

**Oak Park and River Forest High School
201 N. Scoville
Oak Park, Illinois 60302**

**Special Board Meeting
Tuesday, March 11, 2008
Immediately Following the Policy Committee Meeting
Board Room**

AGENDA

1. Call to Order & Roll Call
2. Visitor Comments
3. Approval of Vendor Distribution List dated March 11, 2008 Action
4. Approval of Supplemental Educational Services Contract Action
5. Approval of School Improvement Plan Action
6. Discussion of Agenda Items for Board of Education Meeting
On March 15, 2008 Information
7. Motion to go into closed session for the purpose of discussing
Collective Bargaining and/or Negotiations, the Appointment,
Employment and/or Dismissal of Personnel, and Litigation. Action
8. Motion to adjourn Action

C: Board Members
Administrators

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

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

TO: Board of Education
FROM: Cheryl Witham
DATE: March 11, 2008
RE: Check Disbursements

BACKGROUND

It is a requirement that the Board of Education accepts and approves the check disbursements.

SUMMARY OF FINDINGS

Attached are the check disbursement lists for March.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

Motion: To approve the March 11, 2008 check disbursement listing as presented.

Agenda Item

**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 March 11, 2008 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 11th day of March, 2008

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 March 11, 2008 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 March 11, 2008

President of the Board of Education

Secretary of the Board of Education

HARRIS CHECKS		CHECK	INVOICE
CHECK #	VENDOR	DATE	AMOUNT DESCRIPTION
132558	VINCENT, LISA	02/27/2008	1,430.00 FOR 1-22 THRU 1-24
132559	ACCESS CREDIT UNION	02/29/2008	50.00 Payroll accrual
132560	CLERK OF COURT,	02/29/2008	226.72 Payroll accrual
132561	CONNECTICUT - CCSPC	02/29/2008	390.00 Payroll accrual
132562	FREEDMAN ANSELMO LINDBERG AND RAPPE	02/29/2008	323.64 Payroll accrual
132563	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	0.00
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	50.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	1,371.52 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	610.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	25.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	1,027.57 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	9,573.46 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	3,143.70 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	17,290.14 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	1,020.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	820.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	500.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	150.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	23.08 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	6,171.38 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	5,137.08 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	784.83 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	9,134.68 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	10,373.93 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	1,338.46 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	175.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	538.00 Payroll accrual
132564	GATEKEEPER ADMINISTRATION & CONSULT	02/29/2008	875.00 Payroll accrual
132565	HANDLEY, IVETTE	02/29/2008	120.00 Payroll accrual
132566	HELLER AND FRISONE, LTD.	02/29/2008	140.87 Payroll accrual
132567	I R S	02/29/2008	379.79 Payroll accrual
132567	I R S	02/29/2008	14,901.44 Payroll accrual
132567	I R S	02/29/2008	379.79 Payroll accrual
132567	I R S	02/29/2008	23,669.64 Payroll accrual
132567	I R S	02/29/2008	14,901.44 Payroll accrual
132567	I R S	02/29/2008	7,486.21 Payroll accrual
132567	I R S	02/29/2008	130,256.81 Payroll accrual
132567	I R S	02/29/2008	0.00 Payroll accrual
132567	I R S	02/29/2008	23,669.64 Payroll accrual
132568	ILLINOIS MUNICIPAL RETIREMENT	02/29/2008	73.97 Payroll accrual
132569	ILLINOIS MUNICPL RETIREMT FUND	02/29/2008	98.43 Payroll accrual
132569	ILLINOIS MUNICPL RETIREMT FUND	02/29/2008	0.00 Payroll accrual
132569	ILLINOIS MUNICPL RETIREMT FUND	02/29/2008	30,962.07 Payroll accrual
132569	ILLINOIS MUNICPL RETIREMT FUND	02/29/2008	15,654.93 Payroll accrual
132570	IL STATE DISBURSEMENT UNIT	02/29/2008	813.52 Payroll accrual
132571	OAK PARK AND RIVER FOREST	02/29/2008	0.00 Payroll accrual
132571	OAK PARK AND RIVER FOREST	02/29/2008	10,421.91 Payroll accrual
132571	OAK PARK AND RIVER FOREST	02/29/2008	4,210.71 Payroll accrual
132571	OAK PARK AND RIVER FOREST	02/29/2008	0.00 Payroll accrual
132572	OPRFHS/FACULTY SENATE DUES	02/29/2008	6,872.12 Payroll accrual
132573	PHEAA	02/29/2008	135.18 Payroll accrual
132574	STATE OF ILLINOIS	02/29/2008	351.99 Payroll accrual
132574	STATE OF ILLINOIS	02/29/2008	29,197.12 Payroll accrual
132574	STATE OF ILLINOIS	02/29/2008	25.00 Payroll accrual
132575	T H I S	02/29/2008	231.63 Payroll accrual
132575	T H I S	02/29/2008	6,543.43 Payroll accrual

HARRIS CHECKS		CHECK	INVOICE
CHECK #	VENDOR	DATE	AMOUNT DESCRIPTION
132575	T H I S	02/29/2008	247.72 Payroll accrual
132575	T H I S	02/29/2008	4,912.21 Payroll accrual
132575	T H I S	02/29/2008	72.92 Payroll accrual
132576	TEACHERS RETIREMENT SYSTEM	02/29/2008	4,522.32 Payroll accrual
132576	TEACHERS RETIREMENT SYSTEM	02/29/2008	222.16 Payroll accrual
132576	TEACHERS RETIREMENT SYSTEM	02/29/2008	9.40 Payroll accrual
132576	TEACHERS RETIREMENT SYSTEM	02/29/2008	73,292.47 Payroll accrual
132576	TEACHERS RETIREMENT SYSTEM	02/29/2008	3,600.57 Payroll accrual
132577	THE SALVATION ARMY	02/29/2008	20.00 Payroll accrual
132578	U.S. DEPART. OF EDUCATION	02/29/2008	149.60 Payroll accrual
132578	U.S. DEPART. OF EDUCATION	02/29/2008	118.61 Payroll accrual
132579	UNITED WAY	02/29/2008	98.54 Payroll accrual
132580	WALINSKI & TRUNKETT, PC	02/29/2008	261.06 Payroll accrual
132581	ADOLPH KIEFER	03/11/2008	858.66 Boys Swim Trunks
132582	BLICK ART MATERIALS	03/11/2008	52.05 Glue sticks, construction paper, tape
132582	BLICK ART MATERIALS	03/11/2008	242.40 Mask ease
132582	BLICK ART MATERIALS	03/11/2008	31.32 BOOKSTORE SUPPLIES
132583	BRACKER'S GOOD EARTH CLAYS, INC	03/11/2008	1,117.60 BOOKSTORE SUPPLIES
132584	CAROLINA BIOLOGICAL SUPPLY	03/11/2008	31.14 Science Supplies
132584	CAROLINA BIOLOGICAL SUPPLY	03/11/2008	11.28 Science Supplies
132585	CHICAGO TRIBUNE	03/11/2008	481.39 CHICAGO TRIBUNE
132586	DUPAGE ROE PROFESSIONAL DEVELOPMENT	03/11/2008	75.00 <i>Improving Student Achievement in Biology</i>
132587	E2 SERVICES	03/11/2008	638.55 SNAP DATA REPLICATOR
132587	E2 SERVICES	03/11/2008	935.31 WIRELESS ACCESS POINT
132587	E2 SERVICES	03/11/2008	1,138.00 Server Drives & Power supply
132587	E2 SERVICES	03/11/2008	953.25 LCD Monitors No Speakers
132587	E2 SERVICES	03/11/2008	6,011.00 SERVER
132588	FISHER SCIENTIFIC	03/11/2008	115.02 Science Supplies
132589	FOLLETT SOFTWARE COMPANY	03/11/2008	948.00 FOLLETT MAINTENANCE
132590	GOLDSTAR LEARNING, INC.	03/11/2008	224.30 Form G12 - scan forms
132591	GRAPHIC EDGE	03/11/2008	1,406.14 BOYS TRACK SPIRIT PACK ITEMS
132591	GRAPHIC EDGE	03/11/2008	547.83 BOYS TRACK SPIRIT PACK ITEMS
132591	GRAPHIC EDGE	03/11/2008	3,676.15 BOYS TRACK SPIRIT PACK ITEMS
132592	HPI INTERNATIONAL	03/11/2008	177.31 BOOKSTORE SUPPLIES
132593	KAGAN PUBLISHING	03/11/2008	158.00 timers - <i>JMT Mega Timer</i>
132594	LANSCHOOL	03/11/2008	990.00 SYNCHROEYES
132595	OFFICE DEPOT	03/11/2008	82.95 BOOKSTORE SUPPLIES
132596	OFFICE MAX CONTRACT, INC.	03/11/2008	27.88 BOOKSTORE SUPPLIES
132596	OFFICE MAX CONTRACT, INC.	03/11/2008	278.80 BOOKSTORE SUPPLIES
132597	OUTREACH AND EXTENSION, U-W GREEN B	03/11/2008	395.00 CONFERENCE REGISTRATION-RAZZINO
132598	OXFORD UNIVERSITY PRESS	03/11/2008	395.69 <i>Modern Middle East: A History</i>
132598	OXFORD UNIVERSITY PRESS	03/11/2008	1,695.12 APPLIED CREDITS FROM PRIOR <i>More Modern Middle East</i> PO'S OF \$13.50 AND \$518.40
132598	OXFORD UNIVERSITY PRESS	03/11/2008	917.06 Textbook - <i>Modern Middle East</i>
132599	PORTER'S CAMERA STORE	03/11/2008	122.07 Tripods, loupe and dusters
132600	QUILL CORP.	03/11/2008	230.00 BOOKSTORE SUPPLIES <i>imprinted pencils</i>
132600	QUILL CORP.	03/11/2008	410.00 BOOKSTORE SUPPLIES <i>Bic Pens</i>
132600	QUILL CORP.	03/11/2008	119.10 Digital photo paper
132601	R W SCHOOL SUPPLY	03/11/2008	92.20 BOOKSTORE SUPPLIES <i>Uniball Vision Pen</i>
132602	RICOH AMERICAS CORPORATION	03/11/2008	1,105.60 BLUE COPY PAPER
132603	SAX ARTS & CRAFTS	03/11/2008	927.40 PORTABLE ART GALLERY <i>Antique White</i>
132604	SALKELD SPORTS INC	03/11/2008	194.79 BOYS WATER POLO EQUIPMENT
132605	STANDARD STATIONERY SUPPLY CO	03/11/2008	99.24 <i>Uniball Black & Blue Pens</i>
132605	STANDARD STATIONERY SUPPLY CO	03/11/2008	176.28 BOOKSTORE SUPPLIES <i>Uniball Vision Pens Black & Blue</i>

HARRIS CHECKS

CHECK

INVOICE

CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
132606	ULINE	03/11/2008	77.48	BOOKSTORE SUPPLIES <i>Clear plastic bag</i>
132607	AA RENTAL	03/11/2008	1,456.00	1/29/08 104 TAN/LIGHT BROWN @ 14.00 EACH
132608	AIRGAS NORTH CENTRAL	03/11/2008	86.48	INVOICE DATE 1/31/08
132609	ALARM DETECTION SYSTEMS, INC.	03/11/2008	42.00	QUARTERLY CHARGES MAR-MAY
132609	ALARM DETECTION SYSTEMS, INC.	03/11/2008	42.00	QUARTERLY CHARGES MAR-MAY
132610	ALLEN, AL	03/11/2008	35.98	REIMB FOR VIDEOTAPE - BOYS BASKETBALL
132611	ARROW LOCKSMITH SERVICE	03/11/2008	191.20	INV DATED 2/8/08 - HARWARE
132612	AT&T	03/11/2008	1,766.38	ACCT#312 Z97-0113 114 2
132613	AT&T LONG DISTANCE	03/11/2008	100.60	INVOICE BAN: 815450998 CORPORATE ID: 474449
132614	AUSTRIA, EARL	03/11/2008	19.99	REIMB FOR SOFTWARE SUPPLIES
132615	BLUE CAB	03/11/2008	675.00	INV DATE 2/12/08
132615	BLUE CAB	03/11/2008	120.00	INV DATE 2/12/08
132616	BOSS ONLINE, INC.	03/11/2008	0.00	
132617	BOSS ONLINE, INC.	03/11/2008	23.99	V-TYPE FILE GLIDE
132617	BOSS ONLINE, INC.	03/11/2008	1,135.90	QUIZSTRIP, ANSWER SHEETS
132617	BOSS ONLINE, INC.	03/11/2008	68.84	OFFICE SUPPLIES
132617	BOSS ONLINE, INC.	03/11/2008	519.90	3.5" EXP POCKET FILE
132617	BOSS ONLINE, INC.	03/11/2008	159.00	SOLAR YELLOW ASTROBRIGHTS
132617	BOSS ONLINE, INC.	03/11/2008	443.76	PENCIL SHARPENERS
132617	BOSS ONLINE, INC.	03/11/2008	206.00	CERTIFICATE HOLDER AND LASER TONER
132617	BOSS ONLINE, INC.	03/11/2008	29.99	RED FILE FOLDERS
132617	BOSS ONLINE, INC.	03/11/2008	20.78	DESIGNER STAPLER
132618	BREEN, COURTNEY	03/11/2008	83.41	REIMB FOR FOOD - COACHES SYMPOSIUM
132619	BREHM PREPARATORY SCHOOL	03/11/2008	5,707.18	INV DATE 2/1/08
132619	BREHM PREPARATORY SCHOOL	03/11/2008	5,707.18	INV DATE 2/1/08
132620	BUTLER CHEMICAL COMPANY	03/11/2008	495.00	INVOICE DATE 2/3/08
132621	CENTER FOR PSYCHOLOGICAL SERVICES	03/11/2008	1,000.00	INV DATE 2/18/08
132622	CHILDREN'S MEMORIAL HOSPITAL	03/11/2008	40.00	BILLING FOR 03/11/08
132623	CITADEL INFORMATION MANAGEMENT	03/11/2008	247.00	SHREDDING PICK-UP
132624	COLLINS, MARK	03/11/2008	26.75	REIMB FOR REGISTRATION OF TEACHING CERTIFICATE
132625	COLLINS, MARGARET	03/11/2008	28.00	REIMB FOR IL BUS DRIVER REFRESHER COURSE AND SEC OF STATE RENEWAL PERMITS
132626	COM ED	03/11/2008	55.65	METER #998017891 ACCT#5714810022
132626	COM ED	03/11/2008	36.35	acct #5714810022
132627	COMCAST CABLE	03/11/2008	56.00	ACCT#8798 20 119 0624182
132628	COVE SCHOOL	03/11/2008	16,337.70	INV DATE 1/31/08
132629	DRUGCARD, INC.	03/11/2008	49,584.06	NETWORK CLAIMS FEB 1 - 15, 2008
132630	DUNBAR ARMORED, INC.	03/11/2008	479.94	CASH PROCESSING FOR JANUARY
132631	E2 SERVICES	03/11/2008	107.96	2/4/08 SSL CERT
132632	EVANSTON/SKOKIE SCHOOL DIST.65	03/11/2008	55,581.65	FEB 4 2008 - 2007-2008 SCHOOL YEAR
132632	EVANSTON/SKOKIE SCHOOL DIST.65	03/11/2008	7,395.72	FEB 5 2008 - SUMMER SCHOOL 2007
132633	FAMILY SERVICE & MENTAL HEALTH	03/11/2008	5,558.80	FEB - 08
132633	FAMILY SERVICE & MENTAL HEALTH	03/11/2008	5,558.80	FEB - 08
132633	FAMILY SERVICE & MENTAL HEALTH	03/11/2008	1,318.50	FEB - 08
132634	GAC, BEN RPT	03/11/2008	205.00	REPAIR WORK DONE ON 2/4/08 ON

