

**BOARD OF EDUCATION MEETING
201 North Scoville Avenue
Third Floor Library and Room 213, Oak Park, Illinois 60302
Thursday, November 18, 2010 – 7:00 p.m.
Revised Meeting Agenda**

- 7:00 p.m. I. Call to Order, Pledge of Allegiance, and Roll Call Dr. Dietra D. Millard**
A. Recognition of Girls' Swim Team Third Floor Library
- ****The Board of Education will recess and reconvene its meeting in Room 213.******
- 8:00 p.m. II. Changes to the Agenda Dr. Dietra D. Millard**
- 8:10 p.m. III. Introductions Dr. Dietra D. Millard**
A. Introduction of Visitors
- 8:20 p.m. IV. Board of Education Members Dr. Dietra D. Millard**
A. Status of FOIA Requests
B. Board of Education Comments
- 8:30 p.m. V. Public Comment Dr. Dietra D. Millard**
- 8:45 p.m. VI. School Reports and Student Life Dr. Dietra D. Millard**
A. Student Council Report Katrina Vogel
B. Principal's Report Nathaniel L. Rouse
C. Student Discipline Nathaniel L. Rouse Action
- 9:00 p.m. VII. District, Community and State Reports Dr. Dietra D. Millard**
A. Internal District Committees/Liaison Representative Reports
Citizens' Council Co-Chairs, Terry Finnegan
PTO Amy McCormack
Huskies Boosters' Club Amy McCormack
Alumni Association Amy McCormack
Tradition of Excellence Sharon Patchak-Layman
Concert Tour Association Sharon Patchak-Layman
APPLE Dr. Ralph H. Lee
Faculty Senate Executive Committee James Paul Hunter
B. External Liaison Reports Board Members
C. Superintendent's Report Steven T. Isoye
- 9:15 p.m. VIII. Consent Items Dr. Dietra D. Millard**
A. Approval of the Check Disbursements and Financial Resolutions Action
dated November 18, 2010
B. Approval of the October Treasurer's Report Action
C. Approval of Monthly Financials for October Action
D. Renewal of Medical, Dental, and Life Insurances Action

9:25 p.m.	IX.	Policy	Sharon Patchak Layman/Dr. Dietra D. Millard/Steven T. Isoye
	A.	Approval of Policy 3910, Identity Protection Policy, for First Reading	Action
	B.	Approval of Policy 5144, Food Allergy Management Program, for First Reading	Action
9:40 p.m.	X.	Finance	Amy McCormack/John C. Allen/ Cheryl L. Witham
	A.	Acceptance of Gifts and Donations	Action
	B.	Approval of Preliminary Levy	Action
	C.	Approval of Finance Advisory Committee Budget Model	Action
10:00 p.m.	XI.	Human Resources	Amy McCormack/John C. Allen/Lauren M. Smith
	A.	Personnel Recommendations	Action
	B.	Appointment of Local Ethics Commission Members	Action
10:10 p.m.	XII.	Instruction	Terry Finnegan/Dr. Ralph H. Lee/Philip M. Prale
	A.	Adoption of FY '11 Application for Illinois School Library Grant	Action
	B.	Approval of Proposals for 2011-12 <i>Academic Catalog</i>	Action
	C.	Approval of District Improvement Plan and Assurance Document	Action
	D.	Status of School Improvement Plan	Information
10:25 p.m.	XIII.	Negotiations	John C. Allen, IV/Amy McCormack
10:30 p.m.	XIV.	Other	Dr. Dietra D. Millard
	A.	Approval of Open Minutes and Closed Session Minutes of October 28, November 9 and 11, 2010 and a Declaration that the Audiotapes of the closed sessions of February 2009 be destroyed and a Declaration that the closed session minutes from January 1, 1989 through November 1, 2010 remain closed	Action
	B.	Approval of 2011 Board of Education Meeting Dates	Action
	C.	Discussion of Non-agenda Items	Information
10:45 p.m.	XV.	Closed Session	Dr. Dietra D. Millard
		_____move to enter closed session for the purpose of discussing _____litigation, _____student discipline, _____collective bargaining and/or negotiations, and _____ the appointment, employment and/or dismissal of personnel.	
TBD	XVI.	Adjournment	Dr. Dietra D. Millard
		_____moved to adjourn at _____; seconded by_____. Roll call vote.	

Next Regular Board of Education Meeting
Thursday, December 16, 2010—7:00 p.m.
Board Room, Room 213

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

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

TO: Board of Education

FROM: Cheryl L. Witham

DATE: November 18, 2010

RE: Approval of Check Disbursements and Financial Resolutions

BACKGROUND

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

SUMMARY OF FINDINGS

Attached are the check disbursement lists for November 18, 2010.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

MOTION: To approve the November 18, 2010 check disbursement listing as presented.

ROLL CALL VOTE

AGENDA ITEM VIII. A.

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

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

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the
vouchers for this date of November 18, 2010 by the President and Secretary of this
Board of Education, copies of which are attached hereto.

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

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

ADOPTED this 18th day of November 2010

President of the Board of Education

Secretary of the Board of Education

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
150377	11/12/2010	ACCESS CREDIT UNION	Payroll accrual	50.00
150378	11/12/2010	AMERIPRISE FINANCIAL SERVICES	Payroll accrual	145.66
150378	11/12/2010	AMERIPRISE FINANCIAL SERVICES	Payroll accrual	85.56
150378	11/12/2010	AMERIPRISE FINANCIAL SERVICES	Payroll accrual	60.00
150379	11/12/2010	CHEREDNYK, OLEH	Payroll accrual	143.12
150380	11/12/2010	CLERK OF COURT,	Payroll accrual	226.72
150381	11/12/2010	CONNECTICUT - CCSPC	Payroll accrual	554.00
150382	11/12/2010	EQUIVEST	Payroll accrual	1,936.14
150382	11/12/2010	EQUIVEST	Payroll accrual	7,109.20
150383	11/12/2010	FIDELITY INVESTMENTS	Payroll accrual	2,627.92
150383	11/12/2010	FIDELITY INVESTMENTS	Payroll accrual	11,354.80
150383	11/12/2010	FIDELITY INVESTMENTS	Payroll accrual	65.32
150384	11/12/2010	FIRST INVESTORS	Payroll accrual	349.26
150384	11/12/2010	FIRST INVESTORS	Payroll accrual	1,000.00
150385	11/12/2010	FREEDMAN ANSELMO LINDBERG AND RAPPE	Payroll accrual	444.75
150386	11/12/2010	GENERAL REVENUE CORPORATION	Payroll accrual	394.56
150387	11/12/2010	GLENN STEARNS CHAPTER 13 TRUSTEE	Payroll accrual	277.01
150388	11/12/2010	GREAT AMERICAN LIFE INS CO	Payroll accrual	92.22
150388	11/12/2010	GREAT AMERICAN LIFE INS CO	Payroll accrual	400.00
150389	11/12/2010	GREAT AMERICAN FINANCE COMPANY	Payroll accrual	235.26
150390	11/12/2010	HUNTER, CARLA	Payroll accrual	280.00
150391	11/12/2010	I R S	Payroll accrual	23,326.82
150391	11/12/2010	I R S	Payroll accrual	4,589.39
150391	11/12/2010	I R S	Payroll accrual	140,273.72
150391	11/12/2010	I R S	Payroll accrual	0.00
150391	11/12/2010	I R S	Payroll accrual	17,859.60
150391	11/12/2010	I R S	Payroll accrual	208.58
150391	11/12/2010	I R S	Payroll accrual	23,326.82
150391	11/12/2010	I R S	Payroll accrual	17,859.60
150391	11/12/2010	I R S	Payroll accrual	208.58
150392	11/12/2010	ILLINOIS MUNICIPAL RETIREMENT	Payroll accrual	159.66
150393	11/12/2010	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	16,303.79
150393	11/12/2010	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	0.00
150393	11/12/2010	ILLINOIS MUNICPL RETIREMT FUND	Payroll accrual	34,476.81
150394	11/12/2010	IL STATE DISBURSEMENT UNIT	Payroll accrual	2,540.36
150395	11/12/2010	ING NATIONAL TRUST	Payroll accrual	153.21
150395	11/12/2010	ING NATIONAL TRUST	Payroll accrual	353.21
150396	11/12/2010	LINCOLN INVESTMENTS	Payroll accrual	9,137.13
150396	11/12/2010	LINCOLN INVESTMENTS	Payroll accrual	31,660.50
150397	11/12/2010	M G TRUST COMPANY	Payroll accrual	864.61
150397	11/12/2010	M G TRUST COMPANY	Payroll accrual	2,549.46
150397	11/12/2010	M G TRUST COMPANY	Payroll accrual	167.71
150398	11/12/2010	METLIFE	Payroll accrual	193.46
150398	11/12/2010	METLIFE	Payroll accrual	375.00
150399	11/12/2010	NCPERS GROUP LIFE INS (#1985)	Payroll accrual	216.00
150400	11/12/2010	OPRFHS/FACULTY SENATE DUES	Payroll accrual	8,012.13
150401	11/12/2010	PACIFIC LIFE	Payroll accrual	509.46
150401	11/12/2010	PACIFIC LIFE	Payroll accrual	2,014.61
150402	11/12/2010	RIVER FOREST COMMUNITY CENTER	Payroll accrual	9,750.00
150403	11/12/2010	SEIU LOCAL 73	Payroll accrual	42.00
150403	11/12/2010	SEIU LOCAL 73	Payroll accrual	2,510.91
150404	11/12/2010	STATE OF ILLINOIS	Payroll accrual	374.99
150404	11/12/2010	STATE OF ILLINOIS	Payroll accrual	32,419.93
150404	11/12/2010	STATE OF ILLINOIS	Payroll accrual	25.00
150405	11/12/2010	T H I S	Payroll accrual	8,053.60
150405	11/12/2010	T H I S	Payroll accrual	19.15

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
150405	11/12/2010	T H I S	Payroll accrual	480.17
150405	11/12/2010	T H I S	Payroll accrual	6,043.21
150405	11/12/2010	T H I S	Payroll accrual	14.36
150405	11/12/2010	T H I S	Payroll accrual	16.89
150405	11/12/2010	T H I S	Payroll accrual	401.17
150406	11/12/2010	TEACHERS RETIREMENT SYSTEM	Payroll accrual	12.62
150407	11/12/2010	TEACHERS RETIREMENT SYSTEM	Payroll accrual	87,102.05
150407	11/12/2010	TEACHERS RETIREMENT SYSTEM	Payroll accrual	4,552.38
150407	11/12/2010	TEACHERS RETIREMENT SYSTEM	Payroll accrual	204.51
150407	11/12/2010	TEACHERS RETIREMENT SYSTEM	Payroll accrual	5,385.62
150407	11/12/2010	TEACHERS RETIREMENT SYSTEM	Payroll accrual	280.90
150407	11/12/2010	TEACHERS RETIREMENT SYSTEM	Payroll accrual	360.77
150408	11/12/2010	TOM VAUGHN STANDING TRUSTEE	Payroll accrual	129.50
150409	11/12/2010	U.S. DEPART. OF EDUCATION	Payroll accrual	95.41
150409	11/12/2010	U.S. DEPART. OF EDUCATION	Payroll accrual	118.61
150410	11/12/2010	WADDELL & REED	Payroll accrual	734.70
150410	11/12/2010	WADDELL & REED	Payroll accrual	1,004.75
150411	11/10/2010	FIDELITY INVESTMENTS	TO CORRECT A/P CHECK #150126	14,048.04
150412	11/10/2010	FIRST INVESTORS	TO CORRECT A/P CHECK #150127	1,349.26
150413	11/18/2010	AICPA	C WITHAM MEMBERSHIP DUES FOR FY2011	205.00
150414	11/18/2010	ALL-WAYS TRANSPORTATION SERVICES, I	OCT TRANSPORT - SPED R.E.	3,860.00
150415	11/18/2010	ALTIER, NICK	GIRLS V-BALL 10/19/10	87.00
150416	11/18/2010	AQUA PURE ENTERPRISES, INC.	2010 - 2011 Open P.O. - Pool Chemicals	287.87
150416	11/18/2010	AQUA PURE ENTERPRISES, INC.	2010 - 2011 Open P.O. - Pool Chemicals	171.60
150417	11/18/2010	ASSETWORKS, INC	ANNUAL FEE FOR ASSETMAXX WEB-BASED APPLICATION 10/13-10/12/11	1,320.00
150418	11/18/2010	AT&T LONG DISTANCE	ACCT#171-791-3822 795	1,002.31
150419	11/18/2010	BEACON ATHLETICS	Seminar Registration E.CORDERO & C.VEGA	130.00
150420	11/18/2010	BOSS ONLINE, INC.	COPY PAPER	1,240.00
150421	11/18/2010	BRIDGE VIEW EXTENDED DAY	OCT TUITION P.J.	3,580.08
150421	11/18/2010	BRIDGE VIEW EXTENDED DAY	OCT TUITION M.H.	3,580.08
150421	11/18/2010	BRIDGE VIEW EXTENDED DAY	OCT TUITION A.M.	3,580.08
150422	11/18/2010	BURTON, HUGH	FIELD HOCKEY 10/16/10	215.00
150423	11/18/2010	CALUMET PHOTO/CPI	Paper, developer, toner, film, enlarger timer, bulbs	124.99
150424	11/18/2010	CAMPBELL, ERICK	FLAG FOOTBALL 10/5/10	53.00
150425	11/18/2010	CAROLINA BIOLOGICAL SUPPLY	SCIENCE SUPPLIES	21.51
150425	11/18/2010	CAROLINA BIOLOGICAL SUPPLY	SCIENCE SUPPLIES-PERCY JULIAN	469.02
150426	11/18/2010	CARLSEN'S ELEVATOR SERVICE		0.00
150427	11/18/2010	CARLSEN'S ELEVATOR SERVICE	2010/11 - Open Purchase Order - Elevator Repairs & Maintenance REPAIR 10/26	880.00
150427	11/18/2010	CARLSEN'S ELEVATOR SERVICE	2010/11 - Open Purchase Order - Elevator Repairs & Maintenance 10/20	957.64
150427	11/18/2010	CARLSEN'S ELEVATOR SERVICE	2010/11 - Open Purchase Order - Elevator Repairs & Maintenance 10/19	1,054.26
150427	11/18/2010	CARLSEN'S ELEVATOR SERVICE	2010/11 - Open Purchase Order - Elevator Repairs & Maintenance 10/18	390.00

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
150427	11/18/2010	CARLSEN'S ELEVATOR SERVICE	2010/11 - Open Purchase Order - Elevator Repairs & Maintenance 10/21	1,080.00
150428	11/18/2010	CDW GOVERNMENT, INC.	WIRELESS PROJECT (CARIOSCIO REQUEST)	6,180.72
150429	11/18/2010	CENTER FOR PSYCHOLOGICAL SERVICES	2-DAY 10/28-29 CONSULTATION	1,000.00
150430	11/18/2010	CHASEY, JAMES	FIELD HOCKEY 10/21/10	62.00
150431	11/18/2010	CIPPARRONE, CAROLYN	REIMB FOR DRY ICE PURCHASE - SCIENCE DEPT	25.00
150432	11/18/2010	COHEN, DANIEL	REIMB FOR REGISTRATION FEE INTRO TO EVALUATION OF CERT STAFF OCT 27 @ SOUTH COOK ISC	295.00
150433	11/18/2010	COMPERE, STEVEN	BOYS SOCCER - 2 REGIONAL GAMES	70.00
150434	11/18/2010	COVE SCHOOL	OCT TUITION L.K.	4,180.00
150435	11/18/2010	CPO SCIENCE	SCIENCE SUPPLIES	9,272.48
150436	11/18/2010	DE FRANCO, VINCE	BOYS SOCCER - 3 REGIONAL GAMES	160.50
150437	11/18/2010	DELTA DENTAL PLAN OF ILLINOIS	RECONCILIATION BILL FOR 10/1 - 10/31/10	24,222.19
150438	11/18/2010	DESIGN SCIENCE, INC	MATHTYPE LICENSE (WELLS REQUEST)	661.20
150439	11/18/2010	DIAMOND DETECTIVE AGENCY, INC.	EVENING AND WEEKEND BUILDING SECURITY 2010-11 SCHOOL YEAR 10/17-10/30/10	2,358.40
150440	11/18/2010	E2 SERVICES	E2 Offsite Backup OCT	375.00
150441	11/18/2010	THRIVE COUNSELING CENTER	NOVEMBER FULL TIME STAFF - 5	30,421.30
150442	11/18/2010	FEDERAL EXPRESS CORP	INVOICE DATE OCT 28 - BUS OFFICE	33.75
150443	11/18/2010	FIRST ADVANTAGE BACKGROUND	PREPAID SKILL CHECK TESTS - HR	900.00
150444	11/18/2010	FISHER SCIENTIFIC	SCIENCE SUPPLIES	94.00
150444	11/18/2010	FISHER SCIENTIFIC	SCIENCE SUPPLIES	204.40
150445	11/18/2010	FLINN SCIENTIFIC	SCIENCE SUPPLIES	235.03
150446	11/18/2010	FOLLETT SOFTWARE COMPANY	FOLLETT SINGLE SITE LM LICENSE SUPPORT	829.00
150447	11/18/2010	FRANCZEK RADELET & ROSE	INVOICE DATE OCT 25, 2010 FEES & EXPENSES THRU 9/30/10	4,525.15
150447	11/18/2010	FRANCZEK RADELET & ROSE	PROFESSIONAL FEES & EXP INCURRED THRU 9/30/10	700.00
150448	11/18/2010	GARGANO, ANN	REIMB FOR PARKING FEES - FREE GROUP TRIP OCT 30	28.00
150449	11/18/2010	GENERAL PARTS, LLC.	REPAIRS ON RATIONAL COOKING STEAMER - FOOD SERVICES	234.00
150450	11/18/2010	GENESIS EMPLOYEE BENEFITS INC.	OCTOBER 2010 DEPOSIT FOR VEBA ACCOUNTS	4,312.50
150451	11/18/2010	GLEN OAKS THERAPEUTIC DAY SCHOOL	OCT TUITION J.L.& L.N.	5,830.00
150452	11/18/2010	GRAINGER		0.00
150453	11/18/2010	GRAINGER		0.00
150454	11/18/2010	GRAINGER		0.00
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Heating & Ventilating	32.91
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Lights & Lamps	198.99
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	1,596.96

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	1,596.96
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	199.40
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	213.75
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Lights & Lamps	478.94
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Heating & Ventilating	139.20
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	15.35
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Plumbing	132.43
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	1,596.96
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	1,596.96CR
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	1,596.96CR
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Plumbing	118.98
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Electrical	60.75
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Plumbing	18.16
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Plumbing	592.93
150455	11/18/2010	GRAINGER	2010-11 Open P.O. - Plumbing	332.10
150456	11/18/2010	GRAND PRAIRIE TRANSIT	OCT 2010 SPED TRANSPORT	86,320.35
150457	11/18/2010	GUARINO, VICTOR	BOYS X-COUNTRY 10/23/10	84.00
150457	11/18/2010	GUARINO, VICTOR	GIRLS X-COUNTRY 10/7/10	84.00
150458	11/18/2010	HARRIS BANK NAPERVILLE	ANNUAL PO FOR OCE 4511 COPIER LEASE PAYMENTS 11/1/10	813.28
150459	11/18/2010	HEALTHCARE SERVICE CORPORATION	BLUE CROSS/BLUE SHIELD PPO, HMO & DRUG BILL - CLAIMS & FEES 10/1 - 10/31/10	337,928.93
150460	11/18/2010	HILLSIDE ACADEMY	JUNE 2010 ESY TUITION 11 STUDENTS	11,805.08
150461	11/18/2010	HOH WATER TECHNOLOGY, INC.	Water Softener	1,869.00
150462	11/18/2010	IASA	ANNUAL SUBSCRIPTION FEE FROM 12.31.10 - 12.31.2011	400.00
150463	11/18/2010	INTERNET RUBBER STAMPS	Office Supplies TWO NOTARY STAMPS PJ & TB	23.96
150464	11/18/2010	JBA-JIM BRIMM & ASSOC., INC.	IHSA MEET OCT 23 CHRONO TRACK TIMING	1,000.00
150465	11/18/2010	JEROUSEK, SARA	FIELD HOCKEY 10/16/10	215.00
150466	11/18/2010	JOHNSON, DARRYL	FLAG FOOTBALL 10/5/10	53.00
150467	11/18/2010	KELLERSTRASS, DOUG	GIRLS SWIM 10/20	96.00
150468	11/18/2010	KLUCZYNSKI, JOHN	GIRLS V-BALL 10/19/10	87.00
150469	11/18/2010	KRANZ INC.	2010/11 Open P.O. for Paper & Plastic	90.20
150470	11/18/2010	LANDENSLAGER, WAYNE	BOYS SOCCER - 2 REGIONAL GAMES	107.00
150471	11/18/2010	LANDMARK FORD	GROUNDS VEHICLE	30,363.00
150472	11/18/2010	LENTINE, TOM	FLAG FOOTBALL REFEREE FEES 10/4, 11, 18 & 20 (\$45/GAME)	180.00
150473	11/18/2010	LIPUT, GREGORY	GIRLS V-BALL 10/19/10	86.00
150474	11/18/2010	LITTLE FRIENDS, INC.	SPED - OCT TUITION L	3,154.95
150475	11/18/2010	LOWERY MCDONNELL COMPANY	CAFETERIA TABLES	11,328.00

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
150476	11/18/2010	MACEY, KEVIN	REIMB FOR FIELD BIOLOGY GAS EXPENSE	263.29
150477	11/18/2010	PRESTO-X	2010/11 - Open P.O. for Exterminating Services NOV	356.00
150478	11/18/2010	MARSHALL, CATHERINE	REIMB FOR MEALS, HOTEL & TRANSPORT - COLLEGE BOARD FORUM, WASHINGTON, DC	970.07
150479	11/18/2010	MARYVILLE ACADEMY	TUITION B.P.	4,792.56
150480	11/18/2010	MECK PRINTING	2010-11 School Profile	525.00
150481	11/18/2010	MEDIMPEX	Detect Now for THC (Marijuana)	72.00
150482	11/18/2010	METLIFE	INSURANCE BILL FOR LIFE & LTD FOR 12/1 ~ 12/31/10	11,265.36
150483	11/18/2010	METROPOLITAN PREPARATORY	SEPT TUITION R.E.	3,886.05
150484	11/18/2010	MICIC, DRAGAN	BOYS SOCCER 9/27/10 GAME DATE	57.00
150485	11/18/2010	MORAN, KATHERINE	REIMB FOR MATH TEAM REFRESHMENTS	104.90
150486	11/18/2010	MUSCO SPORTS LIGHTING, LLC	Control Link - Soccer Field	7,600.00
150487	11/18/2010	NATIONAL SEED	Reseeder mix for baseball and softball fields	407.50
150488	11/18/2010	NEW HORIZON CENTER FOR THE	OCT TUITION - 6 STUDENTS	39,761.30
150489	11/18/2010	NICOR GAS	GROUP#5515 ACCT#1155480000 10/1 - 11/1/10	214.02
150489	11/18/2010	NICOR GAS	GROUP#5998 ACCT#9055480000 10/1 - 11/1/10	287.57
150489	11/18/2010	NICOR GAS	GROUP#5315 ACCT#5035480000 10/1 - 11/1/10	1,871.10
150490	11/18/2010	NIXEN, PETE	REIMB FOR COLLEGE BOARD FORUM EXP, WASHINGTON, DC	1,079.70
150491	11/18/2010	O'CONNELL, CAITLIN	FIELD HOCKEY 10/16/10	270.00
150492	11/18/2010	OCE	MAINTENANCE FROM 11/1 - 11/30/10	27.43
150492	11/18/2010	OCE	MAINTENANCE FROM 11/1 - 11/31/10 & BILLABLE USAGE FROM 8/1-10/31	1,224.00
150493	11/18/2010	OLD CASTLE GLASS	GLASS REPLACEMENTS FOR CLASSROOMS AND OFFICE	40.87
150493	11/18/2010	OLD CASTLE GLASS	GLASS REPLACEMENTS FOR CLASSROOMS AND OFFICE	12.95
150493	11/18/2010	OLD CASTLE GLASS	GLASS REPLACEMENTS FOR CLASSROOMS AND OFFICE	458.12
150494	11/18/2010	P.A.C.T.T. LEARNING CENTER	OCT TUITION - 2 STUDENTS	9,232.47
150495	11/18/2010	PENCE, GEOFF	BOYS SOCCER 3 GAMES - REGIONALS	160.50
150496	11/18/2010	PETTY CASH, OPRFSD #200	REPLENISH BUSINESS OFFICE CASH	158.76
150497	11/18/2010	PHILLIPS AIR COMPRESSOR SERVICE	REBUILD COMPRESSOR	2,321.06
150498	11/18/2010	PIERITZ BROS INC	Replacement Custom Poster Stamps	39.00
150499	11/18/2010	PIEKARSKI, MICHELINE	REIMB FOR ILSNA COMMODITY CONFERENCE MILEAGE EXP, BLOOMINGTON, IL	134.55
150499	11/18/2010	PIEKARSKI, MICHELINE	REIMB FOR FM IDEAS CONFERENCE, CHICAGO	645.34
150500	11/18/2010	PITTSBURGH PAINT	Paint AUDITORIUM	310.00
150501	11/18/2010	PRATT, MINA	FIELD HOCKEY 10/16/10	75.00

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
150502	11/18/2010	PRYSTALSKI, LAWRENCE	REIMB FOR MATH TEAM COMPETITION FOOD COST	57.30
150503	11/18/2010	QUILL CORP.		0.00
150504	11/18/2010	QUILL CORP.		0.00
150505	11/18/2010	QUILL CORP.	White Binders for Step Back	699.00
150505	11/18/2010	QUILL CORP.	Fellowes Powershred PS67C	15.28
			Duracell Ultra Digital AA Batteries	
150505	11/18/2010	QUILL CORP.	Sheet protectors and carbon paper ART DEPT	55.32
150505	11/18/2010	QUILL CORP.	Sheet protectors and carbon paper ART DEPT	19.35
150505	11/18/2010	QUILL CORP.	Therese Brennock - On Campus Room 423	18.88
150505	11/18/2010	QUILL CORP.	Office Supplies	34.64
150505	11/18/2010	QUILL CORP.	Fellowes Powershred PS67C	141.27
			Duracell Ultra Digital AA Batteries	
150505	11/18/2010	QUILL CORP.	Fellowes Powershred PS67C	15.28CR
			Duracell Ultra Digital AA Batteries	
150505	11/18/2010	QUILL CORP.	OFFICE SUPPLIES	1,383.42
150505	11/18/2010	QUILL CORP.	OFFICE SUPPLIES	78.40
150505	11/18/2010	QUILL CORP.	OFFICE SUPPLIES	78.40CR
150506	11/18/2010	R & D BUS COMPANY, INC.	10/12/10 HISTORY DEPT - AUDITORIUM THEATRE	205.00
150507	11/18/2010	RAM TRANSPORT INC.	SPED TRANSPORT 10/1 - 10/31/10 M.S.	2,000.00
150508	11/18/2010	REGIONAL PUBLISHING CORP	TRAPEZE OCT 21 INVOICE	1,002.00
150509	11/18/2010	STRYBUC	REPLACEMENT PARTS FOR WINDOW COVERINGS	1,608.24
150510	11/18/2010	RENOSYS CORPORATION	REPAIR TEARS IN WEST POOL DECK FROM WATER POLO GOALS	1,269.75
150511	11/18/2010	RFB&D	RFB&D -Books on CD	275.00
150512	11/18/2010	RISK INTERNATIONAL PUBLISHING	1 COPY - PRACTICAL HEALTH & SAFETY GUIDELINES FOR SCHOOL THEATER OPERATIONS	65.00
150513	11/18/2010	RUBINI, DAVID	BOYS SOCCER 1 GAME - REGIONALS	53.50
150514	11/18/2010	RWD ASSOCIATES, INC.	RESIDENCY INVESTIGATIONS EXP	4,138.00
150515	11/18/2010	SECRETARY OF STATE	BUS PERMIT RECERTIFICATION FOR L.W. & O.S.B.	8.00
150516	11/18/2010	SERVICE SANITATION, INC.	ATHLETICS - GIRLS X-COUNTRY MEET RENTALS 10/23/10	489.00
150517	11/18/2010	SKYWARD USER'S GROUP, NFP	ANNUAL DUES PER DISTRICT	50.00
150518	11/18/2010	SONIA SHANKMAN ORTHOGENIC	OCTOBER TUITION & R&B - 4 STUDENTS	24,595.06
150519	11/18/2010	SORRENTINO, LISA	FIELD HOCKEY 10/16/10	245.00
150519	11/18/2010	SORRENTINO, LISA	FIELD HOCKEY 10/21/10	62.00
150520	11/18/2010	STANDARD STATIONERY SUPPLY CO	BOOKSTORE SUPPLIES	183.60
150521	11/18/2010	UNITED PARCEL SERVICE	INVOICE DATE OCT 23 B&G AND BUS OFFICE	29.76
150522	11/18/2010	VANGUARD ENERGY SERVICES, LLC	SERVICE PERIOD 10/1 - 10/31/10 NATURAL GAS	15,271.16
150523	11/18/2010	VILLAGE OF OAK PARK	DRIVER'S ED SEPT GAS EXP	319.03
150523	11/18/2010	VILLAGE OF OAK PARK	DRIVER'S ED JULY GAS EXP	223.87

CHECK CHECK			INVOICE	
NUMBER	DATE	VENDOR	DESCRIPTION	AMOUNT
150524	11/18/2010	VISUAL IMAGE PHOTOGRAPHY, INC.	REPLACEMENT ID CAMERA - AMT NEGOTIATED PER B. BRUNNER	107.50
150525	11/18/2010	WIENKE, AL	GIRLS SWIM 10/21/10	96.00
150526	11/18/2010	YELLOWSTONE BOYS AND GIRLS RANCH	TUITION	1,235.00
150526	11/18/2010	YELLOWSTONE BOYS AND GIRLS RANCH	TUITION	9,605.04
150526	11/18/2010	YELLOWSTONE BOYS AND GIRLS RANCH	TUITION	1,235.00
150527	11/18/2010	ALPHA BAKING CO	FOOD SERVICE INVOICES DATED 10/1 - 10/29	3,086.86
150528	11/18/2010	BECKER DAIRY	FOOD SERVICE INVOICES DATED 10/4 - 10/28	4,422.20
150529	11/18/2010	CENTRAL CONTINENTAL BAKERY	FOOD SERVICE INVOICES DATED 10/1 - 10/29	4,148.69
150530	11/18/2010	COCA-COLA REFRESHMENTS	FOOD SERVICE INVOICES DATED 10/4 - 10/28	18,133.48
150531	11/18/2010	COZZINI BROTHERS INC	FOOD SERVICE INVOICES DATED 10/7 & 10/21	59.00
150532	11/18/2010	DI NICO'S PIZZA	FOOD SERVICE INVOICES DATED 10/1 - 10/29	1,909.00
150533	11/18/2010	DOMINO'S PIZZA	FOOD SERVICE INVOICES DATED 10/4 - 10/25	984.25
150534	11/18/2010	EARTHGRAINS	FOOD SERVICE INVOICES DATED 10/5 - 10/28	666.03
150535	11/18/2010	FOX RIVER FOODS, INC.	FOOD SERVICE INVOICES DATED 10/4 - 10/28	60,158.91
150536	11/18/2010	GEPPETTO'S	FOOD SERVICE INVOICES DATED 10/6 - 10/20 and 8/22	1,994.50
150537	11/18/2010	GREAT AMERICAN BAGEL	FOOD SERVICE INVOICES DATED 10/1 - 10/29	925.00
150538	11/18/2010	GUSSY'S SLUSHIES	FOOD SERVICE INVOICE DATED 10/30	516.00
150539	11/18/2010	LIFESTYLE BEVERAGES, INC.	FOOD SERVICE INVOICE DATED 10/4 & 10/25	840.00
150540	11/18/2010	PEPSICO CHILLED DSD	FOOD SERVICE INVOICE DATED 10/7 - 10/28	2,038.40
150541	11/18/2010	SUEWAY	FOOD SERVICE INVOICE DATED 10/5 - 10/28	1,612.00
150542	11/18/2010	VISTAR OF ILLINOIS	FOOD SERVICE INVOICE DATED 10/12	8,002.07
150543	11/18/2010	WISEPAK	FOOD SERVICE INVOICES DATED 10/1 - 10/29	1,935.92
150544	11/18/2010	JENNINGS, WILLIAM	POLICE SECURITY FOR LAST NIGHT FOOTBALL GAME	150.00
150545	11/18/2010	RYGH, WILLIAM	POLICE SECURITY FOR LAST NIGHT FOOTBALL GAME	105.00
150546	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN		0.00
150547	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN		0.00
150548	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN		0.00
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT AH		307.40
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT JS		2,458.96
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT JW		200.00
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT CM		4,080.86
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT RZ		85.00
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT NR		6,704.79
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT WG		1,027.07
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT MC		573.11
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS PAYMEN CC PAYMENT OCT SI		851.24

CHECK CHECK			INVOICE		
NUMBER	DATE	VENDOR	DESCRIPTION		AMOUNT
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS	PAYMEN CC PAYMENT OCT CW		210.00
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS	PAYMEN CC PAYMENT OCT JB		542.14
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS	PAYMEN CC PAYMENT OCT JH		1,043.41
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS	PAYMEN CC PAYMENT OCT PE		357.89
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS	PAYMEN CC PAYMENT OCT SR		359.03
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS	PAYMEN CC PAYMENT OCT LS		578.03
150549	11/18/2010	MASTERCARD CORPORATE CLIENTS	PAYMEN CC PAYMENT OCT PP		1,745.35
150550	11/10/2010	ST IGNATIUS	GIRLS GOLF I.H.S.A. REGIONAL FEES		210.00
201000033	11/15/2010	ILLINOIS DEPARTMENT OF REVENUE	REMITTANCE OF SALES TAX COLLECTED BY BKSTR OCTOBER 2010		509.00

Totals for checks 1,441,355.64

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
10	EDUCATION FUND	437,410.28	0.00	239,788.01	677,198.29
14	CAFETERIA FUND	9,109.75	0.00	112,446.20	121,555.95
15	BOOKSTORE FUND	1,552.56	509.00	183.60	2,245.16
20	OPERATIONS & MAINTENANCE	28,023.18	0.00	74,289.60	102,312.78
40	TRANSPORTATION FUND	0.00	0.00	92,565.35	92,565.35
50	ILL MUN RET FUND	75,871.81	0.00	0.00	75,871.81
81	DENTAL SELF INSURANCE FUND	0.00	0.00	24,222.19	24,222.19
82	MEDICAL SELF INSURANCE FUND	0.00	0.00	342,241.43	342,241.43
84	ACTIVITY FUND	3,142.68	0.00	0.00	3,142.68
***	Fund Summary Totals ***	555,110.26	509.00	885,736.38	1,441,355.64

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

Check #	Payee Key	Payee Name	T	Check Date	Check Amount	Date	Stmnt Date
<u>AP/PR HARRIS CENTRAL N.A. ISDLAF/PMA</u>							
148920	ISU BAND000	ISU BANDS	V	11/03/2010	\$-500.00	11/03/2010	11/03/2010
149684	ST	IGN000 ST IGNATIUS	V	11/10/2010	\$-210.00	11/10/2010	11/10/2010
201000027	AMBAOFCH000	AMALGAMATED BANK OF CHICA	W	11/30/2010	\$1,915,000.00	11/30/2010	
201000028	AMBAOFCH000	AMALGAMATED BANK OF CHICA	W	11/30/2010	\$352,485.00	11/30/2010	
201000029	AMBAOFCH000	AMALGAMATED BANK OF CHICA	W	11/30/2010	\$468,593.75	11/30/2010	
201000030	AMBAOFCH000	AMALGAMATED BANK OF CHICA	W	11/30/2010	\$135,696.25	11/30/2010	
201000031	AMBAOFCH000	AMALGAMATED BANK OF CHICA	W	11/30/2010	\$87,255.00	11/30/2010	
201000032	AMBAOFCH000	AMALGAMATED BANK OF CHICA	W	11/30/2010	\$181,487.50	11/30/2010	
201000033	ILDBOFRE002	ILLINOIS DEPARTMENT OF RE	W	11/15/2010	\$509.00	11/15/2010	

Number Of Checks: 9 \$3,140,316.50

Total Checks: 9 \$3,140,316.50

Totals:	Bank	Total \$
	AP/PR	\$3,140,316.50

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

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

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

SECTION 1: That this Board of Education does hereby ratify and confirm the execution of the vouchers from the Student Activity Accounts for November 18, 2010 by the President and Secretary of this Board of Education, copies of which are attached hereto.

