

**OAK PARK and RIVER FOREST HIGH SCHOOL**  
201 N. Scoville Ave., Oak Park, Illinois 60302

**BOARD OF EDUCATION**  
**INSTRUCTION COMMITTEE OF THE WHOLE MEETING**  
Thursday, June 16, 2011  
7:30 a.m.  
Board Room

**AGENDA**

	I.	Call to Order	Dr. Ralph H. Lee
2 min.	II.	Approval of Minutes	Phil Prale
20 min.	III.	Residency Report	Nathaniel L. Rouse
20 min.	IV.	Report on Joint Committee on Behavior & Discipline	Nathaniel L. Rouse
20 min.	V.	Report on Professional Development Activities	Phil Prale
10 min.	VI.	Additional Instructional Matters for Committee Information/Deliberation	Dr. Ralph H. Lee

Copies to: Instruction Committee Members, Dr. Ralph H. Lee, Chair  
Board Members  
Administrators  
Director of Community Relations and Communications

**Oak Park and River Forest High School**  
**201 N. Scoville**  
**Oak Park, IL 60302**  
**An Instruction Committee of the Whole Board**  
**May 19, 2011**

An Instruction Committee meeting was held on Thursday, May 19, 2011, in the Board Room. Co-chair Finnegan opened the meeting at 11:25 a.m. Committee members present were Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, John Phelan and Sharon Patchak Layman. Also present were Dr. Steven T. Isoye, Superintendent; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Lauren M. Smith, Director of Human Resources; and Gail Kalmerton, Executive Assistant/Clerk of Board.

Visitors: Kay Foran, Community Relations and Communications Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair; Terry Dean of the *Wednesday Journal*; and Cindy Milojevic, Assistant Principal for Student Activities; Devon Alexander and Jessica Stovall, OPRFHS English teachers.

**Approval of April 21, 2011 Instruction Committee Minutes**

It was the consensus of the Instruction Committee members to accept the April 21, 2011 meeting minutes, as presented.

**Textbooks**

Ms. Hill presented a list of textbooks that will be brought forward to the Board of Education at its regular May 2011 meeting for approval.

Discussion ensued about the origin of the readability score used on the current approval request form. This is a score computed by Microsoft Word; it can be misleading when used with novels as the value of themes and nuances sometime eludes this score, calculating it lower than an expected grade level book.

In looking at portability and cost, the District is making different textbook publishers aware of its expectations for electronic options for some students, and asking what online support will be offered and which electronic readers are they using. All students will be assessed an instructional materials fee based on all of the materials provided. An opt-out model, for using an electronic textbook, has not been factored into the equation at this time. The District is experimenting with the use of online textbooks and the responses thus far have varied greatly. Dr. Isoye shared that when he chose to use a book on Kindle for an assignment, he found that the electronic version had no page numbers and it was difficult to track where the others with hard copies were. When looking at instructional materials Division Heads consider how the resources can best be used.

**School Improvement Plan (SIP)**

Mr. Rouse gave a status report on SIP. The current three areas of focus are Special Education, Math, and PBIS. The District is updating the indicators from last year and looking for ways to better measure the efficacy of the current model. Special Education Director Tina Halliman is

in charge of the PBIS team, Math Division Head Julie Frey is in charge of the Math Team, and English Division Head Dan Cohen is in charge of the English Team. Once these measurements are in place, a second report will be presented to the Board of Education. The District will be able to report to the State of Illinois that RTI has been implemented. At this time, persons responsible are doing the paperwork offsite, but it will be inputted into the electronic version to the state.

Mr. Rouse highlighted some areas that the District planned for next year:

- 1) Lunch periods will be included in the SIP in case the District were to close the campus during lunch hours as that could affect achievement;
- 2) Additional support for interventions will be pursued and opportunities broadened;
- 3) The meaning of “a student in good standing” will be determined using the District criteria;
- 4) The services of Plascotrac will be expanded to address tardies, unexcused absences, and/or students who are not serving detentions;
- 5) The ID usage requirement will be strengthened;
- 6) Students will scan in when attending cocurricular activities;
- 7) PBIS will be expanded next year; and
- 8) A reading specialist will be hired.

### **MSAN Report**

Ms. Milojevic introduced the District’s sponsors of the MSAN Student Conference, English teachers Jessica Stovall and Devon Alexander. Each year the students return from this conference excited about a project they want to do. After this year’s conference, they decided to create a video, a documentary, on the achievement gap. Although not complete, a sampling of the video was shown. The entire video will include statistics provided by Ms. Hill, video dairies, voiceovers that will explain the achievement gap, interviews with alumni, hidden cameras in classrooms and lunchrooms, etc. It will take most of the summer to complete. Distribution, with the approval of the administration, will include first teachers and then students. The students who participated in the MSAN Student Conference were: Marcus Coleman, Maya Bernard, Christian Robinson, Forrest Jackson, Piere Trent, Lindsey Allen, and Deja Hudson.

One student was proud to provide an opportunity for people to listen to their stories and to hear about the daily struggles that students have. Mr. Alexander acknowledged that when students were asked to tell their stories, it opened up wounds for them. While weekly conversations with these students about their feelings have been beneficial, there is no institutional format to do so. All of these students will be involved in creating professional development and curriculum for students. The process will take time.

### **Adjournment**

The Instruction Committee meeting adjourned at 12:16 p.m. on Thursday, May 19, 2011.

# OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE • OAK PARK, IL 60302-2296

DATE: June 16, 2011  
TO: Board of Education  
FROM: Nathaniel L. Rouse  
RE: Residency Report Information

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## **Background:**

The Residency Confirmation staff is currently supervised by the Assistant Principal of Student Health and Safety (APSHS). Her team is comprised of our registrar, Toulia Boznos, our residency secretary, Sheila Houston, and residency confirmation officers (RCO) Ron Dibbern and Frank Kennedy.

Currently, all incoming freshman are required to establish residency prior to enrollment. Additionally, students that live in apartments are generally required to reestablish residency on an annual basis.

Residency Cases arise from faulty enrollment forms, tips from landlords, building managers, staff members, as well as community members. Faulty enrollment forms may have key items missing, including, but not limited to siblings information, former school information, father/mother/guardian names, in addition to altered/forged leases and utility bills.

