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

BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Thursday, December 11, 2008
Immediately Following the Special Board Meeting,
Board Room

A G E N D A

I.	Call to Order	Dr. Dietra D. Millard
II.	Approval of Minutes	Phil Prale
III.	MSAN Student Conference Update	Devon Alexander Jessica Stovall
IV.	Oak Park River Forest Community Foundation: Community Works Grant	Dr. Attila J. Weninger Sophia Lloyd
V.	Report on Behavior Interventionist	Niall Collins Phil Prale
VI.	Review of Course Proposals	Amy Hill
VII.	Update on Summit for Courageous Conversation	Sharon Patchak-Layman
VIII.	Additional Instructional Matters for Committee Information/Deliberation	Dr. Dietra D. Millard

Copies to: Instruction Committee Members, Dr. Dietra Millard, Chair
Board Members
Administrators
Director of Community Relations and Communications

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

An Instruction Committee of the Whole Board
November 13, 2008

An Instruction Committee meeting of the Whole Board was held on Thursday, November 13, 2008 in the Board Room. Dr. Millard opened the meeting at 7:32 a.m. Committee members present were John C. Allen, IV, Jacques A. Conway (arrived at 7:39 a.m.), Valerie J. Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, and Sharon Patchak Layman. Also present were: Dr. Attila J. Weninger, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Research and Assessment; and Gail Kalmerton, Executive Assistance/Clerk of the Board.

Visitors included Kay Foran, OPRFHS Community Relations and Communications Coordinator; James Hunter, Faculty Senate Executive Committee Chair; Dale Craft, OPRFHS Summer School Director and Physical Education Division Head; Marci DiVerde, Yuko Schulteis and Yoko Schmadeke, OPRFHS teachers; and Spencer Strouse, Gabi Hastings, Taylor Kirk, Carl Bernardo, and Gabby Cole, students.

Acceptance of Instruction Committee Minutes of October 15, 2008

It was the consensus of the Instruction Committee members to accept the minutes of the October 15, 2008, Instruction Committee meeting. Dr. Millard complimented Ms. Kalmerton on how well the minutes captured the meeting.

Foreign Exchange Trips

Peru

Student Gabby Cole spoke warmly about the Exchange Trip to Peru and presented a slide show. Some of the places visited included Lima, Machu Picchu, a lama farm, the ruins, a glacier high in the Andeans, Lake Titicaca, the Floating Islands of the Uros, and The Royal Tombs of Sipán, etc. She shared a personal experience about the students while waiting for a plane were engaged in a soccer game by children much younger than they and then losing.

Japanese

Japanese teachers Yuko Schulteis and Yoko Schmadeke escorted students on a trip to Japan for four weeks. During that time, the students stayed with Japanese families or in youth hostels. Spencer Strouse gave his entire report spoken in Japanese. Some of the sites they visited and the experiences they had included Kyoto, Hiroshima, a ride on the bullet train through the mountains, and Nagano. The students were very happy about how well the Japanese families treated them; they were made to feel as if they were part of the family. They also helped in the preparation and the cleanup of a high school festival and likened the festival to a Huskiepalooza times 10. In order to attend school

with the daughter of a homestay family, one student had to wake up one and one-half hours earlier than the start of the school because they had to leave by 6:50 a.m. to get to school by 8:40 a.m.; they took a bus and walked a great distance to school. The school day consisted of three classes before lunch and three classes after lunch. The teachers rotate in the school; the students do not. Around 3:30 p.m., all students start their extracurricular activities, e.g., track and field, band, etc., and no one leaves until 7:00 or 8:00 p.m. Vacation time is two weeks in the summer and two weeks for spring break. In Japan, students have to test into their schools.

Discussion ensued. When asked if there were any school visitations in Peru, teacher Marci DiVerde stated that there were not but it would be a consideration for the next trip. One student had a scholarship to go on the Japan trip, two students had full, and seven students had partial scholarships to go on the Peru trip. Students need to be proficient in the language of the country in order to get the most out of the trip.

Mr. Prale thanked the teachers for sponsoring these trips as they take much time to arrange. He also thanked the students for sharing their comments.

Summer School Report

Summer School Director Dale Craft stated that the 2008 summer school session had been successful. Attendance was better and 98 percent of the students who participated passed their classes. He prepared a written report and budget (attached to and made a part of the minutes of this meeting).

Mr. Craft addressed a previous concern regarding the health curriculum, noting that it continues to be upgraded, and that he had observed the teaching to insure that it was consistent with Jeremy Colquhoun's curriculum content. The health class that Mr. Colquhoun teaches during the regular school year is more rigorous because there are more minutes of instruction. The object of the health curriculum in summer school is to focus on the standards. Discussion continues to occur between Mr. Prale, Mr. Grosser, and Dr. Weninger regarding how best to present the curriculum during the summer.

Mr. Craft continued that core academic classes and elective courses such as Art Foundations continue to maintain a strong curriculum. Fifty-two (52) people staff summer school, including those for special needs. Out of that number, eleven (11) to twelve (12) are out-of-District teachers. Health, Consumer Education, and Keyboarding teachers pose the most challenge to find.