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

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

ADOPTED this November 18, 2010

President of the Board of Education

Secretary of the Board of Education

ACTIVITY		CHECK	INVOICE	
CHECK #	VENDOR	DATE	AMOUNT	DESCRIPTION
6451	AMERICAN HARLEQUIN CORPORATION	11/11/2010	3,320.99	Cascade Flooring
6452	COCA-COLA REFRESHMENTS	11/11/2010	142.80	Motivational Center- Joel Runyon
6453	GOODSMITH, JENNIFER	11/11/2010	23.28	REIMB FOR GAS & TOLSS - MARCHING BAND OCT 2
6454	GTM SPORTWEAR	11/11/2010	554.00	CHEER GEAR
6455	ICCA	11/11/2010	50.00	MEMBERSHIP RENEWAL 10-11 - CHEER
6456	MC CABE, SARAH	11/11/2010	44.74	REIMB FOR GIRLS X-COUNTRY TEAM DINNER EXP 10/26
6456	MC CABE, SARAH	11/11/2010	66.99	REIMB FOR GIRLS X-COUNTRY SENIOR GIFTS
6457	MUSIC THEATER INTERNATIONAL	11/11/2010	675.00	Royalties and rental materials for Tick Tick Boom (Studio 200 1st show) runs 10/26-28
6458	REDMOND, SHIRLEY	11/11/2010	228.00	REIMB FOR GIRLS V-BALL REGIONAL ADMISSIONS EXP FOR PLAYERS
6459	RITE BITE FUNDRAISING	11/11/2010	5,174.00	CHEER FUNDRAISER
6460	SALKELD SPORTS INC, DIV OF KESSLER'	11/11/2010	107.80	GIRLS BASKETBALL EQUIPMENT
6461	SANDOVAL, JANINE	11/11/2010	31.96	REIMB FOR DIVISION MTG FOOD PURCHASE 9/20/10
6462	SIEVERT ELECTRIC SERVICE	11/11/2010	240.00	SWIM EQUIPMENT
Totals for checks			10,659.56	

FUND SUMMARY

<u>FUND</u>	<u>DESCRIPTION</u>	<u>BALANCE SHEET</u>	<u>REVENUE</u>	<u>EXPENSE</u>	<u>TOTAL</u>
84	ACTIVITY FUND	10,659.56	0.00	0.00	10,659.56
*** Fund Summary Totals ***		10,659.56	0.00	0.00	10,659.56

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

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

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

TO: Board of Education
FROM: Cheryl Witham
DATE: November 18, 2010
RE: Treasurer's Reports

BACKGROUND

It is a requirement that the Board of Education accepts and approves the monthly Treasurer's Reports.

SUMMARY OF FINDINGS.

Attached is the Treasurer Report for October, 2010.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

MOTION: To approve the October, 2010 Treasurer's Reports as presented.

ROLL CALL VOTE

AGENDA ITEM VIII. B.

Oak Park & River Forest High School District 200
Treasurers Report
October 31, 2010

<u>Funds</u>	<u>Opening Cash Balance 10/01/10</u>	<u>Cash Receipts</u>	<u>Cash Disbursements</u>	<u>Adjustments to Cash (JE's)</u>	<u>Ending Cash Balance 10/31/10</u>	<u>% of Total</u>
10 Education	62,185,917.44	723,335.71	(4,440,726.53)	(468,293.38)	58,000,233.24	71.17%
14 Food Service	446,605.63	185,448.91	(311,061.77)	(3,489.23)	317,503.54	0.39%
15 Book Store	326,773.61	31,083.47	(95,860.15)	(342.93)	261,654.00	0.32%
Total - Education Fund	62,959,296.68	939,868.09	(4,847,648.45)	(472,125.54)	58,579,390.78	71.88%
20 Operations, Building & Maintenance	8,823,754.73	380,098.64	(625,404.85)	(1,655,093.82)	6,923,354.70	8.50%
30 Bond & Interest Fund	1,499,666.01	21,597.09	-	-	1,521,263.10	1.87%
40 Transportation Fund	2,235,311.76	7,232.98	(156,515.29)	(155.00)	2,085,874.45	2.56%
50 IMRF & SS Fund	1,666,714.36	16,692.45	(227,211.17)	5,437.46	1,461,633.10	1.79%
60 Site & Construction	(894,911.84)	120.36	(131,345.26)	1,610,000.00	583,863.26	0.72%
70 Working Cash	6,538,515.01	9,305.10	-	-	6,547,820.11	8.03%
80 Tort Immunity	1,730,659.24	9,144.76	(28,915.59)	-	1,710,888.41	2.10%
81 Dental Self Insurance	145,194.72	1,470.58	(31,358.06)	33,879.24	149,186.48	0.18%
82 Medical Self Insurance	2,765,834.04	11,160.96	(417,622.97)	461,401.87	2,820,773.90	3.46%
83 Workers' Comp Self Insurance	15,857.04	-	-	-	15,857.04	0.02%
84 Harris - PMA	152,198.87	75,111.09	(12,025.90)	16,655.79	231,939.85	0.28%
84 Park National	51.16	-	(20.30)	-	30.86	0.00%
84 Community Bank	376,896.11	65,989.10	(100,079.51)	-	342,805.70	0.42%
Total - Activity Funds	529,146.14	141,100.19	(112,125.71)	16,655.79	574,776.41	0.71%
90 Fire Prevention & Safety	18,711.89	10,467.51	(1,508,769.41)	-	(1,479,590.01)	-1.82%
Total - All Funds	\$ 88,033,749.78	\$ 1,548,258.71	\$ (8,086,916.76)	\$ -	\$ 81,495,091.73	100.00%

Summary of adjustments to cash:

Reclassification of food service chargebacks.

Reclassification of bookstore chargebacks.

Reclassification of expenditures

PPO/Pharmacy reclassification.

Oak Park & River Forest High School District 200
Cash and Investments
October 31, 2010

	<u>Account Balance</u>	<u>Treasurer's Control</u>	<u>% of Total</u>
Harris Bank Comingled Account (treas ofc.)			
Statement CTTO	126,015.94		
Less: Outstanding Checks	-		
Plus: Deposits in Transit	-		
Adjusted	<u>126,015.94</u>	126,015.94	0.15%
Park National Student Activity Account			
Statement Balance	30.86		
Less: Outstanding Checks	-		
Plus: Deposits in Transit	-		
Adjusted	<u>30.86</u>		0.00%
Community Bank Student Activity Account			
Statement Balance	356,877.13		
Less: Outstanding Checks	(15,641.43)		
Plus: Deposits in Transit	1,570.00		
Adjusted	<u>342,805.70</u>		0.42%
Harris ISDLAF Account (Liquid & Max)			
Statement Balance	82,608,642.48		
Less: Outstanding Checks	(1,710,357.95)		
Plus: Deposits in Transit	56,748.84		
Adjusted	<u>80,955,033.37</u>		99.34%
Community Bank Imprest Account			
Statement Balance	24,976.86		
Less: Outstanding Checks	(1,171.00)		
Plus: Deposits in Transit	-		
Adjusted	<u>23,805.86</u>		0.03%
Petty Cash	<u>7,400.00</u>		0.01%
Workers Compensation Escrow	<u>40,000.00</u>		0.05%
Total Cash and Investments	\$ 81,495,091.73	\$ 126,015.94	100.00%

Note: Petty cash number includes \$2,000 that is in the Athletic Imprest account maintained by the Athletic Department.

Oak Park & River Forest High School District 200
Schedule of Investments
October 31, 2010

<u>By Financial Institution</u>	Average Interest Rate *	Investment Value 10/31/10	% of Total	Prior Month % of Total
Harris ISDLAF - Liquid MM	0.02%	2,001,430.23	2.42%	10.95%
Harris ISDLAF - Max MM	0.09%	126.95	0.00%	0.19%
Harris ISDLAF - SDA	0.18%	2,704,897.26	3.27%	3.42%
Harris ISDLAF - CD's	0.49%	73,972,300.00	89.41%	80.82%
Harris ISDLAF - Gov't Securities	0.43%	3,929,888.04	4.75%	4.47%
Harris - CTTO MM	*	126,015.94	0.15%	0.14%
Total All Investments by Institution		82,734,658.42	100.00%	100.00%

<u>By Investment Type</u>	Average Interest Rate *	Investment Value 10/31/10	% of Total	Prior Month % of Total
CD's	0.49%	73,972,300.00	89.41%	80.82%
Government Securities	0.43%	3,929,888.04	4.75%	4.47%
Money Market	0.10%	4,832,470.38	5.84%	14.71%
Total All Investments by Type		82,734,658.42	100.00%	100.00%

<u>By Maturity Age</u>	Average Interest Rate *	Investment Value 10/31/10	% of Total	Prior Month % of Total
1 month	0.48%	9,900,000.00	11.97%	5.92%
2 months	0.34%	7,300,000.00	8.82%	11.27%
3 months	0.31%	5,600,000.00	6.77%	8.31%
4-6 months	0.59%	12,899,285.61	15.59%	16.84%
7-9 months	0.51%	17,593,500.00	21.26%	18.31%
10-12 months	0.54%	11,741,745.00	14.19%	17.86%
1 year +	0.48%	12,867,657.43	15.55%	6.79%
2 years +	0.00%	-	0.00%	0.00%
Mature on demand	0.10%	4,832,470.38	5.84%	14.71%
Total Investments		82,734,658.42	100.00%	100.00%

* The rate of interest is not known for funds invested with the Trustee of the former CTTO.

Comparative Interest Rate Information (as of November 1)

Fixed Income

<u>Type of Security</u>	60 Days	90 Days	120 Days	180 Days	270 Days	1 Year	18 Months	2 Year
CD's	0.00% - 0.05%	0.00% - 0.25%	0.00% - 0.25%	0.05% - 0.30%	0.10% - 0.30%	0.24% - 0.55%	0.24% - 0.85%	0.35% - 0.90%
Government Agency	0.02%	0.00%	0.03%	0.04%	0.01%	0.11%	0.16%	0.24%
Government Treasury	N/A	N/A	N/A	N/A	3.00%	0.08%	0.13%	0.19%

Liquid Asset Funds

<u>7 Day Effective</u>
Liquid Class
Max Class

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

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

TO: Board of Education

FROM: Cheryl Witham

DATE: November 18, 2010

RE: Financial Reports

BACKGROUND

It is a requirement that the Board of Education accepts and approves the monthly Financial Reports.

SUMMARY OF FINDINGS

Attached are the October Financial Reports.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

MOTION: To be approve the October Financial Reports as presented.

ROLL CALL VOTE

AGENDA ITEM VIII. C.

OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
Monthly Financial Statements
October 2010

Education Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Property Taxes	47,315,686	758,341	1.6%	43,378,031	647,999	1.5%
Other Local Sources	3,617,642	1,485,213	41.1%	2,036,844	1,010,996	49.6%
State Sources	2,834,759	1,006,946	35.5%	1,535,232	1,205,169	78.5% 1
Federal Sources	2,607,278	885,557	34.0%	1,199,587	415,097	34.6%
	<u>56,375,365</u>	<u>4,136,057</u>	<u>7.3%</u>	<u>48,149,694</u>	<u>3,279,261</u>	<u>6.8%</u>
<i>Expenditures</i>						
General Instruction	19,919,270	4,138,107	20.8%	21,480,792	4,576,862	21.3%
Special Education	5,555,934	1,145,784	20.6%	5,109,106	1,051,232	20.6%
Adult Education	20,282	6,000	29.6%	20,539	-	0.0%
Vocational Programs	335,859	102,801	30.6%	378,059	161,706	42.8% 2
Interscholastic Programs	1,963,819	499,044	25.4%	2,189,182	542,322	24.8%
Summer School	287,451	163,501	56.9%	313,566	151,898	48.4%
Drivers Education	757,147	146,850	19.4%	765,563	146,634	19.2%
Other Instructional	2,801,472	469,678	16.8%	3,006,379	422,680	14.1%
Support Svcs. - Pupil	6,607,062	1,507,829	22.8%	6,754,759	1,472,802	21.8%
Support Svcs. - Admin.	4,625,192	1,399,333	30.3%	4,663,602	1,364,719	29.3%
	<u>42,873,488</u>	<u>9,578,927</u>	<u>22.3%</u>	<u>44,681,547</u>	<u>9,890,855</u>	<u>22.1%</u>
<i>Other Sources/(Uses)</i>						
Transfers fr. Other Funds	1,139,202	-	0.0%	-	-	N/A
Transfers to Other Funds	(1,000,000)	-	0.0%	-	-	N/A
	<u>139,202</u>	<u>-</u>	<u>0.0%</u>	<u>-</u>	<u>-</u>	
Change in Fund Balance	13,641,079	(5,442,870)		3,468,147	(6,611,594)	
Beginning Balance	<u>52,572,102</u>	<u>52,572,102</u>		<u>66,213,181</u>	<u>66,213,181</u>	
Ending Balance	<u>66,213,181</u>	<u>47,129,232</u>		<u>69,681,328</u>	<u>59,601,587</u>	

1. State aid budget was significantly reduced for fiscal 2011 due to uncertainty of the state actually paying Districts.
The majority of the actual collections relates to the prior year grants and claims that the state was late in paying to Districts.

2. Several significant equipment purchases were made with vocational grant funds in the current year.

OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
Monthly Financial Statements
October 2010

Bookstore Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Other Local Sources	812,920	535,658	65.9%	850,003	591,503	69.6%
	812,920	535,658	65.9%	850,003	591,503	69.6%
<i>Expenditures</i>						
Support Svcs. - Other	809,034	629,669	77.8%	850,003	672,480	79.1%
	809,034	629,669	77.8%	850,003	672,480	79.1%
Change in Fund Balance	3,886	(94,011)		-	(80,977)	
Beginning Balance	695,840	695,840		699,726	699,726	
Ending Balance	699,726	601,829		699,726	618,749	

Cafeteria Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Other Local Sources	2,030,684	537,746	26.5%	2,021,070	430,303	21.3%
State Sources	7,644	4,781	62.5%	13,987	3,590	25.7%
Federal Sources	193,456	24,258	12.5%	185,828	32,724	17.6%
	2,231,784	566,785	25.4%	2,220,885	466,617	21.0%
<i>Expenditures</i>						
Support Svcs. - Admin.	2,168,698	432,091	19.9%	2,219,788	455,285	20.5%
	2,168,698	432,091	19.9%	2,219,788	455,285	20.5%
Change in Fund Balance	63,086	134,694		1,097	11,332	
Beginning Balance	274,282	274,282		337,368	337,368	
Ending Balance	337,368	408,976		338,465	348,700	

OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
Monthly Financial Statements
October 2010

Operations and Maintenance Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Property Taxes	6,136,075	90,490	1.5%	5,990,710	85,098	1.4%
Other Local Sources	2,297,496	593,537	25.8%	962,216	562,518	58.5%
	<u>8,433,571</u>	<u>684,027</u>	8.1%	<u>6,952,926</u>	<u>647,616</u>	9.3%
<i>Expenditures</i>						
Support Svcs. - Admin.	8,823,475	2,341,172	26.5%	5,368,583	1,572,128	29.3%
	<u>8,823,475</u>	<u>2,341,172</u>	26.5%	<u>5,368,583</u>	<u>1,572,128</u>	29.3%
<i>Other Sources/(Uses)</i>						
Transfers	1,035,354	-	0.0%	26,210	-	0.0%
Transfers	-	-	N/A	(1,610,000)	(1,610,000)	100.0%
	<u>1,035,354</u>	<u>-</u>	0.0%	<u>(1,583,790)</u>	<u>(1,610,000)</u>	101.7%
Change in Fund Balance	645,450	(1,657,145)		553	(2,534,512)	
Beginning Balance	<u>9,044,358</u>	<u>9,044,358</u>		<u>9,689,808</u>	<u>9,689,808</u>	
Ending Balance	<u>9,689,808</u>	<u>7,387,213</u>		<u>9,690,361</u>	<u>7,155,296</u>	

1. Transfer to Capital Projects fund per the budget.

Life Safety Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Property Taxes	1,883,021	18,721	1.0%	2,090,611	27,587	1.3%
Other Local Sources	3,697	412	11.1%	301,670	72	0.0%
	<u>1,886,718</u>	<u>19,133</u>	1.0%	<u>2,392,281</u>	<u>27,659</u>	1.2%
<i>Expenditures</i>						
Support Svcs. - Business	1,474,581	748,506	50.8%	1,701,822	1,641,980	96.5%
	<u>1,474,581</u>	<u>748,506</u>	50.8%	<u>1,701,822</u>	<u>1,641,980</u>	96.5%
<i>Other Sources/(Uses)</i>						
Transfers	(618,263)	-	0.0%	(614,263)	-	0.0%
	<u>(618,263)</u>	<u>-</u>		<u>(614,263)</u>	<u>-</u>	
Change in Fund Balance	(206,126)	(729,373)		76,196	(1,614,321)	
Beginning Balance	<u>355,137</u>	<u>355,137</u>		<u>149,011</u>	<u>149,011</u>	
Ending Balance	<u>149,011</u>	<u>(374,236)</u>		<u>225,207</u>	<u>(1,465,310)</u>	

OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
Monthly Financial Statements
October 2010

Bond and Interest Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Property Taxes	3,052,500	50,584	1.7%	2,868,619	40,328	1.4%
Other Local Sources	35,354	24,447	69.1%	26,210	3,772	14.4%
	<u>3,087,854</u>	<u>75,031</u>	2.4%	<u>2,894,829</u>	<u>44,100</u>	1.5%
<i>Expenditures</i>						
Debt Service	4,787,112	-	0.0%	3,500,790	800	0.0%
	<u>4,787,112</u>	<u>-</u>	0.0%	<u>3,500,790</u>	<u>800</u>	0.0%
<i>Other Sources/(Uses)</i>						
Principal on Bonds Sold	10,810,000	-	0.0%	-	-	N/A
Premium on Bonds Sold	801,095	-	0.0%	-	-	N/A
Payment to Escrow	(11,468,408)	-	0.0%	-	-	N/A
Transfers	618,263	-	0.0%	614,263	-	0.0%
Transfers	(35,354)	-	0.0%	(26,210)	-	0.0%
	<u>725,596</u>	<u>-</u>	0.0%	<u>588,053</u>	<u>-</u>	0.0%
Change in Fund Balance	(973,662)	75,031		(17,908)	43,300	
Beginning Balance	<u>2,468,889</u>	<u>2,468,889</u>		<u>1,495,227</u>	<u>1,495,227</u>	
Ending Balance	<u>1,495,227</u>	<u>2,543,920</u>		<u>1,477,319</u>	<u>1,538,527</u>	

Transportation Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Property Taxes	938,197	14,686	1.6%	842,131	12,672	1.5%
Other Local Sources	45,423	18,859	41.5%	22,016	5,604	25.5%
State Sources	850,067	379,962	44.7%	645,379	213,327	33.1%
	<u>1,833,687</u>	<u>413,507</u>	22.6%	<u>1,509,526</u>	<u>231,603</u>	15.3%
<i>Expenditures</i>						
Support Svcs. - Business	1,417,211	249,476	17.6%	1,375,537	277,657	20.2%
	<u>1,417,211</u>	<u>249,476</u>	17.6%	<u>1,375,537</u>	<u>277,657</u>	20.2%
<i>Other Sources/(Uses)</i>						
Other source	31,000	-	0.0%	-	-	N/A
	<u>31,000</u>	<u>-</u>		<u>-</u>	<u>-</u>	
Change in Fund Balance	447,476	164,031		133,989	(46,054)	
Beginning Balance	<u>2,114,846</u>	<u>2,114,846</u>		<u>2,562,322</u>	<u>2,562,322</u>	
Ending Balance	<u>2,562,322</u>	<u>2,278,877</u>		<u>2,696,311</u>	<u>2,516,268</u>	

OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
Monthly Financial Statements
October 2010

Illinois Municipal Retirement/Social Security Fund

	Audited 2009-2010	Fiscal to Date October 31 2009	%	Original Budget 2010-2011	Fiscal to Date October 31 2010	%
<i>Receipts</i>						
Property Taxes	2,362,524	36,136	1.5%	2,314,608	32,267	1.4%
Other Local Sources	106,550	10,259	9.6%	79,730	4,174	5.2%
	<u>2,469,074</u>	<u>46,395</u>	<u>1.9%</u>	<u>2,394,338</u>	<u>36,441</u>	<u>1.5%</u>
<i>Expenditures</i>						
General Instruction	336,245	70,307	20.9%	414,745	84,363	20.3%
Special Education	190,309	39,408	20.7%	224,800	43,197	19.2%
Vocational Programs	26,406	8,546	32.4%	25,273	4,380	17.3%
Interscholastic Programs	109,477	28,653	26.2%	121,161	29,114	24.0%
Summer School	9,143	5,201	56.9%	9,844	5,299	53.8%
Drivers Education	5,560	1,116	20.1%	9,239	1,335	14.4%
Other Instructional	1,241	243	19.6%	1,232	243	19.7%
Support Svcs. - Pupil	336,130	77,504	23.1%	393,359	83,220	21.2%
Support Svcs. - Admin.	824,926	265,825	32.2%	898,271	265,035	29.5%
	<u>1,839,437</u>	<u>496,803</u>	<u>27.0%</u>	<u>2,097,924</u>	<u>516,186</u>	<u>24.6%</u>
Change in Fund Balance	629,637	(450,408)		296,414	(479,745)	
Beginning Balance	<u>1,323,641</u>	<u>1,323,641</u>		<u>1,953,278</u>	<u>1,953,278</u>	
Ending Balance	<u>1,953,278</u>	<u>873,233</u>		<u>2,249,692</u>	<u>1,473,533</u>	

Capital Projects Fund

	Audited 2009-2010	Fiscal to Date October 31 2009	%	Original Budget 2010-2011	Fiscal to Date October 31 2010	%
<i>Receipts</i>						
Other Local Sources	-	-	N/A	300,000	120	0.0%
	<u>-</u>	<u>-</u>	<u>N/A</u>	<u>300,000</u>	<u>120</u>	<u>0.0%</u>
<i>Expenditures</i>						
Support Svcs. - Business	-	-	N/A	1,910,000	1,026,257	53.7%
	<u>-</u>	<u>-</u>	<u>N/A</u>	<u>1,910,000</u>	<u>1,026,257</u>	<u>53.7%</u>
<i>Other Sources/(Uses)</i>						
Transfers	-	-	N/A	1,610,000	1,610,000	100.0%
	<u>-</u>	<u>-</u>	<u>N/A</u>	<u>1,610,000</u>	<u>1,610,000</u>	<u>100.0%</u>
Change in Fund Balance	-	-		-	583,863	
Beginning Balance	<u>-</u>	<u>-</u>		<u>-</u>	<u>-</u>	
Ending Balance	<u>-</u>	<u>-</u>		<u>-</u>	<u>583,863</u>	

1. Transfer from O&M fund to establish the Capital Projects fund per the budget.

OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
Monthly Financial Statements
October 2010

Working Cash Fund

	<u>Audited 2009-2010</u>	<u>Fiscal to Date October 31 2009</u>	<u>%</u>	<u>Original Budget 2010-2011</u>	<u>Fiscal to Date October 31 2010</u>	<u>%</u>
<i>Receipts</i>						
Property Taxes	1,091,083	17,613	1.6%	1,045,305	17,032	1.6%
Other Local Sources	129,470	52,109	40.2%	69,485	16,426	23.6%
	<u>1,220,553</u>	<u>69,722</u>	<u>5.7%</u>	<u>1,114,790</u>	<u>33,458</u>	<u>3.0%</u>
<i>Expenditures</i>						
Transfers	-	-	N/A	-	-	N/A
	<u>-</u>	<u>-</u>	<u>N/A</u>	<u>-</u>	<u>-</u>	<u>N/A</u>
<i>Other Sources/(Uses)</i>						
Principal on Bonds Sold	1,000,000	-	0.0%	-	-	N/A
Transfers	(1,000,000)	-	0.0%	-	-	N/A
	<u>-</u>	<u>-</u>		<u>-</u>	<u>-</u>	
Change in Fund Balance	1,220,553	69,722		1,114,790	33,458	
Beginning Balance	<u>5,300,950</u>	<u>5,300,950</u>		<u>6,521,503</u>	<u>6,521,503</u>	
Ending Balance	<u>6,521,503</u>	<u>5,370,672</u>		<u>7,636,293</u>	<u>6,554,961</u>	

Tort Immunity Fund

	<u>Audited 2009-2010</u>	<u>Fiscal to Date October 31 2009</u>	<u>%</u>	<u>Original Budget 2010-2011</u>	<u>Fiscal to Date October 31 2010</u>	<u>%</u>
<i>Receipts</i>						
Property Taxes	1,263,583	20,128	1.6%	1,104,552	16,995	1.5%
Other Local Sources	38,162	13,348	35.0%	20,076	4,356	21.7%
	<u>1,301,745</u>	<u>33,476</u>	<u>2.6%</u>	<u>1,124,628</u>	<u>21,351</u>	<u>1.9%</u>
<i>Expenditures</i>						
Support Svcs. - Admin.	869,427	605,404	69.6%	1,121,112	653,527	58.3%
	<u>869,427</u>	<u>605,404</u>	<u>69.6%</u>	<u>1,121,112</u>	<u>653,527</u>	<u>58.3%</u>
Change in Fund Balance	432,318	(571,928)		3,516	(632,176)	
Beginning Balance	<u>1,917,776</u>	<u>1,917,776</u>		<u>2,350,094</u>	<u>2,350,094</u>	
Ending Balance	<u>2,350,094</u>	<u>1,345,848</u>		<u>2,353,610</u>	<u>1,717,918</u>	

OAK PARK AND RIVER FOREST HIGH SCHOOL DISTRICT 200
Monthly Financial Statements
October 2010

Dental Self Insurance Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Insurance Premiums	409,548	92,461	22.6%	452,853	89,856	19.8%
Other Local Sources	3,680	1,498	40.7%	2,000	373	18.7%
	<u>413,228</u>	<u>93,959</u>	<u>22.7%</u>	<u>454,853</u>	<u>90,229</u>	<u>19.8%</u>
<i>Expenditures</i>						
Staff Services	<u>407,364</u>	<u>107,568</u>	<u>26.4%</u>	<u>452,853</u>	<u>115,437</u>	<u>25.5%</u>
Change in Fund Balance	5,864	(13,609)		2,000	(25,208)	
Beginning Balance	<u>143,399</u>	<u>143,399</u>		<u>149,263</u>	<u>149,263</u>	
Ending Balance	<u>149,263</u>	<u>129,790</u>		<u>151,263</u>	<u>124,055</u>	

Medical Self Insurance Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Insurance Premiums	4,732,751	1,425,975	30.1%	5,577,698	1,901,579	34.1%
Other Local Sources	52,274	21,071	40.3%	20,000	6,962	34.8%
	<u>4,785,025</u>	<u>1,447,046</u>	<u>30.2%</u>	<u>5,597,698</u>	<u>1,908,541</u>	<u>34.1%</u>
<i>Expenditures</i>						
Staff Services	<u>4,541,907</u>	<u>925,384</u>	<u>20.4%</u>	<u>5,577,698</u>	<u>1,259,145</u>	<u>22.6%</u>
Change in Fund Balance	243,118	521,662		20,000	649,396	
Beginning Balance	<u>1,594,968</u>	<u>1,594,968</u>		<u>1,838,086</u>	<u>1,838,086</u>	
Ending Balance	<u>1,838,086</u>	<u>2,116,630</u>		<u>1,858,086</u>	<u>2,487,482</u>	

Self-Insurance Workers' Comp Fund

	<u>Audited</u> <u>2009-2010</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2009</u>	<u>%</u>	<u>Original</u> <u>Budget</u> <u>2010-2011</u>	<u>Fiscal to Date</u> <u>October 31</u> <u>2010</u>	<u>%</u>
<i>Receipts</i>						
Insurance Premiums	-	-	N/A	-	-	N/A
Other Local Sources	-	-	N/A	-	-	N/A
Transfers	-	-	N/A	-	-	N/A
	<u>-</u>	<u>-</u>		<u>-</u>	<u>-</u>	
<i>Expenditures</i>						
Staff Services	<u>-</u>	<u>-</u>	<u>N/A</u>	<u>-</u>	<u>-</u>	<u>N/A</u>
Change in Fund Balance	-	-		-	-	
Beginning Balance	<u>15,857</u>	<u>15,857</u>		<u>15,857</u>	<u>15,857</u>	
Ending Balance	<u>15,857</u>	<u>15,857</u>		<u>15,857</u>	<u>15,857</u>	

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

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

TO: Board of Education

FROM: Cheryl L. Witham, CFO and Lauren M. Smith, Director of Human Resources

DATE: November 18, 2010

RE: Health Insurance Renewal

BACKGROUND

Gallagher Benefits Services, Inc. has prepared the January 1, 2011 renewal of health, dental and life insurance.

SUMMARY OF FINDINGS

Attached is the renewal information that was presented to the Board of Education at the Finance Meeting.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

MOTION: To approve the renewal of health, dental and life insurance as presented.

ROLL CALL VOTE

AGENDA ITEM VIII. D.



EXECUTIVE SUMMARY
Oak Park & River Forest High School
Health Plan Renewal 2011

The recommendation from the Insurance Committee and Gallagher Benefit Services for the health plan renewals are a 5.2% increase in premium on all of the medical plans and a 3.4% increase on the dental programs. The life insurance program is no change as the coverage was moved to MetLife last year and the program has a two-year rate guarantee.

Individually the needed increases by medical plan are 2.5% for the PPO plans and 14% for the HMO plans. It is the recommendation of the Insurance Committee to unify the increases for the 2011 plan year across all medical plan participants to share a 5.2% increase.

The recommendation does include a \$5 across the board increase to the prescription copays for all of the medical plans. This change helped to lower the renewal increase in each plan. Prior to the prescription change, the renewal increases would have been 4% on the PPO plan and 14.8% on the HMO plan.

With this renewal, it is Gallagher's recommendation to include prescription drug claims under the specific and aggregate stop loss coverage. This will ensure protection for catastrophic claims that could occur with prescription medications.

The reserve study reflects that the District is adequately funded in its reserve for 135% of the expected claims, which is the aggregate stop loss attachment point.

Included are exhibits showing the renewal projection for each of the plans, the two rate/contribution options considered by the committee, the renewal fixed expense savings and a reserve analysis. Highlights for each exhibit are identified below:

Exhibit 1 - PPO Renewal Projection

- Exhibit 1 illustrates the projected renewal estimate for the PPO medical and prescription drugs plans for the 2011 plan year.
- Adjustments were made to account for the large claimants for the periods 10/1/2008 through 9/30/2009 and 10/1/2009 through 9/30/2010.
- Adjustments have also been made for plan design changes, and a prescription drug mature claim adjustment.
- The current 12 months of claims was weighted 85% while the prior 12 months was weighted 15%. We have only included prescription drug claims paid under the BCBS program as we did not have prior vendor's claims split by PPO and HMO. As a result, the current 9 months are weighted 100%. The more recent experience is typically



Gallagher Benefit Services, Inc.

assigned a higher weight because the information is more recent and a better estimate of future claim costs.

