

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

**ADJOURNED SESSION OF THE BOARD POLICY, EVALUATION AND GOALS
COMMITTEE MEETING**

Thursday, January 28, 2010

6:00 P.M.

Board Room

AGENDA

I. Consideration of the following Policy for First Reading and Action

- A. Policy 5136, Student Travel (Revision)
- B. Policy 4119, Nepotism (New)

II. Matters for PEG Committee Information/Deliberation

- A. Board of Education Goals (Attachment)
- B. Additional Board of Education Meetings

Docket: Policy 3030, Athletics Field(s) and Stadium Lighting (New)

C: Board Members, Dr. Dietra D. Millard, Chair, Dr. Ralph H. Lee and Terry Finnegan, DLT & BLT

FIRST

READING

POLICY 5136, STUDENT TRAVEL

The Board of Education grants the Superintendent (or his/her designee) authority to approve student travel that fully provides for the safety and welfare of students; that have appropriate and substantial educational value; and for which written parental/guardian permission has been obtained. Student travel is not limited to the regular school hours, but can be engaged in outside of regular school hours and on days other than regular school days.

The Board of Education recognizes four types of student travel: Field Trips, ~~Co-curricular Activity Trips (Athletic or Activity)~~, Exchanges, and Excursions. Field Trips are defined as travel directly related to educational programs of the high school intended to extend educational experiences in relation to specific classroom objectives that are consistent with the general goals of the curriculum of a specific course. ~~Activity Co-curricular~~ Trips are defined as student travel sponsored by an ~~athletic or a~~ co-curricular activity (athletic or activity) of the school. Exchanges are defined as student travel to another school, usually in another country, in which students usually live with a host family and spend time attending classes in the host school. Exchanges generally result in a reciprocal trip to Oak Park and River Forest High School by students and staff from the host school. Excursions are defined as student travel, usually international, that provide unique curricular and/or cultural opportunities for Oak Park and River Forest High School students. Excursions may only be approved if the educational benefits to participating students can be substantiated.

Transportation costs related to student field ~~trips and co-curricular activity~~ travel will generally be funded by the District for trips to destinations within 150 miles of Oak Park and River Forest High School. ~~Transportation costs related to~~ With the exception of IHSA-sponsored state series competitions, and/or other activities approved by the Superintendent (and/or his/her designee), will generally be funded by the District. ~~Transportation costs for student travel of greater distances than 150 miles, the cost of transportation may and not related to IHSA state series competitions and/or other activities approved by the Superintendent (or his/her designee) will be borne by the participants.~~ For all types of student travel, the District will not typically cover costs related to tickets, admission fees, lodging, and food.

Costs related to student travel should not be a barrier for any student eligible to participate in the trip. Sponsors of student travel must obtain administrative approval prior to committing to any trip or travel plans. Sponsors of student travel are expected to comply with appropriate levels of student/adult supervision ratios as established by the Superintendent (or his/her designee). The Superintendent (or his/her designee) shall develop procedures for application and approval of student travel trips, as well as procedures for the approval of District employee and volunteer drivers. Such procedures may vary depending on the type of student travel being planned.

No employee or approved volunteer shall transport an individual student or students alone in his/her personal vehicle unless approved by the Superintendent (or his/her designee). If approval is given to an employee or approved volunteer to transport a student or students in his/her personal vehicle, his/her insurance coverage will be primary and the District's insurance coverage will be secondary.

Amended Date(s):	June 25, 2009; December 18, 2003; April 8, 2003; December 19, 1984; December 14, 1982; and January 22, 1976
Adopted Date:	July 17, 1969
Review Date:	
Law Reference:	105 ILCS 5/10-22.29b, 105 ILCS 5/29-3.1, and 105 ILCS 5/29-3.4
Related Policies:	
Related Policies:	
Related Instructions	Procedures for Policy 5136 And Guidelines
And Guidelines:	
Cross Ref.:	

Procedures for Policy 5136, Student Travel

A. ~~A.~~ Approval

Sponsors of student travel must obtain administrative approval prior to committing to any trips or travel.

B. ~~B.~~ Supervision

Oak Park and River Forest High School requires an appropriate level of adult supervision for all student travel. Adult supervisors are required to travel with the students as members of the same group. The number of ~~d~~District employees required as adult supervisors will vary depending upon the conditions of the trip. Parents and interested adults may volunteer to serve as additional supervisors for student travel.

