

**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, June 17, 2010**

**7:30 a.m.**

**Board Room**

**A G E N D A**

	I.	Call to Order	Dr. Ralph H. Lee
2 min.	II.	Approval of Minutes	Phil Prale
15 min.	III.	Report on Joint Committee on Behavior & Discipline	Nathaniel L. Rouse
15 min.	IV.	Courageous Conversations about Race Update	Nathaniel L. Rouse
15 min.	V.	Report on Professional Development Activities	Phil Prale
10 min.	VI.	Additional Instructional Matters for Committee Information/Deliberation	Dr. Ralph H. Lee

Docket: Plan of Action on Closed Campus  
Student Mentoring Program

Copies to: Instruction Committee Members, Dr. Ralph H. Lee, Chair  
Board Members  
Administrators  
Director of Community Relations and Communications

**Oak Park and River Forest High School**  
**201 N. Scoville**  
**Oak Park, IL 60302**  
**An Instruction Committee of the Whole Board**  
**May 17, 2010**

An Instruction Committee meeting was held on Monday, May 17, 2010, in the Board Room. Dr. Ralph H. Lee opened the meeting at 7:43 a.m. Committee members present were Jacques A. Conway (departed at 8:30 a.m.), Terry Finnegan, Dr. Ralph H. Lee, Amy McCormack, Dr. Dietra D. Millard, and Sharon Patchak Layman. Also present were Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Assessment and Research; Nathaniel L. Rouse, Principal; and Gail Kalmerton, Executive Assistant/Clerk of the Board.

Visitors: James Paul Hunter, FSEC Chair; Don Vogel, OPRFHS Division Head for Business Education/Library; and Devon Alexander, OPRFHS Faculty.

**Approval of April 22, 2010 Instruction Committee Minutes**

It was the consensus of the Instruction Committee members to accept the April 22, 2010 meeting minutes, as presented.

**School Library per Capita Annual Report**

As part of the Illinois Secretary of State/State Librarian/Per Capita Grant Program, the Library is required each year to report to the Board of Education on the progress made during the year to meet the local goals identified in the grant. The 2009-2010 goal was to complete the information literacy section of the OPRFHS Indices of Achievement document based on the Illinois Learning Standards as a part of the larger school effort to map achievement for all students.

Mr. Vogel reported that the librarians chose to use the I-SAIL standards as the basis for Library/Information Literacy Curriculum Delivery, developed by the Illinois School Library Media Association and aligned with the Illinois Learning Standards.

The recommendations for next year included:

1. Collaborate with teachers to develop assignments tied to a specific information literacy standard/goal.
2. Review teacher assignments that require library resources to determine the scope and range of the assignments in relation to the identified information literacy standards.
3. Develop a data collection system to assure that all students have a wide range of library experiences which address the information literacy standards.

When asked how Google or Wikipedia had affected the school's environment, Mr. Vogel reported that it was a challenge to find the right information within so much information available. Students learn about accessing databases and librarians review continually how they can teach students to conduct research with the existing databases. The library staff tracks from where it draws its clientele and will then determine where the gaps exist. The District has not broken down the curriculum or expectations by grade level because students do not come to the library by class

level; they come by course. Mr. Vogel continued that ten years ago, District 97 did away with its library coordinator; both junior highs work independently. Since then, District 97 did away with its subscriptions to databases except for World Book. Mr. Vogel met with the Oak Park and River Forest Public Libraries in April to try to overcome the contractual difficulties of sharing databases and contain costs. Business managers of governmental agencies have been asked to see if a master contract can be developed, but that process will take time.

When asked about educating the freshman class to a universal language, Mr. Vogel said that the District's effort was not successful because the librarians worked within the freshman biology classes to introduce them to the network, but 147 students did not take biology.

Mr. Prale acknowledged Mr. Vogel's retirement at the end of the year and his contribution to the school over the years.

### **Learning Environment Initiatives Update** **Courageous Conversations About Race (CCAR)**

Mr. Alexander and Mr. Rouse provided information relative to the District's approach to the CCAR.

Relative to the Race Facilitator Development Program, Mr. Rouse proposed a similar structure for next year, and adding more individuals. He cautioned that there was a delicate balance in continuing with the original people in the group and adding new people to it because of the level of experience that the original people had received. In addition, a new division head, with whom Mr. Rouse had worked previously, will help the District go in a deeper direction, e.g., the SEED training. Mr. Rouse recommended that the Board of Education attend the Beyond Diversity Training, which would enable the administration and the Board of Education to have an equal footing. The Pacific Education Group (PEG) is willing to work with the District on this endeavor.

Dr. Lee wanted clarification as to when Board of Education members were to be in attendance for a particular event or workshop, as he had not seen any information or invitations relative to these. And, if and when they are invited, what is their role? Are they observers? Are they participants?

Discussion ensued about the format in which PEG provided the Beyond Diversity Training. It was recommended that the optimum way to take this course was to have the administration and Board of Education involved as these are the initial contacts, and the faculty and staff at a later time. To overcome a fear by some that the District was not invested in this process, the administration was invited to participate in the training this year. This fear would also be calmed by having the Board of Education take this training.

PEG offers the Beyond Diversity Training on a much larger venue with participants from a variety of areas. Ms. Patchak-Layman attended one of these and found value in that format. She viewed this as a personal journey. She also asked that if there were a way to take that personal journey into a public setting for the Board of Education.

At the Instruction Committee's request, Mr. Rouse will develop a framework for next year, and inquire of PEG dates and costs of the Beyond Diversity Training. While it was suggested that

other districts in this community might be interested in participating, Mr. Alexander recommended that it would be more beneficial for the District to pursue its own training. Ms. Patchak-Layman noted that from her research PEG charged \$4,000 per day if an organization was not part of a multi-year partnership. Or, in a larger venue, it was \$395 per person.

#### Plascotrac

Mr. Rouse provided a status report on the Plascotrac pilot, a tardy deterrent system. The report was favorable and students were becoming accustomed to the expectation of being timely. Few suggestions about adding time to passing periods have been received.

Mr. Hunter added that the faculty was happy and engaged with this system and that Ms. Bishop, the other deans, and Mr. Rouse did a great job of explaining it to the faculty and getting people to support it.

