

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

**BOARD OF EDUCATION**  
**INSTRUCTION COMMITTEE OF THE WHOLE MEETING**  
Thursday, April 21, 2011  
7:30 AM  
Board Room

**A G E N D A**

- |         |  |                              |
|---------|--|------------------------------|
|         | I. Call to Order   | Dr. Ralph H. Lee             |
| 2 min.  | II. Approval of Minutes  | Phil Prale                   |
| 25 min. | III. Update on Instructional Technology Plans                              | Mike Carioscio<br>Phil Prale |
| 15 min. | IV. Review of Internet Safety Lesson                                       | Phil Prale                   |
| 5 min.  | V. Additional Instructional Matters for Committee Information/Deliberation | Dr. Ralph H. Lee             |

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

**Oak Park and River Forest High School**  
**201 N. Scoville**  
**Oak Park, IL 60302**  
**An Instruction Committee of the Whole Board**  
**March 17, 2011**

An Instruction Committee meeting was held on Thursday, March 17, 2011, in the Board Room. Co-chair Finnegan opened the meeting at 7:37 a.m. Committee members present were John Allen, Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, and Sharon Patchak Layman. Also present were Dr. Steven T. Isoye, Superintendent; Michael Carioscio, Chief Information Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Lauren M. Smith, Director of Human Resources; Cheryl L. Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of Board.

Visitors: Kay Foran, Community Relations and Communications Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair, Ann Carlson, Judith Lopez, Amber Hooper, OPRFHS Librarians, Dan Cohen, English Division Head; Devon Alexander, Francisco Arriaga, Jamie Hanson, Christiana Smith, and JP Coughlin, faculty members; and John Phelan, community members.

**Approval of February 14, 2011 Instruction Committee Minutes**

It was the consensus of the Instruction Committee members to accept the February 14, 2011 meeting minutes, as presented.

**CCAR Update**

Teachers who participated in the Courageous Conversations About Race (CCAR) testified as to how this process had helped them in their classrooms. JP Coughlin, a Special Education Teacher who works primarily with the African-American population, said, "CCAR gave me the tools to think differently and to build relationships differently to the betterment of my relationships with both the students and parents." Jamie Hanson, a sociology and AP psychology teacher, thanked the Board of Education for participating in the Beyond Diversity workshop. Having a passion for social justice, she said, "CCAR allowed me the time to talk with other people with the same language and reflect on my classes: it is been a great support." Christina Smith, a biology teacher and participated in the CCAR cohort for three years, said, "CCAR allowed me to see myself and the school structure. As a white woman, CCAR gave me the tools to build relationships and use the language that makes the classes more equitable." She also felt CCAR helped her to advocate harder for her students. She has a clearer understanding that families do not know how to navigate the system and she tries to help in that regard.

Dan Cohen, English Division Head and veteran in working with the Pacific Educational Group (PEG), had spoken at MSAN's mini conference as well as at OPRFHS before he was employed here. Because of having had ten days of professional development from PEG, he is better able to take control of things that he can control, e.g., disparities, language, income, etc., what one does in the hallways, in the institution, etc. The CCAR process pushes/forces to make the invisible visible all of the time: it is a consciousness of color. PEG requires that the District look at its policies and resumes with equity lenses. It has affected his every relationship and his communication with

parents. He stated that in order to incorporate students into this training, the District will need utilize good leadership to organize, set clear goals, and determine how and why they will be used.

Mr. Alexander spoke from the perspective of what OPRFHS has done for the past two years. In 2009-10, CCAR delved into the content knowledge and equipped the staff with the language. In 2010-11, the District developed a solid foundation in content knowledge, practice, and modeling. Already there have been approximately twenty (20) meetings this year where the participants practiced using protocols. It was because of his educational background on race and race integration theory and the role that race plays at OPRFHS that a proposal was first made to engage with PEG/CCAR. Mr. Alexander cautioned against a less than comprehensive approach to understanding, which is happening in many schools, as it typically does more harm than good. PEG teaches a systemic and personal way to understand race in education. The two- to three- year next phase will be to develop the racial cultural lens.