For all student travel that include an overnight stay of one or more nights, supervisors must contact the designated ~~d~~District administrative liaison at regularly established times. In the case of any difficulty or divergence from the submitted itinerary, supervisors are to notify the designated administrative liaison immediately as to the nature of the difficulty or the divergence. In such situations students should never be left without adult supervision. Should a student, for whatever reason, become separated from the group, a supervisor should remain with that student while the remaining members of the group complete their travel with another supervisor(s). At no time should a student or a group of students be left unsupervised on a trip.

In the case of changing travel arrangements, supervisors must notify the designated administrative liaison of all circumstances and changes. Parents and guardians of all trip participants must in turn be notified of any and all changes in travel plans and/or arrangements.

C. ~~___~~ Costs

The ~~sponsoring~~ teacher/coach/sponsor should determine necessary costs and submit those costs in writing to the appropriate administrative personnel at the time of application for administrative approval of the travel. Once approved, students are to be notified of the expenses of the trip to them at the time of registration.

Transportation costs will generally be funded by the ~~d~~District for student travel to destinations within 150 miles of the high school. For travel of greater distances, the cost of transportation ~~will~~may be borne by the participants. For all trips, the ~~d~~District will not typically cover costs related to tickets, admission fees, lodging, and food. The sponsoring teacher is to assess each participating student for these expenses. Arrangements for securing the funds collected should be made with the Business Office.

D. ~~___~~ Insurance

All students, employees, approved volunteer drivers, and parent or guardian supervisors must be covered by accident and health insurance coverage, protecting them from financial loss due to bodily injury, disability, or death while participating in school sponsored travel. This

insurance is provided through the District. Additional costs to trip participants may be incurred for appropriate insurance coverage. The trip sponsor is required to check with the Business Office to determine if additional insurance costs must be obtained.

E. Transportation

As a general rule, transportation for school-sponsored travel will be provided by means of commercial vehicles. All buses or rental vehicles are to be ordered through the Business Office. If more than 47 students/44 passengers are participating in the trip, a second bus must be used. The cost of such rental vehicles will be covered by the dDistrict's transportation fund if the travel destination is within 150 miles of the high school. Otherwise, the trip's participants ~~must~~ may be required to cover such rental costs.

Employees ~~or approved volunteers or approved volunteers who possesses a valid and properly classified drivers' licenses issued by the Secretary of State or valid licenses issued in the employees' home states; Illinois (or other state's) driver's license, valid proof of insurance, and who is~~ are at least 21 years of age or older; who have completed and returned criminal background checks; who possess valid drivers' licenses that have not been revoked, suspended, canceled, or disqualified for 3 years immediately prior to seeking approval from the District; who have not been convicted of 2 or more serious traffic offenses, as defined by Section 1035.10, within one year prior to the date of application; that may endanger the life and safety of any of the drivers' passengers within the duration of the permit periods; and who have not been convicted, within 3 years prior to the date of application, of reckless driving, driving under the influence of alcohol and/or other drugs, or reckless homicide resulting from the operation of a motor vehicle, ~~and who have a completed and returned driver license violation check with no moving violations within the previous 6 months~~ may transport students ~~for~~ school-sponsored travel in a school/District-owned, rented, or leased vehicles. Such persons are covered by the dDistrict's insurance up to limits of the dDistrict's such coverage. An employee ~~or approved volunteer who transports students on a school-sponsored trip in a non-school vehicle is covered up to the limits of the dDistrict's insurance coverage after the employee's/volunteer's own insurance has been exposed up to the limits of its coverage. Any approved non-employee volunteer who transports students on a school-sponsored trip in a non-school vehicle is not covered by the dDistrict's insurance. Non-employees must not transport students.~~

Volunteers receive approval through the Superintendent (or his/her designee) and only after completing the necessary requirements for approval.

The Superintendent (or his/her designee) is responsible for developing an approval process and appropriate forms for both employees and volunteers who seek approval, including but not limited to an annual verification of items noted above for current employees and approved volunteers.

