

The Oak Park and River Forest High School District 200

Regular Board of Education Meeting



**October 25, 2007
Third Floor Library
7:30 p.m.**

BOARD OF EDUCATION MEETING
201 North Scoville Avenue, Third Floor Library, Oak Park, IL 60302
Thursday, October 25, 2007 – 7:30 p.m.
Meeting Agenda

- | | | | |
|------------|-------|---|-----------------------|
| 7:30 p.m. | II. | Call to Order, Pledge of Allegiance, and Roll Call | Jacques A. Conway |
| 7:35 p.m. | III. | Introductions | Jacques A. Conway |
| | A. | Introduction of Visitors | |
| 7:40 p.m. | IV. | Board of Education Members | Jacques A. Conway |
| | A. | Status of F.O.I.A. Requests | |
| | B. | Board of Education Comments | |
| 7:50 p.m. | V. | Public Comments | Jacques A. Conway |
| 8:05 p.m. | VI. | School Reports and Student Life | Jacques A. Conway |
| | A. | Student Council Report | Christian Fernandes |
| | B. | Principal's Report | Donald Vogel |
| | C. | Student Discipline (Don Vogel) | Action |
| | D. | October 1 Data Housing Report & School Year Statistics (Jack Lanenga) | Information |
| | E. | Student Transfer/Withdrawal Report 2006-07 (Don Vogel) | Information |
| | F. | Presentation of School Profile (Don Vogel) | Information |
| 8:25 p.m. | VII. | District, Community and State Reports | Jacques A. Conway |
| | A. | Superintendent's Report | Attila J. Weninger |
| | | 1) Monthly Report | |
| | | 2) Raising Student Achievement Plan | |
| | B. | Internal District Committees/Liaison Representative Reports | |
| | | Citizens' Council | John C. Allen |
| | | Community Relations Committee | John C. Allen |
| | | P.T.O. | John C. Allen |
| | | Huskies Boosters' Club | John C. Allen |
| | | Alumni Association | Valerie J. Fisher |
| | | Community Facility Committee | Valerie J. Fisher |
| | | Tradition of Excellence | Sharon Patchak-Layman |
| | | Concert Tour Association | Sharon Patchak-Layman |
| | | A.P.P.L.E. | Dr. Ralph H. Lee |
| | | Faculty Senate Executive Committee | James Paul Hunter |
| | C. | External Liaison Reports | Board Members |
| 10:25 p.m. | VIII. | Consent Items | Jacques A. Conway |
| | A. | Approval of Open Minutes of September 20, 27 and October 16, 2007 and Closed Session Minutes of September 20, 27 and October 16, 2007; and a Declaration that the Audiotapes dated March 2006 be destroyed. | Action |
| | B. | Personnel Recommendations | Action |

	C.	Approval of the Financial Reports and Check Disbursements dated October 25, 2007	Action
	D.	Adoption of FY '08 Application for Illinois School Library Grant	Action
10:30 p.m.	IX. Policy	Dr. Ralph H. Lee/Jason Edgecombe	
	A.	Amendment of Policy 5114-1, Suspension and Expulsion for Students with Disabilities	Action
	B.	Policy 5114-2, Behavioral Interventions and Isolated Time Out/Physical Restraint for Disabled Students	Action
	C.	Approval of Policy 5200, School Choice	Action
	D.	Approval of The Meaning of the Seal for First Reading	Action
	E.	Approval of Policy 12, American Flag, for First Reading	Action
	F.	Approval of Policy 103, Philosophical Statement on Student Discipline, for First Reading	Action
	G.	Approval of Policy 104-1, Change of Grade, for First Reading	Action
10:50 p.m.	X. Business	John P. Rigas/Cheryl L. Witham	
	A.	Presentation of the Aid to Needy Children Report	Information
	B.	Approval of Preliminary Levy	Action
11:00 p.m.	XI. Human Resources	Jason Edgecombe	
	A.	2007-08 Certified Staff Seniority List Profile	Information
	B.	Presentation of Educational Support Personnel Profile	Information
	C.	Renewal of EAP Contract for FY 08	Action
	D.	Probationary Teachers by Division	Information
11:10 p.m.	XII. Instruction	Dr. Dietra D. Millard/Philip M. Prale	
	XIII. Negotiations	John P. Rigas	
11:20 p.m.	XIV. Other	Jacques A. Conway	
	A.	Discussion of Non-agenda Items	Information
11:30 p.m.	XV. Closed Session	Jacques A. Conway	
	_____ move to enter closed session for the purpose of discussing _____ litigation, _____ student discipline, _____ collective bargaining and/or negotiations, and _____ the appointment, employment and/or dismissal of personnel.		
TBD	XVI. Adjournment	Jacques A. Conway	
	_____ moved to adjourn at _____; seconded by _____.		
	Roll call vote.		

Next Regular Board of Education Meeting
Thursday, November 15, 2007—7:30 p.m.
Board Room, Room 213.

School Reports and Student Life Section

OAK PARK AND RIVER FOREST HIGH SCHOOL

October 25, 2007

TO: Superintendent
FROM: Assistant Superintendent for Operations
SUBJECT: Official Enrollment Data and School Year Statistics

Information

Attached, please find the following reports, which are generated from official October 1 statistics for Oak Park and River Forest High School.

A.	Official all-school enrollment.....	Page 1
B.	Ethnic/Racial distribution of student population with historical data.....	Page 2
C.	Historical enrollment by class.....	Page 3
D.	Elementary school sources of entering freshmen with historical data.....	Page 4
E.	% of Graduates from District 97 attending Oak Park and River Forest H.S.....	Page 5
F.	% of Graduates from District 90 attending Oak Park and River Forest H.S.....	Page 6
G.	Average class size with historical data.....	Page 7
H.	Enrollment Statistics by division/department.....	Page 8
I.	Class size data by Division/Department.....	Page 9
J.	Departmental enrollment totals with historical data.....	Page 10
K.	Departmental enrollment, registration, and FTE data 2006-067 and 2007-08.....	Page 11
L.	Staffing comparison 00-01, 01-02, 02-03, 03-04, 04-05, 05-06, 2006-07, and 2007-08.....	Page 12
M.	Analysis of released periods (Management).....	Page 13
N.	Analysis of released periods (Activities/Other).....	Page 14
O.	Individual teacher class statistics by division/department.....	Pages 15-33

INFORMATION ITEM

VI. D.

OAK PARK AND RIVER FOREST HIGH SCHOOL

OFFICIAL ENROLLMENT

OCTOBER 1, 2007

Year	Male	Female	Total
Freshmen	384	381	765
Sophomores	400	394	794
Juniors	387	383	770
Seniors	403	366	769
Totals	1574	1524	3098
Note: 3098 is our "Housed" Official Enrollment, 3176 is our Total Enrollment.			
SEPTEMBER 28, 2007			

OAK PARK AND RIVER FOREST HIGH SCHOOL

ETHNIC/RACIAL DISTRIBUTION OF STUDENT POPULATION

1-Oct	WHITE NON- HISPANIC	%	BLACK NON- HISPANIC	%	AMERICAN INDIAN OR ALASKAN NATIVE	%	ASIAN AMERICAN OR PACIFIC ISLANDER	%	HISPANIC	%	MULTI- ETHNIC	%	TOTAL
1975	3876	93.2	179	4.3	1	-	45	1.1	58	1.4			4159
1980	3078	85.1	388	10.7	4	0.1	100	2.8	47	1.3			3617
1981	2847	82.7	419	12.1	2	0.1	115	3.3	62	1.8			3455
1982	2692	80.9	466	14	-	-	112	3.4	59	1.8			3329
1983	2660	79.2	517	15.4	2	0.1	125	3.7	56	1.7			3360
1984	2674	77.6	554	16.1	4	0.1	139	4	75	2.2			3446
1985	2607	75.8	605	17.6	7	0.2	145	4.2	74	2.2			3438
1986	2461	74.5	611	18.5	7	0.2	149	4.5	77	2.3			3305
1987	2213	72.6	617	20.2	6	0.2	130	4.3	81	2.7			3047
1988	2002	70.9	595	21.1	7	0.3	136	4.8	84	3			2824
1989	1854	69.2	619	23.1	5	0.2	127	4.7	76	2.8			2681
1990	1794	68.2	644	24.5	8	0.3	113	4.3	70	2.7			2629
1991	1845	67.4	698	25.5	11	0.4	114	4.2	71	2.6			2739
1992	1818	65.8	749	27.1	11	0.4	105	3.8	81	2.9			2764
1993	1777	64.1	781	28.2	14	0.5	103	3.7	97	3.5			2772
1994	1769	63.1	802	28.6	12	0.4	119	4.2	102	3.6			2804
1995	1738	63.3	780	28.4	7	0.3	114	4.1	108	3.9			2747
1996	1654	60.9	795	29.3	3	0.1	119	4.4	106	3.9	38	1.4	2715
1997	1657	61.4	774	28.7	3	0.1	95	3.5	106	3.9	63	2.3	2698
1998	1649	60.6	785	28.8	2	0.1	86	3.2	97	3.6	102	3.7	2721
1999	1675	61.4	727	26.7	2	0.1	79	2.9	106	3.9	138	5.1	2727
2000	1765	62.4	725	25.6	4	0.1	74	2.6	96	3.4	165	5.8	2829
2001	1753	60.0	747	25.6	3	0.1	74	2.5	110	3.8	234	8.0	2921
2002	1852	62.5	729	24.6	15	0.5	76	2.6	124	4.2	166	5.6	2962
2003	1895	62.7	747	24.7	11	0.3	81	2.7	130	4.3	159	5.3	3023
2004	1912	61.9	780	25.3	16	0.5	86	2.8	128	4.1	165	5.3	3087
2005	1914	62.2	766	24.9	12	0.4	93	3.0	123	4.0	168	5.5	3076
2006	1935	61.6	783	24.9	12	0.4	97	3.1	149	4.7	163	5.2	3139
2007	1850	59.7	818	26.4	10	0.3	93	3.0	154	5.0	173	5.6	3098

ENROLLMENTS/2 - ETHNIC SEPTEMBER 28, 2007.xls

OAK PARK AND RIVER FOREST HIGH SCHOOL

ENROLLMENT BY CLASSES

YEAR	FRESHMEN	SOPHOMORE	JUNIORS	SENIORS	TOTAL
1962-63	739	867	753	789	3148
1963-64	790	750	862	756	3158
1964-65	797	829	753	876	3255
1965-66	857	837	849	780	3323
1966-67	879	904	838	877	3498
1967-68	858	920	939	887	3604
1968-69	1113	906	927	932	3878
1969-70	1033	1132	945	971	4081
1970-71	1091	1067	1141	970	4269
1971-72	1136	1081	1048	1118	4383
1972-73	1067	1141	1052	1000	4260
1973-74	1021	1075	1082	1038	4216
1974-75	1069	1014	1034	1049	4166
1975-76	1045	1073	1015	1026	4159
1976-77	1090	1043	1065	960	4158
1977-78	1074	1085	1002	1039	4200
1978-79	999	1057	1029	959	4044
1979-80	915	962	1012	932	3821
1980-81	810	910	911	986	3617
1981-82	796	815	914	930	3455
1982-83	784	802	816	927	3329
1983-84	919	813	795	833	3360
1984-85	895	926	821	804	3446
1985-86	815	892	905	826	3438
1986-87	699	797	870	939	3305
1987-88	657	706	782	902	3047
1988-89	675	665	690	794	2824
1989-90	680	679	652	670	2681
1990-91	642	686	666	635	2629
1991-92	713	656	692	678	2739
1992-93	715	711	645	693	2764
1993-94	696	720	698	658	2772
1994-95	713	708	689	694	2804
1995-96	689	713	728	617	2747
1996-97	663	691	702	659	2715
1997-98	667	661	685	685	2698
1998-99	716	670	650	685	2721
1999-00	750	702	648	627	2727
2000-01	751	738	674	666	2829
2001-02	789	742	723	667	2921
2002-03	756	772	706	728	2962
2003-04	817	748	742	716	3023
2004-05	772	813	745	757	3087
2005-06	793	766	794	723	3076
2006-07	800	777	753	809	3139
2007-08	765	794	770	769	3098

OAK PARK AND RIVER FOREST HIGH SCHOOL

ELEMENTARY SCHOOL SOURCES OF ENTERING FRESHMEN

OCTOBER 1

CODE	SCHOOL	2000	2001	2002	2003	2004	2005	2006	2007
2	Brooks Junior High	268	232	258	260	209	260	273	232
4	Julian Junior High	251	297	262	291	263	259	249	243
10	Roosevelt Junior High	108	129	122	124	133	139	138	146
12	Other Public Elementary Schools	38	51	44	42	52	58	52	74
19	Keystone	1	1	1	1	1	2	2	1
20	Oak Park Christian Academy	5	0	3	2	0	1	1	
21	Ascension	15	24	19	27	22	20	28	26
22	St. Catherine	1	0	0	0	0	0	0	0
23	St. Edmund	2	11	4	8	9	6	7	1
24	St. Giles	15	11	7	12	10	16	19	14
25	St. Luke	16	6	12	10	7	5	6	6
28	St. Frances of Rome	0	0	0	0	0	0	0	0
30	St. Bernardine	1	3	3	1	3	2	3	0
32	Grace Lutheran	14	11	16	13	10	13	11	12
33	St. John Lutheran	1	2	0	0	2	0	0	0
34	St. Vincent Ferrer	0	0	0	1	0	0	0	0
35	Other Parochial & Private Elementary Schools	6	6	4	8	5	7	8	1
45	Other High School	9	5	1	17	44	4	1	5
000	Home School	0	0	0	0	0	1	2	4
	Totals	751	789	756	817	770	793	800	765

Previous Years - Totals

1980 - 810
1981 - 796
1982 - 784
1983 - 919
1984 - 895
1985 - 815
1986 - 699
1987 - 657
1988 - 675
1989 - 680
1990 - 642
1991 - 713
1992 - 715
1993 - 696
1994 - 713
1995 - 689
1996 - 663
1997 - 667
1998 - 716
1999 - 750

OAK PARK AND RIVER FOREST HIGH SCHOOL

% OF OAK PARK (DISTRICT 97)

GRADUATES ENROLLING IN OAK PARK AND RIVER FOREST HIGH SCHOOL

<u>YEAR</u>	NUMBER OF DISTRICT 97 STUDENTS IN FRESHMAN <u>CLASS</u>	NUMBER OF 8TH GRADE GRADUATES FROM PREVIOUS <u>YEAR</u>	% OF DISTRICT 97 <u>ENROLLMENT</u>
2007-07	475	532	89
2006-07	516	582	89
2005-06	518	567	91
2004-05	497	558	89
2003-04	551	626	88
2002-03	520	580	90
2001-02	529	579	91
2000-01	519	571	91
1999-00	532	607	88
1998-99	498	565	88
1997-98	467	526	89
1996-97	478	530	90
1995-96	492	560	88
1994-95	485	550	88
1993-94	485	552	88
1992-93	528	578	91
1991-92	491	553	89
1990-91	469	499	94
1989-90	479	530	90
1988-89	457	495	92
1987-88	470	512	92
1986-87	449	492	91
1985-86	583	632	92
1984-85	601	638	94
1983-84	606	633	96
1982-83	508	565	90
1981-82	556	599	93
1980-81	538	584	92

OAK PARK AND RIVER FOREST HIGH SCHOOL

% OF RIVER FOREST (DISTRICT 90)

GRADUATES ENROLLING IN OAK PARK AND RIVER FOREST HIGH SCHOOL

<u>YEAR</u>	<u>NUMBER OF DISTRICT 90 STUDENTS IN FRESHMAN CLASS</u>	<u>NUMBER OF 8TH GRADE GRADUATES FROM PREVIOUS YEAR</u>	<u>% OF DISTRICT 90 ENROLLMENT</u>
2007-08	146	167	87
2006-07	138	164	84
2005-06	139	165	84
2004-05	133	164	81
2003-04	124	149	83
2002-03	121	143	85
2001-02	129	146	88
2000-01	108	127	85
1999-00	103	129	80
1998-99	101	126	80
1997-98	93	125	74
1996-97	70	99	71
1995-96	73	96	76
1994-95	95	121	79
1993-94	82	99	83
1992-93	70	86	81
1991-92	81	88	92
1990-91	56	63	89
1989-90	86	96	90
1988-89	63	70	90
1987-88	64	78	82
1986-87	82	83	99
1985-86	74	88	84
1984-85	99	116	85
1983-84	99	111	89
1982-83	84	96	88
1981-82	92	98	94
1980-81	100	115	87

OAK PARK AND RIVER FOREST HIGH SCHOOL

ENROLLMENT STATISTICS

DEPARTMENT	ALL CLASSES				BASICS/TRANSITION		
	NO. OF STUDENTS ENROLLED	NO. OF SECTIONS	AVERAGE CLASS SIZE	NO. OF STUDENTS ENROLLED	NO. OF SECTIONS	AVERAGE CLASS SIZE	AVERAGE CLASS SIZE EXCLUDING BASICS
Art	633	27	23.4				23.4
Business	647	27	24.0				24.0
English	3037	142	21.4	169	14	12.1	22.4
Fam & Cons. Sci	257	12	21.4				21.4
History	2476	110	22.5	184	12	15.3	23.4
Mathematics	2953	131.5	22.5	353	22	16.0	23.7
Music	54	2	27.0				27.0
Science	2628	116	22.7	215	12	17.9	23.2
Speech	117	6	19.5				19.5
Technology	196	10	19.6				19.6
World Languages	2351	100	23.5				23.5
Total	15,349	683.5	22.5	921	60	15.4	23.1

*Physical Education (2375), Driver Education (328), Special Education/Academy Strategies/Project Scholar/SOLO (1363), ELL (6), musical performance groups (452), and activities not included in computations.

OAK PARK AND RIVER FOREST HIGH SCHOOL

AVERAGE CLASS SIZE, SEMESTER ONE 2007-2008

YEAR	AVERAGE CLASS SIZE	
	Sem 1	Sem 2
1980-81	24.5	23.4
1981-82	23.9	22.7
1982-83	23.4	22.2
1983-84	23.4	22.4
1984-85	23.1	22.1
1985-86	23.1	22.0
1986-87	22.8	22.1
1987-88	22.5	22.0
1988-89	21.7	21.5
1989-90	22.5	22.1
1990-91	21.8	21.6
1991-92	22.8	22.4
1992-93	25.9	24.8
1993-94	25.2	24.0
1994-95	24.9	23.9
1995-96	25.5	24.7
1996-97	24.7	24.0
1997-98	24.8	24.1
1998-99	24.5	23.7
1999-00	23.9	23.0
2000-01	24.0	23.1
2001-02	23.9	22.7
2002-03	22.7	22.0
2003-04	23.3	22.5
2004-05	23.4	22.5
2005-06	23.1	22.3
2006-07	22.5	21.8
2007-08	22.5	

Note: 22.5 with Class Reduction Grant

OAK PARK AND RIVER FOREST HIGH SCHOOL

2007-2008 CLASS SIZE DATA

Department/Division	Enrollment	# Sections	Average
Art (a)	633	27	23.4
Business	647	27	24.0
English (b)	3037	142	21.4
Family & Cons. Sci.	257	12	21.4
History	2476	110	22.5
Mathematics	2953	131.5	22.5
Music Classes	54	2	27.0
Science	2628	116	22.7
Speech (d)	117	6	19.5
Technology	196	10	19.6
World Languages (c)	2351	100	23.5
Totals	15349	683.5	22.5

Students-

3098	4.95	reg/student (d)	(2007-08)
3139	4.96	reg/student (d)	(2006-07)
3076	4.90	reg/student (d)	(2005-06)
3087	4.97	reg/student (d)	(2004-05)
3023	4.87	reg/student (d)	(2003-04)
2962	4.89	reg/student (d)	(2002-03)
2921	4.90	reg/student (d)	(2001-02)
2829	4.89	reg/student (d)	(2000-01)
2727	4.91	reg/student (d)	(1999-00)
2721	4.92	reg/student (d)	(1998-99)
2698	4.87	reg/student (d)	(1997-98)
2715	4.87	reg/student (d)	(1996-97)

NOTES:

- A. Includes Tabula Photo Design class
- B. Includes Tabula and Trapeze classes
- C. Excludes ESL classes
- D. Includes Newscene class
- E. When Driver Education (328), music performance (452), Physical Education (2375), ELL (6) and Special Education/Academic Strategies/Project Scholar/SOLO (1363) registrations are included, the registration/student increases to 6.41 for 2007-08 compared to 6.44 for 2006-07 compared to 6.33 for 2005-06, 6.29 for 2004-05, 6.34 for 2003-04, 6.27 for 2002-03, 6.28 for 2001-02, 6.27 for 2000-01, 6.25 for 1999-00, 6.28 for 1998-99, 6.19 for 97-98, and 6.20 for 1996-97.

OAK PARK AND RIVER FOREST HIGH SCHOOL

DEPARTMENTAL ENROLLMENT TOTALS*

DEPARTMENT	2003-04		2004-05		2005-06		2006-07		2007-2008	
	#	%	#	%	#	%	#	%	#	%
Art	643	4.37%	617	4.09%	550	3.65%	636	4.08%	633	4.12%
Business	683	4.64%	642	4.26%	637	4.23%	641	4.11%	647	4.22%
English	3017	20.48%	3061	20.31%	3097	20.55%	3175	20.37%	3037	19.79%
Family & Cons. Sci	207	1.41%	241	1.60%	209	1.39%	231	1.48%	257	1.67%
History	2283	15.50%	2440	16.19%	2514	16.68%	2598	16.67%	2476	16.13%
Mathematics	2772	18.82%	2843	18.87%	2835	18.81%	2947	18.91%	2953	19.24%
Music Classes	39	0.26%	46	0.31%	18	0.12%	51	0.33%	54	0.35%
Science	2540	17.24%	2612	17.33%	2601	17.26%	2615	16.78%	2628	17.12%
Speech	149	1.01%	121	0.80%	130	0.86%	119	0.76%	117	0.76%
Technology	211	1.43%	191	1.27%	236	1.57%	215	1.38%	196	1.28%
World Languages	2186	14.84%	2254	14.96%	2241	14.87%	2356	15.12%	2351	15.32%
Totals	14,730	100.00%	15,068	100.00%	15,068	100.00%	15,584	100.00%	15,349	100.00%

*Source of Data: First Semester class size reports.

Notes:

1. Data shown above do not include Physical Education, Driver Education, Project Scholar, Special Education/Academic Strategies, SOLO, ELL, musical performance groups or activities.
2. The figures shown represent the number of registrations in a department's courses and should not be confused with the number of students taking a subject in the area. In many cases students will carry two or more subjects simultaneously in one department.
3. The percentage figures indicate the portion of total course registrations made in that area.

OAK PARK AND RIVER FOREST HIGH SCHOOL

Enrollment and Class Size 2006-2007 to 2007-2008

Registrations per student =

06-07 6.44
Actual Enrollment
2006-2007
3139

07-08 6.41
Actual Enrollment
2007-2008
3098

Department	#	%	Secs	Avg	FTE	Chg FTE	#	%	Secs	Avg	FTE	Chg FTE
Art	636	3.15%	27	23.6	5.4	0.8	633	3.19%	27	23.4	5.4	0.0
Business Ed	641	3.17%	26	24.7	5.2	0.0	647	3.26%	27	24.0	5.4	0.2
Driver Ed	322	1.59%	29	11.1	5.8	0.0	328	1.65%	29	11.3	5.8	0.0
English	3175	15.71%	148	21.5	29.6	1.8	3037	15.28%	142	21.4	28.4	-1.2
Fam & Cons Sci	231	1.14%	10	23.1	2.0	-0.2	257	1.29%	12	21.4	2.4	0.4
History	2598	12.85%	112	23.2	22.4	1.6	2476	12.46%	110	22.5	22.0	-0.4
Learning Support/Seminar	46	0.23%	3	15.3	0.6	-0.1	0		0	0.0	0.0	0.0
Mathematics	2947	14.58%	133	22.2	26.6	2.6	2953	14.86%	131.5	22.5	26.3	-0.3
Music	552	2.73%	14	39.4	2.8	0.6	506	2.55%	15	33.7	3.0	0.2
Project Scholar/Scholar Support	73	0.36%	5	14.6	1.0	0.0	91	0.46%	5	18.2	1.0	0.0
Physical Education	2450	12.12%	77	31.8	15.4	0.4	2375	11.95%	74	32.1	14.8	-0.6
Science	2615	12.94%	119	22.0	23.8	1.2	2628	13.22%	116	22.7	23.2	-0.6
Special Education/Academic Strategies	1139	5.63%	112	10.2	22.4	2.2	1188	5.98%	121	9.8	24.2	1.8
Speech	119	0.59%	6	19.8	1.2	0.0	117	0.59%	6	19.5	1.2	0.0
SOLO	92	0.46%	7	13.1	1.4	0.4	84	0.42%	7	12.0	1.4	0.0
Technology	215	1.06%	10	21.5	2.0	-0.2	196	0.99%	10	19.6	2.0	0.0
World Languages w/ELL	2363	11.69%	100	23.6	20.0	0.3	2357	11.86%	101	23.3	20.2	0.2
TOTALS	20214	100.00%	938	21.6	187.6	11.4	19873	100.00%	933.5	21.3	186.7	-0.3

Departmental Enrollment
% Departmental Enrollment as a percent of total Registrations
Secs Number of Sections being taught
Ave Average Class Size
FTE Classroom Instructional Staff, Full Time Equivalent
Chg FTE Change in FTE from 2006-2007 to 2007-2008

OAK PARK AND RIVER FOREST HIGH SCHOOL

RELEASED PERIODS

ACTIVITY/OTHER
2007-2008

<u>AREA</u>	<u>NUMBER OF PERIODS</u>	<u>F.T.E.</u>
Faculty Senate	1	0.2
Newscene	1	0.2
Spoken Word Initiative	5	1
Special Education Staffing/MDS/Support Services/etc.	30	6
Tabula	1	0.2
Title 1	2	0.4
Trapeze	1	0.2
Total	41	8.2

OAK PARK AND RIVER FOREST HIGH SCHOOL

RELEASED PERIODS

MANAGEMENT
2007-2008

<u>AREA</u>	<u>NUMBER OF PERIODS</u>	<u>F.T.E.</u>
English	4	0.8
Fine & Applied Arts	3	0.6
History	3	0.6
Mathematics	4	0.8
Physical Education	3	0.6
Science	3	0.6
Special Education	5	1.0
World Languages	3	0.6
Total	28	5.6

OAK PARK AND RIVER FOREST HIGH SCHOOL

STAFFING COMPARISON ACTUALS 2000-01 to 2007-2008

	00-01	01-02	02-03	03-04	04-05	05-06	06-07	07-08
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual
Department	FTE	FTE	FTE	FTE	FTE	FTE	FTE	FTE
Art	4.4	5.0	5.0	5.4	5.2	4.6	5.4	5.4
Business	6.2	6.2	6.2	5.4	5.0	5.2	5.2	5.4
Driver Ed	5.8	5.8	5.8	5.8	5.8	5.8	5.8	5.8
English	25.0	26.2	26.4	26.6	28.0	27.8	29.6	28.4
Fam & Cons Sci	2.2	2.4	3.0	2.2	2.0	2.2	2.0	2.4
History	17.8	17.4	19.0	18.8	19.6	20.8	22.4	22.0
Mathematics	20.6	21.6	23.0	23.4	23.4	24.0	26.6	26.3
Music	2.4	2.2	2.6	2.4	2.4	2.2	2.8	3.0
Physical Education	15.2	14.4	14.8	15.0	15.0	15.0	15.4	14.8
Science	19.4	20.8	22.4	22.2	22.6	22.6	23.8	23.2
Special Education (includes Academy)	18.4	17.2	20.0	19.8	18.6	20.2	22.4	24.2
Speech	1.8	1.6	1.6	1.6	1.2	1.2	1.2	1.2
REI	4.0	5.0	4.4	4.6	3.2	3.4	4.8	4.0
Technology (Applied Arts)	2.0	2.0	2.0	2.0	2.0	2.2	2.0	2.0
World Languages w/ESL	16.0	16.8	18.6	18.8	19.6	19.7	20.0	20.2
Other (Fr Seminar)	1.0	1.0	1.0	0.0	0.0	0.0	0.0	0.0
Project Scholar/Scholar Support	0.0	1.2	1.2	2.4	2.0	1.7	1.6	1.0
SOLO	0.0	0.0	0.0	1.0	1.0	1.0	1.4	1.4
Sub Total	162.2	166.8	177.0	177.4	176.6	179.6	192.4	190.7
Released Periods (Act/Other)	8.8	7.8	6.4	7.6	7.4	7.8	8.8	8.2
Released Periods (Mgmt)	7.3	7.3	8.3	7.3	7.7	8.2	8.6	5.6
Sub Total	16.1	15.1	14.7	14.9	15.1	16.0	17.4	13.8
Education Support	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Counselors/Deans	14.5	14.5	14.5	14.5	15.5	15.0	16.0	16.0
Engaged Learning Coordinator	1.0	0.0	0.0	0.6	0.6	0.7	0.7	0.7
Library	4.0	4.0	4.0	4.0	3.4	3.0	3.0	3.0
Psychologist/Group Worker	0.7	1.0	1.0	1.0	1.0	1.0	2.0	2.0
Social Worker	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Speech/Lang Therapist	1.0	1.0	1.0	1.0	1.0	1.0	2.0	2.0
Substance Abuse	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Sub Total	23.2	22.5	22.5	23.1	23.5	22.7	25.7	25.7
Total	201.5	204.4	214.2	215.4	215.2	218.3	235.5	230.2

NAME	CLASS COUNTS	TOTALS	COMMENTS
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633,27							Ave. cls. Size 23.4
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[illegible]

[illegible]

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT FAMILY & CONSUMER SCIENCES

NAME	CLASS COUNTS					TOTALS	COMMENTS
Erickson	24	24	23	22	9	102	
Kottmann	24	23	22	(24)	(17)	69,41	Business
Kucharski	24	14	26	22	(27)	86,27	Business