Next year PEG has the ability to facilitate the conversations with the District's leadership to establish an equity plan, a major foundation for moving forward. DLT talks about teacher placement, the hiring process, guidelines, policies, etc. These are subjects that are not covered in the CCAR sessions that have occurred. After next year, the leadership will be able to take this institution to the next level. It will be able to see where the barriers and openings are in order to provide a good learning experience for all students. It was believed that the cohorts would be included in the lead training seminars as well, as it is included in the costs, e.g. substitute fees, etc. Part of the work with PEG is the opportunity to look at evaluative measures such as equity walk-throughs (in the Welcome Center, Student Center, how students are sitting, interactions of conversations, etc.), division heads, administration, classrooms, etc. Ms. Patchak-Layman added that they will look at whether a group is necessary or unnecessary. At times it is important for the same racial groups to be together. It gives an opportunity to ask why something is occurring. When asked how the District's systematic change would impact the day-to-day spending, Mr. Alexander's perspective was that it was the District's job to see how this develops: the program is researched based.

Participants who might attend the summit in San Francisco would be Mr. Alexander, Mr. Rouse, Mr. Prale, Ms. Hill, Mr. Cohen, and/or cohort participants. It was suggested that more than one person share rooms at the conference as a cost saving measure so that more people could attend. The Board of Education took note that the cost was \$76,000 for next year. The Board of Education will not be asked to vote on this item separately; it will be included as part of the general budget. This is an information only item. Dr. Isoye added that MSAN is looking at instructional practices and it is not a direct overlap of PEG. One works on instruction and the other on race. It is the integration of both of these that is important.

### **Library Program Update**

The library is required by the rules of the Illinois School District Library Grant administered by the Secretary of State to report to the Board of Education, in an area selected by the staff, on the library's progress toward meeting the Illinois standards for school libraries as outlined in the Linking for Learning: The Illinois School Library Media Program Guidelines, 2<sup>nd</sup> ed. 2005. The library receives \$0.75 per capita for each student enrolled on October 1.

A focus of the library team this year has been to expand the presence and impact of the library through electronic media. A copy of the presentation regarding library electronic media was attached. Ms. Hooper reviewed the presentation with the committee members.

The OPRFHS Library now has a brand presence on the web. It is reaching out to teachers and students and more teachers and students are coming to the library, it provides consistent lesson instruction for teachers and students, and the librarians transformed their roles this year into being academic technology coaches. Students are participating in website evaluations and are receiving the training and tools they need to conduct research on their own.

The District is looking to provide additional opportunities for students to access these resources, even if they do not have Internet access at home. A survey will be conducted in the future as to what the students' resources are. The Oak Park Library, the River Forest Library and the District's library have created a vertical team to plan and support each. It has met twice thus far to share and promote services. Another committee of libraries in which OPRFHS participates is the Silver Gold Consortium (Hinsdale, Downers Grove, Proviso, etc.) is meeting and discussing the inclusion of eBooks to the schools' libraries.

#### **Update on District Scorecard**

Mr. Carioscio gave a PowerPoint presentation on the format of a District scorecard. The difference between a scorecard and a dashboard is that the scorecard has long-term data while the dashboard's data is more volatile or changeable. The purpose of the presentation was to generate discussion on what types of reporting might comprise a scorecard, to speak to the request to develop possible scorecard content, and to provide examples of progress made. Data validation and cleanup is on-going, but the examples given were the result from in-house reporting tools.

The following are examples of reports generated from several different reporting tools. This accounts for the differences in appearance. Standardization of appearance will come in time.

- Attendance
- Discipline
- GPA
- ACT
- Grade Distribution by Race
- Other Reports

Dr. Lee asked what data would be provided for the public to view and answer their questions. While the question of the achievement gap could be addressed in a series of reports by the administration, the Board of Education would have to agree on what would be considered progress in closing the gap.

