

ROCK ISLAND-MILAN SCHOOL DISTRICT NO. 41
REGULAR MEETING OF THE BOARD OF EDUCATION
ROCK ISLAND HIGH SCHOOL - LIBRARY

TUESDAY, JANUARY 27, 2009

6:00 PM

I. Preliminary

- A. Call to Order and Roll Call
- B. Pledge of Allegiance
- C. Approval of Board of Education Minutes . . . **Action**

It is recommended that the Board of Education approve the minutes of the regular meetings of December 9, 2008 and January 13, 2009 and special meetings of December 22, 2008 and January 6, 2009 (*including executive session minutes to be kept on file as confidential*) as presented.

II. Communications

- A. Communications from Citizens
- B. Requests from persons wishing to speak on certain agenda items at the appropriate time during the meeting.

III. Reports

- A. Reports from Board Members
 - Voting Members
 - Student Members
- B. Report from Superintendent
- C. Report from RIEA Representative
- D. Citizens wishing to address the Board of Education on items not on the agenda. Comments should be limited to three (3) minutes. (*Matters regarding specific employees or students are of a confidential nature and will not be heard in open session.*)

IV. Nomination of Agenda Items for Future Meetings of the Board

V. Action on Routine Matters

- A. Act on Agenda Additions and/or Deletions
- B. Approve Agenda
- C. Blanket Motion

Opportunity will be given for the selection of items that need no discussion to be approved at the appropriate time on the agenda. The following items are recommended for the Blanket Motion:

- | | |
|------------------------------|------------------------------|
| VII. B. Student Expulsions | VIII. E. Investment Report |
| VII. C. January Fund Raisers | VIII. F. December Financials |
| VIII. C. Computer Network | VIII. G. Bills for Payment |
| VIII. D. List of Donations | IX. A-C. Personnel |

VI. Education

- A. Career Development Update . . . **Information**

Ed Veasey will provide an update on the Career Development program in District 41.

- B. 9th Grade Academy Update . . . **Information**

Kristin Allen will provide an update on the 9th Grade Academy at Rock Island High School.

- C. New Course Offerings . . . **Action**

It is recommended that the Board of Education approve the following new course offerings at Rock Island High School: Anatomy and Physiology, Classic Literature and Contemporary Literature as presented.

VII. Operations

- A. Selection of Board Members for Policy Committees . . . **Action**

It is recommended that the Board of Education select two members to serve on a Building Usage Policy/Procedures Committee and two members to review the Purchasing Policy and Guidelines.

B. Student Expulsions . . . **Action**

It is recommended that the Board of Education approve Student Expulsion No's. 05/10/20, 05/20/23 and 05/16/23.

C. January Fund Raisers . . . **Action**

It is recommended that the Board of Education approve the January Fund Raising requests as presented.

VIII. Business/Finance

A. 2009 Bond Sale . . . **Information**

Mr. Dave Phillips, Speer Financial, will update the Board of Education on the second sale of General Obligation Bonds to complete the call of outstanding bonds and acquire the remaining \$12 million for the Building Excellence plan.

B. Budget Cuts . . . **Action**

It is recommended that the Board of Education direct the administration to build the 2009-10 budget incorporating the recommended additions and Tier I reductions as presented at the January 13, 2009 Board meeting.

C. Computer Network Upgrade . . . **Action**

It is recommended that the Board of Education enter into a 60-month contract with Mediacom to provide high speed fiber connections between our buildings and from the high school to the Illinois Century Network. The cost to install the network will be \$12,800 and the ongoing monthly cost will be \$12,150.

D. List of Donations . . . **Action**

It is recommended that the Board of Education acknowledge the List of Donations as presented.

E. Investment Report . . . **Action**

It is recommended that the Board of Education approve the Investment Report for quarter ended December 31, 2008.

F. December Financial Statements . . . **Action**

It is recommended that the Board of Education approve the December Financial Statements as presented.

G. Bills for Payment . . . **Action**

It is recommended that the Board of Education authorize Bills for Payment dated January 15, 2009 (\$3,227,815.74).

IX. Personnel

A. Non-Certified Appointments . . . **Action**

It is recommended that the Board of Education approve the Non-Certified Appointments of Steve Cravens, Pendalyn Dawson, Madelyn (Kris) Golden, Stacy Green, Matthew Hoepfner and Victoria Vallejo as presented.

B. Non-Certified Resignations . . . **Action**

It is recommended that the Board of Education accept the Non-Certified Resignations of Carrol Diaz and Kari Gibbs as presented.

C. Non-Certified Retirement . . . **Action**

It is recommended that the Board of Education approve the Non-Certified Retirement of Stella Zumwalt as presented.

X. Adjournment

**ROCK ISLAND SCHOOL DISTRICT NO. 41
BOARD OF EDUCATION
REGULAR MEETING/COMMITTEE OF THE WHOLE**

January 13, 2009

The regular meeting and committee of the whole of the Board of Education of the Rock Island School District was held Tuesday, January 13, 2009 in the Library at Rock Island High School. A reception was held to honor the finalists in the Thoms Family "Above and Beyond" Scholarship. President Earl Strupp called the meeting to order at 5:30 p.m.

Roll Call

Members Present: Mr. Bill Cleaver, Ms. Linda Dothard, Mr. Russ Kennel, Mr. Dave Rockwell, Mr. Earl Strupp, Mr. Jerry Tutskey and Mr. Jim Veasey and Student Members Spencer Brooks and Ashley Dean

Member Absent: Christopher Giles

Staff Present: Mr. Jim Andrews, Ms. Kay Ingham, Mr. Ken Jaeke, Mr. Rick Loy, Dr. Mike Oberhaus and Mr. Bill Osborne

Thoms Family Scholarship Presentation

Finalists for the Thoms Family "Above and Beyond" Scholarship presented information on their projects. Students receiving \$500 were Andrew Lindeman, Abby Miers and Abigail Sloan. Tara Vandygriff received runner-up for \$2,000 and Rachel Segal was the winner with \$5,000.

Updates from the Superintendent

Mr. Rick Loy reminded Board members of his holiday open house on Friday, January 16, 2009.

Blanket Motion

It was moved by Ms. Linda Dothard, seconded by Mr. Jim Veasey and unanimously carried by a roll call vote that the following items be approved as a blanket motion:

- V. B. That the Board of Education approve Student Expulsion No. 01/17/16.
- VI. A. That the Board of Education approve the transition of the Miner Fund Portfolio from Citi Smith Barney to UBS Financial Services.
- VI. B. That the Board of Education allow the Sankofa Performance Art Ensemble to form as a recognized student club at Rock Island High School.
- VI. C. That the Board of Education approve the November Financial Statements.
- VI. D. That the Board of Education authorize Bills for Payment dated December 15, 2008 (\$2,736,763.84) and December 31, 2008 (\$3,015,264.31).

Business/Finance – Request for Waiver of Building Fees

- Citizen Addressing the Board

Stacey Kelley, 43 Woodley Road, Rock Island, Illinois, spoke on behalf of her request to have the rental fees waived for her use of Rock Island High School in March 2009. She expressed that many students from the district use her facility at no charge and she would simply like the favor returned. She also stated that her business is new and this would not be a repeated request.

Board members stated that they understand her position but feel it necessary to follow their guidelines established for the use of facilities by a for-profit organization.

A motion was made by Mr. Jerry Tutskey and seconded by Mr. Dave Rockwell to not waive the rental fees for the facility use by Quad Cities Xtreme Athletics, Inc. A roll call vote was called showing the following members voting “Aye:” Mr. Bill Cleaver, Ms. Linda Dothard, Mr. Dave Rockwell, Mr. Jerry Tutskey and Mr. Earl Strupp. The following members voted “Nay:” Mr. Russ Kennel and Mr. Jim Veasey. The President declared the motion carried.

Building Excellence Update

Ben Hott and Mike Oberhaus provided an update on the Building Excellence plan progress. *A copy of the presentation is kept on file with the official minutes at the Administration Center.*

Budget Considerations

Board members reviewed the initial budget considerations for the 2009-10 school year. *A copy of the presentation is kept on file with the official minutes at the Administration Center.*

Enrollment Projections

Mike Oberhaus provided the enrollment projections for 2009-10 through 2013-14. *A copy of the presentation is kept on file with the official minutes at the Administration Center.*

Naming of New School

- Citizens Addressing the Board

Gary Goins, 2428 – 18th Avenue, Rock Island, spoke in favor of naming the new school after Chuck and Annie Robinson.

Joshua Johnson, 4509 – 24th Avenue, Rock Island, spoke in favor of naming the new school after Chuck and Annie Robinson.

Board members discussed their options and decided to wait until spring to vote on the name.

Executive Session

A motion was made by Mr. Dave Rockwell and seconded by Mr. Jim Veasey to move to Executive Session to discuss personnel. A roll call vote was called showing all members present voting "Aye." No "Nay" votes being cast, the President declared the meeting in executive session at 7:30 p.m.

Open Session

A motion was made by Ms. Linda Dothard and seconded by Mr. Jerry Tutskey to return to open session. All members voting "Aye," the President declared the meeting in open session at 8:22 p.m.

Adjournment

There being no further business, a motion was made by Mr. Jim Veasey and seconded by Ms. Linda Dothard to adjourn the meeting. All members voting "Aye," the President declared the meeting adjourned at 8:22 p.m.

Mr. Earl L. Strupp, Jr., President

Dr. Michael Oberhaus, Clerk

**ROCK ISLAND SCHOOL DISTRICT NO. 41
BOARD OF EDUCATION
SPECIAL MEETING**

January 6, 2009

A special meeting of the Board of Education of the Rock Island School District was held Tuesday, January 6, 2009 in Conference Room 23 at the Administration Center. President Earl Strupp called the meeting to order at 5:00 p.m.

Roll Call

Members Present: Mr. Bill Cleaver, Ms. Linda Dothard, Mr. Russ Kennel, Mr. Dave Rockwell, Mr. Earl Strupp, Mr. Jerry Tutskey and Mr. Jim Veasey

Executive Session

A motion was made by Ms. Linda Dothard and seconded by Mr. Jim Veasey to move to Executive Session to discuss personnel. A roll call vote was called showing all members present voting "Aye." No "Nay" votes being cast, the President declared the meeting in executive session at 5:06 p.m.

Open Session

A motion was made by Mr. Russ Kennel and seconded by Mr. Jim Veasey to return to open session. A voice vote was called showing all members present voting "Aye." No "Nay" votes being cast, the President declared the meeting in open session at 5:46 p.m.

Adjournment

There being no further business, a motion was made by Mr. Jerry Tutskey and seconded by Mr. Bill Cleaver to adjourn the meeting. All members voting "Aye," the President declared the meeting adjourned at 5:48 p.m.

Mr. Earl L. Strupp, Jr., President

Dr. Michael Oberhaus, Clerk

**ROCK ISLAND SCHOOL DISTRICT NO. 41
BOARD OF EDUCATION
SPECIAL MEETING**

December 22, 2008

A special meeting of the Board of Education of the Rock Island School District was held Monday, December 22, 2008 in the superintendent's office at the Administration Center. President Earl Strupp called the meeting to order at 4:34 p.m.

Roll Call

Members Present: Mr. Bill Cleaver, Mr. Russ Kennel, Mr. Dave Rockwell, Mr. Earl Strupp and Mr. Jerry Tutskey

Members Absent: Ms. Linda Dothard and Mr. Jim Veasey

Staff Present: Mr. Rick Loy, Dr. Mike Oberhaus and Mr. Ben Hott

Business/Finance - Engineering Services Agreement

A motion was made by Mr. Bill Cleaver and seconded by Mr. Russ Kennel to award a contract to Donohue & Associates, Moline, Illinois, in the amount not to exceed \$24,000.00 for project management and on-site air sampling at Eugene Field Elementary School.

Adjournment

There being no further business, a motion was made by Mr. Russ Kennel and seconded by Mr. Jerry Tutskey to adjourn the meeting. All members voting "Aye," the President declared the meeting adjourned at 4:40 p.m.

Mr. Earl L. Strupp, Jr., President

Dr. Michael Oberhaus, Clerk

**ROCK ISLAND SCHOOL DISTRICT NO. 41
BOARD OF EDUCATION
REGULAR MEETING**

December 9, 2008

The regular meeting of the Board of Education of the Rock Island School District was held Tuesday, December 9, 2008 in the Library at Rock Island High School. President Earl Strupp called the meeting to order at 6:00 p.m. The meeting began with the Pledge of Allegiance.

Roll Call

Members Present: Mr. Bill Cleaver, Mr. Russ Kennel, Mr. Dave Rockwell, Mr. Earl Strupp, Mr. Jerry Tutskey, Mr. Jim Veasey and student member Christopher Giles

Members Absent: Ms. Linda Dothard, Student members Spencer Brooks and Ashley Dean

Staff Present: Mr. Jim Andrews, Mr. Ken Jaeke, Mr. Rick Loy, Dr. Mike Oberhaus and Mr. Bill Osborne

Approval of Board of Education Minutes

A motion was made by Mr. Jim Veasey and seconded by Mr. Jerry Tutskey to approve the minutes of the regular meeting of November 25, 2008 (*including executive session minutes to be kept on file as confidential*) as presented. All members voting "Aye," the President declared the motion carried.