HARRIS CHECKS		CHECK	INVOICE
CHECK #	VENDOR	DATE	AMOUNT DESCRIPTION
			STEINWAY PIANO SERIAL #244538
132635	GAMBLE, TIM	03/11/2008	40.21 REIMB FOR GAS AND TOLLS
132636	GENERAL ASP	03/11/2008	500.00 INV DATE 2/14/2008 FOR ONLINE APPLICATION SERVICE 2/13/2008 - 5/13/2008
132636	GENERAL ASP	03/11/2008	950.00 INV DATE 11/1/2007 FOR HOSTING/MAINTENANCE 11/1/2007 - 11/1/2008
132636	GENERAL ASP	03/11/2008	500.00 INV DATE 11/13/2007 FOR ONLINE APPLICATION SERVICE 11/13/2007 - 2/13/2008
132637	GIANT STEPS ILLINOIS, INC	03/11/2008	5,270.40 INV DATE 12/6/07
132638	GRAINGER	03/11/2008	1,076.77 PO'S 171121, 171133, 171110 AND APPLIED CREDITS FOR ACCT#801539529
132639	GRAND PRAIRIE TRANSIT	03/11/2008	71,401.25 DATED 1/31/2008
132640	GREEN MILL RADIO SUPPLY, INC	03/11/2008	106.86 2/8/08
132640	GREEN MILL RADIO SUPPLY, INC	03/11/2008	188.09 2/4/08
132640	GREEN MILL RADIO SUPPLY, INC	03/11/2008	181.34 VHF PORTABLE RADIO VERTEX
132641	HALSTEAD, EDWARD	03/11/2008	124.50 SCIENCE SUPPLIES REIMB
132642	HAMMOND, DAVID	03/11/2008	50.00 HONORARIUM FOR ADDRESSING JOURNALISM CLASS 3/11/08
132643	HARRIS, SHATONYA	03/11/2008	262.17 FREE FOOD PROGRAM
132644	HEALTHCARE SERVICE CORPORATION	03/11/2008	87,564.85 BLUE CROSS/BLUE SHIELD HMO BILL FOR 3-1-08 - 3-31-08
132645	HLAVACH, ELAINE	03/11/2008	198.44 REIMB FOR MEALS DURING IMEA CONFERENCE FOR DIRECTORS & STUDENTS
132645	HLAVACH, ELAINE	03/11/2008	89.77 REIMB FOR MUSIC PURCHASED AT IMEA CONVENTION
132646	HOLIDAY CAR AND TRUCK RENTAL	03/11/2008	301.70 INV DATE 2/11/08 TRANSPORTATION FOR CHEERLEADERS TO STATE
132647	HOME DEPOT CREDIT SERVICES	03/11/2008	521.77 SMALL TOOLS, HARDWARE & MAINT
132648	JOE RIZZA OF NORTH RIVERSIDE	03/11/2008	73.74 ACCT#7332 TRANSACTION #388635
132649	JOSEPH ACADEMY	03/11/2008	38,795.14 INV DATE 1/1/08
132650	KAHN, PETER	03/11/2008	177.00 REIMB FOR AIRFARE FOR OHIO STATE UNIVERSITY JOB FAIR
132651	KIDDER MUSIC SERVICE	03/11/2008	704.34 MUSIC SUPPLIES
132651	KIDDER MUSIC SERVICE	03/11/2008	59.65 CONTRE QUI ROSE SATB LAURIDSEN
132651	KIDDER MUSIC SERVICE	03/11/2008	32.56 T'AIN'T WHAT CHA DO - SAB SHAW
132651	KIDDER MUSIC SERVICE	03/11/2008	46.41 YOU ARE SO BEAUTIFUL - SATB SHAW AND MASQUERADE SATB LOJESKI
132652	KONICA-MINOLTA BUSINESS SOLUTIONS	03/11/2008	565.88 CUST #686464 DATED 2/8/2008 ORDER REF 42217179
132652	KONICA-MINOLTA BUSINESS SOLUTIONS	03/11/2008	1,215.00 MONTHLY SERVICE/SUPPLY INVOICE DATE 2/06/08
132653	LEXIS-NEXIS	03/11/2008	400.00 ONLINE & RELATED CHARGES
132654	MEREDITH CULLIGAN WATER CO.	03/11/2008	27.96 C & I FOOD
132655	NEW HOPE ACADEMY	03/11/2008	13,851.24 INV DATE 12/31/07
132656	NORTHWEST COMMUNITY HOSPITAL	03/11/2008	510.00 BILLING FOR 3RD & 4TH QRT 2006-2007 SCHOOL YEAR - 4
132657	NOVEL UNITS, INC	03/11/2008	229.36 INVOICE DATED 8/15/07

PKS = Teacher's Guides
Spec Ed

HARRIS CHECKS		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
132658	OAK PARK-RIVER FOREST CHAMBER OF CO	03/11/2008	50.00	TICKETS TO ANNUAL DINNER
132659	OCE	03/11/2008	1,224.00	BILLABLE USAGE 11/1/07-1/31/08 2ND FL
132660	OCE' IMAGISTICS, INC.	03/11/2008	1,149.53	DUPLICATING MAINTENANCE SERVICE
132661	OFFICE TEAM	03/11/2008	559.72	INV DATE 02/18/08 WITH 4 HR FREE COUPON \$79.96
132661	OFFICE TEAM	03/11/2008	799.60	INV DATE 02/11/08
132662	PARENTI, JOSEPH	03/11/2008	11.75	REIMB OF TEACHING CERT OF REGISTRATION
132663	PACE SUBURBAN BUS SERVICE	03/11/2008	1,950.00	MONTHLY PASSES SOLD
132664	PILLARS	03/11/2008	5,588.80	A/C 2112-74
132665	PIONEER PRESS	03/11/2008	822.30	ASBESTOS INSPECTION, TAX LEVY, ANNUAL STATEMENT OF AFFAIRS AND TREASURER'S REPORTS ADS
132666	POWELL, MIKE	03/11/2008	132.49	REIMB FOR GAS TO STATE WRESTLING MEET
132667	PRINCIPAL LIFE	03/11/2008	11,064.41	LIFE INSURANCE FOR LIFE & LTD FOR 3-1-08 THRU 3-31-08
132668	PRECISE PRINTING NETWORK INC	03/11/2008	6,162.00	DATED 2/7/08 OPRF 2008/2009 ACADEMIC CATALOG
132669	QUINLAN & FABISH MUSIC CO.	03/11/2008	210.40	DATED 2/25/2008 - REPAIRS <i>to musical instruments</i>
132669	QUINLAN & FABISH MUSIC CO.	03/11/2008	182.30	DATED 2/25/2008 <i>music repairs</i>
132670	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132671	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132672	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132673	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132674	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132675	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132676	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132677	R & D BUS COMPANY, INC.	03/11/2008	0.00	
132678	R & D BUS COMPANY, INC.	03/11/2008	265.00	DOWNERS GROVE GIRLS FA BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	320.00	LINCOLNWAY EAST GIRLS V GYMNASTIC
132678	R & D BUS COMPANY, INC.	03/11/2008	190.00	FENTON GIRLS V BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	265.00	DOWNERS GROVE BOYS FB BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	250.00	YORK GIRLS S BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	220.00	YORK GIRLS V BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	320.00	GLENBROOK SO DRILL VS
132678	R & D BUS COMPANY, INC.	03/11/2008	320.00	GLENBARD WEST GIRLS V GYMNASTICS
132678	R & D BUS COMPANY, INC.	03/11/2008	300.00	LYONS SOUTH BOYS V SWIM
132678	R & D BUS COMPANY, INC.	03/11/2008	250.00	YORK GIRLS FA BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	330.00	YORK H.S. BOYS S WRESTLING
132678	R & D BUS COMPANY, INC.	03/11/2008	320.00	LYONS NORTH BOYS F WRESTLING
132678	R & D BUS COMPANY, INC.	03/11/2008	345.00	HINSDALE SOUTH BOYS J1 WRESTLING
132678	R & D BUS COMPANY, INC.	03/11/2008	235.00	GLENBARD CHEERLEADERS
132678	R & D BUS COMPANY, INC.	03/11/2008	235.00	GLENBARD WEST BOYS V BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	290.00	ANDREWS H.S. CHEERLEADERS
132678	R & D BUS COMPANY, INC.	03/11/2008	190.00	YORK GIRLS V BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	265.00	GLENBARD BOYS FA BASKETBALL

HARRIS CHECKS		CHECK	INVOICE
CHECK #	VENDOR	DATE	AMOUNT DESCRIPTION
132678	R & D BUS COMPANY, INC.	03/11/2008	205.00 GLENBARD BOYS S BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	400.00 ROMEOVILLE GIRLS V CHEERLEADERS
132678	R & D BUS COMPANY, INC.	03/11/2008	185.00 LYONS SOUTH GIRLSJ BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	200.00 FENTON GIRLS V BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	205.00 LYONS NORTH GIRLS FA BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	235.00 LYONS NORTH GIRLS S BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	235.00 LYONS NORTH GIRLS V BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	315.00 TINLEY PARK CHEERLEADER
132678	R & D BUS COMPANY, INC.	03/11/2008	205.00 HINSDALE CENTRAL GIRLS J BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	430.00 PROVISO WEST BOYS V WRESTLING
132678	R & D BUS COMPANY, INC.	03/11/2008	245.00 PROVISO WEST GIRLS FA BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	205.00 HINSDALE CENTRAL BOYS J BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	215.00 PROVISO WEST GIRLS V BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	450.00 DUNDEE CROWN BOYS V WRESTLING
132678	R & D BUS COMPANY, INC.	03/11/2008	80.00 SNADBURG BOYS V SWIMMING
132678	R & D BUS COMPANY, INC.	03/11/2008	245.00 PROVISO WEST GIRLS S BASKETBALL
132678	R & D BUS COMPANY, INC.	03/11/2008	215.00 HINSDALE CENTRAL BOYS V BASKTBAL
132678	R & D BUS COMPANY, INC.	03/11/2008	385.00 NOTRE DAME BOYS S WRESTLING
132678	R & D BUS COMPANY, INC.	03/11/2008	310.00 MORTON BOYS F WRESTLING
132678	R & D BUS COMPANY, INC.	03/11/2008	185.00 HINSDALE CENTRAL CHEERLEADER
132678	R & D BUS COMPANY, INC.	03/11/2008	290.00 HINSDALE CENTRAL BOYS FA BASKTBAL
132678	R & D BUS COMPANY, INC.	03/11/2008	215.00 HINSDALE CENTRAL BOYS S BASKTBAL
132678	R & D BUS COMPANY, INC.	03/11/2008	185.00 PROVISO WEST GIRLS
132678	R & D BUS COMPANY, INC.	03/11/2008	230.00 FENTON GIRLS
132678	R & D BUS COMPANY, INC.	03/11/2008	235.00 HINSDALE CENTRAL GIRLS V GYMN
132678	R & D BUS COMPANY, INC.	03/11/2008	0.00 DOWNERS GROVE NORTH - NO CHARGE
132678	R & D BUS COMPANY, INC.	03/11/2008	185.00 PROVISO WEST BOYS V SWIM
132679	REGIONAL PUBLISHING CORP	03/11/2008	1,104.00 DATED 2/13/08 <i>Trapeze 12 pg.</i>
132680	RULIS, CHERYL	03/11/2008	37.35 SCIENCE SUPPLIES REIMB
132681	RUSH OAK PARK HOSPITAL	03/11/2008	64.74 WORK EXPERIENCE PROGRAM MEALS FOR JAN 2008
132682	SALKELD SPORTS INC	03/11/2008	800.00 RESUBMISSION OF ORIGINAL INVOICE 462670-00 FOR COOLERS
132683	SANTO SPORT STORE	03/11/2008	904.35 INV DATE 2/15/08 -BOYS TENNIS APPAREL
132684	SECURATEX	03/11/2008	1,080.73 INVOICE PERIOD 2/10/08 - 2/16/08
132685	SONIA SHANKMAN ORTHOGENIC	03/11/2008	15,076.38 INV DATE 1/31/08
132686	STANIS, AMY	03/11/2008	28.32 REIMB FOR FIELD TRIP GAS
132687	STASZAK, PATRICIA	03/11/2008	75.00 REIMB FOR CASE CONFERENCE REGISTRATION FEE
132688	STELZER, JOHN	03/11/2008	15.96 REIMB FOR WATER FOR COACHES