257,12

21.4

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT HISTORY

NAME	CLASS COUNTS					TOTALS	COMMENTS
Mertz	23	21				44	Division Head
Biasiello	28	26	25	24	21	124	
Burns	24	26	26	11	20	107	
Crawford	26	28	16	26	26	122	
Dennis	28	28	28	24	21	129	
Faulkner	24	26	18	24	24	116	
Faust	16	25	25	25	27	118	
Goldberg	25	23	23	23	23	117	
Greenberg	13	11	21	25	24	94	
Hart	28	24	27	22	25	126	
Knake	24	24	20	16	24	108	
Limberg	21	19	21	26	21	108	
Maloney	26	26	26	26	26	130	
North Hamill	27	26	23	26	26	128	
O'Keefe	24	21	19	13	22	99	
Schwartz	33	Am Studies	26	26	18	103	
Silver	27	17	27	25	P/T	96	
Soffer	24	14	24	16	P/T	78	
Swope	25	15	13	23	Am Studies	76	
Thomphsen	27	26	26	17	17	113	
Vance	15	21	16	26	26	104	
Williams, T	24	23	14	23	24	108	
Young, Jessica	26	22	27	27	26	128	
2476,110							
							Ave Cls Size 22.5

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT MATHEMATICS

NAME	CLASS COUNTS					TOTALS	COMMENTS
Neuman	26					26	Division Head
Allee	11	22	22	22	21	98	
Allen	26 ^{P/T}	^{P/T}	^{P/T}	^{P/T}		26	
Arriaga	23	27	23	26	25	124	
Avalos	23	24	25	20	21	113	
Baghri	25	27	15	14	27	108	
Burbano	24	21	27	23	25	120	
Burkett	24	23	22 ^{P/T}	^{P/T}		69	
Corcoran	26	25	25	26	22	124	
Delimata	27	24	23	24	23	121	
De Pasquale	28	23	21	21	19	112	
Ferrier	24	21	26	25	11	107	
Fotzler	23	23	25	24	25	120	
Gajda	28	19	26	17	21	111	
Giovannetti	28	19	18	18	20	103	
Hardin	23	27	14	24	16	104	
Kostal	25	28	12	25	21	111	
Marr	19	27	17	26	28	117	
Mc Cormack	15	15 ^{P/T}	^{P/T}	^{P/T}		30	
Moran	19	27	24	25	22	117	
Mulvaney	25	27	9	16	27	104	
Prystalski	22	26	18	18	19	103	
Przyborowski	26	19	26	23	28	122	
Slocum	10	16	25 ^{P/T}	^{P/T}		51	
Smith	27	23	25	26	(20)	101,20	Project Scholar
Warren	26	27	23	10	19	105	
Weisman	23	25	(13)	26	26	100,13	SOLO
Wiltjer	17	15	28	25	24	109	
Wirtz	18	18	18	24	26	104	
Wright,P	25	22	23	23	(23)	93,23	Scholar Support
2953,131.5							
							Ave Cls Size 22.5

[illegible]

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT MUSIC

[illegible]

NAME	CLASS COUNTS	TOTALS	COMMENTS
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Ave Cls Size 32.1

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT SCIENCE

NAME	CLASS COUNTS					TOTALS	COMMENTS
Foley	25	25				50	Division Head
Bardeen	23	24	22	19	21	109	
Bayer	23	22	18	26	(15)	89,15	Project Scholar
Bernthal	24	22	18	24	24	112	
Bohne	25	25	25	27	25	127	
Chichester	19	24	25	26	25	119	
Colquhoun	21	17	23	21	22	104	
Costopoulos	25	24	24	23	25	121	
Hennings	21	26	24	16	23	110	
Lundgren	18	19	24	25	24	110	
Martinek	25	25	25	15	17	107	
McCarron	19	21	18	19	26	103	
McGrail	22	22	23	24	24	115	
McGuckin	24	23	24	24	23	118	
Messer	23	25	17	19	24	108	
Meves	26	19	18	24	24	111	
Podolner	25	25	26	25	28	129	
Remack	24	24	24	21	25	118	
Rubinow	14	28	27	26	28	123	
Rulis	24	24	27	28	27	130	
Stow	18	18	17	27	25	105	
Tenuta	17	17	16	22	25	97	
Urbanski	24	27	23	26	23	123	
Woods	14	16	23	20	17	90	
2628,116							
							Ave Cls Size 22.7

							Semester 1 - 2007-2008
OAK PARK AND RIVER FOREST HIGH SCHOOL							
DIVISION/DEPARTMENT <u>SPECIAL EDUCATION (OC) EMOTIONAL DEVELOPMENT</u>							
NAME	CLASS COUNTS					TOTALS	COMMENTS
Brennock							Program Chair
Collins, N.							Behavior Interventionist
Amorella	11	15	13	5	8	52	
Bellamy	12	7	9	10	9	47	
Dobias	12	5	11	11	5	44	
Lesniak	7	#13	6	12	13	45	
Powell	7	8	12	10	8	45	
Runyon	7	12	11	10	8	48	
Tarrant	12	12	8	14	6	52	
VanDerMeulen	13	5	7	10	10	45	
						Instr FTE = 8.0	
						Rel FTE = 2.0	
						# LD STUDENT	
378,40							
							Ave Cls Size 9.5

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT SPECIAL EDUCATION (OC) EMOTIONAL DEVELOPMENT

[illegible]

Brennock							Program Chair
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[illegible]

Amorella	11	15	13	5	8	52	
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Bellamy	12	7	9	10	9	47	
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Dobias	12	5	11	11	5	44
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Lesniak	7	#13	6	12	13	45
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Powell	7	8	12	10	8	45
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Runyon	7	12	11	10	8	48
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Tarrant	12	12	8	14	6	52
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VanDerMeulen	13	5	7	10	10	45
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[illegible][illegible]

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[illegible]

				Instr FTE = 8.0
				Budgeted

[illegible]

	# LD STUDENT
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[illegible][illegible][illegible][illegible][illegible][illegible]

Ave Cls Size 9.5

[illegible]

NAME	CLASS COUNTS	TOTALS	COMMENTS
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PAGE 26

[illegible]

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT SPECIAL EDUCATION TEAM

[illegible]

Markey							Program Chair
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Domanchuk	CITE	CITE	WK EXP	WK EXP	VOC EXP	0
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Donatucci	7	8	9	9	12	45
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Heister	11	10	11	14	(10)	46,10	Academy Strat
Kennedy	2	2	2	5			

Kennedy	6	6	6	7	7	32	CITE Program
Schoenbeck	7	6	5	4	5	37	

Schoenbeck	7	6	5	4	5	27
Young, M	10	10	16	16	14	66

Young, M	10	10	16	16	11	63
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[illegible]

					Instr FTE -4.8
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[illegible][illegible]

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[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

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213,24							
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					Ave Cls Size 8.9
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[illegible]

[illegible]

[illegible]

OAK PARK AND RIVER FOREST HIGH SCHOOL

DIVISION/DEPARTMENT WORLD LANGUAGES

NAME	CLASS COUNTS					TOTALS	COMMENTS
Sahagun	23	27				50	Division Head
Carporelli	22	11	20	20	19	92	
Daggett	27	6	19	27	19	98	ELL
Diaz	28	25	29	24	25	131	
DiVerde	25	27	23	25	23	123	
Ewald	16	20	34	P/T	P/T	70	
Farley	23	25	23	27	25	123	
Gonzalez	26	28	24	24	26	128	
Grady	27	17	27	13	25	109	
Harmon	21	27	27	21	27	123	
Leiman	27	18	22	22	21	110	
Lombardo-Nitsche	26	27	P/T	P/T	P/T	53	
Lopez	27	28	27	26	27	135	
Mazumdar	22	16	15	17	21	91	
Oliver	25	25	17	21	25	113	
Perez	28	28	28	27	27	138	
Schmadeke	16	18	16	16	20	86	
Schultheis	20	28	26	P/T	P/T	74	
Spilotro	28	14	28	24	24	118	
Tolomeo	26	26	27	18	28	125	
Vogel, M	21	25	14	24	25	27	136
White	26	27	26	28	24	131	
2,357,101							
(W/O 2351 ELL)							

Ave Cls Size 23.3

(AVE CLS SIZE W/O ELL 23.5)

NAME	CLASS COUNTS	TOTALS	COMMENTS
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Instr FTE = 1.0

Ave Cls Size 18.2

[illegible]

DATE: October 25, 2007

TO: Superintendent

FROM: Principal (Interim)

SUBJECT: Student Transfer/Withdrawal Report 2006-2007

INFORMATION

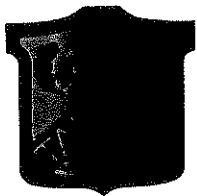
		<i>Freshman</i>	<i>Sophomore</i>	<i>Junior</i>	<i>Senior</i>	<i>Totals</i>
Transfers	<i>Out of District</i>	22	57	66	46	191
Administrative Withdrawals	<i>Residency</i>	2	8	6	4	20
	<i>Expulsions</i>	1	1	1	2	5
	<i>Illness</i>	0	0	0	0	0
Subtotal						25
Student/Family Withdrawals	<i>Refusal to attend</i>	0	3	3	17	23
	<i>G.E.D.</i>	0	0	0	6	6
	<i>Evening High School</i>	0	0	0	12	12
Subtotal						41
Total Transfers & Withdrawals						257

Notes: A student who withdrew, reentered, and remain in school is not considered withdrawn.

A student who withdrew more than once over the course of his/her high school career is considered as having withdrawn only once for the last reason associated with the withdrawal.

Student Family/Withdrawal Rate 2006-2007 (Dropouts): 0.013 (Number of withdrawals (41) divided by the total number of students enrolled (3,245).

District, Community and State Reports



OAK PARK AND RIVER FOREST HIGH SCHOOL

201 NORTH SCOVILLE AVENUE • OAK PARK, ILLINOIS 60302

Phone: (708) 383-0700 • Fax: (708) 434-3911 • www.oprfhs.org

DR. ATTILA J. WENINGER, Superintendent

MR. DONALD C. VOGEL, Interim Principal

2007 – 2008 PROFILE

SCHOOL AND COMMUNITY

■ Oak Park and River Forest High School is a public four-year comprehensive high school with an enrollment of 3,176. The total assessed property valuation of the district is sufficient to provide a per pupil valuation of \$628,585. The individual cost per pupil is \$18,912. The total appraised value of the high school building and equipment is \$157,417,740.

The school offers a variety of classes in nine divisions of study, which include the traditional academic programs as well as fine and performing arts, technology, business education, family and consumer science, and special education. Students thus have opportunities to prepare themselves for diverse post-high school paths.

The villages of Oak Park and River Forest are located just west of Chicago, a convenient twenty-minute ride from downtown Chicago. The villages are famous for their Frank Lloyd Wright architecture and charming Victorian homes.

The two villages traditionally place a high priority on education. Since 1873, their citizens have provided the leadership and resources necessary to guarantee an outstanding secondary education for their children. The high school's remarkable physical facilities provide cultural and recreational benefits for all residents.

The rich ethnic and racial diversity of the community facilitates the development of mutual respect as well as social and personal responsibility among Oak Park and River Forest High School students.

THE FACULTY

■ Eighty-four percent of the faculty of 247 have earned an MA degree, while 50 percent have earned 30 or more hours beyond the MA. The typical teacher has been at Oak Park and River Forest High School for 7 years and has been in the profession for 11 years.

ACCREDITATION

■ Oak Park and River Forest High School is fully accredited by the North Central Association of Colleges and Secondary Schools. It also has been awarded full recognition status by the Superintendent of Public Instruction of the State of Illinois.

THE STUDENTS

■ Students at Oak Park and River Forest High School represent a variety of racial and ethnic backgrounds as detailed in the following chart:

White	Black	Hispanic	Native American	Asian/Pacific Islander	Multi-Ethnic
59.7%	26.4%	5.0%	0.3%	3.0%	5.6%

The student-to-classroom teacher ratio is 16/1. The student-to-faculty ratio is 14/1. The student-to-certified staff ratio is 13/1.

COLLEGE ATTENDANCE

■ Almost 88 percent of the graduates of the Class of 2007 enrolled in more than 222 different colleges, universities, community colleges, and trade or technical schools.

NATIONAL MERIT

■ In the 2007-2008 Senior Class of 796 students, there are 21 semifinalists and 32 commended students in the National Merit Scholarship competition and 4 semifinalists and 2 students recommended to colleges in the National Achievement Scholarship Program for academically talented African-American students.

GRADUATION REQUIREMENTS

■ Oak Park and River Forest High School offers more than 200 courses in 9 divisions of study. A student is required to earn a minimum of 43 credits to graduate, including 7 credits in physical education and 1 credit each in world languages, fine and performing arts, applied arts, computer proficiency, driver education, consumer education, and health education. As new state graduation requirements are phased in, required credits will increase in English, math, and science. Students must also take the Illinois Prairie State Achievement Examination, given in April of the junior year, in order to receive a diploma.

GRADING AND CLASS RANK

■ Academic course grades earned by all students during the 2006-2007 school year were distributed as follows:

A	B	C	D	F	I
32.9%	33.8%	20.8%	9.0%	3.2%	0.3%

While individual courses are not weighted in computing a student's GPA, the presence of honors and accelerated courses will produce a positive effect in computing a student's API (Academic Program Index), a multiplier which enhances the GPA of honors level students. Physical education, driver education, and music performance grades are not included in the GPA.

TEST RESULTS

■ During the 2006-2007 school year, Oak Park and River Forest High School students achieved mean scores on national tests as detailed below and as compared with national and state mean scores.

Test	OPRFHS	State	National
ACT (Composite)	23.9	20.5	21.5
SAT	CR 618 M 620 W 602	CR 594 M 611 W 588	CR 502 M 515 W 494

When the AP examinations were given in May of 2007, 747 students took 1647 examinations with 84% earning scores of 3, 4, or 5.

AP Exams	5	4	3
% of Tests	27%	32%	25%
# of Tests	440	520	417

COURSE AND LEVEL DESIGNATIONS

■ Oak Park and River Forest High School groups students according to ability. Ability grouping helps teachers adapt the course content, materials of instruction, and teaching methods to the aptitudes, abilities, and needs of the students. Students are placed in ability groups for specific subjects according to their proficiency in particular academic areas. Courses are offered on the semester system and are listed by level designation on the reverse side of this profile.

COUNSELORS

Mr. Richard Deptuch, Interim Assistant Principal for Student Services

Ms. Brandi Ambrose

Ms. Deborah Bluminberg

Ms. Julie Fuentes

Mr. Fred Galluzzo

Ms. Jacqueline Hanson

Mr. Joseph Herbst

Ms. Kris Johnson

Ms. Heidi Lynch

Ms. Catherine Marshall

Mr. Pete Nixen

Ms. Carolyn Ojikutu

Ms. Sarah Wurster

Counselors can be reached by email using the following format: first letter of first name, followed by last name, followed by @oprfhs.org (e.g. rdeptuch@oprfhs.org).

COUNSELOR SIGNATURE

■ A counselor signature on a college application verifies the accuracy of the student's academic record. Only information which is part of the permanent record generated by Oak Park and River Forest High School can be verified.

Oak Park and River Forest High School is a member of the National Association for College Admission Counseling and complies with the *NACAC Statement of Principles of Good Practice*.

COURSE OFFERINGS AT OPRFHS: 2007-2008

	Basic/Transition Level	Regular/College Prep Level			Accelerated/Honors Level	Advanced Placement
ART		Art Foundations Fundamentals of Photography 1-2 Advanced Photography Tabula/Photo Design Publications Graphic Design	Introduction to Digital Imaging Digital Imaging II Drawing Painting Clay Wheel Throwing	Printmaking Jewelry/Metalworking History of Film Art History Intermediate Wheel Throwing	Advanced Studio Art 1-2A	AP Studio Art 1-2 AP Art History 1-2
BUSINESS		Accounting 1-2 Accounting & Investment Principles Bookkeeping 1-2 Business Communications Business Law International Business Management & Technology Consumer Education e-Commerce Small Business Management	General Business Sports & Entertainment Marketing Investments Computer Applications Advanced Computer Applications Desktop Publishing Computer Animation/Multimedia Intro to Computer Animation Multimedia Presentations & Development	Applied Keyboarding/ Introductory Microsoft Office Website Analysis & Info. Architecture Women in Business Work Experience	Computer Applications A	AP Economics 1-2
CO-OP CAREER EDU		Home Economics-Related Occupations: Food Service or Child Development	Nurse Assistant Program All That Jazz Always on Call	Building Blocks Walk with the Stars Walk on Wall Street		
ENGLISH	Essentials of English 1-2 Elements of Reading 1-2 Contemporary Lit & Composition 1-2B English Lit 1-2, Reading Connections Reading Strategies 1-2 American Lit 1-2, Reading Connections	English 1-2 American Literature 1-2 American Studies 1-2 English Literature 1-2 Intro. to Creative Writing Creative Writing Workshop Expository Writing Journal Writing Journalism	Contemporary Lit & Comp 1-2 Tabula 1-2 Trapeze 1-2 Novels into Film Popular Fiction Sports and Literature Literature of a People World Studies 1-2 Rhetoric, Oratory, & Lit	Experiments in Reading Lit & the World Science Fiction/20th Century American Culture Work of One Author War and Literature Women's Visions/Voices Sophomore Practicum Junior Practicum	English 1-2A English Literature 1-2A African-American Lit A Humanities A English Lit 1-2A/J	American Lit 1-2A (AP) AP College English: Literature and Composition 1-2
FAMILY & CONSUMER SCIENCES		Exploring Family & Consumer Science 1-2 Foods & Nutrition Food Service Management Advanced Food Service Management	Clothing Construction & Design Fashion Merchandising Early Childhood/Preschool Parenting Child Development 1-2	Consumer Education Housing & Interior Design Life on Your Own		
HISTORY	Global Studies 1-2 World History 1-2B American History 1-2B Social Problems Community Law Human Behavior	World Studies 1-2 Latin American History World History 1-2 American Studies 1-2 American History 1-2 Government Comparative Politics & Govt.	Sociology Introductory Psychology 1-2 Advanced Psychology Women in History History of WWII The War in Vietnam Asian Studies	African-American History African History Mock Trial Law and the Arts Criminal & Civil Law History of Chicago	World History 1-2A American History 1-2A Philosophy A Modern Middle Eastern History A	AP American History 1-2 AP European History 1-2 AP Psychology 1-2 AP Government
MATHEMATICS	Applied Mathematics 1-2 Survey of Algebra 1-2 Foundations of Algebra 1-2 Integrated Geometry/Algebra 1-4	Algebra 1-2 Plane Geometry 1-2 Intermediate Algebra 1-4 Advanced Algebra 1-2 Algebra Block 1-2	College Algebra/Trig 1-2 Visual Basic Programming Pre-Intermediate Algebra F-8 Pre-Advanced Algebra F-8 Pre-Algebra-8	Introduction to Computer Programming	Intermediate Algebra F 1-2A Advanced Algebra F 1-2A Geometry 1-2A Plane Geometry 1-2A College Algebra/Trig 1-2A Pre-Calculus 1-2A Computer Science 1-2A Calculus Concepts 1-2A Topics in Advanced Math 1-2A Advanced Topics in Comp Sci A	AP Calculus 1-2AB AP Calculus 1-2BC AP Computer Science 1-2A AP Statistics
MUSIC		Wind Ensemble 1-2 Wind Symphony 1-2 Concert Band 1-2 Concert Orchestra 1-2 Symphony Orchestra 1-2 Symphonic Band 1-2	Beginning Group Guitar Harmony 1-2 Music Literature 1-2 OPRF Chorale 1-2 Jazz Ensemble 1-2 Treble Choir 1-2	A Cappella Choir 1-2 World Music Musical Comedy Workshop		AP Music Theory
PE	A 7-semester controlled elective program including dance, fitness, individual sports, racket sports, swimming, and team sports.					
SCIENCE	Physical Science 1-2 Foundations of Biology 1-4	Health Education Exploration of Careers & Advanced Topics in Health Astronomy Earth Science 1-2 Environmental Science 1-2	Integrated Lab Science 1-6 Biology 1-2 ChemCom 1-2 Chemistry 1-2 Physics 1-2P Physics 1-2	Field Biology 1-2 Field Environmental Studies 1-2 Field Marine Biology 1-4 Field Geology 1-2 Anatomy and Physiology 1-2	Biology 1-2A Chemistry 1-2A Physics 1-2A Anthropology A Geology 1-2A	AP Biology 1-2 AP Chemistry 1-2 AP Physics 1-2 AP Environmental Science 1-2
SPEECH ARTS		Debate 1-4 Introduction to Speech Communications Dramatic Arts 1-6 Stage Craft 1-2 Introduction to Broadcasting Television Production	Radio/Sound Production NewsScene 1-2 Creative Filmmaking Drama Foundations From Harlem to Hollywood Acting Workshop Directing Workshop	Advanced Theater Study: Auditions and Portfolio 1-2 Theatre Tech & Design 1-2 Drama Explorations		
TECHNOLOGY		Technical Drawing & Design-CAD Introduction to Architecture-CAD Advanced Architecture/ Engineering-CAD Auto Tune-up Advanced Auto Technology	Digital Circuits/Computer Repair Electricity/Electronics Exploring Technology Woodworking & Home Remodeling Introduction to Broadcasting Television Production	Radio Production Radio Sound Production NewsScene 1-2		
WORLD LANGUAGES		French 1-8 German 1-4 Italian 1-8 Japanese 1-4 Latin 1-4	Spanish 1-8 Spanish F3-4 Spanish Literature & Composition 1-2 Etymology	ELL 1-8 World Languages & Cultures	French 1-8A German 5-8A Italian 1-8A Japanese 5-8A Latin Prose 5-6A/7-8A Latin Poetry 5-6A/7-8A Spanish 1-8A Adv. Span. Lit & Comp 1-2A	AP French 9-10 AP Spanish 9-10 AP Italian 9-10
OTHER PRO- GRAMS/ SERVICES	Driver Education	Safety Instruction	Driving Simulation	Behind-the-Wheel		
	Individualized Services	LD Learning Development, ED Emotional Development, TEAM Individualized Programs for Low Incidence, Academic Strategies I and II. Placement through IEP/MDC Process. See Academic Catalog for details on courses in each program.				
	Support Programs	Learning Support, Academic Tutoring, Freshman Seminar, F.I.R.S.T., School of Limitless Opportunities (SOLO), Reading, Education to Careers, ELL, Academic Support, Project Scholar, College Prep Scholar, Learning Seminar, Learning Support Reading and Scholar Support.				

OAK PARK AND RIVER FOREST HIGH SCHOOL

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

TO: Board of Education

FROM: Attila J. Weninger

DATE: October 22, 2007

RE: A Plan to Raise Student Achievement

BACKGROUND

You will recall that at the August Board Instruction Committee meeting a discussion took place concerning student achievement as shown on the spring 2007 PSAE. As a result of that discussion, I proposed and agreed to develop a plan to raise student achievement. In the intervening weeks, several labels were given to this work, e.g., The Plan, The October Plan, The Minority Student Achievement Plan, The Roadmap, A Framework, and others. Fortunately, none of these accurately describe the efforts. Since the August time period I and others in the high school have worked to develop ideas and a plan to raise student achievement at OPRF. While I have been the primary author of it, it takes into consideration some, though not all, of the feedback and ideas from a variety of constituents with whom I have met and discussed student achievement: Board members, community members, parents, faculty, and administrators. There has also been a fair amount of reading that occurred. The research centered on approaches to overall student achievement, not just student achievement for minority students. Additionally, I have read with interest and detail the various reports issued by groups within the school in the past, and took the opportunity to meet with representatives from one group who authored the 2003 report entitled *The Learning Performance Gap*. It has been an exciting process to date, and one which I view as a beginning to what I expect will be an approved set of initiatives, an approved plan, to raise student achievement, in particular for minority students.

Before embarking on an explanation of the attached documents, please suffer me a few moments of personal and professional perspectives regarding the future of this work. As a community member and former parent said to me recently, "Please don't tell us we have a problem. Tell us we have a challenge." She is correct. The challenge is how do we – community, parents, high school, and students – together – raise student achievement. There is no need to revisit the past nor to complain about it. Our time here is too short and too valuable to do so. That is not to say, however, that we should not nor have not learned from it. Indeed, we have. Instead, here we have focused on what we need to do – now and in the immediate future.

A Plan

This plan is but one way to move us forward. No doubt, there are others, yet this is the one we are proposing. It is one that seeks to identify areas of need and addresses those in practical ways. In the following weeks, elements of others will emerge as a result of debate, discussion, and research. Let them come forward, and let us then develop the plan to implement. There is no silver bullet or magic trick to overcome the obstacles we face within this challenge. There is no master plan applicable to underachieving minority, special education, and "in the middle" students in an urban-suburban, comprehensive, competitive high school such as OPRF.

A Culture of High Expectations and High Achievement

This plan seeks to establish a culture of high expectations and high achievement within the community, among parents, within the school, and certainly among students, individually and collectively. It does so not through words but through actions, programs, and activities. It also attempts to identify the elements of the context here at OPRF HS for that to occur. In our opinion, it should be a college/post-secondary education culture for all students, and we must develop the context within which that culture can grow and flourish. To some degree it is a forceful set of plans that challenges everyone. As a community member wrote in 2006, we know the issues; we have researched some of the solutions; we are proposing a plan; and we need active support from the community, parents, high school, and students to raise student achievement. As one staff member wrote me, "It's not easy being a teenager today. It's not easy being a teacher either. But I think we can make progress. **I will do what I can to help.**"

The Gap

I have come to despise those words. They make me think and feel as if we have a disease or incurable condition. They are often spoken with disdain and anger. And all of that does not help us move forward. In fact, I might argue that the continued tone of the discussions around and about the minority student learning and achievement gap may cause an "expected gap" among us all, including students. Yet, we are undeniably faced with this objective challenge: minority students who enter OPRF HS academically achieve at a lesser rate than their Caucasian counterparts, and that gap grows through their high school years. We didn't start this achievement gap; however, because we know that it exists as students enter OPRF and continues, then we have an obligation to address it. And we will.

Themes and Messages

Embedded within this plan are several themes and messages not so explicitly stated. They are messages of

- hope that we can overcome the challenge of raising student achievement especially among minority students;
- belief in our ability to find and implement the strategies that work;
- belief in our students' abilities and capacities to achieve;
- high expectations that we develop a rigorous curriculum in each course;
- high expectations of all of our students all the time which will equal high results;
- high expectations of each other to do what we can;
- communicating that hope, those beliefs, and those expectations clearly; and
- recognition and promise that we will develop meaningful, positive relationships between us and between us and our students.

There is an additional message: we must change the tenor and pitch of our conversations about student achievement, within the school and within the community. The discussion, work, debate, and dialogue must be void of finger pointing, accusations, blame, and expecting someone else to fix whatever is wrong. Instead, if we hold ourselves accountable – community, parents, school, and students – then we must be positive, encouraging, hopeful, believing, and expecting each of us to achieve, "to do what I can." I hasten to add that such a positive-rich environment is not one that overlooks or denies the issues and the challenge. It's just a more motivating way of going about business.

Attachments

Attached, please find the following:

- this cover memo;
- a diagram for the attached plan;
- an at-a-glance table of the proposed activities, programs, initiatives, strategies, etc., which are part of the plan ; and
- the proposed plan itself.

The diagram shows the premise upon which the plan was developed. Student achievement is at the center of our work, and in order to have and to raise student achievement, four groups of people must be actively involved. Each group has distinct responsibilities and accountabilities. Some are obvious, and some are noted throughout the document. Notice that each group is connected by a dotted line, which indicates that no group works alone and that we are all connected in many ways. The challenge then is to identify how we can best work together towards the same end and reach it.

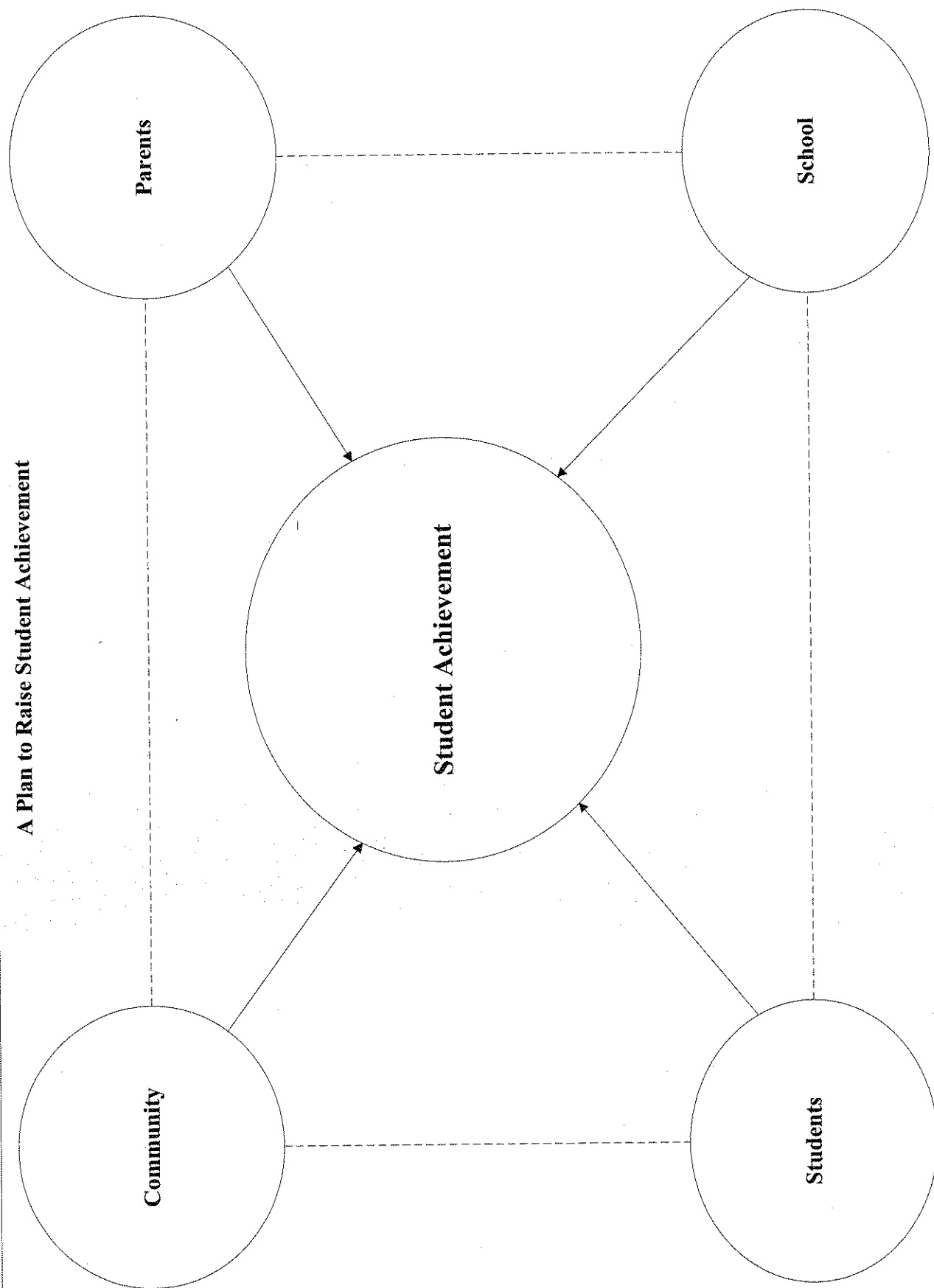
The at-a-glance table is simply a tool for you to see where the various components of the plan fall and that there are several which repeat themselves among 2 or more groups.

