



AGENDA

Education Committee
September 10, 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
Kari Gambotz
ESP Association

Community Member-VJA
Kathleen Zwartz
Susan Haynie
Roseanne Ballard

Community Member-GS
Dr. Elnatour
Kimberly Floss
Janet Donne

Community Member-AAS
Zoe Kopanis
Georgia Alikakas
Audrey Rieland

1. **Call to Order**
 2. **Public Comments**
 3. **Review of committee minutes**
 4. **School Improvement**
Goal(s):
 - To review 2019 S4 Plan
 - To review Institute Days and start of 2019 School Year
 - To review share information about *Instructional Coaching*
 5. **Curriculum Update**
Goal(s):
 - To provide a summary of Summer School
 - To provide an update on *Blended Learning*
 - To share information regarding the *Seal of Biliteracy*
 6. **Policy updates**
Goal(s): To review policy updates
Policies
First Reading
 - 6:120 Instruction - Education of Children with Disabilities
 - 6:250 Instruction - Community Resources Persons and Volunteers
 - 6:135 Instruction - Accelerated Placement Program**Administrative Procedures**
 - 6:60E Instruction - Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes
- Next Meeting: October 1, 2018**
- THOUGHT - MEANING - ACTION**

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Informational
Presentation**

**Presentation
Informational
Informational**

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Minutes

Education Committee
May 7, 2018

Administration Center

Patrick O'Sullivan called the meeting to order at 7:00 PM. Committee members in attendance included: Patrick O'Sullivan, Dr. James Gay, Dr. Kim Dryier, Dr. Stacey Gonzales, Rick Nogal, Deborah Baker, Jennifer Tyrell, Robert Nolting, Eric Olsen, Michelle Etchason, Kristi McFarland, Kathleen Zwartz, Janet Donne, Georgia Alikakos, Susan Haynie, Kimberly Floss, and Roseanne Ballard.

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

Public Comments: Dr. Gay asked for a moment of silence in honor of Lloyd Eichwald, beloved long-time teacher at Andrew High School.

SCHOOL IMPROVEMENT

Feedback from Institute Day - Dr. Dryier provided a description of District 230 Spring Institute Day including activities provided for teachers, ESP's and administrators. The day started with Mr. Nogal, Board President, who greeted staff, followed by the Foundation Board awarding over \$30,000 worth of grants to D230 teachers. The Keynote speaker Kristen Hadeed gave a presentation based on her book "Permission to Screw Up". Kristen is a young entrepreneur who shared her successes and failures along the way. Later in the morning D230 staff offered over 50 breakout sessions, and the theme was mindset. Formal Institute Survey Data is still being gathered and will be shared at a later time.

Summer Professional Development Offerings: Dr. Dryier shared the PD offerings for this summer: Technology Innovator Facilitators are offering additional summer sessions. This year they will be able to assist based on individual needs and individual learning. There will also be specific sessions offered for Canvas, Google, Pear Deck, and virtual canvas as well. They will also offer book studies.

Building School Improvement Plans - Building principals reviewed data and progress for the School Improvement Plans sharing objectives and data for each of their schools. Specific building objectives included:

AAS

- To improve student math and reading achievement through a focus on implementation of best instructional, disciplinary literacy, and assessment practices within Professional Learning Community Teams.
- Stagg will work to solidify and expand on academic and social emotional intervention offerings/support.
- Stagg Leadership Team will develop a School Improvement Team, The School Improvement Team will facilitate a process in which all staff members will participate in focus group conversations in order to identify the attributes of a successful student leaving Stagg, the behaviors associated with the attributes, the characteristics of behaviors, and the practices that support the behaviors. This initial work will serve as the foundation for a multi-year School Improvement Plan.

CS

- To improve student reading and math achievement through PLC implementation of professional development focused disciplinary literacy strategies that enhance literacy efficacy.
- To strengthen and expand RTI continuum of interventions and supports to optimize student interaction with academic and social and emotional supports.
- To improve school connectedness among and between all school community stakeholders, including staff, students, parents, alumni, and community members.

VJA

- Build a collaborative culture of creativity and innovation through development and recognition of real-world applications to D230 curriculum.
- Realize a 2% growth in AP exam participation
- All core departments at academic level will have 90% of students receive a C or higher while less than 2% will fail
- For the Class of 2020, increase the cumulative GPA for students on Free/Reduced lunch by .1 in order to reduce the current GPA gap in 2017-2018
- Implement a strong SAT preparation program focused on staff development, student preparation, and post-secondary articulation.

