

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

**BOARD POLICY, EVALUATION AND GOALS COMMITTEE MEETING
Thursday, May 19, 2011
7:30 a.m.
Board Room
AGENDA**

I. Approval of Minutes Dr. Dietra D. Millard/Sharon Patchak-Layman

II. Discussion Items

- A. Organizational Assessment
- B. Organizational Charts
- C. Closed Campus

III. Additional Matters for PEG Committee Information/Deliberation

- A. Philosophy of Compensation

Docket:

- 1. Policy 6500, Special Education
- 2. Classification of Non-Affiliated Employees

C: Board Members, Dr. Dietra D. Millard and Sharon Patchak-Layman, Co-Chairs

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

**Policy, Evaluation and Goals (PEG) Committee
Thursday, April 21, 2011
Minutes
Board Room**

A Policy, Evaluation and Goals Committee meeting was held on Thursday, April 21, 2011, in the Board Room. Co-chair Patchak-Layman opened the meeting 8:55 a.m. Committee members present were John Allen, Terry Finnegan, Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, and Sharon Patchak-Layman. Also present were: Dr. Steven T. Isoye, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Lauren M. Smith, Director of Human Resources; and Cheryl L. Witham, Chief Financial Officer; Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: Kay Foran, Communications and Community Relations Coordinator; James Paul Hunter, Faculty Senate Executive Committee Chair; Janel Bishop and Jason Dennis, Jeremiah Wiencek, John Stelzer, and Monica Sheehan, Kelly O'Connor, Terry Rayburn, Roma Steinke, Lisa Lawry, and Sheila Carson, Community Members.

Ms. Patchak-Layman reviewed the timeline of the agenda with committee members.

Minutes

It was the consensus of the Policy Committee members to accept the minutes of the March 17, 2011 meeting, as presented.

Consideration for Second Reading and Action

Policy 2121, District Leadership Team (DLT) and Building Leadership Team (BLT)

It was the consensus of the PEG Committee members to recommend that the Board of Education amend Policy 2121, District Leadership Team (DLT and Building Leadership Team (BLT), at its regular April Board of Education meeting, as presented.

The last line had been struck from the original version because evaluations are completed by a variety of people, not just the Superintendent.

Policy 6133, Consultation with Parents and Teachers Regarding Title I Programs

It was the consensus of the Policy Committee members to recommend that the Board of Education amend Policy 6133, Consultation with Parents and Teachers Regarding Title I Programs, for second reading and approval at its regular April Board of Education meeting, with the following addition:

Policy, Part II, Section I, 2nd bullet: Replace "parental representation" with "a Title I parent representative"

Compact, No. 3, Para.1, Line 5: After the word "Access" add: "and contacts parents:

It was explained that the attorney recommended that the title should be broader than just Title I. An additional section was added to how OPRFHS would implement the proposed policy.

It was explained that the Compact goes only to Title I parents. Title I parents are limited to ninth grade parents in reading.

Board of Education Retreat

It was the consensus of PEG members that the retreat agenda should include: 1) goals, 2) time management and 3) a case study regarding achievement, if time allowed.

It was suggested that some preliminary polling regarding time management, committee structure, etc., be done before the meeting and for the members to read Chapter 5 of "Leading for Equity" in preparation for this meeting.

Superintendent Evaluation

Dr. Millard suggested that the current Board of Education complete the evaluation process for 2010/11 year for the Superintendent. She and Ms. Patchak-Layman worked on last year's instrument and the Board of Education had preliminarily reviewed it in January. The document emphasizes the superintendent's performance as it relates to the goals and a second component of related to leadership and professional qualities. Dr. Millard asked that Board of Education members to complete this form by Monday, April 25 and send the completed form to Ms. Kalmerton. After the Board of Education's consensus, Dr. Millard, as the Board of Education president, will bring this back to the Superintendent for final signatures. Dr. Millard asked that members provide specific comments in the instrument. Ms. Patchak-Layman added that a special task force will be created to create a more complete evaluation instrument for next year.

Closed Campus

Dr. Isoye reported that the Board of Education had scheduled a Special Board Meeting for the purpose of holding a public hearing on the closing of the campus during lunch hours on Wednesday, May 4 at 7:30 p.m. in the auditorium. This date was selected based on the election of the new Board of Education members and both their and the District's calendars. The public will be allowed three minutes of testimony.

Mr. Rouse reported that the BLT had reviewed the members' questions from its last meeting and he distributed the answers to them. In addition, CADCA member schools were surveyed. They were asked three questions that follow. Their answers to the questions were included in the packet.

- 1) Do you have any information that shows a change in student achievement patterns that followed closing the campus? If yes, was the change in achievement related to closed campus or was it related to other programs put in place as part of the closed campus effort?
- 2) Do you have any information that shows a change in student discipline patterns that followed closing the campus? If yes, was the change in discipline related to closed campus or was it related to other programs put in place as part of the closed campus effort?
- 3) Do you have any climate survey information that followed closing the campus? If yes, can you share the results of that survey?

BLT had brainstormed on what things would need to occur in the District to order to close the campus. They were:

- Due to the projected volume of Freshman and Sophomore students that would be on campus during lunch in a given period (700 plus), we would need to flip the North Café as the Jr/Sr. Cafeteria and the South Café as the Frosh/Soph Cafeteria. The three period lunch schedule would have to change.
- Students who have earned the privilege of Open Campus, and obtained parent permission, would have the insignia "OC" on their student Ids.
- The present supervisory model will need to be adjusted to ensure supervision of all doors (17) during lunch periods.
- The use of one door as the exit/entry for Open Campus, preferably by the Tennis Courts, to ensure that students are not loitering in front of the building. Students would no longer be permitted to loiter/hang out around the perimeter of the school. A swipe mechanism could be stationed there which would further provide accountability and ability to know which students are off campus at a given period. The question was raised as to whether the police liaison should be stationed inside or outside the building.
- A Kiosk of sorts in the middle of the Student Center that prohibits students from going out front doors during lunch periods.
- The Faculty Senate CBA presently does not allow teachers to supervise the cafeterias. This would have to be modified.

The Deans had indicated that infractions may increase inside the building because of more friction. Approximately 1100 students are scheduled for each of the three lunch periods and approximately half of the sophomores, juniors and seniors presently leave the building.

If the campus were closed, the perimeter would have to be increased. The wearing of ID's would be strongly encouraged. Discussion has occurred about implementing an electronic door entering system rather than a locking system. Doors would beep when opened during the hours of 8 a.m. and 4 p.m. A security person would monitor the cameras and there would be a record of whoever entered or left the building. The cost of the software and beep sounding system is approximately \$53,000 and the new zoom cameras would be \$20,000. Zoom cameras that are phasing out the old cameras are very effective in being able to detect who is doing what.

Mr. Rouse admitted that it would be difficult to determine who can leave and who cannot without a consistent ID procedure. Both the Village and the District would have to hold students accountable to the practice if a change were made. People entering and leaving the building will have to be monitored in with a closed campus.

If a student has to come to school, he/she is the responsibility of the school. If the student goes back home directly from school, it is portal to portal (home to home). If a student should stop at a friend's home on the way home, it would be the matter of reasonable man and case law would determine whether the school was responsible.

Mr. Rouse noted that the alternatives to open campus had been discussed and he shared some preliminary thoughts:

- Next year, Open Campus privileges can be earned by Junior & Senior students only (This makes the privilege only available to our upperclassmen, which enables us to more effectively

manage the privilege of Open Campus.) They would be issued ID's that were coded differently. Students would have to scan in and out as is now done in the library.

- The criteria for earning Open Campus Privileges would consist of students having a minimum number of attendance, tardy, and disciplinary infractions, not to mention the notion of having a GPA consistent with our current C-Pass to play guidelines.
- Juniors and seniors who meet that particular threshold would then be granted the opportunity to have their parents sign a document that provides them the opportunity for Open Campus.
- Juniors and seniors who do not meet the criteria would also be sent communication regarding their Open Campus Privilege being restricted. The District envisioned an incentive laden approach. Everyone would get the benefits. The things that could remove the incentives could be unexcused tardies, discipline infractions, GPA, etc.

Discussion ensued about the importance of this conversation. The critical piece is that of safety for students in and out of school. However, there is no data that says a closed campus will change drug use. Wearing of the lanyard is an important to the conversation. Will it allow the police to approach any high school aged student?

Other questions that were asked included:

- 1) Where would parent input happen if he/she were looking for student to come home?
- 2) What is the school's liability related to student safety during the school day?
- 3) What would be the additional costs of safety & support if the campus were closed?
- 4) How will students take make-up tests, have band activities? Will flexibility be lost if the District moves away from the 3-period lunch.
- 5) How many students go through the line, how long does it take to do that?
- 6) How many actual seats are in the cafeteria?

Ms. Patchak-Layman suggested posting to the website the highlights of this entire conversation about closed campus.

The PEG Committee members then welcomed comments from the community.

Monica Sheehan stated that she hoped for an answer to the survey that she sent to the Board of Education members the previous day in a week. She then read the following statement.

"Open Campus is a failed policy today, and it was a failed policy when it was introduced in 1971. I have many friends who were students at the high school in the '70s and the '80s. They were "good" students and athletes, and they went out at lunchtime to friends' houses, when no adult was home, and drank beer and smoked pot. Again, these were the "good" students. Many high school students don't have the maturity to navigate the freedom of open campus, and they are vulnerable to peer pressure, which influences them to make bad choices that can negatively affect their lives forever.

"There's a lot more going on than just drinking and smoking pot at lunchtime. Students under the influence are driving on our streets during the school day and also during Driver's Ed classes. What is the school's liability? Shockingly, we have all heard about or read the disturbing story of prostitution, as chronicled in the Trapeze last year. Open campus puts students at-risk for many

undesirable consequences and gives students the unnecessary opportunity to make dangerous choices during the school day. What is the benefit of open campus? I have yet to hear one compelling argument in support of it.

“Open campus is responsible for safety and security issues both inside the building and outside it. There are the stories of drug dealers moving freely through the school every day, many of whom are not students. Drug deals going down in bathrooms and locker rooms are commonplace.

“As a member of the Board, you are enabling this activity. You are not providing a safe, drug-free environment for learning. John Williams, has told parents over the past year to “parent up” and take responsibility for their children. I say to you, “board up”, and take responsibility for students during the school day. Your inaction is enabling students, vulnerable to peer pressure, to make bad choices during the school day. School should be a safe haven. Make it so.

“Please, don’t replace a failed policy with another failed policy. Closing the campus is the only policy that makes sense. You have hired an excellent administration. “Board up” and support them with policies, and drug and alcohol deterrents so Oak Park River Forest High School can regain its stature as a school for ‘those things that are best’.

Mimi Skapek, a member of the Citizens’ Council subcommittee, had presented material to the Committee members describing the things that happened in the community to bring the issue of drug and alcohol abuse of teens to the forefront and she urged them to review this before May 4. Many entities in the community, e.g., parents, business leaders, etc., have been actively working since last March to make a difference in the community. This is not just a high school issue; every entity has a component. Parents are stepping up, middle schools are stepping up, and Thrive has started a communication campaign to help determine the best way to make students aware of the alcohol consumption based on the Illinois Youth Survey. She applauded the high school for bringing this to the community. The reality is that closing the campus is only one component that can help address the issue. More importantly, it is a security issue for the community. Closing the campus will create one deterrent that might make a difference to a few kids who ended up leaving for another environment that is safer for them.

Middle schools are proactively educating the 5th through 8th graders to better prepare them for high school. Students need guidance as they are not able to process and make wise choices. Probably 100 to 200 students leave during per lunch period. A percentage of those students find themselves in situations that make them more vulnerable. She asked the high school to think of creative ways to the lunch solution and she suggested surveying other schools as well. Her daughter goes to a classroom every day to work and eat her lunch because it gives her a getaway from the crowd and eat quietly. She applauded the administration for the effort already given. She also applauded the effort to find a way to make the doors more secure; this is a huge step in the right direction.

Kelley O’Connor, a member of the HSAC, agreed with Ms. Sheehan and Ms. Skapek statements. One of the reasons for an open campus was that it gave students a chance to go out and smoke. In the mid 1990’s, many parents and community groups came together and insisted that this problem be recognized. The solution was a closed campus. She advocated for closing the campus. She learned from her daughter that April 20 is Cannabis Day and that six or seven kids were high in her class, they

were talking about it, they smelled, and yet the teacher did nothing about it. She asked the Committee to consider the safety of the children. She expects the same rules and for her decisions to be supported between the hours of 8 a.m. and 4 p.m. Parents and the school have to work together.

John Phelan, Board of Election member elect, congratulated the Board of Education and school for addressing this issue and he congratulated the HSAC for bringing it to this point. Through the campaign, he had come to know that the Board of Education members were honorable and ethical people and used their conscience to make decisions. This is a controversial issue. Dr. Lee's comments about how this started were accurate in the sense that it has energized many people to get involved, i.e., Illinois Youth Survey numbers. He said it is also a matter of safety. He was not stating a position on this at this time, but he wanted to comment that one of the things that HSAC has continued to emphasize is that substance abuse at the school will have to be done on several fronts. Defining the debate of open vs. closed is a narrow way to address it. The materials offered ideas such as student assistant counselor, drug testing, etc. One of the answers provided to the Committee was that drug testing was constitutional. As a result of being part of the efforts of HSAC, he learned that was only partly true. To the extent that students want to participate in extracurricular activities at the high school, it is constitutional. However, for a student who does not want to participate, it is not constitutional. There has to be a volunteer opt in policy. Opting into drug testing could be criteria for participating in open campus. Testing of hair can determine if drug use has occurred within the last 90 days. Many schools have found that to be effective in limiting drug use and getting rid of the criminal element that populates any market. He also suggested reviewing policies on substance abuse as it is now recognized as a treatable illness, but then punishes the students using it. The value of a Student Assistant Counselor would be to identify and treat students making bad choices rather than punishing them.

Additional Considerations

Dr. Isoye noted that the some of the funds were available in this year's budget to contract with the IASB for its Policy Services.

Dr. Isoye reported that the report from Blueprint Education Group would soon be forthcoming.

Ms. Patchak-Layman thanked the community for offering their suggestions and comments. With regard to policies, the Board of Education is going to take a formal review of the policies with IASB Policy Services to update the Policy Manual. There will be an opportunity to look at and how the actions the Board of Education will take immediately will get reflected in the future.

Adjournment

The Policy Evaluation and Goals Committee adjourned at 11:00 a.m.

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

Date: May 17, 2011
To: Policy Evaluation and Goals Committee Members
From: Dr. Steven T. Isoye, Superintendent
Subj: Organizational Assessment

The administration is pleased to present to the Board this initial organizational needs assessment from the Blueprint Education Group. You have in your packet the consultant's executive summary that highlights consistent themes for Board, District, and school growth and improvement. As the executive summary states in greater detail, this review and related Blueprint recommendations are the outgrowth of in-depth interviews with more than 60 representative school and community stakeholders conducted during Fall 2010 and concluding in the early winter of 2011. At the table, you will also find Blueprint's compendium of stakeholders' shared perceptions and observations that consistently surfaced and resonated as issues of note.

Background - From Baldrige to Blueprint:

As we digest and discuss this information, we should remember its context. In 2009, the Board and former Superintendent hired Blueprint to facilitate a Baldrige Organizational Assessment at OPRF, helping us identify where we were performing well; what areas needed improvement, and how we might best address identified areas of need. The Baldrige process provides a highly prescriptive and structured self-analysis model requiring the commitment of many key staff members and stakeholders over time. The proposed spring 2010 launch of Baldrige ended up coinciding with the Board's and administration's involvement in an extensive leadership transition process, including the hiring of three new Division heads, a Special Education Director, an Assistant Principal for Student Services, a Human Resources Director, and a new Superintendent. It became apparent that neither the scope nor timing was feasible for a credible Baldrige review, given other institutional priorities and requirements.

Last summer, with new leadership in place, Dr. Isoye proposed that Blueprint undertake a stream-lined self-assessment process with a quicker turnaround time to inform and benefit new leadership early on. For maximum benefit, Blueprint's analysis was to focus on areas perceived to be and identified as needing change and improvement. In January, the Board accepted the modification to the initial contract.

Findings for Review

This Blueprint review deliberately did not spend time outlining areas of strength. These were givens: an engaged, qualified faculty and staff; an array of enriching programs and course choices; a pupil support team approach to counseling and student services; progress in literacy

and curriculum development that addresses core student learning needs and gaps in achievement; co-curricular programs that provide students with extensive options for engaging with the school and connecting with caring adults; well maintained facilities and well-equipped programs, and fiscal stability for the next decade. Neither does the review reflect areas recently identified for improvement and progress made, such as in the area of Board governance, human resources and instructional technology. These positives are the baseline we are fortunate to be starting from as we look inward, reflect and challenge ourselves to keep getting better for the sake of our students.

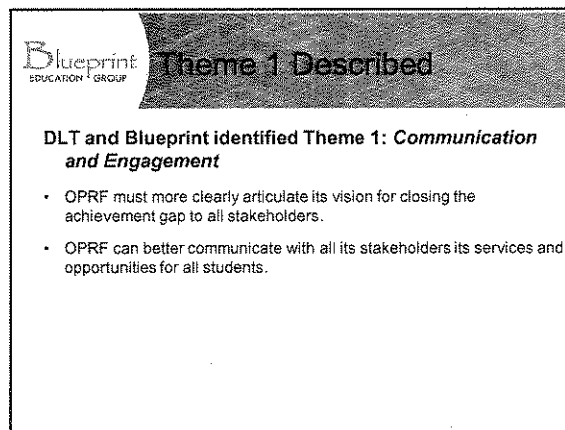
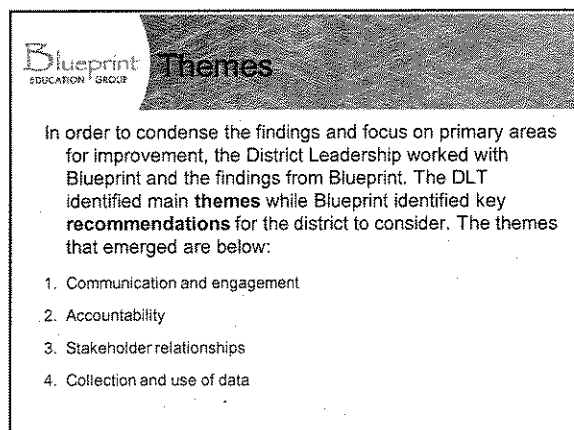
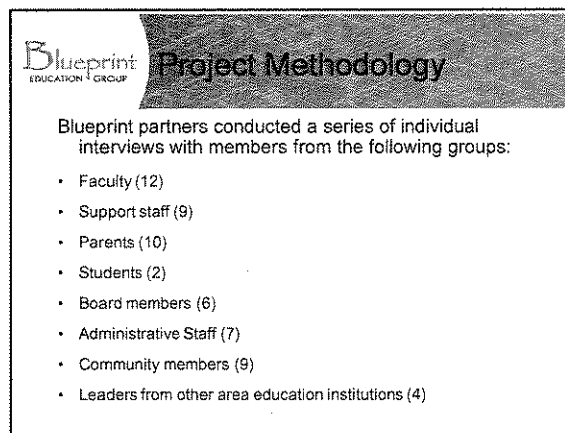
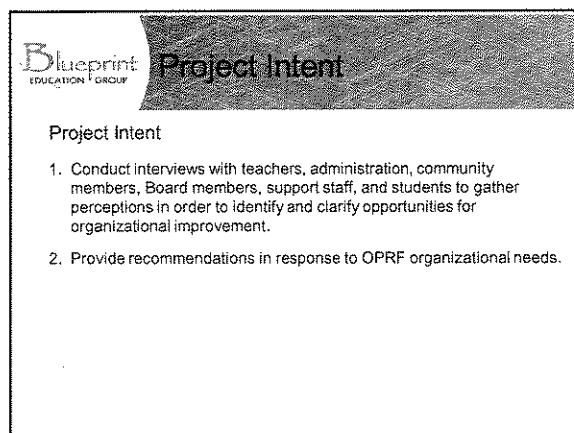
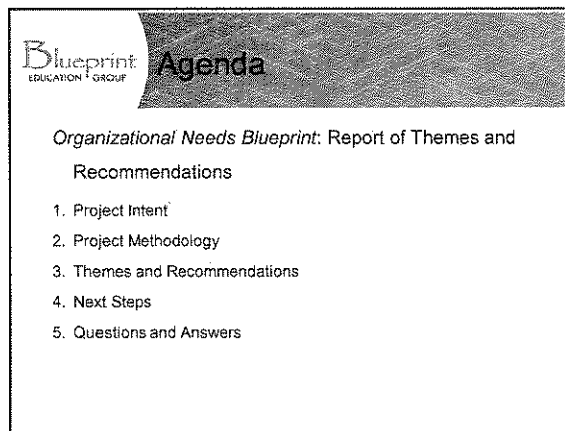
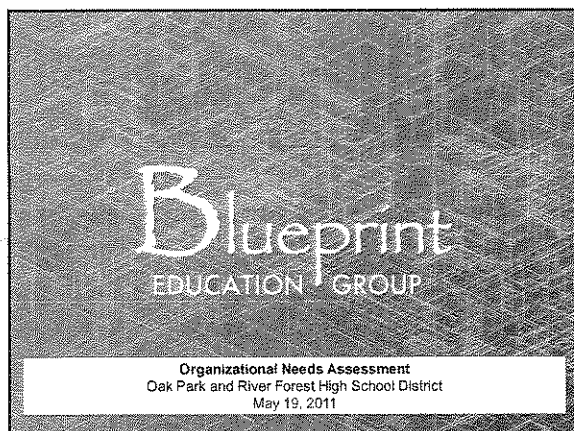
Blueprint's query has helped identify themes that can inhibit our professional growth and erode our institutional educational excellence if not addressed with candor, among them, the need:

- to create a school-wide shared vision and purpose
- to address inconsistencies in quality, focus, expectations and accountability;
- to align our vision, resources, and f commitment with our rhetoric, especially in areas related to disparate academic outcomes linked to students' race.

Blueprint did single out this core strength: "OPRF enjoys a rare degree of community investment and interest. This investment from the community is pervasive and is a real asset as the school moves forward." This notable engagement among internal and external stakeholders pushes us to set higher individual and collective goals and expectations and expect constant improvement.

As such, this information will be an important contribution to the Board's discussions as members develop and set the District's 2011-2012 goals. The administration hopes the Board, faculty, staff and community will accept this Blueprint review in the spirit in which it is created and presented: to spur us to the kind of constructive self reflection that inspires meaningful change to benefit our students' educations and lives.

The executive summary and full review will be available for review on the District's website, as well.

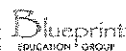




Theme 1 Recommendations

Blueprint recommendations for improvement to *Communication and Engagement*

- At the center of the persistent achievement gaps are "engagement gaps." Too many students (and parents) are insufficiently connected to the school.
- Commitment to student engagement must be manifest not only in language but also in student-focused support systems.



Theme 2 Described

DLT and Blueprint identified Theme 2: *Accountability*

- Parents, students, staff, faculty, the school board, and district leadership must all hold fast to long-term district goals pertaining to student engagement and performance.
- Too many critical elements of student engagement are not held to a high enough degree of accountability.



Theme 2 Recommendations

Blueprint recommendations for improvement to Theme 2 *Accountability*

- While academic freedom is important, it's also apparent that there needs to be a significant increase in the ways certified staff effectiveness (including administrators, teachers, counselors, etc.) is measured and improved.
- Existing internal structures for assessing certified staff performance appear to be underutilized.



Theme 3 Described

DLT and Blueprint identified Theme 3 *Stakeholder Relationships*

- OPRF needs to improve the means and degree to which various members of the OPRF community are engaged in relationships with one another centered on student learning.
- Improving relationships amongst the adults – parents, staff, faculty, and administration - is central to improving the working, teaching, and learning conditions at the school.



Theme 3 Recommendations

Blueprint recommendations for improvement to Theme 3 *Stakeholder Relationships*:


- The district should be gathering robust data as to the workplace and job satisfaction of all staff.
- Expectations for the conduct and personal relations amongst adults must be much more clearly articulated.
- OPRF needs to engage all learners and their families in a significantly more intentional manner.



Theme 4 Described

DLT and Blueprint identified Theme 4 *Collection and Use of Data*


- The collection and use of data needs to be improved. In addition to academic performance data, OPRF can improve its use of data concerning student engagement, school culture, and teacher effectiveness.



Theme 4 Recommendations

Blueprint recommendations for improvement to Theme 4 Information:


- OPRF needs to collect and strategically use data that identify school culture and climate (employee and students) trends
- OPRF needs to respond rigorously to the needs of those learners who are struggling.
- Student data must be used more effectively in guiding curriculum and staffing decisions.



Q & A

Blueprint Organizational Needs Assessment

Your Questions & Answers



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Blueprint Education Group LLC
5/14/11

Project Report

*Oak Park and River Forest High School
Organizational Needs Assessment*

I. Executive Summary

As part of its Knowledge Management Services, Blueprint Education Group LLC ("Blueprint") performed an Organizational Needs Assessment for Oak Park and River Forest High School ("OPRF"). The primary goals of this needs assessment were the following:

1. Conduct interviews with teachers, administrators, community members, Board members, support staff, and students to gather perceptions in order to identify and clarify opportunities for organizational improvement;
2. Suggest a range of improvements specifically in response to OPRF organizational needs.

This process has been a remarkable one, one in which a wide and diverse body of stakeholders was invited into a conversation about a school that they all care about deeply. Without fail, the people who were solicited for input expressed their optimism and concerns for the school as well as a sense of gratitude for the opportunity to be involved in this discussion.