- Claims were projected using medical trends of 11.3% and prescription drug trends of 12.9%. These trends are from the GBS actuarial trend study.
- A minor adjustment has been included of 0.15% for required health care reform changes at 1/1/2011. This is primarily the increase in the lifetime maximum.
- The renewal adjustments have been received from BCBS of IL. The following are incorporated into the forecasts:
 1. \$100K Individual stop loss at +82.9%
 2. Aggregate stop loss at +17.6%
 3. BCBS of IL administration fees at +4.1%
 4. VEBA Contributions – assume current month annualized
 5. Rx Rebates at +33.7%
 6. GBS Fees at \$29,793 (proportional share of the \$42,000 total fee).
 7. VEBA Administration at no change.
- Total projected costs were compared to the current equivalent premium, and the estimated renewal adjustment is 2.5%.

Exhibit 2 - HMO Renewal Projection

- Exhibit 2 illustrates the projected renewal estimate for the HMO medical and prescription drugs plans for the 2011 plan year.
- Adjustments were made to account for the large claimants for the periods 10/1/2008 through 9/30/2009 and 10/1/2009 through 9/30/2010. These figures came directly from the BCBSIL Renewal.
- The current 12 months of medical claims was weighted 85% while the prior 12 months was weighted 15%. Since we only have Rx claims from 1/1/2010 and after, the most recent period is weighted 100%. The more recent experience is typically assigned a higher weight because the information is more recent and a better estimate of future claim costs.
- Claims were projected using medical trends of 11.3% and prescription drug trends of 12.9%. These trends are from the GBS actuarial trend study.
- The renewal adjustments have been received from BCBS of IL. The following are incorporated into the forecasts:
 1. Physician Service Fees at +9.5%
 2. \$100K Individual stop loss at +195.6%



Callagher Benefit Services, Inc.

3. Aggregate stop loss at +71.3%
 4. BCBS of IL administration fees at +6.9%
 5. Rx Rebates at +33.7%
 6. GBS Fees at \$12,207 (proportional share of the \$42,000 total fee).
 7. New HMO Managed Care Fee.
- Total projected costs were compared to the current equivalent premium, and the estimated renewal adjustment is 14%.
 - Please note that we did not have Rx claims data separated by plan from the previous prescription vendor for the HMO Plan prior to 1/1/2010. A prescription claims adjustment was made to mature claims for the 2010 plan year.

Exhibit 3 - Dental Renewal Projection

- This exhibit illustrates the projected renewal estimate for the Dental plan for the 2011 plan year.
- The current 12 months of claims was weighted 70% while the prior 12 months was weighted 30%. The more recent experience is typically assigned a higher weight because the information is more recent and a better estimate of future claim costs.
- Claims were projected using dental trends of 6.1%. These trends are from the GBS actuarial trend study.
- Administrative fees were no change from current fees.
- Total projected costs were compared to the current equivalent premium, and the estimated renewal adjustment is 3.4%.

Exhibit 4 – Option 1: Contribution Summary - Unified

- Exhibit 4 illustrates the current and renewal rates and contributions at the 5.2% PPO and HMO unified rate increase.

Exhibit 5 – Option 2: Contribution Summary – Unified by Plan

- Exhibit 5 illustrates the current and renewal rates and contributions at the 4.0% PPO and 14.8% HMO unified rate increase.

Exhibit 6 – Renewal Negotiations Savings

- Exhibit 6 illustrates the areas that GBS was able to negotiate lower fees from Blue Cross



Gallagher Benefit Services, Inc.

and Blue Shield of Illinois on the District's behalf.

- The total estimated impact of the negotiations was over \$92K in savings. This includes hard savings. There is also an additional \$196K in soft savings in the lowering of the maximum claim attachment level. Please note that this reduction did not impact the GBS projected claim costs.

Exhibit 7 – Reserve Estimate

- Exhibit 7 illustrates estimated incurred but not reported reserve (IBNR) and aggregate corridor analysis.
- The estimated IBNR @ 12/31/2011 is just over \$463K. The estimated aggregate corridor (135%) is almost \$1.6 million. It is projected that the PPO, HMO, and dental plans will run in approximately a \$37K surplus for the next 3 months. The total estimated reserve @ 12/31/2011 is estimated at \$2.05 million while the reserve on hand @ 12/31/2010 is estimated to be \$2.25 million. As a result, no additional addition to reserve needs to be added for 2011.

Oak Park & River Forest High School

PPO Renewal Projection

Projection Period - 1/1/2011 through 12/31/2011

Category	Medical		Prescription Drug		Total	
	10/1/08 through 9/30/09	10/1/09 through 9/30/10	10/1/08 through 9/30/09	10/1/09 through 9/30/10	10/1/08 through 9/30/09	10/1/09 through 9/30/10
Paid Claims	\$2,181,292	\$2,798,046	\$0	\$496,048	\$2,181,292	\$3,294,094
Access Fees	\$58,870	\$66,311	\$0	\$0	\$58,870	\$66,311
Claims over Stop Loss Limit	\$0	(\$796,515)	\$0	\$0	\$0	(\$796,515)
Claim Adjustment	\$17,484	(\$12,210)	\$0	\$46,264	\$17,484	\$34,054
Total Net Paid Claims	\$2,257,645	\$2,055,632	\$0	\$542,312	\$2,257,645	\$2,597,944
Experience Period Lives	4,082	4,031	4,051	3,068		
PEPM Claim Cost	\$553.07	\$509.96	\$0.00	\$176.76	\$553.07	\$686.72
Annual Trend	11.3%	11.3%	12.9%	12.9%	11.3%	11.7%
Trend Months	27.0	15.0	27.0	15.0	27.0	15.0
Trend Factor	1.2724	1.1432	1.3139	1.1638	1.2724	1.1485
Trended PEPM Claim Cost	\$703.72	\$582.98	\$0.00	\$205.71	\$703.72	\$788.69
Dependent Ratio Adjustment	3.79%	2.36%	3.79%	2.36%		
Large Claimant Adjustment	\$0.00	\$124.04	N/A	N/A	\$0.00	\$124.04
Adjusted Claim Cost - PEPM	\$730.36	\$720.78	\$0.00	\$210.57	\$730.36	\$931.36
Period Weighting	15%	85%	0%	100%	15%	85%
Blended Claim Cost - PEPM	\$722.22		\$210.57		\$932.79	
Projected Lives	355		355		355	
Months to Project	12		12		12	
Projected Claim Cost	\$3,076,664		\$897,035		\$3,973,698	
Benefit Adjustment - Health Care Reform	0.9851		0.9851		0.9851	
Adjusted Projected Claims	\$3,030,884		\$883,687		\$3,914,571	
Individual Stop Loss Fees			\$337,477			
Aggregate Stop Loss Fees			\$14,660			
Total Projected Stop Loss Fees			\$352,137			
Administration Fees (Includes VEBA Contribution)			\$244,751			
Rx Rebates			(\$46,519)			
GBS Fees			\$29,793			
VEBA Administration			\$264			
Total Projected Administration Fees			\$228,290			
Total Projected Costs			\$4,494,998			
Current Equivalent Premium			\$4,383,879			
Projected Equivalent Premium Increase			\$111,119			
Estimated Renewal Adjustment			2.5%			

This analysis is for illustrative purposes only, and is not a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not amend, extend, or alter the coverages provided by the actual insurance policies and contracts.

Please see your policy or contact us for specific information or further details on this regard.

Oak Park & River Forest High School
HMO Renewal Projection
Projection Period - 1/1/2011 through 12/31/2011

Category	Medical		Prescription Drug		Total	
	10/1/08 through 9/30/09	10/1/09 through 9/30/10	10/1/08 through 9/30/09	10/1/09 through 9/30/10	10/1/08 through 9/30/09	10/1/09 through 9/30/10
Paid Claims	\$306,787	\$710,420	\$0	\$160,156	\$306,787	\$870,576
Access Fees	\$0	\$0	\$0	\$0	\$0	\$0
Claims over Stop Loss Limit	\$0	(\$399,428)	\$0	\$0	\$0	(\$399,428)
Claim Adjustment	\$1,350	\$342	\$0	\$67,457	\$1,350	\$67,799
Total Net Paid Claims	\$308,137	\$311,334	\$0	\$227,613	\$308,137	\$538,947
Experience Period Lives	1,871	1,699	1,841	1,259		
PEPM Claim Cost	\$164.69	\$183.25	\$0.00	\$180.79	\$164.69	\$364.03
Annual Trend	11.3%	11.3%	12.9%	12.9%	11.3%	12.1%
Trend Months	27.0	15.0	27.0	15.0	27.0	15.0
Trend Factor	1.2724	1.1432	1.3139	1.1638	1.2724	1.1534
Trended PEPM Claim Cost	\$209.55	\$209.48	\$0.00	\$210.40	\$209.55	\$419.88
Dependent Ratio Adjustment	0.00%	0.00%	0.00%	0.00%		
Large Claimant Adjustment	\$0.00	\$117.72	N/A	N/A	\$0.00	\$117.72
Adjusted Claim Cost - PEPM	\$209.55	\$327.20	\$0.00	\$210.40	\$209.55	\$537.60
Period Weighting	15%	85%	0%	100%	15%	85%
Blended Claim Cost - PEPM	\$309.55		\$210.40		\$519.95	
Projected Lives	143		143		143	
Months to Project	12		12		12	
Projected Claim Cost	\$531,193		\$361,040		\$892,233	
Benefit Adjustment - Health Care Reform	0.9882		0.9882		0.9882	
Adjusted Projected Claims	\$524,914		\$356,772		\$881,686	
Physician Service Fees			\$499,957			
Adjusted Projected Claims and Physician Costs			\$1,381,643			
Individual Stop Loss Fees			\$51,480			
Aggregate Stop Loss Fees			\$3,164			
Total Projected Stop Loss Fees			\$54,644			
Administration Fees			\$80,463			
Rx Rebates			(\$18,739)			
GBS Fees			\$12,207			
HMO Managed Care Fee			\$14,500			
Total Projected Administration Fees			\$88,432			
Total Projected Costs			\$1,524,719			
Current Equivalent Premium			\$1,337,836			
Projected Equivalent Premium Increase			\$186,883			
Estimated Renewal Adjustment			14.0%			

This analysis is for illustrative purposes only, and is not a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not avoid, extend, or alter the coverage provided by the actual insurance policies and contracts.

Please see your policy or contact us for specific information or further details on this regard.

Oak Park & River Forest High School

Dental Renewal Projection

Projection Period - 1/1/2011 through 12/31/2011

Category	Dental	
	10/1/08 through 9/30/09	10/1/09 through 9/30/10
Paid Claims	\$396,084	\$388,287
Claim Adjustment	\$0	\$0
Total Adjusted Claims	\$396,084	\$388,287
Experience Period Lives	6,314	6,177
PEPM Claim Cost	\$62.73	\$62.86
Annual Trend	6.1%	6.1%
Trend Months	27.0	15.0
Trend Factor	1.1425	1.0768
Trended PEPM Claim Cost	\$71.67	\$67.69
Dependent Ratio Adjustment	0.00%	0.00%
Adjusted Claim Cost - PEPM	\$71.67	\$67.69
Period Weighting	30%	70%
Blended Claim Cost - PEPM	\$68.88	
Projected Lives	541	
Months to Project	12	
Projected Claim Cost	\$447,193	
Benefit Adjustment	1.0000	
Adjusted Projected Claims	\$447,193	
Administration Fees	\$21,683	
GBS Fees	\$0	
Total Projected Administration Fees	\$21,683	
Total Projected Costs	\$468,876	
Current Equivalent Premium	\$453,471	
Projected Equivalent Premium Increase	\$15,405	
Estimated Renewal Adjustment	3.4%	

This analysis is for illustrative purposes only, and is not a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not amend, extend, or alter the coverage provided by the actual insurance policies and contracts. Please see your policy or contact us for specific information or further details in this regard.



Oak Park & River Forest High School
Option 1: Contribution Summary - Unified

PPO Low Deductible P97376

1/1/2010 - 12/31/2010

1/1/2011 - 12/31/2011

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	138	\$504.28	\$40.34	\$463.94	\$530.54	\$42.44	\$488.10
Single + Spouse	58	\$1,328.88	\$186.04	\$1,142.84	\$1,398.09	\$195.73	\$1,202.36
Single + Child(ren)	17	\$1,004.28	\$140.60	\$863.68	\$1,056.59	\$147.92	\$908.66
Family	104	\$1,631.75	\$228.45	\$1,403.30	\$1,716.74	\$240.35	\$1,476.39
Total Monthly	317	\$333,440	\$42,506	\$290,934	\$350,807	\$44,720	\$306,087
% Change Year Over Year		-	-	-	5.2%	5.2%	5.2%

PPO VEBA P97374

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	16	\$418.94	\$25.14	\$393.80	\$440.76	\$26.45	\$414.31
Single + Spouse	8	\$1,222.38	\$146.69	\$1,075.69	\$1,286.04	\$154.33	\$1,131.71
Single + Child(ren)	5	\$815.06	\$97.81	\$717.25	\$857.51	\$102.90	\$754.61
Family	9	\$1,258.38	\$151.01	\$1,107.37	\$1,323.92	\$158.88	\$1,165.04
Total Monthly	38	\$31,883	\$3,424	\$28,459	\$33,543	\$3,602	\$29,941
% Change Year Over Year		-	-	-	5.2%	5.2%	5.2%

Total Monthly - All PPO Plans	355	\$365,323	\$45,930	\$319,393	\$384,350	\$48,322	\$336,028
Total Annual - All PPO Plans		\$4,383,879	\$551,162	\$3,832,717	\$4,612,203	\$579,868	\$4,032,335
Annual Change Year Over Year		-	-	-	\$228,324	\$28,706	\$199,618
% Change Year Over Year		-	-	-	5.2%	5.2%	5.2%



Oak Park & River Forest High School
Option 1: Contribution Summary - Unified

HMO IL

1/1/2010 - 12/31/2010

1/1/2011 - 12/31/2011

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	49	\$433.89	\$34.71	\$399.18	\$456.49	\$36.52	\$419.97
Single + Spouse	18	\$954.92	\$133.69	\$821.23	\$1,004.65	\$140.65	\$864.00
Single + Child(ren)	17	\$751.46	\$105.20	\$646.26	\$790.60	\$110.68	\$679.92
Family	35	\$1,284.03	\$179.76	\$1,104.27	\$1,350.91	\$189.12	\$1,161.78
Total Monthly	119	\$96,165	\$12,187	\$83,978	\$101,174	\$12,822	\$88,352
% Change Year Over Year					5.2%	5.2%	5.2%

HMO Blue Advantage

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	13	\$404.20	\$32.34	\$371.86	\$425.25	\$34.02	\$391.23
Single + Spouse	5	\$888.64	\$124.41	\$764.23	\$934.92	\$130.89	\$804.03
Single + Child(ren)	3	\$688.86	\$96.44	\$592.42	\$724.74	\$101.46	\$623.27
Family	3	\$1,185.63	\$165.99	\$1,019.64	\$1,247.38	\$174.64	\$1,072.75
Total Monthly	24	\$15,321	\$1,830	\$13,492	\$16,119	\$1,925	\$14,194
% Change Year Over Year					5.2%	5.2%	5.2%

Total Monthly - All HMO Plans	143	\$111,486	\$14,017	\$97,469	\$117,293	\$14,747	\$102,546
Total Annual - All HMO Plans		\$1,337,836	\$168,204	\$1,169,632	\$1,407,514	\$176,964	\$1,230,550
Annual Change Year Over Year					\$69,678	\$8,760	\$60,918
% Change Year Over Year					5.2%	5.2%	5.2%

This analysis is for illustrative purposes only, and is not a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not amend, extend, or alter the coverage provided by the actual insurance policies and contracts. Please see your policy or contact us for specific information or further details in this regard.



Oak Park & River Forest High School
Option 2: Contribution Summary - Unified by Plan

PPO Low Deductible P97376

1/1/2010 - 12/31/2010

1/1/2011 - 12/31/2011

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	138	\$504.28	\$40.34	\$463.94	\$517.06	\$41.36	\$475.70
Single + Spouse	58	\$1,328.88	\$186.04	\$1,142.84	\$1,362.56	\$190.76	\$1,171.80
Single + Child(ren)	17	\$1,004.28	\$140.60	\$863.68	\$1,029.74	\$144.16	\$885.58
Family	104	\$1,631.75	\$228.45	\$1,403.30	\$1,673.11	\$234.24	\$1,438.87
Total Monthly	317	\$333,440	\$42,506	\$290,934	\$341,892	\$43,584	\$298,308
% Change Year Over Year			-	-	2.5%	2.5%	2.5%

PPO VEBA P97374

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	16	\$418.94	\$25.14	\$393.80	\$429.56	\$25.78	\$403.78
Single + Spouse	8	\$1,222.38	\$146.69	\$1,075.69	\$1,253.36	\$150.41	\$1,102.95
Single + Child(ren)	5	\$815.06	\$97.81	\$717.25	\$835.72	\$100.29	\$735.43
Family	9	\$1,258.38	\$151.01	\$1,107.37	\$1,290.28	\$154.84	\$1,135.44
Total Monthly	38	\$31,883	\$3,424	\$28,459	\$32,691	\$3,511	\$29,180
% Change Year Over Year		-	-	-	2.5%	2.5%	2.5%

Total Monthly - All PPO Plans	355	\$365,323	\$45,930	\$319,393	\$374,583	\$47,094	\$327,488
Total Annual - All PPO Plans		\$4,383,879	\$551,162	\$3,832,717	\$4,494,993	\$565,132	\$3,929,861
Annual Change Year Over Year		-	-	-	\$111,114	\$13,970	\$97,144
% Change Year Over Year		-	-	-	2.5%	2.5%	2.5%



Oak Park & River Forest High School
Option 2: Contribution Summary - Unified by Plan

HMO IL

1/1/2010 - 12/31/2010

1/1/2011 - 12/31/2011

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	49	\$433.89	\$34.71	\$399.18	\$494.50	\$39.56	\$454.94
Single + Spouse	18	\$954.92	\$133.69	\$821.23	\$1,088.31	\$152.36	\$935.95
Single + Child(ren)	17	\$751.46	\$105.20	\$646.26	\$856.43	\$119.90	\$736.53
Family	35	\$1,284.03	\$179.76	\$1,104.27	\$1,463.40	\$204.87	\$1,258.53
Total Monthly	119	\$96,165	\$12,187	\$83,978	\$109,598	\$13,890	\$95,709
% Change Year Over Year					14.0%	14.0%	14.0%

HMO Blue Advantage

Rate Tier	Employees	Equivalent Rates	Monthly EE Contribution	Net Employer Cost	Equivalent Rates	Monthly EE Contribution	Net Employer Cost
Single	13	\$404.20	\$32.34	\$371.86	\$460.66	\$36.86	\$423.80
Single + Spouse	5	\$888.64	\$124.41	\$764.23	\$1,012.77	\$141.79	\$870.98
Single + Child(ren)	3	\$688.86	\$96.44	\$592.42	\$785.09	\$109.91	\$675.18
Family	3	\$1,185.63	\$165.99	\$1,019.64	\$1,351.25	\$189.18	\$1,162.07
Total Monthly	24	\$15,321	\$1,830	\$13,492	\$17,461	\$2,085	\$15,376
% Change Year Over Year					14.0%	14.0%	14.0%

Total Monthly - All HMO Plans	143	\$111,486	\$14,017	\$97,469	\$127,060	\$15,975	\$111,085
Total Annual - All HMO Plans		\$1,337,836	\$168,204	\$1,169,632	\$1,524,718	\$191,700	\$1,333,018
Annual Change Year Over Year					\$186,882	\$23,496	\$163,386
% Change Year Over Year					14.0%	14.0%	14.0%

This analysis is for illustrative purposes only, and is not a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not amend, extend, or alter the coverage provided by the actual insurance policies and contracts.

Please see your policy or contact us for specific information or further details in this regard.

Oak Park & River Forest High School
Renewal Negotiation Savings
1/1/2011 through 12/31/2011

PPO Plan

Category	BCBS Original	BCBS Final	Annual Difference from Original Renewal	% Difference from Annual Difference
Projected Employees	355	355		0.0%
Projected Claims and Access Fees @ 135%	\$1,286	\$1,248.30	(\$160,583)	-2.9%
PPO Access Fee %	2.80%	1.75%	-1.05%	-37.5%
Estimated PPO Access Fee	\$81,874	\$51,171	(\$30,703)	-37.5%
Individual Stop Loss	\$84.55	\$79.22	(\$22,706)	-6.3%
Aggregate Stop Loss	\$3.62	\$3.44	(\$772)	-5.0%
Administration Fee	\$49.36	\$46.89	(\$10,522)	-5.0%
Total Negotiated PPO Savings - Fixed Only	-	-	(\$64,703)	-

HMO Plan

Category	BCBS Original	BCBS Final	Annual Difference from Original Renewal	% Difference from Annual Difference
Projected Employees	143	143		0.0%
Projected Claims and Access Fees @ 135%	\$689	\$668.70	(\$35,495)	-3.0%
Individual Stop Loss	\$43.46	\$30.00	(\$23,097)	-31.0%
Aggregate Stop Loss	\$1.94	\$1.84	(\$166)	-5.0%
Administration Fee	\$49.36	\$46.89	(\$4,239)	-5.0%
Total Negotiated HMO Savings - Fixed Only	-	-	(\$27,502)	-
Total Negotiated Savings - Fixed Only	-	-	(\$92,205)	-

This analysis is for illustrative purposes only, and is not a guarantee of future expenses, claims costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend increases, etc. This analysis does not amend, extend, or alter the coverage provided by the actual insurance policies and contracts. Please see your policy or contact us for specific information or further details in this regard.

Oak Park & River Forest High School
Reserve Estimate
Estimated Reserve Needed at 12/31/2011

Incurred But Not Reported Reserve Estimate

Category	PPO Medical	PPO Rx	HMO Medical	HMO Rx	Total Medical and Rx	Dental	Total - All Programs
Estimated Reserve Liability as of 9/30/2010	\$216,193	\$42,569	\$91,514	\$10,921	\$361,197	\$45,807	\$407,004
Months to Trend to 12/31/2011	15.0	15.0	15.0	15.0	15.0	15.0	15.0
Assumed Annual Trend	11.3%	12.9%	11.3%	12.9%	11.5%	6.1%	10.9%
Estimated IBNR Reserve Liability as of 12/31/11	\$247,150	\$49,540	\$104,618	\$12,710	\$414,018	\$49,326	\$463,344

Total Reserve Liability at 12/31/2011 - 135% Aggregate Corridor

Category	PPO	HMO	Total	Dental
GBS Forecasted Lives	355	143	498	541
GBS Forecasted Claims PEPM	\$934.19	\$519.95	\$828.33	-
BCBS Forecasted Claims @ 135% of BCBS Expected	\$1,248.30	\$668.70	\$1,081.87	-
Difference	\$314.11	\$148.75	\$253.54	-
Aggregate Reserve Liability @ 135%	\$1,338,118	\$255,248	\$1,593,367	-
Estimated IBNR Reserve Liability as of 12/31/11			\$414,018	\$49,326
Total Estimated Needed Reserve @ 12/31/2011			\$2,007,385	\$49,326
Estimated Reserve @ 9/30/2010			\$2,069,959	\$116,377
Estimated Surplus/(Deficit) for 10/1/10 to 12/31/10			\$37,018	\$211
Total Estimated Reserve @ 12/31/2010			\$2,106,977	\$116,588
Difference			\$99,593	\$67,262

This analysis is for illustrative purposes only, and is not a guarantee of future expenses, claim costs, managed care savings, etc. There are many variables that can affect future health care costs including utilization patterns, catastrophic claims, changes in plan design, health care trend scenarios, etc. This analysis does not assume, extend, or alter the coverage provided by the actual insurance policies and contracts. Please see your policy or contact us for specific information or further details in this regard.

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

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

TO: Board of Education
FROM: Cheryl L. Witham
DATE: November 18, 2010
RE: Acceptance of Donations and Gifts

BACKGROUND

No gifts or donations have been received.

SUMMARY OF FINDINGS

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

INFORMATION

AGENDA ITEM X. A.

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

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

TO: Board of Education

FROM: Cheryl L. Witham

DATE: November 18, 2010

RE: Preliminary Levy

BACKGROUND

The Preliminary Levy must be placed on display no less than 20 days in advance of adoption. The Board of Education will adopt the 2010 Levy at its regularly scheduled Board meeting on December 16, 2010. A Truth in Taxation Hearing will be held at the regularly scheduled Board Meeting on December 16, 2010.

The Property Tax Extension Limitation Law (PTELL or “tax cap”) limits the growth in property taxes to the lesser of 5% or the previous year Consumer Price Index (CPI) plus new property. The total tax received will not exceed the “tax cap” limitation. The value of new property is unknown to the District at this time and is therefore an estimate. Regardless of how much the District requests, no more than the maximum allowable under the law will be received.

SUMMARY OF FINDINGS

The December 31, 2009 CPI used was 2.7%. This is the CPI increase that is used for the 2010 Levy.

Cook County has not completed the final calculations of the 2009 Levy yet. Therefore, we will need to make several assumptions for the Preliminary 2010 Levy.

The River Forest TIF will end effective December 31, 2010. We are estimating the EAV at \$70,000,000. We will estimate other new property in River Forest and in Oak Park at \$5,000,000 each. In addition, settlement talks with the Village of Oak Park continue. TIF carve outs for 2007, 2008, 2009 have not yet occurred. Therefore, we have added a \$20,000,000 place holder for possible EAV carve outs from the Downtown TIF.

River Forest TIF		\$70,000,000
River Forest New EAV		\$5,000,000
Oak Park New EAV		\$5,000,000
Oak Park TIF		\$20,000,000
TOTAL NEW EAV		\$100,000,000

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

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

Fund	Draft 2009 Levy	Preliminary 2010 Levy
Education	\$ 43,700,996	\$ 46,458,391
Liability Insurance	1,168,764	1,168,764
Special Education	678,707	678,707
O&M	6,081,097	6,581,097
Transportation	891,087	891,087
IMRF	1,197,220	1,397,220
Social Security	1,097,220	1,197,220
Working Cash	1,170,586	1,305,145
Life Safety	2,341,173	2,610,290
Total	\$ 58,326,850	\$ 62,287,921
Bond & Interest	\$ 3,014,084	\$ 2,904,281
TOTAL LEVY	\$ 61,340,934	\$ 65,192,202

The following is the Timeline for the Levy

November 09	Finance Meeting	Preliminary Levy
November 18	Board Meeting	Adopt Preliminary Levy
December 16	Board Meeting	Public Hearing
December 16	Board Meeting	Final Adoption of Levy

The Truth in Taxation Act (35ILCS 200/18-60) requires a public hearing if the estimate of the aggregate tax Levy exceeds 105 percent of the amount extended the previous year. On December 16th, the District will give the community an opportunity for public comment concerning the Levy.

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

MOTION: To approve the Preliminary Levy as presented and to approve for display as required.

ROLL CALL VOTE

AGENDA ITEM X.B.

RESOLUTION REGARDING ESTIMATED AMOUNTS TO BE
EXTENDED UNDER THE PROPERTY TAX EXTENSION LIMITATION ACT

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

1. The Cook County Clerk is hereby directed to extend from the 2010 Levy no less than the amounts indicated as follows:

Educational Purposes	\$46,458,391
Liability Insurance	\$ 1,168,764
Operations & Maintenance Purposes	\$ 6,581,097
Transportation Purposes	\$ 891,087
Illinois Municipal Retirement Fund	\$ 1,397,220
Social Security Purposes	\$ 1,197,220
Life Safety	\$ 2,610,290
Special Education	\$ 678,707
Working Cash	\$ 1,305,145

Should any further reductions be necessary under the Property Tax Extension Limitation, such reductions should be taken from the Education Fund.

Board of Education
Oak Park and River Forest H. S. District No. 200
County of Cook
State of Illinois

By: _____
President of the Board of Education

ATTEST:

Secretary of the Board of Education

RESOLUTION AUTHORIZING REDUCTION OF
CERTAIN FUND LEVIES FOR THE 2010 LEVY YEAR

WHEREAS, On December 16, 2010, the Board of Education ("Board of Education") of Oak Park and River Forest High School District No. 200, Cook County, Illinois ("School District") did adopt the 2010 tax levy; and

WHEREAS, the Property Tax Extension Limitation Law ("PTELL") limits the increases on tax extensions to 5% or the percentage increase in the C.P.I. during the 12 month calendar year preceding the levy year, whichever is less; and

WHEREAS, the County Clerk has notified each Cook County taxing district now subject to the PTELL that it may direct to the County Clerk's Office, by proper resolution, to make specific and necessary reductions to its tax levy for the 2010 levy year in accordance with the requirement of Section 18-195 of the PTELL (35 ILFCS 200/18-a95).

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of School District No. 200, Cook County, Illinois as follows:

Section 1. That the Board of Education hereby finds that all of the recitals contained in the preambles to this Resolution are full, true and correct and does hereby incorporate them into this Resolution by reference.

Section 2. That if the County Clerk is required to reduce the aggregate extension of the School District to meet the requirements of the PTELL, the Board of Education hereby authorizes and directs the County Clerk that if any reductions are required to be made to the School District's tax levy for the 2010 levy year, that:

100% of such reduction shall be made from the Education Fund

Section 3. That the President and Secretary of the Board of Education be and are hereby authorized and directed to sign the Resolution on behalf of the Board of Education.

Section 4. That the Superintendent of Schools of the School District be and is hereby directed to file a certified copy of the Resolution with the County Clerk as soon as practicable following their adoptions and execution, on or before the last Tuesday in December.

Section 5. That all other resolutions or parts of resolutions in conflict herewith be and the same are hereby repealed and this Resolution shall be in full force and effect immediately and forthwith upon its passage.

AYES:

NAYS:

ABSENT:

ADOPTED this 16th day of December, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL, DISTRICT 200
COUNTY OF COOK, STATE OF ILLINOIS

BY: _____
President of the Board of Education

ATTEST:

Secretary, Board of Education

Notice of Proposed Property Tax Increase
For Oak Park and River Forest High School District 200

I. A public hearing to approve a proposed property tax levy increase for Oak Park and River Forest High School District 200 for 2010 will be held on December 16, 2010 at 7:30 p.m. in the Board Room of the high school. Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Cheryl L. Witham, Chief Financial Officer, at 201 N. Scoville Ave. (708) 434-3264.

II. The corporate and special purpose property taxes extended or abated for 2009 were \$58,326,850.

The proposed corporate and special purpose property taxes to be levied for 2010 are \$62,287,921.

This represents a 6.79% increase over the previous year.

III. The property taxes extended for debt service and public building commission leases for 2009 were \$3,014,084.

The estimated property taxes to be levied for debt service and public building commission leases for 2010 are \$2,904,281

This represents a 3.6 % decrease from the previous year.

IV. The total property taxes extended or abated for 2009 were \$61,340,934.

The estimated total property taxes to be levied for 2010 are \$65,192,202. This represents a 6.2% increase over the previous year.

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

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

TO: Board of Education
FROM: Cheryl L. Witham, CFO
DATE: November 18, 2010
RE: Finance Advisory Committee Budgeting Model

BACKGROUND

The Finance Advisory Committee has prepared a document describing a new budgeting model. The Board of Education members have discussed the model on several occasions over the past several months. In addition, the members of the Finance Advisory Committee have explained the model to District stakeholder groups.

SUMMARY OF FINDINGS

RECOMMENDATIONS

MOTION: To Approve the Finance Advisory Committee Budgeting Model as presented.

ROLL CALL VOTE

AGENDA ITEM X. C.

TEL: (708) 383-0700
FAX: (708) 434-3910

WEB: www.oprfhs.org

TTY/TDD: (708) 524-5500

Finance Advisory Committee

Board of Education Goal for Finance Advisory Committee

Develop a new budgeting process that includes program priority procedures, identification of additional revenues sources, expenditure priority procedures and cost containment measures.

The Finance Advisory Committee was established September 2009, as an outgrowth of the Board's 2009-2010 goals. The committee is comprised of 17-members, including broad representation from all OPRFHS employee groups, students, and administrators as well as community members with financial expertise who are also deeply invested in the high school's success. The Finance Advisory Committee has been meeting monthly for the last eleven months. During this time the committee members have discussed a number of alternative budgeting proposals and general suggestions to meet these simultaneous, key objectives: reducing the District's growth in expenditures while simultaneously maintaining or improving the quality of instruction offered to our students. The committee members are now prepared to make a recommendation to the Board of Education.

Current State of District Finances

The District's Summer 2010 Five Year Financial Projections present key assumptions and analyses which frame the District's need to examine its budgeting processes. Some of the key planning assumptions and observations from this document include:

- Expected flat enrollment over the foreseeable planning horizon based on community demographic analysis.
- The District is dependent on local property taxes for over 87% of the total budget. This source of revenue is capped at the greater of CPI-U or 5% whichever is lower.
- Projected revenues are expected to increase at a compound annual growth rate approximating CPI. The CPI-U was 0.1% for levy 2008, 2.7% for levy 2009 and is projected to be 1.5% for levy 2010, 2% for levy 2011 and an average of 2.5% thereafter.
- The projected costs are expected to rise at a compound annual growth rate of more than 4% annually under current expenditure and staffing approaches, largely governed by District contractual commitments. The majority of expenditures in the Education Fund are related to salaries and benefits (83% of total expenditures).
- As a result, the District is projected to exhaust current fund balances by approximately 2018 - 2019.
- The design of public education funding in the State of Illinois requires Districts to periodically seek referendum increases.