Reports from Board Members

- Student Members

Christopher Giles expressed interest in accessing grades online as he had the opportunity to do in junior high school. Mr. Loy recommended that he speak to the administration at Rocky and that the Board is in favor of the idea.

Report from the Superintendent

Mr. Loy informed Board members of the 15th Annual law conference sponsored by Jim Franczek's office on Saturday, January 31, 2009.

Report from RIEA Representative

Mr. Bob Smith thanked the Board for their comments made at their last meeting regarding budget cuts for next year to not include the dismissal of any teachers.

Action on Routine Matters

- Approve Agenda

A motion was made by Mr. Russ Kennel and seconded by Mr. Dave Rockwell to approve the agenda as presented. A voice vote was called showing all members present voting "Aye." No "Nay" votes being cast, the President declared the motion carried.

- Blanket Motion

It was moved by Mr. Jim Veasey, seconded by Mr. Jerry Tutskey and unanimously carried by a roll call vote that the following items be approved as a blanket motion:

- VII. D. That the Board of Education approve the December Fund Raisers.
- VIII. A.1. That the Board of Education contract with JTM Concepts for the Classroom³ project grant.
- VIII. A.2. That the Board of Education award a contract to Environmental Assurance, Avon, Indiana, in the amount of \$16,338.00 for asbestos abatement at Longfellow Elementary School.
- VIII. A.3. That the Board of Education award a contract to Angel Abatement, Glenwood, Illinois, in the amount of \$61,900.00 for asbestos abatement at Eugene Field Elementary School.
- VIII. B. That the Board of Education approve the Amended and Restated Fringe Benefit (Cafeteria) Plan as presented.
- VIII. C. That the Board of Education approve adding a subcategory to the Student Activity Account at Thurgood Marshall Center to accommodate the bookkeeping requirements of the school's entrepreneur curriculum and programming.
- VIII. D. That the Board of Education acknowledge the following donations:
Rebecca Amundson - \$20.00 for classroom needs at SKIP
K of C Charities Council - \$1,300.00 for classroom needs at SKIP
- VIII. E. That the Board of Education authorize Bills for Payment dated November 30, 2008 in the amount of \$3,163,607.19.
- IX. That the Board of Education accept the Non-Certified Resignation of Sue Sambdman effective November 18, 2008.

Education – PSAE Report/R.I.H.S. Improvement Plan

Ken Jaeke presented the Prairie State Achievement Exam (PSAE) report and Robert Mason presented the School Improvement Plan for Rock Island High School. *Copies of both reports are kept on file with the official minutes at the Administration Center.*

A motion was made by Mr. Dave Rockwell and seconded by Mr. Jim Veasey to approve the Rock Island High School Improvement Plan as presented. A voice vote was called showing all members present voting "Aye." No "Nay" votes being cast, the President declared the motion carried.

Operations – District Web Site Presentation

Holly Sparkman and Mike Breidenstein presented the revised district web site.

Operations – Building Excellence Update

Greg Larrison presented the design and development for Denkmann and Frances Willard Elementary Schools. Mr. Loy and Dr. Oberhaus recommended completing all of the projects with the exception of the centralized kitchen at Rock Island High School. They also recommended changing the Ridgewood and Thomas Jefferson Elementary Schools due to the economic status nation wide and in the Quad Cities. They are still recommending building the cafeterias onto those two schools and not add on new front entrances and media centers. This will cut the cost approximately in half. The district will keep the designs for future renovations.

Operations – Naming of New School

Board members had a lengthy discussion and provided several names to choose from for the new school. It was narrowed down to the following three names:

Eagle Bluff Center of Math and Science
Robinson Math and Science Academy
The Center for Math and Science

Board members will continue to seek input from the community and discuss further at the first meeting in January.

Adjournment

There being no further business, a motion was made by Mr. Russ Kennel and seconded by Mr. Jim Veasey to adjourn the meeting. All members voting "Aye," the President declared the meeting adjourned at 8:30 p.m.

Mr. Earl L. Strupp, Jr., President

Dr. Michael Oberhaus, Clerk

Recommendations from the Rock Island Curriculum Cabinet
January 22, 2009

It is recommended that Rock Island High School add the course “Anatomy and Physiology” to their program for the 2009-2010 academic year. It is further recommended that some consumable materials, used in the class, also be made available in the future for student purchase as personal student reference material (i.e. anatomy and Physiology Coloring Books).

It is recommended that Rock Island High School pilot a revised Language Arts Curriculum structure in 12th grade. Students will choose either a Classic Literature course or a Contemporary Literature course. Both courses are to be directly aligned with State Standards, reflect an appreciation of diverse cultures and be equally challenging and rigorous. Further, the pilot is to be assessed collaboratively by the staff and administration following the first semester of the 2009-10 school year as to its effectiveness and benefit to students.

Anatomy and Physiology Proposal

School: Rock Island High School

Date: January 5, 2009

Grade(s) affected: Junior/Senior

Reason for proposal: Anatomy and Physiology is a course that will give students relevant, scientific experiences and skills for any career in health or life science, including post-high school programs leading into LPN or CNA certification. This course will also be designed in accordance with the proposed career strands as part of HSTW (High Schools That Work) and to provide future students with a new option for their third year of science (all students will be required to take three years of science to graduate, effective for next year's incoming freshmen).

Expected outcome: The addition of Anatomy and Physiology will increase academic options for students who are contemplating a career in a health or athletic related field, as well as increase options for incoming freshman who will need an additional year of required Science.

Approximate Cost: See attached cost proposal

Assessment: The curriculum for Anatomy and Physiology will constantly be reviewed and revamped to best meet all students' academic and career needs.

1. What prompted the proposal or modification to the curriculum?

Anatomy and Physiology is being designed to address two major issues.

- The science requirement for incoming freshman is increasing from two to three years. The addition of this class increases elective options in science department.
- Anatomy and Physiology meets a need at Rock Island High School in the HSTW model for a health related career strand.

2. Does the proposal seem to make sense?

Yes.

3. Is the proposal aligned with State and District standards?

All lessons in Anatomy and Physiology will be aligned with State and District Standards. (Goal 11, Goal 12, and Goal 13)

4. Does this proposal have the support of the teaching staff involved in the implementation?

Yes.

5. If there are additional expenditures involved in this adoption, are they affordable?

Yes, the addition of Anatomy and Physiology has been added to the budget of the 2009-2010 school year.

6. Will the proposal require additional staffing?

Indirectly – A current teacher will teach Anatomy and Physiology, but with the increase in graduation requirements, a need for a new FTE in Science has been established.

7. How were materials or text chosen?

Local High School teachers, as well as local college professors were consulted to adopt the proposed textbook and materials. In addition, a wide variety of students were asked which book they preferred with regards to readability, word usage, and diagrams.

8. Will the implementation of this proposal involve additional training?

It would be nice if the proposed teacher could visit a local high school or college to increase knowledge and speak to teachers who have experience teaching Anatomy and Physiology.

9. How will students benefit from this change or adoption?

Anatomy and Physiology will provide information that will help students if they choose a career in health or life science, including medicine, nursing, and athletics.

10. How was the proposal researched?

The Anatomy and Physiology teacher at Pleasant Valley High School was consulted with, as well as teachers from Black Hawk College, Augustana College, and St. Ambrose University. Many curriculum guides online were also used for research.

11. Were other schools or Districts consulted about the proposal and what were their responses?

Yes. The local colleges and universities appreciate the fact that Rock Island High School is adding an Anatomy and Physiology class. The high schools contacted were very gracious and offered to help in any way.

Anatomy and Physiology Supplies Requested

NASCO

20 Sets of sheep organs @ \$12.50 each	250.00
2 Extracting DNA labs @ \$35.50 each	71.00
1 full size human skeleton	373.50
1 Dimensional man poster	46.25
Human Body on File and CD-Rom (Binder Set)	370.00
Periodic Table body poster	25.95
Physiology coloring book	19.20
Cells: The Building Blocs of Life (DVD)	89.50
Disarticulated Human Skeleton	342.00
Sequential Human Anatomy Program	429.00
16 part Human Torso	<u>852.00</u>
Total:	2868.40

FREY

Grays anatomy flashcards	59.00
Human Body Systems Neo/Lab CD-Rom	99.95
Food Digestion lab	55.95
Human Body Video Series (8 DVD's)	459.95
Pushing the limits of the Human Body DVD	<u>59.95</u>
Total:	734.80

WARDS

Chemistry of Life slide set	68.95
Comprehensive Histology slide set	1139.00
2 Food chemistry labs @ 129.95	259.90
2 Human Respiration labs @ 129.95	259.00
Anatomy Coloring Book	23.95
Top Shelf Human Anatomy and Physiology	<u>28.75</u>
Total:	1779.55

Supplies:	\$5382.75
Books:	\$7560.00
Total:	\$12942.75

**Rock Island / Milan School District
Office of Curriculum and Instruction**

Curriculum Cabinet Review of Proposals

Name of Cabinet Member:

Date:

Proposal: New 12th grade English courses

1. What prompted this proposal or modification to the curriculum?

The English department was asked by the administration to create a mandatory 12th grade English course in place of our current elective system in an effort to standardize instruction for all 12th graders, prepare our students for their future educational and word-related endeavors more effectively, and minimize scheduling difficulties.

2. Does this proposal seem to make sense?

Yes, given the above-mentioned rationale.

3. Is the proposal aligned with State and District standards?

Yes

4. Does this proposal have the support of the teaching staff involved in implementation?

We appreciate having a chance to create the curriculum for the newly required courses, and we are excited about what we have developed. However, we see more advantages to keeping a modified elective program where we could address a wider range of student interest. We will, of course, implement the new classes with integrity and excitement.

5. If there are additional expenditures involved in this adoption, are they affordable?

We will have to purchase textbooks, but it is our year to do so. The money has already been budgeted for the materials.

6. Will the proposal require additional staffing?

No

7. How were materials or text chosen?

The current 12th grade English teachers, along with representatives from 10th and 11th grade staff, worked as a team with our consultant, Dea Conrad-Curry. After writing objectives that are aligned to the state learning standards, we looked for materials that would support our goals.

8. Will the implementation of this proposal involve additional training?

Teachers will not need specific training, though time to work on writing assessments and class activities and sharing strategies for teaching new material would be helpful. Additionally, teachers will

need time to write the end of course assessments in order to monitor the success of the courses. Teachers will have to become familiar with the new texts.

9. How will students benefit from this change or adoption?

All students, regardless of the class they take or the teacher they have should be held accountable for learning the same skills. Also, they should be better and more consistently prepared for their post-high school endeavors.

10. How was the proposal researched?

The administration provided research to prove that many high schools are going to a required 12th grade course rather than an elective approach.

11. Were other schools or Districts consulted about the proposal and what were their responses?

Yes, with mixed results. Some area English departments reported that they still utilize an elective based program, while others stated that they require four years of standardized courses.

Other questions or concerns:

_____ I approve

_____ I do not approve because:

Signature of Member

Twelfth Grade English Curriculum

Course Rationale

The twelfth grade English course curriculum is designed to offer Rock Island High School seniors engaging and challenging learning opportunities that reflect both their current interests and their future goals. To that end, students are offered a choice between two content strands: one of classic literature and the other of contemporary literature. The curricular goals of the two strands are aligned to reflect identical goals based on Illinois State Standards although the means used to achieve that end is through literature of two very different perspectives. Literature of the classic strand follows the traditional forms and expectations of literary expression. The literary selections of the contemporary strand are, in the broadest sense of the word, considered “modern” as they mark a break with traditional forms. Therefore, both strands include literature considered to be among the “must reads” of a literate culture; however, the influences of the contemporary strand are steeped a modern sensitivity tempered by social constructs and made self-conscious by psychology.

The overall goal of the twelfth grade curriculum is to advance reading maturation and communication skills, written and spoken, alongside an appreciation for literature. Literature will be experienced independently through silent reading and shared through discussion, reading aloud, and listening. In the pursuit of that goal, teachers and students will recognize and grow in appreciation for the component parts of the literary experience: reading, writing, speaking, and listening.

Course Sequence

Classic Literature		Contemporary Literature	
1 st Semester	2 nd Semester	1 st Semester	2 nd Semester
Epic Poetry Eternal Battles of Good and Evil	Short Stories In Verse Individuals and Types	Modern Epic and Gothic Literature Eternal Battles of Good and Evil	Modern Drama A Mirror or a Lamp?
Research Project: Novel	Shakespearean Drama A Mirror or a Lamp?		
Lyric Poetry Sensual and Emotional Imagery	Nonfiction: Birth of the Essay Arguments for a Better World	Research: Social Criticism	Novel
		Clash of Cultures Science Fiction Problems & Possibilities	Detective Fiction Theories of Deduction
		Contemporary Lyric Poetry Sensual and Emotional Imagery	

Nearly all Gothic horror stories share five basic motifs: a castle/haunted house setting; a young innocent hero(ine); a villain/monster; a dark/oppressive setting; and the inclusion of societal taboos. For example, in Stephen King's *The Shining*, the castle becomes the Hotel Overlook; the isolating winter snow, the oppressive setting; Jack Torrance, the axe-wielding villain; his son, Danny, the young innocent hero; and alcoholism and child abuse, the societal taboos. The best examples create an atmosphere of terror, but also subvert the status quo. The Gothic writer delights in exploring aspects of the human condition that polite society would like to pretend don't exist. Why are there serial killers? Why is society prone to violence? Questions like these are at the heart of the genre's literary consciousness. Source: **A New Era of Gothic Horror**

A look at the subversive power of the genre and its appeal to today's teens

By Philip Charles Crawford -- School Library Journal, 10/1/2008

Epic Literature: Unit Overview

Epic literature found its origins in the desire of a preliterate society to record accomplishments, lineage, and cultural truths through an oral tradition. Out of that lofty goal, came an elevated narrative that conveyed the essence of a culture's history and its quest for remembrance.