This report is only the beginning of what will inherently be a complicated and perhaps even intense process of authentically and strategically facing the concerns that are shared by the school and the community. However, if the commitment we saw from all stakeholders in this initial phase is mirrored in their capacity to partner with the school to affect meaningful change, then we have little doubt that there is no problem too great for the collective will and talent of the OPRF community to meaningfully address and improve.

We greatly appreciate the opportunity to work with the dedicated people of Oak Park and River Forest High School and the surrounding communities.

Sincerely,

Todd Bloom, Ph.D.
Managing Partner
Blueprint Education Group LLC

Nathan Eklund
Partner
Blueprint Education Group LLC

Blueprint Education Group LLC is a registered Minnesota limited liability company (EIN: 61-150-4811). The company is headquartered at 2101 Morton Road, Wayzata, Minnesota 55391. Todd Bloom is Principal Owner of Blueprint Education Group LLC. Additional information about the company and its services is available by contacting Todd Bloom at (952) 807-5345 or fax at (888) 269-4915 or email tbloom@BlueprintEducationGroup.com.

II. About Blueprint Education Group

Blueprint Education Group LLC is a Minnesota-based professional services organization committed to assisting organizations overcome their most pressing operational and cultural challenges. Blueprint services focus on bringing efficiency to an organization's operations while maintaining or increasing effectiveness. As well, Blueprint takes particular focus on the organizational contexts in which needed change will take place: working with staff and administration, Blueprint not only suggests necessary changes but also guides schools through the often challenging processes of implementation. Blueprint Partners and its Founder, Todd Bloom, Ph.D., are proud to have worked on such projects with the following sampling of schools district and education-focused organizations:

- Lake County Schools, FL
- Utah State University
- TIES, MN
- New York City Board of Education, NY
- Denver Public Schools, CO
- Lansing School District, MI
- Orange County Public Schools, FL
- Sarasota County Schools, FL
- Charleston County School District, SC
- Ysleta Independent School District, TX
- Deer Valley Unified School District, AZ
- Polk County Schools, FL
- eSchool Solutions Inc., FL

Dr. Bloom and his Blueprint Partners have spent years researching and responding to school district needs for increasing their capacity to utilize reliable data to drive strategic decision-making from the classroom to the Board room. With experience serving education consortiums, Departments of Education, associations, and both large and small school districts Blueprint is committed to improving educational performance.

III. Assessment Methodology

Data Sources and Information Collected by Blueprint Education Group

Blueprint partners conducted a broad series of individual interviews based on very general prompts:

- What is presently going well at OPRF?
- What are areas you'd note for improvements?
- Where can the school focus further?

Individual interviews included:

- Faculty
- Support Staff
- Parents
- Students
- Board Members
- Community Members
- Leaders from other area education institutions

Intended to bring structure and coherence to the often complex nature of organizational development and school improvement, this methodology is based on Blueprint's Principal Consultant's background in a variety of school improvement initiatives. Blueprint also leverages its experience working with many school districts from across North America in the area of Human Resource process improvement and knowledge management to maintain high quality standards for the Organizational Needs Assessment. As well, Blueprint takes particular notice throughout the needs assessment process to the organizational culture that is the context for all improvement.

Summary of responses of interviews:

In summary, the majority of interviewees report both strong support for the school as well as confidence in the present direction and tone of the organization. Across all sectors, there is widespread belief that while there are certainly legitimate and pressing concerns there is also in place the leadership and willingness to meaningfully address areas of concern. The overall sense that "things have changed and are heading in the right direction" is palpable.

While this report focuses primarily on areas for growth, it should be noted that there is already in place strong practices, policies, and personnel to meet the needs of the students of OPRF. The pride and care everyone interviewed has for OPRF is of significant importance. OPRF enjoys a rare degree of community investment and interest. This investment from the community is pervasive and is a real asset as the school moves forward.

The intent of this report is to illustrate common and clear themes that emerged through the interview process. Over 60 people were interviewed. Due to the high level of input, some very clear discoveries emerged. These discoveries should be central to the planning process that will follow this report.

Blueprint Education Group applauds the nature of this study, one supported by administration, the Board, and staff. This open and honest look inward is a vulnerable process – one not all organizations are willing to engage in. Universally, the people interviewed expressed gratitude for being asked for input. The process alone served a strong role in engaging key stakeholders.

The issues facing OPRF are not insignificant. They will not be solved by maintaining the status quo. In fact, many people cited the "status quo" as being a source of some of the present issues. That said, across the sectors of interviewees there was a confidence that the present leadership has the real opportunity to affect meaningful change. Of special note, however, was the fear that this would be "yet another empty conversation about closing the achievement gap." Real or just perceived, there is the fear that OPRF will only give lip service to addressing the gaps that exist. Many people stated that the school has essentially had this conversation for the past 30 years. There was great eagerness to cease business as usual.

In that light, the following report contains a summary of the identified needs derived from the interviews and in discussions with school leaders. The report will share both identified needs as well as recommended improvements. While many suggestions and perhaps even qualms were shared in the process, the report is intended to focus on the prevalent themes that emerged. This is not intended to discount the concerns of some individuals. However, as a strategic planning report, it is important to focus on the most pressing needs to the most people.

This organizational assessment is broken into three dimensions, comprising a number of sub categories as listed below:

Dimension: ORGANIZATION AND PEOPLE

- Vision
- Leadership
- Student Focus
- Community Focus
- Employee Focus
- Measurement and Accountability
- Culture
- Organizational Results/Performance

Dimension: PROCESS AND FUNCTIONS

- Learning Processes
- Operational Support Processes

Dimension: TECHNOLOGY AND INFRASTRUCTURE

- Administrative Technology
- Instructional Technology
- Information Access
- Materials and Resources
- Facilities

IV. Key Findings and Suggestions

Dimension: Organization and People

Vision:

Identified Needs/Key Findings:

- ☐ There is common consensus that the school has a better "vibe" in it and that there's readiness for change. Multiple people stated this across multiple sectors.
- ☐ There is consistent confidence in Superintendent Isoye and a belief he can lead positive change. That said, there was a common refrain of "wait and see" what his vision for OPRF will be.
- ☐ When asked if they believed OPRF would close the achievement gap or if it would persist, most respondents had their doubts due to many years of conversations that have already occurred. Respondents were hopeful, but had yet to hear a bold vision for how the school will deeply and authentically engage in learning for *all* students.

Recommended Improvements:

- ☐ The Superintendent and Board must articulate a clear vision of change to the staff and community who anticipate a bold plan that squarely addresses the persistent academic and school engagement inequities at OPRF.
- ☐ Many noted that there is a timely opportunity and general willingness to change at this moment; hence, this articulated vision needs to be moved forward expeditiously.

Leadership:

Identified Needs/Key Findings:

- ☐ There was enthusiastic support for Superintendent Isoye who is believed to be able to listen, process, and connect stakeholders for change.
- ☐ The new leadership structure of having a superintendent and principal is regarded to be a sound and strong decision.
- ☐ It is broadly held that due to new leaders at the school that things are on "the right path."
- ☐ There are concerns about how effectively the Board functions and the overall tone, efficiency, and efficacy of Board meetings.
- ☐ The perceived onerous time commitment of being a Board member is a deterrent to community members to consider a seat on the Board.
- ☐ There is a perception that the personal agendas of Board members at times impede progress toward broad organizational leadership and governance.

Recommended Improvements:

- ☐ Superintendent Isoye should capitalize on and leverage the good will and confidence he has engendered in his first year. The general confidence the community has in him is a significant component of creating necessary changes at OPRF.
- ☐ The Board needs rigorous training and development.
- ☐ The changes in leadership structure that have already occurred need to continue to be both shaped and articulated to staff.
- ☐ There needs to be increased internal leadership. For example, division heads insufficiently monitor and hold accountable teaching and learning.

Student Focus:**Identified Needs/Key Findings:**

- ☐ Perhaps the most single most common comment in the interviews was this: *"Students at the very top and very bottom do well at OPRF. Students in the middle struggles."* Parents and community members, reflecting all grade levels and ethnicities, shared this.
- ☐ It was noted consistently that OPRF has offerings that are remarkable and that should result in each student being able to find a connection to the school but that many students are not aware of or making use of these opportunities. This leaves far too many students disconnected from the school.
- ☐ Many parents cited that students are moved either from grade to grade or through coursework even if the students had not mastered the requisite content to warrant moving onward. It is perceived that the school fails to remediate or tailor instruction to individual learners.
- ☐ School decisions affecting student learning do not seem logically tied to data. If a population of students is struggling, as indicated by data, the school needs to respond rigorously to the needs of those learners.
- ☐ Too many students pass through OPRF without "being known." A lack of focus on relationships with all students as well as ongoing and personalized counseling services have left too many students having to fend for themselves.
- ☐ While there are services and opportunities available for students, such as extra reading instruction, these offerings have not gone deep or wide enough to successfully address the needs of especially the lowest performing students.
- ☐ There is a lot of "talk" about student achievement, but too little "action." The school is perceived to lack true, deep concern about failing students.
- ☐ Student safety and behavior concerns indicate a need to reconsider changing the current open campus practice.

Recommended Improvements:

- ☐ School leadership must declare unacceptable the present student performance gaps and take bold action to engage all learners. These changes are not only structural but also cultural.
- ☐ At the center of the persistent achievement gaps are pervasive "engagement gaps." Too many students of all race and SES backgrounds are insufficiently connected to the school. The school must make systemic the means by which each student is meaningfully connected to teaching and support staff. OPRF's present commitment to ensuring that all students feel connected to the school and its staff can be increased.
- ☐ OPRF leadership must acknowledge and address the commonly held notion that there are two schools with OPRF: one for high achieving students and another for all other learners. This two school approach harms all learners, not just the struggling students.
- ☐ Commitment to student engagement must be manifest not only in language but also more importantly in student-focused systems. Advisor groups, structured and daily student/staff engagement opportunities, and other concrete and aggressive measures taken to connect students to OPRF are examples of the types of intentional steps necessary to ensure student connectivity and success.
- ☐ The "achievement gap" is not the problem facing students. The "achievement gap" is the outcome of OPRF under-serving the needs of all students. A continuation of the status quo or insufficient focus on connecting all learners to OPRF – academically and culturally – will not significantly decrease student failures.
- ☐ District decision-making needs to continually focus on this question: "Is this the best decision for students?" An over-focus on adults and external, community factors has led to the consideration of too many non-student factors.
- ☐ Need to increase opportunities for community service and mentorship.
- ☐ Responding to strong support to modify current policies, readdress the open campus policy.

Community Focus:**Identified Needs/Key Findings:**

- ☐ Above all, OPRF is in good standing with the community and is still held in high regard.
- ☐ There is a perception that the school is perhaps "not as good as it used to be." Reasons for this perception were varied, although increased media exposure about problems facing students/the school and student behavior is clearly contributing.
- ☐ The community seems to be more skeptical of the Board than the school itself.

- ☐ The transition from the feeder schools into OPRF needs to be deliberately and significantly improved, both for parents and students. Collaboration between feeder schools and OPRF staff and leadership, while improving, still needs increased attention.
- ☐ OPRF should continue to explore ways to increase the voice and engagement of parents of all racial backgrounds.

Employee Focus:

Identified Needs/Key Findings:

- ☐ Staff members are proud to work at this school and think of it as an excellent school.
- ☐ Teaching staff is particularly proud of its legacy of strong student results.
- ☐ Support staff feels well managed and positioned to do their jobs.
- ☐ There are two distinct/separate cultures: teaching staff ("faculty") and everyone else.
- ☐ Support staff does not always feel acknowledged or respected by teaching staff. Even basic politeness, kindness, and respect are not necessarily a cultural norm amongst the adults in the school.
- ☐ As new staff comes into the school, the dynamics and expectations have shifted and changed. "Old staff" and "new staff" do not necessarily have the same view of teaching and learning as well as a sense of overall connection with other adults in the school.
- ☐ The autonomy of staff is both an asset and a liability. Academic freedom is celebrated but there is an admitted lack of accountability for student outcomes. This is was echoed both by parents and staff themselves.
- ☐ Teachers noted a lack of sustained leadership attention to most pressing needs. As academic struggles of some students have been addressed over time, there has not been a sustained focus long enough by administration to meaningfully affect change.

Recommended Improvements:

- ☐ Expectations for the conduct and personal relations amongst adults must be much more clearly articulated. If staff is unable to work well and respectfully with one another across various internal sectors, it will be difficult to get students to connect with one another better. Students take their lead from the behavior of the adults.
- ☐ Presently, there are pervasive "us" and "them" structures throughout OPRF. Be it between Honors and non-Honors teachers or between faculty and staff. These barriers must be named, addressed, and actively removed through intentional, district-wide efforts.
- ☐ Lingering tensions or discomfort amongst adults remains an obstacle to other improvement efforts. The district should be gathering robust data as to the workplace and job satisfaction of all staff.

Measurement and Accountability:

Identified Needs/Key Findings:

- ☐ Amongst parents and community members, it is believed that teaching staff is *not* held accountable for student outcomes. Specific divisions were often named as underperforming but there was no corresponding response from the school.
- ☐ Many parents know which teachers perform the best and work very hard to "work the system" to get their children into the right classes. This was made especially apparent in divisions where there is a perceived high degree of variation in teacher quality.
- ☐ Many are frustrated that the student academic performance has been so consistently varied for so long without true structural and policy changes being made to address these variances. There is some overall fatigue involved in this conversation and lingering doubts the school will make the difficult choices necessary to truly improve.
- ☐ Some community members shared disbelief that OPRF does not have a significantly higher degree of concern to what some called "a crisis."

Recommended Improvements:

- ☐ While academic freedom is paramount, it's also apparent that there needs to be a significant increase in the ways teacher performance is measured and improved. Faculty is committed to improving student performance and should be active partners in developing new ways of assessing teaching and learning performance in the classroom.
- ☐ Low performing teachers or divisions need to be held accountable and given opportunities to improve. At present, persistent under-performance does not appear to be followed by effective means of evaluation and improvement planning.

Culture:

Identified Needs/Key Findings:

- ☐ The belief that there are two schools (including what was commonly referred to as "Oak Park and River Forest University" for honors students) has created a cultural norm that pervades staff, faculty, students, and community members. This acceptance is seen as generally harmful to the needs of the greatest number of students.
- ☐ The proud and long history of the school is both a strength and a weakness as the school faces changes. Both staff and community members noted that while there is tremendous pride in the history of the school, that pride might also be an impediment to the school enacting necessary changes to improve student learning and staff performance. The traditions and beliefs of OPRF staff and community members are deeply imbedded, which makes change a more delicate procedure.
- ☐ There is a culture that takes its role as educators very seriously, meaning that whatever reluctance there might be toward innovation in new ways to address student achievement can also be leveraged against the cultural dedication to excellence of staff and students.
- ☐ There is some disagreement to the present cultural commitment to what it means to be "scholarly." There is concern that too much emphasis on remediation and standardization might lessen the overall rigor and excellence that is part of the essential fiber of OPRF.
- ☐ It is clear that there are parallel but distinct cultures within the school populations. The cultures seem to divide along the same lines as the names of the academic tracks – an "honors culture" is quite separate in many regards to the "non-honors culture." This reality is often at the core of why parents struggle to get their kids into the honor culture and out of the "general population."
- ☐ Student misbehavior is often cited as a main hindrance to effective instruction in non-Honors courses.

Recommended Improvements:

- ☐ There is no academic improvement without culture improvement. In large part, many of the academic struggles facing students are actually cultural issues. An over-emphasis on academic solutions to what might be cultural and engagement problems will likely exacerbate the cultural divides that are already occurring. OPRF must enact a strategic vision for connecting all students, parents, and staff into a unified, cohesive community if the intended academic outcomes are to occur.
- ☐ OPRF culture can be built and improved but only if there are systemic alterations and commitments made to this goal. For example, a school-wide, deeply embedded 9th grade program that meaningfully engaged parents, students, and staff would significantly increase the likelihood of engaging students throughout their careers at the school.
- ☐ Blueprint applauds efforts already underway, such as "Courageous Conversations" to directly address cultural tensions that exist within the community. These types of efforts should be expanded to explore all cultural permutations that exist in the school – race, class, academic performance, and differing neighborhoods. Too many of the uncomfortable conversations remain marginalized.

- ☐ OPRF needs to collect ongoing and nuanced data that relate to school culture and climate and use the data as strategically as the school would likely use academic data. A failure to embed academic strategies within purposeful culture building work will destine the academic outcomes to a difficult trajectory.

Organizational Results/Performance:

Identified Needs/Key Findings:

- ☐ The implementation of the new tardy policy was cited often as a strong example of tying policy to student data. Respondents want to see more school performance measures linked to data and other student-based needs.
- ☐ In terms of academic performance, it was often noted that it's not just the low/middle achieving students who are struggling. Even "honors students" are not doing as well as they used to. This was deeply concerning to many parents.
- ☐ Amongst faculty, there was concern that the traditional high academic standards that have made OPRF unique might be sacrificed to address the performance of low achieving students. Parents echoed this sentiment.
- ☐ School leaders consistently mentioned the need for accountability, especially pertaining to how change is handled. There is too high a degree of little follow-through or poor tracking of how changes are implemented and adhered to over time.
- ☐ Support staff stated that while many sound policies are in place, too often staff and faculty fail to follow the rules put into place, hence making their jobs harder to perform.

Recommended Improvements:

- ☐ Internal structures that presently exist that could be useful in assessing professional performance appear underutilized. For example, using division heads more effectively in improving student performance could be central to assessment and evaluation. Division heads need both coaching and input into how teachers in their departments can be fairly and rigorously assessed.
- ☐ Student data must be used more effectively in guiding curriculum and staffing decisions. At present, students who are struggling are promoted to the next grade or course level without the requisite learning necessary for student success. This continual progression is significantly decreasing both organizational effectiveness as well as damaging community confidence.
- ☐ Once necessary changes have been identified and agreed upon, there needs to be accountability built into the change process.
- ☐ Overall, there is too much leniency and inconsistency toward adult conduct and performance. When adult behavior is left to accident or chance, it does not norm well. OPRF must articulate and systematize its expectations for adult conduct.

Dimension: Process and Function

Learning Processes:

Identified Needs/Key Findings:

- ☐ Too many students do not receive the requisite instruction necessary to progress through OPRF. For example, students who cannot read at grade level *must* be given the services to catch up to their peers before moving on. Many parents noted that this type of attention is nowhere near the necessary levels.
- ☐ The "mid level courses" are unattractive to students and parents. Discipline issues and student behavior in these courses were often cited as the primary reasons parents work hard to get their kids out of these tracks and into Honors courses, even if the academic rigor of Honors courses was a poor fit for their students.
- ☐ Overall, there was a common refrain that far too many students (at all levels) are able to "slip through the cracks."
- ☐ The counseling division is unable to serve and meet the individual needs of all learners and student/parent concerns. This ranged from college admission processes to course selection and academic assistance. This appears to be due largely to understaffing in the counseling division.
- ☐ College admission assistance occurs too late and at too inadequate a level to best serve the needs of parents and students.
- ☐ It is often noted that only the parents who have time and knowledge of "how to work the system" are the ones who actually benefit the most from all that OPRF has to offer.

Recommended Improvements:

- ☐ OPRF has a tremendous opportunity to increase its "customer service." Especially at the 9th grade level, parents and students need to be connected intentionally and thoroughly to the resources that exist at OPRF. At present, the level of student and family engagement throughout the entire school is insufficient.
- ☐ The individual needs and interests of students are often not being met adequately. OPRF must commit fully to building the relationships amongst staff, students, and parents that ensure that each student at OPRF has a network of committed and coordinated adults.
- ☐ The onus is presently on the parents and students to navigate through OPRF. This needs to be inverted. OPRF needs to truly engage all learners and their families in a significantly more intentional manner.

Operational Support Processes:

Identified Needs/Key Findings:

- ☐ The overall body of work in this category, including finances and HR, is not an area of particular concern presently. This dimension of school operation is a strength.
- ☐ The Board was praised for its continued strong work in school finance.
- ☐ The new administrative structure was often cited as a growing strength for the school.

Recommended Improvements:

- ☐ Overall, this is an area that does elicit necessary improvements as opposed to continuation of the improvements already occurring.
- ☐ Consistency in policies and practices around issues of staffing and accountability needs continued attention.
- ☐ While there are few unique "pain points" in this dimension, as changes inevitably occur throughout this school improvement process, it will be key to ensure that HR is at the center of how these changes are implemented.

Dimension: Technology and Infrastructure

Administrative Technology:

Identified Needs/Key Findings:

- ☐ Existing software, particularly in HR, is presently underutilized.
- ☐ Use of instructional technology is highly variable across teachers and classrooms.
- ☐ It is expensive to fund variability of software and hardware from classroom to classroom.
- ☐ Technology spending is too adult focused, leading to tools for productivity rather than student learning.
- ☐ Need wireless throughout the building to assist in effective operations.
- ☐ Inconsistent technology throughout the building makes effective use of technology resources difficult.

Recommended Improvements:

- ☐ Review and further utilize existing District Technology Plan.
- ☐ Assess student usage and access to learning technologies.
- ☐ Optimize existing software and data systems through training and requiring more from present providers (e.g. pilot new tools from providers for little or no cost).
- ☐ Ensure that as the district makes changes that these changes are enmeshed with technological tools that will enable better and easier implementation of new policies, procedures, and even organizational values.
- ☐ Have focused conversation of how instruction and learning can be improved through the appropriate technologies and offer the district efficiencies.

Instructional Technology:

Identified Needs/Key Findings:

- ☐ There needs to be more technology made available to teachers and learners.
- ☐ The school has not sufficiently embraced 21st Century skills for students.

- ☐ The autonomy that teachers have also creates a high variance of the use of technology in instruction.
- ☐ There is an unclear decision-making process towards how technology is adopted and implemented.
- ☐ The role of instructional technology in curriculum and instruction decisions appears to be marginalized.

Recommended Improvements:

- ☐ Continue to work with all staff to create more uniform use of technology, particularly as it pertains to effective instruction.
- ☐ Create clearer processes for how technology is introduced and utilized by instructional staff.
- ☐ Work directly with teaching staff to create shared expectations for how technology will inform instructional strategies and decisions. At present, this conversation appears to be marginalized.

Information Access:

Identified Needs/Key Findings:

- ☐ The only information access that consistently emerged as troublesome for parents was surrounding counseling services. Parents felt ill equipped to help in the process of getting their students access to the correct courses as well as college preparation resources.
- ☐ Parents of incoming students also struggle to have full access to the resources they need to get their children enrolled, especially for special services such as enrolling for free and reduced lunch.

Recommended Improvements:

- ☐ This is primarily a "customer service" issue. At present, parents are working too hard to gain access to the information and resources necessary to effectively partner with the school for the better of their students. OPRF needs to pay particular attention to how it provides critical information to students and parents in an ongoing and consistent manner.
- ☐ Overall, it appears only students with strong advocacy from their parents are getting all the information they need to succeed. Students without this advocacy are too likely to fall through the cracks. This needs to be shored up.

Materials and Resources:**Identified Needs/Key Findings:**

- ☐ This was an area of particular strength. Neither staff nor parents mentioned any perceived lack of necessary resources for effective instruction.
- ☐ In areas surrounding remediation and tutoring, many mentioned that OPRF presently under-serves students with needs. Areas of the building committed to providing before and after school assistance were noted as being insufficient.

Recommended Improvements:

- ☐ OPRF has existing resources to meet the needs of most learners. It does not appear that the intensity of these services is always sufficient. For example, while there are resources for tutoring and reading assistance, they are not presently offered at high enough quality or quantity to meet the needs of learners. Some of the best work OPRF is doing simply is not done deeply enough.
- ☐ If OPRF is committed to raising the achievement of all its learners, it must make the necessary investment of resources and time to these high-need areas.
- ☐ In its organizational review process, administration must identify the areas (such as reading instruction) that are presently being addressed but not to the degree they should be and make necessary adjustments to align resources to student needs.

Facilities:**Identified Needs/Key Findings:**

- ☐ Perhaps more than in any other area, staff, students, and parents lauded the physical facilities of OPRF. OPRF was declared to be a "remarkable place."
- ☐ Access to high quality services in athletics and the fine arts in particular was often noted.
- ☐ Students report loving the actual building and campus.
- ☐ The campus is a real draw for students and parents.

Recommended Improvements:

- ☐ Continue to make strategic investments in capital improvements. Many people stated that while putting lights on the field was a difficult process, it was the right decision and is a primary example of the school investing in the physical plant to increase the experience students and community members are having at OPRF.

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

Date: May 10, 2011
To: PEG Committee Members
From: Dr. Steve T. Isoye, Superintendent
Subj: Organizational Charts

BACKGROUND

During the past year I have been working on changes to the administrative structure in the District. In the near future, the principal evaluation will be tied to student achievement based on state legislation. Given this requirement, there was a need to examine the reporting structure of our administrative team. Division heads work closest to teachers and students, and are immediate drivers of change in curriculum and instruction within the subject areas. It is important that the division heads report to the principal, as the results of their efforts will be reflected in student achievement and the evaluation of the principal. The principal will also be able to orchestrate the work at the division level and ensure a building level strategy for implementation of work.

As a result of this change there is a ripple effect in duties and structure of the administration. Other changes to be noted include the positions reporting to the Assistant Principal for Student Services. There is also the reporting change of the Division Heads to the Assistant Principal for Instructional Services and the Principal. The reporting of some non-certified staff to the Assistant Principal for Student Activities will also be new.

The composition of the District Leadership Team will have the addition of one member. The Director of Special Education will move from the Building Leadership Team to the District Leadership Team.