Updates for Summer Curriculum Work - Dr. Gonzales shared a brief update for Summer School 2017-2018.

- D230 had an Articulation Meeting with the freshman English curriculum writers, DC's along with Michelle Etchason, our partner schools were represented;
- There will be a Summer Blended Parent Meeting on Wednesday, May 16th @ Sandburg;
- Registration for Summer School is similar to last year;
- U.S. History and Consumer Economics summer courses will be new courses offered in *blended format* this summer;
- Math I and Freshman English second semester will be offered during first session summer school to help eliminate the gap in learning

Policies for review - Dr. Dryier shared policy updates.

Policy 6:280 Instruction - Grading and Promotion. No comments were offered.

Dr. Gay shared information on Relay for Life. There were 750 participants and \$125,000 was raised.

Next meeting: Monday, June 4, 2018

The meeting was adjourned at 8:05 p.m.

FY19 S4 Plan

Goal:

All students participate in personalized, rigorous and relevant learning opportunities

2019 Areas of Emphasis

Data to be Reviewed

FY18 Results

FY19 Goal

Updates

D230 will guarantee a viable curriculum and sound instructional strategies that ensure college and career readiness for all students

All courses offered in D230 will:
 - be aligned to the Common Core Standards, including Common Core Literacy Standards
 - implement the District 230 Curriculum Framework and Protocol (Stages 1-3)

Alta's Rubicon Inventory
 PLC Workshop Activity Report
 Curriculum Work Report

Stage 1 - 42% Complete
 Stage 2 - 75% Complete

B Enhance CTE and STEM opportunities

College & Career Readiness - ESSA

- Career and STEM Advisory Board met on July 14th, next meeting is scheduled for September 17th
- STEM summer development position helped to boost opportunities and partnerships
- STEM summer program success: 15 students participated in 3 week hands-on course development of flight 4
- Deployed Chromebooks in August 2018 to all District 230 Students (approx. 7,600)
- Chromebooks are being used in classrooms
- Canvas Learning Management System S1 - 244 teachers, 391 courses, 6,550 courses
- Other 160K Plus added to Google in 18-19 thru for implemented Remind, Blackboard Mass Communications, and new PAC listening software in August 2018
- Upgraded all monitors in Summer 2018 (rather than Desktops) Decreased Desktop Fleet by 230
- Replaced four copiers in each school to continue to increase reliability and speed
- Decreased unused phone lines to save \$5 K per year in August 2018
- Expanded Chromebook Printing Options for Students in August 2018
- Teacher Innovation Coaches were awarded the ISBE "Those Who Excel" award in August 2018

Blended Learning Courses/Enrollment
 Google Usage
 Canvas Usage
 Instructional Technology Data - TIF4, Systems
 Deployment Stats
 Operational Stats
 System Efficiency Stats
 Stakeholder Feedback

207 students in Summer Blended Courses
 10 Blended courses offered for 2019
 Google - 575K documents added
 Canvas - 289 teachers, 496 courses, 8808 students
 Deployed 7600 chromebooks
 330 wireless projection units installed
 \$66K saved with efficiencies

C Expand Digital Learning Program including focus on innovative strategies, blended learning, professional development and deployment

207 students in Summer Blended Courses
 10 Blended courses offered for 2019
 Google - 575K documents added
 Canvas - 289 teachers, 496 courses, 8808 students
 Deployed 7600 chromebooks
 330 wireless projection units installed
 \$66K saved with efficiencies

- INNOVATIVE & BLENDED LEARNING INSTRUCTIONAL UPDATES
- Blended Learning Program ran a successful Summer Program and launched our blended courses in fall building for the 18-19 school year
- Implemented a blended learning professional development program with Better Lesson
- Expanded key instructional technology systems Alta's Rubicon, Achieve Learn, Peardeck, WeVideo, and Eduzzle
- Launched Albari to learning technology in collaboration with District 228 for access to digital AP resources for both teachers and students as well as SAT/ACT prep and remediation help for all students in the District
- Media Center Databases were consolidated to have a coordinated offering for all three schools with cost savings included

