

A decorative border of stylized flowers and leaves in shades of purple, pink, orange, and white surrounds the central text. The flowers include daisies, tulips, and multi-petaled blossoms. The leaves are simple, pointed shapes in various purple tones.

Norridge School District 80

April 18, 2023
Discussion Items

Discussion Items

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**New Positions for
23-24**

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**Leigh School Polling
Place**

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**Nurse and
Occupational
Therapist**

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PaCE Framework

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Kindness Day





New Positions for 2023-2024

7th and 8th grade Writing

Additional time in ELA with the focus on writing. Curriculum will tie into the current ELA curriculum.

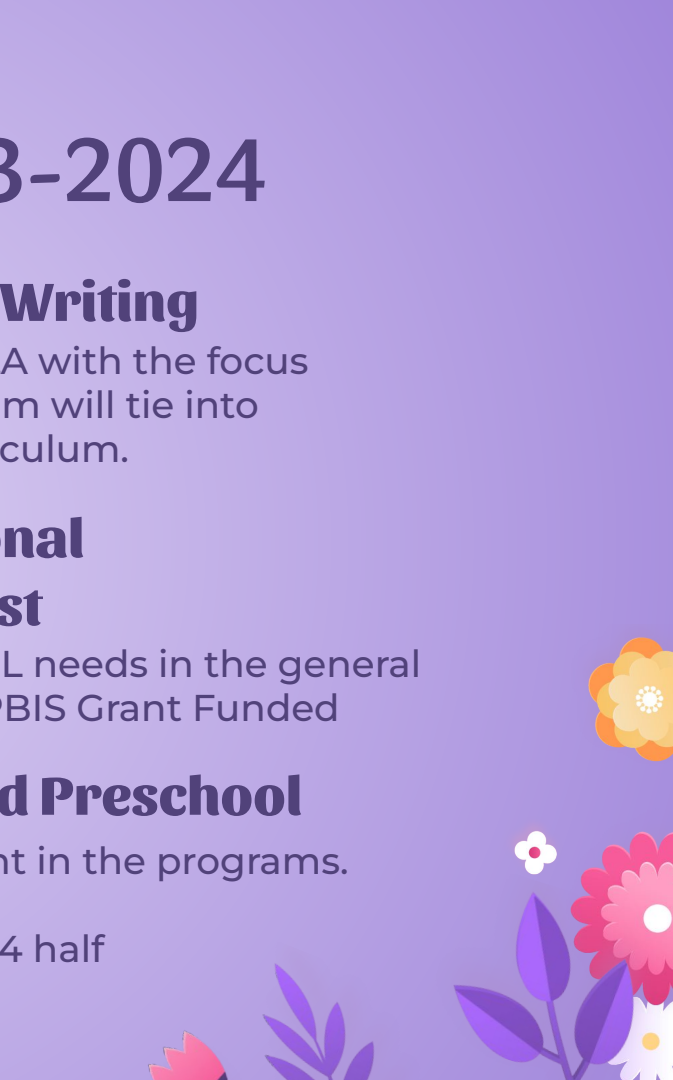
Social and Emotional Learning Specialist

Focus on student SEL needs in the general education setting. PBIS Grant Funded

Kindergarten and Preschool

Based on enrollment in the programs.

Current numbers:

- Kinder 31 full, 14 half
 - Preschool 18
- 



Leigh School Polling Place

- No secure space at Leigh for elections
- Support from Norridge Police Department
- **March 19, 2024** - Presidential Primary
- Suggest: we change to Teacher Institute Day
 - Currently scheduled for February 16, 2024

Norridge Park District Enrichment Program

2022-2023

- One more session
- Survey in May for 2023-2024
- Communication Plan
- Send Flyers sooner so there is more time to sign-up

2023-2024

- Survey students during school (May/Nov)
- Begin planning in June
- More time to sign-up
- Communication Plan
- Separate 5th/6th and 7th/8th classes
- Staff input and involvement
- Monthly Special Events

Norridge Community Grant

22-23

Leader Hired

Gather data and work with partners to create goals

23-24

SEL Specialist

Grant Funded teaching and leading the implementation of Social and Emotional Learning

22-23

Monthly Meetings

Share data between systems to create problem statements

**July
2023**

Training

Two days of training for Interconnected Systems Framework (ISF)