Finally, the plan itself is divided into these 4 groups, with sections for each proposed activity, program, initiative, strategy, etc. There are several caveats about the attached, which you will find below, so please do consider these carefully as you read through the document.

1. This is still a draft, tentative, work-in-progress, subject to discussion, debate, dialogue, ideas, change, addition, and/or deletion.
2. It is a plan and not intended to be the comprehensive plan.
3. It is a plan which has two basic premises a. raising student achievement cannot be done by the school alone. Raising student achievement necessarily involves community, parents, school, and students; and b. we can raise student achievement among minority students, majority students, all students.
4. It is not in priority, chronological, or monetary order, yet.
5. It is not complete, yet; additionally, it may not be complete even when it is done, i.e., it may require changes/additions/deletions/adjustments/review even as parts of it are being fully developed and implemented. The plan must be responsive to data, information, new ideas, new research, new findings, etc., as they are uncovered.
6. In the coming days and few weeks, it will be modified as a result of feedback and input from community members, Board of Education members, faculty/staff, District/Building Leadership Teams, Instructional Council, African American Faculty and Staff Advisory Council, students, etc.
7. It is my expectation that between now and the regular December Board meeting, modifications to the plan will be made, that it will be discussed at the November and December Board Instructional Committee and regular Board meetings, and that in December the Board will charge me to implement it. Then, administrative staff will work to develop priorities, create timelines, identify costs, and assign responsibilities for implementation.

*Oak Park and River Forest High School
District 200*

A Plan to Raise Student Achievement



Oak Park and River Forest High School District 200

Raising Student Achievement Plan Summary and List by Area At-a-glance

Community	Parent	School	Student
Academic Booster Club (ABC)	Co-curricular Program	Advisory System	Adult Relationships
African-American Leadership Round Table	Communications Advisory Committee	Assessment	Community Service
College Visits	Expectations	Associate Schools Articulation	Course Load
Community Service	Homework	Career Center	Demonstrate Success
Freshman Mentoring Program	Life Skills for Teens/Survival Skills for Parents	Co-curricular Program	Expectations and Habits of Achievement
Intramural Program	Parent/Alumni Groups	College & Career Center	Goals and Goal Setting
Media	Parent Events	College/University Partnership	Personal Plan for Achievement and Personal Educational Contract
Oak Park Park District Teen Center	Parent/Student Outreach	Communications Advisory Committee	School Commitment
Parent Events	Personal Plan for Achievement and Personal Educational Contract	Community Service	Senior Year Internship Experience
Scholarships	Post-Secondary Education	Curriculum	Student Academic Learning Teams
Senior Year Internship	School-to-Parent Communication	Discipline System Review	Student Involvement Feedback
Summer Program	Support (Before/After School) Program(s)	Freshman Mentoring Program	Study Center
Technology	Transfer Student/Parent Program	Freshman Transition to High School Program	
		Homework	
		Initiatives Review and Evaluation	
		Institutional Excellence	
		Instruction	
		Mini-IL Student Achievement Network Establishment	
		Parent Program	
		Parent/Student Outreach	
		Professional Development	
		Pupil Support Services Teams	
		School Day Time	
		Senior Year Internship Experience	
		Student Leadership/Participation/Input	
		Student Recognition	
		Study Center	
		Student Involvement Feedback	
		Summer Program	
		Transfer Student/Parent Program	
		Triton College Partnership	

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

A Plan to Raise Student Achievement

I. The Community

A. Freshmen Mentoring Program

Student success in high school is all about and dependent upon relationships, whether they are in the school or outside the school. A freshmen mentoring program for every freshmen and transfer student that utilizes the community's human resources on a volunteer basis can make a significant impact on the positive and productive beginning of a high school career. Individuals, agencies, service clubs, business organizations, businesses, and churches can assist in the development and staffing of it. Meetings with students would be planned and unplanned, regular and spontaneous, daily/evening and weekend with the approval and consent of parents. The type of mentoring could be both academic (e.g., tutoring) and personal (personal coaching), depending on the need. An application process for mentors, as well as training, education, and coaching of mentors would be required. A community volunteer(s) would be asked to coordinate the program, and OPRF would assist. Begin with the Class of 2012. (See also School I.)

B. Summer Program

There is a "time gap" for underachieving students. That time is the 8-10 weeks during the summer when students are un-engaged intellectually, physically, emotionally, etc. This is a top priority for raising student achievement as it is time we can capture to make significant gains. It also requires a significant contribution from the community if it is to work. The goal is to occupy students' summer time and to engage them with a combination of academic/skill improvement, recreational/stimulating activities, and productive work. Here is a partial framework.

- Summers between grades 9 and 10, 10 and 11, 11 and 12
- 8 – 10 weeks; 9:00 a.m. – 5:00 p.m.
- Academics, activities: 3 hours
 - academics: skill improvement and/or academic credit activities: e.g., working with PING, seek to expand program to high school students who have not been exposed to music but who may have interest and talent in instrumental and/or vocal areas; developing/offering structured activities that are fun, provide opportunities to develop relationships with adults and peers, etc.
 - hospitals, Park Districts, Township Offices, Villages, Oak Park Development Corporation, Developers, etc.
- Lunch: 1 hour
- Employment: 4 hours
 - students would learn necessary life skills of time management, working with others, teamwork, communication, etc.
 - community businesses, Villages, Park Districts, Township Offices, agencies, hospitals, Oak Park Development Corporation, etc., would develop summer employment opportunities for students

- volunteer job coaches for students
- with cooperation of local banks, students would establish personal accounts, and learn money management skills perhaps through periodic workshops during the activities time; in addition, money earned would be deposited into the accounts, and students would be required to keep at least half of the money earned in an interest bearing account until age 18 or to be designated for college costs only
- Begin with Class of 2011 (current freshmen) with criteria for participation TBD.

C. Community Service

(See also School X. and Student E.)

D. Senior Year Internship

There is growing research that indicates senior year in high school may be better served with some type of active, real-world, out of school experience. Internships would be structured utilizing models already developed and including identification of knowledge and information to be learned, skills to be developed, and culminating in a demonstration of what was learned through project completion, paper, etc. Other elements include academic credit; rigorous standards, expectations, internship mentors, etc. Identification and establishment of internships would be done jointly by the community, school, and student. (See also School CC. and Student E.)

E. Intramural Program

We know that students who are engaged in positive and productive programs in the school and/or the community are more successful academically. To that end and with the Oak Park Township, review the current intramural program. Develop a mission statement and specific goals for the program, and review program offerings, student participation, and revise and expand, as needed. (See also School J.)

F. Oak Park Park District Teen Center

In cooperation with the Oak Park Park District in the development of its Teen Center, identify and implement ways in which our high school students can find positive connections to the community and school.

G. African American Leadership Round Table

Create an African American Leadership Round Table whose purpose would be to discuss with, to advise, and to assist the Superintendent on matters regarding student achievement and school-parent communication. The Round Table would be selected and appointed by the Superintendent and meet quarterly.

H. Media (Wednesday Journal, Oak Leaves, Oak Park Press, Trapeze)

Beyond athletics and activities that are highly publicized in the local media, we believe the media has a responsibility to publish newsworthy items about students and parents who achieve in other ways, e.g., academics, activities, work, community service, etc. With the community's and school's help, we ask the media to regularly and routinely highlight the day-to-day personal successes of students and parents, especially but not

solely of those who have overcome obstacles and might not otherwise receive recognition. We also know that recognition and highlighting such positive role models can powerfully impact other students and parents.

I. Technology

Some students who underachieve may also be unable to access technology beyond that which is available at school, yet we know that the world into which all students will matriculate requires some skill, aptitude, and competency in it. In addition, an increasing amount of teaching, learning, and work in school is computer-related and that accessibility of and proficiency with a computer can accelerate learning. We are proposing that each entering freshman student have a laptop and necessary school-related/learning-related software. We are asking the community to work with the high school in finding the means and logistics by which to provide this critical technology. For its part, the school will provide training for students on its use in the freshman year. In addition, the high school will work with the community to provide parents with technology workshops, as well.

J. Scholarships

The high school currently coordinates in-school, individual, and community funded scholarships. If we believe that post-secondary education is a goal which is within reach of all students and that this goal will motivate students to achieve, then we must also expand scholarship opportunities for minority and special education students. One way to accomplish this is to develop a local **Dollars for Scholars** chapter, and to develop scholarships funded by community businesses, individuals, groups, etc. For example, the African-American Leadership Round Table would be one group that would be expected to provide leadership to that end. These scholarships and their recipients would then be significantly highlighted in the media, again as role models of achievement.

K. College Visits

Some parents and underachieving students cannot afford and do not know how to successfully navigate the college search process. One way in which to motivate students is to show them and have them experience first hand a college campus. There are already high schools within the Chicago area which provide such an experience for students. We are proposing that the community provide the means by which each year every freshman and sophomore visit a college campus twice. They would do so by providing the cost of transportation and volunteer chaperones. The high school, in turn, would organize and coordinate this effort with local colleges/universities. We would also utilize OPRF alumni at those colleges/universities. Within a 2 hour drive of OPRF, there are no fewer than 20 four year college/universities and 6 community colleges. This then becomes a very doable and achievable goal which would be a powerful incentive to students.

L. Parent Events

One of the givens of successful high school students is parent/guardian knowledge of and involvement with school. For whatever reason(s), some parents/guardians of underachieving students are not only not actively involved with the school, but do not attend even the most basic of school and parent/guardian events. One way in which the community can assist parents is to provide childcare at the high school for younger siblings during parent-school events such as Open House, Parent-Teacher Conferences, Class Visitation Days, required meetings, etc. (See also Parents D.)

M. Academic Booster Club (ABC)

We are proposing the creation of an Academic Booster Club whose purpose would be to assist parents/guardians and student in the student's efforts to achieve academically. Members of ABC would staff, in part, a required after school Study Center for students. In addition, ABC would serve as a parent/guardian network and support for parents of underachieving students. (See also School V. and Student I.)

II. The Parents

A. Expectations

First and foremost, parents/guardians must set expectations and standards of their own for and with students. These expectations must mirror the school's expectations of developing a culture of achievement among adults and students. Parents must reinforce the school's, teacher's, coach's/sponsor's, and mentor's expectations by holding their student responsible and accountable for behavior, grades, and achievement. While it may seem too obvious to state, sometimes parents/guardians simply need "permission," i.e., knowing that others believe in, practice, and expect the same accountability.

B. Parent/Student Outreach

There are a significant number of parents/guardians of underachieving students who, for whatever reason(s) do not "come to school" whether it is for formal parent evenings, co-curricular events in which their students perform, or by invitation. As a result, information about school and student progress, or lack thereof, is not consistent, timely, and accurate, or not at all. We know that student achievement and success is heavily dependent on timely, consistent, and accurate school-parent communication and relationship.

We are proposing that OPRF begins a systematic, regular, and meaningful parent/guardian outreach by faculty and administrators. This would take place during the summers prior to freshman and sophomore years, and each quarter during the freshman and sophomore years. This outreach would take the form of at home (or at another locale other than school) visits in pairs of OPRF professional staff and with groups of 10-15 parents. Teams of OPRF staff and parents would remain the same to develop relationships and familiarity. Outreach would take place after school or on weekends for one hour with planned topics for each visitation. This outreach effort could involve both parents and students. We are well aware of the contractual, logistical, etc., issues with which we may have to contend; however, it does not mitigate the need to make this proposal in the very best interest of acquiring, developing, and sustaining school and parent communication.

C. Homework

Homework, when used effectively, is a critical tool for the reinforcement of topics, concepts, information, and skills exposed to and learned at school. Too often parents/guardians rely on the self-reporting of students re: homework, and too often student achievement suffers. The high school must communicate to parents/guardians regularly and effectively, utilizing a variety of means, about checking on and helping with student homework. We are proposing that for students who earn grades of less than C during any given quarter, parents/guardians must check and sign homework for the teacher to view the next school day. (See also School FF.)

D. Parent Events

The school expects parents/guardians to actively participate in their student's life at school if the student is to feel a network of support and caring around him/her. As a result, we are proposing that OPRF set as an expectation that parents come to all formal school events for parents, e.g., Open House, Parent-Teacher Conferences, College Information

Night, etc. There may be a need to provide parent education workshops in order to punctuate the need for such attendance and participation. These workshops might center on some of the following topics:

- success v. survival; learning v. passivity/entertainment; achievement v. passing;
- post-secondary educational opportunities and planning;
- Top Ten Parents To Do List;
- navigating high school while fostering positive attitudes about school to students; and
- why homework and what can you do as a parent/guardian with it.

When parents/guardians do not regularly or frequently attend school functions, students can easily arrive at the conclusion that they and the school just don't care. We have to provide students with active role modeling that we do care, and we as a school must do everything we can to bring parents into the fabric of school and their student's school life.

E. Co-curricular Program

We know that students who are regularly and actively involved in some type of co-curricular athletic/activity are also successful academically. The reasons are many and include positive adult role models, structured and productive activities, positive peer pressure, development of life skills such as teamwork and motivation, earned self-esteem, fun, pride in oneself and in one's school, etc. Parents/guardians must recognize and reinforce with students the value of co-curricular involvement.

As a school, we must reach out to parents/guardians and expect of them what we expect of students: lead students to commit to and to complete at least one co-curricular activity throughout the entire school year. Then, parents/guardians must agree to attend at least/no less than 75% of athletics/activity events for their student during that season/year. Some will scoff at the notion of quantifying parent participation. For many parents, it might even seem an insult. This notwithstanding, for the student whose parent rarely or never shows such interest either at home or at school, it would be powerful.

F. School-to-Parent Communication

In addition to checking on and helping with homework, we must expect of parents/guardians that they avail themselves of the opportunity to be knowledgeable of student progress. Using technology for just that purpose, we expect parents/guardians to check Skyward weekly and respond to teachers' communications in a timely way.

G. Life Skills for Teens/Survival Skills for Parents

Parents/guardians of underachieving students may not be aware of nor be able to help their students become appropriate self-advocates. As part of the proposed parent outreach workshops noted above and utilizing the parent-to-parent model, parents/guardians may benefit from information on living with teenagers, e.g., hearing, listening, advising, counseling, encouraging, motivating, being patient, when to step in, and dealing with negative student peers.

H. Post-Secondary Education

In addition to the efforts of the community and school, parents/guardians play the most critical role in developing the desire in their students for post-secondary education. This alone is often the great motivator for student achievement in high school.

Parents/guardians must make a commitment to their students for a college or post-secondary education path. The commitment may take various forms, not all of which are financial. It may mean a commitment of supporting the student in his/her desire to go to college, of attending college information nights, of talking openly and seriously about post-high school plans and of the student's dreams, and of supporting the efforts of counselors and the school in exposing students to college information early in high school.

I. Parent/Alumni Groups

There are 6 Board approved parent/alumni groups: OPRF Alumni Association, APPLE, Boosters, Citizens' Council, Concert Tour Association (CTO), and Parent Teacher Organization (PTO). In its own way, each group actively seeks to support students, parents, and the school. In addition, we propose identifying for each group those activities in which it can participate/be engaged that would directly support the plan to raise student achievement. OPRF administrators would engage the leadership of each group to make those identifications. Finally, these parent and alumni groups can be of invaluable assistance in developing with the community the freshman mentoring program and with it a mentor-to-mentor training program.

J. Transfer Student/Parent Program

Transferring into a new school and community is often a daunting, difficult, frightening event in the life of a high school student. Even with the best of supports, such a transition can easily "make or break" a student's chances of success early on in the process. This year, we began a transfer student program, which must be expanded. In the case of parents/guardians, the program should develop school-to-parent and parent-to-parent sessions utilizing small groups and panels as a way of communication, welcome, acceptance, information, and support. The Program should have quarterly, well-planned meetings with specific topics of interest and need to parents/guardians, as well as an initial/introductory meeting during the summer and prior to school beginning. Again, we would enlist the assistance of our parent and alumni groups for just such a purpose. (See also School AA.)

K. Support (Before/After School) Program(s)

We as a school must expect that parents will support our efforts to raise their and our student's achievement. In some instances due to underachievement, lack of motivation/caring, skill deficiencies, etc., students will need extra help and support. In order to support both the student and the school, parents must support the proposed before and after school Study Center, assignment of behavioral consequences for misconducts, co-curricular programs, etc. The support occurs in conversations with and expectations of the student in the home.

L. Communications Advisory Committee

We propose to review, upgrade, enhance, and expand school-to-parent and parent-to-school communications. We propose to create and establish a Communications Advisory Committee that will serve as an advisory group to the Communications and Community Relations Coordinator, and as appropriate and needed, participate in improving school-to-parent communication, parent-to-school participation, and overall marketing of the school to the community at large. The Committee will be selected and appointed by the Superintendent and Communications and Community Relations Coordinator, and it will be comprised of parents/guardians, representatives from Board approved parent groups/alumni association, parents/guardians of students in Title I program(s), Special Education parents/guardians, parents/guardians who are economically disadvantaged, faculty, administrators, and others.

The Committee's goal in its first year will be to review, critique, and make recommendations for improvement about current school-to-parent and teacher-to-parent communications, and parent-to-school involvement/participation, particularly of minority and underachieving students. (See also School U.)

N. Personal Plan for Achievement and Personal Educational Contract

Parents play the most important and critical role in school achievement, whether academic, athletic, or activity. It is in and from the home that expectations and standards are reflected in the student. If students underachieve, whether the causes are rooted in the family or its relationships or elsewhere, parents/guardians still must take the leadership role with their students. This does not lessen the burden and responsibility of the community, or the school, or the student himself/herself. It simply reinforces the fundamental axiom that "it" begins in the home.

When students underachieve, we expect parents to participate in the development, implementation, and reinforcement of Personal Plans for Achievement and Personal Educational Contracts. (See also Student A.)

III. The High School

A. Define Institutional Excellence

We cannot simply say that we wish to raise student achievement, whether it is for all students or for targeted groups such as minority or special education students. If we are to raise student achievement, then we must first identify what student achievement is and what it looks like at OPRF. We are proposing that we define institutional excellence among our students (i.e., student achievement) both qualitatively and quantitatively. That we define it using agreed upon benchmarks, e.g., PSAT, EPAS (EXPLORE, PLAN, IACT, ACT), college admission, graduation rate, GPA (weighted and unweighted), credits earned, co-curricular participation, etc. We would then apply to those benchmarks, in turn, goals or targets for student achievement over a 3 – 5 year time period, and at the end of those time markers, assess our progress towards that excellence. We propose that the Superintendent establish a school and community committee that would develop such a definition no later than June 1, 2008.

B. Curriculum

As elements of this plan to raise student achievement moves forward, it will invariably collide with other program and initiatives currently underway. In order to minimize such conflict, we are proposing a moratorium on course proposals that would normally be submitted in the fall 2008 for implementation in fall 2009. There will most likely be initiatives and programs touching many if not all divisions as a result of the plan, which in our opinion should take precedence.

Our current curriculum can best be described, in my opinion, as an elective rich curriculum or curriculum rich elective program. Part of the work we envision for division heads and faculty during the next 18 months will be a review of that curriculum. We must be certain that in all divisions it addresses high achieving students', median achieving students', and current under achieving students' needs beyond high school because eventually and within 4 years that is where they will all matriculate.

It appears that high achieving students who come to school "school ready," i.e., possessing the school skills, knowledge, concepts, motivation, desire, goals, etc., achieve quite well within the current curricular structure. But what of the other two groups of students who may not be able to handle, as learners, this type of program? Additionally, it behooves us as an educational institution to be able to clearly identify for and expect from all students that body of knowledge and skills to be mastered.

As a result, we propose that the curriculum review result in all, but not limited to, the following:

- rigorous standards, curricula, and assessments (major unit exams, major projects, and final semester exams) for each course for all students;
- that where there are multiple sections/teachers of the same course, they identify and explicitly state for each course what students should know and be able to do as a result of successful completion of a course, and assess same for accountability;
- the IL State standards are a minimum bar or expectations, and we should establish the OPRF bar for student achievement, which is higher;

- at the minimum, courses should be aligned with EPAS and the selected growth model, norm referenced assessment. This is not to say that we should “teach to the test.” Quite the contrary; however, since we are judged publicly (locally, statewide, and nationally) on norm referenced assessments, then we must incorporate what we know about them into our curriculum and instruction. That can only serve our students well, and it does no harm to the uniqueness of our courses, yet may help with increasing rigor;
- we propose that such a review be accomplished in teams of teachers teaching the same courses, and in teams of teachers within each division/department who may be the sole teacher for a course;
- that in the review we also critically examine the grade level vertical (inter) and horizontal (intra) articulation. (vertical/inter: grades 6 – 12; horizontal/intra: grades 9 – 12). Such a review of course sequencing is to ensure there is minimal duplication and increasing expectations, as well as cross-level sequencing from basic/transitional to regular/college prep, and regular/college prep to accelerated/honors/AP. This latter review is critical if we are going to challenge students to move to higher levels within our curriculum.
- that teachers teaching the same course(s) develop common assessments: final semester exams and major/unit exams;
- that the standards and expectations be widely disseminated to students and parents vis-à-vis the **Academic Catalog** for each department/division; and
- open access to honors/Advanced Placement programs and courses
 - set the expectation that every OPRF graduate will have taken at least one honors/AP course by graduation; select in area(s) of strength;
 - provide rationale beyond college credit and college cost savings, i.e., intrinsic and extrinsic value of a challenging and rigorous curricula;
 - establish an AP Leadership Team composed of the Assistant Superintendent for Curriculum, the Director of Assessment and Research, Counselors, Division Heads, Honors/AP teachers, and students enrolled in honors/AP courses for the expressed purpose of identifying how to successfully open access to AP courses, successfully increase AP enrollment, maintain/increase AP scores, and provide professional development for faculty teaching AP courses; and
- honors/AP Summer Institute for students as bridge program.

C. Instruction

As part and parcel of the curriculum review, we must also identify best instructional, placement, professional, and educational practices through research that have had success increasing student achievement particularly among minority and special education students. Examples include the following:

- public and private; state and national (IL: Whitney Young, Cristo Rey, Providence-St. Mel, Lindblom Math and Science Academy; OH: Shaker Heights and Cleveland Heights; WA: Seattle; MD: Montgomery County; PA: Abington; NY: Ossining; OTHER: KIPP);

- utilize the American Youth Policy Forum study of 20 successful school programs for academically at high risk students, including low income and minority students;
- identify, incorporate, implement, expect, and assess appropriately high academic and achievement standards in each course regardless of academic ability level with particular focus on transition/basic and college preparatory/basic levels;
- with specific objectives to prepare for and to encourage student movement from transition/basic to college preparatory/regular and from college preparatory to honors/AP;
- establish an electronic student portfolio system for each student that would house for students and teachers a complete history of student work/achievement;
- explore and utilize as teaching and learning strategies the use of field work and project-based learning as avenues for skill and knowledge acquisition, character development (behavior), and career exploration; and
- work with the community in providing each student a computer/laptop (with software and Internet access) (See also Community I.), and provide intensive technology/computer training in the freshman year to all students

B. and C. Curriculum and Instruction

Two of the themes that run through this plan are 1. start early in high school to address inhibitors and accelerants to student achievement; and 2. begin some programs with the entering Class of 2012. One proposal is to develop a highly coordinated, structured, and supportive program for freshmen and sophomores that sets high curricular, instructional, and behavioral expectations. In addition, such a program would have current graduation requirements framed within the following school-within-a-school model:

- English, math, science, history, reading, and composition;
- identify and implement best instructional practices for reading and composition;
- intensive guidance support services;
- a challenging curriculum, best instructional practices, data driven; and
- identification based on EXPLORE scores, earned middle school grades, and middle school teacher recommendation.

Currently, our Collaborative Learning Model is essentially piloting this model. We propose to expand and extend it.

In addition and just as importantly, we propose that only college preparatory/regular and honors/AP courses be offered junior and senior years. This would clearly raise the bar for student achievement, demand of ourselves and our students a rigorous and challenging curriculum, and motivate underachieving students. While it would be easy to argue that such a direction would discourage underachieving students, we believe that the supports and programs proposed at the freshman and sophomore years would prepare students and that we would identify and continue some of those same supports in grades 11 and 12.

D. Professional Development

Raising student achievement is the result of hard and smart work on the part of parents, community, school, and students. The professional development of faculty and

administrators is a critical component of that framework. To that end we are proposing the following:

- CRISS and PBIS training for all faculty;
- develop an instructional coaching model to implement best practices;
- expand and strengthen the current Induction and Mentoring Program for new faculty for years 1 through 4; work with Faculty Senate to accomplish same;
- develop and implement an internal professional development program regarding race and student achievement;
 - readings and discussions among certified staff led by facilitator re: identifying and mitigating personal and systemic barriers to minority student achievement;
 - increasing all certified staff members' knowledge about race;
 - equip all staff with knowledge and experience necessary to build meaningful and instructionally effective relationships with students of different color than themselves;
 - identify, equip, and develop strategies to mitigate race as a determining factor in teaching and in relationships with students;
- continue the Professional Learning Teams model currently in use to research, implement, and evaluate curricular and instructional initiatives; and
- charge the Assistant Superintendent for Curriculum, Principal, and Division Heads with developing a comprehensive, sustainable professional development program for faculty specifically targeting student achievement.

E. Assessment

Consistent with the curriculum review noted above, review current course assessments and ensure alignment with standards, curriculum, norm referenced assessments, and high expectations. In addition, we propose to develop an achievement assessment growth model and system utilizing a norm referenced assessment in concert with our Associate School Districts 90 and 97. Using such a model we intend to track our students' achievement K – 12 (or whenever they enter our Associate Schools or OPRF until separation or graduation). We will also utilize this growth model system to communicate with parents re: student achievement. We must identify the assessment(s) we will use and use it/them to measure our successes and failures.

The District has already approved a contract with Mastery Manager, a data information system software program. We propose to train faculty on Mastery Manager and to utilize this system so that each teacher can acquire timely data about their students' achievement on assessments and so that they may make curricular/instructional decisions accordingly.

We must communicate with students the importance of both days of the Prairie State Achievement Exam (PSAE). We must communicate to them and their parents/guardians the explicit intent and accountability of the PSAE and information about its make-up, scoring, etc. To that end, we must also examine carefully the results of the pilot ACT Prep course during second semester of this year, and the course to be offered for 2007-2008.

We must carefully examine transfer students' achievement data upon entering grades 9, 10, 11, or 12, and make comparisons to students having matriculated from our Associate Schools. We must report out the number and percentage of transfer students among grade level cohorts, as well as comparisons re: norm referenced tests between the same set of students.

Through a review of the curriculum, establishment of standards, assessments, and expectations; instructional best practices research and implementation; professional development; development of a comprehensive assessment system; improved communication between school and parent/guardian; we seek to develop a culture of data driven research, teaching, and learning.

F. Co-curricular Program

We have already begun a review of co-curricular minority coach/sponsor and student participation/representation. We will develop strategies to increase same. Yet, at the same time, we will identify specific under-involved students; develop and implement a plan for outreach, participation, and maintenance.

Additionally, we will enhance our efforts to engage incoming freshmen from Districts 90 and 97, as well as our Associate private/parochial students to increase their participation. Transfer student previous co-curricular participation information will help identify areas where they might be immediately engaged upon entrance into OPRF. Our intramural program should be reviewed per Community E.

G. Associate School Articulation

This fall we proposed to our Associate Schools an articulation model for grades 6-11. This has already begun with efforts at the Superintendent, curriculum leadership, and Principal levels, and we are working to implement articulation in 5 areas (English/Language Arts, Mathematics, Science, History/Social Studies, and Assessment) within this first semester, as well. (The proposed model is attached.) If we are to make gains in minority student achievement, then a deep and sustained articulation system with our Associate Schools is vital. When students enter OPRF, they and we have 2 ½ academic years to prepare before the PSAE is administered in the spring of junior year. Aside from this high stakes assessment, we and they have only 4 academic years to bring students to grade level and beyond. Without a fundamentally sound footing and preparation in literacy/reading, mathematics, skills (time management, test taking, organization, etc.), writing/composition, and overall "school readiness," we will not be able to meet this challenge. Students who enter OPRF from our Associate Schools are all our students, i.e., both the high school and elementary schools. If we both recognize that, then together we can articulate an academic program that meets and overcomes the challenges of underachieving students.

