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

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Tuesday, August 17, 2010
7:30 a.m.
Board Room

A G E N D A

	I.	Call to Order	Dr. Ralph H. Lee
2 min.	II.	Approval of Minutes	Phil Prale
15 min.	III.	Discussion of Committee Operations	Dr. Ralph H. Lee
15 min.	IV.	Report on FREE, MUREE, HARBOR Ombudsman	Nathaniel L. Rouse
15 min.	V.	RtI Update	Nathaniel L. Rouse
15 min.	VI.	Courageous Conversations about Race Update	Nathaniel L. Rouse
15 min.	VII.	Outreach Coordinator End of Year Report	Nathaniel L. Rouse Debra Mittleman
10 min.	VIII.	Additional Instructional Matters for Committee Information/Deliberation	Dr. Ralph H. Lee

Docket: Plan of Action on Closed Campus
Mentoring Program

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
June 17, 2010

An Instruction Committee meeting was held on Thursday, June 17, 2010, in the Board Room. Dr. Ralph H. Lee opened the meeting at 7:40 a.m. Committee members present were Terry Finnegan (departed at 8:47 a.m.), Dr. Ralph H. Lee, Amy McCormack, and Sharon Patchak Layman. Also present were Dr. Attila J. Weninger, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Assessment and Research; Nathaniel L. Rouse, Principal; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: Kay Foran, Communications and Community Relations Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair.

Approval of May 17, 2010 Instruction Committee Minutes
It was the consensus of the Instruction Committee members to accept the May 17, 2010 meeting minutes, as presented.

Report on Joint Committee on Behavior & Discipline
Ms. Bishop provided the Committee with a summary report from the Joint Committee on Student Behavior and Discipline in the packet. The committee is composed of parents, community members, and faculty (including five Deans, a Social Worker, and a Counselor). Students were not included. The committee had discussed overarching themes and made recommendations, e.g., closing the campus, testing for drugs, resolving conflicts, using cell phones/listening devices, hiring another dean, etc. Ms. Patchak-Layman was not surprised by the desire to add another dean, considering that the makeup of the committee was mostly deans. Ms. McCormack suggested adding someone with a criminal defense background which might provide an important perspective. Mr. Rouse wanted to have a better sense of the Deans' workload before adding another Dean. Mr. Finnegan concurred.

Mr. Rouse looked forward to dialoging with students about the number of unexcused absences.

Dr. Lee noted that the document had changed his opinion about maintaining an open campus. He felt the next step would be to gather input from all of the various groups and then design a timetable. He felt that every recommendation deserved serious Board of Education consideration and concrete decisions. Mr. Rouse continued that each Dean had led a subcommittee and he suggested allowing the subcommittees to continue their discussions through the summer and fall, and include Student Council in the fall. Mr. Rouse will speak to Ms. Bishop about a schedule of bringing these subcommittee reports to the Board of Education. Mr. Finnegan noted that he favored open campus, but he felt it should be an earned privileged. He questioned how the lunch hour would be handled if the campus was closed as the school could not accommodate all of its students with its present schedule. Ms. McCormack receives communication from parents daily, both pro and con, regarding closing the campus and she appreciated both viewpoints. Ms.

McCormack suggested that closed campus be a discussion for the fall to give guidance to the subcommittees.

Mr. Rouse cautioned that closing the campus would not solve all of the problems. Dr. Lee stated that the community was saying there is too much freedom; students would react to a change in their freedom. Dr. Lee asked if these recommendations had the strong support of the Board of Education. Mr. Finnegan wanted to explore each of these points. Ms. Patchak-Layman added that these discussions were about things the District thought the students were doing, maladjustments, etc., and that was not how she wanted the school to look. She asked how a secure and safe school was created. The recommendations are about fixing negative things for students in the hopes that they will create a positive and safe place. Mr. Finnegan stated that the discussion is about making a safe and secure learning environment for all students. He felt it must be done and wanted to return to the principle that students should earn their privileges.

Ms. Patchak-Layman asked if the school could guarantee that students would have continuing relationships with staff members in the building so that the students are not anonymous. These recommendations are being brought forward because this is a large school and many of the students are unknown to many adults in the building. Mr. Rouse stated that each day every student meets with eight staff members and asked for more clarification about the statement that students were unknown. Ms. Patchak-Layman continued that the school was instituting the use of lanyards because adults do not know all of the students. So one must ask, is this the right environment at OPRFHS? Schools are trying many ways to create relational campus structures, e.g., small schools, breaking down campuses, etc. This makes the assumption that OPRFHS will continue this way in order to keep the same structure. Any conversation about improving relationships and increasing as many touch points a student may have with adults in the building is valuable. Discussion ensued about the A-period utilized in the past. While this can be a valuable tool, it is dependent upon the teacher. Most of the teachers who had A-periods opposed it as it provided two additional opportunities for students to be tardy or leave the building. Dr. Lee stated that the Joint Committee on Behavior addresses only those periods of time when students are not in class and not under the supervision of a teacher. He disagreed with Ms. Patchak-Layman's assessment of negativism as he saw a great deal of positiveness in these approaches. Mr. Hunter stated that the cost of improving relationships with students will be high. One Board of Education had decided the cost was too high and eliminated A-period. A-periods either decrease instructional time or increase the time students are in school. The New Trier model would require the restructuring of the school day, reducing the minutes for lunch, providing additional time in classrooms, and scheduling advisory periods once per week. He volunteered to participate on a committee to discuss this subject.

It was the consensus of the members to talk about closed campus and relationship building in the fall.

Courage Conversations about Race Update

It was the consensus of Board of Education members to engage in the district-wide diversity training on October 12 and 13 at a cost of $6,000 for the two days. The Board of Education appreciated the work of Devon Alexander and the faculty for embracing this work.

Dr. Lee stated that while this has to do with professional development of teachers, the goal itself includes "reducing systemic inhibitors of staff and students of color." To him that includes the racial makeup of faculty. He wanted to also deal with the process of hiring teachers. He wanted to see a larger number of qualified African-American applicants pursued. He disagreed with the statement that one could not determine from a resume whether a person was African-American. Mr. Rouse stated that the administration emphasized to the division heads that the Board of Education wanted more minority teachers and the minority hires were 45.8%. Ms. Patchak-Layman asked if any minority staff had resigned and asked what kind of support was there for minority staff as they move into a majority of a white teaching staff. Mr. Rouse responded that only two African-American staff members had retired and that an African-American Advisory Council meets regularly to talk about school issues. Many of these Council members had mentored newer faculty and staff. He, himself, found it helpful.

Professional Development Activities
The list of professional development activities for the 2009-2010 school year presented by Mr. Prale included a series of presentations and activities in preparation for implementation of RtI approaches across classrooms as noted below. The Professional Development Committee (PDC), composed of faculty and administration, assisted with the planning of the RtI presentation days. Districts 90 and 97 were also invited to participate in the tri-district institute day which focused on RtI.

Summary of Activities

- Opening of School and close of School Celebrations
- Tri-District Institute Day, January 25, 2010
- Technology Workshops/Faculty Meetings about specific hardware and software applications.
- Divisional Teacher Collaboration Teams which met on Monday mornings and a detailed description of the topics discussed were included by division.

Also included in the report were the summaries of Surveys of Faculty Taken After Institute and In-service Days.

In addition, Mr. Prale stated that some teachers participated in a Solution Tree Conference on their own time and received CPU credits. The Administration strongly supported attendance at this conference. As a result, Division Heads and teachers are talking about learning targets which has a direct tie-in to RtI. This will be the focus of the Administrator Academy. The District has reached out to local consultants about talking with administrators about how to lead this work.

Mr. Prale will send to the Board of Education a piece of research on literature review on formative assessments and how it affects learning.

Discussion ensued regarding the reading level of students. Dr. Lee wanted specific information as to what level of success was being had due to the Districts efforts to increase the reading level of some students and what the District knew about the reading abilities of its students. Mr. Prale stated that he would forward the reading report to the Board of Education. Dr. Lee asked, what does the District know about the reading abilities of its students? What percentage of the total

students is reading below grade level? What percentage of freshman has inadequate reading skills? What percentage of students graduating does not have adequate reading skills? He asked for data. Mr. Prale stated that the District does not test every student because a number would score post high school level. Courses are identified in which the District thinks the students should enroll. He continued that the District gives the Gates/MacGinitie at the beginning and end of the freshman year. The test is also given at the end of the sophomore year to basic or regular classes. Juniors who are in basic level classes are also given a test at the beginning and end of their junior year. This is data that could be obtained. At OPRFHS, the local mean is a higher standard than the national grade level, which would be an appropriate benchmark. Incoming freshman (eighth graders) are not given reading tests. The number of students tested after the freshman year is smaller and smaller. A comparison could be made by grade level and then compare that against that mean. Mr. Prale stated that he would provide this information by August 1. Dr. Lee believed in having a reading standard; anything would be arguable, but if one decided that a standard is not good enough, then it could be improved.

Ms. Patchak-Layman asked if the District provided reading instruction. Mr. Prale reported that it did, for example, some science teachers talk about reading strategies specific to science and apply those strategies in their classrooms. Ms. Patchak-Layman asked if the work done by learning teams would continue next year or would new teams be created and was the team composition based on trying to solve a problem? Mr. Prale responded that some teams will continue; however, in some areas the teams had completed their work. It is the responsibility of the Division Head to share the information with other members in the division as well as the rest of the faculty. The Division Head would also make notations in their observations of the teachers. Mr. Prale added that the CRISS training brings reading into most classrooms and many teachers have taken that training. There is no quantitative data as to who is actually using it, however.

Mr. Finnegan noted that the technology sessions were well received.

In response to Ms. Patchak-Layman statement that the integrated lab science program has outcomes that have taken a more traditional sequence, Mr. Prale stated that Mr. Grosser is reviewing standardized PSAE test results and others in order to build a more data driven program by setting benchmark exams. A problem with ACT subscores with regard to science is that those scores are normed against the performance of first year undergraduate science majors on those tests. In the science subtest, it is harder to obtain a higher score. Ms. Hill added that some of the results looked at over the years was college reading; the lowest benchmark is English at 18. One would have to earn a 20 in English and Math on the PSAE. The ACT research indicates a likelihood of success in an introductory course in science is 24. Nevertheless, Mr. Grosser is looking to improve the curriculum. A common set of assessments is being given to many students. All three districts have worked to develop a K-12 set of standards. Mr. Grosser's approach to addressing the performance outcomes is to measure standards and measure progress against those standards.

Adjournment
The Instruction Committee meeting adjourned at 9:30 a.m. on Thursday, June 17, 2010.