Epics form the literary foundation in all cultures, eastern and western; moreover, their moral messages transcend time and establish societal codes still followed today. Epics may take the form of poetry or prose; regardless, the protagonists are heroes of imposing strength and power who confront foes with equally, though evilly, awesome powers. The goals of this unit are to explore the relationship of time, place, and events to the development of a protagonists and antagonists. Further, students will explore the qualities of the epic hero and the universal battle against the forces of evil.

Unit Goals based on Illinois State Standards

1.A.5b Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.

1.B.5b Analyze the defining characteristics and structures of epic poetry.

1.C.5b Analyze & defend text interpretation.

2.A.5b Evaluate relationships between and among characters, conflict, and theme in an epic poem.

2.A.5c Analyze the development of epic poetry and its purpose.

3.C.5b Write for real or potentially real situations in academic, professional and civic contexts (application letter and resume).

I. Essential questions

A. How are fictional characters general representations of real people: development, philosophy, actions?

B. How is a time period reflected in the development of its literary characters and
1. its people?

C. How do historical events shape an author's philosophy or a translator's work?

D. How does environment encourage or impede character's and people's actions?

E. What have I learned about an era after reading its representative literature?

F. How do the accomplishments of the epic hero reflect period values?

1. Contradict or oppose modern values?

II. Sociological Understandings

A. Be aware of the cultural influence on the development of the epic form.

1. Lesson objectives

a. Working in a small group

b. Given two previously unread epic samples

c. Learners will compare and contrast the texts

d. To determine the cultural context

e. That influenced their production

f. Examples of aspects to be included: time, geographic reference, religious influence, political or governmental influence, technology

2. Sub-skills needed
 - a. Awareness of the influence of geography has on literary settings
 - b. Awareness of religion on literary themes
 - c. Awareness of the influence time periods have on the language of a literary text
3. New skills to be learned
 - a. Political-social milieu surrounding the texts to be taught
 - i. Classic literature: the Anglo-Saxon time
 - √ Barbaric nature of the Celts
 - √ Tribal culture
 - √ Role of scopos in preserving history
 - ii. Contemporary literature:
 - b. Backgrounds / biographical information regarding authors of selected poems
 - i. Classic literature
 - √ Religious implications for texts being taught
 - Transcription from runes to Old English by
 - Transcriptions completed by Catholic monks
 - ii. Contemporary literature

III. Literary understandings

A. Classic literature

1. Identify the defining features of Anglo Saxon epic poetry
 - a. Lesson Objectives
 - i. Working in a small group
 - ii. Given an excerpt of an unread epic poem
 - iii. Learners will identify four conventions of A/S epic poetry
 - iv. Citing lines to support the claimed epic convention
 - v. Explaining the relationship of those lines to the convention
 2. Sub-skills needed
 - a. Distinguish between poetry and prose
 - b. Distinguish basic poetic conventions: rhythm, rhyme, alliteration
 3. Skills to be learned
 - a. Conventions of Anglo Saxon epic poetry
 - i. Use of the caesura
 - ii. Typical rhythm or cadence of four stressed syllables
 - iii. Poetry may be unrhymed or rhymed: depends on the translator
 - iv. Combinations of Christian and pagan imagery and elements
 - b. Conventions of the epic style
 - i. Tone: objective and matter-of-fact
 - ii. Characters
 - √ Characters of elevated social position
 - √ Protagonists possess superhuman power
 - √ Antagonists possess superhuman powers
 - √ Gods and other deities put themselves in the action

c. Setting and action

- √ The setting is vast, covering many nations
- √ Action begins *in medias res*, in the middle of things
- √ The result of the action has significant consequences
- √ Actions are highly exaggerated feats of courage

4. Instructional Text

- a. Excerpts from *Beowulf*
- b. Excerpts from ??????

B. Contemporary literature

1. Identify the defining features of epic literature

- a. Lesson objectives: literary
 - i. Working in a small group
 - ii. Given an excerpt of an contemporary prose epic
 - iii. Learners will identify four defining attributes of the epic form
 - iv. Citing phrases to support the claimed epic attribute
 - v. Supporting the connection between convention and language

2. Subskills needed

- a. Basic reading and comprehension skills
- b. Understanding of the basic concept of genre

3. Skills to be learned

- a. Conventions of epic style
 - i. Exaggeration of content
 - ii. Objective, matter-of-fact tone
- b. Conventions of modern epics

i. Story and action

- √ All action is meant to be related to the story's circumstance
- √ All action achieves a single effect that reflects on the world or age
- √ Actions are highly exaggerated
- √ Actions are typically savage in nature
- √ Digressions appear, but only to later become part of the main story
- √ Have the promise in the resolution to begin again

ii. Epic Hero

- √ Acts as sovereign or outside of the limits of the law in
 - achieving great feats for the good of the people
- √ Is thanked and held in high esteem by the people
- √ Eventually, the people question the hero's right to act
 - outside of the law
- √ And therefore challenge the hero's position and
 - worthiness

iii. Antagonists

- √ Challenge the moral nature of the state

- √ Tempt the moral nature of the protagonist
- √ Possess superhuman powers
- iv. Setting
 - √ Encompasses the world or universe
 - √ Expansive time periods, covers eras and ages
- v. Themes
 - √ Moral significance
 - √ Limitations of individual power

4. Instructional Text

- a. Excerpts from *One Hundred Years of Solitude*
- b. Excerpts from *Dracula*

√

IV. Interpretive Understandings

A. Identify abstract concepts in poetry

1. Lesson Objectives

- a. Given an excerpt from a previously unread epic
- b. Learner will recognize author's development of an abstract concept
- c. And explain how the author uses imagery or figurative language to convey the concept
- d. And explain how the use of imagery or figure of speech is more effective than naming the concept in conventional terms

2. Sub-skills needed

- a. Abstract and concrete
 - i. Distinguish between abstract concepts and concrete things
 - ii. Explain the difference between abstract and concrete
- b. Symbols
 - i. Define the literary term symbol
 - ii. Identify symbols as they exist in reality: flags, animals, jewelry

3. Skills to be learned

- a. Connect literary imagery to human senses and emotions
 - i. Touch, taste, smell, hearing, sight
 - ii. Identify language that appeals to the senses
 - iii. Explore why imagery is more powerful than straightforward naming
- b. Identify words or phrases that signify symbol making
- c. Relate the importance of that symbol or set of symbols to overall meaning or feelings of a poem's expression
- d. Explore why symbol making is more powerful than straightforward naming

B. Relate the outcome of conflict to theme

1. Lesson objectives

- a. After reading an epic narrative
- b. Learners will work in small groups to analyze
- c. Three causes of conflict
- d. And infer the effect of conflict on the development of theme
- e. Create an original graphic organizer

- f. Present and defend their ideas in front of the class
 - g. Rubric scored
 - 2. Sub-skills needed
 - a. Familiarity with elements of fiction
 - i. Exposition: provides background information
 - ii. Conflict: develops action
 - iii. Resolution: acts to bring solutions or conclusions
 - iv. Theme: underlying life-message of a text
 - b. Understanding of inference as a cognitive activity
 - 3. Skills to be learned
 - a. Recognize that good literature has more than one theme
 - b. Theme is developed over time through the events of a text
 - c. Causes of conflict and the resolution of conflict work together to convey or build theme
 - d. Determination of theme is an inferential process
- C. Determine a theme that begins to emerge within an epic text excerpt
- 1. Lesson outcome
 - a. After reading an excerpt of a new epic text
 - b. Learner identify a choice of theme
 - c. And defend that selection
 - d. In an open response of at least a page
 - e. Including a minimum of three specifics points of support for thematic choice
- V. Communicating Ideas
- A. Communicate major accomplishments of an epic hero in real-world writing
- 1. Lesson objectives
 - a. Upon completion of an epic text, learner will
 - b. Find three current job descriptions either on-line or in print media
 - c. Select the most appropriate job for one of the text characters
 - d. Write a cover letter in application for the selected job
 - e. Write a corresponding resume
 - f. To be rubric scored
 - 2. Sub-skills needed
 - a. Location of employee want-ads
 - b. Knowledge of skills required for employment
 - 3. Skills to be learned
 - a. How to write a cover letter
 - b. How to write a resume
 - i. Generating an descriptive self-statement
 - ii. Preparing chronology of jobs held
 - iii. Providing listing of demonstrated skills
 - c. How to create an eye-pleasing resume
 - i. Bullet points
 - ii. White space

- iii. Font sizes

VI. Bibliography

- A. Moretti, Franco. *Modern Epic: The World System from Goethe to García Márquez*. Translated by Quintin Hoare. Verso: 1996

Lyric Poetry: Unit Overview

Lyric poetry preceded writing as a form of human expression. Long before the tools of writing were devised, people were passing along their feelings and histories through an oral tradition anchored in the poetic form. Those oral histories gave rise to ceremonial, mournful elegies, and heart-felt sonnets. Today, those forms are alive and well in the lyrics of popularized music that speaks to humanity's shared sense of love and loss, pain and suffering, mourning and anger through genres that range from rap to country, rock to religious hymns. The goals of this unit are to validate our students' sense of the human condition and expand their understanding of that condition by exploring the expressions of others through time and across cultures. Additionally, students will be actively learning about the power and importance of words and word choice as they explain their own interpretations of selected lyrics through compositions and oral presentations.

Unit Goals based on Illinois State Standards

- 1.A.5b** Analyze the meaning of abstract concepts and the effects of particular word and phrase choices.
- 1.B.5b** Analyze the defining characteristics & structures of a variety of complex literary genres & describe how genre affects meaning & function of texts.
- 1.C.5b** Analyze & defend text interpretation
- 2.B.5b** Apply knowledge gained from literature as a means of understanding contemporary and historical economic, social and political issues and perspectives.
- 3.C.5a** Communicate information w/ clarity & effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice & tone to audience, purpose & situation
- 4.B.5b** Use speaking skills to participate & lead group discussions; analyze effectiveness of spoken interactions based upon ability of group to achieve goals.

I. Essential Questions

- A. What makes abstract concepts universal in meaning or importance? (1.A.5b)
- B. Why is structure important to poetic forms? (1.B.5b)
- C. How does conventional lyric poetry relate to the human condition? (1.A.5b)
 - 1. Classic literature
 - i. Sorrow of Elegies
 - ii. Stories of Ballads
 - iii. Emotional expression of Sonnets
 - 2. Contemporary literature

- i. Emotional expression of Sonnets
 - ii. Subjective nature of modern musical lyrics
- D. How does period poetry reflect the political-social setting of the time? (2.B.5b)
 - 1. Classical literature
 - 2. Contemporary literature

II. Literary understandings

A. Identify the qualities of a lyric poem

- 1. Lesson Objectives
 - a. Given a previously unread poem
 - b. Learner will write an in-class multi-paragraph literary analysis or explication
 - c. Topic: author's use of symbolism, simile or metaphor, and tone
 - d. Demonstrate mastery standard English writing conventions
 - e. Rubric scored.
- 2. Sub-skills needed
 - a. Distinguish between poetry and prose
 - b. Distinguish between epic poetry and lyric poetry: short vs. long; story vs. emotion
- 3. New skills to be learned
 - a. Understand the origins of poetry as songs
 - b. Be aware of the emotional nature of lyric poetry
 - c. Note the range of subject matter embraced in lyric poetry
 - d. Identify the moods created through the language of lyric poetry

B. Compare types of lyric poems within the form of verse

- 1. Lesson Objectives
 - a. Given three new lyric poems each of different genre
 - b. To read silently
 - c. Learner will be able to identify the genre
 - d. With 75% accuracy.
- 2. Sub-skills needed
 - a. Ability to differentiate poetic genres
 - b. Recognition of author's purpose
- 3. New skills to be learned
 - a. Distinguish between sonnet forms
 - i. Shakespearean sonnet form
 - ii. Petrarchan sonnet form
 - iii. Use of rhythm in blank verse (unrhymed iambic pentameter)
 - b. Distinguish between elegies and odes
 - i. Differences in poetic purpose: mourning vs. meditation
 - ii. Differences in poetic structures
 - c. Distinguish general lyric poetry from ballads
 - i. Difference in poetic purpose: emotional expression vs. narrative
 - ii. Difference in poetic structure: stanzas and refrains; use of

anaphora

III. Interpretive Understandings

A. Realize that text interpretation is dependent upon both the poet's words and the reader's schema in the meaning making, the interpretive process

1. Lesson Objectives

- a. Formative Assessment: Working with a group
- b. Students self-select one poem from a pool of poetry
- c. Reach consensus on one interpretation
- d. Justifying or defending interpretation
- e. Oral presentation
- f. Rubric scored.

2. Lesson Objectives

- a. Summative Assessment: Given a previously unread poem
- b. Learner will write an in-class multi-paragraph literary analysis or explication
- c. Topic: author's use of symbolism, simile or metaphor, and tone
- d. Demonstrate mastery standard English writing conventions
- e. Rubric scored.