H. Freshmen Transition to High School Program

We have begun a review and revision of the current student and parent transition to high school program in terms of logistics and information. Our Principal has taken charge of this, and our goal is to make the process clearer, simpler, more user friendly, and provide

“in-time” information to students and parents. Middle school principals have already endorsed some of the changes we’ve made. We are also working to be sensitive to the needs of private/parochial school students and parents, as well.

The program will culminate in a freshman day: a day-long series of activities in large and small groups that include school information, school and class expectations, spirit building, co-curricular options and opportunities, high school life, meeting classmates and upper classmen, class schedule, and developing a “class of” identity. The day will be coordinated through the Principal and Assistant Principal for Student Activities. Small groups will be developed and led by teams of 2 teachers and 2 upperclassmen each.

Most importantly, however, we will review the overall freshman transition in terms of student achievement information shared between our Associate Schools and OPRF. This will be a part of the articulation efforts, and we anticipate beginning those discussions and an exchange of information about students so that we can better place students in academic classes and identify areas of greatest need.

I. Freshmen Mentoring Program

The school plays a vital role in this initiative. While we are asking the community to play a major role in this, we know that our responsibility is great, as well. Our objective is to accomplish this together with the community and parents. (See also Community A.)

J. Review and Evaluation of Current Initiatives

Attached, please find the beginnings of a review of our curricular/instructional and co-curricular initiatives currently in place. For now, it is an identification of those initiatives and data about them. Our goal in this review is to identify those programs which are having an impact and those which are not. Where we can merge/revise programs and utilize human and financial resources more effectively, we will. Those are difficult decisions to make; however, it is our belief that there are overlapping efforts taking place and that by reviewing current programs we can identify where a greater impact can be made with changes.

Our co-curricular review has also begun with particular attention to minority student and coach/sponsor participation/representation. In addition, we will review the following for possible inclusion: seasonal mini-fairs to market opportunities to students; work with the Oak Park Township Office to review and revise/expand as necessary and feasible our intramural program; identify and develop additional non-competitive co-curricular opportunities; and work with the Oak Park Park District in the development of its Teen Center.

K. Review of Discipline System

We know that individual and overall student achievement is strongly supported by a fair, equitable, and clearly stated discipline system that embodies high standards for student conduct. Just as important is the delivery of that discipline system. At the regular June Board meeting, the administration was asked to review our current discipline system, its implementation, and make recommendations for change. To that end the Assistant

Principal for Student Health and Safety will convene a group of OPRF administrators, faculty, staff, and students to review the discipline system, and to make recommendations. Those recommendations will be made to the Joint Committee on Student Discipline. We will revise the Committee's membership and structure but adhere to the guidelines in the IL School Code and Board policy regarding the Committee, and provide a timeline for its work.

This notwithstanding, it appears that we have already seen a very positive development in student conduct this year. The number of serious infractions (i.e., those with out-of-school suspension consequences and expulsions) are fewer in number. We believe this is the direct result of the good and diligent efforts of our Pupil Support Services (PSS) Teams and model we instituted. (See also School P.)

L. Mini-IL Student Achievement Network

As a result of our membership and involvement in the national Minority Student Achievement Network (MSAN), we will reach out to local area high school MSAN members plus at least two others to identify best practices and learn from each other's challenges, successes, and failures. These include but are not limited to Evanston, Homewood Flossmoor, Hoffman Estates, Bloomington, and OPRF, and we will work to create an informal mini-IL student achievement network.

M. Parent/Student Outreach

The responsibility for initiating this outreach rests with the school. We propose to work this year so that outreach may begin with the entering freshman Class of 2012. (See also Parent B.)

N. College and Career Center

We propose to re-establish a College and Career Center but with significant changes. The Center's purpose would be to develop an overall post-secondary (college, careers, military, etc.) awareness, information, and assistance program for students and parents. The Center's staff would work closely and in tandem with Counselors as well as with individual and groups of students. The Center would identify a college path for entering freshmen, and develop a systematic, regular, comprehensive, 9-12 program for same. College/career rep visitations, information evenings, college application/enrollment processes, college visitations, etc., would be a part of the Center's responsibility.

The Center would be staffed with a certified professional whose background would include (or be eligible for/working towards) a Type 73 certificate and have successful experience in college/career counseling either at the high school or college level. We would direct the Assistant Principal for Student Services and a select group of Counselors to identify, research, and make site visits to other high schools who have such Centers.

O. Student Involvement and Feedback/Surveys/Focus Groups

(See also Student L.)

P. Pupil Support Services (PSS) Teams

This year, Counselors and Deans have worked diligently (and thus far successfully) in implementing a holistic, team approach to student issues, and in particular student social/emotional/behavioral issues. Counselors, Deans, Social Workers, and community agency personnel have and continue to develop strategies for student issues for students, parents, PSS Teams, and for OPRF staff. Each PSS Team consists of 3 Counselors, 1 Dean, and 1 Social Worker. PSS Teams have also met with community agencies to determine the level of support services they might provide OPRF, its students, and parents. PSS Teams are also developing presentations for divisions and faculty (and possibly staff at a later date) re: strategies for individual teachers.

In order to move forward even further, we are proposing that the PSS Teams identify, investigate, and research other schools that successfully utilize the following models and strategies and implement same here at OPRF:

1. an overall 4-year program for meeting with students in small, grade alike groups for the purpose of identifying grade level specific information/paths – stressing school and personal expectations, personal goals, and college/post-secondary education;
2. social and emotional groups, e.g., grief, loss, self-image, etc.; and
3. alternative to in-school and out-of-school suspension programs.

Q. Advisory System

Advisory systems have been implemented successfully in some high schools and not in others, and in recent years the attempts to (re)establish them in some high schools have met with mixed results. Issues surrounding advisory systems are contractual, clearly stated purpose, curriculum, training of staff, logistics and time, and cost, etc. OPRF's history of advisories dates back 40+ years to homeroom periods as a part of lunch. More recently, a freshman advisory was begun then dropped three years later (1984-1987) for some of the same reasons as noted above but mostly due to costs. If we were to propose an OPRF advisory system, it would have to overcome those challenges; however, we believe that the primary purposes of an advisory are 1. communication; and 2. developing meaningful relationships with adults and other students in the same small, non-classroom settings over a 4-year time period. At this time, we are proposing that a select group of faculty, administrators, and Board members appointed by the Superintendent investigate successful, public, high school advisory programs (may include a variety of structures), and report findings to the Building and District Leadership Teams for review and possible recommendation to the Board.

R. Triton College Partnership

Recent statistics regarding OPRF graduates who matriculated to Triton College are significantly encouraging. They reveal that our students utilize Triton as an initial college entry point and then successfully matriculate to the very same colleges/universities that many of their classmates did upon high school graduation. This simply reinforces what we already know: life and the people who live it do so developmentally. In addition, Triton (and other community colleges) offers programs that terminate in an Associate of Arts (AA) degree. Students need to be made aware of these, as well. In order to take

advantage of the opportunities that Triton College offers our students, we must be more fully aware of its programs and opportunities, and we must then identify those paths for students and parents early on in high school. Our College/Career Center would provide that engagement, information, and service.

S. Career Center

OPRF is part of the Des Plaines Valley Region, a relationship required for high schools and community colleges in IL. Each high school belongs to such a region. I have had the opportunity to be a part of a long time and highly successful region in DuPage County: the DuPage Area Occupational and Educational System (DAOES), which operates a career center in Addison, IL: the Technology Center of DuPage (TCD). I have already proposed to the DVR that utilizing TCD in DuPage County and the Lake County Career Center as models, we investigate the appropriateness of developing such a center for our students in partnership with Triton College.

T. College/University Partnership

Within a 2 hour drive of Oak Park and River Forest, there are over 20 4-year colleges and universities. Many of them have long-standing and successful teacher preparation programs. In addition, within a 3 hour drive, there are at least 10 major research universities (University of Chicago, Northwestern, Notre Dame, Purdue, University of IL at Chicago, University of IL at Urbana, Northern IL University, University of Wisconsin Madison, Loyola University, and DePaul University). We propose the creation and establishment of a high school-university partnership for the expressed purpose of researching, developing, and implementing curricular, instructional, and professional development strategies to raise minority student achievement.

U. Communications Advisory Committee

(See also Parent M.)

V. Study Center

(See also Student I.)

W. Student Recognition Programs

Appropriate student recognition for achievement whether it is academic, athletic, activity, or personal builds pride and motivation in people but particularly in students. We propose to review our student recognition programs and incorporate in them the recognition of high achieving students as well as those who have overcome obstacles to achieve personal goals. (See also Community H.)

X. Community Service

Community Service has been voluntary in schools for years, mostly as part of co-curricular clubs and experiences. Some schools, though not many at this juncture, have required and documented community service as a graduation requirement. Community service provides many of the same types of motivations and experiences that co-curriculars do, but they are in the community and are often driven by student selection and

choice. OPRF should identify those schools that have community service as a graduation requirement and explore the viability and feasibility for same. (See also Community C.)

Y. Student Leadership, Participation, and Input

One way to increase positive student climate and thus to improve the likelihood of improved student achievement is to authentically involve students in the development, implementation, and evaluation of school programs, life, etc. We propose to review such existing opportunities and to appropriately expand them. These include but are not limited to formative and summative course evaluations; tutoring/mentoring freshmen; experiences such as those provided in Senior Instructional Leadership Core (SILC); promoting to and training of faculty in class activities that place students in leadership roles; and placing students on committees and groups within the school and District, e.g., interview teams for faculty and administrators.

Z. School Day Time

Classroom instructional time is limited to 48 minutes per day and 177 days per academic year. This time should be the most valued of all vis-à-vis student achievement. In the normal day of a high school there are many opportunities for distractions, announcements, interruptions, and temporary absence of students from classes (e.g., field trips, meetings, etc.) We must 1. review all non-classroom based activities conducted during school days for appropriateness and relationship to student achievement; 2. reduce classroom time interruptions (school wide and individual classroom) to the maximum extent possible; and 3. assign responsibility for monitoring of classroom time to division heads and the Principal.

AA. Transfer Student/Parent Program

As noted earlier, we have begun this year a Transfer Student Program under the aegis of the Athletic Director and Assistant Principal for Student Activities. This program must be expanded to include the following:

- requirement to participate;
- identification of student academic status in reading and mathematics, as well as academic content and skill needs vis-à-vis an assessment instrument;
- tracking of academic growth and achievement as separate subgroup;
- academic transition services in first year as need is identified per above;
- expansion of student orientation of and assimilation into OPRF via counselor, athletic, activity, and student life; and
- add parent/guardian orientation component

BB. Summer Program

The school would take the primary leadership role in developing and implementing this summer program; however, it cannot be achieved without the active and deep involvement of the community, parents, and students. If this program is to be successful, then it can only happen with a true partnership among the 4 groups. (See also Community B.)

CC. Senior Year Internships

We propose that during the senior year, each OPRF graduate would be required to enroll in and to successfully complete an internship within or outside the community. (See also Community D. and Student K.)

DD. Technology

We are proposing that computers be readily accessible to and for students as described in Community I. In addition, elsewhere in the plan there are references to intensive technology training freshman year and technology workshops for parents. (See also Community I.)

EE. Parent Programs

Just as we expect parents/guardians to attend formal, announced parent events at school, so, too, should we review the purpose, function, impact, and success of our current parent events. This review will be conducted by the Principal, who will enlist the assistance and input of faculty, administrators, and parents. Included in this review will be a search of other successful school to parent outreach efforts and parent programs at other schools, especially for academically at-risk/underachieving students.

FF. Homework

There has been conflicting research within the past several years at the university level regarding the efficacy and need for homework; yet, teachers, parents, and community alike continue to stress its importance for students in acquiring knowledge and skills. In order to best develop and assign homework, we propose that a representative group of faculty from each division investigate the available research and develop a set of OPRF homework guidelines and provide professional development for the development of appropriate homework within each department/division.

GG. Special Education

You will note that very little if any reference is made to special education student achievement. The reason is twofold: 1. the Special Education Division is currently involved in several initiatives directly targeting student achievement. They include the following:

1. LD Program
 - 9th grade math;
 - Reading (Reading Lab);
 - Academic Strategies class for grades 9 and 10; and
 - Post-high school transitions.
2. ED Program
 - Behavior Specialist;
 - PBIS Program (Positive Behavior Intervention Strategies); and
 - tardies and attendance improvement.
3. TEAM Program
 - Post-high school transition curriculum and assessment tools;
 - Expose students to post-high school transition services;

- Task analysis for independent, specific site jobs; and
 - Creation of work stations to teach and enhance those skills.
4. Social Workers and Psychologists
- Developing and piloting measurable IEP goals and benchmarks that are aligned with the IL social and emotional state standards

IV. The Student

A. Personal Plan for Achievement and Personal Educational Contract

Many students who achieve academically, athletically, in activities, and personally do so because they are intrinsically/extrinsically motivated and/or who are part of familial and community culture of belief, expectations, goals, and resulting achievement. Many students who are not and who do not achieve in school do not have that profile. As a result, we must place in front of and expect those students to acquire them. We are proposing that underachieving students develop and commit to a Personal Plan for Achievement and a Personal Educational Contract.

The Plan for Achievement would be developed by the student seeking advice and counsel from his/her counselor, parent/guardian, and mentor (if applicable). The Contract would be developed among the student, parent, Counselor, and mentor (if applicable). Both the Plan and Contract would be developed as a means of early identification and prevention (entering freshmen), as well as early identification and intervention. The Plan and Contract would be written for 1. entering freshmen students who have underachieved in the 8th grade using norm referenced tests, grades earned over the year, and teacher/counselor recommendation; and 2. OPRF students who earn grades of D or less in two or more courses.

Students who are required to establish Contracts will necessarily develop Personal Plans for Achievement. Such Plans and Contracts would include but not be limited to realistic, doable, achievable, and measurable goals, targets, and objectives and incentives or consequences for reaching/not reaching them in the following areas:

- attendance and punctuality, as reported by teachers and school record;
- academic effort and success, i.e., grades;
- classroom participation, as reported by teachers;
- homework completion, as reported by teachers and reflected in grades;
- behavioral/self-discipline expectations, as reported by Counselors and Deans and as reflected in his/her misconduct record;
- co-curricular involvement and participation, as reported by coaches and sponsors; and a
- healthy lifestyle (attitude, physical, emotional, behavioral), as reported by parents, teachers, coaches, sponsors, and mentors (if applicable). (See also Parents N.)

B. Expectations and Habits of Achievement

All students at OPRF should internalize those habits of achievement that we as adults know are necessary for success in school and in life. As a school and community it is our responsibility to expect that students develop those and to hold them accountable for same. It is also our collective responsibility to set academic expectations, standards, and goals to which students strive and achieve. Achievement requires stretching oneself – intellectually, emotionally, behaviorally – and internalizing that parents/guardians, school, and community believe in their capacity to achieve. Our words and actions to and with our students must speak to these expectations and beliefs in real, meaningful, and sincere ways such that students know we care about them as people, as our students, and as our

children. As a result, we must identify what those habits of achievement are and clearly communicate them to students. Students, in turn, must commit to their development and to exhibit these habits by their actions. They include but are not limited to the following:

- self-advocacy, reflection, and self-evaluation skills;
- belief in self;
- confidence and pride in self;
- belief in parents/teachers/coaches/sponsors/mentors;
- sense of belonging at OPRF and in the community;
- perseverance, resilience, and never, ever give up;
- optimism about self, peers, adults, life, community, and future;
- self-discipline;
- failure is not an option or an acceptable fall back position;
- success is the only goal;
- work to earn and to achieve self-esteem;
- set realistic, doable, achievable goals; and
- expect much of self and meet those expectations.

C. School Commitment

Students who achieve believe that the peers, adults, and institutions around them will be there to help, guide, and support them. They must believe and have the abiding hope that we won't let them fail.

D. Goals and Goal Setting

As part of the Habits of Achievement, students must set personal, academic, and co-curricular goals and targets. While it is a parent's/guardian's and school's responsibility to help them develop these, it is clearly and definitively the student's responsibility to be responsible for their development and achievement. Furthermore, it is their responsibility to develop short and long term goals, and to monitor progress towards their achievement.

E. Community Service

Part of living within a community is the responsibility to participate and to be engaged in it and to leave it a better place for having done so. We are proposing that we expect every OPRF graduate to have provided some type of documented community service within their four years of high school. It may be credit/non-credit bearing, it may be in the form of an internship, or it may be during the school year or vacation periods (See also Community C. and School X.).

F. Faculty Staff, Mentor, Community Adult Relationships

Students should be openly expected to accept and to develop offers from faculty/staff, mentor(s), and other community adults to establish meaningful relationships.

G. Course Load

Currently, there are approximately 1,600 students (50%) at OPRF who are enrolled in a Study Hall, Late Arrival, and/or Early Dismissal. While some of these are guided and structured study halls, many are not. In addition, many students are unable to discipline themselves to study, be organized, and to use this time productively. We also know that class time, i.e., engagement of the intellect in some type of class, will result in greater learning, acquisition of skills, and thus achievement. We are proposing that as a norm, a student's normal course load be 7 classes, and that in order to take a Study Hall, he/she meet specific criteria for same. Furthermore, we propose that Study Halls be arranged, staffed, and structured for just that – places where productive study takes place. Study halls would be assigned only for specific and legitimate academic purposes/reasons. Late Arrivals and Early Dismissals would also be assigned only for specific and legitimate academic purposes/reasons.

H. Demonstrate Success

Demonstrate successful acquisition of the stated and expected knowledge and skills for each course passed.

I. Study Center

In order to assist students and help students help themselves, we propose a required Study Center if he/she earns a grade of less than C in any course. The Study would be in operation before and after school each school day, Monday through Friday, before or after school, for one hour. Student exemption and release from the Study Center would be based on weekly grade checks. Students may, however, continue to access the Study Center when grades rise to C or higher; however, access is open only to those students for whom Study Center had been required during that same semester. The Study Center will be staffed by community volunteers, student volunteers, and at least one OPRF staff who will supervise the Study Center. This is to begin with the freshman Class of 2012.

J. Student Academic Learning Teams

We propose to create and establish Student Academic Learning Teams based on the faculty and administrator Professional Learning Teams model currently in use at OPRF. A Student Academic Learning Team is a small group of students who have in common student academic interest, grade level and/or courses, and academic needs. A Team would provide peer encouragement, support, motivation, assistance, networking, and peer acceptance. Teams could meet before or after school, in evenings, and/or on weekends. Being a part of a Team would bring camaraderie, acceptance, positive identification with the Team for many students who feel isolated, alone, and unsure of themselves and others. Students initially targeted for Teams would be those students "in the middle," i.e., students who fall into the 40% -60% tile of academic achievement, and/or transfer students who may need to develop relationships quickly that would also support their efforts to be academically successful.

K. Senior Year Internship

We are proposing that each senior, beginning with the entering freshman Class of 2012, be required to enroll in and successfully complete a Senior Year Internship. Internships would be unpaid, but receive academic credit and be a part of graduation requirements. Faculty and administrators would work with students in identifying acceptable and meaningful internships within the community and possibly outside the community. Because internships would carry academic credit and grades, rigorous standards, expectations, and experiences, work would be expected, completed, and assessed. As a beginning point, OPRF would utilize the internship mode as developed by the Critical Skills Foundation, which utilizes, in part, SCANS (Secretary's Committee on Achieving Necessary Skills). (See also Community D. and School CC.).

L. Student Involvement and Feedback/Surveys/Focus Groups

Appropriate student voice in the affairs of a high school is important as it provides timely, insightful, and general trend information by which to develop and to assess programs and initiatives. Some of the ways in which we as a high school can both improve school climate and determine student acceptance, meaning, and satisfaction is to provide opportunities for student involvement/participation and feedback.

The appropriate involvement of students in the development of programs and initiatives, participation in department, division, school, and District planning and committees sends strong messages to the student body that they are valued, respected, and considered in the development of areas which affect them directly. We propose that a small group of faculty and administrators identify those areas, codify them, and implement same.

Student feedback can only be useful if we collect, aggregate, disaggregate, analyze, make meaning of, and use the results to evaluate programs and initiatives. This can be done with every other year feedback/follow-up surveys of our graduates on a variety of topics, surveys of programs/initiatives targeted and affected students, and to conduct focus groups of students. We propose that these mechanisms become a routine part of how "business" is conducted, and that the Superintendent assign same to appropriate individuals, groups, departments, and divisions.

***Oak Park and River Forest
School District Articulation Council***

Guidelines

Member Districts

**Oak Park Elementary District 97
River Forest Elementary District 90
Oak Park and River Forest High School District 200**

**Oak Park and River Forest
School District Articulation Council**

A. Purpose

The Oak Park and River Forest School Articulation Council serves as the official representative for member district Superintendents concerning curricular, instructional, and staff development programs so that both vertical and horizontal articulation may be fostered and strengthened among all member schools.

B. Goals

The major goals of the OPRF School District Articulation Council are

1. to assess instructional program effectiveness;
2. to identify major needs of the curricular, instructional, and staff development programs;
3. to direct program improvement; and
4. to provide students in the districts with common, programmatic experiences prior to high school so that they may be best prepared.

These goals will be accomplished by maintaining articulation and communication among Council members and through Articulation Committees and programs, which with the exception of the Superintendents' Committee and the Principals' Committee, operate under the direction of the Council. In addition, the Council will initiate and/or coordinate matters of scope and sequence with regard to specific course content and instructional materials being utilized by member school districts.

C. Organization

1. Each public and private school and district within the boundaries of Oak Park and River Forest shall send one representative. It is recommended that the representative be in an administrative or supervisory position dealing with the curricular, instructional, and/or staff development programs.
2. Member district Superintendents shall be ex-officio members of the Council and shall maintain their own Committee.
3. Each year, the Council shall select co-chairpersons.
4. The OPRF School District Articulation Council will meet monthly (August through June) and at other times when the Chairpersons, Council, and/or Superintendents deem it necessary.
5. The OPRF School District Articulation Council will assess member school/district fees annually, as needed.
6. Each member school/district agrees to participate fully in the OPRF School District Articulation Council
 - a. by paying annual membership dues of \$100 per Council member;
 - b. by attending monthly OPRF School District Articulation Council meetings;
 - c. by representatives attending Articulation Committee meetings;
 - d. by contributing materials and artifacts at Articulation Committee meetings; and
 - e. by attending, participating, and financially supporting joint staff development programs.

7. The OPRF School District Articulation Council shall have the following standing committees:

- Applied Arts
- Assessment
- English/Language Arts
- Foreign/World Languages
- History/Social Studies
- Library/Learning/Media Centers
- Mathematics
- Music
- Physical Education/Health
- Principals
- Science
- Superintendents
- Technology

D. Functions

The functions of the OPRF School District Articulation Council are

1. to establish or eliminate such standing and/or ad hoc committees needed to pursue the goals outlined above;
2. to consider and act upon recommendations from standing and/or ad hoc multi-school/district Committees whose primary functions relate to curricular, instructional, and/or staff development matters and, when appropriate, make recommendations to the member district Superintendents;
3. to request information from and make recommendations for study and action to the various Articulation Committees representing member schools and districts;
4. to identify and evaluate needs in curriculum, instruction, and staff development;
5. to direct tasks to be accomplished based upon mutually identified and agreed upon needs;
6. to establish or cause to be established staff development activities such as seminars, workshops, conferences, study groups, and/or courses for credit as may be deemed appropriate to serve the staffs of the several schools/districts;
7. to provide the OPRF School District Superintendents' Council with its monthly minutes;
8. to be responsible for and to coordinate the activities of the following Articulation Committees:
9. For the 2007-2008 school year, the following Council and Committees shall be established and begin.
 - Assessment
 - English/Language Arts
 - History/Social Studies
 - Mathematics
 - Principals' Committee
 - Science
 - Superintendents' Committee
10. Facilitators/co-chairs for Articulation Committees shall be comprised of the appropriate Oak Park and River Forest High School Division Head and one Associate School representative.
11. Articulation Committees shall meet twice each semester within a school year.
12. Facilitators/co-chairs shall rotate sites of the meetings at schools within member districts, and shall make arrangements through those schools for meetings.

STUDENT ACHIEVMENT PROGRAM / INITIATIVE SUMMARY

Program/Initiative	Date Initiated, Ended	Target Students	Staff Responsible	Number of Students Impacted (annual)	Cost (annual)	Assessments	Type of Program
Learning Support / Learning Seminar (R) Group mentoring program. Supervised, structured study hall for 20 or fewer under-achieving students. High level of contact with students, parents, teachers and counselors.	Support: 08/00 to 06/07 Seminar: 08/02 to 06/06	Underachieving students recommended by counselor. Support: Soph-Senior Seminar: Freshmen only	P. Prale	40 - 100	0.4 FTE to 1.0 FTE	Attendance and discipline patterns, success fractions in core academic courses, WGPA	Academic Support
Tutoring Program (TBR) Drop-in tutoring center open from 7:15 a.m. to 3:45 p.m.	8/97	Students needing extra help in English, math, or science.	P. Prale J. LeFevre	Approx. 600	1 FTE (CPA)	Grades earned in academic courses	Academic Support
Project SCHOLAR (R) - Supervised/structured study hall to assist freshmen with moving into the honors level (Math/English/Science)	08/01 (Science added in 2003)	Freshmen with honors level potential	P. Prale M. Bayer D. Alexander L. Smith P. Wright	Approx. 60	0.8 FTE	Honors course taking patterns, success fraction, ACT scores, WGPA	Academic Support
Pupil Support Services Team Model (PSS) (NR) Team assessment process for analysis of student problem situations; recommendation for intervention.	08/04	Students whose patterns of changing behavior, attendance or performance cause concern.	D. Vogel		NA		Student Services
CRISS (Creating Independence through Student Owned Strategies) (R) Staff development to enhance literacy instruction among teachers across disciplines.	06/04	Students of teachers who have been trained in CRISS strategies.	P. Prale C. McNary	All students	\$3,000/yr		Professional Development
Summer Math Step-Up Program (R) Opportunity for students to take a summer math course to enable them to move up a level.	06/85	Freshmen/sophomores who have demonstrated the potential to move up a level.	D. Neuman D. Craft	35 per summer	\$9,200		Academic Support
8 to 9 Connections (R) – Summer transition program for incoming freshmen with emphasis on academic and social skills. Co-taught classes by D97/D200 English and Math teachers.	06/05	Incoming freshmen identified by joint D200, D97, and D90 criteria.	P. Prale K. Johnson	55	\$19,000 paid with Title I funds	Attendance and discipline patterns, success fractions in core academic courses, WGPA	Curriculum Initiative
Summer Bridge (R) - Program for parents and incoming freshmen in the 8 to 9 Connections program and other identified students. Coordinated by OP Township Youth Services and an OPRF counselor.	06/04	Students and parents identified by D97 and D90 support services program.	P. Prale K. Johnson	60	\$2,000	Attendance and discipline patterns, success fractions in core academic courses, WGPA	Parent Support

10/22/2007

Program/Initiative	Date Initiated, Ended	Target Students	Staff Responsible	Number of Students Impacted (annual)	Cost (annual)	Assessments	Type of Program
Literacy Coaching - English/reading curriculum intended to bolster reading and communication skills in the context of their English studies.	08/06	Title I identified freshmen and sophomores	M. Blackwell C. McNary	75	0.4 FTE paid with Title I funds		Curriculum Initiative
ACT-SO (NR) A voluntary competitive program in the arts, sciences and humanities.		African American students interested in participating in academic competition.	D. LeCesne		\$7,000		Co-Curricular
Test Prep Course Enrollment (R) An effort by counselors to personally encourage African American juniors to enroll in an ACT or SAT test prep course.	12/00	African American juniors planning to attend college and needing to take college entrance exams.	A. Hill		\$3,500	Standardized test scores	Academic Support
Clustering (R) An attempt to reduce the feeling of isolation sometimes felt by African American students registered for honors / AP / accelerated courses. Students are clustered into specific sections of the course so that the minority students in those sections more closely mirror the minority population in the school.	08/01 to 06/05	An effort to schedule African American students as clusters in sections of honors and AP courses.	P. Prale J. Lanenga	50	NA	Success fractions in core academic courses, WGPA	Academic Support
BOSS (R) (Black Organization for Student Support). An African American leadership club.	1992	Open to all students.	M. Vance		\$4,332		Co-Curricular
MSAN Annual Student Conference NR A conference for African American students sponsored by the Minority Student Achievement Network.	03/01	While only five students attend, they return to assume leadership roles among minority students and to initiate student efforts to eliminate the achievement gap.	J. Edgecombe	5	\$4,000		Co-Curricular
Black Professional Day (NR) A half-day conference for African-American students providing an opportunity to hear from and converse with African American representatives of various professions.	02/01	Identified students who would benefit from exposure to successful African American professionals.	M. Swope	120	\$1,500		Co-Curricular
Black History Month Activities (NR) Special activities focusing on African American history and African American achievement. Programs	1980	All students participate in assemblies, hear daily announcements, etc.	C. Milojevic	3,100			Co-Curricular
	Date		Staff	Number of	Cost		Type of

Program/Initiative	Initiated, Ended	Target Students	Responsible	Students Impacted (annual)	(annual)	Assessments	Program
MAC Scholars A mentoring program that allows successful African American students to mentor and assist other African American students	08/06	African American students	D. Alexander C. Ojikutu	30	\$8,000	Attendance and discipline patterns, success fractions in core academic courses, WGPA	Co-Curricular
Community Support Services (NR) – Social work and psychological services for students. A substance abuse counselor was added in 2003.	1995	All students	R. Deptuch	3,100	3.0 FTE		Student Services
SOLO (School of Limitless Opportunities) An alternative school for students who could benefit from a non-traditional educational setting – housed at OPRF.	01/03	Students recommended by their parent, dean, or counselor.	P. Prale T. Conrick	20	1.4 FTE	Attendance and discipline patterns, success fractions in core academic courses, WGPA	Curriculum Initiative
F.I.R.S.T. – Freshmen, Information, Research, Study and Tutoring) NR – A planned set of activities in a mandatory Freshman study hall.	05/02 to 06/05	Freshmen	D. Stevens	800			Student Services
Ombudsman (NR) – An off-campus alternative school.	1994	Students whose expulsion is held in abeyance.	R. Perna	15	\$50,000		Student Services
F.R.E.E. – Females Reaching for Educational Excellence) A program to promote good decision-making and problem solving skills in collaboration with community support and school resource officers.	05/02	Female students referred by school staff	Officer Harris E. Coker-Martin	10	\$3,500		Student Services
MUREE – Males United to Reach Educational Excellence. A program to promote good decision making and problem solving skills in collaboration with community support and school resource officers.	08/03	Male students referred by school staff	R. Perna E. Locke	6	\$3,500		Student Services
AAFAC (African American Faculty Advisory Council) Mentoring program. One-to-one mentoring program	01/03 to 06/05	Underachieving African American students	African American faculty	50	NA		Professional Association
BAG IT – Positive intervention program to help students comply with school rules.	08/02	All students	R. Perna		NA		Student Services