HARRIS CHECKS		CHECK	INVOICE
CHECK #	VENDOR	DATE	AMOUNT DESCRIPTION
			SYMPOSIUM
132689	T-MOBILE	03/11/2008	277.65 708-822-6012, 6016, 6017, 6018
132690	TASTY DOG	03/11/2008	125.00 PAYMENT FOR 25 GIFT
			CERTIFICATES - \$5.00 EACH
132691	TENNEY & BENTLEY, LLC	03/11/2008	250.00 2003-2004 REAL ESTATE TAX
			OBJECTIONS FEE
132692	TRV ENTERPRISES	03/11/2008	150.00 DATED 2/1/08
132693	UNITED PARCEL SERVICE	03/11/2008	36.95 1/23 AND 1/24 PICK-UPS
132694	VANGUARD ENERGY SERVICES, LLC	03/11/2008	58,278.39 02/07/08
132695	VINCENT, LISA	03/11/2008	1,690.00 O/T 2/11/08 - 2/14/08
132695	VINCENT, LISA	03/11/2008	1,430.00 O/T 2/19/08 - 2/21/08
132696	WILLOWGLEN ACADEMY ILLINOIS	03/11/2008	2,612.60 INV DATE 1/1/08
132697	BLICK ART MATERIALS	03/11/2008	1.06 ART SUPPLIES - RAZOR BLADES
132697	BLICK ART MATERIALS	03/11/2008	1.59 SUMMER SCHOOL EXPENSE
132698	BLUE CAB	03/11/2008	750.00 INV DATE 19/FEB/2008
132698	BLUE CAB	03/11/2008	90.00 INV DATE 19/FEB/2008
132699	BOLE, ANDY	03/11/2008	59.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYS BBKT
132699	BOLE, ANDY	03/11/2008	118.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYS BBKT
132699	BOLE, ANDY	03/11/2008	59.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYS BBKT
132700	BONHART, ANDRE	03/11/2008	43.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYS BBKT
132701	CAMELOT SCHOOLS, LLC	03/11/2008	3,852.00 MONTH OF FEB
132702	CARLIN, LEAH	03/11/2008	269.02 ORLANDO FETC TRAVEL REIMB
132703	CLARK, TOM	03/11/2008	70.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYS BBKT
132703	CLARK, TOM	03/11/2008	40.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYS BBKT
132703	CLARK, TOM	03/11/2008	40.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYS BBKT
132704	CONDON, DAVID	03/11/2008	59.00 OFFICIAL PAY-OUT BBKT
132705	DEMCO	03/11/2008	58.44 PHOTO DISTRICT NEWS
132705	DEMCO	03/11/2008	103.35 AMERICAN CRAFT, CERAMICS
			MONTHLY, CLAY TIMES MAGAZINE
132706	DUNBAR ARMORED, INC.	03/11/2008	11.78 FROM 1/1/08 - 1/31/08
132707	DYRA, DAN	03/11/2008	59.00 OFFICIAL PAY-OUT BBKT
132708	GIBBS, MIKE	03/11/2008	118.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYSTRACK
132708	GIBBS, MIKE	03/11/2008	118.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYSTRACK
132709	GUARINO, VICTOR	03/11/2008	118.00 OFFICIAL PAY-OUT 2/29/08 -
			BOYSTRACK
132709	GUARINO, VICTOR	03/11/2008	84.00 OFFICIAL PAY-OUT 2/29/08 -
			GILRS TRACK
132710	HIGGS, LARRY	03/11/2008	70.00 OFFICIAL PAY-OUT 2/29/08 -
			GILRS TRACK
132711	HILLSIDE ACADEMY	03/11/2008	5,323.39 MONTH OF JAN
132712	JEWISH CHILD & FAMILY SERVICES	03/11/2008	3,781.98 MONTH OF JANUARY
132712	JEWISH CHILD & FAMILY SERVICES	03/11/2008	2,521.32 MONTH OF JANUARY
132713	KOTAS, JOAN	03/11/2008	1,385.54 ORLANDO FETC TRAVEL REIMB
132714	MADISON, JOE	03/11/2008	118.00 OFFICIAL PAY-OUT BBKT
132714	MADISON, JOE	03/11/2008	59.00 OFFICIAL PAY-OUT BBKT
132714	MADISON, JOE	03/11/2008	59.00 OFFICIAL PAY-OUT BBKT
132715	MARINO, JOHN	03/11/2008	59.00 OFFICIAL PAY-OUT 2/29/08 -

HARRIS CHECKS		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
				BOYS BBKT
132715	MARINO, JOHN	03/11/2008	59.00	OFFICIAL PAY-OUT 2/29/08 -
				BOYS BBKT
132715	MARINO, JOHN	03/11/2008	59.00	OFFICIAL PAY-OUT 2/29/08 -
				BOYS BBKT
132716	MCCOY, JEANNE-O'NEIL	03/11/2008	975.00	P/T 2/19 -2/22
132717	MEREDITH CULLIGAN WATER CO.	03/11/2008	14.98	INV DATED 2/13/08
132718	MIDAMERICAN ENERGY COMPANY	03/11/2008	48,740.95	PREMISE NUMBER 15180
132719	NEW HORIZON CENTER FOR THE	03/11/2008	32,920.56	INV DATE 2/15/08
132720	PETROLIUNAS, ANN	03/11/2008	500.00	MAXIMUM REIMB FOR LITERACY
				CONFERENCE
132721	PRINCIPAL LIFE	03/11/2008	4.13	03/01/08-3/31/08
132722	ROGERS, DERRICK	03/11/2008	43.00	OFFICIAL PAY-OUT 2/29/08 -
				BOYS BBKT
132723	RYGH, WILLIAM	03/11/2008	90.00	OFFICIAL PAY-OUT BBKT
132724	SASED PBIS NETWORK	03/11/2008	600.00	REISSUE OF CHECK #132003 TO
				CORRECT NAME - REGISTRATION
				FEE
132725	SAVAGE, JULIE	03/11/2008	70.00	OFFICIAL PAY-OUT 2/29/08 -
				BOYSTRACK
132725	SAVAGE, JULIE	03/11/2008	70.00	OFFICIAL PAY-OUT 2/29/08 -
				BOYSTRACK
132726	SHOULTS, MARK	03/11/2008	59.00	OFFICIAL PAY-OUT BBKT
132727	SOSA, JOSE	03/11/2008	45.00	REIMB FOR ADVENTURE EDUCATION
				PROCESSING CARDS FOR ALL
				TEACHERS
132728	TRUSTEE OF FUNDS	03/11/2008	50,512.00	INTEREST EXPENSE NOV 2007 -
				FEB 2008
132729	VINCENT, LISA	03/11/2008	1,446.25	2/25 - 2/28/08 PT
132730	VILLAGE OF OAK PARK	03/11/2008	0.00	
132731	VILLAGE OF OAK PARK	03/11/2008	6.00	ACCT#70100020100
132731	VILLAGE OF OAK PARK	03/11/2008	213.28	ACCT#70100020800
132731	VILLAGE OF OAK PARK	03/11/2008	679.52	ACCT#70100020900
132731	VILLAGE OF OAK PARK	03/11/2008	505.92	ACCT#70100020500
132731	VILLAGE OF OAK PARK	03/11/2008	2.00	ACCT#70100020700
132731	VILLAGE OF OAK PARK	03/11/2008	70.46	ACCT#70100020500
132731	VILLAGE OF OAK PARK	03/11/2008	342.24	ACCT#70100020400
132731	VILLAGE OF OAK PARK	03/11/2008	575.36	ACCT#70100021300
132731	VILLAGE OF OAK PARK	03/11/2008	2.00	ACCT#70100061800
132731	VILLAGE OF OAK PARK	03/11/2008	664.64	ACCT#70100021000
132731	VILLAGE OF OAK PARK	03/11/2008	2.00	ACCT#70100021100
132731	VILLAGE OF OAK PARK	03/11/2008	491.04	ACCT#70100021200
132731	VILLAGE OF OAK PARK	03/11/2008	3,272.44	ACCT#70100020300
132732	WENINGER, ATTILA	03/11/2008	600.00	CAR ALLOWANCE FOR APRIL
132733	WESTGATE FLOWERS	03/11/2008	307.98	NAAP DINNER CENTERPIECES

Totals for checks 1,187,303.55

FUND SUMMARY

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
10	EDUCATION FUND	460,440.35	50,512.00	292,917.63	803,869.98
13	TORT IMMUNITY FUND	0.00	0.00	250.00	250.00
14	CAFETERIA FUND	8,307.52	0.00	11.78	8,319.30
15	BOOKSTORE FUND	1,846.40	1,950.00	5,808.93	9,605.33
20	OPERATIONS & MAINTENANCE	30,952.23	0.00	120,073.26	151,025.49
22	RESTRICTED BUILDING FUND	0.00	0.00	113.25	113.25
40	TRANSPORTATION FUND	0.00	0.00	87,998.83	87,998.83
50	ILL MUN RET FUND	69,912.94	0.00	0.00	69,912.94
80	ACTIVITIES FUND	6,624.37	0.00	0.00	6,624.37
82	MEDICAL SELF INSURANCE FUND	0.00	0.00	49,584.06	49,584.06
***	Fund Summary Totals ***	578,083.81	52,462.00	556,757.74	1,187,303.55

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

ACTIVITY CHECK

CHECK

INVOICE

CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
2919	BOB ROGER'S TRAVEL	03/05/2008	11,500.00	GOSPEL CHOIR TRIP PAYMENT
2920	FRAME WAREHOUSE	03/05/2008	475.20	FRAMING - PARTS ONLY
2921	GRAPHIC EDGE	03/05/2008	1,153.17	BOYS TRACK ACTIVITY
2922	INDUSTRIAL WHOLESALE LUMBER	03/05/2008	261.41	MUSICAL SUPPLIES
2923	LUZZI, JIM	03/05/2008	50.00	SUMMER LEAGUE - JR. TEAM DEPOSIT FOR BOYS SOCCER
2924	MATUSZCZAK, HARRIET	03/05/2008	68.65	SCIENCE RECRUITMENT COMMITTEE LUNCH REIMB
2925	MIDWEST SERVICE & INSTALLATION	03/05/2008	679.56	WELLNESS
2925	MIDWEST SERVICE & INSTALLATION	03/05/2008	165.00	WELLNESS EQT REPAIR
2926	OAK PARK & RIVER FOREST HIGH SCHOOL	03/05/2008	6,443.90	DEPOSIT ERROR - BBALL ACTIVITY
2927	OAK PARK AND RIVER FOREST SCHOLARSH	03/05/2008	100.00	\$50 IN MEMORY OF JAMES BERKLEY \$50 IN MEMBOY OF HELEN YAST
2928	R & M SPECIALTIES	03/05/2008	756.25	EMPTY BOWLS TEES
2929	SALKELD SPORTS INC	03/05/2008	1,604.93	BOYS LAX ACTIVITY
2929	SALKELD SPORTS INC	03/05/2008	172.27	ATHLETIC ACTIVITY INV STAE 2/19/08
2930	TGI SYSTEMS	03/05/2008	80.66	BATTING CAGE MEMORIAL
2931	VERTICAL ENDEAVORS	03/05/2008	552.00	FIELD TRIP 3/5/08
2932	VOGEL, MARY	03/05/2008	88.06	REIMB FOR DINNER FOR 15 @ JUNIOR CLASSICAL LEAGUE CONVENTION 2/21/08

Totals for checks 24,151.06

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
80	ACTIVITIES FUND	24,151.06	0.00	0.00	24,151.06
***	Fund Summary Totals ***	24,151.06	0.00	0.00	24,151.06

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

**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 March 11, 2008 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 11th day of March, 2008

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 March 11, 2008 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 March 11, 2008

President of the Board of Education

Secretary of the Board of Education

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

TO: Board of Education
FROM: Phil Prale
DATE: March 11, 2008
RE: SES Contract Approval

BACKGROUND

The No Child Left Behind Act requires that the District 200 commit 20% of its Title I allocation to supplemental educational services (SES) with an approved provider. The state provides a list of providers who are willing to work with the school district. That list is reduced through a series of contacts with the providers and the eligible families eligible for the services. Contracts are then written with the providers selected by the parents.

SUMMARY OF FINDINGS

- This year a number of families selected as their SES provider the African American Christian Foundation (AACF). The total value of the contract with AACF could exceed \$10,000.
- The Board of Education must approve all contracts in excess of \$10,000.
- The AACF contract is attached for Board review.

RECOMMENDATION

MOTION: To approve the proposed contract with the AACF.

January 2008
SUPPLEMENTAL EDUCATIONAL SERVICES
PROVIDER CONTRACT

[Note: This form agreement is provided solely for the convenience of Illinois school districts. Prior to using this form agreement, the district should consult with the district's attorney and all provisions should be carefully reviewed to ensure compliance with district policy and the needs and specific circumstances of the district. Use of this agreement shall not be deemed to create an attorney-client relationship between the Illinois State Board of Education and the district.]

CONTRACTUAL AGREEMENT FOR SUPPLEMENTAL EDUCATIONAL SERVICES
FOR THE 2007 - 2008 SCHOOL YEAR

By and Between

Oak Park River Forest High School District No. 200

And

African American Christian Foundation

THIS CONTRACTUAL AGREEMENT FOR SUPPLEMENTAL EDUCATIONAL SERVICES FOR THE 2007 - 2008 SCHOOL YEAR (this "Agreement") is entered into this 28th day of January, 2008, by and between the Board of Education of Oak Park River Forest High School District 200 (the "District"), a body politic and corporate created pursuant to the laws of the State of Illinois, and African American Christian Foundation (the "Provider"), a private educational company created pursuant to the laws of the State of Illinois. The Provider and the District are collectively referred to as the "Parties", and each, a "Party".

