

School District 148
Induction/Mentor Program Meeting
April 25, 2023

- 1) Welcome and thank you for your support
- 2) Celebrations & Footprints
- 3) IMP Updates
 - a) Assurance Statements and Protégé Portfolio Activities – received by May 1st
 - b) Mentor Contact Logs and Mentor Portfolio Activities – received by May 1st
 - c) Surveys: Everyone should complete the SD148 Induction/Mentor Program survey online, check your email or the IMP website for address, and send email to IMP coordinator when complete
 - i. Protégés 2022 use <https://www.surveymonkey.com/r/8FXYMZ2>.
 - ii. Mentors 2022 use <https://www.surveymonkey.com/r/WP988JB>.
 - d) Walk-through and picture for Colloquium
- 4) End of year reminders
 - a) End of year check-out list - Administrator directed. Look for it.
 - b) Permanent record cards / Retention
 - c) Close classroom, return keys
- 5) Student Engagement
- 6) Culturally Relevant Teaching & Leading Standards
- 7) End of year projects and activities
 - a) “Mindset 20/20” – Education Update Vol 58, Number 3 – Carol Dweck
 - b) Using Graphic Organizers
 - c) Certificates and Awards for Students
 - d) Preparing for August 2023
- 8) End of year discussion with mentor and veteran teachers
- 9) Colloquium – Final contractual meeting, discussion leadership/joining the school community, program evaluation, receive certificates/letters of completion, good food, great conversation, Tuesday, May 9th from 3:30-4:30 at Riverdale School
- 10) John’s Story – compliments of Ed Baumgart
- 11) Evaluations, Timesheets, and Evidence of Completion

END OF YEAR REMINDERS:

The following items should be completed prior to classroom inspection on May 30th.

- Remove the Smoke Signs and Tornado/Fire Drill sheets. Turn into the office labeled with your name.
- Classroom flag rolled and stored.
- All classroom bulletin boards, including paper backing removed. Remove staples from bulletin boards AND Ticky Tacky from the walls.
- Teacher manuals stored in desk drawer.
- All students' desks emptied and cleaned.
- Organize classroom closets / lockers.
- Take home all plants
- All window ledges must be clear of objects
- Teacher desktop should be completely empty.
- TAKE HOME any personal items that you value.
- Assume that your classroom will not be in the same order as you left it. Desks will have been moved for cleaning.
- Faculty room needs to be cleaned out. Nothing left in sink or on counter top. Go through cabinets/refrigerator and discard any perishable items. TAKE HOME any personal items that you value. Items not properly stored risk being discarded.
- Write a list of classroom repairs and turn into the office.
- Turn in **ALL** school related keys labeled with your name and student pad locks in an envelope labeled with your name
- Have your students bring in a brown paper bag large enough to hold a complete set of student books. Place the books in the bags and store them in your cabinets. This is a big help in August.

Culturally Responsive Teaching and Leading Standards

(from Section 24.50 The Illinois Culturally Responsive Teaching and Leading Standards)

- a) **Self-Awareness and Relationships to Others** – Culturally Responsive Teachers and Leaders are reflective and gain a deeper understanding of themselves and how they impact others, leading to more cohesive and productive student development as it relates to academic and social-emotional development for all students.
- b) **Systems of Oppression** – Culturally responsive teachers and leaders understand that there are systems in our society, especially, but not limited to, our school system that create and reinforce inequities, thereby creating oppressive conditions. Educators work actively against these systems in their everyday roles in educational institutions.
- c) **Students as Individuals** – Culturally responsive teachers and leaders view and value their students as individuals within the context of their families and communities.
- d) **Students as Co-Creators** – Culturally responsive teachers and leaders (who fundamentally believe all students are capable) center learning around students' experiences and position them as co-creators, with emphasis on prioritizing historically marginalized students.
- e) **Leveraging Student Advocacy** – Culturally responsive teachers and leaders will support and create opportunities for student advocacy and representation in the content and classroom.
- f) **Family and Community Collaboration** – Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication.
- g) **Content Selections in All Curricula** – Culturally responsive teachers and leaders intentionally embrace student identities and prioritize representation in the curriculum. In turn, students are not only given a chance to identify with the curriculum, they become exposed to other cultures within their schools and both their local and global communities.
- h) **Student Representation in the Learning Environment** – Culturally responsive teachers and leaders ensure the diversity of their student population is equally represented within the learning environment. In turn, all members of the student population feel seen, heard, and affirmed. Exceptionally well-versed culturally responsive teachers and leaders provide exposure to under or misrepresented minority groups even when they are not present within the population of their school and community at large.