The Committee understands the financial priority to control the District's expected rate of growth in expenditures, particularly at a time when existing surpluses support incremental measures to manage expense growth. The Committee makes the following observations on this financial priority:

- The District should always pursue and maintain high school educational outcomes while seeking cost savings initiatives.
- The District should have a long term, strategic approach to cost containment and take advantage of opportunities that arise through retirement and attrition.
- The District should set a “target” rate of growth in annual increases in expenditures that more closely reflects its rate of growth in revenues.
- The Committee does not intend for this “target” rate of growth in expenditures to imply what the District’s policy should be with regard to faculty and staff salary increases. In fact, the goal of maintaining and building excellence in staff is a separate, yet tightly connected and vitally important consideration. Managing overall expense growth may provide the District with greater degrees of freedom in future contractual discussions.
- The Committee does not intend for this “target” rate of growth in expenditures to imply that the Board will not recommend a future tax referendum as a matter of community priority. Again, this is an important but entirely separate consideration.

Objectives of a New Budgeting and Planning Process

Finance Advisory Committee discussions suggest that a new, “department-driven” approach to budgeting and planning merits consideration. In this approach, division/department leaders would be directly engaged in developing solutions to the District’s priority of providing a high quality education in the most effective and cost efficient manner. Such an approach may lead to more attractive outcomes than alternate approaches, which rank programs for targeted budget reduction or elimination. The approach to “department-driven” budget and financial plans should concurrently be expanded to also include other Strategic Goals. Such a concurrent approach should foster rigorous pursuit of all goals so as to ensure that financial priorities are developed in a full strategic context. The Board of Education should determine the Strategic direction of the District and set multiyear goals.

Relevant Considerations to Proposed Budgeting and Program Planning Framework

- The proposed framework represents a fundamentally different approach to the District’s current budget and program planning process by driving responsibility for Board financial, academic and community goals at an operating/department level. The approach reflects a bias that teachers and education professionals can and should develop innovative and optimal solutions to balancing financial and academic needs.
- At the same time, the proposed approach presupposes and respects that the District has an effective, educational platform in place. Emphasis is placed on encouraging informed innovation with the goal of realizing cost savings in the process. The goal is not to radically eliminate current programs or shift resources. The goal is to make strategic decisions in a proactive manner.
- The Finance Advisory Committee discussions indicate that department leaders have not, heretofore, considered district financial priorities as an “owned” or primary responsibility. (This

does not imply that they have been irresponsible in any way; rather, it has not been considered an integral part of their valuable contribution as leaders.) This may indicate considerable fertile opportunity for improvement.

- The development and tracking of department level initiatives provides a framework for communicating District progress toward strategic goals with rich content and detail.
- To the extent this proposed framework is successful, opportunities may exist to allocate surplus funds to either deliver more programs or allocate additional resources to unmet needs.

Challenges

Time will be required to provide information concerning the school District finances and the state of public education funding in Illinois. Ultimately, a safe environment will need to be created in which faculty and staff can freely share ideas without fear of retribution or the loss of their job. Faculty and staff will need training on identifying, analyzing, implementing and assessing program quality, efficiency and cost effectiveness. Quality review of ideas and assessment of implemented objectives will be required.

Summary of Recommendations

The Finance Advisory makes the following recommendations:

- The entire school community must be engaged in – and will benefit from -- the process of identifying cost savings and efficiency improvements.
- An Advisory Leadership Team should be convened to begin the process of long term budget analysis and strategic planning for the District.
- A subcommittee should be convened to discuss a communication and roll out plan for the faculty and staff.
- A separate subcommittee should be convened to focus on communicating with the communities of Oak Park and River Forest.
- The District should strategically plan staffing needs around retirements and attrition to ensure support from the faculty and staff.
- The Finance Advisory Committee should remain intact throughout the two-year implementation period to monitor progress.
- The District should adopt an initial financial goal of postponing deficit spending one year later than the current prediction.
- The District should utilize a two-tier (two year) implementation of the attached proposal with the first year focusing on cost savings proposals coming from the District Leadership Team and education of the faculty and staff and the second year soliciting cost saving proposals from the faculty and staff as well as the District Leadership Team

Committee Definitions and Process Explanation

The following defines the constitution and role of each committee, as well as a suggested order for the overall process. The committees or entities involved include: The Board of Education, an Advisory Leadership Team, Working Groups, the District Leadership Team, and two Quality Review Committees.

- 1) **The Board of Education (BOE)** would continue to be responsible for adopting district goals. These goals provide the strategic context for a planning and budgeting process. Ideally, the BOE goals would remain constant for a minimum of two years after being adopted and additional major goals and priorities would not be added during that time. This clarity and focus is necessary to allow the working groups to respond to the goals and evaluate the results within the restrictions of an annual budgeting cycle. The proposed framework is intended to provide the BOE with a set of tools and processes to ensure that the entire district acts in harmony with the budget and strategic planning processes of the BOE. The BOE would be responsible for appointing the community representatives who would participate on the Advisory Leadership Team and would select those representatives based on their expertise in planning and budgeting processes. In consultation with the Advisory Leadership Team, the BOE is responsible for setting the District's long term financial goals.
- 2) **The Advisory Leadership Team (ALT)** will include the Superintendent, C.F.O., other members of the administration, faculty and staff, and community representatives. The composition of this cross-functional team is intended to ensure that financial and academic issues are given full consideration and to achieve participation from the key members of the community. The ALT would have the following primary responsibilities:
 - Define the scope of the District's long term financial challenges and break down the challenge into a practical annual financial objective, i.e., a suggested annual rate of growth in expenditures.
 - Revisit the assumptions to the District's long term financial model and make refinements as appropriate.
 - Perform "What If?" analyses of the 5-year plan.
 - Develop and implement a communication plan for key constituencies regarding the District's commitment to academic excellence and financial discipline.
- 3) **Working Groups** should include all academic divisions, as well as operating groups such as athletics, activities, administration, and all bargaining groups.
 - Working Groups will include the relevant department head and other representatives so as to provide experience and expertise in relevant matters.

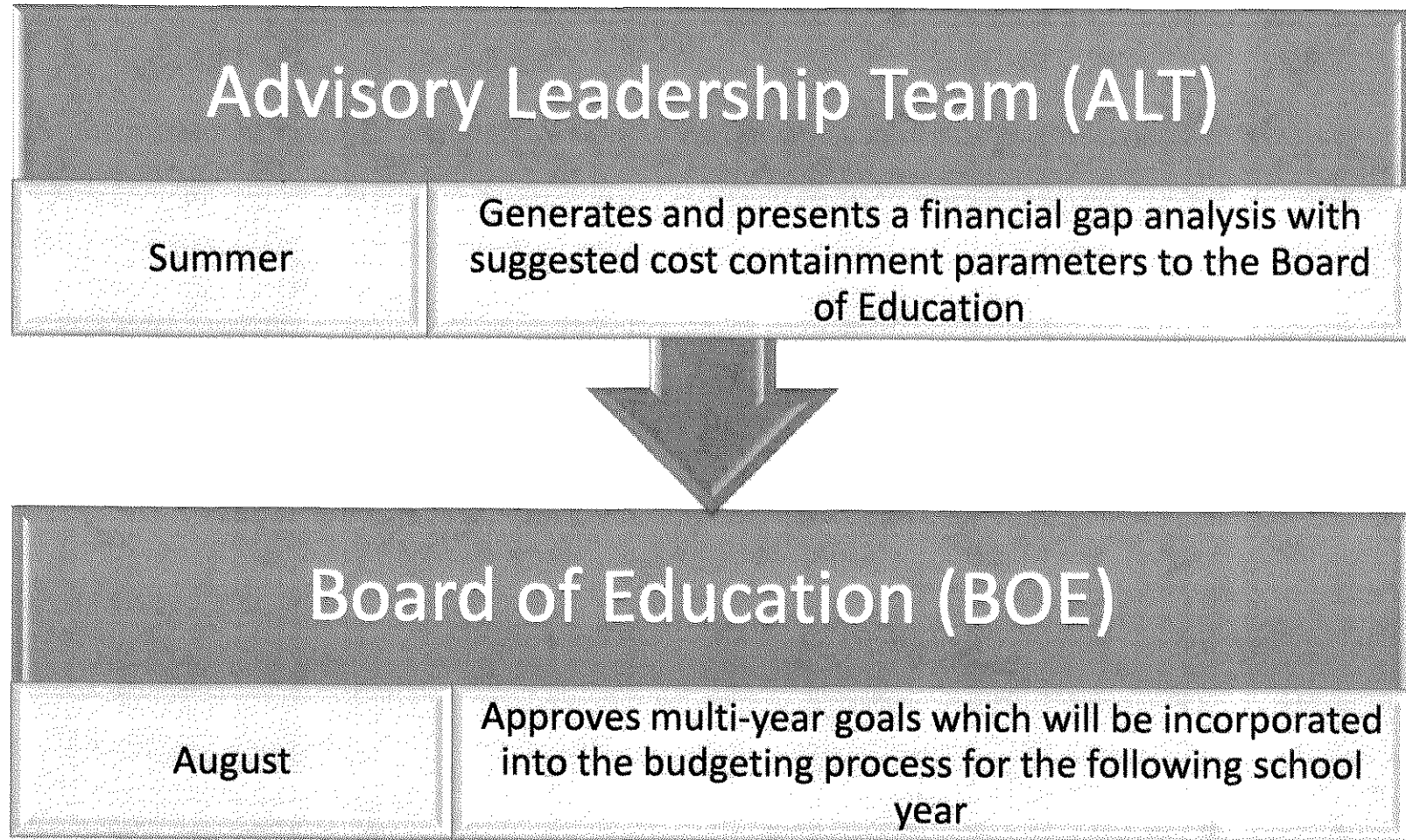
- Working Groups would be responsible for developing a multi-year plan with initiatives that support BOE goals, maintain or improve the delivery of services or instruction, and reduce expenses.
- Each Working Group should propose measurements which provide the basis for monitoring the implementation of proposed initiatives.
- These Working Group plans should be incorporated into a 2-3-page summary to encourage communication and idea sharing amongst the school community.
- The Committee has also discussed the advisability of providing some form of incentive to reinforce the proposed planning and budgeting process and implementation. While we believe that this is advisable, we do not have a specific proposal and would benefit from guidance from the BOE where compensation matters have a more complete context.

4) **Superintendent/District Leadership Team** – The Superintendent and his or her delegates will develop a set of multi-year initiatives that involve multiple departments and operational units that support BOE goals, maintain or improve the delivery of services or instruction, and reduce expenses. One focus of this committee should be school wide and cross-divisional initiatives that are unlikely to emerge from other working groups.

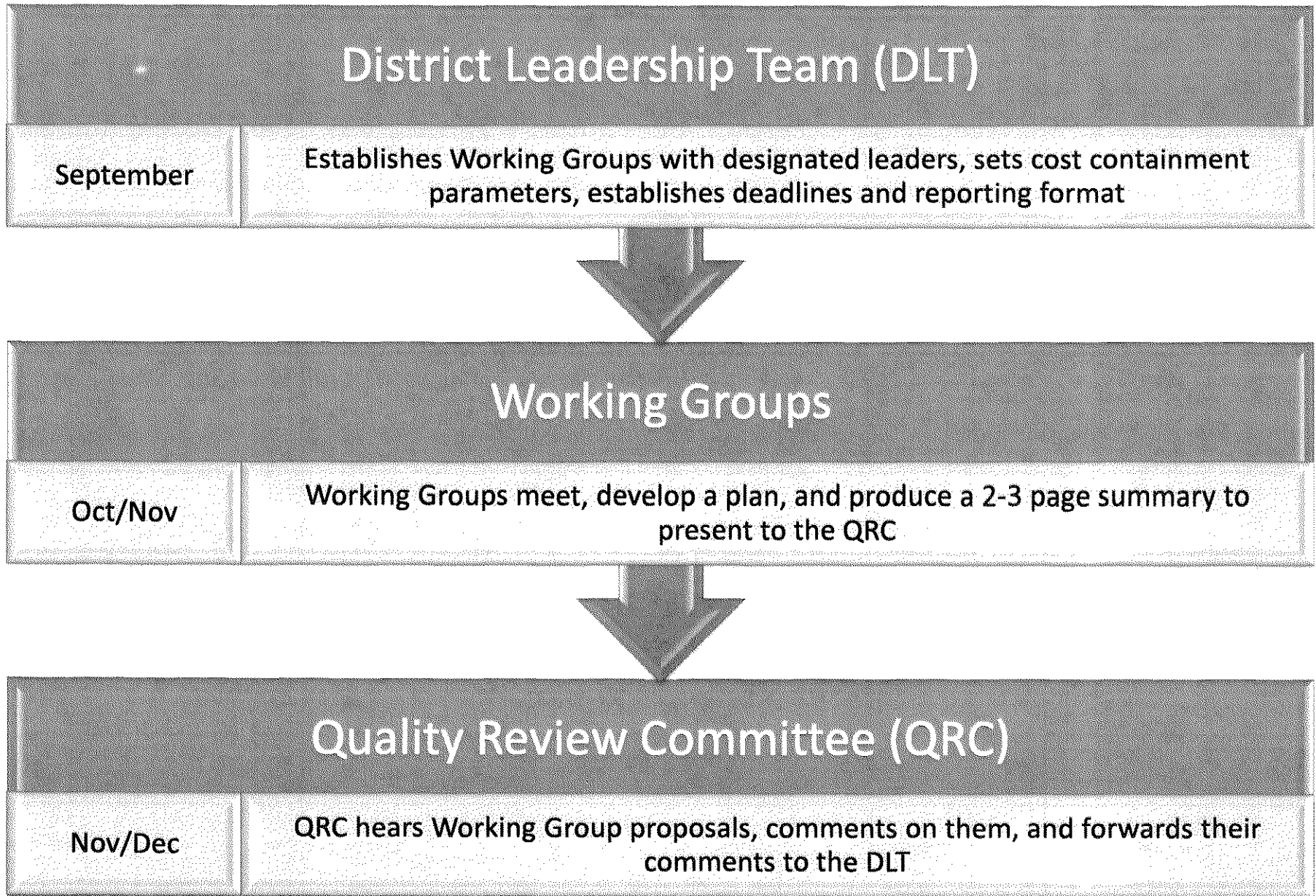
5) **Quality Review Committees (QRCs)** would be formed as a quality control mechanism to initially comment on Working Group and DLT initiatives to ensure that they support BOE goals, maintain or improve the delivery of services or instruction, and reduce expenses. The QRCs should also work to cross-pollinate ideas between working groups. At this level, attention should be paid to ensuring that the working groups have clearly outlined their initiatives and have provided appropriate metrics in order to measure their success. After reviewing each working group's initiatives, the QRC should attach a list of comments and forward the lists of initiatives to the Superintendent for review and approval.

- Two separate committees are suggested in order to divide the work by area of expertise. One committee will be responsible for academic Working Groups and another for operational Working Groups.
- Composition of the academic QRC should include the Principal, Assistant Superintendent of Curriculum and Instruction, Director of Assessment and Research, Chairman of the Faculty Senate, and the Board Chair of the Curriculum & Instruction Sub Committee.
- Composition of the operational QRC should include the CFO, CIO, Director of Human Resources, Director of Buildings and Grounds, Director of Food Services, Director of the Bookstore, and the Speaker of the Faculty Senate.

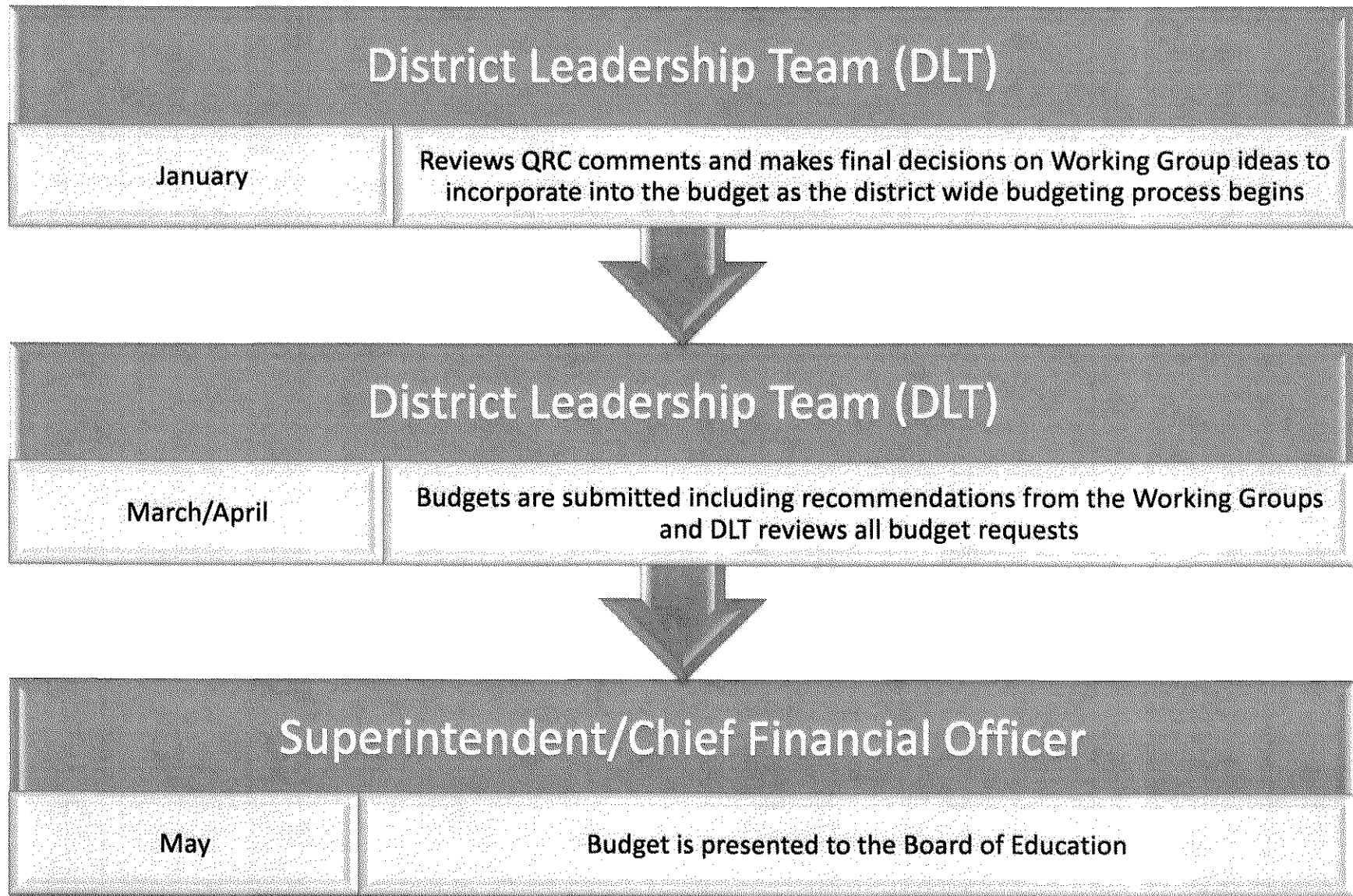
Advisory Stage



Planning Stage



Implementation Stage/Budgeting



AUGUST 29, 2010

INNOVATION

Who Has Innovative Ideas? Employees.

The trick is knowing how to tap into them. One answer: innovation communities.

By JC SPENDER AND BRUCE STRONG

Let's take the mystery out of innovation and its inspirations.

Journal Report

Read the complete WSJ Executive Adviser report.

Missing Out

Read why most companies fail to tap one of their most important resources.

Most great ideas for enhancing corporate growth and profits aren't discovered in the lab late at night, or in the isolation of the executive suite. They come from the people who daily fight the company's battles, who serve the customers, explore new markets and fend off the competition.

In other words, the employees.

Companies that have successfully made innovation part of their regular continuing strategy did so by harnessing the creative energies and the insights of their employees across functions and ranks. That's easy to say. But how, exactly, did they do it? One powerful answer, we found, is in what we like to call innovation communities.

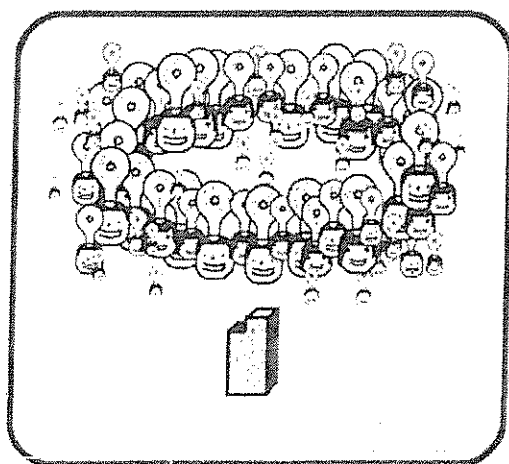
Every company does it a little differently, but innovation communities typically grow from a seed planted by senior management—a desire for a new product, market or business process. A forum of employees then work together to make desire a reality.

Innovation communities tackle projects too big, too risky and too expensive to be pursued by individual operating units. They can be created with little additional cost, because no consultants are needed. After all, those in the midst of the fray already know most of the details relevant to the project.

A lot of senior managers think the opposite: that the people around them don't understand what's needed or are incapable of seeing the big picture. This is why some call in consultants. But we say this often shows a signal lack of strategic courage and resolve. We say trust your own people.

Innovation communities are a way of giving new shape and purpose to knowledge that your employees already possess. The detailed discussions that take place, led by senior managers, often represent a company's most productive and economical engine for increased profits.

Here, then, are seven key characteristics that we have identified as being part of successful innovation communities.



[View Full Image](#)

John Hersey

CREATE THE SPACE TO INNOVATE. Line managers and employees occupied with operational issues normally don't have the time to sit around and discuss ideas that lead to cross-organizational innovation. Innovation communities create a space in which employees from across the organization can exchange ideas.

At first, participants typically meet face to face at a central location, often company headquarters, then shift to virtual meetings for follow-up sessions. The most important thing is blocking out time free of daily responsibilities to devote to discussion and creative thinking.

Senior management sets the agenda. A clear statement of purpose and themes for discussion are set forth. Participants are free to discuss ideas without concerns about hierarchy and quarterly financial results.

Each year at food retailer Supervalu Inc., 35 to 40 mid- and director-level managers break up into four teams to discuss strategic issues suggested by executives in the different business units. The managers discuss issues outside their own areas of expertise and work on their leadership development at the same time. Over periods of five to six months, they hold electronic meetings at least weekly and meet in person at least five to six times, all while continuing to perform their regular duties.

Japanese pharmaceutical maker Eisai Co. has convened more than 400 innovation communities since 2005 to focus on health-care-related issues such as examining possible new structures and sizes of medicines—for instance, a medication now on the market in Japan in a jelly-like substance that Alzheimer's patients can swallow easily—and devising social programs for the families of Alzheimer's victims. Every Eisai employee world-wide participates in at least one such project, and spends time with patients as well. The company thinks connecting in person with patients is crucial because it helps employees see and understand issues that the patients think are important, and so enhances the employees' ability to see beyond pure data.

GET A BROAD VARIETY OF VIEWPOINTS. It's essential to involve people from different functions, locations and ranks, not only for their unique perspectives, but also to ensure buy-in throughout the company afterward. Innovation communities focus on creating enthusiasm as well as new products. At Honda Motor Co., innovation groups in the U.S. draw members from sales, engineering and development, and from different business units across North America. Some companies, like General Electric Co., involve consumers and business clients in new-product discussions as well.

Questions to Ask Yourself

1. Does your company leave innovation to an R&D team without input from groups that work directly with customers?
2. Are your best managers and staff increasingly restless and cynical because they aren't being given the opportunity to shape your company's future?
3. If you asked 10 employees what they thought management considered to be fruitful areas for innovation, would you get 10 different answers?
4. When you talk of employee-generated innovation with your management team, do they act dismissively?
5. Does your management team think it's too costly and disruptive to hold regular cross-function innovation discussions?

If you answered yes to any of these questions, your company probably needs to rethink how it inspires innovative ideas. Regularly hosting what we call innovation communities can save companies money while enhancing future leadership, growth and profits.

For Further Reading

Related articles from MIT Sloan Management Review

Four Keys to Managing Emergence

By Ann Majchrzak, Dave Logan, Ron McCurdy and Mathias Kirchmer (Winter 2006)

In volatile and uncertain environments, managers must encourage and enable the spurts of participatory innovation that lead to emergent processes and solutions.

An Inside View of IBM's 'Innovation Jam'

By Osvald M. Bjelland and Robert Chapman Wood (Fall 2008)

IBM brought 150,000 employees and stakeholders together to help move its latest technologies to market. Both the difficulties it faced and the successes it achieved provide important lessons.

Six Myths About Informal Networks—and How To Overcome Them

By Rob Cross, Nitin Nohria and Andrew Parker (Spring 2002)

Informal groups of employees do much of the

Sometimes groups seek out certain kinds of participants. Best Buy Co., for example, assembled mostly women employees, from store cashiers to corporate executives, to discuss how to make its stores more attractive to female consumers. The inspiration: Best Buy considered women a seriously underserved market segment with high growth potential. Store data also revealed that women customers tended to return less merchandise than men did, and so generated more profits.

CREATE A CONVERSATION BETWEEN SENIOR MANAGEMENT AND PARTICIPANTS.

By definition, innovation communities can't work in isolation: To create sustainable cross-organizational innovation, it's important that ideas flow to senior managers. If they don't, innovations will tend to have limited, local effects that don't benefit the organization as a whole.

Discussions about innovation should be open but guided conversations between senior managers and lower-ranking participants. Everyone has to be on the same page, especially when it comes to understanding the competitive environment and how to respond.

But establishing effective strategic conversations is perhaps the most challenging factor for the success of innovation communities. For example, they require that truth be allowed to speak to power. If participants are inhibited, ideas that result are likely to be limited in impact, affecting a few units instead of the entire organization.

important work in organizations today. To help those networks reach their full potential, executives must come to grips with how they really function.

Discussions shouldn't be without limits. Senior managers should set the topics and keep discussions on course, because "blue-sky" conversations, while fun, generally waste time.

Eisai's communities revolve around the company's strategic concept of "human health care"—a philosophy that focusing on patients and their families is the primary goal and produces innovative ideas.

Some companies take special measures to encourage participants to speak freely and stay focused. Making sure, for example, that group leaders don't have direct control over promotions and salaries of the participants. This will help banish concerns about repercussions for being critical, and remove incentives for those who might be preoccupied with trying to impress managers.

PARTICIPANTS SHOULD BE PULLED TO JOIN, NOT PUSHED. Members need to be enthusiastic about participating. Employees can't be forced to reveal their thoughts or be imaginative.

Immediate rewards, like cash, usually drive people to focus on winning the prize instead of following the often-twisting but ultimately satisfying path to successful innovation. Instead, try explaining how the forum's work has the potential to benefit the organization, its customers, or broader social goals.

Another incentive: Make it clear that participating in innovation communities will be helpful for career advancement.

TAPPING UNUSED TALENT AND ENERGY KEEPS PRODUCT-DEVELOPMENT COSTS LOW. One reason these forums are economical is because they tap into unused energy. An innovation community sends a message that senior management is listening and that employees will benefit from participating. In many cases, potential contributors are just waiting to be asked.

Permanent structures aren't required, and productivity needn't suffer. Innovation-community leaders and teams participate for a limited time as they mostly continue to perform their regular roles.

COLLATERAL BENEFITS CAN BE AS IMPORTANT AS THE INNOVATIONS THEMSELVES. Innovation communities promote learning on both a personal and organizational level by bringing people together to exchange ideas. The repeated discussions and problem-solving missions can give rise to valuable social networks that lead to further exchanges of ideas in the future.

Organizations also tend to use innovation communities to broadcast their strategic vision throughout the company. Eisai has made its groups responsible for training more than 3,000 employees about its concept of human health care.

The meetings also help prepare junior managers for more responsibility, since participating managers sometimes have to turn over some of their duties in order to attend forums.

At Best Buy, the women-focused forums strengthened the company's pipeline of potential leaders and led to less turnover among women employees.

MEASUREMENT IS KEY. Innovation communities are sustainable only if they can produce demonstrable value. Otherwise senior management loses interest.

All of the organizations we've noted try to gauge the success of their communities, based on how many ideas are implemented and with what results. Supervalu reports that over the past 10 years recommendations were implemented from 22 of 29 projects completed. Company executives and business leaders determine which recommendations to implement and whether revisions are necessary.

As past downturns have shown, the current economic weakness offers new opportunities for those who seize them. Companies with imagination and courage can do more than tread water amid the slump. Tools like innovation communities can help businesses take advantage of the upheaval and rewrite the rules of their industry.

Dr. Spender is a visiting professor at ESADE, in Barcelona. Mr. Strong is a founding partner at CBridge Partners, a management-consulting firm based in Cambridge, Mass. They can be reached at reports@wsj.com.

Copyright 2009 Dow Jones & Company, Inc. All Rights Reserved

This copy is for your personal, non-commercial use only. Distribution and use of this material are governed by our Subscriber Agreement and by copyright law. For non-personal use or to order multiple copies, please contact Dow Jones Reprints at 1-800-843-0008 or visit www.djreprints.com

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

TO: Board of Education
FROM: Steven T. Isoye, Superintendent
DATE: November 18, 2010
RE: Policies ACTION

On November 11, 2010, the Policy Evaluation and Goals Committee (PEG) members recommended that the Board of Education approve the following policies for first reading at its regular November Board of Education meeting.

Policy 3910, Indentity Protection
Policy 5144, Food Allergy Management Program

RECOMMENDATION

Motion: Move to:

- | | | |
|----|--|--------|
| A. | Approve Policy 3910, Indentity Protection, for First Reading | Action |
| B. | Approve Policy 5144, Food Allergy Management Program,
for First Reading | Action |

Roll Call Vote

Agenda Item No. IX. A-B.

POLICY 3910, Identity Protection

This policy is enacted in compliance with the Illinois Identity Protection Act, 5 ILCS 179/1 et seq. (the "Act"), which requires all local government agencies to draft and approve an identity-protection policy.

The Board of Education of the Oak Park and River Forest High School District hereby adopts the following policy, in conformance with the provisions of said Act:

1. All employees who have access to social security numbers or birth certificates in the course of performing their duties shall be required to attend training on the protection of confidential or personally identifiable information ~~ity of social security numbers or birth certificates~~. The training will include instructions on the proper handling of information that contains social security numbers or birth certificates from the time of collection through the destruction of the information.
2. Only employees who are required to use or handle birth certificates, information or documents that may contain social security numbers or birth certificates may access such information or documents.
3. Any request for social security numbers or birth certificates from individuals shall be done in a manner that allows this information ~~the social security number or birth certificate~~ to be easily redacted if a document is required to be released as part of a public records request.
4. Any request for social security numbers or birth certificates from individuals shall include a statement of the purpose or purposes for which this information ~~the social security number or birth certificates~~ is being collected and used.
5. A written copy of this policy shall be filed with and maintained on file by the Board of Education of the School District.
6. This policy shall be made available to any member of the public upon request.
7. Any amendment to this policy after its initial adoption shall be filed with the Board of Education and a copy of the amended policy shall be made available to School District employees.

Violation of the provisions of this policy by employees of the School District shall be grounds for discipline up to and including dismissal.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: Illinois Identity Protection Act, 5 ILCS 179/1

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

Identity Protection Agreement

I have read and understand the provisions of Policy 3910, Identity-Protection, as follows:

1. All employees who have access to social security numbers or birth certificates in the course of performing their duties shall be required to attend training on the protection of confidential or personally identifiable information ~~ity of social security numbers or birth certificates~~. The training will include instructions on the proper handling of information that contains social security numbers or birth certificates from the time of collection through the destruction of the information
2. Only employees who are required to use or handle birth certificates, information or documents that may contain social security numbers or birth certificates may access such information or documents.
3. Any request for social security numbers or birth certificates from individuals shall be done in a manner that allows this information ~~the social security number or birth certificate~~ to be easily redacted if a document is required to be released as part of a public records request.
4. Any request for social security numbers or birth certificates from individuals shall include a statement of the purpose or purposes for which this information ~~the social security number or birth certificates~~ is being collected and used.
5. A written copy of this policy shall be filed with and maintained on file by the Board of Education of the School District.
6. This policy shall be made available to any member of the public upon request.
7. Any amendment to this policy after its initial adoption shall be filed with the Board of Education and a copy of the amended policy shall be made available to School District employees.

Violation of the provisions of this policy by employees of the School District shall be grounds for discipline up to and including dismissal.

Employee Name

Signature

Date: _____

Policy 5144, Food Allergy Management Program

School attendance may increase a student's risk of exposure to allergens that could trigger a food-allergic reaction. A food allergy is an adverse reaction to a food protein mediated by the immune system which immediately reacts causing the release of histamine and other inflammatory chemicals and mediators. While it is not possible for the District to completely eliminate the risks of exposure to allergens when a student is at school, a Food Allergy Management Program using a cooperative effort among students' families, staff members, and students helps the District reduce these risks and provide accommodations and proper treatment for allergic reactions.

The Superintendent or designee shall develop and implement a Food Allergy Management Program that:

1. Provides for: (a) identification of students with food allergies, (b) prevention of exposure to known allergens, (c) response to allergic reactions with prompt recognition of symptoms and treatment, and (d) education and training of all staff about management of students with food allergies, including administration of medication with an auto-injector, and provision of an in-service training program for staff who work with students that is conducted by a person with expertise in anaphylactic reactions and management.
2. Follows and references the applicable best practices specific to the District's needs in the joint State Board of Education and Ill. Dept. of Public Health publication *Guidelines for Managing Life-Threatening Food Allergies in Schools*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf.
3. Complies with State and federal law and is in alignment with Board policies.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: LEGAL REF.: 105 ILCS 5/2-3.149 and 5/10-22.39. *Guidelines for Managing Life-Threatening Food Allergies in Schools (Guidelines)*, jointly published by the State Board of Education and Ill. Dept. of Public Health.

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.: (Administering Medicines to Students), 8:100, (Relations with Other Organizations and Agencies)

Administrative Procedure - Implementing a Food Allergy Management Program

The following procedure implements policy 7:285, *Food Allergy Management Program*, and is based upon the joint State Board of Education (ISBE) and Ill. Dept. of Public Health (IDPH) publication, *Guidelines for Managing Life-Threatening Food Allergies in Schools (ISBE/IDPH Guidelines)*, available at: www.isbe.net/nutrition/pdf/food_allergy_guidelines.pdf (105 ILCS 5/2-3.149(b), added by P.A. 96-349 and renumbered by P.A. 96-1000).

