publication to preen to "followers" on social media than for attempting to engage in good-faith dialogue and improving whatever process is the cause du jour? And always the assumptions and jumping to conclusions of impure and nefarious intentions of others. Have never understood where that comes from, or what pleasure can be derived from it.

If the Administration and Board weren't sincerely interested in engaging with stakeholders, in providing for additional avenues for that to occur, in using the input and feedback through those efforts to inform its efforts, why bother with creating and continuing with a PTAC in the first place? It would be so much easier just to shut it down rather than have individuals, members, attempt to twist it to be used as some off-base claim of lack of respect, poor intentions, nefarious plans, etc etc.

Must be either stupid, and/or gluttons for punishment I guess.

Or...maybe.....actually interested in and valuing the benefits to the District and its students in spite of the incessant discordant noise of the few. My admiration and appreciation to the Administration and Board members for sticking with it.

Have a great day!
Keith

Keith Chval, Member
District 86 Board of Education

From: Daniel Levinthal [REDACTED]
Sent: Wednesday, November 18, 2020 12:06 AM
To: Hanson,Cynthia <chanson@hinsdale86.org>
Cc: Covino,Christopher <ccovino@hinsdale86.org>; [REDACTED] Susan Owens [REDACTED]; The Law Office of Patricia Kladis Schiappa <patricia@pkslaw.com>; Board of Education <boe@hinsdale86.org>; [REDACTED]
Subject: Re: Upcoming PTAC meeting

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Dear Board Member Hanson,

I wanted to respond to you, the Chair of PTAC, prompted by [REDACTED] communication.

I have attached communications regarding PTAC from July 2020, in part mine, requesting that the slide presentations be released to the committee in advance of the meeting. I expressed that if the true goal of the committee was meaningful collaboration between the Board, Administration, students and parents, the option of preparation for the meeting necessitated the courtesy of advance distribution of the content.

To date, that level of courtesy has not been afforded the members of PTAC. I specifically use the word courtesy because courtesy flows from respect, and to date, PTAC has not been respectful of the value of the time each member has dedicated to attendance. Instead of merely attending though, I think most community members of the committee aspired to actual participation. In its current format and execution, participation is strictly smoke and mirrors. Instead, non-D86 employee members of PTAC are far more accurately described simply as, observers.

Regretfully, due to the Covid surge and work demands, I may not be able to attend this week's PTAC meeting, but in looking at the agenda I noticed the item grading philosophy.

What does grading philosophy mean though? From research, supposition, as well extrapolating the administration's efforts thus far to win the curriculum race to mediocrity by degradation of rigor masquerading as equity, I suspect grading philosophy is code speak for standards based grading, which can be considered a controversial topic. Hopefully I am wrong, but that agenda item is definitely of interest for both the mystery of it's meaning as well as the potential animosity it may inculcate. Without the presentation in advance though, I can only imagine.

If meaningful collaboration is a desired function of the PTAC, the only way that can occur is by distributing the details of the topics on the agenda in advance to allow the members to process and prepare, and by allowing ample time for open comments and questions from the floor during the meeting.

That has not been the case though, and betrays an underlying disrespect for the value and time of every member on the committee who volunteered to participate.

If PTAC is strictly a show pony to serve as a check box for community involvement, I think the Board should fully embrace that function and treat it for what it is, an informational meeting to preview almost fully formed and predetermined actions planned by the Administration. There is no shame in multiple communication modalities.

However, if there was any desire to make the committee functionally collaborative, contributory and meaningful, then an overhaul of the format, timing and goals is indicated to make the committee's work worthy of the value of so many peoples time and participation.

Respectfully,
[REDACTED]

On Nov 17, 2020, at 5:16 PM, [REDACTED] wrote:

Good Afternoon Dr. Covino.

When [REDACTED] and I met with you earlier this fall, we expressed our concern that the PTAC committee is not provided the materials that will be discussed with them in advance of the meetings, with sufficient time that they read them, process them and come prepared to discuss the topics. As I explained, simply having the committee sit through a lengthy presentation and then have insufficient time to provide meaningful input or participate in meaningful discussion, leads to the perception by committee members, that the PTAC committee meetings are "all for show" and are used by the administration to claim that the community has been "engaged". In fact, committee members have publicly stated that the opposite is true.

When we met, you agreed that this would be something that could be "improved" so that the committee members can actually engage. In anticipation of this Thursday's PTAC meeting, I checked Board Docs just now to see what is on the agenda. Once again, there is just a bare bones agenda with no materials for anyone in the community to review.

Can you advise whether **committee members** were emailed the documents to review before the meeting, and if so, when they will be posted on Board Docs for everyone else to review? If not, can you advise whether they will have a meaningful opportunity to review the materials in advance of the meeting.

Since you have copied my past emails to the BOE, I will do so myself this time. I have also copied [REDACTED] and a few members of the past and/or current PTAC committee.

Thank you in advance for the information.

Respectfully submitted,

[REDACTED]

From: [Daniel Levinthal](#)
To: [REDACTED]
Cc: [Chval,Keith](#); [REDACTED]; [Hanson,Cynthia](#); [Covino,Christopher](#); [Board of Education](#)
Subject: Re: Upcoming PTAC meeting
Date: Wednesday, November 18, 2020 2:12:50 PM

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I was inattentive to the reply all function in my communications and didn't think about the attached strings participants i included in my initial email vs current distribution, which I apologize for.

