



AGENDA

Education Committee
October 1, 2018 - 7:00 PM
Administration Center



Type of meeting:

Successful Schools/Successful Students

Members:
Patrick O'Sullivan
Chair

Kate Murphy Peterson
Vice-Chair

Melissa Gracias
Denis Ryan
Board Representatives

Rich Nogal
Ex Officio Member

Dr. Jim Gay
Superintendent
Ex Officio Member

Dr. Kim Dryier
Asst. Supt. for
Instruction

Dr. Stacey Gonzales
Director of Curriculum

Jennifer Tyrrell
Eric Olsen
Robert Nolting
Principals

Michelle Etchason
Teachers' Association

Sheli Thoss
Teachers' Association

Kristi McFarland
ESP Association

Community Member-VJA
Kathleen Zwartz
Susan Haynie
Roseanne Ballard

Community Member-CS
Dr. Elnatour
Kimberly Floss
Janet Donne

Community Member-AAS
Zoe Kopanis
Georgia Alikakos
Audrey Rieland

- 1. Call to Order**
- 2. Public Comments**
- 3. Review of committee minutes**
- 4. School Improvement**
Goal(s):
 - To review Building School Improvement Plans
 - To review data sharing agreement
- 5. Curriculum Update**
Goal(s):
 - To share information about new course offerings for 2019-2020 - Math 4 and EL new course
 - To review the Eagles Hockey Indemnification Agreement
- 6. Policy updates**
Goal(s): To review policy updates
Policies
Second Reading
 - 6:120 Instruction - Education of Children with Disabilities
 - 6:250 Instruction - Community Resources Persons and Volunteers
 - 6:135 Instruction - Accelerated Placement Program

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Handout
Informational

Informational

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Next Meeting: November 5, 2018
THOUGHT - MEANING - ACTION



Minutes

Education Committee
September 10, 2018

Administration Center

Patrick O'Sullivan called the meeting to order at 7:00 PM. Committee members in attendance included: Patrick O'Sullivan, Kate Murphy-Peterson, Dr. James Gay, Dr. Kim Dryier, Dr. Stacey Gonzales, Georgia Alikakos, Kathleen Zwartz, Susan Haynie, Dr. Mohamed Elnatour, Janet Donne, Zoe Kopanis, Roseanne Ballard, Kimberly Floss, Kristi McFarland, and Michelle Etchason. Principals in attendance were Jennifer Tyrell, AAS, and Robert Nolting, VJA. Also present were Michelle Augustyniak, and Joe Sieczkowski, AAS Division Chairs.

Review of May Committee Minutes - No comments or corrections were offered.

SCHOOL IMPROVEMENT

Review 2019 S4 Plan - Dr. Dryier reviewed the FY19 S4 Plan, noting that the S4 plan serves as District 230 District Improvement Plan. She explained that the plan has been developed collaboratively with the School Board of Education, Administration, and Associations respectively. Progress is reviewed monthly and goals for the coming year are developed. Building improvement plans are developed based on the plan. The Education Committee focuses on a guaranteed viable curriculum and sound instructional strategies that ensure college and career readiness for all students. Goals specific to the Education Committee were reviewed. Dr. Dryier stated that specific goals of the Plan will be highlighted throughout the course of the year, reporting on progress, answering questions, and asking for suggestions from the committee.

Institute Days and Start of 2019 School Year: Dr. Dryier commented that the focus of the August Institute day was '*Growth Mindset*' and relationship building through personal stories and connections. She stated that this will continue to be the focus throughout the year. Mr. Nogal, Board President, participated in the activities. Other board members were also present to welcome staff for the new year.

Instructional Coaching - Dr Dryier shared information about *Instructional Coaching* and the plan for D230 to transition to instructional coaches. Part of the plan includes a team of District 230 administrators attending an extraordinary 5-day training opportunity on the subject of *Instructional Coaching*. What makes this opportunity so unique is that it focuses on both instructional and social and emotional coaching and Tiered levels of intervention. The presenters, Jim Knight and Randy Sprick, are well renowned professional leaders in both instructional coaching and social and emotional behavioral management. Attendance at this conference will support our administrative team in the implementation and achievement of our S4 Plan.

Curriculum Update:

Summary of Summer School - Michelle Augustyniak, Summer School Coordinator shared highlights from Summer School 2017-2018. Information included were summer course offerings and blended learning courses. Also share were an increase in enrollment, a new EL Culinary Course, and a Math 2 Blended Pilot. Success stories were shared and future considerations include increased course offerings and alternative class formats.