This administrative procedure contains three sections as follows:

1. Glossary of Terms
2. Food Allergy Management Program
3. Individual Food Allergy Management (Three Phases)
 - Phase One: Identification of Students with Food Allergies
 - Phase Two: Prevention of Exposure to Known Allergens
 - Phase Three: Response to Allergic Reactions

Glossary of Terms

Food Allergy Management Program (Program) - The overall process that the Superintendent and other District-level administrators use to implement policy 7:285, *Food Allergy Management Program*, which is based upon the *ISBE/IDPH Guidelines*.

Food Allergy Management Committee (Committee) – This Committee is a District-level team that the Superintendent creates to develop a Food Allergy Management Program.

Individual Food Allergy Management - The process at the building-level used to manage and prevent anaphylaxis. The process identifies: (a) students with food allergies, (b) procedures to prevent exposure to known food allergens, and (c) appropriate responses to allergic reactions. It is synonymous with the third section in this administrative procedure.

Emergency Action Plan - A document that outlines a food allergic student's needs, and at minimum, includes precautions necessary for food allergen avoidance, emergency procedures and treatments if exposure occurs, what (if any) training school personnel will receive, and when/how parents/guardians will be notified if exposure occurs.

Food Allergy Management Program

This section relies heavily upon District-level administrators to implement the Program even if the District has no students with food allergies (105 ILCS 5/2-3.149, added by P.A. 96-349 and renumbered by P.A. 96-1000). This is because identification of students at risk of anaphylaxis cannot be predicted, and it is possible that a student who has not been identified could have his or her first reaction at school. The Superintendent or his/her designee shall establish a Food Allergy Management Committee. The Committee will consist of the Superintendent, Director of Special Education, Assistant Principal for Student Services, Principal, Food Service Director, and the Nurse. The Committee will convene at least once a year to update and review practices.

The Principal or his/her designee will inform the school community by providing the information to students and their parents/guardians. The Principal will implement the Program in the building by meeting with the appropriate staff.

Individual Food Allergy Management

This section's procedures are implemented each time the school identifies a student with a food allergy. It relies heavily upon Principal and Nurse/Designated School Personnel (DSP) to identify the necessary accommodations for each student and determine which staff members are responsible to provide them. Accommodations are impacted by a number of factors, e.g., the student's age, the allergen(s) involved, the facilities in the building, etc.

Phase One: Identification of Students with Food Allergies

The Parent/Guardian will inform the Principal or his/her designee of the student's food allergy and complete the Allergy History Form and relevant portions of the Emergency Action Plan (EAP).

The Principal or his/her designee and/or the Nurse/DSP will, at a minimum:

1. Gather appropriate health information, including reviewing the completed Allergy History Form and EAP;
2. Complete the EAP and an Individual Health Care Plan (IHCP) in compliance with state law;
3. Determine which staff members will provide services and/or accommodations and assign those responsibilities to individual staff members. Remember that accidental exposures are more likely to happen when an unplanned event or non-routine event occurs and special care should be taken to address procedures for staff members who provide transportation, substitute teaching, coaching or other activities, field trips, and classroom celebrations;
4. Identify staff members trained in emergency response who will respond to any allergic reaction the student may have;
5. Determine whether members of the community should be notified regarding the student's food allergy.

For accommodations or services beyond EAP and IHCP, complete a 504 Plan or IEP as needed and in compliance with relevant State and federal law and Board policy.

Phase Two: Prevention of exposure to Known Allergens

The Principal or his/her designee and/or the Nurse/DSP will:

1. Assemble a multi-disciplinary team to manage the individual student's health needs, including a variety of school staff;
2. Convene a meeting to educate all the staff members with responsibilities under the EAP of their roles and to provide a copy of the EAP and the IHCP to those staff members, as needed;
3. Oversee performance of responsibilities by staff members under the EAP and the IHCP;
4. Facilitate the dissemination of accurate information regarding a student's food allergy within the building and the community as necessary to implement the EAP and the IHCP, while respecting the student's privacy rights. Communications with the community, including parents and other students should remind them of the importance of keeping the educational setting free of the food allergen.

Phase Three: Response to Allergic Reactions

The multi-disciplinary team will implement and follow all identified responsibilities in the EAP and IHCP in the case of an allergic reaction.

LEGAL REF: 105 ILCS, 5/2-3.149.

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

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

TO: Board of Education

FROM: Lauren Smith, Director of Human Resources

DATE: November 18, 2010

Cc: Stephen Isoye, Superintendent

RE: Personnel Recommendation/Actions

BACKGROUND

The personnel report for November 18, 2010 includes recommendations for new hires, stipends, and leaves of absence.

New hires include:

- 1.0 New FTE CPA for Food Service (Secretary/Bookkeeper)

There is also additional information related to stipends. The \$4,877.00 stipend for the Best Buddy has been distributed evenly amongst 3 co-sponsors.

You will also see that you have been provided with mandated leave information. This includes what type of leave, the location, and the duration if known. Names have not been included due to privacy rights under HIPAA.

SUMMARY OF FINDINGS

The attached document provides a brief description for each of the above recommendations

Next Steps

Motion: Move to approve the Personnel Recommendations as presented.

Oak Park and River Forest High School District 200 – Board of Education
November 18, 2010
Personnel Report

NEW HIRES

Classified Personnel

New	Location	Name	Highest Degree	Years of Exp	Salary	Effective Date
Food Service Secretary/ Bookkeeper (Transfer from Food Service Cashier)	Food Service	Laura Poff	Bachelor of Science	1 year	\$15.29/hr.	November 11, 2010

Student Activity Stipends 2010-2011 School Year

Activity	Name	Stipend
Best Buddy Co-Sponsor (1/3 of \$4,877.00 Stipend)	Regina Topf	\$1,626.00
Best Buddy Co-Sponsor (1/3 of \$4,877.00 Stipend)	Fawn Donatucci	\$1,626.00
Best Buddy Co-Sponsor (1/3 of \$4,877.00 Stipend)	Carolina Schoenbeck	\$1,626.00

MANDATORY LEAVES

Type	Location	Effective Date
FMLA	Math	November 15, 2010 – December 17, 2010

LEAVE OF ABSENCE

Type	Location	Name	Effective Date
Leave of Absence	Special Education	Jim O'Malley	January 3, 2011 – April 29, 2011

To: Lauren Smith, Human Resources

I am a teaching assistant in the LD department here at Oak Park River Forest High school. I am a graduate student pursuing my masters' degree in the School of Education at Dominican University. Next semester, I will be student teaching and I would like to request a leave of absence for study as permitted under the current CPA contract.

Student teaching will begin on the day that the school I'm assigned to returns from winter break and concludes on the last Friday in April. At that point, I'd like to return to Oak Park River Forest High School to complete the school year and work in the summer school program.

Pg. 20, Section 5 the CPA contract states: "After three years of service to the district, an employee may request a leave of absence under the following conditions:

5. leaves of absence may be granted for study, travel, extended disability, parenthood, and for other circumstances deemed appropriate by the district."

I appreciate your consideration,

Jim O'Malley

Oak Park and River Forest High School District 200

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

Office of Human Resources

(708) 434-3215
Fax (708) 434-3919

DATE: November 18, 2010
TO: Board of Education
FROM: Lauren Smith, Director of Human Resources
Cc: Steven Isoye, Superintendent
SUBJECT: Appointment of Local Ethics Commission Members

BACKGROUND

In accordance with the School Code of Illinois and the School District's Gift Ban Policy which was adopted on October 28, 1999, the Board of Education must establish a Local Ethics Commission. The District has been fortunate that the services of the Commission have not called upon since the adoption of the policy. Former school board member John McCulloh and community members Sherilyn Reid and Martha Trantow currently serve on the District's Local Ethics Commission.

SUMMARY OF FINDINGS

As of the November 12, 2010, we have been able to confirm community member Sherilyn Reid has expressed a willingness to continue service on the Commission. Two additional members will be presented at the December Board of Education meeting.

Next Steps

Move to Sherilyn Reid as a member of the Oak Park and River Forest High School District 200 Local Ethics Commission for calendar year 2011.

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

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

TO:	Board of Education	
FROM:	Phil Prale	
DATE:	November 18, 2010	
RE:	Application for FY 2011 Illinois School District Library Grant	ACTION

BACKGROUND

Presentation of the annual application for the Illinois School District Library Grant. The purpose of this grant is to enhance the school district's school library program by providing quality library services, books, and materials to support students' learning. The grant is noncompetitive and established in legislation. District 200 meets the specific eligibility requirements and is eligible for funding. Funding is based on a maximum of \$0.75 per students, and the minimum grant amount per school district is \$100.00.

SUMMARY

To apply for the Illinois School District Library Grant, the Board of Education must certify and attest to the statements set forth on the attached signature page.

The District expects to receive approximately \$2,300.00 from this grant. The funds will support the purchase of Educational Technology equipment to be housed in the library for use by library media specialists in collaboration with classroom teachers and their students.

RECOMMENDATION

Motion: Move to certify and attest to the statements set forth on the grant's signature page to satisfy the requirements for application for the grant and to authorize submission of the application on or before the deadline, November 19, 2010.

Agenda Item No. XII.A.

**OFFICE OF THE SECRETARY OF STATE
ILLINOIS STATE LIBRARY
FY2011 SCHOOL DISTRICT LIBRARY GRANT PROGRAM APPLICATION
SIGNATURE PAGE**

INSTRUCTIONS:

This signed grant component must be **postmarked by November 19, 2010** for your district's grant application to be considered as eligible for grant review and funding consideration.

Mail this completed form to:

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

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

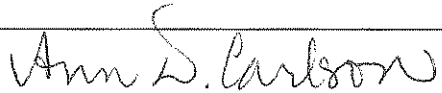
A school library media center is located in each attendance center included on the district's FY2011 School District Library Grant Program Application, and each attendance center's library meets all of the following criteria:

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

THE SCHOOL BOARD AND ADMINISTRATION ALSO ATTEST THAT:

1. The grant funds will be an incremental increase to local and anticipated library funds and will not replace previously budgeted items.
2. The School Board affirms that services, programs, and activities provided under this grant are and will continue to be in compliance with the Americans with Disabilities Act [42 U.S.C. 12101 et seq.].
3. During the current school year (July 1, 2010 – June 30, 2011) the School Board has reviewed or will review the library's progress toward meeting the Illinois standards for school library media centers (*Linking for Learning: The Illinois School Library Media Program Guidelines*, 2nd ed., 2005).
4. The FY2011 School District Library Grant Program Application "Survey Monkey" online component has been electronically submitted.
5. The school board and administration affirm that the information submitted on the FY2011 School District Library Grant Program Application is, to the best of our knowledge and under the penalty of perjury, correct.

SCHOOL DISTRICT NAME	Oak Park and River Forest High School District 200
----------------------	--

	SIGNATURE (Affix Original signature preferably in any ink except black; DO NOT use signature stamps.)	NAME TYPED OR PRINTED INCLUDE DR., MR., OR MS.
Superintendent		Mr. Steven Isoye
Librarian		Dr. Ann Carlson

Oak Park and River Forest High School District 200

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

TO: Instruction Committee of the Board of Education
FROM: Amy Hill, Director of Assessment and Research
DATE: November 18, 2010
RE: Course Proposals for 2011-2012 School Year

BACKGROUND

The set of course proposals brought to the Instruction Committee at its October 14 and November 11 meetings has been reviewed by the DLT and the Instructional Council. Copies of the proposals were sent for review and comment to all Board-approved parent and community groups, as well as to the Faculty Senate Executive Committee, Student Council, and B.O.S.S. As a result of the vetting process, some proposals were revised, some proposals were removed from consideration, and a few additional proposals came forward. The final set of course proposals for the 2011-2012 Academic Catalog includes proposals to revise 25 courses, to add six courses, to delete ten courses, and to modify current practice for calculating GPA.

SUMMARY OF PROPOSALS

English Division

- REVISE the course *Women's Visions, Women's Voices* to offer an honors option within the course

Fine and Applied Arts Division

Visual Arts

- REVISE *Fundamentals of Photography 1-2* to update the course description
- REVISE the course description for *Fundamentals of Photography 2* to more accurately reflect the current curriculum
- REVISE the course description for *Advanced Photography* to more accurately reflect the current curriculum and to clarify that the course is offered only in the fall semester
- REVISE *Introduction to Digital Imaging* by expanding the courses that satisfy the prerequisites
- REVISE *Graphic Design* by expanding the courses that satisfy the prerequisites

Theatre/Broadcasting

- REVISE *Acting Foundations* by changing the course title to *Acting 1*
- REVISE *Acting Workshop* by changing the course title to *Acting 2*

Music: REVISE *Concert Orchestra II* by changing the course title to *String Orchestra*

Business Education: REVISE *Sports and Entertainment Marketing* by changing the course title to *Sports and Music Entertainment Marketing* to more accurately reflect the curriculum

History Division: Proposals to sequence elective courses more strategically for students who are developing essential reading, writing, and social science skills

- REVISE *Social Problems* to offer it in fall semester only
- REVISE *Human Behavior* to offer it in spring semester only
- REVISE *Community Law* to offer it in fall semester only
- REVISE *Government* to offer it in spring semester only

Oak Park and River Forest High School

District 200

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

Math Division: ADD *Calculus III A*, a year-long course for students who complete the AP Calculus BC course in their junior year

Physical Education

- REVISE *Group Exercise* by changing the title to *Fitness Fusion*
- ADD *World Dance*, a one quarter course, to provide an opportunity for students to explore historical and cultural backgrounds in African, Spanish, Latin, Eastern European, and American dance forms.
- DELETE *Dance of the Decades*, which is replaced with *World Dance*
- DELETE *Boys' and Girls' Advanced Swim*, which is no longer taught due to a decrease in the number of swim requirements in the PE curriculum
- DELETE *Pilates/Yoga*, which is replaced by the curriculum of *Fitness Fusion*
- DELETE *Step Aerobics*, which is replaced by the curriculum of *Fitness Fusion*

Science/Technology Division

- REVISE *Anthropology* by adjusting the prerequisites to remove possible obstacles to enrollment
- REVISE *Anatomy and Physiology of the Human Body 1-2* by adjusting the prerequisites to remove possible obstacles to enrollment
- REVISE *Electricity/Electronics* and *Advanced Electricity/Electronics* by combining the courses into a single, full-year course called *Digital Electronics*, which will incorporate the new Project Lead the Way (PLTW) pre-engineering curriculum
- REVISE *Exploring Technology 1* and *Exploring Technology 2* by combining the courses, changing the course title to *Principles of Engineering*, and incorporating the new PLTW curriculum
- REVISE *Introduction to Architecture-CAD* and *Advanced Architecture/Engineering-CAD* by combining the courses into a single, full-year course called *Civil Engineering and Architecture-CAD*, which will incorporate the new PLTW curriculum
- REVISE *Technical Drawing & Design - CAD* from a one semester course to a full year course called *Introduction to Engineering Design* and incorporate PLTW curriculum.
- ADD *Investigative Research in Biomedical Innovation 1-2A*, a year-long honors course for seniors who wish to formulate an original research question and pursue biomedical research
- ADD *Explorations in Laboratory Life Science*, a summer school course, to allow students who have failed one or both semesters of Biology and who are academically motivated to earn a semester of lab credit and continue making academic progress in other science courses

Special Education Division

Social Emotional Continuum: ADD *African American Studies*, a one-semester course devoted to the study of the history, culture, and politics of African Americans

World Languages Division:

- ADD *Chinese 7-8A*, a year-long honors course for fourth-year Chinese students
- REVISE *AP Italian* by changing the course title to *Italian 9-10A* to reflect the fact that College Board no longer offers an AP Italian exam

Summer Field Courses

- REVISE *Field Biology I* by changing the course title to *Field Biology I--Great Lakes and Northern Prairies* to more accurately reflect the current curriculum

Oak Park and River Forest High School

District 200

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

- REVISE *Field Biology II* by changing the course title to *Field Biology II--Appalachian Mountains* to more accurately reflect the current curriculum
- REVISE *Field Geology* by changing the course title to *Field Geology--Pacific Northwest* to more accurately reflect the current curriculum
- DELETE *Walk With The Stars: Careers in Sports and Entertainment* which is no longer taught due to lack of enrollment
- DELETE *Building Blocks: Careers in Construction and the Trades* which is no longer taught due to lack of enrollment
- DELETE *Walk on Wall Street: Careers in Business and Finance* which is no longer taught due to lack of enrollment
- DELETE *All That Jazz: Careers in Music, Art, Theatre, and Dance* which is no longer taught due to lack of enrollment
- DELETE *Always on Call: Careers in Medicine and Health* which is no longer taught due to lack of enrollment

Academic Support Programs : DELETE *College Admission Preparation* because student test score outcomes do not justify maintaining the program.

GPA Calculations. The Administration proposes to modify current practice for calculating GPA. Beginning with the class of 2015, coursework in musical performance, school publications, and Newscene in the student's sophomore, junior, and/or senior year will be included in the GPA. Students in the graduating classes of 2011, 2012, 2013, and 2014 will not have coursework in these areas included in their GPA calculations.

RECOMMENDATION

The Board of Education is asked to approve these proposals for the 2011-2012 Academic Catalog.

cc District Leadership Team
 Instructional Council
 Counselors
 Faculty Senate Executive Committee

THE ENGLISH DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>English</u> Department (if pertinent): <u>English</u> Course Title: <u>Women's Visions; Women's Voices</u> Length of Course: Semester <input checked="" type="checkbox"/> Year <input type="checkbox"/> Credit Earned: <u>1</u> Course Student Fee (if any): <u>N/A</u> Field Trips? No: <input type="checkbox"/> Yes, Number Anticipated: <u>1</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>N/A</u> Additional Supplies Costs: <u>N/A</u> 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Fall</u> <input checked="" type="checkbox"/> Year <u>2011</u>
--	--

REVISION

Describe the Course Revision: <u>Please see attached.</u> _____ _____ _____ _____
--

NEED

Reason for Course Revision: <u>Please see attached.</u> _____ _____ _____ _____
--

ENDORSEMENTS

Division Curriculum Committee: <u>Jay Lind</u> <u>Avi Lessing</u> <u>James Bell</u> Division Head: <u>[Signature]</u>	<u>Laura Young</u> <u>Steve Goldberg</u> <u>Jim Hunter</u> Date: <u>10/4/10</u>
---	--

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

Proposal for REVISION to Existing Course:
Honors Option for *Women's Visions; Women's Voices*

Description of the Course Revision

I would like to add an honors option to the *Women's Visions; Women's Voices* senior elective. Students would have the option to take the course as a college preparatory course or do additional work and study to receive honors credit. This work could include but is not limited to:

- The reading of an additional novel and the completion of an accompanying essay or project:
 - This work could be done concurrently with other work in the course or over the winter or spring break.
 - Students would meet with me several times outside of class (lunch, after school etc.) to discuss and support the novel and assessment.
- The reading of additional literary theory and criticism:
 - This material would be used to supplement and further contextualize the core works of the course.
 - This work is especially useful for a course addressing the canon of women's literature as non-fiction components of the field can be too dense or long for a college preparatory course.
 - The additional material could be synthesized by students into the existing core assignments and writing.
- The attendance to one performance or college lecture that relates to the material of the course (e.g. shadowing a sibling or peer or attending an open lecture or talk on a college campus):
 - Like the additional non-fiction material, these experiences could be synthesized into the courses existing assignments and writing.

The following would be added to the course description:

- Note: *Women's Visions; Women's Voices* can be taken with an HONORS OPTION; in return for supplemental course work (e.g. an extra novel, slightly longer writing assignments, and additional independent study of the theoretical framework of Women's Literature) students taking the honors option would receive honors credit for the course.

Reasons for the Course Revision

The addition of an honors option would provide more individualized instruction based on learning targets and formative assessments, benefitting the class as a whole as well as both college preparatory and honors students respectively:

- Benefits for entire class:
 - The class meeting would be untracked and therein turn move closer to mirror the diversity of the school as a whole and also attempt to address 2010-2011 Board of Education goals on enhanced literacy development and college readiness for college preparatory students, especially students of color.
 - Students could engage in a class that is rich in background, experience, and perspective which in turn leads to advanced learning *because of* that diversity (Lopez).
 - Classroom climate in heterogeneous classes tends to reflect the climate in "upper-tracked classes" (Tye 32).
- Benefits for college preparatory students:

- Perspectives and approaches of honors students would model higher level analysis and engagement for the entire class; students placed in higher ability groupings are less likely to become distracted and will have more opportunities to learn (Johnston and Markle).
- An honors option (rather than an honors or AP course) provides a less intimidating choice for students who have not taken an honors course but have done well in college preparatory classes. Within this rationale is the hope that there would be an enhanced equity of opportunity for students of color who have not taken an honors class or would like to continue honors-level study within a particular field. This also works toward the 2010 Board of Education Goal to "eliminate systemic inhibitors of success" for students of color.
- In the AVID program implemented in San Diego high schools, where lower achieving students are placed in high tracks while being given support, there has been an increase in the college enrollment rates of black and Latino students; the untracked Women's Literature elective would hope to produce similar effects (<http://www.avid.org>; Mehan et al).
- Benefits for honors students:
 - The de-tracked class would provide students who have only taken honors classes a broader range of perspective and ideas; again, the class would more closely mirror the larger diversity of the school.
 - An honors option provides a chance to explore the course material with increased depth and breadth.
 - The additional material would extend a survey course towards a more nuanced understanding of the field of study.
 - Students would experience college level material and activities with the support of a high school teacher and scaffolding.

While there is plenty of research supporting de-tracked classes, as with most pedagogical issues, there is also ample research opposing de-tracked classes. While I fully stand behind the ideology of this proposal, in reality I don't know what the outcomes will be until the option is offered. I intend this to be a pilot class to apply the theory, implement effective structures and then reevaluate the proposal after the first year.

I also acknowledge that this type of double class would require different types of registration processes and regulations (i.e. how long into the semester could students register for the honors option, when would students have to drop the option without penalty etc.); as I am not totally privy to what the registration process normally is, it would be presumptuous for me to suggest a process for this course. I am willing however, to work towards finding methods that would work.

Research and Resources

<http://www.avid.org>

Johnston, J.H., and G.C. Markle. "What research says to the middle level practitioner" (1986)
Published by: Monograph.

Kerble, Marc. "Student's Perspectives on Tracking" *The Clearing House* Vol. 61, No. 5 (Jan., 1988), pp. 227-230. Published by: Heldref Publications.

Lopez, Omar S. "Classroom Diversification: A Strategic View of Educational Productivity." Review of Educational Research Vol. 77, No. 1 (Mar., 2007), pp. 28-80 Published by: American Educational Research Association.

Mehan, Hugh, Irene Villanueva, Lea Hubbard, and Angela Lintz. "Constructing School Success: The Consequences of Untracking Low-Achieving Students" Published by: Cambridge University Press.

Oakes, J. "Keeping track: How schools structure inequality" (1985). Published by: Yale University Press.

Oakes, J., Gamoran, A. & Page, R. "Curriculum differentiation: Opportunities, outcomes, and meanings." *Handbook of research on curriculum* Ed. P. Jackson (1992):pp. 570-608. Published by: New York: Macmillan

Oakes, Jeannie, Karen Hunter Quartz, Steve Ryan, and Martin Liptop. "Becoming Good American Schools: The Struggle for Civil Virtue in School Reform" (2000) Published by: Jossey-Bass.

Slavin, R. "Achievement of effects of ability grouping in secondary schools: A best-evidence synthesis." Published by: Wisconsin Center for Educational Research, Madison, WI.

Tye, B. T. "Heterogeneous groupings in high school" The Education Digest.

Wheelock, A. "Crossing the tracks: how "untracking" can save America's schools." Published by: New York: New Press.

**THE FINE & APPLIED ARTS
DIVISION**

ATA

(Please Type All Information)

REVISION

Due to the order of information presented, Fundamentals of Photo 1 is not offered 2nd Semester. Students will learn how to use a fully manual 35mm SLR camera, how to develop black and white film and how to process black and white prints. In the first semester emphasis is placed on learning photo basics and composition. The second semester is an advancement of those techniques and creative expression. Students must provide their own fully manual 35mm SLR camera, film and paper.

NEED

Reason for Course Revision

The course is no longer offered as Fundamentals of Photography I in the Spring semester, and additional clarification of the course as an optional year-long class.

ENDORSEMENTS

Division Curriculum Committee:

Division Head:

Date:

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

(Please Type All Information)

ATA

Division: <u>Fine & Applied Arts</u> Department (if pertinent): <u>Fine Arts</u> Course Title: <u>Fundamentals of Photography 2</u> Length of Course: Semester <u>1</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: <u>2</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>Camera</u> Additional Supplies Costs: <u>Film & Paper</u> 3-Year Course Enrollment: <u>55 x 3 = 165</u> Revision to take effect: Semester <u>Spring</u> <u>2011</u> Year _____
--	--

REVISION

Describe the Course Revision:
This is a continuation course of the Summer Fundamentals of Photography 1 or Fall Fundamentals of Photography 1 offerings. Emphasis is placed on the advancement of techniques learned in Photo 1. New techniques include special effects imagery, studio lighting, panoramic imagery, and Adobe programs as a photographic tool, in addition to discussions about creating a visual style or telling a visual story through research, discussion and exposure to contemporary photographic works. Students must provide their own 35mm fully manual SLR camera, film and paper.


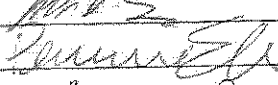
Prerequisite: Fundamentals of Photography 1 (summer or fall term) or instructor/division approval

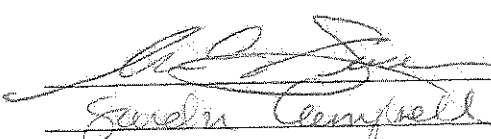
NEED

Reason for Course Revision
Additional clarification of the course and correction of typos from the previous year.

ENDORSEMENTS

Division Curriculum Committee:



 Division Head: Sarah Broadhurst


 Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

(Please Type All Information)

DATA

Division: <u>Fine & Applied Arts</u> Department (if pertinent): <u>Fine Arts</u> Course Title: <u>Advanced Photography</u> Length of Course: Semester <u>FALL Only</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: <u>2</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>Camera</u> Additional Supplies Costs: <u>Film & Paper</u> 3-Year Course Enrollment: <u>20 x 3 = 60</u> Revision to take effect: Semester <u>Spring 2011</u> Year _____
---	--

REVISION

Describe the Course Revision:

This course is a continuation and advancement of skills and techniques learned in Fundamentals of Photography 1 & 2, as well as a general introduction to developing communication skills through the artistry of photography. Photographic tools (traditional film and digital), cameras, advanced darkroom techniques and Adobe programs are used to bring out the expressive qualities of an image. Emphasis is placed on preparing a college ready portfolio through communication and creative expression (visually and verbally), research and exposure to contemporary photography, and the creation of a collection of imagery based on their own personal aesthetic. Advanced photographic processes will be explored: toning, advanced studio lighting techniques, digital imagery, and alternate film types. Students must provide their own fully manual 35mm SLR camera, 35mm film and paper.
Prerequisites: Fundamentals of Photography 1 & 2 or divisional consent

NEED

Reason for Course Revision

Additional clarification of the course and the correction of typos from the previous year.
The class emphasis has changed to include digital imagery and portfolio building for college admittance, in addition to traditional analog film photography techniques. The course is only offered in the fall (semester 1 only), not as 1 credit, 1 semester.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]
[Signature]

[Signature]
[Signature]

Division Head: [Signature]

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Fine and Applied Arts</u> Department (if pertinent): <u>Visual Arts</u> Course Title: <u>Introduction to Digital Imaging</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): <u>art kit (\$24.00)</u> Field Trips? No: <u>X</u> Yes, Number Anticipated: <u>0</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>N/A</u> Additional Supplies Costs: <u>N/A</u> 3-Year Course Enrollment: <u>225 (25/class x 9 classes over 3 yrs)</u> Revision to take effect: Semester <u>FALL</u> Year <u>X 2011</u>
--	---

REVISION

Describe the Course Revision:

Prerequisite is listed as Art Foundations presently, REVISION would be to have "Prerequisite be listed as Art Foundations OR Photography I"

NEED

Reason for Course Revision

Digital Imaging incorporates a lot of the same techniques for image manipulation that we begin teaching in the photography classes. Students are required to use their own imagery from photographs they have taken either manually or digitally with a camera for manipulation purposes in Adobe Illustrator and Adobe Photoshop. The knowledge that they gain in a photography class about proper "picture taking" techniques, compositional elements and camera understanding would greatly aid them in the understanding of how to use the programs in Digital Imaging. This revision would allow a wider range of students to take the Digital Imaging class with the same "base knowledge" of design elements and art terms that they also learn in Art Foundations.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]
[Signature]
[Signature]

[Signature]
[Signature]

Division Head: Larch Redhouse

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Fine and Applied Arts</u> Department (if pertinent): <u>Visual Arts</u> Course Title: <u>Graphic Design 672/2</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): <u>art kit (\$24.00)</u> Field Trips? No: <u>X</u> Yes, Number Anticipated: <u>0</u>	Textbook Title: <u>N/A</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>N/A</u> Additional Supplies Costs: <u>N/A</u> 3-Year Course Enrollment: <u>168 (28/class x 6 classes over 3 yrs)</u> Revision to take effect: Semester <u>FALL</u> Year <u>X 2011</u>
---	---

REVISION

Describe the Course Revision:
Prerequisite is listed as Art Foundations presently, REVISION would be to have "Prerequisite be listed as Art Foundations OR Photography I"

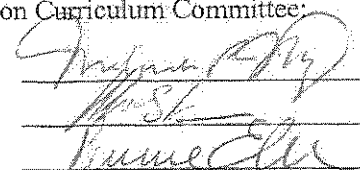
NEED

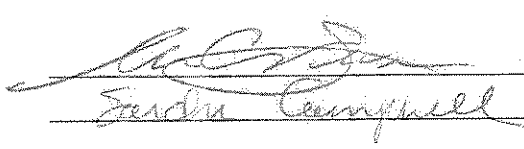
Reason for Course Revision

Graphic Design incorporates a lot of the compositional elements that we teach in the photography classes. Students are often asked to use their own imagery from photographs they have taken either manually or digitally with a camera for graphic design. This revision would allow a wider range of students to take the Graphic Design class with the same "base knowledge" of design elements and art terms that they also learn in Art Foundations.

ENDORSEMENTS

Division Curriculum Committee:





Division Head: David Lockhouse Date: 10/11/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

DATE: September 29, 2010

DIVISION: Fine Arts

DEPARTMENT: Theatre/Broadcasting

COURSE TITLE: Acting Foundations

NATURE OF PROPOSAL

CHANGE(S) REQUESTED:

Change the title of the course from Acting Foundations to Acting I or Acting 1.

REASON

REASONS FOR REQUESTED CHANGE(S):

It is important for acting students to start at the beginning, just like art students. The theatre department tried to emulate the art department by making the first level acting class called Acting Foundations. However, much confusion remains and many students who have never taken acting before are getting put into advanced level acting classes. It will be very clear that students must start with Acting 1, if that is the course title. Students will then progress to Acting 2 and so on.

IMPLEMENTATION

DATE FOR REQUESTED CHANGE(S) TO TAKE EFFECT: 2011-2012 school year

ENDORSEMENTS

ENDORISING SIGNATURES:

DIVISION CURRICULUM COMMITTEE:

[Signature]
[Signature]
[Signature]

DIVISION HEAD [Signature]

DATE 10/4/10

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

(Please Type All Information)

ATA

DATE: September 29, 2010

DIVISION: Fine Arts

DEPARTMENT: Theatre/Broadcasting

COURSE TITLE: Acting Workshop

NATURE OF PROPOSAL

CHANGE(S) REQUESTED:

Change the title of the course from Acting Workshop to Acting 2.

REASON

REASONS FOR REQUESTED CHANGE(S):

For the past few years there has been confusion over which acting classes students should take. Students with no acting experience were being put into Acting Workshop along with students who had already taken Acting Foundations and were ready to move on. By changing the acting courses to Acting 1, 2, etc., the progression of classes will be very clear to the students and counselors.