Program/Initiative	Date Initiated, Ended	Target Students	Staff Responsible	Number of Students Impacted (annual)	Cost (annual)	Assessments	Type of Program
DEANS' VIEW – A monthly program providing an opportunity to share discipline information.	08/03	Faculty and staff	R. Perna Deans		\$500		Student Services
H.A.R.B.O.R. Academy – Alternative school managed and run by West 40	10/03	Students requiring an alternative off-campus setting	R. Perna		\$100,000		Student Services
Prairie State Tutoring – Test preparation in PSAE subject areas: reading, math, and science.	02/04	Students at-risk of not meeting standards on the PSAE	A. Hill				Academic Support
CORE P.E. – A program to increase the comfort level of students in the school and to help them learn teamwork.	08/02	Freshmen students	M. Hurt P.E. Faculty	700	NA		Curriculum Initiative
REI Classes – Regular Educational Initiative courses offered to enhance mainstream opportunities.	08/89	Special Ed students eligible for mainstream education.	L. Cada				Special Education
CITE Program Off campus outcome-based program to promote students' independence in the home and community; teaching students life skills.	08/03	Special Ed students who have completed the high school program.	L. Cada P. Markey	6	\$250,000		Special Education
Reading Lab – A program to address gaps in reading fluency and comprehension with state-of-the-art technology to assess, diagnose and prescribe a reading program for individual students. This is an NCLB/RTI best practices approach.	08/07	Identified Special Ed students.	L. Cada C. Biggins	60	\$40,000	Grade level reading scores, WGPA	Special Education
Behavior Interventionist A full time faculty member assigned to reduce behavior incidents and off campus placements within the ED program.	08/07	ED students	L. Cada T. Brennock N. Collins	120	1.0 FTE	Attendance and discipline patterns, success fractions in core academic courses, WGPA	Special Education
Spoken Word Black Literature Curriculum Developer Position A full time position assigned to support poetry instruction and develop black literature units in English classes	08/04	All students	P. Prale S. Gevinson P. Kahn	2,000	1.0 FTE	Attendance and discipline patterns, success fractions in core academic courses, WGPA	Curriculum Initiative, Professional Development

Program/Initiative	Date Initiated, Ended	Target Students	Staff Responsible	Number of Students Impacted (annual)	Cost (annual)	Assessments	Type of Program
Algebra Block/Agile Mind – Extended minutes in 9 th -grade math that uses Agile Mind, a web-based curriculum providing interactive explorations with technology-based activities.	08/06	Ninth grade math students identified by standardized test scores.	D. Neuman	150	.6 FTE	Grades in Algebra 1-2, standardized test scores, WGPA	Curriculum Initiative
Collaborative Teaching Model – Teachers will collaborate on cross-disciplinary curriculum using a PBIS approach and CRISS strategies to provide a more cohesive experience for struggling freshmen.	08/07	Academically at-risk Freshman students.	P. Prale C. McNary	35	NA	Attendance and discipline patterns, success fractions in core academic courses, WGPA, student survey	Curriculum Initiative
Professional Learning Teams – A series of eight late arrival mornings during which teachers meet to pursue specific goals aligned with district goals.	08/05	Faculty professional development program	P. Prale A. Hill		\$5,000		Professional Development
Summer Practicum in English - A summer school course. Sophomores focus on the topic of injustice; keep a self-reflective journal; read fiction and write on literary aspects of their reading. Juniors focus on reading and learning to reflect on elements of literature, beyond plot and writing assignments focus on understanding composition and execution of writing.	06/06	Identified sophomores and juniors	P. Prale J. Hunter	20	\$3,500	Grades in English classes, standardized test scores, WGPA	Curriculum Initiative
Scholar Support – Support period for sophomore students who participated in Project Scholar.	08/03	Identified sophomores who would benefit from an additional year of support..	P. Prale P. Wright	20	0.2 FTE	Honors coursed taking patterns, success fraction, ACT scores, WGPA	Academic Support
College Prep Scholar – Academic enrichment and instructional support program to assist students with developing skills for College Prep level English.	08/04	Freshmen requiring one period of academic support in order to be successful at the College Prep level.	P. Prale S. Rosas	20	0.2 FTE	Attendance and discipline patterns, success fractions in core academic courses, ACT scores, WGPA	Academic Support

Program/Initiative	Date Initiated, Ended	Target Students	Staff Responsible	Number of Students Impacted (annual)	Cost (annual)	Assessments	Type of Program
Learning Support Reading – Daily support period with a teacher to assist with transition to high school.	08/06	Freshmen with 8 th grade GPA of 2.0 or lower or with behavioral issues.	P. Prale	100	1.0 FTE	Attendance and discipline patterns, success fractions in core academic courses, ACT scores, WGPA	Curriculum initiative
TEAM Program – A transitional education program (including MI, autism, OHI, and MH course options).		Students with various handicapping conditions.	L. Cada P. Markey	50	\$1.2 M		Special Education
LD Program – Learning Development curriculum for students with identified learning deficits offering instruction at a pace appropriate to their level of learning.		Students with identified learning deficits (such as dyslexia)..	L. Cada C. Biggins	330	\$2.1 M		Special Education
ED, EAC, SEAC Programs – Emotional Development program for students with social/emotional issues		Students with identified social / emotional difficulties.	L. Cada T. Brennock	120	\$1.2 M		Special Education

Consent Items

September 20, 2007

A special meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, September 20, 2007, in the Board Room of the high school.

Call to Order President Conway called the meeting to order at 11:15 a.m. A roll call indicated the following members were present: John C. Allen, IV, Jacques A. Conway, Dr. Ralph H. Lee, Dr. Dietra D. Millard, Sharon Patchak-Layman and John Rigas. Also present were Dr. Attila J. Weninger, Superintendent, Jason Edgecombe, Assistant Superintendent for Human Resources; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education.

Visitors Kay Foran, O.P.R.F.H.S. Director of Communications and Community Relations.

Closed Session At 11:16 a.m. on Thursday, September 20, 2007, Mr. Allen moved to enter closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity 5 ILCS 120/2(c)(1), as amended by PA.93—57; The placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120/2(c)(11); and Student disciplinary cases 5 ILCS 120/2(c)(10); seconded by Mr. Rigas. A roll call vote resulted in all ayes. Motion carried.

The Board of Education resumed its open session at 12:11 p.m.

Adjournment At 12:15 p.m. on Thursday, September 20, 2007, Dr. Lee moved to adjourn the Special Board Meeting; seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

John P. Rigas
Secretary

Gail Kalmerton
Clerk of the Board

September 27, 2007

The Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday evening, September 27, 2007, in the Board Room of the high school.

Call to Order President Jacques A. Conway called the meeting to order at 7:35 p.m. A roll call indicated that the following members were present: John C. Allen, IV, Jacques A. Conway, Dr. Ralph H. Lee, Sharon Patchak-Layman, and John Rigas. Also present were: Dr. Attila J. Weninger, Superintendent; Jason Edgecombe, Assistant Superintendent for Human Resources; Amy Hill, Director of Research and Assessment; Jack Lanenga, Assistant Superintendent of Operations; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Cheryl L. Witham, Chief Financial Officer; Don Vogel, Interim Principal; Christian Fernandes, Student Council Representative; James Paul Hunter, Faculty Senate Executive Committee Chair; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors The Board of Education welcomed the following visitors: Kay Foran, Director of Community Relations and Communications; Linda Cada, Director of Special Education; Carolyn Ojikutu, Colleen Biggins, Daphne LeCesne, and Joe Kostal, O.P.R.F.H.S. faculty members; Ryan Canfield and Margarita Pepova of the *Trapeze*; Angelica McClean of the League of Women Voters; Merry Beth Kowalczyk, Burcy Hines, Wyanetta Johnson, parents and community members; Terry Dean of the *Wednesday Journal* and Bridget Kennedy of the *Oak Leaves*.

Board Member Comments Mr. Conway reported that three F.O.I.A. requests were received. Two were resolved and one was pending.

Board of Education Comments Ms. Patchak-Layman noted that she was still waiting for information on the things she mentioned at the August Board of Education meeting. They were as follows: 1) the paperwork involved with the book and fee waiver; 2) the principal's job description and how that meshed with The School Code of Illinois; 3) the status of the residency forms needing correction; and 4) parent involvement with Title I.

Ms. Patchak-Layman noted that Instruction Committee members received an analysis of the Prairie State Achievement Exam (PSAE) results, a predictor of a student's college readiness. The ACT sets a number, which, if reached, indicates whether students will be ready for college classes. Of the 98 African-American females who took the test, only three were found to be ready for college science classes. The ramifications for the other 95 girls were not only bad test results, but they also set the tone for career choices available to them. While there

are many obstacles involved in achieving in math and science, Ms. Patchak-Layman was haunted by this statistic and the ramifications. If a student hears that he/she is not good at math or science, it shuts the door for that student. Ms. Patchak-Layman requested 1) extra effort to be given to this group of seniors; 2) the establishment of educational plans to help these students find the areas for which they are not prepared; and 3) support for them in the areas where they need to improve their knowledge base so that when they go college, they do not have to take remedial classes.

At that same meeting, Instruction Committee members received the beginning of a research project on what happens to District 97 students when they come to the high school. A sample group of 108 juniors who met state standards at District 97 on the ISAT test was used in the report. Of that group, 74 were White and 84 were African-American. After taking math at the high school and determining whether they would meet the college readiness benchmark, only 37 of the White students and three African-American students met the benchmark. When looking at readiness, although this was not part of the study, it looked as if the readiness scores followed a similar performance. It alarmed her that it had taken the high school so long to put these kinds of numbers together. At a different level, she was saddened and outraged at the same time that the high school was not fulfilling its promise or its obligation to the students in this community. To her, it looked like discussions were occurring about having two different schools—the college-prep regular courses and college-prep honors courses and that they were operating in a parallel universe. The promises made to students that they would be able to get to college and be ready for college are not being fulfilled. Most of the African-American students are in college-prep regular classes. She continued that the battle of separate schools was fought 50 years ago. How could there be two separate schools? She hoped the community would consider this and take action. People come to Oak Park because they want to be better than the best, beat the rest, have all people living together successfully, and obtain an education. This is a conversation about the students. She asked what the school was going to do to work with these seniors and the juniors behind them.

Mr. Allen stated that last month Ms. Patchak-Layman commented that her emails had been F.O.I.A.'ed by the school's lawyer. At the time, I expressed serious concern about a contractor who would use that avenue to get communication. He had qualified his statement by saying, "If that were the case." As it turns out, the school has been in contact with the Attorney General's office. The lawyer to whom Ms. Patchak-Layman had spoken wrote in a letter to the Superintendent that stated, "When the attorney posed the same question to me...I informed

him that we have received that identical inquiry from his board and offered to send him a copy of the inquiry.” The attorney continued, “Let me be precise: The lawyer did not contact our office seeking a copy of correspondence between Ms. Patchak-Layman or any Board of Education member and the Office of the Attorney General. In fact, to my knowledge, he had no idea that our office had even received an inquiry from District 200 related to this matter.” The attorney continued, “When he posed the same OMA question to me that Ms. Patchak-Layman had posed, I informed him that we had received that identical inquiry from his Board of Education and offered to send to him a copy of the inquiry to ensure that the Board of Education was clear about the Attorney General’s position with regard to closed-door sessions and self-evaluation.” Mr. Allen stated that the attorney had contacted Ms. Patchak-Layman about whether she wanted her contact information redacted and Ms. Patchak-Layman chose not to have it redacted. This is a three-fold problem.

- 1) Mr. Allen jumped to a conclusion and he owed Dr. Weninger and the lawyer an apology. He suggested others do the same.
- 2) At a certain point, the Board of Education stretches the lines of civility. Since his tenure as a Board of Education member starting May 15, the level of civility has deteriorated to the point where common courtesy simply does not apply. It is almost embarrassing. Facts are used and twisted to suit certain wills, certain purposes, without any real goal for the image that we are supposed to present to our most important clients—the students. People cannot play with getting lawyers involved against the people who are trying to provide the best education
- 3) It affects integrity. Time after time, the Board of Education gets a series of facts. When the whole situation is reviewed, it turns out the allegation made is not the valid. He then referred to the board meeting held in the summer when an allegation was made that the Open Meetings Act was being violated. Only half the facts were given and when the school contacted the Attorney General’s office, the school received a ruling that was exactly opposite. At a certain point, the Attorney General’s Office will grow weary of that and it will affect the school’s credibility.

Principal’s Report Principal Vogel reported on: 1) the success of the class meetings; 2) the wonderful spirit assembly held last Friday; 3) the honoring of the National Merit and National Achievement Scholarship semifinalists; 4) the 32 students who were named commended students; 5) the notification from Carleton College that faculty member Kristin Knake had been nominated as the teacher who had made the difference in a former student’s life; 6) the Athletic Department’s program on the

essentials of athletic performance; and 7) the compliment received from North Allegany High School's field hockey team on O.P.R.F.H.S.'s facilities.

**Superintendent's
Comments**

Dr. Weninger reported on a successful beginning of the new school year, including the exciting spirit assembly. He thanked those responsible for making it so successful—Cindy Milojevic, Jack Lanenga, the Math Department, the Huskies Athletic Council, the student athletes and all of the spirited students.

Dr. Weninger reported that the National Thespian Awards were given to 13 theatre students for providing 100 hours of service to the theatre program beyond their plays, practices, and rehearsals.

Dr. Weninger reported that he continues to meet with the District Leadership Team (DLT) and various leadership groups within the school and the community regarding the issue of raising student achievement in coordination with preparing a comprehensive plan to be presented to the Board of Education October 25, 2007.

Dr. Weninger reported on his meeting with Oak Park Police Chief Tanksley and Deputy Chief Scianna, reaffirming the positiveness of the school resource officer position.

Dr. Weninger thanked Ms. Witham for working to get video and audio equipment installed in the buses.

Dr. Weninger complimented *Trapeze's* outstanding first issue.

Dr. Weninger reported that the Jazz Band performed in the Student Center from 7:15 to 7:45 that morning, an example of the opportunities O.P.R.F.H.S. offers across the academic spectrum.

**Certification of
Summer Graduates**

Mr. Allen moved to certify the 2007 summer school graduates as presented (attached to and made a part of the minutes of this meeting); seconded by Mr. Rigas. A roll call vote resulted in all ayes. Motion carried.

**Foreign Exchange
Student Report**

Mr. Vogel presented the names of the foreign exchange students for the 2007-08 school year. They are as follows:

<u>Student</u>	<u>Country</u>	<u>Program</u>
Asli Aydin	Turkey	AFS
Diana Durusbek	Kyrgustan	AFS
Juliette Lessing	Netherlands	ISE

Irene Nager Martorell	Spain	AFS
Arpaporn Pimwapee	Thailand	ISE
Tim Rutetzki	Germany	Northwest Student Exchange

District Committees/ Liaison Reports PTO—Mr. Allen reported that the Principal and the Superintendent attended the September PTO's meeting. Discussion included 1) parties held after dances, and 2) getting more parents involved.

Citizens' Council—Mr. Allen reported that the Citizens' Council meeting was well attended. The Council renewed its purpose by reading its bylaws. After the Superintendent's report, the members broke into small groups to discuss future agenda items.

Concert Tour—Ms. Patchak-Layman reported on the activities of the Concert Tour Association: 1) Friday Huskie Music Fest, 2) the Marching Band traveling to Indiana for a meeting at Purdue, where the members attended classes, watched the competitions and, then, performed but not for competition. An idea to encourage freshman involvement was discussed. In Pennsylvania, they were very successful in getting students into the mainstream of the school by giving them punch cards which they used at different activities, i.e., debates, clubs, music, sporting events, etc.

A.P.P.L.E.—Dr. Lee was optimistic about what A.P.P.L.E. would be able to contribute this year. There were many new parents.

Cooperative for Early Childhood Education—Dr. Lee was glad to have been appointed as the liaison to this group. He had had little experience in this area and is learning a great deal. He has a great deal more appreciation for early childhood education and how progress in that area will make it easier for the high school to do good things.

Faculty Senate—Mr. Hunter was appreciative of the fact that both Dr. Weninger and Mr. Vogel were interested in talking with faculty on a variety of issues and have offered cooperative and instructive time for the future. The faculty is excited about the October Plan. Mr. Hunter has been at the high school since 1985 and has attended a number of Instruction Committee meetings. However, he felt the one he attended September 20 was one of the best. The discussion was wonderful. Mr. Prale gave an honest depiction of the status of the high school. The Board of Education did an outstanding job of grasping the issues and setting a framework to work together. He understood that it was challenging for the Board of Education, but he felt invigorated and excited as all move to work together on the challenges, as a learning community. He hoped that the Board of Education is able to grasp the faculty's enthusiasm and support for Dr. Weninger.

Oak Park Park District—Mr. Conway reported that he attended an Oak Park Park District discussion regarding Ridgeland Commons. The Park District is looking at the cost of repairing/replacing that facility. Mr. Lanenga is a regular attendant at these meetings. Ridgeland Commons has outlived its usefulness and the Park District is looking to the high school and to the Village of Oak Park to find a way to offer better services to the whole community.

West 40—Ms. Patchak-Layman reported that she attended a meeting at West 40, where it was reported that HARBOR Academy had a successful beginning.

In addition, West 40 will work with individual schools that have not made AYP. She distributed West 40 manuals to each of the Board of Education members as to what West 40 thought modeled good school improvement teams. She also spoke with Doug Dirks, senior consultant, on the school leadership team. One of the models this team is hoping to profile came from the high school's feeder school, District 97. West 40 recommends that a school improvement plan team consist of a cross section of teachers, stakeholders, etc. West 40 has more information and help available for the high school.

Consent Items

Mr. Edgecombe noted that the amendment of Policy 5114, Student Discipline, did not include acceptance of the procedures, as the Policy Committee members had not yet discussed them. Procedures are accepted rather than approved because the Board of Education has given the administration the power to change the procedures as necessary. While they are part of the information, the Board of Education does not approve them.

Ms. Patchak-Layman asked that the following items be removed from the consent agenda: B, D, E, F, and L.

Mr. Allen moved to approve the consent items as follows:

- The open minutes of August 23, September 11, and 18, 2007 and the closed session minutes of August 23, September 11 and 18, 2007, and a declaration that the audiotapes of February 2006 be destroyed;
- Resolution Ratifying and Confirming Execution of certain vouchers and payment of certain bills and expenses, fund transfers and list of bills for September 2007 (attached to and made part of the minutes of this meeting);

- Resolution Authorizing Execution of Certain Vouchers for the Month of October 2007 (attached to and made a part of the minutes of this meeting);
- Check Disbursements dated September 27, 2007 (attached to and made a part of the minutes of this meeting);
- Application of Recognition of Schools;
- Appointment of Citizens' Council Member;
- Physical Therapist Contract;
- Occupational Therapist Contract; and
- Psychologist Contract;

seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

**Personnel
Recommendations**

Mr. Rigas moved to approve the personnel recommendations (attached to and made a part of the minutes of this meeting); seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

Per its contract, Classified Personnel Association (CPA) personnel are notified of open CPA positions before the positions are posted for the public. Positions are posted outside of the Human Resources' Offices. Non-certified positions are not part of a bargaining unit and there is no exclusivity.

**Policy 20,
Board of Education**

Mr. Allen moved to amend Policy 20, Board of Education, as presented; seconded by Mr. Rigas. A roll call vote resulted in four yeas and one nay. Ms. Patchak-Layman voted nay. Motion carried.

Ms. Patchak-Layman felt strongly that the Board of Education should have a policy that states that the Board of Education sets the goals of the district and that should be annotated in the *Policy Manual*. Therefore, she could not support the policy as written.

**Policy 5114,
Student Discipline**

Mr. Allen moved to amend Policy 5114, Student Discipline, as presented; seconded by Dr. Lee. A roll call vote resulted in four yeas and one nay. Ms. Patchak-Layman voted nay. Motion carried.

Ms. Patchak-Layman reiterated her desire to discuss the procedures of this policy. She felt strongly that the Board of Education should be the hearing officer on expulsion hearings. The Board of Education needs to

hear from the family and student, making the decision to expel a student based on the family coming before it. She recommended this to the Policy Committee. She did not support this policy as written.

Dr. Lee disagreed strongly with Ms. Patchak-Layman's position. He did not feel the duties of the members of the Board of Education included sitting as hearing officers every time a hearing was set for a student where the result might end up in an expulsion. There are hearings that do not result in expulsion. He would not have run for the Board of Education if he had to sit for every hearing because it might result in an expulsion. He did not believe this to be the role of a Board of Education member. He supported the changes in the policy as presented. Mr. Rigas strongly concurred with Dr. Lee.

Ms. Patchak-Layman referenced page 5 of the Policy 5114, where it talked about possession. She was unclear if the examples on page 6 met the benchmark of knowledge and control of which, she understood, meant the student had knowledge of and had to be in control of something. This question was for clarification. Was this a true example? Does that meet the knowledge and control of ____? If not, it should be stricken from policy. Mr. Edgecombe responded that it was his understanding that if drugs were found in a vehicle or in someone's locker and there were others present in the vehicle or there were individuals who shared the locker, the premise would be that everyone was equally culpable and that further investigation would lead to those in possession. He felt it met the criteria. Mr. Conway stated that it is a case-by-case situation.

Referring to Page 1, Letter A, where it stated that insubordination is defined as disobeying a person in authority, Ms. Patchak-Layman asked what would happen when a student felt the person's direction was not right or by following the direction, he/she would be doing a wrong. Mr. Edgecombe responded that any student who was convicted is assumed wrong. If the student made the decision not to follow the directive, in the face of it, it would look like insubordination. In general, it is the expectation that students will follow the direction of the adults.

Referring to Page 4, Item Z, Ms. Patchak-Layman questioned whether free speech would have been affected had there been a political walkout. Would the school consider that a disruptive activity? Dr. Weninger reported that the administration runs a school. It is up to the school, parents and community to operate a school that is efficient, smooth, and protects the rights the students. Students do not shed their constitutional rights at the school's doors. If a student or group were to conduct a walkout and it was disruptive, it would be the judgment of the administrative staff if it constituted free speech or a disruption. In

reference to the walkout, only one student was involved and was not prohibited from doing anything. Because the student did not walk out, no consequences were issued, as it did not interfere with the other students or the assembly.

**Approval of
Activities
Per Policy 5132**

Dr. Lee moved to approve the list of 2007 IHSA Clubs/Activities and Athletes, as presented (attached to and made a part of the minutes of this meeting); seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

Ms. Patchak-Layman noted that all activities were listed last year and she wondered why they were not included this year. Mr. Vogel stated that the wrong list was submitted last year because the activity director was not clear on what was required. Mr. Vogel stated the activities listed have rosters of members and they are inputted into the tracking system for weekly reports on all of these students. Ms. Patchak-Layman liked that fact that, if students were receiving C's, then they would go to study tables. She felt it was a good intervention and a way to keep track of students. Dr. Weninger, while thinking that was a good point, said it would only be feasible in an ideal world. The high school cannot track 3200 students and provide study tables for them. This is about what the school can do and what it can achieve. Mr. Edgecombe added that the activities listed meet every day of the week for blocks of time, while others activities meet only once a month or irregularly. Ms. Patchak-Layman hoped to address this in the Policy Committee. The high school pays clubs and activities money so there must be a sponsor.

**Approval of Safe
School Funding
Agreement**

Dr. Lee moved to approve the Intergovernmental Agreement regarding Regional Safe School Programs Funding for 2007-08; seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

Ms. Patchak-Layman asked whether the alternative schools being used were a program match for the academic needs of the students there. Dr. Weninger stated that typically the curriculum offered to students in alternative schools, in this situation HARBOR or Ombudsman, are individualized programs. They assess the students when they are enrolled and work toward their needs. They will not and cannot offer the complete compliment of services offered at O.P.R.F.H.S., given their resources. Mr. Conway stated it was a consequence of being out of this building because of discipline. The students may accept that and work themselves back into the building or enroll in a private school. Each facility may not provide the same curriculum because of space, finances, etc. The high school is keeping the students in the system, but it cannot offer them the specialties of this building.

Dr. Weninger presented the following information on last year's students at HARBOR. Of the 19 who attended:

- 2 returned to O.P.R.F.H.S.
- 5 continue there
- 2 will continue at HARBOR first semester and then return to O.P.R.F.H.S.
- 6 graduated.
- 2 were remanded to Special Education.
- 1 dropped out
- 1 went from HARBOR to Ombudsman.

Mr. Allen asked about the students' performances when they returned to the high school. Unsure because the school does not track that information, Dr. Weninger stated that an overall assessment would be developed and that information would be included.

**Public Hearing on
FY '08 Budget** A public hearing on the FY'08 Budget was called to order at 8:52 p.m. Ms. Witham noted that this was an opportunity for hear public comment on the budget and asked for any public oral or written comments. Hearing no oral or written comments, the hearing was closed at 8:55 p.m. Ms. Witham noted that no one had come to view the budget during the time it was on display.

**Approval of
FY '08 Budget** Dr. Lee moved to approve the FY'08 Budget as presented; seconded by Mr. Rigas. A roll call vote resulted in all ayes. Motion carried.

**Acceptance of
Gifts and Donations** Mr. Conway moved to accept with gratitude the gifts and donations, as presented (attached to and made a part of the minutes of this meeting); seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

**Acceptance of
FY'06 Audit Report** Mr. Conway moved to approve the FY'06 Audit Report; seconded by Dr. Lee. Discussion ensued.

Ms. Patchak-Layman noted that there was no interest listed on page 67 of the audit document, just the principal. Ms. Witham will explore that question with the auditors.

Ms. Patchak-Layman asked what debt service to expenditure ratio was acceptable by industry standards, as stated in the report. Ms. Patchak-Layman also asked why school districts were not part of the overlapping taxing districts, as noted on page 84. She asked how the auditors figured the overlapping rates. Ms. Patchak-Layman was surprised at the lack of appreciable increase in commercial assessed evaluation since 1996. Ms. Witham noted that most commercial

properties in the Oak Park and River Forest communities were in the TIF districts. O.P.R.F.H.S.'s Levy amount for commercial property is capped at the original TIF amount; it will not increase.

A roll call vote resulted in all ayes. Motion carried.

**Public Hearing
On Life Safety
Amendment**

Mr. Lanenga called the hearing on the Mall Life Safety Amendment to order at 8:58 p.m. He asked for any public oral or written comments.

Ms. Patchak-Layman was concerned about asking the community to pay for \$600,000 in life safety work via bonds. She had understood from the previous budget that this money was supposed to come from the Restricted Building Fund. Mr. Rigas informed her that the District already had these dollars; the District was not borrowing any funds. Ms. Witham explained that Life Safety Funds were used to pay for the mall. Under the cap, as long as the District gets prior Levy plus CPI, it can distribute the money to the different funds, as long as the funds are under the rate. Thus, the District levied money into the Life Safety Fund, instead of the Education Fund. Life Safety includes architects certifying this as Life Safety. If the expenditure were from the O&M Fund, certification would not be necessary. While, the Restricted Building Fund had sunset, the Board of Education instructed Ms. Witham to maintain a reserve. Ms. Patchak-Layman asked, if it were not paid from Life Safety Funds, which fund would pay for it. The choices would be the Education Fund, the Restricted Building Fund or the Operations & Maintenance Fund, and with an identical Levy. Ms. Patchak-Layman thanked Ms. Witham for the clarification.

At 9:05 p.m., the hearing was closed.

**Approval of Life
Safety Amendment:
Mall**

Mr. Allen moved to approve Resolution Regarding the Need to complete Paving Work and Use Fire Prevention and Safety Code Funds and to approve Certification of Need for Fire Prevention and Safety Funds, as presented; seconded by Mr. Conway. A roll call vote resulted in all ayes. Motion carried.

Mr. Lanenga reported that West 40 was aware of the amendment. This project was originally approved in May, but it is late because the District had to wait until other Life Safety Amendments expired. Life Safety Funds will pay for this work because it is a project about water drainage, sewer hazards, etc. The District is not issuing bonds for this work.

Approval of Mastery Manager Contract Dr. Lee moved to accept the Mastery Manager Software Subscription as presented (attached to and made a part of the minutes of this meeting); seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

Mastery Manager was found superior for O.P.R.F.H.S. in both the features it offers and price. The contract term of 39 months provides the best pricing structure and O.P.R.F.H.S. is entitled to software updates at no charge.

Approval of Spoken Word Contract Dr. Lee moved to approve the contract with Siskel/Jacobs Productions, to film O.P.R.F.H.S.'s Spoken Word team as part of a documentary feature on the annual *Louder than a Bomb* poetry slam competition, as presented; seconded by Mr. Conway. A roll call vote resulted in all ayes. Motion carried.

Dr. Weninger reported that this documentary about students in Spoken Word would be filmed at the high school. If there were to be commercial success, then the District would reap scholarships for students. Dr. Weninger thanked Ms. Foran for helping to assure the contents of the contract.

Decision & Appeal Process Dr. Weninger presented the Board of Education members with drafts of the Suspension/Expulsion Process and an Appeals Chart.