3. Sub-skills needed

- a. Realize the influence of one's own experience in being able to understand or comprehend a message
- b. Consider an author's purpose in communicating any message

4. Skills to be learned

- a. Reflect on how poets carefully choose words to convey ideas
- b. Draw on personal experience and knowledge in assuming the role of the author as a means to better understand or interpret the author's message

B. Understand how symbols convey abstract thoughts, feelings, concepts

1. Lesson Objectives

- a. Formative Assessment: Given a previously unread lyric poem,
- b. Learner will choose two words or phrases
- c. Explain through informal writing how the word/representation means or relates to an abstract concept.

2. Lesson Objectives

- a. Summative Assessment: Given a previously unread poem
- b. Learner will write an in-class multi-paragraph literary analysis or explication
- c. Topic: author's use of symbolism, simile or metaphor, and tone
- d. Demonstrate mastery standard English writing conventions
- e. Rubric scored.

3. Sub-skills needed

- a. Abstract and concrete
 - i. Distinguish between abstract concepts and concrete things
 - ii. Explain the difference between abstract and concrete

b. Symbols

- i. Define the literary term symbol

- ii. Identify symbols in a literary text
- 4. Skills to be learned
 - a. Identify words or phrases that signify symbol making
 - b. Relate the importance of that symbol or set of symbols to overall meaning or feelings of a poem's expression
- C. Understand the development of a motif
 - 1. Lesson Objective
 - a. Given a previously unread poem,
 - b. Identify the emergence of a motif
 - c. And analyze its effect on the text
 - d. In response to forced choice alternatives
 - 2. Sub-skills
 - a. Identify patterns in a text
 - b. Identify words related to symbols and imagery
 - 3. Skills to be learned
 - a. Identify repetition of significant words throughout a text
 - b. Define the word motif
 - c. Analyze the effect of a motifs in a text: mood, theme, characterization, etc.
- D. Understand how the connotation of chosen words influence meaning
 - 1. Lesson Objective
 - a. Given a previously unread lyric poem
 - b. Students will complete a cloze process
 - c. Selecting the five most effective words
 - d. Among those provided.
 - 2. Sub-skills needed
 - a. Distinguish between positive, negative and neutral connotation in relation to specific words, i.e. wealth, ignorance, chair
 - b. Define the term connotation
 - 3. Skills to be learned
 - a. Consider the impact word choice has on developing emotion
 - b. Choose appropriate and powerful words for effect
- E. Understand how simile and metaphor enable poets to create concrete and abstract meanings and/or tone and/or mood through unique comparison
 - 1. Lesson Objectives
 - a. Given a previously unread lyric poem
 - b. Learner will choose one simile or one metaphor
 - c. Explain through informal writing
 - d. How the comparisons work to convey or make meaning.
 - 2. Lesson Objectives
 - a. Given a previously unread poem
 - b. Learner will write an in-class multi-paragraph literary analysis or explication
 - c. Topic: author's use of symbolism, simile or metaphor, and tone
 - d. Demonstrate mastery standard English writing conventions

- e. Rubric scored.
- 3. Sub-skills needed
 - a. Simile
 - i. Identify the use of comparative language in a simile
 - ii. Distinguish between a simple comparison and simile
 - b. Metaphor
 - i. Identify figurative language
 - ii. Identify the absence of comparative language in a metaphor
 - c. Tone & Mood
 - i. Distinguish between a poem's tone and mood
 - ii. Define tone and mood
- 4. New skills to be learned
 - a. Identify the development of a simile and / or metaphor
 - b. Critique the value of the simile and / or metaphor's unique qualities
 - c. Explain why the simile and / or metaphor is appropriate to the poem's meaning or tone

IV. Sociological understandings

- A. Examine lyric poetry as an expression of attitudes and emotion toward events of an era or time

- 1. Lesson Objective
 - a. Given excerpts of new lyric poems
 - b. To read silently
 - c. Learner will identify the emotion conveyed and/ or attitude expressed
 - d. Using multiple choice alternatives
 - e. With 100% accuracy.
- 2. Lesson Objective
 - a. Given excerpts of new lyric poems
 - b. To read silently
 - c. Learner will infer the type of event that inspired the poem's writing
 - d. Using multiple choice alternatives
 - e. With 85% accuracy.
- 3. Sub-skills needed
 - a. Historic events as a backdrop for literature
 - i. Name fiction texts that grew out of historic events
 - ii. Identify if the text still holds importance today
 - iii. Explain why the text still hold importance today, ie *Night*.
 - b. Historic people as a backdrop for literature
 - i. List influential biographies
 - ii. Explain what makes the topic of the biography important today
 - iii. List movies based on the lives of people, real or imagined that represent a time or attitude in society
- 4. New skills to be learned

- a. Political-social milieu surrounding the selected poems
 - b. Backgrounds / biographical information regarding authors of selected poems
 - c. Connecting historic events and biographical data to poetic images
 - i. Sensory images: sight, scent, taste, touch, hearing
 - ii. Conceptual images: patterns, cycles, répétition, symbols
- V. Communication understandings and sub-skills
 - A. Demonstrate how student authors use standard conventions in
 - 1. communicating their own ideas through an expository essay
 - 2. Lesson Objectives
 - a. Given a previously unread poem
 - b. Learner will write an in-class multi-paragraph literary analysis or explication
 - c. Topic: author's use of symbolism, simile or metaphor, and tone
 - d. Demonstrate mastery standard English writing conventions
 - e. Rubric scored.
 - 3. Sub-skills needed
 - a. Apply appropriate punctuation to avoid run-on sentences
 - b. Determine the logical division of paragraphs
 - 4. Skills to be learned
 - a. Arguing one's own perspective or interpretation of a literary work
 - i. Addressing a literary element: theme, structure, biographic nature, etc.
 - ii. Addressing the relevance of a text to the present time
 - b. Writing an introduction appropriate to a literary interpretation
 - c. Developing an effective conclusion to a literary position paper
 - B. Understand the elements of interpersonal communication and group
 - 1. dynamics in participating and developing an effective group presentation
 - 2. Lesson Objectives
 - a. Working with a group
 - b. Students will fulfill designated responsibilities
 - c. Develop 5 – 10 minute in-class presentation
 - d. Analyzing or explicating a lyric poem
 - e. Rubric scored.
 - 3. Sub-skills needed
 - a. Sense of responsibility to group achievement
 - b. Sense of self-confidence in individual value to the group
 - 4. Skills to be learned
 - a. Organizing and planning a project based on rubric expectations
 - b. Value for the power of interpersonal work projects
 - c. Delegating and persistence in completing a project
- VI. Assessments
 - A. Pre-assessments
 - B. Formative assessments
 - C. Summative Assessments

Understandings and sub-skills (boldfaced)	Objectives: Intellectual, Cognitive, Verbal, Attitudinal, Motor	Core Content
<p>1.A.5b Explain how symbols convey abstract thoughts, feelings, concepts.</p>	<p>Given a previously unread lyric poem, learner will choose two words or phrases and explain through informal writing how the word / representation means or relates to an abstract concept.</p>	<p>Classic Lit Anglo Saxon Lyric Poetry Shakespearean Sonnets Romantic Period Poetry Cavalier Poetry</p> <hr/> <p>Cont. Lit Walt Whitman T.S. Eliot, W.B. Yeats Poets of the Harlem Renaissance Etheridge Knight Gwendolyn Brooks</p>
<p>1.A.5b Explain how a motif affects the overall unity of a text</p>	<p>Given a previously unread poem, learner will identify the development of a motif and in a paragraph or through MC, identify what effect the presence of that motif brings to the text.</p>	
<p>1.A.5b Understand how the connotation of chosen words influence meaning</p>	<p>Given a previously unread lyric poem, students will complete a cloze process selecting the five most effective words among those provided.</p>	
<p>1.A.5b Understand how simile and metaphor enable poets to create concrete and abstract meaning through unique comparison</p>	<p>Given a previously unread lyric poem, learner will choose one simile or one metaphor and explain through informal writing how the comparisons work to convey or make meaning.</p>	
<p>1.B5b Identify the qualities of a lyric poem; distinguish between various types of lyric poems; understand the emotional purpose of lyric poetry.</p>	<p>When asked the qualities of a lyric poem, learner will be able to list three of four distinguishing attributes.</p> <hr/> <p>Given three new lyric poems to read silently, each of different genre, learner will be able to identify the genre with 75% accuracy.</p> <hr/> <p>Given three new lyric poems to read silently, learner will be able to identify the emotion conveyed with 100% accuracy.</p>	
<p>1.C.5b Realize that text interpretation is dependent upon both the poet's words and the reader's schema in the meaning</p>	<p>Working with a group, students will self-select one poem from a pool of poetry and come to consensus on one interpretation of the poem, justifying or defending their interpretation in an oral presentation to be rubric scored.</p>	

making, the interpretive process.		
2.B.5b Understand lyric poetry as an expression of attitudes toward the events and emotions of a time.	Working with a group, students will self-select one poem from a pool of poetry and come to consensus on how the poem reflects or does not reflect the contemporary values in an oral presentation, to be rubric scored.	
3.C.5a Demonstrate use of standard conventions in communicating ideas in an expository essay.	Given a previously unread poem, learner will write an in-class multi-paragraph literary analysis or explication of the author's use of symbolism, simile or metaphor, and tone demonstrating conventions of standard English.	
4.B.5b Demonstrate the elements of interpersonal communication and group dynamics in participating and developing a effective group presentation.	Working with a group, students will fulfill designated responsibilities in developing a 5 – 10 minute in-class presentation analyzing or explicating a lyric poem to be rubric scored.	

Unit Goals based on Illinois State Standards

- 1.A.5a** Identify & analyze new terminology applying knowledge of word origins and derivations in a variety of practical settings.
- 1.B.5a** Relate reading to prior knowledge and experience and make connections to related information.
- 1.C.5a** Use questions & predictions to guide reading across complex materials.
- 2.A.5a** Compare and evaluate oral, written or viewed works from various eras and traditions and analyze complex literary devices (e.g., structures, images, forms, foreshadowing, flashbacks, stream of consciousness).
- 2.A.5b** Evaluate relationships between & among character, plot, setting, theme, conflict, & resolution & their influence on the effectiveness of a literary piece.
- 2.A.5d** Evaluate the influence of historical context on form, style & point of view for a variety of literary works.
- 2.B.5a** Analyze & express an interpretation of a literary work.
- 3.A.5** Produce grammatically correct documents using standard manuscript specifications for variety of purposes & audiences.
- 3.C.5a** Communicate information and ideas in narrative, informative & persuasive writing w/ clarity & effectiveness in a variety of written forms using appropriate traditional and/or electronic formats; adapt content, vocabulary, voice & tone to audience, purpose & situation.
- 4.A.5b** Use techniques for analysis, synthesis, and evaluation of oral messages.

I. Essential Questions

- A. How is drama used to further understand the human condition?
- B. How does drama reveal characters differently from other literature?
- C. How does dramatic structure relate or differ to other types of literature?

- D. Is drama a mirror of human action and emotion or a light that shows us the way?
- E. Why does drama in its many forms continue to appeal to the masses? Consider its evolution from early use in the church to current use on stage and through film.
- F. Where and how are the conventions of drama played out by real people in everyday life?

II. Drama as genre

A. Theatrical terminology defines and describes the nature of theatre and its actors:

1. Lesson objectives
 - a. In a forced choice construct
 - b. Learners will select with 80% accuracy
 - c. Historic origins
 - d. Defining characteristics of theatre
2. Sub-skills needed
 - a. Familiarity with terminology
 - i. How drama as a genre is different from other narrative forms: short story or novel
 - ii. Round characters
 - iii. Flat characters
3. New skills to be learned
 - a. Familiarity with drama types
 - i. Tragedy
 - ii. Comedy
 - iii. History plays
 - iv. Farce
 - v. Morality play.
 - b. Familiarity with character terminology
 - i. Static characters
 - ii. Dynamic characters
 - iii. Stock characters
 - iv. Foil

B. Genre structure affects how one anticipates, reflects, and interprets the events and players in a text.

1. Lesson Objectives
 - a. Following the completion of a dramatic study,
 - b. Learner will write a reflective composition
 - c. Exploring his/her reading / viewing process
 - d. In a multi-paragraph composition
 - i. Personal attitudes and/or prior knowledge brought to the text
 - ii. Text structures that aided text comprehension and /or engagement;
 - √ Arrangement of action among acts
 - √ Use of dramatic conventions
 - iii. Personal learning or attitudinal change achieved having completed reading the text.
 - e. To be rubric scored
2. Sub-skills needed

- a. Journal competencies
- b. Familiarity with the term genre
- 3. Skills to be learned
 - a. Maintaining a reader-response journal with consistency
 - b. Use of response journal to develop a reflective paper
 - c. Dramatic genre structure and its affect on audience involvement
 - i. Formal analysis of Freytag’s triangle (1863)
 - ii. Informal analysis of Freytag’s triangle
 - √ Act I: Introduction of setting & characters to entice the audience
 - √ Act II: Incitement of audience involvement: ethos / pathos
 - √ Act III: On the edge of seat—the turning point for the audience (external); for the character (internal)
 - √ Act IV: “Just as I thought” or “I was really surprised”
 - d. Dramatic conventions
 - i. An unwritten agreement between the drama and the audience used to achieve effect
 - √ Willing suspension of disbelief
 - √ Use and purpose of soliloquies
 - √ Use and purpose of asides
 - √ Use and purpose of music
 - ii. Stages and staging
 - √ Proscenium stage
 - √ Thrust stage
 - √ Stage directions
- 4. Instructional text
 - a. Classic literature
 - b. Contemporary literature

III. Reading Strategies

- A. An engaged reader/viewer continually makes text predictions about what will happen next and adjusts those predictions while continuing to make more until the drama is resolved.
 - 1. Lesson objectives
 - a. After reading the first act of a multi-act drama
 - b. Learner will generate a prediction of the play’s resolution
 - c. Monitor that prediction through the drama’s conclusion
 - d. Using either a graphic organizer or journal entries.
 - 2. Lesson Objectives
 - a. After reading the first act of a multi-act drama
 - b. Learner will generate one questions for each following aspects
 - i. The role of the protagonist;
 - ii. The role of the antagonist;
 - iii. The intent of the author.