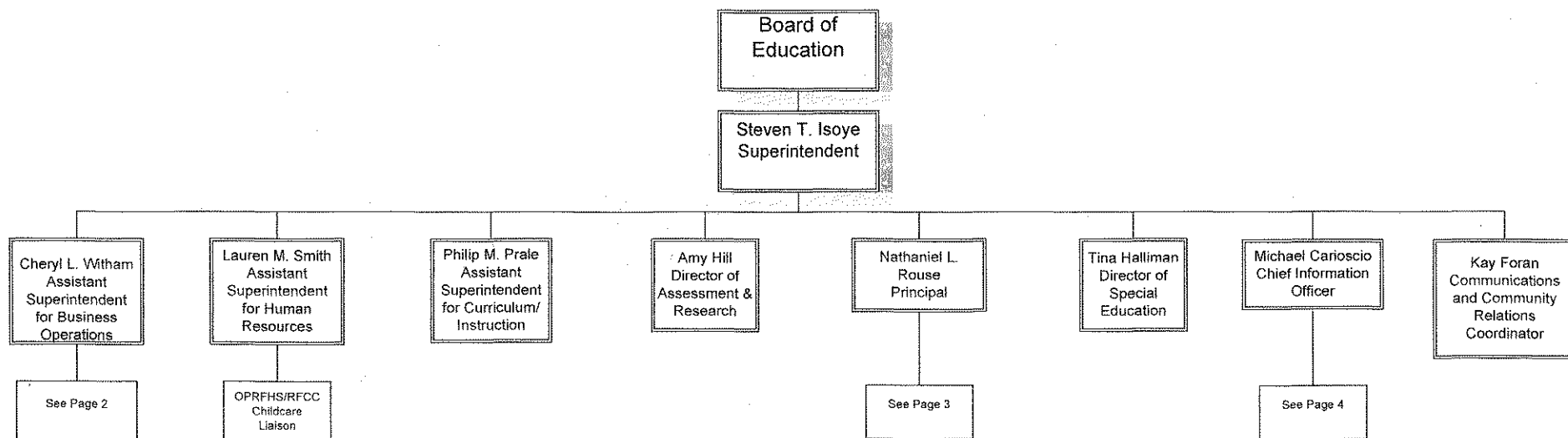
Detailed job descriptions are still being finalized.

Next Steps

For Information only.

Oak Park and River Forest High School, District 200

Organizational Chart

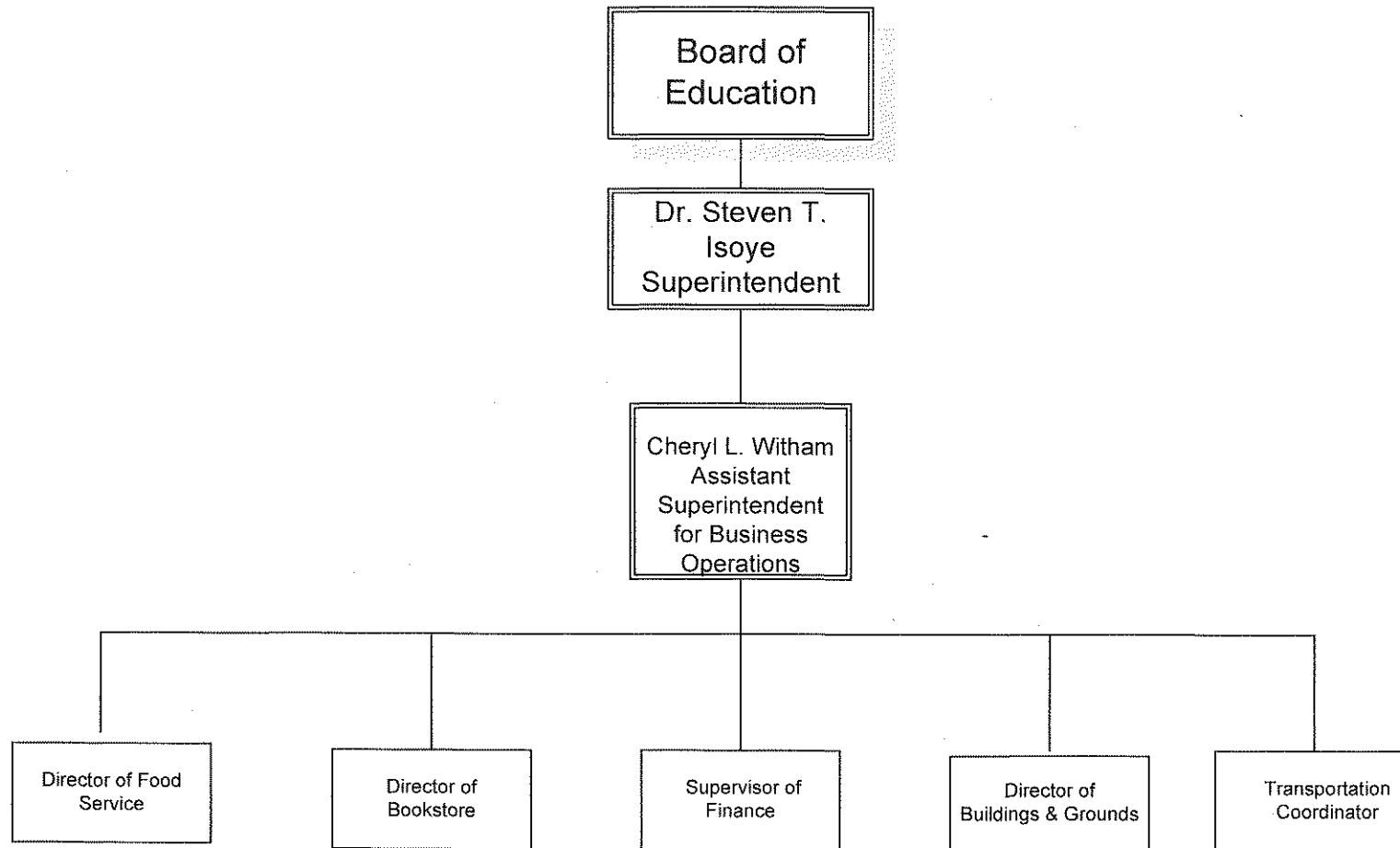


Notes

1. District Leadership Team (DLT) composition: Superintendent; Chief Financial Officer; Assistant Superintendent for Human Resources; Assistant Superintendent for Curriculum and Instruction; Director of Assessment and Research; Principal; Chief Information Officer; and Communications and Community Relations Coordinator.
2. Building Leadership Team (BLT) composition: Principal; Assistant Principal for Student Services; Assistant Principal for Student Activities; Assistant Principal for Student Health and Safety; and Athletic Director.

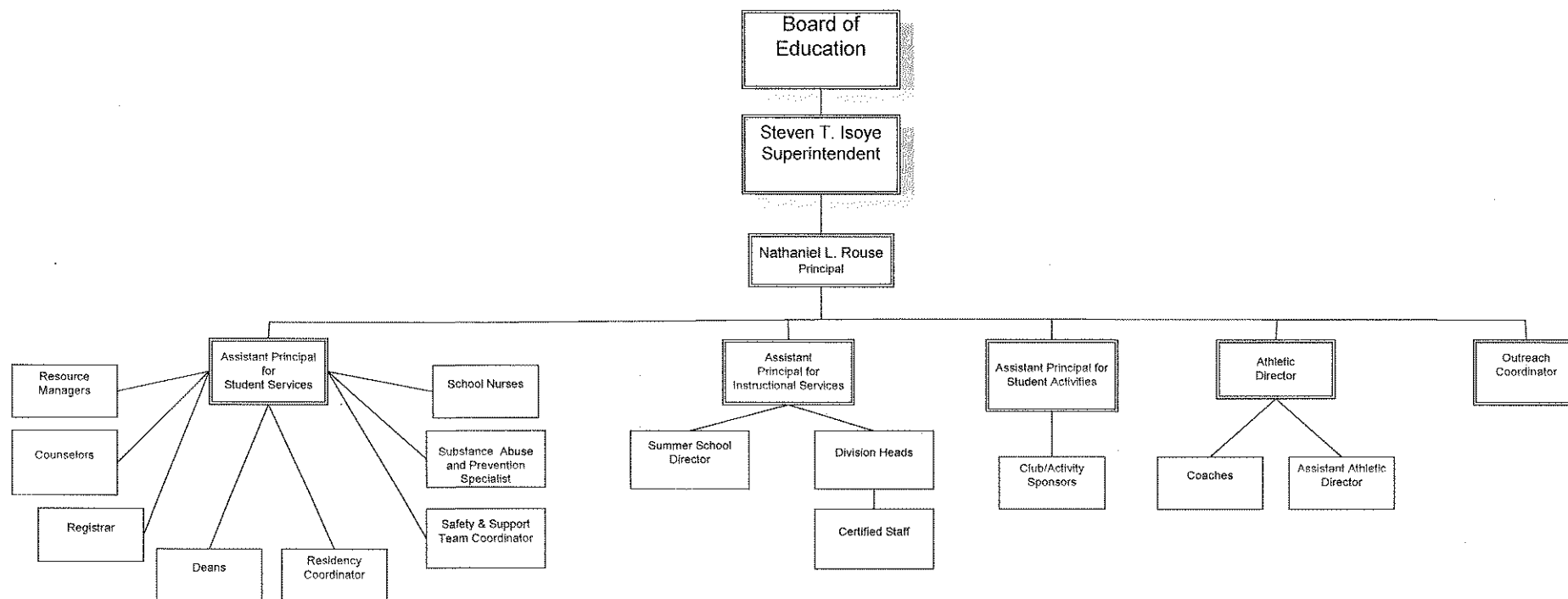
Oak Park and River Forest High School – District 200
Organizational Chart – Business Operations

DRAFT



Oak Park and River Forest High School, District 200

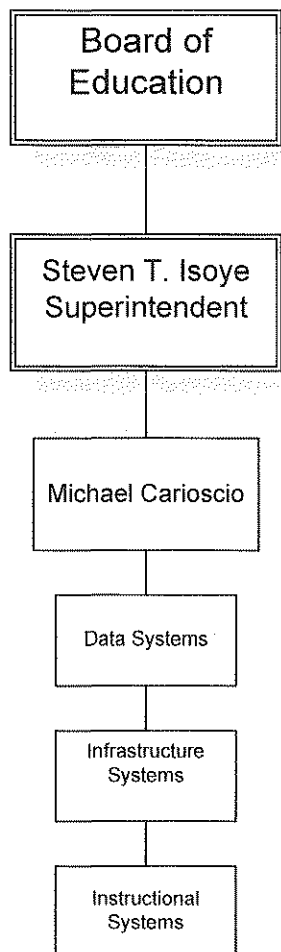
Organizational Chart



Notes

1. District Leadership Team (DLT) composition: Superintendent; Principal; Assistant Principal for Business Services; Assistant Superintendent for Human Resources; Chief Technology Officer; Assistant Superintendent for Curriculum and Instruction; Director of Special Education; Director of Assessment and Research; and Communications and Community Relations Coordinator.
2. Building Leadership Team (BLT) composition: Principal; Assistant Principal for Student Services; Assistant Principal for Student Activities; Assistant Principal for Student Health and Safety; and Director of Special Education, and Athletic Director.

Oak Park and River Forest High School, District 200
Organizational Chart - Technology



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: 5/19/11
RE: Board of Education Campus Lunch Options

BACKGROUND

The administration has spent a significant amount of time over the past year and a half having discussions about ways to improve the culture and climate for OPRF students, staff, and the community. With the information provided by our High School Action Committee and Parent Action Committee, our current Open Campus policy has emerged as one of the topics that we have been asked to address.

SUMMARY OF FINDINGS

From our last discussion in March, I have had the opportunity to meet with the DLT, BLT, IC, Deans, Faculty Senate, and students to discuss this very issue. I would like to provide you with the framework for our conversations for greater clarity.

First and foremost, and as we have done at the Special Board Meeting on May 4th, we believe it important to spell out the options that we administratively believe we have before us; they are as follows:

- **Current Model for Open Camus:** Freshman are restricted; sophomores, juniors, and seniors are able to leave campus for lunch during their assigned lunch period.
- **Modified Closed Campus:** Freshman and sophomores are restricted; and juniors and seniors are allowed to leave campus during their assigned lunch period with conditions.
- **Closed Campus:** No students are able to leave for lunch during their assigned lunch period.

Once identifying the available options, our task has been to collaborate and fact find with all stakeholders of the organization to provide the Board of Education with as much information as possible regarding each particular option; taking into account resources, logistics, and our overall ability to effectively manage each option. The attached Chart (1) represents each of our lunch options, with (x) representing what needs to be implemented based upon the options and (O) representing what we would recommend to be implemented.

PBIS

Related to our desire to institute some variations of PBIS (Positive Behavior Intervention and Supports), we have had detailed discussions regarding the potential of having conditions that could be used for juniors and seniors to maintain open campus lunch, should we lean in that direction. For example, for junior and senior students whose parents sign a permission form to allow them to utilize the open campus option, the 3 conditions that must be met for maintaining the open campus option would be as follows:

- An academic requirement similar to our C Pass to Play rule for athletics and co-curricular activities. We currently do weekly eligibility reports for athletes and co-curriculars in which teachers provide feedback to coaches and sponsors about the academic progress of students. We could potentially create a similar field in Skyward for juniors and seniors that teachers could fill out, which would be used to determine who is eligible for Open Campus Lunch.
- A threshold for tardies that would coincide with our progressive discipline model that would encourage students to continue to be on time for class. For example, juniors and seniors who were tardy 10 times in a given semester would lose their Open Campus Lunch Option for the remainder of the semester; and the Deans could work with them on a case by case basis to determine ways for the student to regain the opportunity.
- To minimize the amount of Un-Excused Absences for students, juniors and seniors who had more than two UA's from any course would lose the Open Campus Lunch Option for the 9 week period.

Seeing that our proposed model for a modified closed campus involves student scanning out of the building in one location (North Café Corridor), junior and senior students who did not meet all the criteria would be flagged through the Plasco Scanning device and would not be permitted to leave the building during their assigned lunch.

S&S Deployment

We have also included our current deployment of our S&S (Safety and Support) (2) during the school day and their posts to provide a better picture for how we are currently staffed. Also included are additional duties of our S&S (3) based upon our Plasco Trac Tardy deterrent system.

Current Student Rate of Flow during Lunch

We have also included data that speaks to student rate and flow during lunch periods from 3 different months in the school year (Please note that we currently have approximately 968 seats in both of our cafeterias). This chart represents students who have purchased items in the lunch line; NOT just limited to a full meal.

Door Monitoring Deterrent

As you are also aware, we are currently in the process of going to bid with vendors seeking an electronic door monitoring system that will better afford us the opportunity to secure our

building during school hours, as well as on the weekends. We are also upgrading our camera software this summer to better enable our Deans and security monitors to view our doors from remote locations.

RECOMMENDATION

Information only, but the intent of providing this information to the BoE at this time is so that we can determine our next course of action for next year.

Chart I – Implementation Needs

	Closed Campus	Modified Closed Campus	Current Open Campus	Estimated Cost
Door Monitor Devices	X	X	x	\$53,000
Upgrading camera system	x	x	x	\$20,000
Swipe out on Plasco scanners and software		x	o	\$1,500 per scanner / 4 needed
Staff to monitor doors during lunch	x	x	o	SST cost per person \$12,221 for 3 hours per day
Expanded Tutoring	x	x	o	\$30 per person/hour
Mandatory ID	x	x	x	\$2500
Parent Permission form, plus staff to input		x	o	\$16.54 per hour per person
Redistribute Supervisory assignments By Hours	x	x	o	
Increased Lunchroom monitors	x	x		SST cost per person \$12,221 for 3 hours per day
Split lunch for capacity concerns—planned activities	x			Additional staff required.
Activities for students during lunch	x	x	o	Additional staff required.
Conditions for off campus lunch		x	x	
Increased Supervision of perimeter		x	o	
Staff to monitor conditions for off campus lunch		x	o	SSP team, PBIS team???
Automation to monitor conditions (Cityward/Plasco)		x	o	
Communication	x	x	x	

Chart I – Implementation Needs

campaign				
IB specifications	x	x	x	
Change in culture regarding expectations of Adult	x	x	x	
Leadership expectations and accountability	x	x	x	
Lunchroom capacity and flow	x	x		Dependent # of students and available time
Custodial cleaning for lunch	x	x	o	\$64,547.00 per custodian
Better use and definition of the mall space	x	x		\$20,000
Add a lunch period	x			
Parent waiver for grades 9 and 10.		x	x	
Communicate with parents and students regarding signability (Signators)		x	o	See above costs for data entry personnel
Designated exit doors/corridors	x	x	X	

X=need to implement O= recommend to implement

NOTE: Conditions

SAFETY AND SUPPORT TEAM 2010-11
Current Deployment

		1	2	3	4	5	6	7	8	A.S.	A.S.
	7:30-7:55	8:00-8:48	8:53-9:46	9:51-10:39	10:44-11:32	11:37-12:25	12:30-1:18	1:23-2:11	2:16-3:04	3:04-4:00	
*Jean Corner 5:30-1:30	372 Area Old Bldg	372 Area Old Bldg	372 Area B	372 Area Old Bldg	Car	Lunch	Car	372 Area	X	X	
*Thomas Clanton 6:00-2:30	N. Caf	4th Floor	4th Floor	472 Area B	Lunch Detention	4th Floor	Circulate	Lunch	4th Floor	X	
*Marge Balchunas 7:00-3:30	105 Desk 7:45-8:15	Circulate	2nd Flr	Circulate B	Student Center	Student Center/Car	Student Center	Lunch	3rd Flr	244 Area	
*Jeffery Plane 7:00-3:30	105 Desk 7:00-7:45	Circulate	Locker Rm/B	105 Door	Circulate	Lunch	2nd Flr	Circulate	Mall Corridor	Mall Corridor	
*Alphonso Strong 7:00-3:30	105 Door	105 Door	Circulate B	105 Desk	105 Door	Lunch	Plasco Room 264	Circulate	4th Flr	372 Area	
*Valda Yarrington 7:00-3:00	Detention 434	Study Hall N. Caf	Mall Corridor	Girls B LockerRm	Lunch Detention	Lunch Detention	Lunch Detention	Lunch	272 Area	X	
Heidie Brown 7:30-3:30	Girls 1st Flr LkrRm	Girls 1st Flr LkrRm	Girls 1st Flr LkrRm	Girls 1st Flr LkrRm B	Girls 1st Flr LkrRm	Lunch	Girls 1st Flr LkrRm	Girls 1st Flr LkrRm	Girls 1st Flr LkrRm	Girls 1st Flr LkrRm	
Paulette Littleton 7:30-3:30	Girls 2nd Flr Locker	Girls 2nd Flr Locker	Girls 2nd Flr Locker	Girls 2nd Flr Locker Rm	Lunch	Girls 2nd Flr Locker Rm	Girls 2nd Flr Locker	Girls 2nd Flr Locker	Girls 2nd Flr Locker	Girls 2nd Flr Locker	
Andre Moore 7:30-4:00	345 Area	3rd Flr	3rd Flr	3rd Flr B	Circulate	Circulate	Lunch	3rd Flr	3rd Flr	Circulate	
Jesus Morales 7:30-3:30	Traffic	226 Area Old Bldg	105 Door	4th Floor	Lunch	105 Door	105 Door	105 Door	472 Area B	Traffic	
Abel Reyes 7:30-4:00	Boys Locker Rm	Boys Locker Rm	Lunch	Boys Locker Rm	Boys Locker Rm	Mall Corridor	Boys Locker Rm	Locker Rm/ B	Boys Locker Rm	Lake and East outside	
*Nancy Ristau 7:30-3:30	Student Center	Lock Door	2nd Floor	2nd Floor	Lunch	S. Caf	S. Caf	2nd Floor B	N. Caf	N. Caf	

*Additional duties listed on attached pages.

Names are in alphabetical order, in order of arrival.

B = Break

Updated: 5/17/2011

SAFETY AND SUPPORT TEAM 2010-11

Current Deployment

		1	2	3	4	5	6	7	8	A.S.	A.S.			
	7:30-7:55	8:00-8:48	8:53-9:46	9:51-10:39	10:44-11:32	11:37-12:25	12:30-1:18	1:23-2:11	2:16-3:04					
*Mike Weisenritter 7:30-3:30	Boys Locker Rm	Boys Locker Rm	Boys Locker Rm	Boys Locker Rm	Boys Locker Rm	Lunch	Boys Locker Rm	Boys Locker Rm	Boys Locker Rm	Boys Locker Rm				
*Jossie Wraggs 7:30-3:30	305 Area New Bldg	305 Area New Bldg	3rd Floor B	3rd Floor New Bldg	N. Caf	Lunch	N. Caf	ISS	ISS / 250 Area	250 Area				
*Andrea Bell 8:00-4:00	X	Plasco Room 264	Plasco Room 264	Plasco Room 264	Plasco Room 264	Plasco Room 264	Lunch	Plasco Room 264	Plasco Room 264	N. Caf				
Andre Clark 8:00-2:30	X	1st Floor Old Bldg	1st Floor Old Bldg	Circulate ISS	Lunch	Circulate ISS	Circulate	4th Floor	X	X				
Marsha Holmes 8:00-4:00	105 Desk	105 Desk	105 Desk	105 Desk B	105 Desk	105 Desk	105 Desk	Lunch 12:30/1:00	105 Desk B	105 Desk				
*Carmen Rosito 8:30-3:00	X	X	272 Area Old Bldg	1st Floor	Lunch	Lunch Detention	Lunch Detention	1st Floor Old Bldg	1st Floor Old Bldg	X				
*Brian Holloway 10:00-6:30	X	X	X	Circulate	South Cafeteria	Car	South Cafeteria	Circulate	Lunch	Circulate	PE/Mail Corridor Area B 4:00-6:30	Student Center	Lunch 5:30/6:15 Circulate	105 Desk B 7-10:00
D'aunte Brown 10:30-1:30	X	X	X	X	North Cafeteria	North Cafeteria	North Cafeteria	X	X		9:51-10:39			
Andre Harris 10:30-1:30	X	X	X	X	139 Area	139 Area	North Cafeteria	X	X					
Juan Galindo 10:30-1:30	X	X	X	X	South Cafeteria	South Cafeteria	South Cafeteria	X	X					
Jeremy Powell 10:30-1:30	X	X	X	X	South Cafeteria	South Cafeteria	South Cafeteria	X	X					

*Additional duties listed on attached pages.

Names are in alphabetical order, in order of arrival.

B = Break

Updated: 5/17/2011

SAFETY AND SUPPORT TEAM 2010-11

Safety and Support Team 2010-11 Current Deployment

		1	2	3	4	5	6	7	8	A.S.	A.S.			
	7:30-7:55	8:00-8:48	8:53-9:46	9:51-10:39	10:44-11:32	11:37-12:25	12:30-1:18	1:23-2:11	2:16-3:04					
David Walksler 10:30-7:00	X	X	X	X	North Cafeteria	North Cafeteria	North Cafeteria	Circulate B	Circulate	Lunch 4:00-4:45	PE/Mall Corridor Area 4:45-7:00			
Jim Ariola 2:00-10:30	X	X	X	X	X	X	X	X	105 Door	Student Center	Lunch 5:30/6:15 Circulate	105 Desk B 7-10:00		
*Joseph Beard 2:00-10:30	X	X	X	X	X	X	X	X	3rd Flr	3-3:30 Library Car	N. CAF 4-5:30	Circulate	Lunch 6:30-7:15	Circulate B
Jason Edgecombe 3:30-10:00	3:00-6:00 Detention	6:00-7:30 Girls Athletic Area	7:30-8:15 Lunch	8:15-10:00 Athletic Area										
Kim Gasow 4:00-7:00	X	X	X	X	X	X	X	X	X	105 Desk 4-7:00				

*Additional duties listed on attached pages.

Names are in alphabetical order, in order of arrival.

B = Break

Updated: 5/17/2011

ADDITIONAL SAFETY AND SUPPORT DUTIES
Current Deployment

- Thomas comes in at 6:00 a.m. - Circulates throughout the Building; Unlock Doors at 7:00 a.m.; PLASCO - #472 Area for the first 10 min. of the following periods: 1, 2, 3, 4, 5, 6, & 8; picks up lunch orders for Lunch Detentions in #434 for 4th Period; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Nancy- PLASCO 1st Period Lock Doors then assist with PLASCO in the Student Center Areas; PLASCO - #272 Area for the first 10 min. of the following periods: 1, 2, 3, & 8; Period 5 #344 Area; Period 6 #372 Area; Period 7 P.E. Area; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Valda - PLASCO – P.E. Area for first 15 min. of the following periods: 1, 2, 3, & 8; supervises lunch detention in #434 for 4th, 5th, & 6th Periods; takes lunch orders, collects money, and calls the orders into Food Service; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Jesus - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Jossie - PLASCO - #344 Area for first 10 min. of the following periods: 1, 2, 3, 4, & 6; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Jean comes in at 5:30 a.m. to supervise the Athletic Entrance; PLASCO - #372 Area for the first 10 min. of the following periods: 1, 2, & 3; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Marsha - All duties are listed on the Safety and Support Team schedule.

- Andrea - PLASCO - #372 Area for the first 10 min. of the following periods: 1, 2, 3, 4, 5, 7, & 8; after completing her PLASCO assignment, Andrea goes to #264 to download all information from each PLASCO device (10) and reactivate each PLASCO device (10) to use them for the next period. All other duties are listed on the Safety and Support Team schedule.
- Carmen - PLASCO - #321 Area for the first 10 min. of the following periods: 2, & 3; #372 Area 5TH Period; #472 Area 7th Period; #344 Area 8th Period; picks up lunch orders for Lunch Detentions in #434 for 5th & 6th Periods; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Andre - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Mike - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Heidie - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Marge - Responsible for student locker assignments; maintain a filing system for locker assignments and lock combinations; enters locker assignments into Skyward; monitors all theft reports by adding any missing details before submitting to Deans; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Andre - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Alphonso – 6th Period - Assigned to #264 to download all information from each PLASCO device (10) and reactivate each PLASCO device (10) to use them for the next period; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Jim - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.