The Appeals Chart identified twenty areas as to where decisions were made for parents/students/staff and where they would go to make an appeal of a decision. These documents have been vetted over the last six to eight weeks by the Pupil Support Team, Instructional Council, BLT (Building Leadership Team), and DLT (District Leadership Team). He now welcomed the Board of Education's feedback. Once complete it will be included in the *Student Handbook*, the *Faculty Handbook*, the *Academic Catalog*, posted on the O.P.R.F.H.S. website and printed in the newsletter.

Dr. Lee commented that he felt the chart would be helpful as in making things clear.

Ms. Patchak-Layman asked the definition of enrollment versus residency. Dr. Weninger noted that three processes—enrollment, registration, and residency—were packaged into one.

- 1) Enrollment to become a student (what forms are filled out, who does one speak to, etc.);
- 2) Registration into courses, (registration fees, etc.); and
- 3) Residency.

Ms. Patchak-Layman asked for the delineation of "Per Illinois School Code" and "Per School Procedures." Were they not all School Code? How are the choices made between them? Dr. Weninger used the example that *The School Code of Illinois* strictly covers the PE Waiver. Some decisions may be made by *The School Code of Illinois*, but not entirely; it may be a combination of Per School Code and Procedures.

It was noted that parents requesting a level change, moving between ability levels, before the student starts the class is called an "override." That would be part of the registration process. Once the student had enrolled in a course, one would have to follow the procedures on the chart.

Ms. Patchak-Layman wanted the payment of fees centralized in the Business Office. Ms. Witham responded that the Food Service Department had taken care of the Free and Reduced Lunch Program, as part of a requirement of a federal project. The federal government has now asked the District not to do that anymore. The State of Illinois has said that the Bookstore may ask for verification in order to receive free books. If parents go to the Food Service Department first and qualify there, there is nothing further they have to do. However, if they have not, the Bookstore may ask for verification. When parents do not qualify for the program and are not able to pay the entire fee, Ms. Witham stated that they might ask for time to make the payments. While the information is being verified, students continue to go to school.

Mr. Allen asked who were the Co-equity Coordinators in the building. Mr. Edgecombe responded that for sexual harassment complaints, he and Marcia Hurt were the Co-equity Coordinators. When asked what kind of complaint might be envisioned, Mr. Edgecombe responded that it could be a faculty member or a student alleging he/she has been harassed sexually or in another inappropriate way. While the issue of immigration issue has not arisen, Mr. Edgecombe would be the person to deal with that issue. Mr. Allen's concern was that an issue of discrimination would stop inside the building; it could be dealt with summarily. Because the same eyes would not be seeing it, a pattern might be missed. He suggested that the process involve the Board of Education and/or the Superintendent and/or the principal. The present process is as follows: 1) Ms. Hurt investigates the complaint; 2) Mr. Edgecombe reviews the complaint from the standpoint of completeness; 3) Mr. Edgecombe draws a conclusion. Because of confidentiality, no more people are involved with these issues. Should the situation rise to a higher level, Mr. Edgecombe would bring it to the attention of Dr. Weninger and to the Board of Education. Mr. Allen continued that Board of Education members are the link between the school and the community at large. A back-and-forth communication must be

maintained and a major portion of that communication is social equity. If the Board of Education does not have an awareness of something, it is not able to keep its promise to the community.

Mr. Rigas remarked that he had similar questions. If a teacher had an issue with a student who went to the counselor/dean and another student had another issue with that teacher and went to another counselor/dean, a pattern would not be recognized. Past practice has been that when something has been asserted, there is an investigation. The assertion has come to the Board of Education as an information item first. This area is very sensitive. He did not want it too broad-based, because it might ruin a person's reputation.

Policy does not preclude it going beyond Co-equity Coordinators. It was suggested that instead of counselor/dean, it could be Principal or Assistant Principal and after Co-equity Coordinator, add Superintendent or Board of Education. It is beyond the scope of the Board of Education to hear evidence, but it should have knowledge of it. Mr. Edgecombe noted that should these cases arise, the Board of Education would be informed that the school would do an investigation about "x," which parties were involved, and the outcome. Mr. Rigas suggested modifying the policy. Mr. Vogel suggested that students would go to a teacher or someone they knew rather than someone in an office to make a report.

Ms. Patchak-Layman suggested adding notations as to where the parents/students/staff could find specific Board of Education policies. She assumed that students/parents/community could come to the Board of Education independent of this Appeal Process to address an issue. While Dr. Weninger had not intended that, anybody would have the ability to come to the Board of Education to address any issue. When asked if Ms. Patchak-Layman thought this was a good idea, she responded affirmatively, but she did not want to see it as limiting options.

Of note, *The School Code of Illinois* dictates that the Principal is the only one who can make the decision to change a grade.

Dr. Weninger viewed the Suspension/Expulsion Process as a tool to help parents and students understand the process, to whom they could appeal, and at which point. The chart also showed that there were many opportunities for alternative interventions.

Dr. Weninger developed two forms for this process, one for the BLT and one for the DLT. Student information would include the student's year in school, credits earned, GPA, Class Rank, Special Education, Behavioral Contract, and Discipline Record. These two entities are

asked to give a formal vote and a rationale for the vote and that would be provided to the Board of Education with the recommendation. Discussion ensued.

Closed Session

At 10:05 p.m., on Thursday, September 27, 2007, Dr. Lee moved to go into closed session for the purpose of discussing the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; Student disciplinary cases 5 ILCS 120/2(c)(10); The placement of individual students in special education programs and other matters relating to individual students 5 ILCS 120/2(c)(11); Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes. 5 ILCS 120/2(c)(11); seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

At 11:55 p.m. on Thursday, September 27, 2007, the Board of Education reconvened its open session.

**Student
Discipline**

Mr. Rigas moved to expel Student 09/27/07-01, as of September 27, 2007 for the remainder of the 2007-08 school year, but to hold the expulsion in abeyance contingent upon completion of the enrollment and regular attendance at an alternative placement for the remainder of the 2007-08 school year, ongoing counseling, drug and alcohol counseling, and verification and maintenance of residency in the District; seconded by Mr. Allen. A roll call vote resulted in all ayes. Motion carried.

Adjournment

At 11:59 p.m. on Thursday, September 27, 2007, Mr. Allen moved to adjourn the Board of Education meeting; seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

John P. Rigas
Secretary

By: Gail Kalmerton
Clerk of the Board

October 16, 2007

A special meeting of the Board of Education of the Oak Park and River Forest High School was held on Tuesday, October 16, 2007, in the Board Room of the high school.

Call to Order President Conway called the meeting to order at 8:22 a.m. A roll call indicated the following members were present: Jacques A. Conway, Dr. Ralph H. Lee, Dr. Dietra D. Millard (departed at 9:20 a.m.), Sharon Patchak-Layman, and John Rigas. Also present were Dr. Attila J. Weninger, Superintendent; Cheryl Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education.

Visitors James Hunter, Faculty Senate Committee Chair, and Doug Wiley, Supervisor of Finance.

Approval of Check Distributions Dated October 16, 2007 Mr. Rigas moved to approve the check distributions dated October 16, 2007 (attached to and made a part of the minutes of this meeting); seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Ms. Patchak-Layman asked if Board of Education members had access to Lexus Nexus.

Closed Session At 8:27 a.m. on Tuesday, October 16, 2007, Dr. Lee moved to enter closed session for the purpose of discussing Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probable or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(11) and the appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the District or legal counsel for the District, including hearing testimony on a complaint lodged against an employee or against legal counsel for the District to determine its validity. 5 ILCS 120/2(c)(1), as amended by PA.93—57; seconded by Mr. Rigas. A roll call vote resulted in all ayes. Motion carried.

The Board of Education resumed its open session at 10:30 a.m.

Adjournment At 10:35 a.m. on Tuesday, October 16, 2007, Mr. Rigas moved to adjourn the Special Board Meeting; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

John P. Rigas
Secretary

By: Gail Kalmerton
Clerk of the Board

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October 25, 2007

TO: The Superintendent

FROM: The Assistant Superintendent for Human Resources

SUBJECT: Personnel Recommendations for Approval Action

NON-CERTIFIED PERSONNEL APPOINTMENTS

Gloria Lopez

B&G Custodian effective October 16, 2007

TERMS: B&G/SEIU Schedule, \$20.92 per hour first 6 months, \$22.08 per hour second six months

EDUCATION: BA: Universidad Metropolitana – Business Administration – May 2000

EXPERIENCE: Assistant Supervisor for Walgreen Pharmacy, Custodian for Pharmacy Plaza

MOTION: move to approve
ROLL CALL VOTE

AGENDA ITEM NO. VIII. B.

October 25, 2007

TO: Superintendent
FROM: Chief Financial Officer
SUBJECT: Monthly Financial Consent Items

It is a requirement that the Board of Education accepts and approves certain monthly financial reports and check disbursements.

ACTION

MOTION: To approve the financial reports as presented.

ROLL CALL VOTE

AGENDA ITEM VIII. C.

CHECK #	CHECK DATE	CHECK WRITTEN TO	INVOICE		CHE
			CHECK AMOUNT	DESCRIPTION	TYP
130669	10/25/2007	AIRGAS NORTH CENTRAL	81.10	MAINTENANCE SUPPLIES	R
130670	10/25/2007	ALL-AMERICAN AQUATICS	1,829.75	BOYS & GIRLS SWIMMING	R
130671	10/25/2007	AMBROSE, BRANDI	47.76	FOOD EXPENSE	R
130672	10/25/2007	AMERICA'S VEBA SOLUTION	79.10	VEBA CLAIMS	R
130673	10/25/2007	ANTONINI, JOE	53.00	OFFICIAL	R
130674	10/25/2007	ARROW LOCKSMITH SERVICE	95.00	HARDWARE	R
130675	10/25/2007	AT&T	112.88	TELEPHONE SERVICE	R
130675	10/25/2007	AT&T	553.63	TELEPHONE SERVICE	R
130675	10/25/2007	AT&T	409.36	TELEPHONE SERVICE	R
130676	10/25/2007	AT&T	864.25	TELEPHONE SERVICE	R
130677	10/25/2007	BALDONIERI, COLLIN	43.00	OFFICIAL	R
130678	10/25/2007	BANC OF AMERICA LEASING	5,439.62	XEROX	R
130679	10/25/2007	BARRINGTON HIGH SCHOOL	130.00	BOYS SWIMMING	R
130680	10/25/2007	BENDIX, SARAH	350.00	WORKSHOP TO DRAMA , STAGE CREW	R
130681	10/25/2007	BERNER, DENNIS	57.00	OFFICIAL	R
130682	10/25/2007	BLUE CAB	21.00	TRANSPORTATION	R
130682	10/25/2007	BLUE CAB	750.00	TRANSPORTATION	R
130682	10/25/2007	BLUE CAB	750.00	TRANSPORTATION	R
130683	10/25/2007	BOSS ONLINE, INC.	170.32	SUPPLIES	R
130683	10/25/2007	BOSS ONLINE, INC.	167.82	SUPPLIES	R
130683	10/25/2007	BOSS ONLINE, INC.	159.95	SUPPLIES	R
130683	10/25/2007	BOSS ONLINE, INC.	291.52	SUPPLIES	R
130683	10/25/2007	BOSS ONLINE, INC.	341.94	SUPPLIES	R
130683	10/25/2007	BOSS ONLINE, INC.	146.97	SUPPLIES	R
130684	10/25/2007	BROTHER RICE HS	200.00	WRESTLING	R
130685	10/25/2007	BROWN, DOUG	252.26	REIMBURSEMENT FOR GOLF EXPENSE	R
130686	10/25/2007	BROWN, KENNETH	84.00	OFFICIAL	R
130687	10/25/2007	BUTLER CHEMICAL COMPANY	495.00	HEATING & VENTILATING	R
130687	10/25/2007	BUTLER CHEMICAL COMPANY	450.90	HEATING & VENTILATING	R
130688	10/25/2007	CAMELOT SCHOOLS, LLC	3,852.00	TUITION	R
130688	10/25/2007	CAMELOT SCHOOLS, LLC	3,852.00	TUITION SEPT	R
130688	10/25/2007	CAMELOT SCHOOLS, LLC	3,051.97	TUITION SEPT	R
130689	10/25/2007	CARMEL HS	225.00	WRESTLING	R
130690	10/25/2007	CDW GOVERNMENT, INC.	11,598.00	EQUIPMENT	R
130691	10/25/2007	CHICAGO TRIBUNE	388.70	PERIODICALS	R
130691	10/25/2007	CHICAGO TRIBUNE	39.10	TEAM PERIODICALS	R
130692	10/25/2007	CISZEWSKI, ARTHUR	57.00	OFFICIAL	R
130693	10/25/2007	CITADEL INFORMATION MANAGEMENT	171.25	on site shredding	R
130694	10/25/2007	CLASSIC AUDIO VIDEO	200.00	POWER PACKS	R
130695	10/25/2007	COLICCHIA, TONY	48.00	OFFICIAL	R
130696	10/25/2007	COMCAST CABLE	154.95	SERVICES FROM 10/1/ - 10/31/07	R
130697	10/25/2007	COMPREHENSIVE THERAPEUTICS	3,553.50	PROFESSIONAL SERVICES	R
130698	10/25/2007	CONANT HIGH SCHOOL	225.00	WRESTLING	R
130698	10/25/2007	CONANT HIGH SCHOOL	125.00	WRESTLING	R
130699	10/25/2007	COSTEA, GEORGE	57.00	OFFICIAL	R
130700	10/25/2007	CUELLAR, EFREN	53.00	OFFICIAL	R
130701	10/25/2007	CUM LAUDE SOCIETY	150.00	MEMBERSHIP DUES FOR 2007 - 2008	R
130702	10/25/2007	DEERFIELD HS	180.00	BOYS SWIMMING	R
130703	10/25/2007	DEL VECCHIO, MAURO	53.00	OFFICIAL	R
130704	10/25/2007	DEX	22.00	TELEPHONE SERVICE	R
130705	10/25/2007	DOWNERS GROVE SOUTH HS	165.00	BOYS SWIMMING	R
130706	10/25/2007	DOMANCHUK, TED	32.37	IDEA CONF & TRAVEL	R

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CHECK #	CHECK DATE	CHECK WRITTEN TO	CHECK AMOUNT	DESCRIPTION	TYP
130706	10/25/2007	DOMANCHUK, TED	6.82	IDEA CONF & TRAVEL	R
130707	10/25/2007	DRESSEL'S ACE HARDWARE	15.97	MAINTENANCE SUPPLIES	R
130707	10/25/2007	DRESSEL'S ACE HARDWARE	73.57	TEAM SUPPLIES	R
130708	10/25/2007	DRUGCARD, INC.	43,586.61	NETWORK CLAIMS	R
130709	10/25/2007	EDGEcombe, IRIS	56.47	IDEA CONF & TRAVEL	R
130710	10/25/2007	EDUCATION INC	159.60	TUITION	R
130711	10/25/2007	EDUCATION INC	119.70	TUITION	R
130712	10/25/2007	EDWARD STAUBER WHOLESALE	873.00	HARDWARE	R
130713	10/25/2007	EGBERG, NENETTE	15.00	REFUND OF PSAT REGISTRATION FEE	R
130714	10/25/2007	ELLINGTON LANDSCAPE GROUP, INC.	1,250.00	LANDSCAPING	R
130715	10/25/2007	EWALD, CAROL	155.00	STORYTELLING WORKSHOP	R
130716	10/25/2007	FEDERAL EXPRESS CORP	26.11	TRANSPORTATION CHARGES	R
130717	10/25/2007	FENTON HS	325.00	GIRLS BASKETBALL	R
130718	10/25/2007	FENWICK HS	120.00	BOYS SWIMMING	R
130719	10/25/2007	FIGATNER SCOTT CO	378.36	PAINT SUPPLIES	R
130719	10/25/2007	FIGATNER SCOTT CO	377.87	PAINT SUPPLIES	R
130720	10/25/2007	FLACKO, GARY	48.00	OFFICIAL	R
130721	10/25/2007	GARCIA, JOSE	53.00	OFFICIAL	R
130722	10/25/2007	GARLAND FLOWERS	33.00	CORSAGES	R
130723	10/25/2007	GLEN OAKS THERAPEUTIC DAY SCHOOL	11,484.35	TUITION	R
130724	10/25/2007	GLENBARD NORTH HS	200.00	WRESTLING	R
130725	10/25/2007	GLENBROOK SOUTH HS	75.00	WRESTLING	R
130726	10/25/2007	GLENBARD WEST HIGH SCHOOL	125.00	GIRLS TRACK	R
130726	10/25/2007	GLENBARD WEST HIGH SCHOOL	150.00	BOYS TRACK	R
130727	10/25/2007	GRAND PRAIRIE TRANSIT	65,526.85	TRANSPORTATION	R
130728	10/25/2007	GRANITE CITY HIGH SCHOOL	150.00	WRESTLING	R
130729	10/25/2007	GREAT WEST ELECTRICAL	122.00	ELECTRICAL SUPPLIES	R
130729	10/25/2007	GREAT WEST ELECTRICAL	-19.56	CREDIT MEMO	R
130730	10/25/2007	HARRIS BANK NAPERVILLE	813.28	SCHEDULE A	R
130731	10/25/2007	HARTGROVE HOSPITAL	330.00	TUITION	R
130732	10/25/2007	HINSDALE HIGH SCHOOL DISTRICT 86	90.00	BOYS SWIMMING	R
130732	10/25/2007	HINSDALE HIGH SCHOOL DISTRICT 86	35.00	BOYS SWIMMING	R
130732	10/25/2007	HINSDALE HIGH SCHOOL DISTRICT 86	180.00	BOYS TRACK	R
130732	10/25/2007	HINSDALE HIGH SCHOOL DISTRICT 86	90.00	GYMNASTICS	R
130732	10/25/2007	HINSDALE HIGH SCHOOL DISTRICT 86	160.00	GYMNASTICS	R
130733	10/25/2007	HINSDALE SOUTH HS	200.00	GIRLS TRACK	R
130733	10/25/2007	HINSDALE SOUTH HS	160.00	BOYS TRACK	R
130733	10/25/2007	HINSDALE SOUTH HS	155.00	WRESTLING	R
130734	10/25/2007	HOLIDAY CAR AND TRUCK RENTAL	95.00	PASSNGER VAN RENTAL	R
130734	10/25/2007	HOLIDAY CAR AND TRUCK RENTAL	407.20	PASSNGER VAN RENTAL	R
130735	10/25/2007	HOFFMAN ESTATES HS	150.00	BOYS TRACK	R
130736	10/25/2007	HOMEWOOD-FLOSSMOOR SCHOOL	100.00	BOYS SWIMMING	R
130737	10/25/2007	HUGHES, VANESSA	54.69	SUPPLIES	R
130738	10/25/2007	ILLINOIS STATE FIRE MARSHAL	30.00	ELEVATORS	R
130739	10/25/2007	ILLINOIS STATE BOARD OF ED	968.00	ISBE DUES	R
130740	10/25/2007	JACKSON, GENE	43.00	OFFICIAL	R
130741	10/25/2007	JEFFRIES, DAVID	109.00	OFFICIAL	R
130742	10/25/2007	JOSEPH ACADEMY	27,097.46	TUITION	R
130743	10/25/2007	KAUFMAN, ELIZABETH	102.25	REIMBURSEMENT FOR FOOD & GAS	R
130744	10/25/2007	KLATT, LOIS	57.00	OFFICIAL	R
130744	10/25/2007	KLATT, LOIS	57.00	OFFICIAL	R
130745	10/25/2007	KNIGHT, DANIEL & SARAH	90.00	REFUND OF SENIORS FEES - DOUBLE PYMT	R
130746	10/25/2007	KORBAKIS, PERRY	84.00	OFFICIAL	R
130747	10/25/2007	LAUER, TAMAS	57.00	OFFICIAL	R

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130748	10/25/2007	LEIGH, ANNE	71.00	OFFICIAL	R
130749	10/25/2007	LITTLE FRIENDS, INC.	3,253.56	TUTITION	R
130750	10/25/2007	LIVELY, DETRI	100.00	APPROVED SESSION FOR TRAPEZE STUDENT	R
130751	10/25/2007	LYONS TOWNSHIP HIGH SCHOOL	135.00	BOYS SWIMMING	R
130751	10/25/2007	LYONS TOWNSHIP HIGH SCHOOL	140.00	WRESTLING	R
130752	10/25/2007	MAC NEAL SCHOOL	6,913.80	TUITION	R
130752	10/25/2007	MAC NEAL SCHOOL	614.56	TUITION	R
130753	10/25/2007	MAGEE, JUDITH	310.00	REGISTRATION	R
130754	10/25/2007	MAINE SOUTH HS	250.00	WRESTLING	R
130755	10/25/2007	MARATHON PRINTING	485.97	BOYS X-C	R
130756	10/25/2007	MC COY, JEFF	910.00	TUITION	R
130757	10/25/2007	MC DONALD SPORTING GOODS	318.00	BADMINTION RACQUETS	R
130758	10/25/2007	MISSOURI LIBRARY NETWORK CORP	752.40	ACCESS SCIENCE	R
130758	10/25/2007	MISSOURI LIBRARY NETWORK CORP	630.00	GROVE DICTIONARY OF MUSIC	R
130758	10/25/2007	MISSOURI LIBRARY NETWORK CORP	80.00	PARTICIPANT DUES	R
130759	10/25/2007	MISSOURI STATE ACT ASSN	300.00	WRESTLING	R
130760	10/25/2007	MUSIC & ARTS CENTER	10.36	MUSIC SUPPLIES	R
130761	10/25/2007	NAPERVILLE CENTRAL HS	350.00	GIRLS BASKETBALL	R
130762	10/25/2007	NAZARETH ACADEMY	160.00	GIRLS BASKETBALL	R
130763	10/25/2007	NEALIS, LINDSEY	53.00	OFFICIAL	R
130764	10/25/2007	NICOR GAS	2,538.19	NATURAL GAS	R
130764	10/25/2007	NICOR GAS	317.17	NATURAL GAS	R
130764	10/25/2007	NICOR GAS	137.81	NATURAL GAS	R
130765	10/25/2007	NICOR GAS	24.92	NATURAL GAS	R
130766	10/25/2007	NILES WEST HIGH SCHOOL	175.00	BOYS TRACK	R
130766	10/25/2007	NILES WEST HIGH SCHOOL	115.00	GYMNASTICS	R
130767	10/25/2007	NORTHWEST ACADEMY	120.00	DECEMBER 2006 TUITION	R
130768	10/25/2007	NORTON, DENNIS	84.00	OFFICIAL	R
130769	10/25/2007	NOTRE DAME	150.00	WRESTLING	R
130770	10/25/2007	NOVEL UNITS, INC	76.18	SUPPLIES	R
130771	10/25/2007	OFFICE MAX CONTRACT, INC.	0.00		C
130772	10/25/2007	OFFICE MAX CONTRACT, INC.	0.00		C
130773	10/25/2007	OFFICE MAX CONTRACT, INC.	0.00		C
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	109.04	SUPPLIES - ATTENDANCE OFFICE	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	171.60	SUPPLIES - GENERAL CENTER	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	120.11	SUPPLIES - FINE ARTS	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	4.53	SUPPLIES - MATH CENTER	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	33.60	SUPPLIES - SPECIAL ED	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	53.47	SUPPLIES - SUPERINTENDENT	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	51.20	SUPPLIES - SCIENCE CENTER	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	20.38	SUPPLIES - SUPERINTENDENT'S OFFICE	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	14.83	SUPPLIES - BUSINESS OFFICE	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	121.07	SUPPLIES - SPECIAL ED	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	56.52	SUPPLIES - MATH CENTER	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	157.42	SUPPLIES - DISCIPLINE CENTER	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	98.40	SUPPLIES - SUPERINTENDENT OFFICE	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	31.67	SUPPLIES - SPECIAL ED	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	156.31	SUPPLIES - FINE ARTS	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	-10.33	SUPPLIES - SUPERINTENDENT OFFICE	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	475.84	SUPPLIES - MATH CENTER	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	39.06	SUPPLIES - HUMAN RESOURCE	R
130774	10/25/2007	OFFICE MAX CONTRACT, INC.	86.26	SUPPLIES - SCIENCE	R

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130774	10/25/2007	OFFICE MAX CONTRACT, INC.	381.24	SUPPLIES - SCIENCE	R
130775	10/25/2007	OPRFHS ATHLETIC IMPREST ACCOUNT	491.00	IHSA BOYS & GIRLS FEES	R
130776	10/25/2007	OSWEGO H.S. BANDS	200.00	GIRLS BASKETBALL	R
130777	10/25/2007	PATT, KRISTINA	57.00	OFFICIAL	R
130778	10/25/2007	PEARSON EDUCATION	883.44	AUDIO CD LIBRARY	R
130779	10/25/2007	PECOVER DECORATING SERVICES, INC	20,900.00	FOR ABRASIVE BLASTING OF SIDEWALKS	R
130780	10/25/2007	PIONEER PRESS	6.99	PERIODICALS	R
130780	10/25/2007	PIONEER PRESS	21.95	PERIODICALS	R
130780	10/25/2007	PIONEER PRESS	21.95	PERIODICALS	R
130781	10/25/2007	PRATT, MINA	57.00	OFFICIAL	R
130782	10/25/2007	PROVISO EAST HIGH SCHOOL	100.00	GIRLS TRACK	R
130782	10/25/2007	PROVISO EAST HIGH SCHOOL	100.00	BOYS TRACK	R
130782	10/25/2007	PROVISO EAST HIGH SCHOOL	200.00	WRESTLING	R
130783	10/25/2007	PRO-ED, INC.	26.40	TEAM SUPPLIES	R
130784	10/25/2007	RAMIREZ, HUMBERTO	48.00	OFFICIAL	R
130785	10/25/2007	RAM TRANSPORT INC.	450.00	TRANSPORTATION	R
130785	10/25/2007	RAM TRANSPORT INC.	950.00	TRANSPORTATION	R
130786	10/25/2007	ROJAS, FRANCISCO	53.00	OFFICIAL	R
130787	10/25/2007	ROLLING MEADOWS HS	90.00	GYMNASTICS	R
130788	10/25/2007	RUNYON, JOEL	54.95	SPEC ED FOOD	R
130789	10/25/2007	RUSH OAK PARK HOSPITAL	60.55	REIMBURSEMENT FOR OPRFHS WORK EXPERIENCE PROGRAM	R
130789	10/25/2007	RUSH OAK PARK HOSPITAL	450.00	REIMBURSEMENT FOR OPRFHS / ROPH WORK EXPERIENCE PROG	R
130790	10/25/2007	SANDBERG HIGH SCHOOL	150.00	BOYS SWIMMING	R
130791	10/25/2007	SANTACRUZ, HECTOR	48.00	OFFICIAL	R
130792	10/25/2007	SCHOLASTIC	13.67	PERIODICALS	R
130793	10/25/2007	SCHOOL SPIRIT	1,103.64	STUDENT ACTIVITY	R
130794	10/25/2007	SCIENCE DIVISON	151.09	REIMBURSEMENT TO PETTY CASH	R
130795	10/25/2007	SCIENCE KIT & BOREAL LABS	6.25	SCIENCE SUPPLIES	R
130796	10/25/2007	SECURATEX	1,119.20	GUARD SERVICE	R
130796	10/25/2007	SECURATEX	1,035.26	GUARD SERVICE	R
130797	10/25/2007	SERVICE SANITATION, INC.	1,020.00	MISC CONTRACTUAL SERV	R
130798	10/25/2007	SONIA SHANKMAN ORTHOGENIC	20,863.56	TUITION	R
130799	10/25/2007	ST JOSEPH HS	200.00	GIRLS BASKETBALL	R
130799	10/25/2007	ST JOSEPH HS	200.00	BOY BASKETBALL	R
130800	10/25/2007	STAMPER, WILLIAM	53.00	OFFICIAL	R
130801	10/25/2007	STEFANSKI, MICHAEL	84.00	OFFICIAL	R
130802	10/25/2007	STREAMWOOD HIGH SCHOOL	185.00	BOYS TRACK	R
130803	10/25/2007	THORNWOOD HIGH SCHOOL	200.00	GIRLS BASKETBALL	R
130804	10/25/2007	TRANKAR, PAUL	57.00	OFFICIAL	R
130805	10/25/2007	UPS	43.48	SHIPPING CHARGES	R
130805	10/25/2007	UPS	27.79	SHIPPING CHARGES	R
130805	10/25/2007	UPS	31.69	SHIPPING CHARGES	R
130806	10/25/2007	VINCENT, LISA	1,625.00	NATIONAL CERTIFICATION	R
130806	10/25/2007	VINCENT, LISA	420.00	IDEA CONF & TRAVEL	R
130806	10/25/2007	VINCENT, LISA	1,430.00	NATIONAL CERTIFICATION	R
130807	10/25/2007	VILLA PARK OFFICE EQUIPMENT	219.00	OFFICE EQUIPMENT	R
130807	10/25/2007	VILLA PARK OFFICE EQUIPMENT	4,733.45	DAYS OF SHELVING	R
130808	10/25/2007	VIRCHOW KRAUSE	10,000.00	SERVICE CONNECTION WITH 6/30/07 AUDIT	R
130809	10/25/2007	WALTER LAWSON CHILDREN'S HOME	3,751.15	TUITION	R
130810	10/25/2007	WASTE MANAGEMENT - METRO	602.78	WASTE MGMT	R
130811	10/25/2007	WEDNESDAY JOURNAL	20.00	PERIODICALS	R
130811	10/25/2007	WEDNESDAY JOURNAL	20.00	PERIODICALS	R