For summer camps which require student travel to events, parents/guardians will be required to sign waivers in order to permit their students to be transported by other parents/guardians and to indemnify the District.

Keys must be returned at conclusion of vehicle usage. The driver is responsible for ensuring that the vehicle is returned in proper working order, and is free of garbage or other debris. In the event of damage or an accident, the driver must report the incident as soon as practical to the Business Office.

A completed Vehicle Request Form with proper administrator approval is required for vehicle usage by employees or approved volunteers. Keys will only be issued to employees and approved volunteers who meet the above criteria. The privilege of driving a District vehicle may be suspended or revoked if the employee or approved volunteer is found to be in violation of any portion of this procedure.

F. General Field Trip Procedures

Field Trips are arranged and approved through the ~~Office of the Director of Instruction~~ Principal and approved by that office. Field trip requests should be submitted by the third week of the semester. A calendar of approved field trips will be distributed to the faculty by the end of the fourth week of each semester. Additional field trips can be approved beyond the third week of the semester if planning for the trip could not have occurred during the first three weeks of the semester.

Parental permission must be secured for any field trip which takes students off school property and/or which extends beyond normal school hours. Permission slips bearing the signature of the parent/guardian will be collected by the sponsoring teacher and must be filed with the appropriate division secretary, who in turn, must file the permission slips with the attendance office at least five days prior to the occurrence of the trip. Students who fail to submit a parent/guardian permission slip by the established deadline will not be allowed to participate in the field trip. The sponsoring teacher must distribute a list of the students participating in the field trip to faculty at least two days before the trip, either via e-mail or the faculty bulletin.

All approved field trips must have an evaluation component. Each student participating in the trip must complete the Field Trip Evaluation form. Student responses are to be tabulated by the sponsoring teacher who will prepare a Field Trip Evaluation Summary, which must include a reflection statement, completed by the classroom teacher or trip sponsor. This summary must be submitted to the ~~Director of Instruction~~ Principal and the appropriate Division Head. A failure to submit this summary may result in the denial of future requests for field trips in subsequent semesters.

No class may have more than one field trip per grading period except those classes that have a field or performance component or as jointly determined by the Division Head and the ~~Director of Instruction~~ Principal. "Black out dates," i.e., dates on which field trips may not be scheduled, are set by the Principal and notification of same is made to the administration, Division Heads, and faculty.

Costs related to a field trip should not be a barrier for any eligible students to participate.

G. General Co-curricular (Athletic and Activity) Trip Procedures

Co-curricular Activity trips related to Athletics are approved and arranged for by the Athletic Director. Co-curricular Activity trips related to extraCurricular Activities are arranged through the Assistant Principal for Student Activities Director and are approved by the Assistant Superintendent for Pupil Support Services. ExtraCo-curricular activities trips mustmay not take students from school during regular school hours unless approved by the Athletic Director or Assistant Principal for Student Activities in advance. Coaches and sponsors should check with the appropriate administrator regarding additional specific rules and guidelines.

The Superintendent (or his/her designee) shall develop procedures which permit students to travel home from a specified event with their parent(s) provided prior approval has been granted by the appropriate and immediate coaches/sponsors of the students and the events. additional specific rules and guidelines.

Costs related to ~~athletic or extraCurricular~~ Co-curricular trips should not be a barrier for eligible students to participate.

H. General Exchange/Excursion Trip Procedures

Applications for Exchanges/ Excursions are available through the Office of the Director of InstructionAssistant Principal for Student Activities. Incomplete applications will not be considered for approval.

Students may not miss more than five (5) days of school as a result of participating in a-an school-initiated Exchange or Excursion.

Prior to approval being granted for any trip, sponsors will complete a detailed questionnaire-application that is presented for approval to the Assistant Principal for Student Activities and then to the District Leadership Team (DLT)-to be kept on file in the Office of the Director of Instruction. The questionnaire will include information relevant to the students' and supervisor's participation in the trip.

All Exchanges/Excursions that involve male and female students must have at least two sponsors, one male and one female. At least one of the sponsors must have previous Exchange/Excursion experience and one must have more than three consecutive semesters of employment in the District.

Permission forms and student informationslips bearinginformation bearing the signature of the parent/guardian must be obtained for every student participating in an Exchange/Excursion. These permission slips must be returned to and will be kept on file in the Office of the Director of InstructionAssistant Principal for Student Activities.