Culturally Responsive Teaching and Leading Standards

Position: SUPPORT

Issue: The Illinois State Board of Education has proposed a set of rules in response to the growing diversity of 21st century classrooms. These rules, the Culturally Responsive Teaching and Leading Standards, are designed to help prepare educators for that increasing diversity. Educator preparation programs in colleges and universities will integrate these standards into their course content and field experiences, providing critical professional development opportunities to future educators. When properly implemented, these standards will enhance an educator's ability to understand and relate to the whole child, which is already an expectation for certified staff members.

Position: The Illinois Education Association supports the Culturally Responsive Teaching and Leading Standards because it's what's best for all students. For far too long, the public education system has catered to the needs of one set of students. This one-size-fits-all approach is no longer applicable. It is not best practice. It is not inclusive. It is not trauma informed. These rules are a thoughtful approach to making sure all students feel welcome and safe in their schools.

Fact: More than 52 percent of Illinois students identify as students of color. English Language Learners make up the fastest growing student population. Despite these facts, Illinois' educator workforce hardly reflects these cultural demographics. It is a goal for all students to feel valued in the process of their education, regardless of their skin color or cultural background.

Fact: These learning standards are only for educator preparation courses and professional development programs. They will not be added to the K-12 curriculum standards. These standards are designed to help educators be more thoughtful and accepting of all their students. They are not designed to be punitive in any way. In other words, no one will be losing their job or their certification as a result of these rules.

Fact: There are no curriculum mandates associated with these rules. No educator will be forced to indoctrinate their students with specific political ideologies. No educator will be forced to turn their students into activists. No educator will be forced to incite their students into participating in any protests, riots or insurrections. The standards would simply ask that an educator consider how current events may be impacting certain segments of their student body and address them in a thoughtful, inclusive way.

EDUCATION UPDATE

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Embracing Students from Military Families

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#ASCD Forum on Culturally Responsive Teaching

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Improving Pedagogy with "Speed PD"


ASCD
LEARN. TEACH. LEAD.

MINDSET 20/20

Which approaches to growth and fixed mindsets have become blurry? And which offer clarity?

Since the publication of her book *Mindset* in 2006, Carol Dweck's research into the conditions that encourage motivation, persistence, and effort has become enormously popular in schools. The Stanford psychologist's findings show that when we have a fixed mindset, we believe our ability is carved in stone—if success doesn't come naturally, it will not come at all. With this mindset, we act in ways that will preserve our self-esteem and sense of mastery. When we cultivate a growth mindset, however, we believe that we can develop our basic qualities through effort. We are willing to risk mistakes because we know they are part of the learning process.

Buoyed by this research, educators now prompt students to change their brains through effort. Teachers focus their feedback on students' learning processes, not on their personal attributes ("I like how you referred to your notes when you got stuck" versus "You're really smart!").

It's clear that "the language of a growth mindset is there: we can all get better through effort and you can grow your brain," notes Santa Clara University professor Kathy Liu Sun, who has studied how mindset principles are applied in middle school mathematics classrooms. However, she adds, saying these things is the first step. *How do you support it in your instruction?*

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G R O W T H
O U T C O M E S

FEEDBACK

TRIGGERS

REFLECT

STRATEGY

MINDSET 20/20

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Link Effort to Outcomes

To help educators answer that question, Dweck has highlighted mindset misconceptions that have taken hold, leading some to adopt “false growth mindsets” or to reduce growth mindset teaching practices to the aphorism “praise effort.”

Although many educators apply mindset concepts in deep and meaningful ways, Dweck became concerned when she noticed a troubling refrain. “Many educators I encountered would say, ‘Praise effort, not outcomes,’” recalls Dweck. “Our work shows that you *can* praise the outcome, as long as you also talk about the process that led to that outcome.”

Activating a growth mindset is not about the need to feel good in the moment of struggle or effort; it’s about noticing effort that does and does not lead to learning.



Simply praising effort, regardless of outcome, is “like patting someone on the back as sort of a consolation for failing.”

Simply praising effort, regardless of outcome, is “like patting someone on the back as sort of a consolation for failing,” says Chris Hildrew, deputy headteacher at the Chew Valley School* in Bristol, England. For the past few years, Hildrew’s school has cultivated student ownership of learning.