While the suggestion was made to include substance abuse statistics in the discipline report, that information would not be "fact-based."

Ms. Patchak-Layman wanted to see how the information related to each other. If a program were instituted, she wanted to be able to see if and how effective it was. The District must understand where its data is and how to input the right data in order to get the desired reports.

With regard to discipline, one has to determine if it represents multiple incidents, a combination of incidents, or a separate incident, etc.

The Board of Education asked for additional data to be included in the Board of Education's scorecard:

- Board of Education Goals
- DIP
- Grade distribution by race 2008
- Percentages of the grades, A's, B's, C's, broken down by race
- Racial demographics
- Relation of demographic set to GPA/ACT or Grades
- Class size information
- Budget breakouts
- After graduation reports (in process)
- A comparison of OPRFHS to the National Standards
- The dollars matched to extra-curricular activities.
- The educational outcome of out-of-school placements of special education students
- How are academics supported by all of the school's categories? Is the money well spent?

While the state has been discussing implementing a K-12 data system, there has been nothing about it of late. The state may incorporate only the things it is testing.

#### **Additional Items**

Ms. Patchak-Layman asked to have put on the docket for a discussion at another time, how technology interfaces with instruction and the outcomes OPRFHS has had with it. Mr. Carioscio stated that the Instruction Committee would receive a report in April.

#### **Adjournment**

The Instruction Committee meeting adjourned at 9:24 a.m. on Thursday, March 17, 2011.

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

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

TO: Board of Education  
FROM: Mike Carioscio, CIO and Phil Prale, ASCI  
DATE: April 21, 2011  
RE: Instruction Technology Update

INFORMATION

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**BACKGROUND**

The technology budget supports the technology plan that was presented to the Board of Education at the Instruction Committee of the whole on Thursday, January 20, 2011. At that meeting, we stated that we would provide the financial detail to support that budget in the March Finance Committee meeting. The supporting budget was presented at the Finance Committee of the whole on Tuesday, March 15, 2011.

**SUMMARY**

Instruction technology for 2011-2012 is allocated in two broad categories, general classroom improvements (technology infrastructure) and specific program requests (instructional technology requests). Each of these categories describes important elements in the technology vision for the district.

***Technology Infrastructure Projects.***

Based upon the technology plan, the following infrastructure projects are proposed.

2011-12 District Projects		
Description	Proposed	Comments
Wireless	\$ 110,000	Complete instructional space
Projectors	\$ 150,000	1/2 of the classrooms
Content filter	\$ 55,000	Emergency upgrade - will reduce 2011-12 budget
Tablets	\$ 86,000	1/4 of faculty
Website redesign	\$ 50,000	Phase I - navigation
VOIP	\$ 75,000	Pilot
TOTAL	\$ 526,000	

We are able to fund \$185,430 from our projected budget, leaving an unmet expense of \$340,570. The Board approved the use of River Forest TIF funds to meet this expense at the March Board meeting. We consider these projects foundational and a prerequisite to creating an information-rich instructional learning environment.

# *Oak Park and River Forest High School*

## *District 200*

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*Instructional Technology Requests* - Divisions also requested instructional technology for specific projects, itemized below.

