

Superintendent Report to the Board of Education
Regular Meeting, Geneseo CUSD 228 Board of Education
September 10, 2015

Please see the items for review and associated addendum pages for your edification.

1. Academic Targets Project (Board Goal)

The primary goal of the Academic Targets work is to expand upon the work that has been completed within the Atlas Online Curriculum Management System. To review, teachers have worked collaboratively to enter in the most essential learning standards and instructional objectives for each course that is taught in the District. This is the section we could call Stage 1 of Atlas, and it is visible publicly from the link called "Curriculum" on the District webpage.

Stage 2 of Atlas has been completed where teachers have entered the types of formative assessments (more of the informal, episodic monitoring systems) and summative assessments (more of a conclusive, comprehensive measurement system) into the Atlas System. These items are not viewable publicly as in many cases, the teachers have uploaded the actual test/assessment itself.

Our next step is to make sure that teachers identify the "essential" assessments for each course that would align with the "essential" learning standards. They would also need to identify what would be a score that should be attained to determine that a child is "ON TARGET" based upon the instruction for that curriculum at the time of the assessment.

For example, in Grade 2 Reading, there may be an expectation that in October a student should perform at a certain level on a Running Record on a specific passage from their guided reading.

Included in this report is a copy of a report from Atlas that would demonstrate how teachers have entered their assessments already in Stage 2. So what you will find in our next step is to make sure that we reinforce the alignment of the curriculum and the assessment, and that teachers have identified the performance levels necessary to meet "standard".

2. KIDS Assessment

In 2010, then State Superintendent Dr. Chris Koch, led the Illinois State Board of Education into a partnership to collaborate on a kindergarten readiness survey with the California Department of Education. The KIDS survey (Kindergarten Individual Development Survey) was designed to be administered individually with kindergarten students three times per year to determine whether or not a 5-6 year old was making sufficient progress in 11 different domains. The 2015-16 school year was when we were to be fully implementing the KIDS survey to kindergarten

students. Many districts that have been part of the pilot indicate that this is one of the most time-consuming processes that has ever been asked of teachers, and in many cases, those kindergarten teachers involved have requested transfers out of kindergarten.

Our district has not engaged in the training, and in fact, it is my recommendation that we do not participate in the program at all. I believe confidently in the monitoring and professionalism of our kindergarten teachers, to the extent that I would recommend that the Board consider a policy that we do not offer Kindergarten at all, but rather change our structure to begin students in Grade 1A. Kindergarten is not a mandatory grade offering, and in fact, many schools still offer only half-day programs. This will become a compliance issue should the ISBE not make a change in the mandated progression, but I believe we should start our students at grades 1A and then grade 1B. There are more detailed sheets about what KIDS looks at as an addendum to this report.

3. Senate Bill 318: Property Tax Limitation Law

The intent of the Illinois Property Tax Limitation Law (PTELL) is to limit the growth of property taxes. It caps the **total dollar amount** of property taxes (excluding taxes for bond payments) received by any district to the amount received in the year that the tax caps went into effect. Currently in PTELL counties, future property taxes can only increase by the Consumer Price Index (CPI) or 5%, whichever is less, PLUS any new property added to the tax rolls each year.

Under SB 318 and other “property tax freeze bills” for **2016 and 2017** the rate of growth would be **zero** (unless a different rate is approved by referendum).

Under SB 318, taxes for non-referendum bond payments are also capped. Annual maximum bond payments equal NON-REFERENDUM bond payments in the year tax caps go into effect—this creates a Debt Service Extension Base (DSEB).

PTELL *does not*:

- Cap or limit individual property tax assessments because the Equalized Assessed Valuation (EAV) is not capped.
- Cap or limit individual property tax bills

PTELL is currently a law in 39 of the 102 Illinois counties, though this represents approximately 80% of the state’s population. In 1991 it was legislatively mandated in 5 counties bordering Cook County. In 1995 it was extended to cover Cook County. In 1996 it was extended as an option to all other counties with voter approval. 33 additional counties have been added by voter approval. It has been defeated by 10 counties.

The impact to school districts is two-fold, by restricting the district’s financial capacity to:

a) generate revenues by limiting the total dollar amount of the taxes extended by the district for operations. This is called the Aggregate Extension Base. It would

involve funds such as the Education Fund, O & M Fund, Transportation, etc. Essentially all the levy funds except the Bond & Interest Fund would be restricted from increase in this scenario.

b) borrow funds by limiting the total dollar amount of the Taxes extended by the district for "Non Voted Debt". This is called the district's Debt Service Extension Base (DSEB). Examples here could include Working Cash Fund bonds and Health/Life Safety bonds relative to restricting increases.

The district's Aggregate Extension Base is set by December 2015 levy in both SB 318 and HB 4247. Under SB 318 and HB 4247 operating revenues will be the same for fiscal years 2017-2019, except for additions to EAV such as new construction or roll-off of TIF EAV. (We have no new TIF EAV to anticipate, and our new construction EAV would not be significant in the next few years—less than 1% of total EAV.)

Our work to prepare for PTELL has included the approval of bond issuance for both our general obligation bonds and the alternate revenues bonds as part of the voted bonding. We have also begun the process of issuing our bonds from Health/Life Safety Survey. We should consider the value of beginning the process to determining Working Cash Fund bonds for operational security. We need also clarify the promise made to the community related to tax rate and/or bond & interest tax rate. Implementation of some type of PTELL legislation has strong ramifications as it relates to the long-term budgeting board goal.

4. Compliance Reports

Members of the Board of Education should note that the District maintains compliance with the annual recognition process through posting of a number of documents. This provides transparency to the public, and is confirmed by recognition at the Regional Office of Education level and the Illinois State Board of Education.

