

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

**An Instruction Committee of the Whole Board
April 19, 2007**

An Instruction Committee meeting of the Whole Board was held on Thursday, April 19, 2007, in the Board Room. Mr. Prale opened the meeting at 7:37 a.m. Committee members present were Jacques A. Conway, Valerie J. Fisher, Dr. Barry S. Greenwald, Dr. Dietra D. Millard, Yasmin A. Ranney, and John P. Rigas. Also present were: Dr. Susan J. Bridge, Superintendent/Principal; Jason Edgecombe, Assistant Superintendent for Human Resources; Cheryl L. Witham, Chief Financial Officer; Jack Lanenga, Assistant Superintendent for Operations; Jason Edgecombe, Assistant Superintendent for Human Resources; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Instruction; and Gail Kalmerton, Executive Assistance/Clerk of the Board.

Visitors included Richard Perna, Coordinator of Student Safety; Kay Foran, Director of Community Relations and Communications; Dale Craft, Summer School Director, Linda Cada, Director of Special Education; Colleen Biggins and Paul Noble, faculty members; Wyanetta Johnson, Meg Reynolds, Terry Burke, and Sharon Patchak-Layman, community members, and Bryan Bolger of PBIS.

Approval of Instruction Committee Minutes

The Instruction Committee Minutes of March 13, 2007, were accepted, as presented.

Positive Behavioral Interventions and Supports (P.B.I.S.)

Mr. Bryan Bolger of the Illinois PBIS Network shared a PowerPoint presentation with the Committee members as to the origin, background, and mission of PBIS. He also shared his personal background which included immigrating from Ireland, being trained in Adventure Education, and receiving a social work degree from Aurora University. It was through his social work experiences that he found how to effect students.

The mission of PBIS is as follows:

“The mission of the Illinois PBIS Network is to build skills and capacity of PBIS district and school-based leadership teams through training, coaching and technical assistance. The focus is assisting schools in developing structures for teaching expected behaviors and social skills, creating student behavioral and academic support systems, and applying data-based decision-making to discipline, academics and social/emotional learning at the school, district, regional and state levels. The Illinois PBIS Network promotes family and community involvement at all levels of implementation. Federal educational requirements contained in the

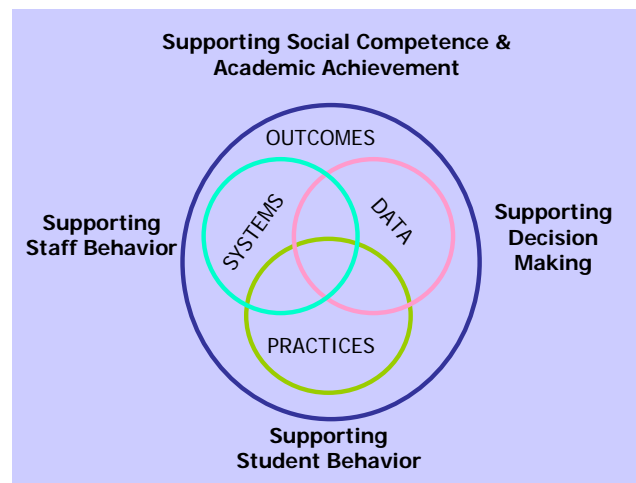
NCLB Act, and IDEA 2004, are embedded in the PBIS process. PBIS integrates state school improvement initiatives including Systems of Support, Standards Aligned Curriculum, and Response to Intervention to assist schools in meeting Illinois' educational goals and mandates.”

Mr. Bolger stated that PBIS is funded through federal grant money for the purpose of establishing and building expertise within school districts. Should the grant funding end, it is important that PBIS's work continues. That is why the materials are not proprietary.

The goals of the Illinois PBIS Network are as follows:

- Increase consistent use of positive teaching and reinforcement strategies among all school staff at school-wide, classroom and individual student levels;
- Reduce use of reactive discipline measures in schools (i.e., office discipline referrals, detentions, suspensions, expulsions) for all students;
- Increase data-based decision-making about behavior and academic instruction and reinforcement across all school settings;
- Implement effective comprehensive supports/services/interventions for students with the most intensive behavioral/emotional needs through wraparound plans that address home, school, and community settings.