The RCO looks for key factors and runs names through public data bases such as Lexis/Nexis, CP Clear, and the Cook County Treasurer and Assessors' registry. Databases check on addresses, names, telephones, vehicles and registration, professional licenses, assets, property information, and voter's registration information.

Upon confirmation of residency issues, home visits are conducted. They are typically done between 7 a.m. and 8 p.m. Our RCO goes into homes and looks for "lived in" appearance; and questions are asked to parents/guardians re: clothes, school and personal items, book bags, in a non-confrontational and appropriate matter. The RCO presents each family with a card identifying them as agents of our school prior to conducting the home visit.

Surveillance is also a tactic used by our RCO to confirm residency, both in Oak Park and River Forest, as well as other locations. Surveillance is done as early as 6:30-6:45 a.m., in addition to throughout the day, afternoons, and evenings. The RCO may also check the student's attendance records and class schedules to ascertain information about how the student comes and goes to school. The RCO keeps a surveillance log as well.

After completing the investigation, the RCO submits a report to the Assistant Principal for Student Health and Safety to determine the disposition of the case. A template form is sent to the APSHS to either clear the student in question, or confirm that the student is a non-resident. OPRFHS keeps a database of these cases.

The APSHS then reviews the report and conducts her own investigation by making phone calls and meeting with the parent/guardians. From that investigation, The APSHS either clears the case or issues a preliminary letter regarding a Board hearing about residency. The Principal then submits the case to the Board of Education for a determination as to whether collection of tuition is required.

**Summary:**

The attached Residency Report documents the following information:

- total number of cases for the 2010-2011 school year
- number of incoming transfer students
- number of incoming transfer students
- number of "live in" cases
- number of guardianship/custody matters
- total cases cleared
- total cases pending
- tuition assessed by district #200

**Recommendation:**

This is information only.

# OAK PARK AND RIVER FOREST HIGH SCHOOL

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June 8, 2011

## RESIDENCY REPORT FOR 2010 - 2011

TOTAL CASES REFERRED TO RCO'S FOR INVESTIGATION.....384

Cases are generated by Expired and/or questionable (fraudulent) leases, OPRF staff concerns, Live-in situations, Questionable documents, Questionable guardianship/custody status, State of Illinois Public Assistance records, Return mail, Landlords, Citizens (telephone calls / letters).

TOTAL NUMBER OF INCOMING TRANSFER STUDENTS REFERRED... 128

MALES.....67

FEMALES..... 61

TOTAL NUMBER OF INCOMING FRESHMAN TRANSFER STUDENTS...48

MALES.....27

FEMALES.....21

TOTAL NUMBER OF "LIVE-IN" CASES.....44

TOTAL NUMBER OF GUARDIANSHIP / CUSTODY MATTERS.....57

TOTAL NUMBER OF HOMELESS CLAIMS.....17

TOTAL CASES CLEARED..... 236

TOTAL CASES PENDING.....14  
(Recently received cases, return mail, or current cases under review)...

TOTAL CASES REJECTED.....129

RCO (S) REJECTIONS..... 83

REGISTRAR & RESIDENCY SECRETARY REJECTIONS.....46

TOTAL CASES TAGGED FOR 2010 -2011 SCHOOL YEAR.....78

(Students are tagged who have moved out of district during the current school year or have had leases that expired and/or have not provided updated documentation to the Registrar's office).

TUITION ASSESSED BY DISTRICT 200.....\$43,183.63

(Not including Residency cases scheduled to be presented to BOE)

# ***Oak Park and River Forest High School District 200***

*201 North Scoville Avenue • Oak Park, IL 60302-2296*

TO: Board of Education

FROM: Janel Bishop - Assistant Principal for Student Health and Safety  
Joint Committee on Student Behavior and Discipline

DATE: June 14, 2011

RE: Joint Committee on Student Behavior and Discipline - Summary Report

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## **BACKGROUND**

Board Policy 5114 – Student Discipline requires the formation of a Parent-Teacher Advisory Committee known as the OPRFHS Joint Committee on Student Behavior and Discipline. This committee reviews the District’s discipline policies and procedures, annually reviews the Code of Conduct, and makes recommendations to the Board of Education regarding changes. The committee members are:

Margi Abu-Taleb – Parent  
Jamil Bou-Saab – Parent  
Marcia Brown-Jackson – Parent  
J.P. Coughlin – Special Education Teacher  
Marc DiVerde – Spanish Teacher  
Kyle Farley – Science Teacher  
Kris Johnson – Counselor  
Nancy McGinnis – English/World Language Division Secretary  
Matt Maloney – History Teacher  
Jenifer Roth – Driver Education Teacher  
Jonathan Silver – Psychology Teacher  
Marvin Walker – School Social Worker  
Jason Dennis- Dean  
Jim Goodfellow – Dean  
Tia Marr – Dean  
Alisa Walton- Dean  
Janel Bishop – Assistant Principal for Student Health and Safety

At its initial meeting, committee members were provided with copies of the section of Board Policy 5114 that explains the role of the Joint Committee. They were also given copies of the Code of Conduct and other policies and procedures related to student behavior and discipline taken from the student handbook. All documents were reviewed and then an open discussion ensued. During this discussion, committee members expressed their thoughts about topics they felt were the most pressing issues that the school was currently facing. A list was developed and then narrowed down to the following:

- Attendance Procedures
- Students who fail to serve detentions
- Senior Consequences (specifically - removal from prom and graduation)
- Positive intervention strategies
- Changes to the Code of Conduct Matrix

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Committee members were asked to think about the topics and let me know before the next meeting which topics they would like to work on in smaller subcommittees. After receiving each member's desired topics, I separated the larger committee into smaller subcommittees based on the members' shared interests in topics.

The subsequent meetings were conducted individually by each sub-committee during which time members researched their topics and developed a recommendation to bring back to the committee as a whole. At the final meeting, each sub-committee presented their recommendations to the whole group. Discussions ensued about each presentation and the whole group arrived at a consensus regarding the actual recommendations that would be submitted in this report. The information below details the Joint Committee's recommendations and rationale for each of the topics the groups worked on.