Posted documents may be found at this web address

(<http://www.dist228.org/index-new.php?page=district/compliance/index.html>) and we work diligently to keep items as current as possible. Quick search on the left side panel of the district homepage, and a click under "Compliance Docs" should allow anyone in the world to identify these documents.

5. Health Insurance Plan Status

I am happy to report that the Health Insurance Plan continues to serve beneficiaries and the district well as we approach the end of the 3rd quarter. I have included a few pages of reports for your review as we are a couple of months away from renewal.

A few items of note:

- Medical claim costs are expected to increase 4.1% from the 2014 Plan Year based on current trends.
- Prescription Claim Costs are expected to increase 11.3% from the 2014 Plan Year.

- Thus far the 2015 PPO discounts are \$502,110, which is an average of 45.4%. This is a significant increase from previous days when we were lucky to achieve a 22% overall discount.
- The Quad City Community Healthplan has provided \$483,759 of that total discount, which is 50.5% off billed charges for 2015. This allowed our beneficiaries to access Hammond Henry, Genesis and Unity Point care.
- We continue to operate a “grandfathered plan” per the Affordable Care Act.

You will see two documents as addenda to this report, one an Active Employee Summary and one summary document for Retirees.

6. Legislative Update

Included as addenda to this report is an article from Crain’s Business report related to the implications of the “budget gamble” that the Governor and key legislators are playing by delaying the approval of any type of budget. We know firsthand from our bond issue process how the political dysfunction of our State impacts all Illinois governmental entities.

You also are receiving an Alliance Legislative Report from August 26, 2015 that shares some information from Public Act 99-0456 (which is a law signed by the Governor from approval of Senate Bill 100). This is the student discipline law that changes the procedures for suspension and expulsion of students in public schools. There will be many opportunities for legal counsel to be involved, so we continue to await guidance and regulatory advice as to how exactly this will be implemented.

7. Leadership Team Charter Updates

The due date for Leadership Team draft goals and charters is not until the end of the day, Friday, September 4, 2015. This is after the deadline that I had hoped to get this report out to all of you. Therefore, I will update you at the meeting to review all of the 8 team reports. I am including a draft of the Middle School Building Leadership Team charter for this year. I continue to be impressed with the enthusiasm, passion and energy that all these teams are putting towards their work of continuous improvement!

8. Teacher Demographics

I have included a chart that you may find interesting. It includes the age and years experience within the District for the 2015-16 school year. We continue to enjoy a great blend of ages and experience within the district to bring diversity of local cultural experiences with some infusion of “new ideas”. This has proven to be a successful combination for our schools!



Geneseo Community Unit School District 228
Search Curriculum



Search Results

Chapter 1 (Addition and Subtraction Within 1,000) (Week 1 - Week 4)

Assessment: Chapter 1 Test Summative: Test: Common Midchapter Checkpoint (Chapter 1)...

Chapter One Summative Test:Chapter One Summative Test go math chapter 1 test SE copy.pdf

Midchapter Checkpoint (Chapter 1):Midchapter Checkpoint (Chapter 1) Midchapter 1 Checkpoint.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 2 (Represent and Interpret Data) (Week 5 - Week 7)

Assessment: Chapter 2 Test Summative: Test: Common Midchapter Checkpoint (Chapter 2)...

Chapter Two Summative Test:Chapter Two Summative Test go math chapter 2 test SE copy.pdf

Midchapter 2.pdf:Midchapter 2.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 3 (Understand Multiplication) (Week 8 - Week 10)

Assessment: Chapter 3 Test Summative: Test: Common Midchapter Checkpoint (Chapter 3)...

Chapter Three Summative Test:Chapter Three Summative Test go math chapter 3 test SE copy.pdf

Midchapter 3.pdf:Midchapter 3.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 4 (Multiplication Facts and Strategies) (Week 11 - Week 13)

Assessment: Chapter 4 Test Summative: Test: Common Midchapter Checkpoint (Chapter 4)...

go math chapter 4 test SE copy.pdf:go math chapter 4 test SE copy.pdf

Midchapter 4.pdf:Midchapter 4.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 5 (Use Multiplication Facts) (Week 14 - Week 15)

Assessment: Chapter 5 Test Summative: Test: Common Midchapter Checkpoint Formative:...

Chapter Five Summative Test:Chapter Five Summative Test go math Chapter 5 Test SE copy.pdf

Midchapter 5.pdf:Midchapter 5.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 6 (Understand Division) (Week 16 - Week 18)

Assessment: Chapter 6 Test Summative: Test: Common Midchapter Checkpoint Formative:...

Chapter Six Summative Test:Chapter Six Summative Test go math chapter 6 test copy.pdf

Midchapter 6.pdf:Midchapter 6.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 7 (Division Facts and Strategies) (Week 19 - Week 22)

Assessment: Chapter 7 Test Summative: Test: Common Midchapter Checkpoint Formative:...

Chapter Seven Summative Test:Chapter Seven Summative Test go math chapter 7 test copy.pdf

Midchapter 7.pdf:Midchapter 7.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 8 (Understand Fractions) (Week 23 - Week 25)

Assessment: Chapter 8 Test Summative: Test: Common Midchapter Checkpoint Formative:...

Chapter Eight Summative Test:Chapter Eight Summative Test go math chapter 8 test copy.pdf

Midchapter 8.pdf:Midchapter 8.pdf

Math 3; **Collaboration**; Geneseo District; Grade 3; Mathematics

Chapter 9 (Compare Fractions) (Week 26 - Week 28)

Assessment: Chapter 9 Test Summative: Test: Common Midchapter Checkpoint Formative:...

