

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

**BOARD OF EDUCATION
INSTRUCTION COMMITTEE OF THE WHOLE MEETING
Thursday, April 23, 2009
Immediately Following Special Board of Education Meeting
Board Room**

A G E N D A

- | | | |
|------|--|------------------------------|
| I. | Call to Order | Dr. Dietra D. Millard |
| II. | Approval of Minutes | Phil Prale |
| III. | Internet Safety Act | Don Vogel |
| IV. | Grading Questions | Phil Prale |
| V. | Update on Algebra Initiatives | Deborah Neuman
Phil Prale |
| VI. | Textbook Approval | Amy Hill |
| VII. | Additional Instructional Matters for Committee
Information/Deliberation | Dr. Dietra D. Millard |

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

Oak Park and River Forest High School

District 200

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

TO: Board of Education

FROM: Donald Vogel

DATE: April 16, 2009

RE: Internet Safety Act

BACKGROUND

During the fall legislative session Public Law 095-0869, the Internet Safety Act was amended requiring that all 'districts must incorporate into the school curriculum a component on Internet Safety to be taught at least once each school year to students in grade 3 and above.' The Act was enacted January 1, 2009 and is effective beginning with the 2009-2010 school year. The implementation of the law has been left to the discretion of the schools. For the purpose of this discussion the term Internet Safety will be used to cover a wide range of issues including but not limited to cyber-bullying, on-line predators, transmission of personal information, identity theft, passwords, harassment and copyright.

SUMMARY OF FINDINGS

A survey of area high schools provided little guidance on how this law will be implemented given the nature of the high school curriculum. At OPRFHS, the vast array of choices available to students and the fact that students do not move through the curriculum in a lock step fashion is problematic in implementing this law.

RECOMMENDATIONS

The Instructional Council has discussed the implementation of the new law and recommends the following:

1. That the issue of Internet Safety be introduced to freshmen as a part of (1) the Physical Education self defense program for boys and girls, (2) as a writing topic within the freshmen English classes with the possibility of a summer reading text in 2010-2011, and (3) the introduction of the HuskieNet Guide in freshmen science and world history classes.
2. Sophomores will visit this topic on one of the standardized test days.
3. The counselors will address this topic as a part of the College Search process presentation for juniors.
4. A senior presentation will be developed which involves recent graduates who can address the issue from a personal perspective within the college setting and the work place.

In addition to these activities for students information for parents in the form of handouts and presentations will be available and the topic of internet safety will be presented as appropriate in all classes.

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: April 17, 2009
Re: Grading Questions Raised Last Month

BACKGROUND

Last month a parent, Marcia Frank, came to the Instruction Committee meeting and raised questions about why the District does not allow music performance grades to be calculated as part of a student's GPA. Ms. Frank wanted music grades to be included in the GPA calculation, and the Board asked for a review of the issues related to the question.

SUMMARY OF FINDINGS

The Board of Education received a memo in May 2006 providing an update on the grading discussions. At that time, no significant changes were proposed in the existing system, although teachers and divisions are encouraged to review their practices regularly.

The specific question of incorporating grades from music performance classes in the GPA was discussed in February 2005. At that time several questions regarding GPA were presented for discussion at Board and community meetings. At that time, the reasons **for** including music performance grades in the GPA included that:

- all music courses would need to establish and publish grading standards and criteria, which could enhance those classes and those programs;
- all courses across all divisions and the student experiences in those courses would receive equal treatment as reflected in the GPA;
- students would be encouraged to perform their best work in all classes; and
- many other schools in the area calculate music grades in a student's GPA.

Reasons **against** including music performance grades in the GPA included that:

- a dilution of the GPA may result due to the current patterns of grades issued in music performance classes: most grades issued in music performance classes are A and B grades;
- student course selections could change and other elective classes might experience a decline in enrollment;
- as GPA's shift, other shifts will occur in student class rankings;
- the knowledge and skills taught in music performance programs have not been established as appropriate to the GPA; and
- including fine arts performing classes in the GPA could require FTE currently not budgeted in the 5-year plan. The Board of Education and administration would need to reconsider the current required freshman study hall; if that requirement were removed, students could enroll in more classes, increasing FTE and overall costs.

Ms. Frank's comments, included in a letter e-mailed to Board members, state her request that the Board reconsider this matter. She has asked that the District "include the grade from any fine arts performing class into the GPA," or that we make the fine arts performing classes a pass/fail grade and add specific language to the Academic Catalog to clarify matters for parents.

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

RECOMMENDATIONS (OR FUTURE DIRECTIONS)

At this time, the Board should expect clearer and specific language as part of the changes to the next edition of the Academic Catalog. Changes to the online version of the catalog have already been made. However, no other changes are recommended at this time for the following reasons:

- The impact of allowing ninth grade students to take an additional class in which the grade is calculated as part of the GPA has not been estimated in relation to the effect on class rankings of the additional grades for music students or the cost of more teachers if all freshman students were allowed an additional course, whether that course were a music course or not.
- Consideration has not been given to other class grades currently not part of the GPA: Physical Education, Driver Education, Academic Strategies, and publications courses.
- Regarding using the pass/fail grade in music classes, the pass/fail option would remove letter grades from student transcripts and reduce the amount of information available to colleges regarding student achievement in music performance classes. Currently, the letter grade is listed on the student transcript but is not included in the GPA or class ranking.

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

TO: Board of Education
FROM: Deborah Neuman, Kathleen Wirtz, Lauren Smith, and Phil Prale
DATE: April 17, 2009
RE: Algebra 1-2 Initiative Update

BACKGROUND

A team of math teachers working in the Algebra program has been analyzing student outcomes on common assessments that result from changes in classroom curriculum and instructional programs. A specific curricular approach has been the use of a web-based program called Agile Mind, an interactive, visually oriented program that helps students solve algebra problems, monitor their own progress, and study for and take exams online. The math division's work with Agile Mind has led to ongoing review of the Algebra curriculum offered in the Algebra 1-2 and Algebra 1-2 Block classes (Algebra 1-2 Block classes meet for an average of 120 additional minutes each week). The ongoing review of the Algebra program has used the Mastery Manager software that allows teachers to analyze results from common assessments used by all Algebra 1-2 and Algebra 1-2 Block classes. This report is an update of the work using Agile Mind and Mastery Manager software.

SUMMARY OF FINDINGS

Teachers reviewed common assessments given in Algebra classes at the end of Quarter 1 and the Semester 1 Final Exam. Results were compared according to a set of math standards aligned with state standards and ACT college readiness standards. Each standard was assigned a set of questions from the exam, although the number of questions assigned to each standard varied. Teachers use the results from the assessments to identify areas of confusion or underperformance on specific algebra standards associated with specific test questions. The Algebra teachers identified thirteen standards to measure.

An example is teaching the standard of analyzing domain and range. Using Mastery Manager results from last school year, teachers discovered that the Agile Mind approach to this topic lacked consistency, and teachers adjusted their classroom lessons to try to improve student outcomes. This year the assessment results on that standard showed minimal improvement. Another standard that addresses identifying slope received attention from the teachers based on 2008 results and showed greater improvement in 2009.

Overall, student results from the Semester 1 Final Exam in January 2009, when compared with results from January 2008, showed improvement on eight of the thirteen standards. However, the variation from 2008 to 2009 was within a range of +/- 1 to 3% on eight of the standards; of the five standards showing greater variation, +/- 5% or more, three showed positive improvement and two showed negative improvement.

CONCLUSION AND RECOMMENDATION

- Agile Mind and revisions to the Algebra program show some improvement as demonstrated by the Mastery Manager results; however, a greater rate of improvement is needed to accelerate student achievement in algebra.
- Continue to look at other indicators of student achievement in algebra, including standardized test results (testing is occurring this month for ninth, tenth, and eleventh grade students).
- Maintain the Agile Mind program and the teacher-led team to consider additional curricular and instructional revisions to the Algebra courses and continue to adapt instructional strategies in math classes based on Mastery Manager results.
- Reinforce the revised teaching of Algebra that has come from the ninth grade program and apply workable elements to the Intermediate Algebra and Advance Algebra programs.
- Create and use common assessment in the Intermediate Algebra and Advance Algebra classes.

Oak Park and River Forest High School District 200

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

TO: Instruction Committee Members
FROM: Director of Assessment and Research
DATE: April 23, 2009
RE: Textbook Recommendation

BACKGROUND

- The Mathematics Division recommends use of Little Books of Big Ideas: Precalculus; the Power of Functions by Lin McMullin for the course 242: Calculus Concepts 1-2A.
- The Fine and Applied Arts Division recommends use of Food for Today by Sabrina Bennett, et al, for the course 703/2: Food and Nutrition.
- The World Languages Division recommends the use of the following textbooks:
 - C'est a' toi! textbooks and workbooks levels 1, 2, and 3 for the courses 409: French 1-2, 413: French 3-4 and 415: French 3-4A, and 419: French 5-6 and 421: French 5-6A, respectively
 - La Catrina: El Ultimo Secreto reader for the course 485: Spanish 7-8A
 - Spanish Mini-stories for Look, I Can Talk! reader for the courses 461: Spanish 1-2 and 463: Spanish 1-2A.
- The Science Division recommends the use of the following textbooks:
 - Conceptual Physics by Paul G. Hewitt for the course 561: Physics 1-2P
 - Earth Comm: Earth System Science in the Community developed by the American Geological Institute for the course 556: Earth Science
 - Miller & Levine Biology by Kenneth R. Miller and Joseph Levine for the course 513: Biology 1-2
 - Foundations Series: Miller & Levine Biology by Kenneth R. Miller and Joseph Levine for the course 509: Essentials of Biology 1-2.
 - Modern Chemistry by Raymond E. Davis, et al, for the course 577: Chemistry 1-2A
 - Living in the Environment by G. Tyler Miller and Scott E. Spoolman for the course 581: AP Environmental Science
 - Investigations in Environmental Science: Units 1, 2, and 3 developed by the Geographic Data in Education Initiative of Northwestern University for the course 554: Environmental Science 1-2
 - Earth: An Introduction to Physical Geology by Edward J. Tarbuck and Frederick K. Lutgens for the course 558: Geology 1-2A.

SUMMARY OF FINDINGS

The Director of Assessment and Research has reviewed each textbook and recommends their adoption by the Board of Education.

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The Little Books of Big Ideas is a series of math and science books written by experienced classroom teachers for advanced level high school courses. These compact and concise books focus on skills development and practice. This precalculus book will clarify difficult concepts that college prep students need to know and will be an excellent supplement to the core text. It pulls together comprehensive information on single-variable functions and provides a complete set of notes on the Elementary Functions.

The Fine and Applied Arts Division currently is using the 1997 5th edition of Food for Today and would like to update to the current edition. This colorful and well-organized edition contains new information and a presentation that is more student friendly. This would be a state loan book.

Originally adopted by the Board of Education in January 2002, the new edition of the C'est a' toi! series offers a complete French program in listening, speaking, reading, and writing the French language.

Provisional approval of the readers La Catrina: El Ultimo Secreto and Mini-stories for Look, I Can Talk! expires at the end of the Spring 2009 semester. Teachers of Spanish have used these readers in the classroom and find them to be valuable texts to augment the primary text in the curriculum.

Conceptual Physics is among the most respected and widely used textbooks for project-oriented physics courses like our Physics 1-2P course. The content is solidly grounded in principles of physics, and the text is made accessible to students through simple language, cartoon sketches, and thought-provoking demonstrations. This text provides comprehensive content and a three-step learning sequence that builds conceptual understanding and offers computational reinforcement: 1 – Exploration; 2 – Concept Development; and 3 – Application.

EarthComm is a product of National Science Foundation funding and is considered an exemplar text in the field. It emphasizes how the study of Earth Science is related to the community in which the student lives. Students learn that many important decisions that affect our daily lives depend on an understanding of how our Earth works.