Oak Park and River Forest High School
District 200

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

TO: Board of Education

FROM: Janel Bishop
Assistant Principal for Student Health and Safety

DATE: August 17, 2010

RE: FREE/MUREE Annual Report

BACKGROUND

The FREE program (Females Reaching for Educational Excellence) was developed by School Resource Officer Phyliss Howard in 2001 as a joint effort between the Oak Park Police Department and Oak Park & River Forest High School to help educate and support African-American females that were in continual peer conflict. In 2003, Officer Howard left OPRFHS and was replaced by Officer Rasul Freelain as SRO. It was at this time that MUREE (Males United Reaching for Educational Excellence) started. Both programs have continued, with changes, since their inception and each year a report is presented to the Board of Education.

SUMMARY OF FINDINGS

Mission

The mission of the FREE/MUREE program is to assist Oak Park and River Forest High School students with the following:

- building productive relationships with fellow students, teachers, adults, and community members;
- experiencing increased academic success;
- achieving emotional, social, and physical well-being;
- making a successful transition to adulthood.

Program Changes

A couple of changes were made to the FREE/MUREE programs last year in an effort to better serve the needs of the targeted students. Previously, each program would run the entire school year, and students would be added at any time. This would cause a disruption in the bonds and relationships that had been built among the students who were already there and the facilitators. It was decided that we would run two separate sessions and only add new students at the start of the second session. Once session 1 was complete, the facilitators felt that, although we had intended to begin an entirely new group for session 2, some of the participants from session 1 really needed to remain. So, it was decided to keep those that really needed to remain who were benefitting from the program and might suffer if they were turned away at that point, and also invite new participants. Those that were remaining were prepped to accept the new invitees so as to avoid the disruptions that were caused in previous years when students were added. The start of the second session was the only time new students were added.

As implemented last year and continued this year, Thrive Counseling Center (formally Oak Park Family Services) continued to partner with us and provided two therapists to co-facilitate the programs. Having a trained counselor/therapist addressed the therapeutic needs of the participants. This was also a beneficial addition because it allowed students in immediate need for individual counseling to receive it on a pull-out basis during FREE/MUREE sessions. It has increased the opportunity for the students to receive outside counseling through Thrive if needed. The FREE facilitators were: Detective Shonella Stewart from the Oak Park Police Department, Annie Gargano from Thrive Counseling Center, Staff Member Etta Coker-Martin and Staff Member Latonia Brown. The MUREE facilitators were School Resource Officer Derrick Verge, Lonnie Chambers from Thrive Counseling Center, and Faculty/Staff Member LeeAndrew Wade.

Structure/Curriculum

Each year, Counselors, Deans, Resource Managers, School Psychologists, School Social Workers, the School Resource Officer and the program facilitators are asked to recommend students they felt would benefit from this program. They are asked to recommend students who struggled with relationship-building and conflict resolution, had many discipline infractions due to this struggle, and also students who may have had previous difficulties in those areas, but could now serve as a leader to those who are still struggling.

An introductory parent meeting was held at the start of the first session. Dinner was provided. The short agenda included explaining the mission of the program and its curriculum, introductions of the facilitators, and a Q&A session. Due to a low parent turnout from the first parent dinner, the facilitators made a change for the second session. They decided it would be less costly to contact the parent of each recommended candidate via a phone call home. The facilitators felt this was a greater opportunity to personally "reach out" to the families about the program and to get a more immediate response regarding whether or not they were willing to let their child be a part of the program. Both programs met once a week, FREE on Tuesdays in Room 210, and MUREE on Wednesdays in Room 272C. Snacks were provided during each meeting.

The following is a list of weekly topics that were covered by the facilitators:

- Peer mediation
- Conflict resolution
- Relationships, abuse
- Setting goals – future plans
- Self-esteem, self respect
- Life skills – hygiene, etiquette
- Opportunity to feel heard by others
- Sexuality
- Health issues
- Substance abuse
- Gang involvement
- Preparing for a Job Interview/Resume Writing

Additionally, the participants benefitted from the following enrichment/bonding/volunteer activities:

- Borders Bookstore visits
- Concordia University & Triton College visit

- Viewing of "Precious" the movie
- "Just Us Girls" Seminar @Depaul University
- Conducted 2-week Food Drive and donated 7 boxes of food to Oak Park Food Pantry
- Attendance at school plays and programs such as Black Professionals Day and Wake Up
- Visit to the Shedd Aquarium
- Goal setting
- Journal writing
- Seasonal celebrations
- Birthday outing to a restaurant to celebrate participant birthdays
- Basketball
- Combined session with FREE and MUREE for "Relationships" topic
- End of the year trip - Navy Pier Luncheon Cruise

Each week, a topic was presented to the participants and the facilitators rotated the responsibility of presenting. Discipline issues the students may have had were addressed and there was an attempt to do weekly checks for academic progress and attendance.

It should be noted that participation in MUREE for the first session was low. Some returning participants were not accepting of the new program format designed by the facilitators. These students were accustomed to last year's format that included more basketball and less talking and enrichment activities. Unfortunately, their negative responses persuaded others to decline in participating. The second session was better-attended.

Budget

The programs worked with a $3500 budget this year. Financial assistance was also provided by Thrive Counseling Center through a state Delinquency Prevention grant they received, which helped to offset the costs for snacks each week. Choosing not to hold a second parent dinner also helped save money. Funds were used for supplies, event registrations and outings.

Impact of Program

The following is a list of anecdotal outcomes given by the group facilitators:

- Students have a more positive attitude
- Students are better able to manage and avoid conflict
- Students possess a better understanding of relationships (family, friends, etc.)
- Students are developing leadership skills
- Students have created bonds and trust with each other and with facilitators
- One participant was a Plus One Award Recipient

Survey and Results

To solicit student feedback and to have an understanding of their perception of the program's effectiveness, the survey below was administered. 22 students completed it. We can glean from the results that students have an overall favorable view of the program. We will use these results in our evaluation of the program and for future planning.

FREE AND MUREE STUDENT SURVEY

Completing this **confidential** survey will assist in the evaluation and improvement of the FREE and MUREE programs. Please thoughtfully answer each of the questions. Thank you for your assistance.

Check the program you attended.

_____FREE _____MUREE

1. The weekly meeting time was adequate.
   a. Strongly Agree 36%
   b. Agree 41%
   c. Disagree 23%
   d. Strongly Disagree
2. The weekly meeting location was adequate.
   a. Strongly Agree 41%
   b. Agree 50%
   c. Disagree 9%
   d. Strongly Disagree
3. The adult facilitators were well prepared.
   a. Strongly Agree 55%
   b. Agree 36%
   c. Disagree 9%
   d. Strongly Disagree
4. The adult facilitators were knowledgeable.
   a. Strongly Agree 68%
   b. Agree 23%
   c. Disagree 9%
   d. Strongly Disagree
5. The adult facilitators care about me and want to help me.
   a. Strongly Agree 77%
   b. Agree 23%
   c. Disagree
   d. Strongly Disagree
6. In general, the meetings were worthwhile.
   a. Strongly Agree 23%
   b. Agree 59%
   c. Disagree 18%
   d. Strongly Disagree
7. The information and adult guidance I received at the meetings helped me handle conflict.
   a. Strongly Agree 50%

b. Agree 50%
c. Disagree
d. Strongly Disagree

8. The information and adult guidance I received at the meetings helped me make better decisions.
   a. Strongly Agree 55%
   b. Agree 36%
   c. Disagree 9%
   d. Strongly Disagree
9. The information and adult guidance I received at the meetings helped improve my grades.
   a. Strongly Agree 32%
   b. Agree 50%
   c. Disagree 18%
   d. Strongly Disagree
10. The information and adult guidance I received at the meetings helped improve my attitude about school.
   a. Strongly Agree 59%
   b. Agree 27%
   c. Disagree 14%
   d. Strongly Disagree
11. In general, being a member of FREE/MUREE made me a better person.
   a. Strongly Agree 45%
   b. Agree 50%
   c. Disagree 5%
   d. Strongly Disagree
12. I would recommend participation in FREE/MUREE to a friend.
   a. Strongly Agree 77%
   b. Agree 18%
   c. Disagree 5%
   d. Strongly Disagree

13. What did you enjoy most, or feel was the **most beneficial** aspect of participating in FREE/MUREE?
   - Knowing that I had people to talk to and to listen to me when I had a problem.
   - The group helped me with my attitude and helped me feel better about myself.
   - It helped me sort out my problems and it showed me that I had people who had my back.
   - When I needed to talk about what was going on in my life from day to day.
   - The adult guidance I received was the most important part of participating in MUREE.
   - I enjoyed talking with everybody in MUREE which was a lot of fun.
   - The session where we just talked about anything.
   - When we talk about what happened with us during the week and the upcoming activities.
   - Being able to be around positive role models for an extended amount of time.
   - The conversations and the field trips we attended.
   - When we were socializing, playing basketball, and just having fun as a family

14. What did you not enjoy, or feel was the **least beneficial** aspect of participating in FREE/MUREE?
    - Sometimes we would get off topic.
    - When people would argue with each other for no reason.
    - Dealing with people that didn't want to be there so they had an attitude.
    - When we stayed on a subject for more than one week.
    - I didn't like the way that FREE had a bad name behind it. It isn't for only bad people. I also didn't like that some people were greedy with the snacks.
    - I felt everything was important
    - When I was misbehaving
    - When people in MUREE were acting up and acting immature.
    - I did not enjoy when people would want to talk about other people.
15. What recommendations would you make to improve FREE/MUREE?
    - If people don't want to be a part of the group then remove them.
    - I think sponsors should check up on their students more.
    - Add more people to the group.
    - Start the sessions earlier.
    - Everyone needs to be on time.
    - I would recommend that you make it more than one day. Two days a week, one at the beginning of the week and the end of the week.

Discipline Data

The proceeding tables provide the number of discipline referrals and number of days of ISS and OSS for each active participant of the programs. Students experienced both increases and decreases in discipline referrals over time. While we would obviously like to see more decreases than increases it is important to note that many of the discipline referrals received by the students were attendance-related and fewer of them were other, more serious offenses.