Ms. Patchak-Layman asked if it were possible to get the composite of semester tardies and if the District was tracking tardies to see when the most occurred. She wondered how much instruction time was being lost by students having to get a pass. Mr. Rouse stated that information would be provided in the discipline report that is issued in March and August of each year.

When asked if the District would remove the consequence because the students have been trained, the response was that the District is following its protocol and the consequences have always been in effect.

#### Student ID's

Mr. Rouse asked the Committee members to approve the procedures for students ID's to begin in the fall. The Board of Education will approve the changes to the *Code of Conduct*.

There was consensus to put the issue of closed campus on the Instruction Committee agenda in the fall. Dr. Lee suggested holding a hearing first and then have specific proposals presented to the Board of Education so that it could make decisions on policy with a timeline irrespective of the goals.

Ms. Patchak-Layman stated that in order to have a school in which students are known and in which relationships are in place to help students, conversation must occur. The cost for implementing this change is approximately \$3,000 for lanyards and Mr. Rouse asked that the conversation be continued with the administration.

#### **RtI Update**

In the written material, Mr. Rouse provided an update as to where the District stood relative to its implementation of Response to Intervention (RtI), a means of addressing student achievement. Mr. Rouse noted that by eliminating something else, the initiative funding would pay for the two release periods for the newly appointed RtI coordinators to talk with teachers about its implementation. Parental involvement will occur at a later date. In response to a question, Mr. Rouse stated that PBIS had not been implemented across the entire school. No other discussion ensued.

### **Project Lead the Way Proposal**

Although there was some hesitation, it was the consensus of the majority of the Instruction Committee members to approve the Project Lead the Way (PLTW) agreement at its regular May Board of Education meeting so long as the Board of Education had the ability to have additional review as the program develops.

Mr. Prale noted that Dr. Weninger had originally brought this program to the District almost 2 ½ years ago, but nothing was done at that time. As a result of staff changes, site visits, etc., significant interest from staff at the high schools has developed. This program is not about adding courses; it is about changing existing courses having them lead to capstone courses and area student internships with businesses in the community. Currently approximately 100 to 120 students are participating in the courses offered, e.g., technical drawing, etc. The expectation is for 150 to 200 students to participate in the courses in the future with the increased population coming from other academic electives.

Dr. Weninger noted that there would be very positive unintended consequences in focusing on engineering and sciences. While there will be an impact on English and History electives, the school will offer a program that is positive and will expose students to other paths. This program is for all students.

Mr. Hunter was disappointed that this had been brought to this Committee, because he believed that Mr. Prale had promised to bring it to Instructional Council and to Faculty Senate before presenting it to the Board of Education. The last time he was in a meeting where this topic was discussed was in March at a Facilities Advisory Committee (FAC) where room assignments were discussed, what Mr. Hunter described as a “land grab.” Mr. Hunter’s concern was in the way this was being handled. It seemed that administrators were competing against each other and fewer than 100 students were presently involved in the technology program. He did not believe there were enough registrations to drive the program because the registrations would be coming from those electives already filled. He stated that an investment is \$500,000 in technology would result. Mr. Hunter wanted to know what the members of the other divisions would say about this program and what the implications would be on room allocation. He thought the Instruction Committee was to talk more about a reading program. Mr. Grosser has the following of two people, Mr. Prale has avoided talking about this, and Mr. Hunter has been put in the position of having to defend against something that might be positive.

Mr. Prale reported that he had never been asked to talk with Faculty Senate about this program, even when he had been invited to speak to it about other issues two weeks ago. When this was discussed two years ago, two members of the counselor division were part of the discussion. This idea is about changing existing courses and that will come through course proposal process. Mr. Hunter cautioned that if the Board of Education approves the contract, this program will proceed and the District will have to fund the program and register students in it. He posited that a twenty percent increase in Applied Technology only means twenty students. This contract becomes the “hammer” for a program that has not been vetted.

Ms. Patchak-Layman asked how this fit into the bigger plan and how this would affect the other sections. She asked if medical jobs had been considered. Mr. Prale stated that Mr. Grosser had

noted that PLTW has a Biomedical Science capstone course and he has talked about plans for robotics. Mr. Prale disagreed that this was a “hammer” as the space to be used is the space currently used for other Applied Technology programs. No additional space is being allocated to it. The question at this time is whether to engage this curriculum.

Dr. Weninger stated that the administration is asking the Board of Education to approve strong leadership in an area that has sat dormant for many years. Mr. Grosser has involved the teachers from Applied Technology and they are very excited about it. The program also aligns with STEM, a strong initiative in the Science arena.

Mr. Prale clarified that if the DVR grants are not received, then the program will not go forward. While this sounded fine, Ms. Patchak-Layman asked how this worked with the music department needs and the language labs needs; each department has a wish list. This is only one part of the puzzle. She also asked where students would learn critical learning and get hands-on experience.

Mr. Prale noted that a contract is required because it is a standard operating procedure for PTLW. Dr. Weninger noted that this was a matter of intellectual property and PTLW wants a guarantee that the high school will implement its program and be faithful to its curriculum, software, etc. Because of the articulated credit, PLTW wants to insure fidelity.

Ms. Patchak-Layman asked if the students who need to move forward at a faster pace in math will be part of this program with additional support and Mr. Prale responded that each student in a PLTW course must be enrolled in a math course at the same time.

### **Adjournment**

The Instruction Committee meeting adjourned at 9:38 a.m. on Monday, May 17, 2010.

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

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

TO: Board of Education

FROM: Janel Bishop - Assistant Principal for Student Health and Safety  
Joint Committee on Student Behavior and Discipline

DATE: June 17, 2010

RE: Joint Committee on Student Behavior and Discipline - Summary Report

---

## **BACKGROUND**

Board Policy 5114 – Student Discipline requires the formation of a Parent-Teacher Advisory Committee, known as the OPRFHS Joint Committee on Student Behavior and Discipline. This committee reviews the District's discipline policies and procedures, annually reviews the Code of Conduct, and makes recommendations to the Board of Education regarding all student behavior. The committee members are:

Margi Abu-Taleb – Parent  
Jamil Bou-Saab – Parent  
Valerie Henry – Parent  
Pastor Chris Jackson – Parent  
J.P. Coughlin – Special Education Teacher  
Marci DiVerde – Spanish Teacher  
Dan Ganschow – English Teacher  
Matt Maloney – History Teacher  
Lauren Przyborowski – Math Teacher  
Jenifer Roth – Driver Education Teacher  
Marvin Walker – School Social Worker  
Julie Fuentes – Counselor  
Jason Dennis- Dean  
Jim Goodfellow – Dean  
Tia Marr – Dean  
Alisa Walton- Dean  
Janel Bishop – Assistant Principal for Student Health and Safety