W I T N E S S E T H:

WHEREAS, one or more schools within the District has not made adequate yearly progress for at least three consecutive years in accordance with Title I of the Elementary and Secondary Education Act, as reauthorized by the No Child Left Behind Act of 2001 ("NCLB");

WHEREAS, under NCLB, students from low-income families attending such schools ("eligible students") are eligible to receive additional academic instruction designed to increase academic achievement outside of the regular school day, which may include academic assistance such as tutoring, remediation and other educational interventions ("supplemental educational services" or "SES");

WHEREAS, the Provider has been approved by the Illinois State Board of Education ("ISBE") to provide SES within the State of Illinois in accordance with ISBE's application process established pursuant to NCLB; and

WHEREAS, at least one parent or guardian of an eligible student ("Parent") has selected Provider to furnish their child with SES for the school year referenced in the Preamble.

NOW, THEREFORE, in consideration of the foregoing and the mutual covenants contained herein, the parties hereby agree as follows:

1. PURPOSE AND STATEMENT OF WORK. The Provider shall perform all terms, conditions and provisions contained in the scope of services description attached hereto as Exhibit A (collectively, the "Services"). The Provider shall perform the Services (i) with a high degree of skill, care and diligence, and (ii) in accordance with the highest professional standards. The Provider shall provide qualified and trained personnel and all materials and equipment necessary to undertake the Services and to fulfill the purposes of this

Agreement. The Provider will use personnel suitably qualified and experienced to perform the Services in accordance with the requirements of this Agreement. The Provider shall be an independent contractor. Neither the Provider nor its personnel or subcontractors shall be considered agents or employees of the District. The Provider acknowledges and agrees that the responsibility for payment of all taxes, employees' salaries and contracts or other expenses of the Provider shall be the Provider's obligation.

[ADD IF USING DISTRICT FACILITIES: The Provider's use of District Facilities in connection with the Services shall be in accordance with the Facilities Use Agreement set forth on Exhibit C.]

2. **TERM.** This Agreement shall become effective on the date first written above and shall, subject to any earlier termination as provided herein, terminate on September 30, 2008.

3. **PAYMENT, EXPENSES AND BILLING.**

a. Initial Per-Pupil Contract Amount: Under NCLB and 23 Ill. Adm. Code 675 (the "SES Administrative Rules"), the maximum per-pupil amount the Provider is permitted to charge the District for SES is limited to the lesser of: (1) the District's per-pupil allocation under Part A of Title 1 of NCLB; or (ii) the actual cost of the services ("actual cost"). The District's per-pupil allocation under Part A of Title 1 of NCLB is [\$ 782.00] (the "Per-Pupil Allocation"). In accordance with the SES Administrative Rules, the Provider must establish a reasonable estimate of its actual cost for purposes of its agreement with the District through the cost reporting process established by ISBE. The Provider's reasonable estimate of its actual cost for the provision of SES in non-District facilities is [\$ N/A]. This reasonable estimate is allocated as follows between the four expense categories set forth in the SES Administrative Rules:

Program Expenses:	\$ <u>N/A</u>
Occupancy Expenses:	\$ <u>N/A</u>
Curriculum Development Expenses:	\$ <u>N/A</u>
Administrative and General Expenses	\$ <u>N/A</u>

The Provider's reasonable estimate of its actual per pupil cost for the provision of SES in District Facilities is \$1,600.00, based on a maximum of 64 hours of tutoring per child and a cost of \$ 25.00 Per-Pupil Hourly Rate. This reasonable estimate is allocated as follows between the four expense categories set forth in the SES Administrative Rules:

Program Expenses:	\$ <u>1,000.00</u>
Occupancy Expenses:	\$ <u>180.00</u>
Curriculum Development Expenses:	\$ <u>300.00</u>
Administrative and General Expenses	\$ <u>120.00</u>

Accordingly, the "Initial Per-Pupil Contract Amount" shall be the lesser of the Per-Pupil Allocation or the applicable reasonable estimate of the actual cost reported to ISBE and set forth herein. The Provider and District acknowledge and agree that the Provider's reported costs set forth in this Paragraph are subject to review by ISBE and, if the Provider is a non-governmental entity serving more than 50 students, the costs are subject to verification by a Licensed Certified Public Accountant, and that the costs are accordingly subject to adjustment based on such review.

The Provider's approved application with ISBE establishes a 32 hour program for the District. Therefore, the Provider's "Per-Pupil Hourly Rate" is \$ 25.00.

b. Billings: The Provider shall be paid the Per-Pupil Hourly Rate, based upon actual attendance by students at a session of the Provider's program as reported to ISBE and the District through ISBE's tracking system, and shall not be compensated the Per-Pupil Hourly Rate for students not attending a session. The Provider shall submit billings with such supporting documentation as the District may request at least monthly, including one of the billing reports available to the Provider through ISBE's tracking system. Billing shall be submitted to the contact person and address listed in Paragraph 12.a. If the District, in good faith, deems any of the obligations

required of the Provider to not meet the requirements of this Agreement, it may withhold payment billed by the Provider until such insufficiency is corrected. The District shall not be obligated to pay for any Services not in compliance with this Agreement or the requirements of 23 Ill. Adm. Code 675. In the event of early termination of this Agreement, the District shall only be obligated to pay amounts incurred up to the date of termination.

c. Final Payment. No later than sixty days after the Provider's conclusion of SES within the District, the Provider must report to both ISBE and the District its cost of SES within the District during the term of this Agreement in accordance with the SES Administrative Rules. The final amount paid to the Provider shall be the lesser of (i) its actual cost of SES within the District, as established and reported in accordance with the SES Administrative Rules; or (ii) the Per-Pupil Hourly Rate, multiplied by the hours of student attendance in the provider's program. Further, the District shall not pay to the Provider any amount that, on a per-pupil basis based upon the Provider's cost report to ISBE, exceeds the Provider's reasonable estimate for any of the four expense categories set forth in Paragraph 3.a. The District shall withhold twenty percent (20%) of the amount owed to the Provider for services during the 2007-08 school year pending the reporting of the Provider's cost of SES within the District. Final payment by the District, or the repayment of any amounts overpaid to the Provider, shall occur by the later of: (i) thirty day's from the Provider's submission of its cost report to ISBE and the District; or (ii) June 30, 2008.

d. No Additional Compensation. The Provider shall not charge any other fees nor seek any payment and/or compensation of any kind whatsoever from students or Parents for the Services provided under this Agreement.

4. **CONFIDENTIAL INFORMATION**

a) Acknowledgment of Confidentiality. Each Party hereby acknowledges that it may be exposed to confidential and proprietary information of the other party including, without limitation, other technical information (including functional and technical specifications, designs, drawings, analysis, research, processes, computer programs, methods, ideas, "know how" and the like), business information (sales and marketing research, materials, plans, accounting and financial information, personnel records and the like) and other information designated as confidential expressly or by the circumstances in which it is provided ("Confidential Information"). Confidential Information does not include (i) information already known or independently developed by the recipient, (ii) information in the public domain through no wrongful act of the recipient, or (iii) information received by the recipient from a third party who was free to disclose it.

b) Covenant Not to Disclose. With respect to the other Party's Confidential Information, the recipient hereby agrees that during the term of this Agreement and at all times thereafter it shall not use, commercialize or disclose such Confidential Information to any third party without the other Party's prior written approval; provided, that all such recipients shall have first executed a confidentiality agreement in a form acceptable to the owner of such information. Neither Party nor any recipient may alter or remove from any software or associated documentation owned or provided by the other Party any proprietary, copyright, trademark or trade secret legend. Each Party shall use at least the same degree of care in safeguarding the other Party's Confidential Information as it uses in safeguarding its own confidential information.

c) Student Records. Provider will comply with the relevant requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and the Illinois School Student Records Act (ISSRA) (105 ILCS 10/1 et seq.), regarding the confidentiality of student "education records" as defined in FERPA and "school student records" as defined in ISSRA. Any use of information contained in student education records to be released must be approved by the District. To protect the confidentiality of student education records, the Provider will limit access to student education records to those employees who reasonably need access to them in order to perform their responsibilities under this Agreement.

5. **DEFAULT AND TERMINATION**

a) Provider Default: The occurrence of any one or more of the following matters constitutes a default by the Provider under this Agreement (a "Provider Default"):

(i) The Provider becomes insolvent or generally fails to pay, or admits in writing its inability or unwillingness to pay, its debts as they become due; Provider makes a general assignment for the benefits of its creditors;

(ii) The Provider shall commence or consent to any case, proceeding or other action (a) seeking reorganization, arrangement, adjustment, liquidation, dissolution or composition of the Provider or of the Provider's debts under any law relating to bankruptcy, insolvency, reorganization or relief of debts, or (b) seeking appointment of a receiver, trustee or similar official for the Provider or for all or any part of the Provider's property;

- (iii) any case, proceeding or other action against the Provider shall be commenced (a) seeking to have an order for relief entered against the Provider as debtor, (b) seeking reorganization, arrangement, adjustment, liquidation, dissolution or composition of the Provider or the Provider's debts under any law relating to bankruptcy, insolvency, reorganization or relief of debtors, or (c) seeking appointment of a receiver, trustee, or similar official for the Provider or for all or any part of the Provider's property;
- (iv) The breach of any representation, certification or warranty made by the Provider in this Agreement or in the Provider's application approved by ISBE;
- (v) The Provider attempts to assign, convey or transfer this Agreement or any interest herein without District's prior written consent;
- (vi) The Provider fails to observe or perform any other covenant, agreement, obligation, duty or provision of this Agreement, and such failure continues for thirty (30) days after the Provider's receipt of written notice thereof from District; or
- (vii) The Provider discloses the public identity of any student who is eligible for or who receives Services without the written permission of the Parents.

b) Notification to the State Superintendent of Education; Termination of Services. Upon the occurrence of a Provider Default, the District shall provide written notification to the State Superintendent of Education. The State Superintendent of Education shall require information from both the Provider and the District to determine the validity of the declaration of the Provider Default. Following the receipt of such information, the State Superintendent of Education shall either (i) permit the District to proceed with the termination of this Agreement; (ii) permit the District to proceed with the termination of SES at a particular school, if performance issues are localized, whereupon the Parties shall amend this Agreement to reflect the same; (iii) institute a corrective action plan in accordance with the SES Administrative Rules, whereupon the Parties shall amend this Agreement to reflect the same; or (iv) invalidate the declaration of a Provider Default. Any damages incurred by District as a result of a Provider Default shall be borne by the Provider at its sole cost and expense, shall not be payable as part of the contract amount set forth in Paragraph 3(a) and shall be reimbursed to District by the Provider upon demand.

c) Termination of Services to a Particular Student. A school district may, upon ten (10) days prior written notification to the Provider and the State Superintendent of Education, terminate the services a Provider is providing to a particular student if the Provider is unable to meet the student's specific achievement goals set forth in the student's ILP. Any such termination shall be separate and apart from the default and termination procedures set forth in Paragraphs 5.a. and 5.b.

d) Immediate Cancellation. The District may cancel this Agreement immediately, without fault or penalty, if ISBE revokes its approval of the Provider, or if funds are no longer made available for this Agreement through action of either the State or Federal government.

6. INDEMNIFICATION AND INSURANCE.

a) General Indemnification: To the fullest extent permitted by law, the Provider agrees to indemnify, defend and hold harmless District, its board, and its officers and employees from and against any and all claims, demands, suits, liabilities, injuries (personal or bodily), property damage, causes of action, losses, costs, expenses, damages or penalties, including, without limitation, reasonable defense costs and reasonable legal fees, arising or resulting from, or occasioned by or in connection with (i) any bodily injury or property damage resulting or arising from any act or omission to act (whether negligent, willful, wrongful or otherwise) by the Provider, its subcontractors, anyone directly or indirectly employed by them or anyone for whose acts they may be liable; (ii) failure by the Provider or its subcontractors to comply with any laws or regulations applicable to the performance of the Services; (iii) any act of infringement of any existing patent or copyright or any unauthorized use of any trade secret; or (iv) the breach of any representation or warranty provided by the Provider herein.

b) Insurance Requirements: The Provider shall maintain insurance policies in sufficient amounts to protect the District from liability for acts of the Provider and risks and indemnities assumed by the Provider. Such policies shall include, without limitation, the following:

- (i) A broad form Commercial General Liability Insurance policy including a waiver of subrogation

endorsement in favor of District , and endorsements adding, at a minimum, the following coverages: Premises and Operations Liability, Personal Injury Liability (with employee and contractual exclusions deleted), Broad Form Property Damage Liability, Broad Form Contractual Liability supporting the Provider's indemnification agreements in favor of District, Completed Operations and Products Liability for a period of not less than three (3) years following the date of final payment hereunder, and Independent Provider's Protective Liability. The Commercial General Liability Policy must be written with a combined single limit of liability of not less than [\$1,000,000] for each occurrence of bodily injury and/or property damage and an annual aggregate of liability of not less than [\$1,000,000] for bodily injury and/or property damage, and an annual aggregate of liability of not less than [\$1,000,000] for Completed Operations and Products Liability.

(ii) A Comprehensive Automobile Insurance Policy providing coverage for all owned, hired, rented, leased and non-owned automobiles, written with a combined single limit of liability of not less than [\$500,000] for each occurrence of bodily injury and/or property damage.

(iii) A Workers' Compensation Insurance Policy in an amount not less than the statutory limits (as may be amended from time to time), including Employer's Liability Insurance with limits of liability of not less than (i) [\$500,000] for bodily injury by accident, each accident, (ii) [\$500,000] for bodily injury by disease, each employee, and (iii) [\$500,000] aggregate liability for disease.

Upon execution of this Agreement, the Provider shall provide copies of certificates of insurance evidencing the coverage described in this Paragraph. The policies specified above shall be placed with insurance coverages reasonably acceptable to the District, shall name the District and its board members, officers and employees as additional insureds (excluding the Worker's Compensation Policy), and shall incorporate a provision requiring the giving of notice to the District at least thirty (30) days prior to the cancellation, non-renewal or material modification of any such policies. Unless otherwise agreed to in writing by District, the Provider shall cause all of its subcontractors to purchase and maintain insurance coverages identical to those required of the Provider hereunder.