FREE DISCIPLINE INFORMATION

Student	Grade Level	2006-2007 Disc Ref	# of OSS Days	# of ISS Days	2007-2008 Disc Ref	# of OSS Days	# of ISS Days	2008-2009 Disc Ref	# of OSS Days	# of ISS Days	2009-2010 Disc Ref	# of OSS Days	# of ISS Days
A	11				10	0	7	13	3	13	11	15	4
B	11				2	5	0	2	0	0	14	0	0
C	11				13	0	0	24	0	0	19	0	0
D	10							42	1	4	34	0	4
E	12	2	7	0	1	0	0	0	0	0	3	0	0
F	10							9	10	0	11	3	0
G	11				1	0	0	29	0	1	6	0	0
H	11				4	0	0	8	0	2	7	0	0
I	12	3	0	0	7	0	0	2	0	0	17	1	0
J	10							2	0	0	9	0	0
K	10							3	0	0	1	0	0
L	11				9	0	0	17	1	2	14	0	0
M	10							0	0	0	16	6	3
TOTALS		**5**	**7**	**0**	**47**	**5**	**7**	**151**	**15**	**22**	**162**	**25**	**11**

MUREE DISCIPLINE INFORMATION

Student	Grade Level	2006-2007 Disc Ref	# of OSS Days	# of ISS Days	2007-2008 Disc Ref	# of OSS Days	# of ISS Days	2008-2009 Disc Ref	# of OSS Days	# of ISS Days	2009-2010 Disc Ref	# of OSS Days	# of ISS Days
AA	9										31	5	5
BB	10							0	0	0	27	12	0
CC	10							11	0	1	9	0	0
DD	10							31	2	6	22	0	0
EE	10							1	0	0	2	3	0
FF	12	3	0	0	1	0	0	6	0	0	6	0	0
GG	10							1	0	0	10	10	0
HH	10							1	0	0	11	2	1
II	10							21	4	6	0	0	0
TOTALS		**3**	**0**	**0**	**1**	**0**	**0**	**72**	**6**	**13**	**118**	**32**	**6**

RECOMMENDATIONS AND FUTURE DIRECTIONS

I strongly recommend that both programs continue. Future plans include increasing the number of students participating in the program. This will involve making participation mandatory for those students really in need of the program and a plan for how to implement mandatory attendance if we decide that. We are also in need of more enrichment activities for males. There are many resources available for females but fewer for males. We also must better structure the meetings and define a method for focusing on student academics. We have done well with our focus on the social-emotional struggles of the students but need improvement in terms of our academic focus.

Oak Park and River Forest High School
District 200

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

TO: Instruction Committee

FROM: Janel Bishop
Assistant Principal for Student Health and Safety

DATE: August 17, 2010

RE: Harbor/Ombudsman Report

BACKGROUND

Each year, a report is given to the BOE regarding credits earned by students attending Ombudsman and Harbor Academy.

SUMMARY OF FINDINGS

Below is a description of the two alternative schools:

- **HARBOR Academy** (Helping Adolescents Reflect on Building Opportunities for Renewal) Harbor is a West 40 Regional Safe Schools High School located at 6525 North Avenue in Oak Park. The Harbor program emphasizes learning strategies, social-emotional development and study skills. Classes are from 9:00-2:30 with their school calendar mirroring that of OPRFHS. This program serves students who are in good standing as well as those students who have been expelled from OPRFHS for disciplinary reasons and the expulsion is held in abeyance. Special Education students may attend Harbor Academy, but their total Special Education enrollment cannot exceed 10%. It is generally not the practice of the District to assign Special Education students to Harbor Academy.

  Students are accepted on a case-by-case basis and are eligible to earn up to 7 credits each semester, including elective credits. This number can be higher with special approval. Harbor currently employs four full-time teachers, a full-time social worker, an Administrative Assistant, and a Site Director. Courses that are not currently taught by a teacher at Harbor can be taken on the computer-assisted program A+. Some students complete both in-class and computer assisted courses. The ratio of students to staff is no more than 10 students per one adult. The facility can accommodate up to 40 students.

- **Ombudsman** The North Central Association of Schools and the Southern Association of Schools accredit Ombudsman. Classes are held at 3326 N. Harlem, Chicago. Students enroll in one of three 3-hour sessions. The curriculum is computer-based with the students progressing at their own pace with the guidance of a teacher. Once students enroll, they are given a placement test. Based on the test results, the curriculum is designed according to the student's reading level and basic academic skill level. This program accepts students in good standing as well as those students who receive an expulsion held in abeyance. Special Education students are not assigned to the Ombudsman program.

Students attend either school due to being expelled or by PSS team decision. Those students who were enrolled due to PSS team decision were having difficulties behaviorally and/or academically. The PSS team proactively decided to try this alternative setting in hopes of increasing students' success in these much smaller settings. An attendance rate of 85-90% is expected, although students with extenuating circumstances are allowed the opportunity to continue in attendance and make up work. Many parent calls and meetings are attempted before a student is removed from the rolls due to non-attendance.

This school year, we had 41 students enrolled in either Harbor or Ombudsman. Of the 41, 16 fulfilled their graduation requirements, 5 of whom were 5th-year seniors that finished during semester 1. 11 students attending either school had been expelled, which resulted in an increase in overall enrollment at both schools in comparison to previous years. 4 students had to be removed due to non-attendance. The rest of the students were enrolled due to lack of academic or behavioral success at OPRF despite many interventions. As indicated in the tables below, most students experienced increased academic success upon enrolling at either school, as evidenced by the amount of credits earned.

RECOMMENDATIONS AND FUTURE DIRECTIONS

I recommend the District continue to provide alternative education opportunities to our students. The following are some areas we would like to pursue moving forward:

- Create and administer an evaluative survey to enrollees/graduates for the purposes of program evaluation and assessment of effectiveness
- Create and administer a post-graduation survey
- Work with both schools' administrators in an effort to obtain a detailed, written curriculum

OPRFHS Harbor Students
2009-2010

1 = white/non-Hispanic
2 = black/non-Hispanic
3 = American Indian/Alaskan native
4 = Asian/pacific islander
5 = Hispanic
6 = multiracial

Student	Race	Gender	Grade	GPA	Credits Earned by Semester/Shading denotes Harbor Credit								# OPRF Discipline Infractions	# ISS at OPRF (occurrences, not days)	# OSS at OPRF (occurrences, not days)
					2006-07 & Earlier ∞		2007-08		2008-09		2009-10				
					Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2			
A	2	M	11	1.515			4.0	2.5	3.0	2.0	3.0	8.0	34	0	1
B*	2	F	12	2.256	3.5	4.0	5.0	5.0	0	9.0	12.0	6.0	27	3	3
C	2	M	10	1.615					6.0	6.0	2.0	8.0	27	3	2
D*	2	M	12	2.023	6.0	6.0	3.0	1.0	7.0	12.0	10.0	5.0	10	1	2
E	2	F	12	1.000	5.0	3.0	.5	1.0	6.0	9.0	6.0	7.0	34	5	1
F+	1	M	11	1.667			6.0	6.0	7.0	5.0	3.5	14.0	35	4	2
G	1	M	11	1.240			7.5	5.5	4.0	0	2.0	4	37	4	0
H+	2	F	11	0.714			7.0	4.0	3.0	0	3.0	7.0	25	0	1
I	1	F	12	1.182	6.0	5.5	4.0	6.0	5.0	1.0	3.0	11.0	17	0	0
J	2	M	12	1.397	4.0	6.0	3.5	7.0	8.0	2.0	3.0	7.0	36	3	2
K	2	F	12	1.043	6.5	4.0	3.5	1.5	1.0	6.0	8.0	9.0	22	0	0
L	2	M	10	0.560					4.5	1.0	0	3	49	4	0
M	2	F	11	1.321	2.5	.5	6.0	2.0	4.0	6.0	0		2	0	0
N+	2	M	11	1.204			5.5	4.0	5.5	2.0	6.0	0	28	4	4
O* ∞	1	F	12	1.000	7.5	12.0	3.0	3.0	2.0	1.0	10.0	7.0	29	0	0
P	2	F	10	1.538					5.0	1.5	6.0	9.0	33	1	3
Q	2	F	09	2.333							8.0	6.0	1	0	0
R+	2	M	09	1.750							4.0	7.0	6	0	1
S	2	F	11	0.773			3.0	3.0	.5	4.0	6.0	0	22	2	2

* Graduate + Expulsion held in abeyance ∞ Combined credits from 05-06 and 06-07 for 5th-year seniors

OPRFHS Ombudsman Students
2009-2010

1 = white/non-Hispanic **3 = American Indian/Alaskan native** **5 = Hispanic**
2 = black/non-Hispanic **4 = Asian/Pacific Islander** **6 = multiracial**

Student	Race	Gender	Grade	GPA	Credits Earned by Semester/Shading denotes Ombudsman Credit								# OPRF Discipline Infractions	# ISS at OPRF (occurrences, not days)	# OSS at OPRF (occurrences, not days)
					2006-07 & Earlier ∞		2007-08		2008-09		2009-10				
					Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2	Sem 1	Sem 2			
AA*	1	F	12	1.615	8.0	4.0	7.0	1.5	7.5	3.0	11.0	1	19	0	0
BB	5	M	12	1.115	2.0	5.0	6.0	.5	2.0	0	0	0	4	0	0
CC	6	M	12	0.921	7.0	6.0	3.0	2.0	4.0	3.5	2.0	9.0	23	1	0
DD	2	F	10	0.000					1.0	01	0	5.0	2	0	0
EE	1	M	11	0.000					0	1.0	0	0	11	0	0
FF* ∞	2	M	12	0.793	12.5	12.0	0	0	0	0	10.5	6.0	71	2	2
GG*	6	M	12	1.039	7.5	4.0	4.0	6.5	5.0	1.5	3.0	10.0	74	6	0
HH	2	F	12	0.632	5.0	5.0	1.0	4.0	0	4.0	0	0	47	6	2
II	5	F	11	1.000			5.0	6.0	2.0	0	6.0	6.0	18	3	1
JJ*	1	M	12	2.263	6.0	6.0	6.0	6.0	5.0	6.0	5.0*		26	3	0
KK*	2	F	12	1.405	4.0	4.0	7.5	7.0	0	0	10.5	6.5	24	1	0
LL ∞	1	F	12	1.136	16.0	9.0	3.0	3.0	1.0	0	0	0	14	0	0
MM*	1	M	12	0.750	9.0	8.0	5.5	0	.5	12.0	7.0	1.0	12	2	0
NN*	5	M	12	1.800	6.0	2.0	3.0	6.0	6.0	6.0	10.0		10	3	3
OO	2	F	10	1.143					3.0	2.0	2.0	5.0	13	2	0
PP* +	1	M	12	1.970	9.0	6.0	6.0	7.0	3.0	3.0	0	6.0	13	1	2
QQ*	1	M	12	1.906	7.0	9.0	7.0	5.5	6.0	2.0	5.0	5.0	19	3	3
RR* ∞	1	F	12	1.927	18.0	14.0	5.0	4.5	0	0	6.5	2.5	13	1	0
SS* +	2	M	12	2.450	6.5	6.5	6.0	7.0	6.0	6.0	7.0		7	0	1
TT*	2	F	12	1.106	8.5	6.0	5.5	4.0	5.0	.5	4.0	10.0	88	7	4
UU* ∞	2	M	12	1.290	6.5	11.0	0	0	0	6.0	7.0	11.0	63	4	2
VV* +	2	M	12	1.943	6.0	7.0	6.0	5.0	6.0	5.0	2.0	7.5	24	1	3