### **SUMMARY OF FINDINGS**

#### **Sub-Committee #1 Topic: Positive Intervention Strategies**

*Sub-committee members: Johnson, McGinnis, Bou-Saab, Silver, DiVerde*

This group was assigned to explore positive behavioral interventions for the students of OPRF. They decided to explore this massive endeavor in terms of the culture and climate of the school. Given the ongoing debates over the open campus situation, they found it prudent to examine alternatives to overcrowded lunch rooms. If we are to change the culture and effectively touch all students at OPRF, it makes the most sense to start with the freshmen as soon as they walk into our halls. As it stands, freshmen are given a one-day orientation prior to their first day on campus. This one-day effort is both commendable and effective in the short-term, but there is then an immediate disconnect. Our freshmen come from schools ranging from large middle schools to small private schools, but regardless, OPRF is substantially larger, more intimidating, and more overwhelming than any school situation they have encountered. Adlai E. Stevenson High School in Lincolnshire, Illinois, employs a Freshman Mentor Program (FMP) designed to integrate freshmen into the building. Freshmen spend half of their lunch periods in a classroom environment with three to four mentors (junior and senior students) and a faculty advisor. The architect of the FMP at Stevenson ardently believes this program has changed the culture of Stevenson for the better. It has been in place for nearly twenty years there. This sub-committee visited the FMP at Stevenson High School.

#### **Recommendation #1:**

- Aim to institute a Freshman Mentor Program (FMP) for the 2012-2013 school year.
- Identify two staff members to run the program. They will plan for this during their supervisories of the 2011-2012 school year.
- Require all freshmen to participate in the program.
- Initiate a rigorous application process for junior and senior mentors in the spring of 2012 (these students will be sophomores and juniors at that point) in order to ensure mentors are academically, socially, and emotionally qualified.
- Re-vamp the supervisory assignments for teachers to allow approximately forty teachers to be faculty advisors for the program in 2012-2013.



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**Rationale:** Stevenson has a philosophy of “earning privileges” for incoming freshmen. Students know coming in that if they maintain proper behavior and commitment throughout their freshman years, they will earn a full lunch for sophomore year. Failure to attend the FMP along with any number of other infractions will result in a loss of privileges (LOP). The LOP requires non-freshmen to report to a study hall situation for half of their lunch periods for a given amount of time until they earn back their privileges. We believe that such a philosophy motivates incoming students to stay on course and to keep up their end of the deal. More importantly, the FMP will act as a bridge for freshmen. It will give them more friendly faces to encounter throughout the day in the form of junior and senior mentors, not to mention a faculty advisor. The program will be a healthy leadership opportunity for junior and senior students. The faculty advisors will use their supervisory time to oversee their FMP classroom and to attend meetings throughout the year but the actual class sessions are facilitated by the mentors. As a by-product, the cafeterias will be slightly less crowded if freshmen are in a classroom for half of their lunch periods. The staff, mentors, and freshmen at Stevenson all speak wonders about the program. The juniors and seniors clamor to mentor their younger classmates. Freshmen do not complain about their reduced lunchtime; rather, they appreciate the community and enjoyable time they have with their classmates and mentors.

Dolores Fischer, the creator and head of the FMP at Stevenson, is more than willing to come out to OPRF to speak to us and to guide us in the implementation of our program. She is nationally-renowned and has traveled across the country to help high schools from Wisconsin to Utah get their programs up and running. Other notable schools with FMP’s include Buffalo Grove High School, Hillcrest High School, Lacrosse Logan in Lacrosse, Wisconsin, Avon in Indianapolis, and West Jordan in Salt Lake City, Utah.

### **Sub-Committee #2 Topics: Senior Consequences and Code of Conduct Revisions**

*Sub-committee members: Brown-Jackson, Dennis, Roth, Walker, Walton*

This committee explored the current practice of the removing seniors from prom and/or graduation participation based on a serious discipline infraction. They also reviewed the Code of Conduct matrix and other discipline policies/procedures.

#### **Senior Consequences**

**Recommendation #1:** Maintain status quo as described on pages 18 and 31 of student handbook. Any student on social probation can be excluded from prom. Egregious infractions at any point in the year OR Class III or IV infractions that occur between Prom and Graduation could also result in the possible revocation of graduation participation privileges.

**Rationale:** The deans are constantly looking for leverage to help encourage students to follow school rules. This year, this tactic proved very successful. Several of our worst tardy offenders simply stopped being tardy when they were threatened with losing prom. Removal of graduation should be reserved for only the students committing the most egregious infractions throughout the year and/or graduating seniors committing level III or IV infractions either at prom or in the few days between prom and graduation.

#### **Code of Conduct/Other discipline-related policies and procedures**

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**Recommendation #1:** Combine the following two Class III infractions into one: under the influence of an illegal substance and under the influence of a controlled substance. This new infraction would become “under the influence of an illegal/controlled substance” with the same consequences.

**Rationale:** The consequences for these infractions are identical and can be combined. When letters are sent home and infractions are entered into Skyward, the deans enter the substance in parenthesis.

**Recommendation #2:** Policy 5152 – Cellular Telephones on page 26. Change the word “subsequent” to “substantial” in line two of the second paragraph.

**Rationale:** This is simply an error. The word “subsequent” does not fit in this context and the word “substantial” is the term used in legal references to this context.

**Recommendation #3:** Line one of second paragraph: Change language regarding when cell phones can be used to include anytime throughout the day. It should read, “Use of a cellular telephone before, during, after school or at a school sponsored event . . .”

**Rationale:** The current language states, “Use of a cellular telephone after school or at a school sponsored event. . .” This seems to exclude bad behavior during the school day, presumably assuming that students are not using their cell phones during the school day—this is not the case. Verbiage must reflect the entire school day.

**Recommendation #4:** The defiance of authority infraction should be divided into two separate infractions: active and passive. Active defiance should become a level III infraction.

Passive defiance of authority—the definition should read: “Includes but not limited to the failure to comply with an agreed upon directive, e.g., repeatedly failing to serve assigned detentions, repeatedly failing to properly wear one’s i.d., or repeated failure to comply with other level one or two infractions.” The consequences should be the same as the current level II defiance infraction.