7. SUBCONTRACTOR DISCLOSURE. As of the effective date of this Agreement, the following subcontractors are expected to perform work pursuant to this Agreement and to be paid with funds provided hereunder:

Name	Address	Anticipated Amount

If during the term of this Agreement, the Provider wants to retain subcontractors to be paid with funds provided by this Agreement not listed above, the Provider must first obtain District's prior written approval including appropriate background and fingerprint checks. Provider agrees to abide by the restrictions in 23 Ill Adm Code 675.30 regarding the employment of district or district-related personnel.

8. RECORD-KEEPING. The Provider and its subcontractors shall maintain books and records relating to performance of the Agreement or subcontract and necessary to support amounts charged to the District under the Agreement or subcontract. Books and records, including information stored in databases or other computer systems, shall be maintained by the Provider for a period of five (5) years from the later of the date of final payment under the Agreement or completion of the services, and by the subcontractor for a period of five (5) years from the later of the date of the final payment under the subcontract or completion of the subcontract. The five- (5) year period shall be extended for the duration of any audit in progress during the term. Books and records required to be maintained under this Paragraph shall be available for review or audit by representatives of the District upon reasonable notice and during normal business hours. The Provider and its subcontractors shall cooperate fully with any such audit. Failure to maintain books and records required by this Paragraph shall establish a presumption in favor of the District for the recovery of any funds paid by the District under the Agreement for which adequate books and records are not available to support the purported disbursement. The Provider shall not impose a charge for audit or examination of the Provider's book and records.

9. COOPERATION

Each Party agrees to cooperate with the other Party with respect to the performance of the Services in an effort to provide a quality SES program for students within the District. The Provider shall cooperate with District representatives visiting and observing tutoring sessions, interviewing students and Parents and taking such other actions deemed necessary by the District to administer and evaluate the Services and the District's overall SES program.

10. GENERAL PROVISIONS.

a) Notices. All notices, billings or other correspondence required to be given to either Party pursuant to this Agreement shall be sent by facsimile or delivered or mailed to the following addresses:

[DISTRICT]
Attention: Cheryl Witham
201 Scoville
Oak Park, Illinois 60302
Facsimile: (708) 434-3264

African American Christian Foundation
Attention: Evelyn Mensah
1145 Westgate, Suite 100
Oak Park, IL 60301
Facsimile: (708) 848-3701

b) Program Managers. Each Party hereby designates the following Program Managers who will oversee the implementation of the Services within the District:

For the Provider: Evelyn Mensah

For the District: Philip Prale, Oak Park River Forest High School

Each Party may from time to time change the designation of the Program Manager by notice given to the other Party in accordance with Paragraph 11.a.

c) Amendment. This Agreement may only be amended in writing signed by both Parties.

d) Entirety. This Agreement, together with the Exhibits attached hereto, constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made by either Party. The matters recited on the first few pages of this Agreement are hereby incorporated into and made a part of this Agreement.

e) Construction/Order of Documents. The Parties agree that in determining their rights and obligations to each other, the express terms and conditions set forth in the main body of this Agreement shall be controlling over any term and condition contained in the Exhibits attached hereto, and that any ambiguity shall be resolved by first applying the terms and conditions set forth in the main body of this Agreement.

f) Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois.

g) Compliance With Laws. The Provider shall comply, and shall cause its subcontractors to comply, with all existing and future laws, regulations, rules, ordinances, orders and decrees (collectively, "Laws") which are applicable to the Provider's services. The Provider shall secure, pay for and maintain all registrations, licenses, certifications, permits or approvals which relate to the provision of its Services. If the Provider should discover any discrepancy or inconsistency between the requirements of any Laws and the scope or nature of the services, the Provider shall immediately notify District in writing of such discrepancy or inconsistency and shall conform its Services to any subsequent orders or instructions of District.

h) Severability. In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

i) Time is of the Essence. Time is of the essence of this Agreement.

j) Ownership of Records. All records, reports, documents or other material delivered to or transmitted to the District pursuant to this Agreement shall remain the property of the District.

k) Cumulative Rights. Except as otherwise provided in this Agreement, rights and remedies available to the District and/or the Provider as set forth in this Agreement shall be cumulative with and in addition to, and not in limitation of, any other rights or remedies available to such Parties at law and/or in equity, and any specific right or remedy conferred upon or reserved to District and/or the Provider in any provision of this Agreement shall not preclude the concurrent or consecutive exercise of a right or remedy provided for in any other provision hereof.

l) Authority to Execute. Each Party represents and warrants to the other that this Agreement has been duly authorized, executed and delivered by and on behalf of each such Party, and constitutes the legal, valid and

binding agreement of said Party.

- m) No Waiver. No course of dealing or failure of the District and/or the Provider to enforce strictly any term, right or condition of this Agreement shall be construed as a waiver of such term, right or condition. No express waiver of any term, right or condition of this Agreement shall operate as a waiver of any other term, right or condition.
- n) Assignment. Neither Party may assign this Agreement in whole or in part without the prior written approval of the other Party.
- o) Certifications and Assurances: The Provider represents and warrants that all of the certifications and assurances set forth on Exhibit B attached hereto are and shall remain true and correct.
- p) Exhibits: The following Exhibits are hereby incorporated into this Agreement by this reference and expressly made a part of this Agreement.

EXHIBIT A - SCOPE OF SERVICES

EXHIBIT B - PROVIDER CERTIFICATIONS AND ASSURANCES

EXHIBIT C - CONDITIONS RELATED TO USAGE OF DISTRICT FACILITIES

IN WITNESS WHEREOF, the Parties have executed this Agreement as of the day and year first written above.

[DISTRICT NAME]

African American Christian Foundation



District Authorized Signature

Provider Authorized Signature

Its: _____

Its: President & CEO

Date: _____

Date: 01-28-2008

EXHIBIT A

SCOPE OF SERVICES

1. General Requirements

The Provider shall cause SES to be delivered to eligible students enrolled in the Provider's program in accordance with this Agreement, the Provider's application as approved by ISBE and as may be amended from time to time, the SES Administrative Rules (23 Ill. Adm. Code 675) and all other applicable Laws, and the student's Individual Learning Plan ("ILP"). The Provider acknowledges that in accordance with the SES Administrative Rules, the Provider's program must:

- include an appropriate, nationally recognized diagnostic assessment for use in identifying students' weaknesses and achievement gaps upon which to build an individual student plan and learning goals;
- use targeted remediation/instruction that is aimed at addressing the individual skill gaps revealed during the assessment and that is based upon an individual learning plan;
- include a post assessment linked to the diagnostic assessment to determine whether student gains occurred and to further develop a plan for either re-teaching skills or identifying new skills for instruction;
- align with the Illinois Learning Standards set forth at 23 Ill. Adm. Code 1, Appendix D, in the area of reading and/or mathematics;
- be consistent with the academic program a student experiences in the regular school day; and
- use instructional practices that are high-quality, research-based, and specifically designed to increase students' academic achievement.

The Provider will provide Services that are aligned to the student's ILP, and in a manner that allow the timetable written in the ILP to be met.

2. Assignment of Students

The District will provide Parents of eligible students with a listing of supplemental educational service providers seeking to provide services within the District. The District will include with this listing the abbreviated program description submitted by the Provider to ISBE with its application, and such other marketing materials/flyers provided by the Provider to the District in sufficient quantities for distribution. Parents will be required to complete an enrollment form and then return it to the District. The District will assign eligible students to the Provider in accordance with selections made by Parents. The Provider will adhere to District procedures regarding the selection of students if sufficient funds are not available for all students seeking supplemental educational services. The list of assigned students are subject to change from time to time based upon subsequent Parental requests and student transfers. The Provider may not impose any additional criteria on the admission or assignment of eligible students to its program (subject to limitations on capacity or inability to serve limited English proficiency students or students with disabilities).

3. Meetings

Upon receipt of the assigned student list, the Provider must schedule an orientation conference with the principal of each assigned student's home school. During such conference, the Provider and principal will develop an outreach plan to contact Parents. If the Provider is using District facilities, the principal will also explain all policies, procedures and guidelines related to the delivery of services on school property. The principal will also identify the school's designated SES coordinator.

Prior to the commencement of a student's SES, the Provider will meet with the student's Parent(s) and District personnel to develop statements of specific achievement goals for the student to be set forth in the student's ILP.

The Provider will meet with Parents at the end of the Provider's program to discuss the student's progress over the course of the year, and to obtain the Parent's assessment of the Provider's program through the Parent survey.

During the term of this Agreement, the Provider will meet with representatives of the District to discuss the Provider's overall program or an individual student's progress at such times and at such frequency as the District may reasonably request.

4. Notifications

The Provider shall immediately notify the District's Program Manager in writing of any assigned student who fails to attend three consecutive sessions. The Provider shall provide advance notice the District Program manager any time its tutor will be unable, for any reason, to conduct a scheduled tutoring session. Any tutoring sessions that are cancelled due to tutor no-shows must be rescheduled as soon as possible on a date to be mutually agreed upon by the District Program Manager and the Provider.

The Provider shall immediately report to the District any injuries sustained by students during the course of the Services. The Provider shall promptly notify the District of any grievances received by Parents.

5. Reporting

The Provider must report attendance through the ISBE STARS system for all students participating in the Provider's program recording their participation in, or absence from, tutoring sessions.

The Provider must submit progress reports to Parents and teachers/schools on a monthly basis. The Parent's copy of the report must be mailed to the parents by the 30th of each month. The school's copy can be mailed or hand-delivered by the 30th of each month. (In the event the required delivery date falls on a weekend or holiday, the prior work day will serve as the report day.) A copy of the Progress Report and the student's sign-in sheet must also be sent to the District representative with each invoice for payment. If Parents or teachers desire more frequent reporting, this additional reporting will be set forth in a student's ILP. The final progress report must describe the student's performance on the post-assessment delivered by the Provider, and include an assessment of whether the Provider met the objectives for the student set out in the ILP. An objective will not be considered "met" until at least an 80% mastery rate is demonstrated by the student.

In addition, within 60 days after a provider's conclusion of SES for the SES reporting period, the provider shall submit a report to ISBE and to each district in which the provider operates. This report shall include:

- 1) information on the students served;
- 2) details of any complaints received from teachers or parents;
- 3) the percentage of students meeting the academic goals set out in their Individual Learning Plans;
- 4) updates and revisions to any information set forth in the provider's approved application (including the submission of all information required by Section 675.50 of this Part not previously reported by the provider); and
- 5) an assurance that all other information set forth on the provider's approved application, as may be updated from time to time, remains true and correct.

EXHIBIT B

PROVIDER CERTIFICATIONS AND ASSURANCES

The Provider hereby represents and warrants to the District that the following certifications and assurance are and shall remain true and correct:

- i. All individuals providing Services to children meet, at a minimum, the requirements for paraprofessionals under the No Child Left Behind Act of 2001;
- ii. The Provider is duly organized, validly existing and in good standing under the laws of the state of its incorporation, and duly qualified to conduct business in Illinois;
- iii. In the case of students with disabilities, the Provider's program will support the implementation of the student's Individualized Education Program under Section 614(d) of the Individuals with Disabilities Education Act and provide services consistent with section 504 of the Rehabilitation Act of 1973.
- iv. All instruction and content shall be secular, neutral and no ideological.
- v. All Services will be provided outside of the regular school day.
- vi. The Provider will respect the confidentiality of student records and share this information only with parents and appropriate school personnel. The Provider will not disclose to the public the identity of any student who is eligible for, or receiving, SES without the prior written permission of the Parents.
- vii. In accordance with 105 ILCS 5/10-21.9, all individuals providing Services to children will have successfully completed a criminal background check, and evidence will be provided to the District of the same.
- viii. In accordance with 105 ILCS 5/24-5, individuals providing Services to children will be in good health and free of communicable disease, and evidence will be provided to the District of the same.
- ix. The Provider will not discriminate on the basis of race, national origin, sex or disability in accepting students and providing students with Services. The Provider shall not, on the basis of disability, exclude a qualified student with disabilities or a student covered under Section 504 if the student can, with minor adjustments, be provided Services designed to meet the individual needs of the student.
- x. The program information submitted herein, as well as the information contained in the Provider's ISBE-approved application, shall be consistent with the Services offered pursuant to this Agreement.
- xi. The Provider shall comply with all requirements set forth in 23 Ill. Adm. Code 675 including, but not limited to, the SES Provider Code of Ethics set forth in 23 Ill. Adm. Code 675.30.
- xii. The Provider has full legal right and authority to use any and all equipment, software, data, materials, products, trade secrets and intellectual property used in connection with the Services.

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

TO: Board of Education
FROM: Phil Prale
DATE: March 11, 2008
RE: SIP Approval

BACKGROUND

This winter a committee composed of teachers, parents, administrators, students, staff, and community members met to review and revise the School Improvement Plan. Since the plan was revised with input from the several stakeholders, one additional meeting was scheduled in early March to allow for final review. The SIP team will be asked to reconvene in the next school year to continue its work.

SUMMARY OF FINDINGS

The School Improvement Plan has been revised with input from the committee. The latest draft is submitted to the Board of Education for approval.

RECOMMENDATION

MOTION: To approve the School Improvement Plan as presented and direct administration to submit the plan to the Illinois State Board of Education.