- Jeffrey - PLASCO - #272 Area for the first 10 min. of the following periods: 1, 2, 4, 6, 7, & 8; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Abel - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Jason - All duties are listed on the Safety and Support Team schedule.
- Paulette - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Joseph - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- David - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Brian – Delivers Confidential Letters after school to family homes (Approximately 7 to 10 each evening); periodically transports students to their homes in a School Vehicle for the Deans; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- D'aunte - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Martin - Assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Jeremy - PLASCO – P.E. Area for first 15 min. of the following periods: 4th, 5th, & 6th; and assist Deans in pick-ups and answers calls throughout the day. All other duties are listed on the Safety and Support Team schedule.
- Kim - All duties are listed on the Safety and Support Team schedule.

Cafeteria Rate of Flow

May 2-6, 2011						
		Meals	Student	Percentage		
		<u>Served</u>	<u>Population</u>	<u>of Class</u>		
Freshman		623	775	80.39%		
Sophomore		614	817	75.15%		
Junior		525	772	68.01%		
Senior		395	786	50.25%		
Total		<u>2,157</u>	<u>3,150</u>	68.48%		
Note: Student population numbers obtained from the Fall 2010 ISBE Student Housing Report.						
The participation is based on a weeks average						

Cafeteria Rate of Flow

January 10-14, 2011						
		Meals	Student	Percentage		
		Served	Population	of Class		
Freshman		664	775	85.68%		
Sophomore		543	817	66.46%		
Junior		503	772	65.16%		
Senior		471	786	59.92%		
Total		2,181	3,150	69.24%		
Note: Student population numbers obtained from the Fall 2010 ISBE Student Housing Report.						
The participation is based on a weeks average						

Cafeteria Rate of Flow

October 4-8, 2010					
		Lunch	Student	Percentage	
		<u>Participation</u>	<u>Population</u>	<u>of Class</u>	
Freshman		730	775	94.19%	
Sophomore		551	817	67.44%	
Junior		479	772	62.05%	
Senior		466	786	59.29%	
Total		<u>2,226</u>	<u>3,150</u>	70.67%	

Note: Student population numbers obtained from the Fall 2010 ISBE Student Housing Report.

The participation is based on a weeks average



435 West Fullerton Ave
Elmhurst, IL 60126-1404
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Fax # (630) 279-7676
www.AdventSystems.com

QUOTATION

Apr 27, 2011

AS47859

To: Oak Park & River Forest High School
201 North Scoville Avenue
Oak Park, IL 60302

Project: Door Monitoring with Sounder, Local Key Override and Email Notification

Attn: Robert Zummallen

Prices are for equipment and services as listed only, unless otherwise specified herein. Any alteration or deviation involving extra costs will be executed only upon written order and will become an extra charge over and above this quotation. Because of conditions beyond our control, this quotation is effective only for a period of THIRTY DAYS from the date above. Taxes now in effect or if and when levied on any sale based on this quotation must be added to the price, unless specifically provided for in the quotation. Deliveries are subject to all causes beyond our control, or whatever nature, and also in addition subject to strikes, accidents, and failure of raw material supplies.

TERMS - THIRTY DAYS NET FROM DATE OF INVOICE. ALL QUOTATIONS IN U.S. DOLLARS UNLESS OTHERWISE NOTED. No cash discounts for prepayment. Any order based on this quotation shall be subject to approval and acceptance by Advent Systems, Inc.

We are pleased to submit the following quotation on the above mentioned project.

Door #1 Door Contacts - Panel #2 Gym Door Basement

Qty Description

- 1 Local Alarm with Keyswitch Override
- 3 Sentrol Door Contacts
- 3 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #2 Door Contacts - Panel #2 Gym Door Basement

Qty Description

- 1 Local Alarm with Keyswitch Override
- 4 Sentrol DPDT Door Contacts
- 4 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #3 Door Contacts - Panel #3 ADA SE Entry Door 1st Floor

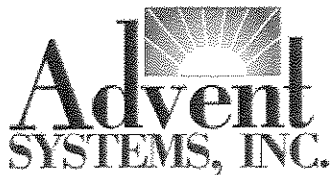
Qty Description

- 1 Local Alarm with Keyswitch Override
- 7 Sentrol Door Contacts
- 7 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #4 Door Contacts - Panel #5 NE ADA Entry Panel 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 6 Sentrol Door Contacts
- 6 Squeeze Magnets



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Qty Description

- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #5 Door Contacts - Panel #5 NE ADA Entry 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 3 Sentrol Door Contacts
- 3 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #6 Door Contacts - Panel 2nd Floor IDF 2nd Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 2 Sentrol Door Contacts
- 2 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door # 6a Door Contacts - Panel 2nd Floor IDF 2nd Floor

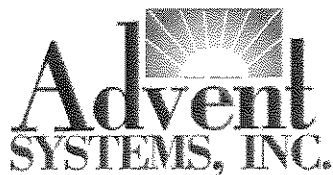
Qty Description

- 2 Local Alarm with Keyswitch Override
- 1 S2 Eight Input Board
- 1 S2 Eight Output Board
- 3 Sentrol Door Contacts
- 3 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door # Room 191 Contacts - Panel 2nd Floor IDF 2nd Floor

Qty Description

- 2 Local Alarm with Keyswitch Override
- 1 Sentrol Door Contacts
- 1 Coil Cord For Man Door
- 6 Sentrol Overhead Door Contacts
- 1 Wire Mold to Trim Door
- 1 Lot of Wire



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Door #7 Door Contacts - Panel #7 North Entry 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 1 S2 Eight Input Board
- 1 S2 Eight Output Board
- 4 Sentrol Door Contacts
- 4 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #7a Door Contacts - Panel #7 North Entry 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 2 Sentrol Door Contacts
- 2 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door # Dock Area Door Contacts - Panel #7 North Entry 1st Floor

Qty Description

- 4 Local Alarm with Keyswitch Override
- 8 Sentrol Door Contacts
- 8 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 2 Sleeves
- 1 Lot of Wire

Door #8 Door Contacts - Panel #7 North Entry 1st Floor

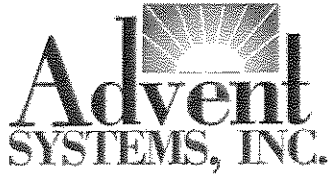
Qty Description

- 1 Local Alarm with Keyswitch Override
- 2 Sentrol Door Contacts
- 2 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #9 Door Contacts - Panel #9 NW ADA Entry 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override



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Qty Description

- 6 Sentrol Door Contacts
- 6 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #9a Door Contacts - Panel #9 NW ADA Entry 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 3 Sentrol Door Contacts
- 3 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #9b1/ 9b2 Door Contacts - Panel #9 NW ADA Entry 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 2 Sentrol Door Contacts
- 2 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #10 Door Contacts - Panel #3 SE Entry 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 5 Sentrol Door Contacts
- 5 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Door #11 Door Contacts - Panel #11 West Field House 1st Floor

Qty Description

- 1 Local Alarm with Keyswitch Override
- 9 Sentrol Door Contacts
- 9 Squeeze Magnets
- 1 Wire Mold to Trim Door
- 1 Lot of Wire



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QUOTATION

Apr 27, 2011

AS47859

Door #12/12a/12c/12d & Overhead Door Contacts - Panel #12 Field House 1st Floor

Qty Description

- 5 Local Alarm with Keyswitch Override
- 1 S2 Eight Input Board
- 1 S2 Eight Output Board
- 10 Sentrol Door Contacts
- 10 Squeeze Magnets
- 3 Sentrol Overhead Door Contacts
- 1 Wire Mold to Trim Door
- 1 Lot of Wire

Total Investment

\$48,200.00

Qualifications

- This Quotation assumes all existing equipment is in good working condition. Repairs to existing equipment is at additional cost.
- All work will be performed during normal working hours
- Taxes have been excluded
- Patching and painting is by others if required.
- Above is tax exempt and includes freight and a one-year warranty on parts and labor.
- Card Readers will bypass the door contacts for the card reader door in this option.
- Email notification of door openings is included in this quote.
- The local alarm will sound on exit through door. Key switch or access system will override sounder at door for egress.

Accepted by: _____

Title: _____

Date: _____

PO #: _____

Chris Dennis
Project Manager – Service Department
630-890-7073
chris_d@adventsystems.com

May 11, 2011

Dear Board of Education and Superintendent Isoye,

We, the undersigned faculty, are writing this letter to express our support for a closed campus policy at Oak Park and River Forest High School. While we do not represent the views of the entire faculty and decided against making any public statements regarding our position, we felt that crafting a letter listing our reasons for supporting a closed campus was the best way to convey our opinion on the issue to the Board and superintendent.

The existence of substance use problems in our community is made clear in the 2010 Illinois Youth Survey findings that 41% of seniors and 28% of sophomores had used marijuana in the 30 days prior to the survey administration. According to the 2006 and 2008 surveys, our seniors past 30 day marijuana usage was between 11 and 17 percent higher than the state average and between 8 and 19 percent higher than the average for the suburban cook county region. While we do not pretend to think that a closed campus will solve the drug and alcohol problem, we agree with those who believe that limiting students' access to drugs and alcohol during the school day would have a positive impact. Certainly some students may either use before school or attempt to use in school, but we feel that closing the campus will lead to a decrease in the frequency and prevalence of use.

At present, some students do use illegal substances during the lunch hour, and it has a negative impact on the educational environment for those who are using as well as those who abstain. Obviously students who are under the influence are unable to learn and focus in class as well as if they had not used alcohol or drugs. When we are faced with a student in our class that we believe may be under the influence, it creates a difficult situation. Not only does it create a disruption to our class as we must contact security or find some other way to deal with the issue, it also puts us into the position of wondering what will happen if our suspicions are not substantiated. In one instance prior to the use of the "swab test" for marijuana, a teacher reported a student to the dean. The teacher's suspicion was not substantiated by the school nurse, and the teacher then had to explain the situation to an angry parent. Situations such as this can lead teachers to err on the side of not reporting a suspicious student due to a fear of damaging the relationship with the parent or student in the event of an unsubstantiated claim. Again, while we realize that closing the campus would not prevent all students who want to come to school under the influence from doing so, we believe that the frequency and prevalence of these instances would be reduced.

While a partially closed campus may appear to be a viable solution, we worry about enforcement. It is already clear that many freshmen violate the closed campus for freshmen policy. An additional problem with a partially closed campus involves distinguishing between those who do and do not receive this privilege. We feel that grades are not an acceptable criterion for choosing who receives the privilege because there are students who may not have

the highest grades who nonetheless are well-behaved students without major attendance problems. While limiting the privilege to those who have a minimal number of attendance or discipline issues is a better option, enforcement would again be a concern.

An added benefit of closing the campus would be increased security at the school. There have been too many instances of non-students coming into the school and failing to register at the Welcome Desk. So far, most of these instances have been benign, though there have been a few cases that are more troubling. We have heard reports of students who don't attend OPRF selling drugs inside our bathrooms. Also, several years ago two of us had to call security because a convicted felon disguised as a contracted maintenance man came into our office pretending to look for tools. Fortunately, when we pressed him for a credential, he acted suspiciously and we called security. It turned out that this man was linked to thefts in other schools in the area. We worry that there are too many doors and not enough security to cover all of these doors. Like the speaker at the community forum who works at Northern Illinois University, we see this as a serious liability for the school.

Thank you for considering our concerns. We trust that you will reach a viable solution that takes into account the health, safety, and educational aspirations of all of our students.

Katie O'Keefe
William Young
Jessica Greenberg
Amy Stanis
Andrea Neuman
Danielle Dobias Wagner
Anita North Hamill
Kathy Vandermuelen
Octavius Bellamy
Gary Miller
Sarah Rosas
Suze Ferrier
John Terretta
Colleen Biggins
Barb Kenning
Joe Parenti
Buster Torrez
Therese Brennock

Paul Collins
Elizabeth Fox
MaryEllen Sjostrom
Pat Crane
Tom Tarrant
Margo Bristow
Doug Hill
Marci DiVerde
Linda Carlson
Laura Young
Joe Kostal
Regina Topf
Christina Smith
Matt Maloney
Pat McCormack
Jane Graham
Scyla Murray
Vince Sanfillipo

Barbara Harmon
JP Coughlin
Kelly Diaz
Fawn Donatucci
Gina Sassone
Mary Nissen
Brandi Ambrose
Ann Petrolionas
Julie Fuentes
Catherine Marshall
Kris Johnson
Rafaella Spilotro
Teresa Conrick
Carolyn Ojikutu
Pete Nixen
Jessica Stovall

Comments from Speakers May 4 Hearing

First Name	Last Name	Association	Close for all	Close w/ juniors & Seniors	Status Quo	Comments
Robert	Fromberg	Parent	X			Nothing will stop drug use. But professionals suggest many tactics to control it, including education, limiting access and establishing and following clear rules and consequences. Closing the campus is not a solution, but it is one part of a comprehensive strategy. It limits access. In addition, closing the campus means that the school has taken a position to not enable, but to prevent.
Diane	Fascione	Parent	X			Written statement.
Wyannetta	Johnson	APPLE Grandmother			X	Too much
Mary Therese	Foley		X			I have begged with all of the neighbors to close the campus. Protect the children.
Heather	Zurawski	Student			X	Small portion of school is represented by the "bad kids"
Catherine	Bauman	Parent Neighbor	X			
Lori	Coplan	Future Parent		X (seniors)		
Erich	Wepbe	Student			X	Personal freedom vs. security. Exaggerated claims of issues during lunch. Misbehavior will happen no matter what. Freshman unsupervised before and after school—that is a bigger problem. Can't logically regulate people going in and out of the school. We can't even make people wear IDs I have only two classes with windows Lunch rooms are loud and messy Nothing new has occurred
David	Biggus		X			
Sue	Foran	Parent	X			
John B.	Bokum Jr			X		Act now. Facts have been presented and they point to closing the campus for lunch.

Comments from Speakers May 4 Hearing

Kristine	Raino-Ogden	IMPACT Parent	X			
Karn	Daniel	Parent			X	
Michelle	Darang-Coleman	Parent			X	
Katherine	Metz	Parent Neighbor	X			
Sam	Frigo	Student		X		Restricting certain students' lunches will stop the bad behavior outside of campus.
Sibel	Kusimba		X			
Burey	Hines	APPLE				Open Campus for ALL Students. Create a parent patrol which may include parents, retired community members and other concerned individuals. Closed campus would not be cost effective. It would also increase behavior issues problems. Data shows that may about 200 students are the problem. Increase discipline on this group. Do realistic research ...of the students who completed survey...were not truthful
Connie	Coleman	Neighbor Grandparent	X			
OJO	Osaicbovo	Multiple			X	
Al	Berggren	Neighbor	X	X		
Steve	Skapek		X			Security at OPRFHS is a major risk for and the children. Close the campus.
Eric	Miller	Parent			X	
Lisa	Lowry	IMPACT	X			Concerned about safety Are there safety concerns of students rushing to drive back during a lunch period. New drivers.
Ruth	Lazarus	Parent			X	Please do something meaningful to help our kids. Don't waste energy on a practice that will alienate our teens and accomplish nothing.
Emily	Hendrix	Student			X	
Mike	Lennox		X			
Karen	Marcus	Parent			X	
Margaret	Brown	Parent		X		How would closing the campus reduce the drug abuse problems at

Comments from Speakers May 4 Hearing

		Neighbor				OPRFHS? Research to support this? Criteria for privilege.
Joie	Pierce				X (open for all)	Open for ALL
Maisie	Sparks	Parent			X	
Marge	AbuTaleb			X *(seniors only)		Not adults, good vs. bad, bad disruptive. Boundaries. Opportunity to use 9 to 3 p.m.

Close for All	14
Open for Juniors & Seniors	4
Open for Seniors Only	2
Open for all but Freshman	11
Open for all	2

Written Comments Submitted at the May 4 Hearing by Non-speakers

Stakeholder	Close for all	Close w/ juniors & Seniors	Status Quo	Comments
Parent	X			Limit access to drugs and dealers
Citizen	X			Our children are our community's greatest resource-we need to provide the richest experience possible for them during the school day, including the lunch period. Closing the campus will require reallocation of resources, but to my mind, keeping the youth in an academic environment from the start to the conclusion of the school day will help ensure successful academic and social achievement. Our faculty has the creative ability to address what is needed for a closed campus.
Neighbor/parent		X		
		X	X	
Multi		X		<p>Closing campus may assist with drug tobacco & Alcohol issues, access too free. It will assist with tardies coming back from lunch, which is disrupted to classes, increasing education of students and staff regarding problems</p> <p>. Enforce rules for all students. Some great students deserve being able to earn it</p> <p>. increase enforcement of rules/policies</p> <p>. My brother was a RF police officer for over 25 years and training officer for Troy Fields and has horror stories. Behavior problems have gotten worse between 1968 and present</p> <p>.I has seen behavior get worse over the past 15 years. I have seen increased drug, alcohol and tobacco problems</p> <p>.closing the campus fully or partially will help.</p> <p>. I recommend #2 allowing juniors and services to earn private.</p> <p>.all staff, faculty & coaches must follow same guidelines & policies—phones, clothing tardies, C to pass, etc.</p>
APPLE			X	Closing the campus will not eradicate drug use or reduce bad behaviors. The students on drugs need intervention including their parents. Students need fresh air an sunlight. To accept random drug tastings instead of close campus. Parents have the responsibility to prevent their children from using drugs and not just only the school. Close campus will create more problems at school. Student will start getting high before they come to school. Teachers will have more behavioral problems with students.
Parent	X			
		X		I strongly believe we should limit it to seniors only, and start with the freshmen in fall, 2011 to implement
Parent Neighbor	X			I came to support open campus until I heard about the drug deals-close the campus now! This is going on under our noses.
Student			X	
Teacher	X			The lunch period should not be 48 min. we should have 6 25 min lunch periods. The excuse that "we can't fit the students' in the cafeteria" is a cop out. We are in the business of serving the best interest of all students and open campus is a disservice to all students. Ditching, tardies, drug use would all decrease with closed campus. Security could do their jobs if the flow of traffic was eliminated. Students are suffering and the benefits of a closed campus would greatly outweigh the consequences.
	X			
Student			X	Only a small group is turning to drug abuse during lunch. Therefore, the whole school should not be penalized for a few students' mistakes. Those students should see the consequences individually.
Student			X	Only a select few students are doing illegal activities and it is unfair to punish all students.

Written Comments Submitted at the May 4 Hearing by Non-speakers

Parent	X			I understand there are logistical issues financial or otherwise, but we feel a closed campus is best.
	X			Close for all or leave the same. I do not agree with merit-based privileges. I have an academically-challenged child who comes home every day to have lunch with me. I love this opportunity to spend time with my soon-to-graduate son.
Parent Neighbor	X			
Parent/ Neighbor	X			Feel we should try closing campus as one measure to see if it helps substance abuse. Seems too easy to obtain drugs. Need to really tackle this issue. Also I am a bit concerned about security at the high school. Coming and going seems loose. Is there a way to help kids decompress inside.
Parent Neighbor	X			Achievement gap, security, close the campus
Multi		X		Nutrition-better choices. Take pop machines out; seek parents to volunteer outside during lunch and dismissal time. Address attendance problem throughout the day—teachers are inconsistent. What will such a large number of children do if the school closed during lunch? Can cafeteria hold that many?
Student			X	Talk and work with teens. Adults need to look to themselves to set a good example. Open campus is not the cause of drug problems.
Neighbor	X			ID Not checked, while not complete solution it is part of one. Drugs are inside the school—being used and sold to others.
Parent		X		
Parent	X			Close the campus. It is a safety, achievement issue as well as an overall school improvement issue.
Parent			X	Keep campus open. Kids will always be kids, let us not punish them. Closing the campus will not solve drug problems.
Neighbor	X			
Student			X	
Student			X	
Parent	X			There is only a small group of students joining in bad behavior
				For the safety and welfare of our kids, please close the campus. I am in full support of Drug testing, drug sniffing dogs whatever it takes to deter for even 48 minutes any use of drugs. The students are our kids, they are not adults, and they need rules and guidance.
Student			X	
Future parent	X			
	X			
Parent	X			Please close the campus and increase security. In addition to the comments tonight, please remember the several hundreds of parents and community members who have spoken out at different public meetings throughout the past year to address the drug and alcohol problem as well as the security and safety issues.
Parent Neighbor		X (seniors)		Only if it can be implemented successful unlike the current system. Parents can always sign their kids out for lunch. Taking the liability off the school.
Student		X	X	Out of all of the students in our school only a very few actually abuse the privilege of open campus. Many students greatly appreciate the privilege.
Parent			X	With parents consenting their teen to go off campus
Neighbor	X			Why is closed campus considered punishment? They can eat and visit with their friends inside. Lunch periods could be shorter and More easily scheduled. The only reasons to go outside are not good ones. Protect the teens and limit liability.
Parent		X		

Written Comments Submitted at the May 4 Hearing by Non-speakers

	X			
		X		I will take care of parenting my kid, but from 8 to 3, she is yours. Close the campus. Increase security to keep our kids safe. The students who spoke mentioned that it is important for kids to learn to say no, etc. At OPRFHS saying no has turned into a full-time occupation. Our kids deserve better.
			X	Everyone needs a break in their day. Recess children need to learn to choose what happens to kids who have been doing drugs. Do they get to go outside at lunch?
Student		X		The students displaying disrespectful behavior and making poor decisions during lunch do not reflect the majority of OPRF's student population. These groups' actions should not speak for all and should not be cause for the loss of privileges for all.
Neighbor		X		I am very concerned about the drug activity around the school and the impact this has on the students' well-being and their education. Need additional services for students using drugs and alcohol.
	X			Kids need fresh air, time and space to breathe. Let 'em out!
Parent Neighbor		X		

Close for all	-	21
Open to Juniors & Seniors, privileges	-	11 1/2
Open to seniors, privileges	-	2
Status Quo	-	12 1/2

Synopsis of Oral Comments made at May 4 Special Board of Education Meeting

Rob Fromberg, resident of 709 N. Belleforte in Oak Park, has a freshman son at OPRFHS who left campus every day as a freshman. He is a recovering addict and has been sober since December. Mr. Fromberg advocated for closing the campus, as it is difficult for teenagers to make good choices because of the developmental stage at which they are. Things that can be done is providing education, setting clear rules with enforceable consequences and make access to drugs and alcohol less easy. Closing the campus would be part of a comprehensive strategy that would limit access and help control drug use.

Diane Fascione, resident of 528 Woodbine in Oak Park, was a substitute teacher at OPRFHS 5 or 6 years ago. She now substitutes in Elmwood Park, a closed campus, as are most other high schools. It too has crowded a lunchroom and a diverse student body that could 'cause friction,' as quoted by Principal Rouse in the local paper. Yet, they do not, because the behavior expectations are higher. When a student at Elmwood Park High School heard her say that her son did not drink or do drugs and went to OPRF, the student said, "Wow. He must be good. That's crack city over there." This school has a reputation.

While closing the campus will solve the drinking and drug usage problem, it will reduce 1) opportunities for usage, 2) purchasing drugs during the school day, 3) engage in other activities that their parents might not want them to do, such as going to an empty house for sexual relations, and 4) cutting their afternoon classes. She knows where her children are after school and on the weekends. If the school allows them to leave during lunch, she and school personnel will not know where they are or with whom. Should there be a lockdown, evacuation or family emergency, she expected the school to know where her children are and able to summon her child upon her request.

OPRFHS' students are their children. They are minors, not adults, in the eyes of the law and they are far from fully developed adult humans. Their brains' frontal lobes, which govern executive function, are still developing and they cannot make rational decisions as well as someone in their twenties. That is why loco parentis is not an archaic concept. If something happens to her child while he/she is off campus during the school day, the shame and the blame will be on the high school. Close the campus.

Wyannetta Johnson, an Oak Park resident of 38 years, raised six kids and has 11 grandchildren. She disagreed with closing the campus. She did not believe that the school could stop students from using drugs and alcohol during the school day as they bring alcohol in pop or water bottles and taking parents' medications. The school is not responsible for her children. The community needs to work together harder to find a better way to handle children.

Heather Zurawski, resident of 139 Keystone Avenue in River Forest and student and member of Student Council, said that the students who are leaving getting into trouble do not represent the entire school. She did not believe that closing the campus would be good because it would not stop the kids from doing what they wanted to do.

Mary Therese Foley, resident of 179 N. Elmwood, a neighbor to the high school for 10 years, was concerned for the safety and long-term health of the children. She has witnessed and is part of drug busts that happen right on her corner. She invited all to sit in her house and witness the drug deals. Officer Murphy had spent time in her house and he has said that the police go in circles trying to chase these kids down. This area is the most vulnerable because it is on the west side of the city and yet students are allowed to go out for lunch for 45 minutes. Thus, it makes the time between 11 a.m. to 2:00 p.m. an open market for drug dealers. She worried most about the students who are not involved in any bad activities yet they can walk by and may be shot by a drug deal that has gone awry. She was offended that the Board of Education and the District felt the problem was loitering, littering, and lighting up. When she bought her house she knew there would be issues but she and her husband love kids and they did not consider that a problem. Her house has a reputation as to where kids can go to buy drugs. She worries for her younger children's safety and the other neighbors that a drug deal will go awry. This is about protecting her kids. She hoped the Board of Education would close the campus. She appreciated their time.