At its initial meeting, committee members were provided with copies of the section of Board Policy 5114 explaining the role of the Joint Committee. They were also given copies of the Code of Conduct and other policies related to student behavior and discipline. We reviewed the documents and then openly discussed what we each felt were the most pressing issues that the school was currently facing. A list was developed and then narrowed down to four areas of concern that committee members felt were the most important and wanted to focus on. These four areas were: Cell Phones/Listening Devices, Closing the Campus, Conflict Resolution and Drug Testing. It was decided that four subcommittees would be formed to explore and make recommendations about these four areas. In preparation for the next meeting, committee members were asked to look over the documents that were provided and to think about the subcommittee on which they would like to serve.

At the following meeting, the sub-committees were formed and leaders were designated. The subsequent meetings were conducted individually by each sub-committee during which time members researched their topic and developed a recommendation to bring back to the committee as a whole. At the final meeting, each sub-committee presented their recommendations to the whole group. Discussions ensued about each

# ***Oak Park and River Forest High School***

## ***District 200***

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

presentation and the whole group arrived at a consensus regarding the actual recommendation that would be submitted in this report. The information below details the Joint Committee's recommendations and rationale for each of the four areas of concern.

### **SUMMARY OF FINDINGS**

#### **Closed Campus Exploration**

*Sub-Committee Members: Coughlin, Bishop, Abu-Taleb, Maloney*

This group queried over 20 suburban and one city public high school to see what their policies were. OPRF is one of very few high schools with an open campus. The majority of these schools have closed campuses. Those that are open have it regulated where students can only go out a certain door (they also have all of their other doors locked electronically from the inside, making that system a must for any policy we establish). Naperville Central seemed to have the best policy for open campus. They allow their seniors to go off-campus. To do this, they need parent permission. Also, a security guard at the exit door is given a list of all students eligible. To exit, a student must give their ID to the security guard who keeps them for the duration of the period. Upon returning, the student picks up their ID. At the end of the period, all IDs that aren't picked up go to the Dean's office, and these students lose open campus privileges. This has been very successful for them. Other good ideas we heard included connecting open campus privileges to behavior or academic performance (i.e. certain GPA, 0 unexcused absences, tardies, discipline referrals, etc.). Niles West has the student's lunch period on their ID, allowing better regulation of who belongs in what lunch.

#### **Recommendations**

- Start by limiting the open campus opportunity to juniors and seniors only.
- Require written parent permission for every student eligible for the privilege.
- Require junior and senior students to reach specified behavior, academic, and attendance-related goals in order to remain eligible.
- Explore an electronic door locking-system that locks entrances from the inside and unlocks in emergency situations. Due to the large number of entrances, there is not enough security staff to stand at each entrance all day.

#### **Rationale**

Findings from the most recent Illinois Youth Survey indicate that OPRF students are using drugs and alcohol at an alarming rate, far exceeding other schools in Illinois in multiple categories. Also, according to the 1<sup>st</sup> semester discipline report for the 2009-2010 school year, students committed 35 infractions involving drug- and alcohol-related offenses (possession of drug paraphernalia, under the influence of an illegal substance, possession of an illegal substance, distribution/intent to deliver an illegal substance, under the influence of a controlled substance (alcohol) and possession of a controlled substance). Many of these students were caught during the school day. While closing or partially closing the campus will not solve the drug problem our students face, it will help to keep students safe during the school day. This will directly affect student achievement because they will be in class with clear, unaltered minds.

The following numbers reflect periods of unexcused absences accumulated by our students from the start of the 2009-2010 school year through May 21, 2010:

1<sup>st</sup> Period- 7189 unexcused periods  
2<sup>nd</sup> Period- 4601 unexcused periods  
3<sup>rd</sup> Period- 4309 unexcused periods  
4<sup>th</sup> Period-4765 unexcused periods  
5<sup>th</sup> Period-4638 unexcused periods

**TEL:** (708) 383-0700

**WEB:** [www.oprfhs.org](http://www.oprfhs.org)

**TTY/TDD:** (708) 524-5500

**FAX:** (708) 434-3910



# ***Oak Park and River Forest High School***

## ***District 200***

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

6<sup>th</sup> Period- 4972 unexcused periods

7<sup>th</sup> Period- 4596 unexcused periods

8th Period- 5354 unexcused periods

**Total: 40,424 unexcused periods**

Obviously, this excessive absence also directly affects student achievement (AYP, achievement gap, etc.). Students are not learning if they are not in class. We also believe that this excessive absence is also tied to the overall “open” feeling of our campus because students can come and go quite easily throughout the day.

Students are also engaging in other unsafe behaviors during the school day. The deans reported incidents involving sexual activity, burglaries and fights that took place when the involved students were supposed to be in class. The Oak Park Police are unable to issue daytime curfew tickets because of the school’s open campus policy. Decreasing the number of students allowed outside during lunch will open up an opportunity for the OPPD to communicate back to the School Resource Officer by radio for verification when a student is encountered on the street. A daytime curfew ticket can then be issued for those who are not allowed out. There is also visible loitering and littering by our students around the perimeter of the high school that has become the cause of a great deal of frustration for our neighbors. There has even been a report from a neighbor who allegedly saw students doing drugs in the morning in the area surrounding the high school.

The ability to leave campus during lunch is a privilege that we should feel good about giving to our students. We know that not all students are abusing this privilege, but a large number of them are. The abuse of this privilege is resulting in many students engaging in unsafe behaviors that affect their health and academic achievement. It is the hope of this committee that the Board will examine the information presented here and consider making this privilege something that students will know that they must work to earn, instead of feeling they have a right to it.

### **Drug Test Exploration**

*Sub-Committee Members: Goodfellow, Ganschow, Bou-Saab, Dennis*

According to the recent data released from the Illinois Youth Survey and statistics gathered from the most recent discipline report, students are using marijuana more than any other illegal drug. Currently deans use a breathalyzer to confirm the suspicion of a student who may be under the influence of alcohol. The breathalyzer is only used when there is a reasonable suspicion that a student has consumed alcohol and is not used randomly on students. Students are currently sent to their dean when someone suspects they may have smoked marijuana. The deans then make an assessment based on the student’s behavior, appearance, odor and vital signs recorded by the school nurse. Despite the use of those factors to make this assessment, it is still 100% subjective and opens the school up to potential lawsuits.