The four elements of PBIS are Systems ~ Data ~ Practices ~ Outcomes

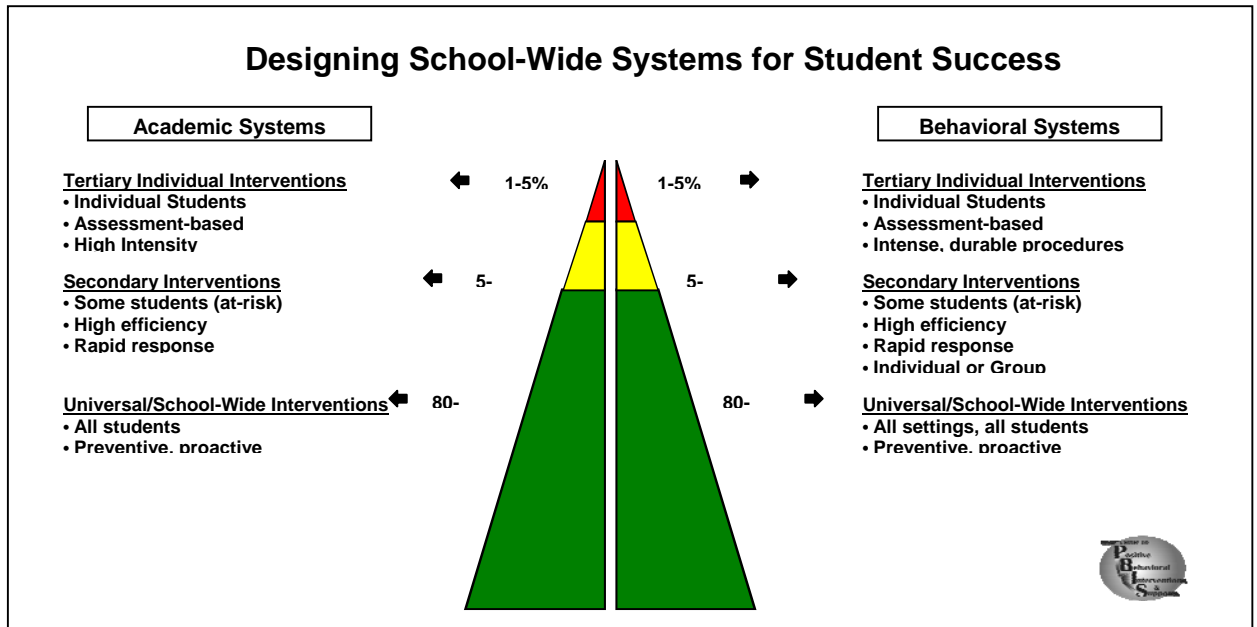


Critical Elements to Achieving PBIS Goals include:

- Careful acknowledgement, consideration and achievement of outcomes (i.e., academic achievement, social competence, career/work opportunities) that are valued by significant stakeholders (i.e., students, family members, teachers, employers);
- Adoption and sustained use of research-validated practices and curricula that maximize achievement of student and teacher outcomes;
- Application of databased decision-making at many levels (i.e., individual, classroom, school), with multiple individuals (i.e., student, teacher, administrator,

- support staff), across contexts (i.e., general vs. special education, school vs. home), and with multiple outcomes (i.e., reading, grades, attendance, discipline referrals); and
- Development of systems (i.e., processes, routines, working structures, administrative supports) that are needed to ensure consideration of valued outcomes; research validated practices, and databased decision-making.

The Continuum of Academic and Behavioral Support is achieved through academic and behavioral systems.



In the PowerPoint presentation, Mr. Bolger stated that PBIS started in Oregon in 1994. At that time, Fern Ridge Middle School was desperately seeking help with discipline issues. With a population of just 880 students, the discipline office was overwhelmed with over 5,100 referrals. The problem contexts were as follows:

- High rates of problem behavior in schools,
- Failure to adopt, adapt and sustain research validated practices,
- Non-systemic approach to problem solving,
- Non-database decision-making,
- Lack of positive behavioral support students, educators and parents, and
- Failure to attend to contingencies.

PBIS organizes the host environment to ensure the sustained use of best practices school wide through data, systems, and practices. The emphasis is on prevention. It is a process, not a curriculum. Decisions are made by a problem-solving team, data collection, data use and communication with staff about data patterns and decisions.