Lori Coplan, resident of 229 Ashland, River Forest, has an eighth-grade daughter and has a masters' degree in social work. She has worked with middle and high school children. She asked the Board of Education to use balance and reasoning and to implement a partially closed campus. Her viewpoint is that 1) kids will come to the school high and leave high and 2) many students are not using drugs. The District is doing a disservice opening the doors. Often students might not intend to use drugs or alcohol, but they find it difficult to resist peer pressure. The ability to leave the campus should be an earned privilege. The teenage brain is not developed. She knows of only two schools that have wide-open campuses. OPRFHS should take the time to see how to do it. She suggested extending a closed campus environment for freshman to sophomores as well. She strongly wanted to protect the at-risk kids. She asked: 1) what is the educational benefit of an open campus? 2) Are they learning when they leave the campus? 3) Is it safe for all kids not to know who is going in and out of the building?

Catherine Baumann, resident of 178 N. Scoville, is a parent of freshman and sophomore students and she is a college teacher and also wanted to clarify that this was not about littering or loitering or the events at the school, but about the safety of all of the children. She has witnessed students leave the school at any time all day long. She has seen kids using drugs, smoking cigarettes, buying drugs, etc. Freshman students leave campus. Kids have different ways of making decisions. An open campus creates an environment where kids can make poor, life-altering decisions. She asked the Board of Education to close the campus in order to create a safe environment so that they are not faced with making a wrong decision. Many parents might not think their students are leaving the building, but they do and they come back high, are disruptive, and are late for class.

Dave Biggus resident of 332 S. Harvey Oak Park, parent of two high schools students, congratulated the elected school board members. While he was impressed by the discussions held prior to the elections, he was disappointed that the top three topics discussed were not drugs and alcohol. However, it is being talked about now. He did not believe that OPRFHS was a good school in the area of students using drugs, as its average is twice the national average. OPRFHS is located five blocks away from the west side of Chicago and its doors are open. He suggested shortening the lunch periods from 48 to 27 minutes, and shortening the passing

periods. He continued that April 20 was "Drug Day." His freshman told him that six students in his class were stoned and nothing was done about that. The more he finds out, the more disappointed he is. The Board of Education is in a position to do something about this. He also suggested implementing drug testing as it was a way to them to say no to drugs.

Erin Lundendorff, a freshman student and resident of 1157 Clinton Avenue, Oak Park, stated that there were two sides to the issue: 1) personal freedom and 2) security. Students should be allowed to use their 45-minute lunch to go outside for fresh air versus being locked them in a room with students they do not want to be with. During his time at OPRFHS, he has not seen a drug deal. Students are unsupervised before and after school. He suggested that if the parents wanted security, there should be a 24-hour school day. He also suggested that the focus be on discussing the issue of substance abuse, as the school had not talked with him about this and he felt left out. He has two classes in rooms without windows and it is depressing. Students want to go outside. It is a matter of 1) personal freedom or 2) security.

John B. Bokum Jr., resident of 629 S. Home, Oak Park, reported that he ran for the School Board and lost. He thought the school should close the campus and institute a prevention program whereby the high school hires someone to prevent children from falling into the trap of making poor choices. His four children attended OPRFHS. His first child was an AP student who had a friend who died of heroin during the 1997-98 school year. The school brought in a speaker to talk with students about that. Closing the campus will not solve the problem; it is those students who fall into the trap that need addressing. While some kids are not aware of what is going on, it is, it has been, and it has been discussed previously. He and his wife sat across from the soccer field in 1995 and watched drug deals being made in the middle of the day. This needs to be addressed. Citizens' Council has done its due diligence. OPRFHS is double the national average in drug and alcohol abuse and it is time to make hard choices.

Sue Foran, resident of 925 Bonnie Brae in River Forest and parent, spoke as a parent of a student who because of poor choices made on a student-sponsored trip, was suspended and experienced all of the social, athletic and academic consequences associated with these actions. Because he was caught, he has recovered, and he is better than ever. She thanked the school administration, the athletic department, and the Board of Education for the kindness, compassion and mercy applied towards her son and commended the school for the appropriate measure of punitive and restorative policies in place here at OPRFHS. From her first meeting with Jason Dennis and Janel Bishop to the subsequent meetings with Coach Wright, John Stelzer, Coach Daly and Cindy Milojevic all was handled with professionalism and genuine care and concern. Her son reached out to them and they reached back. Her son would be the first to acknowledge how critical it was for him to be caught and for there to be appropriate consequences and accountability in place. He owned the problem and subsequently owned his restoration, yet he could not have done it without the school's support. The school has some very special people and her family will be forever grateful to them.

Unfortunately, there are many stories of other students, each with different influencers, triggers, and remedies. Various prevention and intervention tools must be in place as some will work for some and not for others. If she were to prioritize, what she felt would be most effective, she would vote for random drug testing of any student who is in an extracurricular activity. Her son

also endorsed drug testing as a way to affect change. For parents, it would end the speculation and denial and it would go a long way to relay trust in the family. It would provide the boundaries and mechanisms that do not exist now. Closing the campus would be the second choice but she would like it if both were done concurrently. She thanked the Board of Education for its due diligence and its efforts with this issue. She respectfully urged the Board of Education to act, not only to have a preventative impact on kids' behavior, which is ultimately the goal of everyone, but also to send a message to the community/parents and all the people, the Board of Education included, who are working so hard to change this culture. She encouraged them to seek unity with urgency as each of our students only goes through high school once. Helping even one student is a success in her book.

Karen Daniel, resident of 605 S. Grove Avenue, in Oak Park, has a sophomore at OPRFHS and three students in college. She thanked the Board of Education for the meeting and she was happy for the many parents who attended. She, personally, supported continuing the open campus policy. Only a compelling reason should affect a change in policy. She stated that the benefits of an open campus were:

- 1) Her sophomore will not eat in lunchrooms because he wanted a break from the stresses of school noise, etc., and thus she goes to friends' houses to relax, Scoville Park, or just walking around. The athletic fields are off limits. She is comfortable with her child going to friends, to downtown business, etc. and that her child is learning how to make choices before going off to college or work.
- 2) Closing the campus will not stem flow of drugs in Oak Park. She is a concerned about the issues. She did not believe the problem could be solved without one-on-one contact with the students and addressing the issues as a group.

Kristine Raine-Ogden, resident of 559 Edgewood Place, River Forest, is a member of Impact (the renamed subcommittee of Citizens' Council). She attended this meeting on behalf of her three children, one of them being a senior. She applauded the Board of Education for the opportunity for people to talk and offer their opinions. She believed a forum such as this would make a difference. She felt that all of them were smart enough and active enough to be able to solve or curb this problem. Part of the solution was to close the campus: it is one-step in a community-wide effort that will help to reduce drinking and drugs. IMPACT regularly meets with police officers, teachers, school administrators, students, parents, religious leaders, etc. in Oak Park. They have held educational forums for parents who are looking for solutions. Parents want their children in an environment where these are not common issues. Harmless experimentation took root in the 1970's and has flourished in the past four years. The culture needs to change: status quo is not an option. Students need a safe haven and she rejected the idea that keeping them in school was like being in a prison. Closing the campus will not be popular. The limits she set for own children have not been popular either, but that is her job as a parent. Drug and alcohol use are not defined with behavior problems, as all kids are vulnerable because they all take risks. She knew that each Board of Education member was there to provide the best possible education for the children. This is an opportunity to help succeed in school and life.

Katherine Metz, 15-year resident of 404 N. East Avenue in of Oak Park, too spoke about this not being an inconvenience to the neighbors. Many neighbors are also parents; parents who care about the safety and education of the children and are talking about a way to impact safety,

public health, and education. The decision to close the school grounds, unless parents sign their students out or if the student is 18, is reversible. If it is found later that there is not some measureable impact in academic performance, tardies, attendance, feedback from teachers, the Oak Park Township Youth Services, and the police, or a potential drop in the liability insurance rates, the decision can be reversed. She presented a bag that contained items she had found within the last thirty days (in addition to one new graffiti marking) within one block of OPRFHS. She recently found one of three pipes she has recovered in the 15 years on her property. She also presented a bag filled with little baggies that she had recovered. In her professional experience of working in an emergency room, she is seeing kids using a substance called K2, because they know they cannot be tested for that. She encouraged the neighbors to notify the police whenever they find paraphernalia, not just graffiti.

Michele Durang-Coleman, resident of 937 N. Taylor in Oak Park, a nurse practitioner, and an 18-year resident of Oak Park. In the 1990's, she was advised by others to send her child to Fenwick rather than OPRFHS because of its drug problems. The children follow their parents' footsteps; they practice what they see. She asked the Board of Education to make a fair decision for all the children and stop putting a Band-Aid on the problem. She did not believe that closing the school during lunch was the solution. She suggested:

- 1) Conducting a pilot study for one year and installing a hotline to anonymously report about substance abuse, as many times students will not tell on the teachers, other students, etc.
- 2) Hold sessions for students to talk about drugs/addiction problems during lunch. Use the resources of the school and community (psychologists, social workers, etc.)

The principals, parents, Board of Education members, and the community can work on this for one year. She has had four children in the high school and her youngest is now a senior. She was speaking as a professional as this was for all children, not just hers.

Sibel Kusimba, resident of 228 N. Scoville in Oak Park, wanted to bring up new points. She is a professional at Northern Illinois University and was in the building in which a shooter came in and shot people just two hours after her departure. She was concerned about the large number of open and unmonitored doors. Her son is a freshman. Only once was she asked for an ID when she entered the building. All visitors to District 97 must stop and register before they are allowed to enter the building.

The achievement gap is also an issue. She finds OPRFHS to be a very permissible environment and her son needs a more academic environment. One day he told her that during study hall they were watching Sports Center. Open campus is pervasive problem and it needs to be addressed.

Sam Frigo, senior and resident of 600 S. Humphrey Avenue, in Oak Park, felt the school was safe and he has never seen anyone "crack up." He is the youngest of four children. His oldest sister attended OPRFHS ten years ago and she was a good student until her sophomore year at which point she was running with the wrong crowd, doing weed, ditching classes, and then progressed to doing heavier stuff, heroin, etc. She has been clean for years and is now going to Triton, Roosevelt, etc. He did not believe that closing the campus would not stop anyone from

going with the wrong crowd or doing heroin. He feels it is the parents' responsibility. The high school instituted a new tardy system, Plasotrack that marks tardies. He believed that the campus should be closed to freshman and sophomores. Teachers and parents should come together to see what the problem is.

Connie Coleman, 212 North Scoville in Oak Park, a neighbor and grandparent, thanked the Board of Education for hearing the input from everyone about the issue and she hoped that its discussions would not look at just closing the campus but at the overall community. She did not believe that closing the campus would end substance abuse but it would limit some dealers' access to the students. Citizen's Council has stated that closing the campus is a strategy to reduce drug and alcohol abuse.

The school should also have a major prevention program. Substance Abuse counselor Margo Bristow has said that 200 students are referred to her during a semester. Ms. Coleman stated that there is a new program in Oak Park to help parents deal with drug use and to help those who are addicted get adequate treatment.

There are other concerns as well. Both her sons are graduates of the high school; one was an AP student and one that was not serious about education. She has a freshman grandson. The high school has been proactive and she supports the Board of Education tackling this issue.

Since her retirement, she has observed suspicious behavior that looks like people buying or selling drugs. She sometimes sees kids that are high; certainly, the topic of conversation is about getting high. There are disciplinary problems because some students take their issues outside the school, e.g., fighting, bullying, verbal abuse, etc. Both the high school's security and the police respond. What she sees also every day is extensive cigarette smoking and this is a substance abuse problem. While cigarette smoking is prohibited in public institutions, students can cross the street and smoke. In turn, they introduce other kids to tobacco problems and little kids are exposed to second hand smoke. She asked the Board of Education to close the campus so that students do not become addicted to tobacco.

Burcy Hines, resident of 1221 Fair Oaks in Oak Park, is a member of APPLE, an educator, a social worker, and she has worked in both open and closed campuses. A closed campus could bring about other behavior issues. The community cannot blame the west side of Chicago for the students getting drugs. It is a parental responsibility. Closing the campus will bring many problems. Those who are blaming the school and the drug dealers on the west side need to get involved. She suggested creating a parent-, retiree- patrol and getting a mandate for some of these corners. Drug dealers will not come if they see people in the community. The Board of Education is doing a fine job and the best they can. The campus needs to be open or more problems will be created.

Al Berggren, resident of 155 N. Elmwood, sees students in the alley. The 2010 Illinois Youth Survey reported that 41% of the OPRFHS seniors admitted to drug use in the previous 30 days; that is approximately 1300 students. This is not limited to a few students. The numbers were similar in the 2006 and 2008 Survey. While this is a compelling reason to act, yet nothing is being done about it. Everyone in the alley is smoking something; it is not a neighborhood issue.

A closed campus will put a dent in the drug problem; the open campus is not working. An easy way to address this problem is to have shortened lunch periods—to 25 minutes—as do Lyons, Glenbard West, Elmwood Park, etc. It would eliminate 33 minutes of time for each student to get in trouble and prime selling time from the drug peddlers. He also suggested additional security before and after school. Open campus should be a right and seniors should have to earn that right. He suggested closing the campus for next four years and then measuring the effect. Doing the same thing repeatedly and expecting different results is silly. Something new might work and it will not hurt.

Ojo Osaicbovo, resident of 1112 S. Taylor, Oak Park, has three children who graduated from OPRFHS. One is a doctor, one is a lawyer, and one is an accountant. Parents need to be aware of the problems and face them. They must be responsible and they must care. Parents should have forums on how to raise their parents.

Eric Miller, resident of 1446 William Street in River Forest, is a parent and felt that the more important issues for the schools were the achievement gap and nutrition. He stated that the biggest issue was nutrition and they need to get healthy. He spoke about a friend's child who died of a heart attack at 16. He opposed closing the campus.

Steve Skapek, resident of 210 N. Elmwood in Oak Park, a neighbor, thanked the Board of Education for taking the time out of their personal and professional lives to shoulder the responsibility of helping to guide the school. It seems that while there is a significant problem, the solution is not clear. Yet, the campus needs to be closed and there are ramifications to doing so. While his children may not want their personal freedoms taken away, they have other personal freedoms. The major issue is the security and safety of the children they are in school. It had nothing to do with his children's ability to make decisions or his opinion of his ability to parent his children, but with the safety and security of the school. Unless the school invests in a security system, it cannot monitor who comes and goes in the school. Closing the campus would prevent people who do not belong here from walking into the school. He leaves for work before the kids go to school. He entrusts his children to the school and it is important for him to know they are coming to a safe environment. He is amazed that the discussion has lasted as long as it has because of the school's and the Board's liability. He asked the Board of Education to consider the following in its deliberation:

- 1) How many people come into the school each day or try to when they do not belong?
- 2) What would you tell the parents of a child who went to school if something tragic happened to them during the school day because people were allowed to come and go so freely?

Ruth Lazarus, resident of 617 N. Lombard, Oak Park, and a parent, stated that the things said were upsetting to her. She has an OPRFHS sophomore, one student in college and a seventh grader. She was upset to hear this framed as me versus them. One thing that was missing from the discussion was why there are so many who want to do drugs. She asked the Board of Education to consider the statistics that showed that 20% of students experience suicidal feelings and 30% have driven with a DUI adult in the past year. The community needs to look at itself.

The community must show children that it cares about them by talking and listening more to them.

Lisa Lowry, resident of 741 Woodbine in Oak Park, and a member of IMPACT, is also a therapist in the community. In last year of activity, 64 new families received services. Pediatricians have said that there is a huge uptick in getting free labs. The police departments of Oak Park and River Forest have been urged to merge ordinances so that they are consistent. In addition, Parent Cafes have been held. There is a swell of community support to do so something. IMPACT was asking the school to do its part.

New drivers are leaving the campus and racing back before lunch periods. The reason for this meeting was not that there had not yet been a tragedy. Her voice is to close the campus.

Mike Lennox, resident of 202 N. Ridgeland in Oak Park, supported a closed campus, recognizing that it is only part of the solution. A number of things have to be brought to the parents and students. When he went to school 40 years ago, he was part of the problem at OPRFHS and the reason he was now involved. This is a recurring discussion. He asked the Board of Education to act so that a decision is made and not delay for another year. His son is in the special forces of the Coast Guard and works in Central America to help stop drugs from coming to America. Drugs taken today are not the same as they were in years past. He asked the Board to 1) act, and 2) use tax dollars to get results from security, drugs, education, parents, and community. Everyone has to be engaged!

Ellie Hendricks, resident of 1201 Rossell Avenue in Oak Park, and a student, said OPRFHS is known as Smoke Park and Reefer Forest. To punish 3300 kids for the small part of the student body is wrong. Helping those students should be the number one concern. Open campus does have positives: it allows students to have a break and they appreciate the ability to go home for lunch. Closing the campus just ignores the problems. Students must learn to say no. The campus should remain open.

Margaret Brown, resident of 179 N. Ridgeland Avenue in Oak Park, is a neighbor and a parent of two juniors. She concurred that the issue is not just from west side and she wanted to address the inferences made that AP students were not part of the drug problem. From personal experience, she knew that AP and athletic students struggle with this issue as well. She suggested putting the onus on the parents and asking them if they wanted their junior or senior to leave campus. If so, add something to the ID, along with progressive discipline. She suggested enlisting the support and help from the parents and the community to teach them about the good and bad choices that they make.

Maisie Sparks, resident of 1111 N. Oak Park Avenue in Oak Park, is a parent of one child who graduated and a current student. She preferred an open campus. Her oldest son participated in Snowball all four years at OPRFHS and he realized that drug abuse, alcohol abuse and the other not-so-wise choices that students often make are not the problem. When he went to that program for a weekend, he realized how much war, death, transitioning to the high school, etc., affected students. Parents are unaware of this, and it leads to situations that are not healthy. This program allowed ways in which the students could talk about these issues with their peers; it was

a transformative weekend. She encouraged looking at safe places and spaces for children to talk about what is going on with them. Many teachers and coaches keep students on the right track and help them to make wiser and better choices.

Karen Marcus, resident of 232 N. Lombard in Oak Park and a resident of Oak Park for 16 years. Her background is in social work, she was a substitute teacher in District 97, has three children; one is a freshman and two younger. What is the motivation behind an open or closed campus? A cost-benefit analysis has to be conducted. She has worked with families and drugs have been a focus in her work. The home and the services in the community have to be considered. A collaborative effort and internal systems in the school need to be in place. What happens to a first offender? What happens to repeat offenders? She agreed that there would be an increase in behavior problems if students cannot experience fresh air. They need to feel they can remove themselves during the day. She did not want the exceptions to create the rule in this situation. Her interest is for all children. She chose to be a stay-at-home mom in order to build a foundation, to work with her children on making the best decisions as they moved developed. Peer pressure is a daily occurrence. Drugs are a part of the culture and OP is not the exception. Some students will find drugs no matter what is done and everyone needs to work with them in a certain way so that they do not fall into a trap. She wanted the campus kept open.

Margi Abu Taleb, resident of 812 S. Kenilworth, in Oak Park, spoke one year ago to the Board of Education about her son who was considered a "bad" student at OPRFHS. The family removed him from Oak Park two years ago and he attended a resident therapeutic school; he will graduate next week. Her "good" son graduated with honors but she later found that he also used drugs during the day. Drugs are a persuasive problem but the data on attendance needs to be looked at as well as it is a clear problem. It is not just first period. Attendance is especially poor after lunch periods. Kids need adults to give them direction and an open campus for many teenagers is a challenge. She asked that the Board of Education to close the campus.

Joie Pierce, resident of 203 Washington Avenue in Oak Park, works with volunteer groups, and she has been coming to school with children and grandchildren for over 40 years. She believed in an open campus because it helps students realize that they are included and not excluded. Some feel excluded and those who feel that way come back and try to pull the present students out because they are angry at the system. While she felt there should be no restrictions, she did believe there should be more discipline, rules and regulations, coming from parents and the school. Keeping the campus closed makes freshman students feel neglected and seniors feel like they have too much power. All students should be honored, respected, and loved in their homes, schools, etc. OPRFHS should be an inclusive atmosphere. Discipline should be given with love. She suggested a curriculum on motivation and ethics. She thanked the Board of Education for its consideration.

Faculty/Staff Comments

Stakeholder	Close for all	Close w/ Juniors & Seniors able to earn privilege	Status Quo	Comments
Faculty	X			
Faculty	X			
Staff	X	X		Both were acceptable
Staff	X			
Faculty		X		I deal with at least 2 to 3 “high” students a week from 5 th to 8 th periods – 50 min. gives them too much time to get into trouble.
Faculty	X			It would create fewer problems if all students had a closed campus.
Faculty		X		Seniors only
Faculty	X			Or, open for seniors only.
Staff		X	X	Can see pros and cons for all options and different groups affected. *Parents – some may feel good about kids staying on campus; others may feel that their child’s freedom has been taken away. *Community with no kids in school will probably be happy about it. *Security/Staff/Teachers-Do we have enough staff members to cover the number of kids who will be in closed campus lunch periods. *Students- I believe they may feel that their freedom has been taken away *I feel there should be to get away, to get fresh air, and go outside at least.
Staff	X			More classes are missed before and after lunch period. With a closed campus I would believe the attendance issue would get better.
Staff	X			
Faculty		X		I’m really torn between totally closed campus and junior/senior earned privileges. Overall, it would be easier to close totally rather than deal with the logistics of monitoring eligibility, security knowing who is permitted/restricted, etc. I am more concerned with the “slap on the wrist” approach we have seen with students caught in possession or selling. Years ago, that was ground for expulsion and the message was clear. We have had students returned to class in record time this year after security caught them – and the message to all the other students is Just as clear -- there are no real consequences. This school has got to seriously tighten up.
Staff	X			I believe this will cut down on in school drug use, lunch time drug use and will provide more security for the school.
Staff		X		
Faculty			X	
Staff		X		
Staff	X			
Faculty			X	
Staff			X	
Staff	1	2		Approx. 90% of the students seen in health services seen for substance abuse evaluations are seen either

Faculty/Staff Comments

				during the lunch periods or shortly after.
Faculty/ Community			X	I do not feel the cost and change in schedule is worth the possible gain.
Staff		X		Maybe earning privileges will promote improved behavior
Faculty		X		It is only about 200 of 3200 students that abuse the privilege. Tight up outside with security/police/community
Staff		X		
Faculty		X		Works at Niles Township
Staff	X			
Faculty		X		Whether there is a change or not, we should get some type of security system that does not allow students or visitors to enter or exit through any of the doors.
Faculty		X		Allow sophomores to also earn privileges to go out, but we must check EVERY ID of student who leaves building and LOCK other exists.
Faculty	X – work out details later			A student at the high school in the early 70's, having 3 children who attended from (1997-2004), Husband alumnae early 70's
Faculty	X			Liability/student safety is an issue-we can't supervise students who are off campus/huge culture shift which will take 3 or 3 years to solidify. Teachers should not be at all affected by ANY change.
Faculty	X			
Faculty			X	
Faculty			X	
Staff			X	
Staff			X	
Staff			X	
Faculty			X	If the campus is closed, I hope the school is clear and direct on precisely why we have adopted this policy. I am concerned about succumbing to community pressures and agendas that are not consistent with the educational purpose of the high school. If the school is closed for more students, I think it would be a mistake to ask students to demonstrate that they have "earned the privilege" of lunch outside the building; but I think it would be fair to say that students are chronically tardy have forfeited the right.
Faculty	X	X		I believe some form of closed campus should be enforced.
No Affiliation		X		Just seniors
Faculty			X	While I understand the desire of us all to keep our students away from drugs, I appreciate the need to allow students to get out and go for a walk and to practice responsibility within certain boundaries. I know that that the vast majority of our students use open campus responsibly. I would hate to have a small number of students who act badly to get in the way of a long and important practice of giving students some freedom and responsibility.
Faculty		X		Juniors off campus privileges should be tied to grades/attendance. Seniors should be allowed off campus for lunch (work my kids' school) we would be better ready to enforce this. Unless you have all of us being told to enforce this, it won't work. I am tired of enforcing the rules and others ignoring them. Do not make a rule

Faculty/Staff Comments

				unless you are will to enforce it.
Faculty/ Counselor	X			I fully support this idea. From my perspective as a counselor, there will be much positive change when students must be in the building all day, regarding discipline, community relationships, safety, etc.
Staff	X			Juniors and seniors are the ones who get in trouble many a times, they influence the lower class kids
Staff		X		
Faculty/ Community Member	X			<p>Too many students use drugs/alcohol during lunch. I can name 10, at least, students of mine who have ended up in rehabilitation by their junior year. I had the benefit of teaching them as sophomores as well and watched them make poor choices (specifically during their lunch periods). I feel that by closing the campus we can at least alleviate the drug/alcohol problem.</p> <p>In addition to my drug/alcohol concern I have MAJOR concerns about the security of our school. We have many doors and students leaving the building at all hours of the day. Opening the doors at lunch is an invitation for people who don't belong here to enter. For example I had a convicted felon in my office a few years ago. Very scary experience.</p>
Faculty		X		
Faculty	X			
Faculty		X		
No name				What difference does it make? Half the freshmen go off campus for lunch, as it is. There is no enforcement, just as there's no enforcement of any of the rules.
Faculty		X		
Faculty		X		I am not sure how the café will be able to hold all of the students.
Faculty			X	
Faculty			X	
Staff	X			What about doing something about the dress code? Enforcing these rules for all students. I get a lot of calls from neighbors around the school about students on their property. The dressing of the young ladies at the school has gotten worse. The clothes they are wearing should not be allowed to be worn in school. We are always talking about harassing. I have heard young males talk about how some of these girls dress. A student should not go past first period or even the doors. They should be stopped. And for are young males and even some females. They should not be walking around with pants down and you are looking at underwear all day. Some schools do enforce all of their dress codes. This is something we need to do. I feel bad for the teachers who have to be in classes with students dressed the way they are.
Faculty		X		Tied to attendance and behavior
Faculty		X		
Staff		X		For safety of students and less temptation. Offer opportunity to study or other activities.
Faculty	X			I feel that if we give some students privileges, it will be a headache and series of questions "why can't I have off campus? For security/administration/staff we are one school; one team. I feel that will also help security at the welcome center, monitoring people coming and out of the building. I would be willing to supervise a lunch period. The middle schools have closed campus. Safety first and for students and staff. They will complain, but if we stick with it, it will get better.