Dan

Sent from my iPhone

On Nov 18, 2020, at 2:07 PM, [REDACTED] wrote:

To be clear, and I am sure we all do the same, I have never shared anyone's private email with any other group or person without their permission, and I am not doing it here. [REDACTED]

Sent from my iPhone

On Nov 18, 2020, at 1:59 PM, Chval,Keith
<kchval@hinsdale86.org> wrote:

[REDACTED]

Your communication, the tone of it, and your continuing pattern of behaviors speak for themselves.

I assume, should/when this exchange is posted to whatever secret social media groups, the full exchanges will be posted, to include the messages from the two individuals who were included without their consent and shared their obvious consternation at those liberties being taken with their privacy and names, and their equally obvious desire not to be associated with campaigns of this nature.

Regards.

Keith Chval, Member
District 86 Board of Education

From: [REDACTED]
Sent: Wednesday, November 18, 2020 1:11 PM
To: Chval,Keith <kchval@hinsdale86.org>; Hanson,Cynthia <chanson@hinsdale86.org>
Cc: Covino,Christopher <ccovino@hinsdale86.org>; [REDACTED]; [REDACTED]; Board of Education <boe@hinsdale86.org>; Daniel Levinthal [REDACTED]
Subject: Re: Upcoming PTAC meeting

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From: Chval,Keith <kchval@hinsdale86.org>
Sent: Wednesday, November 18, 2020 11:08 AM

To: Daniel Levinthal [REDACTED] Hanson, Cynthia
<chanson@hinsdale86.org>
Cc: Covino, Christopher <ccovino@hinsdale86.org>; [REDACTED]
[REDACTED] Susan Owens [REDACTED]; The Law
Office of Patricia Kladis Schiappa <patricia@pkslaw.com>; Board of
Education <boe@hinsdale86.org>; [REDACTED]
Subject: Re: Upcoming PTAC meeting

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If the Administration and Board weren't sincerely interested in engaging with stakeholders, in providing for additional avenues for that to occur, in using the input and feedback through those efforts to inform its efforts, why bother with creating and continuing with a PTAC in the first place? It would be so much easier just to shut it down rather than have individuals, members, attempt to twist it to be used as some off-base claim of lack of respect, poor intentions, nefarious plans, etc etc.

Must be either stupid, and/or gluttons for punishment I guess.

Or...maybe.....actually interested in and valuing the benefits to the District and its students in spite of the incessant discordant noise of the few. My admiration and appreciation to the Administration and Board members for sticking with it.

Have a great day!
Keith

Keith Chval, Member
District 86 Board of Education

From: [REDACTED]
To: [REDACTED]
Cc: [Chval,Keith](#); [Hanson,Cynthia](#); [Covino,Christopher](#); [Board of Education](#); [Daniel Levinthal](#)
Subject: Re: Upcoming PTAC meeting
Date: Wednesday, November 18, 2020 1:44:14 PM

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Dear all, To be clear, I really appreciate Chris C and Eric M spending so much time with [REDACTED] and me at our meeting. I believe they are sincere. To repeat, I am not in PTAC and have no comment on their experience. Sadly, I do find no attempt at learning from stem professionals and stem-oriented families in the community, or any listening process at all with the community, regarding curricular "alignment." Of course, the biggest problem with a huge unpiloted curricular experiment is just that it is a terrible idea, full stop. Lowering expectations for any group of students is another terrible idea. Despite the kindness and good intentions of Chris and Eric and others in the leadership, I must oppose this misguided definition of curricular "alignment." We need equity thru excellence and more for all, not less. [REDACTED]

Sent from my iPhone

On Nov 18, 2020, at 1:11 PM, [REDACTED] wrote:

Sadly, there is no GOTCHA moment here, Mr. Chval. In good faith [REDACTED] and I met with Dr. Covino earlier this fall and he was extremely generous with his time. We had meaningful engagement on curriculum concerns, which included his acknowledgement that there were improvements that could be made on community engagement on curriculum issues. My email was a legitimate request to learn if he had sent the PTAC committee members the materials for this week's meeting, even if not yet posted on Board Docs. He has not responded to my email, but others have and sadly they did not get materials to prepare for the meeting. So, I am left disappointed that he may have just been paying me and [REDACTED] lip service when we met. You may not like hearing this criticism, and no doubt don't care at all what I have to say, but in fact, you should want the administration to do better in "simple ways" such as providing prep materials to community members who have stepped up to give their time to meaningfully engage. And the PTAC chair -- Ms. Hanson -- should want the same.

From: Chval,Keith <kchval@hinsdale86.org>
Sent: Wednesday, November 18, 2020 11:08 AM

To: Daniel Levinthal [REDACTED] Hanson, Cynthia
<chanson@hinsdale86.org>

Cc: Covino, Christopher <ccovino@hinsdale86.org>; [REDACTED]
Susan Owens [REDACTED]; The Law Office of Patricia Kladis Schiappa
<patricia@pkslaw.com>; Board of Education <boe@hinsdale86.org>; [REDACTED]
[REDACTED]

Subject: Re: Upcoming PTAC meeting

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If the Administration and Board weren't sincerely interested in engaging with stakeholders, in providing for additional avenues for that to occur, in using the input and feedback through those efforts to inform its efforts, why bother with creating and continuing with a PTAC in the first place? It would be so much easier just to shut it down rather than have individuals, members, attempt to twist it to be used as some off-base claim of lack of respect, poor intentions, nefarious plans, etc etc.