* Graduate +Expulsion held in abeyance ∞Combined credits from 05-06 and 06-07 for 5th-year seniors

4-Year Ombudsman/Harbor Enrollment

	2006-2007			2007-2008			2008-2009			2009-2010		
	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals	Male	Female	Totals
1 – White/Non-Hispanic	3	0	3	3	1	4	2	0	2	7	5	12
2 – Black/Non-Hispanic	15	7	22	9	9	18	10	17	27	11	13	24
3 – Am Indian/Alaskan Native	0	0	0	0	0	0	0	0	0	0	0	0
4 – Asian/Pacific Islander	0	0	0	1	0	1	2	0	2	0	0	0
5 – Hispanic	2	1	3	1	1	2	1	0	1	2	1	3
6 – Multiracial	0	0	0	1	0	1	0	0	0	2	0	2
Totals			**28**			**26**			**32**			**41**

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

TO: Board of Education

FROM: Nathaniel L. Rouse

DATE: August 17, 2010

RE: RtI Update

BACKGROUND
Effective this fall, 2010, schools will be required to have implemented RtI as a means to address issues with student achievement. This is an update as to where we stand relative to the implementation process of RtI at OPRF.

The professional development and technical assistance under Illinois ASPIRE focuses on designing and implementing a multi-tiered early intervening services model including RtI. ISBE initiatives such as the former Flexible Service Delivery Project (problem solving and RtI) Standards-Aligned Classrooms and Illinois Reading First helped provide the foundation for the content of the training and technical assistance provided by each Illinois ASPIRE region.

In addition to the initiatives listed above, in June 2008 Illinois was selected as one of four states participating in the U.S. Department of Education, Office of Special Education Programs' national technical assistance grant to "promote student academic achievement and behavioral health by supporting implementation and scaling-up of evidence-based practices in education settings." The State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center "will work with the selected states to increase their capacity to carry out implementation, organizational change, and systems transformation strategies to maximize achievement outcomes of all students in each state." Illinois ASPIRE will be an integral component of Illinois' SISEP activities, and the primary focus of SISEP will be on:

1. Full integration of all ISBE-supported general and special education training and technical assistance projects to ensure a cohesive approach to implementing effective practices,
2. Establishing a statewide coaching network that will support the implementation of evidence-based practices in schools across the state and
3. Data-based decision making founded on outcomes measurements.

Illinois ASPIRE is also an integral part of ISBE's efforts to ramp up implementation of RtI across the state. While RtI is connected to the state special education regulations that went into effect in June 2007, as conceived by ISBE, RtI is more than part of the process to determine eligibility for specific learning disabilities. RtI is an overall school improvement process. This school improvement process is designed to provide

scientifically based, appropriate instruction to *all* students in a multi-tiered early intervening services model. Dr. Nikki Paplaczyk, our OPRF Program Director for Support Services, has been identified as our ASPIRE North Coach to help implement RtI.

SUMMARY OF FINDINGS

The attached PowerPoint that was presented to the faculty on April 28, 2010 provides the structure and plan for RtI Implementation. Faculty members John Costopoulos and Sarah Rosas have been identified as building RtI Coaches. Dr. Nikki Paplaczyk will continue to serve in a leadership capacity within the RtI framework as well. This summer, the RtI team worked extremely hard to develop ways in which to provide professional development to faculty and staff on the RtI initiative. Additionally, it should also be pointed out that the RtI team will play a critical role in the development of our SIP (School Improvement Plan) this year, which will be developed to drive instruction in our building.

We are also currently in discussions with our West 40 representatives to have a data retreat workshop that will allow us to look at achievement data to inform the direction of our SIP and RtI initiatives, which should be one in the same.

RECOMMENDATIONS:

In an effort to be in compliance with the state mandate for the implementation of a core scientific research based Progress Monitoring process for RtI, I am recommending the following as critical components to continuing the implementation process for 2010-2011:

- **.4 Release for RtI Coaches (Job Description Attached)**

Most schools are hiring RtI Coordinators to monitor the implementation process, but at the very least, this would be the minimum re-allocation of resources needed to accomplish our goal. A detailed description of coordinating responsibilities and how they will assist in the implantation efforts is forthcoming. The RtI Coordinators will be required to submit quarterly reports to the ASCI and the Principal outlining their work.

John Costopoulos – Science Teacher (Math/Science RtI Support)
Sarah Rosas- English Teacher (English/History/Language Arts RtI Support)

- **RtI Implementation Committee (4 teachers + Division Heads)**

To provide a clearer direction for the implementation process per division, each division will be required to have one teacher per grade level/content area that is responsible for working with the division head to ensure that RtI and progress monitoring is supported within the division. A quarterly report will be submitted by division heads to the ASCI and the Principal to support the division's efforts.

- **RtI Lead Teacher Team-**

Lead Teacher Team consists of 1 representative from each division that serves as a department liaison for RtI that meets regularly with RtI Coordinators. These Teacher

Leaders are required to support the division head in the implementation of RtI in their divisions, and report progress to the RtI coordinators at their monthly meetings.

- **PDC-**

The professional development committee should support the RtI Implementation process by providing professional development for faculty on progress monitoring, tiered interventions, differentiated instruction, and new SPED requirements during the 2010-2011 school year.

- **Collaboration Days-**

Effective the 2010-2011 school year, All Late Start Mondays, save agreed upon PD approved by both the Principal and the ASC&I, will be designated for RtI Implementation and sustainability within divisions.

Monday Morning Teacher Collaboration Teams 2010-2011

Guiding Questions:

What do we want our students to learn?
How will we know when they've learned it?
What will we do when they don't learn it?
What will we do when they do learn it?

For this coming school year, teachers will work in course-alike teams. Course-alike teams should focus upon College Prep and Transitions level courses.

For example, the English Division might divide into the following teams:

Elements of Reading and Essentials of English
English 1-2 and English 1-2 (REI)
English Lit 1-2 and English Lit 1-2 (RC)
American Lit 1-2, American Lit 1-2 (RC), and American Studies

INITIAL STEPS FOR COURSE-ALIKE TEAMS

1. Identify the essential outcomes for the course.
2. Pinpoint and analyze any data already available to identify those students who may struggle.
3. Develop formative and summative assessments.
4. Analyze data and discuss best practice and instructional strategies.

RECOMMENDATIONS FOR PROFESSIONAL DEVELOPMENT

- Course-Alike Teams meet on all late arrival Mondays.
- First semester full faculty professional development should address formative assessments (September 17, 2010) and flexible grouping/differentiated instruction (November 24, 2010).
- Teachers should be released from the scheduled meeting on November 1 to prepare data for Parent Teacher Conferences.

2010-2011 Proposed Plan for Lunch & Learns

- **September Topic: Fall 2010 Illinois Guidelines for Special Education Eligibility and the Impact on All Classrooms**

Presented By: Nikki Paplaczyk
Lunch Period: 4th 9/15, 9/22, 9/29

- **October Topic: Developing Rubrics as a Progress Monitoring Tool**

Presented By: John Costopoulos
Lunch Period: 5th 10/13, 10/20, 10/27

- **November Topic: Literacy Interventions Across the Curriculum**

Presented By: Sarah Rosas
Lunch Period: 6th 11/3, 11/10, 11/17

- **December, January, February Topic: TBD (Social Emotional)**

Presented By: Dean/Counselor
Lunch period: TBD 12/8, 1/12, 2/9

- **March Topic: Fall 2010 Illinois Guidelines for Special Education Eligibility and the Impact on All Classrooms**

Presented By: Nikki Paplaczyk
Lunch Period: 5th 3/3, 3/10, 3/17

- **October Topic: Developing Rubrics as a Progress Monitoring Tool**

Presented By: John Costopoulos
Lunch Period: 6th 4/6, 4/13, 4/20

- **November Topic: Literacy Interventions Across the Curriculum**

Presented By: Sarah Rosas
Lunch Period: 4th 5/4, 5/11, 5/18

Professional Development CPDUs....

* Each topic will take 3 periods to present and will occur during lunch periods over a 3 week period.
*Each topic will be a CPDU value of 2.

*District will provide box lunches for all participants.

*Presentations will be in the BOE conference room provided schedule will permit.

- **Curriculum Development Hours**

For the 2010-11 school year, I am also recommending that the only summer curriculum development hours approved be in conjunction with differentiated instruction, curriculum alignment for progress monitoring , or the development of curriculum that increases cultural diversity and sensitivity related

Professional Development for RtI Implementation 2010

Registration Underway for Middle School/High School RtI Summit

Illinois ASPIRE has opened registration for the two-day Middle School/High School Response to Intervention (RtI) Summit. This workshop will be offered in three locations across Illinois:

- Sept. 27 and 28: Collinsville
- Sept. 28 and 29: East Peoria
- Sept. 29 and 30: Naperville

On Day 1 of each workshop, Dr. Kevin Feldman will be speaking on adolescent literacy, literacy across the content areas, student engagement techniques and differentiation. Feldman is the Director of Reading and Early Intervention with the Sonoma County Office of Education (SCOE). On Day 2, Dr. George Batsche will guide middle and high school teams through a trouble-shooting process that allows them to problem-solve about difficulties, celebrate successes and think ahead for sustainability of their RtI infrastructure. Bastche is coordinator of graduate studies in School Psychology at the University of South Florida and collaborates with the Florida Department of Education on RtI implementation. Both speakers have extensive experience discussing RtI and related topics on a national level.

Registration is open to district and school teams of up to five people. It is recommended that teams be comprised of one or more administrators, teaching staff and related services staff. Registrants must be able to attend both days of the workshop. Registration is available via the following links:

- http://www.illinoisaspire.org/central/trainings.php?continue=yes
- http://tworivers.pdaonline.org/WorkshopQuery.php?type=ASPIRE.

The registration deadline is September 10, 2010.

The cost of the two-day workshop is $20 per participant for both days. Further payment information can be found on the Two Rivers website (see link above).

Questions can be directed to Rhonda Mooberry at rmooberry@peoriaroe48.net (preferred) or 309-673-1040

Illinois ASPIRE Coaches Workshop
Double Tree Hotel and Conference Center
10 Brickyard Drive, Bloomington, Illinois

Date: September 8 and 9, 2010
Time: Sept. 8, 9:30 a.m. to 4:00 p.m.; Sept. 9, 8:30 a.m. to 3:00 p.m.