The Miller & Levine Biology text vertically aligns Biology 1-2 curriculum with that of Essentials of Biology 1-2. Colorful photographs and an appealing layout heighten student interest in the subject matter.

Foundations Series: Miller & Levine Biology is the same text as above with a reading level appropriate for students enrolled in Essentials of Biology.

Modern Chemistry contains an extensive Reference section, sample problems, labs, and a feature "Safety in the Chemistry Laboratory." Appealing pictures, layouts, and diagrams support the explanation of chemistry concepts appropriate to this course level.

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Living in the Environment matches the current College Board Approved Audit and is the most widely accepted text for AP Environmental Science courses at the high school and college levels. This newest edition uses a concept-centered approach to state the most important messages of each chapter. Concepts are linked throughout the book for student reinforcement of learning. The new design and layout enhances visual learning by incorporating an updated art program. “Sustainability” is the overarching theme of the text to reflect the growing importance of understanding environmental problems and their solutions.

Investigations in Environmental Science is a case-based approach to the study of environmental systems. It is activity-based and emphasizes lab and computer skills. Each unit presents students with an environmental challenge, then helps them learn the science needed to work on that challenge. Each unit ends with a project where students use the science approach to propose a solution to the challenge. Units included in the series are Land Use, Energy Generation, and Water Management.

Earth: An Introduction to Physical Geology is the newest edition of the text currently being used. Two all-new chapters have been added: “Global Climate Change” and “Earth’s Evolution through Geologic Time” to add flexibility to course content. Each chapter is designed as a self-contained unit so that material may be taught in a different sequence according to instructor preference of the dictates of the laboratory. This ninth edition was thoroughly revised with the dual goals of keeping topics current and improving the clarity of text discussions and the quality of the art program. Each text contains a CD-Rom entitled Geode: Earth that allows students to use Prentice Hall’s my geology place, “where geology comes to you.”

RECOMMENDATIONS

It is recommended that the Instruction Committee recommend that the Board of Education approve the adoption of the above-named textbooks for the above-named courses at its regular Board of Education meeting.

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Mathematics

Course Name(s): Calculus Concepts

Course Code(s): 242 1-2

Grade Level of Course: 12

CHECK APPROPRIATE BOX

☐ Core Text

☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Little Book of Big Ideas PreCalculus the Power of Functions

Author(s): Lin McMullin

Publisher: Peoples Education

Copyright Year: 2006

Edition: _____

ISBN #: 978-1-4138-1941-0

Electronic Format Available? _____ No _____ Yes; describe: Available upon request.

Type of Cover: Soft

OPRFHS Bookstore Cost to Student: \$ 22.10

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: * See below	Title: Calculus, Single Variable	Title:
Publisher:	Publisher: Wiley	Publisher:
Year of Adoption:	Year of Adoption: 2005	Year of Adoption:
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 9.4 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

This book is a good Precalculus review for students. The book supplements the current text nicely for this level of students enrolled in the class.

*Currently use xeroxed and bound copies of materials that have been taken from a variety of textbooks. Do not want to violate any copyright laws, therefore this text is necessary.

Evidence of Title IX and Cultural Pluralism:

Very concise math review. There are only math problems in the book.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: Katherine Moran

Division Head: D. Keenan

Date: 4/14/09

Director of Assessment & Research: Angie Lipp

Date: 4/16/09

Readability Score – Calculus Concepts 1–2

Even if the expression is defined for all real numbers, the domain may be restricted for some other reason. When the function is related to a particular situation, other factors may affect the domain. For example, if the expression relates to the number of people in a classroom, there cannot be negative people, fractional people, or more people than can fit in the room. The domain must, therefore, be nonnegative integer and less than some upper number (the maximum number of people who can fit in the room.)

Rational functions with numerators of higher degree than their denominators, power functions, and polynomials grow slower than exponential functions but faster than logarithmic functions. Of these functions, those with higher degrees dominate those with lower degrees.

The transformations are often first encountered when learning about the graphs of the trigonometric functions, but, in fact, they can be applied to any function and have the same effect on any graph. The unique shapes of the sine and cosine make them good examples because the effect of the transformation is easy to see. The effects also can be seen in tables of values. Translations do not change the shape of the graph; dilations do change the shape, but the graph is still similar to the original. Once you learn to read it, function notation will tell you exactly what transformation has been made. The goal is to be able to predict the location and shape of the graph of the new function.

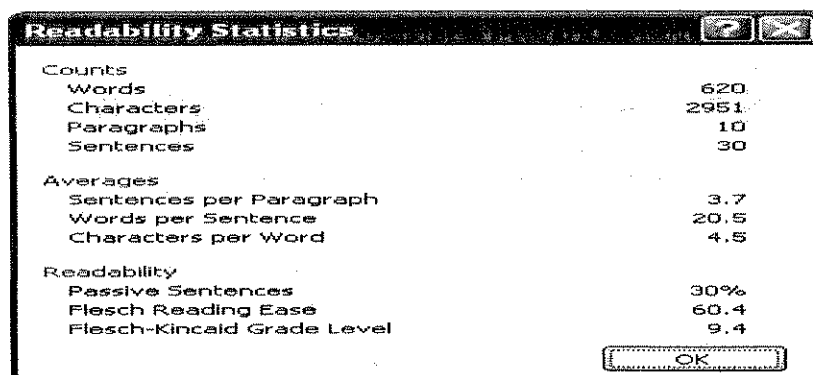
The graph of a function, f is *symmetric to the point* (a, b) , if and only if $b - f(a - x) = f(a + x) - b$. The points with x -coordinates $a - x$ and $a + x$ are on opposite sides of (a, b) and the same distance from (a, b) . The points with y -coordinates $f(a - x)$ and $f(a + x)$ are on opposite sides of the line $y = b$ and the same distance from it.

Various other functions can be made from rational functions and polynomial functions by including radicals in the expression. The domains must exclude values that make the radicands negative. Keep in mind that expressions involving square roots and other even roots can only have nonnegative numbers as outputs. The analysis and graphing of such functions is similar to what is done with polynomial and rational functions.

Some of these functions have two horizontal asymptotes. The procedure for finding them is similar to that used to horizontal asymptotes for rational functions (see Section 3.4): Divide by the highest power of x so that some terms become constant and the others have x in their denominators and will approach zero and $|x|$ gets larger.

The relations given in a., c., and e., are functions; the others are not. The relations in b. is not a function; it is a parabola that opens to the right and fails the vertical line test. Also note that if the equation is solved for y , it becomes $y = \sqrt{x}$. Next, d. is the equation of the circle $y = \pm\sqrt{4 - x^2}$, and also fails the vertical line test. Relation f. contains two points with the same first coordinate and different second coordinates. In g., because of the $\pm$ sign, each x -value will produce two y -values. Finally, h. is an ellipse and clearly fails the vertical line test.

Whenever you are asked why some example does not meet the conclusion of some theorem, the only possible reason is that it does not meet one or more of the hypotheses of Value Theorem is that the function in question is continuous on a closed interval. The tangent function is defined on the entire number line (an open interval), except at $x = \frac{k\pi}{2}$ for odd integers k , so it is not continuous. Neither hypothesis (continuous and closed interval) is met.



Readability Statistics	
Counts	
Words	620
Characters	2951
Paragraphs	10
Sentences	30
Averages	
Sentences per Paragraph	3.7
Words per Sentence	20.5
Characters per Word	4.5
Readability	
Passive Sentences	30%
Flesch Reading Ease	60.4
Flesch-Kincaid Grade Level	9.4
OK	

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Fine & Applied Arts Course Name(s): Food & Nutrition
Course Code(s): 7032/01
Grade Level of Course: 9-12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Food for Today

Author(s): Sabrina Bennett

Publisher: McGraw-Hill Co.

Copyright Year: 2010 Edition: _____ ISBN #: 9780078883668

Electronic Format Available? _____ No ☒ Yes; describe: _____

Type of Cover: Hardcover OPRFHS Bookstore Cost to Student: \$ State loan

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <u>Food for Today</u>	Title: _____	Title: _____
Publisher: <u>McGraw-Hill</u>	Publisher: _____	Publisher: _____
Year of Adoption: <u>1997</u>	Year of Adoption: _____	Year of Adoption: _____
OPRFHS Bookstore Cost: \$ <u>47</u>	OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 9.3 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Text is an updated version of our current book. New information and presentation make this more student-friendly.

Evidence of Title IX and Cultural Pluralism:

This text includes multi-cultural material and lesson suggestions.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: Mrs. Paula Erickson
Decky Richards Steve Hotman

Division Head: [Signature]

Date: 3/19/09

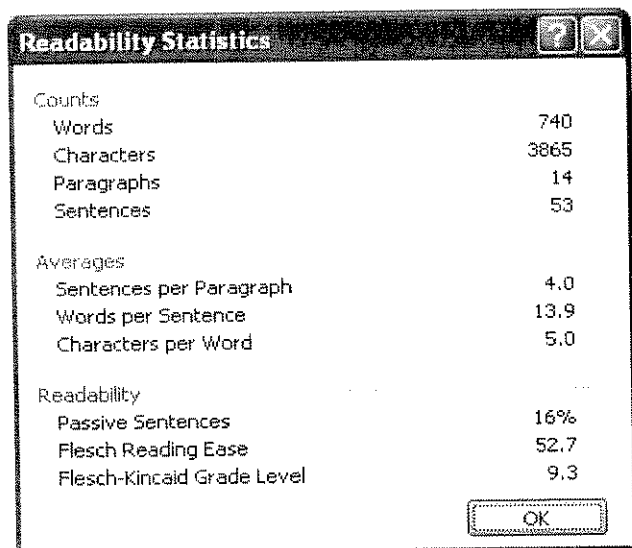
Director of Assessment & Research: [Signature]

Date: 4/16/09

Date of Approval by Board of Education: _____

Broth or stock is a great use for food scraps such as seafood shells, vegetable trimmings or peels, and animal bones. Bones with some meat attached give the richest flavor. The gelatin in bones from raw meat and poultry adds richness. Aromatic vegetables, such as onions, leeks, carrots, and celery, lend a complex flavor.

Rinse the bones in cold water to remove any impurities. Place the ingredients in a large pot with herbs and cover the ingredients with cold water. Bring the water to a boil, then turn down the heat and let the mixture simmer for several hours. Simmering slowly allows the ingredients to release their full flavor. Add water if necessary so that the solid ingredients remain submerged. As a final step, strain the broth or stock and discard the solid ingredients.

A screenshot of a 'Readability Statistics' dialog box. The box has a title bar with a question mark icon and a close button. It contains three sections: 'Counts', 'Averages', and 'Readability'. Each section lists a metric and its corresponding value. At the bottom right is an 'OK' button.

Readability Statistics	
Counts	
Words	740
Characters	3865
Paragraphs	14
Sentences	53
Averages	
Sentences per Paragraph	4.0
Words per Sentence	13.9
Characters per Word	5.0
Readability	
Passive Sentences	16%
Flesch Reading Ease	52.7
Flesch-Kincaid Grade Level	9.3
OK	

OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM

Division: WORLD LANGUAGES DIVISION

Date: April 13, 2009

Course Name(s): French 1-2

Course Code(s): 409

Grade Level of Course: First-year French

CHECK APPROPRIATE BOX: ☒ Core Text

☒ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: *C'est à toi 1* textbook & workbook

Author(s): Fawbush/et al

Publisher: EMC

Copyright Year: 2007

Edition: Second

ISBN#: 9780821932568/textbook
9780821932605/workbook

Electronic Format Available? ☒ No ☐ Yes; Describe:

Type of Cover: Hardbound

OPRFHS Bookstore Cost to Student: \$87.75new/\$65.80used – textbook

Type of Cover: Softbound

\$17.50new – workbook

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <i>French First Year</i> workbook	Title: <i>French-Eng/Eng-French Dictionary</i>	Title:
Publisher: Amsco	Publisher: HarperCollins	Publisher:
Year of Adoption: 2008-09	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$22.95	OPRFHS Bookstore Cost: \$4.85	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Reading Level:

Text is appropriate for the first-year French level.