Blended Learning: The definition of Blended Learning and the differences between a standard building course and blended learning course were shared. Blended Learning courses that will run during 2018-2019 school include:

- VJA - Jr. American Literature and Health & Culinary 1;
- CS -Intro to Accounting, Business Law, Sociology, Psychology, College Algebra & Trigonometry;
- AAS - Jr. American Lit, Probability & Statistics & Sports Medicine.

Feedback from both instructors and students was positive.

CTE & STEM

S4 Goal is to enhance CTE and STEM opportunities which addresses College and Career Readiness indicators in ESSA.

- Enhance CTE and STEM opportunities (ideas for students to apply learning and projects, prepare Guidance counselors with information on CTE offerings.
- Expand opportunities to learn entrepreneur skills that are measurable way to show understanding, skills, and ability.

The Summer Challenge course was held at Stagg and taught by two Stagg teachers Kim Buglio, Science Teacher and Amy Hainzinger, Literacy Specialist. This class was a pilot delivered by D230 teachers. Students were exposed to content area language, real life applications, and career opportunities. This pilot will be used to propose a new course with a similar scope for the 2019-2020 school year.

Seal of Biliteracy - Dr. Gonzales shared that District 230 will be applying for the *Seal of Biliteracy*. This will open the opportunity for those students that can prove proficiency in two or more languages. Upon completion of their high school careers, students may receive a Seal or Commendation on their transcript and diploma.

Policy Updates:

First Reading:

- 6:120 Instruction - Education of Children with Disabilities
- 6:250 Instruction - Community Resources Persons and Volunteers
- 6:135 Instruction - Accelerated Placement Program; this a new policy.

Administrative Procedures:

- 6:60E Instruction - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes

Dr. Dryier shared policy updates. No comments were offered.

The meeting was adjourned at 8:35 p.m.

Next meeting: Monday, October 1, 2018



Dr. James M. Gay
Superintendent

Memo

To: Dr. James M. Gay
From: Dr. Kim Dryier
Date: October 1, 2018
Re: Eagles Hockey Indemnification Agreement

Background:

An Indemnification agreement has been reviewed between Consolidated High School District 230 and Eagles Hockey Club.

This agreement recognizes the Eagles Hockey Club as a club sport for all students residing within the Carl Sandburg boundaries. It provides opportunities to communicate and post try-outs and events, provides participation opportunities in Consolidated High School District 230 schools, and provides a liaison within the district to assist with eligibility and communication. The liaison will be the Athletic Director of Carl Sandburg high School.

All necessary forms, certification and proofs of insurance have been submitted to the district and will be presented to the School Board for approval at the October Board meeting



CONSOLIDATED HIGH SCHOOL DISTRICT 230

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Dr. James M. Gay

MEMO

To: Dr. James Gay
Fr: Dr. Kim Dryier
Date: October 1, 2018
Re: Policy Updates

Policy #	Policy Name	Required Language or Change to Legal Reference	Recommended Changes	Rationale for Update	✓ 1 st Reading	✓ 2 nd Reading
6:120	Instruction – Education of Children with Disabilities		✓	Legal Ref, Language Update		✓
6:250	Instruction – Community Resource Persons and Volunteers	✓		Language Update		✓
6:135	Instruction – Accelerated Placement Program			NEW		✓

6:120 – Instruction

Education of Children with Disabilities

The School District shall provide a free appropriate public education in the least restrictive environment and necessary related services to all children with disabilities enrolled in the District, as required by the Individuals With Disabilities Education Act (IDEA) and implementing provisions of *The Illinois School Code*, Section 504 of the Rehabilitation Act of 1973, and the Americans With Disabilities Act. The term "children with disabilities," as used in this policy, means children between ages 3 and 21 (inclusive) for whom it is determined, through definitions and procedures described in the ~~Illinois~~ State Board of Education's (ISBE) Special Education rules, that special education services are needed.

It is the intent of the District to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the ~~Illinois State Board of Education's~~ ISBE Special Education rules. For those students who are not eligible for services under IDEA, but, because of disability as defined by Section 504 of the Rehabilitation Act of 1973, need or are believed to need special instruction or related services, the District shall establish and implement a system of procedural safeguards. The safeguards shall cover students' identification, evaluation, and educational placement. This system shall include notice, an opportunity for the student's parent(s)/guardian(s) to examine relevant records, an impartial hearing with opportunity for participation by the student's parent(s)/guardian(s), representation by counsel, and a review procedure.