### **Recommendation**

Please take the guesswork out of the deans’ determination by approving the use of a test similar to the one described below or any other non-invasive test. The committee presented a particular test called Detect Now. It is a non-invasive test that involves wiping down a surface that may have come in contact with marijuana (e.g. fingers, backpack, textbook, pen, etc.) with a special piece of paper and then spraying that piece of paper with a special spray. Results appear within minutes. The cost of this particular kit is 10 tests for \$36 and it is approved by the FDA and endorsed by the U.S. Department of Transportation. There are also other tests that are minimally invasive. Please click on the links below to read about the above-mentioned test and others.

<http://www.accutest.net/products/drug-detection-ftk.php>

# ***Oak Park and River Forest High School***

## ***District 200***

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

<http://www.medicaltestworld.com/drug-tests-c72/drug-detection-spray-kit-for-thc-coc-meth-opi-20-tests-p1801.html>

<http://www.amedicaltests.com/drug-tests-c72/detect-now-for-marijuana-drug-test-p1728.html>

### Rationale

Using such a test in schools is legal. Below is information provided from our district attorney:

“There is legal precedent for using non-invasive marijuana testing when a student is reasonably suspected of being under the influence of marijuana. The same legal principles apply to this testing as apply to the use of breathalyzers. The use of non-invasive drug tests (i.e., oral swabs) is considered a search under the U.S. Constitution. Therefore, if school personnel reasonably suspect that a student is under the influence at school, they would be permitted to administer a test to confirm this. The school cannot, however, conduct random searches of the entire student population. Also, the drug searches cannot be used on all at risk students—such as all students who get in fights.”

Moreover, an actual test is needed so that the determination of whether or not a student is under the influence of marijuana and the subsequent administration of consequences is no longer based solely on the deans' judgment. This will result in less class time missed because the use of a test is quicker and much more efficient. Students who come into the building under the influence of marijuana pose a risk of safety to themselves and others. Having a test available is a proactive measure that may deter many students from choosing to do so.

### Conflict Resolution

*Sub-Committee Members: Roth, DiVerde, Marr, Walker, Henry, Jackson*

#### Recommendations

Implement a structured social-emotional curriculum based on the Illinois Social Emotional Learning Standards. Within this curriculum, conflict resolution is a specific area that would be focused on. This curriculum would be taught to all freshmen during freshman study hall. It would be developed and taught by PSS Team members (counselors, deans, social workers, and the substance abuse counselor) using the student handbook, code of conduct, and components of the ASCA (American School Counselor Association) Model. The Model addresses students' needs through a delivery of services that is comprehensive and data-driven. More info on this model can be provided upon request. This curriculum would be taught to students at a determined interval (e.g. once per week). It would be structured so that the content progresses throughout the year. A program such as this would be beneficial for all students. However, without homerooms or advisory periods, it would be difficult to implement. Therefore, the recommendation is to make sure that, to start, all freshmen get this valuable instruction.

Implementation of lunch time seminars covering the above topics or solely conflict resolution is also recommended. They would also be taught by PSS team members. Non-freshman and transfer students could be added to the seminars on an as-needed basis. Its frequency would be determined based on need.

The final recommendation by this sub-committee is the hiring of an additional dean.

### Rationale

According to the 1<sup>st</sup> Semester Discipline Report, there were 26 infractions involving violent offenses (fighting, battery, mob action.) Additionally, over 50 students were involved in mediations conducted by the deans in efforts to prevent more fights. This is strong evidence that our students struggle with resolving conflict and other social emotional issues. Our current system is reactive; after a student has a conflict, they

TEL: (708) 383-0700

WEB: [www.oprfhs.org](http://www.oprfhs.org)

TTY/TDD: (708) 524-5500

FAX: (708) 434-3910

# ***Oak Park and River Forest High School***

## ***District 200***

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

may get a consequence and some counseling from the dean and other PSS team members on how to deal with conflict and their emotions in the future. With the implementation of a structured curriculum, we are taking a proactive step towards equipping students with the tools they need for success, before conflicts arise. Fewer fights will result in raised achievement because fewer students are being suspended.

Regarding the additional dean, the deans are overwhelmed with the amount of student behavior issues that exist. Hiring a 5<sup>th</sup> dean will allow for a better opportunity for the deans to play an integral role in the development and implementation of the above curriculum because the work of the deans will be distributed among five people, not four. Furthermore, the truancy issue has already been illustrated above. The four deans struggle with holding all students accountable for their attendance because they are dealing with the many other discipline issues that exist. If we are able to get kids in classes where they are supposed to be, we will see a decrease in discipline issues. It is not currently possible for four deans to handle all the truanies shown above, the 2879 discipline infractions committed by students during the first semester of this school year, and take the necessary time to build relationship with students and their families and mediate conflicts in an effort to avoid more discipline infractions. The addition of a 5<sup>th</sup> dean may not solve the problem completely, but it is a start because more help is needed.

### **Cell Phones/Listening Devices**     *Committee Members: Fuentes, Walton, Przyborowski, Henry, Abu-Taleb*

The use of cell phones has become an area of concern for the following reasons identified by school staff:

- Cell phones disrupt classes and distract students who should be paying attention to the class lessons.
- Cell phone cameras are being used for taking photos of exams and other cheating purposes. They are also being used in inappropriate areas such as locker rooms.
- Text messages sent using cell phones are used to organize disruptions, confrontations, and fights.
- Phones are the number one target for theft.
- Text messages are used to harass and bully.
- Text messages are used for cheating between students.

### **Recommendation**

Implement a new policy that stipulates that confiscated phones will be kept for specified periods of time that progressively increase with the number of times a student gets a phone confiscated. Current consequences from the code of conduct would be administered according to offense. In addition to the consequence, the following could occur:

- 1<sup>st</sup> offense:     phone is kept until the end of the current or next week.
- 2<sup>nd</sup> offense:     phone is kept until the end of the current or next month.
- 3<sup>rd</sup> offense:     phone is kept until the end of the current or next quarter.
- 4<sup>th</sup> offense:     phone is kept until the end of the current semester or school year.

