

**AGENDA FOR BOARD OF EDUCATION MEETING - AMENDED
COMMUNITY HIGH SCHOOL DISTRICT #154
HELD AT THE COMMUNITY HIGH SCHOOL DISTRICT #154 AT 6:00 PM
MONDAY, APRIL 14, 2025**

- A. Call to Order
- B. Executive Session to discuss Litigation. 5 ILCS 120/2(c)(11), Student disciplinary cases. 5 ILCS 120/2(c)(9), Personnel 5 ILCS 120/2(c)(1). The purchase or lease of real property. 5 ILCS 120/2(c)(5)The setting of price for sale or lease of property owned by a public body. 5 ILCS 120/2(c)(6).
- C. Returned from Executive Session at
- D. Recommend possible action as a result of executive session.
- E. Introduction of Guests
- F. Public Comments (3-5) minutes.
- G. Consent Agenda
 - 1. Read and approve the minutes of the regular and executive session of the March 17, 2025 meeting.
 - 2. Recommend approval of the Quarterly Report of Pupils No Longer Enrolled in School.
- H. New Business
 - 1. Recognition of Katie Palek as the first CTE Teacher at MCHS to have her curriculum earn the ISBE College and Career Pathway Endorsement.
 - 2. Recognition of Dan Kane and Tim Schroepfer for earning their Level 2 Google Administrative Certification.
 - 3. Recommend a motion to hold a public hearing on May 15, 2025 regarding Life Safety, Building, and Capital Projects.
 - 4. Presentation by Principal Jay Mullens and Interventionist Sarah Joustra on math instruction and interventions.
 - 5. Presentation of Math Textbooks and recommend placing them on display for 30 days.
 - Division Chair Rob Mansfield will present options for new math textbooks.
 - 6. Recommend approval to request bids for replacement of lighting in outdoor public spaces, walkpaths and entrances near the building, and selected classrooms, offices, and conference rooms.
 - 7. Recommend approval of changes to the Custodian Job Description.
 - 8. Recommend approval of the personnel report as presented.
 - Resignations
 - Jeff Parsons, Security Officer

- Hires
 - Eduwigis Zarinana, Administrative Secretary - \$20/hour
 - Darcia Carberry, Interventionist - M/8
 - Leaves
9. Recognition of ComEd Energy Efficiency Champion status.
- After completing a ComEd Energy Efficiency Program in 2024, MCHS has been recognized as an Energy Efficiency Champion.
- I. Superintendent Report
- [April Newsletter](#)
 - Economic Interest Filing
 - Candy and Shane still need to file
 - Communications
 - House Bill 1237
 - Upcoming Dates:
 - April 18 - Non-Attendance Day
 - April 23 - Early Dismissal 11:25am
 - April 26 - Prom
 - April 28 - BOE Meeting
- J. Adjournment

MARENGO COMMUNITY HIGH SCHOOL

District #154

110 Franks Road Marengo, Illinois 60152

Phone 815-568-6511

www.mchs154.org

Fax 815-568-6510



David N. Engelbrecht, Ed.S.
Superintendent

Mr. Jay Mullens, Ed.S.
Principal

April 14, 2025

Board of Education District #154,

It is my honor to recognize Mrs. Katie Palek, who is the first Career and Technology Education (CTE) Teacher at Marengo Community High School (MCHS) to have her curriculum earn the Illinois State Board of Education (ISBE) College and Career Pathway Endorsement (CCPE). ISBE, through the Postsecondary and Workforce Readiness Act, requires school districts in a three-year cycle to offer students at the high school level at least one course in each of the three years with the CCPE distinction.

Here are the details of the CCPE requirements:

1. Individualized Learning Plan
 - Students develop a personalized learning plan outlining their career goals that is aligned with their interests and aptitudes, and the steps they will take to achieve them
2. Career-Focused Instructional Sequence
 - Students must participate in a sequence of courses and activities that focus on a specific career pathway, and include at least six hours of early college credit
 - The curriculum must include the following: career exploration activities and/or intensive career exploration experiences, a minimum of two team-based challenges, and at least 60 cumulative hours of supervised career development experiences
3. Work-based Learning
 - Students must engage in real-world work experiences, such as internships, apprenticeships, or job shadowing, that provide students with valuable knowledge and skills they can use in their future careers
4. Demonstrating Readiness for College-Level Work
 - Students must demonstrate that they are ready for non-remedial coursework in reading and math by high school graduation, as defined by the school district and local community college

I am pleased to share that this opportunity will be available for our Basic Nursing Assistant Training Program (BNATP) students beginning in the 2025-2026 school year. Students who meet this requirement in Mrs. Palek's nursing pathway will receive an endorsement on their high school diploma in Health Sciences and Technology. This was a long, tedious process that Mrs. Palek worked on for about a year and a half with me as I transitioned out of my role as Principal. She has paved the way for her colleagues to continue to offer these additional opportunities at MCHS to our CTE students in the future, and I am so proud of her!

Sincerely,

A handwritten signature in cursive script that reads "Angela M. Fink".

Dr. Angela M. Fink
Assistant Superintendent of Programs

cc: Personnel File - Katie Palek



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April 14, 2025

Board of Education District #154,

It is my honor to recognize Chief Technology Officer, Mr. Daniel Kane, and Network Administrator, Mr. Timothy Schroeffer, for their recent achievements in Information Technology (IT). If you recall several months ago, the Board approved the recommendation from Superintendent Engelbrecht and I to send both Dan and Tim to the three-day 2025 Brainstorm Educational Technology Conference in Wisconsin Dells, WI. We are grateful for the opportunity from you in approving that recommendation so that Dan and Tim could network and exchange ideas among fellow education IT technologists and Ed Tech vendors from all over the state of WI and surrounding areas. In addition to the incredible networking opportunities they experienced, there were over 120 technology-focused professional development learning opportunities available to them in which Dan and I strategically selected the training sessions in advance for he and Tim, to ensure we maximized their opportunity to ultimately obtain the coveted Level 2 Google Admin Certification following the conference.

I have shared a number of times with the Board that one of the goals of the Technology Department the past year and a half has been to enhance our overall security posture with the growing level of concerns for K-12 schools with respect to cybersecurity because the educational sector is especially vulnerable to potential threats to the vast amount of valuable data we have for students, staff, and parents. I am pleased to share that Dan and Tim completed their comprehensive assessment this week following what they learned at the conference, and in both of them passing this assessment, are now Trafera's Level 2 Google Admin Certified. Their training and subsequent certification is considered advanced-level and designed for staff who have prior Google Workspace experience, who are now focusing on their proficiency in significantly more advanced technology topics including but not limited to: security, ransomware protection, data protection, directory management, managing ChromeOS devices, Single-Sign On, data loss prevention, and more!

Way to go Dan and Tim, I am extremely proud of you both in earning this prestigious honor in your field!

Sincerely,

Dr. Angela M. Fink
Assistant Superintendent of Programs

cc: Personnel File - Mr. Daniel Kane



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Sincerely,

Dr. Angela M. Fink
Assistant Superintendent of Programs

cc: Personnel File - Mr. Timothy Schroepfer

PUBLIC NOTICE

NOTICE OF PUBLIC HEARING

Notice is hereby given by the Board of Education of Marengo Community High School District #154 in the County of McHenry, State of Illinois, that a public hearing has been scheduled for Life Safety, Building, and Capital Projects on May 15, 2025 at 7:00pm. The hearing will be held in the District Conference Room at Marengo Community High School, 110 Franks Road, Marengo, Illinois.