OAK PARK & RIVER FOREST HIGH SCH

Single School District Improvement Plan 2007

Board Approval Date:	Plan Not Approved.
Plan Submission Date & Ref No:	-
ISBE Monitoring Started:	1/16/2008

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

PRELIMINARY INFORMATION

School & District Information

RCDTS Code Number : 140162000130001

District Name: OAK PARK - RIVER FOREST SD 200

Superintendent: DR. ATTILA J. WENINGER

District Address: 201 N SCOVILLE AVE

City/State/Zip : OAK PARK, IL 60302 2296

District Phone : (708) 383-0700 X: 3211

District Email : aweninger@oprfs.org

School Name : OAK PARK & RIVER FOREST HIGH SCH

Principal :DON VOGEL

School Address : 201 N SCOVILLE AVE

City/State/Zip : OAK PARK, IL 60302 2296

School Phone : (708) 383-0700 X: 3205

School Email : dvogel@oprfs.org

Is this for a Title I School? Yes

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 1 - Adequate Yearly Progress Report for 2007

Is this School making Adequate Yearly Progress (AYP)?	No	Has this school been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?		Yes
Is this School making AYP in Reading?	No	2007-08 Federal Improvement Status	Corrective Action	
Is this School making AYP in Mathematics?	No	2007-08 State Improvement Status	Academic Watch Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standards						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
Student Groups	%	Met AYP	%	Met AYP	%	Safe Harbor Target	Met AYP	%	Safe Harbor Target	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		55.0			55.0			90.0		72.0	
All	98.6	Yes	98.6	Yes	68.8		Yes	70.0		Yes			91.7	Yes
White	98.7	Yes	98.7	Yes	81.9		Yes	84.4		Yes				
Black	98.0	Yes	98.0	Yes	33.1	53.6	No	32.0	42.2	No			84.1	
Hispanic														
Asian/Pacific Islander														
Native American														
Multiracial Ethnic														
LEP														
Students with Disabilities	95.7	Yes	95.7	Yes	39.5	42.0	Yes	37.7	46.0	No			85.3	
Economically Disadvantaged	97.6	Yes	97.6	Yes	36.4	45.7	No	24.2	40.0	No			79.2	

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 2 - Annual Measurable Achievement Objectives Report for 2007

This district is not accountable for Annual Measurable Achievement Objectives (AMAO) for 2007.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 3 - School Information

Basic Information	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007
Attendance Rate (%)	93.9	94.6	96.5	91.7	93.3	91.0
Truancy rate (%)	0.9	2.8	0.7	2.6	1.4	1.9
Mobility rate (%)	10.1	9.4	6.6	4.6	4.9	6.6
Expulsion rate (%)						
Retention rate, if applicable (%)						
HS graduation rate, if applicable (%)	94.4	97.9	97.5	100.0	92.9	91.7
HS dropout rate, if applicable (%)	1.3	1.2	0.9	0.9	1.3	0.7
Teachers working out-of-field (#)						
Paraprofessionals in Title I funded programs and/or schools designated as school-wide with less than 2 years of training and/or education degree (#)						
School Population (#)	2,921	2,962	3,023	3,087	3,076	3,139
Economically disadvantaged (%)	5.6	5.8	9.7	12.0	12.5	11.9
Limited English proficient (LEP) (%)	0.4	0.4	0.2	0.1	0.3	0.2
Students with disabilities (%)						
White, non-Hispanic (%)	64.6	65.6	66.0	61.9	62.2	61.6
Black, non-Hispanic (%)	27.5	26.9	26.0	25.3	24.9	24.9
Hispanic (%)	5.2	4.3	4.7	4.1	4.0	4.7
Native American or Alaskan Native (%)	0.1	0.5	0.4	0.5	0.4	0.4
Asian/Pacific Islander (%)	2.5	2.6	2.9	2.8	3.0	3.1

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 4 - Race/Ethnicity

	Year	White(%)	Black(%)	Hispanic(%)	Asian(%)	Native American(%)	Multiracial/Ethnic(%)
S C H O O L	2001	62.4	30.3	4.0	3.1	0.1	-
	2002	64.6	27.5	5.2	2.5	0.1	-
	2003	65.6	26.9	4.3	2.6	0.5	-
	2004	66.0	26.0	4.7	2.9	0.4	-
	2005	61.9	25.3	4.1	2.8	0.5	5.3
	2006	62.2	24.9	4.0	3.0	0.4	5.5
	2007	61.6	24.9	4.7	3.1	0.4	5.2
D I S T R I C T	2001	62.4	30.3	4.0	3.1	0.1	-
	2002	64.6	27.5	5.2	2.5	0.1	-
	2003	65.6	26.9	4.3	2.6	0.5	-
	2004	66.0	26.0	4.7	2.9	0.4	-
	2005	61.9	25.3	4.1	2.8	0.5	5.3
	2006	62.2	24.9	4.0	3.0	0.4	5.5
	2007	61.6	24.9	4.7	3.1	0.4	5.2
S T A T E	2001	60.1	20.9	15.4	3.4	0.2	-
	2002	59.3	20.8	16.2	3.5	0.2	-
	2003	58.6	20.7	17.0	3.6	0.2	-
	2004	57.7	20.8	17.7	3.6	0.2	-
	2005	56.7	20.3	18.3	3.7	0.2	0.7
	2006	55.7	19.9	18.7	3.8	0.2	1.8
	2007	54.9	19.6	19.3	3.8	0.2	2.2

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 5 - Educational Environment

	Year	LEP (%)	Low Income(%)	Parental Involvement (%)	Attendance (%)	Mobility (%)	Chronic Truants (N)	Chronic Truancy (%)	HS Dropout Rate(%)	HS Graduation Rate (%)
S C H O O L	2001	0.7	5.8	65.0	92.8	16.7	23.0	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28.0	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82.0	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21.0	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89.0	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42.0	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55.0	1.9	0.7	91.7
D I S T R I C T	2001	0.7	5.8	65.0	92.8	16.7	23.0	0.8	2.0	93.0
	2002	0.4	5.6	100.0	93.9	10.1	28.0	0.9	1.3	94.4
	2003	0.4	5.8	100.0	94.6	9.4	82.0	2.8	1.2	97.9
	2004	0.2	9.7	100.0	96.5	6.6	21.0	0.7	0.9	97.5
	2005	0.1	12.0	100.0	91.7	4.6	89.0	2.6	0.9	100.0
	2006	0.3	12.5	100.0	93.3	4.9	42.0	1.4	1.3	92.9
	2007	0.2	11.9	100.0	91.0	6.6	55.0	1.9	0.7	91.7
S T A T E	2001	6.3	36.9	94.5	93.7	17.2	42,813.0	2.2	5.7	83.2
	2002	6.7	37.5	95.0	94.0	16.5	39,225.0	2.0	5.1	85.2
	2003	6.3	37.9	95.9	94.0	16.4	37,525.0	1.9	4.9	86.0
	2004	6.7	39.0	96.3	94.2	16.8	40,764.0	2.1	4.6	86.5
	2005	6.6	40.0	95.7	93.9	16.1	43,152.0	2.2	4.0	87.4
	2006	6.6	40.0	96.6	94.0	16.0	44,836.0	2.2	3.5	87.8
	2007	7.2	40.9	96.1	93.7	15.2	49,091.0	2.5	3.5	85.9

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I A Data & Analysis - Report Card Data

Item 6 - Enrollment Trends

	Year	School (N)	Grade 3 (N)	Grade 4 (N)	Grade 5 (N)	Grade 7 (N)	Grade 8 (N)	Grade 11 (N)
S C H O O L	2001	2,830	-	-	-	-	-	-
	2002	2,921	-	-	-	-	-	723
	2003	2,962	-	-	-	-	-	731
	2004	3,023	-	-	-	-	-	749
	2005	3,087	-	-	-	-	-	748
	2006	3,076	-	-	-	-	-	794
	2007	3,139	-	-	-	-	-	753
D I S T R I C T	2001	2,830	-	-	-	-	-	673
	2002	2,921	-	-	-	-	-	723
	2003	2,962	-	-	-	-	-	731
	2004	3,023	-	-	-	-	-	749
	2005	3,087	-	-	-	-	-	748
	2006	3,076	-	-	-	-	-	794
	2007	3,139	-	-	-	-	-	753
S T A T E	2001	2,007,170	164,791	161,546	162,001	151,270	148,194	123,816
	2002	2,029,821	-	-	-	-	-	-
	2003	2,044,539	-	-	-	-	-	-
	2004	2,060,048	-	-	-	-	-	-
	2005	2,062,912	-	-	-	-	-	-
	2006	2,075,277	136,123	139,619	146,935	153,566	154,856	-
	2007	2,077,856	-	-	-	-	-	-

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 7 - Educator Data

	Year	Total Tchr FTE (N)	Avg. Tchr Exp.(Yrs)	Avg. Teacher Sal (\$)	Tchrs w/Bach.Deg (%)	Tchrs w/Mast.Deg (%)	Pupil-Tchr Ratio (EI)	Pupil-Tchr Ratio (HS)	Emgncy or Prvsl Creds(%)	Hi Qual Tchrs (%)
D I S T R I C T	2001	167.0	15.2	67,604	21.1	78.9	-	19.8	-	-
	2002	167.0	15.1	70,848	25.6	74.4	-	20.6	0.6	-
	2003	184.0	14.7	72,319	21.6	78.4	-	18.9	1.6	0.5
	2004	190.0	13.5	72,245	25.9	74.1	-	18.7	-	-
	2005	191.0	13.5	77,053	27.9	72.1	-	18.9	2.1	-
	2006	194.0	12.9	76,625	25.9	74.1	-	18.7	1.2	-
	2007	197.0	12.0	77,106	19.1	80.9	-	19.0	1.1	-
S T A T E	2001	125,735.0	14.5	47,929	53.8	46.0	19.1	18.0	-	-
	2002	126,544.0	14.2	49,702	53.9	46.0	19.1	18.3	2.4	2.3
	2003	129,068.0	13.9	51,672	53.9	46.0	18.4	18.2	2.5	2.1
	2004	125,702.0	13.8	54,446	51.3	48.6	19.4	18.8	1.7	1.8
	2005	128,079.0	13.6	55,558	50.1	49.1	18.9	18.4	1.9	1.9
	2006	127,010.0	13.0	56,685	49.3	50.6	19.1	18.9	1.6	1.4
	2007	127,010.0	12.9	58,275	47.6	52.3	18.8	18.8	1.5	3.2

Note: Hyphens in the table indicate that data are not relevant for your plan.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 8a - Assessment Data (Reading)

PSAE - % Meets + Exceeds for Reading - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	71.9	71.4	76.6	75.1	66.5
White	84.1	86.0	85.9	86.0	81.3
Black	40.1	44.8	52.5	46.1	30.9
Hispanic	68.0	65.9	61.8	75.8	57.2
Asian/Pacific Islander	71.4	58.3	85.7	61.9	75.0
Native American	-	-	-	-	-
Multiracial/Ethnic	76.9	76.9	76.9	76.9	71.8
LEP	-	-	-	-	-
Students with Disabilities	33.0	38.2	40.7	31.0	35.8
Economically Disadvantaged	36.0	30.4	47.4	37.3	29.4

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Item 8b - Assessment Data (Mathematics)

PSAE - % Meets + Exceeds for Mathematics - Grades 11					
Groups	2002-03	2003-04	2004-05	2005-06	2006-07
All	69.7	69.0	65.8	71.8	67.7
White	83.9	85.3	80.4	85.3	84.1
Black	32.4	38.5	27.8	33.2	29.9
Hispanic	56.0	59.1	58.8	72.7	60.7
Asian/Pacific Islander	71.4	66.7	81.0	80.9	82.2
Native American	-	-	-	-	-
Multiracial/Ethnic	74.3	74.3	74.3	74.3	58.9
LEP	-	-	-	-	-
Students with Disabilities	22.8	34.2	29.7	35.3	35.0
Economically Disadvantaged	40.0	17.9	24.6	30.6	21.4

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Data - What do your School Report Card data tell you about student performance in your school? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

PSAE data indicate that over the past five years, the proportion of our students who have met or exceeded state standards in all subject areas has been well above the corresponding proportion of students statewide. On average, the high school program succeeds for most students in the district.

Upon disaggregating the data, however, performance gaps are evident among our subgroups in both PSAE reading and math. Specifically, OPRFHS students who are African American, who have disabilities, or who are economically disadvantaged meet and exceed state standards at lower rates in both reading and math than do our white, non-disabled, and non-economically disadvantaged students.

In general, students' performance on state assessments is better in the area of reading than it is in the area of math. However, in 2007, the difference between the scores in reading and math narrowed. Another area in which the school has shown strength is in the reading scores for students with disabilities. Program improvements in that area have succeeded in accomplishing student performance gains and meeting adequate yearly progress in that area.

Staff continue to monitor the progress of all ethnic groups attending the high school whether or not the group forms a subgroup as defined by state and federal guidelines.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

A wide array of possible causes exist for the performance gaps evident among our students.

- Students in each of our underperforming subgroups enroll in our most rigorous courses at lower rates than do students in groups that are making AYP. These students' academic preparation in high school may not include sufficient teaching and learning in the content tested by the PSAE.

- We have made uneven efforts to explicitly align our curricula with state standards.

- Placement and standardized test data indicate that students who enroll as freshmen at our high school arrive with vastly different skill sets in core academic areas such as math and reading. EXPLORE scores used as one source of placement data display a range from 8 through 25. Discrepancies in entry-level academic preparedness (existing skills, habits, and knowledge) influence the academic placement of students and therefore their exposure to rigorous curricula.

- As the previous bullet point suggests, an existing system of academic tracks at the high school creates a difference in the rigor of a student's academic program that varies widely from the basic/transition level to the regular/college preparatory level to the honors/AP level. A student's access to the higher academic levels also varies among content areas, with some core academic divisions applying more rigid criteria than others. The tracking system produces a gate-keeping effect that, along with student academic preparedness, limits many students' access to rigorous courses and content.

- Prior educational opportunities vary widely among students who enroll at OPRFHS.

- The majority of students new to our high school arrive as freshmen and have attended one of three public middle schools in the two communities served by the high school.

- Smaller numbers of incoming freshmen attend local private schools for their elementary years.

- Roughly 10% of our students in any given school year matriculate from districts outside our two communities.

- Logistical difficulties in aligning high school curricula with K-8 curricula from all sending elementary districts may contribute to students' disparate levels of academic preparedness upon entry to the high school.

·Parental involvement that contributes to success for underachieving students is a challenge for the school. Efforts to engage these parents have been uneven.

·Research into student achievement gaps indicates that factors such as family income, parents' level of education, parents' involvement in a student's education, available health care, nutrition, access to educational resources in and outside of the home, teacher expectations, teacher practices, and peer pressure, among other factors, may contribute to students' levels of achievement. It is likely that some of these factors have influenced our students' PSAT performance.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-A Data & Analysis - Report Card Data

Conclusions - What conclusions for school improvement do you draw from the Report Card data?