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Or...maybe.....actually interested in and valuing the benefits to the District and its students in spite of the incessant discordant noise of the few. My admiration and appreciation to the Administration and Board members for sticking with it.

Have a great day!
Keith

Keith Chval, Member
District 86 Board of Education

From: Daniel Levinthal [REDACTED]
Sent: Wednesday, November 18, 2020 12:06 AM
To: Hanson, Cynthia <chanson@hinsdale86.org>

Cc: Covino, Christopher <ccovino@hinsdale86.org>; [REDACTED]
Susan Owens [REDACTED]; The Law Office of Patricia Kladis Schiappa
<patricia@pkslaw.com>; Board of Education <boe@hinsdale86.org>; [REDACTED]
[REDACTED]

Subject: Re: Upcoming PTAC meeting

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Dear Board Member Hanson,

I wanted to respond to you, the Chair of PTAC, prompted by [REDACTED] communication.

I have attached communications regarding PTAC from July 2020, in part mine, requesting that the slide presentations be released to the committee in advance of the meeting. I expressed that if the true goal of the committee was meaningful collaboration between the Board, Administration, students and parents, the option of preparation for the meeting necessitated the courtesy of advance distribution of the content.

To date, that level of courtesy has not been afforded the members of PTAC. I specifically use the word courtesy because courtesy flows from respect, and to date, PTAC has not been respectful of the value of the time each member has dedicated to attendance. Instead of merely attending though, I think most community members of the committee aspired to actual participation. In its current format and execution, participation is strictly smoke and mirrors. Instead, non-D86 employee members of PTAC are far more accurately described simply as, observers.

Regretfully, due to the Covid surge and work demands, I may not be able to attend this week's PTAC meeting, but in looking at the agenda I noticed the item grading philosophy.

What does grading philosophy mean though? From research, supposition, as well extrapolating the administration's efforts thus far to win the curriculum race to mediocrity by degradation of rigor masquerading as equity, I suspect grading philosophy is code speak for standards based grading, which can be considered a controversial topic. Hopefully I am wrong, but that agenda item is definitely of interest for both the mystery of it's meaning as well as the potential animosity it may inculcate. Without the presentation in advance though, I can only imagine.

If meaningful collaboration is a desired function of the PTAC, the only way that can occur is by distributing the details of the topics on the agenda in advance to allow the members to process and prepare, and by allowing ample time for open comments and questions from the floor during the meeting.

That has not been the case though, and betrays an underlying disrespect for the value and time of every member on the committee who volunteered to participate.

If PTAC is strictly a show pony to serve as a check box for community involvement, I think the Board should fully embrace that function and treat it for what it is, an informational meeting to preview almost fully formed and predetermined actions planned by the Administration. There is no shame in multiple communication modalities.

However, if there was any desire to make the committee functionally collaborative, contributory and meaningful, then an overhaul of the format, timing and goals is indicated to make the committee's work worthy of the value of so many peoples time and participation.

Respectfully,
Dan Levinthal

On Nov 17, 2020, at 5:16 PM, [REDACTED]
wrote:

Good Afternoon Dr. Covino.

When [REDACTED] and I met with you earlier this fall, we expressed our concern that the PTAC committee is not provided the materials that will be discussed with them in advance of the meetings, with sufficient time that they read them, process them and come prepared to discuss the topics. As I explained, simply having the committee sit through a lengthy presentation and then have insufficient time to provide meaningful input or participate in meaningful discussion, leads to the perception by committee members, that the PTAC committee meetings are "all for show" and are used by the administration to claim that the community has been "engaged". In fact, committee members have publicly stated that the opposite is true.

When we met, you agreed that this would be something that could be "improved" so that the committee members can actually engage. In anticipation of this Thursday's PTAC meeting, I checked Board Docs just now to see what is on the agenda. Once again, there is just a bare bones agenda with no materials for anyone in the community to review.

Can you advise whether **committee members** were emailed the documents to review before the meeting, and if so, when they will be posted on Board Docs for everyone else to review? If not, can you advise whether they will have a meaningful opportunity to review the materials in advance of the meeting.

Since you have copied my past emails to the BOE, I will do so myself this time. I have also copied [REDACTED] and a few members of the past and/or current PTAC committee.

Thank you in advance for the information.

Respectfully submitted,

[REDACTED]

From: [Daniel Levinthal](#)
To: [Hanson,Cynthia](#)
Cc: [Covino,Christopher](#); [Board of Education](#)
Subject: Re: Upcoming PTAC meeting
Date: Wednesday, November 18, 2020 1:32:20 PM

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Dear Ms Hanson,

Thank you for the response, and duly noted.

An adage I learned long ago regarding group participation activities is if you aren't sitting at the table, you are on the table.

Therefore I would like to remain on the committee.

Thanks
Dan

Sent from my iPhone

On Nov 18, 2020, at 1:12 PM, Hanson,Cynthia <chanson@hinsdale86.org> wrote:

Good afternoon, Dr. Levinthal;

First, I want to thank you for submitting your application to serve on the Parent Teacher Advisory Committee for the 2020-2021 term. I also want to congratulate you on being chosen to serve from among the large number of applications that we received. And lastly, I am sorry to hear that you might not be able to attend our meeting tomorrow. Knowing a bit about your (paid) professional responsibilities, I understand and thank you for that work during this difficult COVID time.