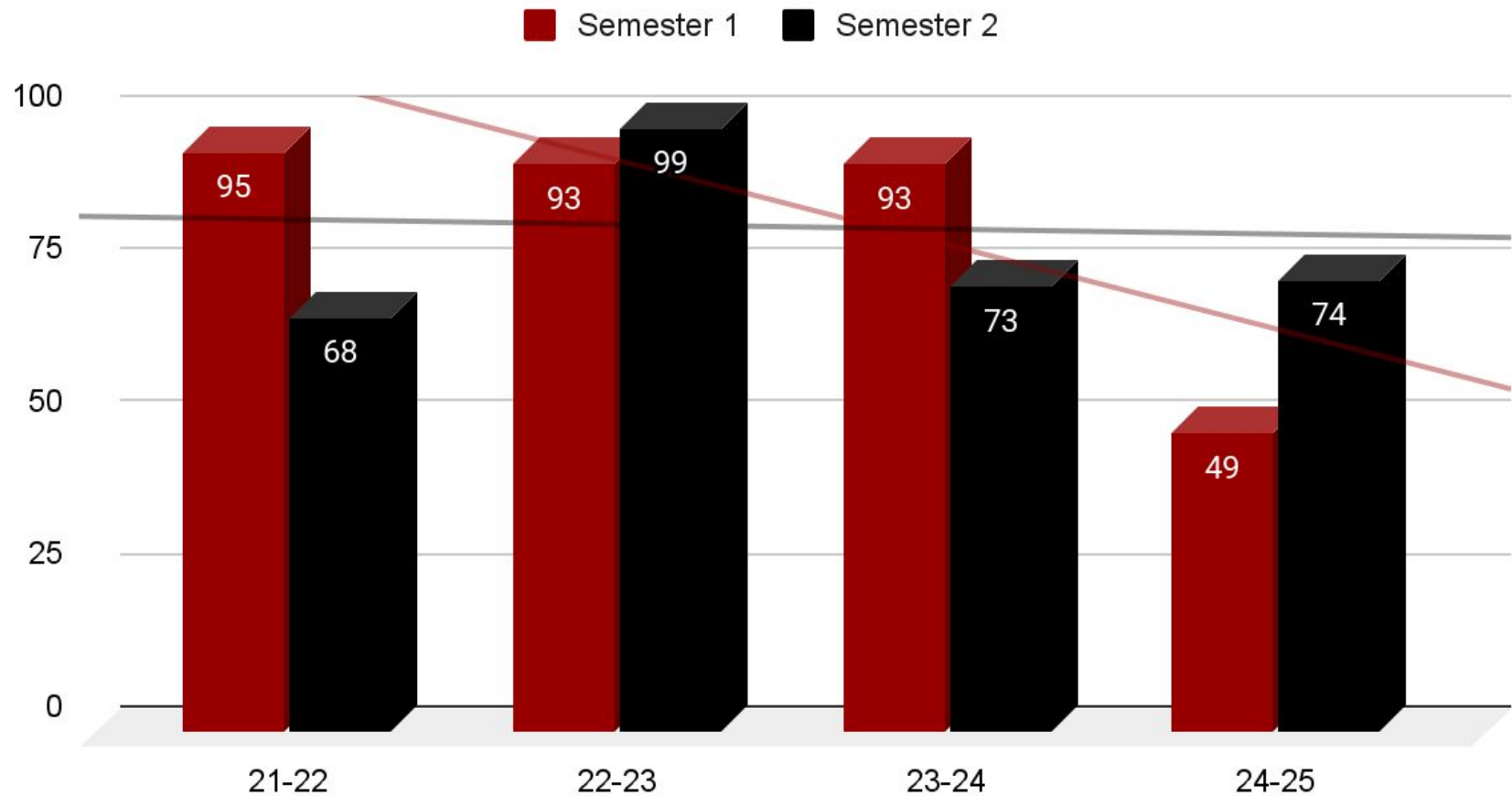
Jodie Kanaly, Secretary
Community High School District #154
Board of Education
Marengo, IL 60152



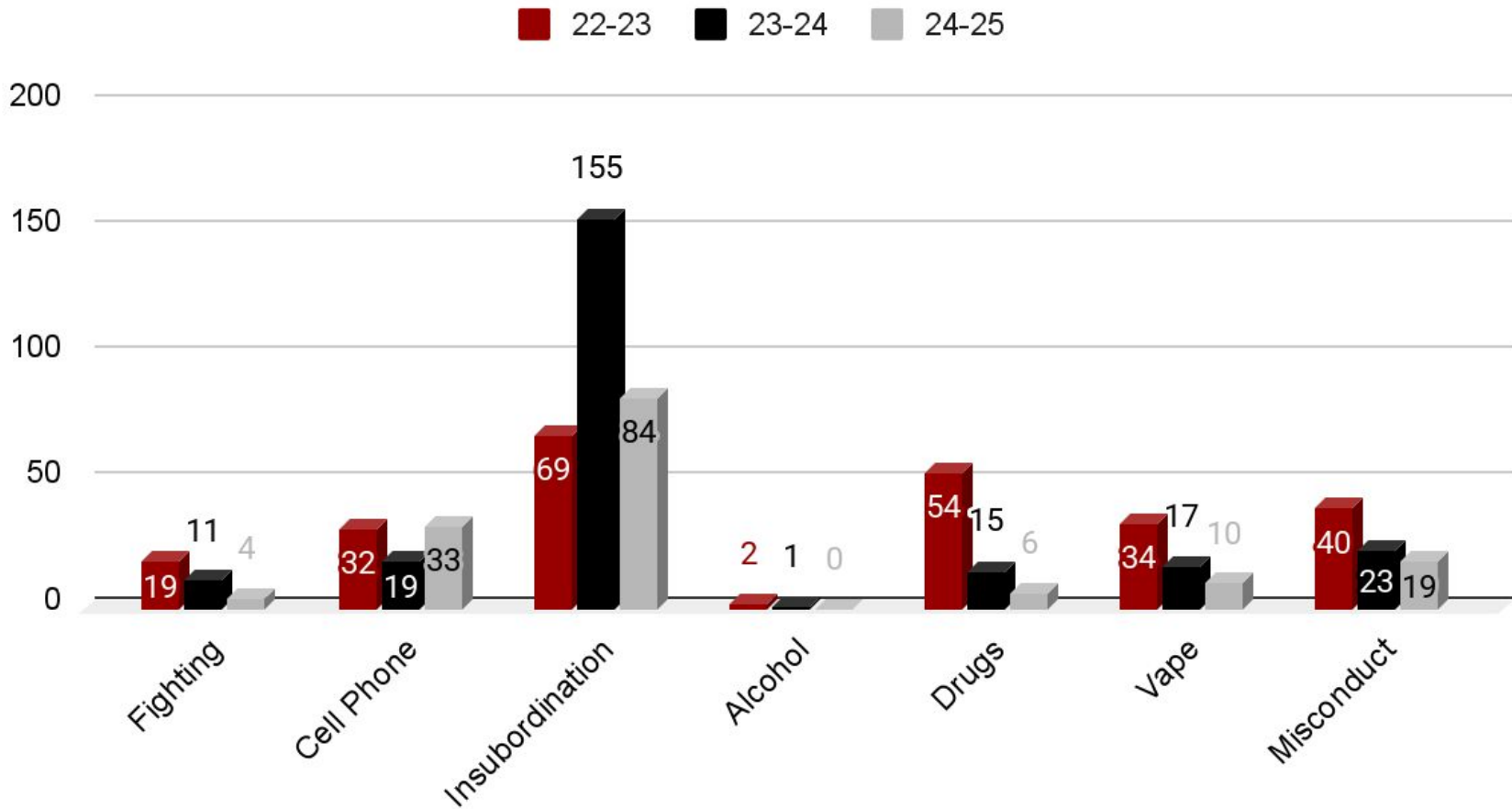
MCHS

Moving in the right direction!!!!!!