Parents/guardians continue to be the only people that can pick up a phone.

Regarding the use of listening devices (e.g. iPods), in the spirit of embracing this technology that is not going away any time soon, we recommend leaving this to teacher discretion and encouraging students to remove their earplugs when they are in the halls.

### **Rationale**

We must do more to remove this great distraction that cell phones cause from our learning environment. Currently, our policy does not allow us to keep the phones for any period of time. Below is what our district attorney has to say in terms of the legality of such a practice:

# ***Oak Park and River Forest High School***

## ***District 200***

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

“In general, a school district may confiscate cell phones for a period of time--such as 30 days--for violation of the school district's cell phone policy. There have been a few recent lawsuits where this question was raised and school districts have won those lawsuits. However, if the school district is going to confiscate phones for a period of time, students and parents should be notified of this potential consequence in the code of conduct.”

We feel that students may be more inclined to follow the cell phone policy if they know they risk losing their cell phone for an extended period of time. An opposing argument to doing this would be that more students would just start refusing to relinquish their phones to adults. With next year's implementation of mandated wearing of student ID's, the adult will then be able to identify the refusing student so they can be given a consequence for defiance by their dean. They can't do that now when students refuse to identify themselves.

For listening devices, the committee acknowledges that it is disruptive for students to walk the halls with their earplugs in. They don't always hear when adults are speaking to them and might not hear commotion going on. However, these devices don't present the same level of disruption to the educational environment that cell phones do.

### **FUTURE DIRECTIONS**

The committee suggests the consideration of a special mailing sent home to parents with the top five policies the school wants them to know. Although this information is sent home in the newsletter and students get a copy of their handbook, there are still many who don't read those thick packets. We also suggest the consideration of having parents sign off and return the mailing indicating they have read and understand the policies.

Additionally, there has been an ongoing discussion with representatives from the Oak Park Police Department about developing a reciprocal reporting system between the school district and the Department regarding criminal offenses committed by students. Committee members will be meeting with police representatives to develop guidelines and procedures for this system.

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

TO: Board of Education  
FROM: Nathaniel L. Rouse  
DATE: 6/17/10  
RE: Professional Development on Race

---

**BACKGROUND:**

Last year, the BOE charged the OPRF Administration with developing programs and services that will increase our ability to meet the needs of all students. Below is the district goals surrounding race and student achievement.

**Goal 1: Racial Equity:**

OPRFHS will provide an inclusive education for all students by reducing racial predictability and disproportionality in student achievement and reducing systemic inhibitors to success for students and staff of color. During our discussions last month, I was asked to provide a recommendation for next steps, as well as ways in which the BOE could be part of our work.

**SUMMARY OF FINDINGS:**

Attached, please find the framework and budget for next year's professional development on race and student achievement, along with available dates for Beyond Diversity Training.

**RECOMMENDATION:**

I recommend that the BOE continue to support us in our efforts, in addition to attending The Beyond Diversity Training Sessions that will take place next school year.

## **2009-2010 District Goals**

### **Goal 1: Racial Equity**

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

#### **Activities and Strategies**

1. Write a vision of equity for the school that encompasses leadership, learning and teaching, and community.
2. Develop and implement a professional development program for the Board of Education, and Administration, faculty, and staff, which utilizes courageous conversations about race.
  - a. Implement CARE (Collaborative Action Research for Equity) teams: expand the current courageous conversations about race professional development and training among faculty and select administrators (approximately 20) to a larger, District-wide professional development program of 58-60 people including 20 additional faculty, the District Leadership Team (DLT) (4), the Building Leadership Team (BLT) (4), Instructional Council members (4), and Supervisors (6).
  - b. Utilize a “train the trainer” model to develop a cadre of facilitators.
  - c. Increase the amount of professional development time for Conversations About Race during the 2009-2010 school year.
  - d. Convene 2 Board of Education workshops (once each semester), utilizing internal or external facilitators.
  - e. These courageous conversations about race professional development programs will include, but not be limited to, the following:
    - i. provide the faculty, staff, and administration with culture and race survey material to address the significance of race in education;
    - ii. provide information on racial predictability and disproportionality in student achievement;
    - iii. explore why an examination of race, racism, micro-aggressions, and institutionalized racism is critical to closing racial achievement gaps;
    - iv. provide awareness of systemic inhibitors to success for students and staff of color;
    - v. equip participants with the concepts, knowledge, and language to address racial barriers of and communicate effectively with others; and
    - vi. prepare participants to lead small groups of faculty, staff, and administrators in courageous conversations about race during the 2010-2011 school term so that all staff develop awareness of how race impacts student and staff success, and to bring about changes in instructional practices and professional behaviors.

**Per District Goal # 1, I have attached the following addenda to the 2010-2011 budgets to attain this goal.**

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

**Total \$33,728.00**

## Courageous Conversations About Race

### Facilitator Development Program

#### **I. The Intersection of Race and Education**

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

“We believe that race—and thus racism, in both individual and institutionalized forms, whether acknowledged or unacknowledged—plays a primary role in students’ struggle to achieve at high levels. We are writing this book with hopes that the reader shares our moral understanding of this issue and is willing to engage with us to come to deeper understanding of race and racism” (Courageous Conversations about Race 2).

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

#### **II. What is Courageous Conversations about Race?**

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

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

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



### III. The Protocol (see attached document)

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

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

Specifically, a Courageous Conversation

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

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

### IV. Facilitator Development Program

#### Objectives -

1<sup>st</sup> – Establish our Personal and Collective Critical Race Consciousness to. . .

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

2<sup>nd</sup> - Develop our Personal and Collective Ability to Utilize Courageous Conversations about Race as Facilitators by. . .

- d. Commit to and Learn "the Protocol" – 4 Agreements, 6 Conditions, and Compass
- e. Critically Engage the Content – CRT & CCAR Chapters
- f. The Art of Mindful Facilitation – Mindful Inquiry
- g. Investigate, Analyze, Interrogate, Interrupt systemic racial disparity at OPRFHS

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

**1. Participants transition to Facilitators**

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

**2. 14 New Participants**

- Participants go through the 2009-2010 program curriculum.
- Meet 2x/month on the Mondays a week in advance of the Tuesday full group meeting.
- Staggered meeting schedule in order to fold new members into the larger group in sequence with the content material and presentations.