- c. Learner will return to these questions throughout the reading experience to note answers or changes in thought (this journal can be used to meet the learning objective of II.A.1)

IV. Vocabulary Understanding

A. Word meaning and use **evolve** over time; although the exact meanings of words may change, the original meaning of a word and the contemporary use of a word may retain strong similarities

1. Lesson Objectives

- a. Given the etymologies for 15 new words
- b. Found in a dramatic text
- c. Students can apply that information to
- d. Complete a vocabulary cloze with 80% accuracy.

2. Sub-skills needed

- a. Words have history of use
- b. Words have geographical and time settings of origin

3. Skills to be developed

- a. Useful etymologies with wide-spread application
- b. Familiarity with English derived from Foreign Words
- c. Familiarity with word histories

- i. Learning the stories behind the meanings

- ii. footman - It was once thought to bring bad luck if a person stepped on the door threshold when entering a house. Rich people hired a servant to stand at their doors. His job was to guard against a guest's stepping on the threshold. The guard became known as a footman.

- iii. hooker - A synonym for prostitute. The term became popular during the Civil War. The women involved were camp followers. General "Fighting Joe" Hooker approved their presence in order to boost the morale of his men.

4. Instructional text

- a. Classic literature
- b. Contemporary literature

B. Word meanings can be contextually construed and depending on the use of a word in context, the author's word choice may be denotative, connotative, or ironic.

1. Lesson Objectives

- a. Given a text passage read but specifically studied in class
- b. Learner will use context clues to paraphrase
- c. The text maintaining text integrity
- d. Including any irony that may be intended.

2. Sub-skills needed

- a. Understand that denotative means literal or dictionary definition
- b. Understand that connotative relates to the emotional value associated with a word
 - i. Neutral: The chair sat empty at the end of the hall.
 - ii. Positive: The throne sat empty at the end of the hall.

- iii. Negative: The stool sat empty at the end of the hall.
 - c. Understand that paraphrase means “put into your own words”
 - d. Understand that context clues means “to look at other words surrounding the word in question”
- 3. New skills to be learned
 - a. Ironic use of language
 - i. To foreshadow
 - √ Dramatic irony
 - √ Tragic irony
 - ii. To build characterization
 - iii. To affect tone or mood
 - iv. Given a text passage not studied in class, learner will use context clues to paraphrase
- 4. Instructional Text
 - a. Classic literature
 - b. Contemporary literature

V. The Human Experience

A. The point-of-view taken by an author is affected by the nature of the political times and place wherein s/he lives.

- 1. Lesson objectives
 - a. After reading / viewing a particular period drama
 - b. Learners working in a small groups
 - c. Will be given a choice among contemporary dramas with similar themes
 - d. To compare and contrast
 - e. How political or social constructs affect
 - f. The depiction of a significant dramatic conflict and its resolution
 - g. Creating a visual representation of their analysis using hard copy or technology: collage, digital slideshow, etc.
- 2. Sub-skills needed
 - a. Familiarity with the process of comparison: looking for similarity
 - b. Familiarity with the process of contrast: looking for difference
- 3. Skills to be practiced
 - a. Analyzing thematic messages across time
 - b. Empathizing with social political conditions of a time period
- 4. Instructional Text
 - a. Classic literature
 - b. Contemporary literature

B. Because drama shares the universal nature of the human experience, comedies may include scenes of strife and struggle and tragedies may include comic relief.

- 1. Lesson objectives
 - a. Provided an appropriate scene by the teacher
 - b. Learner will work in a small group exploring the
 - c. Juxtaposition of human emotion introduced in the scene
 - i. levity in tragedy **or**

- ii. strife in a comedic scene
 - d. Determine the degree of verisimilitude it conveys
 - i. To another text **or**
 - ii. Real-life situation
 - e. Report to the class.
- 2. Sub-skills needed
 - a. Understand the importance of connections: self, text, and world
 - b. Willingness to advance and discuss ideas within a group
- 3. New skills to be learned
 - a. Identify comic relief in tragedy or serious drama
 - b. scene or witty dialogue in an otherwise serious work
 - c. Often to relieve tension
 - d. Identify comic relief characters in comedy
 - e. A comedic work enters a dramatic moment
 - f. The character continues to be comical regardless
 - g. Analyze the importance of such scenes to the progression of the drama and its purpose
- 4. Instructional Text
 - a. Classic literature
 - b. Contemporary literature
- C. The most effective dramas involve convincing characters, static and dynamic, engaged in compelling conflicts resolved in manners that allow for audience catharsis.
 - 1. Lesson objective
 - a. Throughout the reading of a drama
 - b. Learner will conduct a character study
 - c. By completing a character map
 - d. Complete with both direct and indirect character traits
 - e. Supported by quotations as text evidence
 - 2. Sub skills needed
 - a. Familiar with two methods of characterization
 - i. Direct: explicitly stated in the text by a reliable character or narrator
 - ii. Indirect: inference made by the reader using text clues
 - b. Familiarity with graphic organizer to be used
 - 3. Skills to be learned / practiced
 - a. Identification of characterization clues
 - i. Direct exposition
 - ii. Character's actions
 - iii. Character's words
 - iv. Reactions and interactions w/ other characters
 - b. Familiarization with catharsis
 - i. Defined as the release of pent-up emotion by the audience
 - ii. Expressed through sudden release of sorrow, pity, laughter
 - iii. Connection with texts that have evoked personal catharsis for learner/s

D. Reading and viewing drama raises human sensitivity by allowing vicarious living; some say this is achieved through the nature of literature to act as a mirror of human of society and some literature acts as a light that guides our way

1. Lesson objective
 - a. Upon the completion of the unit
 - b. Learner will be allotted fifteen minutes
 - c. To produce a reader's response
 - d. In reaction to a teacher selected text passage
 - e. From the play studied
 - f. Analyzing whether the drama acted as a
 - i. mirror of the human condition
 - ii. or a guiding light for humanity's actions
2. Sub skills needed
 - a. Familiarity with the essay form
 - b. Familiarity with correct grammar, punctuation, etc.
 - c. As expected in a timed writing
3. Skills to be learned
 - a. Reflection on the text as whole
 - b. Through a single passage
 - c. Brings insight and questions to understanding and comprehension

VI. Literary understandings

A. The goals of a playwright are varied and in achieving those goals, the writer uses imagery and / or symbols to develop motifs that convey both subtle and obvious nonverbal messages to the audience.

1. Lesson objectives
 - a. Following the introductory act of a drama
 - b. Learner will follow an specific image or symbol (assigned or self-selected)
 - c. As an emerging motif throughout the remainder of the text
 - d. And evaluate the use of that literary device
 - e. In the form of a critic's review
 - f. Using contemporary technology: podcast or streaming video
2. Sub-skill needed
 - a. Define imagery
 - b. Identify the presence of significant text imagery
 - c. Define symbol
 - d. Identify apparent symbols
3. Skills to be learned
 - a. Images that recur in a drama oftentimes evolve in meaning from the literal to the more expressive or abstract
 - b. Tracing those images, literally writing their appearance down and reflecting on the author's implied meaning in the recurrent use of that image can guide a reader to a deeper understanding of text depth
 - c. For Example: in *Macbeth* images of clothing are repeatedly referenced: the taking on and off of cloaks and crowns which corresponds to the changing

status of the characters; images of birds are repeatedly used and specific birds become symbols for characters: falcons, sparrows, eagle, etc.

B. Moderating discussions about literary texts requires preparation to build background knowledge about the participants and of the content to be discussed.

1. Lesson objectives

- a. Working in small groups
- b. Learners will develop panel discussions or interview scenarios
- c. Portraying themselves as the actors for major characters and / or playwrights, producers, etc. **Or** discussing as high school students
- d. And discuss the significance of their roles
- e. In the development of the drama's theme.
- f. Contract grade scoring (Journals and organizers from previous objectives should be used to complete this assessment)

2. Sub-skills needed

- a. Willingness to work with a group
- b. Ability to work toward consensus
- c. Willingness to role play
 - i. If unwilling to role play
 - ii. Willingness to take on "behind the scenes" tasks

3. New Skills to be learned

- a. Developing interview questions about literary technique
- b. Developing confidence in the oral advancement of views that may be different from other's
- c. Playing the role of expert in order to be convincing about literature

Fund Raising Requests

School	Vendor	Type of Activity	How Often	For What Purpose
Denkmann	Wolfgang Candies	Sale of Product	Jan. 30th - Feb. 9th	Books for Library
RIHS	Simon-Southpark Mall	Gift Wrapping	Dec. 15th - Dec. 24th	Building of new concession stand - Softball
Wash	Life Touch Services	Student & Organization Team Pics	Aug. 2, 2009 thru June 1, 2010	WJHS Reward Fund

To: Rick Loy
Cc: Mike Oberhaus
From: Mike Breidenstein
Date: January 21, 2009
Re: Computer Network Upgrade

The current contract for our district computer network and access to the Internet will expire on June 30, 2009. This contract is with AT&T and provides us with a connection to the Illinois Century Network (Internet) and connections between each building and the Administration Center.

On December 12, 2008, the school district prepared and distributed a request for proposals to continue or expand this service. The RFP included an option to maintain the current network or to expand the network to a high speed fiber network.

A description of the proposals follows. The speeds described here are included for the sake of comparison, you are not expected to understand what is meant by Mbps.

1. The first option was to maintain our current network. In our current network the elementary school buildings are connected to the Administration Center by a single T1 line operating at total signaling rate of 1.544 Mbps. The junior high buildings have two T1 lines and the high school has four. The Administration Center is connected to the Illinois Century Network (ICN) through a single DS3. DS3 is a high-speed connection that is capable of transmitting data at up to 45 Mbps. The school district is paying \$6,507 per month to AT&T for this service. Every year we have applied for and received e-rate funding for a reimbursement for more than 70% of the cost for this service.

The RFP to make this change received one response. AT&T stated that "AT&T can maintain base T1's at current rate."

2. A second option requested a move of the DS3 from the Administration Center to Rock Island High School. The majority of our Internet connections originate at the high school and it would be more effective to connect the high school directly to ICN than to have the Internet requests move from the high school to the Administration Center and then to ICN.

The RFP to make this change received one response. AT&T stated that "AT&T can maintain T1's at current rate, order new T1 to ICN for under \$125/month, and supply a DS3 via ICN for \$1,800/month.

3. The third option requested an upgrade of the network to fiber connections and move the primary connection to the Internet to the high school. A fiber network will increase the bandwidth to a level that will allow teachers to use resources such as video and

interactive web sites that are currently unavailable because of the strain they put on our network. It would also open the door for us to consider district-wide implementations of new technologies such as Voice Over IP and a unified messaging system tying together voice mail, email and fax capabilities throughout the district.

The RFP for an increase in bandwidth with fiber connections to all locations within the school district and move the ICN connection to the high school brought in two responses. AT&T and Mediacom submitted proposals.

Comparison between proposals from AT&T and Mediacom

	AT&T	Mediacom
Construction Costs to Install Network	\$146,160	\$12,800
Monthly Fee	\$13,689.50	\$12,150
Contract Term	60 months	60 months
Cost to add new school	not submitted	\$650 with no additional installation costs

My recommendation is that we upgrade the network to a fiber network. We are the only Quad-City school district that has not completed this high speed upgraded. These quotes are similar to those received by the Moline School District last year when they did this upgrade. I've met with staff at Moline and East Moline (they also upgraded last year) and they are both satisfied with the service they receive from Mediacom.

The upgrade to a fiber network would almost double our costs, however, in the past, and most likely in the future, the district has been refunded 70% - 75% of these costs through the e-rate program. I feel the benefits to our students and staff to have the increased bandwidth justifies the increased cost and am therefore recommending that we enter into a contract with Mediacom to provide this service.

I am recommending that the Rock Island/Milan School District enter into a 60 month contract with Mediacom to provide high speed fiber connections between our buildings and from the high school to the Illinois Century Network. The cost to install the network will be \$12,800 and the ongoing monthly cost will be \$12,150.