Faculty/Staff Comments

Bookstore /parent	Staff		X	From the staff perspective: the current faculty and staffing in place cannot handle the entire student body during lunch periods. It is difficult now to conduct business in the bookstore and respond to parents telephone calls because of the noise levels during lunch periods. From the parent perspective: I would like to see leaving for lunch as an earned privilege. However, I know that you are then leaving the discipline issues in the building during lunch and programs would need to be in place and rules enforced to keep much lunch time under control. It does not seem as though our current rules (freshman stay on campus, wearing IDs, no hats, etc.) are enforced at all.
Staff		X		We need this now.
Faculty		X		
		X		Open campus should be considered a privilege and therefore should be earned. The school should at least try it out!
Faculty		X		
Faculty		X		
Faculty	X (Ideally)	X (Reality)		Closing the campus would be a logistical nightmare – one the school would not deal with effectively (based on past performance.
Faculty		Combination of both this and status quo		Closed for freshmen, sophomores/seniors, allowed based on academic performance.
Faculty				Solve the logistics before changing policy. We need to consider: how do we fit 3200 into 3 lunch periods? How do we police exits? How do we police 3200 students who are not assigned to a class during lunch? Will kids behave better with a closed campus?
Faculty		X		
Faculty		X		
Faculty		X		Kids should earn this privilege
Faculty	X			Too many students have been negatively impacted by this. While parents should be ultimately responsible for making sure their kids make good decisions, the school and BOE do not have the authority to mandate good parenting. We can only control student behavior from 8 to 3. It would be terrible if a tragedy occurred and we failed to prevent it. Many of our kids in LD have had a hard time making friends so some of them have fallen to peer pressure. We must also consider the safety of this campus. It is way too easy for outsiders to get in.
Faculty			X	It would be a morale and bookkeeping nightmare to do either of the other choices and it would not solve the alleged problems.
Staff			X	
Staff		X		
FSEC		X		Student incentives equitably enforced with consistency can help change school student compartment issues.
Deans		X		This will cause a lot of work on the part of the deans. It can work, but it will pull them away from their other demands.
Staff	X			Closed campus doesn't concern me as much as the dress code. Please go to uniforms. Thank you.
Faculty	X			Current policy isn't enforced –everyone comes and goes all day long. Close campus for all.
Faculty	X			The hospitalization rate is so high due to substance use especially during lunch as reported in staffings. Call

Faculty/Staff Comments

				Rosecrance for statistics on OPRFHS student placement in their program.
RF Resident	X			Redesign the mall, so students can go out during lunch. Place security staff/faculty at either end.
Faculty		X		Privileges should be earned based on discipline & Attendance – not solely on grades
Faculty			X	
Faculty/Parent		X		<p>I do not understand how closing the campus is going to reduce the drug use among our kids. The proponents of closing the campus, mostly neighbors of the high school, are arguing that they see drug use around the school. They do not want to see that and I understand that. However, by closing the campus all we are doing is moving that drug use into the school. Is preventing drug use the responsibility of the school only? Or is it the responsibility of the community as a whole? Are those neighbors also responsible to help us with that fight? I believe they are. I believe that parents, teacher, kids and community have shared responsibility to work together in fighting this plague. Closing the campus would make the high school alone take ownership of this issue. The rest of the stakeholders, the community, parents, and neighbors, would wash their hands and walk away.</p> <p>Maybe the high school should close the campus to drug users and kick them out into the community. Is that the right thing to do? The discussion on closing the campus should be linked to traffic safety not drug use. It takes a village people!</p>
Faculty	X			
Faculty	X			I think things have escalated where there are too many students and it has become loud & disruptive out in the nearby community. I wish it were not that way. I would like students to be able to enjoy the beautiful surroundings of the school and nearby food but there has been a disregard for rules and/or respect of property, manners and more. Maybe it could be based not on grade, but on any discipline issues (attendance too) Students would then need to be at a certain level of points.
Faculty/Parent	X			And, all means all!
Staff		X		Privileges would be more appreciated if earned. Our students need an awakening for their behavior
Faculty		X		
		X		
Faculty	X			I worry a partially closed campus would be hard to enforce. I believe a closed campus would reduce students' opportunities to use drugs and alcohol as well as prevent absences and tardies after lunch. I also worry about the security of the building with so many doors accessible and open for both students and nonstudents.
Staff		X		I do believe that we are able to come to a workable solution. However, our work is not done. We need to address the dress code especially in the warm seasons.
Faculty	X			
Faculty		X		If we adopt this policy, we should apply it thoroughly and consistently. Currently we are not good at follow through.
Faculty	X			
Faculty	X			
Faculty			X	I don't see the logistic possibility of a closed campus, nor do I see it getting to the heart of the problem.

Faculty/Staff Comments

Faculty		X		My concerns are safety related. We have so many people entering and existing this building throughout the day that I feel we should monitor the process more closely.
Staff	X			Most schools around here have a closed campus.
Faculty		X		
Dean		X	X	I would also be open to Jr.-Sr. open campus with privilege
Staff			X	Unless food is kept in the cafeteria our rodent problem and garbage problem with become worse. Trash throughout the building would be an issue for only four day custodians.
Staff		X		
Staff		X		
Staff	X			
Staff			X	
Staff		X		At a certain age, students need to learn to be responsible for themselves as they are becoming adults. If they are responsible with grades and behavior, why punish them because of what few irresponsible students do.
Staff			X	
Faculty		X		Use IDs to exit/those with discipline problems, including tardies, must remain in well-controlled lunchrooms. Have a 1) study/eating area and 2) movie/eating area.
Faculty			X	I have not heard any evidence that a closed campus would solve the issues the community is trying to address
Faculty	X			I only teach basic & College prep level and have watched firsthand how the open campus has affected many families and my ability to effectively teach: <ul style="list-style-type: none"> • Absence problem during lunch periods • Substance use during the school day • Parents desperate to have a "using" kid receive supervision all day • Kids say any frosh who want to leave at lunch finds a way to do it • Personally I have 2 family members who went here and were negatively affected by open campus: • One experimented with heroin and became an addict during lunch periods; • Another almost did not graduate because she would take "long lunches" with friends.
Faculty		X		Allow juniors & seniors to have authentic credits/status to receive this privilege. No demotes or students that do not have junior/senior credits.
Staff			X	If you close campus for all levels even more trouble is bound to happen.
Faculty/ Community member/ Parent		X		It is not the litter, but drug activity. Also a huge safety concern. The neighbors are being abused verbally by the kids.
Counselor	X			
Faculty	X			
Faculty		X		
CPA		X		
Faculty		X		
Faculty/			X	

Faculty/Staff Comments

science				
Faculty		X		

Totals:

Closed Campus	39
Open for juniors and seniors	55
Status Quo	26

Comments from Wednesday Journal in response to Article written May 5, 2011

Steve B from oak park

Posted: Wednesday, May 11th, 2011 03:19 PM

Closed campus is not a punishment. It would make spotting those doing something wrong/illegal easier. We compare ourselves to other schools when it comes to giving administrators a raise yet we won't compare ourselves to the same schools who have closed campuses. School is for learning including learning to follow rules and occasionally do what you don't want because that is what is expected of you. School is not about personal freedom, that is what other 16 hours of student's life is for

OPRF Alumna

Posted: Wednesday, May 11th, 2011 04:35 AM

I graduated nearly 20 years ago, and even then some kids in my honors and AP classes had flasks and joints in their lockers. Closed campus won't do a thing to stop drug and alcohol abuse - it will simply move it to another time and place. Blaming the West Side is ridiculous. Kids in Geneva or the cornfields of Iowa do just as many drugs, if not more. If you want to stop poor behavior, the parents have to be the FIRST to discipline the kids. Schools play a supporting role.

OP Resident

Posted: Tuesday, May 10th, 2011 10:03 PM

It's not just drugs. The board has been presented with a number of behavior problems. What actions would you like to see taken to address these violations?

op rez from Oak Park

Posted: Tuesday, May 10th, 2011 03:22 PM

I went to a large high school with an open campus and somehow, I managed not to buy or use drugs during lunch time. (Even though drugs were sold in the neighborhood)

op rez from Oak park

Posted: Tuesday, May 10th, 2011 03:19 PM

Close the campus and property owners can expect to reimburse the city for the money it loses from taxes paid by the restaurants the students used to patronize during lunch. Also, more students on campus during lunch means more supervision and discipline issues at school.

OP Resident

Posted: Monday, May 9th, 2011 01:59 AM

You're right, Ruth. It would be helpful to the discussion if OP-RF teachers would be willing to share their views. I'd also like to hear from OPPD Chief Tanksley. Does anyone know the policy at other member schools in the West Suburban conference? How about Fenwick and Trinity? What benefits have been realized by other area high schools that operate a closed campus? Has any school district reversed their decision after review?

Ruth from Oak Park

Posted: Sunday, May 8th, 2011 08:44 PM

Even if I thought a closed campus would be a good idea, (and I don't), I would strenuously object, (and I have), to any change process that doesn't include the most important "stakeholders", the students! I also wonder what the teachers at OPRF are thinking about all of this. Any teachers care to comment anonymously? Your voices have been pretty silent.

Ruth from Oak Park

Posted: Sunday, May 8th, 2011 08:43 PM

I'll put on my expert hat for a moment to remind everyone that the "experts" don't all agree. The research on teen drug abuse prevention identifies lots of priorities that we probably would agree on, including various parent/teen factors such as temperament and communication. But the closed campus issue is not seen by all of us in the same way, as this "discussion" clearly illustrates.

OP Resident #2

Posted: Sunday, May 8th, 2011 05:40 PM

For everyone's info, I have been posting since Wednesday Journal debuted this new site. So it might be debatable who posted first. It's not that big of a deal to me, and it seems silly for someone to get so offended by a name that could mean any of THOUSANDS of villagers (are you also offended by OPRF Parent??). I'm done tho as if this irritates so many, then we really aren't here to discuss the issue of our students using drugs.

OP Resident

Posted: Sunday, May 8th, 2011 05:03 PM

Let's respect the experts who deal with these issues on a daily basis. I'm sure the high school will be able to make sure the students get some fresh air. I do understand the frustrations of the students who see this as a punishment based upon the actions of a small group of their classmates but it's certainly not going to be the most extreme restrictions they will face in their lives. I dealt with a department head at Village Hall who told staff they needed permission to use the restroom.

OP Resident

Posted: Sunday, May 8th, 2011 03:42 PM

You bet I am bothered by the fact that you chose to ride my coattails. What motivated you to continue with the charade even after I called you out on a number of occasions? I think you are trying to undermine the purpose of a local discussion forum. You simply could have post as OP Resident #2 to avoid any confusion but that was not part of the game. I'm still going to post as "OP Resident" and will likely have to deal with stalkers and flim flams. Maybe you thought I'd just quit. No chance!

OP Resident #2 out of 52,524

Posted: Sunday, May 8th, 2011 03:14 PM

Since you are so bothered by being the "original" OP Resident, maybe now we can get back to the discussion. Do you want to argue that the school does everything it can to help our students with their problems and behavior issues? You may work there (I don't know) but I have seen security watch things happen and talk about it but never interfere. So I guess Original OPResident, we will disagree on what the school is doing to help our students. I am confident so much more could be done.

OP Resident

Posted: Sunday, May 8th, 2011 02:54 PM

You are the "other" OP Resident. I was here first! In fact, I took the heat from David Pope & Ray Johnson regarding TIF mismanagement and wasteful spending. I'm the one who challenged Jim Kelly. You don't know what you are talking about regarding OP-RF HS staff trying to help students with drug problems. Heroin addiction is especially difficult for women to overcome. The success rate is about 5%. There are fewer programs available to them. Now get off my back & come up with a new dub. Try "TOOL"

OP Resident

Posted: Sunday, May 8th, 2011 11:36 AM

@the Other OPR: don't assume I don't have experience with drug problems either in my family. Secondly, do you really think closing the campus would have saved any of the children we are discussing, including mine, yours, the others here? I have never downplayed the drug issue. As a matter of fact, I have repeatedly said I think the school does not do enough to help these kids, including having security that watches our kids. Don't pretend I am insulting other's pain. This is not a solution.

OP Resident

Posted: Sunday, May 8th, 2011 10:47 AM

More gibberish (05/07 posting @ 11:24p)from the "other" OP Resident! My family has firsthand experience with a child using hard drugs. It has been a nightmare. Wiscracks directed at concerned parents have no place in this discussion.

OP Guy

Posted: Sunday, May 8th, 2011 12:41 AM

Yes, teens will still try to take drugs in washrooms and deal drugs at school, but there is a lot more risk involved and a much higher chance of getting caught compared to teens hanging out outside of school without any worry. Again, closing the campus is just 1 little piece of the way to fight this issue, it's not the be all end all, but it helps. There IS no one way fix everything, but a combination of things. People against the the policy should keep that in mind before disregarding it.

OP Resident

Posted: Saturday, May 7th, 2011 11:24 PM

@Conc. parent, that is where you are so wrong. Those kids will still use drugs, even during 8 a.m and 3 p.m. Ask your kids! Drugs are being used in the washrooms & sold in school. This is not news. Closing campus has absolutely nothing to do with the drug use. Kids who are using drugs do not follow OPRF's rules (or society's & hopefully their family's). It will make kids leave at lunch & not return. Are you really worried about kids on drugs at OPRF (b/c I'm sure your kids aren't using,rite?)

Concerned Parent

Posted: Saturday, May 7th, 2011 10:52 PM

@ OPRF Parent from River Forest Thank you sharing your daughter's OPRF heartbreaking story. To all OPRF parents this mothers experience is a sober reminder that OPRF's Open Campus policy is a failure. All our teens are good kids, they just make "stupid decisions". The high school currently has 180 kids in some kind of substance abuse program either on campus or at facility. OPRF Board of Education our community needs your leadership right now. Closing campus won't stop kids from using drugs and alcohol but it will prevent them from using drugs and alcohol from 8 am to 3 pm five days of the week.

OP Resident

Posted: Saturday, May 7th, 2011 09:10 PM

Somebody's playing games, again. This OP Resident does not share the views and opinions being posted by the "other" OP Resident. That's the problem with dubs. There's not much that can be done since there are also phony comments posted using the real names of some prominent people in the community. Just keep a grain of salt handy. My response to the "other" OP Resident is, "I was here first!"

OPRF Parent from River Forest

Posted: Saturday, May 7th, 2011 06:15 PM

I have two daughters.. one went to Oak Park and got into the drug scene..she started with smoking weed at lunch she became addicted to heroin she almost died on an overdose. I pull her out of high school sent her to treatment and another school My 2nd child is a top student there.... but does any parent to go through what we went thru to go through with our 1st daughter? Some teens make very stupid decisions does the high school need to help them? Close the Campus!

OP Guy

Posted: Saturday, May 7th, 2011 06:00 PM

OP Resident, NO, actually I understand the issue pretty well. Closing the building is NOT and should NOT be the only solution, but it's does help and I've seen it work before. Elementary and middle school kids are not exactly the same as high school kids. Of course it's also up to parents and police, but how' schools run their campus also makes up part of the solution/problem. It's not as black and white one group of people are responsible. EVERYONE is.

OPRF Grad (The cafs were often already too full even with an open campus)

Posted: Saturday, May 7th, 2011 05:28 PM

The kids who already use drugs will use them whether or not the campus is closed, most of it happens off campus anyway. Parents shouldn't blame the school for their kids using drugs, but if anything blame themselves since they seem to assume it is the schools responsibility to teach them about that. Teach your own kids what you believe on the subject and realize that they are going to make decisions on their own. If you are uncomfortable with this idea you are not going want them to go to college

Set Expectations and Enforce Them from OP

Posted: Saturday, May 7th, 2011 02:27 PM

@Huskie Mom: Yes, they are bad kids who misbehave and do drugs in all schools, public or private. What the private schools do better, however, is setting expectations and enforcing them. OPRFHS seems to have a problem with that based on the wreckage the neighbors claim. Close the campus and set

expectations...and hold the kids accountable for living up to them. It's the only answer. (And, if you're concerned about your child's freedom, create opportunities at home to express it)

OP Resident

Posted: Saturday, May 7th, 2011 11:21 AM

@OP Guy, I think you totally miss the point. Elementary school kids get out of the building, middle school kids get out of the building, but let's not let our teenagers, who most parents would let walk around Oak Park by themselves, to leave the building during the day. The point is kids are misbehaving and our solution is close the campus? Yeah, that will really assist those on drugs or drinking during the day.

OP Guy

Posted: Saturday, May 7th, 2011 10:41 AM

OP Resident, you miss the point. It's not about being like others, but at some point you have to see the silliness of this gripe relative to the larger plan of what is more beneficial to the direction of the school. Jimmy John's? Really?

OP Resident

Posted: Saturday, May 7th, 2011 07:00 AM

@Ruth, oh why would we CARE about why the kids are using drugs? And why oh why would we ever ask the kids their opinions -- they are not old enough to make decisions or have meaningful input to this discussion. They should be told what to do and be happy about it! Silly you! Seriously your two posts made more sense than any others on this board. At least someone in OPRF gets it.

OP Resident

Posted: Saturday, May 7th, 2011 06:57 AM

@A positive reason - wait until your daughter is a sophomore and has left the building for lunch with her friends (perhaps a walk down to Jimmy John's?) and then ask her what she thinks about it. Plus remember she follows the rules. The students on drugs don't so closing that campus may not have an impact on them.

OP Resident

Posted: Saturday, May 7th, 2011 06:55 AM

Wow, first the comparison to private schools and now China. If only our awful OPRF students could be like others!

OP Guy

Posted: Saturday, May 7th, 2011 02:56 AM

Most schools in China have closed campus policies, they finish school later, have morning school on Saturdays and go to night school for a couple of hours every weeknight. Some in the US may consider that oppressive, but for people there it is the norm (cultural differences), and seems to work out pretty well for them academically. Many of them would be scratching their heads wondering what the crying is all about in regards to the new policy. Comparing prison to the policy is arrogant.

OP Guy

Posted: Saturday, May 7th, 2011 02:43 AM

The whole argument about freedom and feel imprisoned is weak... we take away their choice to go or not go to school, there are attendance policies, there are behavioral policies etc... this is just another policy, and not even an outlandish one. If we just left their decision to attend school based on their better judgment, I wonder how many would attend? How many would skip class on a regular basis? And not just the kids with problems.

A positive reason to close the campus.

Posted: Saturday, May 7th, 2011 01:48 AM

I asked my daughter and her friends, all freshman, if closed campus felt like a prison. Their answer, absolutely not. Being in the school at lunch gave them a sense of belonging. Lunch was their time to be social with old and new friends. These girls talk about their classes, their teachers, their school, their clubs, Glee and American Idol. It dawned on me this is where school spirit is created. It's not at Tasty Dog or Scoville Park or the yards of neighbor. It's right here in this school.

Ruth from Oak Park

Posted: Friday, May 6th, 2011 11:29 PM

Adolescence isn't just a transitional period between childhood and adulthood. Teens are learning how to make good choices, and we know that they make better choices regarding drugs and alcohol when they feel connected to the significant adults in their lives. The educational value of an open campus is that it provides an opportunity for students to develop good judgment, to have a voice in the things that matter to them, and to relax.

Ruth from Oak Park

Posted: Friday, May 6th, 2011 11:27 PM

Aren't we even a little curious about WHY so many of our children are using drugs? Why don't we ask them? Why aren't we listening to them?

Patricia O'Shea

Posted: Friday, May 6th, 2011 08:18 PM

I'm not a neighbor. I am however a future parent and I want it closed. Not every issue in Oak Park is a NIMBY. Weak accusation nimby is.

OPRF Parent

Posted: Friday, May 6th, 2011 07:41 PM

Who wants the campus closed? The neighbors. And the administration is giving in because it's easier to do that than deal with security issues and why kids are leaving the building misbehaving rather than being in school. Guess what, though, when the campus is closed and those same kids are still in the alley smoking pot, drinking, having sex, don't be surprised. They are the rule breakers already so why would a closed campus stop them. Deal with the real issue, not pissed off neighbors.

Huskie mom from OP

Posted: Friday, May 6th, 2011 06:52 PM

We've discussed this issue long enough. The public has spoken. 80% on Feb. 15th's survey want this campus closed. More than 80% of the voices present here want this campus closed. Are you waiting for some kids to wrap a car around a tree as they rush back from lunch? Why would you want the liability?

Close the campus!

Greg from Oak park

Posted: Friday, May 6th, 2011 06:43 PM

OPRFHS is a school. Decisions should be made based upon what promotes the education of the students. How does open campus promote the education of the students? No other school in the conference has an open campus policy like ours. We could be right and every other school could be wrong, but OPRF's rates of drug and alcohol abuse don't make that seem likely. My taxes are too high to send my kids to Toke Park Reefer Forest.

Oak Park parent from Oak park

Posted: Friday, May 6th, 2011 06:10 PM

Since when is a closed "campus" considered a punishment? I vote for closing it!

Huskie Mom from OP

Posted: Friday, May 6th, 2011 03:04 PM

Let's not start the debate on how private school students are better behaved than public. Please... there's kids that do drugs/alcohol in every HS public or private.

Violet Aura

Posted: Friday, May 6th, 2011 01:31 PM

As a fellow OPRF grad, I never went away to college. I was very put off by the 'party hardy' mentality of most of the kids. I will say that most of these types probably bested me in ambition but they were sooo uptight that come Friday and Sat. they'd go nuts. And no way did I want to some school where they acted so childishly with the whole chugalug drinking games, etc. That is the mentality of many lemming students. And you just prolong the inevitable instead of addressing WHY they do it!

Violet Aura

Posted: Friday, May 6th, 2011 01:27 PM

@OPRF Alumni: Wow...sounds like a real party. Are there also Gestapo's posted at the entrance? Here's the deal: do you or don't you trust your child? If you have raised your child in an authoritarian manner, then I can see how afraid you would be at the thought of such freedom because you know your kid wants to rebel, due to your Draconian mentality towards life. But guess what, dear? Your little angel will one day go away to college. And then how crazy will s/he act?

Mary C.

Posted: Friday, May 6th, 2011 12:52 PM

To say that a "closed campus will bring about many behavior problems" is a gross overstatement. My son goes to Fenwick, which is closed. In 2 years, there have been no major problems. The school won't tolerate it, the kids know what is expected and learn self control. Do they like it? Perhaps not. Do they abide by it? Yes. Will their social lives and development be arrested? Doubt it. I also went to a closed campus school - we all turned out just fine, got a good education, and were normal teens

Ruth from Oak park

Posted: Friday, May 6th, 2011 11:34 AM

to CC: Staying in school during lunch is a "punishment" because that is how the students experience it. Maybe that is a sad statement on things, but if we serious want to support our kids, help them make good choices, and be adults who they see as allies, we need to listen to what they have to say.

OPRF Alumni from Oak Park

Posted: Friday, May 6th, 2011 10:42 AM

As an alumni of OPRF I am happy to have the opportunity to read the comments posted by the readers. The article makes it crystal clear that my husband and I have made the right choice to bypass OPRF and send our son to a private High School that drug tests all students and has a closed campus. I am certain that more parents will do the same. High School is about education and preparing for college not personal freedom.

Concerned citizen

Posted: Friday, May 6th, 2011 09:13 AM

To Donna (and others), why is "staying in school" a "punishment" and not an enrichment opportunity? In many parts of the world people wish they could go to school but the message here is that it's "punishment".

Penelope

Posted: Friday, May 6th, 2011 08:43 AM

Don't kid yourself, Donna, drug involved youth will get their drugs during the school day too; regardless of closed doors, exposing uninvolved kids even more. The "druggies" are big risk takers.

OP Guy

Posted: Friday, May 6th, 2011 01:52 AM

Well, I don't think it's as simple as "kids will do drugs because they want to". Kids that do drugs usually do so because they are either escaping something or are trying to fill some void in their lives. Kids that have full lives usually don't turn to drug use. So, it's not just the schools responsibility to create a safe context, but also the parents to see to it that they raise well adjusted children, and the police to see to the dealers, and kids to take responsibility for their own actions.

Oprrf parent

Posted: Thursday, May 5th, 2011 11:34 PM

Putting aside the fact that parents and OPRFHS are both failing students involved with drugs, the other obvious concern is where is the school security and the police dept? If these students are misbehaving as badly as the neighbors say, where are the cops? Closing the campus only hurts the kids who are not misbehaving. The other kids are not following the rules anyway. The school needs to acknowledge its shortcomings especially with security.

Donna from Oak Park

Posted: Thursday, May 5th, 2011 11:27 PM

Does anyone really think that closing the campus will stop all these vices? There's still before/after school and weekends. You can't control every waking moment. Kids who smoke, drink and use drugs do so because they want to. I went to OPRF 30 years ago. My kids go there today. There were drugs, smoking, drinking etc. back then and there will be 30 years from now. BTW...30 years ago we all knew who the druggies were, and my kids today know who they are too. Don't punish everyone.