**VI. What is needed (see attached Pacific Educational Group Documents)**

- Pacific Educational Group Presentation – Reach out to the company in order to find out about its Systemic Equity Transformation Program for secondary school districts.
- Development of Leadership/Infrastructure – Deepening leadership’s understanding of the intersection of race and education, the culture of how race-work is done at OPRFHS, and authentic/institutionalized support for a systemic equity transformation program.
- Racial Equity Assessment – The district needs to assess the culture around race/race-work in the OPRFHS school community.
- Systemic Equity Plan – Since ‘07-‘08, Courageous Conversations has been presented as professional development work that the entire district would engage. The district did not and does not have a Systemic Equity plan for doing district-wide Conversations about Race professional development.

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

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

**VII. Recommendations for the 2010-2011 school year**

- **Beyond Diversity Training** – The Board of Education, all Administrators, and the Coordinator of the Courageous Conversations about Race Facilitator Development Program attend a **Beyond Diversity Training** with Pacific Educational Group.
- **Partnership with Pacific Educational Group** – Reach out to **PEG** in order to learn about how their program and services could be tailored to the OPRFHS school community. Partner with **PEG**, like 16 other MSAN districts and our ‘sister-district’ Evanston Township High School, in order to develop a Systemic Equity Transformation Plan.

## **VIII. Coordinator of the Conversations about Race Facilitator Development Program**

Position:	<b>Coordinator of the Conversations about Race Facilitator Development Program</b>
Term:	School year
Salary and Benefits:	Stipend \$5000
Reports to:	Principal
Position Summary:	Coordinates and maintains a Race and Education program designed to fill the gaps in Teacher Racial Knowledge regarding the intersection of race and education, as this is an area of study that is not thoroughly investigated in teacher education programs. The program is designed to establish and augment teacher critical race consciousness. It provides teachers a lens through which they can investigate their instruction, assessment, behavioral interventions, and relationships within the institution. The program is a significant and central component for professional development programs targeting systemic racial disparities within education institutions.

### **Position Responsibilities:**

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

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

#### **II. Facilitate the development of Participants into Facilitators**

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

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

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

## Beyond Diversity – BoE, Administration, Coordinator

August – week of 08/08-08/13

T/W – 08/10, 08/11	W/Th – 08/11, 08/12	Th/F – 08/10, 08/13
--------------------	---------------------	---------------------

September – PEG has a fairly open schedule as of 05/17 4pm.

T/W - 08/31, 09/01	W/ TH - 09/01, 09/02	TH/ F - 09/02, 09/03
--------------------	----------------------	----------------------

T/W - 09/07, 09/08	W/TH - 09/08, 09/09	TH/F - 09/09, 09/10
--------------------	---------------------	---------------------

T/W - 09/14, 09/15	W/TH - 09/15, 09/16	TH/F- 09/16, 09/17
--------------------	---------------------	--------------------

T/W - 09/21, 09/22	W/TH - 09/22, 09/23	TH/F - 09/23, 09/24
--------------------	---------------------	---------------------

T/W - 09/28, 09/29	W/TH - 09/29, 09/30	TH/F - 09/30, 10/01
--------------------	---------------------	---------------------

## Monday Cohort – Courageous Conversations Content, Protocol, CRT, & Mindful Inquiry

09/13 – Intro Readings 09/27 – CRT & Tenets 10/18 10/25 11/08 11/22 12/06 01/03 01/31

02/07 02/28 03/14 04/04 04/11 04/25 05/09 05/23

## Tuesday Cohort – Facilitation, Feedback, and Review

09/07 – Review 09/21 – Review 10/05 10/19 11/02 11/16 11/30 12/14 01/11 02/01 02/15

03/01 03/15 04/05 04/19 05/03 05/17 05/31

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

To: Instruction Committee of the Board of Education  
From: Phil Prale  
Date: June 17, 2010  
Re: Report on Professional Development 2009-2010 Activities

---

### **BACKGROUND**

Professional development activities for the 2009-2010 school year included a series of presentations and activities to prepare the faculty and staff for implementation of RtI approaches across classrooms. The Professional Development Committee (PDC), a joint committee of faculty and administration representing divisions and faculty stakeholder groups, assisted with planning activities for the RtI presentation days. The District held half-day inservice activities on September 11, 2009, November 25, 2009, and April 28, 2010. A tri-district institute day focusing on RtI was planned with District 97 and District 90 and was held on January 25, 2010.

As in recent years, we followed a modified schedule on Monday mornings to provide professional development time for divisionally based teacher-led collaboration teams. These teams were organized within divisions at the start of this school year, and at the end of the school year, each team produced reports of their work.

### **SUMMARY OF ACTIVITIES**

#### **Full Faculty Activities**

*Opening of School and Close of School Celebrations.* As we have scheduled for the past several years, we opened and closed our school year with gatherings of the entire faculty and staff at which we share start- and end-of-school information and hear from veteran staff whose comments about their service to the District help build a common understanding of the work of the school community. Representatives from all employee groups spoke at each assembly.

*Tri-District Institute Day, January 25, 2010.* Districts 90, 97, and 200 met to hear RtI consultant Pat Quinn, who addressed the faculty and staff with two keynote addresses: "Motivating All Students to Achieve" and "Response to Intervention for all Students." Faculty then met in cross-divisional and divisional groups to discuss Mr. Quinn's presentation, develop questions for him, and focus on specific programs related to RtI. Afternoon breakout sessions included K- 5 teams and cross-district teams that met to consider RtI approaches.

*Technology Workshops/Faculty Meetings.* During the fourth quarter of this school year, Educational Technology held a series of technology workshops to provide ongoing support to faculty and staff with specific hardware and software applications currently available in the District. Topics covering hardware applications were student response systems ("clickers"), PC tablets and classroom instruction, and various drives in the network (group, shared, inbox, and outbox). Topics covering software were use of SharePoint and Reading Plus applications. Also, during the school year the District held full faculty meetings to improve communication and address pressing issues facing the school.

#### **Divisional Teacher Collaboration Teams**

Each division organized collaboration teams that were asked to set goals, meet Monday mornings during the modified schedule (or more often), and issue a report summarizing the team's work. The teacher collaboration team model (also referred to as learning team model or professional learning communities model) of professional development provides teachers with time to improve teaching skills, develop curriculum, instruction, and assessment materials, and assess the impact of their work on student performance. Division heads are responsible for monitoring the teams and ensuring that the work of these teams aligns with the goals of the district and aims to improve the quality of instruction for students. Several divisions organized teams according to specific courses, while other learning teams covered a wide range of topics.