Chapter Nine Summative Test:Chapter Nine Summative Test go math chapter 9 test copy.pdf

3rd Gr
MATH

What performance level do we expect for student "on target"



Geneseo Community Unit School District 228
Search Curriculum



Search Results

Introduction to Chemistry: What Matters? (Week 1 - Week 4)

Assessment: Isotopic Pennies Formative: Performance: Lab Assignment Paper...

Laboratory Activity: Laboratory Activity Isotopic...

Laboratory Activity: Laboratory Activity Thickness of Aluminum...

Laboratory Activity: Laboratory Activity chemical and physical properties.pdf CHEMICAL AND P...

Paper Chromatography: Paper Chromatography Paper Chromatography.pdf

Laboratory Activity: Laboratory Activity Separation of a Mixture.pdf

Multiple Choice Exam: Multiple Choice Exam Unit 1 MC.pdf Name: Teacher: Date: C...

Constructed Response: Constructed Response Unit 1 & 2 Free Response.pdf Name: T...

IS THIS THE
"POWER ASSESSMENT"?

COURSE Chemistry Advanced Studies Collaboration: Geneseo District; High School; Science

Unit 1: Intro to Env. Sci. and Scientific Method (Week 1 - Week 3)

Assessment: Urbanization Lab Summative: Performance: Lab Assignment Students apply...

Environmental Science Collaboration: Geneseo District; High School; Science

Unit 1: Sci. Method, Metrics, Data, Graphing, Maps (Week 1 - Week 3)

Assessment: Reaction Time Lab Summative: Performance: Lab Assignment Students apply...

Standards for Reaction Time Lab: Standards for Reaction Time Lab NGSS-Three Dimensions.pdf Three D...

Earth Science Collaboration: Geneseo District; High School; Science

Measurement and Analysis of Matter (Week 5 - Week 6)

Assessment: Introduction to Measurement Formative: Performance: Lab Assignment...

Laboratory Activity: Laboratory Activity Introduction to Measurement.pdf

Laboratory Activity: Laboratory Activity Discovering Density.pdf

Multiple Choice Exam: Multiple Choice Exam QC Exam 2.pdf Name: Teacher: Date: C...

Constructed Response Exam: Constructed Response Exam Unit 2...

Chemistry Advanced Studies Collaboration: Geneseo District; High School; Science

Unit 2: Minerals and Rocks (Week 4 - Week 6)

Assessment: Mystery Mineral Lab Formative: Performance: Lab Assignment Students...

Mystery Mineral Lab: Mystery Mineral Lab Mystery Mineral Lab.docx Mystery Minerals Lab Names: &...

NGSS - Three Dimensions: NGSS - Three Dimensions NGSS-Three Dimensions.pdf Three Dimensions of the ...

Earth Science Collaboration: Geneseo District; High School; Science

Unit 2: The Biosphere & Ecosystems (Week 4 - Week 7)

Assessment: Biome PowerPoint Formative: Project: Visual Arts Students will demonstrate...

Environmental Science Collaboration: Geneseo District; High School; Science

Unit 3: Communities & Populations (Week 8 - Week 12)

Assessment: Competition Lab Formative: Performance: Authentic Task Students will work...

Environmental Science Unit 3 Test.pdf: Environmental Science Unit 3 Test.pdf ENVIRONMENTAL SCIENCE ...

Environmental Science Collaboration: Geneseo District; High School; Science

Atomic Structure (Week 7 - Week 9)

Assessment: Flame Tests Formative: Performance: Lab Assignment Electron Energy and...

Laboratory Activity: Laboratory Activity Flame Test.pdf

POGIL Activity: POGIL Activity 12 Electron Energy and Light-S.pdf Electron Energy and L...

POGIL Activity: POGIL Activity 13 Electron Configuration-S.pdf Electron C...

POGIL Activity: POGIL Activity 14 Cracking the Periodic Table Code-S.pdf Cracking the P...

Multiple Choice Exam: Multiple Choice Exam Atomic Structure multiple choice.pdf Atomic S...

Chemistry Advanced Studies Collaboration: Geneseo District; High School; Science

About KIDS

The Kindergarten Individual Development Survey (KIDS) was established by the Illinois State Board of Education (ISBE), in collaboration with the KIDS advisory committee. The Kindergarten Readiness Stakeholder Committee was convened by State Superintendent Christopher Koch in March 2010. Over 50 committee members worked hard to examine the feasibility of adopting a uniform statewide kindergarten readiness process.

The goals of the process were:

- Identify gaps in school readiness
- Provide information to drive more effective classroom instruction
- Support state and local data-driven decision-making on professional development and resource allocation

The Kindergarten Individual Development Survey (KIDS) Advisory Committee was convened in October of 2011 and met in March and June 2012. The role of the committee was to advise and support the selection, development, and implementation of the instrument. After careful consideration the California Department of Education's (CDE) Desired Results Developmental Profile-School Readiness instrument was selected. It was developed by the CDE, WestEd and the University of California, Berkeley BEAR Center. Over the next few years, research studies will be conducted to adapt the assessment to be Illinois specific.

Developmentally appropriate and aligned, the Kindergarten Individual Development Survey (KIDS) assessment can provide useful information to teachers and administrators in order to better address children's learning and developmental needs over time. It is an essential strategy to close the readiness gap and ensure all children thrive in their earliest years. KIDS is a comprehensive process designed to provide information about children's competencies across developmental domains over time and to inform whether Illinois' kindergarteners have the skills and knowledge needed to succeed in school.

KIDS (2015)

DRDP (2015): A Developmental Continuum for Kindergarten for the Kindergarten Individual Development Survey©




Rating Record

Child: _____ Date of assessment: _____ Observer: _____

Classroom: _____ Site: _____ Agency: _____

Note: The Rating Record is meant to be used together with the KIDS (2015) instrument for keeping track of each child's developmental levels as you complete the study.