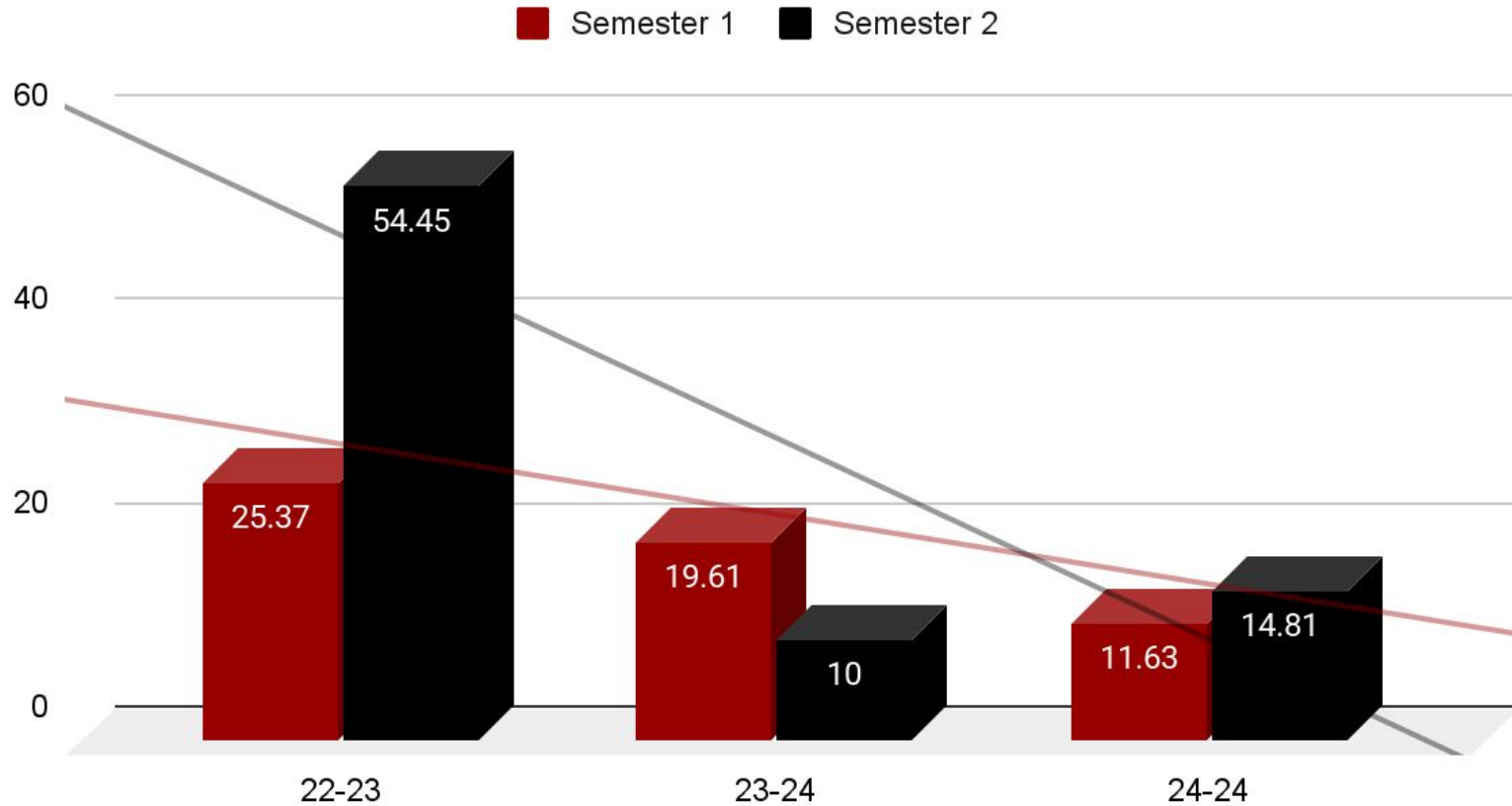
Trending Down



Discipline Referrals



Principles Failure Rate by Semester and Year



Math Grade Distribution: 3/4/25

PAG

A	
	19%
	5
B	
	23%
	6
C	
	35%
	9
D	
	8%
	2
F	
	15%
	4

TAG

A	
	10%
	5
B	
	32%
	16
C	
	28%
	14
D	
	22%
	11
F	
	8%
	4

ALG

A	
	19%
	5
B	
	23%
	6
C	
	27%
	7
D	
	15%
	4
F	
	12%
	3
PAG, S1	
	0
ALG, S1	
	7

Geo

A	
	10%
	7
B	
	17%
	12
C	
	30%
	21
D	
	30%
	21
F	
	14%
	10

ALG II

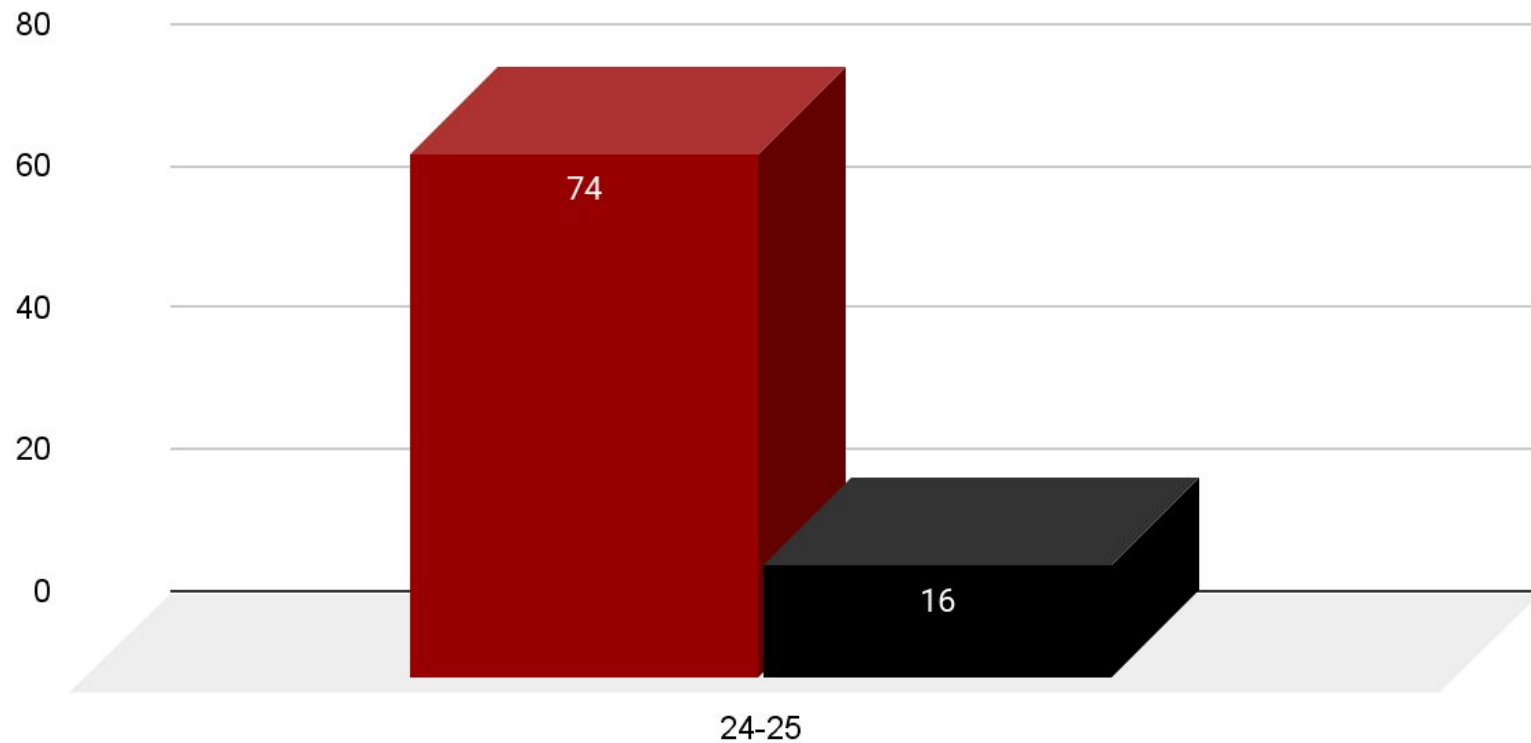
A	
	54%
	14
B	
	42%
	11
C	
	19%
	5
D	
	4%
	1
F	
	8%
	2