IMPLEMENTATION

2011-2012 School Year

ENDORSEMENTS

ENDORISING SIGNATURES:

DIVISION CURRICULUM COMMITTEE:

[Signature]
[Signature]
[Signature]

DIVISION HEAD [Signature]

DATE 10/4/10

Revised 09/03

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Fine/Applied Arts/Business</u> Department (if pertinent): <u>Music</u> Course Title: <u>Concert Orchestra II</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2</u> Course Student Fee (if any): <u>None</u> Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>None</u> Textbook Cost: <u>N/A</u> Additional Equipment Costs: <u>None</u> Additional Supplies Costs: <u>None</u> 3-Year Course Enrollment: <u>approx. 100</u> Revision to take effect: Semester <u>1</u> Year <u>2011</u>
--	---

REVISION

Describe the Course Revision: <u>Course Title Change FROM Concert Orchestra 2 TO String Orchestra.</u>

NEED

Reason for Course Revision <u>The current title, Concert Orchestra 2, is too confusing for students, parents, and counselors. String Orchestra is the entry level/ non-auditioned orchestra. The title is also descriptive of the instrumentation. Only string players perform in this ensemble.</u>

ENDORSEMENTS

Division Curriculum Committee: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>Patrick Pearson</u> <u>Elaine Hlavach</u> <u>Anthony Szejda</u> </div> <div style="width: 45%; border-top: 1px solid black; border-bottom: 1px solid black;"></div> </div>	
Division Head: <u>Sam Coschone</u>	Date: <u>9/30/10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 2, 2009

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: November 16, 2010	Textbook Title: <u>Sports and Entertainment Mkt., Glencoe</u>
Department (if pertinent): Business Education	Textbook Cost: <u>\$42</u>
Course Title: Sports and Entertainment Marketing	Additional Equipment Costs: none
Length of Course: Semester 1__ Year __	Additional Supplies Costs: none
Credit Earned: <u>1</u>	3-Year Course Enrollment: _____
Course Student Fee (if any): none	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year: 2011-2012

REVISION

Describe the Course Revision: NAME CHANGE ONLY Sports and Entertainment Marketing to Sports and Music Entertainment Marketing
Units: Name change only...units remain the same

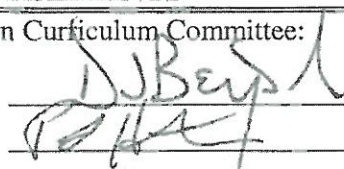

NEED

Reason for Course Revision Recent feedback from students indicates that half of the Entertainment Marketing section should be spent on Music Entertainment.
--

HUMAN DIGNITY

<u>Cultural Pluralism and Title IX Consideration:</u> <ul style="list-style-type: none">Although it is not the sole reason for the name change, the course might be open to a wider range of students who might like to take an introductory business marketing course; a revised course title will indicate sports and music entertainment as areas of emphasis.Considering cultural pluralism, the current enrollment for the course is 42% African-American which is above the school percentage of roughly 28% so the course is already very open to all cultures and the course is taught with this diversity in mind. The sport and entertainment field is very diverse so examples/speakers used daily are very diverse.
--

ENDORSEMENTS

Division Curriculum Committee: 	
Division Head: <u>Shana Rodhouse</u>	Date: <u>11/16/2010</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

THE HISTORY DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Social Problems</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>FALL</u> Year <u>2011</u>

REVISION

Describe the Course Revision:

We will offer Social Problems First Semester.

NEED

Reason for Course Revision

By limiting when we offer Human Behavior and Social Problems we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

W. W. Greenberg
[Signature]

Hanson

Division Head:

Date:

10/4/10

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Human Behavior</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>SPRING</u> Year <u>2012</u>

REVISION

Describe the Course Revision:

We will offer Human Behavior Second Semester.

NEED

Reason for Course Revision

By limiting when we offer Human Behavior and Social Problems we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

[Signature]
[Signature]
[Signature]

[Signature]

Division Head: [Signature]

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Community Law</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>FALL</u> Year <u>2011</u>

REVISION

Describe the Course Revision:

We will offer Community Law First Semester.

NEED

Reason for Course Revision

By limiting when we offer Community Law and Government we can create a sequence of electives that allows the
Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

Tyler W. H. [Signature]
Grace Greenberg [Signature]

[Signature]

Division Head:

[Signature]

Date:

10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>History</u> Department (if pertinent): _____ Course Title: <u>Government</u> Length of Course: Semester <u>X</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number Anticipated: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Spring</u> Year <u>2012</u>

REVISION

Describe the Course Revision:

We will offer Government Second Semester.

NEED

Reason for Course Revision

By limiting when we offer Community Law and Government we can create a sequence of electives that allows the Division to build on essential skills for low achieving students.

ENDORSEMENTS

Division Curriculum Committee:

Tyler W.W. F.
James Greenberg
[Signature]

Hanson

Division Head: [Signature]

Date: 10/4/10

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

THE MATH DIVISION

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **ADDITION** OF A NEW COURSE

DATA

(Please Type All Information)

Division: Math Division
Department (if pertinent): NA
Course Title: 265 Calculus III A
Length of Course: Semester _____ Year X
Credit Earned: 2 Semesters, 2 Credits
Course Student Fee (if any): _____
Field Trips? No: _____ Yes, Number Anticipated: _____

Textbook Title: Same as Calculus BC
Textbook Cost: No additional cost. This course will use same textbook as Calculus BC
Additional Equipment Costs: None
Additional Supplies Costs: None
Course will first be offered:
Semester Fall Year 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

Calculus III A is the third of three courses in the basic calculus sequence. Topics include vector functions, functions of two or more variables, partial derivatives, quadratic surfaces, multiple interpretation, surface integrals, green theorem, and stokes theorem. Prerequisite AP Calculus BC (263) and teacher recommendation. This course will use the same textbook as Calculus BC and therefore will be no additional cost. Course will be offered to juniors and seniors.

UNITS

Course Units: Vectors in Plan & Polar Functions, Vectors and Motion in Space, Multi variable Functions and their Derivatives, Multiple Integrals, Integration in Vector Fields.

NEED

Reason For Course Proposal:

The Board of Education Goal 2 is Student Achievement. It states: The Board of Education will raise student achievement as measured by standardized testing and other measures to be approved by the Board. This course will increase scores by giving students a higher level of math than previous taken at OPRF. This course will hopefully increase enrollment into its prerequisite course AP Calculus BC, which will also increase test scores.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee

[Signature]
[Signature]

[Signature]

Division Head

[Signature]

Date: 10-19-10

Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

**THE PHYSICAL EDUCATION
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

<p>Division: Physical Education</p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>Group Exercise</u></p> <p>Length of Course: Quarter</p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number Anticipated: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Revision to take effect:</p> <p style="text-align: center;">Semester <u>FALL</u> Year <u>2011</u></p>
---	---

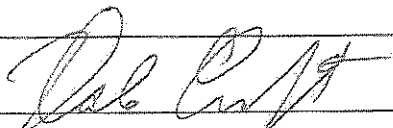
REVISION

<p>Describe the Course Revision:</p> <p><u>Change of name to Fitness Fusion</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

NEED

<p>Reason for Course Revision</p> <p><u>Better descriptor of class.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Division Head: <u></u></p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Physical Education _____
 Department (if pertinent): _____
 Course Title: World Dance _____
 Length of Course: Quarter _____
 Credit Earned: .5 _____
 Course Student Fee (if any): _____
 Field Trips? No: _____ Yes, Number Anticipated: _____

Textbook Title: N/A _____
 Textbook Cost: N/A _____
 Additional Equipment Costs: None _____
 Additional Supplies Costs: None _____
 Course will first be offered: Quarters 1-4

DESCRIPTION

Formal Course Description for Academic Catalog:

Students explore historical and cultural backgrounds in African, Spanish, Latin, Eastern European and American dance forms. The capstone experience is all students choreograph dances that reflect their cultural and generational experiences.

UNITS

Course Units:

NEED

Reason For Course Proposal:

While on sabbatical Lucy Riner developed a new course that explores cultural dances and the historical relevance behind them.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This class offers a multi-cultural approach to all its lessons.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

World Dance offers the class a variety of dance forms that are differentiated for each student and also provides each student with an awareness of other cultures within their own communities.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee Lucy Riner

Division Head:

Date:

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **DELETION** OF EXISTING COURSE

(Please Type All Information)

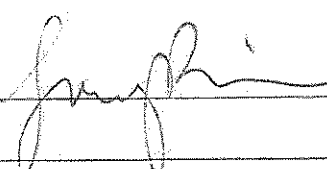
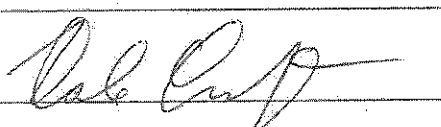
DATA

<p>Division Physical Education: _____</p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>Dance of the Decades</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>Immediately</u></p> <p>Semester: _____ Year: _____</p>
--	--

NEED

<p>Reason for Course Deletion:</p> <p><u>We will be offering a new course encompassing much of what Dance of the Decades used to offer, but is more updated and offers a multi-cultural approach to the curriculum.</u></p> <p>_____</p> <p>_____</p> <p>_____</p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>Lucy Riner _____ </p> <p>_____</p> <p>_____</p>	
<p>Division Head: _____ </p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **DELETION** OF EXISTING COURSE

(Please Type All Information)

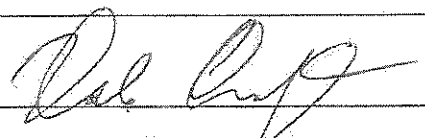
DATA

<p>Division Physical Education _____</p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>Boy's and Girl's Advance Swim</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>IMMEDIATELY</u></p> <p>Semester: _____ Year: _____</p>
--	--

NEED

<p>Reason for Course Deletion:</p> <p><u>This is a course no longer taught by our division due to the revision of number of swim requirements from three to two.</u></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Division Head: <u></u></p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **DELETION** OF EXISTING COURSE

(Please Type All Information)

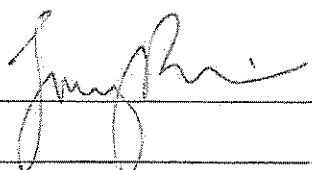
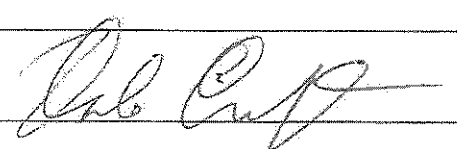
DATA

<p>Division Physical Education</p> <p>Department (if pertinent):</p> <p>Course Title: <u>Pilates/Yoga</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>Immediately</u></p>
---	---

NEED

<p>Reason for Course Deletion:</p> <p><u>We offer a course called Fitness Fusion which encompasses much of what Pilates/Yoga offered and more.</u></p> <p>_____</p> <p>_____</p> <p>_____</p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>Lucy Riner _____ </p> <p>_____</p> <p>_____</p>	
<p>Division Head: </p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **DELETION** OF EXISTING COURSE

(Please Type All Information)

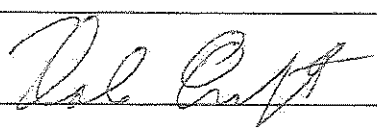
DATA

<p>Division Physical Education</p> <p>Department (if pertinent):</p> <p>Course Title: <u>Step Aerobics</u></p> <p>Length of Course: <u>Quarter</u></p> <p>Credit Earned: <u>Quarter</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: _____</p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect: <u>Immediately</u></p>
--	---

NEED

<p>Reason for Course Deletion:</p> <p><u>We offer a course called Fitness Fusion which encompasses much of what Step Aerobics offered and more.</u></p> <p>_____</p> <p>_____</p> <p>_____</p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>Division Head: <u></u></p>	<p>Date: <u>9-30-10</u></p>

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

**THE SCIENCE & TECHNOLOGY
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **REVISION** TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u> Department (if pertinent): _____ Course Title: <u>Anthropology</u> Length of Course: Semester <u>1</u> Year <u>10-12</u> Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: <u> </u> Yes, Number Anticipated: <u>1</u>	Textbook Title: <u>N/A</u> Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
---	---


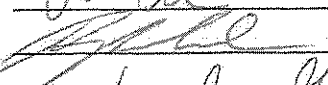
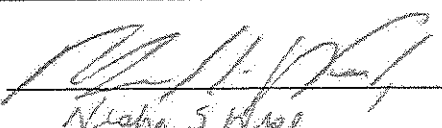
REVISION

Describe the Course Revision: <hr/> <p style="text-align: center;">Prerequisite change:</p> <p>Existing: <u>1 year of Biology or completion of Integrated Laboratory Science 3-4 with a grade of "C" or better.</u></p> <p>Proposed: <u>1 year of biology or completion of Integrated Laboratory Science 3-4.</u></p>

NEED

Reason for Course Revision <u>Removes a possible obstacle for students who begin to focus more on academics as they progress through high school. Opens the path up for students to move into the course after completing transition-level courses.</u>
--

ENDORSEMENTS

Division Curriculum Committee:	
  Division Head: <u>W. H. H. H.</u>	 <u>N. S. H. H.</u> Date: <u>10/1/10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u> Department (if pertinent): _____ Course Title: <u>Anatomy and Physiology of Human Body 1-2</u> Length of Course: Semester <u>1</u> Year <u>11-12</u> Credit Earned: <u>2</u> Course Student Fee (if any): _____ Field Trips? No: <u> </u> Yes, Number Anticipated: <u>1</u>	Textbook Title: <u>N/A</u> Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
---	---

REVISION

Describe the Course Revision: _____ <u>Prerequisite change:</u> Existing: <u>Biology 1-2, Chemistry 1-2, or ChemCom 1-2 with a grade of "C" or better</u> Proposed: <u>1 year of biology and 1 year of chemistry or</u> <u>ILS 3-4.</u> _____ _____ _____
--

NEED

Reason for Course Revision <u>Removes a possible obstacle for students who begin to focus more on academics as they progress through high school. Opens the path up for students to move into the course after completing transition-level courses.</u>
--

ENDORSEMENTS

Division Curriculum Committee:	
<u><i>J. Remick</i></u> <u><i>Ant...</i></u> <u><i>[Signature]</i></u> Division Head: <u><i>Walter Horn</i></u>	<u><i>[Signature]</i></u> <u><i>Nicole S. [Signature]</i></u> Date: <u>10/11/10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u> Department (if pertinent): <u>Technology/Engineering</u> Course Title: <u>795 1-2 PLTW-Digital Electronics</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2 credits</u> Course Student Fee (if any): _____ Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>PLTW curriculum comes with masters for reproducing/photocopying-no textbook</u> Textbook Cost: <u>0</u> Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment costs</u> Additional Supplies Costs: <u>\$500-\$1000 in annual supplies</u> 3-Year Course Enrollment: <u>~100</u> Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
---	---

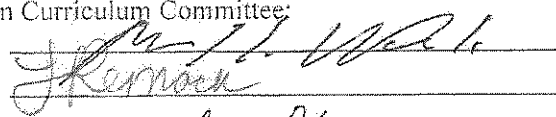
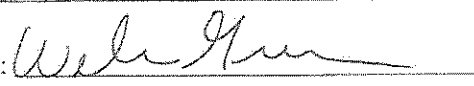
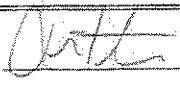
REVISION

Describe the Course Revision: <u>Prerequisites: None</u> Change in course from two one-semester courses (794/2 Electricity/Electronics and 7952 Advanced Electricity/Electronics & Digital Circuits) to a full year course that incorporates the new Project Lead the Way curriculum. Revised course description for the catalog is below: This course is the study of electronic circuits that are used to process and control digital sounds. Digital electronics is the foundation of all modern electronic devices such as cellular phones, MP3 players, laptop computers, digital cameras and high-definition televisions. The major focus of the Digital Electronics course is to expose students to the process of combinational and sequential logic design, teamwork, communication methods, engineering standards and technical documentation. This course is designed for 10 th and 11 th grade students.

NEED

Reason for Course Revision <u>This course revision is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.</u>

ENDORSEMENTS

Division Curriculum Committee:  Division Head: 	 Date: <u>10/1/10</u>
---	--

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u> Department (if pertinent): <u>Technology/ Engineering Department</u> Course Title: <u>751 1-2 PLTW- Principles of Engineering</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2 credits</u> Course Student Fee (if any): _____ Field Trips? <u>X</u> Yes, Number Anticipated: <u>2</u>	Textbook Title: <u>PLTW Curriculum comes with masters for photocopy materials only-no text</u> Textbook Cost: <u>\$0.00</u> Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment costs</u> Additional Supplies Costs: <u>\$500-\$1000 in annual supplies</u> Course will first be offered: Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
---	--

REVISION

Formal Course Description for Academic Catalog: **Prerequisites: None**

Change in course from a one semester course (751/2 Exploring Technology) to a full year course that incorporates the new Project Lead the Way curriculum

Revised course description for the catalog is below:

This survey course of engineering exposes students to some of the major concepts they'll encounter in a postsecondary engineering course of study. Students have an opportunity to investigate engineering and high-tech careers and to develop skills and understanding of course concepts. Students employ engineering and scientific concepts in the solution of engineering design problems. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students also learn how to document their work and communicate their solutions to peers and members of the professional community. This course is opened to students in grade 10th through 12th.

UNITS

Course Units:

1.1 Mechanisms, 1.2 Energy Sources, 1.3 Energy Applications, 1.4 Design-Energy and Power, 2.1. Statics, 2.3 Material Properties, 2.3 Material Testing, 2.4 Design-Materials and Structures, 3.1 Machine Control, 3.2 Fluid Power, 3.3 Design-Control Systems, 4.1 Statistics, 4.2 Kinematics, 4.3 Design-Statistics and Kinematics

NEED

Reason for Course Revision

This course revision is part of the planned shift in the core Applied Technology courses from a stand-alone semester course, to a year-long course that incorporates the sequenced Project Lead the Way curriculum.

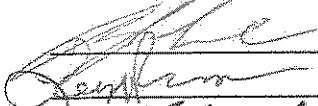
HUMAN DIGNITY

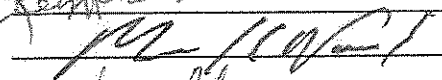
Cultural Pluralism and Title IX Consideration


The PLTW program was recognized by the Bayer Foundation as an example of a Best Practice STEM Education Program in 2006 for "bridging the diversity gap in science and engineering education." PLTW has also partnered with Engineering Equity Extension Service (EEES) in a training program with a goal of increasing the participation of girls in PLTW programs across the country.

ENDORSEMENTS

Division Curriculum Committee:





Division Head:  _____

Date: 10/20/10 _____

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science and Technology</u> Department (if pertinent): <u>Technology/Engineering</u> Course Title: <u>758-1-2 PLTW - CIVIL ENGINEERING AND ARCHITECTURE-COMPUTER AIDED DESIGN (CAD)</u> Length of Course: Semester _____ Year <u>X</u> Credit Earned: <u>2 credits</u> Course Student Fee (if any): _____ Field Trips? No: <u>X</u> Yes, Number Anticipated: _____	Textbook Title: <u>PLTW curriculum comes with masters for reproducing/photocopying-no textbook</u> Textbook Cost: <u>0</u> Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment and software costs</u> Additional Supplies Cost: <u>\$500-\$1000 in annual supplies</u> 3-Year Course Enrollment: <u>~200</u> Revision to take effect: Semester <u>Fall</u> Year <u>2011</u>
--	---

REVISION

Describe the Course Revision: Prerequisites: None
 Change in course from two, one-semester courses (758/2 Introduction to Architecture-Computer Aided Design (CAD) and 7622 Advanced Architecture/Engineering-Computer Aided Design (CAD)) to a full year course that incorporates the new Project Lead the Way curriculum.

Revised course description for the catalog is below:

The major focus of this course is completing long-term projects that involve the development of property sites. As students learn about various aspects of civil engineering and architecture, they apply what they learn to the design and development of a property. This course provides teachers and students freedom to develop the property as a simulation or for students to model the experiences that civil engineers and architects face. Students work in teams, exploring hands-on activities and projects to learn the characteristics of civil engineering and architecture. In addition, students use 3D design software to help them design solutions to solve major course projects. Students learn about documenting their project, solving problems and communicating their solutions to their peers and members of the professional community of civil engineering and architecture. This course is designed for 11th or 12th grade students.

NEED

Reason for Course Revision

This course revision is part of the planned shift in the core Applied Technology courses from stand-alone semester courses, to year-long courses that incorporate the sequenced Project Lead the Way curriculum.

ENDORSEMENTS

Division Curriculum Committee:  Division Head: 	 Date: <u>10/11/10</u>
---	---

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

<p>Division: <u>Science and Technology</u></p> <p>Department (if pertinent): <u>Technology/ Engineering Department</u></p> <p>Course Title: <u>754 1-2 PLTW – Introduction to Engineering Design</u></p> <p>Length of Course: Semester _____ Year <u>X</u></p> <p>Credit Earned: <u>2 credits</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? <u>X</u> Yes, Number Anticipated: <u>2</u></p>	<p>Textbook Title: <u>PLTW Curriculum comes with masters for photocopy materials only-no text</u></p> <p>Textbook Cost: <u>\$0.00</u></p> <p>Additional Equipment Costs: <u>Grant funding will support and/or offset major equipment costs</u></p> <p>Additional Supplies Costs: <u>\$0.00</u></p> <p>Revision to take effect: Semester <u>Fall</u> Year <u>2011</u></p>
--	--

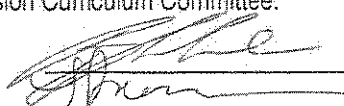
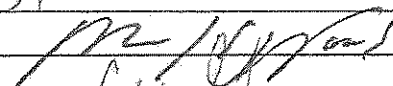

REVISION

<p>Formal Course Description for <u>Academic Catalog</u>: Prerequisites: None</p> <p>Change in course from a one semester course (754/2 Technical Drawing & Design – Computer Aided Design CAD) to a full year course that incorporates the new Project Lead the Way curriculum:</p> <p>Revised course description for the catalog is below:</p> <p>In this course, students use 3D solid modeling design software to help them design solutions to solve proposed problems. Students will learn how to document their work and communicate solutions to peers and members of the professional community. The major focus of the Introduction to Engineering course is to expose students to the design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards and technical documentation. This course is opened to students in grade 9th through 12th.</p>

NEED

<p>Reason for Course Revision</p> <p><u>This course revision is part of the planned shift in the core Applied Technology courses from a stand-alone semester course, to a year-long course that incorporates the sequenced Project Lead the Way curriculum.</u></p>

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"> _____  _____  _____ Division Head: _____</div><div style="width: 45%;"> _____ _____ _____ Date: <u>10/20/10</u></div></div>	
--	--

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR **ADDITION** OF A NEW COURSE

DATA

(Please Type All Information)

Division: Science and Technology

Department: Science

Course Title: Investigative Research in Biomedical Innovation

Length of Course: Year-long Honors Course

Credit Earned: Science Lab Credit Course

Course Student Fee (if any): Must purchase any special materials needed that are research project specific- will vary.

Field Trips? No: _____ Yes, Number Anticipated: 1 – Local

University Biomedical Program and Lab Field Trip 1- Full day.

Textbook Title:

#1: Scientific Integrity: Text and Cases in Responsible Conduct of Research ISBN: 1555813185 (Cost on Amazon \$20.00)

#2: Writing Scientific Research Articles ISBN: 1405193352

Cost on Amazon \$64.00

Additional Equipment Costs: Individual Projects- Costs may vary (past projects have varied from \$0- \$1,000, applications for assistance for those on free and reduced lunch are available.)

Additional Supplies Costs: Existing

Course will first be offered:

Semester Fall Year : 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

This year-long honors course is designed for seniors who have completed at least three years of laboratory science and math and are interested in pursuing research in the field of biomedicine. Each student will learn cutting-edge techniques of biomedical research and formulate an original research question they are interested in investigating. Possible areas of research include: cardiovascular disease, oncology, immunology, neuroscience, developmental biology, microbiology or biochemistry. They will be responsible for planning and implementing each phase of research. Additional laboratory experiences will be obtained at local labs or hospitals as needed. Each student will have an "e mentor" that is a published expert in the area the student is investigating. Students will read scientific journals, develop hypotheses, collect and analyze data, perform statistical analysis and present their findings at an oral symposium. Students will have additional opportunities to present at regional and state science symposia. In addition, students will read and discuss case studies regarding biomedical research. If interested, possible opportunities for summer internships may be explored. Requirements for admission to the course include that the student(s) have a teacher or dean recommendation and have demonstrated a strong work ethic and a strong desire to pursue biomedical research and determination. All students must have a personal interview with the instructor in the spring before the class begins.

UNITS

Course Units:

1. Overview of Importance of Biomedical Research: Explore Current Rare Medical Case Studies

2. Concepts of Biomedical Research: Steps in the research process

3. Ethics in Research

4. Statistical Tests utilized in biomedical research: Pearson Correlation coefficient, Spearman correlation coefficient, Linear regression, Paired t-test, Unpaired t-test, ANOVA, & Chi Square

5. The Biochemistry of the human body systems: An Overview

6. Cutting Edge Technology in the field of Biomedicine- in collaboration with local universities and hospitals

7. Methods in journal writing

*Students will progress through learning modules using both traditional texts as well as on-line modules.

NEED.

Reason For Course Proposal: The Percy Julian Symposium is sponsored by both OPRFHS and the Institute for Science Education & Technology. This event seeks to foster students' interest in science. This annual Scientific Symposium allows students to give PowerPoint presentations of their own scientific research and many students have participated in the Percy Julian Science Symposium over the past few years. Last year, 36 students conducted year-long research after school. In addition, other students have signed up to conduct independent research as an independent study course. There is an avid group of students and parents that have an interest in pursuing high-level independent research and have asked for this course. In addition, this course would be pairing the students with expert mentors and facilitate access to local as well as global collaboration on complex biomedical questions. Doing this type of actual research takes a significant amount of time. A stand-alone class for these students would help them to meet these needs.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration: One goal of the course is to actively involve minority and female students; groups traditionally underrepresented in biomedicine careers. The experiences that students will have doing hands-on scientific research should help to stimulate their interest in pursuing biomedical careers. The books chosen for this course also are specifically targeted at English as a second language so that clear and simple language can be used for students.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan: See below.

Other Pertinent Information:

This course will be utilizing technology both at the school and outside research facilities to complete many projects. The relationship with local universities and hospitals will be valuable contacts as our students are exposed to materials they would not otherwise see until graduate or medical school. Northwestern University has expressed interest in partnering with Oak Park and River Forest High School to facilitate both the development and implementation of this course.

Endorsing Signatures:

Division Curriculum Committee

J. Kermack
Butler

Nicholas Wise

Division Head:

William A. Rosen

Date: 10/1/10

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

Revised 08/09

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This course is specifically designed to help raise student achievement by immersing them in the pursuit of independent research that by its nature, will emphasize the skills outlined at the higher end of the College Readiness Standards. Specifically, students will be designing their own scientific investigations, interpreting their own data, they will be making inferences and evaluating their experimental results.

The prerequisites for the course are simply the completion of three years of laboratory science. This should encourage participation by all students reducing systemic inhibitors that may currently be in place for other AP or advance science offerings. Students may enroll in this class after completing lab classes from the transition level through the AP level.

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **ADDITION** OF A NEW COURSE

(Please Type All Information)

DATA

Division: Science and Technology

Department: Science

Course Title: S-508 Explorations in Laboratory Life Science

Length of Course: Summer Course

Credit Earned: 1

Course Student Fee (if any): \$25.00 lab fee

Field Trips? No: X Yes, Number Anticipated:

Textbook Title:

#1: Biology-Miller and Levine-ISBN 978-0-13-366951-0 (This is a state loan textbook that the school owns and uses for the existing biology program.)

Additional Equipment Costs: None

Additional Supplies Costs: Existing

Course will first be offered:

Semester Summer Year 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

ELLS is a life science based lab course for students that have failed one or two semesters of Biology 1-2. Successful completion of this course, in combination with previous enrollment in Biology 1 and 2, will provide an alternative method for students to meet the prerequisite requirements of courses that specify successful completion of one year of biology. The course will emphasize three distinct areas of study:

1. Laboratory/process skills
2. Biology content knowledge
3. Executive function study skills

UNITS

Laboratory Units:

1. Lactose Action
2. Oxygen Gas and Human Respiration
3. Diffusion Through Membranes
4. Photosynthesis and Respiration
5. Earthworms
6. Enzyme Action
7. Oxygen and CO₂ exchange in plants and animals

Content Review Units:

1. Scientific Process
2. Water and pH
3. Carbon
4. Cells
5. Diffusion/osmosis
6. Cell Respiration and Photosynthesis
7. Cell Cycle and Mitosis
8. Meiosis
9. Mendelian Genetics and Punnett Squares
10. Human Genetics and Pedigrees/DNA Replication
11. Transcription and Translation
12. Mutations
13. Evolution
14. Classification
15. Ecology
16. Biodiversity

In addition to the units studied through laboratory explorations, students will participate in an extensive review of all of the content objectives from the Biology 1-2 course. Students will participate in daily formative assessments and are required to earn a passing grade on the Essential Elements of Biology Content exam before earning credit for the course.

NEED

Reason For Course Proposal: We traditionally have over 50 students each year that fail one or two semesters of biology. These students are currently required to repeat the course the following year and in doing so, fall a year behind their peers in science. This course allows students who are academically motivated to earn a semester of lab credit and continue making academic progress in other science courses.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration

The text chosen for this book incorporates and promotes the participation in science by traditionally underrepresented groups.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This course is specifically designed to help raise student achievement by immersing students who have failed in the past in challenging laboratory experiments. Students are all provided laptop computers to facilitate both the typing of their labs as well as to allow them internet access at home to complete on-line assignments.

The prerequisites for the course require that students have taken, but have failed at least one semester of biology 1-2. African American students are currently disproportionately represented in this group. This course provides an avenue for students to improve academic skills, master content, and move forward with their academic course choices.

Other Pertinent Information:

This course intentionally focuses on using technology to enhance the both the learning and laboratory experiences. Extensive formative assessments are taken using on-line assessments. Laboratory experiments have been chosen that require the students to use computer-based biological probes to assist in collecting and analyzing data. The course is also taught with the philosophy of mastery learning and requires students to perfect work prior to receiving credit. Students compile all of their work during the semester into a portfolio.

Endorsing Signatures:

Division Curriculum Committee

Division Head:

Date:

Revised 08/09

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

**THE SPECIAL EDUCATION
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: Special Education
 Department (if pertinent): Social Emotional
 Course Title: African American Studies
 Length of Course: Semester X Year _____
 Credit Earned: 1.0
 Course Student Fee (if any): _____
 Field Trips? No: Yes Yes, Number Anticipated: 1

Textbook Title: No text book required. Packets, articles and excerpts from literature will be provided. Websites and video will also be used throughout the course.
 Textbook Cost: _____
 Additional Equipment Costs: _____
 Additional Supplies Costs: _____
 Course will first be offered:
 Semester 1 Year 2011

DESCRIPTION

Formal Course Description for Academic Catalog:

African American Studies is devoted to the study of the history, culture, and politics of African Americans. Taken broadly, the class studies not only the cultures of people of African descent in the United States, but the cultures of the entire African Diaspora, from the British Isles to the Caribbean. Curriculum will include the study of scholars of African American literature, history, politics, religion and religious studies, sociology, and many other disciplines within the humanities and social sciences.

UNITS

Course Units:
History, Culture, Religion, Political Movements, Civil and Economic groups, Sports, Ethnic sub-divisions, Languages, Diaspora, Literature, and World Contributions.

NEED

Reason For Course Proposal:

The purpose of the course would be to add to the diversity of learning available to our students as well as adding to the selection of classes available to them. Students regardless of culture will receive an understanding of the African American culture and hopefully an appreciation for contributions made by its people.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

This course will be aimed at breaking down stereotypes, recognizing bias (racism), understanding and accepting the differences of an often misunderstood minority group.

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

This new course would serve to satisfy the board's number one goal of cultural diversity. By providing an historical and current view of African Americans students will leave the class with at least a general understanding of African Americans and their culture.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee: *Octavia Bellamy*

Theresa M. Bunnick

Division Head: *[Signature]*

Date: 9/28/10

**THE WORLD LANGUAGES
DIVISION**

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

DATA

(Please Type All Information)

Division: World Languages Division
 Department (if pertinent): Chinese
 Course Title: Chinese 7-8A
 Length of Course: Semester I and II Year 2011-2012
 Credit Earned: 2
 Course Student Fee (if any): _____
 Field Trips? No: _____ Yes, Number Anticipated: 1

Textbook Title: Integrated Chinese Level 1 – Part 2 (3rd Edition)
 Textbook Cost: Students will use text from 5-6A
 Additional Equipment Costs: _____
 Additional Supplies Costs: _____
 Course will first be offered:
 Semester I and II Year 2011 - 2012

DESCRIPTION

Formal Course Description for Academic Catalog:

This fourth-year Chinese course enhances the development of the four language skills. There is intensive review of grammar and structure with emphasis on speaking proficiency. Advanced vocabulary and advanced Chinese characters are mastered. Chinese cultural materials and projects are an integral part of the course.

UNITS

Course Units:

2

NEED

Reason For Course Proposal:

Natural course sequence for Chinese 5-6A.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

How does the new course directly address: (A) Board goals for the current school year; (B) School Improvement Plan [SIP] or (C) School Restructuring Plan:

Continue to provide students equal opportunity for growth and success.