Instructions: Mark the developmental level the child has mastered for each measure. Check EM (emerging) if the child is "emerging" to the next level (optional). In the rare circumstance that you are unable to rate a particular measure, check UR (unable to rate) and circle the reason why you are unable to rate this Measure (absence or other).





	 DOMAIN: Approaches to Learning--Self-Regulation (ATL-REG)	Building			Integrating			Emergent	In the rare circumstance that you are unable to rate a measure:	
		Earlier	Middle	Later	Earlier	Middle	Later		UR	Reason
1	Curiosity and Initiative in Learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Self-Control of Feelings and Behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Engagement and Persistence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Shared Use of Space and Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
	 DOMAIN: Social and Emotional Development (SED)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Identity of Self in Relation to Others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Social and Emotional Understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Relationships and Social Interactions with Familiar Adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Relationships and Social Interactions with Peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Symbolic and Sociodramatic Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
	 DOMAIN: Language and Literacy (LLD)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Understanding of Language (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Responsiveness to Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Communication and Use of Language (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Reciprocal Communication and Conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Interest in Literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
6	Comprehension of Age-Appropriate Text	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
7	Concepts About Print	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
8	Phonological Awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
9	Letter and Word Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
10	Emergent Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

KIDS (2015)

DRDP (2015): A Developmental Continuum for Kindergarten for the Kindergarten Individual Development Survey©

Rating Record

Child: _____




	 DOMAIN: English Language Development (ELD)	Discovering English	Exploring English	Developing English	Building English	Integrating English	EM	UR	Reason	
1	Comprehension of English (Receptive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
2	Self-Expression in English (Expressive English)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
3	Understanding and Response to English Literacy Activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
4	Symbol, Letter, and Print Knowledge in English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
	DOMAIN: Language and Literacy Development in Spanish (SPAN)	Discovering Spanish	Exploring Spanish	Developing Spanish	Building Spanish	Integrating Spanish	EM	UR	Reason	
1	Language Comprehension in Spanish (Receptive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
2	Language Production in Spanish (Expressive)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
3	Phonological Awareness in Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
4	Emergent Writing in Spanish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other	
	 DOMAIN: Cognition: Math (COG: MATH)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Classification	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Number Sense of Quantity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Number Sense of Math Operations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Measurement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Patterning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
6	Shapes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
	 DOMAIN: Cognition: Science (COG: SCI)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Cause and Effect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Inquiry Through Observation and Investigation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Documentation and Communication of Inquiry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Knowledge of the Natural World	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
	 DOMAIN: Physical Development (PD)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Perceptual--Motor Skills and Movement Concepts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Gross Locomotor Movement Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Gross Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Fine Motor Manipulative Skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

KIDS (2015)

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Rating Record

Child: _____

	 DOMAIN: Health (HLTH)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Personal Care Routines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Active Physical Play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Nutrition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Knowledge of Wellness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
	 DOMAIN: History-Social Science (HSS)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Sense of Time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Sense of Place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Ecology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Conflict Negotiation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
5	Responsible Conduct as a Group Member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
	 DOMAIN: Visual and Performing Arts (VPA)	Building			Integrating			EM	UR	Reason
		Earlier	Middle	Later	Earlier	Middle	Later			
1	Visual Art	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
2	Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
3	Drama	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other
4	Dance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	absence other