Failures broken down



Students Receiving Tier II Supports

■ Tier II Supports ■ Exited Students from ASH



Restructured ASH Procedures

Other Items

Math & Science Push In/Pull Out Services

- Instructional Coach Model
- Small group support

Newcomer Program

Intervention Software Programs

- IXL - All subjects - Pilot
- Achieve 3000 - Lit Studies/Practical Courses

With new interventionist position

- Tier II and Tier III elective courses for next year
- ESL certification on staff
 - EL student support
- English Push In/Pull Out Services
 - Instructional Coach Model
 - Small group support

Other Items Continued

Math Lab

- Extra Math support each period next year

Executive Functioning Support

- Advisory Classes for next year

ACT Prep

- Prep will be done in the classroom with the content teacher for next year

Mandatory Study Hall

- Freshman who are in Lit Studies or Principles

Progress Monitoring Example

[Math Progress Monitoring](#)

4-14-25
BOE Meeting

Math
Textbook
Evaluation



Evaluation Rubric

MARCUS NIBUNGCO

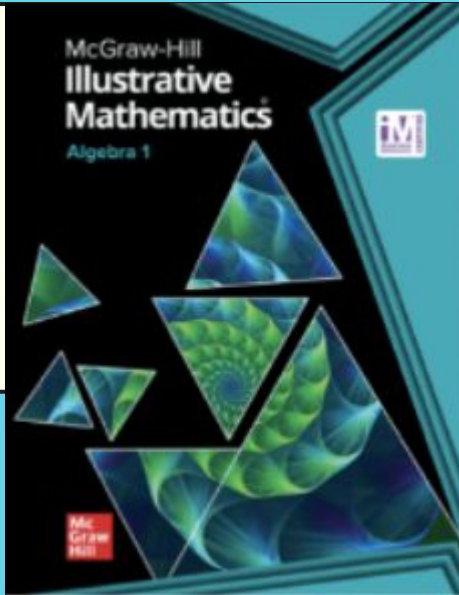


I	Content-Criteria Statements	Rob	Sis	Marcus	Kristi	Dwain	Rafael	Sarah
1	The nature of the content leads to less traditional review to allow students to consistently progress to higher levels Depth of Knowledge (concepts/practice problems progressively become more complex)	5		5	5	4	5	5
2	Students use common vocabulary and symbolism to describe their thinking, including but not limited to graphs, drawings and tables.	5		5	5	4	5	5
3	Content is organized around major concepts with great depth.	5		5	5	4	5	4
4	The materials provide varied opportunities for students to apply knowledge.	3	4	5	4	3	5	5
5	Content as communication, where students talk/listen & write/read about their understandings.	5		5	5	4	5	5
6	The materials help teachers better understand the content & how it facilitates lifelong learning.	4		4	4	3	5	4
7	The instructional strategies will move students through the concrete to abstract continuum.	5	5	5	5	4	5	5
8	Content is aligned to the Math CCSS and Illinois Learning Standards and the standards are stated and not just coded.	5		5	5	4	5	5
9	All children are given access to the same core content in which needs are met through differentiated processes and activities	5		5	5	4	5	
10	The reading level is appropriate	3				3	5	

SARAH JOUSTRA



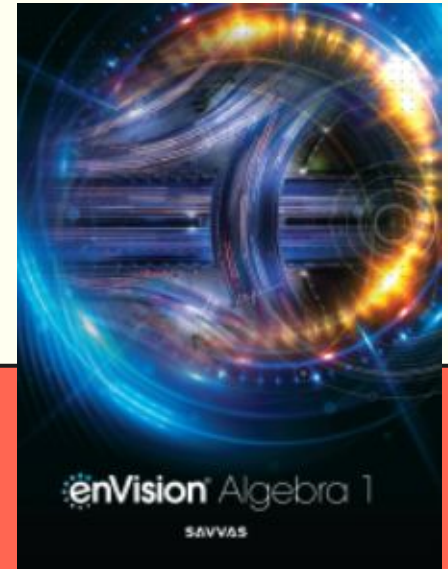
Options Overview



McGraw-Hill

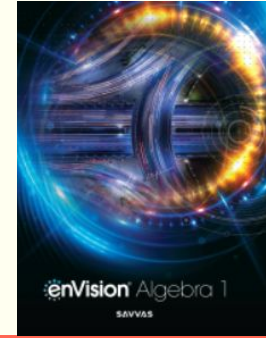
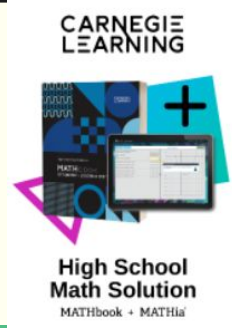
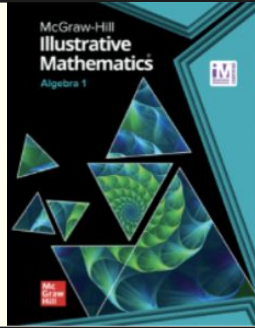


Carnegie



Savvas

Options Pros and Cons



McGraw-Hill

Pros:

- Scope and Sequence
- ALEKS program included

Cons:

- Online Assignments
- Outdated Online Platform
- Online Support

Carnegie

Pros:

- Rigor
- Real World Applications
- Assessment Item Bank

Cons:

- Scope and Sequence
- MATHIA Support
- No ACT/SAT Resources

Savvas

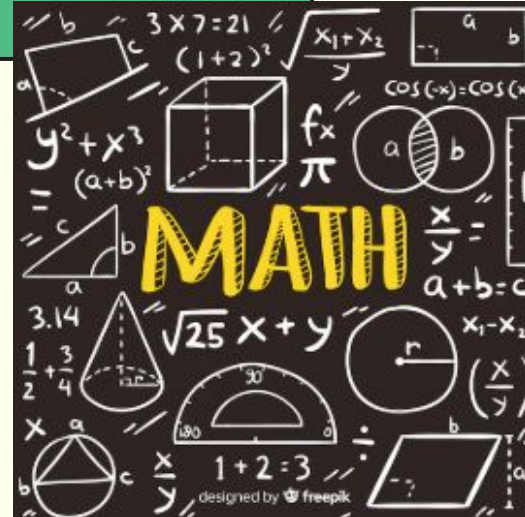
Pros:

- Scope and Sequence
- ACT/SAT Alignment
- Online Support
- Interactive Workbook

Cons:

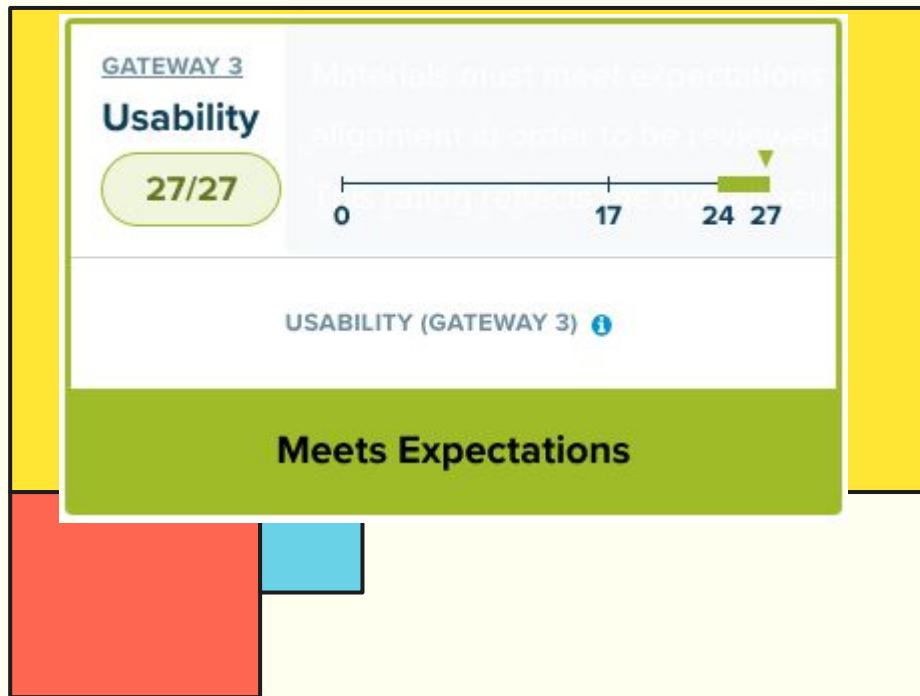
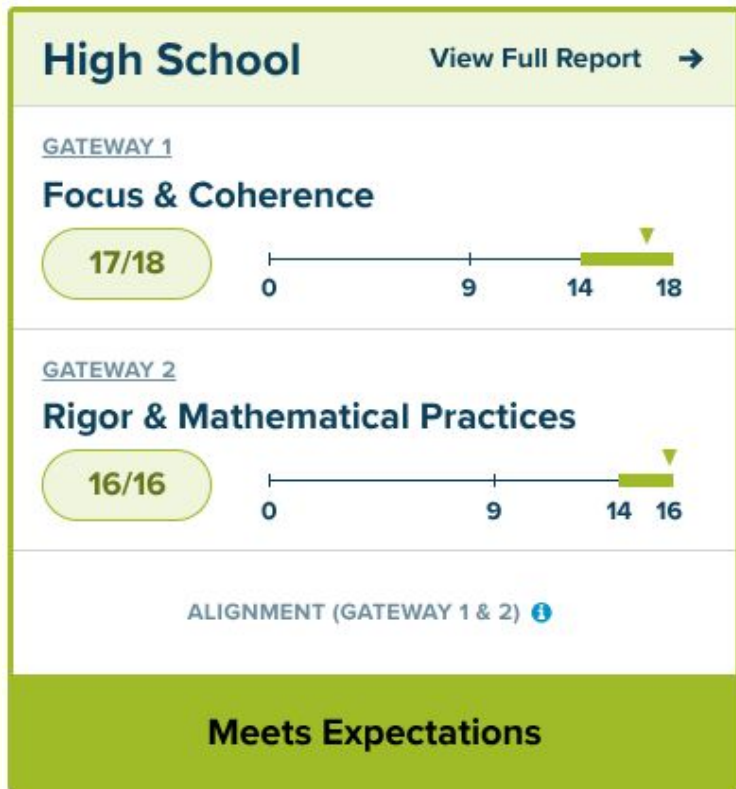
- Not compatible with Pear Assessment
- No built-in online program

Option 1: Carnegie Learning



Carnegie Learning

6



Carnegie Learning

Mean | 4.49

7

Scope and Sequence

While the rigor is evident, we felt that incorporating this content in Principles of A&G, Transitions of A&G, and Algebra II would take several years to phase in due to gaps in prior knowledge.

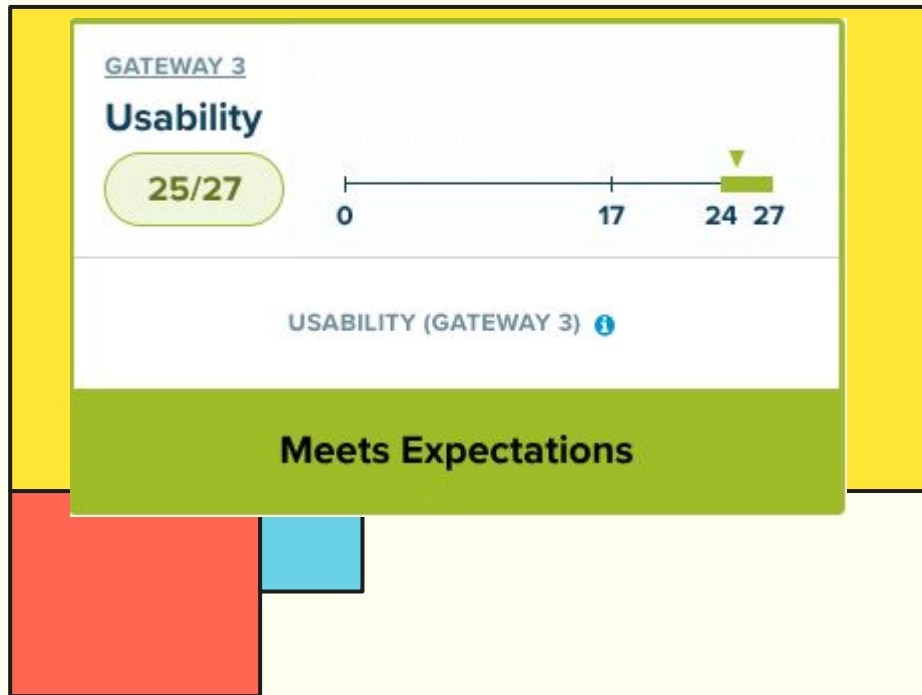
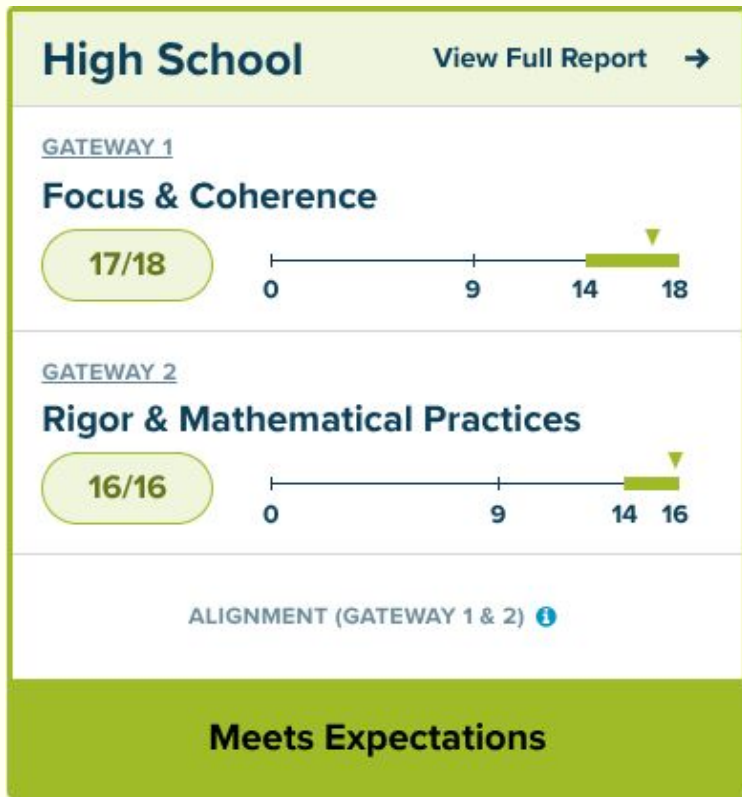
Real World Applications

It is common for CL to open a unit with a Real World exploration to introduce new material. We plan to incorporate these into *any* curriculum.