Active defiance of authority—this should have the same definition as the current defiance definition given on page 36 of the student handbook: Refusal to obey school rules; refusal to obey direct, clear and specific directions of a person in position of authority.

Active defiance should be elevated to a level three infraction and carry the following consequences:

1<sup>st</sup> offense = B

2<sup>nd</sup> offense = C

3<sup>rd</sup> offense = D-E

4<sup>th</sup> offense = E-F

**Rationale:** Currently, when students repeatedly fail to serve detentions, the deans write them up for defiance. This type of passive defiance is very different than a student openly refusing to follow directions from an adult in the building. For many reasons, we think that it is very important to distinguish between these two types of behavior. Moreover, acts of active defiance seem to be proliferating much to the dismay of many of the adults in the building. It makes sense to elevate this issue by raising it to a level III infraction.

**Recommendation #5:** Combine the current infractions of bullying and cyberbullying. New infraction would be “bullying/cyber/electronic bullying.”

**Rationale:** Currently, bullying and cyber/electronic bullying are separate infractions with identical consequences. These two can be combined.

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**Recommendation #6:** Create a new Class III infraction for Harassment.

**Rationale:** There is not an infraction for Harassment despite the fact that it is separately defined in Board Policy 5114A and on page 27 of the student handbook. This should be added to the matrix and should be a Class III infraction given its description in Policy 5114A. There are many instances in which the infraction would be used if it existed.

**Recommendation #7:** For the above infractions (bullying/cyber/electronic bullying, harassment) AND for the infraction hazing/initiation rites, change the consequences for each infraction to:

1<sup>st</sup> offense = C-F

2<sup>nd</sup> offense = D-F

3<sup>rd</sup> offense = F

4<sup>th</sup> offense = F

**Rationale:** The current consequences for 1<sup>st</sup> offense are D-F. D-F is too extreme for the first offense because some behaviors of this type may warrant detentions. D-F at 1<sup>st</sup> offense does not allow for detentions. C does.

**Recommendation #8:** Gross Misconduct should be divided into two classes of infractions: Class III and Class IV and defined as follows:

- Class III gross misconduct should include any behavior that a reasonable person would consider inappropriate, but is not otherwise delineated in the code of conduct.
  - 1<sup>st</sup> offense = C-D
  - 2<sup>nd</sup> offense = D-E
  - 3<sup>rd</sup> offense = E-F
  - 4<sup>th</sup> offense = F
- Class IV gross misconduct should include any combination of currently defined infractions in one incident and/or behavior that a reasonable person would consider seriously egregious, but is not otherwise delineated in the code of conduct
  - 1<sup>st</sup> offense = E-F
  - 2<sup>nd</sup> – 4<sup>th</sup> offenses = F

\*\*Please remove the current definition for gross misconduct and define it as outlined above.

**Rationale:** In practice, the current description and definition of gross misconduct outlined in Board Policy 5114 and on page 33 of the student handbook do not reflect how the term is actually used. Currently, the infraction Gross Misconduct has been used for two purposes. The first has been for student behavior that was clearly inappropriate, but did not fall under another currently listed infraction. The second has been for incidences in which students committed multiple infractions in one large incident. The current gross misconduct infraction is a class IV infraction for which a first offense carries a wide consequence range of C-F. The reason for this wide range is to account for the large variation in behavior that can fall under gross misconduct. However, the deans have felt restricted by only having a class IV gross misconduct to choose from. The purpose of having different classes of infractions is to indicate the seriousness of the behavior. Because of this, there have been a number of occasions when students have clearly misbehaved, but their misbehavior neither fit a current infraction definition nor seemed egregious enough to be considered a class IV infraction. For this reason, we are suggesting that the code be amended to include a Class III gross

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misconduct. Further, we recommend that Class IV gross misconduct infractions be restricted to those most egregious infractions and/or incidents in which students violate multiple other defined infractions.

**Recommendation #9:** There is a typo on the Code of Conduct – Codes & Symbols page of the handbook.

The (\*) explanation has an error. The word infraction should be changed to consequence and it should say, “. . . will be cause for changing the consequence code to E-F.”

**Rationale:** This is simply a typo that needs to be corrected.

### **Sub-Committee #3 Topics: Attendance Procedures and Detentions**

*Committee Members: Abu-Taleb, Goodfellow, Marr, Maloney, Farley, Coughlin*

This group examined current attendance procedures and the issue of students not serving detentions.

**Recommendation #1:** Students who fail to serve Plasco detentions or dean-issued detentions should not be eligible to participate in extra-curricular events as spectators or participants or to leave campus for lunch until they have served their detentions. Coaches and club sponsors will be asked to enforce this with athletes based on weekly reports from skyward, similar to what is currently done for athletic eligibility using weekly grade reports.

**Rationale:** According to our current data, student tardies are under 200 per day. We feel that our PlascoTrac system is working well to reduce tardies. While tardies are decreasing, the number of detentions not being served is rising. With the day-to-day responsibilities that the deans have, it is extremely difficult to address the detentions that have not been served on a daily basis and is often a lower priority than other pressing issues that occur throughout the day. The desire is to provide students with an immediate consequence or incentive that would readily encourage them to serve their detentions in a timely fashion. Removing their privileges of attending and participating in games, dances, and other school events will deter students from skipping out on detentions. It should also deter students from committing the behaviors that resulted in the detentions in the first place. This spring, the deans observed students change their patterns of excessive tardiness when the threat of prom privileges being revoked was placed on them. We feel that the same behavior of students not serving detentions will improve if the revocation of privileges was a possibility schoolwide. Other Plasco schools that experienced the same problem with detentions saw improvement once they made participation in extra-curriculars a part of the equation.

**Recommendation #2:** Automate the class drop process when students accumulate four UAs in a class. Students who are dropped may file an appeal. The appeal process would include a meeting with the student’s teacher, counselor and dean to make a decision about whether a student will be allowed to remain in class. The student would remain in class until the appeal decision is made.