- Reading Initiative. In February the Board of Education reviewed a proposal from the English Division and the Special Education Division for a district-wide reading program that would include the purchase of specific software, READ 180. The cost of this program is \$150,000, which includes instructional and assessment packages. This one-time expenditure would establish the program; annual maintenance costs would be far less. The goal of this program is to reduce the number of students reading below grade level by half in each year of the program. It is estimated that approximately 200 students in each grade level are reading below grade level.
- Instructional Technology in Core Math Courses. The Math Division has requested \$18,236 for the purchase of Texas Instruments (TI) Nspire Calculators and Navigators for improving and tracking student progress in Algebra and Geometry classes at the regular and basic level. These funds would cover enough equipment to allow every student who uses the calculator to apply the technology daily. For those who use cart-based portable systems, the technology would be in use at least twice each week. These systems allow for increased student-centered instruction with more real-time assessment of every student who uses the TI-Nspire system. The goal for implementation of this technology is to reduce the number of students enrolled in basic level Algebra 2 course by half within 2 years. Funds outside the district budget will be sought for this purchase.
- Improved Science Classrooms. The Science Division has requested \$53,655 to continue implementing instructional technology to improve student performance in science courses and encourage students to remain in the science program and enroll in advanced science courses. Also, the development of courses tied to the Project Lead The Way (PLTW) curriculum, housed in the Applied Technology (AT) department, requires technology purchases to ensure program effectiveness and fidelity. Regarding PLTW, introduction of the program already has increased student enrollment in AT courses significantly. In the 2009-2010, enrollment in AT courses was 375; in the 2011-2012 we project 538 student enrollments.
- Alignment of Media Services (Library) Program. The Media Services area has requested \$19,200 to move the two library classrooms and the offices for certified staff from the second floor to the third floor of the library. The library program touches areas of research and information literacy and serves the information needs of students and staff. By leveraging physical changes and rewiring additional spaces as library classrooms, the library program will develop faculty and staff expertise in using information technology and streamline current operations that rely on library transactions. This project is under review by the district architects and is pending review of their plans.

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- Creation of a Music Lab and Improved Broadcasting Classroom. The technology requested by the Fine and Applied Arts Division totals \$19,100. A proposed music lab, estimated to cost \$17,100, will promote differentiated instruction in music literacy to address learning gaps, instruction in piano and composition, and creative sound art via traditional and non-traditional sequencing activities. The lab would use a co-teaching model targeting 70 freshmen students. Additional music technology available through the lab could affect classes across the music department reaching as many as 950 students. The current Division Head has experience with teaching an innovative math and music program utilizing instructional technology in both curricular areas resulting in academic gains. Funds outside the district budget will be sought for this purchase. For the Broadcasting area, the \$2,000 reflects the cost of installing a projection board for the TV studio and classroom. The cost of the equipment is covered by the DVR grant, but additional funds are needed to cover the cost of installation.
- Computers for Credit Recovery. The Special Education Division has requested \$5,400 for six additional computers for classes in the ED continuum to assist students in earning credit toward graduation.

<b>2011-12 Instructional Technology Requests</b>	
<b>Description</b>	<b>Est. Cost</b>
Reading Initiative	\$ 150,000
Math Instructional Technology	18,236
Science Classrooms	53,655
Media Services Alignment	19,200
Fine and Applied Arts	19,100
Credit Recovery Computers	5,400
<b>TOTAL IT Requests</b>	<b>\$ 265,591</b>



***Oak Park and River Forest High School  
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**NEXT STEPS**

We are asking for approval to use the remaining \$128,430 from the River Forest TIF funds. We will use other funding sources (baseline savings, DVR, pre-spend, Boosters) to make up the difference and balance the budget.

Left from TIF	\$128,430
Funding available from baseline savings	96,932
Available funding	\$225,362
Total IT Requests	\$265,591
Available to Spend	(\$40,229)

This material is presented for information and discussion only. Budgeting for instructional technology purchases is part of ongoing budget discussions. These purchases have not yet been finalized, and it is possible that these projects are fundable within current fiscal projections and given current academic priorities.

***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, Assistant Superintendent for Curriculum & Instruction  
DATE: April 21, 2011  
RE: Internet Safety Lesson for Sophomores

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**BACKGROUND**

In April 2009 in response to a State Board of Education requirement that students receive a lesson in Internet Safety during each of their four years of high school, the District approved a plan that included delivering such a lesson to Sophomores during the PSAE ACT registration period set aside in April. On April 11, teachers assigned as sophomore proctors for the April standardized testing delivered an internet safety lesson to groups of approximately 25 sophomores.