Please join Illinois ASPIRE for this two-day workshop, which will provide a valuable opportunity to expand your knowledge and skills as an RtI Coach.

Presenters: Sarah Brown and Cheryl Risen
Heartland Area Education Agency (AEA), Iowa

Dr. Sarah Brown serves Heartland AEA, a national leader in RtI, through the coordination of internal professional development. She has worked as a School Psychologist and Trainer in an RtI system for the past several years. Currently, she coordinates the professional learning opportunities for Heartland's approximately 700 staff members and provides coaching support to schools around the KU Content Literacy Continuum. Sarah's professional interests include RtI, Special Education, and best practice professional learning skills.

Cheryl Risen has worked at Heartland AEA for the past 20 years in various roles, including Special Education Consultant, Trainer, and currently as the Program Assistant for External Professional Development. In her current role, Cheryl coordinates AEA professional learning for 54 public school districts and serves on various state-level initiatives. Cheryl's areas of professional interest include instructional coaching, leadership development, high-quality professional learning practices and Response to Intervention.

Both Sarah and Cheryl have extensive experience in the implementation of RtI, the coaching process, and professional development with adult learners.

Topics: Developing and delivering effective presentations for adult learners; strategies to manage the change process; and tools, tips, and lessons learned for RtI Coaches.

RtI Coach Job Description

Overall Purpose:

To assist the RtI Team in ensuring a comprehensive, school-wide prevention and intervention model that provides differentiated academic and behavior supports for the purpose of increasing the achievement of all students and closing achievement gaps.

Position Purpose:

To increase the district's capacity to implement best practices at each of the three tiers.

Time Commitment:
.4 FTE divided into two 0.2 positions.

Responsibilities:

- Communicate with and between divisional course-alike teams and administrators
- Research and recommend scientifically-based pedagogical practices for students at all levels
- Facilitate development and use of formative assessments and progress monitoring
- Facilitate the development and use of differentiated instruction
- Coordinate specialists to gather classroom behavioral data
- Facilitate the analysis of divisional academic and behavioral data
- Assist building leadership teams in the use of school-wide data in decision making
- Model the collaborative strategic planning process
- Advocate for RtI to school-wide leadership team
- Advance professional learning related to coordinator role and/or tiered-model practices
- Provide job-embedded professional development
- Provide coaching follow-up and support to teachers and staff
- Develop and/or revise tools, resources, and processes for the tiered model

Required Qualifications:

- In-depth understanding of the tiered model and Response to Intervention (RtI)
- Passion for increasing achievement of all students
- Ability to articulate connectedness of the tiered model and other related building/district initiatives and planning processes
- In-depth understanding of the problem-solving process
- Willingness and ability to work collaboratively
- Ability to analyze and interpret data
- Demonstration of strong leadership skills
- Evidence of planning and organizational skills
- Ability to structure time and management of multiple priorities
- Skills in effective communication and presentation skills
- Evidence of continued professional development

- Knowledge of effective instruction, research-based curricula, and academic content standards

RtI 2010-11

Next Steps

Some reminders…

STATE MANDATE Fall 2010!!!

- **RtI = Response to Intervention**
- **Intervention: What the teacher does to improve student learning when the student needs additional support**
- **Progress monitoring: What the teacher does to evaluate the impact of the intervention**

The Benefits of RtI for Teachers, Parents, & Students

RtI will improve:

- ✓ **Teacher/Parent expectations of students**
- ✓ **Student expectations from teachers**
- ✓ **Administration's expectations of teachers & divisions**
- ✓ **Resource allocation in support of implementing interventions , progress monitoring, etc.**

RtI Leadership

Principal

- RtI Building Liaison
- RtI Coaches (.4 Faculty Release)
- RtI Lead Teacher Team
- Problem Solving Team (PSS Teams)

C & I

- Division Heads
- Professional Development Committee

RtI Building Liaison

- **Assists the RtI Team in ensuring that we will be in compliance with state mandate for 2010-2011**

- **Provide leadership and support for RtI coaches**
- **Facilitate implementation of a core scientific research based Progress Monitoring process for RtI**

RtI Building Liaison, cont'd

- **Conduit to regional, state, and national resources**
- **Attend external coach meetings with IASPIRE (Illinois RtI Coop)**
- **Assist in the evaluation of Universal Screening instruments (Discovery Education, AIMS Web)**
- **Investigate reading initiatives to determine effectiveness**

Initiatives Resource Allocation: RtI Coaches

- **.2 Release**
  Math/Science/PE/Sped Coach

- **.2 Release**
  English/History/W.L/F&AA Coach

RtI Coaches: Purpose

- Comprehensive, school-wide prevention
- Differentiated academic and behavior supports
- Help remedy systemic inequities to achievement
- Increase the achievement of all students

RtI Coaches: Responsibilities

- Communicate with and between divisional course-alike teams and administrators

- Research and recommend scientifically-based pedagogical practices for students

RtI Coach Responsibilities *(cont'd)*

- **Facilitate the development and use of differentiated instruction**

- **Facilitate development and use of formative assessments and progress monitoring**

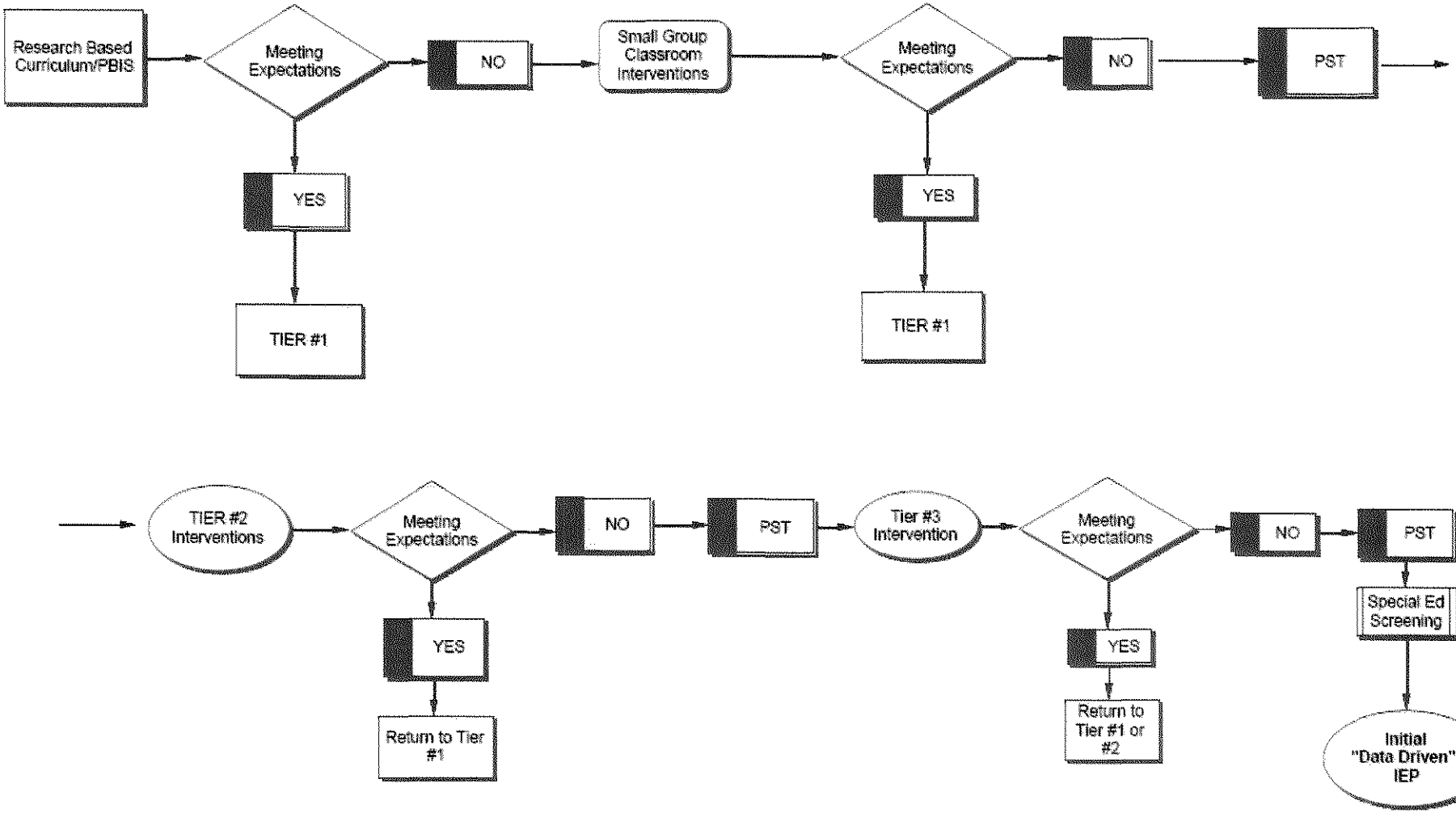
RtI Lead Teacher Team

- **1 Faculty Member per Division**
- **Department liaison for RtI**
- **Meet regularly with RtI Coaches & Building Liaison**
- **Support divisions in the development of RtI strategies and interventions**
- **Report Progress to RtI Coaches**

Problem Solving Team (PSS)

- **Receives Progress Monitoring and Intervention Data From GENERAL ED Teachers through Skyward….we hope☺**
- **Evaluate/Assign Interventions at Tier 2 and 3**
- **If no improvement, then screening process for special education.**

RTI
Problem Solving
Flowchart



PST= Problem Solving Team

C&I

- **Provide PD and support for RtI Team**
- **Provide support for teachers on RtI best practice and progress monitoring**
- **Allocation of PD and SD resources for RtI**

Division Heads

- Needs assessment for division to determine RtI readiness
- **Allocation of time at division meetings for RtI**
- Assist and support RtI Coaches and Lead Teacher Teams in the development of tiered interventions and strategies
- **Quarterly reports to C& I regarding RtI readiness and progress in the division**

Professional Development Committee

- Formative Assessment
- Progress monitoring
- Tiered interventions
- Differentiated instruction

Time for RtI

- Teacher Collaboration Days (TCT time)
- **Staff Development Days**
- Division Meetings
- **Professional Development**

What you can do now

Learn more about RtI

Ex. Subscribe to Pat Quinn's e-newsletter
Sign up at www.TotalRTI.com

Develop/evaluate progress monitoring tools in course-alike teams

Ex. Review what you've accomplished so far and clarify your needs for next year

Ex. Inform your Division Head of your needs prior to the end of Spring Semester

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

TO: Board of Education

FROM: Nathaniel L. Rouse, Principal

DATE: 08/17/2010

RE: Race and Student Achievement PD Update

BACKGROUND

2009-2010 District Goals

Goal 1: Racial Equity

OPRFHS will provide an inclusive education for all students by reducing racial predictability and disproportionality in student achievement and reducing systemic inhibitors to success for students and staff of color.