**Rationale:** While tardy numbers are down, our truancy numbers are drastically high. The total number of periods of unexcused absences for first semester was 28,650. Truancy is a huge problem that simply cannot continue to be improperly addressed. Unfortunately, it is also not possible for the four deans responsible for all discipline AND all attendance issues to consistently address it due to the large numbers. Currently, only a dean can begin the drop process when a student has reached four UAs in a class by contacting that student and his/her parent. Since the deans are often unable to get to students in time to

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enforce the current policy, many students accumulate well over four UAs in classes before hearing from their dean. This time out of class contributes to the low academic achievement and high discipline involvement of many students. The recommendation is that this process should be automated using the assistance of the attendance office clerks. A report can be run for students with four unexcused absences in a class. A letter, e-mail and skyward alert will be sent to the parent notifying them that the drop process has begun because the student has reached four UAs. The letter will also give instructions for filing an appeal. The dean will then be given the list of students for which the drop process has begun and will screen the drops for any extenuating circumstances before they are processed. If the drop is processed and an appeal is filed by the parent, a hearing committee consisting of the dean, counselor and teacher will meet to make a decision about the student's status in the class. This meeting can be a designated weekly time allotted just for appeal hearings. The student would remain in class until the appeal decision is made. The automated process of dropping students will provide more consistency in the enforcement of our current absence policy and will address truancy issues in a more timely manner. We feel there is a need to hold students accountable for their whereabouts at all times and to consistently enforce school policies. Automating the drop process will aid in that effort. This recommendation also rightfully shifts some of the responsibility to the parents/guardians by involving them in the process sooner.

**Recommendation #3:** An absence should be considered anything over 10 minutes late to class without an excused pass.

**Rationale:** Currently, a student who is late isn't considered absent from a class until they are more than half the period late, or 25 minutes late. This causes students who are only maybe a couple of minutes late to procrastinate before going to class and roam the halls because they know there is no difference in penalty until they are 25 minutes late. Their late arrival causes an even greater disruption to the learning environment. This would be yet another strategy that would discourage kids from being out of class when they are not supposed to be.

### **RECOMMENDATIONS**

Direct the administration to make the above recommendations for the 2011-12 school year. These changes will be incorporated into the Student Handbook and brought to the Board of Education for formal approval at the June 23, 2011 meeting.

*Oak Park and River Forest High School District 200*  
201 North Scoville Avenue • Oak Park, IL 60302-2296

To: Instruction Committee of the Board of Education  
From: Phil Prale and Amy Hill  
Date: June 16, 2011  
Re: Report on Professional Development 2010-2011 Activities

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## **BACKGROUND**

Professional development activities for the 2010-2011 school year revolved around an essential question that was posed to the faculty in September and revisited several times over the course of the year: *How does our full-faculty professional development time help us develop learning targets that increase the equity of our students' experience across our programs while also increasing academic excellence?* The question was central to the work of the Professional Development Committee (PDC), a joint committee of faculty and administration representing divisions and faculty stakeholder groups who guided and assisted with planning activities.

Time was allocated throughout the school year for professional development activities. We held half-day inservice activities on September 17, 2010, November 24, 2010, and April 27, 2011. We planned with Districts 97 and 90 and held a tri-district institute day on January 24, 2011. This year we made the tri-district work a priority because school calendars in our sender districts limit our opportunities for institute day collaborations for next year. Finally, as in recent years, we followed a modified schedule on Monday mornings to provide professional development time for divisionally based teacher-led collaboration teams. Teams were organized within divisions and each team issued a report on its work.

## **SUMMARY OF ACTIVITIES**

### **Full Faculty Activities**

*Opening of School Celebration.* School opens and closes with gatherings of the entire faculty and staff. The new furniture in the South Cafeteria, designed more for student use, required us to change our format somewhat this year. We adjourned to the Little Theatre to meet for presentations of new staff, share start- and end-of-school information, and hear reflections from veteran staff. The August 23, 2010 opening day showcased the many new persons hired to the school and district. These all-school gatherings build a common sense of purpose for our work and allow the district to establish important norms for employees. Our practice is that representatives from all stakeholder groups speak at each assembly.

*Tri-District Institute Day, January 24, 2011.* Activities on this day addressed a range of topics including effective use of professional learning communities and specific topics for special educators. Districts 90 and 97 also had district-specific activities. A general session for teachers from the middle schools at Districts 90 and 97 and from District 200 featured a team of teachers from Rolling Meadows High School (RMHS) who shared how staff at that school developed the RMHS RtI model. In the breakout sessions, subject-alike teams met with the RMHS teachers to follow up regarding specific RtI activities and approaches while other teams held articulation meetings across districts.

*Additional Full Faculty Presentations.* On September 17, 2010, November 24, 2010, and April 27, 2011, the entire faculty gathered for presentations on writing learning targets, using formative assessments, and rethinking our school and community notions of ability and disability.

### **Divisional Teacher Collaboration Teams**

Each division organized collaboration teams that were asked to set goals, meet Monday mornings during the modified schedule (or more often), and issue a report summarizing the team's work. As part of school improvement and RtI preparation, teacher collaboration teams focused on establishing learning targets for core academic courses. Division heads monitored teams and ensured that the work of these teams aligned with the goals of the district.

## **RECOMMENDATIONS**

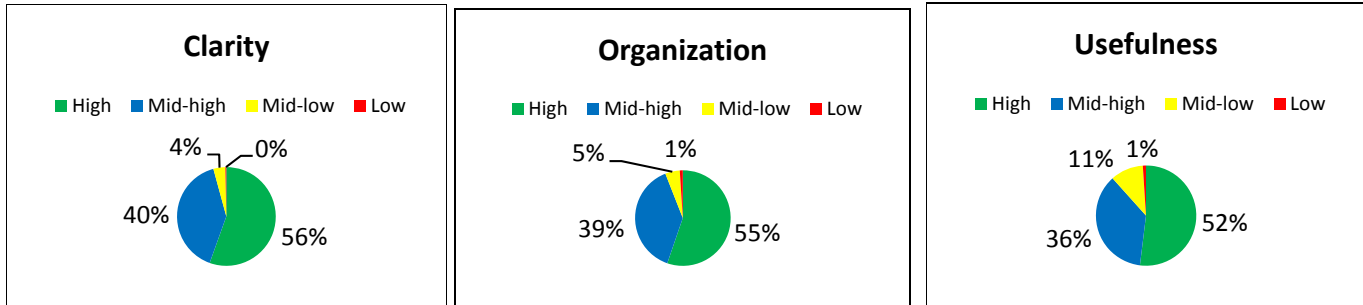
This report is provided for information to the board and school community. No action is required at this time. Summary information on the institute day evaluations and learning team activities follows.