[PTAC meeting 9/17/2020](#)

I inserted the link to the agenda of our Kick-Off PTAC meeting from September 17. You will find the purpose of PTAC under agenda item 2.3, recall that each committee member was given a PTAC Field Guide and that District Attorney Steve

Richart came to our meeting give an overview on being a member of a board committee, legal considerations. As Chair of this Committee, I take that responsibility very seriously.

Members of special committees of the Board of Education are subject to OMA requirements and at times have access to information that is pre-decisional and could be sensitive. It is information that needs to be presented **in context**, that is, in the working session of the committee. It is also a protection that the information is not discussed in spaces that could potentially violate OMA. I have removed anyone who does not serve on the PTAC committee from this email response in addition to those PTAC members who have expressed a desire to be removed from this thread. With your initial email to me that included a handful of others, there were seven members of PTAC in that email thread. As a reminder and per our presentation from Steve Richart, OMA quorum is 11. Also within your initial email correspondence, you provided a PDF of an email that you had dispersed in a discussion among the PTAC Committee Members. Because you included members of the community that do not serve on PTAC, you have now shared and dispersed personal email addresses of community committee members. I will mention that it was brought to my attention that within a Facebook closed group, someone who does not serve on the PTAC committee also shared a screenshot of an email discussion among PTAC members that included **email addresses of the students**. It is vital and imperative to be cognizant of the roles and responsibilities that come with serving on a Board Committee, and I am asking you to review those within your Field Guide and the presentation that was given by Attorney Steve Richart.

I appreciate your thoughts, but I also hope that you see the reasons for the structure and that there are important responsibilities that come with serving in this capacity. If you no longer feel that serving on The Parent Student Advisory Committee is a role that you would like to continue in, please let me know.

Cynthia Hanson

Board Member, Hinsdale TWP High School District 86

From: Daniel Levinthal [REDACTED]

Sent: Wednesday, November 18, 2020 12:06 AM

To: Hanson, Cynthia <chanson@hinsdale86.org>

Cc: Covino, Christopher <ccovino@hinsdale86.org>; [REDACTED]

Susan Owens [REDACTED]; The Law Office of Patricia Kladis Schiappa <patricia@pkslaw.com>; Board of Education <boe@hinsdale86.org>; [REDACTED]

Subject: Re: Upcoming PTAC meeting

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Respectfully,
Dan Levinthal

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wrote:

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Thank you in advance for the information.

Respectfully submitted,

[REDACTED]

From: [The Law Office of Patricia Kladis Schiappa](#)
To: [Daniel Levinthal](#); [Hanson,Cynthia](#)
Cc: [Covino,Christopher](#) [REDACTED]; [Susan Owens](#); [Board of Education](#); [REDACTED] [Chval,Keith](#); [Hanson,Cynthia](#)
Subject: RE: Upcoming PTAC meeting PLEASE REMOVE MY NAME FROM THIS EMAIL EXCHANGE
Date: Wednesday, November 18, 2020 12:35:29 PM

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All-

Please remove my name from this email exchange. I have never met Dan Levinthal or [REDACTED] nor have I had any conversations with them. I did not ask anyone to copy and forward my email to you as Dan Levinthal has done. I also did not speak to any one on this thread regarding the contents of any of their emails. I did not review their emails in advance and do not appreciate the appearance that I am somehow working in concert with them.

I had a very brief text exchange from another community member asking if I was still on PTAC and whether I received board documents in advance. I replied that I presumed I was still a member and had not received any documents in advance. I have not discussed PTAC issues with anyone in the community for several months (since our last meeting---whenever that was).

Please be advised that if I have any questions, issues or concerns regarding anything D86, you will be hearing from me directly.

Sincerely,
Patricia Kladis-Schiappa

From: Daniel Levinthal [REDACTED]
Sent: Wednesday, November 18, 2020 12:06 AM
To: chanson@hinsdale86.org
Cc: ccovino@hinsdale86.org; [REDACTED] Susan Owens
[REDACTED]; [The Law Office of Patricia Kladis Schiappa <patricia@pkslaw.com>](mailto:patricia@pkslaw.com);
[D86 BOE <boe@hinsdale86.org>](mailto:boe@hinsdale86.org); [REDACTED]
Subject: Re: Upcoming PTAC meeting

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However, if there was any desire to make the committee functionally collaborative, contributory and meaningful, then an overhaul of the format, timing and goals is indicated to make the committee's work worthy of the value of so many peoples time and participation.

Respectfully,
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Thank you in advance for the information.

Respectfully submitted,

[REDACTED]

From: [Daniel Levinthal](#)
To: [Chval,Keith](#)
Cc: [Hanson,Cynthia](#); [Covino,Christopher](#); [REDACTED] [Susan Owens](#); [The Law Office of Patricia Kladis Schiappa](#);
[Board of Education](#); [REDACTED]
Subject: Re: Upcoming PTAC meeting
Date: Wednesday, November 18, 2020 11:55:51 AM

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Dear Mr Chval,

When you write, “ If the Administration and Board weren't sincerely interested in engaging with stakeholders, in providing for additional avenues for that to occur, in using the input and feedback through those efforts to inform its efforts, why bother with creating and continuing with a PTAC in the first place?”

All I can say is, I have the exact same question.