Sponsors of Exchanges/Excursions must hold at least two informational sessions with parents/guardians participating in the Exchange/Excursion before students depart on the trip.

Exchanges/Excursions are subject to the approval of the Assistant Principal for Student Activities and then the District Leadership Team (DLT) ~~Building Administrative Team (BAT)~~ and, upon the recommendation of ~~BAT~~, the DLT, may require approval by the Board of Education. Even after approval has been granted, the DLT ~~BAT~~ or the Board of Education may withdraw the approval should national or worldwide conditions suggest that student safety on the trip could be compromised.

POLICY 4119, NEPOTISM

The District's standards for employment decisions such as hiring, promoting, transferring, reappointing, evaluating, awarding salary, disciplining, and terminating employees are based on qualifications for the position, ability, and performance. The District strives to avoid favoritism, the appearance of favoritism, and potential conflicts of interest in employment decisions.

Accordingly, no person shall be employed, promoted, or transferred to a position in the District which would create a direct supervisor-subordinate relationship with a relative. Administrators, supervisors, and managers are expected to avoid hiring or transferring individuals to a position which would create a direct supervisor-subordinate relationship with a relative.

~~While the District may hire persons who are related to a current District employee, to avoid favoritism, the appearance of favoritism, and any potential conflicts of interest, the District shall only hire such "relative applicants" where there are no other applicants for the position sought by the relative applicant, or where the qualifications of the relative applicant are superior to those of other applicants.~~

Applicants for any position as a new hire, any position as a transfer, and/or promotion are required to notify in writing, ~~the Board of Education and the administration~~ the Superintendent (or his/her designee) of any relatives employed by the District at the time of application.

Employees that become related to each other during the course of employment must notify, in writing, ~~the Board of Education and the administration~~ the Superintendent (or his/her designee) and his/her immediate supervisor within ten days of the commencement of the relationship. Failure to disclose relative status may be cause for disciplinary action up to and including termination.

Persons who are employees of the District on the date that this policy becomes effective shall not be discharged because of this policy. Nor shall they be denied reemployment in succeeding years because of this policy. However, if any person who is a member of the immediate family of a Board of Education member or an Administrator, supervisor, or manager resigns or is not re-employed for other reasons (except reduction in force), this policy would apply for such period as the individual has such a family relationship under the "relative" definition herein.

In cases where a Board of Education member, Administrator, Supervisor, or Manager has a relative being considered for employment or a relative already employed by the District, the Board of Education member or Administrator, supervisor, or manager shall, ~~publicly and in writing~~ in writing to the Superintendent (or his/her designee), disclose the nature and extent of the relationship prior to any

deliberations regarding the relative. Such deliberations may include but not be limited to recommendations and/or voting on any matter related to the relative's hiring, promotion, reappointment, evaluation, transfer, discipline, termination, wages, benefits, hours, and terms or conditions of employment, including a collective bargaining agreement which applies to the relative.

An "Administrator," "Supervisor," or "Manager" directly or indirectly assigns, directs or oversees the work product, or recommends or has the authority to discipline, promote, assign salary, or review the performance of a "subordinate."

For the purpose of this policy, the definition of the term "relative" applies both to the applicant for employment in the District and, if legally married at the time of prospective employment, the spouse of such applicant. A "relative" includes the following individuals:

- spouse (current or former);
- domestic partner (current or former);
- mother; step or foster mother; mother-in-law;
- father; step or foster father;; father-in-law;
- sister; step or half-sister; sister-in-law;
- brother; step or half-brother; brother-in-law;
- child; step or foster child;
- guardian or ward;
- grandmother; step or foster grandmother;
- grandfather; step or foster grandfather;
- grandchild; step or foster grandchild;
- aunt or uncle;
- niece or nephew; and/or
- member of the same household.

Amended Date(s):

Adopted Date:

Review Date:

Law Reference: 775 ILCS 5/1-102, 5/1-103

Boaden v. Dept. of Law Enforcement, 171 Ill. 2d 230, 664

N.E.2d

61 (Ill. 1996)

Hollister v. North, 50 Ill. App. 3d 56, 365 N.E.2d 258 (4th Dist. 1977).