**Charts of Summaries of Faculty Surveys Taken After Institute and Inservice Days**

These charts summarize the survey data collected after each full faculty professional development. For each professional development program we collect opinions regarding program clarity, organization, and usefulness. The combined scores for each general area on each day are represented by the charts below.

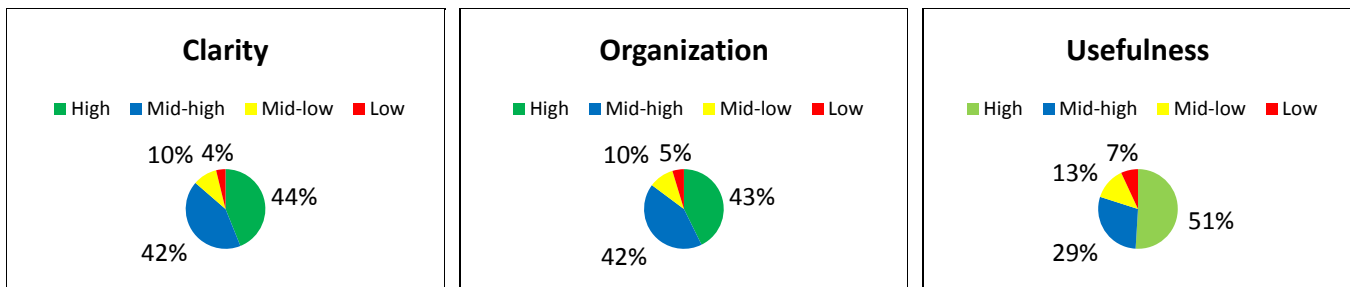
Opening of School Institute Day - August 23, 2010

146 responses



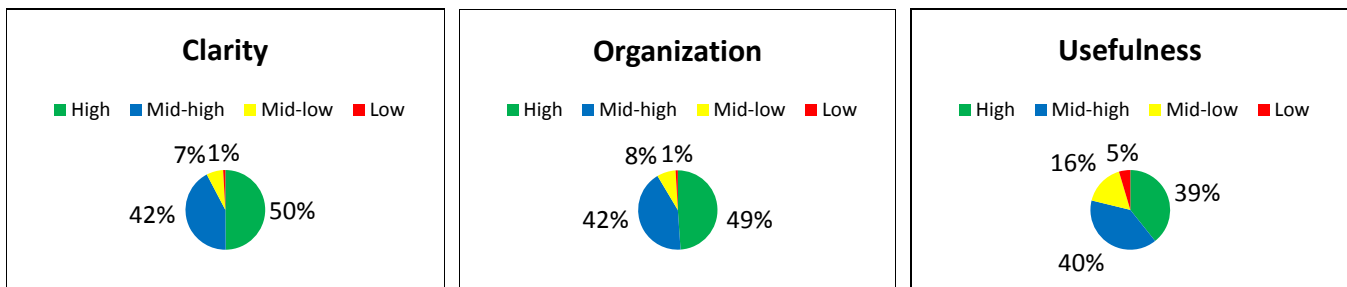
Introduction to Learning Targets - September 17, 2010

121 responses



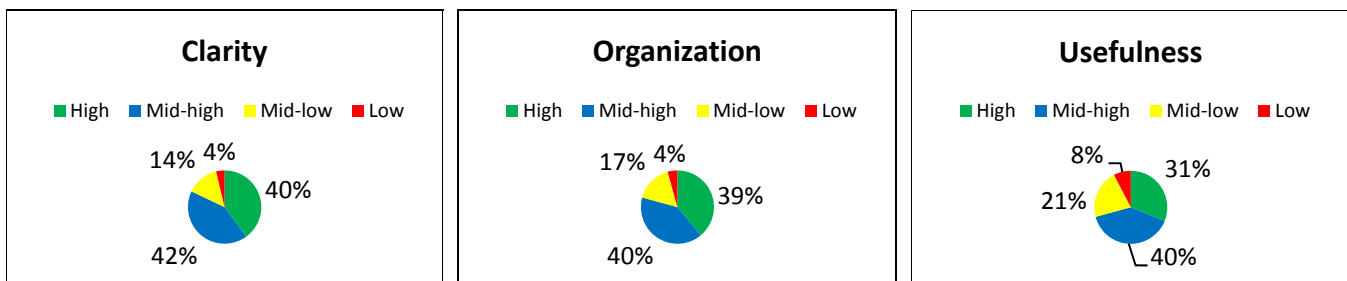
Using Formative Assessments - November 24, 2010

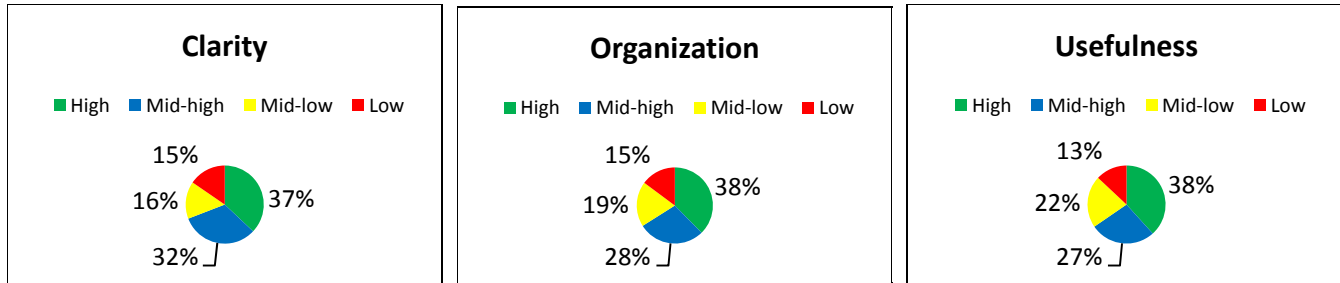
116 responses



Tri-District Institute Day – Making RtI Real - January 24, 2011

195 responses





These charts provide a snapshot and a baseline for overall satisfaction with the full faculty professional development presentations. Detailed breakdowns of each survey are included at the end of this report.

