



SENECA TOWNSHIP HIGH SCHOOL DISTRICT 160

2024-2025

Joining the SHS Team

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Message from the Superintendent



Seneca High
School,
A Great Place
to Make a
Difference
Dr. Dan Steck-

Welcome to Seneca Township High School and thank you for your interest in applying to one of the greatest high schools in the state of Illinois. We are happy that you are considering joining our talented staff. You will find that our school is a great place to develop relationships with terrific students, a motivated faculty, and a supportive administration and Board of Education.

Like you, I was blessed to have an opportunity to interview at Seneca over twenty years ago. This school was my dream job; I knew about its success, its resources, and its reputation. In the Fall of 2021, I became the Superintendent of the District, working my way up from within the ranks of Seneca. My many years employed at Seneca High School have included some of my greatest achievements and proudest professional moments. Here at SHS, our students come first, but student success is best achieved when students, parents, educators, and the greater community work together. Building relationships within our school and community is vital to the future of our community and much of my work is focused on continuing to build The Seneca Way!

Within the hallways and athletic events at Seneca, we often use the phrase "Irish Pride." Irish Pride is more than a rally cry, or a team's break out, it is a way of life. It is a mindset that blends the pursuit of individual achievement with a commitment to servant leadership. It is the belief that we have the power to affect our own lives and the lives of others through positive and meaningful relationships, a chance to take risks, to be great, and to make a difference in this world.

What is the greatest part about Seneca High School, you might ask? Without a doubt, it is the people. We have so many great people that walk in and out of this building daily; SHS is truly a wonderful place to work. Our school culture is unmatched! Having been here 20 years and living in this community, Seneca truly is a special place to call home.

I encourage you to peruse the pages of this publication carefully, learning about our goals, mission, vision, core values, and philosophy of teaching, learning, and student involvement. Here you will meet the Board of Education, Administration, and members of some of our departments. Finally, there is a link to an online application should you decide we are a good match.

Yours in education,

Dr. Dan Stecken
Superintendent
Seneca Township High School

Meet the Administration



Dr. Dan Stecken
Superintendent

Dr. Stecken graduated with his Bachelor of Arts from Illinois State University in 2004. He obtained his master's degree in Educational Administration from Aurora University in 2010 and completed his Chief School Business Official Program from Northern Illinois University in 2016. Mr. Stecken earned his Educational Doctorate through the University of Saint Francis in May of 2022.

Dr. Stecken, along with his wife and kids proudly live in Seneca and are involved in a variety of Irish sports. When not at Seneca High School, our family enjoys traveling. Dr. Stecken began his teaching career teaching mathematics and history at Seneca in 2005. The 2024-25 year will be his fourth year as Superintendent.



Mr. Mike Coughlin
Principal

Mike earned his undergraduate degrees at Joliet Junior College and Illinois State University.

In 1996, he began his teaching career in the Special Education Department at SHS.

He earned his Educational Administration degree from Governor's State University in 2007.

This school year is his eleventh year serving as the Principal or Assistant Principal at Seneca High School with his major responsibilities being Instructional Leadership and Building Leadership.



Mr. Mark Giertz
Dean of Students

Mr. Mark Giertz is the Dean of Students at Seneca High School and is in his 23rd year in education.

Mr. Giertz received his bachelor's degree in Elementary Education from Greenville University and his master's degree in educational leadership from Olivet Nazarene University. He and his family reside in Seneca and look forward to many great years to come here at District 160.



Mr. Ted O'Boyle
Athletics/Activities
Director

Ted earned his bachelor's degree in Physical Education from Eastern Illinois University in 1999, and his master's degree in Educational Administration in 2006 from Eastern Illinois University.

He has taught physical education and driver education at Charleston HS, Flanagan-Cornell HS, and Seneca HS.

He was hired as Athletics/Activities Director at SHS in 2022, and is currently in his 14th year at SHS.



Mrs. Stacey Gould
Director of Fiscal
Services

Mrs. Stacey Gould first earned her Associate degree at Illinois Valley Community College where she played both volleyball and softball. She then received her Bachelor of Science/Master of Professional Accountancy degrees from Illinois State University and went on to complete the CPA examination in 2012. After beginning her career at a public accounting firm in Springfield, Stacey accepted a position at Clover Imaging Group in Ottawa where she spent 8 years as a Financial Reporting Analyst prior to accepting the position at Seneca High School in May of 2021.