Related Policies:

Related Instructions

And Guidelines:

Cross Ref.:

DISCUSSION ITEMS

Oak Park and River Forest High School District 200

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

TO: Board of Education

FROM: Attila J. Weninger, Superintendent

DAET: January 28, 2010

RE: Weighted and Ranking Systems Review Committee - **REVISED**

BACKGROUND

In November, Phil Prale provided the Board Instruction Committee with a memo entitled, "Update on Discussion Regarding Grading" as a follow-up to the October Instruction Committee discussion on grading policy and practices. That memo is attached. As a result of the November discussion, the Committee charged the Superintendent with three items regarding this issue:

1. determine the charge for such a group (focus and scope), including work to be reviewed, researched, and about which recommendations would be made;
2. develop the composition for a study/group, task force, etc., to include school and community stakeholders; and
3. develop a name/title for such a group.

SUMMARY

Below, please find my recommendation regarding the charge.

I. A. Focus/Scope/Charge

1. Committee charged by the superintendent to undertake work and monitor progress
2. GPA (what courses are included; what courses should be included)
3. weighted/unweighted systems
 - a. 3 methods are currently available and possible (weighted "select" courses; unweighted "select" courses; unweighted all courses)
 - b. 2 methods are currently used (weighted "select" courses; unweighted "select" courses)
 - c. what other method(s) should we adopt and use, if any?
4. system of ranking
 - a. same as 2.
5. reporting of ranking
 - a. same as 2.
6. **Review, research, and make recommendations concerning the reporting of course grades by numerics v. letters.**

B. Research

1. survey of high schools (information regarding their current method of calculating GPA, weighted/unweighted ranking systems, reporting, etc.)
2. survey of colleges/universities (how they view high school GPA calculations, weighted/unweighted ranking systems, reporting, etc., what they do with them, etc.)
3. survey of parents (online)
4. survey of students (online)
5. survey of faculty (online)
6. literature review
7. hold forums for parent input
8. hold focus groups for faculty input
9. hold focus groups for student input
10. financial impact of changes, if any

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C. Recommendations to be made by the Committee

1. Recommendation to retain current GPA calculation and weighted systems, ranking, and reporting with rationale and basis for same **or**
2. Recommendation to adopt revised GPA calculation and weighted systems, ranking, and reporting with rationale and basis for same **or**
3. Recommendation to adopt new GPA calculation weighted systems, ranking, and reporting with rationale and basis for same **and**
4. Recommendation(s) for future work, if any

II. Committee Composition

1. Administrators (DLT/BLT: 2-3)
2. Division Heads (5) (different divisions than represented by faculty)
3. Faculty (5) (different divisions than represented by division heads)
4. **2 Counselors**
5. Parents (5) (representing various grade levels and academic levels in which their students take courses)
6. Students (3) (one representing each academic level)

III. Title of Committee

1. Weighted and Ranking Systems Review Committee

RECOMMENDATION

I recommend that the Board direct the Administration to undertake a weighted and ranking systems review per the above beginning September 2010, and complete the review with recommendations to the Board Instruction Committee by May 2011.

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TO: Board of Education

FROM: Attila J. Weninger, Ph.D., Superintendent

DATE: December 15, 2009

RE: 2009-2010 Board Goals and Administrative Work

BACKGROUND

Over the past 2 months, the DLT has had several discussions regarding the administrative work load for the 2009-2010 school year, including but not limited to Board Goals. The DLT is very concerned about its ability to do/complete the work expected, and in many cases, to complete the work with quality and fidelity to its intent. During these discussions, we decided to approach the Board with our concerns and ask the Board to approve the list of work to be done in 2009-2010, consider expanding the time needed to complete some of the work beyond 2009-2010 that has begun already, and postponing some of the work until 2010-2011. Because our schedules and more timely issues prevented us from discussing this more recently, i.e., within the past 3 weeks, I have taken it upon myself to prepare this memo to the Board. I am supportive of this request.

SUMMARY

Below, please find a list of the major work items which we are currently trying to complete and manage. It is simply a list.