List of Donations

1/27/09

<u>Donor</u>	<u>Amount</u>	<u>Purpose</u>
Community Foundation of the Great River Bend	\$3,000.00	New playground equipment (handicapped accessible) at Eugene Field Elementary School
Eugene Field PTA	\$20,000.00	New playground equipment (handicapped accessible) at Eugene Field Elementary School
Potter Family foundation	\$2,000.00	New playground equipment (handicapped accessible) at Eugene Field Elementary School
Ted & Cosette Thoms	\$1,000.00	New playground equipment (handicapped accessible) at Eugene Field Elementary School
Fred & Evelyn Meersman	\$50.00	Classroom needs at SKIP
Tracy & Carolyn Monson	\$15.00	Classroom needs at SKIP
Al Nesseler	\$200.00	Classroom needs at SKIP
Ronald & Carole Smith	\$100.00	Classroom needs at SKIP

ROCK ISLAND SCHOOL DISTRICT NO. 41
COMBINING BALANCE SHEET
December 31, 2008

	<u>EDUCATION</u>	<u>O & M</u>	<u>BOND & INT</u>	<u>TRANSPORT</u>	<u>IMRF</u>	<u>CAP PROJ</u>	<u>WORK CASH</u>	<u>TORT</u>	<u>LIFE/SAFE</u>	<u>HEALTH</u>
ASSETS:										
Cash/Investments	\$28,554,450	\$1,820,069	\$714,165	\$1,715,977	\$627,153	\$7,849,199	\$1,816,509	\$0	\$244,374	\$2,948,168
Taxes (Net Allow)	\$10,085,896	\$2,137,193	\$1,198,223	\$270,413	\$709,781	\$0	\$167,226	\$0	\$144,156	\$0
Receivables	\$18,466	\$12,159	\$0	\$680,000	\$0	\$0	\$144,156	\$0	\$0	\$0
Transfers	\$1,215,505	\$167,561	\$0	\$338,319	\$207,303	\$0	\$0	\$0	\$0	\$0
Other Assets	\$423	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Assets	\$39,874,740	\$4,136,982	\$1,912,388	\$3,004,709	\$1,544,237	\$7,849,199	\$2,127,891	\$0	\$388,530	\$2,948,168
LIABILITIES:										
Accounts Payable	\$319,137	\$19,730	\$0	(\$26)	\$49,285	\$36	\$0	\$0	\$0	\$0
Accrued Salaries	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Due to Other Funds	\$880,410	\$171,711	\$0	\$547,537	\$0	\$0	\$0	\$496,215	\$0	\$36
Deferred Revenue	\$10,235,580	\$2,171,039	\$1,222,145	\$957,313	\$720,782	\$0	\$144,156	\$0	\$144,156	\$0
Unearned Revenue	\$22,738	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Liabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Liabilities	\$11,457,865	\$2,362,480	\$1,222,145	\$1,504,824	\$770,067	\$36	\$144,156	\$496,215	\$144,156	\$36
FUND BALANCE										
Appropriated	\$642,800	\$318,674	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Unappropriated	\$28,756,208	\$3,049,010	\$1,453,476	\$1,606,286	\$984,943	(\$728,282)	\$1,871,421	\$0	\$308,679	\$3,331,044
From Operations	(\$982,133)	(\$1,593,182)	(\$763,233)	(\$106,401)	(\$210,773)	\$8,577,445	\$112,314	(\$496,215)	(\$64,305)	(\$382,912)
Total Fund Balance	\$28,416,875	\$1,774,502	\$690,243	\$1,499,885	\$774,170	\$7,849,163	\$1,983,735	(\$496,215)	\$244,374	\$2,948,132
Total Fund Bal/Liabilities	\$39,874,740	\$4,136,982	\$1,912,388	\$3,004,709	\$1,544,237	\$7,849,199	\$2,127,891	\$0	\$388,530	\$2,948,168

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Education Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$24,851,417	\$10,933,683	44.00%	\$23,302,599	\$10,754,903	46.15%
Flowthrough	\$30,000	\$12,977	43.26%	\$30,000	\$19,564	65.21%
State	\$19,736,113	\$8,566,878	43.41%	\$19,358,922	\$9,030,485	46.65%
Federal	<u>\$8,755,331</u>	<u>\$2,232,384</u>	<u>25.50%</u>	<u>\$8,867,268</u>	<u>\$2,362,327</u>	<u>26.64%</u>
TOTAL REV	<u>\$53,372,861</u>	<u>\$21,745,922</u>	<u>40.74%</u>	<u>\$51,558,789</u>	<u>\$22,167,279</u>	<u>42.99%</u>
EXPENDITURES:						
Salary*	\$36,926,074	\$14,301,951	38.73%	\$37,954,273	\$16,252,073	42.82%
Fringes	\$8,116,371	\$3,248,930	40.03%	\$8,184,933	\$4,031,848	49.26%
Purch Serv	\$4,582,319	\$1,165,279	25.43%	\$2,276,555	\$991,647	43.56%
Supplies	\$2,486,882	\$1,263,334	50.80%	\$2,751,448	\$1,396,853	50.77%
Capital Outlay	\$1,001,000	\$431,558	43.11%	\$464,515	\$268,650	57.83%
Dues & Fees	\$111,537	\$13,167	11.81%	\$112,501	\$9,238	8.21%
Tuition-out	<u>\$2,311,000</u>	<u>\$90,822</u>	<u>3.93%</u>	<u>\$2,126,000</u>	<u>\$199,103</u>	<u>9.37%</u>
TOTAL EXPEND	<u>\$55,535,183</u>	<u>\$20,515,041</u>	<u>36.94%</u>	<u>\$53,870,225</u>	<u>\$23,149,412</u>	<u>42.97%</u>
Encumbrances		<u>\$155,585</u>			<u>\$88,659</u>	
Revenue over (under) expend	<u>(\$2,162,322)</u>	<u>\$1,075,296</u>		<u>(\$2,311,436)</u>	<u>(\$1,070,792)</u>	

*Due to switching payroll cycles from 26 pays per year to 24 pays per year, the timing of the payments is accelerated in 2008-09 versus 2007-08. At the end of December of 2007 eleven of 26 paychecks had been issued (38.46%). At the end of December 2008 ten of 24 paychecks had been issued (41.67%).

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
O & M Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$3,878,000	\$1,682,672	43.39%	\$3,906,000	\$1,713,639	43.87%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$1,500,000	\$0	0.00%	\$1,500,000	\$0	0.00%
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$5,378,000</u>	<u>\$1,682,672</u>	<u>31.29%</u>	<u>\$5,406,000</u>	<u>\$1,713,639</u>	<u>31.70%</u>
EXPENDITURES:						
Salary	\$1,816,832	\$857,674	47.21%	\$1,968,480	\$971,008	49.33%
Fringes	\$342,464	\$162,317	47.40%	\$338,284	\$175,296	51.82%
Purch Serv	\$897,150	\$217,863	24.28%	\$880,550	\$207,040	23.51%
Supplies	\$1,484,900	\$472,369	31.81%	\$1,501,350	\$409,319	27.26%
Capital Outlay	\$1,154,000	\$305,281	26.45%	\$1,529,500	\$1,543,466	100.91%
Dues & Fees	\$1,700	\$667	39.24%	\$29,000	\$692	2.39%
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$5,697,046</u>	<u>\$2,016,171</u>	<u>35.39%</u>	<u>\$6,247,164</u>	<u>\$3,306,821</u>	<u>52.93%</u>
Encumbrances		<u>\$187,414</u>			<u>\$336,332</u>	
Revenue over (under) expend	<u>(\$319,046)</u>	<u>(\$520,913)</u>		<u>(\$841,164)</u>	<u>(\$1,929,514)</u>	

The budget for the stadium project was \$1,000,000 for 208-09. Due to the timing of work completion at the stadium, the expenses are \$1,429,836.40, resulting in expenses exceeding the budget by \$429, 836.40. In 2007-08 the budget was under expended.

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Bond & Interest Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$2,211,000	\$970,649	43.90%	\$2,460,800	\$957,142	38.90%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$0	\$0		\$0	\$0	
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$2,211,000</u>	<u>\$970,649</u>	<u>43.90%</u>	<u>\$2,460,800</u>	<u>\$957,142</u>	<u>38.90%</u>
EXPENDITURES:						
Salary	\$0	\$0		\$0	\$0	
Fringes	\$0	\$0		\$0	\$0	
Purch Serv	\$1,000	\$300	30.00%	\$0	\$0	#DIV/0!
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Dues & Fees	\$2,172,375	\$1,652,000	76.05%	\$2,460,800	\$1,720,375	69.91%
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$2,173,375</u>	<u>\$1,652,300</u>	<u>76.02%</u>	<u>\$2,460,800</u>	<u>\$1,720,375</u>	<u>69.91%</u>
Encumbrances		<u>\$0</u>			<u>\$0</u>	
Revenue over (under) expend	<u>\$37,625</u>	<u>(\$681,651)</u>		<u>\$0</u>	<u>(\$763,233)</u>	

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Transportation Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$540,300	\$253,087	46.84%	\$515,300	\$230,670	44.76%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$700,000	\$227,616	32.52%	\$750,000	\$173,046	23.07%
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$1,240,300</u>	<u>\$480,703</u>	<u>38.76%</u>	<u>\$1,265,300</u>	<u>\$403,716</u>	<u>31.91%</u>
EXPENDITURES:						
Salary	\$5,000	\$2,798	55.96%	\$5,000	\$3,964	79.28%
Fringes	\$150	\$129		\$150	\$142	94.67%
Purch Serv	\$1,199,300	\$430,175	35.87%	\$1,220,900	\$506,011	41.45%
Supplies	\$400	\$1,106	276.50%	\$500	\$0	0.00%
Capital Outlay	\$0	\$0		\$0	\$0	
Dues & Fees	\$0	\$0		\$0	\$0	
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$1,204,850</u>	<u>\$434,208</u>	<u>36.04%</u>	<u>\$1,226,550</u>	<u>\$510,117</u>	<u>41.59%</u>
Encumbrances		<u>\$0</u>			<u>\$0</u>	
Revenue over (under) expend	<u>\$35,450</u>	<u>\$46,495</u>		<u>\$38,750</u>	<u>(\$106,401)</u>	

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
IMRF Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$1,330,000	\$531,314	39.95%	\$1,375,000	\$567,020	41.24%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$0	\$0		\$0	\$0	
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$1,330,000</u>	<u>\$531,314</u>	<u>39.95%</u>	<u>\$1,375,000</u>	<u>\$567,020</u>	<u>41.24%</u>
EXPENDITURES:						
Salary	\$0	\$0		\$0	\$0	
Fringes	\$1,491,082	\$874,672	58.66%	\$1,526,499	\$777,793	50.95%
Purch Serv	\$0	\$0		\$0	\$0	
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Dues & Fees	\$0	\$0		\$0	\$0	
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$1,491,082</u>	<u>\$874,672</u>	<u>58.66%</u>	<u>\$1,526,499</u>	<u>\$777,793</u>	<u>50.95%</u>
Encumbrances		<u>\$0</u>			<u>\$0</u>	
Revenue over (under) expend	<u>(\$161,082)</u>	<u>(\$343,358)</u>		<u>(\$151,499)</u>	<u>(\$210,773)</u>	

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Capital Projects Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$4,000	\$2,443	61.08%	\$22,250,000	\$9,920,056	44.58%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$0	\$0		\$0	\$0	
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$4,000</u>	<u>\$2,443</u>	<u>61.08%</u>	<u>\$22,250,000</u>	<u>\$9,920,056</u>	<u>44.58%</u>
EXPENDITURES:						
Salary	\$0	\$0		\$0	\$22,500	
Fringes	\$0	\$0		\$0	\$2,938	
Purch Serv	\$0	\$0		\$300,000	\$29,792	
Supplies	\$0	\$0		\$0	\$367	
Capital Outlay	\$0	\$94,550		\$15,910,000	\$1,287,014	
Dues & Fees	\$0	\$0		\$0	\$0	
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$0</u>	<u>\$94,550</u>	<u>0.00%</u>	<u>\$16,210,000</u>	<u>\$1,342,611</u>	<u>0.00%</u>
Encumbrances		<u>\$558,181</u>			<u>\$19,774,900</u>	
Revenue over (under) expend	<u>\$4,000</u>	<u>(\$650,288)</u>		<u>\$6,040,000</u>	<u>(\$11,197,455)</u>	

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Working Cash Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$250,100	\$107,812	43.11%	\$220,100	\$112,314	51.03%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$0	\$0		\$0	\$0	
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$250,100</u>	<u>\$107,812</u>	<u>43.11%</u>	<u>\$220,100</u>	<u>\$112,314</u>	<u>51.03%</u>
EXPENDITURES:						
Salary	\$0	\$0		\$0	\$0	
Fringes	\$0	\$0		\$0	\$0	
Purch Serv	\$0	\$0		\$0	\$0	
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$0	\$0		\$0	\$0	
Dues & Fees	\$0	\$0		\$0	\$0	
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$0</u>	<u>\$0</u>	<u>0.00%</u>	<u>\$0</u>	<u>\$0</u>	<u>0.00%</u>
Encumbrances		<u>\$0</u>			<u>\$0</u>	
Revenue over (under) expend	<u>\$250,100</u>	<u>\$107,812</u>		<u>\$220,100</u>	<u>\$112,314</u>	

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Tort Fund

	<u>2007-08</u> <u>Budget</u>	<u>2007-08</u> <u>Actual</u>	%	<u>2008-09</u> <u>Budget</u>	<u>2008-09</u> <u>Actual</u>	%
REVENUE:						
Local	\$0	\$0	#DIV/0!	\$825,300	\$0	0.00%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$0	\$0		\$0	\$0	
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$0</u>	<u>\$0</u>	<u>#DIV/0!</u>	<u>\$825,300</u>	<u>\$0</u>	<u>0.00%</u>
EXPENDITURES:						
Salary	\$0	\$0		\$12,500	\$15	
Fringes	\$0	\$0		\$955	\$1	
Purch Serv	\$0	\$0		\$737,500	\$484,451	
Supplies	\$0	\$0		\$8,700	\$2,636	
Capital Outlay	\$0	\$0	#DIV/0!	\$105,000	\$9,112	8.68%
Dues & Fees	\$0	\$0		\$0	\$0	
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$0</u>	<u>\$0</u>	<u>#DIV/0!</u>	<u>\$864,655</u>	<u>\$496,215</u>	<u>57.39%</u>
Encumbrances		<u>\$0</u>			<u>\$13,647</u>	
Revenue over (under) expend	<u>\$0</u>	<u>\$0</u>		<u>(\$39,355)</u>	<u>(\$509,862)</u>	

*New fund in 2008-09 mandated by the Illinois State Board of Education. These transactions were previously included in the Education Fund.