Positive Qualities of the Proposed Text:

Text offers a complete French program for the first year incorporating the skills of listening, speaking, reading, and writing.

Evidence of Title IX and Cultural Pluralism:

Text contains suitable French vocabulary and grammar explanations and includes cultural sections.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee:

Betsy Farley
Maureen Gladys
Rona Maguire

Division Head: *C. Galt*

Date: 4/14/09

Director of Assessment & Research: *W. H. H. H.*

Date: 4/16/09

Date of Approval by Board of Education: _____

OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM

Division: WORLD LANGUAGES DIVISION

Date: April 13, 2009

Course Name(s): French 3-4 & 3-4A

Course Code(s): 413 & 415

Grade Level of Course: Second-year French

CHECK APPROPRIATE BOX: ☒ Core Text

☒ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: *C'est à toi 2* textbook & workbook

Author(s): Fawbush/et al

Publisher: EMC

Copyright Year: 2007

Edition: Second

ISBN#: 9780821932841/textbook
9780821932889/workbook

Electronic Format Available? ☒ No ☐ Yes; Describe:

Type of Cover: Hardbound

OPRFHS Bookstore Cost to Student: \$87.75new/\$65.80used – textbook

Type of Cover: Softbound

\$18.85new – workbook

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <i>French Two Years</i> workbook	Title:	Title:
Publisher: Amsco	Publisher:	Publisher:
Year of Adoption: 2008-09	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$21.45	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Reading Level:

Text is appropriate for the second-year French level.

Positive Qualities of the Proposed Text:

Text offers a complete French program for the second year incorporating the skills of listening, speaking, reading, and writing.

Evidence of Title IX and Cultural Pluralism:

Text contains suitable French vocabulary and grammar explanations and includes cultural sections.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee:

Betsy Farley
Maureen Brady
Rena Mazumdar

Division Head:

C. Salf

Date:

4/14/09

Director of Assessment & Research:

Angela Seip

Date:

4/16/09

Date of Approval by Board of Education:

OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM

Division: WORLD LANGUAGES DIVISION

Date: April 13, 2009

Course Name(s): French 5-6 & 5-6A

Course Code(s): 419 & 421

Grade Level of Course: Third-year French

CHECK APPROPRIATE BOX: ☒ Core Text
(A copy of the proposed text must accompany this form.)

☒ Supplementary Text

Title: *C'est à toi 3* textbook & workbook

Author(s): Fawbush/et al

Publisher: EMC

Copyright Year: 2007

Edition: Second

ISBN#: 9780821933091/textbook
9780821933138/workbook

Electronic Format Available? ☒ No ☐ Yes; Describe:

Type of Cover: Hardbound

OPRFHS Bookstore Cost to Student: \$87.75new/\$65.80used – textbook

Type of Cover: Softbound

\$20.20new – workbook

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <i>French Three Years</i> workbook	Title: <i>Le Petit Prince</i> reader	Title: <i>Suivez la Piste</i> reader
Publisher: Amsco	Publisher: National Textbook	Publisher: EMC
Year of Adoption: 2008-09	Year of Adoption: 1973-74	Year of Adoption: 1998-99
OPRFHS Bookstore Cost: \$20.25	OPRFHS Bookstore Cost: \$15.00/\$11.25	OPRFHS Bookstore Cost: \$13.50/\$10.15

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Reading Level:

Text is appropriate for the third-year French level.

Positive Qualities of the Proposed Text:

Text offers a complete French program for the third year incorporating the skills of listening, speaking, reading, and writing.

Evidence of Title IX and Cultural Pluralism:

Text contains suitable French vocabulary and grammar explanations and includes cultural sections.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee:

Betsy Farley
Maureen Brady
Renee Magunder

Division Head: *C. Salf*

Date: 4/14/09

Director of Assessment & Research: *Angela Seif*

Date: 4/16/09

Date of Approval by Board of Education: _____

OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM

Division: WORLD LANGUAGES DIVISION
Date: April 6, 2009

Course Name(s): Spanish 7-8A
Course Code(s): 485
Grade Level of Course: Fourth-year Spanish

CHECK APPROPRIATE BOX: ☐ Core Text ☒ Supplementary Text
(A copy of the proposed text must accompany this form.)

Title: *La Catrina: El Ultimo Secreto* reader

Author(s): Curland

Publisher: Pearson Prentice Hall

Copyright Year: 1999

Edition: First

ISBN#: 9780673218469

Electronic Format Available? ☒ No ☐ Yes; Describe:

Type of Cover: Soft

OPRFHS Bookstore Cost to Student: \$14.80new/\$11.10used

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title: <i>La Catrina: El Ultimo Secreto</i> video workbook	Title: <i>Cajas de carton</i> reader
Publisher:	Publisher: Pearson Prentice Hall	Publisher: Jimenez
Year of Adoption:	Year of Adoption: 2002-03	Year of Adoption: 2008-09
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$15.50/\$11.65	OPRFHS Bookstore Cost: \$5.65/\$4.25

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Reading Level:

Reader is appropriate to the fourth-year Spanish level.

Positive Qualities of the Proposed Text:

Text provides reading to accompany the fourth-year Spanish curriculum.

Evidence of Title IX and Cultural Pluralism:

Text contains suitable fourth-year Spanish vocabulary.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee:

Division Head:

Director of Assessment & Research:

Date:

Date:

Date of Approval by Board of Education:

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: WORLD LANGUAGES DIVISION

Date: April 6, 2009

Course Name(s): Spanish 1-2 & 1-2A

Course Code(s): 461 & 463

Grade Level of Course: First-year Spanish

CHECK APPROPRIATE BOX: ☐ Core Text
(A copy of the proposed text must accompany this form.)

☒ Supplementary Text

Title: *Mini stories for Look I Can Talk* reader

Author(s): Ray

Publisher: Blaine Ray Workshops

Copyright Year: 2004

Edition: First

ISBN#: 9781933814025

Electronic Format Available? ☒ No ☐ Yes; Describe:

Type of Cover: Soft

OPRFHS Bookstore Cost to Student: \$20.25new/\$15.20used

Please complete the appropriate portion below. **If text replaces a book, please provide a copy of the current text.**

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title:	Title: <i>Eres tu Maria</i> video workbook	Title: <i>Patricia va a California</i> reader
Publisher:	Publisher: Pearson Prentice Hall	Publisher: Blaine Ray Workshops
Year of Adoption:	Year of Adoption: 2008-09	Year of Adoption: 2004-05
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$10.75/\$8.05	OPRFHS Bookstore Cost: 8.10/\$6.10\$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Reading Level:

Reader is appropriate to the first-year Spanish level.

Positive Qualities of the Proposed Text:

Text provides reading to accompany the first-year Spanish curriculum.

Evidence of Title IX and Cultural Pluralism:

Text contains suitable first-year Spanish vocabulary.

Spanish 1-2 & 1-2A/Title: *Pobre Ana* reader

Publisher: Blaine Ray Workshops

Year of Adoption: 2004-05

OPRFHS Bookstore Cost: \$8.10/\$6.10

Spanish 1-2A/Title: *Casi se muere* reader

Publisher: Blaine Ray Workshops

Year of Adoption: 1004-05

OPRFHS Bookstore Cost: \$8.10/\$6.10

Spanish 1-2A/Title: *El viaje de su vida* reader

Publisher: Blaine Ray Workshops

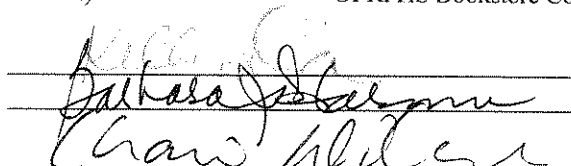
Year of Adoption: 2004-05

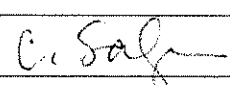
OPRFHS Bookstore Cost: \$8.10/\$6.10

ENDORSEMENTS

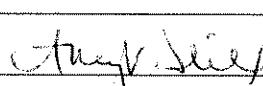
(Signatures are required prior to submission to the Director of Instruction.)

Division Curriculum/Textbook Selection Committee:



Division Head: 

Date: 4/14/09

Director of Assessment & Research: 

Date: 4/17/09

Date of Approval by Board of Education: _____

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Physics 1-2P
Course Code(s): 561
Grade Level of Course: 11-12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Conceptual Physics

Author(s): Paul G. Hewitt

Publisher: Prentice-Hall

Copyright Year: 2009 Edition: First ISBN #: 978-0-13-364749-5

Electronic Format Available? No ☒ Yes; describe: 6 year online access

Type of Cover: Hard OPRFHS Bookstore Cost to Student: \$ STATE LOAN

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <u>Conceptual Physics</u>	Title:	
Publisher: <u>Addison-Wesley</u>	Publisher:	
Year of Adoption: <u>2002</u>	Year of Adoption:	
OPRFHS Bookstore Cost: \$ <u>State Loan</u>	OPRFHS Bookstore Cost: \$	

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 8.9 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

- Concepts are broken down better, web links in text.
- Separate page for chapter review, then questions.

Evidence of Title IX and Cultural Pluralism:

There is no evidence of bias for gender, racial or ethnic backgrounds.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signature] [Signature] [Signature]

Division Head: William F. Grosser

Date: 4/15/09

Director of Assessment & Research: [Signature]

Date: 4/17/09

Date of Approval by Board of Education: _____

Conceptual Physics
Readability

page 4 9.4

page 325 10.2

page 516 8.7

page 773 10.9

9.80 Flesch-Kincaid Grade Level

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Earth Science
Course Code(s): 556
Grade Level of Course: 11 & 12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: EarthComm

Author(s): Developed by the American Geological Institute

Publisher: It's About Time

Copyright Year: 2005 Edition: First ISBN #: 1-58591-325-1

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: Hard OPRFHS Bookstore Cost to Student: \$ STATE LOAN

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Modern Earth Science	Title:	Title:
Publisher: Holt Rinehart Wilson	Publisher:	Publisher:
Year of Adoption: <u>2002</u>	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 9.0 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

The proposed text emphasizes how the study of Earth Science is related to the community in which the students live. Lab and activities form the foundation of all chapters.