MATHIA

This can be used as a supplement, but the student cannot complete the “assignment” until they earn 100%. This leads to frustration.*





Savvas

Mean | 4.67

10

Scope and Sequence

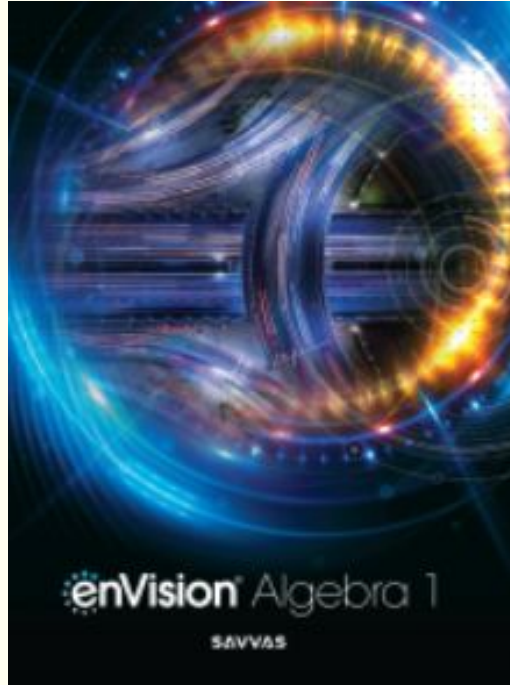
We can use the momentum and success that have been established the last couple years through Big Ideas with a similar sequence.

Interactive Workbook

We will be able to supplement our current materials with the Savvas workbook to give the best learning experience for all levels of students. This includes using some of the test bank questions we have been creating this year with Pear Assessment.

Assignments

Each assignment provides links to additional examples and videos that show an instructor teaching a class with real interactions. Students may resubmit assignments.



• **Tech Questions**

- SSO through Google Classroom (GC)
- Roster through GC nightly
- SOPPA compliant
- Assessments are available
 - ExamView Download option
 - No Pear Assessment compatibility
- No lockdown feature
- Desmos imbedded
 - Activities
 - Graphing Calculator

• **Assignments**

- Linked through GC w/ due dates, etc
- May be customized
- Mirrors textbook assignment
- Immediate feedback (w/ links to textbook, videos, add'l examples, printable, etc)
- Performance Bands / Standards linked per question so you can filter
- Student can "try again" on an assignment
 - No need for teacher to "unsubmit"
 - Submission includes timestamp, but no duration of assignment
 - 2 opportunities per Multiple Choice question, 3 opportunities on short answer

• **English -> Spanish**

- All materials available, including audio support

• **ACT/SAT Support**

- ACT/SAT questions within every lesson
- Desmos calc imbedded in these questions

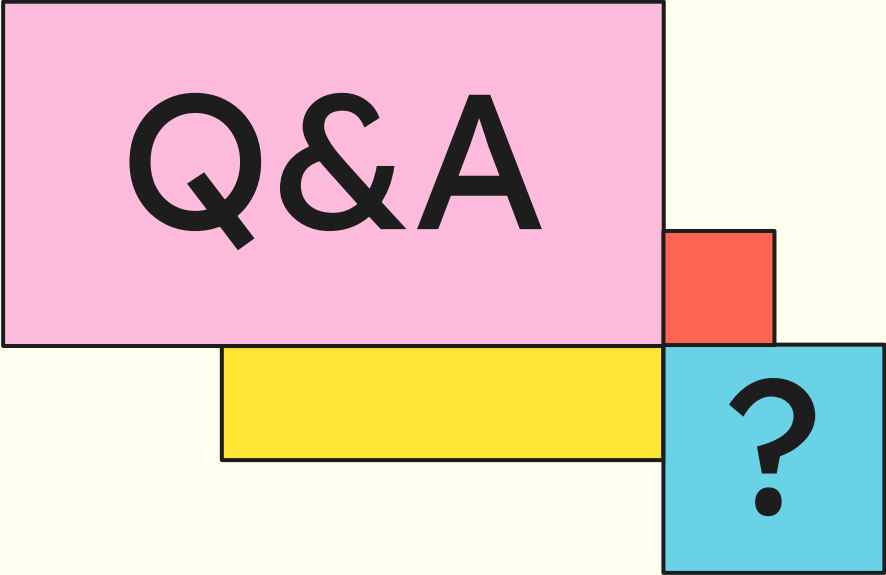
• **Digital Workbook in addition to hard copy**

- Students can open Workbook on their Chromebooks and type, graph, etc
- This could be converted to our personalized note packets pretty easily

• **Other comments**

- The Math department recognizes the successes of our Principles (of Alg & Geo) and Algebra 2 students the last couple years. We felt that the curriculum of the "runner-up" Carnegie Learning would take several years to phase into the classrooms of the majority of our students. Savvas' scope and sequence aligns with our current text.
- The Savvas digital workbook allows our teachers to supplement and use a combination of materials to accommodate our students' different learning styles.
- The Savvas data that teachers (and other staff) can access will allow for data-driven instruction and differentiation.
- Unlike other texts, Savvas does not require licenses to a specific support site (ie ALEKS, Mathia, etc). This has allowed us to shop around for the best support resources. At this time, Math IXL is our leading candidate.





**Math Textbook Evaluations
For the 2025-26 SY**

Math Department Compiled Data for Textbook Review (2022-2023 MASTER)

	Big Ideas Math / Cengage	McGraw Hill	Carnegie Learning	Open Up Resources	Savvas Learning Envision 2024
Algebra 1	Samples in room 2112 Sample TE	Sample Username: RevealAGADemo Password: 25McGrawmath	Carnegie scope and sequences Samples in room 2112 Carnegie Clear learning center (click on link to select username and password) CLC student view video (short video showing the student view of the online center)	Open Up High School Math Access : use this link to create your account and have access to both the entire AGA and Integrated curriculum digitally Open Up Resources High School Math Overview : this is a great, quick overview of the curriculum Open Up Resources K-12 Math PLCs : Our community coaches will lead us as we discuss important grade-level concepts, as well as collaborate and engage in some tasks together.	enVision 2024 A G A Demo Access www.SavvasRealize.com U/N: env2024cc P/W: Mathrocks1
Geometry	Samples in room 2112 Sample TE	Sample Username: RevealAGADemo Password: 25McGrawmath	Carnegie scope and sequences Samples in room 2112	Same than Above	enVision 2024 A G A Demo Access www.SavvasRealize.com U/N: env2024cc P/W: Mathrocks1
Algebra 2	Samples in room 2112 Sample TE	Sample Username: RevealAGADemo Password: 25McGrawmath	Carnegie scope and sequences Samples in room 2112	Same than Above	enVision 2024 A G A Demo Access www.SavvasRealize.com U/N: env2024cc P/W: Mathrocks1
Rep	Samantha Myers / Nina Leicht samantha.myers@ce...	Cathleen Gallagher cathleen.gallagher...	Tony DePalma tdepalma@carnegielearning.com	Kim Romain kim.romain@openup.org	DJ Sedivi douglas.sedivy@savvas.com
Site Visit			Huntley HS		