Ms. Patchak-Layman asked if summer school would allow the District to experiment with instructional methods or methods of intervention for students, e.g., RtI, pilot activities, Mastery Manager, etc. Mr. Prale stated that the school has experimented with the core final exams and in Consumer Education, as it is an opportunity to pilot materials; however, the District has not piloted an instructional strategy because the strategy used in summer school would be different from the one used during the regular school year, because of the time limitation. In terms of intervention programs, each year the District changes what it does with the 8 to 9 Connection Program looking to improve that

program for the students targeted by that program. Mr. Prale continued that summer administrative interns are usually connected with the 8 to 9 Program because of the amount of testing of reading with those students. Mr. Craft has had an intern shadow him for the last two years. Most universities will not give students credit for teaching summer school teaching, as it is too short a time.

Regarding students coming to the high school and taking online courses during the summer, Mr. Prale stated that OPRFHS does not offer online classes and is not connected with the online Illinois Virtual High School. For OPRFHS students, the most common and most popular online or correspondence programs for Health and Consumer Education. The classes are offered through a variety of universities; many OPRFHS student use the program offered by Brigham Young University. The efficacy of accepting online courses may be a worthy conversation, however. OPRFHS limits students to taking four online or correspondence courses to meet graduation requirements. Any discussion of offering online courses would have to include the cost and what effect it would have on classes during the year.

Mr. Prale attested to the excellent job Mr. Craft was doing with the summer school program.

Textbook Review

It was the consensus of the majority of the Instruction Committee members to recommend that the Board of Education approve the textbook, *The Crying Lot of 49,* at its regular Board of Education meeting for the English Division.

There was a question as to whether this novel could be used in classes other than AP classes, as it has a reading grade level of 6.4 and highly recommended. It was explained that reading ability level is a factor of word, choice, and sentence length. This novel was chosen was for its theme, plot and character, rather than word, choice, and sentence length. This is a difficult novel and would be difficult for all students to read.

A Learning Team is looking at the idea of having one book for the entire school to read, much like they do in the City of Chicago. Mr. Prale suggested waiting to have a more in-depth discussion of this until after the report from the Learning Team was submitted.

Additional Information or Matters for Committee Deliberation

Discussion ensued regarding the request that was fulfilled for histograms made at the last Instruction Committee meeting, which showed a breakout relative to different standardized test scores. Mr. Prale stated that these histograms showed a distribution in a category and should not be used for comparison, as each test uses a difference scale. While learning that ACT does not provide a reading grade level but one could find similar distributions in the histograms, Dr. Weninger asked if the EPAS system would allow the school to know whether there was any growth in reading from one point in time to another. Mr. Prale replied that EPAS scores better showing how the District performs more than they show well the students perform. Dr. Weninger stated that EPAS predicts how students should do a certain on EXPLORE vs. PLAN or the ACT. He also knew

that some high school districts were using a software program called Cognos to help them and their associate schools track grades 2 to 12, including the ISAT, ACT, and PSAE data, in order to track students over their entire school career. OPRFHS is also having these conversations with its associate schools. This may be more valuable information to the Committee than trying to compare cohort and cohort.

Mr. Prale did not believe growth models would change the high school's overall analysis much. He affirmed Dr. Weninger's statement that students may meet and exceed on the ISAT, but may not be positioned properly to meet or exceed on the EXPLORE Test. Students can meet or exceed on ISAT and get a score of 12 on the EXPLORE test, which does not necessarily signify college readiness. The rate of growth for those students as they progress through the high school may then be within an acceptable range as suggested by the ACT Corporation, but it is not such that it accelerates student learning such that students meet or exceed college-readiness benchmarks. Therefore, even if growth were steady, those students would need one to two years of growth each year in order to meet or exceed as juniors and meet college readiness.

Ms. Patchak-Layman noted that the way to be able to look at an individual student is to have a system in place that allows an adult to know the student and help he/she move forward. She asked if the implementation of smaller study halls was an effort for teachers to establish stronger relationships with students and help them move forward. An article was written about how a high school had structured its day, including study halls, to make sure someone was paying attention to the students individually. She asked if District 200 was having conversations about increasing teacher contact with the students in order to build on the relationships. Mr. Prale responded that Glenbrook South High School has a good screening system so that students receive proper attention. OPRFHS study halls provide general academic support and a more studious environment.

Dr. Millard observed that while the focus is on African-American students, it seems that the Hispanic group was also slipping, even though it was a very small number of students. While Mr. Prale agreed, he pointed out that the smaller the stats the more quickly the information may be skewed.

Dr. Lee asked what Mr. Prale personally felt was the best way to enable the Board of Education to inform a mass audience of non-educational professionals, accurately and intelligently, how well the high school was doing at closing the achievement gap using specifics. The Board of Education is given the data it asks for on a routine basis, and Dr. Lee had faith that the District was getting closer to something, but he was not sure how close nor when the Board of Education would be able to tell the public just how close it was to meeting its goal in 2008, and then in 2010, and then in 2012 in a credible way. Mr. Prale would, personally, start with a conversation about what is meant by the achievement gap, as can be defined in multiple ways. Some gaps can be addressed and narrowed while others may be addressed and never narrowed. Yet, all of those gaps converge. Mr. Prale would talk about the gaps that appear in the student data. Students are able to meet or exceed on the eighth grade ISAT and yet may not be in a position to meet or exceed on the EXPLORE test in their junior year based on their skill set when