Nurse and Occupational Therapist

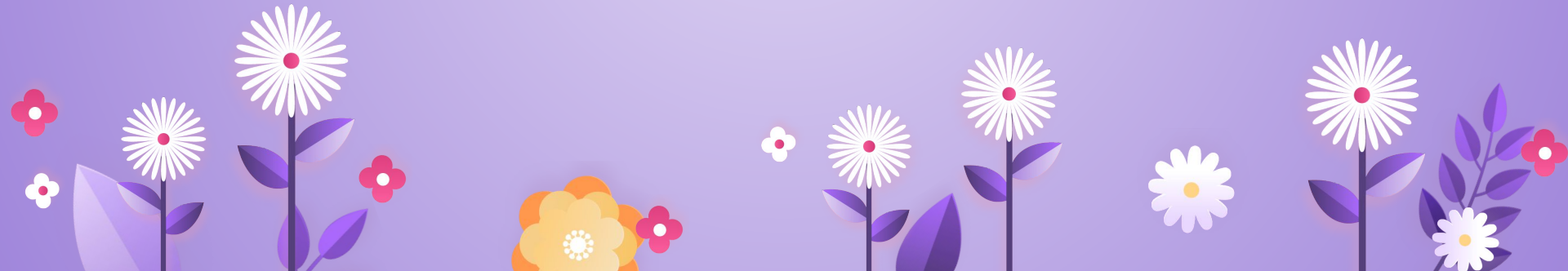
Proposal to directly hire as district employees

- District Nurse for student's medical needs
- District Occupational Therapist
 - Follow CBA for Salary and Benefits
 - Establish a relationship with staff
 - Provide consistent services for students

PaCE Framework

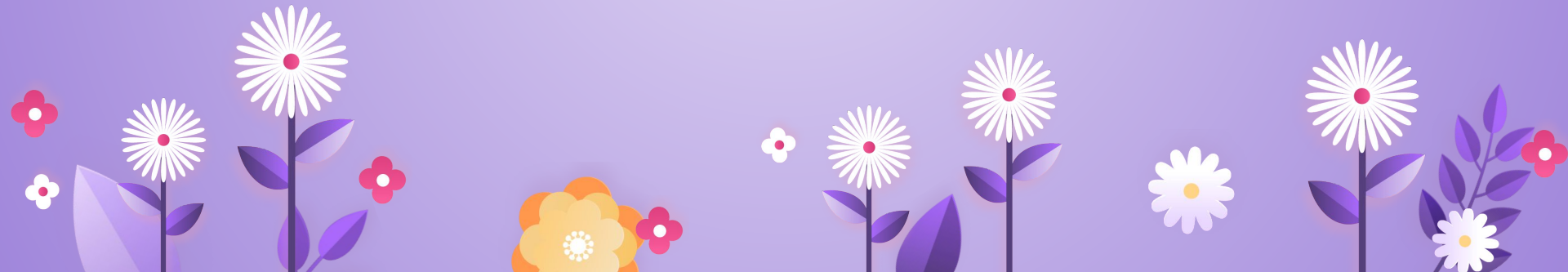
The Illinois PaCE Framework identifies the kind of experiences students should have in order to make informed decisions about college and career planning. School districts are required, beginning in 6th grade, to have an updated framework by July 1, 2023.

NSD 80 partnered with Ridgewood, Penneyor, and Union Ridge to create our PaCE Framework beginning with kindergarten.



PaCE Framework

Illinois public school districts are required to adopt and implement a PaCE Framework for grades 6-12 aligned to the Illinois PaCE Framework. The law mandates that no later than July 1, 2025 school districts (other than Chicago) shall adopt and implement career exploration and career development activities in accordance with a PaCE Framework for grades 6-12.



PaCE Framework

K - 12 Postsecondary and Career Expectations (PaCE) Framework: Encourage, Engage, Equip, Empower and Employ



NORRIDGE SCHOOL
DISTRICT 80



Union Ridge
School District 86
A Blue Ribbon School of Excellence

BY THE END OF KINDERGARTEN	BY THE END OF 1ST GRADE	BY THE END OF 2ND GRADE
A student should be supported to:	A student should be supported to:	A student should be supported to:
Be aware of workers in their community	Share their thoughts about what they want to be when they grow up	Create a career family tree
Share their thoughts about what they want to be when they grow up	Identify and describe what makes them unique	Be exposed to and reflect on several careers
		Share their thoughts on what they want to be when they grow up
		Reflect on what makes them unique and different
A student should know:	A student should know:	A student should know:
What is money	How do they get money	About saving and spending
What are needs versus wants		