Activities and Strategies

1. Write a vision of equity for the school that encompasses leadership, learning and teaching, and community.
2. Develop and implement a professional development program for the Board of Education, and Administration, faculty, and staff, which utilizes courageous conversations about race.
    a. Implement CARE (Collaborative Action Research for Equity) teams: expand the current courageous conversations about race professional development and training among faculty and select administrators (approximately 20) to a larger, District-wide professional development program of 58-60 people including 20 additional faculty, the District Leadership Team (DLT) (4), the Building Leadership Team (BLT) (4), Instructional Council members (4), and Supervisors (6).
    b. Utilize a "train the trainer" model to develop a cadre of facilitators.
    c. Increase the amount of professional development time for Conversations About Race during the 2009-2010 school year.
    d. Convene 2 Board of Education workshops (once each semester), utilizing internal or external facilitators.
    e. These courageous conversations about race professional development programs will include, but not be limited to, the following:
        i. provide the faculty, staff, and administration with culture and race survey material to address the significance of race in education;
        ii. provide information on racial predictability and disproportionality in student achievement;
        iii. explore why an examination of race, racism, micro-aggressions, and institutionalized racism is critical to closing racial achievement gaps;
        iv. provide awareness of systemic inhibitors to success for students and staff of color;
        v. equip participants with the concepts, knowledge, and language to address racial barriers of and communicate effectively with others; and

vi. prepare participants to lead small groups of faculty, staff, and administrators in courageous conversations about race during the 2010-2011 school term so that all staff develop awareness of how race impacts student and staff success, and to bring about changes in instructional practices and professional behaviors.

Per District Goal # 1, the following budget was submitted this spring to attain our 2010-11 goals:

Coordinator Stipend	$5000.00
Beyond Diversity Training	$8000.00
Courageous Conversations Summit...	$3500.00
Subsequent CRT Conference	$3500.00
Additional *Courageous Conversations* Textbook (20 at $28.61)	$572.20
Supplies and Materials (Binders, etc)	$249.20
Miscellaneous (Space Rental, Food Costs, Travel Reimbursement for Guest Speakers, etc.)	$3500.00
Substitute Pay for teachers w/ 8th Period Classes (19 @27.50 = $522.50 x 18)	**$9,405.00**

Total **$33,728.00**

As part of our efforts to provide an inclusive education for all students by reducing racial predictability and disproportionality in student achievement and reducing systemic inhibitors to success for students and staff of color, we have begun professional development work surrounding race and its impact on student achievement. English Faculty member Devon Alexander and I have been co-facilitating this professional development for the past two years. For the 2010-11 school year, the following job description will be used to frame Devon's work;

Oak Park and River Forest High School- District 200
Position Description

Position:	**Coordinator of the Conversations about Race Facilitator Development Program**
Term:	School year
Salary and Benefits:	Stipend $5000
Reports to:	Principal

Position Summary: Coordinates and maintains a Race and Education program designed to fill the gaps in Teacher Racial Knowledge regarding the intersection of race and education, as this is an area of study that is not thoroughly investigated in teacher education programs. The program is designed to establish and augment teacher critical race consciousness. It provides teachers a lens through which they can investigate their instruction, assessment, behavioral interventions, and relationships within the institution. The program is a significant and central component for professional development programs targeting systemic racial disparities within education institutions.

Position Responsibilities:

I. Manage Critical Race Theory in Education/Conversations about Race program content, calendar.

- Sets meeting dates, prepares agenda items
- Instruction around the theory and protocol of Conversations about Race and Critical Race Theory in Education
- Provides opportunities for the facilitation and evaluation of participants as they practice the responsibilities of facilitation.

II. Facilitate the development of Participants into Facilitators

- Develops Curriculum to establish the content knowledge, protocol knowledge, and critical race consciousness of participants.
- Facilitates meetings in order to ensure that Participants navigate the adaptive leadership Zone of Productive Distress.
- Works with the participants to practice utilization of the Conversations about Race Protocol and Mindful Inquiry techniques for facilitating difficult conversations.
- Coordinates the CARE Team model for participants to do Critical Race Theory Action Research in their school experiences.
- Coordinates the distribution of research materials to the participants during the year

III. Acts as a liaison linking facilitator program to broader systemic equity transformation plan

- Works with leadership to address the problem, cause, solution, and implementation model for addressing systemic racial disparities here at OPRFHS.
- Facilitates future professional development opportunities regarding systemic racial disparities here at OPRFHS.
- Serves as a "resource connector" between the Conversations about Race Facilitator program and other specialized people within the district

SUMMARY OF FINDINGS

As reported by Devon Alexander:

Courageous Conversations About Race
Facilitator Development Program

I. The Intersection of Race and Education

"What do we know about the relationship between race and student achievement? Racism within schools continues to be a significant barrier to student achievement" (MSAN Statement of Purpose).

"We believe that race—and thus racism, in both individual and institutionalized forms, whether acknowledged or unacknowledged—plays a primary role in students' struggle to achieve at high levels. We are writing this book with hopes that the reader shares our moral

understanding of this issue and is willing to engage with us to come to deeper understanding of race and racism" (Courageous Conversations about Race 2).

"We believe that . . . educators need to begin a deep and thorough examination of their beliefs and practices in order to "re-create" schools so that they become places where all students do succeed" (5).

II. What is Courageous Conversations about Race?

"To exercise the passion, practice, and persistence necessary to address racial achievement gaps, all of the members of the school community need to be able to talk about race in a safe and honest way. Courageous Conversation is a strategy for school systems to close the racial achievement gap. By engaging in this strategy, educators develop racial understanding, conduct an interracial dialogue about race, and address racial issues in schools. According to Margaret Wheatley (2002), 'Human conversation is the most ancient and easiest way to cultivate the conditions for change—personal change, community, and organizational change'(p.3)." (16).

"We advocate a new strategy because it encourages educators to engage in difficult self-assessment and to take responsibility for what they can control: the quality of their relationships with colleagues, students, and their families, both in the classroom and throughout the school community" (5).

"[O]ur work in schools provides evidence that educators have an insufficient repertoire of instructional practices to effectively teach students of color" (7).

III. The Protocol

"We have labeled the formal structure that exists for this type of dialogue Courageous Conversation, defined as

> Utilizing ***the agreements, conditions, and compass*** to engage, sustain, and deepen interracial dialogue about race in order to examine schooling and improve student achievement (italics added).

Specifically, a Courageous Conversation

- *Engages* those who won't talk.
- *Sustains* the conversation when it gets uncomfortable or diverted.
- *Deepens* the conversation to the point where authentic understanding and meaningful action occur.

Courageous Conversation is a strategy for deinstitutionalizing racism and improving student achievement" (16).

IV. Facilitator Development Program

Objectives -

1. Establish our Personal and Collective Critical Race Consciousness to. . .

a. Investigate the intersection of race and education at OPRFHS.
    1. What is the impact of race on student learning?
    2. What role does racism play in an achievement gap that is predictable by race?
b. Engage, sustain, and deepen institutionalized racial discourse in order to transform the current dysconscious racial discourse to a critically race conscious discourse.
c. Analyze and transform systemic, institutional, social, cultural, and individual policies, practices, instruction, assessment, relationships that contribute to racialized academic disparity at OPRFHS.

2. Develop our Personal and Collective Ability to Utilize Courageous Conversations about Race as Facilitators by. . .
    a. Commit to and Learn "the Protocol" – 4 Agreements, 6 Conditions, and Compass
    b. Critically Engage the Content – CRT & CCAR Chapters
    c. The Art of Mindful Facilitation – Mindful Inquiry
    d. Investigate, Analyze, Interrogate, Interrupt systemic racial disparity at OPRFHS

V. 2010-2011 Courageous Conversations about Race Facilitator Development Program

1. Participants transition to Facilitators (Cohort I)
    - 30-40 Participants meet 2x/month on Tuesday (15-20 total meetings over the school year)
    - Participant facilitates a 30 min. presentation utilizing Courageous Conversations Content, the Protocol, Critical Race Theory, and Mindful Inquiry. (2 per meeting)
    - 30 min feedback per presentation
    - 30 min practice review/ question and answer session

2. 14 New Participants (CCAR Cohort II) Meets on 11 Late Start Monday Mornings
    - Participants go through the 2009-2010 program curriculum.
    - Meet once a month on the Mondays a week in advance of the Tuesday full group meeting.
    - Staggered meeting schedule in order to fold new members into the larger group in sequence with the content material and presentations.

2010-2011 Facilitation Presentation Syllabus

- Monday Cohort II – Courageous Conversations Content, Protocol, CRT, & Mindful Inquiry
- **09/13 – Intro Readings**
- **09/27 – CRT & Tenets 10/18 11/08 12/06**
- **01/31 02/28 04/04 04/25 05/09 05/23 11 days**
- **Bold dates on calendar are only Monday Cohort dates - previous members only attend Tuesday afternoon dates.**
- Tuesday Cohort I – Facilitation, Feedback, and Review
- 09/07 – Review 09/21 – Review 10/05 10/19 11/02 11/16 11/30 12/14 01/11 02/01 02/15 03/01 03/15 04/05 04/19 05/03 05/17 05/31 06/07 19 days
- **Presentation Dates - your names appear below your facilitation info.**
- 09/07 – Why Courageous Conversations? – New Tools / Improved Race-Talk / Systemic Transformation
- **09/13 – Intro Readings** – Weldon-Johnson, Mills
- 09/21 – Personalizing the Protocol – 4 Agreements, 6 Conditions, Compass, Mindful Inquiry, & CRT
  What's the Purpose of each New Tool?
- **09/27 – CRT & Tenets –** Landing on the Wrong Note / CRT Intro / CRT in Education
  10/05 – Chpt. 1 – PEG's Belief Statement, Educational Responsibility / Ladson-Billings – Wrong Note : Intersection of Race and Education
  (Ignacio & Christina)
- **10/18 –** Chpt. 2 – Courageous Conversations?, Protocol, Heifitz Model, CRT – Racial Realism
- 10/19 – Chpt. 2 – Courageous Conversations?, Protocol, Heifitz Model, CRT – Racial Realism
  (Ann P. , Lauren , & Dave B.)
- **10/25** - Chpt. 3 – Racial Responsibility, Data, Terms
- 11/02 – Chpt. 3 – Racial Responsibility, Data, Terms / DiAngelo – My Class Didn't Trump My Race / CRT – Race is a Social Construction
  (Sheila, Phil, & Jessica S.)
- **11/08** - Chpt. 4 - Racial Consciousness Flow Chart
- 11/16 – Chpt. 4 - Racial Consciousness Flow Chart / Dysconscious Racism: Ideology, Identity, and Miseducation of Teachers, Joyce E. King / CRT – Critique of Liberalism
  (Linda & Nancy)
- 11/30 – Chpt. 5 – 1st Condition: Impact of & Consciousness of Race in my Life /
- Racial Consciousness Wheel / Gotanda – "Our Constitution is Colorblind"
  (Vanessa & Fawn)