they enter the high school. There are multiple gaps. One teacher did an experiment and asked his first period class 1) how many students got to bed before midnight and 2) how many had breakfast. He asked the same questions of the second period class. Only one student in the first period class had breakfast; many students in the second period class did have breakfast. While the high school can provide all students with breakfast, etc., will that narrow the achievement gap? There are ranges of experiences that will not be addressed by the high school. He would encourage people to think differently about the multiple gaps. One third of the OPRFHS juniors are not college ready, per ACT predictions. While the school graduated 95 percent of its students, only two-thirds meet and exceed state standards. Dr. Lee asked if he envisioned a program in which the Board of Education takes on the job of teaching the public those things Mr. Prale described with the goal of having the public achieve some level of expertise that it does not currently have. Dr. Weninger noted that he had recently contacted Ms. Foran, OPRFHS Communications and Community Relations Coordinator, about putting out a newsletter that discussed the achievement gap, e.g., what the school was doing, the results being experienced, etc. There was validity to explaining to the public that there were areas in which the school could make a difference and that data could be told in an accurate and intelligent manner for the nonprofessional, as well as letting the public know in which areas the school has no control. OPRFHS needs to do this in the interest of being honest and open.

Dr. Millard added that all parents must participate. Mr. Rigas stated that Dr. Millard's comment did not imply that it was the parent's fault, but it is a component. The community needs to know how it can help move these children forward. Mr. Prale added that the idea of educational programs for parents came up several times in discussions the last week. While Dr. Weninger noted that the school had posted the Outreach Coordinator position and was soliciting members for the African-American Leadership Roundtable, he noted it would all take time. He reminded the Committee members of Dr. Lee's statement that the gap would not be closed in the lifetime of the people on this Board of Education.

Mr. Rigas found Mr. Rouse's report on the parent teacher conferences interesting, as a significant number of parents with at-risk students did not come to the conferences. He suggested implementing a type of big brothers'/big sisters' program for parents. Data shows that 70 percent of the school's parents logged on to the Skyward system to review grades, but that left a portion who either did not take the time or do not have computers. He felt someone should be analyzing the students and determining whether they struggled and if so, the school should be contacting the parents and helping them. The District will not solve this problem internally. People are waiting to be told what to do.

Ms. Patchak-Layman referenced a letter from high school student who would like to start at 10:00 a.m. She noted that grade schools often start at 9:00 a.m. She suggested having a staggered day. Mr. Prale noted that while a conversation about this suggestion could occur, the present Collective Bargaining Agreement might not allow for the staggered start times to the day. Ms. Patchak-Layman added that in a universal system, many families would like their students to have a year round schedule.

Dr. Weninger noted that having parents waiting to help was part of getting the information. OPRFHS and six other high schools participated in a workshop on parental involvement hosted at Harvard University by Dr. Ronald Ferguson. Those other six high schools had positive parental involvement. Dr. Ferguson said parents and schools must take greater responsibility. When asked how one begins to change the mantra that the school is not doing enough to reduce the gap, the response was that the people in the community need to work in concert with the school, not against it. Mr. Rigas noted that there were people in the community who would help if told what to do. With regard to the other communities, one of the problems that this Board of Education has had is that a small number of people with specific complaints took a great number of hours from this Board of Education. Those people are no longer here and not one person has since come to complain to the Board of Education about the Special Education Department or discipline since they left. That distraction was detriment to the Board of Education and the administration moving students forward. Criticisms need to be balanced and all must come together. A plan is needed.

Ms. Fisher asked if Dr. Weninger was given the history of the programs at the other high schools at the grass roots level. He responded that it was usually begun by just one individual. One was a very successful businessperson who engaged a group of fathers, another was a second grade teacher met with a group of parents, and two others who worked in a school and decided they needed to do something. Their philosophies were not about blaming the school; they were about working with the school. At this point, it is too early to see if these programs have made a difference. Dr. Weninger had been impressed with the positiveness and the take-charge attitude of these people. Dr. Millard asked if this was a direction/opportunity for the parent groups to have one focus and to get one person to take the lead and learn from examples. Mr. Prale stated that the parent representatives on the School Improvement Team (SIP) offered to bring six families to a meeting in an effort to help. Dr. Millard supported tapping into the resources, e.g., sustaining parent involvement by supporting appropriate parental ideas. Mr. Rigas asked for examples. Ms. Patchak-Layman responded that a group of parents once wanted to help and had requested the telephone numbers of families to talk about tutoring programs. The parent group was denied that information. Recently, she learned that the PTO was going to receive the telephone numbers of parents who were not accessing Skyward. Dr. Weninger suggested that the school look at what it might do to ignite a positive viewpoint and then support that, but that would not necessarily mean monetary support.

Dr. Lee noted that there were first two issues: 1) data and 2) educating the public, which evolved to educating the parents. Educating the public and educating the parents are not the same issue. He wanted to focus on a specific goal and lay out plans for developing a roadmap toward specifically reaching that goal. He asked how the Board of Education could maintain focus for developing a plan/roadmap to achieve the goals. He wanted to see meetings devoted to a smaller amount of topics at one time. While brainstorming is valuable, he sees the same pattern every meeting. The Committee is not focusing on one target at a time and modifying those as necessary. Ms. Patchak-Layman suggested taking

one of the established goals, determining what data was related to it, and then deciding if the school should expand the indicators/activities for the following year.

