

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

**An Instruction Committee of the Whole Board
May 10, 2007**

An Instruction Committee meeting of the Whole Board was held on Thursday, May 10, 2007, in the Board Room. The meeting opened at 7:36 a.m. Committee members present were Jacques A. Conway, Barbara Fernandez, Valerie J. Fisher, Dr. Barry S. Greenwald, Dr. Dietra D. Millard, and Yasmin A. Ranney. 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; Philip M. Prale, Assistant Superintendent for Curriculum and Instruction; Amy Hill, Director of Instruction; and Gail Kalmerton, Executive Assistance/Clerk of the Board.

Kay Foran, Director of Community Relations and Communications; Don Vogel, Division Head for Business Education and ISIT; James Paul Hunter, Faculty Senate Chair; Mary Ann DeBruin, Elaine Glenn, and Dr. Ann Carlson, O.P.R.F.H.S. librarians; Kathi Kyrias, Division Head for Guidance; Craig Larson, Daphne LeCesne, Margo Bristow, Linda Spain, Marvin Walker, Carrie Gevirtz, Debbie Schwab and Gwendolyn Walker-Qualls, Community Support Personnel; Linda Cada, Director of Special Education, Nikki Paplaczyk, Coordinator of Support Services; and Mary Young, Special Education faculty members; John Allen and Sharon Patchak-Layman, Board of Education members-elect; Barbara Nelson, chair of P.T.O.

Approval of Instruction Committee Minutes

The Instruction Committee Minutes of April 17, 2007, were accepted, as presented.

Library Program

Mr. Vogel thanked the Instruction Committee members for giving him and the librarians an opportunity to talk about the high school's library program. He, personally, has been in charge of the program for 14 out of his 33 years at O.P.R.F.H.S.

He introduced the following librarians:

Dr. Ann Carlson, the English and Fine Arts Divisions' liaison, who received her Masters in Library Science in 1975, and her Doctorate from Columbia University in 1983.

Mary Ann DeBruin, the World Language and Applied Arts Divisions' liaison, who is celebrating her 13 years at the high school, and who was previously a French teacher and a law librarian.

Elaine Glenn, the History Division's liaison, who also is celebrating 13 years at the high school. Before joining O.P.R.F.H.S., Ms. Glenn worked with the Chicago Public Schools and before that, the federal government. Ms. Glenn holds a Masters of Public Administration and Masters of Library Science from Dominican University.

Mr. Vogel also recognized Marsha Shipley, Tim Hasso, Marlene Segal, Lupe Witt, and Kathy Rice, who work in the library in various support capacities.

Last month, the library introduced an electronic catalog and the librarians used a PowerPoint presentation to highlight some of its features.

Dr. Carlson noted that in preparation for meeting with this committee, the librarians and Mr. Vogel identified three challenges that the high school faces.

The first two challenges deal primarily with the students.

1. How does one effectively inform and teach students to be systematic and logical about conducting research? All, adults and children, have various "information seeking behaviors" that are employed depending on the situation. The challenge is to instill in students useful strategies in approaching an assignment, conducting research, and collecting information that, in turn, can be organized and analyzed, and finally used to create the best assignments the students are capable of creating.
2. The second challenge follows directly on the heels of this first one. Assuming students are all aware of "the research process" when approaching an assignment, the challenge is: How can they be helped to find the best content for their assignments and recreational reading from amongst the vast amount of resources available?

Once, the world was information poor. Today, the students live in an information overload or an "information obese" environment, and the challenge is to help them evaluate the information they find, especially from pages off the Web. How do are students taught to be "information skeptics" or critical evaluators of information?

3. Our third challenge deals with the fact that our library is no longer a traditional space located on the second and third floors of the north side of the building. We have moved from the concept of "the library" to the concept of "the library program" that permeates not only the entire school but also cyberspace. Just as the evolution of access to information has drastically changed, so has the expanding role of the library program. Our challenge as librarians is to keep current with emerging technologies while never losing focus on the role of reading and books.

In 1988, the library automated for the first time and instituted a book catalog. Terminals were added to aide in the search of library materials. Later the library moved to a PC-

based search system. This year the library catalog went to a third level, which leverages the network in a way previously not available. The name of the catalog, Destiny, can be accessed from the Library's homepage. A demonstration was given to the Committee members on how to navigate this webpage.