Evidence of Title IX and Cultural Pluralism:

There is no evidence of bias for gender, racial or ethnic backgrounds. The book profiles careers that feature a culturally diverse group of scientists.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signature] [Signature]
[Signature] [Signature]

Division Head: William F. Houser

Date: 4/16/09

Director of Assessment & Research: [Signature]

Date: 4/17/09

Date of Approval by Board of Education: _____

Documents - Microsoft Word

File Edit View Insert Format Tools Table MathType Window Help Adobe PDF

Normal Times New Roman 12

Readability Statistics

Counts	
Words	705
Characters	3451
Paragraphs	7
Sentences	44

Averages	
Sentences per Paragraph	6.2
Words per Sentence	16.0
Characters per Word	4.7

Readability	
Passive Sentences	15%
Flesch Reading Ease	58.4
Flesch-Kincaid Grade Level	9.0

OK

Page 1 Sec 1 1/1 At 8.3" Ln 41 Col 90

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**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Biology 1-2
 Course Code(s): 513
 Grade Level of Course: 9

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Miller & Levine Biology

Author(s): Miller & Levine

Publisher: Pearson/Prentice Hall

Copyright Year: 2010 Edition: _____ ISBN #: 978-0-13-366951-0

Electronic Format Available? _____ No X Yes; describe: 6-year student license to biology.com

Type of Cover: Hard OPRFHS Bookstore Cost to Student: \$ State Loan

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Biology	Title: Study Workbook	Title: Lab Manual
Publisher: Prentice Hall	Publisher: Pearson	Publisher: Pearson
Year of Adoption:	Year of Adoption: 2009	Year of Adoption: 2009
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$±15	OPRFHS Bookstore Cost: \$± 15

Title: Test Prep Workbook
 Publisher: Pearson
 Year of Adoption: 2009
 OPRFHS Bookstore Cost: \$±20

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 10.6 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

- Text vertically aligns Biology 1-2 curriculum with Essentials of Biology 1-2
- Readability is appropriate for students using the text
- Superior supplementary on-line resources

Evidence of Title IX and Cultural Pluralism:

The book has strong representation of gender equity and multi-culturalism. The book features and highlights the accomplishments of men and women from a wide variety of ethnic and racial backgrounds.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signature]
[Signature]

[Signature]
[Signature]
[Signature]

Division Head: Walter Horn

Date: 4/16/09

Director of Assessment & Research: [Signature]

Date: 4/17/09

Date of Approval by Board of Education: _____

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Essentials of Biology 1-2
Course Code(s): 509
Grade Level of Course: 10

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: ★ Foundations Series: Miller & Levine Biology

Author(s): Miller & Levine

Publisher: Pearson/Prentice Hall

Copyright Year: 2010 Edition: 1 ISBN #: 9780133690101

Electronic Format Available? No ☒ Yes; describe: 6 year student license to biology.com

Type of Cover: Hard OPRFHS Bookstore Cost to Student: \$ State Loan

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <u>Biology</u>	Title: <u>Study Workbook B</u>	Title: <u>Lab Manual B</u>
Publisher: <u>Glencoe Science</u>	Publisher: <u>Pearson</u>	Publisher: <u>Pearson</u>
Year of Adoption: <u>2008</u>	Year of Adoption: <u>2009</u>	Year of Adoption: <u>2009</u>
OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: <u>\$±15.00</u>	OPRFHS Bookstore Cost: <u>\$±</u>

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 6.7 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

- Text vertically aligns Biology 1-2 curriculum with Essentials of Biology 1-2.
- Readability is appropriate for students using the text.
- Superior supplementary on-line resources.

Evidence of Title IX and Cultural Pluralism:

The book has strong representation of gender equity and multi-culturalism. The book features and highlights the accomplishments of men and women from a wide variety of ethnic and racial backgrounds.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signature] [Signature] [Signature] [Signature]

Division Head: [Signature]

Date: 4-16-09

Director of Assessment & Research: [Signature]

Date: 4/17/09

Date of Approval by Board of Education: _____

File Edit View Insert Format Tools Table MathType Window Help

Normal Times New Roman 12 B I U

Readability Statistics

Counts	
Words	560
Characters	2672
Paragraphs	10
Sentences	48

Averages	
Sentences per Paragraph	4.8
Words per Sentence	11.6
Characters per Word	4.6

Readability	
Passive Sentences	10%
Flesch Reading Ease	67.3
Flesch-Kincaid Grade Level	6.7

OK

Ratio of surface area to volume. To see how, picture a cube. The ratio of surface area to volume is 6/1. The ratio of surface area to volume for a cell is more trouble moving enough food in and out.

During the process of cell division, the parent cell divides into two daughter cells. This solves the problem of inefficient exchange of materials. It allows for a better exchange of materials. Reproduction is the process by which new organisms are produced.

Cells carry genetic information in the form of DNA. In fact, the total length of DNA in a cell is about 2 meters long. The DNA is packed into a structure called a chromosome. Chromosomes make it possible to separate DNA precisely during cell division.

Mitosis produces two nuclei, each with a complete set of chromosomes. All that is left to complete the M phase is the division of the cytoplasm. Cytokinesis completes cell division by splitting the cell into two daughter cells. The process is different in animal and plant cells.

Cancer is a disorder that shows what happens when cell growth is not controlled. Cancer develops when the body loses the ability to control growth in some of its cells. Cancer cells divide without control.

Draw AutoShapes

Page 1 Sec 1 1/2 At 9.7" Ln 48 Col 1

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**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Chemistry 1-2A
Course Code(s): 577
Grade Level of Course: 10-11

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Modern Chemistry

Author(s): Davis, Frey, Sargquis, Sarquis

Publisher: Holt, Rinehart and Winston

Copyright Year: 2009 Edition: First ISBN #: 13: 978-0-03-036786-1
10: 0-03-03678607

Electronic Format Available? No ☒ Yes; describe: Interactive online edition

Type of Cover: Hard OPRFHS Bookstore Cost to Student: \$ STATE LOAN

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Chemistry: Connections to our Changing World	Title:	Title:
Publisher: Prentice Hall	Publisher:	Publisher:
Year of Adoption: 2003	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$78.20	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 11.2 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

Good explanations and pictures, readable, problem bank and a wealth of reference material in the back of the book, good detail in many chemistry concepts, additional supplementary material.

Evidence of Title IX and Cultural Pluralism:

There is no evidence of bias for gender, racial or ethnic backgrounds.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee:

[Signature]
[Signature]

[Signature]
[Signature]
[Signature]

Division Head: William F. Gross

Date: 4/15/09

Director of Assessment & Research: [Signature]

Date: 4/17/09

Date of Approval by Board of Education: _____

Modern Chemistry
Readability

Page 329 11.3

Page 682 11.6

Page 766 10.9

Flesh-Kincaid GLE 11.2

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): AP Environmental Science
 Course Code(s): 581
 Grade Level of Course: Juniors & Seniors

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Living in the Environment

Author(s): Tyler G. Miller; Scott E. Spoolman

Publisher: Brooks/Cole Cengage Learning

Copyright Year: 2009 Edition: 16th ISBN #: 13:978-0-495-55671-8

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: Hard OPRFHS Bookstore Cost to Student: \$ 169.75 plus tax

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <u>Living in the Environment</u>	Title: _____	Title: _____
Publisher: <u>Brooks/Cole Cengage</u>	Publisher: _____	Publisher: _____
Year of Adoption: <u>2002</u>	Year of Adoption: _____	Year of Adoption: _____
OPRFHS Bookstore Cost: \$ <u>FINAL SALE</u>	OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: Flesch-Kincaid 12.8 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

This book matches the current College Board Approved Audit.

This book is the most widely accepted AP Environmental text in both high schools and colleges.

Evidence of Title IX and Cultural Pluralism:

Material contains no cultural bias and follows the guidelines of Title IX. The contents of the book ^{are} from a global perspective. The book has many examples and descriptions of events from many different cultures and countries.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research)

Division Curriculum/Textbook Selection Committee: _____

Division Head: William F. Grosz

Director of Assessment & Research: Angela Seier

Date: 1/30/09

Date: 4/17/09

Date of Approval by Board of Education: _____

these organisms, including many types of worms, are deposit feeders, which take mud into their guts and extract nutrients from it. Others such as oysters, clams, and sponges are filter feeders, which pass water through or over their bodies and extract nutrients from it.

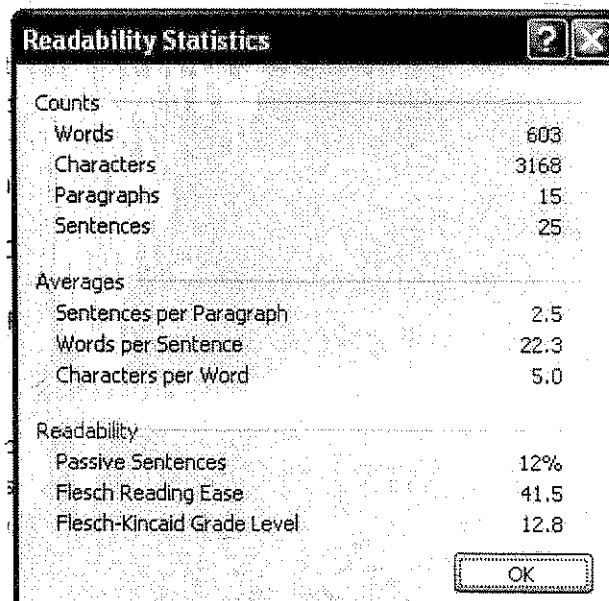
Average primary productivity and NPP per unit of area are quite low in the open sea. However, because open sea covers so much of the earth's surface, it makes the largest contribution to the earth's overall NPP. Also, NPP is much higher in some open sea areas where winds, ocean currents, and other factors cause water to rise from the depths of the surface. These upwellings bring nutrients from the ocean bottom to the surface for use by producers (figure 7-2, p.142).

In 2007, a team of scientists led by J. Craig Venter released a report that dramatically challenged scientists' assumptions about biodiversity in the open sea. After sailing around the world and spending 2 years collecting data, they found that the open sea contains many more bacteria, viruses, and other microbes than scientists have previously assumed.

8-3 HOW HAVE HUMAN ACTIVITIES AFFECTED MARINE ECOSYSTEMS?

Human Activities Are Disrupting and Degrading Marine Systems

Human activities are disrupting and degrading some ecological and economic services provided by marine aquatic systems, especially coastal wetlands, shorelines, mangrove forests, and coral reefs (concept 8-3). (See *The Habitable Planet*, video 9, at www.learner.org/resources/series209.html.)



Readability Statistics	
Counts	
Words	603
Characters	3168
Paragraphs	15
Sentences	25
Averages	
Sentences per Paragraph	2.5
Words per Sentence	22.3
Characters per Word	5.0
Readability	
Passive Sentences	12%
Flesch Reading Ease	41.5
Flesch-Kincaid Grade Level	12.8
OK	

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Environmental Science 1-2
Course Code(s): 554
Grade Level of Course: 11-12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Investigations In Environmental Science

Author(s): Daniel C. Edelson

Publisher: It's About Time/Herff Jones Education Division

Copyright Year: 2005, 2008 Edition: 1 ISBN #: 978-1-58591-444-9

Electronic Format Available? No ☒ Yes; describe: CD Rom

Type of Cover: Hard OPRFHS Bookstore Cost to Student: \$ STATE LOAN

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: Environmental Science	Title:	Title:
Publisher: McGraw Hill	Publisher:	Publisher:
Year of Adoption: 2002	Year of Adoption:	Year of Adoption:
OPRFHS Bookstore Cost: \$54.95	OPRFHS Bookstore Cost: \$	OPRFHS Bookstore Cost: \$

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: See attachment (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

1. Activity-based.
2. Emphasizes lab and computer skills, working with data.
3. Lessons very focused; designed to answer essential questions.

Evidence of Title IX and Cultural Pluralism:

The course is by its nature highly inclusive. Issues of race, gender, and culture often weave into environmental subjects. This text will foster understanding/discussion in those area.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: [Signature] [Signature] [Signature]

Division Head: William F. Morris Date: 4/15/09

Director of Assessment & Research: [Signature] Date: 4/17/09

Date of Approval by Board of Education: _____

Revised 01/20/09

* I AM FRIENDS WITH ONE OF THE CONTRIBUTORS, BUT HAVEN'T SPOKEN IN 3 yrs.

Readability Scores for *Investigations in Environmental Science*

Note: Lexile scores are from the publisher while Flesch-Kincaid GLE scores are from Cathy McNary

Unit 1: Lexile: 970

GLE: 10.1 (p. 50: 10.9; p. 72: 9.3; p. 106: 10.2)

Unit 2: Lexile: 1010

GLE: 9.6 (p. 48: 9.9; p. 127: 11.4; p. 218: 7.5)

Unit 3: Lexile: 1010

GLE: 9.4 (p. 18: 8.3; p. 86: 9.0; p. 195: 10.9)

**OAK PARK AND RIVER FOREST HIGH SCHOOL
TEXTBOOK ADOPTION FORM**

Division: Science Course Name(s): Geology 1-2A
Course Code(s): 558
Grade Level of Course: 11 - 12

CHECK APPROPRIATE BOX ☒ Core Text ☐ Supplementary Text

(A copy of the proposed text must accompany this form.)