% of time in General Classroom - ISBE, D230
 Graduation Rate - ESSA, ISBE, D230
 SAT meet or exceed: ELA - 44%, Math 45%
 ACCESS Results - ESSA, ISBE, D230
 Discipline - 17,397 referrals, 309 suspension/expulsions, 1676 referrals
 AP - 2715 Enrolled, 2043 tested, 62% 3+
 9th Grade on Track 92% [1]

E Provide Growth Mindset Professional Development to enhance staff understanding and ability to implement a guaranteed and viable curriculum using sound instructional strategies

Survey Data
 Admin Ed Data
 Performance
 Resourcer Analysis

F Other items of note

D230 will ensure all students master the viable curriculum and college and career readiness skills

A Evaluate MTSS model Tier 2 and 3 to ensure the effectiveness

Inventory
 MTSS distribution rates
 DIF data
 Graduation Rates of All Ed students

DIF - Ds 6.8%, Fs 1.9%

B Students in D230 will master the Essential Learning Targets in each of their courses

ECRA Growth Data
 Grade Data
 9th Grade on Track (ESSA, ISBE, D230)
 End of Semester Common Summative Data

ECRA ELA - Expected Growth, Math - Expected Growth
 Grade Distribution
 9th Grade on Track 97%
 End of Semester Summative Assessment

C Enrollment in Honors and AP level courses will increase

AP/Honors Enrollment (ESSA, ISBE, D230)
 AP Exam Results (ESSA, ISBE, D230)

3723 students are enrolled in honors or AP courses (50% of enrollment) 2083 students took 3769 AP Exams - 67% score 3+

D Enrollment in basic level courses will decrease

Basic Enrollment

2.30%

E Monitor progression of D230 graduates that attend applicable post secondary institutions

Graduation Rate (ESSA, ISBE, D230)
 National Clearinghouse Report
 College Graduation Rates

Graduation Rate
 ECRA ELA - Expected Growth, Math - Expected Growth
 SAT meet or exceed: ELA - 44%, Math 45%

F Prepare students for federal, state and local assessments

SAT suite results (ESSA, ISBE, D230)
 DLM results
 ACCESS results
 ISA results

ACCESS - 10% proficient
 ISA

Goal:

All students participate in personalized, rigorous and relevant learning opportunities

2019 Areas of Emphasis

Data to be Reviewed

FY19 Goal

Update

- G Conduct an equity review to ensure that all students are receiving the same supports and opportunities

Demographic data tied to instruction, Discipline, Co-Curriculars

Other items of note

D230 will guarantee a viable social and emotional curriculum and sound instructional supports that ensure college and career readiness for all students

- A Continue to update Advisory program and social and emotional curriculum aligned to state standards to all students based on Growth Mindset that prepares students to be resilient in life after high school

DAP Results
SIS Results
Student Feedback

- B Implement and expand a continuum of interventions and supports to optimize social and emotional growth and lessons related to the impacts of alcohol, drugs, digital footprint, and social media use

Inventory
IR Room data

- C Provide Professional Development to enhance staff understanding and ability to implement a viable social and emotional curriculum using sound instructional strategies

Survey Data
Talent Ed Data
PD Inventory
Resource Analysis

- D Increase Co-Curricular participation

Participation Rates (ESSA, D230)
Student Feedback

72% participation rate

Other items of note

D230 will foster two-way communication including the use of a wide-range of tools to engage stakeholders and provide accurate and timely information.

- A Engage stakeholders directly through district-sponsored and community events

Attendance/Feedback from
Joint Board Committee Meeting
S4 Summit
Realtor Event
Senior Citizen Events

620 news articles (highest in 12 years) - 95.6% positive
2,100 live views in 29 countries and 4,400 total views
Graduation Videos
4,712 views of In the Words of Students video
1,031 views of D230 Innovative Instruction Video
332 views of Mack 230 Promo Video
35 views of Institute Day 2017 Highlights
637,612 visits to website
1.37 million page views on website

- B Integrate school and district stories and information through the utilization of websites, social media, video and print publications

Distribution lists
Follower Data
Usage Reports

- C Continue and enhance collaboration among the District 230 Board of Education, Foundation and all school Booster organizations

Attendance/Feedback from
Joint BOE
Foundation
Booster Meeting

- D Continue and enhance community communication between District 230 and our partner school districts, local units of government, and elected officials in Springfield

Attendance/Feedback from
Partner Leadership meetings
Partner Parent Meetings
Community Connection
State/Local Government Meetings

- E Conduct a communication audit regarding communication strategies

Determine Audit Model
Data Analysis

2017 Results
Involved Families - More
Ambitious Instruction - More
Supportive Environment - More
Community Partners - Average
Effective Leaders - Less

- F Provide a climate for learning that provides ambitious instruction, effective leadership, collaborative teachers, involved families, and a supportive environment

5 Essential Survey

- G Implement new website and e-communication system that will integrate websites that are mobile friendly with social media, mass messaging and new mobile app.