**SUMMARY OF FINDINGS**

Attached are the materials provided to sophomore proctors. Some of the ideas were sourced from the Illinois State Board of Education and Virginia Department of Education websites. Some of our colleagues reviewed and provided input on these materials. Thanks to Linda Carlson, Heidi Lynch, Amy Hill, Amber Hooper, Jonathan Silver, Joe Herbst, and Gwen Walker-Qualls whose early input in this project helped shape the result. Special thanks to Margo Bristow, John Condne, and the many students who spoke up in producing this material and who helped to develop the media. The video used in the lesson can be accessed in the Shared Drive, Cyberbullying Folder.

**RECOMMENDATIONS (OR FUTURE DIRECTIONS)**

This material is presented for information only; no action is needed.

# OAK PARK and RIVER FOREST HIGH SCHOOL

## MEMORANDUM



To: Sophomore Proctors  
From: Nate Rouse and Phil Prale  
Date: April 7, 2011  
Re: Internet Safety and Recognizing and Countering Sexual Harassment Lesson

Attached to this memo are materials for implementing the lesson for sophomores on Monday, April 11. Please review this packet in advance of the lesson to familiarize yourself with its contents and necessary timing.

Some of these ideas were sourced from the Illinois State Board of Education and Virginia Department of Education websites. More importantly, a number of our colleagues reviewed and provided input on these materials. Thanks to Linda Carlson, Heidi Lynch, Amy Hill, Amber Hooper, Jonathan Silver, Joe Herbst, and Gwen Walker-Qualls whose early input in this project helped shape the result. Special thanks to Margo Bristow, John Condne, and the many students who spoke up in producing this material and who helped to develop the media.

Several faculty have expressed concern over the timing of the distribution of these materials. Those concerns are completely legitimate and understandable. We had planned to deliver these materials to you before the end of third quarter, but the decision to produce a video of student voices shifted our timetable.

Be aware that this material deals with sensitive and, potentially, highly charged topics. The students in your session and on your roster are students with whom at least one of you is familiar – you know them and they know you. However, if you are not comfortable discussing the topics in detail, stay within the lesson outline. If you feel any student will benefit from additional support, refer the student to his or her counselor and/or dean. Student Support Services staff are aware of the day's activity for sophomores.

Also, remember that your role is critical in this activity. Your comments and your demeanor as you carry this lesson forward will have a significant influence on students' understandings of these concepts. As much as ever, we are counting on the best professional practice for which our high school faculty is known.

Please review these materials so you are comfortable and ready for Monday. If you have any questions, feel free to be in touch with either of us.

Nate

Phil

*The following is a suggested structure for the lesson plan for the sophomore registration period. This lesson is targeted at all students across the full range of experiences at the high school.*

**Lesson Title: Internet Safety and Recognizing and Countering Sexual Harassment**

**Subtopics**

- I. Introduce students and set goals for the lesson (10 minutes)
- II. Brainstorm on positive and negative impacts of the internet (10 minutes)
- III. Defining key terms: “cyber/electronic bullying” and “sexual harassment” (10 minutes)
- IV. Videos of student comments and worksheets addressing cyber/electronic bullying and sexual harassment (15 minutes viewing, 15 minutes discussion)
- V. Student reflection (10 minutes)

The total amount of time for the period is 70 minutes. The times noted above are general guidelines. The amount of time allotted for this material is not nearly enough to fully address these topics. Please use your own judgment in managing the time.

**Learning Targets**

Posting learning targets has become regular and best practice across our classrooms. Here are suggested learning targets for these activities.

- I can distinguish between safe and unsafe practices when using the internet or electronic media.
- I can define cyber/electronic bullying.
- I can define sexual harassment.
- I understand how bystanders can contribute in harassment situations.
- I can list two reasons why internet safety is important.