Dr. Millard felt that looking at one goal at a time was too limiting. The original question was how can the school move students forward? These discussions are valuable and sometimes there are things that come out of these grassroots discussions. She would not like a roadmap because she did not want to lose what happened along the way. Mr. Rigas agreed with both Dr. Millard and Dr. Lee. The open discussions make the Committee members think, but in the end, it has to prioritize and put a plan in place. He suggested working on the following: 1) ways to educate the community, and 2) ways to involve the community. While these discussions are great academic experiences, nothing has been accomplished. Dr. Lee reiterated his desire for a roadmap. Ms. Patchak-Layman felt having a roadmap was a reason to look at the Baldridge method as it could provide an overarching framework that would allow for discussion of focus for future planning, the activities, and the reasons.

Dr. Weninger agreed about the focus of the conversation and noted that the school was engaged in 56 initiatives; he had explored how they overlapped and how they were connected. Part of the roadmap is the six proposals/initiatives that the Board of Education approved. The school knows that there is an achievement gap. The school is identifying the at-risk students. Everyone should be mindful not to engage in critical comments, as they do not help find a solution.

Dr. Weninger was asked how the school identifies the programs/initiatives that should be dropped and he responded that the review and evaluation of programs was an initiative; it takes time to look at the cost benefit versus the impact benefit of a program. Ms. Patchak-Layman reminded him that was also the initiative last year. One part of setting the indicators with goals is looking at the six of them this year and determining what number should be used to assess whether the program was working within a specific timeframe, so that information is ongoing. Next year the school would look at another set of indicators that are included in broader indicators.

Dr. Millard stated that the school should not be too focused on the numbers but rather focus on the individual students to see if they are succeeding. That will be a focus for the future and the Board of Education will look for action in those minutes.

Adjournment

The Instruction Committee adjourned at 9:21 a.m.

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

TO: Board of Education

FROM: Attila J. Weninger

DATE: December 6, 2008

RE: Oak Park and River Forest Community Foundation

BACKGROUND
As the Board knows, the Oak Park and River Forest Community Foundation (OPRF CF) applied for and received a significant grant through the Grand Victoria Foundation and the latter's Community Works initiative. The Community Works grant is, for the most part, to fund two aspirations which were the basis of the grant: 1. green sustainability; and 2. the success and well being of all youth.

I am on both the OPRF CF Board and the Community Works Advisory Committee. The Advisory Committee, in turn, guides and directs the recently developed working groups, one for each aspiration.

SUMMARY
I have asked Sophia Lloyd, Executive Director, to provide a brief presentation to the Board about the Community Works, the two aspirations, the two working groups, the inter-relationship of the aspirations and OPRFHS, and the overall new direction of the OPRF CF. She is the prime mover of and for the grant and the initiatives. While many people played an important role in where this initiative is today, she was the genesis behind many of the ideas, directions, and continues to provide excellent leadership.

RECOMMENDATION
We recommend that the Board receive the OPRF CF presentation and engage the Executive Director in discussion about the Community Works initiative.

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, with support from Linda Cada, Therese Brennock, Niall Collins and Neal Weisman

DATE: December 11, 2008

RE: Behavior Interventionist Position Update

BACKGROUND

The position of Behavior Interventionist (BI) was implemented in the Emotional Development (ED) program as part of the Special Education Division in the fall of 2007. The BI position focuses on improving student behavior and teachers' interaction with students in the ED program. The BI position incorporates Positive Behavior Intervention Strategies (PBIS) and the School-wide Information Systems (SWIS) database to track student behavior and determine appropriate program responses. Approximately 120 students are enrolled in the ED program. A report was last made on this initiative ten months ago.

SUMMARY OF FINDINGS

- Parent contacts have continued and have become an essential element of the communication pattern of the ED program.
- Student behavior patterns are consistent from last year. However, in the first three months of last school year Class III infractions of the Code of Conduct comprised 18% of total referrals for ED students. In the first three months of this school year, Class III infractions comprised 11% of total referrals for ED students.
- Student attendance, skipping class and tardiness to class remain an issue. Collaborative efforts from ED faculty and staff have reduced instances of profanity, hallway infractions, and use of time-out interventions.
- Students passing all classes increased from 50 in the first three months of last school year to 61 in the first three months this school year. Students making the school Honor Roll (3.00 GPA) has increased from 24 in the first nine weeks of last school year to 30 in the first nine weeks this school year.
- Discipline referrals to the Deans' offices have been reduced from 233 in the first three months of last school year to 145 in the first three months this school year.
- Academic success of students is individualized and not program based. For example, two students of the quarter were selected from the ED program this school year. Faculty and staff are exploring broader academic improvements while maintaining improved behavior systems.

RECOMMENDATIONS

- Continue to support and monitor the Behavior Interventionist position, aiding in the development of classroom strategies to reinforce positive student behaviors and elicit stronger parental involvement.
- Continue to review attendance information to improve student attendance rates to class.

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

DATE: December 11, 2008

RE: Course Proposals for 2009 – 2010 Academic Catalog

BACKGROUND

Each fall the divisions and departments undergo the Course Proposal process whereby they may advocate for the addition of new courses, explain the need to delete current courses, and propose revisions to current courses. The process of reviewing and revising the course proposals involves careful vetting by the Instruction Committee of the Board of Education, the Instructional Council, the counselors, and the District Leadership Team. Proposals were sent for review and feedback from the Faculty Senate Executive Committee, the Student Council, and all of the Board-approved parent and community groups.