Nan E. State from Oak Park

Posted: Thursday, May 5th, 2011 11:23 PM

A couple of thoughts...1) OPRF is not a campus, it's a BUILDING. A big long building, but a building. 2) Let's ignore the drug/drink/sex component for a minute ask a basic question: Is it a good idea for up to 2500 teenagers (good or bad) to be out roaming the streets during the school day? 3) Closing the building should be viewed as a progressive idea to enrich the educational experience by having the diverse student body interact more closely. There...it's easy. Close the building!

Penelope

Posted: Thursday, May 5th, 2011 10:19 PM

What is the standard of adequate supervision for 4,000 enrollment? What are the increased safety issues within the school with a closed campus? Who really benefits? Drug involved youth will find their drugs regardless; ie. truancy, absenteeism, drug deals in school. How is school performance impacted? Current system is failing, not by design but with execution.

OP Guy

Posted: Thursday, May 5th, 2011 10:17 PM

Previous comment directed at "Fed up with the lot of you..."

OP Guy

Posted: Thursday, May 5th, 2011 10:16 PM

So, give your kids some LSD and opium, and let's see if they turn out like Huxley or Coleridge.

Anne from Oak Park

Posted: Thursday, May 5th, 2011 10:15 PM

I lived at 418 W. Lake for more than 20 yrs. and never dreamt that OPRF even had aft. classes. Kids swarmed around our building, the parking lot next door, and the Village Beef Shoppe from 1 p.m. on, sometimes as late as 1 a.m. next morning. Some of these kids didn't appear to have homes at all. I'm not anti-social but a big factor in my moving away from there was all the high school kids. It doesn't matter that most were nice, it's the jerks that ruined it for everyone, including me.

Fed up with the lot of you from Oak Park

Posted: Thursday, May 5th, 2011 08:52 PM

Samuel T Coleridge took opium, Sir Arthur Conan Doyle took cocaine, Jean-Paul Sartre used amphetamines, Aldous Huxley took LSD. But we want our kids to grow up to get jobs with half-hour lunch breaks. No wonder your kids won't listen to you.

OPer from Oak Park

Posted: Thursday, May 5th, 2011 08:23 PM

are you kidding me ?! First off, I'm in favor of closing the campus. But to say that if anything happened to your child, you'd blame the school? Just another parent looking to blame someone else for their kid getting into trouble. "my kid would NEVER do that!" ... Lady, your kid is probably the worst out of all of them. And -- "I need fresh air" is code for "I'm looking for some drugs" ?? Wow. I guess a lot of my co workers are going out for lunch and scoring some smack!

Ruth from Oak Park

Posted: Thursday, May 5th, 2011 07:17 PM

Do all of the parents who are so anxious to see the campus closed, pick up their children at the end of the school day, drive them home, and lock them up? Do your children ever leave the house unsupervised? Do you ever leave them home alone? Some children drink their parents' alcohol, take their parents medications. Let's try understanding what the problem is so we can develop meaningful solutions.

OP Guy

Posted: Thursday, May 5th, 2011 06:55 PM

SCHOOL, close the campus! POLICE, get the dealers! PARENTS, parent your children! Having been through a high school with a closed campus, I know for fact that it DOES, cut down the opportunities to get up to no good, and nobody felt oppressed.

Chris Goode from Oak Park

Posted: Thursday, May 5th, 2011 06:31 PM

Why does it have to be all or nothing? I think that leaving campus for lunch should be a privilege based on grades and behavior, perhaps for Juniors and seniors only. The school doors would have to be monitored in some way to keep track of those entering and leaving and make sure that those leaving school had permission. No one should be permitted to hang out adjacent to residences but could go to the park or to commercial areas.

john murtagh from oak park

Posted: Thursday, May 5th, 2011 04:51 PM

Those paid to make these decisions should make their decision. I fear that this discussion could lead to another - Please No - Referendum!

Melissa from Oak Park

Posted: Thursday, May 5th, 2011 04:36 PM

For the life of me, I don't know what the big deal is about closing the campus. EVERY DAY there is drug use in the alleys and in the open on the streets around the school. Let them be supervised ..as it were.....all day long. It may keep a few kids out of lifelong trouble.

OP

Posted: Thursday, May 5th, 2011 04:02 PM

David, too funny!

David G from Oak Park

Posted: Thursday, May 5th, 2011 03:58 PM

I went to a high school with a closed campus, and I think having an open campus is depriving these kids of one of the rights of passage: sneaking out of your closed campus. Close it! Kids today have it too easy, they should have to work for it and sneak out like we did. Humbug.

Al from Oak Park

Posted: Thursday, May 5th, 2011 03:51 PM

Stop blaming the open campus for the drug/alcohol use/abuse. The majority of the students aren't leaving campus during lunch to go smoke or drink. Your kid goes out and gets drunk or high? Suspend them. Three strikes and you're out. Stop punishing the whole for the actions of a few.

Concerned Oak Park Citizen from Oak Park

Posted: Thursday, May 5th, 2011 03:49 PM

Surely this problem can be solved somehow by raising our property taxes again!

Martha Flowers from Oak Park

Posted: Thursday, May 5th, 2011 03:49 PM

People who think only bad kids use drugs and their kids never would be fooling themselves. Opportunity is the problem. The school should not provide any more opportunity than is already out there. Keep the kids in the building. "I need some fresh air." is code for "I want to find some drugs."

Bob from Milton-Freewater

Posted: Thursday, May 5th, 2011 03:48 PM

A closed campus is not a form of punishment. The campus was closed when I attended OPRF (class of '66) but that term was not even used. The school day ran 8:20-3:20; somewhere in the middle of that was an 18-minute lunch period. Combined with the passing periods before and after, it was a total of 34 minutes between homeroom and the next class. We survived, & it was good training for some jobs which allowed only a half-hour for lunch. Plenty of time for fresh air & stretching after school.

muriel schnierow from River Forest

Posted: Thursday, May 5th, 2011 03:43 PM

Who is running this show? Close the campus and teach them self discipline.

Greg S

Posted: Thursday, May 5th, 2011 03:35 PM

What is there to discuss? Close the campus. All other similar schools have closed their campus in the 90's. For the parents that think their kid is not using drugs or having sex during the time off campus, check your kids' facebook page and their friends. It's happening every day.

Donna from River Forest

Posted: Thursday, May 5th, 2011 03:20 PM

My husband and kids all grew up in and attended schools both public and Catholic in Oak Park. I am still hearing "new" stories about their past adolescent exploits. Kids will be kids, I know, but it seems that even fine kids (like mine!) find an awful lot of things to do that are definitely not in their own best interest. Sadly, I think the campus needs to be closed.

Warren Schmaus from Oak Park

Posted: Thursday, May 5th, 2011 03:11 PM

When will we stop treating drug and alcohol use as some sort of moral failing and start thinking of it as a symptom that something's not quite right in a young person's life? Maybe high school life is too stressful for our kids? Adolescence is never easy. OPRF's immediate response to a student caught using controlled substances seems to be a punishment such as suspension; it would be an exaggeration even to say that counseling is an afterthought.

Maggie from Oak Park

Posted: Thursday, May 5th, 2011 03:03 PM

I do not know of many schools that have open campus. Parents pamper their children these days. It will not kill them to stay in school and have their lunch. Maybe they will learn some discipline & have some moral character. I have lived in Oak Park for 49 years and moved here for the great high school we had. We were always number one in the State. Now we are not even in the top ten in the State. Not very good for home values and the reputation of our High School. Get back to basics.

Close it

Posted: Thursday, May 5th, 2011 02:56 PM

Close it

Elmwood Ave. Resident

Posted: Thursday, May 5th, 2011 02:53 PM

Note the apathy - only 70 people attended this discussion.

Ned Ryerson from River Forest

Posted: Thursday, May 5th, 2011 02:52 PM

Closing the campus with the exception of access to East Avenue is the right choice. The availability of alcohol and drugs is so much more prevalent that it was in years past. Excuses like fresh air and stretching the legs are petty at best. The Administration should take control of a school culture that has too many liberties for young men and women who are offered too many opportunities for mis-behavior.

Seriously

Posted: Thursday, May 5th, 2011 02:51 PM

Students: You will be perfectly fine in life with a closed campus, don't worry.

Sheri Korbet

8:06 am on Tuesday, May 10, 2011

As a parent of a former OPRF student (now a sophomore in college) i think many parents are a bit naive to the prevalence of alcohol and marijuana use. Parents want to believe its not their kids that even when confronted with the evidence they deny it. I recall my son coming home from 7th grade and telling me about kids doing drug deals during recess - they look like they are giving each other a casual hug when in fact one is slipping money and one weed into the other's pocket. ALL parents need to acknowledgement of the extent of the issue in order to support a community wide effort to keep kids safe and prevent abuse of drugs and alcohol.

Dave Heidorn

10:39am on Tuesday, May 10, 2011

Having gone to a suburban high school still known for drugs, drugs will occur open campus or closed. Drugs follow money, not geography. No one is dealing with the reality that the lunchrooms are too small to take more kids. The worst fight I've heard about in 10 years of 3 children at OPRF was in the lunchroom. What will happen when they crowd more teens in there? What is noticeable is the current Administration's concerted effort to make sure they cannot be blamed for anything. Every policy is less flexible, less aimed at giving students opportunities to take responsibility for their own actions, and more certain to ensure that administrators need not make any judgment call or deal with uncertainty. I know it's difficult having grey areas in secondary education. It's difficult giving students responsibility and then helping the few that fail. But isn't that what we pay huge amounts to these administrators to do? To make judgment calls? To find creative, not militaristic ways to deal with problems? Drugs are an issue separate from open campus that not even bringing search dogs into school will solve. And open campus is nothing to fight for, really. There's nothing wrong with students staying on campus if there is room for them. But let's not kid ourselves open campus will solve anyone's personal problem or this community's failure to address drugs, cutting, our failure to engage boys in education help minority kids achieve. That takes creativity.

Kalmerton, Gail

From: Mary Therese Foley [Mary.Foley@RaymondJames.com]
Sent: Thursday, October 28, 2010 3:01 PM
To: Isoye, Steven; Rouse, Nathaniel; BoE
Subject: FW: Neighborhood Concerns

Good Afternoon,

Below is an email that I sent out to my neighbors. I thought you should be aware that the problems continue in our neighborhood. I have received several responses supporting a closed campus. In the meantime, we believe, at the very least, OPRF security should be visible and active during the lunch periods, and before & after school.

Sincerely,
Mary Therese Foley

Morning,

I thought I'd let everyone know that I met with Officer Murphy for an hour yesterday to discuss my ongoing concerns and frustrations with the High School kids. The Open Campus creates problems for us, as well as puts the kids in danger. I've called the police a couple times recently, as the Drugs, loitering, property damage, and intimidation have given me cause for extreme concern. The lack of Security from the HS has also been an issue of concern. Officer Murphy told me that there are 30 Security officers on staff at the HS. I let him know that I used to see them around, but this year it's been rare to see them.

Officer Murphy was very receptive, as have all of the officers who have responded to my calls. They **ALL**, have **URGED** me to continue to call, saying this will get the attention of the Commanders in the Police force as well as the Administration at the HS. Officer Murphy, encouraged me to ask anyone who sees kids in the neighborhood to call.

I came home on Tuesday afternoon and was totally surrounded by kids, all around the front, along the side, in the alley and my drive way. Some of them were 20yr olds, there to deal drugs or pick up girls (potentially for prostitution, as Officer Murphy informed me). They were doing the usual lunch time things, smoking pot, smoking cigs, breaking my fence,

I feel very strongly that our kids are at Extreme Risk for something dangerous to happen. I urge all of you to join me in simply calling 911, to get immediate attention from the police. Perhaps then the Administration will understand that **this is an issue** and a closed campus will protect the students.

Regards,
Mary Therese

Mary Therese Foley

April 20, 2011

Board of Education, District 200
Steven Isoye, Superintendent District 200
Oak Park and River Forest High School
201 N. Scoville Avenue
Oak Park, Illinois 60302

Dear Dr. Isoye and Board of Education Members,

At the Board of Education Policy Committee meeting on March 17th, 2011, we promised to provide you with a report of the myriad of initiatives that the Citizens' Council and various action committees have undertaken over the past year in an attempt to change attitudes and behaviors regarding teen alcohol and substance use in our communities.

You are very aware of the efforts we have made to encourage the school to institute policies that will deter use and send a strong message that the current culture of drug and alcohol use by students will not be tolerated. What you may not be aware of, is how Oak Park and River Forest High School and its policies fit into the broader community effort. We thought it might be useful to provide a summary of some of those efforts. We've attached a brief synopsis to this letter.

The status quo has not adequately guided our teens into making good decisions and developing positive attitudes toward alcohol and substance use. Too many of our children are not reaching their full potential as a result. As adults and leaders of the community, we have a rare opportunity to work together and turn that around. We appreciate the partnership we have had with you this past year. We look forward to your leadership as we move forward.

Respectfully,

Citizens' Council, Subcommittee on Teen Alcohol and Substance Use

Jamil Bousaab
Sue Foran
Ron Orzel
Deb Quantock-McCarey
Kris Raino-Ogden
Iris Saavedra
Mimi Skapek

Community Action Committee Leaders

Sheila Carson
Lisa Lowry
Kelly O'Connor
Roma Steinke
George Thompson

OPRF Community Initiatives To Prevent Teen Alcohol And Substance Use May 2010 – May 2011

HIGH SCHOOL PARTNERSHIP

- OPRF administration brought the outcomes of the **Illinois Youth Survey results** to the attention of the Citizens' Council, which initiated the **May 2010 Forum** and helped launch the on-going grassroots effort for addressing teen substance use in the community.
- Fall 2010, OPRF held **student assemblies** highlighting the negative impact of risky behaviors.
- October 2010, co-sponsored the **Clean Mind/ Clean Spirit March & Rally** lead by the Parent Action Committee.
- October 2010, held **Red Ribbon week**.
- High School Action Committee (HSAC) **researched practices** other high schools have implemented for addressing teen drug and alcohol use.
- HSAC **reviewed national studies and pertinent laws** regarding the use of deterrents.
- HSAC sponsored a **Community Café** on December 8, 2010 to provide information and solicit feedback from the community regarding these practices.
- December 2010, HSAC provided research documentation to the OPRF HS administration and D200 Board of Education.
- OPRF sponsored the February 15, 2011 **Community Conversation** to solicit feedback from the community regarding practices for a substance-free school.
- Co-sponsoring the May 5th **Student/Parent Education Forum**.
- OPRF HS supporting **THRIVE's** efforts to launch a **Communication Campaign** designed to change the attitudes and practices of OPRFHS students regarding alcohol consumption.
- May 4, 2011, The D200 Board of Education will hold a **public hearing** regarding **closed campus**.

PARENT PARTNERSHIP

- Conducted **4 Community Cafes** to educate parents and help them develop strategies to guide their children into making better decisions and to recognize signs of potential use or abuse.
- Organized the **Clean Mind/ Clean Spirit March & Rally**, October 3, 2010, which pulled together parents, families, and various leaders in both Oak Park and River Forest.
- Co-sponsored a **Parent Café**, December 8, 2010, to educate parents on practices and deterrents used by other schools.
- Co-sponsoring the May 5th **Student/Parent Education Forum** with OPRF HS.
- Created a **Parent Oath** to raise awareness and send a message to teens, friends and parents of other friends. Provides an entrée to talking to kids about drugs and alcohol.
- **Trained 25 facilitators** to assist with cafés and roundtables. These facilitators have participated in each PAC event, as well as helped with the Feb. 15th forum at the high school and the most recent middle school forum at Julian for incoming 5th grade families.
- **Parent Website and Facebook Site**
- Awareness campaign with **yard signs** and **stickers**
- The Parent Action Committee has raised awareness of this important issue and has started a conversation throughout the community. As a result, parents are feeling empowered to intervene when they see abuse, to take a more active role in the lives of their children and their friends, and to seek services for their children when they identify abuse.

OP-RF Community Initiatives To Prevent Teen Alcohol And Substance Use May 2010 – May 2011

MIDDLE SCHOOL PARTNERSHIP

District 97

- Co-sponsored a **forum** for Middle School parents at Brooks, March 23rd.
- Co-sponsored a **workshop** for 5th grade students and parents at Julian, April 11th.
- Co-sponsoring a follow-up **Parent Café**, May 17th.
- Agreed to begin administering the **Illinois Youth Survey** for 6th and 8th Graders in 2012.
- Curricula Coordinator and Middle School Health Teacher actively participate in **collaborative meetings** with District 90 and the Middle School Action Committee.
- Actively pursuing possible **changes in curricula** to prepare students to make better decisions regarding risky behavior.
- Agreed to pilot the **Face-It program** for prevention and early intervention as an alternative to suspension or other disciplinary actions.

MIDDLE SCHOOL PARTNERSHIP

District 90

- Conducted a **Parent Forum** in the fall
- Followed up with a **Parent Café** in the Community
- Agreed to begin administering the **Illinois Youth Survey** for 8th graders in 2012
- Director of Student Services and Assistant Principal actively participate in **collaborative meetings** with District 97 and the Middle School Action Committee.
- Hosted **The Robert Crown Health Center's program** "The Science Behind Drugs and Prevention" presented to parents March 22 and 8th grade students March 23rd.

LAW ENFORCEMENT PARTNERSHIP

- Analyzed existing laws in both villages and **identified inconsistencies in laws and enforcement**.
- Compiled a **fact sheet** of the most pertinent laws for parent education
- Actively working to divert arrests of minor offenses to local adjudication to encourage intervention, which has led to the writing of **new ordinances** in Oak Park and River Forest. (Passed in RF)
- Actively working change **social hosting laws**, making them more clear and effective.
- Police Department representatives actively participate in monthly leadership meetings, committee meetings and at cafes, forums and other educational outlets.
- **Police Department** representatives created a **slideshow for the May 5th Forum** designed to educate parents and teens regarding the law, consequences and current behavior.
- **Supportive** of the Oak Park Township's new **Face-It program** and ready to recommend it in local adjudication cases.
- Actively working to provide incentives to **local businesses** that serve or sell alcohol to educate all employees on how to comply with **BASSETT regulations**.

OP-RF Community Initiatives To Prevent Teen Alcohol And Substance Use May 2010 – May 2011

COMMUNITY PARTNERSHIP

Youth Services, Oak Park and River Forest Townships

- March 11, 2010 YS Director (John FS Williams) and Supervisor Youth Interventionist Program (Bert Patania) met with Citizen's Council along with Police, Social Service Agencies, Park District etc. as per the group's request to address topic of teen substance abuse.
- May 19, 2010 participated as **speakers and panelists** at forum with 400+ attendees.
- Through June 2010 helped create existing structure of **grassroots initiative**, resulting in 40-45 parents joining various action committees.
- Co-led each of the 4 **Parent Cafés** and provided support for the **facilitators** at each event.
- Participated at **Roosevelt Middle School forum** in the fall of 2010 with 85+ parents attending.
- Active in several educational events with the Parent Group including co-leading, facilitating groups, providing role-plays etc.
- Provided assistance in securing park and police support, signage, sound system, staging, presenters, and emcee for the **Clean Minds Clean Spirit Rally** in October 2010.
- **FACE-IT Program**
 - Researched, adapted, and implemented a pilot program called Face-It, an intensive intervention program for adolescents and their families to be piloted by District 97 in April 2011.
 - Funded by the **Community Mental Health Board of Oak Park Township**.
- Involved throughout the past year in follow up with parents on individual concerns. Facilitated dozens of families connecting to services including screenings, outpatient treatment, inpatient treatment, voluntary and involuntary hospitalization, medical interventions etc.
- Maintain high level of **partnership** - hosting meetings, planning events, training facilitators, speaking/emceeing events, participating in panels in churches, schools, and middle schools.
- Served on panel at **Brooks Middle School Substance Abuse Forum**, March 2011 with 80+ parents in attendance.
- **Co-led District 97 5th grade parent/student café**, April 11, 2011 with 62 children and 60+ parents in attendance.

Network of Care Website

- In cooperation with the **Community Mental Health Board**, a **website** is being developed that will consolidate the many resources available for families and individuals with abuse issues. A calendar of pertinent events will also be accessible.

**OP-RF Community Initiatives To Prevent Teen Alcohol And Substance Use
May 2010 – May 2011**

Addendum

The following are individuals who are actively involved in the initiatives outlined above. The initial May 2010 Forum at OPRF HS ignited these individuals and organizations into action, sharing their passion, their professional expertise, and their time to address the issue of teen substance use in our community.

Middle School Action Committee

Kris Raino-Ogden, Parent, River Forest - Chairperson
Terrie Rayburn, Roosevelt PTO President, Parent, River Forest
Alanna Sullivan, Brooks PTO President, Parent, Oak Park
David Boulanger, Oak Park Township Supervisor
Esther Brodsky, D90 Social Worker
Helen Chang, Health Teacher, D97
Sue Foran, Parent, River Forest
Gerri Humbert, Parent, River Forest
Lisa Lowry, Adolescent Therapist, Parent, Oak Park
Bert Patania, Interventionist, Oak Park Township Youth Services
Deb Quantock-McCarey, Parent, Oak Park
Martha Ryan-Toye, D90 Director of Student Services, Parent, Oak Park
Anna Schaidler - Parent, River Forest
Lisa Schwartz, D97 Curricula Coordinator, Parent, Oak Park
Terri Tyner, Gwendolyn Brooks PTO, Parent, Oak Park
John Williams, Director, Oak Park Township Youth Services
Latoya Williams, D97 employee, concerned citizen of Oak Park
Jackie Zdziarski-West – Treasurer, Percy Julian PTO, Parent, Oak Park
Padma - Parent, River Forest

Law Review and Enforcement Committee

George Thompson, Parent, Oak Park - Chairperson
David Boulanger, Oak Park Township Supervisor
Lydia Catalon, Community Mental Health Board
Lisa DeNunzio-Devivo, Community Mental Health Board
David Jacobsen, Oak Park Police Department
Finn Murphy, Oak Park Police Department
Teresa Powell, Village Clerk, Oak Park
Kristine Raino-Ogden, Parent, River Forest
Deacon Wiley Samuels, Fellowship Christian Church, Oak Park
Roma Steinke, Village Clerk, River Forest, Parent
Vicki Scaman, Liquor Control Commission, Oak Park
Mike Thornley, River Forest Police Department
Keenan Williams, Oak Park Police Department

OP-RF Community Initiatives To Prevent Teen Alcohol And Substance Use
May 2010 – May 2011

High School Policy Committee

Kelly O'Connor - Chairperson

Cathaleen Roach

Monica Sheehan

Jamil Bou-Saab

Jason Dennis

Kelly Wegener

Sheila Carson

Mimi Skapek

Katie O'Keefe

High School Partners

Nate Rouse, Principal

Kay Foran, Communication and Community Relations/Volunteer Coordinator

Jason Dennis, Dean of Discipline

Cindy Milojevic, Assistant Principal for Student Services

Janel Bishop, Assistant Principal for Student Health and Safety

Debra Mittleman, Parent Outreach Coordinator

Parent Action Committee Members

Roma Steinke - Co-Chairperson

Lisa Lowry - Co-Chairperson

Sheila Carson - Co-Chairperson

Helen Standen

Laura Baig

John Williams

John Stelzer

Kristine Dean Wadelen

Debbie Brown

Anne Galkin

Cathaleen Roach

Gerri Humbert

Lisa Grimes

Kimberly McGuire

Sharon Halperin

Kinyata Swope

Robin Gottlieb

Terrie Rayburn

Robin Lavender Ramel

Sylvie Sadarnac

Julie Giegler

Michelle O'Sullivan

Christie Hunt

Helen Gullo

Ann Berens

Annese Piazza

Pat Hahn

Roxanne Bajo

Ellen Cutter

Holly Economos

Ardyth Eisenbe

Susan Sachs

Kimberly Fields

Linda Gusloff

Leslie Hesterman

Rick and Lisa Gillis

Victoria Rohner

Susanne Morrison

Helen Standen

Mara Bujnowski

Alice Harra

Patty Henek

Deborah Brown

Julia Robling Griest

Jessica Roble

Jean Bacom

Jessica Mackinnon

OP-RF Community Initiatives To Prevent Teen Alcohol And Substance Use
May 2010 – May 2011

Forum and Café Facilitators

George Bailey
Keith Bullock
Wendy Daniels
Sue Foran
Melissa Ford
Willoughby Ford
Leah Fowler, First United Church, Oak Park
Mike Lennox
Kevin McCarey
Michele Moore
Kevin O'Brien
Kelly O'Connor
Jason Padera
Bert Patania, Oak Park Township Youth Services Interventionist
Deb Quantock-McCarey
Robin Lavendar Ramel
Julie Raino
Kris Raino-Ogden
Beth Ryan
Susan Sherer
Louisa Starr
Paul Zimmerman

CC Subcommittee on Teen Alcohol and Substance Use

Jamil Bousaab
Sue Foran
Ron Orzel
Deb Quantock-McCarey
Kris Raino-Ogden
Iris Saavedra
Mimi Skapek

Please note: This is not an exhaustive list. The number of participants continues to grow and change. We apologize if some names are missing or listed in the wrong groups.