Thanks
Dan

Sent from my iPhone

On Nov 18, 2020, at 11:10 AM, Chval,Keith <kchval@hinsdale86.org> wrote:

Why does it always feel like these emails are trying to play a game of "gotcha," drafted more for re-publication to preen to "followers" on social media than for attempting to engage in good-faith dialogue and improving whatever process is the cause du jour? And always the assumptions and jumping to conclusions of impure and nefarious intentions of others. Have never understood where that comes from, or what pleasure can be derived from it.

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Have a great day!

Keith

Keith Chval, Member
District 86 Board of Education

From: Daniel Levinthal [REDACTED]

Sent: Wednesday, November 18, 2020 12:06 AM

To: Hanson,Cynthia <chanson@hinsdale86.org>

Cc: Covino,Christopher <ccovino@hinsdale86.org>; [REDACTED]

Susan Owens [REDACTED]; The Law Office of Patricia Kladis Schiappa
<patricia@pkslaw.com>; Board of Education <boe@hinsdale86.org>; [REDACTED]

Subject: Re: Upcoming PTAC meeting

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Thank you in advance for the information.

Respectfully submitted,

[REDACTED]

From: [REDACTED]
To: [REDACTED]; [Hanson, Cynthia](#)
Cc: [Covino, Christopher](#); [REDACTED]; patricia@pkslaw.com; [Board of Education](#); [REDACTED]
Subject: Re: Upcoming PTAC meeting
Date: Wednesday, November 18, 2020 8:51:57 AM

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Dear all,

Thank you for including me in this conversation. While i am not a member of PTAC, i find it only too credible that parents with plenty of expertise on STEM careers and necessary STEM course preparation are not being sought out or listened to in this curricular "alignment" process. Whenever we have tried to speak, we have been ignored--or notoriously, even silenced.

I place "alignment" in quotes because in this conversation, the term really means radical experiment by lowering standards for all. It is "alignment" only by harming everyone. I can't say it harms everyone equally because families with options will move their kids to private school or move elsewhere. Families with options can be commanded, but they don't need to obey. Families who moved here for a better life, and absolutely depend on their public schools to deliver the necessary preparation, will be harmed the most, with expensive remedial education if their children seek a serious STEM program in college and career.

"Alignment" could much more properly mean "excellence for all," with all students met where they are, all special needs accommodated including the needs of advanced students, and plenty of pathways for our late bloomers to rise. Experimental courses must be piloted first with small groups of students and rigorous data analysis. Meanwhile, a classic curriculum should be equally offered to all students. I approve of a new emphasis on summer school for enrichment and advancement, not just credit recovery.

As we listen to the community, we should especially seek out child poverty survivors who are STEM professionals now. How did they do it? They had to excel on a whole series of high-stakes tests that are absolutely required for a career in STEM, including medicine. There is no way to avoid this testing. The field of STEM never can or will get any easier. We don't have a choice about ithe inherent standards and high challenge of STEM as well as other academic fields. Our only choice is to prepare our kids for the reality, or to live in fantasy land and not prepare them.

Sadly, I agree that the perspective of the many people in our community with expertise in STEM and the high school preparation necessary for success are NOT being heard. We have been lied to in the past on whether teachers really agree with these proposed experimental courses, so it is impossible to believe they are all on board with them now.

Our only hope is to elect a new board that will quickly rescind and prevent these changes as they restore the common sense agenda of equity through excellence for all.

Sadly but sincerely, [REDACTED]

-----Original Message-----

From: Daniel Levinthal [REDACTED]
To: chanson@hinsdale86.org
Cc: ccovino@hinsdale86.org <ccovino@hinsdale86.org>; [REDACTED] Susan Owens [REDACTED]; The Law Office of Patricia Kladis Schiappa <patricia@pkslaw.com>; D86 BOE <boe@hinsdale86.org>; [REDACTED]

Sent: Wed, Nov 18, 2020 12:06 am
Subject: Re: Upcoming PTAC meeting

Dear Board Member Hanson,

I wanted to respond to you, the Chair of PTAC, prompted by [REDACTED] communication.

I have attached communications regarding PTAC from July 2020, in part mine, requesting that the slide presentations be released to the committee in advance of the meeting. I expressed that if the true goal of the committee was meaningful collaboration between the Board, Administration, students and parents, the option of preparation for the meeting necessitated the courtesy of advance distribution of the content.

To date, that level of courtesy has not been afforded the members of PTAC. I specifically use the word courtesy because courtesy flows from respect, and to date, PTAC has not been respectful of the value of the time each member has dedicated to attendance. Instead of merely attending though, I think most community members of the committee aspired to actual participation. In its current format and execution, participation is strictly smoke and mirrors. Instead, non-D86 employee members of PTAC are far more accurately described simply as, observers.

Regretfully, due to the Covid surge and work demands, I may not be able to attend this week's PTAC meeting, but in looking at the agenda I noticed the item grading philosophy.

What does grading philosophy mean though? From research, supposition, as well extrapolating the administration's efforts thus far to win the curriculum race to mediocrity by degradation of rigor masquerading as equity, I suspect grading philosophy is code speak for standards based grading, which can be considered a controversial topic. Hopefully I am wrong, but that agenda item is definitely of interest for both the mystery of it's meaning as well as the potential animosity it may inculcate. Without the presentation in advance though, I can only imagine.