Title: Earth – An Introduction to Physical Geology

Author(s): Edward J. Tarbuck – Frederick K. Lutgens

Publisher: Pearson – Prentice Hall

Copyright Year: 2008 Edition: 9th ISBN #: 0-13-156684-9

Electronic Format Available? ☒ No ☐ Yes; describe: _____

Type of Cover: Soft OPRFHS Bookstore Cost to Student: \$ 121.60

Please complete the appropriate portion below.

Text replaces the following book:	Text is in addition to the following book(s) also used in this course:	
Title: <u>Earth-An Intro to Phys Geol</u>	Title: _____	Title: _____
Publisher: <u>same</u>	Publisher: _____	Publisher: _____
Year of Adoption: _____	Year of Adoption: _____	Year of Adoption: _____
OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____	OPRFHS Bookstore Cost: \$ _____

QUALITIES OF PROPOSED TEXT

(Completion of this entire section is mandatory. Attach additional sheets if needed.)

Readability Score: 12.0 (See reverse for instructions.)

Please Attach Reading Level Documentation.

Positive Qualities of the Proposed Text:

N/A – This is the newer edition of the text currently used.

Evidence of Title IX and Cultural Pluralism:

Global coverage of concepts.

ENDORSEMENTS

(Signatures are required prior to submission to the Director of Assessment & Research.)

Division Curriculum/Textbook Selection Committee: _____

Division Head: William F. Grosser

Date: 4/15/09

Director of Assessment & Research: W. J. Slip

Date: 4/17/09

Date of Approval by Board of Education: _____

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

**An Instruction Committee of the Whole Board
February 19, 2009**

An Instruction Committee meeting of the Whole Board was held on Thursday, February 19, 2009, in the Board Room. Dr. Millard opened the meeting at 7:33 a.m. Committee members present were John C. Allen, IV (departed at 9:30 a.m.), Jacques A. Conway, Valerie J. Fisher, Dr. Ralph H. Lee, Dr. Dietra D. Millard, and Sharon Patchak Layman (arrived at 7:59 a.m.). Also present were: Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Research and Assessment; Nathaniel L. Rouse, Principal, Cheryl Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, OPRFHS Community Relations and Communications Coordinator; James Hunter, Faculty Senate Executive Committee Chair, Jay Lind, Linda Cada, Pat Graham, Pat Crane, Bonnie Marks, Colleen Biggins, Andrea Neuman, Dr. Stephen Gevinson, and Peter Quinn, OPRFHS faculty members, and Amy McCormack, parent.

Update on Initiatives

In December of 2005, when the Board of Education made the commitment to the Phase-In Dollars, the administration was asked to report on how those dollars were being used. The best representatives of the programs are the teachers as to what is happening in classrooms. Regarding the programs reviewed on this day, the continuity in these programs is the freshman student who is likely to struggle in school, particularly in the area of reading.

Learning Support Reading

Pat Graham, a retired teacher, talked about the origin of the reading lab. In 2006-07, learning teams were established and her learning team delved into how technology could assist teachers in helping students read. The criteria for science-based intervention were used. Lexia and Reading Plus were chosen as programs that could help with this direction. During that year, a proposal was written, revised, supported administratively by Mr. Prale, and approved. In 2007-08, the lab was established in Room 363. She credited Mr. Lanenga for his help for the lab setup. It has now been running for a year. She is now a full-time substitute for a person on maternity leave. She thanked the Board of Education for its support of the program.

Pat Crane noted that teachers have worked very hard to establish recordkeeping for every student. The programs are able to identify the deficit of each child and, therefore, the teachers can better utilize individual interventions. When each child reaches 75 percent of each level, he/she gets a ticket, and three student names are randomly selected to receive homework passes. The classes are small and the students are identified as

Learning Disabled (LD). They are tested three times during the year, fall, winter, and spring. The progress reports are used for their IEPs, as each reading goal is embedded in their IEPs and so there are several ways to record progress. Everything used as interventions is listed in the IEPs as benchmarks.

Ms. Newman talked about the students who have used these programs consistently for two years, which is the goal. Some students have made huge gains, not only in reading, but also in other subject areas. The reasons a student would have inconsistent growth might be due to scheduling challenges, outside factors such as attention deficit issues, etc., as well as the level at which the student began in the reading program.

Ms. Marks provided samples of growth patterns observed through the Gates MacGinitie Standardized Reading Test. With the exception of two freshmen, the students made consistent growth from beginning of their freshman year through the end of their first semester. Twelve of the 13 sophomores exhibited consistent growth. Much more detail can now be tracked. The Gates MacGinitie measures comprehension and vocabulary. Statistically, it gives a total reading score of comprehension and vocabulary.

The 25 students' growth (freshmen, sophomores, and one junior) averaged .9 for all 25 students, which is indicative of one year's academic growth in one semester. Based on where they started, the average rate of growth was .3 months per half year. They tripled their rate of achievement from their past educational experiences. That was very, very exciting.

The implications were as follows:

- All but two students made progress from the fall to winter in the 2008-2009 school year;
- The average rate of growth is significant;
- Students are using the programs daily for at least 50 minutes;
- Those students using the program consistently for two years have made progress;
- Testing inconsistencies can be attributed to the testing environment and learning disabilities.

The recommendations on where to go next were:

- Expand to general education student population, e.g., 8 to 9 connection students;
- Focus on juniors to improve ACT scores;
- Begin "drop-in" programs for students in study hall or academic strategies course;
- Target incoming freshmen with reading deficits
- Initiate articulation with feeder districts in order to collaborate on methodology
- Use of the programs at the students' homes.
- Use as Tier 2 intervention strategy.

Discussion ensued. Mr. Allen asked if there were a cap to the program level. Reading class has been expanded two more years and goes to the second year of college. Many reasons affect a student's reading skill. These programs can be used for intervention and

acceleration. Reading Plus is an academic program; it is not a game format. ADD students begin to increase their scores after using the program for a longer period.

Ms. Marks noted that the one student who did not make progress was an ELL student from Jordan. Lexia addresses the “Swiss-cheese gaps” in the lower level of reading skills. When one gets to the higher reading levels, comprehension, literal and influential, it is more of a level increase, not a filling in of one-type of deficit.

Students in the reading lab work on 17 computers at one time and the program targets those students needing more intervention on certain skills. If a student is identified with certain deficits, teachers can print out interventions and work one-to-one with a student for 10 minutes, etc. The target amount of time for each student averages between four or five 30- to 50-minute sessions. Ms. Patchak-Layman asked if these students’ teachers get the information as to where these students are and was the material they were studying connected with the material in their core classes. She was informed that the majority of freshmen is at the instructional level and has to work on reading skills. Block classes were scheduled back-to-back so that more coordination may occur. Ms. Patchak-Layman asked about the results of that scheduling. Ms. Biggins’ intuition was that it was working, but this was the first year for this endeavor. Ms. Neuman felt the benefits of blocking the students for two periods was wonderful; as the students see her first and second period. She felt this could be used for Tier 2 RtI intervention strategy.

Dr. Millard was concerned about teaching a student a skill and the pairing of it with another class, i.e., it sounded like it was teaching to the test. How does one protect against that and how does one know what they are learning can be expanded to other areas? Ms. Marks responded that the whole purpose of education is for students to be able to transfer what they learn. They can look at their level of mastery in terms of skill level through the Lexia Program. When one looks at standardized testing, the material has no connection to what they are doing in the reading program. In one sense, it is testing how well their skills are transferring.

Dr. Lee felt that District had made some amazing accomplishments in the reading level of special education students. He was interested in the slide asking where to go from here, including whether to expand this into the general student population. He asked:

1. Can it be determined how many juniors had reading skills that would cause the school to project that this person would not succeed at the college level?
2. Could the school create a screening process to know that every student at OPRFHS could read the front page of the *Chicago Tribune*?

Dr. Lee wanted to be able to say that OPRFHS knows the reading skill of every student graduating from this high school. Remedying of the problems may be too large a project, however. He felt that the school did not know the reading level of student who reaches his/her senior year. He found it frustrating that small programs can only help a small number of students. He wanted OPRFHS to be in a position of knowing the reading

skills of each student. Would that be cost prohibited or would the parents protest that the school was holding the student back.

Mr. Prale stated that OPRFHS does not know the discreet reading skills of each senior because the cost to do that is too great. The school does know that roughly 200 students are not meeting college readiness benchmarks, a predictor of success in the first year of college. Dr. Lee asked if the school could find out what the students' reading needs were in time to do something about it. Ms. Biggins responded that the students take the EXPLORE (as incoming freshman), the PLAN test during the freshman year, and the Instructional ACT in the sophomore year. According to those related scores, students will be identified through the tests given. Student access to reading programs was being added to the whole school via web-based software. The Gates MacGinitie test is given to all regular-level freshman students and that test shows that approximately 65 of current freshman students enrolled in English 1-2 classes may need assistance in reading. Dr. Lee stated that by the end of the sophomore year there was a fair idea of which students have reading skill deficits. Mr. Prale affirmed and noted that a report addressing some of these trends had been presented to the Board of Education last fall.

Ms. Patchak-Layman asked if students were maintaining. Ms. Hill said that students who achieve the benchmark and continue to achieve the benchmark would not be the focus of the analysis. Ms. Patchak-Layman asked how the District knows that each year the students are making yearly progress. Does this reading lab offer the opportunity of acceleration because they need to have more than a year's worth of growth? Mr. Prale responded yes, as described by Ms. Marks, regarding the increased rate of growth for students using the reading lab. For the general education population of students, a profile report published by ACT gives a point range for the students and shows they tend to progress at a standard rate. OPRFHS is making progress expected based on ACT statistics.

Dr. Millard stated that all of the teachers have identified which students are behind in their readiness skills. The point about working with feeder schools is important.

Collaborative Teacher Model (CTM)

Mr. Lind stated that the Reading Plus program is practiced in the English department once per week and two times per week in the reading class, so students are benefitting from three 50-minute periods per week. The CTM came out of literacy two years ago. The idea came from his experience of teaching at Clemente High School, a small school program with great success. While not a school-within-a-school, there are some advantages to the CTM model at OPRFHS. In the past, the basic-level teachers worked alone with a difficult population; teachers now meet weekly to discuss student issues, plan parent meetings, celebrations, etc. They attempt to bring parents in two or three times per year to discuss class work, Skyward, the counselors, final exams, etc. This is building a school community for these students and their families. His favorite is when the teachers celebrate student learning in whatever way. The students and their families are invited in for a breakfast and a celebration speech is made. A comparison could be made with these students versus the general population. First semester statistics show no

difference between these students and students not in this program, but he is confident that this program is successful. Even for the one student who had 20 to 30 discipline consequences, he believes that he/she is in a better place than if he/she had not been in this program. The ability to meet on ways to determine ways to benefit these kids has been beneficial to them.

Mr. Lind asked one for counselor, dean, and social worker to be assigned to these students. The attendance of Heidi Lynch and Jason Dennis at the meetings has been of great help. Summer meetings with these educators will occur to design cross-curricular projects and plan other events, such as field trips, specifically visiting college campuses. Teachers attempt to make learning a positive experience because these students do not want to be in school. PBIS training is being used and student attendance, passing a test, etc., is celebrated. There was much anecdotal information, but he knew it was working and if the program included all freshmen, it would help all students attain the college prep level by their senior year.

Mr. Prale stated that last year 45 to 50 students were in basic level classes at the freshman year, about one third were involved in the collaborative teaching model, and they had outperformed other comparable students by .5 GPA. The number of discipline referrals was down as well. Now the CTM were two thirds of the basic level students. Both groups are now the same, however, the overall GPA is up approximately .3. Generally, this has been positive, but there is no significant difference between CTM and non-CTM. The only change made this year was to expand this program. Discussion has occurred about going with a full collaborative model in science, history, and English courses and to work more closely with Mr. Wilson and Ms. Bishop in getting counselor connected with these students.