Data is used to decide behavioral expectations, which behaviors are managed in the classroom and which behaviors result in an office referral and the supervision procedures for non-classroom settings. Every time any adult interacts with any student, it is an instructional moment. PBIS emphasizes optimizing academic instruction, teaching expected behaviors, modeling and practicing expected behaviors, reinforcing behaviors, and pre-correcting to ensure expected behaviors are displayed. Existing school discipline procedures are ineffective, i.e., punishment, exclusion, and counseling. The most effective interventions include social skills training, academic curricular restructuring, and behaviorally based instruction.

The Action Plan Elements at the school-wide level would be:

- 1) Self-evaluation of building strengths and needs,
- 2) Establishment of a clear set of positively stated behavioral expectations,
- 3) Clearly definition of expected behaviors for classroom non-classroom,
- 4) Establishment of procedures for teaching expected behaviors,
- 5) Establishment of a continuum to encourage/celebrate expected behaviors,
- 6) Establishment of procedures for discouraging inappropriate behavior, and
- 7) Establishment of procedures for ongoing monitoring and evaluation.

If a student is in need of intervention, he/she may act out inappropriately to be sent out of the classroom setting. Students may know the school better than the teachers do. They are leaders in a way. In the classroom setting, they can usurp the teacher's attention, take time away from instruction and elevate their social status. That type of climate needs review. How can those students be celebrated and become the social emotional leaders of the building? It is a matter of celebrating those students able to demonstrate social emotional skills and teach the other students those actions.

PBIS will help create a working environments where employees:

- Know what is expected;
- Have the materials and equipment to do the job correctly;
- Receive recognition each week for good work;
- Have a supervisor who cares, and pays attention;
- Receive encouragement to contribute and improve;
- Can identify a person at work who is a best friend;
- Feel the mission of the organization makes them feel like their jobs are important;
- See the people around them committed to doing a good job;
- Feel like they are learning new things (getting better); and
- Have the opportunity to do their job well.

Procedures will be designed for discouraging inappropriate behavior at the universal level. Decisions are made about which behaviors are managed in the classroom and which behaviors are sent to the discipline office. PBIS will help teachers design

classroom systems. There will be different responses/options for the intense/chronic students.

Mr. Prale said Ms. Kyrias encouraged Instructional Council to attend a workshop on PBIS to gain additional information on this program. The English Division's learning team looked specifically at PBIS and it is working with Dr. Hank Bohanan, a professor and researcher at Loyola University, on questions such as: How would PBIS work at O.P.R.F.H.S.? Who are the students in the three levels? How would O.P.R.F.H.S. deal with the issues? This would not replace the *Code of Conduct*; it would help O.P.R.F.H.S. to work with the students before they get into the discipline system. Brooks Middle School has implemented PBIS and now Julian Middle School is considering its implementation next year.

Mr. Hunter emphasized that the faculty listened to the Board of Education when it asked the faculty to take on the problems identified in the discipline report. It became clear that this was an opportunity for the faculty to help to make the high school a better place for every child. The process of exploring options has been good and the entire faculty has driven this effort with the support of Dr. Bridge, Mr. Prale, and Ms. Kyrias. O.P.R.F.H.S. does not fit the PBIS model in the presentation. The staff has challenged PBIS research, determined what form of PBIS would be best for the community and the District, and created a model where student gifts would be celebrated and less attention would be paid to their deficiencies. He thanked the Board of Education for supporting this effort, as one of its goals. This has taken hard work to get to this point to meet the goals. Mr. Hunter thanked the Committee for this opportunity.

Ms. Ranney reflected on Mr. Hunter's statement that the PBIS model demonstrated in the presentation did not fit O.P.R.F.H.S. The objective would be for every adult in the building to use the same approach before students get into the discipline system. That uniformity from the minor infractions, gets encompassed in the model so that every teacher buys in to the same approach. Ms. Ranney asked how the staff and faculty would get that training. The difficulty will be in teaching everyone the new behavioral approaches. Mr. Prale expounded that PBIS was not about standardized responses, but about standardized expectations of the behavior, i.e., tardiness, hats, language, ID's, etc. The ideal would be to start small with a set of teachers working with students who might be wind up in the discipline system. PBIS would work with those teachers to change the climate of the classrooms and to work with the secondary people, i.e., Dean Counselors and security staff. How does one arrive at common expectations? If there were some success with that group, those teachers would spread the information. O.P.R.F.H.S. will use PBIS with the targeted level of students, which differs from the PBIS model of starting with the general population.