Features of the website include:

- 1) The option of doing a Basic or a Power Search (a Power Search produces a more manageable search);
- 2) The program Visual Search, which allows the use of visual icons;
- 3) A listing of recommended databases and websites that have been pre-selected;
- 4) Bibliographies for history students.

Other items of interest pointed out included different web resources that the school has incorporated. They included the following:

Bread Crumbs, a new web 2.0 navigational tool in web design, whose purpose is to give users a way to keep track of their location within programs or documents. The term is taken from the trail of breadcrumbs left by Hansel and Gretel.

EasyBib, an automatic bibliography composer that formats, alphabetizes and prepares MLA works cited list for printing.

Noodle Tools is another resource. It is a suite of interactive tools designed to aid students and professionals with their online research.

Page Bull, a visual search engine.

The O.P.R.F.H.S. library has begun to eliminate its print collection of periodicals. Previously it had over 300 subscriptions; it now has only 50. Most of the money saved on these subscriptions pays for the subscription databases. Ms. Glenn stated that the librarians try to make or lead the students to be "savvy" and sophisticated users of the search engines, and they try to steer them to quality and reliable information.

One may access these databases by going to the O.P.R.F.H.S. Home Page and then to Library Services. The librarians use a collaborative approach to select the list of databases to be offered and they use the same approach in their annual re-evaluation of the list. Sometimes divisions are helpful in providing the names of valuable websites to them. A serious part of the librarians' job is to find databases that support the high school's curriculum. Some databases are specific to a particular curriculum area and some are more general in nature. The list of the databases is as follows:

Access Science	Online McGraw-Hill Encyclopedia of Science and Technology plus research updates, images, and news summaries
Book Index with Reviews	Information on 3.8 million book titles
Britannica Online	Online version of the encyclopedia plus journals, magazines, websites, and videos
Contemporary Authors	Biographical, bibliographical information and references on U.S. and international authors
CQ Researcher	In-depth reports of contemporary political and social issues
Discovering Collection	General reference information for a range of areas including biographies, general science, geography, literature and history.
eLibrary	Magazines, journals, newspapers, reference books, maps, audio/video, radio TV transcripts, images and Special Collections: Literature & History feature
First Search	Variety of databases provided by the Illinois State Library
Grove Music Online	Contains full-text of <i>The New Grove Dictionary of Music and Musicians</i> , second edition; <i>The New Grove Dictionary of Opera</i> ; and <i>The New Grove Dictionary of Jazz</i> , second edition.
JSTOR	Scholarly journals from an online archival collection covering many academic disciplines, primarily used in the history division for high-level research.
MSA Ultra-School Edition	Popular magazines, reference sources, images, flags, maps and primary source documents
Newspaper and Current Events	Includes <i>Newspaper Source</i> , which provides selected full-text newspaper articles and <i>TOPICsearch</i> , which allows for searching under many popular social, political and scientific topics
Opposing Viewpoints	Reference sources, magazines, website, statistics and primary documents for debate topics
Oxford English Dictionary	The meaning, history and pronunciation of over half a million words in the English language
Physicians' Desk Reference	Information about brand and generic drugs
Psychology & Behavioral	Over 550 full-text journals from the Psychology and Behavioral Sciences Collection.

A listing of these databases is distributed to students at least two times per year via the Huskie Net Guide for Students. If a person has an O.P.R.F.H.S. email account, he/she may access these databases either on campus or off campus.

A question and answer period began.

Dr. Greenwald noted that this conversation had made him want to return to school. He was pleased to hear that there was a database that would provide citations, but he felt it

was important for one to know how to do citations on one's own. He was assured that it, too, was a requirement of the school.

Q: Are statistics available as to library usage by students, faculty and staff?

A: No, but about two or three classes per day are scheduled to use the library and there are 40 to 60 students in study halls per period per day.

Q: How are resources retained or deleted?

A: It is a matter of curriculum. A program called JSTOR has a nationwide pilot to let the school know what is relative. Only a few high schools in the state of Illinois were selected as users of JSTOR; O.P.R.F.H.S. was one of them. The other schools are: Illinois Math and Science Academy, Glenbrook North and South, Grayslake Community High School, Grayslake North High School, Hinsdale Central High School, Lincoln-Way Central High School, Lincoln-Way East High School.

Q: Are hits tracked?

A: Off campus hits are tracked. That information helps the school decide where best to spend its dollars.

Q: Are the computer library resources free of illicit sites?