### **Teacher Collaboration Team Summaries (by Division)**

#### ***English Division***

- A collaboration team of teachers focused on the freshman year core academic courses, English 1-2 and English 1-2 A, to create learning targets and a common lexicon for teachers to discuss student achievement toward these targets. The team created an extensive list of targets as well as a plan for creating formative and summative assessments for the next school year.
- A second collaboration team worked on the freshman English curriculum, focusing on the wide range of reading levels and literacy skill needs evident in ninth grade classrooms. This team created a map of targets, assessments, and interventions for use by teachers across the ninth grade continuum.
- Another learning team wrote targets for the tenth grade core course and developed teaching guidelines for implementing them across all levels of the sophomore English Literature course.
- A fourth team of teachers created instructional plans for the targets considering before, during, and after activities for teaching specific targets during the tenth grade.
- A team of teachers generated targets for the American Literature course, determining common texts for teaching those targets and piloting the use of the targets in classrooms. This group recommended more assessment options and an effective way to collect and share student work across all teachers on the team.
- A sixth collaboration team created a comprehensive matrix of skills and curriculum goals for the senior year elective program. The chart consolidates the broad range of skills identified for students to acquire in the English program and suggests specific course and classroom applications for each skill.

#### ***Fine and Applied Arts and Business Education Division***

- A team of teachers from the music department created targets aligned with state music goals and began implementing teaching strategies associated with assessment for learning.
- A team of teachers from the visual arts area continued work from previous years in identifying essential skills and developing assessments to measure student outcomes on those skills. This team also used state goals to align the targets to the visual arts course activities.
- Teachers from the Business Education Department assessed their use of learning targets, formative assessment, and student reflection and feedback as part of their teaching program. The team provided evidence of wide application of these teaching techniques.

#### ***History Division***

- A teacher collaboration team working in the area of World History 1-2 and World Studies 1-2 developed learning targets and instructional rubrics for teaching core writing skills. Additionally, the team explored the role that reading skills play in teaching both courses.
- A second teacher team implemented a backward design approach to teaching writing skills in World History 1-2 A classes. As a result of the aligned curriculum and instruction, students performed better in attaining learning goals as identified by the team.
- Another collaboration team working in the American History course developed learning targets for writing a document-based question response, a standard assignment in the American History curriculum. During the second



semester, team members developed a unit on civil rights that incorporated learning targets and a common assessment for use in all classes.

- A fourth team drawn from the courses in the psychology program worked with a reading endorsed teacher who served in some ways as a literacy coach to work with a formative assessment in a specific unit of study. The team experimented with a common unit assessment and planned for additional learning targets and assessments in the coming year.

### ***Mathematics Division***

The Math Division organized three large teams in each of the following course areas: Algebra 1-2, Plane Geometry 1-2, and Advanced Algebra 1-2. Each course-alike team was then split into two teams to allow teachers to work in smaller collaboration groups and to maintain sufficient involvement of all teachers on each of the teams. Each team was given the same goal: to write learning targets for implementation in the college prep level curriculum for each course. Learning targets were aligned with the core curriculum standards recently adopted by the Illinois State Board of Education. The algebra and geometry teacher collaboration teams progressed to experimenting with formative and summative assessment to measure student outcomes on course standards. All teams created common finals for the second semester, and these exams will be analyzed using Mastery Manager.

### ***Physical Education and Driver Education Division***

- A teacher collaboration team extended the reach of the self-defense curriculum. The unit is mandatory for all ninth grade students and this year was incorporated into tenth through twelfth grades through smaller units of study.
- A second teacher team continued work on the student leadership program, refining the application process and researching appropriate source material. One purpose in researching other curriculum options was to provide student PE leaders with lifesaving and coaching certification as a result of their participation in the program. The division implemented the semester training program for 35 juniors who will serve as PE leaders next year.
- Another teacher collaboration team developed a detailed outline of the required nine-week fitness program for freshman students. The goal is to teach all students the importance of a lifetime of activity and to provide them skills to work toward that goal.
- Another team composed of dance teachers continued to refine the Introduction to Movement curriculum offered as part of the CORE PE ninth grade program. As part of their work the team wrote learning targets for the nine-week unit.
- A fifth teacher team worked on the adventure education program, detailing the skills students cover in the unit and writing a rubric for assessing student progress toward goals.
- The Driver Education team used its collaboration time to align its lessons with a new textbook and to incorporate new technology into the course activities. The teachers also created learning targets for the classroom and behind-the-wheel phases of the program.

### ***Science Division***

The Science Division organized several large teams in the following course areas: Biology 1-2, Chemistry 1-2, ChemCom, Integrated Lab Science, Health, Physical Science, and Physics 1-2. Each course-alike team was given the same goal: to write learning targets as part of a multi-year effort to create curriculum guides that will align the Science Division curriculum with ACT college readiness standards and other regional and national core standards. Learning targets were written for each course, and summer curriculum projects are planned to move the curriculum projects forward. All of the biology, chemistry, and physics courses have started using common course assessments to determine how to improve student outcomes on specific targets and course standards.

### ***Special Education Division***

- Collaboration teams in the Special Education Division included teachers and teacher assistants working side-by-side.
- A team of teachers in the ED program used Illinois State Learning Standards to outline a course in Meteorology to provide students self-contained in the program with appropriate science curriculum. The team wants to continue its work next year, identifying skills in the course standards and targets and working with formative assessments to measure student progress on the targets.