### **RECOMMENDATIONS**

This is provided for information to the board and school community. No action at this time.  
Summary information on the institute day evaluations and learning team activities follows.

## **Summaries of Surveys of Faculty Taken After Institute and Inservice Days**

After each full faculty professional development day, evaluations are tallied and shared with staff. This year we began using electronic surveys for evaluations.

### **Opening of School Institute Day - August 25, 2009**

Total Responses: 163

		Highest			Lowest
<b>I. Opening Session: General Presenters</b>		4	3	2	1
A.	Clarity of presentation	77	73	7	1
B.	Organization of materials and topics	80	67	8	3
C.	Usefulness of information	67	72	12	7
<b>II. Divisional Work</b>		4	3	2	1
A.	Clarity of presentation	123	28	4	1
B.	Organization of materials and topics	124	30	2	1
C.	Usefulness of information	123	27	5	1

### **Half-Day Inservice - September 11, 2009**

Total Responses: 153

		Highest			Lowest
<b>I. Building Updates</b>		4	3	2	1
A.	Clarity of presentation	57	37	15	7
B.	Organization of materials and topics	54	41	14	7
C.	Usefulness of information	54	38	17	8
<b>II. Workman's Comp Presentation</b>		4	3	2	1
A.	Clarity of presentation	93	38	10	10
B.	Organization of materials and topics	89	41	11	10
C.	Usefulness of information	45	26	27	52
<b>III. RtI Presentation – Pat Quinn</b>		4	3	2	1
A.	Clarity of presentation	131	18	3	0
B.	Organization of materials and topics	130	20	2	0
C.	Usefulness of information	116	28	7	1
<b>IV. Divisional Work</b>		4	3	2	1
A.	Clarity of presentation	112	28	5	1
B.	Organization of materials and topics	112	27	7	0
C.	Usefulness of information	106	32	7	1

### **Half-Day Inservice - November 25, 2009**

Total Responses: 99

		Highest			Lowest
<b>I. RtI Preparation/Teacher Presentation</b>		4	3	2	1
A.	Clarity of presentation	39	53	7	0
B.	Organization of materials and topics	39	50	9	0
C.	Usefulness of information	39	46	11	3

<u>II. Divisional Work</u>		4	3	2	1
A.	Clarity of presentation	53	32	9	5
B.	Organization of materials and topics	53	32	7	7
C.	Usefulness of information	51	32	10	6

### **Tri-District Institute Day - January 25, 2010**

Total Responses: 92

<u>I. Keynote Speaker – Pat Quinn</u>		4	3	2	1
A.	Clarity of discussion	55	29	3	1
B.	Organization of time and activities	53	27	7	2
C.	Usefulness of session	43	24	11	10

<u>II. Second Session - RtI in Action</u>		4	3	2	1
A.	Clarity of discussion	22	23	9	7
B.	Organization of time and activities	22	19	12	8
C.	Usefulness of session	7	15	16	13

<u>III. Third Session - RtI Approaches</u>		4	3	2	1
A.	Clarity of presentation	14	27	10	14
B.	Organization of topics	14	24	13	14
C.	Usefulness of information	10	22	19	14

### **Lunchtime Technology Sessions – Fourth Quarter**

Total Responses: 60

<u>Topics Vary</u>		Highest			Lowest
		4	3	2	1
A.	Clarity of presentation	48	12	0	0
B.	Organization of materials and topics	43	17	0	0
C.	Usefulness of information	44	15	0	1

### **Learning Team Summaries (by division)**

#### ***Business Education Department***

- A course-alike collaboration team from the Consumer Education course revised the course final exam, reviewed semester 1 final exam results using Mastery Manager, and made adjustments to the course. Semester 2 results will be reviewed for improvement in student outcomes.
- An after-school tutoring, homework completion, and reading support program was organized and monitored by Business Education teachers. Several students improved their grades and reading levels.
- Two collaboration teams worked on developing new curricula. The first developed a new course, Website Development A, which will run concurrently with the Website Development course, allowing students to differentiate their course level. A second team created three new instructional units which require applications of technologies established in introductory Business Education courses.

#### ***English Division***

- A team of English teachers, several of whom are endorsed in reading, worked with faculty in content area divisions to improve reading scores for students reading below grade level. Outcomes for those students show improvement from last year, but still fall short of the goal of the program.



- A second team in the English Division changed the selections for the summer readings for students and changed how the reading will be incorporated into the start of the school year classroom activities.
- A third team developed lessons to link local and national media literacy goals and implemented those lessons.
- A fourth team worked to expand student knowledge and participation in the senior elective program and in writing contests.
- A fifth team developed a student survey as part of an action research effort to learn more about obstacles African American students face in the high school.
- A sixth team enabled teachers to develop their own writing to become reflective practitioners, develop samples for prospective classroom assignments, and to become more empathetic to students' struggles with writing assignments.

### ***Fine and Applied Arts Division***

- A team of Art Foundations teachers used the *Understanding by Design* approach to develop assignments for a set of core skills for the introductory course for fine arts students. Teachers from this team presented to the faculty at the April 28, 2010 inservice session.
- A team from the Theatre/Broadcasting area identified core skills and a set of interventions for the introductory courses in this department.
- A team from the Music Department examined new software applications to support activities in the music program.
- The Applied Technology Department identified core skills for the Exploring Technology, Technical Drawing, and Electricity/Electronics courses.

### ***History Division***

- Three teams of teachers, each team organized according to a specific content area--World History, American History, and Psychology--worked with an English teacher, endorsed in reading, to improve reading scores for students reading below grade level. Outcomes for those students show improvement from last year, but still fall short of the goal of the program, a 1.5 increase in reading grade level for all students reading below grade level.
- In compliance with RtI, the division settled on and proposed a set of key skills taught in the core history program. The division is developing an RtI assessment for implementation in the 2010-2011 school year.

### ***Library Services Department***

- A team from the library area reviewed the library program to ascertain strengths and weaknesses. The team reviewed the library mission and structure and surveyed staff for feedback. The team recommended a revision of the format teachers use when publishing library-based assignments and creating and implementing a ninth grade introductory information skills lesson set.
- A second team from the library reviewed the library facilities to ascertain strengths and weaknesses. This team will participate in a larger review of the library facilities and the space adjacent to the library as part of a review committee in the 2010-2011 school year.