SUMMARY OF FINDINGS

The accompanying packet contains the revised course proposals for the 2009 – 2010 school year as developed by the Course Proposal process. Of the 17 proposals, 5 would create new courses, 5 call for the deletion of a course, and 7 propose course revisions.

FINE & APPLIED ARTS DIVISION

Visual Arts. Revise the prerequisite for 668 Advanced Studio Art 1-2A and for 690 AP Studio Art 1-2 to Art Foundations; Drawing or Painting, or Division Head recommendation.

Revise 661/2 Wheel Throwing by changing the course name to Beginning Wheel Throwing.

Revise the prerequisite for 666/2 Intermediate Wheel Throwing to Beginning Wheel Throwing or consent of Division Head.

Speech Arts. Delete Drama Explorations, a Summer School course, because of lack of enrollment.

Delete 101/2 Introduction to Speech Communications because of lack of enrollment.

Delete 108 Debate 3-4 because of lack of enrollment.

Revise 107 Debate 1-2 by changing the course name to Debate 1 and making it a 1-semester course.

Revise 091/2 Introduction to Theatre by changing the course name to Acting Foundations.

PROPOSALS

FOR

ADDITION, REVISION, AND DELETION

OF COURSES

FOR

2009 – 2010

December 11, 2008

Oak Park and River Forest High School
Oak Park, Illinois

The Fine and Applied Arts Division

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

DATA (Please Type All Information)

Division: **Fine & Applied Arts**	Textbook Title: _____
Department (if pertinent): **Visual Arts**	Textbook Cost: _____
Course Title: **AP Studio & Advanced Studio Art**	Additional Equipment Costs: _____
Length of Course: Semester **Advanced** Year **AP**	Additional Supplies Costs: **$75**
Credit Earned: **AP = 2 Advanced = 2 or 1**	3-Year Course Enrollment: _____
Course Student Fee (if any): **$20**	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: 1	Semester _____ Year _____

REVISION

Describe the Course Revision:

Change the Prerequisite to: Art Foundations; Drawing or Painting, or division head recommendation.

NEED

Reason for Course Revision:

Many unprepared students have registered. It is a college level class and students need all the prerequisites for the class to be successful.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: _____ Date: 10/17/08

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: **Fine and Applied Arts**	Textbook Title: _____
Department (if pertinent): **Visual Arts**	Textbook Cost: _____
Course Title: **Wheel Throwing**	Additional Equipment Costs: _____
Length of Course: Semester **X** Year	Additional Supplies Costs: **$20.00**
Credit Earned: **One**	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year _____

REVISION

Describe the Course Revision:

Title change to Beginning Wheel Throwing

NEED

Reason for Course Revision:

Changing the title will result in clarity for students and counselors when deciding between Beginning Wheel Throwing and Intermediate Wheel Throwing during registration. Beginning in the title also makes it clear that no experience is needed to take the Beginning Wheel Throwing Class.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: _____ Date: 10/8/08

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

(Please Type All Information)

DATA

Division: **Fine and Applied Arts**

Department (if pertinent): **Visual Arts**

Course Title: **Intermediate Wheel Throwing**

Length of Course: Semester **X** Year _____

Credit Earned: **One**

Course Student Fee (if any): _____

Field Trips? No: _____ Yes, Number Anticipated: _____

Textbook Title: _____

Textbook Cost: _____

Additional Equipment Costs: _____

Additional Supplies Costs: **$25.00**

3-Year Course Enrollment: _____

Revision to take effect:

Semester _____ Year _____

REVISION

Describe the Course Revision:

The prerequisite needs to be changed to: "Beginning Wheel Throwing or the consent of the division head."

NEED

Reason for Course Revision:

Students have used the phrase "prior experience in wheel throwing" to enter the course unprepared to do the required work. Students who believe they can do the work and have not taken beginning wheel throwing can come and show the instructor what technical skills they have, which will be more appropriate than their counselor just accepting their word.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: _____ Date: 10/17/08

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 DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division: **Fine & Applied Arts**

Department (if pertinent): **Speech Arts**

Course Title: **Drama Explorations**

Length of Course: **Summer** Year _____

Credit Earned: **One**

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: _____

NEED

Reason for Course Deletion:

This summer school class has not run due to insufficient enrollment.

ENDORSEMENTS

Division Curriculum Committee: _____

_____

_____

Division Head: _____ Date: 10/8/08

Revised 09/08

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

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division: **Fine & Applied Arts**

Department (if pertinent): **Speech Arts**

Course Title: **Intro to Speech Communications**

Length of Course: Semester **X** Year _____

Credit Earned: **One**

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: _____

NEED

Reason for Course Deletion:

Insufficient enrollment so class has not run in years.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: _____ Date: 10/8/08

Revised 09/08

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

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division: **Fine & Applied Arts**

Department (if pertinent): **Speech Arts**

Course Title: **Debate 3-4**

Length of Course: Semester _____ Year **X**

Credit Earned: **Two**

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: _____

NEED

Reason for Course Deletion:

Insufficient enrollment so class has not run in years.

ENDORSEMENTS

Division Curriculum Committee: _____

Division Head: _____ Date: 10/8/08

Revised 09/08

PROPOSED DELETIONS OF 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

(Please Type All Information)

DATA

Division: **Fine & Applied Arts**	Textbook Title: _____
Department (if pertinent): **Speech Arts**	Textbook Cost: _____
Course Title: **Debate 1-2**	Additional Equipment Costs: _____
Length of Course: Semester **X** Year _____	Additional Supplies Costs: _____
Credit Earned: **One**	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year _____

REVISION

Describe the Course Revision:

Change course title to: **Debate 1**
Change the length of the course from a year-long to one semester.