Mr. Conway reported that Naperville High School has a successful program in which the same teachers stay with the students for the entire four years. He complimented Mr. Lind on his work, calling him a "jewel" of the high school.

Mr. Lind said that there is an English teacher, a reading teacher, a science teacher and two math teachers involved in this program. The progress of those sophomores who went through the program as freshmen has not been tracked. Ms. Patchak-Layman noted that these students seemed to have discipline alternations during lunch, gym, halls, or there were attendance problems. Ms. Patchak-Layman suggested that the students required the same PBIS expectations during these times as they have in their classes. This is a good instructional model of students getting to know their teachers. To her, it should be for more students than just those being concentrated on now.

Learning Support Reading (LSR)

Mr. Prale noted that the LSR Program was started because there had been little success was had with the academic support period that was discreet from the students' schedule. The students who were on the bubble between basic and regular levels were bumped to the regular level classes and given additional support with English I teacher, Sara Rosas. After having conversations with Dr. Gevinson and Ms. Rosas about College Prep Scholar

students, all Learning Seminar and Learning Support students were filtered them through that model. A team of teachers then created a course called "Learning Support Reading" for students at the low end of the reading identified from the results of the EXPLORE test. Mr. Quinn teaches two sections of English I. The low-end readers and achievers in these sections receive 48 additional minutes with Mr. Quinn each day.

Mr. Quinn stated that this was his second year teaching LSR. Last year, he had 11 or 12 students, two he had in class, and the others were unknown to him. A strategy this year was to take the students from the five teachers of English I and funnel them to him. His experience this year was different from last year. The ability to have the day-to-day connection with the students made this year better and because there was not that "day-one" connection. In many ways, LSR is a study hall to do the work assigned in Mr. Quinn's class and the work assigned in other classes. The class will work two days per week on the Reading Plus Program in the reading lab starting in March. Testing will occur at the ended of the year. His students do an independent reading project as well. He was unsure what the data showed first semester but he related a story about a 14-year old student, who was not in LSR at the beginning of the year, not doing well, and had been deeply affected by another student's death. This student shared with the discipline dean and with Mr. Quinn that he has known people/friends/bad people who have gotten into bad things and were in either prison or killed. His cousin, a straight-A student, was shot and killed by a random act of violence. Thus, he did not believe he had a future. He is a smart student and he was enrolled in LSR. He now has an opportunity to have a connection with someone in the school. Mr. Quinn feels that reading is only one part of many for these freshman students. Three of these students have GPAs of 3.2 or better. While one student's mother called to say her son did not have to be in his class, the student advocated staying.

Mr. Quinn felt more students could use this support but was unsure how to make this program larger, not just academically, but emotionally/socially. Aide Bill Lohnes rotates from one LSR classroom to another throughout the day and, thus, provides another connection for these students.

Mr. Prale said this was a critical change because students cannot be enrolled in this class if they are enrolled in music or Algebra block scheduling. Students taking regular classes and enrolled in LSR outperform on a GPA-basis those students who only take regular classes and not in LSR. LSR has 72 students enrolled in these sections.

Ms. Patchak-Layman posed the same question as to whether these students' progress was being tracked in their sophomore year. Mr. Quinn felt that would be great data to review. He wanted to have these students' lockers located outside of his room. If students are going to get in trouble, it generally happens during the passing periods. The challenge would be what would happens with them in their sophomore year, when a new group of freshmen take those lockers.

Mr. Prale responded to Ms. Patchak-Layman's inquiry as to why scheduling was a problem by saying that parents have the final say in their children's schedule and some

do not want their children involved in the program. Ms. Patchak-Layman felt there was an opportunity to do clustering.

Ms. Patchak-Layman asked if these students had a four-year academic plan. She asked if there were a checklist for everyone to agree upon as a way to identify students with these issues. Mr. Prale stated that OPRFHS is a school of big beginnings but sustaining programs is its challenge. Ms. Patchak-Layman asked if these programs should be magnified. Mr. Prale replied that if there were success with Reading Plus and the school knows that four forty-minute sessions a week matters, then the school has to ask what opportunities can be made available to the students both during and out of school.

Ms. Patchak-Layman asked if the school was making the distinction of reading is a skill versus reading being a measure of the intellectual ability. Ms. Hill noted that with the next CRISS training, approximately two-third of OPRFHS teachers would have CRISS training. What is going on in the classrooms that teach students across the board? While students are learning literacy skills, are there other mechanisms in place that the students can still capture the content and be able to move forward? Mr. Prale referred to Ms. McNary's comment during the report on reading, i.e., "I think we have the testing thing nailed." The District needs to talk about is what is occurring in classrooms that move it forward. He will invite Division Heads to discuss what they are doing in their divisions to move reading skills forward.

Dr. Gevinson commented that LSR is a homegrown program that has evolved. This was originally the Project Scholar model. Highly qualified teachers are used in the program. Sixty-two students are not taking honors but are enrolled in LSR and their overall GPA is 2.61. The overall GPA for all other students in the College Prep Level (240 students) is 2.33. These are the lowest standardized testing-wise students in English 1 and 2 and they are outscoring their counterparts by .3 GPA. That is remarkable and speaks to the power of the program. It is through administrative efforts by Mr. Prale that has occurred.

Dr. Gevinson informed the Committee of the following articulation efforts that were taking place:

1. The two co-chairs in Language Arts at District 97 were anxious to cooperate and create new ideas, they will observe high school English classes, and participate in the English Division's meeting on March 9 when the discussion will occur about a program that will be rolled out next year on portfolio assessment.
2. In another session at the bi-district meeting, everyone heard each other's challenges. The achievement gap starts very early and interventions should start very early.

Dr. Lee was happy about what he had heard that morning, although he did have frustration with his own comprehension of where the District is and what it was doing.

Dr. Lee also noted that the Board of Education allocated \$15,000 to the Collaboration on Early Childhood Care and Education (CECCE). Approximately a week ago, the paper

documentation of that expenditure had been completed, which was a roadmap of where Oak Park and River Forest should be headed and what resources had been earmarked to expand the CECCE Program. He felt that when one looks back fifty years from now, this expenditure might be the high school's best.

Mr. Prale was pleased that the Board of Education allowed this time to talk about these programs and thanked Ms. Fisher for being part of the Board of Education who stated that it was necessary for it to be continually updated on the District's program.

Mr. Hunter stated that because the press was not there, no one would hear his comments, but what impressed him about these presentations was the nimbleness, the thoughtfulness, the dedication that is shown by these teachers to meet the needs of these students. His problem is that no one will hear anything about it. A story will appear about another custodian in the media, but not about the teachers who are improving reading for those who need it. He wanted the Board of Education to appreciate Mr. Prale and other members of the administration, including the Division Heads, who have done a nice job of getting teachers to focus on things that can be measured by which proves that what they are doing works. He hoped that they would appreciate the gains being seen as they could see that these relationships were being built as a direct result of the last contract. The reason why the teachers have time to do this is that they are able to dedicate more time to students. The need for interventions on the social work level is huge, as well as the use of aides. Many more aides would be useful. The work that is being done in reading is important and the District needs to find ways to emphasize it and support it. The LSR is very effective and he hoped that there was recognition that the faculty is working hard to accomplish the things that are important, meeting the needs of the students.

Dr. Lee asked Mr. Prale to correct the following statement: Approximately 65 students of the entire student body do not have an appropriate reading skill level. Mr. Prale said the number 65 represents the freshman students who are in the regular level English and are reading below grade level. In addition, 75 students are in the LSR Program, placed there because of low EXPLORE scores. Thirty-one students are in basic level classes. An additional 80 special education students also participate in the reading program. Approximately one-third of the freshman class might meet reading standards. This totals approximately 200 students at each grade level. Thus, there are approximately 800 students in the school that read below grade level, 320 of which are special education students.

SIP Update

Mr. Rouse presented the following information. "This winter a committee composed of teachers, parents, administrators, staff, and community members met to review and revise the School Improvement Plan. Since the plan was revised with input from several stakeholders, one additional meeting was scheduled in early February to allow for final review. The same SIP team will be asked to reconvene in the next school year to continue its work.

“The School Improvement Plan has been revised with input from the committee. The latest draft is submitted to the Board of Education for approval. A major shift in the SIP focuses on the implementation of Response to Intervention (RtI). The professional development and technical assistance under Illinois ASPIRE focuses on designing and implementing a multi-tiered early intervening services model including RtI. ISBE initiatives such as the former Flexible Service Delivery Project (problem solving and RtI) Standards-Aligned Classrooms and Illinois Reading First helped provide the foundation for the content of the training and technical assistance provided by each Illinois ASPIRE region.

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

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

“Illinois ASPIRE is also an integral part of ISBE’s efforts to ramp up implementation of RtI across the state. While RtI is connected to the state special education regulations that went into effect in June 2007, as conceived by ISBE, RtI is more than part of the process to determine eligibility for specific learning disabilities. RtI is an overall school improvement process. This school improvement process is designed to provide scientifically based, appropriate instruction to *all* students in a multi-tiered early intervening services model. Dr. Nikki Paplaczkyk, our OPRF Program Director for Support Services, has been identified as our ASPIRE North Coach to help implement RtI.”

Mr. Rouse presented the Instruction Committee members with an executive summary of the larger SIP report. After this meeting, he hoped to send the full report via email so that they could utilize the tabs in the PDF format. The SIP will speak to the areas in which the District is deficient but will also speak to interventions that can be done in regular education classrooms and the transformation of regular learning. He felt fewer students would be recommended for special education and more for a co-taught situation. He felt that the RtI spoke to those interventions.

Dr. Lee asked about the NCLB law. He thought it had dire consequences for missing the benchmarks. Mr. Rouse said the NCLB law while well intended, the national and state resources prohibit the sanctions for schools not achieving. Some of the sanctions initially discussed have not risen to the level of resource. He, being from Elgin, was aware that the new superintendent, chosen by the school district, removed twelve administrators based on a variety of issues, grievances from the union, etc., but mostly from the lack of achievement over time; it was a broken system. That would be a rare occurrence, however. Dr. Lee asked about OPRFHS's status with regard to making AYP. Ms. Hill said that OPRFHS was in year five of not making AYP. Mr. Prale stated that the law provides that OPRFHS file the annual SIP and restructuring plans. Beyond that, the state has options, not requirements.

Ms. Patchak-Layman asked the following questions:

- 1) What is different about this plan as compared to the last plan?
- 2) What would be done for specific subgroups?
- 3) What had been learned from the last SIP?
- 4) Where are the measurements in terms of the activities' success?

Mr. Rouse responded that the difficulty with any of these programs and services is that one has to implement them over an increment of time. Many times annual information will give information but not determine whether a plan is working in the areas. Some freshman programs are assessed annually, but the big assessment is the PSAE in the junior year. Time and resources are allocated to these programs and one does not want to stop them prematurely. Mr. Prale responded that the District does not include benchmarks in this plan; it relies on its testing, etc.

Ms. Patchak-Layman noted that a grant applied for last year was related to the SIP and she wanted to see the benchmarks. Mr. Rouse stated the SIP identifies in the third section how much money is available for programs and services. If the District chooses to write a grant, it can go to this document, look at timeline and allocations, and apply for monies based on the information in SIP. For example, there are many amendments for RtI, which is a signal to the District where RtI would be implemented. In the following year, which is the State's guideline for implementation, the District would have to identify specifically Tier I and Tier 2 interventions. Mr. Rouse was not certain that the implementation pieces would be required with SIP next year, because it is still evolving. The State does not ask for benchmarks.

Mr. Prale stated that there was value to having a map or benchmarks as described by Ms. Patchak-Layman, and that is why the SIP team brings stakeholders to the table for a discussion about the school, e.g., who is learning, who is not, why, and what will be done about it, etc. The District prefers to look at the data available to it. With regard to the grant, the grant did articulate specifically with SIP and it was not a lack in the grant application. While the District communicated with the State and got feedback, it still does not understand why the grant was not received. Many districts were disappointed

with the results because of the time they put into writing the grant. However, OPRFHS felt it was a beneficial process and would apply for it again if the opportunity arose.