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Life/Safety Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$260,200	\$120,946	46.48%	\$267,500	\$114,216	42.70%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$0	\$0		\$0	\$0	
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$260,200</u>	<u>\$120,946</u>	<u>46.48%</u>	<u>\$267,500</u>	<u>\$114,216</u>	<u>42.70%</u>
EXPENDITURES:						
Salary	\$0	\$0		\$0	\$0	
Fringes	\$0	\$0		\$0	\$0	
Purch Serv	\$0	\$0		\$0	\$0	
Supplies	\$0	\$0		\$0	\$0	
Capital Outlay	\$500,000	\$311,190	62.24%	\$38,000	\$178,521	469.79%
Dues & Fees	\$0	\$0		\$0	\$0	
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$500,000</u>	<u>\$311,190</u>	<u>62.24%</u>	<u>\$38,000</u>	<u>\$178,521</u>	<u>469.79%</u>
Encumbrances		<u>\$500</u>			<u>\$852</u>	
Revenue over (under) expend	<u>(\$239,800)</u>	<u>(\$190,744)</u>		<u>\$229,500</u>	<u>(\$65,157)</u>	

ROCK ISLAND SCHOOL DISTRICT NO. 41
STATEMENT OF REVENUE AND EXPENDITURES
For the six months ended December 31, 2008
Health Insurance Fund

	2007-08	2007-08	%	2008-09	2008-09	%
	<u>Budget</u>	<u>Actual</u>		<u>Budget</u>	<u>Actual</u>	
REVENUE:						
Local	\$5,130,000	\$2,439,219	47.55%	\$4,870,000	\$2,420,087	49.69%
Flowthrough	\$0	\$0		\$0	\$0	
State	\$0	\$0		\$0	\$0	
Federal	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL REV	<u>\$5,130,000</u>	<u>\$2,439,219</u>	<u>47.55%</u>	<u>\$4,870,000</u>	<u>\$2,420,087</u>	<u>49.69%</u>
EXPENDITURES:						
Salary	\$0	\$0		\$0	\$0	
Fringes	\$20,000	(\$3,257)	-16.29%	\$0	(\$75)	#DIV/0!
Purch Serv	\$4,928,500	\$2,781,437	56.44%	\$4,926,000	\$2,802,392	56.89%
Supplies	\$2,800	\$1,127	40.25%	\$2,400	\$682	28.42%
Capital Outlay	\$0	\$0		\$0	\$0	
Dues & Fees	\$0	\$0		\$0	\$0	
Tuition-out	<u>\$0</u>	<u>\$0</u>		<u>\$0</u>	<u>\$0</u>	
TOTAL EXPEND	<u>\$4,951,300</u>	<u>\$2,779,307</u>	<u>56.13%</u>	<u>\$4,928,400</u>	<u>\$2,802,999</u>	<u>56.87%</u>
Encumbrances		<u>\$0</u>			<u>\$0</u>	
Revenue over (under) expend	<u>\$178,700</u>	<u>(\$340,088)</u>		<u>(\$58,400)</u>	<u>(\$382,912)</u>	

SUMMARY OF CHECKS AND WIRES
January 15, 2009

V150426-V150606		
<u>Vendor</u>		
Education	\$	1,388,077.76
Transportation	\$	14,343.97
Capital Projects	\$	497,880.20
Life Safety		
Tort Immunity	\$	9,543.77
TOTAL EDUCATION	\$	1,909,845.70
B26998-B27032		
<u>O & M</u>	\$	418,548.45
H905756-H905758		
<u>Health Insurance</u>	\$	398,299.39
		<hr/> <hr/>
TOTAL COMPUTERIZED CHECK RUN		\$ 2,726,693.54
 <u>Wires</u>		
Federal Income Tax	\$	195,331.00
Earned Income Credit		
OASDI	\$	22,487.42
Medicare	\$	21,150.78
IL Withholding	\$	37,302.59
IA Withholding	\$	12,491.00
Teacher's Retirement Systems	\$	189,653.67
Illinois State Distribution Center	\$	3,154.00
MetLife	\$	19,551.74
TOTAL WIRES	\$	501,122.20
GRAND TOTAL	\$	3,227,815.74

ROCK ISLAND SCHOOLS
CHECK REGISTER FOR US OBM - OBM CHECKS

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CHECK NO.	CHECK DATE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
26998	01/15/2009	V - 11112	SALARY ACCOUNT	79,306.19
26999	01/15/2009	V - 22444	SERV-A-LITE PRODUCTS, INC.	4.25
27000	01/15/2009	V - 23054	ALLIED WASTE SERVICES	2,204.85
27001	01/15/2009	V - 10409	AT&T	642.00
27002	01/15/2009	V - 22091	AT&T LONG DISTANCE	169.70
27003	01/15/2009	V - 12747	B & B HARDWARE	70.84
27004	01/15/2009	V - 11121	RICHARD A. BLASER	74.98
27005	01/15/2009	V - 10519	CED OF THE QUAD CITIES	115.25
27006	01/15/2009	V - 23160	COLOR, INC.	5,780.00
27007	01/15/2009	V - 17791	CONSTRUCTION PARTNERS INC.	153,355.38
27008	01/15/2009	V - 22176	JOHN DIERICKX	72.83
27009	01/15/2009	V - 13339	CARL B. DURHAM	203.58
27010	01/15/2009	V - 23149	EXECUTIVE OFFICE CONCEPTS	4,441.34
27011	01/15/2009	V - 10338	GRAINGER	481.50
27012	01/15/2009	V - 10355	HANDY HARDWARE	276.43
27013	01/15/2009	V - 13667	CLARENCE F. HEAD	110.57
27014	01/15/2009	V - 17336	HIGHTECH SIGNS	110.00
27015	01/15/2009	V - 16777	HUGHES NETWORK TECHNOLOGIES	2,650.00
27016	01/15/2009	V - 15765	HUGHES TIRE - BRAKE & RETREAD	1,531.81
27017	01/15/2009	V - 23196	ILLINOIS OFFICE OF THE STATE FIRE MARSHAL	100.00
27018	01/15/2009	V - 11015	IMRF ACCOUNT	3,467.98
27019	01/15/2009	V - 10246	JOHNSON DISTRIBUTING, INC.	21.00
27020	01/15/2009	V - 18442	J. W. KOEHLER ELECTRIC, INC.	5,180.00
27021	01/15/2009	V - 10479	LAYER CONCRETE CONSTRUCTION	24,451.40
27022	01/15/2009	V - 18292	LOWE'S	63.34
27023	01/15/2009	V - 15989	MAINSTREAM COMPUTER SERVICES	21.99
27024	01/15/2009	V - 14673	MENARDS, INC.	94.35
27025	01/15/2009	V - 10428	MIDAMERICAN ENERGY COMPANY	105,671.24
27026	01/15/2009	V - 10551	VILLAGE OF MILAN	10,169.49
27027	01/15/2009	V - 10638	PER MAR ALARM SYSTEMS	815.52
27028	01/15/2009	V - 10722	CITY OF ROCK ISLAND	14,943.01
27029	01/15/2009	V - 13498	STATE OF IL - BOILER SAFETY	100.00
27030	01/15/2009	V - 10003	B.C.R. GEHN, INC.	555.00
27031	01/15/2009	V - 18768	TRI-CITY ELEC. CO. OF IOWA	191.40
27032	01/15/2009	V - 23038	THE WALDINGER CORPORATION	1,101.23

Total No. of Checks : 35

Total Amount : 418,548.45

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CHECK REGISTER FOR USB HEALTH INS - HEALTH
INSURANCE

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<u>CHECK NO.</u>	<u>CHECK DATE</u>	<u>VENDOR TYPE - ID</u>	<u>VENDOR NAME</u>	<u>AMOUNT</u>
905756	01/15/2009	V - 22480	THE ADVANTAGE COMPANIES, LLC	12.50
905757	01/15/2009	V - 22013	HEALTH CARE SERVICE CORP-BLUE	396,536.89
905758	01/15/2009	V - 10159	CLEVELAND INSURANCE GROUP	1,750.00

Total No. of Checks : 3			Total Amount :	398,299.39

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CHECK REGISTER FOR WF EDUCATION - VENDOR
CHECKS

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CHECK NO.	CHECK DATE	VENDOR TYPE - ID	VENDOR NAME	AMOUNT
150426	01/15/2009	V - 11112	SALARY ACCOUNT	1,123,246.95
150427	01/15/2009	V - 10001	A & A AIR CONDITIONING	245.00
150428	01/15/2009	V - 23045	AAPC AUTISM ASPERGER PUBLISHING CO.	224.21
150429	01/15/2009	V - 10245	ACT II TRANSPORTATION, INC.	4,050.00
150430	01/15/2009	V - 11013	AFSCME COUNCIL 31	1,973.96
150431	01/15/2009	V - 23049	STEVE ANDERSON	89.80
150432	01/15/2009	V - 15431	ANDICH & ANDICH	178.94
150433	01/15/2009	V - 17979	ANDICH & ANDICH	82.18
150434	01/15/2009	V - 23144	ANDICH & ANDICH	87.80
150435	01/15/2009	V - 17143	MARILYN ARP	50.31
150436	01/15/2009	V - 10409	AT&T	6,507.17
150437	01/15/2009	V - 22091	AT&T LONG DISTANCE	1.39
150438	01/15/2009	V - 21045	BEHAVIOR ANALYSTS, INC.	178.80
150439	01/15/2009	V - 10077	DEBRA BENNETT	21.65
150440	01/15/2009	V - 23079	CHRISTIE BERRYHILL	59.38
150441	01/15/2009	V - 10088	BLACK HAWK AREA SPECIAL ED.	50.00
150442	01/15/2009	V - 21140	AMERICAN WHOLESALE BOOK CO.	43.46
150443	01/15/2009	V - 11111	RICHARD A. BOWERS	137.50
150444	01/15/2009	V - 19402	RICHARD A. BOWERS	677.64
150445	01/15/2009	V - 21085	RICHARD A. BOWERS	315.00
150446	01/15/2009	V - 22345	RICHARD A. BOWERS	281.67
150447	01/15/2009	V - 22613	RICHARD A. BOWERS	420.00
150448	01/15/2009	V - 21675	STEVE BRADDY	308.15
150449	01/15/2009	V - 19652	ANN BRAGG	52.07
150450	01/15/2009	V - 19328	JOHN C. BRUGGEMAN	72.00
150451	01/15/2009	V - 10207	JO ELLEN BUNCH	67.28
150452	01/15/2009	V - 22647	CAFE FRESH	58.80
150453	01/15/2009	V - 21919	JON CAMERON	32.18
150454	01/15/2009	V - 18954	COLLECTION SERVICES CENTER	1,005.90
150455	01/15/2009	V - 16610	KIM COLSON	25.96
150456	01/15/2009	V - 22665	OCCUPATIONAL HEALTH CENTERS OF	121.40
150457	01/15/2009	V - 21075	ELLEN E. COOKE	19.16
150458	01/15/2009	V - 19188	COUNTRY CLUB COFFEE	65.60
150459	01/15/2009	V - 21472	EMILY DEJOHN	8.78
150460	01/15/2009	V - 20670	DENNY'S MINI STORAGE	1,512.00
150461	01/15/2009	V - 14209	DICK BLICK	33.60
150462	01/15/2009	V - 10561	MOLINE DISPATCH PUBLISHING CO.	218.40
150463	01/15/2009	V - 22268	JEAN DOUTT	16.09
150464	01/15/2009	V - 19834	SARA LEE BAKERY GROUP	969.72
150465	01/15/2009	V - 19913	ESD, INC	32,131.00
150466	01/15/2009	V - 17715	FAMILY MUSEUM OF ARTS/SCIENCE	18.50
150467	01/15/2009	V - 11017	FED. RESERVE BANK OF MPLS.	737.50