Mr. Bolger noted that starting with the general population was the typical approach, i.e., development of general expectations for all students and then closely examining the students needing additional support. This is already happening within the building. Many teachers are already doing this type of teaching, i.e., support and celebration of students. PBIS will allow the introduction of modern technological data and will identify

specific areas. Teachers will be asked to complete periodic surveys and, hopefully, in 20 years, the school will look back on this day and see significant process.

The new Illinois Learning Standards for social emotional learning is pivotal for schools. A student, while being academically bright, may have to develop emotional social skills. PBIS has the new technology to assist schools with this adhering to the standards. PBIS is not about changing discipline, but about celebrating the students' strengths when they return from a two-day suspension.

Dr. Millard asked how PBIS gets students in this model to effectively influence other students. Mr. Bolger said that the PBIS strategy is to ask the students how they want to be celebrated as individuals and as groups. As the school climate changes, there will be reasons to celebrate and the students must be asked how they want to celebrate.

It was noted that the students in the red area of the triangle need the most intensive help. PBIS hopes to reduce that number of students so that it frees up resources for the school to work with those needy students. PBIS will begin with those and try to determine how to reduce the intensity of those behaviors and then generalize that by working with the rest of the adults in the building. Mr. Bolger stated that there were no magic answers or any quick fixes.

What does PBIS specify as outcomes? It could be a decrease in the number of referrals to the discipline office. PBIS will review any useful data. Some students at the secondary level receive a check-in level as to how they are doing in their nine periods. Are they being recognized by adults?

Dr. Greenwald stated that PBIS was a reinforcement-basis theory for learning purposes and the success or failure of the program is dependent on identifying what reinforces, as to the likelihood of what will be repeated. It is difficult to identify what will be a positive reinforcer and Dr. Greenwald saw that as critical to the success of this model. These students have not bought into the system. A Cum Laude certificate or receipt of an A grade does not have the same emotional impact as it does on those who have bought into the system. How do you identify a reinforcer? Mr. Bolger stated that those students who are struggling do not know how to be successful in a middle class world, so PBIS goes back to teaching. The PBIS model will work intensely with parents on what is happening in the community that can support the students and the intensity of the school to bring it down. These students must be supported and the school is the gateway. If they do not get good social/emotional support at home, then the school is their last hope. The school must go back to teaching before it can get to the discipline piece. PBIS has to be a gradual support piece in the building, not a hammer. Mr. Prale stated that teachers might be the reinforcer, if there were a positive rapport. The students in Ms. Rosa's College Prep College class keep returning to visit with her after they are no longer in her course because of the good relationship they have forged with her; they feel successful and safe and they have reasons to show up. It may be the result of a social/emotional and consistency structure.

Mr. Hunter feels PBIS is a good model and that Dr. Greenwald was right. Part of the process is not to have as many students in the systems so that the resources are fully available to teachers. The goal will be to decrease the number of interventions so that teachers can get to the students that need the help. A number of students would not be in the discipline system if teachers could come up with different ways to assess and change negative behavior. That is a difficult problem, but there are mechanisms to assist with that task.

Dr. Greenwald agreed that positive reinforcement is a powerful tool. One can shape behavior and the students do not have to be part of the change. He has said many times in his tenure as a Board of Education member that this was a direction he wanted to go. He supports anything that will work. He has often asked what the educational benefit been for the student who gets in trouble and is expelled.

Mr. Hunter stated that the Board of Education would find that the faculty is interested in participating in the data collection process. PBIS will collect data that will allow the school to make decisions based on that data and it will reinforce the idea that educators need to embrace—which is to get rid of this deficit model. The set-up of the structure is important. O.P.R.F.H.S. is in a position to move forward in a way to change some of the systemic problems.

Mr. Rigas, while also questioning the instructional approach to students in the discipline system, noted that there is also a safety concern inside the building. Mr. Hunter replied that this program would give teachers opportunities to not feel so overwhelmed. The goal is to decrease discipline that so that teachers can provide the support. Outplacement will continue to occur for certain students and families and PBIS techniques will help teachers to identify those students.

Joint Committee on Summer School

Mr. Prale and Ms. Remack co-authored a report from the Summer School Study Committee.

The report talked about the genesis of this Committee. It had been part of the collective bargaining agreement between the Board of Education and the Faculty Senate. Its purpose was to review and discuss issues of concern regarding summer school at O.P.R.F.H.S. Its membership included faculty members Joe Kostal, Michael Dorame, Naomi Hildner, Kris Johnson, Michael Averbach, and Dale Craft, along with the co-leaders Ms. Remack and Mr. Prale.