- **12/06** - Chpt. 5 – 1st Condition: Impact of & Consciousness of Race in my Life
- 12/14 – Chpt. 5 – 1st Condition: Impact of & Consciousness of Race in my Life /
- Racial Consciousness Wheel / Gotanda – "Our Constitution is Colorblind"
  (Marci & Derrick)
- 01/11 – Chpt. 6 – 2nd Condition - Educational Race Talk, Race is Pervasive, Glenn & Race
  (Michelle & Kay)
- **01/31** - Chpt. 6 – 2nd Condition - Educational Race Talk, Race is Pervasive, Glenn & Race
- 02/01 – Chpt. 7 – 3rd Condition/ Mills –Idealizing Abstraction
  (Michael & Jason)
- 02/15 – Chpt. 8 – 4th Condition, White Talk v. Color Commentary / Color of Fear – Interracial Dialogue / Allen – Whiteness and Critical Pedagogy
  (Tia & Ann C)
- **02/28** – Chpt. 8 – 4th Condition, White Talk v. Color Commentary
- 03/01 – Chpt. 8 – 4th Condition, White Talk v. Color Commentary / Color of Fear – Interracial Dialogue / Allen – Whiteness and Critical Pedagogy
  (Tracy & Richard)
- 03/15 – Chpt. 9 – Race in America – Notice?, 3Cs, "The House We Live In" / Bonilla-Silva – Key Structures of Race
  (Janel & Cindy)
- **04/04** – Chpt. 9 – Race in America – Notice?, 3Cs
- 04/05 – Chpt. 9 – Race in America – Notice?, 3Cs, "The House We Live In" / Bonilla-Silva – Key Structures of Race
  (Claudia & Betina)
- 04/19 – Chpt. 10 – 6th Condition, White Privilege Survey, White Culture,
- White Racial Identity Development, DeCentering Whiteness / Harris – Whiteness as Property
  (J.P. & Jessica H.)
- **04/25** - Chpt. 10 – 6th Condition, White Privilege Survey, White Culture,
- White Racial Identity Development, DeCentering Whiteness
- 05/03 – Chpt. 10 – 6th Condition, White Privilege Survey, White Culture,
- White Racial Identity Development, DeCentering Whiteness / Harris – Whiteness as Property
  (Jamie & Dale)
- **05/09** - Chpt. 11 – Invisibility v. Hypervisibility: Why Are All the Black Kids Sitting Together in the Cafeteria?, Institutionalized White Racism and 4 Legs of Support
- 05/17 – Chpt. 11 – Invisibility v. Hypervisibility: Why Are All the Black Kids Sitting Together in the Cafeteria?, Institutionalized White Racism and 4 Legs of Support / Katz – Racism as a White Problem
  (Amy & Bill)
- **05/23** – Revised Racial Autobiography and Benefit of CCAR

05/31 – Chpt. 11 – Invisibility v. Hypervisibility: Why Are All the Black Kids Sitting Together in the Cafeteria?, Institutionalized White Racism and 4 Legs of Support / Katz – Racism as a White Problem

(Cheryl & John S.)

06/07 - Chpt. 2 – Courageous Conversations?, Protocol, Heifitz Model, CRT – Racial Realism

(Kris & Mike C.)

RECOMMENDATIONS

What is needed

- Pacific Educational Group Presentation – Reach out to the company in order to find out about its Systemic Equity Transformation Program for secondary school districts.

- Development of Leadership/Infrastructure – Deepening leadership's understanding of the intersection of race and education, the culture of how race-work is done at OPRFHS, and authentic/institutionalized support for a systemic equity transformation program.

- Racial Equity Assessment – The district needs to assess the culture around race/race-work in the OPRFHS school community.

- Systemic Equity Plan – Since '07-'08, Courageous Conversations has been presented as professional development work that the entire district would engage. The district did not and does not have a Systemic Equity plan for doing district-wide Conversations about Race professional development.

Pacific Educational Group offers programs and services that meet the district's needs. In absence of these and other needs being met, the district is not positioned to engage in a district-wide professional development program that would effectively impact systemic racial disparities in the achievement of students here at OPRFHS.

The Courageous Conversations about Race Facilitator Development Program is designed to build a cohort that possesses the knowledge of the content, process, and protocol outlined in Pacific Educational Group's text. This group is learning how to facilitate Courageous Conversations about Race. This group is not attempting to develop a Systemic Equity Transformation Program.

BEYOND DIVERSITY is a powerful and personally transforming two-day workshop designed to help teachers, parents and administrators consider the implications of racism, exclusion and prejudice on student learning. During the seminar, participants will engage in a thoughtful, compassionate exploration of racism and how it manifests today in our culture and in our schools. A critical workshop outcome is an awareness of the degree to which racism and other diversity issues are part of educational failure. Participants will explore strategies of identifying and addressing policies and practices that negatively impact students' ability to meet rigorous academic standards. The workshop will be held **October 12th and 13th** at a location to be

determined. The participants would include BOE members, CCAR cohort 1, CCAR cohort 2, and the administration, totaling approximately 70 participants.

OAK PARK AND RIVER FOREST HIGH SCHOOL
Oak Park, IL

Contract for Consultant Services

Service Provider: **Pacific Educational Group, Inc. (PEG)**
Corporate Tax Identification Number: 77-0362992
Contract Service Period: October 12-13, 2010

Purpose:
The Oak Park and River Forest High School has contracted with Pacific Educational Group, Inc. to provide the following professional development services:

BEYOND DIVERSITY – An Introduction to Courageous Conversation and A Framework for Deinstitutionalizing Racism and Eliminating Racial Achievement Disparities

Dates: October 12-13, 2010

Time: 8 am to 3:30 pm each day

Service Fee:
The fee for professional development services provided by Pacific Educational Group under this contract is **$8,700**, inclusive of all travel expenses.

Cancellation Policy

The Pacific Educational Group, Inc. *Professional Services Cancellation Policy* is attached.

Signatures:

_____
Steven Isoye, Superintendent Date
Oak Park and River Forest High School

_____
Glenn Singleton, President Date
Pacific Educational Group

Please send **two copies of the contract with original signatures, and one signed copy of the Cancellation Policy** to:
Maureen Benson
Chief Operating Officer
Pacific Educational Group, Inc.
466 Geary Street, Suite 550, San Francisco, CA 94102
A copy of the fully executed contract will be returned to the School District

GUIDELINES FOR CREATING AN OPTIMAL LEARNING ENVIRONMENT FOR EQUITY TRAINING

Over many years and hundreds of training experiences, Pacific Educational Group has identified some important factors that contribute to a more effective and successful equity/antiracism learning environment. We offer these guidelines as you prepare for Beyond Diversity and other equity training in your school district or organization.

The Physical Learning Environment:

Training Space.

Select a training facility that is comfortable, quiet, and large enough to accommodate all participants, but small enough to foster a safe and supportive learning environment for difficult and personal conversations about race. Be sure that the space allows for easy movement by the facilitator among and between tables. Also, be sure that there is sufficient light for participants to see each other and read material without straining their eyes. On the other hand, avoid selecting rooms in which so much natural light causes projected visual images to be washed out on the screen. Avoid cavernous spaces like gymnasiums or other super-large rooms that do not have good acoustics.

Table Arrangement.

To foster effective small group equity discussions, cluster seminar participants in groups of 6-8 around round tables. Rectangular tables of 4-6 participants can also be effective. Classroom, auditorium, cafeteria or theater-style seating is not conducive for equity learning.

Sound Amplification.

Listening is the primary mode of learning during equity training and a high-quality sound amplification system is essential for good listening and learning. Provide a wireless lapel microphone for the facilitator, and a wireless hand-held microphone for participants to use during large-group sharing. When working with larger groups, it may be necessary to have several hand-held microphones so that participants can effortlessly participate in full-group share-outs without wasting time to move a microphone around the room. Be sure to have extra microphone batteries on hand throughout the training.

Equipment.

Provide a high-illumination LCD projector and large screen, a flip chart and markers, and a facilitator table at the front of the room for book references and other facilitator materials. The facilitator will typically bring her/his own computer. Sound speakers should be configured to feed audio material from the facilitator's computer.

Training Materials.

About one week before the training or seminar, PEG will provide the district with an electronic packet of training materials for duplication. Be sure to make sufficient copies for each participant, plus a few extras. Double-sided, black-and-white copies of the training packet are fine. Materials are always dated and should only be duplicated and distributed to participants in the specified training.

Meals and Refreshments:

When resources allow, provide on-site morning and afternoon refreshments, as well as lunch, for workshop participants. The facilitator will typically give a prompt for table group discussion during the 45-60 minute lunch break (usually scheduled between 11:30 am and noon). Morning

and afternoon breaks (15-20 minutes each) will be taken around 10 am and 2:00 pm. Meal breaks should always be scheduled in accordance to what is occurring for participants in the training. That is, important learning or conversations as well as teachable moments should never be interrupted for a break.

The Conditions for Effective Equity Learning:

Audience Size.

The absolute maximum Beyond Diversity audience size for one trainer is 80 participants. Audience size can vary some for other equity training programs; be sure to consult with a PEG representative before planning trainings for larger audiences.

Role of Leadership.

Ensure that district and school positional leaders(superintendent, district administrators, principals) are present and active participants in equity training. Their importance as role models and equity leaders cannot be overstated.

Participant Selection and Support.

Be thoughtful and intentional about how participants are selected, grouped, and supported for equity training.

- Whenever possible, provide Beyond Diversity training for district and school administrators before engaging other staff members in the training. This prepares administrators to help push the equity conversation and provide context and support for staff during subsequent trainings.

- Create diverse participant groupings to promote the sharing of multiple racial and job-role perspectives.

- Be especially thoughtful about creating effective equity learning conditions for non-licensed support staff to participate in Beyond Diversity training. Ensure that the principal and/or department manager/supervisor is always present and actively participating in the training along with their support staff. Avoid trainings with only non-licensed support staff; it's important for support staff to learn along with teachers and other staff who work with students in the classroom. Consult with a PEG representative for further guidance.