1. Administrative and Non-Affiliated Compensation/Work/Work Year Proposal
2. Articulation with Associate Districts 90 and 97
3. Baldrige Organizational Assessment
4. Board Goals
 - a. Racial Equity (3 sub goals)
 - b. Student Academic Achievement (4 sub goals)
 - c. Recruitment and Employment (see 18.-20. below)
 - d. Finance (2 sub goals)
 - e. Learning Environment (3 sub goals)
5. Business Office Audits (5+ since July 1)
6. Contract Negotiations: CPA
7. Contract Negotiations: SST
8. Day to Day Building and District Operations
9. Des Plaines Valley Region (DVR) Involvement
10. Divisional Restructuring and Department Head Revisions/Realignment
11. Educational Technology Restructuring
12. Facilities Long Range Planning
13. FTE/Sectioning Process
14. Litigation
15. MSAN Involvement
16. Oak Park TIFs
17. Ongoing Program Assessment
18. Recruitment and Employment: 15 (approximately) certified staff
19. Recruitment and Employment: 4 Division Heads
20. Recruitment and Employment: Director of HR
21. River Forest TIF
22. ROE Audit (response to findings)
23. RtI (Response to Intervention) Implementation
24. Summer Construction Projects

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Now, below, please find that list in two groups: A. work which must be done and to which the District is committed/obligated; and B. work over which we have some choices and for which I am making recommendations as noted.

A. Obligated/Committed

1. Administrative and Non-Affiliated Compensation/Work/Work Year Proposal
2. Business Office Audits (5+ since July 1)
3. Contract Negotiations: CPA
4. Contract Negotiations: SST
5. Day to Day Building and District Operations
6. Des Plaines Valley Region (DVR) Involvement
7. Divisional Restructuring and Department Head Revisions/Realignment
8. Educational Technology Restructuring
9. Facilities Long Range Planning
10. FTE/Sectioning Process
11. Litigation
12. MSAN Involvement
13. Oak Park TIFs
14. Ongoing Program Assessment
15. Recruitment and Employment: 15 (approximately) certified staff
16. Recruitment and Employment: 4 Division Heads
17. Recruitment and Employment: Director of HR
18. River Forest TIF
19. ROE Audit (response to findings)
20. RtI (Response to Intervention) Implementation
21. Summer Construction Projects

B. Choices

1. Articulation with Associate Districts 90 and 97
 - a. Recommendation: continue essential articulation efforts; postpone new efforts until 2010-2011
2. Baldrige Organizational Assessment
 - a. Recommendation: postpone until fall 2010
3. Board Goals
 - a. Racial Equity (3 activities/strategies)
 - i. Recommendation:
 1. continue CCAR for faculty/staff;
 2. postpone developing equity vision until 2010-2011
 3. postpone Board CCAR) until 2010-2011
 - b. Student Academic Achievement (4 activities/strategies)
 - i. Recommendation:
 1. extend completion until June 2011
 - c. Recruitment and Employment (4 activities/strategies)
 - i. Recommendation:
 1. complete 15.-17 in A. above;
 2. complete development of mentoring programs for administrative and certified staff
 3. postpone development of retention program until 2010-2011
 4. revisit codification of recruitment/employment practices with employment of new Director of Human Resources

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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.

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Goal 2: Student Academic Achievement

Raise student academic achievement through the development of definitions and measurements for student achievement and the racial achievement gap, one new program affecting underachieving students, a data-driven model of school improvement, and academic support for students assigned to In School (ISS) and Out of School (OSS) suspensions.