The District may maintain membership in one or more cooperative associations of school districts that shall assist the District in fulfilling its obligations to the District's disabled students.

If necessary, students may also be placed in nonpublic special education programs or education facilities.

LEGAL REF.: Americans With Disabilities Act, 42 U.S.C. § 12101 et seq.
 Individuals With Disabilities Education Improvement Act of 2004, 20 U.S.C. § 1400 et seq.
 Rehabilitation Act of 1973, Section 504, 29 U.S.C. § 794.
 105 ILCS 5/14-1.01 et seq., 5/14-7.02, and 5/14-7.02a.
 23 Ill. Admin. Code Part 226.

CROSS REF.: 2 150, 7 230

ADOPTED: October 4, 1999

REVISED: January 28, 2002, September 9, 2002, December 18, 2008, September 2018

6:250 - Instruction

Community Resource Persons and Volunteers

The School Board encourages the use of resource persons and volunteers to:

- 1) Increase students' educational attainment,
- 2) provide enrichment experiences for students,
- 3) increase the effective utilization of staff time and skills,
- 4) give more individual attention to students, and
- 5) promote greater community involvement.

Resource persons and volunteers may be used:

- 1) For non-teaching duties not requiring instructional judgment or evaluation of students;
- 2) For supervising study halls, long distance teaching reception areas used incident to instructional programs transmitted by electronic media (such as computers, video, and audio), detention and discipline areas, and school-sponsored extracurricular activities;
- 3) To assist with academic programs under a certificated teacher's direction and with the administration's approval;
- 3)4) To assist in times of violence or other traumatic incidents within the District by providing crisis intervention services to lessen the effects of emotional trauma on staff, students and the community, provided the volunteer meets the qualifications established by the Ill. School Crisis Assistance Team Steering Committee.
- 4)5) As a guest lecturer or resource person under a certificated teacher's direction and with the administration's approval; or
- 5)6) As supervisors, chaperones, or sponsors for non-academic school activities.

The Superintendent shall follow Board policy 4:175, Convicted Child Sex Offender, Screening, Notifications to establish procedures for securing and screening resource persons and volunteers. No person who is a "child-sex offender," as defined by the Child-Sex Offender Registration Act or a "violent offender against you" as defined in the Murderer and Violent offender Against Youth Registration Act is prohibited from being a resource person or volunteer. All volunteer coaches must comply with the requirement to report hazing in policy 5:90, Abused and Neglected Child Reporting and Murderer Community Notification Law, or has otherwise been convicted of a felony, shall be used.

LEGAL REF.: 105 ILCS 5/10-22.34, 5/10-22.34a, and 5/10-22.34b.

720 ILCS 5/12C-50.1, Failure to Report Hazing

730 ILCS 150/1 et seq., Sex Offender Registration Act

730 ILCS 152/101 et seq., Sex Offender Community Notification Law

and 154/75-et seq. Murderer and Violent Offender Against Youth Community Notification Law 105.

730 ILCS 154/01 et seq., Murderer and Violent Offender Against Youth Registration Act

CROSS REF.: 4:170, 4.175 5:280, 8:30, 8:95

ADOPTED: October 4, 1999

REVISED: September 25, 2003; May 19, 2011, September 2018

6:135 - Instruction

Accelerated Placement Program

The District provides an Accelerated Placement Program (APP). The APP advances the District’s goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject and (b) other grade-level acceleration. Participation in the APP is open to all students who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented (i.e “honors/”AP” etc). Eligibility to participate in the District’s APP shall not be conditioned upon the protected classifications identified in School Board policy 7:10, *Equal Educational Opportunities*, or any factor other than the student’s identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, school support personnel, students and a student’s parent(s)/guardian(s);
2. Notification processes that notify a student’s parent(s)/guardian(s) of a decision affecting a student’s participation in the APP; and
3. Assessment processes that include multiple indicators.

The Superintendent or designee shall annually notify parent(s)/guardian(s), students, and school personnel about the APP, the process for referring a student for consideration for accelerated placement, and the methods used to determine whether a student is eligible for accelerated placement. Notification may: (a) include varied communication methods, such as student handbooks and District or school websites; and (b) be provided in multiple languages, as appropriate.

LEGAL REF.: 105 ILCS 5/14A.

CROSS REF.: 6:10 (Educational Philosophy and Objectives), 6:130 (Program for the Gifted), 7:10 (Equal Educational Opportunities), 7:50 (School Admissions and Student Transfers To and From Non-District Schools)

Adopted: September 2018