Kalmerton, Gail

From: HSAC HSAC [hsac200@gmail.com]
Sent: Wednesday, April 20, 2011 10:03 AM
To: BoE
Cc: Alba Alexander; Amy Harrison; bethasagal@sbcglobal.net; Burt Constable; Christine Baumbach; Diane Bravos; Caroline Baker; Jamil Bou-Saab; Liz Buhai-Jacobus; Lori Brown; Rob Barlow; Roberta Borst; Scott & Monika Burnham; Tim Bauhs; cathyyen@aol.com; cjasculca@op97.org; csaville1@aol.com; Anjali Chaudhry; Cami; Mary Carlin; Cathaleen Roach; David Lupo; dmichaud@senaklaw.com; donna.peel@comcast.net; donterried@aol.com; Bernadette Diaz; Georgina and Denis; John Donley; Nancy Dasso; Kerri Druckmiller; Evette Little; Camaro Elliott Powers; Ed and Dawn McGee; Elena Kanagandram; Elizabeth Backes; Eric Sorensen; kristina entner; Mary E. McGuinness; Frank Lipo; Jill Fraggos; John Filosa; Kathy Fox; Deborah Gorman-Smith; gochoa@tsiag.com; heather.nelson@hrgworldwide.com; Helen Thornton; Dorothy Houlihan; Helen Standen; Hoffman; Mark Hodes; Scott Pam Hammond; jeannegallo@comcast.net; jprescott@prescottgroupllc.com; Evan Jones; Lisa Johnson; Kris Villari; kcpoulos127@gmail.com; Amy Kerkman; la.morrow@att.net; Mark Trinka; Nick Savramis; Kelly O'Connor; Mike and Sue O'Connell; Sue and Steve Peters; K.C. Poulos; Mimi Skapek; maribeth petrosino; Kathy Ritten; Ramona Range; Jill Sapoznick; Karen Steward Nolan; Sara McGillivray; Sheila Carson; Sondra Nelson; Stefan Muench; Cheryl Terhorst; Patricia VanBuskirk; Charles Chauncey Wells; Gretchen Waterman; Kelly Wegener; David Zimmeroff; Maura Zeller; Steve Zeller; kmlofgren@gmail.com; Dan Haley; jennifer clark; Donna Rowsell; Adler Susan; loughranoakpark@sbcglobal.net; Kemmy Metz; rossc@uchicago.edu; monicasheehan@sbcglobal.net; tglico@sbcglobal.net
Subject: District 200 Board of Education Questionnaire

April 20, 2011

Dear District 200 Board of Education,

The High School Action Committee (HSAC) is delighted with the announcement of a date for a public hearing to solicit comments on possibly closing the Oak Park River Forest High School (OPRFHS) campus. As a result of the work of the HSAC, along with several other volunteer committees over the past year, Superintendent Isoye initiated the discussion on the current open campus policy with the Board of Education (BOE). The HSAC applauds Isoye for taking action. The open campus poses safety concerns and puts students at-risk for many undesirable consequences including drug and alcohol use during the school day, and it negatively impacts student achievement and overall security at the school. At the March 17, 2011 BOE policy meeting, members requested a public hearing be held before voting on whether to close the campus. The vote will take place by the end of June. The public hearing is set for Wednesday, May 4, 2011, at 7:30 pm in the OPRFHS auditorium.

It has been nearly a year since the Citizens' Council released the results of the 2010 Illinois Youth Survey (IYS) that showed drug and alcohol use by OPRFHS students is twice that of their peers locally, statewide and nationally. At the March 17, 2011 BOE meeting, Lisa Lowry, LCSW, underscored the fact that findings of self-reported surveys, such as the IYS, are generally underreported. Recent arrests at the school, combined with a flood of anecdotal stories of drug deals going down in bathrooms and locker rooms and smelling pot in the hallways, also highlight the problem.

The HSAC researched the top four deterrents identified by parents and community members in Oak Park and River Forest at public meetings last year. In addition, the HSAC also explored "best practices" used by other

schools in addressing the problem. The HSAC's goal is to promote, maintain and support a safe, drug-free environment for learning at OPRFHS. Five other committees, including student, parent, community, middle school and law enforcement, formed last year following the release of the 2010 IYS survey. Each committee's focus differs in addressing the drug and alcohol problem. The problem does not belong to the high school alone, yet there are deterrents it can and should employ to address concerns during the school day. Unlike other schools, OPRFHS currently uses no deterrents to address its drug and alcohol problem. To be clear, deterrents are preventive measures not punishments.

As a member of the BOE, you should have a clear understanding of the drug and alcohol problem, and you should have attended most, if not all, of the public meetings held over the past year and heard first-hand from the experts on the various deterrents, and listened to administrators from other schools on how they are dealing with this problem and their successes. You should have also received and read the HSAC research on deterrents as well as any research you may have conducted yourself.

It is important that the upcoming public hearing be well attended so you, as a member of the BOE, can hear first-hand the thoughts and opinions of parents, teachers, neighbors and the community-at-large on this important subject. Likewise, it is important we, your constituents, know where you stand on the issue of closing the campus and the other proposed deterrents aimed at addressing the safety, and drug and alcohol problem at the school. **To assist in communicating this information, the HSAC respectfully requests you respond to the following questions and "reply all" by Wednesday, April 27, 2011, a week before the public hearing.**

An identical letter has been sent to the other members of the BOE. The publisher of the Wednesday Journal and the managing editor of the Oak Leaves are among those copied on this email. Your responses will also be forwarded to the local Chicago Tribune.

On behalf of all copied on this email, the HSAC thanks you in advance for your time and consideration. While we expect you will put considerable thought into your responses, we ask you to make them succinct. Please do not respond with a "position paper". The questions are straightforward; the responses should be the same.

Sincerely,
The Volunteers of the HSAC

District 200 BOE Questionnaire

To facilitate reading, please type your responses in different color ink or use a different font.

1) In the 2010 IYS, 17% of sophomores and 24% of seniors reported being drunk or high at school sometime within the last year. OPRFHS's open campus creates unnecessary opportunities for students, many of whom are vulnerable to peer pressure, to make bad choices during the school day regarding drugs and alcohol use. At the March 17, 2011 BOE meeting, board member Terry Finnegan stated, and the other members agreed, drugs and alcohol should never be a part of the school day. As such, all BOE policy should support or be neutral to that statement. The HSAC believes the open campus policy contradicts Finnegan's statement. Agree or disagree? Explain.

2) The open campus and the drug and alcohol problem negatively impact student achievement. At a roundtable discussion at a public meeting last year, an OPRFHS teacher relayed the sad reality that some days after lunch it's difficult to teach because so many kids are "stoned" in class. It's unlikely that teacher is alone. When students are "high" in class they can't learn, and their presence is, in fact, a hindrance to other students who are

there to learn. The HSAC believes the open campus policy contradicts the 2010-2011 BOE goal of raising student achievement. Agree or disagree? Explain.

3) No one deterrent will solve the safety, and drug and alcohol problem at OPRFHS. **Closing the high school is not a panacea, however, the HSAC believes a safe, drug-free environment for learning at OPRFHS is not possible without it.** Agree or disagree? Explain.

4) In 1971-1972, the open campus policy was initiated to ease scheduling demands at OPRFHS during lunchtime and was, in fact, called “open lunch”. The school had nearly 4400 students, about 1200 more students than today. The world 40 years ago was a much different place than the world today. The HSAC contends the open campus policy is an ill-conceived relic of the ‘70s that has no relevance in the 21st century.

OPRFHS belongs to the West Suburban Conference. Of its 14 schools, 12 have closed campuses. Only OPRFHS and Glenbard West have true open campuses; OPRFHS, a stone’s throw from the west side of Chicago, has a 48-minute lunch and Glenbard West, in suburban Glen Ellyn, has a 25-minute lunch. Our elementary and middle schools have closed campuses. Nearby Fenwick and Trinity have closed campuses. **In fact, the overwhelming majority of schools today have closed campuses. OPRFHS’s open campus puts its students, vulnerable to peer pressure, at-risk for undesirable consequences during the school day.** What is your justification for putting students at-risk with an open campus policy in 2011?

5) The student I.D. policy is largely unenforced and few students wear them. The HSAC contends if one looks remotely like a student and wears a backpack, one can move freely around the school all day, everyday. Taking into account the size of the building, the school has a limited security staff. During the school day, OPRFHS’s dozens of doors are unlocked allowing anyone access to the building and its students. On March 4, 2011, a 28-year old Chicago man was arrested for criminal trespass at the school during the lunch period. **The HSAC believes the open campus policy poses security concerns and believes it contradicts the 2010-2011 BOE goal of providing a safe environment for students.** Agree or disagree? Explain.

6) What are the liability concerns for OPRFHS with its open campus policy?

7) While the BOE implemented the open campus in 1971 as an “open lunch” policy, students now come and go freely throughout the day, not just during the lunch period. What is OPRFHS’s responsibility to nearby residents regarding students’ behavior in the neighborhood during the school day?

8) At this time, do you support closing the campus? Yes or no?

9) If you answered “no” to closing the campus, please explain, in compelling terms, the benefit of an open campus at OPRFHS and how this benefit outweighs its negatives.

10) Since 2002, the U. S. Supreme Court has upheld mandatory, random student drug testing (MRSMT) for students involved in athletics and extracurricular activities, and has addressed privacy concerns in its rulings. In 2006, President George Bush signed the No Child Left Behind Act in which drug testing is covered and monies are approved for such testing. **MRSMT is a powerful tool to help students resist peer pressure to do drugs.**

Many public schools throughout Illinois and across the country use MRSDD. Under the program, the student and his/her parents sign consent forms agreeing to the student's random drug testing as a condition of participation in athletics and other school-sponsored extracurricular activities. MRSDD is designed to supplement existing school-based substance use prevention strategies and has the dual goals of (1) deterring student substance use and (2) identifying students with substance use problems for referral to appropriate counseling or treatment services.

There are some generally accepted elements of a MRSDD program. Once a positive test is returned, a student may request additional testing and must also be given the opportunity to explain the positive result. The student may only suffer suspension from participation in activities. The courts do not allow drug test information to be shared with law enforcement for criminal prosecution because the test was not conducted with a warrant. In addition, the student may not suffer any academic consequences such as suspension or expulsion from school. Most drug testing programs require the student complete a substance abuse program.

Countless studies have concluded MRSDD is an effective drug deterrent including a 2010 National Center for Education Evaluation and Regional Assistance study. A Ball State University study, conducted by Joseph R. McKinney, J.D., Ed.D., focused on the MRSDD programs in 71 public high schools in Indiana. The study concluded the testing programs were overwhelmingly effective at reducing alcohol and drug use by students.

Several years ago, St. Patrick's School in Chicago instituted MRSDD for all its students. The school reports the program is a success and is very effective at reducing the incidence of drug use by its students. Moreover, four years after its implementation, the school says its graduating seniors had the highest GPA in fifteen years. St. Patrick's uses hair testing in its MRSDD program. The HSAC researched hair testing and found it is noninvasive, inexpensive and effective.

Do you support implementing a MRSDD program for students involved in athletics and extracurricular activities? Yes or no? Explain.

11) In addition to MRSDD for students in athletics and extra-curricular activities, parents could, for a nominal fee, opt-in their child to a voluntary, random drug testing program. Do you support implementing such a program? Yes or no? Explain.

12) Another deterrent is the use of safety dogs, specially trained Golden Retrievers, and/or police dogs in searches. **They send a strong anti-drug message that drugs are not tolerated in a school. These searches are in accordance with state and federal law, and are outlined on page 34 of the OPRFHS Student Handbook.** At least eight schools in the West Suburban Conference and many other schools throughout the state and across the country use dogs in searches and find them effective in helping to keep their schools drug-free. In these searches, dogs do not sniff students and the dogs pose no threat to them. Do you support the use of dogs in searches as a drug deterrent? Yes or no? Explain.

13) The high school spent \$5,000 a year on prevention efforts several years ago. It now spends \$1300 annually. The HSAC believes prevention efforts are key. A little known fact is that OPRFHS spends tens of thousands of dollars a year on "off-campus" tuition and transportation for students who, through the disciplinary process for drug-related offenses, can no longer attend the high school. Nearly \$70,000 was spent on "off-campus" costs last year alone. **The HSAC believes spending more money on prevention efforts would**

benefit students and could save money in the long run. Do you support the implementation of a SAP and the hiring of a coordinator to oversee prevention and intervention efforts? Yes or no? Explain.

14) The drug and alcohol problem at OPRFHS has been in the news since last May though it has been an issue for many years. It was identified as a problem in the 2009-2010 BOE goals, but little has been done. **The HSAC believes the time is long overdue for the BOE to address the safety, and drug and alcohol problems at OPRFHS and urges the BOE to consider the “greater good” in all policy decisions.** Strong, effective leadership is needed now more than ever. As a member of the BOE, please summarize how you are going to help make OPRFHS a safe, drug-free environment for learning.

5/1/11

April 29th, 2011

Dear Members of the D200 Board of Education,

Since our attendance at the D200 Policy Committee Meeting on April 21st, we have been made aware that many of you took offense to the letter and questionnaire you received by email from HSAC. We did not intend for the tone to be attacking and we regret the resentment it may have caused. We recognize that each of you is dedicated to making OPRF the best possible learning environment for all students. Like you, we are committed to addressing the issue of substance use among our teens. To that end, sometimes passion or concern can be heard as confrontational. That was not the intent of the questionnaire, nor of the letter.

The letter you received was signed by HSAC, which, as you know, is one of the five committees formed after the initial meetings last summer. It is important to clarify that the questionnaire was not reviewed or endorsed by any of the other action committees or the Citizens' Council. The email was reviewed, edited, and approved by the core HSAC members. These are the members who have consistently attended monthly meetings since last fall, and who are copied on routine emails. Any school staff who may have, at one time or another, served on this committee, did not review it. In retrospect, for clarity, committee members who participated in the review and approval of the final draft should have signed the letter and questionnaire. This was clearly an oversight on our part.

Over the past nine months, the HSAC has researched many avenues of prevention and intervention used by other high schools, both locally and nationally. We have tried to respectfully share this knowledge with you and would welcome any questions you might have. The questionnaire was meant to provide you with thought provoking questions as you draw near to a vote on the policy of closed vs. open campus. Recognizing that this is a very busy time of year for the Board, we hope that you might carefully consider these questions as you listen to your constituents at the May 4th public hearing, and that these questions might also help you to formulate your own opinion. Just as you need to hear from the public, the public needs to know where you stand and why. The questionnaire is simply a means in which to convey this information. Your sound reasoning may provide insight not yet discussed, and, as respected elected officials, your opinions are influential in setting the direction for our school. Thank you for your dedication to Oak Park and River Forest High School. We look forward to tackling this issue as partners, working together.

Respectfully yours,

Kelly O'Connor
Monica Sheehan
Mimi Skapek

Kalmerton, Gail

From: Foran, Kay
Sent: Wednesday, May 04, 2011 2:35 PM
To: Kalmerton, Gail
Subject: FW: OPRF Hearing on Closing Campus

For Board file, as discussed. Thank you. I have confirmed receipt with the parent.

From: jim@thesparksgroup.us [mailto:jim@thesparksgroup.us]
Sent: Wednesday, May 04, 2011 2:31 PM
To: Foran, Kay
Subject: Re: OPRF Hearing on Closing Campus

Kay,
I am the father of Andrew Sparks. I am in Atlanta this week and will not be able to attend the meeting tonight. For the record however, I do not think a closed campus is the answer for the issues it is trying to address. We should connect and correct the individuals that make this a problem. If we don't, we will move the problem from the outside of the campus to inside the school. Now that will be a challenge and concern for all parents. My thoughts.

Regards,

Jim

--- On Tue, 5/3/11, Kay Foran <i><kforan@oprfs.org></i> wrote:

From: Kay Foran <kforan@oprfs.org>
Subject: OPRF Hearing on Closing Campus
To: "ANDREW SPARKS" <jim@thesparksgroup.us>
Date: Tuesday, May 3, 2011, 4:43 PM

OPRFHS is hosting three important events for parent/community input & education this week. Please click here - http://www.oprfs.org/events/ComingUp.html#May_4_5 - for more information about:

- 1) Wed. May 4 – 7:30 p.m., Board of Education public hearing on closing campus
- 2) Thurs. May 5 – 7:30 p.m. "Wake Up; Wise Up" - Parent and Student Forum on the ripple effects of early drug/alcohol use

Also, Thurs. May 5 at 7 p.m., "Your Kids and Sex" - A presentation through the Student Services/Parent Connection office to help parents communicate with teens about sex and sexuality.

To stop receiving all email messages distributed through this system on behalf of Oak Park and River Forest High School, follow this link and confirm: [Unsubscribe](#)

-----Original Message-----

From: Catherine Schornstein [mailto:cathys0658@comcast.net]

Sent: Friday, May 06, 2011 4:34 PM

To: BoE

Subject: Closed Campus

Dear Board Members - I am not able to attend the meetings concerning this issue, but would like to add my voice to the discussion. I have had two children attend OPRF, one is a junior (and a varsity athlete) and one has graduated and is attending college and I completely support an open campus for a number of reasons.

- 1) I believe the survey that was used to create the "panic" about drug use was skewed by dishonest responses from the students
- 2) I realize that there is drug use on campus, but I don't believe that having a closed campus will stop that. Kids will find a way to use them whether the campus is closed or not.
- 3) I don't think that the majority of kids should be punished for the behavior of the minority.
- 4) If there is such rampant drug use outside of the high school, then shouldn't police be called by neighbors who say that they see this behavior on a regular basis.
- 5) I think this will have a serious economic affect on neighborhood restaurants.

Thank you - I hope that you will decide to keep the campus open, at the very least, for juniors and seniors.

Catherine Schornstein

I write you today in my capacity as an alumnus of Oak Park and River Forest High School, parent of three recent graduates of the school, as a former board member of the school and simply a concerned community member. This letter is in my individual capacity and in no way represents the views of Village of River Forest, its Board or my role as President.

I have been following the discussions, attended forums and discussed this matter with many friends, neighbors, parents and former students. As someone who has sat in your seat, I know there are often difficult and even at times gut wrenching decisions that must be made as a board member. These include contract issues, lighted fields, suspensions and expulsions and budget or financial issues.

Those of you who had the "privilege" to work with me on the board know I am a rather black and white person. This is the result of all of my education and work training. Accounting and law require analysis and final yes or no decisions. Technology is really a simple set of on or off commands and totally logical in approach. As such, when I analyze this decision I "simply" look to the pros and cons of each side. When I do this the pros of closing the campus are so disproportional to the cons, I find the decision so easy.

The first question that is so often asked is what are other schools doing? We missed the trend here. Schools long ago became closed campuses and it is not only the norm, but an open campus is a statistical outlier. OK, we are Oak Park and River Forest and we are progressive in thinking and actions. Progressive would have been to close the campus 15 years ago ahead of the curve not at the end. There is not a single educational reason to open the campus. Student freedom and choice to move around the community provides nothing to advance the mission or any educational value of Oak Park and River Forest High School.

Let's look at the reasons proposed as to why we should not close the campus.

1. **It is not right to take away from those who already have this right.** While I disagree with the statement, this can be simply done over a 2 year period. The current freshmen do not have this right, so continuing it for them in the sophomore year and beyond will not take away any right. It would be possible to grandfather the current sophomore and junior classes for next year the then current sophomore class in its final year, 2 years from now. This phased in implementation does cause one problem that will be required to be addressed. How do you monitor and allow some students to leave while making sure only the correct students leave the building. This same problem will occur if the decision is to allow some but not all to leave in the future.
2. **Students need to be able to get out and get some fresh air.** I agree, I thought that was why we spent hundreds of thousands of dollars enhancing and beautifying the mall and further provided direct access to the mall from the cafeteria. Students should be allowed out of the building while required to stay on campus. There is a building on the east side, a fence on the west side and the only requirement would be to provide a secure means for the north and south sides which should not be a complex issue to resolve.

3. **Significant amounts will need to be spent on security monitoring exits and making sure students stay in the building.** I am perplexed by this issue. If I understand the current situation, the school day has 8 periods in which students are only allowed to leave during their lunch period. As such there are 5 of 8 periods in which security must make sure all students stay in the building. Whatever measures are in place for these periods would be the same measures put in place for lunch periods. The current rules would seem to allow significant opportunity for leaving campus during a lunch period when a student should be in class. There are no checks to make sure the student leaving the building is actually on lunch that period.
4. **Closing the campus will not have any impact on the drug and alcohol issues concerning the school and community.** This statement is made without any scientific data nor evaluating the other benefits of closing the campus. There is absolutely no way to measure if closing the campus will decrease drug and alcohol usage. However, common sense would lead you to believe usage during school hours would certainly be diminished. Arguing that it will not "solve" the problem is tantamount to making the statement that there is no statistical proof that the Spoken Word program has had any direct impact on reducing the achievement gap and as such we should eliminate the program. That would be against all "common sense". Common sense will tell you that closing the campus will reduce drug and alcohol usage during the school day.
5. **To punish 3,600 hundred kids for the wrongdoing of just a small section of our student body is wrong.** This is not punishing 3,600 students. It is simply doing what all other schools do and what is in the best interests of the students. Referring to this decision as punishment is simply incorrect.
6. **Closed campus will bring about many behavioral problems. It takes away some of the dignity, socially for some students. If we make this change it will create discipline issues within the school.** This can be handled in one of two ways. It can become a self-fulfilling prophecy in which student behavior and expectations are not properly set or the school can set them and enforce them. Fourteen to eighteen year olds push the envelope to see how far they can go. Reinforcing expectations in a consistent manner will result in appropriate behavior from the overwhelming majority of students. How do other schools deal with this issue? It cannot possibly be unique to Oak Park and River Forest High School.
7. However, the most compelling reason to close the campus comes from the following comments quoted in the newspaper. ***'Karen Daniels, mother of an OPRF sophomore, opposed closing the campus because her son "likes to have a break from the noise and craziness. He likes to go to a friend's house and stretch his legs... I don't mind a little experimentation," she said, pointing out that learning to make choices during high school is preferable to "being locked up 24/7 until he goes to college."*** This represents one of the biggest problems we have in our community. Parents who believe drug and alcohol use is a rite of passage and may even believe its use is acceptable. There are many parents who do not agree with this approach. However, the student who has parental permission to go out to lunch and "stretch his legs" and partake in a "little experimentation" will bring along his or her friends and encourage them to "experiment". I quite frankly believe this comment on its own would require you to close the school to protect your students from such accepted but inappropriate behavior.

Now let's look at the reasons to close the campus.

1. The number of students tardy to classes for the periods right after each lunch period will very likely be reduced. This has a positive impact on education in the school as fewer classes are disrupted by late students and fewer students miss a portion of instruction.
2. Fewer students will "cut" class to leave the building during a friends lunch period. Again, this is a common sense result that will be able to be statistically analyzed. It would be interesting to see how many classes are cut during the lunch hour periods today and then compare that in the future when the building is closed.
3. Drug and alcohol usage during the school day will be reduced. This statistic will be difficult to prove. But again, we know students leave the building and get involved in improper or illegal activity. This is a fact supported by actual discipline cases and student testimony. Requiring students to stay in the building will certainly reduce such activity.
4. The school has a responsibility for the safety of the students during the school day. Today, the school has no idea where students are during the day and certainly do not know if a student is in the building or out during lunch periods. By maintaining all students in the building all day, their safety is improved. Currently, students whose parents do not want them to leave the building do actually leave the building.
5. Over all safety will improve. When all students are required to stay on campus, those around the school during the day should either be in the building or stopped to determine that they have legitimate reason to be in the area. While a police officer is quoted in saying they can stop anyone with probable cause, simply walking down the street is not probable cause. When the rule is changed, there is probable cause to stop any student age person to determine if they should be in school. This creates a much safer area around the school. The effect of closing the campus will be to reduce the number of people with no affiliation to the school from being near the school and either cause trouble or seek to be involved in inappropriate behavior.
6. There is no risk in closing the campus. If it is later determined to be such an overwhelmingly terrible decision, simply reverse it. However, I doubt that will be required.

I challenge the board to delineate any other reasons to keep the campus open and how such reasons move the District forward in its mission. I find it a very simple decision with some effort to implement and one that in 3 years will be forgotten by everyone as not a single student will remain who once had this privilege. Look at the decision to put lights in the stadium. That was difficult and almost all of the negative reasons to put them in have not come true.

On January 1, 1980 when I was 20 years and 6 months old, the state of Illinois changed the drinking age to 21. There was no grandfathering of those that had been legal before this date. (See the state of Wisconsin who was the last state to change their drinking age to 21 and grandfathered all of those that had attained the age of 18 prior to the effective date of the law) I was a junior in college at the time. A right I had for a year and a half was suddenly taken away. Did I like it? No. Was it the law? Yes. We lived with it and moved on. No one asked me my opinion or gave me a vote or view on the matter. You can only imagine that every person under the age of 21 would be against such a law given a choice.

During my second semester senior year at Oak Park and River Forest High School, I had all 3 lunch periods off. I was allowed to leave school for 150 minutes or 2 and one half hours. While I seldom left school and my student record is unblemished from a discipline stand point (remember one must get caught to get in trouble), I can tell you there was opportunity to make very poor decisions and they were made every day by many students. It is no longer 1977 and the world around us has changed dramatically in so many ways. We need to make the decisions that are in the best interest of our students both academically and from a safety point of view.

I thank you for all of your hard work and service and I have confidence you will do what is right for our students.

Sincerely

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Date: May 19, 2011
To: PEG Committee Members
From: Dr. Steven T. Isoye, Superintendent
Subj: Philosophy of Compensation

The discussion of philosophy of compensation occurred when Cheryl, Lauren and I worked on administrative compensation. The following are the principles that we used.

The building and district leadership teams are responsible for the well-being of all students, instructional excellence, and operational efficiencies. Leadership positions are responsible for the implementation and monitoring of Board of Education goals.

- Attract and retain high quality professional staff.
- Evaluation and compensation which encourages continued growth and professional development.
- Compensation and evaluation method that encourages and rewards high performance
- Annual increases in salary based on performance.
- Salaries in the mid-range of the NWPA group for above satisfactory performance in 3 of the last 3 years.
- Salaries may be in the upper half of the NWPA comparison group for high performing administrators as reflected in 3 consecutive evaluations.

As a result, members of the Board thought they should have a discussion about the philosophy of compensation. This was asked to be placed on a future PEG agenda.

Today is for information gathering to determine what the Board may need in regards to information prior to a robust discussion on compensation. Please consider what information you may require.