BY THE END OF 3RD GRADE	BY THE END OF 4TH GRADE	BY THE END OF 5TH GRADE
A student should be supported to:	A student should be supported to:	A student should be supported to:
Understand how cost influences spending	Be aware of the education needed to support different career options	Create career goals
	Participate in an activity that would provide exposure to possible career pathway	
A student should know:	A student should know:	A student should know:
How to manage money	What is supply and demand	The different methods of payment (e.g. cash, credit, debit)
How to allocate weekly allowance	What are producers and consumers	How to set long and short term goals for saving
		Practices that develop a growth mindset

BY THE END OF 6TH GRADE	BY THE END OF 7TH GRADE	BY THE END OF 8TH GRADE
A student should be supported to:	A student should be supported to:	A student should be supported to:
Explore their interests	Understand a budget and the salary needed to meet basic needs	Be exposed to language that emphasizes individual skills, strengths and assets
Explore incomes of different careers	Explore their strengths	Explore career interests
	Identify sources of information	Select one career pathway endorsement they would like to earn on their high school diploma
	Identify one trusted adult the student can go to in time of need and success	Estimate the cost of a 2-year and 4-year college education
		Demonstrate a growth mindset to envision a positive future
A student should know:	A student should know:	A student should know:
How to compare and prioritize needs and wants	The benefits of financial responsibility and the costs of financial responsibility	How high school dual credit classes can save them time and money
Information and examples of wide range of careers	How to analyze situations to determine if they represent financially responsible decisions	How to develop an education plan for at least one career interest
		The relationship between high school coursework, attendance, and grades to postsecondary plans



BY THE END OF 9TH GRADE	BY THE END OF 10TH GRADE
A student should be supported to:	A student should be supported to:
Revisit career cluster interest survey and take a career interest survey	Explore internships and apprenticeships for scholarships and money opportunities
Select a career pathway within a career cluster of interest	Attend a postsecondary affordability workshop with a family member
Visit at least one workplace aligned with career interest	Identify two related postsecondary paths and/or college majors strongly correlated with assessment results
Be aware of youth employment opportunities while in High School	Outline a plan for high school courses to prevent remediation at the college level
Develop public speaking skills	Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs
Complete a financial aid assessment with a family member	
Attend a college fair	
Complete a college fit/match inventory	
Complete or enroll in at least one early college credit opportunity	
Review coursework, and postsecondary/career plans in relation to the ISBE College and Career Readiness Indicators (CCRI)	
A student should know:	A student should know:
One or two career clusters for further exploration and development	Educational requirements, cost, expected entry level and midpoint salary for occupations in selected career clusters
Own learning style and how it relates to career interests	How career pathways courses and experiences articulate to degree programs at postsecondary options
General cost ranges of various postsecondary institutions	Career attributes related to career interests
The different types of postsecondary credentials and institutions	The affordability of postsecondary options in relation to expected entry-level career salary and anticipated debt
	Where to find scholarship opportunities

BY THE END OF 11TH GRADE	BY THE END OF 12TH GRADE
A student should be supported to:	By 12/31 a student should have:
Participate in a job shadowing opportunity	Completed the FAFSA
Complete an elective course to explore career interests	Attended a FAFSA completion workshop
Create a resume and personal statement	Completed 3 or more admissions applications to postsecondary institutions
Identify an internship opportunity to career pathways	Met with a school counselor to ensure all steps in the postsecondary admission process are completed on time
Create a plan and timeline for financial aid process	A student should be supported to:
Learn about debt and credit scores	Obtain an internship opportunity related to the career pathways
Outline a plan to pay for college	If applicable, receive industry-based certification(s) related to the career pathways
Visit at least 3 postsecondary institutions	Secure letters of recommendation for college and scholarship applications
Determine readiness for college-level coursework in math/ELA and enrollment in either "catch up" or "speed up" course	Understand the college placement process
Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs	Meet with a counselor to discuss coursework and postsecondary/career plans using ISBE CCRIs
A student should know:	A student should know:
Financial aid deadlines for chosen postsecondary options	The terms and conditions of any scholarship or loan
The difference between need-based, merit-based and self-help students financial aid programs	Estimated cost of each postsecondary option
3-5 match schools, one safety, one reach school for postsecondary program of study	
The general timing of postsecondary entrance exams and applications	





Norridge and Harwood Heights Kindness Day

District 80 is celebrating Norridge and Harwood Heights Kindness Day on Saturday, April 29.

PTA is organizing a wrapped candy drive for the senior assistance center in Norridge. Candy will be collected at both schools during the week before and then organized at Leigh School on Kindness Day from 10:00am to 12:00pm. There will also be a birthday card station for kids to make cards for the seniors.

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