Activities and Strategies

1. Develop specific separate benchmarks or indices of "student academic achievement" and "the racial achievement gap" that are understood and able to be used by the community and professional educators.
2. Develop one new academic program for a broad segment of underachieving students for implementation in fall 2010. The program will be evaluated such that the academic progress and achievement of targeted students will be conducted using quantitative measures.
3. Each student in ISS and OSS will receive academic support e.g., through the implementation of tutoring and/or online academic programs.
4. Develop a 3-5 year plan for a data-driven model of systemic and systematic improvement in student academic achievement and that will provide the Board with information necessary to evaluate progress made in raising student achievement and closing the racial achievement gap.
 - a. Begin implementation of Domain I. of the Student Achievement Domains and Components document in fall 2010 per the June 2009 report and plan as presented by the Administration, which includes a process to review and make modifications to Domain I. on an annual basis.
 - b. Develop a student academic achievement "growth model" to track the achievement of cohorts of students over time, i.e., high school years.
 - i. Using data for the past five school years (2004-05 through 2008-09), establish baselines or benchmarks for student achievement as reported in the EXPLORE, PLAN, I-ACT, and ACT standardized tests.
 - ii. Establish the baseline for reading, mathematics, science, English, and composite scores.
 - iii. Disaggregate the data by cohort or year in school, gender, race, socio-economic status, and Special Education.
 - iv. Use the growth model to track and evaluate student grades and GPA, disciplinary behaviors, and participation in the co-curricular programs (athletics, activities, and intramurals).
 - v. Report all student academic achievement "growth model" data to the Board of education in disaggregated and aggregated form, and make a catalog of reports available to faculty/staff and community.
 - vi. At the December Instruction Committee meeting, present to the Board a report on the current state of the student information system as it relates to student achievement data and its projected capacity by June 2010.

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Goal 3: Recruitment, Employment, and Retention of Professional Staff

Recruit, employ, develop, and retain the highest quality staff, in ways that are fair to applicants and clear to employees.

Activities and Strategies

1. Conduct a detailed review and evaluation of recruitment and employment procedures for all employees by October 31, 2009.
 - a. Information on best practice in hiring will be incorporated in developing a check list of procedures to review and evaluate District recruitment and employment practices. These will include but not be limited to position description, postings, interviewing, notification, decision making sequence, variations in hiring sequence by employee classification, and links to organizational goals.
 - b. Union and non-union employment hiring procedures will be reviewed and documented utilizing a check list.
 - c. Upon completion of the evaluation, the Board will review personnel recruitment and employment policies.
 - d. Upon completion of the evaluation, the revised recruitment and employment practices will be incorporated in an employee handbook (existing or new) for employees.
2. Intensify the recruitment program for minority candidates by developing an overall minority recruitment plan/program by December 31, 2009
 - a. Develop relationships with key personnel at Historically Black Colleges/Universities (HBCU).
 - b. Explore non-traditional approaches to contacting candidates (non-educational conferences, minority sororities and fraternities, social networking groups, etc.).
 - c. Seek the assistance of and encourage current faculty and administrative staff to assist in the plan/program development, and to identify for and refer minority candidates to Division Heads, Administrators, and Human Resources.
 - d. Monitor and evaluate the number of applications received by outreach.
3. Review and evaluate current practices for faculty and administrative mentoring for additions and changes to be implemented in Fall 2010.
 - a. Gather staff input by quartile group on non-tenured faculty needs, and by administrative quartile group on administrative needs.
 - b. Revise and establish performance measures to evaluate the mentoring program.
 - c. Review performance criteria for achieving faculty tenure.
 - d. Report to the Board of Education's Human Resources Committee no later than February 2010.
4. Develop a faculty and administrator retention program, focusing primarily though not exclusively on retaining minority employees, for implementation in Fall 2010.
 - a. Gather staff input by quartile group, and from minority staff (i.e., the African American Faculty Staff Council) on issues and suggestions.
 - b. Establish quantitative and qualitative measures by which to evaluate the retention program.
 - c. Report to the Board of Education's Human Resources Committee no later than February 2010.