- Offer effective academic support for students who enroll in our high school lacking the requisite skills, knowledge, and/or habits for academic success. Effective support programs need to focus on improving the skills critical for success in core academic areas and establishing a school climate that fosters success and achievement.
- Explore ways to expand access to rigorous courses and content, and implement counseling and teaching strategies that improve student success rates.
- Consider the efficacy of aligning select curricula with state standards.
- Continue efforts to build a professional learning community through the use of teacher learning teams. Ask teachers to examine relevant student performance data to inform instructional practice.
- Continue efforts to support parents of underachieving students, and consider ways to expand that support with afternoon and evening parent education programs.
- Continue efforts to effectively align high school curricula and expectations with K-8 curricula so that more students enter high school with requisite skills, knowledge, and habits.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-B Data & Analysis - Local Assessment Data (Optional)

Data - Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness (if any) are indicated by these data? What areas of strength are indicated?

Assessment data analyzed to better understand student performance include:

- ACT EPAS assessments used to track longitudinal progress of students. These include EXPLORE tests given in eighth grade to establish baseline performance for growth during high school; PLAN tests given to freshman students to track improvement; an instructional ACT test given to sophomore students; PSAT results for junior students published in state and district reports.
- Gate-MacGinitie reading scores given to students enrolled in regular level English classes. The reading assessment is given at the beginning and end of ninth grade and at the end of tenth grade.

Overall averages of scores on ACT tests show an upward trend in recent years. However, significant gaps appear when the assessment scores are analyzed by subgroup.

These assessments show that approximately half of the students enrolled in the regular level instructional program do not score at acceptable levels to meet and exceed state standards in their junior year of high school. Students who take honors classes tend to meet or exceed state standards.

These assessments show that African American, special education, and economically disadvantaged students are more likely to not meet state standards while they currently score higher than state averages for those student subgroups.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-B Data & Analysis - Local Assessment Data (Optional)

Factors - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

Factors that are likely to have contributed to these results include -

Some students come from middle school with skills that place them at a disadvantage in the high school. Students with reading and math deficits do not accelerate their learning sufficiently to reach state standards or college readiness by the time they leave high school.

Students respond positively to a rigorous and academically constructive classroom environment. At the honors level classrooms are highly engaging and rigorous. Expectations for success are high. Some of the classrooms at the regular level are rigorous and academically constructive. However, some classrooms are not fully engaging or successful as learning environments. Those classrooms do not provide success streams for students to meet standards.

Teacher quality plays a critical role in student success. Effective teachers are at work in many classrooms, however, with the range and disparity of abilities that appear in regular level classrooms, many teachers are not prepared to address the instructional differentiation needed to address the learning needs of those students.

The school environment and overall pupil support services area of the school can be restrictive and make the school feel inhospitable and uncomfortable for students.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-B Data & Analysis - Local Assessment Data (Optional)

Conclusions - What conclusions for school improvement do you draw from the above local assessment data?

Regarding receiving better prepared students from the associate schools, we need to improve articulation efforts with all associate schools and districts.

Regarding creating a rigorous curriculum across all levels of the school, we should align the curriculum to provide rigor, engagement, and excellence at every level of the program. Each special education continuum should also align curriculum with regular education programs so all students receive the full range of academic preparation.

Regarding improving teacher quality and all teachers' ability to address instructional differentiation, more professional development is needed so teachers may meet the learning needs of all students.

Regarding school environment and overall pupil support services, consistent support services that encourage student success and keep students out of the discipline system are needed to provide students with the opportunity for success. The school climate for students and for parents should be positive and welcoming, and the counseling and guidance models for students and parents should build toward student success.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Data - Briefly describe attributes and challenges of the district and community that have affected student performance. What do these data and/or information tell you?

OPRFHS is a large suburban comprehensive high school with a student population of approximately 3,100. The school has a rich academic program with over 200 course offerings and a long history of overall success in preparing students for college. OPRFHS serves and is supported by two communities whose residents place a high value on education, and we are fortunate to have a solid financial foundation with which to pursue the common educational goals of the school and the communities. Beginning in 2005-2006, we have made significant increases in spending for initiatives designed to provide additional academic support for struggling students.

The ethnic, racial, and socioeconomic 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 student body is roughly 62% White, 25% African American, 5% Hispanic, 3% Asian/Pacific Islander, and 5% Multiracial/Ethnic, with a tenth of one percent identifying themselves as Native American.

While the majority of our students experience relative affluence, with the median community income at \$88,713, 12.5% of our students come from low-income families. In addition, Special Education students comprise roughly 16% of the student body. These factors influence the skills and academic preparedness of OPRFHS students. The accompanying challenge for the high school is to meet struggling students at their point of readiness and balance a tailored approach to academic support with appropriate acceleration toward grade level performance.

Years before NCLB required schools to disaggregate student assessment data, OPRFHS recognized in its own data several patterns indicating achievement gaps predictable by race. Closing such gaps has been among the school's primary goals for over ten years, though our efforts have not always been data-driven or systematic. In 1999, we joined with fourteen other diverse suburban districts to form the Minority Student Achievement Network, a consortium of districts dedicated to research-based efforts to close achievement gaps predictable by race or ethnicity. We continue to work as active members of the network to identify and implement evidence-based initiatives to improve student achievement.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Factors - In what ways (if any) have these attributes and challenges contributed to student performance results?

The strong educational orientation of the communities contributes to many indicators of student achievement. For example, 747 students took 1647 AP exams in May of 2007, with 84% earning scores of 3, 4, or 5. Our ACT composite for the graduating class of 2007 was 23.9, inclusive of students testing with accommodations, while the average combined SAT score for OPRFHS students in 2007 was 1840. In each case, the performance of OPRFHS students outpaces that of their peers in Illinois and in the nation.

The economic diversity of the communities we serve contributes to differences in the number and quality of resources in the home as well as to students' opportunities for stimulation and enrichment outside of formal schooling. These factors influence the range of academic performance among OPRFHS students.

The achievement initiatives undergo annual or bi-annual evaluation to determine their impact. The record is mixed, with some programs showing more promise than others. We have seen success with two cohort programs that support incoming freshman students who enroll in a higher academic level than their prior educational record would indicate. Initial results show that a program to support freshmen in Algebra I has also helped more students achieve mastery than in previous years.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 1 - Attributes and Challenges

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

We should continue to use early indicators of performance (e.g., 8th grade EXPLORE test, 8th grade final GPA, Gates-McGinitie reading tests) to identify students who may struggle. We should continue to refine and improve the range of academic supports available to help students succeed. These supports include the summer 8 to 9 Connection program, Learning Support Reading, Academic Strategies, co-taught classes, the collaborative teaching model, and basic/transitions and regular/college preparatory level curricula in all academic divisions. With the recent addition of the supervisory to our teachers' school day, we should explore ways to increase academic supports via additional tutoring opportunities or small, structured study halls.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications, Staff Capacity, and Professional Development

Data - Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data tell you?

At Oak Park and River Forest High School 84% of the faculty of 247 have earned an M.A. degree, while 50% 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.

Every teacher in the high school is highly qualified for his or her classroom teaching assignment.

Teachers have been organized into small divisionally based learning teams as part of an effort to create a professional learning environment. Eight late arrival schedules have been incorporated into the school calendar to allow teachers to work on specific projects, program development, and/or action research in support of school improvement.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Factors - In what ways (if any) have educator qualifications, staff capacity, and professional development contributed to student performance results?

Currently, staffing and teacher qualifications are not essential growth areas for the district. Therefore, we have turned to the area of professional development as a critical way to improve school performance. Teacher quality strongly influences student achievement. Teachers who engage in regular, self-directed, relevant professional development activities can address and improve their classroom practice and help students reach their academic potential.

Teachers participate in a Professional Development Committee that plans and coordinates programs and activities. Teacher led learning teams are focused on divisional efforts to improve school performance and student achievement.

Teachers have begun developing data management skills at the classroom level using Mastery Manager, a testing and assessment program that allows for item analysis and easier alignment of tests to content standards.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 2 - Educator Qualifications

Conclusion - What analysis and conclusions for district improvement do you draw from the above answers?

Each year the Office of Human Resources monitors the qualification of faculty in order to maintain compliance with NCLBA standards.

At the close of every school year, each faculty learning team issues a report, a summary of which is presented to the Board of Education and the school community. Those reports should inform the decisions, priorities, and plans for the next school year.

The faculty could benefit from a program that helps teachers develop expertise and effectiveness in working with students from a variety of backgrounds. This could include preparation in understanding socio-cultural adolescent development as it relates to achievement. The structure and implementation of a program will be considered for the coming year. We have planned for this school year an approved administrator academy in this area for administrative leadership in order to address this need.

The Office of Human Resources has developed a program for recruiting a more diverse faculty balancing the needs of maintaining and improving the academic performance of the school and building a diverse, multi-talented faculty.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Data - Briefly describe data on parent involvement. What do these data tell you?

Parent involvement has always been a critical element of the school improvement process. Twice each year the school hosts a parent visitation day, once in the fall and once in the spring. Approximately 160 parents take advantage of this opportunity to visit the school, observe in classrooms, meet counselors and administrators, and become oriented and comfortable in the school.

Five board approved parent organizations operate and meet in the school. The five parent groups are - African American Parents for Purposeful Leadership in Education (APPLE), the Boosters, Citizen's Council, the Concert Tour Association, and the Parent Teacher Organization (PTO). Each parent group recruits membership on an annual basis. The PTO sponsors a liaison program which assigns a parent liaison to each division in the school to enhance collaboration and communication.

Ten evening meetings occur each year for the purpose of assisting families who may have a difficult transition to the high school. These meetings begin in the summer before the ninth grade for students identified as having greater needs in the process of beginning their high school careers. The middle schools in Districts 97 and 90 identify the students for this program. Six parent meetings are held in the summer and four follow up meetings are held during the school year. Attendance at these meetings runs between 10 and 20 families at each meeting.

The data suggest that the school must take deliberate proactive measures to engage parents in ways that support student achievement. Parents are an asset and the school needs additional effort to improve parent participation.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Factors - In what ways (if any) has parent involvement contributed to student performance results?

In the last two years the student information system has allowed for parents to view the electronic data associated with their students. This includes attendance and classroom achievement information. The response to this access has been strongly supportive. Parents frequently access their students' information and use e-mail to reach out to teachers for additional information.

Counselors sponsor a series of evening programs on college readiness that are well attended and evaluated.

Four years ago available slots for parent teacher conferences were expanded to meet a growing demand by parents. The total number of conferences has doubled and the number of families attending conferences has increased by 66% since the addition of conference opportunities.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-C Data & Analysis - Other Data (Optional)

Item 3 - Parent Involvement

Conclusions - What analysis and conclusions for district improvement do you draw from the above answers?

Positive parent involvement in actively supporting student engagement and achievement in school is desired by parents and school faculty and staff. More opportunities for parents should be developed to address school improvement goals.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section I-D Data & Analysis - Key Factors

Key Factors – From the preceding pages, identify key factors that are within the school’s capacity to change or control and which have contributed to low achievement, based on assessment and other relevant data.

- Administrative leadership
- Teacher expertise
- Student academic preparedness
- Access to rigorous courses and content
- Academic support for students lacking skills, knowledge, and/or habits necessary for success
- Alignment of curricula with state standards
- Articulation of K-12 (and particularly 6-12) curricula
- Parent outreach and support

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

The following areas of deficiency have been identified from the most recent AYP Report for your school:

1. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds
3. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
4. Students with disabilities are deficient in Mathematics Meets and Exceeds
5. Black students are deficient in Mathematics Meets and Exceeds

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

While our current achievement in mathematics for Black students is 33.1%, and 36.4% for economically disadvantaged students, these subgroups will meet and exceed state standards at the levels of at least 62.5% in 2008 and 70% in 2009 or attain Safe Harbor levels.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

This objective covers the following AYP deficiency areas.

1. Economically Disadvantaged students are deficient in Reading Meets and Exceeds
2. Black students are deficient in Reading Meets and Exceeds

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Students with low reading scores and/or poor academic histories coming out of their middle schools have been identified and placed in small study halls monitored by full time faculty. These study halls meet every day for an entire period with the same students and the same teacher. Teachers monitor the students' grades and overall level of school success. Interventions are implemented as needed.	08/2007	06/08/2009	During School	Local Funds	\$24,000
2. Students achieving below average grades will be assigned to additional study sessions with faculty members of the English department or other academic departments. Tutoring will be available to students every period of the day. For ninth grade students tutors are located in their respective study halls for ready access to academic support.	08/2007	06/08/2009	During School	Local Funds	\$30,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Low achieving students in the area of reading will be assigned to a class that will meet in a reading lab with 17 computers and four software packages. This technology will address the differentiated needs of identified students in special education and regular education classes. These differentiated needs include fluency, vocabulary acquisition, phonemic awareness, and reading comprehension. Software packages include Reading Plus, Lexia, and Soliloquy.	08/2007	06/08/2009	During School	Local Funds	\$50,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Teachers in need of additional skills in literacy instruction will be assigned to a reading teacher released from regular teaching duties to serve as a literacy coach. Identified teachers will come from across all disciplines. Literacy coaches will provide content-area teachers with specific strategies for improving student content-area reading and with instructional strategies to address multiple learning modes.	08/2007	06/08/2009	During School	Title I	\$40,000
2. In this school year, forty to sixty teachers who work with low achieving readers will receive CRISS (CReating Independence through Student-owned Strategies), a nationally-recognized research based approach to improving content-area literacy training in each school year. To date, nearly 35% of our full-time faculty have been CRISS trained.	08/2007	06/08/2009	During School	Local Funds	\$3,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Reading scores have been determined for every transition/basic level and college preparatory/regular level freshman student and provided to their respective teachers. These scores are represented graphically to demonstrate the range of reading abilities present in each classroom as an aid to the classroom teacher in designing their lessons and instructional aids.	08/2007	06/08/2009	During School	Local Funds	NA

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parents will receive mail and phone contact invitations to attend each of four Title 1 meetings during the school year. These meetings have a curriculum designed to address the major questions that arise at different points in each academic year as well provide helpful tips for academic success. Parents will be surveyed to determine the effectiveness of each meeting.	06/2008	06/2010	After School	Title I	\$1,000
2. During the summer before ninth grade parents will receive phone calls inviting them to attend six parent/student evening programs/socials. These events are for all of the students enrolled on our 8 to 9 summer bridge program. Six of these meetings are scheduled for each summer and follow a proscribed curriculum that addresses the parents and students needs and concerns over the course of the summer leading up to their first semester in the building. Parents will be surveyed to determine the effectiveness of each meeting.	06/2008	06/2010	Summer School	Title I	\$2,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Parents will be invited to attend parent education programs created by collaboration between school staff and representatives from up to five parent organizations in the community. Parent education areas will include Skyward family access, homework support, academic programs, college selection, and school support options. Parent education programs will address parent issues across grade levels.	06/2008	06/2009	After School	Local Funds	\$5,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part E - Monitoring Process for Objective 1

Title : Improving reading scores for Black and economically disadvantaged students

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

In June of each year, we will examine the grades assigned to all students in Algebra 1-2 courses to determine the proportion of each class that earned a grade of C or better. EXPLORE, PLAN, and ACT Math subscores will also be used to track program effectiveness and student achievement.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Philip Prale

Title _____

Assistant Superintendent of Curriculum and Instruction

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

Each objective should be written to identify the current achievement level and specific, measurable outcomes in terms of AYP to be achieved for each year of the two required years of the plan.