A: The Board of Education, by federal mandate, must have a filter. Mr. Vogel would estimate that it is 95% clear. Even Google or U-Tube has started including things on their websites that one would not want children accessing. Access to My Space is not allowed within the building. All databases are clear. In addition, students sign an Acceptable Technology Use Policy. O.P.R.F.H.S. also has a screen that pops up blocking a site; a decision can later be made as to whether the site should or should not be blocked. Teachers, too, are vigilant in monitoring student use.

Q: Are new websites brought to the library by the faculty and staff?

A: Yes. An example of that was JSTOR. The History Division was interested in that website.

Q: How are teachers made aware of this kind of information/technology?

A: An overview is given during staff development and new teachers receive their own orientation, as well.

Q: Can students print the material they research?

A: Yes.

Q: Are students happy to see the work on the screen?

A: It is sustained reading and it is better than it is in print. Students can find book sources, reference books, books related to the topics, sample bibliographies. Students have access to variety of resources, as opposed to going to Google. The O.P.R.F.H.S. Library website has some of the most reliable information.

Dr. Greenwald thanked the librarians for making his life easier at the college level—teaching students to be critical of information. Just because something is on the computer screen, does not make it true.

Community Resource Program—Room 308

Ms. Kyrias introduced the personnel of the Community Resource Program—Room 308 in attendance below and the Instruction Committee members welcomed them.

- Carrie Gevirtz, resource manager, regular education population
- Debbie Schwab, resource manager, regular education population
- Margo Bristow, drug and alcohol counselor
- Daphne LeCesne, school psychologist
- Craig Larson, school social worker, Special Education population
- Marvin Walker, school social worker, Special Education population
- Gwendolyn Walker-Qualls, school psychologist, both Special Education and regular education population
- Linda Spain, secretary

The group listed some of the types of issues with which students are dealing: alcohol, drugs, process addictions, gaming, and Internet addiction. Students are referred by Deans of Discipline, Dean Counselors, self-referral, the Youth Township and often times by other students. Students with these kinds of issues seem to be younger than in the past and the seriousness of their addictions are more profound as well, i.e., alcohol, LSD, heroine, marijuana, cocaine.

Community Support Personnel do see students on an ongoing basis. However, counselors are limited to five individual sessions with a regular education students' without the parent(s)' knowledge. Counselors try to learn when the addictions started and why. Counselors are bound by rules of confidentiality and they may not divulge to the parents what is occurring with their child unless it is a high-risk, life-threatening situation. If the student does not give the counselor permission to talk with his/her parents about an issue, a family session is scheduled and it will then be brought up at that point.

Ms. Fernandez asked how students and families afford counseling. Ms. Bristow responded that only ten percent of the students they see need rehabilitation. There were only two cases where DCFS had to “wrap them” to get services. Most services in the community are on a sliding scale. The charges of counseling at PILLARS could be as little as \$7 per session; all services are affordable.

Ms. Bristow noted that her philosophy was to discover if there were harm being done and then try to reduce it. Only after that has been effective does she talk about abstinence. Her work is based on students' goals, not her goals, and she works to reduce triggers. Dr.

Millard reported that Ms. Bristow gave a great presentation at a Citizens' Council meeting.

Dr. Greenwald asked for a flavor of this groups' day. He noted that the one of the Board of Education's recommendation in discipline cases is for the student to have ongoing counseling. He presumed that other recommendations could lead to counseling at the school.

Ms. Kyrias stated that everyone does crisis intervention. Those dealing with Special Education students have a different day than those who deal with regular population students.

Ms. Gevirtz stated that they try to work as a team. A student who has not been seen previously may walk in to their offices. The student is asked for the name of his/her dean and whether his/her issue was of an emergency nature. If not, an appointment would be set up for the student with a counselor at another time. Ms. LeCesne added that the triage work was very important in that area.

A day in the life of a counselor who deals with Special Education students is more structured and could be as follows:

- Two staffings in the morning beginning at 8:00 a.m.
- Meet with students who had appointments
- Meet with a group of students with behavior problems and ADD.
- Meet with the pre-voc counselor because a student did not know what to do for interviews. Review how they would fill out an application and go through a mock interview
- Meet with a student who might be just waiting to see a counselor and talk to him/her for "just a few minutes," this may or may not be just Special Education students
- Meets with a lunchtime group who meets with someone every day
- Meet with another Special Education group ninth period, i.e. seniors, who are experiencing dread about leaving the high school to assure them that Room 308 is still available to them as a resource.
- Complete recordkeeping
- Meet with students and/or do testing.