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130811	10/25/2007	WEDNESDAY JOURNAL	20.00	PERIODICALS	R
130811	10/25/2007	WEDNESDAY JOURNAL	20.00	PERIODICALS	R
130811	10/25/2007	WEDNESDAY JOURNAL	69.00	PERIODICALS	R
130812	10/25/2007	WHEATON-WARRENVILLE SOUTH	125.00	GIRLS TRACK	R
130812	10/25/2007	WHEATON-WARRENVILLE SOUTH	110.00	GYMNASTIC	R
130813	10/25/2007	WHEELING HIGH SCHOOL	200.00	WRESTLING	R
130814	10/25/2007	WILLOWGLEN ACADEMY ILLINOIS	2,351.34	TUITION	R
130815	10/25/2007	WILLOWBROOK HIGH SCHOOL	300.00	GIRLS BASKETBALL	R
130816	10/25/2007	XEROX CORP	1,502.68	BASE CHARGE	R
130816	10/25/2007	XEROX CORP	1,384.10	BASE CHARGES	R
130817	10/25/2007	YORK COMMUNITY HIGH SCHOOL	50.00	GIRLS TRACK	R
130817	10/25/2007	YORK COMMUNITY HIGH SCHOOL	150.00	WRESTLING	R
130817	10/25/2007	YORK COMMUNITY HIGH SCHOOL	125.00	GYMNASTICS	R
130818	10/25/2007	ZARABOZA, RAYMUNDO	53.00	OFFICIAL	R
130818	10/25/2007	ZARABOZA, RAYMUNDO	53.00	OFFICIAL	R
130819	10/25/2007	ZOLLI, MARY BETH	71.00	OFFICIAL	R
130820	10/25/2007	ALL-PRO SOUND	4,388.25	WIRELESS MIC SET	R
130821	10/25/2007	ALMEX LTD.	271.77	Door Cards	R
130822	10/25/2007	BLICK ART MATERIALS	118.82	Glue guns, glue, paper & paints	R
130822	10/25/2007	BLICK ART MATERIALS	84.41	Construction paper, palettes, markers	R
130823	10/25/2007	CAROLINA BIOLOGICAL SUPPLY	79.51	Science Supplies	R
130823	10/25/2007	CAROLINA BIOLOGICAL SUPPLY	11.30	Science Supplies	R
130824	10/25/2007	CAROLINA BIOLOGICAL SUPPLY COMPAN	39.88	Supplies	R
130824	10/25/2007	CAROLINA BIOLOGICAL SUPPLY COMPAN	78.36	Supplies	R
130824	10/25/2007	CAROLINA BIOLOGICAL SUPPLY COMPAN	98.51	Supplies	R
130825	10/25/2007	CDW GOVERNMENT, INC.	3,280.00	Licenses	R
130825	10/25/2007	CDW GOVERNMENT, INC.	7,350.00	ADOBE DESIGN PREMIUM	R
130825	10/25/2007	CDW GOVERNMENT, INC.	256.99	ZIP DRIVES	R
130825	10/25/2007	CDW GOVERNMENT, INC.	4,490.99	LAPTOPS	R
130826	10/25/2007	DOCUFIDE	500.00	transcript delivery	R
130827	10/25/2007	E-FILLIATE	228.10	SURGE PROTECTORS	R
130828	10/25/2007	E2 SERVICES	770.00	HP PROCURVE EXPANSION MODEL (L.8)	R
130829	10/25/2007	EDUCATIONAL INNOVATIONS	65.02	Science Supplies	R
130830	10/25/2007	FILMS FOR THE HUMANITIES & SCIENC	235.24	Science Supplies	R
130831	10/25/2007	FROSTLINE	170.00	POSTER PAPER	R
130832	10/25/2007	GREAT LAKES APPAREL INC	124.75	Core Leader T-Shirts	R
130833	10/25/2007	H-ITT	251.99	Science Supplies	R
130834	10/25/2007	HARCOURT ASSESSMENT	1,408.05	Forms	R
130835	10/25/2007	INSIDE MEXICO	35.45	Spanish DVD	R
130836	10/25/2007	KAGAN PUBLISHING	158.00	classroom timers	R
130837	10/25/2007	NATIONAL GEOGRAPHIC	181.80	World Languages & Cultures materials	R
130838	10/25/2007	ORIENTAL TRADING COMPANY	141.60	harry potter supplies	R
130838	10/25/2007	ORIENTAL TRADING COMPANY	146.32	harry potter supplies	R
130839	10/25/2007	PASCO SCIENTIFIC	480.00	Science Supplies	R
130840	10/25/2007	PEARSON - PRENTICE HALL	44.13	Latin materials	R
130840	10/25/2007	PEARSON - PRENTICE HALL	266.66	Spanish DVD	R
130841	10/25/2007	PROMOTIONAL KEYCHAINS.BIZ	796.00	Red Ribbon Week Supplies	R
130842	10/25/2007	QUALITY PRODUCTS, INC.	161.96	Paw Print Pencils, Paw Print Magnets Paw Print Sticker Rolls	R
130843	10/25/2007	RIO GRANDE	563.03	Misc. Jewelry supplies	R
130844	10/25/2007	SAX ARTS & CRAFTS	857.54	ACTIVITIES SUPPLIES	R

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130845	10/25/2007	SARGENT WELCH	513.83	Science Supplies	R
130846	10/25/2007	SCHOOL SPECIALTY INC	74.34	Science Supplies	R
130847	10/25/2007	SCIENCE KIT & BOREAL LABS	27.44	Science Supplies	R
130848	10/25/2007	UNITED VISUAL	962.00	PROJECTION SCREENS	R
130848	10/25/2007	UNITED VISUAL	168.00	Bretford Mats	R
130848	10/25/2007	UNITED VISUAL	648.00	LCD LAMP	R
130848	10/25/2007	UNITED VISUAL	1,462.00	POWERLITE 83C LCD HISTORY	R
130848	10/25/2007	UNITED VISUAL	906.00	BRETFORD CART	R
130849	10/25/2007	WILLIAM V. MACGILL & COMPANY	53.85	Bandages for PE	R
130850	10/25/2007	KALMERTON, GAIL	1,890.00	REIMBURSEMENT OF REGISTRATION FOR JOINT CONFERENCE	R

Totals for checks 337,694.96

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION FUND	0.00	1,058.00	183,388.23	184,446.23
20	OPERATIONS & MAINTENANCE	0.00	0.00	11,131.36	11,131.36
22	RESTRICTED BUILDING FUND	0.00	0.00	20,900.00	20,900.00
40	TRANSPORTATION FUND	0.00	0.00	69,545.06	69,545.06
80	ACTIVITIES FUND	8,006.60	0.00	0.00	8,006.60
82	MEDICAL SELF INSURANCE FUND	0.00	0.00	43,665.71	43,665.71
***	Fund Summary Totals ***	8,006.60	1,058.00	328,630.36	337,694.96

***** End of report *****

CHECK #	CHECK WRITTEN TO	CHECK DATE	INVOICE DESCRIPTION	CHECK AMOUNT
2582	BROWN, DOUG	10/18/2007	REIMBURSEMENT FOR GOLF SUPPLIES	125.97
			Totals for 2582	125.97
2583	CHANEY, JEFF	10/18/2007	T-SHIRT FOR SYNCHRO CAMP	132.00
			Totals for 2583	132.00
2584	CLASSIC AUDIO VIDEO	10/18/2007	TEAM POWER PACK	154.10
			Totals for 2584	154.10
2585	DMITRUK, SVETLANA	10/18/2007	REIMBURSEMENT FOR FOOTBALL	70.00
			Totals for 2585	70.00
2586	DOMANCHUK, TED	10/18/2007	EMBROIDERY MACHINE REPAIR	92.81
			Totals for 2586	92.81
2587	GRAPHIC EDGE	10/18/2007	BOYS CROSS COUNTRY	106.74
			Totals for 2587	106.74
2588	JAYS FOODS, LLC	10/18/2007	FOOD PRODUCTS	115.36
2588	JAYS FOODS, LLC	10/18/2007	FOOD PRODUCTS	81.55
			Totals for 2588	196.91
2589	KELTY PAVERS	10/18/2007	WORK COMPLETED TO SOCCER FIELD	2,250.00
			Totals for 2589	2,250.00
2590	KNAKE, KRISTIN	10/18/2007	FINAL PAYMENTS FOR ENGLISH EXCHANGE	1,444.55
			Totals for 2590	1,444.55
2591	LECESNE, DAPHNE	10/18/2007	TRAVEL EXPENSE ON BEHALF OF STUDENT	100.27
			Totals for 2591	100.27
2592	MEDCO SUPPLY, INC.	10/18/2007	MOUTNGUARD	45.90
			Totals for 2592	45.90
2593	MILLARD, ANTHONY	10/18/2007	TRIP EXPENSE	2,016.92
			Totals for 2593	2,016.92
2594	MIDWEST SERVICE & INSTALLATION	10/18/2007	MAINTENANCE FOR GYM EQUIPMENT	145.00
2594	MIDWEST SERVICE & INSTALLATION	10/18/2007	MAINTENANCE FOR EQUIPMENT FOR GYM	730.20
			Totals for 2594	875.20
2595	MULVANEY, RYAN	10/18/2007	REIMBURSEMENT FOR SOCCER TEAM	259.91
			Totals for 2595	259.91
2596	OPRFHS ATHLETIC IMPREST ACCOUNT	10/18/2007	HUSKIE WATER BOTTLES	200.00
			Totals for 2596	200.00
2597	R & M SPECIALTIES	10/18/2007	BLUE 7 ORANGE BEADS	777.60
			Totals for 2597	777.60
2598	RAPIDRIBBONS	10/18/2007	CUSTOM RIBBONS	175.40
			Totals for 2598	175.40
2599	SALKELD SPORTS	10/18/2007	GIRLS BASKETBALL UNIFORMS	40.00
			Totals for 2599	40.00

CHECK #	CHECK WRITTEN TO	CHECK DATE	INVOICE DESCRIPTION	CHECK AMOUNT
2600	THE AMERICAN BOTTLING COMPANY	10/18/2007	DRINKS	189.00
2600	THE AMERICAN BOTTLING COMPANY	10/18/2007	DRINKS	209.00
			Totals for 2600	398.00
2601	WHITEHEAD, PAMELA	10/18/2007	REIMBURSEMENT FOR SOCCER LASER TAG	180.00
			Totals for 2601	180.00
2602	XEROX CORP	10/18/2007	METER USAGE	170.59
			Totals for 2602	170.59
2603	MASTERCARD CORPORATE CLIENTS PAYMEN	10/19/2007	SEPT 2007 MASTER CARD BILL	249.65
			Totals for 2603	249.65
			Totals for checks	10,062.52

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
80	ACTIVITIES FUND	10,062.52	0.00	0.00	10,062.52
***	Fund Summary Totals ***	10,062.52	0.00	0.00	10,062.52

***** End of report *****

CHECK #	CHECK WRITTEN TO	CHECK DATE	INVOICE DESCRIPTION	CHECK AMOUNT
20156	MULLER, WILLIAM	10/16/2007	CORRECTION TO BOOKSTORE REFUND FOR CHARLES MULLER	49.10
			Totals for 20156	49.10
20157	PLOMIN, JAMES	10/16/2007	CORRECTION TO BOOKSTORE REFUND FOR KRISTEN PLOMIN	130.42
			Totals for 20157	130.42
			Totals for checks	179.52

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
15	BOOKSTORE FUND	0.00	179.52	0.00	179.52
***	Fund Summary Totals ***	0.00	179.52	0.00	179.52

***** End of report *****

**RESOLUTION AUTHORIZING EXECUTION OF CERTAIN VOUCHERS
FOR THE MONTH OF NOVEMBER 2007**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200, Cook County, Illinois as follows:

Section 1: That this Board of Education has approved and does hereby approve the voucher used by its Township School Treasurer, all pursuant to the powers granted under the Illinois School Code.

Section 2: That the President and Secretary of this Board of Education be and are hereby authorized to execute and sign on behalf of this Board of Education vouchers with all required information for the following expenditures during the Month of NOVEMBER, 2007:

- a) Payroll for the employees of this District not to exceed \$3,000,000 for said month.
- b) Contractual fringe benefits for the employees of this District not to exceed \$350,000 for said month.

Provided however, that all such vouchers to be signed by the President and Secretary of the Board of Education shall be approved as accurate and due and owing by the Chief Financial Officer (or other designated officer) prior to the signing of such vouchers.

Further provided, however, that all such vouchers shall contain information as required by law in order that the Township School Treasurer can make the appropriate disbursements and entries into his records.

Section 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 25TH OF OCTOBER, 2007.

President of the Board of Education

Secretary of the Board of Education

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the vouchers from the Imprest Account for October 25th , 2007 by the President and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 25th day of October, 2007

President of the Board of Education

Secretary of the Board of Education

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the
vouchers from the Student Activity Accounts for October 25, 2007 by the President
and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the
bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this October 25, 2007

President of the Board of Education

Secretary of the Board of Education

**RESOLUTION RATIFYING AND CONFIRMING
EXECUTION OF CERTAIN VOUCHERS
AND PAYMENT OF CERTAIN BILLS AND EXPENSES**

Be it resolved by the Board of Education of the Oak Park and River Forest High School, District Number 200,
Cook County, Illinois, as follows:

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the vouchers for this date of October 25, 2007 by the President and Secretary of this Board of Education, copies of which are attached hereto.

SECTION 2: That this Board of Education does hereby ratify and confirm that the payment of the bills and expenses were covered by the vouchers attached hereto.

SECTION 3: This resolution shall be in full force and effect upon its adoption.

ADOPTED this 25th day of October, 2007

President of the Board of Education

Secretary of the Board of Education

Date: October 25, 2007
To: Board of Education
From: Principal (Interim)
Subj: FY '08 Application for Illinois School Library Grant

ACTION

In order to make application for the above-referenced grant, the Board of Education must certify and attest to the following:

- The library occupies identifiable quarters in one location within the attendance center.
- The library has at least one employee whose primary duty is to serve as a librarian.
- The library has a permanent, bibliographically organized collection of library materials, financially supported by the school district, which serves the basic information and library needs of students.
- The library is a member of, or has applied for membership in, one of the twelve Illinois Regional Library Systems, and meets the requirements for membership.
- The Library provides services, which meet or show progress towards meeting, the Illinois school library standards most recently adopted by the Illinois School Media Association (*Linking for Learning: The Revised Illinois School Library Media Program Guidelines*, 2nd ed., 2005).
- The grant funds will be an incremental increase to local and anticipated library funds and will not replace previously budgeted items.
- The School Board affirms that services, programs, and activities provided under this grant are and will continue to be in compliance with the Americans with Disabilities Act (42 U.S.C. 12101 et seq.); and
- During the current school year (July 2007 – June 2008), the Board of Education will review the library's progress toward meeting the Illinois school standards for school library media centers in *Linking for Learning: Revised Illinois School Library Media Program Guidelines*.
- The Board of Education and administration affirm that the information submitted on the school district Library Grant Program Application FY 2008 is, to the best of their knowledge and under the penalty of perjury, correct.

The District expects to receive \$2323.50 from this grant.

Motion: Move to certify and attest the above requirements in conjunction with the District's application for the Illinois School Library Grant.

Roll call vote.

Agenda Item No. VIII.D.

**SCHOOL DISTRICT LIBRARY GRANT PROGRAM APPLICATION FY2008
PART VII: SIGNATURE PAGE**

INSTRUCTIONS:

This signed form must be **postmarked by December 14, 2007** for your district's grant application to be considered as eligible for grant review and funding consideration.

Mail this completed form to:

Illinois State Library Room 410
Gwendolyn Brooks Building
School District Library Grant Program
300 S. Second St.
Springfield, IL 62701-1796

BY SIGNING BELOW, THE SCHOOL BOARD AND SCHOOL DISTRICT CERTIFY THAT:

A school library media center is located in each attendance center included on the district's School District Library Grant Program Application FY2008, and each attendance center's library meets all of the following criteria:

1. The library occupies identifiable quarters in one location within the attendance center.
2. The library has at least one employee whose primary duty is to serve as a librarian.
3. The library has a permanent, bibliographically organized collection of library materials, financially supported by the school district, which serves the basic information and library needs of the students.
4. The library is a member of, or has applied for membership in, one of the Illinois Regional Library Systems, and meets the requirements for membership.
5. The library provides services, which meet or show progress toward meeting, the Illinois school library standards most recently adopted by the Illinois School Library Media Association (Linking for Learning: The Illinois School Library Media Program Guidelines, 2nd ed., 2005).

THE SCHOOL BOARD AND ADMINISTRATION ALSO ATTEST THAT:

1. The grant funds will be an incremental increase to local and anticipated library funds and will not replace previously budgeted items.
2. The School Board affirms that services, programs, and activities provided under this grant are and will continue to be in compliance with the Americans with Disabilities Act [42 U.S.C. 12101 et seq.].
3. During the current school year (July 2007 - June 2008), the School Board has reviewed or will review the library's progress toward meeting the Illinois standards for school library media centers (Linking for Learning: The Illinois School Library Media Program Guidelines, 2nd ed., 2005).
4. The school board and administration affirm that the information submitted on the School District Library Grant Program Application FY2008 is, to the best of our knowledge and under the penalty of perjury, correct.

The School District Library Grant Program Application FY2008 online component has been electronically submitted. In addition, the attendance center component has been completed, utilizing the Illinois State Library's instructions and forms, and submitted via mail.

SCHOOL DISTRICT NAME	OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
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	SIGNATURE (Affix original signature in any ink except black)	NAME TYPED OR PRINTED INCLUDE DR., MR., OR MS.
School Board President		MR. JACQUES CONWAY
Superintendent		DR. ATTILA WENINGER
Librarian	<i>Mary Ann DeBruin</i>	MS. MARY ANN DeBRUIN

40988 Oak Park-River Forest High School District #200

00 Oak Park - River Forest High School Library

201 North Scoville

Oak Park, IL 60302 - 2296

Library Phone (include area code) 708-434-3288

Library Fax (include area code): 708-434-3915

a) Enter the Student Housing Count of September 30, 2007. 3098

b) During a typical week, how many hours is the library open for student use? (Select only one answer)

<input type="checkbox"/> None	<input type="checkbox"/> 21-25
<input type="checkbox"/> Less than 10	<input type="checkbox"/> 26-30
<input type="checkbox"/> 11-15	<input type="checkbox"/> 31-35
<input type="checkbox"/> 16-20	<input checked="" type="checkbox"/> 35-40+

c) During a typical week, how many hours is the library staffed by paid library staff? (Select only one answer)

<input type="checkbox"/> None	<input type="checkbox"/> 21-30
<input type="checkbox"/> Less than 15	<input checked="" type="checkbox"/> 31-40+
<input type="checkbox"/> 16-20	

d) Enter the name of the paid employee whose primary duty is to serve as the librarian for this attendance center's library.

MS. MARY ANN DeBRUIN

e) What are the educational qualifications for the paid employee whose primary duty is to serve as the librarian for this attendance center's library? (Check all that apply)

☒ Teacher-Librarian: state-certified as both a teacher and a librarian
If a teacher-librarian, indicate library education status: (Check all apply)

☐ Doctorate in library/information science

☒ Masters in library/information science

☐ Bachelors with a major or minor in library science

☐ Library Technical Assistant (LTA degree)

☐ Provisional (In process)

☐ Teacher: state-certified as a teacher but not as a librarian

_____ Librarian: Not state-certified as a teacher but possesses any combination of the following library education:

_____ an advance degree [doctorate or masters] in library and information science;

_____ an undergraduate degree [major or minor] in library science; and/or

_____ Library technical assistant [LTA degree]

_____ College Degree but lacking both teacher certification and library education (Doctorate, Masters, Bachelors, Associates)

_____ High School degree

_____ Other (Specify): _____

f) Does this attendance center meet the qualifications for grant eligibility?

XX Yes

_____ Yes, as an exception (There must be a school library in the attendance center for it to qualify for grant funding. There are a few exceptions, such as connected school buildings sharing one library. If a school library is NOT physically located in this attendance center, explain/justify why this attendance center has been included.)

_____ No (briefly explain why)

g) LIBRARY ITEM COUNT: Answer only one of the two questions below. If your library is automated answer question 1, or if your library is not automated answer question 2.

Item Definition: The item count should include, but is not limited to: books, audiovisual materials, issues of magazines, realia, equipment, textbooks, etc. NOTE: This is NOT a circulation count or a user count. If an exact total is not known, then estimate the answer.

1. If this attendance center's collection is automated for circulation functions and/or has a computerized catalog, then how many total items are entered in the library's automation system?

36,593

2. If this attendance center's collection is not automated for circulation functions and does not have a computerized catalog, then how many total items are in the library's collection? _____

PART IV: SCHOOL DISTRICT ATTENDANCE CENTERS

40988 99 Oak Park-River Forest High School District #200

201 North Scoville Avenue

Oak Park, IL 60302-2264

Administrative Phone:(include area code) 708-434-3288

Administrative Fax:(include area code) 708-434-3915

ISL USE ONLY:

TOTAL DISTRICT ELIGIBLE ATTENDANCE CENTERS: _____

TOTAL DISTRICT STUDENT HOUSING COUNT 9/30/2007: _____

TOTAL DISTRICT ATTENDANCE CENTERS: _____

REVIEWED BY: _____

DATE: _____

Policy Section

Date: October 25, 2007
To: Board of Education
From: Assistant Superintendent for Human Resources
Subj: Presentation of Policies

ACTION

Following the April 26, 2007 Board of Education meeting and the August 23, 2007 Board of Education meeting, the following policies were sent to the Alumni Association, A.P.P.L.E., Boosters, Citizens' Council, the Concert Tour Association, P.T.O., Student Council, Faculty Senate and Instructional Council for their review and comment. The Policy Committee now recommends that the Board of Education amend or delete the policies, as presented.

- A. Policy 5114-1, Suspension and Expulsion for Students with Disabilities
- B. Policy 5114-2, Behavioral Interventions and Isolated Time Out/Physical Restraint for Disabled Students
- C. Policy 5200, School Choice

The Policy Committee, at its October 17, 2007 meeting, recommended that the Board of Education approve the following policies for First Reading, as presented:

- A. The Meaning of the Seal
- B. Policy 12, American Flag
- C. Policy 103, Philosophical Statement on Student Discipline
- D. Policy 104-1, Change of Grade

Motion: Move to amend Policy 5114-1, Suspension and Expulsion for Students with Disabilities, as presented;
Move to amend Policy 5114-2, Behavioral Interventions and Isolated Time Out/Physical Restraint for Disabled Students, as presented;
Move to approve Policy 5200, School Choice, as presented;
Move to approve Policy 5200, School Choice, for First Reading, as presented;
Move to approve The Meaning of the Seal for First Reading, as presented;
Move to approve Policy 12, American Flag, for First Reading, as presented;
Move to approve Policy 103, Philosophical Statement on Student Discipline, for First Reading, as presented;
Move to approve Policy 104-1, Change of Grade, for First Reading, as presented.

Policies for Second Reading

SUSPENSION AND ~~EXPULSION~~ EXPULSION FOR STUDENTS WITH DISABILITIES– SPECIAL EDUCATION 5114-1

I. General Considerations

~~These procedures apply~~ This policy applies to students who are eligible for special education services pursuant to the Individuals with Disabilities Education Act (“IDEA”). Article 14 of the Illinois School Code and the IDEA, including the rules and regulations implementing both Acts, will be applied and followed by the District concerning the discipline of special education students.

II. Out-of-School Suspensions

A special education student may be suspended from school up to and including ~~109~~ school days in the same manner as regular education students. Beginning ~~no later than on day 11~~ no later than day 10 of an out-of-school suspension and for each subsequent out of school suspension ~~or above~~ in a given school year, the student must be allowed an opportunity to continue to appropriately progress in the general curriculum and ~~appropriately~~ advance toward achieving ~~his or her~~ IEP goals. When the number of days of out of school suspension in a given school year exceeds ~~109~~ for an IDEA-eligible special education student, a functional assessment of behavior will be completed and the student’s IEP team will draft a behavior intervention plan. A manifestation determination must be conducted.

III. Expulsions

A student with disabilities shall not be expelled from school for ~~conduct which~~ conduct, which is a result of the student’s disability. Before an expulsion hearing of a student with a disability can be considered, an IEP team must conduct a manifestation determination review to address whether ~~the student’s misconduct was a result of the student’s disability, whether the conduct in question was caused by or had a direct and substantial relationship to the child’s disability or if the conduct in question was a direct result of the school’s failure to implement the IEP.~~ the student’s current placement is appropriate and any other matters required by law.

If the results of the manifestation determination show that the conduct in question was not a manifestation of the student’s disability, the District may continue with its recommendation that the child be considered for expulsion by the Board of Education, in accordance with the regulations promulgated under the Individuals with Disabilities in Education Act.

If a student with disabilities is expelled from school in accordance with the ~~procedures-policy~~ policy set forth above, the Special Education Division will ~~District~~

~~shall convene an IEP meeting to~~ develop an educational program to deliver educational services during such period of expulsion, to the extent required by law.

If it is determined at the manifestation determination review that the behavior of the ~~child-student~~ was a manifestation of his/her disability, the authorized administrator shall not continue with ~~his~~ the recommendation for expulsion but may request a review of the appropriateness of the student's² placement in accordance with federal and State law.

IV. 45-Calendar Day Interim Alternative Educational Placements

A special education student who commits a drug or weapon related offense or is found to be dangerous by a State-appointed hearing officer may be placed in an interim alternative educational setting for up to 45 calendar days. The District may impose any other discipline and take other legal action against the student as appropriate.

V. Regular Education Students Invoking Special Education Protections

A. A regular education student facing disciplinary action may be entitled to IDEA special education protections if a school district had "knowledge" that the student was, in fact, a student with a disability before the misconduct occurred.

B. ~~A~~The school district has "knowledge" when:

1. the parent or guardian expressed concern in writing to school personnel (or orally if the parent does not know how to write or has a disability that prevents a written statement) before the misconduct occurred; or
2. the behavior or the performance of the student demonstrates the need for such services in accordance with IDEA's disabling conditions; or
3. the parent or guardian previously requested an evaluation of the student; or
4. the student's teacher or other District personnel expressed concern about the behavior or performance of the student to the director of special education or to other District personnel in accordance with the District's established ~~child-student~~ find or special education referral system.

- C. The District does not have “knowledge” if it:
1. conducted an evaluation and determined that the ~~child-student~~ was not eligible for services and notified the parents of this decision; or
 2. determined that an evaluation was not necessary and notified the parents of this decision.
- D. If the District has “knowledge,” an expedited case study evaluation must be conducted. If the student is found eligible for IDEA special education services, the student shall be disciplined as a special education student. If the student is found not eligible for IDEA special education services, the District can proceed to expel or otherwise discipline the student as a regular education student.
- E. If the District does not have “knowledge,” the District may move forward with the expulsion proceedings. ~~as it would with a regular education student.~~

Amended Dates:	March 24, 2005; March 26, 1998; October 24, 1996; May 26, 1994; December 19, 1990
Adopted Date:	June 18, 1989
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	

BEHAVIORAL INTERVENTIONS AND ISOLATED TIME OUT/PHYSICAL RESTRAINT FOR ~~DISABLED~~ STUDENTS WITH DISABILITIES

5114-2

USE OF BEHAVIORAL INTERVENTIONS

Behavioral interventions should be used by teachers and administrators to promote and strengthen desirable adaptive student behaviors and reduce identified inappropriate behaviors. A fundamental principle is that positive, non-aversive interventions designed to develop and strengthen desirable student behaviors should be used when they are likely to be effective.

While positive approaches alone will not always succeed in managing inappropriate behavior, the use of more restrictive behavioral interventions should be used sparingly and approached with caution. In addition, all behavior interventions must incorporate procedures and methods consistent with generally accepted practice in the field of behavioral interventions.

A behavior management plan shall be written for disabled students whose behavior significantly ~~disrupts~~ interferes with the student's ability, or the ability of other students, to benefit from the educational setting. ~~-educationally-~~ A behavior management plan will also be drafted and/or revised where appropriate for any student who receives special education services and (1) is suspended for more than 10 days in a school year, (2) is recommended for expulsion, and/or (3) is referred to a 45-calendar day interim alternative placement. A behavior management plan shall be based on a functional analysis of the student's behavior.

The District maintains the Parent-Teacher Advisory Committee to provide advice regarding the creation and amendment of this policy. The committee shall be comprised of parents, teachers, individuals knowledgeable about behavior interventions, and other interested citizens. The District has drafted administrative procedures to implement this policy.

The District shall furnish a copy of this policy and the administrative procedures to all parents of students receiving special education services within 15 calendar days after any amendments to the policy or procedures, or at the time an individualized education plan (IEP) is first implemented for a student. Students and parents will be informed of the existence of this policy during the annual IEP meeting. In addition, at each annual review for students with disabilities, the District shall explain the policy and procedures and provide a copy of the policy and procedures to parents. A copy of the ISBE "Behavioral Interventions in Schools: guidelines may also be requested by contacting: Illinois State Board of Education, Division of Program Compliance, 100 North First Street, Springfield, IL 62777-0001, 217/782-6601, www.isbe.state.il.us.

USE OF ISOLATED TIME OUT AND PHYSICAL RESTRAINT

Isolated time out means the confinement of a student in an enclosure, whether within or outside the classroom, from which the student's egress is restricted. Physical restraint means holding a student or otherwise restricting his or her movements through the use of specific, planned techniques. Physical restraint does not include momentary person-to-person contact, without the use of material or mechanical devices, accomplished with limited force, to (1) prevent a student from completing an act that could result in potential harm to him/herself or others, or damage to property, or (2) removal of a disruptive student who is unwilling to leave the area.

Isolated time out and physical restraint shall only be used as a means of maintaining a safe and orderly environment for learning, and only when necessary to preserve the safety of students and others. Isolated time out and physical restraint shall not be used as a form of punishment. In addition, physical restraint shall not be used unless the student (1) poses a physical risk to him/herself or others, (2) there is no medical contraindication to its use, and (3) the staff applying the restraint have been trained in its safe application. A verbal threat is not considered a physical risk unless the student also demonstrates a means of or intent to carry out the threat.

Written procedures governing the use of isolated time out and physical restraint shall be developed by the Superintendent/Principal or designee.

Whenever isolated time out or physical restraint is used, the student's case manager and parent/guardian shall be notified as soon as possible, and shall document the incident as set forth in the procedures governing isolated time out and physical restraint. Any incident that results in a serious injury to the student (as determined by the student, responsible parent or guardian, or staff) shall be reported to the Superintendent/Principal or designee. The Superintendent/Principal or designee shall investigate and evaluate the incident.