“If our students fail a test, it’s not helpful to say ‘at least you tried hard,’ because clearly it was the wrong kind of effort,” he explains. Instead of mitigating the pain of failure, Hildrew’s teachers help students dissect the failure by asking questions such as, “What strategies did you try? What didn’t work? What can you do differently next time?”

One way to link effort to outcomes is to give students a pretest, Dweck notes. As students progress in their learning, refer back to the pretest over the course of a unit or the whole school year to track growth.

“Often, when kids feel confused about something, they feel like they’re

back to square one,” says Dweck. “Their progress gets wiped out.” If, however, teachers can show kids concrete evidence of their progress over time and remind them that they worked through their confusion before, they can help kids connect effort to learning and keep them motivated. Dweck calls this the *confusion-clarity cycle*. “You get confused when you face something new. Then it becomes clear, and then you are ready to face the next round of confusion and work through that.”

At Capitol Hill Cluster School in Washington, D.C., Principal Dawn Clemens and her staff link effort to learning by pairing Dweck’s mindset research with John Hattie’s recommendations on progress monitoring. Clemens says, developmentally, her middle schoolers need help training their brains to take a logical rather than an emotional stance on their achievement (“I need to study these things for the next test” as opposed to “The test was

unfair” or “My teacher doesn’t like me”). Throughout the school year, teachers work alongside students to extensively track where they are in their learning, where they are going, and the strategies they are going to use to achieve their goals.

Distinguish Between Kinds of Effort

Blanket praise not only conceals that progress is the purpose of hard work, but also confounds students who don’t know what part of their work is yielding results. “Many low-achieving students are working hard, [but] they’re just not working effectively,” Dweck confides. “Telling kids to just try hard is not helpful,” she says. “It doesn’t tell them all the strategies, resources, and input they’ll need to get there.”

One way Hildrew’s school helps students identify effective learning strategies is by giving feedback, in lieu of grades, on assignments. “We give commentary, so students know what they’ve done well and what they need to improve. That kind of feedback has really helped students cultivate a growth mindset,” says Hildrew.

“Effort is important, but it’s in the service of progress and learning,” reminds Dweck. “There are other equally important things—like finding successful strategies

and seeking input." Recent research by Dweck and associates shows that teachers who promote a growth mindset have an explicit process for elevating strategic effort among their students. They work with students to identify where the student is, what the student doesn't understand, and what the student might try next. "They figure it out together," says Dweck, and this models a process of reflection and problem solving that students can begin to apply on their own.

Identify False Growth Mindsets

In many ways, the mindset movement has become a victim of its own success. Having a growth mindset became the right and enlightened way to think, and some who embraced it became oblivious of their own fixed mindset tendencies.

In the classroom, these so-called "false growth mindsets" might play out in teachers who give lip service to students being able to grow their skills through judicious effort, but whose teaching practices betray a conviction that not all students have the capacity to improve.

For her doctoral dissertation, Sun studied how teachers communicate a mindset message to students through their instruction. Building on Jo Boaler's research on teaching math through a mindset lens, Sun found that teachers with self-reported growth mindsets often taught in ways more indicative of a fixed mindset.

For example, "teachers would talk about learning from mistakes, but then when a mistake would actually occur, they would almost frown on it, instead of valuing it as part of the process of learning," says Sun. Or teachers would talk about the importance of risk taking or struggle but later remove the element of struggle for their students during class, she adds. "Teachers might say, 'I don't want you to have to struggle with this, so let me just tell you how to do it.'"

Sun says focusing on right answers is not new to math instruction. "Historically, there's a particular way [of] teaching math that's very procedural and about answer getting," she explains. It takes time, practice, and exposure to new ways of teaching math using growth mindset principles to change this.

Jo Boaler's website, youcubed.org, is an excellent resource for teachers

interested in making the shift. The site includes online courses for teachers, parents, and students; high-quality teaching examples; and guidelines for setting up growth-oriented group work and learning experiences where students engage in informative struggle.

Fundamentally, we are all a mix of fixed and growth mindsets, and we benefit from acknowledging the mix in ourselves and our students, Dweck assures. And as her work evolves, she says that she's becoming more interested in what triggers fixed thinking and how to work with those triggers.