Mrs. Gould currently resides in Ottawa with her husband, Caleb, who is a middle school science teacher for Ottawa Elementary. Outside of school, Stacey and her husband enjoy staying active playing multiple sports, hiking, and traveling.



Mrs. Jill Rockrohr
School Psychologist/
Director of Special Services

Jill earned her Bachelors degree in Psychology from Illinois Wesleyan University. She earned her Masters in School Psychology from the University of Rhode Island and her Director of Special Education Endorsement from Northern Illinois University.

She began her career in Massachusetts before returning to Illinois to work in the south Chicago suburbs, throughout LaSalle County, and finally Seneca Township High School. She is a Junior Class Sponsor and GSA Sponsor.

About SHS

Demographics*

- ⇒ Current Enrollment: 383 Students
- ⇒ District Square Mileage: 226 sq. mi.
- ⇒ Graduation Rate: 95%
- ⇒ Average Class Size: 13
- ⇒ Teacher Retention: 96.0%
- ⇒ Teachers with Advanced Degrees: 65%
- ⇒ Pupil/Teacher Ratio: 12:1
- ⇒ Pupil/Administrator Ratio: 77:1

* 2021-22 School Report Card Data

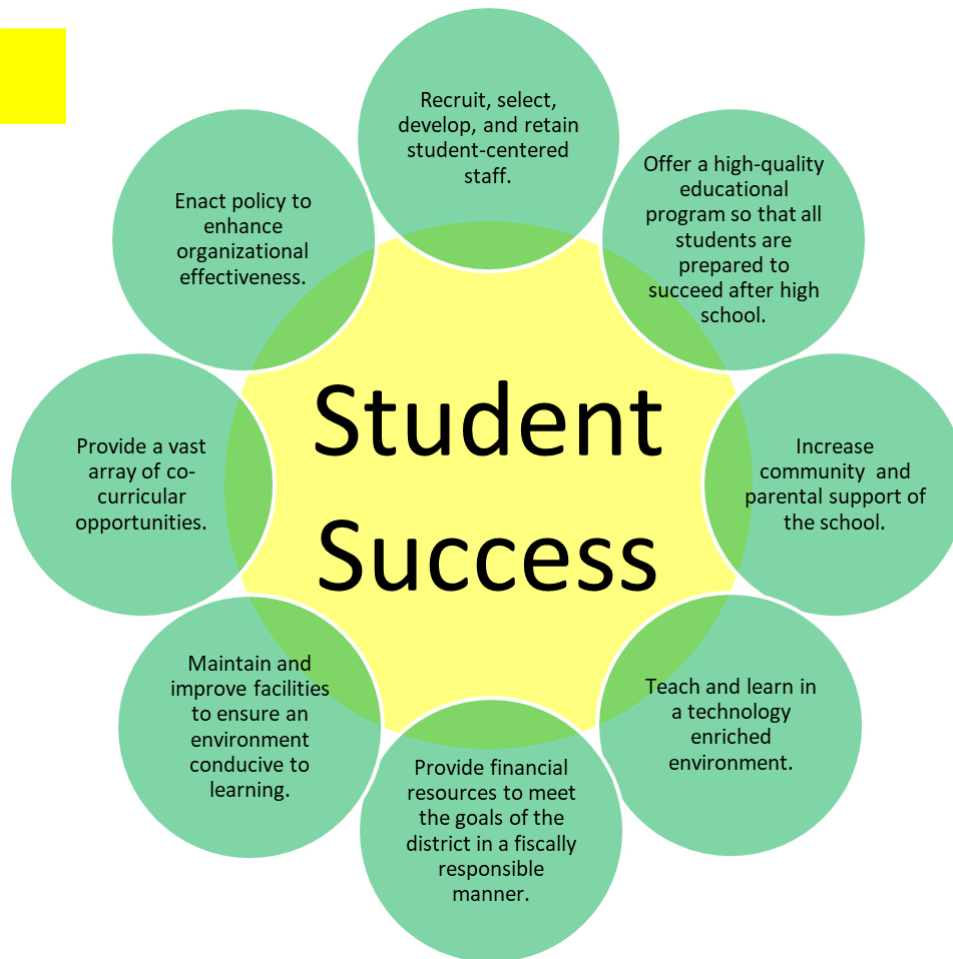


School Song

Oh, when old Seneca High School falls in line,
We're gonna win this game another time.
And for old Seneca we will yell a yell,
And for the old ball team we love,
So well – oh well – oh well –
We'll fight, fight, fight for every score,
And then we'll make some points and win some more.
And we will put old – (name of opponent's school)
On the side – on the side –
RAH! RAH! RAH!
(shout) T-E-A-M TEAM!!!! (CLAP)
Repeat entire song to T-E-A-M