**Lesson Materials:** Student roster; Class set of Handouts 1, 2, 3A/3B, and 4; Return envelope

**Lesson Detail**

NOTE: This lesson includes a video that has been produced by students and staff from the high school. Since two teachers have been assigned to each group, one teacher could focus on accessing and playing the video and the other can lead the students through the lesson. To access the video via the computer in the room follow these instructions:

- Log on to the computer in the room. Use your network account user name and password.
- Make sure the projector in the classroom is turned on and is projecting an image onto the large screen in the front of the classroom.
- Open the OPRF Shared Drive and locate the folder named “Cyberbullying PSA.” The video file is inside the folder and is also named “Cyberbullying PSA.”
- Double click on the file to play the video.
- Use the full screen option for better viewing. Right click and select “full screen” or use the keyboard command Alt + the Enter key.
- **BE SURE YOU ARE ABLE TO PAUSE THE VIDEO WHEN NECESSARY.**

If you require any technical support, please call ext. 3737.

### **I. Introduce students and set goals for the lesson – (10 minutes)**

Set lesson goals. It is appropriate to tell the students that the lesson topics are cyber/electronic bullying and recognizing and countering sexual harassment. If students ask why this topic is being brought forward, it is appropriate to tell them that the lesson is part of our regular commitment to teaching internet safety according to school code. Also, we are influenced by the events that took place this winter when a male student used a social networking site to post hurtful and harassing comments about female students. Those actions were sexually harassing to our students and that behavior is not tolerated in this school; some of the activities today are in response to that event. It is appropriate to explicitly relay these considerations to students who ask about the focus of the session.

Allow for student introductions. The students on your roster for this day are students with whom at least one of you is familiar – you know them and they know you. However, they may not know each other. Also, while they have received notice about this lesson in an advance mailing, they may not be fully aware of the task for the day. Spend time asking each student to share his or her name and the amount of time he or she spends on the internet each day. You can use this activity to take attendance for your group. **Please take attendance on the roster included in this packet and return the roster in the envelope provided.**

### **II. Brainstorm on positive and negative impacts of the internet – (10 minutes)**

Ask for, list and discuss student responses. Ask the students to suggest positive and negative aspects and impacts of the internet. You might set up a 2-column chart on the front board to record student contributions. It would be good if each student contributed in this open commentary and discussion.

Summarize the student responses. After listing positive and negative activities on the internet, summarize for students that we need to regularly revisit the topic of internet safety and how we use the internet so that we understand the need to engage in positive activities and we can remain aware of how to respond to negative activities.

### **III. Defining key terms – (10 minutes)**

Check students' understanding. Determine what students think are the definitions of cyber/electronic bullying and sexual harassment. Hand each student Handout 1, "Definitions: to be completed by student." Ask students to write their names on Handout 1 and write their definition of each term. After a few minutes, distribute Handout 2, "Definitions" which contains the actual definitions. Ask the students how close to the printed definitions were their own. What parts did they leave out? What parts did they include in the definitions? **Collect Handout 1 and return them in the envelope provided.**

**IV. OPRFHS Student Comments About Cyber/Electronic Bullying and OPRFHS Student Comments About Sexual Harassment – (30 minutes total)**

Distribute Handout 3A/3B, a 2-sided sheet entitled “Response to Student Comments About Cyber/Electronic Bullying Video” and “Response to Student Comments About Sexual Harassment Video.” Ask the students to write their names on Handout 3. Explain to students that you will play segments of the video and pause the video so that they may respond in writing to the questions listed on the handout about each segment. Start the video and after each segment pause the video to allow students to respond to the comments made by their peers on the video.

If time allows and you are comfortable with it, you can lead a discussion of student responses to the questions. **Collect Handout 3A/3B and return them in the envelope provided.**

**V. Student reflection – (10 minutes)**

Wrap up and reflection. Ask students to write their names on Handout 4, “Student Reflection,” and complete it. **Collect these response sheets and return them in the envelope provided.**

**THE FOLLOWING SHOULD BE IN YOUR RETURN ENVELOPE:**

1. Attendance Sheet, showing student absence
2. Handout 1
3. Handout 3
4. Handout 4

**Students may retain Handout 2, “Definitions.”**

**Handout 1: Definitions (to be completed by student)**

Student Name: \_\_\_\_\_

Counselor: \_\_\_\_\_

*Write your definition of the following terms:*

**Cyber/Electronic Bullying**

**Sexual Harassment**

## Handout 2: Definitions

### Cyber/Electronic Bullying

Computer-generated images, symbols, or text that is duplicated, sent via the internet, or sent via text messaging that places another student in reasonable fear of harm to his or her person or property, or has the effect of insulting or demeaning any student in such a way to disrupt or interfere with the school's educational mission or education of any student.