- Always provide a bi-lingual translator for participants with limited English proficiency. The translator(s) should have previously completed Beyond Diversity training and demonstrated effectiveness at helping English language learners to understand equity concepts. Arrangements should be made for the PEG facilitator to meet/talk with the translator in advance of the training to insure that specific racial language and autobiographical stories are understood and translatable. Similarly, provide partners and support for staff who may have low or no reading skills.

Participant Preparation.

Set the conditions for effective equity training before the training begins.

- Communicate the district's goals and intentions for equity training clearly and effectively so that staff members understand why they are participating.
- Help every staff member to see the crucial role they play in addressing racial educational disparities (especially critical for non-licensed staff who may not see their job/roles as important to the educational mission of the district).

- Present Beyond Diversity as an invitation to join what is already, or will become, an ongoing equity conversation, not as a training or professional learning opportunity that you attend to "get fixed."

- Plan for follow-up conversations with staff members about their Beyond Diversity (or other equity training) experience and reflections. For further guidance on creating optimal learning conditions for Beyond Diversity and other equity training, please contact your Pacific Educational Group representative.

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

TO: Board of Education

FROM: Nathaniel L. Rouse, Principal

DATE: 8/17/2010

RE: Parent Outreach Coordinator End-of-Year Report

BACKGROUND

Under **No Child Left Behind** Parental Involvement is defined as "the participation of parents in regular, two way and meaningful communication involving student academic learning and other school activities." This definition also states that "parents should play an integral role in assisting their student's learning and should be encouraged to be actively involved in their student's education at school" District goals for Parental Involvement were incorporated into the School Improvement Plan and called for the Outreach Coordinator to "organize, implement, and evaluate efforts to support all parents, in particular the parents of underachieving students, and consider ways to expand that support with afternoon and evening parent education programs." In addition, the School Improvement Plan called on the Outreach Coordinator to "enhance and build upon the existing connections to the parent networks of our African-American and Special Education parent networks and the School Improvement Plan team in order to develop and strengthen family/school connections, engage parents in their children's learning and improve student and academic social learning." Programs such as the "8 to 9" and the "9 to 10" summer programs needed sustainability after the summer ended to continue that parental involvement into and throughout the school year.

In April of 2009, Oak Park & River Forest High School hired a Parent Outreach Coordinator as a part of our 2008-09 SIP (School Improvement Plan). The Action Plan to address parental involvement strategies and activities led to the creation of the position to develop an evening program for school staff and representatives from up to six parent organizations in the community to collaborate on topics including Skyward family access, homework support, academic programs, college selection, and school support options. Parent educational programs were also to be developed by the POC (Parent Outreach Coordinator) to address parental issues across grade levels. Our POC is Debra Mittleman, community member and parent of a sophomore at OPRF.

SUMMARY OF FINDINGS

Ms. Mittleman reported the following information.

Parents should be encouraged to be **FULL** partners in their student's education. Our students have counselors to advise them on course selection and other academic issues and now our parents have in the Outreach Coordinator a liaison to support their role as full and equal partners

in their students' education. Just as our teachers need ongoing professional development in order to effectively educate our students, our parents need ongoing parental development in order to be effective partners with OPRF in the education of all students. The areas of parental development that I focused on for the 2009-2010 school year included:

- Resources currently available at OPRF to support students academically, socially and emotionally.
- Community resources available to help and encourage students.
- Enrichment opportunities available to students
- Grant and scholarship money available to help finance enrichment and educational opportunities
- Resources available which can be accessed from home via computer to support students academically
- Effective communication between OPRF and Parents

IMPLEMENTATION

- **Identification**-The first step in developing an effective parental development program was identifying the target parents for the programs. The target parents for the 2009-10 school year included: Parents of the 8 to 9 students, Parents of the 9 to 10 students, Title I Parents, Parents of 2013 Students who failed to meet the CRB (college readiness benchmark) in math or reading based on the EXPLORE test results, and Parents of students identified by PSS Teams. Although these groups represent the target parents for Outreach Programs, all programs, communications, and information are open and available to **ALL** OPRF Parents.

METHOD OF CONTACT AND OUTREACH:

- **One on One Meetings with Target Parents**
  During the summer of 2009, I focused outreach efforts on individual parent meetings. The purpose of the meeting was to introduce myself, explain summer assignments, give an overview of OPRFHS Parent Organizations, and give a brief overview of the resources available to help students academically. In addition, my goal was to get feedback from parents in the following three areas: 1. What was the best way to communicate with them moving forward, 2. What topics did they want to see covered in future parent meetings or seminars, 3. What were their main challenges or concerns during the transition from middle school to high school.

  These one-on-one meetings took place either in my office at OPRF or in the parent's home. The meetings typically lasted between 45-90 minutes. Throughout the summer I had between 12-16 one on one parent meetings per week. The meetings were typically with one parent but occasionally both parents attended. Sometimes the parent wanted their student to also attend.

PARENT CONNECTION MEETINGS/SEMINARS

- **Intro to Parent On Line Tools**

Goal- Teach parents how to log on and access information from Family Access. Sign parents up for HuskiEmail. Register parents for Parent/Teacher Conferences. Follow up with reminders for Parent/Teacher Conference. Post conference call to parents.

Target Group-Outreach Data Base

Outcome- All parents who attended were able to log on to their Family Access accounts. All parents who attended were signed up for HuskiEmail. All parents who attended signed up for and kept their appointments for Parent/Teacher Conferences.

- **Parent's Intro to Agile Mind**

Goal- Demonstrate Agile Mind website for parents and explain how they can utilize this tool from home during the school year and over the summer months to get additional Algebra practice for their student. Demonstrate additional websites which can be accessed for Algebra practice.

Target Group – Students currently registered in Algebra Block

Outcome- All parents who attended were shown how to log on to this site from home. Follow up calls and newsletters were sent to all parents who attended to ensure they were able to access this site.

- **Percy Julian Symposium**

Goal- Increase minority participation in the Percy Julian Symposium. Increase participation from students taking transitional science courses.

Target Group- Minority students currently enrolled in Biology, Chemistry, or Physics courses. All students enrolled in transitional science courses.

Outcome- Parents who attended were given application packets to enroll their students in symposium. Although the program increased awareness of this symposium among the target parents, many of the parents were unable to get their student to actually sign up for the program. Some freshmen parents thought the Symposium was something their student would be willing to do in the student's sophomore or junior year.

- **OPRFHS Innovative Science Curriculum**

Goal- Increase minority participation in science enrichment courses. Educate parents on scholarships and grants available to help fund enrichment activities.

Target Group- Minority freshmen, sophomores, and juniors

Outcome- All parents who attended were given applications for science enrichment courses and for scholarships and grants. Again, this seminar clearly increased parental awareness of the enrichment programs that are available.

- **Reading Plus Seminar**

Goal- To give parents a tool they can access from home to help their student improve reading skills. To have parents use this program during the summer months.

Target Group – All students currently enrolled in transitional English and reading classes

Outcome- All parents who attended were set up on Reading Plus and given a log in and password to access the program. The recommended frequency for the student to work on the program during the summer months was 4 times a week for 40 minutes a session. Two of the parents had trouble logging on and set up one-on-one appointments with me to walk through the log on process. The final follow up will be at the end of August to see if the students did stick to the proposed schedule and frequency. For those who did follow that plan, I would like to have them tested to see how much their reading scores improved.

FEEDBACK AND COMMUNICATION TOOLS

- **Parent Survey- (Attached)**
  A parent survey is given out to parents at each Parent Connection Meeting. The survey is a tool to find out the following:
  1. Best way to communicate information
  2. Best days and times to have parent meetings/seminars
  3. Topic suggestions for future meetings and seminars
  4. Barriers to attending parent meetings

- **Parent Newsletter**
  The parent newsletter, "The Parent Connection" was developed as a means to communicate information beneficial to target parents. This newsletter is sent out electronically as a follow up to each Parent Connection Meeting. Each newsletter typically contains: a recap of the important information that was covered in the last Parent Connection Meeting, support program information, scholarship and grant information, information on next scheduled Parent Connection Meeting.

ADDITIONAL OUTREACH:

- **YOUTH NETWORK COUNCIL-**
  Joint Projects with Community Partners

- **PARENT VOLUNTEER SUPPORT-**

Work with Kay Foran to organize annual Volunteer Breakfast
OPRFHS Liaison for Parent Action Committee (Teen Drug and Alcohol)
OPRFHS Liaison for "Parents Who Care" (Parent Mentoring Group)

- **PARENT GROUP OUTREACH**
  Liaison for APPLE
  Contact for SEA

Outreach Coordinator Plan for 2010-2011 School Year

- **ONE-ON-ONE PARENT MEETINGS WITH INCOMING FRESHMEN PARENTS** (summer 2010)
- **MONTHLY PARENT CONNECTION MEETINGS** (Monthly from September- May)
- **PARENT CONNECTION NEWSLETTER** (Monthly as a follow up to Parent Connection Meetings)
- **WORK WITH DISTRICTS 97 AND 90 TO ALLIGN PARENTAL INVOLVEMENT GOALS AND INITIATIVES** (Ongoing)
- **PARTICIPATION IN APPROPRIATE PROFESSIONAL DEVELOPMENT SEMINARS** (Ongoing)
- **IMPLEMENT PARENTAL COMPONENT OF RTI** (ongoing)
- **Participate in School Improvement Plan process** (ongoing)

RECOMMENDATION

Information only. The intent is to provide an annual report to the Board of Education in August of each year.

PARENT SURVEY

1. **Do you belong to any organized parent group at OPRF?**
   Yes No
2. **If yes, which group or groups?**

   APPLE PTO Booster Club SEA Concert Tour

3. **How do you currently get your information about events or meetings for parents at OPRF?**
   OPRF Website Snail Mail Student Email
   Other_____

4. **What grade would you give OPRF for communicating meetings, procedures, summer assignments, etc?**

   A B C D F

5. **What do we need to do to get a better grade? _____**

6. **Do you have an email account that you check regularly?**
   Yes No

7. **If so, what is your email address? _____**

8. **What is the best day of the week for you to attend evening meetings at OPRF?**
   _____

9. **What would make it easier for you to attend high school events/meetings?**

   Different time Child care Transportation Different Location

10. **What topics would you like to see covered in future seminars?**
    _____

11. **What can OPRF do to support you and your student improve academic performance? _____**

12. **Would you like to be signed up for HuskiEmail? Yes No**

13. **Any comments or questions not addressed by this survey?**
    _____
    _____

Thank you for your participation!