School Board Goals



The Seneca High School Board of Education

Ron Frye
Board President
12 years
Farmer

Sara Olson
Vice-President
12 years
Educator

Rich Hamilton
Secretary
12 years
Business

Joe Johnson
Board Member
17 years
Farmer

Jason Eltrevoog
Board Member
6 years
Junior College Educator

Cory Yandell
Board Member
6 years
Elementary Educator

Tiffany Biros
Board Member
3 years
Patient Services Representative

Mission, Vision, and Values

Core Values

- ⇒ Progressiveness
- ⇒ Collaboration
- ⇒ Support
- ⇒ Accountability
- ⇒ Respect
- ⇒ Trust
- ⇒ Goal Focused
- ⇒ Persistence
- ⇒ Safety

District Mission

Preparing and supporting ALL STUDENTS for success and post-high school opportunities through a challenging, rewarding, and engaging educational program, while developing Irish Pride.

Vision

When students graduate from Seneca High School, they are prepared academically, emotionally, and organizationally to succeed in college, a career, or the military. They have a disciplined work ethic, consistently perform quality work, and readily exceed the minimal requirements and expectations of the task entrusted them. They are committed to developing themselves to their fullest, possess a strong responsibility toward the service of others, maintain healthy attitudes, make healthy choices, and build healthy relationships with others. In short, Seneca High School graduates possess a strong foundation to become future leaders in our world.

If Seneca High School is to achieve the results described above, it must have a clear understanding of the characteristics of the school it seeks to become, the goals it is trying to accomplish, and the contributions that the various stakeholders in the school must make in order to transform ideals into reality.

EDUCATIONAL PROGRAM – An educational program with the following components will achieve our vision.

- | | |
|---------------------------------------|--|
| ⇒ <i>Academic Rigor</i> | ⇒ <i>Culture of continuous improvement</i> |
| ⇒ <i>Relevance</i> | ⇒ <i>Discipline Literacy</i> |
| ⇒ <i>Relationships</i> | ⇒ <i>Student Support</i> |
| ⇒ <i>Student Inquiry</i> | ⇒ <i>Work-based learning</i> |
| ⇒ <i>Essential Content Technology</i> | ⇒ <i>Co-curricular Participation</i> |

Student Success is attained when Staff, Students, Leadership, and Community Parents all do their parts.

Curriculum Model

We believe it is more important to teach students how to think than what to think. Research has shown, and we have confirmed, college and career ready students are those who can demonstrate the ability to apply, analyze, synthesize, and evaluate information and ideas. The modern world needs those who can solve

problems while possessing communication, analytical, skills. It is incumbent within nurture the development of Seneca High School provide clarity toward this

The modern world needs those who can solve problems...

leadership, technological, vocational, and collaborative each academic discipline to such skills in each student. The Curriculum Model strives to end. The Seneca Township High

School Curriculum Model is guided by three of the four questions asked by Professional Learning Communities: what do our students need to know and be able to do, how will we respond when they don't learn, and how will we respond if they already know it. The fourth question, how will we know when they have learned it, is discussed in the Seneca High School Assessment Model.

What do our students need to know and be able to do?

Core Competencies for 21st Century Learning (in all courses) — 60-70% time	Essential Knowledge —20-30% time	Habits, Soft Skills, Traits, Attitudes, Dispositions, Attributes —10-20%
<ul style="list-style-type: none"> ⇒ Critical Thinking & Problem Solving ⇒ Agility & Adaptability ⇒ Collaboration ⇒ Effective Written & Oral Communication ⇒ Curiosity & Imagination ⇒ Assessing & Analyzing Information ⇒ Innovation 	<ul style="list-style-type: none"> ⇒ For each course, essential knowledge (foundational information) exists that simply must be learned—memorizing is okay—facts, formulas, dates, rules, vocab, ideas, characters, methods, etc... 	<ul style="list-style-type: none"> ⇒ Attendance (Show Up) ⇒ Effort (Try Hard) ⇒ Persistence (Don't Quit) ⇒ Good Behavior (Behave Self) ⇒ Outlook (Be Positive)