While our current achievement in mathematics for Black students is 32%, 24.2% for economically disadvantaged students, and 37.7% for students with disabilities respectively, these subgroups will meet and exceed state standards at the levels of at least 62.5% in 2008 and 70% in 2009 or attain Safe Harbor levels.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part A. Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

This objective covers the following AYP deficiency areas.

3. Economically Disadvantaged students are deficient in Mathematics Meets and Exceeds
4. Students with disabilities are deficient in Mathematics Meets and Exceeds
5. Black students are deficient in Mathematics Meets and Exceeds

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part B. Student Strategies and Activities for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

State the student strategies and activities to be implemented that logically support the objectives and respond to the key factors identified in Section III - Part B. Indicate whether the strategy or activity is during school hours, before school, after school, or during summer school.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Freshman students scoring between the 40th and 60th percentile on local and standardized assessments will enroll in an Algebra Block course in which instructional time is increased by 50%.	08/2007	06/2009	During School	Local Funds	\$50,000
2. Students will use Agile Mind (a web-based program) in Algebra Block and Algebra 1-2 to increase student engagement and performance. Agile Mind is an interactive, visually oriented program that helps students solve algebra problems and monitor their own progress. It teaches students to think conceptually and look at algebra problems using the rule of four: verbally, numerically, graphically and algebraically.	08/2007	06/2009	During School	Local Funds	\$14,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
3. Students will engage a more positive classroom culture within the Algebra 1-2 program and thereby positively influence student achievement in Algebra. Students will participate in the Academic Youth Development (AYD) program to enlist incoming freshman Algebra and Algebra Block students as “allies” of their teachers. Attention will be paid to navigating the multi-cultural environments of these classrooms. Teachers will engage in activities to build cultural competencies in order to improve instruction for all students.	08/2007	06/2009	During School	Local Funds	\$5,000
4. Full time members of the mathematics department will be available as tutors to every student in the building every period of the day. For freshmen students they are actually located in their respective study halls for easy access.	08/2007	06/2009	During School	Local Funds	\$30,000
5. Special Education teachers will develop and implement specialized PSAE mathematics review materials as part of the Academic Strategies curriculum.	03/2008	06/2009	During School	Local Funds	NA

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part C. Professional Development Strategies and Activities for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

State the professional development strategies and activities necessary to accomplish the objective. This component should directly address the academic achievement problems that caused the school to be identified. In most cases, this professional training will focus on the teaching and learning process, such as increasing content knowledge, the use of scientifically based instructional strategies, and the alignment of classroom activities with academic content standards and assessments.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Teachers of the Algebra Block classes will spend up to five days during the school year learning to maximize the instructional value of Agile Mind and the additional instructional minutes allotted for their course.	08/2007	06/2009	During School	Local Funds	\$3,000
2. Teacher learning teams comprised of algebra teachers will meet during eight late arrival days during the school year to examine their course content, instructional practices, and student performance results. Teams will focus on increasing the rigor and scope of their math courses to provide that students enrolled in all junior year math courses are exposed to and become proficient in necessary advanced algebra and geometry skills.	08/2006	06/2009	During School	Local Funds	NA
3. Math teachers will be trained in the use of Mastery Manager, a web-based tool for analyzing student assessment performance, all Algebra teachers will use Mastery Manager to score and analyze the results of common semester exams. Results will determine changes to course assessments and content.	03/2007	03/2007	After School	Local Funds	\$500

Strategies & Activities	Start Date	End Date		Fund Source	Amount
4. Math teachers from the high school will meet and work with teachers from the sender schools and districts to ensure that more students should take an algebra course before they enroll in the high school. This work includes improved curriculum alignment and teaching summer step up math courses.	12/2007	06/2009	During School	Local Funds	\$5,000
5. Teachers of Special Education math courses will revise curricula to include more outcomes that provide students with advanced algebra and geometry skills.	02/2008	06/2009	During School	Local Funds	\$2,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part D. Parent Involvement Strategies and Activities for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

State the parent involvement strategies and activities that will promote effective parental involvement for the objective. A parent involvement policy is required of all schools receiving Title I funds. The parental involvement strategies identified in the plan must be consistent with the schools parental involvement policy.

Strategies & Activities	Time Line			Budget	
	Start Date	End Date		Fund Source	Amount
1. Parents will attend the Math Division's annual "Math Night" which provides detailed information about homework and success opportunities in math classes.	08/2007	06/2009	After School	Local Funds	NA
2. Parents will receive mail and phone contact invitations to attend each of four Title 1 meetings during the school year. These meetings have a curriculum designed to address the major questions that arise at different points in each academic year as well provide helpful tips for academic success. Parents will be surveyed to determine the effectiveness of each meeting.	08/2007	06/2009	After School	Title I	\$1,000
3. During the summer before ninth grade parents will receive phone calls inviting them to attend six parent/student evening programs/socials. These events are for all of the students enrolled in our 8 to 9 summer bridge program. Six of these meetings are scheduled for each summer and follow a proscribed curriculum that addresses the parents and students needs and concerns over the course of the summer leading up to their first semester in the building. Parents will be surveyed to determine the effectiveness of each meeting.	08/2007	06/2009	After School	Local Funds	\$2,000

Strategies & Activities	Start Date	End Date		Fund Source	Amount
4. Parents will be invited to attend parent education programs created by collaboration between school staff and representatives from up to five parent organizations in the community. Parent education areas will include Skyward family access, homework support, academic programs, college selection, and school support options. Parent education programs will address parent issues across grade levels.	06/2008	006/2009	After School	Local Funds	\$5,000

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section II-Action Plan

Part E - Monitoring Process for Objective 2

Title : Improving mathematics scores for Black, economically disadvantaged, and disabled students.

1. Describe how school personnel will monitor the effectiveness of the strategies and activities.

In June of each year, we will examine the grades assigned to all students in Algebra 1-2 courses to determine the proportion of each class that earned a grade of C or better. EXPLORE, PLAN, and ACT Math subscores will also be used to track program effectiveness and student achievement.

2. Designate the name and title of the person(s) overseeing the strategies and activities in the action plan to achieve each objective.

Name _____

Philip Prale

Title _____

Assistant Superintendent of Curriculum and Instruction

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part A - Parent Notification

Describe how the school has provided written notice about the school's academic status identification to parents of each student in a format and, to the extent practicable, in a language that the parents can understand.

In November 2007 a letter was sent to the parent of every student in the district. The letter specified the status of the school with relation to NCLBA and detailed the reasons for the school status. The letter also provided preliminary information about the school improvement planning process and included contact information for interested persons.

The appropriate ISBE administrator approved the letter before it was sent to every parent in the district.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part B - Stakeholder Involvement

Describe specifically how stakeholders (including parents, school and district staff, and outside experts) have been consulted in the development of the plan.

The SIP planning team was first assembled five years ago. A member of each division was included on the team along with a non-certified staff member, a representative from each board approved parent group, members of the administration, two student representatives, and two community members who do not have children at the high school. Since then some of the membership has changed, but the representation has retained a similar organization.

The members of the current school improvement plan team are:

Devon Alexander
Colleen Biggins
Zelda Bland
Linda Cada
Mark Collins
Dale Craft
Jason Dennis
Emily Foley
Fred Galluzzo
Allison Hennings
Amy Hill
Rena Mazumdar
Kevin McCarron
Deb Neuman
Anita North-Hamill
Patrick Pearson
Phil Prale
Sarah Rosas
Mark Vance
Don Vogel
Neal Weisman

Sue Boyer
Kathy Haney
Burcy Hines
Cary McLean
Sandy Williams
Teri Dixon
Merle Taber
Ron Lawless
Chris Fernandes
Gabrielle Cole

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part C - Peer Review

Describe the district's peer review and approval process. Peer review teams should include teachers and administrators from schools and districts similar to the one in improvement, but significantly more successful in meeting the learning needs of their students. As appropriate, peer reviewers may be teachers from other schools, personnel from other districts, Regional Office of

In February of 2008, three individuals will review the SIP and provide comment and feedback. Kevin Pobst, Principal of Hinsdale Central High School, Dave Ripley, Assistant Principal of Glenbard South High School, and Leslie Wilson, Consultant - West 40 Intermediate Service Center.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part D - Teacher Mentoring Process

Describe the teacher mentoring program. Mentoring programs pair novice teachers with more experienced professionals who serve as role models and provide practical support and encouragement. Schools have complete discretion in deciding what else the teacher mentoring program should provide.

In collaboration with the teacher association, a faculty mentoring program was created two years ago. Each teacher new to the school is assigned a mentor teacher from his or her division. The program calls for the mentor teacher to meet weekly with the teacher new to the school and accomplish a series of tasks to orient the teacher to the school. The new teachers also attend a short orientation to the school before the start of the school year and are invited to a series of sessions orienting them to the school.

Mentors are also asked to visit and observe the new teacher twice during the teacher's first year in the school.

Mentors are assigned to new teachers for a period of two years.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part E - District Responsibilities

Specify the services and resources that the district has provided to revise the plan and other services that the district will provide toward implementation of strategies and activities. District technical assistance should include data analysis, identification of the school's challenges in implementing professional development requirements, the resulting need-related technical assistance and professional development to effect changes in instruction, and analysis and revision of the school's budget (NCLB, Section 1116). Identify corrective actions taken by the district if applicable.

The District has created and maintains a School Improvement team for several years. This team meets to review and recommend changes to the SIP. The SIP addresses key areas of improvement, specifically reading and math instruction and student performance. The SIP team has reviewed school performance data and provided input in the current plan.

In December 2005, the Board of Education approved additional local funding to support efforts to improve student achievement and teacher performance. Achievement and professional development initiatives are reviewed and reported to the school community on a regular basis.

Corrective action taken by the school district this year has occurred in two areas.

First, the school has been restructured significantly with the addition of the position of principal. Prior to the 2007-2008 school year District 200 had a combined Superintendent/principal position. The separation for this school year has allowed a top-level administrator to concentrate on building operations and improving school and classroom climate and achievement. Three Assistant Principal positions were created to support the day-to-day operational needs of the high school. The role of Director of Assessment and Research was created to support the ongoing and growing data needs of the school.

The second corrective action taken by the school district has been to institute and implement a new curriculum, including providing appropriate professional development for all relevant staff. In the area of mathematics, the Algebra program is being revised to incorporate Agile Mind a web based program that allows for student practice and program assessment. Agile Mind has a research basis from the Dana Center at the University of Texas and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP in the area of mathematics.

In the area of reading, the ninth grade program for struggling readers will incorporate the following software packages – Lexia, Soliloquy, and Reading First in order to assist the development of key reading skills by the students who can benefit the most from these programs. We have continued to offer CRISS training to all staff to improve literacy instruction across the entire school.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part F - State Responsibilities

Specify the services and resources that ISBE, RESPROS, and other service providers have provided the school during the development and review of this plan and other services that will be provided during the implementation of the plan. ISBE shall provide technical assistance to the school if district fails to do so.

West 40, the RESPRO consultant and support for Oak Park and River Forest High School, has provided money for CRISS training. By the end of the 2007-2008 school year, approximately 40% of all faculty at the high school will have CRISS Level I training.

West 40 has encouraged and support PBIS (Positive Behavior Interventions Systems) training for teachers and administrators.

Administrator Academies in the areas of focused walks, improving professional development, and PBIS have been approved and funded by West 40.

OPRFHS attends system of support meetings at West 40 on a regular basis. State support of RESPRO and IIRC data uploads also support school improvement efforts.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section III - Development, Review and Implementation

Part G - School Support Team

List the names and identify the roles (e.g., distinguished educator, district curriculum coordinator, university partner) of the School Support Team.

Name

Title

1.

OAK PARK & RIVER FOREST HIGH SCH - OAK PARK - RIVER FOREST SD 200

Section IV-A Local Board Action

DATE APPROVED by School Board : 0/0/0

A. ASSURANCES

1. The district has provided written notice in a timely manner about the improvement identification to parents of each student enrolled in the school, in a format and, to the extent practicable, in a language that the parents can understand (NCLB, Section 1116(c)(6))
2. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
3. Technical assistance provided by the district serving the school is founded on scientifically based research (NCLB, Section 1116(b)(4)(C)) as defined in NCLB, Section 9101(37).
4. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and reflect the alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
5. The school will spend at least 10 percent of the funds made available under Section 1113 of NCLB, for the purpose of providing teachers and the principal high-quality professional development. (Title I schools only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting this plan on behalf of the district, the district superintendent certifies to the Illinois State Board of Education that all the assurances and information provided in this plan are true and correct and that the improvement plan has been duly approved by the local school board.

Signature of LEA Superintendent