RIVER
FOREST
PUBLIC
SCHOOLS

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COMMITTEE OF THE WHOLE MEETING
Roosevelt Library Learning Center
September 4, 2012
7:00 p.m.

A G E N D A

I. Call Meeting to Order/Roll Call

II. Recognize Visitors and Invite Comments from the Public[1]

III. Approval of Agenda

IV. Board Action
1. Personnel Report

V. Education Committee, David Latham, Chair

7:05 – 7:45 p.m. Topics:
- Common Core in District 90, 2012 – 2013
- 2013 – 2014 Calendar Considerations

Next Meeting Topic:
- Strategic Plan – Modified Version
- Gifted and Talented – Plan for Analysis of District 90 Supports and Services
- ISAT Data Review

VI. Public Comments[1]

VII. Adjournment

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[1] Public comments on non-agenda items are subject to the following provisions: Each speaker should stand and provide his or her name and home address for the minutes. Each speaker will then be given three minutes to speak. The speaker will be notified when the time limit is reached. At this time, speakers should promptly finish the thought and be seated. Please note: The Board uses this time to listen to community questions and concerns, but will not respond immediately to individual requests and cannot take formal action on non-agenda items. Please include any specific request for action or response in the three minute talk and appropriate contact information for follow up, if applicable.

Superintendent's Supplemental Information

Dr. Edward Condon

COMMITTEE OF THE WHOLE MEETING

September 4, 2012

IV. Board Action

1. Personnel Report

Board Chair, **James Weiss**, will call for the Board vote to formally approve the Personnel Report as presented.

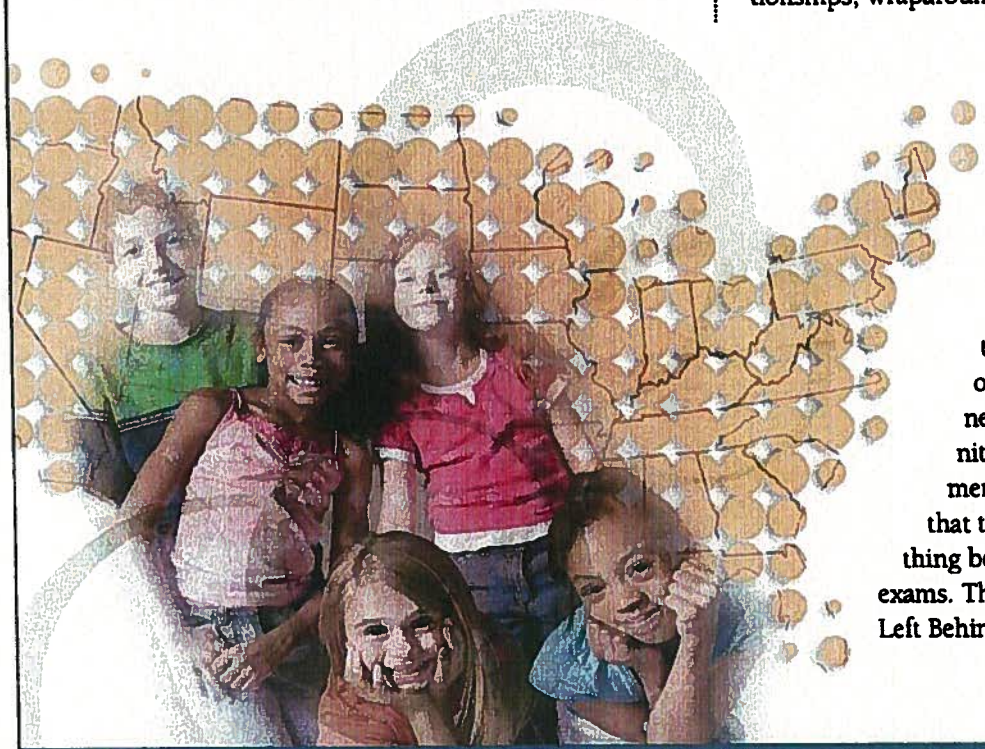
A Whole Child Approach to Education and the Common Core State Standards Initiative

A whole child approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. It engages all stakeholders—educators, families, policymakers, and community members—in defying the "percentage proficient" culture of too many school reform efforts, to focus on each child. And it further raises the bar of accountability beyond narrow, single-issue "improvement" strategies to efforts that reflect the broad array of factors influencing long-term success rather than short-term achievement.

Within a whole child approach, questions must be raised about school culture and curriculum; instructional strategies and family engagement; critical thinking and social-emotional wellness. We have an inherent understanding that no single program or initiative provides the silver bullet for school improvement, but rather that the application of child-adolescent growth and development theory in the context of learning within a specific community creates the opportunity for each child to succeed.