NEED

Reason for Course Revision

In previous years Debate was offered as a year-long class and did not run due to insufficient enrollment. By offering it as a semester class, students will be more likely to register.

ENDORSEMENTS

Division Curriculum Committee:

Tracy P Sample _____ _____

[illegible] _____ _____

_____ _____

Division Head: [illegible] Date: 10/17/08

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: **Fine & Applied Arts**	Textbook Title: _____
Department (if pertinent): **Speech Arts**	Textbook Cost: _____
Course Title: **Introduction to Theatre**	Additional Equipment Costs: _____
Length of Course: **Semester** Year _____	Additional Supplies Costs: _____
Credit Earned: **One**	3-Year Course Enrollment: _____
Course Student Fee (if any): _____	Revision to take effect:
Field Trips? No: _____ Yes, Number Anticipated: _____	Semester _____ Year _____

REVISION

Describe the Course Revision:

Change course title to: **Acting Foundations**

NEED

Reason for Course Revision:

To emphasize that scene study performance and monologue performance are the emphasis of the class.

ENDORSEMENTS

Division Curriculum Committee:

Tracy Bourque _____ _____

_____ _____

_____ _____

Division Head: _____ Date: 10/17/08

Revised 09/08

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

The Mathematics Division

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division Mathematics	Textbook Title: Bridges to Algebra & Geometry
Department (if pertinent):	Textbook Cost:
Course Title: Survey of Algebra 1	Additional Equipment Costs:
Length of Course: Semester 1	Additional Supplies Costs:
Year	3-Year Course Enrollment:
Credit Earned: 1	Deletion to take effect:
Course Student Fee (if any):	Semester: 1 Year: 2008–2009
Field Trips? No: x Yes, Number:	

NEED

Reason for Course Deletion:

Course is no longer offered

ENDORSEMENTS

Division Curriculum Committee:

Bobbi Warren

Kathleen Wirtz

Susie A. Ferrer

Division Head: D. Kerman Date: 9-30-08

Revised 09/08

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

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR DELETION OF EXISTING COURSE

(Please Type All Information)

DATA

Division Mathematics	Textbook Title: Bridges to Algebra & Geometry
Department (if pertinent):	Textbook Cost:
Course Title: Survey of Algebra 2	Additional Equipment Costs:
Length of Course: Semester 2	Additional Supplies Costs:
Year	3-Year Course Enrollment:
Credit Earned: 1	Deletion to take effect:
Course Student Fee (if any):	Semester: 2 Year: 2008–2009
Field Trips? No: x Yes, Number:	

NEED

Reason for Course Deletion:

Course is no longer offered

ENDORSEMENTS

Division Curriculum Committee:

Patti Warren

Kathleen Wirtz

Susie A Ferrer

Division Head: D. Kleeman Date: 9-30-08

Revised 09/08

The Science Division

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR REVISION TO EXISTING COURSE

(Please Type All Information)

DATA

Division: Science	Textbook Title:
Department (if pertinent):	Textbook Cost:
Course Title: 559 Anthropology	Additional Equipment Costs:
Length of Course: Semester 1 Year	Additional Supplies Costs:
Credit Earned: 1	3-Year Course Enrollment:
Course Student Fee (if any): N/A	Revision to take effect: FALL 2009
Field Trips? No: Yes, Number Anticipated:	Semester Year

REVISION

Describe the Course Revision:

Add Integrated Lab Science 3-4 as a prerequisite.

NEED

Reason for Course Revision

ILS 3-4 IS PRIMARILY FOCUSED ON BIOLOGY - This ALLOWS STUDENTS ENROLLING TO HAVE A BACKGROUND SIMILAR TO STUDENTS MEETING THE EXISTING BIOLOGY REQUIREMENT.

ENDORSEMENTS

Division Curriculum Committee:

Division Head: Welen F. Grosm

Date: 11-18-08

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

(Please Type All Information)

DATA

Division: Science

Department (if pertinent): _____

Course Title: 556 Earth Science

Length of Course: Semester 1-2 Year _____

Credit Earned: 2

Course Student Fee (if any): N/A

Field Trips? No: ✓ Yes, Number Anticipated: _____

Textbook Title: _____

Textbook Cost: _____

Additional Equipment Costs: _____

Additional Supplies Costs: _____

3-Year Course Enrollment: _____

Revision to take effect: FALL 2009

Semester _____ Year _____

REVISION

Describe the Course Revision:

REVISING COURSE TO BE A THIRD YEAR TRANSITION-LEVEL SCIENCE OPTION. LIMITING COURSE ENROLLMENT TO JUNIORS & SENIORS.

NEED

Reason for Course Revision

THIS WILL PROVIDE A THIRD YEAR LAB SCIENCE COURSE FOR TRANSITION LEVEL ~~SED~~ STUDENTS NOT READY FOR CHEM COM OR OTHER COLLEGE-PREP LEVEL COURSES. THIS WILL ALSO PROVIDE A LAB-SCIENCE OPTION FOR STUDENTS WHO DID NOT EARN 4 CREDITS IN PHYSICAL SCIENCE AND ESS. OF BIO.