Other Pertinent Information:

Endorsing Signatures:

Division Curriculum Committee: _____

Division Head: C. Schaefer

Date: 10/1/10

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR REVISION TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>WLD</u> Department (if pertinent): <u>Italian</u> Course Title: <u>Italian 9-10A</u> Length of Course: Semester <u>1+2</u> Year <u>2011-2012</u> Credit Earned: <u>2</u> Course Student Fee (if any): <u>—</u> Field Trips? No: <u>—</u> Yes, Number Anticipated: <u>—</u>	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Revision to take effect: Semester _____ Year _____
---	--

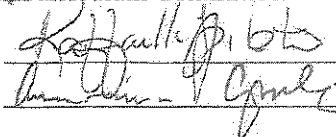
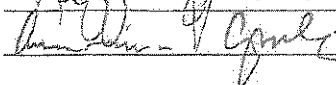
REVISION

Describe the Course Revision: <u>This fifth-year Italian class is conducted entirely in Italian in order to develop oral & written proficiency. There is thorough review of vocabulary & grammar with emphasis on reinforcement & refinement. Complex complex conversations, discussions, oral reports, & similar activities, enhance listening & speaking proficiency. Extensive reading of various authentic literary works & extensive composition are done. Reading & writing proficiency.</u>

NEED

Reason for Course Revision <u>College Board does not offer AP Italian.</u>

ENDORSEMENTS

Division Curriculum Committee: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 45%;">   </div> <div style="width: 45%; border-top: 1px solid black; height: 40px;"></div> </div>	
Division Head: <u>C. Saly</u>	Date: <u>9/14/10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

SUMMER FIELD COURSES

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **REVISION** TO EXISTING COURSE

DATA

(Please Type All Information)

<p>Division: <u>Science</u></p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>S-525 Field Biology I</u></p> <p>Length of Course: Semester _____ Year _____</p> <p>Credit Earned: <u>1</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: <u> </u> Yes, Number Anticipated: <u> </u></p>	<p>Textbook Title: <u>NA</u></p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Revision to take effect: Semester <u>Summer</u> Year <u>2011</u></p>
--	--

REVISION

<p>Describe the Course Revision:</p> <p style="text-align: center;"><u>We would like to revise the course name to:</u></p> <p style="text-align: center;"><u>S525 Field Biology I – Great Lakes and Northern Prairies</u></p>

NEED

<p>Reason for Course Revision</p> <p style="text-align: center;"><u>A better or a more accurate description of course.</u></p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p> <div style="display: flex; justify-content: space-between;"><div style="width: 45%;"><p><u><i>J. Kerrock</i></u></p><p><u><i>Antin</i></u></p></div><div style="width: 45%;"><p><u><i>Nadine S. Wins</i></u></p></div></div>	
<p>Division Head: <u><i>Wade</i></u></p>	<p>Date: <u>10-12-10</u></p>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **REVISION** TO EXISTING COURSE

DATA

(Please Type All Information)

Division: <u>Science</u>	Textbook Title: <u>NA</u>
Department (if pertinent): _____	Textbook Cost: _____
Course Title: <u>S-526 Field Biology II</u>	Additional Equipment Costs: _____
Length of Course: Semester _____ Year _____	Additional Supplies Costs: _____
Credit Earned: _____	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: <input type="checkbox"/> Yes, Number Anticipated: _____	Semester <u>Summer</u> Year <u>2011</u>

REVISION

Describe the Course Revision: <u>We would like to revise the course name to:</u> <u>S526 Field Biology II – Appalachian Mountains</u>	
---	--

NEED

Reason for Course Revision <u>A better or a more accurate description of course.</u>	
---	--

ENDORSEMENTS

Division Curriculum Committee: <u>J. R. Rocco</u> <u>Ante</u>	<u>Nathan S. Allen</u>
Division Head: <u>W. Allen</u>	Date: <u>10-12-10</u>

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR **REVISION** TO EXISTING COURSE

DATA

(Please Type All Information)

<p>Division: <u>Science</u></p> <p>Department (if pertinent): _____</p> <p>Course Title: <u>S-529 Field Geology</u></p> <p>Length of Course: Semester _____ Year _____</p> <p>Credit Earned: <u>2</u></p> <p>Course Student Fee (if any): _____</p> <p>Field Trips? No: <u> </u> Yes, Number Anticipated: <u> </u></p>	<p>Textbook Title: <u>NA</u></p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Revision to take effect: Semester <u>Summer</u> Year <u>2011</u></p>
--	--

REVISION

<p>Describe the Course Revision:</p> <p style="text-align: center;"><u>We would like to revise the course name to:</u></p> <p style="text-align: center;"><u>S529 Field Geology – Pacific Northwest</u></p>

NEED

<p>Reason for Course Revision</p> <p style="text-align: center;"><u>A better or a more accurate description of course.</u></p>
--

ENDORSEMENTS

<p>Division Curriculum Committee:</p>	
<p><u><i>J. Remack</i></u></p> <p><u><i>D. [unclear]</i></u></p>	<p><u><i>Nicholas S. [unclear]</i></u></p>
<p>Division Head: <u><i>[Signature]</i></u></p>	
<p>Date: <u>10-12-10</u></p>	

Revised 09/08

PROPOSED REVISIONS TO EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)



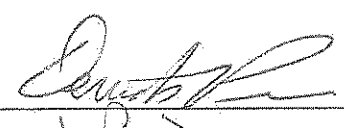
DATA

Division <u>Fine & Applied Arts</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S010-01 Walk with the Stars</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
---	---

NEED

Reason for Course Deletion: This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students. _____ _____ _____	
--	--

ENDORSEMENTS

Division Curriculum Committee: <div style="text-align: center;">  <u>Nancy Baird</u>  <u>Jack Goodhouse</u> </div>	<div style="text-align: center;">  <u>David Ben</u> </div>
Division Head: <u>Jack Goodhouse</u>	Date: <u>10/26/10</u>

Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division: Fine & Applied Arts <u>Science</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S020-01 Building Blocks: Careers in Const.</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
--	---

NEED

Reason for Course Deletion: This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students.

ENDORSEMENTS

Division Curriculum Committee: <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <u>PA</u> <u>Nancy Bard</u> <u>BS</u> </div> <div style="width: 45%;"> <u>Deputy</u> <u>12/14/10</u> <u>Apple</u> </div> </div>	
Division Head: <u>Larch Goodhouse</u> <u>Will Hum</u>	Date: <u>10/26/10</u>

Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division <u>Fine & Applied Arts</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S0301-01: Walk on Wall Street</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
---	---

NEED

Reason for Course Deletion:

This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students.

ENDORSEMENTS

Division Curriculum Committee: <u>PA 4</u> <u>Nancy Bardo</u> <u>[Signature]</u>	<u>[Signature]</u> <u>DJ Ben</u>
Division Head: <u>Jack Reddane</u>	Date: <u>10/26/10</u>

Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

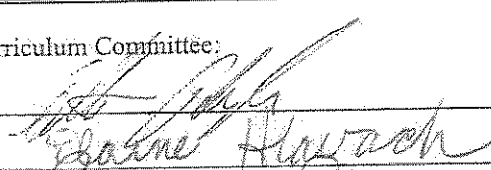

DATA

Division <u>Fine & Applied Arts</u> Department (if pertinent): <u>N/A</u> Course Title: <u>S0401-01 All That Jazz</u> Length of Course: Semester <u>Summer</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: _____ Year: <u>2010-11</u>
--	---

NEED

Reason for Course Deletion: <u>This summer course has not run in 3+ years. DVR-Triton summer camps offer other summer opportunities for students.</u> _____ _____ _____ _____	
--	--

ENDORSEMENTS

Division Curriculum Committee: <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;">   Division Head: <u>David Woodhouse</u> </div> <div style="width: 45%;"> _____ _____ _____ Date: <u>10/26/10</u> </div> </div>	
---	--

Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

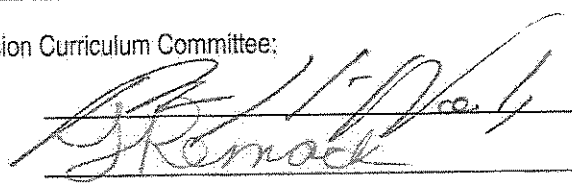


DATA

<p>Division <u>Science Division</u></p> <p>Department (if pertinent): <u>NA</u></p> <p>Course Title: <u>S-050-01 Always on Call: Careers in Medicine and Health</u></p> <p>Length of Course: Semester _____ Year _____</p> <p>Credit Earned: <u>1 credit</u></p> <p>Course Student Fee (if any): <u>NA</u></p> <p>Field Trips? No: _____ Yes, Number: _____</p>	<p>Textbook Title: <u>NA</u></p> <p>Textbook Cost: _____</p> <p>Additional Equipment Costs: _____</p> <p>Additional Supplies Costs: _____</p> <p>3-Year Course Enrollment: _____</p> <p>Deletion to take effect:</p> <p>Semester: _____ Year: <u>2010-2011</u></p>
---	--

NEED

Reason for Course Deletion:	<u>This summer course has not run in 5 + years.</u>

ENDORSEMENTS

Division Curriculum Committee:	
 _____	 _____
Division Head:  _____	
Date: <u>10-8-10</u>	

Revised 09/08

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN MONDAY, October 4, 2010

ACADEMIC SUPPORT PROGRAMS

OAK PARK AND RIVER FOREST HIGH SCHOOL
PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division <u>N/A</u> Department (if pertinent): <u>Assessment/Research</u> Course Title: <u>9252 - College Admission Preparation</u> Length of Course: Semester <u>Spring</u> Year _____ Credit Earned: <u>1</u> Course Student Fee (if any): _____ Field Trips? No: _____ Yes, Number: _____	Textbook Title: _____ Textbook Cost: _____ Additional Equipment Costs: _____ Additional Supplies Costs: _____ 3-Year Course Enrollment: _____ Deletion to take effect: Semester: <u>2</u> Year: <u>2010-11</u>
--	--

NEED

Reason for Course Deletion:

Student test scores outcomes do not justify maintaining the program. District funds should be reallocated for other academic supports.

ENDORSEMENTS

Division Curriculum Committee:

<div style="border-bottom: 1px solid black; margin-bottom: 5px; text-align: center;"><i>Aug. Liep</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px; text-align: center;"><i>RFP</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px; text-align: center;"><i>Ch</i></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px; text-align: center;"><i>Ch</i></div>	<div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; margin-bottom: 5px;"></div>
Division Head: <i>Ch</i>	Date: <u>11-08-10</u>

Revised 08/09

PROPOSED DELETIONS OF EXISTING COURSES DUE TO ROOM 373 NO LATER THAN FRIDAY, OCTOBER 4, 2010

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

TO: Board of Education
FROM: Steven T. Isoye, Superintendent
DATE: November 18, 2010
RE: Approval of DIP and State of Assurances

BACKGROUND

Attached is a copy of the District Improvement Plan (DIP) to be filed with the Illinois State Board of Education. The plan is a living document that will be monitored throughout next few years. This plan has been vetted through the Board, DLT, the School Improvement Team, and Citizen's Council. Upon approval to move forward, the plan will be officially submitted to ISBE.

In addition to the plan, ISBE requires that the Board President, Superintendent, and Principal provide a letter of assurance that the work of the DIP and SIP will be based on research based practices. This letter is to be submitted along with the DIP.

Next Steps

Board approval to submit the DIP and letter of assurance.

Motion: Move to approve the District Improvement Plan and the Statement of Assurances.

Agenda Item No. XII.C.

Oak Park - River Forest SD 200

Comprehensive Plan Report Key Indicators are shown in **RED**.

Continuous Improvement

Essential Element - Comprehensive Planning

Indicator **IA06 - SMART-The district provides schools with technology, training, and support for integrated data collection, reporting, and analysis systems. (1122)**

Level of Development:	<i>Limited Development</i>	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Describe current level of development:	The district has recently hired a new position that will allow someone to manage and work with our databases that store student information. This is in an attempt to begin to have our databases talking with each other. Training will be the next area to explore as we hope to move data closer to the classroom.	

Plan Assigned to: Not yet assigned

Indicator **IA07 - SMART-The district sets district, school, and student subgroup achievement targets. (1123)**

Level of Development:	<i>Full Implementation</i>
Evidence:	<ul style="list-style-type: none">•While our current achievement in reading for ALL students is 69.3% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.•While our current achievement in reading for BLACK student subgroup is 37.7% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.•While our current achievement in reading for MULTIRACIAL/ETHNIC student subgroup is 64.4% meeting/exceeding for PSAE, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.•While our current achievement in reading for ECONOMICALLY

DISADVANTAGED student subgroup is 35.1% meeting/exceeding for PSAT, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

•While our current achievement in math for ALL students is 65.7% meeting/exceeding for PSAT, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

•While our current achievement in math for BLACK student subgroup is 34.1% meeting/exceeding for PSAT, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

•While our current achievement in math for MULTIRACIAL/ETHNIC student subgroup is 62.2% meeting/exceeding for PSAT, this subgroup will make AYP of at least 85.0% in 2011 or Safe Harbor and 92.5% in 2012 or Safe Harbor.

Indicator IA08 - SMART-The school board and superintendent present a unified vision for school improvement. (1124)

Level of Development: *Full Implementation*

Evidence: The Board works with the superintendent in the formulation of district and Superintendent goals. Goals are focused on student achievement. The Board is considering the potential for a long range strategic plan that would further strengthen its work in a unified vision.

Indicator IA09 - SMART-The superintendent and other central office staff are accountable for school improvement and student learning outcomes. (1125)

Level of Development: *Limited Development*

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The Superintendent's goals address the Board's concern about student achievement. The Superintendent and District administrators are accountable for improvement in student performance. Further discussion about steps for improvement and strategic movement within the District need to take place. The Board has embarked on discussions of future focus and planning. This will lead to a higher level of accountability for the Superintendent and District administration.

Plan Assigned to: Not yet assigned

Indicator IA10 - SMART-The district regularly reallocates resources to support school, staff, and instructional improvement. (1126)

Level of Development:

Full Implementation

Evidence:

This is a single school district. Work towards student achievement are aligned at both the building and district level.

Indicator IA11 - SMART-The district ensures that key pieces of user-friendly data are available in a timely fashion at the district, school, and classroom levels. (1127)

Level of Development:

Limited Development

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

We are currently pushing the Building Leadership Team to look at data to inform our practice. This school year, we implemented an annual data retreat with our West 40 affiliates to look at our PSAE data for 2010. We invited our division head leadership to this retreat to model the way in which data could be broken down and made available for teachers to inform our practice. Additionally, we need to continue the professional development training to allow people the opportunity to get comfortable with the use of data to drive instruction. While a typical first step is use of data from annual assessments, districts should move toward use of interim and diagnostic benchmarks to monitor student progress on a continuing basis. We are currently training our faculty on the use of formative assessment that will be developed through course alike teams, with the intent of aligning our curriculum to common core standards. In the future, focus walk throughs need to become part of the culture of our school.

Plan

Assigned to:

Not yet assigned

Indicator IA12 - SMART-The district intervenes early when a school is not making adequate progress. (1128)

Level of Development:

Full Implementation

Evidence:

This is a one building high school district. The district and building administration work closely with school improvement efforts.

Indicator IA13 - SMART-The district works with the school to provide early and intensive

intervention for students not making progress. (1129)

Level of Development:	<i>Limited Development</i>	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The district continues to work with the school to identify appropriate strategies to help the highest needs students. Early and intensive programming has been a focus at the school due to RtI conversations. There is a need to develop a process so that implementation can begin.

Plan Assigned to: Not yet assigned

Indicator **IA14 - SMART-The district recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130)**

Level of Development:	<i>Full Implementation</i>	
Evidence:	This is a single school district. Personnel considerations are based on the needs of the school. This is in regards to programming and future potential needs.	

Indicator **IB01 - SMART-The district operates with district-level and school-level improvement teams. (1132)**

Level of Development:	<i>Limited Development</i>	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: We are currently having thought provoking discussions about what the district will look like in the future. We are beginning the cultural shift necessary for empowerment at all levels of the school organization. The SIP team will be instrumental in monitoring the focus of our various programs, initiatives, and sub committees.

Plan Assigned to: Not yet assigned

Indicator **IB02 - SMART-The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests. (1133)**

Level of Development:	<i>Limited Development</i>	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The district examines existing school improvement strategies being implemented across the district and determines their value, expanding, modifying, and culling as evidence suggests by asking the following critical questions from previous school improvement efforts: Do any elements of the change remain? What aspects worked? Which did not? Why? How did the faculty react to the changes? This will ensure that we are continually measuring the efficacy of programs and initiatives implemented to increase student achievement. Our SIP team will provide the district leadership team with recommended changes in programs and services to increase student achievement.

Plan Assigned to: Not yet assigned

Indicator IB04 - For each restructuring school, the district ensures that the restructuring options chosen reflect the particular strengths and weaknesses of the restructuring school. (1135)

Level of Development:	<i>Limited Development</i>	
Index:	4	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The District added new positions in the area of building leadership and information systems management three years ago in a significant restructuring move. More recently, seven administrators have retired or been replaced, representing a turnover of nearly half of the school and district leadership. The opportunities of new administrative leadership, individuals who possess research based, recently developed ideas, and are not tied to existing patterns of achievement, will combine with the challenges of leadership who lack experience in the school and some lack of understanding of the unique aspects of the school and community culture. We should be able to leverage the opportunities and meet the challenges in a restructuring effort.

Plan Assigned to: Not yet assigned

Indicator IB05 - For each restructuring school, the district ensures that the restructuring plan reflects the resources available to ensure its success. (1136)

Level of Development:

Full Implementation

Evidence:

Our school and district have prepared ourselves for responsible allocation of resources over the next several years. We have adopted a zero based budgeting system along with considerable cost containment efforts and a financial advisory committee to monitor budgets, resource allocations, program priorities and the effectiveness of initiatives. These systems are already in place and active in the restructuring efforts.

Indicator IB06 - For each restructuring school, the district ensures that the restructuring plan includes both changes in governance and a detailed plan for school improvement. (1137)

Level of Development:

Limited Development

Index:

6

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

2

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

In the 2008 restructuring plan, the plan identified a change in governance as a part of the strategy. This was in part due to the large number of retirements and change in administrative personnel that would take place. The district does ensure that this has occurred. In the future, some of the roles and responsibilities may change in regards to the governance within the organization.

Plan

Assigned to:

Not yet assigned

Indicator IB07 - The district ensures that school improvement and restructuring plans include research-based, field-proven programs, practices, and models. (1138)

Level of Development:

Limited Development

Index:

4

(Priority Score x Opportunity Score)

Priority Score:

2

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

2

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

To address disparities in student outcomes in reading and math and other core academic areas, the District has begun to implement professional development in the use of common formative and summative assessments, learning targets, and descriptive feedback. The District provides regular CRIS

training each year to faculty and staff to increase the use of literacy strategies across all curricular areas. Reading Plus software has been implemented among Special Education students. Work to identify strategies to improve outcomes in math is ongoing.

Plan

Assigned to:

Not yet assigned

Indicator IB08 - The district ensures that school improvement and restructuring plans include a clear vision of what the school will look like when restructured or substantially improved. (1139)

Level of Development:

Limited Development

Index:

6

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

2

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The 2008 plan clearly identified strategies, expected outcomes, resources and a timeline for the future. The district ensures that in the development of the new plan, a clear vision, aligned with the school improvement plan will be developed for the Restructuring Phase 2 report.

Plan

Assigned to:

Not yet assigned

Indicator IB09 - The district ensures that an empowered change agent (typically the principal) is appointed to head each restructuring school. (1140)

Level of Development:

Full Implementation

Evidence:

Since this is a single school district, efforts for school improvement are developed through a team. Roles are delineated to best position people for change to occur. The district leadership team has empowered various people in their roles to act as a change agent. The work is orchestrated around the mission of the school. The principal is a change agent in the work he does with C and I and school climate. The Director of Research and Assessment looks at the coordinated efforts of professional development. The Assistant Superintendent of C and I looks at the ongoing development of courses and instruction taking place in classrooms. The CFO monitors the budget so as to fund our programming needs and changes to programs. The CIO works with the team to develop strategies to best supply technology as a resource for student learning. Human Resources looks at the human capital necessary to support programs. The Superintendent guides the team through the process to ensure that efforts towards restructuring and school improvement are coordinated.

Indicator IB10 - In restructuring schools, the district ensures that the change agent (typically the principal) is skilled in motivating staff and the community, communicating clear expectations, and focusing on improved student learning. (1141)

Level of Development:

Full Implementation

Evidence:

The District employs a Principal and other District instructional leaders who frequently communicate with staff and community members the school's persistent focus on improving learning outcomes for all students. The leadership team conducts frequent data analyses, reports the results of these analyses to the Board of Education, building instructional leaders, and in the case of school-wide data, to all instructional staff and to the wider community. The team makes programmatic decisions based upon the review of data—maintaining programs that have a positive impact on student learning and eliminating programs that have not proven effective. Collaborative teacher teams are organized in course-alike groups with the clear expectation that they will focus on increased clarity in learning outcomes through the use of learning targets and increased student learning through the use of formative assessment and tiered interventions. The team has motivated staff to implement these teaching and learning strategies by leveraging the enthusiasm and success of early adopters and RtI coaches. To sustain these efforts, the leadership team must commit to maintaining a professional development structure that embeds collaboration time within the school day and to providing teacher teams with outside expertise as needed to improve their skills. The team must also continue to conduct data analyses and to make decisions based upon the results of their analyses.

Indicator IB11 - The district ensures that school improvement and restructuring plans include "quick wins," early successes in improvement. (1142)

Level of Development:

Limited Development

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

This year with the addition of five new division heads the school leadership has opted for a renewed professional development program. Relying on developing teacher leadership, effective and strategic use of outside consultants, and an emphasis on classroom based changes, we have seen a renewed interest and satisfaction with professional development programming, increased interest in action research in classrooms, and greater prospects for improving

achievement for all students.

Plan Assigned to: Not yet assigned

Indicator IB12 - The district is prepared for setbacks, resistance, and obstacles on the path to substantial improvement. (1143)

Level of Development: *Limited Development*

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: The District has encountered and anticipates further setbacks, resistance, and obstacles to change and is prepared to address them and to persist with school improvement efforts.

Plan Assigned to: Not yet assigned

Indicator IC01 - SMART-The school reports and documents its progress monthly to the superintendent, and the superintendent reports the school's progress to the school board. (1144)

Level of Development: *Limited Development*

Index: 9 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: Since this is a single school district, there is ongoing communications. However, it is clear that our communication to the board needs further development as to ensure that the board fully understands where efforts are placed. For example, review of programs should clearly indicate how they relate to the SIP and the effectiveness we see in regards to student achievement.

Plan Assigned to: Not yet assigned

Indicator IC02 - SMART-The district designates a central office contact person for the school, and that person maintains close communication with the school and an interest in its progress. (1145)

Level of Development: *Full Implementation*

Evidence: Since we are a single school district, communication between

district administrators takes place on an ongoing basis with the building administrators.

Indicator IC05 - SMART-The district provides a cohesive district curriculum guide aligned with state standards or otherwise places curricular expectation on the school. (1148)

Level of Development:

No development or Implementation

Will include in plan

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Explicit, focused efforts should be made to ensure alignment of the written, taught, and tested curricula across all divisions. This process of curriculum alignment and mapping should be comprehensive and integrated across grades. It permits district resources to be used in a more focused way. We are moving towards the use of interim and diagnostic mini-assessments to monitor student progress on a continuing basis. We are currently training our faculty on the use of formative assessment that will be developed through course alike teams, with the intent of aligning our curriculum to common core standards. In the future, focus walk throughs need become part of the culture of our school.

Plan Assigned to: Not yet assigned

Indicator IC06 - SMART-The district provides the technology, training, and support to facilitate the school's data management needs. (1149)

Level of Development:

Limited Development

Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

We have recently hired a new position to assist with the work we need in data management. This requires our work to get data systems to speak with each other. Once we can get our data warehoused in some fashion for crosslinking, training and support will need to take place. Unknown costs may occur as we work through this process.

Plan Assigned to: Not yet assigned

Indicator IC07 - SMART-Professional development is built into the school schedule by the district, but the school is allowed discretion in selecting training and consultation that fit the requirements of its improvement/restructuring plan and its evolving needs. (1150)

Level of Development: *Full Implementation*

Evidence: The school in conjunction with the district work together to determine the best practices for professional development. Professional development revolves around the efforts of the school for improvement.

Indicator ID01 - SMART-A team structure is officially incorporated into the school improvement plan and school governance policy. (1152)

Level of Development: *Full Implementation*

Evidence: Our School Improvement Planning Committee has been strategically structured this year to put the necessary key stakeholders in the room to facilitate the cultural shift needed to drive instruction. We are hopeful that the process manager, through the direction of the District Leadership Team, can serve the role as the empowered leader, a change agent, who can maintain a focus on the big picture; motivate members of the school community, plan, communicate, and persist in keeping the change process on track. The SIP Team has now been constructed and consists of parents, teachers, support staff, administration, and students.

Indicator ID10 - SMART-The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1154)

Level of Development: *Limited Development*

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development: First priority goes to the ability to have our data warehoused in a fashion to access data. We are able to drill down into the classroom at some point, but do not have great flexibility. This is truly a high priority; however, the sequence of events must be considered. This priority level checked will change as other priority levels become complete.

Plan Assigned to: Not yet assigned

Local Board Action Required Report

Print and provide to Board for approval:

- For school: Rising Star – School Indicator Reports (Comprehensive Plan Report), SIP Report, School Improvement Plan Objectives Report.
- For district: Rising Star – District Indicator Report (Comprehensive Plan Report), District Improvement Plan Objectives Report, and Corrective Action Schools Report.

Once you have received Board approval, go to your Rising Star dashboard under Required Reports, click on the SUBMIT button for the Local Board Action Required Report, and enter the date of your Board's approval. This will then be reported to ISBE. (You may file the signed paper copy of this form with your records. It does not need to be sent to ISBE.)

A. ASSURANCES

1. Strategies and activities have been founded in scientifically based research as required by NCLB, Section 1116(b)(3)(A)(i) and as defined in NCLB, Section 9101(37).
2. Technical assistance provided by the district serving its school is founded on scientifically based research [NCLB, Section 1116(b)(4)(C)] as defined in NCLB, Section 9101(37).
3. The plan includes strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards.
4. The district will spend at least 10 percent of the funds made available under Title I, Part A, Subpart 2 of NCLB, for the purpose of providing high-quality professional development. (Title I districts only.)

B. SUPERINTENDENT'S CERTIFICATION

By submitting the plan on behalf of the district/school, the district superintendent certifies to ISBE that all the assurances and information provided in the plan are true and correct and that the improvement plan has been duly approved by the local school board. By submitting this form of plan completion and local board approval, this plan shall be deemed to be executed by the superintendent on behalf of the district.

Principal Signature (school only): _____ Date: _____

Superintendent Signature: _____ Date: _____

Board President Signature: _____ Date: _____

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

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

TO: Board of Education
FROM: Nathaniel L. Rouse, Principal
DATE: 11/18/10
RE: SIP Update

BACKGROUND

As we begin SIP planning for the 2010-11 School year, there are several changes in the way in which we are required to fulfill this requirement. First and foremost, the template for submitting our SIP is significantly different. ISBE has given us a "mandated opportunity" to use a reporting system entitled *Rising Star*, which requires us to include strategies and activities that support the implementation of the Illinois Learning Standards and ensures alignment of curriculum, instruction, and assessment with the Illinois Learning Standards (See Local Action Required Report). *Rising Star* is a navigational tool that provides a structure for improving performance and it is built using indicators of effective practice. It helps schools build and sustain momentum. The 79 indicators of effective practice of the school and classroom are organized into the categories of 1) Continuous Improvement, 2) Learning Environment, 3) Educator Quality, and 4) Teaching and Learning.

SUMMARY OF FINDINGS

The *Rising Star* Program is a response to the need for accountability. This new system asks schools to look at a continuous improvement model that can be changed periodically, with formal visits every two years. The attached documents represent the draft work of the committee thus far. The Continuous Improvement Framework for Schools using *Rising Star* breaks the SIP into 4 Phases which are 1) SmartStart, 2) SmartPlan, 3) SmartAction, and 4) SmartCheck. Each Phase represents a critical component of the plan, which speaks to indentifying critical needs, assessing and reviewing the plan, implementation, and the evaluation and monitoring of the plan; all by April 8, 2011.

Next Steps

Our next steps are to complete Phases 1 & 2 of the plan and submit to ISBE by December 13, 2010. We would like to vet Phases 1 & 2 through our DLT, IC, and Citizen's Council prior to submitting.

Oak Park & River Forest High Sch

Comprehensive Plan Report

Key Indicators are shown in RED.

Illinois SIP

Educator Quality

Essential Element - Leadership

Indicator ID01 - SMART-A team structure is officially incorporated into the school improvement plan and school governance policy. (1012)

Level of Development:

Limited Development

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current development:

We have begun meeting as a school improvement committee. Our plan is to meet twice a month to accomplish the goal of addressing each indicator. We currently have 20 team members that represent key areas within our organization. We also have reached out to our feeder districts 90 & 97 to strengthen our articulation and vertical alignment.

Plan

Assigned to:

Assigned

Indicator ID06 - SMART-The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)

Level of Development:

Full Implementation

Evidence:

We are meeting every other week for 90 minutes as a team. We are also breaking into clusters to address the indicators. I will keep a file of agendas, and work products.

Indicator ID07 - SMART-A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018)

Level of Development:

Full Implementation

Evidence:

The School Improvement Leadership Team was constructed

and consists of twenty members of the school community. Impacted divisions and their division heads, plus the principal and key members of the faculty constitute the committee. Meetings are scheduled during alternating weeks for ninety minute sessions. Our schedule is as follows:

9/27/10 School Improvement Planning Data Retreat
 9/30/10 School Improvement Planning Meeting
 10/14/10 School Improvement Planning Meeting
 10/28/10 School Improvement Planning Meeting
 11/11/10 School Improvement Planning Meeting
 11/18/10 School Improvement Planning Meeting
 12/2/10 School Improvement Planning Meeting
 12/16/10 School Improvement Planning Meeting

We will have agendas prepared for each meeting. Minutes will be collected and distributed to team members. We have also created indicator cluster groups within our School Leadership Improvement Team.

Indicator ID08 - SMART-The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)

Level of Development:	Limited Development
Index:	9 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development:	10 The Instructional Council (Division Heads, Principal, Assistant Superintendent of Curriculum and Instruction, and the Director of Assessment and Research) meets weekly for 90 minutes in order to discuss and implement curriculum and professional development. This team not only communicates bi-monthly with the School Improvement Committee and staff but also carries information back to individual departments at each department's monthly meeting. In addition, this body carries information to the Faculty Senate, the faculty leadership body.
-------------------------------	---

Plan	Assigned to	Not yet assigned
-------------	-------------	------------------

Indicator ID10 - SMART-The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021)

Level of Development:	Limited Development
-----------------------	---------------------

Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

School leadership teams regularly look at school performance data at the school level. We look at aggregate and disaggregated cohort data from standardized tests to identify trends in student achievement and general curricular areas needing enhanced efforts. We have implemented a number of data-driven instructional interventions in reading and math as a result of these analyses, and we evaluate the effectiveness of these programs annually or bi-annually. Despite these efforts, we continue to see gaps in the test scores of our students that are predictable by race, income status, and special education status.

We have a professional development structure that provides an hour each Monday morning for course-alike teams of teachers to meet and work to improve teaching and learning. Teams are working to develop learning targets for all courses. We are moving toward alignment with the Common Core and toward common assessments for core academic courses. We have common assessments in place in some of our core areas, but analysis of test results is not routine among teams. To administer common assessments, we have a subscription-based software assessment scoring system that allows teachers to align test items to standards. Use of this software has been on a voluntary basis; it is widely used in some curricular areas and little used in others. Reporting options allow teachers to view aggregate levels of mastery within their classes (as a way to evaluate the effectiveness of learning activities leading up to an assessment) as well as to identify students who have yet to achieve mastery on one or more standards (as a way to begin differentiating instruction based upon individual students' needs). In a program that is administering a common assessment, the software can also produce teacher comparison reports. Teachers can use these comparisons to identify areas in which they may need assistance in order to improve student outcomes.

Plan	Assigned	Not yet assigned
------	----------	------------------

Teaching and Learning

Essential Element - Curriculum

Indicator IIA01 - SMART-Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)

Level of Development:

Limited Development

Index:

9

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

3

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The primary focus of our weekly professional development and Professional Learning Community time has been dedicated to aligning our curriculum to the Illinois Core Curriculum. Teachers have been meeting in course-aligned and/or grade-alike teams. Significant progress has been made in the development of standard-aligned learning targets that state what every student show know, understand, and do in each unit in our college prep and transitional tracks. Formative assessments are being created to progress monitor student achievement of the targets. A significant number of teachers and administrators have attended and will be attending training to implement formative assessments and alignment to Illinois Core Curriculum.

Plan

Assigned to:

Not yet assigned

Teaching and Learning

Essential Element - Assessment

Indicator

IIB03 - Unit pre-test and post-test results are reviewed by the Instructional Team. (1050)

Level of Development:

Limited Development

Index:

6

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

2

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Divisions have Learning Teams in place that are currently working on building curriculum one unit at a time. This curriculum will include the unit goals and objectives, learning targets, and pre- and post tests. Each unit will also be aligned with the common core standards.

Plan

Assigned to:

Not yet assigned

Indicator

IID06 - SMART-Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)

Level of Development:

Limited Development

Index:

3

(Priority Score x Opportunity Score)

Priority Score:

3

(3 - highest, 2 - medium, 1 - lowest)

Opportunity Score:

1

(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires change in current policy and budget conditions)

Describe current level of development:

School leadership team regularly report school performance data at the school level. We look at aggregate and disaggregated cohort data from standardized tests to identify trends in student achievement and general areas needing enhanced efforts. We have implemented a number of data-driven instructional interventions in reading and math as a result of these analyses, and we evaluate the effectiveness of these programs annually/bi-annually. Despite these efforts, we continue to see gaps in the test scores of our students—gaps that are predictable by race, income status, and special education status.

We have a professional development structure that provides for each Monday morning for course-alike teams of teachers to meet and to work on improving teaching and learning. We are working to develop learning targets for their courses, moving toward alignment with the Common Core and common assessments for core academic courses. We have common assessments in place in some of our program areas, but analysis of test results is not routine among teams that administer common assessments.

To support the use of data at the classroom and student level, we have a subscription-based software assessment scoring system that allows teachers to align test items to standards.

Use of the software has been on a voluntary basis; it is widely used in some curricular areas and little used in others.

Reporting options allow teachers to view aggregate levels of mastery within their classes (as a way to evaluate the effectiveness of learning activities leading up to an assessment) as well as to identify students who have yet to achieve mastery on one or more standards (as a way to begin differentiating instruction based upon individual students' needs). In a program that is administering a common assessment, the software can also produce teacher comparison reports. Teachers can use these comparisons to identify areas in which they may need assistance in order to improve student outcomes.

Plan

Assigned to:

Not yet assigned

Indicator IID07 - SMART-The Leadership Team monitors school-level student learning data. (1058)

Level of Development:

Limited Development

Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

School leadership teams regularly look at school performance data at the school level. We look at aggregate and disaggregated cohort data from standardized tests to identify trends in student achievement and several curricular areas needing enhanced effort. We have implemented a number of data-driven instructional interventions in reading and math as a result of these analyses, and we evaluate the effectiveness of these programs annually or bi-annually. Despite these efforts, we continue to see gaps in the test scores of our students that are predictable by race, income status, and special education status.