Ms. Patchak-Layman asked for clarification, regarding working with African-American students and economically disadvantaged students. While it may be different, perhaps there is a culture that they would be able to choose literature that is culturally connected and that might be a concerted effort that comes out of this that would make distinctions between the two groups. Mr. Prale suggested listing Peter Kahn's position as Spoken Word and Black Literature Professional Developer as he has created tremendous opportunity and is now working with the counselors. While he is not listed in SIP, he has been at OPRFHS for years. He is bringing more African-American literature across the board.

Mr. Rouse added that professional development for teachers would also include critical race theory and courageous conversations on race. A group of teachers meets twice per month to look at the system of education and to think differently so that the result is that more relationships are built for students and that lesson plans are equity based.

Dr. Millard looked at the SIP as something that the state requires it terms of meeting AYP. The review of the programs reported on that day is not looked at by the state. Mr. Prale added that Agile Mind is included in the SIP in addition to a report would be made to the Board of Education later in the year. The District thinks this math/algebra intervention is necessary. Dr. Millard did not see the SIP as a composite document. Ms. Patchak-Layman felt much time was spent on it and because it is put on the website for the public, it could become the ultimate blueprint. Dr. Millard stated that the Board of Education has not required SIP to be the blueprint for the District to perform in a particular way.

It was suggested that more discussion occur with the Superintendent as to what this plan should entail. It is it intended to be the blueprint for everything the District does and its guiding principles or is it intended as a report to the State in response to test scores. Mr. Rouse stated that the reality of SIP speaks to the students who are deficient in certain areas. This plan identifies students who are struggling and the programs for them. It does not talk about the services for those who are exceeding and/or are middle of the road students.

When Ms. Patchak-Layman spoke with the State about a narrative of the programs funded last year, she was informed that money was available this year and it would follow a similar process. In terms of conversations with RESPRO, this staff person could not speak more highly of Urbana High School's SIP. Ms. Patchak-Layman looked at its SIP on its website and found that it was using it as a blueprint. Mr. Rouse noted that he had shared the SIP with neighboring school districts to get their opinions. Everything possible was done to receive the grant, and the school felt disappointed and slighted because it had provided everything requested of it.

Dr. Millard commented that Ms. Hill was continuing to work on the Institutional Excellence document and conversing with other groups. Ms. Hill stated that the discussion is about identifying 1) who is responsible for maintaining, assessing, etc., 2) what are the inputs that will lead the students toward those benchmarks and goals; and, 3) how the administration will report to the Board of Education the outcomes. Ms. Hill felt that this document could be the blueprint for all of the things the school does in school improvement efforts beyond NCLB. Dr. Millard noted that it is not simply test scores or a snapshot but a look at every aspect of the student. Institutional Excellence will be reported on in May.

Dr. Lee asked about a report relative to the indicators of achievement and progress toward the goal of being able to say what the District meant by student achievement, ultimately arriving at a definition of the achievement gap and what would be the measures and indicators that would be part of that definition. Mr. Prale's administrator answer was that if it were the Board of Education's goal, he would ask the Superintendent for his timeline. There are many measures built into what the student should know as he/she comes through the high school. However, he does not talk about the achievement gap, as it is not useful phrase for him as an educator or for the District. One may talk about the systematic review of the data that show disparity when disaggregated by race. Dr. Lee understood that it may not be useful information to him, but a synthesis of a composite of measures would be useful to him. Progress over a period of years can indicate what direction the school is head, if any. That is what Dr. Lee was working towards, not from one year to the next, but perhaps one decade to the next.

Adjournment

The Instruction Committee adjourned at 10:10 a.m.

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

**An Instruction Committee of the Whole Board
March 19, 2009**

An Instruction Committee meeting of the Whole Board was held on Thursday, February 19, 2009 in the Board Room. Dr. Millard opened the meeting at 7:40 a.m. Committee members present were, Jacques A. Conway, Valerie J. Fisher, Dr. Ralph H. Lee (, Dr. Dietra D. Millard, and Sharon Patchak Layman (arrived at 7:59 a.m.). Also present were: Dr. Attila J. Weninger, Superintendent; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Research and Assessment; Nathaniel L. Rouse, Principal, Cheryl Witham, Chief Financial Officer; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors included Kay Foran, OPRFHS Community Relations and Communications Coordinator; James Hunter, Faculty Senate Executive Committee Chair; Janel Bishop, Assistant Principal for Student Health and Safety; Tia Marr and Jim Goodfellow, OPRFHS Deans, Mark Wilson, Assistant Principal for Student Services; Judie Wilson of the League of Women Voters; Marsha Frank, parent; and Amy Leafe McCormack, parent.

Visitor Comments

Ms. Frank read the following statement:

“Consider the following scenarios:

Student A: Rehearses his music regularly, comes to class prepared, is attentive and respectful during class, participates in all performances. Grade: A

Student B: Occasionally rehearses his pieces, sometimes forgets his instrument or music, often talks in class, has skipped performances. Grade: D

“What is the difference between these students? None! When it comes to calculating their grade point average, neither the A nor the D counted. How can this be in a school the caliber of OPRF? A school that touts its fine arts options does not count these grades in the Grade Point Average!

“The student who excels at math has all math courses included in the calculation of her GPA. The student who loves to read and write will be rewarded for his efforts in his GPA. How about the fine arts student? Well, if she takes beginning guitar – it is included in the GPA calculation; however not if she plays a band instrument!

“When I was on the District 97 Board, there was significant effort in creating an educational fabric – a thread of continuity from kindergarten through 12th grade. I cannot speak for District 90 schools, but the music programs in District 97 are beyond

exceptional. Band students are required to turn in outside concert evaluations, regular rehearsal logs, and music theory homework. Participation in band performances is included in their grade. Even more important, this grade counts in their overall GPA.

From experience, our family knows that Mr. Svejda runs a marvelous band program with many additional options ranging from marching band to jazz ensembles. I am sure the vocal and orchestral options are just as strong. Most of these students who participate in the music classes give up a study hall or other elective options to take the class. The administration and Board of OPRF is failing to recognize these hard-working students.

“A recent front page Chicago Tribune article noted that applications for music programs at the collegiate level are actually increasing. For the communities of Oak Park and River Forest, this may not be a surprise, given the significant support for the various arts and artists in our communities. Now, how does a graduate from OPRF High School explain to the college admissions office that most of his music courses are not calculated in the GPA? Indeed, how can the OPRF Curriculum Department explain to the parents of Oak Park and River Forest this fact? It is important that the Curriculum Department and the School Board be very clear and specific as to why certain courses are offered in the curriculum and are given a grade, but are not counted in the overall grade point average. This explanation should not only be given to the current families of OPRF, but the future families as well. It is hoped that if you value a class enough to offer it to your students, then you should value it enough to make it count!”

Ms. Patchak-Layman commented that the Concert Tour Association (CTA) also raised the question about receiving GPA credit for Orchestra. She did not know if there was a resolution. Ms. Hill responded that no music performance courses count in a student's GPA. A formula is provided in the *Academic Catalog* as to how the GPA is calculated and which courses are not included in that calculation. Ms. Patchak-Layman noted that parents consider musical performance groups to be after school programs.

Dr. Lee agreed that this was a serious issue and asked that it be discussed at future Instruction Committee meetings. Ms. Fisher asked the administration for a recap of the District's last examination of this issue. Mr. Prale stated that in May 2003, eighteen recommendations were received as part of the research report and one of those eighteen was to reconvene the Philosophy of Grading Committee. Six recommendations were made in 2005 after the Committee had extensive discussion within the Committee and throughout school community. The question of including Drivers' Ed, Music, and PE in the GPA was explored. At that time, the Board of Education, administration, school, and community affirmed to make no changes. While students receive credit for these courses, it does not count in their GPAs. He suggested revisiting the notes and discussions and then discussing the merits of those ideas at the next Instruction Committee meeting. The Committee was cautioned of implications that extend beyond music, e.g., the freshmen study hall requirement.. Should a student take music performance instead of the study hall, and the grade from that class be counted in the student's GPA that student might have a slight advantage in class rank due to the increased in the GPA. In addition, lifting the current restrictions on freshman

enrollments would have financial ramifications. Mr. Conway noted that he had asked Student Council to make a recommendation on this issue, as well.

Acceptance of Minutes

It was the consensus of the Instruction Committee members to accept the minutes of the January 15, 2009 Instruction Committee, as presented.

PSAE Plans

Ms. Hill informed the Committee members that the Prairie State Achievement Exam (PSAE) would be administered to juniors and proctored by teachers April 22-23, 2009. At the same time, Work Keys would be administered to sophomores. She noted that a system is now in place that works well.

Ms. Hill reviewed the two-day schedule of testing that had been provided to the Committee members, noting that no activities were planned for the afternoons, as staff development was scheduled. Ms. Patchak-Layman asked if the public library had been informed of the early dismissal of students and whether it had offered any feedback about supervision, etc. Ms. Foran stated that both villages were aware of the school's calendar.

MSAN

Mr. Prale and Ms. Hill presented the Committee members with information regarding 1) the Minority Student Achievement Network (MSAN) Research Practitioner Council (RPC) meetings in Chicago this year, and 2) a two-day mini-conference focusing on carrying forward conversations about race and achievement held at the OPRFHS. Mr. Prale also noted that the annual MSAN Conference was scheduled for June in Dearborn Michigan: the District plans to send a full team, including a Board of Education member.

Ms. Hill coordinated the mini conference at OPRFHS with the assistance of faculty member Devon Alexander. Forty people from six districts participated in the intensive day and a half program. The Instruction Committee reviewed the conference agenda. Mr. Prale said the conference provoked thinking about the work teachers do and how this school works with students of color. He thanked Ms. Patchak-Layman for her support and for her attendance for a portion of the conference. He also thanked the faculty who participated, as they did this voluntarily on a holiday.

Ms. Patchak-Layman noted that a number of the districts spoke about having an equity coordinator or administrator on their staff. Because OPRFHS does not have a parallel position, she asked if there had been any discussion about creating such a position. Mr. Prale responded that OPRFHS had not had any discussion and Mr. Rouse added that, typically, an equity coordinator position is implemented in year two or three of a district-wide rollout of courageous conversations related to race and the faculty.

Dr. Millard questioned whether equity referred to only race. Mr. Rouse stated that the discussion is first about race and it then broadens into other inequities.

Student Discipline Report

Mr. Rouse introduced Janel Bishop, Assistant Principal for Student Health and Safety, who created, with the help of Mark Wilson, the Student Discipline Report for first semester. Ms. Bishop noted that the new format was in response to Board of Education feedback. While this was the beginning of the discussion, it would continue at the regular March Board of Education meeting.

Ms. Bishop noted that the table of contents included the following reports:

1. Student Discipline Summary by Gender and Race
2. Student Discipline Summary by Special Education and Race
3. Student Discipline Summary by Consequence, Grade Level, and Race
4. In School Suspensions by Gender and Race
5. Out of School Suspensions by Gender and Race
5. All Suspensions By Class of Infraction, Year of Graduation, and Race
6. Recidivism
7. GPA Tables
8. Alternative Actions & Interventions
9. Year-to-Year Comparisons

Each section was separated by a title page, analysis of the data, and the data table itself. Because this was Ms. Bishop's first time completing this report, issues were discovered with regard to how information was reported in Skyward and they would be corrected the next time.