Instructional Model

The Seneca High School Instructional Model is congruent with the school's Curriculum Model. That is, in order to teach core competencies (60-70%), essential content (20-30%), and habits for success (10-20%), instruction needs to match curriculum. We believe the hardest workers in a classroom should be students, as they engage in rigorous and relevant work within each discipline. High quality planning and preparation on the part of a teacher becomes paramount (See Danielson Domain 1: Planning and Preparation). The role of a teacher resembles that of a coach rather than that of a keynote speaker. Subject matter expertise is vital as teachers craft lessons where students are actively participating in challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity and where students apply core knowledge, concepts, or skills to solve real-world problems characteristic of each discipline (See Danielson's Domain 3). Notwithstanding these characteristics, the SHS Instructional Model acknowledges the critical importance for each teacher to utilize a variety of instructional strategies to meet the diverse needs of diverse learners, including the limited, yet critical use of direct instruction. A respectful and safe learning environment reflecting the district's core values, the classroom should imitate a lab-like setting. The ideal learning environment is portrayed in Charlotte Danielson's Domain 2: The Classroom Environment.

"The Role of a teacher resembles that of a coach rather than that of a keynote speaker."

Role of Teacher-Teacher as Coach

Coach does not:

- ⇒ Run sprints with kids
- ⇒ Provide the final outcome alone
- ⇒ Accept status quo
- ⇒ Talk all of practice
- ⇒ Only coach the stars
- ⇒ Limit resources when developing skills
- ⇒ Show up to practice without a plan

Coach does:

- ⇒ Provide feedback/assess progress to player during practice
- ⇒ Encourages
- ⇒ Support through individual and small group work
- ⇒ Make practice conditions challenging
- ⇒ Prepare players well for performances/games
- ⇒ Analyze film to improve coaching and success
- ⇒ Put players in a place to be successful
- ⇒ Demonstrate/model what he/she wants players to do

- ⇒ Focused Communication
- ⇒ Grouping for Collaboration
- ⇒ Inquiry

- ⇒ Direct Instruction
- ⇒ Disciplinary Literacy

- ⇒ Opportunities to Create
- ⇒ Out of School Resources for the Real World

Co-Curricular Activities



Here at SHS, we not only focus on the academics of our students, but also the co-curricular activities available to meet a variety of interests. We believe students enrich their educational experience, gain confidence, build relationships, develop skills, and overall become more well-rounded individuals when they participate outside of the classroom. Our goal is for students to feel more comfortable and connected to SHS.

Below are the co-curricular activities currently offered at Seneca High School.

-
- | | | |
|-----------------------------------|-------------------------------|---|
| ⇒ Football | ⇒ Special Olympics | ⇒ Math Contest |
| ⇒ Volleyball | ⇒ Robotics | ⇒ Technological Student Association (TSA) |
| ⇒ Cross Country | ⇒ Art Club | ⇒ Thespians |
| ⇒ Golf | ⇒ Auto Club | ⇒ ACES |
| ⇒ Girl's Basketball | ⇒ Band and Chorus | ⇒ Yearbook |
| ⇒ Wrestling | ⇒ Bass Fishing Club | ⇒ TRUST |
| ⇒ Track | ⇒ Speech Team | ⇒ Gay Straight Alliance (GSA) |
| ⇒ Softball | ⇒ Drama Club | ⇒ Student Ambassadors |
| ⇒ Baseball | ⇒ FCCLA | ⇒ National Honor Society (NHS) |
| ⇒ Cheerleading | ⇒ HOSA | ⇒ Student Council |
| ⇒ Dance Team | ⇒ Scholastic Bowl | ⇒ Class Sponsors |
| ⇒ Swimming (Co-Op with Morris HS) | ⇒ Spanish Club | ⇒ Strength & Conditioning |
| ⇒ Soccer (Co-Op with Newark HS) | ⇒ Conservation in Action Club | |
| | ⇒ FFA | |

Salary & Benefits

2024-2025 School Year Pay Schedule

Base Salary	\$51,231.48
BA + 16	\$53,793.06
MA	\$56,354.63
MA + 16	\$58,403.89
MA + 32	\$60,453.15
MA + 48	\$61,477.78