Geneseo Csd #228

Claims by Line of Coverage Retirees

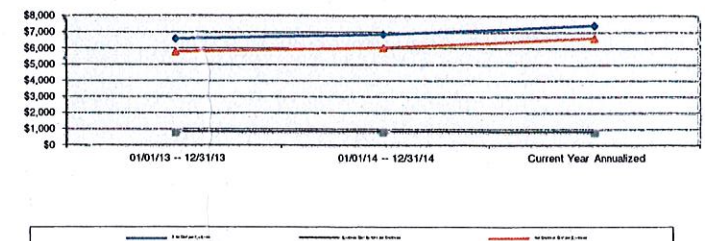
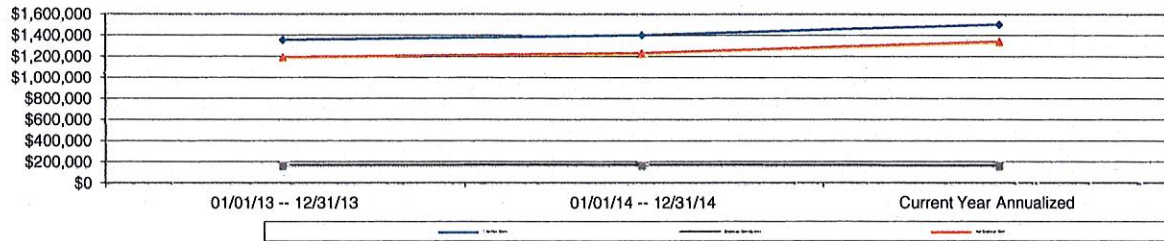
	1/1/12-12/31/12		1/1/13-12/31/13		1/1/14-12/31/14		1/1/15-12/31/15	
	1/1/12-12/31/12 Under 65	1/1/12-12/31/12 Over 65	1/1/13-12/31/13 Under 65	1/1/13-12/31/13 Over 65	1/1/14-12/31/14 Under 65	1/1/14-12/31/14 Over 65	1/1/15-06/30/15 Under 65	1/1/15-06/30/15 Over 65
Medical Claims	\$32,593	\$72,070	\$31,815	\$32,839	\$24,218	\$42,462	\$29,654	\$25,444
Prescription Drug Claims	\$15,395	\$95,415	\$321	\$73,844	\$12,595	\$76,850	\$38,834	\$7,109
Subtotal Claims	\$47,988	\$167,485	\$32,136	\$106,683	\$36,813	\$119,312	\$68,488	\$32,553
Stop Loss Reimbursements	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Net Claims	\$47,988	\$167,485	\$32,136	\$106,683	\$36,813	\$119,312	\$68,488	\$32,553
SISCO Fees	\$2,835	\$4,347	\$2,183	\$3,897	\$3,028	\$4,448	\$1,380	\$2,366
HealthCorp Fees	\$873	\$1,339	\$672	\$1,200	\$909	\$1,336	\$414	\$711
PPO Fees	\$1,940	\$0	\$1,778	\$0	\$2,134	\$0	\$1,148	\$0
Stop Loss Premium	\$10,568	\$21,819	\$7,600	\$0	\$38,260	\$0	\$19,073	\$0
Misc. Fees	\$1,734	\$2,659	\$131	\$233	\$29	\$43	\$62	\$107
Subtotal Administrative Fees	\$17,950	\$30,164	\$12,364	\$5,330	\$44,360	\$5,827	\$22,078	\$3,183
Total Plan Costs	\$65,938	\$197,649	\$44,500	\$112,013	\$81,173	\$125,139	\$90,566	\$35,736
Employee Contributions	\$83,247	\$100,725	\$69,397	\$109,366	\$75,841	\$95,148	\$35,393	\$50,855
Net Employer Cost	-\$17,309	\$96,924	-\$24,898	\$2,647	\$1,290	\$13,956	\$55,173	-\$15,119
Average Single Enrollment	14	15	14	16	14	15	14	17
Average Family Enrollment	1	8	0	9	0	7	0	7
Total Average Enrollment	15	23	14	25	15	22	14	24
Total Average Members	15	31	14	34	15	29	14	30
Dependent Ratio	1.0	1.3	1.0	1.4	1.0	1.3	1.0	1.3
Total Cost per Employee	\$4,396	\$8,593	\$3,179	\$4,481	\$5,412	\$5,688	\$3,941	\$1,489
Employee Contributions per Employee	\$5,550	\$4,379	\$4,957	\$4,375	\$5,056	\$4,325	\$2,528	\$2,119
Net Employer Cost per Employee	-\$1,154	\$4,214	-\$1,778	\$106	\$86	\$634	\$3,941	-\$630

Geneseo Csd #228

Claims by Line of Coverage-Active Employees

Group 8503

	Mutual Med	Mutual Med	SISCO	SISCO	SISCO	SISCO	SISCO	% Change
	01/01/10 -- 12/31/10	01/01/11 -- 12/31/11	01/01/12 -- 12/31/12	01/01/13 -- 12/31/13	01/01/14 -- 12/31/14	01/01/15 -- 06/30/15	Current Year Annualized	(CYA/PY1)
Medical Claims	\$1,254,965	\$1,043,098	\$849,300	\$1,448,988	\$984,384	\$512,293	\$1,024,586	4.1%
Prescription Drug Claims	\$286,404	\$297,111	\$223,745	\$138,287	\$129,532	\$72,099	\$144,198	11.3%
Subtotal Claims	\$1,541,369	\$1,340,209	\$1,073,044	\$1,587,274	\$1,113,916	\$584,392	\$1,168,783	4.9%
Stop Loss Reimbursements	\$119,650	\$15,943	\$0	\$511,074	\$52,543	\$0	\$0	-100.0%
Net Claims	\$1,421,719	\$1,324,266	\$1,073,044	\$1,076,201	\$1,061,373	\$584,392	\$1,168,783	10.1%
SISCO Fees	?	?	\$45,470	\$41,443	\$40,743	\$20,080	\$40,160	-1.4%
HealthCorp Fees	?	?	\$14,002	\$12,363	\$12,235	\$6,030	\$12,060	-1.4%
PPO Fees	?	?	\$31,296	\$30,882	\$31,082	\$16,100	\$32,200	3.6%
Stop Loss Premium	?	?	\$231,966	\$169,999	\$229,290	\$111,797	\$223,593	-2.5%
Misc. Fees	\$1,616	\$1,616	\$28,847	\$30,980	\$30,966	\$15,939	\$31,878	2.9%
Subtotal Administrative Fees	\$1,616	\$1,616	\$351,581	\$285,667	\$344,315	\$169,945	\$339,891	-1.3%
Total Plan Costs	\$1,423,335	\$1,325,882	\$1,424,626	\$1,361,868	\$1,405,689	\$754,337	\$1,508,674	7.3%
Employee Contributions	\$365,455	\$365,455	\$365,455	\$165,944	\$171,320	\$81,762	\$163,524	-4.6%
Net Employer Cost	\$1,057,880	\$960,427	\$1,059,171	\$1,195,924	\$1,234,369	\$672,575	\$1,345,150	9.0%
Average Single Enrollment	149	149	149	122	118	117	117	-1.1%
Average Family Enrollment	93	93	93	84	86	86	86	0.4%
Total Average Enrollment	242	242	242	206	204	203	203	-0.5%
Total Average Members	454	454	454	405	407	411	411	1.1%
Dependent Ratio	1.9	1.9	1.9	2.0	2.0	2.0	2.0	1.6%
Total Cost per Employee	\$5,881.55	\$5,478.85	\$5,886.88	\$6,614	\$6,893	\$3,717	\$7,435	7.9%
Employee Contributions per Employee	\$1,510.14	\$1,510.14	\$1,510.14	\$806	\$840	\$403	\$806	-4.1%
Net Employer Cost per Employee	\$4,371.40	\$3,968.71	\$4,376.74	\$5,808	\$6,053	\$3,315	\$6,629	9.5%



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Rauner, Dems double down on budget gamble

By: [Rich Miller](#) August 28, 2015

The state fiscal crisis is only going to get worse, and the solution is becoming more difficult by the day.