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150468	01/15/2009	V - 23135	FELDESMAN TUCKER LEIFER FIDELL LLP	250.00
150469	01/15/2009	V - 23194	FIRST BAPTIST CHURCH OF ROCK ISLAND	90.00
150470	01/15/2009	V - 10924	FOLLETT EDUCATIONAL SERVICES	1,054.27
150471	01/15/2009	V - 10292	FOLLETT LIBRARY BOOK CO.	1,231.87
150472	01/15/2009	V - 16381	FRANCZEK SULLIVAN P.C.	7,368.77
150473	01/15/2009	V - 19388	MARGARET FUHR	58.00
150474	01/15/2009	V - 10534	GALLAGHER AND REXROAT, LLC	1,770.00
150475	01/15/2009	V - 22101	GENERAL ASP, INC.	675.00
150476	01/15/2009	V - 19813	GODFATHER'S PIZZA, INC.	1,391.00
150477	01/15/2009	V - 22290	GARY GOINS	215.02
150478	01/15/2009	V - 12004	GOPHER	67.80
150479	01/15/2009	V - 11271	KEITH GOTTHARDT	68.74
150480	01/15/2009	V - 19528	TERRI GRAFTON	29.98
150481	01/15/2009	V - 14627	JULIE GRAY	309.50
150482	01/15/2009	V - 18133	GUMDROPS BOOKS	1,083.30
150483	01/15/2009	V - 21715	DEREK L. HANCKS	150.00
150484	01/15/2009	V - 20986	SUSAN A. HANKINS	9.51
150485	01/15/2009	V - 19005	JIM HAWK TRUCK TRAILERS, INC.	150.00
150486	01/15/2009	V - 10362	HAWKEYE FOOD SYSTEMS, INC.	7,258.35
150487	01/15/2009	V - 11040	ELIZABETH HEIKE	73.12
150488	01/15/2009	V - 16495	MARK HEPNER	38.61
150489	01/15/2009	V - 17623	HERMAN'S INC.	283.50
150490	01/15/2009	V - 19318	SUSAN HIGGINS	19.31
150491	01/15/2009	V - 14748	HILLEBRAND CONSTRUCTION	495,486.00
150492	01/15/2009	V - 18624	GREG HINER	51.11
150493	01/15/2009	V - 23195	RENUKA HOLLAND	26.32
150494	01/15/2009	V - 23088	BEN HOTT	63.10
150495	01/15/2009	V - 11475	HY-VEE FOOD STORE	152.39
150496	01/15/2009	V - 11018	IH MISSISSIPPI VALLEY CR.UNION	14,014.33
150497	01/15/2009	V - 21048	ILLINOIS STUDENT ASSIST. COMM.	298.68
150498	01/15/2009	V - 18729	ILLINOIS HEAD START ASSOC.	425.00
150499	01/15/2009	V - 12439	ILLINOIS PRINCIPALS ASSOCIATIO	295.00
150500	01/15/2009	V - 11015	IMRF ACCOUNT	13,675.86
150501	01/15/2009	V - 17787	INTUIT	69.98
150502	01/15/2009	V - 20109	IOWA-ILLINOIS OFFICE PRODUCTS	432.44
150503	01/15/2009	V - 23179	IOWA RETAIL PACKAGING CORP.	282.31
150504	01/15/2009	V - 21648	SASED-PBIS NETWORK	540.00
150505	01/15/2009	V - 18269	J.W. PEPPER & SON	317.74
150506	01/15/2009	V - 23126	JENNIFER JACKSON	35.10
150507	01/15/2009	V - 13569	KENNETH H. JAEKE	9.00
150508	01/15/2009	V - 21076	VIRGINIA JARRETT	263.69
150509	01/15/2009	V - 10441	JOHANNES BUS SERVICE INC.	25,790.57
150510	01/15/2009	V - 22245	DANA JOHNSON	327.85
150511	01/15/2009	V - 22537	JEANETTE JOHNSON	54.41

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150512	01/15/2009	V - 10246	JOHNSON DISTRIBUTING, INC.	21.00
150513	01/15/2009	V - 11929	KAPLAN COMPANIES INC.	898.31
150514	01/15/2009	V - 10206	JODI KETCHAM	91.25
150515	01/15/2009	V - 12092	KING FOOD SERVICE, INC.	1,718.95
150516	01/15/2009	V - 11342	LAIRD PIANO TUNING & REPAIR	136.00
150517	01/15/2009	V - 10470	LAKESHORE CURRICULUM MATERIALS	129.09
150518	01/15/2009	V - 17702	MATILDA LAO	63.18
150519	01/15/2009	V - 21612	HECTOR LAREAU	2,025.00
150520	01/15/2009	V - 20224	DENISE LEKWA	18.72
150521	01/15/2009	V - 21190	TORI LINDEMAN	258.13
150522	01/15/2009	V - 22561	DEBORAH S. LINGNER	40.37
150523	01/15/2009	V - 10505	RICHARD A. LOY	121.17
150524	01/15/2009	V - 22592	MAC LIFE	24.95
150525	01/15/2009	V - 13431	MARY MACKENNA	171.41
150526	01/15/2009	V - 20818	MICHAEL MACKENNA	38.17
150527	01/15/2009	V - 14403	MACWORLD	34.97
150528	01/15/2009	V - 22669	DEB MAGERKURTH	66.84
150529	01/15/2009	V - 22229	CINDI K. MAHER	177.76
150530	01/15/2009	V - 15989	MAINSTREAM COMPUTER SERVICES	3,610.00
150531	01/15/2009	V - 20827	TREASURE MARTEN	9.36
150532	01/15/2009	V - 19069	ANGIE MCCOLLUM	10.53
150533	01/15/2009	V - 16229	MCKEE FOODS CORPORATION	525.12
150534	01/15/2009	V - 18435	ROSALIND MEADOWS	25.74
150535	01/15/2009	V - 14673	MENARDS, INC.	61.97
150536	01/15/2009	V - 15666	MIDWEST MAILWORKS, INC.	42.24
150537	01/15/2009	V - 17064	DONNA MILLER	177.26
150538	01/15/2009	V - 21789	SUSAN MOLINA-PADRO	587.20
150539	01/15/2009	V - 17144	NASSP	521.00
150540	01/15/2009	V - 18813	NATIONAL GEOGRAPHIC SOCIETY	345.54
150541	01/15/2009	V - 18641	NATIONAL PEN CORPORATION	164.85
150542	01/15/2009	V - 10590	NATIONAL SCHOOL BOARDS ASSN.	850.00
150543	01/15/2009	V - 22495	LINNEA NELSON	34.51
150544	01/15/2009	V - 22510	JOSHUA K NGAO	86.25
150545	01/15/2009	V - 22305	NORTHERN TOOL & EQUIPMENT	234.35
150546	01/15/2009	V - 10546	OFFICE DEPOT	1,681.23
150547	01/15/2009	V - 10613	OFFICE MACHINE CONSULTANT	5,195.98
150548	01/15/2009	V - 10620	ORIENTAL TRADING COMPANY, INC.	24.92
150549	01/15/2009	V - 10322	WILLIAM OSBORNE	626.60
150550	01/15/2009	V - 23185	PACIFIC NORTHWEST PUBLISHING , INC.	95.00
150551	01/15/2009	V - 11174	PEARSONASSESS.COM	139.97
150552	01/15/2009	V - 22398	PEARSON ASSESSMENTS	584.50
150553	01/15/2009	V - 10006	PERMA-BOUND	2,021.46
150554	01/15/2009	V - 22226	PHONAK LLC	3,144.94
150555	01/15/2009	V - 16700	PIONEER MANUF. CO., INC.	535.00

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150556	01/15/2009	V - 10651	PITNEY BOWES	244.00
150557	01/15/2009	V - 16060	TONIA POTERACK	67.28
150558	01/15/2009	V - 21365	PROFORMA EAGLE PRINTING	92.16
150559	01/15/2009	V - 14370	PSYCHOLOGICAL ASSESSMENT	505.44
150560	01/15/2009	V - 10692	QUILL CORPORATION	471.34
150561	01/15/2009	V - 12087	R. I. DEVELOPMENT FUND	675.09
150562	01/15/2009	V - 10706	ROCK ISLAND COUNTY	120.00
150563	01/15/2009	V - 19112	REINHART INSTITUTIONAL FOOD	1,854.08
150564	01/15/2009	V - 17237	ROCK ISLAND COUNTY AREA PROJECT	228.00
150565	01/15/2009	V - 11658	ROCK ISLAND FITNESS AND	1,214.00
150566	01/15/2009	V - 13151	ROCK ISLAND SCHOOL DISTRICT 41	8,407.15
150567	01/15/2009	V - 10717	RIVERSIDE PUBLISHING CO.	113.62
150568	01/15/2009	V - 10232	R. K. DIXON CO.	1,080.34
150569	01/15/2009	V - 10721	ROCK ISLAND BOARD OF EDUCATION	42.00
150570	01/15/2009	V - 11009	ROCK ISLAND EDUCATION ASSOCIATION	17,162.10
150571	01/15/2009	V - 11010	R. I. EDUCATION PARA ASSOC.	2,704.24
150572	01/15/2009	V - 15516	ROCK ISLAND COUNTY HEALTH DEPT	40.00
150573	01/15/2009	V - 18465	ROCK ISLAND SCHOOL DISTRICT 41	48,949.92
150574	01/15/2009	V - 20536	ROCK ISLAND PARK AND RECREATION DEPT.	6,152.00
150575	01/15/2009	V - 16979	ROTARY OF ROCK ISLAND	140.00
150576	01/15/2009	V - 15778	S & S WORLDWIDE	147.82
150577	01/15/2009	V - 13944	CAROL SCHOENING	22.03
150578	01/15/2009	V - 16029	MICHELE SHARP	16.97
150579	01/15/2009	V - 17161	TERRI A. SHEDDAN	100.91
150580	01/15/2009	V - 11899	PEARSON EDUCATION	17,706.00
150581	01/15/2009	V - 22395	SKILLSTUTOR	3,400.00
150582	01/15/2009	V - 13849	CONNIE SNELL	75.76
150583	01/15/2009	V - 16753	CAMBIUM LEARNING, INC.	656.38
150584	01/15/2009	V - 12211	MALIA SULLIVAN	66.11
150585	01/15/2009	V - 19800	T.B.F. GRAPHICS	743.30
150586	01/15/2009	V - 20991	LENA CHRISTENSEN	176.34
150587	01/15/2009	V - 15008	SANDRA THOMAS KELLER	95.94
150588	01/15/2009	V - 10835	PATRICIA THOMPSON	42.70
150589	01/15/2009	V - 16901	SUSAN THOMPSON	392.72
150590	01/15/2009	V - 15946	TIRE MARKETING	1,082.24
150591	01/15/2009	V - 18382	VICKI TODD	22.82
150592	01/15/2009	V - 21935	MICHAEL B. POSTON	1,391.10
150593	01/15/2009	V - 10477	TPC	299.38
150594	01/15/2009	V - 17838	THE TREE HOUSE, INC.	2,066.00
150595	01/15/2009	V - 15380	TRI-STATE TRAVEL	6,060.00
150596	01/15/2009	V - 21777	TRIUMPH LEARNING LLC	318.13
150597	01/15/2009	V - 18027	U.S. DEPARTMENT OF EDUCATION	151.02
150598	01/15/2009	V - 11016	UNITED WAY OF THE QUAD CITIES	685.28
150599	01/15/2009	V - 12259	UNITED PARCEL SERVICE	28.09

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150600	01/15/2009	V - 17338	PAMELA VASQUEZ	52.06
150601	01/15/2009	V - 17947	DEBORAH WEGENER	120.80
150602	01/15/2009	V - 20134	WEST MUSIC	1,963.28
150603	01/15/2009	V - 20690	REBECCA WOODARD	38.61
150604	01/15/2009	V - 20638	WORLDWIDE INTERACTIVE NETWORK	180.40
150605	01/15/2009	V - 16232	WSI DIST. COMPANY, INC.	408.00
150606	01/15/2009	V - 11948	ZANER BLOSER	1,048.53

Total No. of Checks : 181

Total Amount : 1,909,845.70

**PERSONNEL RECOMMENDATIONS
BOARD MEETING**

January 27, 2009

Non-Certified Appointments

Steve Cravens - Grade 3 & 4 Classroom Paraprofessional/Frances Willard

Date of Employment - January 22, 2009

Salary - \$6,119.65 (based on 84 days with a base salary of \$13,113.54)

Pendalyn Dawson - Special Education Paraprofessional (1 on 1)/Edison Jr. High

Date of Employment - December 4, 2008

Salary - \$7,998.90 (based on 105 days with a base salary of \$13,712.40)

Madelyn (Kris) Golden - LPN/Frances Willard School

Date of Employment - January 6, 2009

Salary - \$6,476.52 (based on 93 days with a base salary of \$12,535.20)

Stacy Green - Baker/Rock Island High School

Date of Employment - January 6, 2009

Salary - \$6,470.10 (based on 90 days with a base salary of \$12,508.86)

Matthew Hoepfner - Hall Monitor/Rock Island High School

Date of Employment - January 6, 2009

Salary - \$11.72 an hour

Victoria Vallejo - Special Education Paraprofessional/Washington Jr. High

Date of Employment - January 6, 2009

Salary - \$7,629.72 (based on 93 days with a base salary of \$14,767.20)

Non-Certified Resignations

Carrol Diaz - Special Education Paraprofessional/Washington Jr. High

Date of Employment - October 21, 2008

Date of Resignation - November 26, 2008

Kari Gibbs - Special Education Paraprofessional/Ridgewood School

Date of Employment - September 25, 2008

Date of Resignation - December 19, 2008

Non-Certified Retirement

Stella Zumwalt - Baker/Rock Island High School

Date of Employment - August 23, 1993

Date of Retirement - December 19, 2008