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Goal 4: Finance

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

Activities and Strategies

1. The Board will adopt a model for setting financial priorities in institutional settings by January 2010, with implementation in March 2010 for the FY 2010-2011 Budget cycle.
 - a. A Financial Advisory Committee will be convened. It will include staff and community members with financial expertise.
 - b. The Financial Advisory Committee will offer recommendations to the Superintendent, who will invite and solicit information about models for setting financial priorities in an institutional setting.
 - i. The models will include specific procedures for setting spending priorities.
 - ii. The procedures will produce an easily understood method for the District to determine the priority level of any proposed new or existing program.
 - iii. The procedures will include a method for shifting money from lower priority expenditures to higher priority expenditures.
 - iv. The procedures will include a method for identifying options and prioritizing items for cost containment.
 - v. The procedures will include a review of the current finances and the Public Finance Specialists (PMA) Financial Network, Inc.'s projection model assumptions, including a method for identifying options and for prioritizing cost containment measures. Complete in time for the 2010-2011 budget.
 - c. Multiple models will be presented to the Board for review and adoption in January 2010.
2. The Board will align the long term projection model with cost containment measures.
 - a. The Financial Advisory Committee will recommend targeted expenditure goals to the Board of Education in time for the 2010-2011 budget.
 - b. The District will use the adopted evaluation model to identify cost containment areas.
3. The Board will adopt a revenue/resource identification and development model.
 - a. The Board will review present policies that impeded revenue/resource implementation and amend accordingly, by January 2010.
 - b. The Finance Advisory Committee will investigate and recommend to the Board additional revenue/resource opportunities by March 2010.
 - c. The District Administration will work cooperatively with other taxing bodies to identify and implement revenue/resource allocation sharing. The District administration will host bi-monthly meetings for FY 2009 – 2010. The CFO will give an end of year report in June 2010.
 - d. The District Administration will identify and apply for State, Federal and private funding (including grants) in the areas of student achievement, facility management, green initiatives, wellness, and co-curricular activities.
4. Develop a communication plan to introduce the new budget process to the school community.

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Goal 5: Learning Environment

Improve the learning environment for students and staff considering aspects of respect, safety, academic promise, and social-emotional well being.

1. Discipline: For the 2009-10 school year, decrease the number of Class II infractions by 15% in each racial category of students.
2. Academic: make preparations in order to increase enrollment in honors and AP courses for the 2010-2011 school year by 10% for African American, Latino, and Mixed-Race students.
3. Substance Use/Abuse: develop and provide a targeted alcohol/substance use and abuse awareness, education, prevention, detection, and intervention program available for OPRF students, faculty, and staff. The program will be communicated to parent(s) and guardian(s), and they will be strongly encouraged to avail themselves of this resource.

Activities and Strategies

Discipline

1. Compile student discipline data on referrals for Class II Infractions for aggressive physical behavior, defiance of authority, disruptive behavior, and verbal abuse, disaggregated by race and gender for school year 2008-09.
2. Establish a baseline for Class II Infractions for aggressive physical behavior, defiance of authority, disruptive behavior, and verbal abuse with a goal of identifying those areas that have a significant impact on the student and staff learning environment.
3. Complete the initial report by October 1, 2009 and present to the Board at an October Board Committee Meeting. Present the 1st semester report at a March 2010 Board Committee meeting. Present the 2nd semester report (and school year) at an August 2010 Board Committee meeting.
4. Develop an alternative to suspension program for students assigned to 3 or more days of ISS or OSS.

Academic

1. Compile enrollment data in honors and AP courses, disaggregated by race and gender for the school years 2005-2006 through 2009-2010.
2. Establish a baseline for enrollment, and a plan for providing more access to the honors and AP courses for minority students.
3. Complete the initial report by November 1, 2009 and report to the Board at the November Instruction Committee meeting. Present a progress report regarding the "access plan" at the February 2010 Board Instruction Committee meeting. Present a final report and implementation steps at the June 2010 Board Instruction Committee meeting.

Substance Use/Abuse

1. Establish a baseline of student alcohol/drug use for 9, 10, and 11 grade students utilizing the Illinois Youth Survey (IYS) results from spring 2008 as a starting point.
2. Collaborate with Associate School Districts 97 and 90 to track and report longitudinal information regarding middle and high school student drug/alcohol use, including referrals made, and services provided in-school and within the community.

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3. Expand administration of IYS 2010 survey to all freshmen, sophomores, and juniors to compare 2008 freshmen to 2010 juniors (same cohort) on comparable use and attitude questions.
4. Establish a baseline for parent/guardian and faculty/staff attitudes about student alcohol/substance use with a goal toward increasing detection, intervention, and referrals.
 - a. Work with Associate School Districts 90 and 97 to develop and administer a local survey of middle school and high school families to obtain data on parent/guardian awareness and attitudes, school/community resources used, and supports believed lacking or needed.
 - b. Revise reporting and data sharing formats for in-house drug/alcohol related discipline/counseling referrals.
 - c. Track private/community referrals and student response to referral interventions.
 - d. Complete initial baseline surveys and referral reports by June 30, 2010, and present report at an August Board Committee meeting.
5. Develop and implement the awareness, education, prevention, detection, and intervention program in the 2010-2011 school year.