Lean In and Learn from Triggers

As a new kindergarten teacher in East Harlem, N.Y., and a former student of Carol Dweck, Leia Yongvanich was determined to instill a growth mindset in her students. To do that, she had to practice what she preached. "That meant, that first year, any frustration that I felt, I couldn't back away from it—I had to lean into it and understand where it was coming from."

Becoming aware of your triggers means noticing not only what triggers fixed thinking about a particular task, but also what triggers fixed mindsets about certain students' capabilities, explains Dweck. If a student is struggling, do you think, *that student needs input?* Or do you think, *that student will probably never be good at this?* Just notice these thoughts without condemning yourself, says Dweck. Accept them and work with them.

Many times, Yongvanich notes, her fixed triggers came from a lack of knowledge about who and what she was teaching: kids' development levels, their cultural context, and the content. "Instead of feeling like these frustrations were my personal failure, I had to take that frustration and use it as motivation to educate myself."

Yongvanich worked on her triggers by filming herself in the classroom, poring over the footage (alone and with colleagues) to find areas to improve, and setting small goals to move herself and her students closer to success.

Susan Mackie, one of Dweck's Australian colleagues, has coached executives and educators to find their fixed mindset triggers. In one approach, Mackie trains people to give this part of their persona a name and call it out when they feel fixed thinking



See Carol Dweck's keynote, "The Journey to a Growth Mindset," at the ASCD Annual Conference and Exhibit Show, April 2-4, 2016, in Atlanta, Ga.

creep into their mindset. For example, "Here comes Dwayne telling me I can't do this or like it because I'm struggling with it." Fixed thinking is part of you, but it's not you, says Dweck. Naming it allows you to objectify it so that you can deal with it, she explains.

Teachers could use this strategy to help students name and notice fixed thinking triggers. If students feel comfortable telling their teacher their fixed persona's name, the teacher could use that to coach students toward growth. A teacher might say, "Let's see if we can convince Dwayne to try a new strategy and work through this challenge," Dweck illustrates. Or, "Let's see if we can get Dwayne to really listen to this feedback and plan what to do next."

Always Growing

Engineering your mindset takes hard but smart work. It's not a silver bullet or a mantle that confers instant success, says Hildrew. "It takes a lot of reflection and self-talk, and trying to remove your biases when you get critical feedback."

"We tell our students, it's OK wherever you start, we just want you to set and work toward a target for growth," adds Clemens. "It's not about proficiency anymore. If we keep our focus on growth, we will get to proficiency." ■

"Chris Hildrew is now headteacher at Churchill Academy & Sixth Form.

Laura Vartas is the managing editor of ASCD Express.

12 Power Words-Maybe be used as definition cards or for a 'matching game' when cut apart.

Analyze	Evaluate	Describe
<i>Break it down into parts. Tell about the parts.</i>	<i>Tell the good and the bad. Judge it.</i>	<i>Tell me about it. Give details about it. Paint a picture with words.</i>
Infer	Support	Explain
<i>Read between the lines. What is the hidden meaning?</i>	<i>Back up the information. Prove. Provide evidence</i>	<i>Teach me or show me. Tell the steps.</i>
Summarize	Compare	Contrast
<i>Tell the main idea. Tell the beginning, middle, and end</i>	<i>Tell all the ways they are the same.</i>	<i>Tell all the ways they are different.</i>
Predict	Trace	Formulate
<i>Hypothesize Make an educated (smart) guess</i>	<i>Outline. Explain the development. Follow (or explain) the path.</i>	<i>Create. Put together.</i>

1. STORY MAP

Title:

Author:

Setting

Characters:

Place:

Time:

Problem:

Events
leading
to
Resolution

Resolution:

“Forged by Fire”
by: Sharon M. Draper

Character's Actions	Your Response

Educational Websites

Additional Resources

Literary Terms

http://www.tnellen.com/cybereng/lit_terms

Kids Know It Network – 33 Movies

<http://www.kidsknowit.com/interactive-educational-movies/index.php>

Discovery Education

(Click on Teachers to view and get free resources)

www.discoveryeducation.com

Scroll down to the bottom of the screen to find:

- Puzzlemaker
- Science Curriculum Center
- Worksheets to Go
- Clip Art Gallery

Online Activities and Games

<http://jc-schools.net/tutorials/PPT-games/>

ACBya.com Educational Games and Activities Grades K - 5
ABCYA.com

Pete's Powerpoint Station

<http://www.pppst.com>

Video Clips – Penguin Chicks / Antarctica

<http://treasures.macmillanmh.com/florida/students/grade3/book1/unit1/penguin-chick>