- Another team in the ED program evaluated the Academic Strategies course in that area for consistency of expectations for parents, students, and staff and for effectiveness in supporting ED students work in their core academic and elective courses. As a result of the work, the team offered several recommendations for the course syllabus and for specific learning approaches.
- A third team responsible for the Community Integrated Transition Education (CITE) program identified vocational learning targets and formative assessments to help students meet specific vocational/transition goals.
- A fourth collaboration team explored ways to facilitate and coordinate transition services for students across all three continuums in the Special Education program. This team provided a solid summary of resources; if the team remains intact, more direction is needed in creating access to electronic sources and planning for implementing and maintaining transition services.
- A team of teachers in the LD program used Illinois State Learning Standards to write learning targets for the Concepts of Algebra 1-2 course. The team consulted with members of the math division to make sure skills and targets align with the general education course standards and targets. This team will continue its work on formative assessments in a summer curriculum project.
- A sixth team worked in a fashion similar to the Concepts in Algebra 1-2 team, although the courses it focused on were Biology and Environmental Science. This team worked on coordination with the general education science program and devising formative assessments.
- A seventh team focused on courses aligned with the History Division courses. This team sought more alignment and collaboration with general education teachers.
- Another team implemented an after-school intervention program where students could complete homework and use computers to complete class work. Called “Club 320,” the after-school time also counted as detention time for the students. Attendance for the program was good, and the intervention will continue for next year.
- A ninth team examined the vocational skill development for students served by the TEAM continuum. The team identified a week-by-week student-centered program that examined student workplace interactions and effective instruction to prepare students for vocational success.
- Another team examined strategies to improve nonverbal communication for students who receive services in the TEAM program. This group worked with Augmentative and Alternative Communication (AAC) devices to determine which teaching strategies best increase students’ attention spans and levels of participation in classroom activities.
- A final team worked with counselors and administrators to assess the state of documents related to RtI evidence-based screening processes for students who may be eligible to receive services from the Special Education program. Several forms were created and/or revised in preparation for working with PSS teams next year.

### ***World Languages Division***

- The World Languages Division organized nine teacher collaboration teams in the various language areas. Each team pursued a similar process of using student outcome data to assess the effectiveness of teaching and learning in those courses using formative assessments and common summative assessments.
- A team of teachers in the Italian program established baseline scores for students in the first three courses in that program.
- A team of teachers in the French program applied formative assessments and common summative assessments to determine appropriate interventions across the first three courses in that program.
- The teachers in the Latin program reviewed grade distribution data for students in the first two courses in that program.
- The teachers in the Japanese program reviewed final exam performance data for students in the first three courses in that program.
- The teacher in the Chinese program reported on final exam performance data for students in the first three courses in that program.
- Four teams of teachers in the Spanish program reviewed the use of formative and summative assessments across the first three courses for the class. Using Mastery Manager for the analysis of the final exam student data, the teams generated overviews of student achievement. Then the teams broke out the student responses for the areas of Listening, Vocabulary, Grammar, and Reading. These groups will continue to align the program goals to national standards and determine effective teaching strategies for improving student outcomes.

### **Detailed Charts Summarizing Surveys of Faculty Taken After Institute and Inservice Days**

After each full faculty professional development day, evaluations are tallied and shared with staff.

**Opening of School Institute Day - August 23, 2010**

Total Responses: 146

		Highest			Lowest
<u>I. Opening Session: General Presenters</u>		4	3	2	1
A.	Clarity of presentation	76	64	4	0
B.	Organization of materials and topics	77	61	6	1
C.	Usefulness of information	66	61	18	0
<u>II. Divisional Work</u>		4	3	2	1
A.	Clarity of presentation	81	50	7	1
B.	Organization of materials and topics	80	49	8	2
C.	Usefulness of information	81	42	12	3

**Half-Day Inservice – Introduction to Learning Targets - September 17, 2010**

Total Responses: 121

		4	3	2	1
<u>I. Little Theatre Session</u>		4	3	2	1
A.	Clarity of presentation	64	50	5	2
B.	Organization of materials and topics	65	50	2	3
C.	Usefulness of information	68	37	15	1
<u>II. Learning Targets Breakout Sessions</u>		4	3	2	1
A.	Clarity of presentation	43	51	11	7
B.	Organization of materials and topics	42	48	14	9
C.	Usefulness of information	43	42	3	14
<u>III. Divisional Work on Targets</u>		4	3	2	1
A.	Clarity of presentation	44	45	18	4
B.	Organization of materials and topics	40	48	19	4
C.	Usefulness of information	44	9	22	6

**Half-Day Inservice – Using Formative Assessments - November 24, 2010**

Total Responses: 116

		4	3	2	1
<u>I. Little Theatre Session</u>		4	3	2	1
A.	Clarity of presentation	45	49	8	2
B.	Organization of materials and topics	47	43	12	2
C.	Usefulness of information	33	43	21	7
<u>II. First Breakout Sessions</u>		4	3	2	1
A.	Clarity of presentation	58	52	6	0
B.	Organization of materials and topics	56	55	5	0
C.	Usefulness of information	45	48	19	4
<u>II. Second Breakout Sessions</u>		4	3	2	1
A.	Clarity of presentation	59	37	8	1
B.	Organization of materials and topics	57	41	8	1
C.	Usefulness of information	50	38	14	4

**Tri-District Institute Day – Making RtI Real - January 24, 2011**

Total Responses: 195

		Highest			Lowest
<u>I. Keynote Speakers – Joe Greene and Rolling Meadows High School Teachers</u>		4	3	2	1
A.	Clarity of discussion	90	82	21	2
B.	Organization of time and activities	96	68	25	3
C.	Usefulness of session	58	78	41	15

<u>II. Breakout Session I</u>		4	3	2	1
A.	Clarity of discussion	78	87	29	6
B.	Organization of time and activities	69	82	37	7
C.	Usefulness of session	62	78	42	13

<u>III. Breakout Session II</u>		4	3	2	1
A.	Clarity of presentation	68	79	34	14
B.	Organization of topics	60	83	33	15
C.	Usefulness of information	60	74	42	16

**Half-Day Inservice – A Community of Voices - April 27, 2011**

Total Responses: 83

<u>I. Personal and Parent Reflections</u>		4	3	2	1
A.	Clarity of presentation	46	28	6	2
B.	Organization of materials and topics	43	26	11	3
C.	Usefulness of information	41	25	13	3

<u>II. Review of Special Education Law</u>		4	3	2	1
A.	Clarity of presentation	14	24	19	23
B.	Organization of materials and topics	18	20	20	21
C.	Usefulness of information	21	19	22	18