As you probably know, the General Assembly and the governor have not yet agreed on a full state budget. But because of various federal judicial orders, a signed education funding bill and several ongoing statutory "continuing appropriations" (debt service, pension payments, legislative salaries, etc.), the government is on pace to spend billions of dollars more than it will bring in this fiscal year.

Guesstimates have been tossed around by various folks that the state could run out of money by March or maybe April if no formal budget agreement is reached. That's because all the judicial orders, etc. are based on last fiscal year's budget, but last year's budget was based on revenue from a 5 percent income tax that automatically fell to 3.75 percent in January.

Long term is grim, but so is the short term.

On August 18th, Federal District Judge Sharon Johnson Coleman gave the state three days to make July's \$120 million payment for services to developmentally disabled people.

But Illinois Comptroller Leslie Munger claimed there wasn't enough money in the state's "checking account" to meet state payroll, make required bond, pension and school payments, fund other federal consent decrees and comply with the order.

A partial payment of \$70 million was made last week and then the rest was paid a few days later after Coleman threatened the state with a contempt of court citation.

And things are only going to get worse. The comptroller's people say their office sets aside about \$540 million a month for state pension payments. The comptroller's office estimates that by November or December the state will not have enough money in the bank to make its monthly pension payments.

But they can't even start working on a fiscal solution until Gov. Bruce Rauner's demands about his anti-union "Turnaround Agenda" are met.

And the problem with agreeing to any of Rauner's ideas is that everybody figures he will attempt to hold up next year's budget for even more anti-labor stuff.

One theory (on both sides) has long been that this thing has to play itself all the way out so that we don't have to go through it ever again. Therefore, the Democrats may wait to see what the governor does when the state's prisons run out of food, or the government literally runs out of money. Rauner may wait to see what the Dems do when private human service providers fold en masse.

So they'll likely keep circling each other, throwing jabs and issuing taunts. They're basically just attempting to run out the clock on each other, creating diversions until "doomsday" is finally reached.

But every day they wait will make it that much tougher to craft a final budget deal because basic math is not on their side.

Rauner essentially agreed in private months ago to a 1 percentage point income tax hike—from the current

personal rate of 3.75 percent up to 4.75 percent—if, that is, they can first reach a deal on his agenda.

Let's just say a miracle happens and they come to terms by the first week of September. In order to bring in the same amount of revenue as a full-year 1 percentage point hike, the effective tax rate over the fiscal year's remaining 10 months would have to be significantly higher than 4.75 percent.

And now factor in candidate petition filing, which begins Sept. 1 and runs through Nov. 30. How do you convince Republicans and Democrats to vote for a tax hike while petitions are in the streets?

That's why Senate Republican Leader Christine Radogno said not long ago that she didn't see a resolution until December. But if they wait until December, when a three-fifths majority would still be required to pass a new budget, why not just wait until January, when a simple majority would only be required?

If that happens, then the income tax rate on Jan. 1—halfway through the fiscal year—would have to be 5.75 percent to produce the same revenue as a 4.75 percent rate back on July 1.

And what if they wait until the state runs out of money, sometime after the party primaries end? Trust me, you don't even want to know what the tax rate would have to be.

The other option is to not raise taxes that high and just postpone billions of dollars in state bill payments. I'm not sure which is worse.

Read more:

- [*In Springfield, no one's winning if no one's governing*](#)
- [*Why can't Rauner deal with Mike Madigan?*](#)
- [*Rauner's crisis management: First, make a crisis*](#)

Rich Miller publishes Capitol Fax, a daily political newsletter, and [CapitolFax.com](#).



ALLIANCE LEGISLATIVE REPORT (99-33)

BUDGET FIGHT GOES ON; GOVERNOR SIGNS BILLS

There is still no end in sight to the budget stalemate in the Capitol as both Governor Bruce Rauner and legislative Democrat leaders continue to dig in for the long haul. The House of Representatives convened Tuesday but, again, little was accomplished. The House is scheduled to return on September 2 and the Senate on September 9.

The Governor has been busily acting upon legislation that was approved this spring by the General Assembly. He has signed into law over 420 bills and has issued a veto on approximately 50 bills. Of course, many of the vetoes were part of the budget package sent to him in May. There are about 70 bills still pending on the Governor's desk.

Recently signed into law was **HB 4025 Conroy, D-Downers Grove**) that adds to high school graduation requirements at least one semester of civics education which must be a separate class, but part of the two-year social studies requirement. The bill, opposed by the Alliance, is now Public Act 99-0434, effective January 1, 2016. The Alliance is seeking a "trailer bill", **HB 800 (Conroy)**, that will move the effective date to July 1, 2016 and allow for a gradual phase in of the new requirement so current high school students will not be penalized or delayed for not participating in such a class. The bill has been approved by the House of Representatives and is awaiting action in the Senate.

The Governor also signed **SB 100 (Lightford, D-Maywood)** that makes substantial changes to the suspension and expulsion procedures. The bill is now Public Act 99-0456, effective September 15, 2016.

The bill requires a school board to provide with the written expulsion or suspension decision specific reasons why removing the pupil from school is in the best interest of the school and the rationale as to the specific duration of the expulsion or suspension. It also prohibits a school district's use of any "zero tolerance" policy regarding expulsion and suspension and limits out-of-school suspensions of three days or less to incidents where the student's presence in the school would pose a threat to school safety or a disruption to other students' learning opportunities. Likewise, the bill would limit out-of-school suspensions of longer than three days or expulsions to cases where all other appropriate and available behavioral and disciplinary interventions have been exhausted and the student's continuing presence in school would either pose a threat to the safety of other students and staff or substantially disrupt, impede, or interfere with the operation of the school. It requires that students who are suspended for longer than four school days shall be provided appropriate and available support services during the period of their suspension and have an opportunity to make up work for equivalent academic credit.