In addition Board pays 100% TRS and THIS

Per District PRACTICE, New Staff are placed in Step 1 of the Applicable Attained Education Lane

Insurance

- ⇒ Board Pays 100% of Health Insurance, dental insurance, and vision care insurance for all certified employees and their families.
- ⇒ For those employees who elect the H.S.A. Plan, the Board will contribute \$1,000 to the single employee, \$2,000 to the employee/spouse & employee/child election, and \$2,000 to the family H.S.A. account each year of this contract.
- ⇒ Teachers covered by health insurance from another source shall receive a District-paid insurance fund in the amount of \$3,000 to pay insurance premiums from another insurance plan, deductibles, and other out-of-pocket insurance expenses.
- ⇒ Each teacher is eligible for a \$1,000 insurance fund to pay for out-of-pocket insurance expenses.
- ⇒ Each teacher is eligible for a dental insurance fund to pay for orthodontic expenses at a maximum of \$1,500 or 1/2 of the orthodontic bill, whichever is less.

Ag Department: Overview

The Art Department is comprised of 2 teachers:



Mrs. Cally Hatton

Teaches:

Intro to Ag
Ag Science
Ag Management
Animal Science

Extra Curricular:
FFA Activities/Events



This could be you!

Teaches:

Ag Welding
Ag Science
Ag Mechanics
Intro to Ag

Extra Curricular:
FFA Activities/Events

Courses:

- | | | |
|-----------------|----------------|------------------|
| ⇒ Horticulture | ⇒ Ag Mechanics | ⇒ Animal Science |
| ⇒ Intro to Ag | ⇒ Ag Science | |
| ⇒ Ag Management | ⇒ Ag Welding | |

Seneca High School is seeking to hire an Art Instructor based upon determinations of final candidates.

Ag: Vacancy

Tentative Courses to be taught:

- ⇒ Ag Welding
- ⇒ Intro to Ag
- ⇒ Ag Science
- ⇒ Ag Mechanics
- ⇒ Horticulture
- ⇒ Ag Management
- ⇒ Animal Science

Extra Curricular:

FFA Activities/ Events



Block Class Format:

- ⇒ Each teacher has on 80 minute prep period each day
- ⇒ Each teacher will teach three 80 minute classes, and a Student Success Time each day



Art Department: Overview

The Art Department is comprised of 2 teachers:



Mr. Chris Decker

Teaches:

Art I

Art II

High School Media &
Graphic Designs

Extra Curricular:

Art Club, Senior Class
Sponsor, Yearbook



This could be you!

Teaches:

Art I

Art III/IV

Photography

Extra Curricular:

Senior Class Sponsor

Courses:

⇒ Art I

⇒ Art IV

⇒ Photography

⇒ Art II

⇒ High School Media

⇒ Art III

⇒ Graphic Designs

Seneca High School is seeking to hire an Art Instructor based upon determinations of final candidates.

Art: Vacancy



Tentative Courses to be taught:

- ⇒ Art I
- ⇒ Art III/IV
- ⇒ Photography

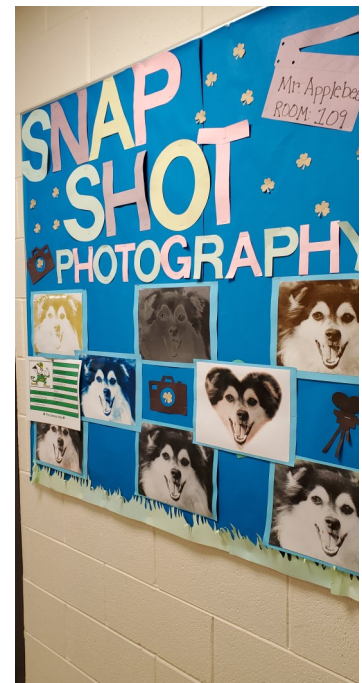


Extra Curricular:

Senior Class Sponsor

Block Class Format:

- ⇒ Each teacher has on 80 minute prep period each day
- ⇒ Each teacher will teach three 80 minute classes, and a Student Success Time each day



How to Apply

It is easy to apply to become part of the Seneca Township High School team.

Just follow this link:

[Click Here to Apply](#)