Counselors try not to take students out of their academic or strategies classes for counseling, and sometimes counselors must make appointments on Saturdays because the parents do not want their students missing academic or academic strategy classes.

Ms. Fernandez asked what constituted a crisis. The response was: students are asked the following:

- 1) Are you going to harm yourself? If the response is yes, Room 308 personnel work as a team to contact the parents and the outside agencies and to get the student immediately hospitalized.

Ms. Kyrias stated that Community Support Personnel do not provide long-term ongoing counseling, only short-term crisis intervention. They get the students linked with outside agencies and monitor their progress. All crisis are not life threatening or are DCFS calls. Any student who cannot go to his/her class is in crisis. They are seen immediately in an effort to get them to their classes. These kinds of interruptions make the counselors' jobs more difficult.

A day in the life of a counselor who deals with regular education students is less structured and could be as follows:

- Pupil Support Services Team meetings for two solid hours
- Met with two students first period (one was unexpected)
- Paperwork, updated spreadsheet, make phone calls, meet with students
- See more students, i.e., meeting with students who have broken their behavioral contract. Counselors are mandated to see those students to review why it exists and why the behaviors reoccur.

The number of students on their caseloads is as follows:

- Ms. Gevirtz and Ms. Schwab each have to be available to half of the regular education population, and they see roughly 200 and 170 students respectfully.
- Ms. Bristow sees 120 students as well as provides services for 240 Special Education students.

Ms. LeCesne stated that Special Education counselors are asking if the students have been screened. Since Ms. Gevirtz sits as a member on the PSS Team that reviews the situation, she is able to provide input on whether an intervention is working, whether their parents had refused screening, etc. It is an important piece.

Mr. Larson stated that last year there was one social worker in Special Education and four resource managers, plus Ms. Bristow for mainstream and one social worker and one psychologist. Now there are only two resource managers.

Ms. LeCesne stated that Room 308 has become closer to a more traditional model where psychologists and social workers are assigned to work with Special Education students. This year there were four support people assigned to Special Education, however, each of the teams have taken on 60 re-evaluations this year. Room 308 has a wonderful collaborative environment, which speaks to the importance of having all in one office and a secretary who is capable of doing triage. It is part of Room 308's role to do behavior management, planning, and to give support to Special Education students so that when there is a contract for a Special Education student, all four members agree on the content. Some students are scheduled to meet weekly and some are not. While there are 240

students who have I.E.P.s who must be seen, Room 308 staff must be available to up to 532 Special Education students. If a student has an issue and is a regular education student and no regular education counselor is available, someone else will step in to help.

Ms. Gevirtz liked the fact that students come to Room 308 during their free time to just sit. Some choose to come during their lunch periods instead of going to the cafeteria, because they are not comfortable in the cafeteria. It is similar to what students do in the Dean Counselor's area.

All spoke of how well Linda Spain did triage assessment, a process of assessing the situation relative to whether there was an immediate need; whether the student could wait for a short period to see a counselor; and manage the caseload.

Ms. Ranney noted that the increase in aggressive behavior and the urgency and the importance of the depth of weight of the work that every educator does is huge, but the work this group of individuals does is what keeps the hallways safe, as well. The work that is performed by this staff is reflective of the environment. She stated that their work was very important for the high school and she wanted to articulate the Board of Education's gratitude to the people who stays past the time of normal hours. This works knows this no boundaries. It is immense.

Dr. Millard thanked them for their emotional support of the students.

Textbook Approval

Ms. Ranney approved the textbook, *Business and Personal Finance*, for the Business Education Department.

Dr. Millard approved the textbook, *Los Ojos de Carmen*, for the World Languages Division.

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

Mr. Conway approved the following textbooks for the World Languages Division:

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

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

Textbooks Assignment

Ms. Fisher volunteered to review the textbook, *Authentic Happiness*, for the History Division.

Dr. Millard volunteered to review the textbook, *Emotional Intelligence*, for the History Division.

Mr. Conway volunteered to review of textbook, *Psychology: Themes & Variations*, 7th Edition, for the History Division.

Thank You

Mr. Prale noted that this was the last Instruction Committee meeting with Ms. Fernandez and he wanted to thank her for a great year of instruction. He appreciated the exchange of ideas about agendas, support, working with the divisions, etc. Mr. Prale also extended his thanks to both Ms. Ranney and Dr. Greenwald as well for their support and service.

Adjournment

The committee adjourned at 9:20 a.m.