*Source, Oak Park and River Forest High School Student Handbook*

### Sexual Harassment

#### Definition of Sexual Harassment

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:

- A. Submitting or refusing to submit to that conduct is used as a basis for any decision affecting the student's education or as a condition of obtaining equal education benefits,  
or
- B. That conduct has the purpose or effect of creating or contributing to the creation of an intimidating, hostile, or offensive learning environment.

Examples of conduct which may constitute sexual harassment include:

- A. Sexual advances
- B. Coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts, sexual intercourse, or other sexual conduct
- C. Graffiti of a sexual nature
- D. Sexual gestures
- E. Sexual or dirty jokes
- F. Touching oneself sexually or talking about one's sexual activity in front of others
- G. Spreading rumors about or rating other students as to sexual activity or performance
- H. Unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact
- I. Other unwelcome sexual behavior or words, including demands for sexual favors, when accompanied by implied or overt threats concerning an individual's educational status or implied or overt promises of preferential treatment

*Source, Oak Park and River Forest High School Student Handbook and Board Policy 5310.*



**Handout 3A: Response to Student Comments About  
Cyber/Electronic Bullying Video**

Student Name: \_\_\_\_\_

Counselor: \_\_\_\_\_

*As you view the comments made by OPRFHS students in the video, write your responses to the questions below.*

***I. Social Media and Relationship - Ian/Sydney***

What do Ian's and Sydney's comments suggest about how social media help create relationships at OPRFHS?

How is posting comments online different from talking with a person face-to-face?

***II. Serious Impacts of Our Actions - Emily***

Emily's story about her friend points to the serious impacts of cyber/electronic bullying. When you post on the internet do you consider the possible impact of your comments?

***III. Our Actions Reflect On Us - Glenn/Jermaine***

Glenn's and Jermaine's comments include the statement that cyberbullying hurts yourself. How can that occur?

***IV. The Role of Bystanders - Amber/Jermaine/Maddie/Sydney***

What risks does a student who acts to stop cyber/electronic bullying take? Why would a student act in that way?

***V. Responses - Maddie /Nicole***

How can a student act to prevent his or her friends from having comments made that result in their "feeling less than themselves"?

**Handout 3B: Response to Student Comments About  
Sexual Harassment Video**

*As you view the comments made by OPRFHS students in the video, write your responses to the questions below.*

***VI. Hallway Harassment - Jameel/Glenn/Nicole***

Jameel, Glenn, and Nicole share thoughts about hallway behaviors that are sexually harassing toward students. Have you seen these behaviors in OPRFHS hallways? What is the appropriate response for a student who witnesses these behaviors?

***VII. Sexual Harassment – Caroline/Anna***

Anna and Caroline talk about their experiences with sexual harassment. If either student confided in you about the incident, how would you respond to help stop the rumors from circulating?

## Handout 4: Student Reflection

Student Name: \_\_\_\_\_

Counselor: \_\_\_\_\_

- Define cyber/electronic bullying.
  
- Define sexual harassment.
  
- What is a bystander? How is a witness to something also a bystander?
  
  
  
  
  
  
  
  
  
  
- What can students do when they witness an incident of cyber/electronic bullying?
  
  
  
  
  
  
  
  
  
  
- What can students do when they witness an incident of sexual harassment?
  
  
  
  
  
  
  
  
  
  
- List two reasons why it is important to have the appropriate responses to incidents of cyber/electronic bullying and sexual harassment.
  - 1.
  
  
  
  
  
  
  
  
  
  
  - 2.
  
  
  
  
  
  
  
  
  
  
- Give an example of how the school climate can provide for increased safety for students and adults.