At least annually, the Superintendent/Principal or designee shall review the use of isolated time out and physical restraint, including: the number of incidents involving isolated time out and/or physical restraint; the location and duration of each incident; the staff members involved; any injuries or property damage that occurred; and the timeliness of parental notification and administrative review.

PSYCHOSTIMULANT MEDICATION

No student may be disciplined because of the refusal of the student's parents or guardian to administer or consent to the administration of psychotropic or psychostimulant medication to the student. Disciplinary consequences are based solely on the behavior of the student. At least once every two years, certified school personnel and administrators

will receive in-service training on the current best practices regarding the identification and treatment of attention deficit disorder and attention deficit hyperactivity disorder, the application of non-aversive behavioral interventions in the school environment, and the use of psychotropic or psychostimulant medication for school-age children. This policy does not prohibit school medical staff, an individualized educational program team, or a professional worker as defined by Section 5/14-1.10 of the School Code, 105 ILCS 5/14.10, from recommending that a student be evaluated by an appropriate medical practitioner or prohibit school personnel from consulting with the practitioner with the consent of the student's parent or guardian.

Amended Date(s):	March 24, 2005
Adopted Date:	November 14, 1995
Review Date:	
Law Reference:	105 ILCS 5/14-8.05 105 ILCS 2-3.130 105 ILCS 10-20.33 105 ILCS 10-20.35 Title 23 Ill.Adm.Code §§ 1.280; 1.285
Related Policies:	
Related Instructions And Guidelines:	
Cross Ref.:	Policy 5114, Student Discipline

Policy 5200, School Choice Policy

Students enrolled in a School identified for improvement, corrective action, or restructuring by the State Board of Education, or students enrolled in a School identified as persistently dangerous by the State Board of Education, may be offered school choice in accordance with federal law. In order to afford such students choice, the Superintendent or designee ~~shall~~ may, ~~to the extent practicable~~, establish a cooperative agreement with other districts in the area that have not been identified for improvement, corrective action, restructuring or as persistently dangerous.

A student who transfers to another school under this policy may remain at that school until the student completes the highest grade at that school. The District shall provide transportation only until the end of the school year in which the transferring school ceases to be identified for school improvement or subject to corrective action or restructuring. The Superintendent shall develop procedures for such transfers in accordance with State and federal law.

A student who is the victim of a violent crime on school grounds during regular school hours or during a school-sponsored event, may also request transfer under this policy. For purposes of this policy, a violent crime shall be defined by the Rights of Crime Victims and Witnesses Act, 720 ILCS 120/3. Parents/guardians of students eligible for transfer pursuant to the violent crime provision shall notify the Superintendent of their request to transfer within 30 days of the incident of violence. The Superintendent shall develop procedures to accommodate such requests.

Amended:

Adopted Date:

Review Date:

Law Reference: 105 ILCS 5/10-21.3a; 20 U.S.C. § 6316 et seq., *No Child Left Behind Act of 2001*; 725 ILCS 120/3

Related Policies:

Related Instructions

And Guidelines:

Cross Ref:

Policies for First Reading

THE SEAL OF THE SCHOOL



The Meaning of the Seal

The symbols of the seal stand for the name of the school; the acorn and oak leaves for Oak, the three small trees for Park, the wavy lines for River, and the trees again for Forest. Thus, they represent Oak Park and River Forest.

The words on the seal are in the Greek language. In English, they are "Those Things That Are Best." They mean that each person should strive for the best things and high ideals. It is hoped that the motto will have this meaning for each teacher and student.

The seal, worked in orange and blue upon a deep blue background, serves as the school flag. The flag was designed by students in art classes. The seal is also prominently displayed on the wall at the west end of the main floor of the Student Center.

The seal has been registered for copyright and cannot be used except for official school business. It was originally designed by Mr. Lee M. Watson, a teacher in the school, and was first used in 1908. Mr. Arthur Pelz, Chairman of the Art Department, executed the handsome ceramic plaque displayed in the Student Center in 1968.

AMERICAN FLAG

12

It shall be the policy and practice of ~~of the faculty of the~~ Oak Park and River Forest High School to encourage and develop in each student an attitude of patriotism and of allegiance ~~loyalty to the Government~~ Constitution of the United States of America and to the Flag of the United States.

The Flag shall be displayed in the proper manner, as determined by law and custom, in the buildings and on the grounds of the school (and shall be properly respected by students and faculty members). We accept flag etiquette as symbolic of loyalty to our nation and adopt as our own the sentiments expressed by President Woodrow Wilson in his Flag Day address in 1917:

"This Flag, which we honor and under which we serve, is the emblem of our unity, our power, our thought and purpose as a nation. It has no other character than that which we give it from generation to generation. The choices are ours. It floats in majestic silence above the hosts that execute these choices, whether in peace or in war. And yet, though silent, it speaks to us -- speaks to us of the past, of the men and women who went before us, and of the records they wrote upon it."

It is in this spirit that we would carry forward the work of education at the Oak Park and River Forest High School, that we may help our youth to be worthy of their heritage.

In the school philosophy, Oak Park and River Forest High School affirms that its primary task is for the formal education of youth; that the needs of each student must be central; that interaction between teacher and student is the heart of the school's learning process; that its objective is to inspire and **to** equip each student to find a constructive and responsible role as a caring citizen; that students must learn how to achieve both as competitors and cooperators; that ~~the~~ students must learn to respect, **to** understand, and to build on their own roots and the roots of others; and that it desires to foster a sense of the right, the good, the better, **and** the best as criteria for behavior. To achieve these goals, discipline is required of all students, staff, and parents.

Discipline has different meanings, each of which has ~~some~~ significant bearing on the behavior of **students** ~~the participants in the school community~~ and their progress and success in school. In an academic sense, discipline refers to the rigorous effort one must make to develop one's ability. In the context of school citizenship, each person is expected to act in accordance with established rules made **for** ~~of~~ the common benefit of all who comprise the school. A disruptive person or group deprives others of the opportunity to learn. In addition, discipline is ~~often~~ conceived as respect for and compliance with ~~the~~ authority **and** ~~—Lastly,~~ discipline is understood as correction **by the** ~~of some kind, the~~ reasonable consequence of undesirable behavior.

~~Good~~ **Discipline** creates a climate within the school, a setting where purposeful work, humanistic caring, and spontaneous fun combine and permeate ~~the~~ classroom, **hallway, activity, athletic, club, organization, etc.,** activities and ~~its~~ **their** interpersonal relationships. Attitude toward achievement, desire to meet commitments, habits of punctuality, consistent daily class preparation, and care for one's appearance and dress all reflect self-discipline and effect a sense of personal pride, **self-esteem**, and an identification with the school. The health, safety, and rights of each student to secure maximum advantage from the educational opportunity are protected along with the rights of all students and ~~the~~ staff.

The central work of the school takes place in the classroom. It is essential that order based on mutual respect exists in the classroom. It is here that students can be taught, inspired, stimulated, and challenged to develop their **full human** potential. Students respect teachers who know their subject and their students, approach their classes with a serious but not humorless purpose, who plan lessons thoroughly are committed to student success, and who set reasonable and fairly administered standards of performance and behavior for themselves and their students.

Student behavior while at and in school and at school-sponsored activities of any kind are of central importance to fulfilling the District's mission and to a positive, productive, and effective teaching and learning environment. The District takes seriously and accepts responsibility for maintaining the highest level of student behavior in and at school and at all school-sponsored activities.

~~While classroom behavior is of central importance, the way in which students (and staff) interact with each other in our corridors, rest rooms, dining areas, athletic areas, and exterior grounds has a profound effect on the quality of the overall school experience. We therefore are equally concerned about discipline in these areas just as much as inside the classrooms, and we accept just as much responsibility for maintaining acceptable behavior in these areas as in the classrooms.~~

The school's intent is to encourage students to set their own goals, to assist them in developing them, to attain, and to evaluate them. At the same time, ~~the~~ students are to fulfill the expectations of each course, to respect the role of the teacher, and to understand the necessity for appropriate discipline. Discipline is neither autocratic nor repressive, but action taken as a supportive concern for a student in dealing with behavior. This concern stems from respect for the worth and dignity of each human being, sensitivity to another's needs and common group interest, and mutual respect given to and expected from the student and staff members.

~~All adult employees of the school district are charged with the serious responsibility for communicating and modeling positive behavior and behavioral expectations to our students and to each other. While some staff members will employees have a higher level of responsibility for following through with differing responsibilities regarding disciplinary procedures in specific instances, it is our policy to give all adult employees the standing and the support to communicate to students our expectations of acceptable behavior. all employees have the equal responsibility to engage students when there is misconduct and to enforce the Code of Conduct appropriately.~~

The administration of discipline should not be so threatening as to destroy a student's sense of self-worth, the desire and hope to improve, or the possibility for a fresh start. On the other hand, a student needs to know there are limits to unacceptable behavior. In those cases where a student repeatedly acts inappropriately and fails to respond to reasonable discipline or offers of special help, the rights and best interests of other students must be considered **and protected**.

There may be occasions when a student's misbehavior calls for immediate disciplinary action. ~~Good Discipline~~ calls for a cooperative working agreement among **THE CLASSROOM TEACHERS, COUNSELORS, DEANS, AND ADMINISTRATORS** all ~~adult~~ district employees. The school may need to employ **preventive measures, interventions, -suspensions,** and other means of communicating to students and their parents that undesirable behavior must stop. Within the safeguards of due process, the school - through teachers, counselors, ~~and~~ deans, **and administrators** - may curtail students' actions by modifying the daily schedule, placement, and in extreme cases that are properly documented, refer students to the Board of Education. The Board of Education has the statutory obligation to **develop and to enforce** ~~see that~~ reasonable rules ~~are developed and enforced~~ and may exclude students from school attendance. However, corporal punishment shall not be exercised as a means of student discipline by any school personnel.

The school district acknowledges that it has a responsibility and a commitment to assure that the **Code of Conduct** consequences are equitably and fairly administered. ~~of specific infractions not vary among students to the point of unfairness or apparent favoritism.~~ However, **In addition and equally as important**, we assign a ~~distinctly~~ higher priority to ~~the helping each individual student in his/her own~~ emotional and behavioral development of **students** as guided by a trained and experienced professional staff, and we give this value precedence over absolute uniformity in **the issuance Code of Conduct** ~~in the assessment of negative consequences..~~ We believe that ~~the exercise of~~ sound professional judgment, coupled with a system of constant monitoring of fairness by the administrative staff, can maintain proper balance between these ~~two occasionally conflicting~~ values. **ALL STAFF MEMBERS NEED TO SUBSCRIBE TO A BUILDING-WIDE CONSENSUS ON DISCIPLINE.** While there is a reasonable expectation of similar consequences for the same offenses, this does not mean a rigorous, unthinking, inflexible, and automatic approach to discipline or a doctrinaire consistency. Each situation and a student's needs are to be examined in terms of the circumstance, past history, and hope to improve attitude and effort. The consequences of behavior should follow promptly. They should be clear and understandable to students and consistent in the sense that some consequences, determined by the situation, will occur. Students gain the maturity that equips them for life with the realization that consequences do flow from their behavior.

~~The p~~**Parents** and the family have a supportive role in discipline. The school **DESIRES THAT** ~~expects~~ parents to see that their child attends school regularly and comes properly prepared each day.

The staff at school, the family at home, **and** the student all gain from the fulfillment of these important and mutually supportive roles of discipline. Self-discipline and expectation of a high standard of performance exist in the world of work. The sense of discipline expected and developed in school serves as the foundation for success in a student's future role in life.

Amended Date(s):	
Adopted Date:	March 15, 1979
Review Date:	
Law Reference:	
Related Policies:	
Related Instructions	
And Guidelines:	
Cross Ref.:	Policy 5114, Suspension and Expulsion

CHANGE OF GRADE

104-1

Any student's grade, which is permanently recorded or is communicated to a student's parents or guardian, may be changed by the teacher or Superintendent/Principal when it is in the student's or District's best interest. Where a change of grade is made, the ~~Superintendent/~~Principal shall assume responsibility for determining the grade or evaluation and initial the change. The ~~Superintendent/~~Principal shall notify (1) the teacher responsible for the grade concerning the nature and reasons for the change, and (2) the parents or guardian of the student of the change, and 3) the superintendent of same.

Amended Date(s):

Adopted Date: April 23, 1992

Review Date:

Law Reference: Ill. Rev. Stat. ch. 122, par. 10-20.9a

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

Business Section

October 25, 2007

TO: Superintendent/Principal

FROM: Chief Financial Officer

SUBJECT: Aid to Needy Children Report

Recommendations for financial assistance for books and required supplies for needy students are processed through the Business Office. The requests for free and reduced lunches are originated by parent applications. The Food Service Department processes the Free and Reduced Lunch Program applications. All approved applications must meet government guidelines. The reimbursement we receive from the State and Federal governments helps to defray the cost for the total lunch program.

I. Free and Reduced Cost Lunch Program

A. Free Lunch Program

2006-07	350	Students participated
2005-06	345	Students participated
2004-05	299	Students participated

B. Reduced Cost Lunch Program

2006-07	100	Students participated
2005-06	67	Students participated
2004-05	60	Students participated
2003-04	70	Students participated

II. Deferred Payments

Students and their parents request a deferred payment for books, supplies and fees. This is available to all families upon request.

2006-07	595 Recommended	
	Balance Outstanding as of 6/30/07	\$24,317.30
2005-06	452 Recommended	
	Balance Outstanding as of 6/30/06	\$ 9,057.60
2004-05	461 Recommended	
	Balance Outstanding as of 6/30/05	\$10,129.69

NOTE: families are sent an invoice each month.

III. School Loans

Books and required supplies are paid for by Oak Park and River Forest High School for needy students using the same State guidelines provided for the Free and Reduced Lunch Program. A fund transfer pays costs, from the Education Fund. These books and required supplies are distributed on an equal basis. Students are instructed to return their loaned books to the bookstore at the termination of the course.

2006-07	410 Approved applications	
	Balance Outstanding as of 6/30/07	\$18,404.85
2005-06	354 Approved applications	
	Balance Outstanding as of 6/30/06	\$17,651.37
2004-05	334 Approved applications	
	Balance Outstanding as of 6/30/05	\$10,461.60

INFORMATION

AGENDA ITEM X.A.

October 25, 2007

TO: Superintendent

FROM: Chief Financial Officer

SUBJECT: 2007 Preliminary Levy

The Preliminary Levy must be placed on display no less than 20 days in advance of adoption. The Board of Education will adopt the 2007 Levy at its regularly scheduled Board meeting on December 20, 2007. A Public Hearing meeting will be held at the regularly scheduled Board Meeting on December 20, 2007.

For the 2007 Levy the CPI used is 2.5% and EAV for new property is estimated at \$20,000,000 plus \$20,345,170 in TIF carveouts. The estimate of the 2007 aggregate tax Levy is 104.56 percent of the Preliminary 2006 Levy.

Fund	Preliminary 2006 Levy	Preliminary 2007 Levy
Education	\$ 43,075,463	\$ 44,612,278
Liability Insurance	1,113,616	1,141,456
Special Education	406,372	476,232
O&M	5,009,319	5,067,320
Transp.	810,790	831,060
IMRF	998,347	1,023,306
SS	998,347	1,023,306
Working Cash	310,640	997,029
Life Safety	1,015,930	1,024,058
Total	\$ 53,738,824	\$ 56,196,045
Bond & Interest	\$3,006,954	\$3,008,516
TOTAL LEVY	\$ 56,745,778	\$ 59,204,561

The following is the Timeline for the Levy

October 16	Finance Meeting	Estimated Levy
October 25	BOE Meeting	Estimated Levy
November 6	Finance Meeting	Estimated Levy
December 20	BOE Meeting	Truth in Taxation Hearing
December 20	BOE Meeting	Levy Adoption

INFORMATION

AGENDA ITEM X. B.

Oak Park & River Forest High School

2007 Levy



Glossary

Levy—The amount of money a school district certifies to be raised from the property tax.

CPI—The Consumer Price Index.

EAV—Equalized Assessed Value—The value of the property multiplied by the state equalization factor.

Extension—The actual dollar amount billed to the property taxpayers in the district.

The Levy Timeline

- The BOE must “estimate” the levy at least 20 days prior to adoption.
- The BOE must adopt the final levy before the last Tuesday in December.
- A Truth in Taxation Hearing is required if the levy will increase by 5% or more.

The Calculation

- The 2007 Levy is based on 2006 extension x CPI;
- Plus the estimated value of new property; plus a TIF carve out of \$20,345,170 EAV.
- OPRFHS will receive an amount equal to $\frac{1}{2}$ of the prior year extension in the spring of 2008 and the remaining amount in the fall of 2008.

Timeline

- 10/16 Finance meeting Preliminary Levy
- 11/6 Finance meeting Preliminary Levy
- 11/15 BOE meeting Preliminary Levy adopted
- 12/11 Finance meeting Preliminary Levy
- 12/20 BOE meeting Final Levy Adoption

Tax Caps and CPI

- Property Tax Extension Limitation Act (Tax Caps) Public Act 87-17
 - Limits the amount of the increase in taxes from year to year to the lesser of 5% or prior year CPI, plus the value of new construction.
 - Prior Year CPI was 2.5%.

2007 Proposed Extension

	Preliminary 2006 Levy	Proposed 2007 Levy	
Educational	\$ 43,075,463	\$ 44,612,278	
Liability Insurance	1,113,616	1,141,456	
Special Education	406,372	476,232	
O&M	5,009,319	5,067,320	
Transportation	810,790	831,060	
IMRF	998,347	1,023,306	
SS	998,347	1,023,306	
Working Cash	310,640	997,029	4.57%
Life Safety	1,015,930	1,024,058	
Total (w/o B & I)	\$ 53,738,824	\$ 56,196,045	\$ 2,457,221

Average Increase for Homeowner

<u>OPRFHS 2006 Levy</u>	<u>OPRFHS 2007 Levy</u>
\$2,000	\$2,050
\$3,000	\$3,075
\$5,000	\$5,125

Oak Park & River Forest

EAV and OPRFHS Levy

LEVY	2005	% of total	2006	% of total
Oak Park	41,124,311	75.2%	42,470,790	74.8%
River Forest	13,573,580	24.8%	14,284,572	25.2%
	54,697,891		56,755,361	
EAV				
Oak Park	1,481,423,309		1,461,989,313	
River Forest	488,961,811		491,723,633	
	1,970,385,120		1,953,712,946	
Rate	2.776		2.905	

Human Resources Section

October 25, 2007

TO: The Superintendent

FROM: The Assistant Superintendent for Human Resources

SUBJECT: Certified Personnel Profile for 2007 - 2008

Information

Information contained in the Certified Staff Profile Report is based on October 1, 2007 data. The full-time equivalent (FTE) designation on the Certified Staff Profile Report represents the percentage of contractual service for employees who are members of the teaching faculty. As a result, the FTE statistic includes all certified teachers, supervisors, coordinators, guidance counselors, deans of discipline and the portion of Division Heads responsibilities devoted to classroom teaching.

For 2006 - 2007, the ending FTE for certified staff was 235. As of October 1st of the current school year, the District's FTE for certified staff is 230.2. The decrease in FTE results from the Division Head for Guidance, the Coordinator for Student Health and Safety and the Division Head for Information Systems becoming the Assistant Principal for Guidance, the Assistant Principal for Student Health and Safety and the Principal, respectively. The remaining decrease in numbers is due to a reduction in English, History, Mathematics, Music, Physical Education and World Languages.

The attached document provides more specific information about the certified staff, including administrators.

OAK PARK AND RIVER FOREST HIGH SCHOOL - 2007 - 2008 FACULTY PROFILE

CERTIFIED FACULTY - INCLUDING ADMINISTRATORS

% OF WHOLE

	247	
MALE	109	44.1%
FEMALE	138	55.9%
FULL-TIME EQUIVALENT*		
(Excluding administrators)	237	

<u>EDUCATION</u>	<u>NUMBER ON FACULTY</u>	<u>% OF WHOLE</u>
BA	38	15.4%
BA+15	11	4.5%
MA	73	29.6%
MA+15	4	1.6%
MA + 30	77	31.2%
MA+45	10	4.0%
MA + 60	20	8.1%
PhD	14	5.7%

<u>TEACHING EXPERIENCE</u>				
<u>TEACHING EXP.-# OF YRS INCLUDING THIS YR.</u>	<u>OPRFHS EXP.</u>	<u>% OF WHOLE</u>	<u>TOTAL EXPERIENCE</u>	<u>% OF WHOLE</u>
1 - 5	100	40.5%	57	23.1%
6 - 10	67	27.1%	55	22.3%
11 - 15	32	13.0%	52	21.1%
16 - 20	2	0.8%	23	9.3%
21 - 25	23	9.3%	25	10.1%
26 - 30	16	6.5%	8	3.2%
31 - 35	7	2.8%	26	10.5%
36 - 40	0	0.0%	0	0.0%
over 40	0	0.0%	0	0.0%

<u>AGE</u>	<u>NUMBER OF FACULTY</u>	<u>% OF WHOLE</u>
21 - 30	43	17.4%
31 - 40	78	31.6%
41 - 50	58	23.5%
51 - 55	33	13.4%
56 - 60	27	10.9%
over 60	8	3.2%

<u>RESIDENCE</u>	<u>NUMBER OF FACULTY</u>	<u>% OF WHOLE</u>
In-District	91	36.8%
Out-of-District	156	63.2%

<u>RACIAL/ETHNIC ORIGIN</u>	<u>NUMBER OF FACULTY</u>	<u>% OF WHOLE</u>
Asian	3	1.2%
African-American	27	10.9%
Hispanic	12	4.9%
White, Non-Hispanic	205	83.0%

The typical certified faculty member is 41 years of age. The typical certified faculty member is on the MA+30 salary lane with 11 years of experience, 7 of which are at OPRFHS. The average teaching salary for an OPRFHS certified faculty member is \$682008.32.

October 25, 2007

TO: The Superintendent

FROM: The Assistant Superintendent for Human Resources

SUBJECT: Educational Support Personnel Profile for 2007 - 2008

Information

Data shown on the attached report were compiled from records as of October 1, 2007.

The changes are in the following areas:

- Building and Grounds (+1)
- Food Service (-1)
- Classified (+1)
 - Teacher Assistants (+1)
 - 308 Secretary moved to Secretary for the Assistant Principal for Student Health and Safety
- Non-Affiliated (-2)
 - Decrease of two Technology Technicians
- Security

INFORMATION ITEM

AGENDA ITEM XI.B.

OAK PARK & RIVER FOREST HIGH SCHOOL
2007-2008 EDUCATIONAL SUPPORT PERSONNEL

	B&G		FDSR		CLASSIFIED*		NON-CERT PROF.		SECURITY		TOTALS	
Total	42		44		85		44		25		240	
Male	36	86%	3	7%	20	24%	16	36%	15	60%	90	38%
Female	6	14%	41	93%	65	76%	28	64%	10	40%	150	63%
Full-Time	42	100%	11	25%	85	100%	44	100%	22	88%	204	85%
Part-Time	0	0%	33	75%	0	0%	0	0%	3	12%	36	15%
Years of Service (includes current year)												
0 - 5	5	12%	22	50%	27	32%	10	23%	5	20%	69	29%
6 - 10	9	21%	15	34%	25	29%	7	16%	8	32%	64	27%
11 - 15	4	10%	5	11%	17	20%	8	18%	9	36%	43	18%
16 - 20	14	33%	1	2%	8	9%	8	18%	2	8%	33	14%
21 - 25	6	14%	0	0%	6	7%	9	20%	1	4%	22	9%
26 - 30	1	2%	1	2%	2	2%	1	2%	0	0%	5	2%
30+	2	5%	0	0%	0	0%	1	2%	0	0%	3	1%
Distribution by Age												
18 - 30 years of age	2	5%	5	11%	14	16%	2	5%	1	4%	24	10%
31 - 40	6	14%	12	27%	14	16%	10	23%	6	24%	48	20%
41 - 50	14	33%	11	25%	21	25%	12	27%	9	36%	67	28%
51 - 59	14	33%	10	23%	19	22%	14	32%	8	32%	65	27%
60+	6	14%	6	14%	17	20%	6	14%	1	4%	36	15%
Distribution by Residence												
In-District	12	29%	10	23%	29	34%	21	48%	12	48%	84	35%
Out-of-District	30	71%	34	77%	56	66%	23	52%	13	52%	156	65%
Distribution by Racial/Ethnic Origin												
American Indian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	1	1%	1	2%	0	0%	2	1%
African-American	13	31%	28	64%	19	22%	5	11%	12	48%	77	32%
Hispanic	12	29%	2	5%	4	5%	2	5%	3	12%	23	10%
White, Non-Hispanic	17	40%	14	32%	61	72%	36	82%	10	40%	138	58%

*-Classified staff includes secretaries, clerks, and teacher assistants

**-Non-Affiliated includes positions not in the bargaining units such as the chief financial officer, directors, managers, administrative assistants, VAC counselors, child care teachers and others

October 25, 2007

TO: The Superintendent

FROM: The Assistant Superintendent for Human Resources

SUBJECT: Renewal of EAP Contract for FY 08

Action

Workplace Solutions has been the provider for the Oak Park and River Forest High School Employee Assistance Program since the 2000 – 2001 school year. The service has been beneficial to employees and to the administration in working with employee issues, and it is recommend that Workplace Solutions continue as the EAP provider for the District. Maintaining a relationship with an EAP provider is a requirement of the Collective bargaining agreement between District 200 and the Faculty Senate.

The annual estimated cost of this recommendation is \$8,500.00

MOTION: move to renew
ROLL CALL VOTE

AGENDA ITEM NO. XLC.



October 15, 2007

Jason Edgecombe
Oak Park River Forest H.S.
201 N Scoville Ave
Oak Park, IL 60302

This letter will serve as the notification for renewal of services between **Oak Park River Forest High School** and **Workplace Solutions, L.L.C.**

All services, terms and conditions will remain the same as stated in the original agreement. The per capita fee will remain at **\$20.00** per employee, per year, billed on a quarterly basis. The number of employees represented at this time is **425**. The terms of this agreement will remain in effect from **November 1, 2007 through October 31, 2008**, and then automatically renew for successive one (1) year terms pending re-negotiation of fees and services.

I will be contacting you soon to coordinate EAP services for your next contract year. In the meantime, should you have any questions, please do not hesitate to contact me. I can be reached at (847) 981-3687.

I look forward to my continued work with you and the employees of Oak Park River Forest High School.

Sincerely,

Rebecca Litz, MA, MSW, LCSW, SAP
Account Manager/Counselor

October 25, 2007

TO: The Superintendent

FROM: The Assistant Superintendent for Human Resources

SUBJECT: Probationary Teachers by Division Information

The following faculty members hold probationary status during the 2007-2008 school year:

English	Devon Alexander	Year 3
	Sarah (Dove) Heider	Year 2
	Elizabeth Kaufman	Year 3
	Glynis Kinnan	Year 3
	Brendan Lee	Year 2
	Jeremy Lind	Year 2
	Jessica Stovall	Year 1
	Laura Young	Year 2
 Fine & Applied Arts		
Art	Alegra Quane	Part-time
Family & Consumer Science	Rebecca Kucharski	Year 2
Music	Anthony Svejda	Year 3
Speech	John Condne	Year 4
	Joseph Hallissey	Part-time
	Tracy Strimple	Part-time
Technology	Keith Luszcak	Year 2
Guidance	Brandi Ambrose	Year 4
	Jacqueline Hanson	Year 2
	Joseph Herbst	Year 2
	Kristine Johnson	Year 4
	Peter Nixen	Year 3
	Sarah Wurster	Year 4

Information

AGENDA ITEM NO. XI. D.

History	Toni Biasiello	Year 4
	Eleanor Crawford	Year 3
	Jason Dennis	Year 3
	Jessica Greenberg	Year 3
	Jenni Hart	Year 3
	Dana Limberg	Year 1
	Katie O'Keefe	Year 4
	Jonathan Silver	Part-time
	Michael Soffer	Part-time
Informational Systems & Inst. Technology	Tyrone Williams	Year 3
Business	Pete Hostrawser	Year 4
Mathematics	Douglas Allee	Year 3
	Jennifer Burkett	Part-time
	Daniel Corcoran	Year 1
	Danielle Delimata	Year 2
	Katie DePasquale	Year 1
	Joyce Gajda	Year 1
	Eugene McCormack	Part-time
	Katherine Moran	Year 3
	Ryan Mulvaney	Year 3
Physical and Driver Education PE	Lauren Przyborowski	Year 1
Driver Ed.	Jane Graham	Year 4
	Michael Meyer	Part-time
Science	Douglas Brown	Year 4
	Jenifer Roth	Year 4
	David Bernthal	Year 2
	D. James Chichester	Year 4
	John Costopoulos	Year 3
	Allison Hennings	Year 2
	James Messer	Year 2
	Raef Meves	Year 4 (repeat 07-08)

Special Education

Octavius Bellamy	Year 1
Michael Byars	Year 3
John Coughlin	Year 2
Fawn Donatucci	Year 1
Douglas Hill	Year 2
Meghan Kennedy	Year 1
Margaret Markey	Year 2
Gary Miller	Year 4
Andrea Neuman	Year 2
Joseph Parenti	Year 2
Ann Petroliunas	Year 2
Carolina Schoenbeck	Year 3
Anne Slivinski	Year 2
Gwendolyne Walker-Qualls	Year 2
Mary Young	Year 3

Special Programs

Lana Geselbracht	Part-time
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World Languages

Annamaria Carparelli	Year 4
Kelly Diaz	Year 2
Marci DiVerde	Year 4
Carol Ewald	Part-time
Barbara Harmon	Year 1
Maria Lombardo-Nitsche	Part-time
Isabel Lopez	Part-time
Stephanie Oliver	Year 4
Heather Shulkin	Year 3
Yuko Schultheis	Part-time
Raffaella Spilotro	Year 3
Dana Tolomeo	Year 2
Mary Vogel	Year 2