The Committee met to identify the following questions for consideration:

- How does the summer school program at O.P.R.F.H.S. compare with other programs offered in comparable schools?

- How might the current number and possible growth of sections and the enrollments of summer school begin to affect course offerings and section allocation during the regular school year?
- How effective is the summer curriculum when compared to courses offered during the regular school year?
- Can the brochure be reviewed and improved with more input from faculty?
- How can student behavior in summer school be improved?

As the report indicated, a survey of summer school brochures from other area schools revealed that O.P.R.F.H.S. summer school program was comparable to the other area programs in offering credit recovery options and elective course opportunities for students. Other schools also offered split summer programs and all day courses. O.P.R.F.H.S. summer school tuition and salary rates were in the middle range of the available school information. The brochures offered ideas for additional summer school academic support courses that O.P.R.F.H.S. could offer, i.e., summer reading and writing course for appropriately identify students.

Regarding the concern about how the current number and possible growth of sections and the enrollments of summer school might begin to affect course offerings and section allocation during the regular school year, Ms. Remack stated that the people on the committee gave their input and felt respected for it. Mr. Prale noted that they were left with more questions than when they started, however. Summer interns will work with Dale Craft, the new Summer School Director, on the health curriculum, as to what the class standards are in the summer versus the regular year and to help to make them more parallel, if need be.

Ms. Ranney noted that she had heard about the bad student behavior during the summer in the building last year. While Mr. Prale was unsure as to what incidents she was referring, he did note that there were discipline incidents around the 8 to 9 Transition Program. As such, a code of conduct has been developed and the staff is looking at a different time for instruction. Mr. Craft is talking with teachers about what should be accomplished this summer regarding discipline. He will circulate the final plans to all summer school teachers.

Mr. Craft informed Ms. Ranney that the same library hours would be maintained this summer as last summer and he would monitor its use. Mr. Craft also informed Ms. Ranney that this summer's musical would be *Guys and Dolls*, under the leadership of Joe Hallissey and Bill Boulware.

Mr. Rigas, relative to health and applied arts summer school courses, stated that it was a free market issue and there were a significant number of parents and students who believed those required classes are less academic and less challenging. A significant number of students will take health in the summer so that they can familiarize themselves with the building. The free market should not be destroyed. Mr. Prale stated that the balancing point is about 16 sections. It is not entirely free of regulating. There is also a good argument for a discussion of health being required every year for students in the

building. Mr. Colquhoun, the regular health teacher, can be specific, particular, and passionate about students' needs in each of the classes. The school is trying to balance that importance versus the market and the staffing. Mr. Rigas stated that it was more than just learning different things at different maturities. It is a matter of reinforcing the knowledge. This is the time to talk to students about significant health issues that can affect them for the rest of their lives.

Dale Craft added that he had received compliments on the new online registration process. Mr. Prale thanked the Board of Education for supporting the addition of this service.

Mr. Prale reported that meetings with middle school personnel regarding the 8 to 9 Transition Program were occurring as well.

Textbook Approval

Ms. Ranney approved the textbook, *Principles of Economics*, for the Business Education Department.

Ms. Fernandez approved the textbook, *Consumer Education and Economics*, for the Business Education Department.

Ms. Ranney expressed her continued concern about the cost of the textbooks.

Textbooks Assignment

Ms. Ranney volunteered to review the textbook, *Business and Personal Finance*, for the Business Education Department.

Dr. Millard volunteered to review the textbook, Los Ojos de Carmen, for the World Languages Division.

Ms. Fernandez was assigned the review of textbook, *Astronomy: A Self-Teaching Guide, 6th Edition*, for the Science Division.

Mr. Conway was assigned to review the following textbooks for the World Languages Division:

Discovering French Nouveau! Bleu 1
Discovering French Nouveau! Blanc 2
Discovering French Nouveau! Route 3

Upcoming Meeting Dates

At the May 10 Instruction Committee Meeting, Mr. Prale announced that there would be dialogue with both ISIT and Room 308 personnel. At the May 16 Instruction Committee

meeting, beginning at 6:30 p.m., the Math Division will dialogue with the Committee members. The History Division's scheduled time with the Instruction Committee was canceled due to other Board of Education priorities and that will be rescheduled for the fall.

Adjournment

The committee adjourned at 8:58 a.m.