Successful Launch/Feedback

Other items of note

D230 will maintain a focus on leveraging appropriate resources to meet the educational needs of District 230 students while maintaining fiscal responsibility to taxing

- A Maintain a balanced budget

Budget data

- B Continue to review and implement long-range financial plan to include facility needs, revenue enhancement, and cost containment due to state and local funding

Facilities Data
Budget Data

- C Monitor building use and continue to provide safe and secure facilities

Facilities Data
Budget Data

- D Utilize technology with Skyward and other applications to improve staff efficiency and improve internal controls

Needs Analysis
Inventory process changes
Data Analysis

Balanced Budget

Goal:

All students participate in personalized, rigorous and relevant learning opportunities

2019 Areas of Emphasis

Data to be Reviewed

FY18 Results

FY19 Goal

Update

E Continue to hire and retain highly qualified staff

Staffing Data
Evaluation Summary

Teachers
19.4 FTE to replace 37 FTE
+ 1 retirement 2/18
Non-Teachers (net)
3 Administrators
1 PSS
18 ESPs
1 Food Service

Maintain the D230 Core Values of Student Centered, Mutual Respect, Human Potential, Continuous Improvement, and Resource Efficiency through contract negotiations with Teachers

Cost Analysis
Salary Schedule Analysis
Time Investment
Ratification Rate

Other items of note



CONSOLIDATED HIGH SCHOOL DISTRICT 230

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Dr. James M. Gay

MEMO

To: Dr. James Gay
Fr: Dr. Kim Dryier
Date: September 10, 2018
Re: Policy Updates

Policy #	Policy Name	Required Language or Change to Legal Reference	Recommended Changes	Rationale for Update	✓ 1st Reading	✓ 2nd 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	✓	
6:60E	Instruction – Notice to Parents/Guardians of Students Enrolled in Family Life and Sex Education Classes		✓	Language Update	✓	

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-1" 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. 405-

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

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

Date _____

Class and Time _____

Teacher _____

Classes or Courses on Sex Education, Family Life Instruction, instruction on Diseases, Recognizing and Avoiding Sexual Abuse, or Donor Programs for Organ/Tissue, Blood Donor, and Transplantation

For your information, State law requires that all sex education instruction ~~must~~ be **developmentally and** age-appropriate, evidence-based, ~~and~~ medically accurate **and complete**. Courses that discuss sexual intercourse place substantial emphasis on both abstinence and contraception for the prevention of pregnancy and sexually transmitted diseases. Courses will emphasize that abstinence is a responsible and positive decision and the only 100% effective prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS. Family life courses are designed to promote a wholesome and comprehensive understanding of the emotional, psychological, physiological, hygienic and social responsibility aspects of family life, and for grades 6 through 12, the prevention of AIDS.

Request to Examine Instructional Material

A sample of the District's instructional materials and course outline for these classes or courses are available from the classroom teacher for your inspection. If you are requesting to examine this material, please complete the following statement and return it to your child's classroom teacher within **five** days.

- I request to examine the instructional materials and course outline for this class.

Class Attendance Waiver Request

According to State law, no student is required to take or participate in these classes or courses. There is no penalty for refusing to take or participate in such a course or program.

If you do not want your child to participate in these classes or courses, please complete the following Class Attendance Waiver statement and return it to your child's classroom teacher within 5 school days.

I request that the District waive the class attendance of my child in a class or courses on:

- Comprehensive sex education, including in grades 6-12, instruction on both abstinence and

contraception for the prevention of pregnancy and sexually transmitted diseases, including HIV/AIDS.

- Family life instruction, including in grades 6-12, instruction on the prevention, transmission, and spread of AIDS.
- Instruction on diseases
- Recognizing and avoiding sexual abuse
- Instruction on donor programs for organ/tissue, blood donor, and transplantation

Student *(please print)*

Parent/Guardian *(please print)*

Parent/Guardian Signature

Date

DATED: May 2006; October 2014
Revised: September 2018