If meaningful collaboration is a desired function of the PTAC, the only way that can occur is by distributing the details of the topics on the agenda in advance to allow the members to process and prepare, and by allowing ample time for open comments and questions from the floor during the meeting.

That has not been the case though, and betrays an underlying disrespect for the value and time of every member on the committee who volunteered to participate.

If PTAC is strictly a show pony to serve as a check box for community involvement, I think the Board should fully embrace that function and treat it for what it is, an informational meeting to preview almost fully formed and predetermined actions planned by the Administration. There is no shame in multiple communication modalities.

However, if there was any desire to make the committee functionally collaborative, contributory and meaningful, then an overhaul of the format, timing and goals is indicated to make the committee's work worthy of the value of so many peoples time and participation.

Respectfully,

Dan Levinthal

On Nov 17, 2020, at 5:16 PM, [REDACTED] wrote:

Good Afternoon Dr. Covino.

When [REDACTED] and I met with you earlier this fall, we expressed our concern that the PTAC committee is not provided the materials that will be discussed with them in advance of the meetings, with sufficient time that they read them, process them and come prepared to discuss the topics. As I explained, simply having the committee sit through a lengthy presentation and then have insufficient time to provide meaningful input or participate in meaningful discussion, leads to the perception by committee members, that the PTAC committee meetings are "all for show" and are used by the administration to claim that the community has been "engaged". In fact, committee members have publicly stated that the opposite is true.

When we met, you agreed that this would be something that could be "improved" so that the committee members can actually engage. In anticipation of this Thursday's PTAC meeting, I checked Board Docs just now to see what is on the agenda. Once again, there is just a bare bones agenda with no materials for anyone in the community to review.

Can you advise whether **committee members** were emailed the documents to review before the meeting, and if so, when they will be posted on Board Docs for everyone else to review? If not, can you advise whether they will have a meaningful opportunity to review the materials in advance of the meeting.

Since you have copied my past emails to the BOE, I will do so myself this time. I have also copied [REDACTED] and a few members of the past and/or current PTAC committee.

Thank you in advance for the information.

Respectfully submitted,

[REDACTED]

From: [Holly Bartecki](#)
To: [Holly Bartecki](#)
Subject: FYI School News: October 19, 2020
Date: Monday, October 19, 2020 5:39:51 PM
Attachments: [image001.png](#)

CAUTION: This email originated from outside of the Hinsdale D86 System. Do not click links or open attachments unless you recognize the sender's email and know the content is safe.



10.19.20

NATIONAL NEWS / TRENDS

[How a team of instructional coaches helps turn around low-performing schools](#)

Education Dive, 10.19.20

Administrators in Greenville County Schools, South Carolina, deploy a team of instructional coaches to schools that have been identified as needing support, District Administration reports. The initiative, called Focused School Support, is designed to help teachers improve during a two- to three-year intervention. The initiative started in 2017 after test scores revealed students in high-poverty Title I schools were underperforming. The approach provides targeted, multi-tiered support with monthly meetings with school leaders, instructional coaches and academic specialists. After reviewing data, the team conducts classroom observations and instructional modeling and coaches teachers in multi-week cycles. The program starts with teachers who are enthusiastic about receiving coaching, who turn into advocates for the program. Several schools have exited the program and continue to show positive outcomes.

[Is it time to stop segregating kids by ability in middle school math?](#)

The Hechinger Report, 10.17.20

Instead of sixth and seventh graders being divided into lower and accelerated levels, the students take classes of equal rigor but sometimes work in small groups, split up to practice specific skills, or pair up with another student who can guide them through a problem. Also, students in accelerated math were struggling when they entered high school, having failed to pick up the skills they needed. Math is the most-tracked subject in school.

[School bus driver in New York arrested for driving drunk with students onboard](#)

WROC, 10.16.20

A school bus driver in Gates, New York faces multiple criminal charges after she was found to be driving with a blood alcohol content higher than the legal limit – with students onboard. According to a release from the Gates-Chili Central School District, “unusual activity and an unauthorized stop” Friday morning

prompted school officials to contact police to investigate. It was then determined that the bus driver was operating the vehicle with a blood alcohol level over the New York state legal limit. The bus driver's name has not yet been released. There were six students on the bus, according to district officials. They say the driver will be charged with five counts of operating a motor vehicle while under the influence of alcohol with a person under the age of 16 in the vehicle.

[Summers off makes no sense: Former US Education Secretary Arne Duncan calls for year-round schooling](#)
Yahoo! Finance, 10.16.20

The challenges that face the U.S. education system are often overlooked during an election year, but COVID-19 has thrust the needs of parents, teachers, and students to the forefront. Former Secretary of Education Arne Duncan joined Yahoo Finance to discuss the pandemic's effect on the national education system and why the K-12 model needs fixing as the debate over virtual learning continues to be hashed out in school districts across the country. Secretary Duncan, now a member of the Emerson Collective — a social change organization focused on education, immigration reform, the environment, media and journalism, and health — tells Yahoo Finance that fundamental changes need to be made to the U.S. education system. One measure he believes would better serve American children better is year-round schooling. Duncan tells Yahoo Finance that the COVID-19 pandemic has revealed the deep disparities and inequities across American society, and education isn't immune from those harsh realities.