Daily Math Games

<http://www.mathdaily.com/>



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Top 10 Alternatives to YouTube by David Kapuler

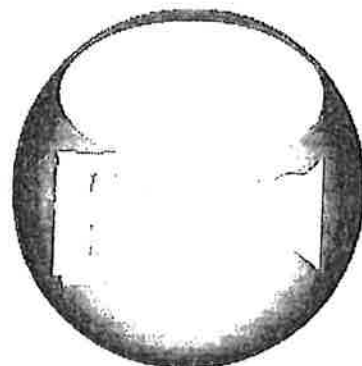
Mar 14, 2011

URL:<http://www.techlearning.com/article/37468>

YouTube without a doubt is the most popular website for video on the internet. However, this site is cause for concern by school districts due to the inappropriateness of some of its content. For this reason, YouTube is blocked in many school districts around the world (for safer ways to view YouTube videos click here).

While there are paid solutions for bringing video to the classroom such as Discovery Education Streaming or Safari Montage, there are a number of free websites that provide a nice alternative as well.

Remember when dealing with video it's important to check the content first before viewing with students. Educators must abide by CIPA compliance and not all video sites are safe even when using a school district's filter.



Top 10 Alternatives to YouTube

1. School Tube - Excellent safe place for students and teachers to share and view video.
2. WatchKnow - Wonderful site with 1000's of videos for students in multiple subjects, organized in a clear, precise way.
3. Neo K-12 - All videos on this amazing site are a 100% safe. Also, there is a complete suite of educational tools for educators to choose from, such as quizzes, presentations, and more.
4. Snag Learning - An interesting site that brings documentary-style films to engage students in discussion and classroom participation.
5. Qwiki - A very new (alpha) site that brings an innovative twist on video experience. While the content is still growing, one can't help but notice that amount of promise that is shown here.
6. Explore - Great site, similar to Discovery Streaming for educational video. Users can either view on the web or download for their own convenience.
7. Kids Tube - Excellent filtered site for kids' videos.
8. Teacher Tube - Excellent site for educators to find videos for students and share in the wonderful educational online community.
9. Vimeo - A nice very popular alternative to YouTube. I recommend using with a filter of some sort, or view all content before introducing to students.
10. Clip Blast - A huge collection of videos can be found on this nice site; must be used in a filtered environment for safety reasons.

David Kapuler is an educational consultant with more than 10 years of experience working in the K-12 environment. For more information about his work, contact him at dkapuler@gmail.com and read his blog at cyber-kap.blogspot.com



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Mentor/Protégé Connection Continues



Your program paperwork is completed (or if it isn't, this is a friendly reminder to get it to us ASAP!!!), so consider the following for continuing mentor/protégé conversations:

- **Talk about post-IAR planning (standards-based, but more opportunities for engaged learning)**
- **Talk about focusing students during warm weather-itis (particularly after spring break) Warm weather does NOT equal summer vacation**
- **Assist with developing a thematic unit or plan one together**
- **Discuss closing out the school year and preparing your classroom for summer break.**
- **Share your technology skills and share ideas for utilizing technology – Have you used video streaming, taken your students on virtual field trips, utilized the primary resources of the Library of Congress, or developed Web Quests?**
- **Discuss how the first week of school will be different next year**
- **Discuss what you've learned about rules and procedures.**
- **Make a list of procedures for next year and talk about how you will not only teach them, but practice them in the fall (Thank you, Dr. Harry Wong)**
- **Discuss possible summer activities to prepare for next year.**
- **Take a workshop together**
- **Analyze student work samples and brainstorm ways to help individual students.**
- **Discuss ways to systematically differentiate instruction next year.**
- **Discuss developing centers for your classroom.**
- **Reflect on the protégé's growth this year. Make a scrapbook (or a list) of positives of this first year of teaching.**

Colleagues:

Spring is right around the corner. The days are getting longer, the temperature is headed the right direction. Given these positives we all have down days, i.e.; "This is due tomorrow", "Charlie needs his make-up work", "Conference Thursday during my plan time", etc, etc.

I do not know where I got this story but I think it is great. Please keep it in your knee drawer and on "one of those days" take it out and read it. Take time to read the story about John and count your blessings.