The Alliance is also pushing a delay in the effective date of the new student athlete concussion law (please see the last Alliance Legislative Report 99-32). **SB 219 (Raoul, D-Chicago)** pushes the implementation date back to the 2016-2017 school year rather than the 2015-2016 school year. The bill was approved unanimously by the Senate last week and is waiting for committee assignment in the House.

EDUCATION-RELATED BILLS SIGNED INTO LAW

HB 165 (Flowers, D-Chicago) allows students in the public schools to voluntarily engage in individual or collective initiated, non-disruptive prayer or religious-based meetings during non-instructional time. The bill is now Public Act 99-0410, effective August 20, 2015.

HB 175 (McSweeney, R-Barrington Hills) provides that a request for review may be filed not later than 60 days after the discovery of an alleged violation of the Open Meetings Act (instead of 60 days after the alleged violation) if facts concerning the violation are not discovered within 60 days after the alleged violation but are discovered at a later date by a person utilizing reasonable diligence. The bill is now Public Act 99-0402, effective August 19, 2015.

HB 3093 (Durkin, R-Western Springs) allows any high school district eligible for Federal Impact Aid whose territory is in two counties, to make a one-time declaration as to interest income not previously declared from 1998 thru 2011 in the debt service fund, prior to June 30, 2016. The bill is now Public Act 99-0404, effective August 19, 2015.

HB 3159 (Cavaletto, R-Salem) allows North Shore School District 112 to issue \$150,000,000 in bonds with certain stipulations including allowing them to be paid off over 30 years. It also allows Sandoval CUSD 501 to issue \$2,000,000 in bonds, exempting the debt limit, with certain stipulations and only for those projects approved by the voters March 20, 2012. The bill is now Public Act 99-0390, effective August 18, 2015.

HB 3197 (Chapa La Via, D-Aurora) creates the Attendance Commission within the Illinois State Board of Education (ISBE) to study chronic absenteeism and make recommendations for strategies to prevent chronic absenteeism. IASB, IASA, and IPA will each have a representative on the Commission. The bill is now Public Act 99-0432, effective August 20, 2015.

SB 1679 (Lightford) requires the State Superintendent of Education to establish a review committee to review virtual education and course choice setting forth provisions concerning committee members, meetings, duties, and support. It also requires the committee to report its findings and recommendations to the Governor and General Assembly no later than May 31, 2016. The bill is now Public Act 99-0442, effective August 21, 2015.

SB 1793 (Hastings, D-Orland Hills) requires the Illinois State Board of Education (ISBE) to develop a model youth suicide awareness and prevention policy that includes certain components that school districts are required to adopt in a policy on suicide awareness beginning in the 2015-2016 school year. The bill is now Public Act 99-0443, effective August 21, 2015.

This legislative report was written and edited by the lobbyists of the Illinois Association of School Boards to provide information to the members of the organizations that comprise the Statewide School Management Alliance.

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GOAL STATEMENT	SCHEDULE	RESOURCES/PEOPLE	MAJOR TASKS	REPORTING DATES
The GMS BLT will review the master schedule to align with long term financing and student learning needs (program use vs. cost)	<ul style="list-style-type: none"> *Revisit each year *Gain a clear picture of the long term financial status of the district by November 1st *Prepare GMS staff with specifics, goals, and action plan 	<ul style="list-style-type: none"> *GMS Schedule *GMS Staff *Superintendent/Unit Office 	<ul style="list-style-type: none"> *Research specific district goals for GMS schedule long term *Collaborate with superintendent/school board *Collaborate with HS BLT 	<ul style="list-style-type: none"> ● Present goal statement at Sept. faculty meeting ● May report to faculty and superintendent <p>(Chris and Karna)</p>
The GMS BLT will assess the use of ASAP time	<ul style="list-style-type: none"> * Quarterly Reviews 	<ul style="list-style-type: none"> *Building Based Team *Communicate with GMS Teachers *Communicate with GMS Students 	<ul style="list-style-type: none"> *Collaborate with MS teachers *Collaborate with MS students 	<ul style="list-style-type: none"> ● Present goal statement at Sept. faculty meeting ● December recommendations of changes or adjustments <p>(Taunya)</p>

GOAL STATEMENT	SCHEDULE	RESOURCES/PEOPLE	MAJOR TASKS	REPORTING DATES
The GMS BLT will review the effectiveness of student led conferences	*Recommendations for 2016-17	*Asst Principal & Counseling Dept utilize the DIME tool *GMS Teachers, Students, Parent feedback	*Feedback from parent and student surveys *Feedback from GMS Teachers	<ul style="list-style-type: none"> • Present goal statement at Sept. faculty meeting • April report to superintendent and faculty (Brad)
The GMS BLT will develop Professional Learning programs to maximize professional growth	*Bi-monthly	*GMS Staff	*Volunteers from GMS Staff	<ul style="list-style-type: none"> • Present goal statement at Sept. faculty meeting • June report to faculty (Nate)
Collaborate with CSBO in transition to new purchase requisition system for fiscal accountability	*Monthly	*CSBO *Accounts Receivable *Principal *Office Secretary	*Skyward PO form *Paper PO form *Clear layout of expectations	<ul style="list-style-type: none"> • Present goal statement at Sept. faculty meeting • End of year report to Supt (Nate)