### ***Mathematics Division***

- A team of teachers focusing on the Algebra 1-2 program developed a series of common assessments for the course, incorporated the reiteration of topics and skills (spiraling) throughout the course, and proposed new technology for the course. Semester 1 final exam results showed improvement over previous years. Semester 2 results have not been tabulated as yet.
- A smaller second Algebra group focused on using a newer version of the Agile Mind technology for the Algebra Block 1-2. That group reports more use of assessments for RtI applications and improved outcomes for students.

- Two teams of teachers reexamined the Concepts of Algebra 1- 2 and Concepts of Algebra 3-4 courses to determine the effectiveness of the Concepts 1-2 and Concepts 3-4 sequence and to assess student outcomes. The groups noted improved outcomes for students in the Concepts 1-2 course and stated a need for expanded, quarterly use of Mastery Manager to track student performance on standards.
- A fifth team worked in the Concepts of Geometry 1-2 program to develop a trigonometry unit and a PSAT/ACT review unit. The team tried to determine whether a more aggressive timeline and course content could work in favor of these students. Although class assessments and student feedback showed favorable outcomes, the team identified the need to use Mastery Manager to analyze additional student outcome information.
- A sixth team developed final exams for Plane Geometry 1-2 and used Mastery Manager to establish baselines for student outcomes and course effectiveness.
- A seventh team reviewed the Intermediate Algebra 1-2 course, recommending curricular and assessment changes for the 2010-2011 school year.

### ***World Languages Division***

- A team reviewed the core French program course, mapping the curriculum and implementing Mastery Manager to review and analyze student outcomes for the semester 1 final exams.
- A second team incorporated reading and literacy activities in the Italian program in an attempt to improve student reading skills in the target language.
- A third team incorporated story telling approaches and activities in the Japanese and Latin programs to build student motivation and support student achievement.
- Three teams worked on teaching and reinforcing literacy skills in the Spanish program. A Spanish 3-4 team incorporated reading comprehension strategies as part of developing RtI interventions and effective instructional approaches. A Spanish 5-6 team examined the use of readers to increase student vocabulary acquisition and improve student grammar skills. Early results proved favorable and teachers have begun developing multiple reading approaches, for example, blogging. A Spanish 7-8 team incorporated CRSS activities to improve student reading skills.

### ***Science Division***

- A team worked to incorporate Vernier, including the new digital microscopes, into the Honors Biology curriculum. Several Vernier labs were introduced across the honors curriculum, with more in development for summer 2010.
- A second team focused on Promethean board training and development of skill. The team devised a set of presentation materials for class instruction. Promethean boards are being used in all four of the chemistry classrooms. Teachers have shared their classroom materials, and individual teachers saved copies of lecture notes in outboxes for student access.
- A third team produced PowerPoint lectures for the AP Environmental Science course to align with the course text.
- A fourth team worked on enhancing Anatomy & Physiology through the use of Vernier equipment. Four new Vernier labs were added to the curriculum.
- A fifth team incorporated technology in the regular level biology program creating a guide that applies technology (online supports, Vernier probes and Promethean applications) to support student learning. Five labs using the new approaches were developed.
- A sixth team developed study guides for the Health Education course focusing on reading skills and core information for the curriculum.
- A seventh team worked on a core physics assessment collaborating on labs and an Expectations of Physics (EOP) common exam. The team is determining a standardized way to administer the EOP questions next year.

- An eighth team of biology teachers met to plan the implementation of RtI in the biology program. A detailing of biology skills, a revised graphing rubric, and a set of curriculum continuums were developed to guide RtI and tri-district K-12 articulation efforts for this content area.
- A ninth team analyzed student outcomes from the Essentials of Chemistry (EOC) common assessment to identify areas of weakness for the course effectiveness. Mastery Manager was used to analyze the outcomes.

#### ***Physical Education and Driver Education Division***

- A team from the Physical Education Department developed a PE Leaders' curriculum. The program will prepare juniors to serve as PE leaders in their senior year of high school.
- A second team from the PE area explored ways to streamline scheduling PE classes for students to maximize class time and meet school code and local graduation requirements. Several changes were recommended to the scheduling process.
- A third team from PE developed new dance curricula for implementation in the 2010-2011 ninth grade core PE program.
- A fourth team from PE developed and implemented Step Back, a new 9-week curriculum for the ninth grade core PE program for male students. Students were surveyed at the start and conclusion of the quarter to gauge any change in student attitudes. Survey indications show a positive shift in the understanding and attitudes of students who participate in the program.
- A team from the Driver Education Department reviewed the alignment of the three phases of the DE program. The team recommended a textbook review, additional staff development in the use of smartboards, and preparation of RtI approaches for the coming school year.

#### ***Special Education Division***

- A team created a list of transition services for students as they transition to post-high school experiences. A rubric was created to organize information by agency.
- A second team from the ED continuum implemented a supportive study program to help students transition to a less restrictive educational setting within the school. Improved communication for all adults working with these students, increased support for students, and improvement for students' grades were all evident from the program.
- A third team explored using a specific software application to improve student performance in core math courses. The team noted improvement in student performance, with greater gains in classes where students began with more skills. The teachers will revise classroom instruction and continue to research software applications to improve student performance.
- A fourth team continued to assess the efficacy of the reading lab and the software applications used in that facility. This team's most recent information suggests that when students have sufficient time in the lab, their rate of growth in reading level accelerates from their previous school experiences.
- A fifth team researched student motivation with regard to college aspirations. The team developed a multi-faceted program including parent information nights, college visits, and a detailed contact guide for specific colleges.
- A sixth team worked extensively on making RtI effective across all classrooms. This team worked on a guide for special education and general education teachers, supported professional development activities for the entire school, and began planning for the articulation between RtI and screening processes for students accessing necessary services for students.
- A seventh team examined the area of Social Learning and Communication and developed materials for teachers to incorporate activities to assist students in their social development.
- An eighth team followed up on their attendance at an MSAN mini-conference on racial disproportionality in special education programs. Reviewing a random sample of documents related to student staffing, the team found a need to inservice general and special education staff in order to better apply objective measures and apply consistent language to the screening and staffing processes.