We have a professional development structure that provides an hour each Monday morning for course-alike teams of teachers to meet and work to improve teaching and learning. Teams are working to develop learning targets for all courses. We are moving toward alignment with the Common Core and toward common assessments for core academic courses. We have common assessments in place in some of our core areas, but analysis of test results is not routine among teachers. To administer common assessments. To support the use of data at the classroom and student level, we have a subscription-based software assessment scoring system that allows teachers to align test items to standards. Use of the software has been on a voluntary basis; it is widely used in some curricular areas and little used in others. Reporting options allow teachers to view aggregate levels of mastery within their classes (as a way to evaluate the effectiveness of learning activities leading up to an assessment) as well as to identify students who have yet to achieve mastery on one or more standards (as a way to begin differentiating instruction based upon individual students' needs). In a program that is administering a common assessment, the software can also produce teacher comparison reports. Teachers can use these comparisons to identify areas in which they may need assistance in order to improve student outcomes.

State learning standards and their grade-level benchmarks, when sufficiently explicit and rigorous, in part answer the question "What do we expect a student to know?" State assessments based on these standards provide some evidence of what a student knows. But standards and state assessments are far removed from the daily decision-making of classroom teachers. Standards are also better at establishing a floor of expectation for all students than in opening the doors of possibility for a particular student. The school's own

system of data-based decision making helps fill this gap, netting together the various levels of curriculum content, instructional strategy, individual student mastery, and individual student potentiality.

Plan Assigned to: Not yet assigned

Indicator IID08 - Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies. (1059)

Level of Development:

Limited Development

Index:

3

(Priority Score x Opportunity Score)

Priority Score:

3

3 - highest, 2 - medium, 1 - lowest

Opportunity Score:

1

1 - relatively easy to address, 2 - accomplished with current policy and budget conditions, 1 - requires changes in current policy and budget conditions

Describe current level of development:

Evidence
Instructional Teams use student learning data to assess strengths and weaknesses of the curriculum and instructional strategies

Evidence

- Learning/Collaborative Teams that meet on Mondays
 - o 3 to 4 times a month for 45 min. each
 - ☐ We need to have minutes and agendas which leads to focus.
 - o It is suggested 4 to 6 hours block time per month???
 - o It is also suggested additional days outside of the block
 - o 1 day meetings. This is covered through our SIP days.
- Creation of Learning Targets
- Development and implementation of formative assessments
- SIP day on ????
- o Large group we had teachers presenting on their personal use of formative assessments and provided examples
- o Small group we had teams look at IL standard and develop learning targets for the standard
- Data Retreat
 - o Administrators
 - o RtI Coaches
 - o Teachers
- For the DBDM
 - o What is our starting point?
 - o What are we going to use? (i.e. Some schools use AIMSweb, etc.)
 - ☐ Use our school info. System to store the intermediate results of the formative assessments (i.e. grade book, etc)
 - Is our curriculum aligned to state standards (the curriculum used in the learning teams)?

Plan Assigned to: Not yet assigned

Indicator IID09 - Instructional Teams use student learning data to plan instruction. (1060)

Level of Development: Limited Development

Index: 3 (Priority Score x Opportunity Score)

Priority Score: 3 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 1 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

Evidence
Students using data which includes the data captured through RTI progress monitoring, formative assessment (and others) in addition to utilizing student data results from standardized testing.

Plan Assigned to: Not yet assigned

Teaching and Learning

Essential Element - Instruction

Indicator IIC01 - SMART-Units of instruction include specific learning activities aligned to objectives. (1083)

Level of Development: Limited Development

Index: 2 (Priority Score x Opportunity Score)

Priority Score: 2 (3 - highest, 2 - medium, 1 - lowest)

Opportunity Score: 2 (3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

We are in the process of developing learning targets for core courses across all our curricular areas. This stage of development is the first in a series of backward design steps that will include aligning learning activities with targets. Learning activities, the assignments given to each student targeted to that student's level of mastery, should be carefully aligned with the objectives included in the unit plan to provide a variety of ways for a student to achieve mastery as evidenced in both the successful completion of the learning activities and correct responses on the unit post-test. An Instructional Team's unit plans include a description of each leveled and differentiated

learning activity, the standardsbased objectives associated with it, and criteria for mastery. These activities become arrows in the teacher's quiver of instructional options for each student.

Plan Assigned to: Not yet assigned

Indicator **IIIA01 - SMART-All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)**

Level of Development:	Limited Development
Index:	6 (Priority Score x Opportunity Score)
Priority Score:	3 (3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2 (3 - relatively easy to address, 2 - addressed within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Describe current level of development:

The primary focus of the weekly professional development and Professional Learning Community time has been dedicated to collaborative work. Teachers have been meeting in course-alike and/or grade-level teams. Significant progress has been made in the development of standard-aligned learning targets that state what every student should know, understand, and do for each unit. Formative assessments are being created to progress monitor student achievement of these targets. A significant number of teachers and administrators have attended and will be attending training to implement formative assessments and alignment to the Illinois Core Curriculum.

Plan Assigned to: Not yet assigned

November 12, 2010

The regular Board meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday evening, October 28, 2010, in the Board Room.

- Call to Order** President Millard called the meeting to order at 7:05 p.m. The following Board of Education members were present: John C. Allen, IV, Jacques A. Conway (arrived at 7:09 p.m.), Terry Finnegan, Dr. Ralph H. Lee (arrived at 7:10 p.m.), Dr. Dietra D. Millard, Amy McCormack, and Sharon Patchak-Layman (arrived at 7:10 p.m.). Also present were: Steven T. Isoye, Superintendent; Michael Carioscio, Chief Technology Officer; Amy Hill, Director of Assessment and Research; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Nathaniel L. Rouse, Principal; Lauren M. Smith, Director of Human Resources; Cheryl L. Witham, Chief Financial Officer and Treasurer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.
- Visitors** The Board of Education welcomed the following visitors: Kay Foran, Communications and Community Relations Coordinator; Jason Dennis, OPRFHS faculty members; Nancy Leavy of the League of Women Voters; John Bokum, community member; Christy Harris and John Massena of Concert Tour Association; Liz Robinson and Ron Orzel, Co- Chair of Citizens' Council; David Zimmerman and Lauren Brennan of the *Trapeze*; Jim Jaworksi of the *Chicago Tribune*, Terry Dean of the *Wednesday Journal*; and Bill Dwyer of the *Pioneer Press*.
- Changes to the Agenda** No changes were made.
- Status of FOIA Requests** Dr. Millard reported that of the four FOIA requests received, three were resolved and one is unresolved.
- Recognition Resolution** Dr. Millard moved to approve the Resolution Recognizing the 2011 Commended Students in the National Merit Scholarship Competition; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

2011 National Merit Scholarship Commended Students

Rebecca L. Baiman
Rachel E. Brade
Max C. Drickey
Eric K. Duwe
Emma K. Dwyer
Sarah N. Green
Colin I. Haber
Darcy L. Hargadon
Lindsey E. Jones
Molly D. Kovats

Ellen N. Lesser
Jeffrey M. Levrant
Isabelle P. Neyland
Caleb D. Nordgren
Rachel L. Shannon
Emma C. Silverman
Eric V. Thomas
Russell J. Trenary
Cameron Uslander
Daniel A. Weissglass

**Board of Education
Comments**

Mr. Finnegan commended everyone at the high school for helping to make OPRFHS a place where gangs and reports of bullying do not occur, as many schools in the Chicago area have these problems. Mr. Finnegan also testified to the quality of plays produced in Studio 200, which are completely student-run endeavors. He also commented on the positive atmosphere within the school to which the new superintendent and the new Division Heads have contributed. He was thankful for their involvement and the great beginning of the school year.

Mr. Conway complimented Dr. Millard for doing a wonderful job as president.

Ms. Patchak-Layman thanked the District for providing the Beyond Diversity Training, in which many District employees and Board of Education members attended. While that was a positive occurrence, she wants the school to be even better, e.g., better AYP scores, etc. The school owes each student the best education. She also felt that more work on the Beyond Diversity Training was necessary.

She thanked the administration for the follow up information about salaries. A concern was expressed last month about adults in the school receiving wages of less than \$10 per hour. She felt that the adults in the building needed a livable wage. She wanted to provide the eleven employees who received under \$10 per hour an income that would disqualify them from receiving additional assistance from the state and federal government.

She commented that most of the student employees do not have to go through the formal hiring process as now the solicitation occurs by word of mouth. All students need to know that these jobs are available and most pay minimum wage. Special Education students only receive \$3 per hour, however, and that is neither fair nor inclusive. Everyone should feel equally respected; she wanted to discuss further the work in Special Education.

Ms. Patchak-Layman also asked that Board of Education members be informed when police are called to the school at the time the event occurs, especially when it concerns drugs and alcohol. She did not want to read about it in the local media. She continued that it is difficult for the Board of Education to do the correct planning for appropriation of funds if it is uninformed.

Dr. Lee read the following statement, "I want to express a few serious on-going concerns that were brought to the surface again for me by the lead story on page one of today's *Chicago Tribune*. It stated that 91.6% of Illinois high schools failed to meet federal and state standards in reading and mathematics. Of course, this was not news to our board members, administrators, or faculty. We, like most other educators in this state, have been aware for several years that this federal law (called "No Child Left Behind") was structured in such a way as to make it almost inevitable that all high schools were doomed to failure to meet the escalating standards by 2014, with the exception of a very small group of public schools that serve almost exclusively the healthy and the wealthy.

“One of my concerns was that, for many of those educators and parents interviewed by the *Tribune*, the problem was that schools that failed to adequately serve only 5 – 20 percent of their students were lumped into the same category as schools that failed to adequately serve 75 – 90 percent of their students. Their solution seemed to be “fix the law, not the schools.”

“My greatest concern was for us: we have complained about the inadequacy of the NCLB law and its unreasonable standards, and yet we have failed to set achievement standards that make sense to us. We have not even agreed that we should try to do this! We do not meet state and federal standards for reading and math, but we have not set reading and math standards for ourselves that can serve as means by which we can hold ourselves accountable for trying to make measurable progress toward any specific goal.

“Standards of achievement don’t have to be perfect in order to be useful. They do not even have to be based on very accurate measurements in order to be useful. However, they do have to exist in a clearly stated form, and they do have to be objectively measurable.

“When are we going to set useful standards of achievement for ourselves?”

Dr. Millard thanked the subgroup from Citizens’ Council for its work and displayed the signs it had made with the message of “Clean Mind/Clean Spirit” which supports OPRF Drug Free teens. Should anyone want a sign, she suggested contacting Ms. Kalmerton. The Village of Oak Park is distributing a sign about alcohol as well.

Visitor Comments

No Comments

Student Council

Ms. Vogel reported the following:

1. Just over 1,000 tickets were sold for the October 9 Homecoming; the theme was “Jungle;”
2. Student Council was planning the November 12 Tradition of Excellence speeches and assemblies;
3. A blood drive was being organized for the end of December;
4. The Relay for Life is continuing and OPRFHS is joining with Northwestern to do a dance marathon;
5. Girls’ Field Hockey will compete at state; and
6. October 25-29 is Red Ribbon Week.

Principal’s Report

Principal Rouse read a letter from a 1956 graduate who was grateful to his teachers.

Official Enrollment Data & School Year Statistics

Mr. Carioscio presented annual summary of enrollment using the October 1 date set by the State of Illinois. As of October 1, there were 3,185 housed students and 3,251 total. Over 500 students have IEPs. Mr. Carioscio also provided 1) racial distribution by year, 2) average class size with historical data, 3) associate school enrollment sources for freshmen, 4) division student enrollment, 5) the average class size for each division, 6) class size excluding the basics and transition classes, and 8) registrations by student per year. This information did not include summer school.

The associate school count was for freshmen only. The registration blip in the 2004-2005 school year was an error made in the reporting of the number of registrations for

this year. The correct number was 4.88, not 5.05. This corrected number eliminated the anomaly.

More students are taking more classes. A registration increase of .2 classes per student has a tremendous impact on the classes needed, i.e. fewer study halls and more classes that are academic. When asked about the scatter gram results of freshman versus seniors, it was stated that 500 freshmen take study halls, which was not included in this report. Sophomores, juniors, and seniors take, on average, six academic classes. Ms. Patchak-Layman asked if there was a planning mechanism to look at the numbers and look at the FTE more specifically. She asked if the ability for sophomores, juniors, and seniors to take credited music classes would change these numbers and the response was yes.

School Profile and State Report Card

Mr. Rouse presented the 2010-2011 School Profile and the 2010 State Report Card.

Mr. Rouse will provide the Board of Education with the fourth and eighth grade National Assessment of Educational Progress (NAEP) scores of the Oak Park and River Forest elementary schools.

Student Withdrawal Report

Mr. Rouse presented the Student Transfer/Withdrawal Report for the 2009 school year. The following information was included:

Transfers	135
Administrative Withdrawals	20
Student/Family Withdrawals	<u>24</u>
Total	195

The label "Refusal to Attend under Student/Family Withdrawals may be re-labeled, as these students never actually attended and the label was misleading.

Triton Evening School Report

The Board of Education received a description of the Triton High School Completion Program. Two students had withdrawn from OPRFHS prior to the first month of school with plans to enroll in Triton's GED preparation program. Five students were withdrawn prior to September 29 with plans to take Evening High School courses to earn their diplomas. In 2009-2010, five students successfully completed at least one Evening High School course.

The administration is looking at programs to track students after they leave the high school. When asked if OPRFHS pays for a student's GED classes or evening high school programs, the response was no, however, if a student completes the program, he/she will receive a diploma. Students may use Triton as an option if they withdraw from school, but they may not use it as an alternative education while at OPRFHS.

District Reports

Citizens' Council—Ms. Robinson reported that the key topic at the October 21, 2010 Citizens' Council meeting was school finances. The Council commended the school on its budget management, its Triple A Bond Rating, and its actions to save money. Most of the information presented was new to the Committee members. The discussion included how to push this information positively into the community as well as the issue of the feeder school's referendum, and the nature of referendums. The Council has been asked to brainstorm on the design of the new website. Its November 11 meeting will include a preview of the School Improvement Plan.

BOOSTERS—Ms. McCormack reported that Boosters had approximately 40 people at its October 6 meeting where there was a presentation from the Parent Action Committee on its goals, etc. Even though over 600 Student Directories have been sold, some are still available. The dinner dance/auction is being planned and is scheduled for April 16, 2011 from 6:30 to 12:00 p.m. at Concordia University. Appropriation funds were being spent by the high school. Boosters' next meeting is November 2.

Alumni Association—Ms. McCormack reported that the Alumni Association had its summer award presentation October 25, at which time the students reported on what they did, e.g., music camps and trips that extended to other parts of the world, etc. It was a celebration of what the Alumni Association affords students. These are enrichment grants and the Alumni Association welcomes donations.

Concert Tour Association (CTA)—Christy Harris, co-chair of CTA, reported that CTA had sponsored the Huskie Music Fest Celebration, an event where all music groups in the high school performed. The turnout for this event was great and she encouraged all to attend the concerts this year. She also noted that the Marching Band won a contest this fall. The next CTA meeting is November 9.

APPLE—Dr. Lee reported that the October 5 APPLE meeting was well attended. The concerted effort by APPLE to bring in new leadership signals a managed infusion of new leadership. Mr. Isoye and other administrators were formally introduced at this meeting.

Village of Oak Park Interventionist Program—A program was held on the Youth Interventionist Program, its various services, its funding, and its expectations of funding. Representatives from every Oak Park governmental entity attended.

ED-RED—Dr. Lee, as the Board of Education liaison to ED-RED, will attend an ED-RED meeting on Friday, November 5 at 1:30 p.m., where the ED RED staff, based on its expertise and judgment, will talk about the kinds of changes it expects due to the elections.

River Forest Council of Governments—Mr. Allen attended the River Forest Council of Governments meeting where the governmental entities gave reports. The Village of River Forest hired a new village administrator who will start in November.

OPRFHS receives money from the Youth Township for the intramural program. They will be asking for more funds for the next year.

Superintendent Report

Superintendent Isoye thanked the Boosters for its hard work to support all students in the school. Through its efforts last year, Boosters provided resources of \$50,929, which went to Fine and Applied Arts, Science and Technology, Math, PE Wellness, Orchesis, Special Education, Athletics, the Stadium, and student activities. From this list, it is easy to understand how Boosters affected the whole school. Its hard work and generosity is deeply appreciated by all.

Mr. Isoye stated that the Alumni Association provides unique experiences for current students. Students were able to take trips to various parts of the world, some school sponsored and some through other organizations. Students participated in leadership

campus, debate, architectural programs and rigorous dance programs, etc. Mr. Isoye thanked the Alumni Association for its generous support of the students.

Mr. Isoye reported that Parent visitation day went very well. Parents had the opportunity to visit classes and see what the day in the life of their students looks like. Parents enjoyed it and their students probably tolerated it.

Mr. Isoye reported that OPRFHS continues to work with its Baldrige representative in examining the organization's efficiencies.

Mr. Isoye met with State Senators and State Representatives. Earlier in the year, he met with Senator Harmon and Representative Ford, and more recently with Senator Lightford.

Mr. Isoye will attend two conferences in Chicago, one this week and one next week, both dealing with the nation's concern of the achievement gap.

Mr. Isoye also emceed the Illinois State Board of Education's "Those Who Excel" awards banquet in Peoria. It was a great way to represent OPRFHS. Over 600 people attended that evening and State Superintendent Dr. Koch presented more than one hundred awards. The main event was the naming of the Illinois Teacher of the Year.

The following Monday, Mr. Isoye attended the Illinois Principal's Association's annual conference and accepted his award for the Illinois High School Principal of the Year in Peoria. He was honored at being chosen and he enjoyed the opportunity to be with many of his colleagues from around the state.

The same day in Chicago, Mr. Isoye attended the governing board meeting for the Minority Student Achievement Network (MSAN), which is a cohort of districts examining the achievement gap through partnerships with research organizations and the University of Wisconsin in Madison.

OPRFHS continues to examine who it is and how it goes about its business through its work with Courageous Conversations About Race. A two-day Beyond Diversity workshop was held for teachers, staff members, Board of Education members, and administrators. It was an excellent experience for all.

Mr. Isoye continued that six administrators attended the T+L (Technology and Learning) Conference put on by the NASB during the past week. It was an excellent opportunity for the District to begin to understand how technology resources can enhance learning based on the needs of today's students.

Mr. Isoye also reminded all to be mindful of their surroundings as they come and go from the campus, especially as daylight time occurs.

Ms. Patchak-Layman asked how the current course of action relative to Baldrige fit into the committee process outlined in the contract. Mr. Isoye responded that he is working with the concept of Baldrige by incorporating it into some of the present work of the school so that it does not feel like an additional endeavor. At this point, over 35 internal people have been interviewed. Blueprint Education Group will be asked to present a mid-term report at the December Instruction Committee.

Consent Items

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

- the Check Disbursements and Financial Resolutions dated October 28, 2010;
- the Treasurer's Reports for September 2010;
- the Monthly Financial Reports for July, August and September 2010; and
- The FY 2009-2010 Audit Report and Comprehensive Annual Financial Report.

seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

**Gifts &
Donations**

Mr. Finnegan moved to gratefully accept the gifts and donations as presented (attached to and made a part of the minutes of this meeting); seconded by Dr. Millard. A roll call vote resulted in all ayes. Motion carried.

AT & T Contracts

Dr. Millard moved to approve the AT & T Contracts, as presented; seconded by Mr. Conway. A roll call vote resulted in six ayes. Ms. McCormack was absent from this vote. Motion carried.

The two contracts are for Internet Data Services. The District will be upgrading its current service from 11 MB to 41 MB. This update will assist the faculty's ability to deliver instruction. The second set of contracts is a renewal of the AT&T voice contracts for three years for both local and long-distance services. The final cost will continue to be \$1,580 per month. While there are only two providers of this service, AT&T and Comcast, Comcast did not have the services for this building previously; however, it will and then OPRFHS will have two providers in the building.

**Insurance Broker
Consulting
Agreement**

Mr. Finnegan moved to approve the Insurance Broker Consulting Agreement with Gallagher Bassett, as presented; seconded by Dr. Lee. A roll call vote resulted in six ayes. Ms. McCormack was absent from this vote. Motion carried.

The agreement is a three-year term with two additional one-year extensions at a rate of \$42,000 for each of the three years.

**Personnel
Recommendations**

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

Ms. Smith reviewed the process for which a position is filled. After a requisition form is completed, both the Chief Financial Officer and Superintendent must review, and approve it. Human Resources will post the position, and then receives and filters the applications. Information is tracked relative to an applicant's gender, the number of applications received, and the reason for either hiring or not hiring a person.

**Approval of
Miscellaneous
Salaries**

Mr. Finnegan moved to approve the miscellaneous salary recommendations listed below; seconded by Mr. Conway. A roll call vote resulted in all ayes. Motion carried.

Tutor: \$30.00

Curriculum:	\$27.50
Proctor:	\$22.00
Room Supervisors	\$27.50
Facilities Supervision	\$15.00
Ticket Taking:	
Football:	\$17.00
Basketball:	\$17.50

Ms. Smith will provide the Board of Education with the money the District spent last year on after-school tutoring.

**Probationary
Faculty 2010-2011**

Ms. Smith provided the Board of Education with the names of certified probationary teachers (attached to and made a portion of the minutes of this meeting). *The School Code of Illinois* requires teachers new to the District to remain on probationary status for a period of four consecutive full-time years before tenure can be granted.

Ms. Patchak-Layman asked if the evaluation processed remained constant for all the teachers first four years. Mr. Prale responded affirmatively but that during the fourth year of a teacher's employment, appropriate documentation must be in order to remove the teacher. The District's attorney provided the Division Heads with how to proceed with the evaluation process. In addition, every Division Head must attend a two-day workshop on staff evaluation. Mr. Allen charged the administration to have all of the administrative evaluations completed prior to April 1.

**Educational
Support
FTE Report &
Employee Profile
Information**

The Employee Personnel Information and Profiles for 2010-2011 is based on October 1, 2010 data. The number of FTE non-certified employees is 231 as of October 1. The number of non-certified employees is subject to change based on staffing requirements tied to a student's IEP. Ms. Smith also provided demographics by age, department, and race.

**Faculty/Staff FTE
Report and
Employee Profile
Information for
2010-2011**

The Faculty/Staff FTE Report is also reflective of the District's status as of October 1, 2010. The number of certified staff is 230.4. The increase is attributed to additional sections in History, Mathematics, Science, and Theatre/TV Production. Other demographic information included the ratio of males to females, age, and race.

Ms. Patchak-Layman noted that the above information would be helpful when balancing all of the services provided at the school. One of the things discussed in Courageous Conversations About Race (CCAR) was that students should see adults working on their behalf and not just in categorized areas. It is important for the school to mirror the world and that the school is fair and equal in not only race but in gender.

**Administrative
Salary &
Compensation
Report**

Public Act 096-0434 requires that the Board of Education review the Administrative Salary and Compensation Report at one of its regular meetings. The Board of Education received this report as a requirement of the Act.

Mr. Allen reminded the Administration that the Board of Education had wanted the faculty salaries included on the website and added that Mr. Hunter had agreed to that so long as the faculty's years of service were listed as well.

While the State Report Card is a comparison of schools throughout the state, it was noted that there was a wide divergence in the cost of living between the Chicago area and the southern part of the state.

**Sabbatical
Reports**

The sabbatical reports of History teacher Linda Burns and Physical Education teacher Lucy Riner were presented to the Board of Education as part of the requirements of the Sabbatical Leave process.

**District Improvement
Plan (DIP)**

Mr. Isoye reported that the District was working with West 40 to understand the requirements of the Rising Star Program. The DIP is not as difficult a task as the School Improvement Plan (SIP); the Restructure Plan will work with SIP on the questions. While there is an October 29 deadline, Mr. Isoye stated that District 200 was granted an extension for the Board of Education to approve the DIP as well as the Statement of Assurances. Mr. Isoye was confident that the Board of Education would want to see the quality of work before it signed a Statement of Assurances. Citizens' Council will vet the DIP and additional updates will be given to the Board of Education. West 40 was happy to work with District 200 because it was going through the process for the first time as well.

**Project Lead
The Way Grant**

Mr. Prale presented a draft of the narrative portion of the Kern Family Foundation Grant application to be submitted before the November 5, 2010 deadline.

The grant would provide \$35,000 over three years and would provide an opportunity to help with the planning. Mr. Prale was unable to print out the entire grant because it only prints the "view" and not the entire response to a question.

Ms. Patchak-Layman asked to see the physical plan and a draft of the budget. Mr. Prale responded that the District provided this information in an effort to be transparent. It represents a turn in Applied Technology and Applied Arts and there are implications for counseling, articulation with regional colleges, etc. This is a significant move for not only Curriculum and Instruction but for students.

Ms. Patchak-Layman likes to read grants because it provides unknown information to her. Her interest in the planning process for space was because of her interest in wanting more people to participate in District's decisions on how facilities are used. While she felt PLTW was a good program, the Board of Education does not have an overall picture of how it fits into the curriculum and the space involved, had other requests been vetted, what considerations had been given to those who cannot use the space, or how other programs could use the space. She asked what would happen if no students were interested. Mr. Prale reported that the space already exists and the grant application proposal uses space allocated to technology. The challenge is to maximize available space and renovate it appropriately. Conversations with people from Buildings and Grounds, the Science Department, the Educational Technology Department, and

the Library have occurred. Discussion will start with DLT, followed by discussion with the divisions and then the Board of Education, which will receive information about the intentions. The PLTW material is narrow in its scope and limited to existing technology spaces.

Ms. Patchak-Layman felt this made sense if the District had a strategic plan. Her concern was that if the grant did not come through, how this program would be funded. This grant changes the original intention for this to be a one-year program. Mr. Prale stated that the administration felt this curriculum was good for the students and the Applied Technology Department, as it provides pre-engineering-type of experiences. It is about strengthening the Applied Technology Department by taking some existing courses and applying Project Lead the Way to college standards. This grant may assist the District in building a program. The Board of Education will be informed if the grant is not received. PLTW has been successful in other high schools.

Educational Technology Pilot Updates

Mr. Carioscio and Mr. Prale presented a status report on the Educational Technology and Curriculum and Instruction collaboration on two technology pilots this year, both whose purpose is to gather information on costs, benefits, and issues involved with deploying new technologies in the District.

The first pilot is using online textbooks in Honors Chemistry 1-2 and Biology 1-2 (350 of the 700 students offered the opportunity took advantage of it). Students in this pilot may request a book for home use at any time at no cost because these are state loan books. Two publishers were used and the user-friendliness was substantially different. Publishers are moving in the direction of online books. The District continues to seek feedback from the teachers and students will be surveyed.

A one-to-one computing pilot in the Business Education Department will be offered second semester. Business Education teachers Bardo and Hostrawser, as well as ET Technician, Amit Martin, will visit area high schools to gather information on other one-to-one initiatives. Approximately 40 students will receive Lenovo Netbooks. Students may not substitute their own laptops in this pilot as consistency and standardization is important. It will also help the instructor troubleshoot.

Minutes

Mr. Allen moved to approve the open and closed session minutes of September 23, October 14, and 19, 2010, and declared the closed session audiotapes of January 2009 be destroyed; seconded by Dr. Lee. A roll call vote resulted in six ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

Election Designee

Mr. Allen moved to appoint Gail A. Kalmerton, as designated representative, to handle the receiving and filing of nominating petitions for the election to be held in and for District No. 200 on April 5, 2011. Authority is further given to her to delegate authority to carry out these duties when she is absent; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Superintendent Mentoring

Mr. Allen moved to approve the mentoring agreement with School Exec Connect, as presented; seconded by Mr. Finnegan. A roll call vote resulted in all ayes. Motion carried.

Mr. Isoye chose Dr. Allan Alson, former superintendent of Evanston Township High School, as his mentor.

Non-Agenda Items

In response to a question as to the status of the School Improvement Plan, Mr. Rouse stated that the District had submitted responses to the Smart Start Plan and was waiting to hear feedback from the RESPRO coaches before completing the other 71 indicators. The Board of Education will receive an update at the November Instruction Committee Meeting.

Closed Session

At 9:38 p.m., on Thursday, October 28, 2010, Dr. Millard moved to go into closed session to and Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(11); Collective negotiating matters between the District and its employees or their representatives or deliberations concerning salary schedules for one or more classes of employees. 5 ILCS 120/2(c)(2); seconded by Ms. McCormack. A roll call vote resulted in all yes. Motion carried.

At 11:57 p.m. on Thursday, October 28, 2010, the Board of Education resumed its open session.

Adjournment

At 11:58 p.m. on Thursday, October 28, 2010, Mr. Allen moved to adjourn the Board of Education meeting; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Terry Finnegan
Secretary

By Gail Kalmerton
Clerk of the Board

November 09, 2010

A special meeting of the Board of Education of the Oak Park and River Forest High School was held on Tuesday, November 09, 2010, in the Board Room of the high school.

Call to Order

President Millard called the meeting to order at 10:03 a.m. A roll call indicated the following members were present: John C. Allen, Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard, and Sharon Patchak-Layman. Also present was Steven T. Isoye, Superintendent; Lauren M. Smith, Director of Human Resources; Cheryl Witham, Chief Financial Officer and Treasurer; and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.

Visitors

Kay Foran, Communications and Community Relations Director and James Paul Hunter, FSEC Chair.

**Approval of
Check Distribution
List**

Mr. Allen moved to approve the check distribution list dated Tuesday, November 9, 2010, (attached to and made a part of the minutes of this meeting); seconded by Mr. Allen. A roll vote resulted in five ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

The majority of the Board of Education members agreed with sending funds to Blueprint Educational Group at this time, as it was doing the work. An update on the plan would be given to the Board of Education at a December meeting.

Ms. Patchak-Layman asked that both she and Dr. Millard, as co-chairs of the Policy Evaluation and Goals Committee, receive copies of PRESS when available.

**Personnel
Recommendations**

Mr. Allen moved to approve the personnel recommendations, as presented (attached to and made a part of the minutes of this meeting); seconded by Dr. Lee. A roll call vote resulted in five ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.

The administration explained that it approved a stipend for Devon Alexander for being a coordinator of the Courage Conversations About Race initiative at its regular October Board of Education meeting, but upon research it was discovered that DLT had agreed that it should he should be paid an hourly wage of \$27.50 not to exceed \$5,000, for the work prescribed for this year.

Ms. Patchak-Layman noted that the person hired for the position of cashier in the Food Service Department had a Bachelor's degree and would receive \$8.25 per hour.

Closed Session

At 10:17 a.m., Dr. Millard moved to enter to closed session for the purpose of discussing Litigation, when an action against, affecting or on behalf of the particular District has been filed and is pending before a court or administrative tribunal, or when the District finds that an action is probably or imminent, in which case the basis for the finding shall be recorded and entered into the closed meeting minutes 5 ILCS 120/2(c)(11) seconded by Ms. Patchak-Layman. A roll call vote resulted in all ayes. Motion carried.

At 10:28 p.m., the Board of Education resumed its open session.

Adjournment

At 10:29 a.m. on Tuesday, November 9, 2010, Dr. Millard moved to adjourn the Special Board Meeting; seconded by Dr. Lee. A roll call vote resulted in all ayes. Motion carried.

Terry Finnegan
Secretary

By Gail Kalmerton
Clerk of the Board

November 11, 2010

A special meeting of the Board of Education of the Oak Park and River Forest High School was held on Thursday, November 11, 2010, in the Board Room of the high school.

- Call to Order** Vice President Allen called the meeting to order at 10:07 a.m. A roll call indicated the following members were present: John C. Allen, Terry Finnegan, Dr. Ralph H. Lee, Amy Leafe McCormack, Dr. Dietra D. Millard (telephonically), and Sharon Patchak-Layman. Also present was Steven T. Isoye, Superintendent; Lauren M. Smith, Director of Human Resources; Cheryl Witham, Chief Financial Officer and Treasurer; and Gail Kalmerton, Executive Assistant/Clerk of the Board of Education and FOIA Officer.
- Visitors** None
- Closed Session** At 10:08 a.m., Mr. Finnegan moved to enter to closed session for the purpose of discussing Student disciplinary cases 5 ILCS 120/2(c)(10); seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.
- At 10:47 a.m., the Board of Education resumed its open session.
- Student Discipline** Mr. Finnegan moved to expel Student EXP 11-11-10-3 but to hold the expulsion in abeyance through January 2012, pending successful completion in an appropriate alternative program; seconded by Dr. Lee. A roll call vote resulted in five ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.
- Dr. Lee moved to expel Student EXP 11-11-10-4 but to hold the expulsion in abeyance through second semester 2011, pending successful completion of an appropriate alternative program with the requirement of successfully completing an approved substance abuse counseling program. In addition, the student will be placed on a social contract for the rest of the school year, prohibiting the student from attending all OPRFHS activities, including but not limited to prom; seconded by Ms. McCormack. A roll call vote resulted in five ayes and one nay. Ms. Patchak-Layman voted nay. Motion carried.
- Adjournment** At 10:48 a.m. on Thursday, November 11, 2010, Mr. Finnegan moved to adjourn the Special Board Meeting; seconded by Ms. McCormack. A roll call vote resulted in all ayes. Motion carried.

Terry Finnegan
Secretary

By Gail Kalmerton
Clerk of the Board

OAK PARK AND RIVER FOREST HIGH SCHOOL

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

Date: November 18, 2010
To: Board of Education
From: Superintendent
Subject: Adoption of Regular Board of Education Meeting Dates for 2011

ACTION

The following dates are proposed as Board of Education meeting dates for 2011. The dates are all on the fourth Thursday of the month except for the necessary changes due to the Thanksgiving Holiday, Winter Break, and in July, when the Board of Education does not schedule a regular meeting.

Thursday, January 27, 2011

Thursday, February 24, 2011

Thursday, March 24, 2011

Thursday, April 28, 2011

Thursday, May 26, 2011

Thursday, June 23, 2011

Thursday, August 25, 2011

Thursday, September 22, 2011

Thursday, October 27, 2011

Thursday, November 17, 2011 (third Thursday because of Thanksgiving)

Thursday, December 15, 2011 (third Thursday because of Winter Break)

Motion: Move to approve the 2011 regular Board of Education dates, as presented.

Voice Vote

Agenda Item No. XIV. B.