[Large, Well-Off Suburban Districts Most Likely to Get Hacked](#)

Education Week, 10.15.20

Big. Wealthy. Suburban. Those are the school districts most likely to report a data breach, according to a report released Thursday by the Government Accountability Office, Congress' investigative arm. Cybersecurity is an especially sensitive issue right now, as schools around the country are operating virtually to avoid spreading COVID-19. The agency found that districts where 25 percent or fewer students are eligible for free or reduced-price lunch comprised 26 percent of reported breaches, although they make up only 15 percent of all districts across the country. And it found that suburban districts were more likely to be the target of attacks than urban or rural districts. Suburban districts made up 61 percent of districts with breaches, although they are only 39 percent of school districts overall. On the other hand, rural districts comprised 21 percent of districts with reported breaches even though they make up 42 percent of school districts overall. Urban districts comprise 19 percent of all districts, but 17 percent of districts with reported data breaches. What's more, larger districts also tend to be targets of reported attacks more often than smaller districts. School districts with fewer than 1,000 students comprise 60 percent of all districts, but just 18 percent of those with reported hacks. Meanwhile, districts with more than 10,000 students make up just 5 percent of districts overall, but comprised 30 percent of reported hacks.

[New Civil Rights Data Shows Increase in Reports of Sexual Violence at School](#)

The 74 Million, 10.15.20

The release of the Civil Rights Data Collection— used to monitor disparities and access to courses and other services — was held up by the coronavirus. In addition, the delayed 2019-20 collection will be conducted during the current school year. The department also announced last year that it was working to improve the quality of the 2017-18 data. The brief on sexual violence and assault was used to highlight the department's new Title IX rule that went into effect in August and requires schools to make significant changes in how they investigate and address sexual harassment and violence. In 50 school districts, the civil rights office conducted more in-depth reviews when it found data that appeared out of the normal range. The agency, the brief said, is also conducting compliance reviews to investigate how cases are handled.

Some civil rights attorneys, however, wonder if the data review process has really improved. Some questioned, for example, the accuracy of state breakdowns of sexual assault data.

[The 'Enrichment Gap' Is Widening. Students' Social-Emotional Development Is at Risk.](#)

Ed Surge, 10.14.20

Through enrichment, children form bonds with peers and mentors and find sustenance for their passions, interests and social-emotional development. Approximately 70 percent of afterschool care and enrichment providers—most operating through schools—shuttered due to the pandemic, and most summer camps were cancelled. Students can't thrive academically without sustenance for their passions, social and emotional health and supportive relationships with mentors and coaches.

STATE NEWS/ TRENDS

[Working For Chicago: Illinois Central School Bus Hiring Dozens Of Drivers](#)

CBS Chicago, 10.19.20

As the Chicago Public Schools and other districts grapple with the idea of bringing kids back into the classroom, busing companies say they're ready to roll. In fact, one local company is hiring dozens of drivers. CBS 2's Tim McNicholas is Working for Chicago, with opportunities and options to help you drive through this recession. More than \$10 million worth of buses are stopped at a bus barn at 26th Street and Western Avenue. Dumas and Illinois Central School Bus drivers hope to put more of the buses into use in the months ahead. The company works with the Chicago Public Schools and other districts. Dumas already picked up one route this week — her first in months. The company is confident there will be more demand soon. Contract manager Cynthia Sosnowski said they are looking for 40 to 50 new drivers. You don't need experience driving a bus. The company said if you're interested, they will train you and cover the fees for the special license you'll need. You can kick the tires full or part time. Pay ranges from \$14 to \$21 per hour.

[Illinois Lottery money for Common School Fund declines](#)

The Center Square, 10.15.20

Illinois schools will get less money from the Illinois Lottery this year. Officials reported the Lottery's contribution to the Common School Fund in fiscal 2020 would be about \$60 million less than its statutory obligation. The department estimated it will transfer \$689 million to the Common School Fund, which is \$57 million less than its obligation and about \$42 million less than the previous year. The Illinois Lottery said it contributed a record amount of money to school districts in fiscal year 2019, with over \$731 million going to the Common School Fund. Since 1985, the lottery reports it has contributed \$20 billion to the fund, which is designed to assist public schools in Illinois. The Lottery report said the pandemic affected sales during the Gov. J.B. Pritzker's stay-at-home order, but sales later rebounded. The report also said the pandemic could continue to affect the department. Ben Schwarm, the deputy executive director for the Illinois Association of School Boards, said the decline in lottery revenue combined with less money from sales taxes, income taxes and other gambling taxes will affect Illinois schools.

INDIVIDUAL SCHOOL DISTRICTS

District 6

[Some Waverly parents have lost trust in board, superintendent](#)

Fox Illinois, 10.15.20

Parents in the Waverly School District are outraged after a board meeting Wednesday night left both of their schools without leadership. Now, they are fearful for the safety of their own children. "Asinine," "outrageous," and "scary" are just a few of the words parents around Waverly are using to describe the actions of the school board and Superintendent Dustin Day over the last few weeks. The resignations of former principals Tammy Hermes and Brian Cook come as the immediate aftermath to Day returning to work amid allegations of sexual harassment and ethical misconduct by the two principals. Hermes and Cook both opened the meeting by reading their resignation letters to the 100 person crowd, the board, and Day. Day did not look at either of them during that time and the crowd let him hear it. The crowd yelled to Day to, "Look at her," and repeatedly called Day and the board cowards. Later in the meeting, the board accepted the resignations of the principals, but tabled the decision to name interim ones. This would leave Day as the sole administrator for both schools, and this was the last straw for many parents. In an email, Waverly parent Stefanie Ortman said, "The school board's inability to give parents a plan to ensure our children's safety is absurd."