DISTRICT TEACHING STAFF

SORTED BY BUILDING

THEN BY YEARS IN DISTRICT

Full Name	Building Code	Age	Years District
TEACHER	HS	23	1
TEACHER	HS	33	1
TEACHER	HS	39	1
TEACHER	HS	45	1
TEACHER	HS	23	2
TEACHER	HS	30	2
TEACHER	HS	33	2
TEACHER	HS	24	3
TEACHER	HS	30	3
TEACHER	HS	31	3
TEACHER	HS	35	3
TEACHER	HS	25	4
TEACHER	HS	25	4
TEACHER	HS	29	4
TEACHER	HS	26	5
TEACHER	HS	37	5
TEACHER	HS	35	5.5
TEACHER	HS	28	6
TEACHER	HS	29	7
TEACHER	HS	32	7
TEACHER	HS	53	7
TEACHER	HS	57	8.5
TEACHER	HS	30	9
TEACHER	HS	33	9
TEACHER	HS	35	9
TEACHER	HS	35	10
TEACHER	HS	38	10
TEACHER	HS	50	10
TEACHER	HS	50	10
TEACHER	HS	34	10.5
TEACHER	HS	44	11
TEACHER	HS	54	12
TEACHER	HS	36	13
TEACHER	HS	49	13
TEACHER	HS	44	14
TEACHER	HS	46	14
TEACHER	HS	52	14
TEACHER	HS	36	15
TEACHER	HS	38	15
TEACHER	HS	56	15
TEACHER	HS	44	16
TEACHER	HS	45	17
TEACHER	HS	54	17
TEACHER	HS	56	17
TEACHER	HS	63	17

DISTRICT TEACHING STAFF

SORTED BY BUILDING

THEN BY YEARS IN DISTRICT

TEACHER	HS	46	18
TEACHER	HS	44	20.5
TEACHER	HS	43	20.83
TEACHER	HS	47	21
TEACHER	HS	56	21
TEACHER	HS	52	21.55
TEACHER	HS	47	25
TEACHER	HS	57	25
TEACHER	HS	52	31
TEACHER	HS	54	32
TEACHER	MIL	22	1
TEACHER	MIL	23	1
TEACHER	MIL	24	1
TEACHER	MIL	24	1
TEACHER	MIL	38	1
TEACHER	MIL	42	2
TEACHER	MIL	26	3
TEACHER	MIL	47	4
TEACHER	MIL	26	5
TEACHER	MIL	30	5
TEACHER	MIL	34	5
TEACHER	MIL	27	6
TEACHER	MIL	28	6
TEACHER	MIL	28	6
TEACHER	MIL	28	7
TEACHER	MIL	29	8
TEACHER	MIL	37	9
TEACHER	MIL	56	9
TEACHER	MIL	40	10
TEACHER	MIL	35	12
TEACHER	MIL	45	16
TEACHER	MIL	43	19.4
TEACHER	MIL	45	22
TEACHER	MIL	49	22.5
TEACHER	MS	23	1
TEACHER	MS	34	1
TEACHER	MS	45	1
TEACHER	MS	24	1.5
TEACHER	MS	25	3
TEACHER	MS	36	3
TEACHER	MS	25	4
TEACHER	MS	28	7
TEACHER	MS	28	7
TEACHER	MS	29	7
TEACHER	MS	46	7
TEACHER	MS	38	8

DISTRICT TEACHING STAFF

SORTED BY BUILDING

THEN BY YEARS IN DISTRICT

TEACHER	MS	44	9
TEACHER	MS	44	9
TEACHER	MS	48	9
TEACHER	MS	50	10
TEACHER	MS	35	11
TEACHER	MS	35	12
TEACHER	MS	35	12
TEACHER	MS	53	15
TEACHER	MS	60	15.87
TEACHER	MS	39	16
TEACHER	MS	44	16
TEACHER	MS	46	16
TEACHER	MS	40	17
TEACHER	MS	47	17
TEACHER	MS	48	17
TEACHER	MS	40	18
TEACHER	MS	53	18
TEACHER	MS	40	19
TEACHER	MS	42	21
TEACHER	MS	61	21
TEACHER	MS	49	21.71
TEACHER	MS	45	22
TEACHER	MS	61	22
TEACHER	MS	47	22.65
TEACHER	MS	45	23
TEACHER	MS	54	26.6
TEACHER	MS	55	31
TEACHER	NOR	25	1
TEACHER	NOR	28	1
TEACHER	NOR	26	4
TEACHER	NOR	28	4
TEACHER	NOR	28	5
TEACHER	NOR	29	5
TEACHER	NOR	27	6
TEACHER	NOR	43	6
TEACHER	NOR	51	7
TEACHER	NOR	43	9
TEACHER	NOR	55	11
TEACHER	NOR	41	16
TEACHER	NOR	43	16
TEACHER	NOR	45	16
TEACHER	NOR	56	16.5
TEACHER	NOR	48	21
TEACHER	NOR	53	22
TEACHER	NOR	50	28.11
TEACHER	NOR	55	31

DISTRICT TEACHING STAFF

SORTED BY BUILDING

THEN BY YEARS IN DISTRICT

TEACHER	SOU	22	1
TEACHER	SOU	22	1
TEACHER	SOU	25	2
TEACHER	SOU	44	2
TEACHER	SOU	25	3
TEACHER	SOU	41	3
TEACHER	SOU	25	4
TEACHER	SOU	25	4
TEACHER	SOU	26	5
TEACHER	SOU	27	5
TEACHER	SOU	35	7
TEACHER	SOU	46	7
TEACHER	SOU	40	9
TEACHER	SOU	47	9
TEACHER	SOU	42	10
TEACHER	SOU	61	12
TEACHER	SOU	37	15
TEACHER	SOU	56	20.47
TEACHER	SOU	54	30.97
TEACHER	SOU	60	31
TEACHER	SOU	56	33

NON-TENURED