Meetings:

When?	December 11, 2024 12:30-3:15	January 15, 2025	February 12, 2025	February 26, 2025
Who?	Rob Mansfield Dwain Nance Anya Nelson Rafael Martinez Sis Riedl Kristi Buchwald Marcus Nibungco	Rob Mansfield Dwain Nance Anya Nelson Rafael Martinez Sis Riedl Kristi Buchwald Marcus Nibungco	Rob Mansfield Dwain Nance Anya Nelson Rafael Martinez Sis Riedl Kristi Buchwald Marcus Nibungco	Rob Mansfield Rafael Martinez Sis Riedl Kristi Buchwald Marcus Nibungco Sarah Joustra
What?	Get familiar with online resources Plan site visits Discussed Huntley's use of Carnegie Plan next meeting	Eliminated Open Up as a candidate Viewed Ed Reports	Eliminated McGraw Hill and Big Ideas Compared Savvas and Carnegie through the materials and online resources and notes taken in virtual meetings	Compared all data and resources and voted between Savvas and Carnegie

Publisher Name: Carnegie Learning

Rating scale should be between 1 (low) and 5 (high) which will be calculated below.

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10	The reading level is appropriate	3		3	3	3	5	4

COMMENTS:

II	Assessment Criteria Statements	Rob	Sis	Marcus	Kristi	Dwain	Rafael	Sarah
1	The materials provide assessments that consistently connect and spiral concepts.	4		4	4	3	5	4
2	The materials contain grading rubrics & student examples for specific assessments.	5		5	5	3	5	
3	The materials contain frequent, meaningful formative assessments that <u>guide</u> teaching and learning.	5		5	5	3	5	5
4	The materials contain a variety of frequent, meaningful summative assessments (projects, journal questions, groups assessments, etc)	5		5	5	3	5	5
5	The program includes homework/practice/activities that provide clear learning targets and consistent feedback for students.	4		4	4	3	5	4
6	The materials provide writing prompts that call for students to explain & justify their reasoning.	5		5	5	3	5	
7	The materials provide performance tasks that foster real world connections <u>and</u> align with the way students have learned the concepts.	5		5	5	3	5	5
8	There are a variety of assessment options provided to help differentiate instruction including projects, portfolios, tests, etc.	4		4	4	3	4	4

COMMENTS:

III	Student Experiences- Criteria Statements	Rob	Sis	Marcus	Kristi	Dwain	Rafael	Sarah
1	The materials foster student exploration of higher-level thinking through the use of technology.	5		5	5	3	5	5
2	The materials provide opportunities for students to construct knowledge by connecting concepts through real-world applications.	5		5	5	3	5	5
3	The program uses manipulatives to foster the move from concrete to representational to abstract thinking.	4		4	4	3	5	
4	The materials provide opportunities for students to construct knowledge through active engagement in the subject.	4		5	4	3	5	5
5	The materials provide opportunities for students to learn individually, cooperatively and through guided practice.	4		4	4	3	4	4
6	The materials expect students to self-assess throughout the unit/chapter by a variety of means (i.e. rubrics, online resources, etc.)	5		5	4	4	5	
7	The student text is well-organized, visually appealing and the visuals enhance concepts and vocabulary.	4		4	4	3	4	5
8	The materials enable students to expand their understanding by connecting prior knowledge with current processes.	3		4	3	4	5	4
9	The materials provide opportunities for students to experience the subject in a variety of contexts and with different representations.	5		5	5	3	5	
10	The students are given clear expectations.	4		4	3	3	5	4
11	Students will have the opportunity to experience and become proficient with the Math CCSS and IL standards	5		5	5	3	5	5

COMMENTS:

IV	Teacher Role and Support- Criteria Statements	Rob	Sis	Marcus	Kristi	Dwain	Rafael	Sarah
1	Instructional materials provide questions to elicit, engage and challenge student thinking.	5		5	5	3	5	5
2	Program includes interactive, computer-based tools/materials (SMARTBoard/generators) to aid in the development/implementation of instruction.	5		5	5	4	5	5
3	Lesson design supports the role of teacher as the facilitator.	5		5	5	3	5	5
4	The instructional materials show how & why	5		5	5	3	5	5
5	Materials provide for differentiation.	4		4	4	2	5	4
6	Sample rubrics and sample student work responses are included.	5		5	4	3	5	
7	Provides suggestions for how para-professionals & parents can be involved, help their children outside the classroom and support the school's instructional program.	4		3	3	3	5	
8	The use of manipulatives is embedded in the instructional program.	5		5	5	3	5	
9	The use of technology is embedded in the instructional program.	5		5	5	3	5	5
10	The instructional program provides <u>numerous</u> pacing guides and differentiated activities.	4		5	4	4	5	4
11	Supplementary materials are provided & relevant.	4		5	4	4	5	5

COMMENTS:

V	Other Considerations	Rob	Sis	Marcus	Kristi	Dwain	Rafael	Sarah
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1	Multiple learning styles addressed	5		5	5	3	5	5
2	Physical size of material (weight)			5	5		5	
3	Binding			5	5		5	
4	Quality of paper			5	5		5	
5	Are the materials aligned to the Math CCSS and IL standards, and if so, to what extent?	5		5	5	4	5	5

COMMENTS:

VI	Technology Considerations	Y/N	Comments/Notes
1	Single Sign-on with Classlink/Infinite Campus/Google	Y	
2	Class Rostering with Classlink/Infinite Campus	Y	Classlink
3	Public documentation of system requirements that show this is chromebook compatible	Y	egelearning.com/help-center/math/educators/mathia/technical-help-for-mathia/article/sy
4	SOPPA compliant	Y	
5	Test Banks are available to download or available in pear assessment	N	
6	What are the bandwidth requirements per user	Y	For up to 30 concurrent student users, allocate a minimum of 1Mbps Internet b
7	Gradebook Passback	N	Grade passback features currently unavailable. Some Integration planned for 2025-26, but through S

SUMMARY OF EVALUATIONS		Mean	Median	Mode
1	CONTENT	4.532258065	5	5
2	ASSESSMENTS	4.369565217	5	5
3	STUDENT EXPERIENCES	4.26984127	4	5
4	TEACHER ROLE AND SUPPORT	4.444444444	5	5
5	OTHER CONSIDERATIONS	4.857142857	5	5
	Mean	4.49		
	Median	4.8		
	Mode	5		

RECOMMENDATIONS OF EVALUATOR AND SUPPORTING EVIDENCE FOR RECOMMENDATION:



MARENGO COMMUNITY HIGH SCHOOL

District #154

110 Franks Road Marengo, Illinois 60152

Phone 815-568-6511

www.mchs154.org

Fax 815-568-6510

David N. Engelbrecht, Ed.S.
Superintendent

Mr. Jay Mullens, Ed.S.
Principal

April 14, 2025

Board of Education District #154,

If you recall at the January 27th BOE meeting, I shared that we were awarded the FY 2025 - School Maintenance Project Grant (SMPG) of up to \$50,000, which is a dollar-for-dollar state matching grant program focusing on some of our needed improvement projects. At that meeting I also summarized all of the different potential work items and projects we were anticipating moving forward with after receiving notice of this financial support. In Illinois schools, transitioning to LED lighting fixtures and replacing ballasts offers significant energy savings and long-term cost reductions, as LED uses significantly less energy than traditional fluorescent lights, leading to a cost savings over time in our electricity bills. Additionally, while there is an initial cost investment in transitioning to LEDs, they have a longer lifespan and require less maintenance, resulting in even longer-term cost savings. Finally, there are opportunities to explore potential funding opportunities and rebates from governmental agencies, utility companies, or energy efficiency programs when you transition to LED lighting in your school.