ENDORSEMENTS

Division Curriculum Committee:

_____ _____

_____ _____

_____ _____

Division Head: William F. Brown Date: 11-18-08

Revised 09/08

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

The Special Education Division

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

(Please Type All Information)

DATA

Division: Special Education _____	Textbook Title: Algebra 2 Concepts and Skills Applications _____
Department (if pertinent): LD Program _____	Textbook Cost: _____
Course Title: Intermediate Algebra 1 & 2 Self-Contained _____	Additional Equipment Costs: _____
Length of Course: Semester _____ Year XX _____	Additional Supplies Costs: _____
Credit Earned: 2 _____	Course will first be offered:
Course Student Fee (if any): _____	Semester _____ Year 2009-2010 _____
Field Trips? No: _____ Yes, Number Anticipated: _____	

DESCRIPTION

Formal Course Description for Academic Catalog:

A second year algebra course that starts with a review of first-year algebra topics, then introduces polynomials, rational expressions, inequalities, powers and roots, complex numbers, quadratic functions, and logarithms. A graphing calculator is required.

UNITS

Course Units:

NEED

Reason For Course Proposal:

Learning disabled students are in need of a second year of algebra in a self-contained academic setting

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Other Pertinent Information:

Endorsing Signatures:
Division Curriculum Committee D. Kerman
Callum Bazzani

Division Head: Linda Caca Date: 10/08/08

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

DATA **(Please Type All Information)**

Division: Special Education	Textbook Title: N/A
Department (if pertinent): Emotional Development	Textbook Cost: N/A
Course Title: Computer Applications	Additional Equipment Costs: Use of computer labs
Length of Course: Semester X Year	Additional Supplies Costs: N/A
Credit Earned: 1.0	Course will first be offered:
Course Student Fee (if any): N/A	Semester: 1st Year: 2009-2010

DESCRIPTION

Formal Course Description for Academic Catalog:

This course offers an introductory level of exposure to the form and function of computer technology. Students will improve keyboarding skills while increasing familiarity with a variety of word processing fundamentals. The lessons in this course will be an exploration based on the use of technology for research, information, and communication processing. The goal of this course is to provide the student with the skills, support and practice necessary to become both information and computer literate.

UNITS

Course Units:

See attached.

NEED

Reason For Course Proposal:

This course is being offered to increase student knowledge of computer use and applications. Students in the Emotional Development Program require greater individualization in a special setting in order to master the current mainstream curriculum. Successful completion of this course fulfills the computer proficiency graduation requirement.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

The Computer Applications course is open to all students enrolled in the Emotional Development program regardless of gender, disability, physical characteristics, or sexual orientation.

Other Pertinent Information:

Endorsing Signatures:
Division Curriculum Committee Theresa Brennan

Danielle Dolan

Neil Collins

Division Head: Linda Carter Date: 9/15/08

Revised 09/03

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN THURSDAY, OCTOBER 4, 2008.

Computer Applications
Semester Course
Ms. Danielle Dobias

COURSE DESCRIPTION
This course offers an introductory level of exposure to the form and function of computer technology. Students will improve keyboarding skills while increasing familiarity with a variety of word processing fundamentals. The lessons in this course will be an exploration based on the use of technology for research, information and communication processing. The goal of the course is to provide the student with the skills, support and practice necessary to become both information and computer literate.

COURSE STANDARDS
Students will:

- Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Apply digital tools to gather, evaluate, and use information.
- Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Demonstrate a sound understanding of technology concepts, systems, and operations.

CONTENT, SCOPE AND SEQUENCE
Basic Operations and Concepts

- Use correct keyboarding technique
- Use and identify operating system functions
- Choose an appropriate device for a given task (input, output, storage)
- Identify different file extensions (doc, xls, pp)
- Differentiate between system and application software programs

Social, Ethical, and Human Issues

- Demonstrate ethical behavior when using computers
- Advocate legal and ethical behaviors regarding the use of technology and information

Word Processing using WORD

- Create and modify documents
- Format and edit text
- Demonstrate understanding of toolbar functions

Word Processing using EXCEL

- Create, edit, delete, format, size, and move tables
- Sort text and information in tables
- Perform calculations in tables
- Edit column size and spacing

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): Emotional Development

Course Title: Introduction to Marketing

Length of Course: Semester X Year ____

Credit Earned: 1.0

Course Student Fee (if any): Textbook

Textbook Title: Marketing Essentials, 3rd Edition

Textbook Cost: Varies - $85 (new) to $3(used)

Additional Equipment Costs: Use of computer labs

Additional Supplies Costs: N/A

Course will first be offered:

Semester: 2nd Year: 2009-2010

DESCRIPTION

Formal Course Description for Academic Catalog:

This course is designed to introduce students to the structure of advertising, as well as its history, problems, and challenges. This course provides an overview for those simply interested in advertising while providing a foundation for those interested in pursuing a career in advertising. The study includes, but is not limited to, advertising in the form of media, product placement and promotional campaigns. We will dissect our growing technological culture and analyze its effect on marketing techniques. The course challenges students to use critical thinking skills in weekly critiques of advertisements. Students will also be expected to complete 4 essays in which they will investigate ethical issues presented in chapter readings. Students will apply their knowledge to create a marketing campaign that follows ethical guidelines. Advertising expands across many media, making it impossible for us to not be influenced at some level. This course has several objectives, one of which is to encourage *thinking* about advertising. Specifically, what advertising is, how it works, how it is developed, and some controversies surrounding its use.