She highlighted the following information:

- African-American males committed 38 percent of all infractions as compared to 16 percent committed by White males.
- Non-Special Education students committed 32 percent of all infractions as compared to 15 percent committed by Special Education students.
- Consequences were evenly distributed across all grade levels.
- The Board of Education expelled held in abeyance four students; these four students were involved in two incidents. This compares with three students expelled in the first semester of the 2007-2008 school year.
- The number of detentions issued (2270) includes ASDs that were given as consequences divided into three 1-hour detentions, or a 1-hour and a 2-hour detention. This is due to data entry limitations in Skyward. Had that limitation not existed, the number of ASDs would be higher and the number of detentions would be lower.
- There were 66 attendance related infractions, primarily due to the new tardy procedure. Deans are working hard to address the truancy issue and teachers are trying their best to record and to write referrals.
- The 18 students involved in Mob Actions were involved in four incidents and there were no recidivists for Class IV infractions. There were also no recidivists for

Fighting; however, seven African-American females were suspended for fighting and of the 18 involved in Mob Action, 12 of them were African-American females.

- Freshman students received the highest number of ISS and tied with Seniors for the highest number of OSS.
- Juniors received the lowest number of ISS and OSS of all four grade levels.
- Approximately 26% (791 students) of the total population of students attending school here at OPRFHS have had at least one discipline referral. While 791 students are more than preferred, it should be noted that of the 791 students, 510 have had three or fewer referrals.
- 64% of all students did not continually repeat the behaviors that caused them to receive consequences from the discipline center.
- The highest number of students who received an ISS had a GPA that ranged from 1.0 and 1.99.
- The highest number of students who received an OSS also had a GPA that ranged from 1.0 and 1.99.

Discussion ensued. Ms. Patchak-Layman asked if the previous information relative to class, gender, etc. was available. She was informed that on page 14 was a breakdown of consequences by class, race, and gender. She asked that another column be added to the chart that would provide information as to which infraction was violated. She said this information was about knowing how to use this data to influence the services for students.

Ms. Patchak-Layman felt that the students who needed a change of venue and were offered to go to an alternative placement were not included in this report. It was explained that the PSS Team makes a recommendation for another placement even though no infractions have occurred and it would not show up on this report. Three students were offered alternative placements this year by the superintendent.

Instruction Committee members were invited to submit additional questions regarding the report to Ms. Bishop so that they could be answered at the March meeting.

Mr. Conway was surprised at the low number of infractions with regard to illegal usage, as the Township has indicated that it was on the rise. Ms. Bishop felt the number of students under the influence was high. While the school does a good job of providing support for students, this is a community-wide issue. Ms. Patchak-Layman asked if the time of day were recorded as to when the incident occurred, as that information could be used to provide programs that would most appropriately address this problem. Mr. Rouse stated that the consequences would be the same from the school's perspective; however, the timing of these events might be difficult to provide. Ms. Patchak-Layman noted that this request was part of her wanting this report to have usefulness in terms of beginning new programs, etc.

Dr. Lee felt good about this report because of its nature. He saw this as a major institution that has learned how to convert data into actionable information. When this report was compiled, a myriad of problems were found and he felt this was part of the growth. This was an ambitious report and it is the type needed in order to convert

numbers into meaningful information. He, however, was concerned about whether this represents institutional growth or personal and professional growth on the part of one person. If the path of following the line of least resistance is followed, the District will find itself in 2025 an institution that did not gain from someone's expertise. He hoped the District could find ways to insure that three or four people could gain this experience, as opposed to just one or two, understanding that when it is a one-person job, it is difficult to have three or four people doing it. He spoke with Dr. Weninger about the District developing depth as well as specific expertise in doing data analysis as exemplified in this report. Dr. Lee asked if this report were possible because of the present data system or in spite of it. Ms. Bishop responded that it was a bit of both. She hoped that there were opportunities for a larger number of people so as to include professional and personal growth.

At Ms. Patchak-Layman's request, Mr. Rouse suggested doing a joint discipline report with PBIS information included. Ms. Patchak-Layman added that PBIS was now a pilot program and if it were implemented throughout the school, the only way to judge how well it worked would be to follow the data path.

Dr. Weninger stated that DLT has been looking at an overhaul of the technology area, including Skyward. Last summer after the Board of Education reviewed the discipline report, the Board of Education was asked what kinds of reports it wanted. When Mr. Rouse and Ms. Bishop were hired, they looked at the old reports and the tables. This past fall, several conversations occurred about what information should be provided to the Board of Education on a regular semester basis. The District is attempting to establish a process for reports, in order to have a record of what was done with the information and whether discipline had improved over time. Dr. Weninger suggested that the Discipline Committee compare this report to the data at the end of the year, so that it becomes part of the institution's knowledge and memory.

Dr. Lee stated that when the speaker, Ms. Frank, talked about the students with an interest in music, it was obvious that a similar conversation had occurred in 2004. A mechanism has not been built by which the turnover in Board of Education members does not create the same deficit and forces the same conversations repeat. As it is necessary to build institutional memory into the administration, it is necessary to build institutional memory into the Board of Education so that conversations do not have to be repeated every two years. He asked if there were ways to get into data that would enable the District to answer the question as to whether it would be worth investigating if there were specific student characteristics that would indicate those students most likely to generate the biggest data systems. Are there pieces of information that can be helpful in building programs? Mr. Rouse stated that as the District evolves with SIP and conversations occur about students having needs related to achievement, a direct correlation would occur as to what is occurring in the dean's office. There is a correlation between those students highlighted in SIP and in the Student Discipline Report. The District is trying to provide a safety net for students and utilize the resources available.

Ms. Patchak-Layman asked if there were any trends in terms of the recidivism of students and moving into a different classification. The answer was no. Ms. Patchak-Layman asked if some students were having Class III or Class IV infractions, would that mean something different in terms of whether they were just truant or attending class, etc. Ms. Bishop noted that the students involved in Class IV infractions more than two times would be assigned OSS and a recommendation for expulsion.

Ms. Patchak-Layman asked if tardiness were the start of a student's problem and which lead to other infractions, e.g., fighting, illegal substances, etc. Ms. Bishop had not seen that trend.

Mr. Goodfellow stated that the District is now having positive behavior meetings with families to talk about the child's positives, rather his/her negatives.

Ms. Patchak-Layman asked how one would judge or evaluate whether the interventions listed on page 3 provided the desired results? With GPA information available, what is the interface with the academic activities of the students, e.g., conversations with teachers, talks about interventions, etc? Ms. Bishop stated that some things are shared with teachers if beneficial for them. Some things are not allowed to be shared.

Ms. Patchak-Layman, referring to the chart where 20 students have a GPA under 1.0, asked if there were academic plans of actions for students assigned an ISS. Mr. Rouse stated that discussions were occurring about providing tutoring in ISS and Mr. Rouse added a personal anecdote. He was fortunate to be part of the mediation that took place with the students who were in fights. While the mediation was difficult, the result was positive. The work of the PSS Teams and the Concordia counseling show small examples of how this is working.

Mr. Goodfellow stated that it was difficult and cumbersome to have discussions on certain issues prior to PSS Teams. Being housed with the counselors has dramatically increased communication.

Dr. Lee believed there were ways to come up with not just anecdotal evidence about the direction the school was headed in revising the discipline system, but concrete data to support the proposition that the District is that moving in the right direction. It is necessary to come up with supporting data and it is a matter of working hard to define that. He stated that he would like to see the data structured the same way that it was previously for comparison purposes.

Ms. Fisher noted that being able to get at the root cause of a student being chronically late was a huge factor. For all of the years that she has been on the Board of Education, tardiness was a perennial problem and the remedies were mechanical. To identify the root cause of an issue and resolve it would be much more helpful.

Dr. Millard concluded that the real key is the interventions the school can do to help the students.

School Improvement Plan (SIP)

Mr. Rouse noted that he had provided the Instruction Committee members with an executive summary of the School Improvement Plan (SIP). This will also be shared with the school community. The Board of Education will be asked to approve this at its regular March Board of Education meeting. Mr. Rouse stated that Nikki Paplaczkyk was the external/internal response intervention coach and work closely with West 40 Region to develop the RtI strategies school-wide. Mr. Rouse continued that SIP speaks to deficiencies of the students.

Ms. Patchak-Layman questioned why non-achieving (based on AYP scores) students were always grouped together. She wondered if the different groups of students, e.g., African-American and economically disadvantaged, had the same problems in reading. Mr. Prale stated that they were not the same. In the area of reading, there were three strategies and activities, including the software option. This was largely a Special Education initiative that was expanded into the regular education program. Strategy 1 was for both special education and regular education students. Strategy 2 was regular education and focused on African-American students. Strategy 3 focused on the economically disadvantaged. While strategies and activities do not identify the students, they do in the organization of targeting different students.

Ms. Patchak-Layman asked where the specialty that comes with the cohorts was. She could not tell what was being transferred across the activities for the action plans. She was happy about the expansion into the regular population but her understanding of the reason to pull out cohorts and present that to the state is to make the District more aware. When someone reads this information on the web, he/she should be able to see a specific plan and activity for this cohort of students. She continued that some of these activities have been around for several years. Absent seeing the information or being part of the discussion, she was concerned that many of the same things were there but just rolled over, i.e. parent activities. If rolled over, she assumed the programs were successful, but the outcomes are not stated. Mr. Prale responded that SIP is a state of Illinois directive to improve school wide data. OPRFHS does not pull students out for intervention; it targets the program, unless students are identified as special education. The District also reports regularly on its programs, e.g., the behavior interventionist position, the reading program, etc., and both of these programs have show positive results. The AYD program noted in SIP began as an experiment a couple of years ago and the school committed to Agile Mind for one more year. The current junior class is the first class to have had that program and the District will look to see how they do on the PSAE.

SIP Committee is composed of parents and some sit on Board of Education-sanctioned parent groups. Once the plan is approved, they will discuss it with their respective groups. Mr. Rouse continued that the school does not control the template that the state provides.

Ms. Patchak-Layman asked that the reports be included in the SIP. Dr. Millard remarked that the Board of Education receives reports regularly. Ms. Patchak-Layman stated that

the SIP says this is what OPRFHS is doing to achieve AYP and what the community reads. Dr. Millard stated that no one from the public has called her regarding the SIP and she asked Ms. Patchak-Layman how many had called her. Ms. Patchak-Layman responded that this is an annual report and one should be able to determine if a restructuring is needed; there is value in putting together a report that is consistent and has accountability.

Dr. Lee felt there was no dividing line between Special Education and non special education students and yet the high school is forced legally and financially to make a delineation because of governmental funding and state law. He was tempted to say that the high school knows it has problems with special education students and then just look at the non special education student problems, although that would be a false way of dealing with it. Mr. Prale stated that often special education students, they have different needs or challenges. OPRFHS has a continuum of differing needs for students. Many students have not been identified as special education students yet may have test anxiety, etc., and the teacher will give an accommodation that will lead to higher achievement. As RtI is implemented, the result will be that RtI is about good teaching, intervention, caring for students, providing individualized instructional activities and then within that continuum, people meet, plans are put to paper and the State counts up those students. Some students are tagged; the obligation is not to focus on some students but to provide for all students. The State now requires that intervention strategies used be documented before the school identifies a student as being eligible for special education.

Dr. Lee asked when he would receive the GPA data disaggregated by race. Mr. Prale stated that this is not a regular report and GPAs are posted twice per year. The District can give a cumulative report. Mr. Rouse will talk with Mr. Prale, Dr. Weninger, and Dr. Lee, as well as other Board of Education members to get their input on this.

It was consensus of the Instruction Committee members to recommend to the Board of Education that it approve the SIP Report at its regular March Board of Education meeting.

Textbook Approval

It was the consensus of the Instruction Committee to recommend to the Board of Education that it approve textbook *Algebra 2: Concepts and Skills* for the Mathematics Division at its regular March Board of Education meeting.

Additional Information

Ms. Patchak-Layman asked for an update on the Childcare Practicum. She was informed that a report would be made after a meeting scheduled with Dick Chappell of the River Forest Community Center had taken place.

Adjournment

The Instruction Committee adjourned at 10:19 a.m.