Replacement of lighting fixtures in and around the campus with a transition to LED and the replacement of our current infrastructure to a more modern and compatible fixture is one of the projects in which we will need to move forward with the assistance of our SMPG funding. There are several options in which we need to explore including but not limited to: ballast bypass/direct wiring to LED, hybrid LED that works with the existing infrastructure/ballast, LED tube replacement in which the LED is designed to retrofit into existing fluorescent fixtures, and a full fixture replacement in which we replace the entire fixture itself which can offer more design flexibility, a more modern look, and potentially better energy efficiency. All of these options have pros and cons to them, including significant differences in the initial costs for both materials and labor. Therefore, Superintendent Engelbrecht and I would like to recommend to the Board that you allow us to solicit bids for LED lighting improvements.

Sincerely,

Dr. Angela M. Fink
Assistant Superintendent

CUSTODIAN

Primary Duties: To maintain the physical plant and grounds in a condition of operating excellence so that full educational use of them may be made at all times.

Reports to: Facility Operations Supervisor and Assistant Superintendent

Essential Duties and Responsibilities:

1. Maintains a high standard of cleanliness, safety and efficiency in the school building and for the grounds in which they s/he is assigned to work
2. Performs minor repairs, including but not limited to: replacing worn or defective wiring, switches, faucets, and plumbing fixtures, replacing ceiling tiles, light bulbs, fixing student lockers, and any necessary painting that may be required
3. Strives to promote the safety, health, and comfort of the students, employees, and the community
4. Assumes responsibility for the general security and fire safety of the building
5. Assumes responsibility for the general cleaning needs inside/outside the classroom and in the building, including but not limited to: cleaning, vacuuming, shampooing, sweeping, mopping, scrubbing, sanitizing, and dusting. Cleaning tasks include any and all surfaces, vents, furniture, walls, windows, stairwells, equipment, and lavatory areas including sinks, showers, urinals and toilets, mirrors, floors, and fixtures
6. Performs a wide variety of general upkeep and repair tasks including but not limited to: replacing light bulbs and ceiling tiles, servicing lock and hardware devices, roof and drain cleaning and repairs, locker repairs, and wall repairs including patching and painting
7. Refills toilet paper, paper towel, hand soap in lavatories, break rooms, and kitchens
8. Breaks down boxes and empties waste baskets, recycle bins, and other refuse containers; Assists with the removal of garbage after the lunch service
9. Operates refuse compactor for garbage and recycle, and removes litter and debris from the interior and exterior of the building
10. Cleans and stores supplies and equipment after each use
11. Sets up/takes down tables and chairs, stages, podium, flags, etc. needed for events, athletics, and activities
12. Removes graffiti markings from walls and other surfaces, and reports them immediately to Supervisor and Administration
13. Assists with maintenance and groundskeeping tasks, including but not limited to: routine maintenance, raising/lowering of the flag, snow removal such as shoveling and throwing of salt to keep walkways safe, pruning/hedge trimming/operating small power equipment such as trimmers, snow blowers, etc.
14. Reports needed repairs to the Facility Operations Supervisor, prepares and maintains reports, and closes out work orders, as required
15. Submits requests for tools, supplies, and equipment needed to the Facility Operations Supervisor and assists with the ordering, warehousing, and processing of the departmental needs
17. Assists, and performs inspections on the following including but not limited to: ladder, eye wash / shower, exit lights, emergency lights, auto lifts, boilers, air vessels, and the elevator, reporting any concerns

18. Opens the building first thing in the morning, or secure the building before leaving if assigned to P.M./weekend duty, which includes boiler checks, freezer/cooler checks, shutting off all lights, and locking and securing all exterior doors
19. Loads, unloads, hauls, and transports packages, goods, supplies and materials, debris, and equipment as required such as moving a 5 gallon bucket of paint, or a case of fruits, vegetables, or milk for food services
20. Attends all professional development and training activities
21. Inspects, prioritizes, and performs corrective maintenance and custodial tasks as identified, and not necessarily assigned
22. Performs other duties and assumes responsibilities for other duties assigned by the Facility Operations Supervisor and/or Assistant Superintendent

Necessary Knowledge, Skills, and Attributes:

1. Must be able to demonstrate the ability to comply with District and State regulations as they pertain to occupational, building, and safety standards
2. Must be able to read, understand, and follow multi-step written and verbal instructions
3. Must be able to perform mathematical calculations to ensure the mixing of chemicals and cleaning solutions is completed according to instructions
4. Must be able to demonstrate flexibility to changing work environments
5. Must be able to perform repetitive motion for long periods of time, and maintain the physical stamina to perform heavy lifting, prolonged standing, bending, crawling, climbing, and working in various types of weather
6. Must demonstrate the ability to adhere to safety practices and to comply with District procedures for the use of cleaning products, equipment, and/or other hazardous materials
7. Must be able to demonstrate the ability to follow a set routine at a pace that meets District standards, meeting deadlines and schedules
8. Must have a basic understanding of methods, materials, equipment, and tools used in the various trade areas
9. Must demonstrate the ability to operate the equipment required of the job correctly and safely, and to solve problems related to equipment operations
10. Must be able to operate small lift equipment, and use power and hand tools, etc. required of the job
11. Must possess the ability to work from ladders and work at particular heights, to access and replace light bulbs or place heavy supplies and materials on shelving, for example
12. Must be able to drive vehicles and equipment required to perform the job including but not limited to: utility vehicles, trucks, vans, construction equipment, mowers, and industrial cleaning equipment

Required Qualifications and Experiences

1. Must possess a high school diploma or GED
2. Must possess a valid Illinois state driver's license
3. Must demonstrate proficiency with the skills, knowledge, and attributes required of the job including basic reading and writing skills, active listening, and communication skills

Working Conditions and Physical Effort

1. Individuals appointed to these assignments must have adequate physical strength, physical agility, and visual and auditory acuity to perform the duties of this assignment, and be able to maintain these skill sets

2. Successful candidates must submit a post-offer, pre-employment physical examination and medical history check
3. Considerable physical activity. Job requires heavy physical work; heavy lifting, pushing, or pulling required of objects up to 50 pounds, such as lifting boxes of supplies or materials, loading them onto a cart and pushing or pulling the cart to storage areas
4. Ability to walk, stand, or sit more than 50% of a standard 8-hour shift
5. Work environment involves following basic safety precautions, which includes the use of personal protective equipment to maintain a safe working environment

Evaluation: Performance of this job will be evaluated in accordance with Board Policy.
Revised: 04/14/2025



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Superintendent

Mr. Jay Mullens, Ed.S.
Principal

April 7, 2025

I would like to recommend to the Marengo Community High School District #154 Board of Education and Superintendent Engelbrecht the hiring of Ms. Marian Zarinana as the Principal's Secretary. She was identified as a best fit for our team as she comes to us with experience as an administrative assistant working as the current registrar at Harlem High School in Loves Park, Illinois.

Sincerely,

Jay Mullens
Principal