[Waverly board meeting fuels controversy, but doesn't solve it](#)

Fox Illinois, 10.15.20

At Wednesday night's Waverly School District board meeting, now-former principals Tammy Hermes and Brian Cook got an opportunity to address the board, the public and Superintendent Dustin Day. They used the opportunity to say final goodbyes to a community that they have come to know and love during their tenure in Waverly. The resignations of Hermes and Cook come as the immediate aftermath to Day returning to work amid allegations of sexual harassment and ethical misconduct by the two principals. There were close to 100 people piled into Waverly High School's gym to witness the statements by Hermes and Cook. To begin the meeting, Mike Keeton — the president of the seven member, all male board — addressed the crowd and told them he would not hesitate to shut the meeting down if it began to get out of hand or if people starting yelling or berating the board or Day out of turn. Hermes spoke first, then Cook. They were both very emotional when addressing the crowd. They asked that this stand by them to resign after the reinstatement of Day does not go in vain. Hermes told the board this sends a clear message to the rest of the district and the community what will be allowed in the future. The crowd was mainly there in support of the principals. However, there was one former board member there named Valerie Duwer, who served on the Waverly board for 12 years from 2006-2018, who told everyone that the board is doing their best to make the right decisions for the community.

District 10

[Altamont grade school teachers seek reading change](#)

Effingham Daily News, 10.16.20

Altamont Unit 10 school board members heard from grade school teachers who are concerned about the current reading curriculum. Sally Zimmerman, a first grade teacher, began the discussion with the board, with all grade school teachers in attendance at the meeting. She went over the nine components to effective research-supported reading instruction. The first component is phonemic awareness, letter knowledge and concepts of print. Zimmerman said she has had kids in the first grade this year who don't understand they need to go to the next line in a paragraph to read. She said some students don't know the difference between a letter and a word. Zimmerman thinks some parents aren't reading to their kids as they did in years past.

District 61

[Decatur teachers speak out after dozens told they aren't meeting grading policy](#)

Fox Illinois, 10.16.20

Decatur Public Schools teachers are speaking out after more than 30 of them were reprimanded for not meeting district grading guidelines. She was confused at first as to why she even got a letter. A while back, Assistant Superintendent Jeff Dase said they were looking at midterms, which is also known as a progress report, and noticed some teachers had a lot of grades not posted. That's when he told principals to contact those teachers, including Peckert, to have a fact-finding meeting. Peckert has been following exactly what their teacher handbook is telling them to do. The reason she wasn't meeting the district standards is because of the way her grading system is built. She uses the standards-based grading system. She said her students are scored on a number system instead of the typical 'A' through 'F' grading scale. Then if a teacher hasn't covered a certain lesson, the handbook tells them to place an 'X' on the progress report.

District 99

[District 99 controller wins prestigious award](#)

My Suburban Life, 10.16.20

Community High School District 99 Controller Mark Staehlin has been recognized by the Illinois Association of School Business Officials (IASBO) as its 2020 Monarch Award Winner, the highest honor ASBO bestows upon its members. The award is not just a measure of extraordinary deeds or a lengthy career, it is a recognition of those school business officials who, throughout their career and lifetime, have demonstrated excellence in service to their school district, communities and their profession. This award is a celebration of the best school business management has to offer, according to ASBO.

District 186

[District 186 urges families to get immunization forms submitted](#)

Fox Illinois, 10.16.20

Oct. 15 is the state deadline for immunization and physical forms. The Illinois State Board of Education recently changed guidelines. As of Oct. 14, 827 District 186 students still have not submitted their physical or immunization forms. At first, the state was going to exclude students from remote learning. However, they changed guidance earlier this week. Students without the forms can still learn remotely; they just can't enter the school building. District 186 Superintendent Jennifer Gill said students won't be able to participate in any after-school programs or athletics without the form. Gill is urging families to get these forms done as soon as possible. The district can help parents with any questions or concerns.

District 205

[How Deep In Hole Is D-205 Financially?](#)

Patch, 10.16.20

Like most government entities, Elmhurst School District 205 is encountering historically unusual difficulties. And that is having an impact on its budget. The district projects a \$5.5 million deficit this budget year. Here's what Moyer said is causing the deficit: \$2 million increase in maintenance over the previous year \$1.6 million more for salaries and benefits over the previous year \$1.2 million for pandemic-related spending Moyer said many factors in personnel spending are unknown — how many stipends will be fulfilled, what will substitute costs be, how many aide positions will be filled. With a quarter of the budget year passed, the district's overall income is up 1.3 percent this year and property tax revenue is up by about 1 percent, lower than the 2.1 percent projected, the board learned.

District 206

[Bloom 206 Provides Families with Free Smoke Detector Batteries](#)

Patch, 10.19.20

In honor of Fire Prevention Month, Bloom Township High School district 206 has launched a program

allowing families to receive free batteries for smoke detectors. The program came from an internal discussion that resulted from the work of some observant teachers in the district, who noticed a familiar beeping while remote learning was taking place with their students. Any Bloom 206 family interested in receiving a free smoke detector battery is encouraged to fill out this form. If the district does not have the battery needed, a \$5 gift card will be provided for the purchase.

HOLLY BARTECKI | *EXECUTIVE VICE PRESIDENT*

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