UNITS

Course Units:
See attached.

NEED

Reason For Course Proposal:
This course is being offered to increase student knowledge in the field of marketing. Numerous students enrolled in the Emotional Development Program are extremely interested and talented in the field of art, advertising and economics. Introduction to Marketing will provide them with a venue to explore and combine all three high interest areas as well as prepare them for future employment. This course will satisfy an applied/fine art elective requirement for graduation.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:
Introduction to Marketing is open to all students enrolled in the Emotional Development program regardless of gender, disability, physical characteristics, or sexual orientation.

Other Pertinent Information:

Endorsing Signatures:
Division Curriculum Committee Renee Brennake

Tom J Tuss

Danielle Dun

Niall Collins

Division Head: Linda Cadra Date: 9/15/08

Revised 09/03

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN THURSDAY, OCTOBER 4, 2008.

Introduction to Marketing

Semester Course

Ms. Danielle Dobias

COURSE DESCRIPTION

This course is designed to introduce students to the structure of advertising, as well as its history, problems, and challenges. This course provides an overview for those simply interested in advertising while providing a foundation for those interested in pursuing a career in advertising. The study includes, but is not limited to, advertising in the form of media, product placement and promotional campaigns. We will dissect our growing technological culture and analyze its effect on marketing techniques. The course challenges students to use critical thinking skills in weekly critiques of advertisements. Students will also be expected to complete 4 essays in which they will investigate ethical issues presented in chapter readings. Students will apply their knowledge to create a marketing campaign that follows ethical guidelines. Advertising expands across many mediums, making it impossible for us to not be influenced at some level. This course has several objectives, one of which is to encourage you to *think* about advertising. Specifically, what advertising is, how it works, how it is developed, and some controversies surrounding its use.

COURSE STANDARDS

Students will:

- Familiarize themselves with advertising mediums; television, internet, radio, promotional and direct mail.
- Explain the historical events and socio-economic processes involved in the development and adoption of each medium.
- Describe how each medium affects and is affected by other mass media, economic forces, and government regulations.
- Predict future developments and changes expected for each medium.
- Understand and explain the financial and cultural motivations that drive mass media.
- Explain the major theories about mass media effects.
- Understand the importance and existence of diversity in the media.

CONTENT, SCOPE AND SEQUENCE

Definition and role of marketing

- Understand and define the context in which the customer is making buying decisions
- Understand and articulate the consumers problems and needs
- Appeal to a large audience

Marketing Mix (The 4 P's of Marketing)

- Product
- Price
- Place (distribution)
- Promotion

Analysis of the marketing environment

- Why would the customer want a particular product?
- Why would the customer pick a product over "doing nothing"?

OAK PARK AND RIVER FOREST HIGH SCHOOL

PROPOSAL FOR ADDITION OF A NEW COURSE

(Please Type All Information)

DATA

Division: Special Education	Textbook Title:
Department (if pertinent): TEAM	Textbook Cost:
Course Title: Recreation and Leisure	Additional Equipment Costs: $800
Length of Course: Semester ____ Year X	Additional Supplies Costs: $75
Credit Earned: one each semester	Course will first be offered:
Course Student Fee (if any):	Semester 1st Year 2009/10
Field Trips? No: X Yes, Number Proposed:	

DESCRIPTION

Formal Course Description for Academic Catalog:
This class will teach recreational and leisure skills to students to assist them in the development of social skills and recreational/leisure interests for life long entertainment.

UNITS

Course Units:
Board/ Card Games, Computer Games, Jigsaw Puzzles/Legos, Art Activities, Reading, Jewelry, Knitting/Embroidery, Dance, Photography

NEED

Reason For Course Proposal:
Independent social skills are needed for successful transition into adult living situations for TEAM students.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:
The literacy component would address a variety of ethnic cultures.

Other Pertinent Information:

Endorsing Signatures:
Division Curriculum Committee Mary Young
Ron Huister
P Markey

Division Head: Linda Cada Date: 10/1/08

Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008

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):
Course Title: **Chinese 3-4**
Length of Course: **2 Semesters** **1 Year**
Credit Earned: **2 Credits**
Course Student Fee (if any): **None**
Field Trips? No √ Yes, Number Anticipated _____

Textbook Title: **Integrated Chinese: Level 1 Part 2**
Textbook Cost: **$39.95**
Additional Equipment Costs: **None**
Additional Supplies Costs: **$19.95 (workbook)**
Course will first be offered:
Semester: **1 & 2** Year: **2009-10**

DESCRIPTION

Formal Course Description for Academic Catalog:

This second-year Chinese course continues the development of the four language skills. Advanced vocabulary and grammar are presented with emphasis on oral and written responses. There is increased use of the Chinese language and writing systems. Cultural materials and projects are an integral part of the course.

UNITS

Course Units:

Sample curriculum attached.

NEED

Reason for Course Proposal:

This course is the second level of the Chinese language program, which was initiated at OPRFHS in the 2008-09 academic year.

HUMAN DIGNITY

Cultural Pluralism and Title IX Consideration:

Other Pertinent Information:

Endorsing Signatures
Division Curriculum Committee:

Division Head: Claudia Saf Date: 10/7/08

Revised 09/08

COURSE PROPOSALS DUE TO ROOM 373 NO LATER THAN WEDNESDAY, OCTOBER 8, 2008