The Common Core State Standards Initiative is a critical step toward ensuring such an approach. For too long in too many schools, young people have been provided a learning experience that so undermotivates, undereducates, and underprepares that they are left reaching for remedial preparation for the careers, further education, and civic participation they seek. In the worst situations, young people are neither healthy nor safe, neither engaged nor supported, and certainly not challenged.

In others, schools with seemingly impressive school climates (little bullying, supportive staff-student relationships, wraparound supports for families, etc.) fail to hold high expectations for each child and instead create an environment of academic pity which fails to prepare even graduates for meaningful career, college, and civic next steps. And in still other situations, the emphasis on academic rigor is so disproportionate that students experience high levels of social-emotional stress, disconnection to school and the community, and boredom in a culture of rote memorization and repetition, such that they too are unprepared for anything beyond the world of multiple choice exams. The narrow focus of the No Child Left Behind Act (NCLB) on standardized



test results in only two core academic subjects has only served to reinforce this situation.

The Common Core's promise of higher and uniform standards among all states is in many ways a response to NCLB's consequences. Indeed, the U.S. Secretary of Education, Arne Duncan, has made higher state standards one of his top reform priorities. However, the standards themselves are necessary but insufficient for real improvement for each child. Standards, no matter how high, do not actually increase student achievement. Nor do they solve hunger. They cannot defeat bullying or boredom, ineffective teaching or leadership. Only when implemented within a more comprehensive, deliberate school improvement effort will they exert the influence on student success which past standards movements have failed to achieve.

The newer, higher standards will require schools and communities to better and more comprehensively support meaningful student learning. Paired with greater attention to and support of all core academic subjects, the Common Core State Standards for English Language Arts and Mathematics promote a level of academic preparedness responsive to the requirements of further education, the work force, and civic participation. They compel school instructional staff to develop and deliver effective, engaging instruction reflective of individual student needs and strengths. Perhaps most importantly, they necessitate understanding of all the factors related to learning—health, safety, connectedness to school, family engagement, personalization, relevance, and so forth—to successfully effect the long-term success of students.

Issues to Consider in Implementing the Common Core State Standards Within a Whole Child Approach

- **Integration and Alignment:** Implementing the Common Core State Standards in isolation from a more comprehensive school improvement approach will have a minimal effect on student achievement. Schools, districts, and states must align their efforts to ensure each child is healthy, safe, engaged, supported, and challenged.
- **A Well-Rounded Education:** Effectively providing challenging, comprehensive curriculum across all content areas is essential for college, career, and civic preparation. Curriculum and instruction in all areas must demonstrate high expectations for students and reflect evidence-based strategies.
- **Assessment:** Each time any assessment is conducted, it measures health, safety, engagement, support, and challenge, whether that is the intent of the instrument or not. A balanced approach to formative and summative assessment that is both qualitative and quantitative must be used to provide reliable, developmentally appropriate information about student learning.
- **Sustainability:** Schools using a whole child approach use collaboration, coordination, and integration to ensure the approach's long-term success. Policies and practices, from professional development to the school master schedule to community partnerships, must reflect the central effort to ensure each child is healthy, safe, engaged, supported, and challenged.

True school improvement is hard. It's not about a single passionate leader. It's not about "fixing" teachers and teaching or parents and parenting. It's not about poverty. It's not about money. And it's not about high standards. It's about all of them, and more. Only a whole child approach aligned across curriculum and instruction, school climate and structures, professional development and student learning, can truly ensure that each child, in each school, in each community, will be healthy, safe, engaged, supported, and challenged for long-term success in college, career, and civic life.

CALENDAR CONSIDERATIONS
2013 - 2014

POSSIBLE START DATE	POSSIBLE END DATE (*With* Emergency Days)	ESTIMATED END DATE (*Without* Emergency Days)	SUMMER SCHOOL DATES	LENGTH OF SUMMER VACATION (With 6/14/13, as the Last Day *)
Institute Day: August: Mon.19, Tues. 20, Wed. 21 --- **Students:** Mon., Aug. 22, 2013	Friday, June 13, 2014	Friday, June 06, 2014	June 19 - July 12 or July 19	9 Weeks
Institute Day: August: Wed. 21, Th. 22, Fri. 23 --- **Students:** Mon, Aug. 26, 2013	Tuesday, June 17, 2014	Thursday, June 12, 2014	June 19 - July 12 or July 19	10 Weeks
Institute Day: August: Tues. 27, Wed. 28, Thurs. 29 --- **Students:** Tues. Sept. 3, 2013 (After Labor Day)	Tuesday, June 17, 2014	Thursday, June 12, 2014	June 19 - July 12 or July 19	11 Weeks

2012 - 2013

* Scheduled Last Day of School:
June 14, 2013 (***Without*** Emergency Days)
or
June 21, 2013 (***With*** Emergency Days)

8/30/2012