John was the kind of person some folks might love to hate. He was always in a good mood and always had something positive to say. When someone would ask him how he was doing, he would reply, "If I was any better, I would have to be twins!" He was a unique manager because he had several waiters who had followed him from restaurant to restaurant. The reason the waiters followed John was because of his attitude; he was a natural motivator. If an employee was having a bad day, John was there telling the employees how to look on the positive side of the situation. Seeing this style really made me curious, so one day I went up to John and said to him, "I don't get it. You can't be a positive person all the time. How do you do it?" John replied, "Each morning I wake up and say to myself, 'John you have two choices today. You can choose to be in a good mood or you can choose to be in a bad mood.' I choose to be in a good mood. Each time something bad happens, I can choose to be a victim or I can choose to learn from it. I choose to learn from it. Every time someone comes to me complaining, I can choose to accept their complaining or I can point out the positive side of life. I choose the positive side of life."

"Yeah, right, but it's not that easy," I protested. "Yeah it is," John said. "Life is all about choices. When you cut away all the junk, every situation is a choice. You choose how you react to situations. You choose how people will effect your mood. You choose to be in a good or bad mood. The bottom line: It's your choice how you live life."

I reflected on what John said. Soon thereafter, I left the restaurant industry to start my own business. We lost touch, but I often thought about him when I make a choice about life and how I reacted to it. Several years later, I heard that John did something you are never supposed to do in the restaurant business; he left the back door open one morning and was held at gun-point by three armed robbers. While trying to open the safe, his hand,

shaking nervousness, slipped off the combination. The robbers became anxious and shot him several times. Luckily, John was found relatively quickly and was rushed to the local trauma center. After 10 hours of surgery and weeks of intensive care, John was released from the hospital with fragments of the bullet still in his body.

I saw John about six months after the incident. When I asked him how he was, he replied, "If I was any better, I'd have to be twins. Wanna see my scars?" I declined to see his wounds, but I did ask him what had gone through his mind as the robbery took place. "The first thing that went through my mind was that I should have locked the back door," John replied. "Then as I lay on the floor, I remember that I had two choices: I could choose to live or I could choose to die. I chose to live." "Weren't you scared? Did you lose consciousness?" I asked. John continued, "The paramedics were great. They kept telling me I was going to be fine. But when they wheeled me into the emergency room and I saw the expressions on the faces of the doctors and nurses, I got really scared. In their eyes I read, 'He's a dead man.' I knew I needed to take action."

"What did you do?" I asked. "Well, there was a big burly nurse shouting questions at me," John answered. She asked me if I was allergic to anything, 'Yes, I replied....I took a deep breath and yelled, 'Bullets!' Over their laughter, I told them 'I am choosing to live. Operate on me as if I am alive, not dead.'" John lived thanks not only to the skill of his doctors, but also his amazing attitude.

I learned from him that every day we have the choice to live fully. Attitude, after all, is everything.

Remember, light is at the end of the tunnel, (and it's not an oncoming train). Hang in there, I'm only a page away.

Ed Baumgart

*ONE CARD PER STUDENT!

Student Permanent Record I.D. # _____		School District 148 Dolton, Cook County, Illinois		District Office File	
Name of Student (Last, First, Middle)			Birthdate (Month, Day, Year)		Phone No. (Pencil)
Address (Street, City, Zip) (Pencil)			Birthplace (City, State)		Birth Certificate Yes _____ No _____
Father's (Guardian) Name (Last, First)			Mother's Name (Last, First)		Guardian _____ Foster _____
Date	Grade	Source of Entrance into District 148			
Date	Grade	Reason for Leaving this System (School System and State)			
Date	Grade	Re-entering District 148			

This record is kept for 60 years and must be complete and checked for accuracy in October and May of each school year by the teacher. The secretary will complete the attendance portion. The principal is responsible for the accuracy of this record. All cards will be turned into the District with the end-of-year checkout.

Year Month, Day	20	20	20	20	20	20	20	20	20	20	20	School	Signature of Grade/Level/Teacher
Grade												abbr.	Signature
Days Present	Total for year												
Days Absent	Total for year												
Days Not Enrolled	Total for year												
Reading / Literature													
Language Arts													
Mathematics													
Science / Health & Safety													
Social Studies													
Art													
Computer													
Physical Education													
Music - Elem.													
Acceleration - Jr. High													
Health & Safety - Jr. High													

AVERAGE FOR YEAR

Explanation of Grading System:

S - Satisfactory U - Unsatisfactory